

Colorado Trust's Toolkit for Evaluating Positive Youth Development

OVERVIEW

- This scale is used to assess whether youth are able to acquire or strength specific assets targeted in a given program.

DOMAINS

- **Academic Success (16)**
 - Coming to this program has helped me to participate more in class activities
- **Arts and Recreation (9)**
 - Because I came to this program I am better in arts and crafts
- **Community Involvement (5)**
 - Coming to this program has helped me to feel more important in my community
- **Cultural Competency (13)**
 - Because I came to this program, I talk more with young people who look or sound different than me
- **Life Skills (11)**
 - Because I came to this program I am better at solving problems
- **Positive Core Values (6)**
 - Because I came to this program, I care more about other people
- **Positive Life Choices (7)**
 - Being involved in this program has helped me to stay away from drugs
- **Sense of Self (6)**
 - Coming to this program has helped me to feel better about myself

- **Program Quality (21)**
 - Supportive, Caring Climate
 - Youth as Partners and Resources
 - Safety and trusting Environment
 - Attractive and Meaningful Activities

FIND IT [[HERE](#)]

THEME(S)

- Education
- Psychosocial Development
- Employment
- Youth Engagement

Note. There is also a section that assesses program quality

TARGET POPULATION

- Youth 9 to 14 years of age

LENGTH & HOW IT IS MEASURED

- Items are measured on a 3-point scale (yes, kind of, not really)
- Self-report, paper-pencil version or electronic
- Can be used as a pre-post measure
- Available in: English, Spanish

DEVELOPER

- The Colorado Trust, 2004



GOOD TO KNOW

- Programmers interested in using this tool can select a specific domain and do not have to use the entire measure.
- There is additional information provided in the toolkit related to timelines, protocols, consent forms, tracking forms etc.
- Page 21 of the toolkit outlines various outcome domains and indicators that are measures within the toolkit



PSYCHOMETRICS

RELIABILITY

- Reliability coefficients for subscales ($\alpha >.74$)
- Test-retest reliability ($r = .59-.94$)

VALIDITY

- Content validity
- Construct validity



Learn more:

- The Colorado Trust. After-School Initiative's Toolkit for Evaluating Positive Youth Development. Denver, CO: The Colorado Trust; 2004.



THE AFTER-SCHOOL INITIATIVE'S

Toolkit for Evaluating Positive Youth Development



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Table of Contents

INTRODUCTION	1
TOOLKIT BACKGROUND.....	1
PHILOSOPHY BEHIND THE TOOLKIT	2
BENEFITS OF USING THE TOOLKIT	4
USING THIS TOOLKIT.....	5
RECRUITMENT, INCENTIVES AND CONSENT	5
UNDERSTANDING THE RIGHTS OF THE SURVEY PARTICIPANTS.....	6
DEVELOPING THE SURVEY	6
DEVELOPING THE SURVEY ADMINISTRATION PROTOCOL	8
PILOT TESTING THE SURVEY	12
THE SURVEY ADMINISTRATION	13
AFTER THE SURVEY ADMINISTRATION.....	15
SECTION 1: POSITIVE YOUTH DEVELOPMENT DOMAINS.....	16
ACADEMIC SUCCESS	19
ARTS AND RECREATION.....	21
COMMUNITY INVOLVEMENT	22
CULTURAL COMPETENCY	23
LIFE SKILLS	25
POSITIVE CORE VALUES	26
POSITIVE LIFE CHOICES	27
SENSE OF SELF.....	28
SECTION 2: PROGRAM QUALITY.....	29
SECTION 3: YOUTH BACKGROUND AND PROGRAM PARTICIPATION.....	33
SECTION 4: ALTERNATIVE TO POST-ONLY SURVEY	35

APPENDIXES36

APPENDIX I. TOOLKIT DEVELOPMENT36

APPENDIX II. SELECTING A SAMPLE OF PARTICIPANTS TO SURVEY40

APPENDIX III. THE USE OF INCENTIVES IN EVALUATION41

APPENDIX IV. CONSENT AND ASSENT FORMS42

APPENDIX V. ENGLISH AND SPANISH COMPARISON OF QUESTION SETS50

APPENDIX VI. PROTOCOL WORKSHEET FOR ASI TOOLKIT SURVEY ADMINISTRATION56

APPENDIX VII. TOOLKIT OUTCOME DOMAINS LINKED TO POSITIVE YOUTH DEVELOPMENT MODELS58

APPENDIX VIII. ACADEMIC SUCCESS TRACKING FORMS74

APPENDIX IX. COMPLETE POST-ONLY TOOLKIT SURVEY QUESTION SET79

APPENDIX X. DETERMINING WHICH SURVEY TO USE: POST-ONLY VERSUS PRE-POST92

APPENDIX XI. COMPLETE PRE-POST TOOLKIT SURVEY QUESTION SET.....99

Introduction

The After-School Initiative's Toolkit for Evaluating Positive Youth Development contains a number of evaluation question sets that staff of an after-school program may find useful to assess youth outcomes. Because after-school programs' goals and activities are often unique, the toolkit is not intended to provide all the evaluation questions program staff would need to demonstrate success. Instead, it provides question sets to measure outcomes common to many after-school programs aimed at promoting positive youth development. Outcomes are the measurable changes in participants' knowledge, attitude or behavior (e.g., 50% of youth participants reported they spent more time doing their homework because of the after-school program).

The questions in this document are designed to measure 45 different youth outcomes within 8 outcome sets or "domains" (Section #1):

1. Academic success
2. Arts and recreation
3. Community involvement
4. Cultural competency
5. Life skills
6. Positive life choices
7. Positive core values
8. Sense of self.

In addition, a question set to measure the quality of after-school programs is included (Section 2), as well as a question set on youth background and program participation.

Toolkit Background

The After-School Initiative's Toolkit for Evaluating Positive Youth Development is a resource of The Colorado Trust's After-School Initiative (ASI). This 5-year (2000-2005), \$11 million After-School Initiative serves children in fourth through ninth grades through programs that promote positive youth development. National Research Center, Inc. (NRC) developed the toolkit with funding from The Colorado Trust as part of the After-School Initiative's evaluation technical assistance to grantees. The outcomes selected for this toolkit were based on a synthesis of research on surveys used to measure assets and positive youth development in the United States; a review of the positive youth development literature; the logic models from 35 ASI grantees; and surveys and focus groups with youth-serving programs. Surveys developed from this toolkit were pilot tested in 4 after-school programs serving youth ages 8 through 15 and representing African-American, Caucasian/white, Latino and Native American youth. (See Appendix I for more details on the toolkit development.)

Philosophy Behind the Toolkit

The original goal of this project was to provide ASI grantees with surveys that were research-based or often used by other large youth-serving organizations. Through research, NRC found that many of the evaluation surveys used to measure outcomes in youth were not age-appropriate, culturally sensitive or realistic in terms of the burden on respondents or staff resources necessary to use them in an ongoing evaluation process. After reviewing many of the existing question sets for assessing youth outcomes, NRC decided to develop its own sets of questions and adapt questions from other surveys to better meet ASI grantees' needs. The following criteria were used to develop this toolkit:

Gathering the opinions of youth: Using this toolkit allows adherence to principles of positive youth development — “youth as resources” and “adult-youth partnerships” — by asking youth to report how they feel about programs and how their lives have been changed as a result of participation in specific programs.

Age and literacy appropriateness: The survey questions provided in this toolkit were developed to be age appropriate for youth in fourth through ninth grades so that the opinions of all youth served in ASI programs could be measured. The questions were written for youth as young as fourth grade and were simply stated so program participants with lower literacy levels can complete them with little help. However, a number of the outcomes that were found to be important in positive youth development programming are difficult to translate into questions at a fourth-grade level (e.g., cultural competency). Questions associated with these outcomes are noted by a ^ in each section of the toolkit or separated into basic and advanced sets of questions so program staff can choose appropriate set for the group of young people served by individual programs. As a general rule, NRC found that each of the questions with a ^ were better understood by youth in grades 6 and above and less comprehensible to youth below the sixth grade.

Cultural appropriateness: Although it is impossible to develop a set of questions that is not influenced by some form of cultural bias, NRC attempted to develop questions appropriate for most youth in fourth through twelfth grades. The question sets have been pilot tested with youth of various ages, ethnicities and cultures to help further decrease cultural bias. However, program staff is encouraged to look closely at whether or not the question sets fit their program and the cultural background of participants and modify question sets accordingly.

Mitigation of burden on participants and staff: For an evaluation to be sustained within a program, the evaluation must be manageable for both the program staff collecting the data and the program participants providing the data. The survey question sets are short so that after-school programs can measure multiple outcomes without undue burden on youth participants. The survey is easy to administer and involves minimal training of program staff. Finally, the survey questions are straightforward so data analysis and reporting are not complex.

Measuring relevant results: Because every ASI program has unique goals and activities, not all will achieve the same outcomes. NRC encourages program staff to use logic models to determine the outcomes that best fit with the services they provide. Measuring outcomes in an area where little or no services are provided not only wastes valuable staff time but may also provide less than desirable results.

Sensitivity to change: Many ASI programs attempt to foster significant, positive changes in the lives of their youth participants. These changes often occur incrementally over time, so it is important to be able to measure small changes. However, small changes are often difficult to measure. Many of the methods commonly used to measure change violate evaluation principles for youth, (e.g., using 4 or more scale options and using higher literacy adjectives to differentiate scale points), making it more difficult to demonstrate small increments of change. For this reason, “post-only” questions are provided in this toolkit. “Post-only” implies that program staff administers surveys at the end of the program or after a “significant” amount of intervention has occurred (i.e., school-based program staff may want to administer in December and May every year). “Post-only” surveys do not include survey administration before programs begin (as there would be in a pre-post survey). “Post-only” surveys ask program participants to report whether they have changed at the end of a program, instead of measuring outcomes before and after an intervention and comparing the results to detect changes.

Augmenting the use of existing question sets: There are scores of surveys designed to measure many of the same outcomes proposed for measurement in this toolkit. This toolkit was not developed to replace the use of such surveys because many of the surveys used in academia and clinical settings have been found to be valid and reliable ways of measuring youth characteristics. If this toolkit does not include enough questions to provide the details desired to measure a specific program focus, staff may want to consider augmenting the question sets and creating a longer, more specific survey.

Benefits of Using the Toolkit

This toolkit offers ASI program staff the evaluation materials necessary to measure many of the outcomes they plan to achieve. The toolkit contains question sets and tracking forms that are straightforward in measuring a multitude of youth outcomes in a simple fashion. Other benefits of using the toolkit include:

Specific question sets for the After-School Initiative programs: This toolkit was developed specifically for ASI programs, taking into account the types of services provided and the youth served. Many question sets in the existing literature were developed for other purposes and for other populations.

Timesaving: It is easier to use existing question sets than to reinvent the wheel. Often, after-school programs do not institutionalize evaluation systems because staff gets bogged down creating and/or selecting the best measurement question set. By selecting outcomes of interest to a program, staff can create a customized survey with relatively little work.

Pooled data: ASI programs will have a way to compare their results to other programs in the initiative. After analyzing the data, NRC will send each grantee a customized report that compares the responses of youth served by the grantee's program to responses of all youth served by the After-School Initiative.

Using This Toolkit

As part of their evaluation technical assistance to ASI grantees, NRC provides an evaluation liaison for each ASI program. The evaluation liaison serves as a consultant to guide and assist program staff to develop a program logic model, identify the program's youth development outcomes, develop a survey and survey administration protocol, and understand and use the results of the survey.

With their evaluation liaison, staff at each after-school program should review the outcome domains and question sets provided in this toolkit and determine whether they are applicable to their program. In addition, staff should consider whether the question sets reflect the youth development outcomes that individual programs are working toward according to their logic model. Once outcome domains and question sets are chosen, NRC, through the evaluation liaisons' communication with ASI programs, will customize surveys for programs electronically. Liaisons will help ASI programs determine the most appropriate dates for survey administration and develop protocol for administration. Then, after program staff administers the surveys to their youth participants, completed surveys will be sent to NRC for analysis. Finally, within a few months of administration, evaluation liaisons will meet with their assigned ASI programs to review the data results and discuss ways of using their data for program improvement.

Recruitment, Incentives and Consent

Determine who should be recruited to complete the survey: Every youth in fourth through ninth grades participating in after-school programs funded by ASI is eligible to be a survey respondent. Whenever possible, all eligible participants should be asked to complete the survey. If resources permit, it is easier to survey all participants to avoid designing special data collection methods that survey only a representative sample of participants. If resources do not permit, the evaluation liaison should help program staff determine a sampling method. Appendix II provides instructions for developing a sampling scheme for those programs unable to survey all participants.

Decide if incentives will be offered: Program staff needs to decide if incentives will be offered as part of the survey administration process. Appendix III provides more information on the use of incentives to increase participation in evaluation.

Obtain consent and assent for the evaluation: The consent and assent forms are designed to protect evaluation participants by informing them of their rights as well as any risks and benefits that may occur as a result of participation in the evaluation. Participants must understand what the evaluation is about and what they are being asked to do. Program staff is required to have a signed current consent and assent form on file for each participant in the evaluation.

Before an ASI program collects data from youth – even if it is anonymous – program staff must have a consent form signed by a parent or guardian of each youth on file. The consent form is intended to describe the risks and benefits of participation in the evaluation and to give

parents and youth the option NOT to participate. In addition, child assent forms should be signed by all youth participating in the evaluation. Consent and assent forms approved by The Colorado Trust and required for all ASI programs are provided in Appendix IV. NRC evaluation liaisons may assist ASI program staff in customizing the forms for use with their individual programs.

Understanding the Rights of the Survey Participants

Respect for the participant is the cornerstone of ethical research, including maintaining the confidentiality of participants. If a participant discloses his/her survey responses, program staff is not allowed to discuss that information with anyone unrelated to the evaluation. Even if a respondent asks program staff to disclose an answer given in the survey, staff is not permitted to do so.

Confidentiality: Program staff should remind participants of their confidentiality rights whenever it is appropriate, and refer to participants' consent and assent forms, which guarantees these rights. The only exception to confidentiality: If the respondent shares information revealing that they might harm themselves or others, then program staff must follow procedures that are legally mandated to report such information.

Voluntary Participation: Evaluation participants cannot be forced to complete a survey. Instead program staff should stress the importance to the program in learning how best to deliver after-school services. Participants are free to not answer individual questions and their involvement in or withdrawal from the evaluation has no impact on the services they receive.

Developing the Survey

The questions included in this toolkit are quantitative in nature with fixed-response options (except for a few open-ended questions). Individual ASI programs may want to augment these quantitative data with other forms of more qualitative data and anecdotal information such as journals, photos or narratives depicting what youth participants have learned. Some helpful guidelines are:

Keep the survey short and to the point: The simpler the survey, the more likely it will be understood and completed. To enhance simplicity, only question sets that pertain to a particular program should be used. In addition, program staff should only use question sets that are at literacy and comprehension levels appropriate for the youth those programs serve.

Guarantee anonymity or confidentiality: Programs may choose to have surveys administered anonymously or confidentially. Anonymity means that absolutely no identifying information will be collected from respondents. Confidentiality indicates that programs enforce clear rules prohibiting unauthorized staff access to any information that would identify a particular respondent. NRC recommends administering surveys anonymously using no personal identifiers when using toolkit questions in a “post-only” format. ASI program staff should refer to consent forms when determining whether to make the survey anonymous or merely confidential.

Begin the survey with more general, less threatening questions: Place the most sensitive or personal questions closer to the end of the survey. This includes questions on socio-demographic characteristics such as age, race or ethnicity, and questions within the positive life choices outcome domain.

Make the survey friendly and attractive: Surveys that are well laid out and logical will ensure higher response rates. Use caution when adding unnecessary mood boosters like cartoon graphics that might bias results. Here are some suggestions to make the survey more appealing to youth:

- Use appropriate size fonts (i.e., 11 point or 12 point font).
- Use interesting, but easy-to-read fonts (i.e., Comic Sans MS, Kristen ITC or Pooh, rather than Jokerman).
- Make sure the order of questions is logical and easy to follow. For younger audiences, consider adding the leading stem of the question to each question instead of only listing it at the start of a question set.
- Avoid designing a survey that looks like a “test.”
- Print surveys on pleasingly colored paper.
- Avoid overcrowding of questions — allow enough “white space” on each page.
- If the number of questions makes the survey too long for one implementation, create more than one survey and administer it on different days.

In addition, ASI program staff may want to customize questions from this toolkit so individual participants can relate to them. For instance, many program quality questions use the word “staff.” Programs may want to change this to program leader, teacher or some other term used at the program to mean those individuals working with the youth. Other ideas for customization are provided throughout the toolkit as “helpful hints.” The wording of questions, however, should not be changed if changes would impact the nature of the question. NRC evaluation liaisons will help program staff make these determinations as surveys are drafted. ASI program staff is advised to consult with their NRC evaluation liaison to customize toolkit surveys electronically.

Determine if a Spanish version of the survey is needed: All toolkit question sets have been translated into Spanish and back translated into English to ensure the accuracy of the translation. See Appendix V for a comparison of the English and Spanish language questions. ASI program staff is advised to consult with their NRC evaluation liaison to customize Spanish language toolkit surveys electronically.

Developing the Survey Administration Protocol

To ensure that a program receives consistent data from an evaluation survey, reliable data collection procedures must be in place. Consistent data collection is important to guarantee accurate, trustworthy results. For each survey or other data collection question set being used, the following questions must be answered. ASI programs should consult their NRC evaluation liaison for help answering these questions and completing the protocol:

- **Who is eligible?**

All youth participants in fourth through ninth grades for whom a program has signed evaluation consent and assent forms on file are eligible to complete the survey.

- **Will all eligible youth participants be surveyed?**

Programs serving large numbers of youth (more than 100) may want to consider developing a sampling plan to survey fewer than the total number of participants. ASI program staff considering this option should consult the NRC evaluation liaison and review Appendix II. If a program collects data from only one group of participants, program staff should make sure these young people are similar to the youth who will not be surveyed.

- **When will data be collected?**

For most programs using this toolkit, data will be collected at program completion before year's end. Program staff should decide the exact date when surveys will be distributed and filled out by participants. If programs collect data over a short time period, programs should make sure the young people attending are similar to the young people that may be missed.

- **Who is responsible for gathering supplies (e.g., survey copies, pencils, survey collection box) and making sure the surveys are complete?**

Assign duties and name names.

- **What explanatory text is provided along with the survey question set?**

Will all staff administering the survey use similar instructions? If the intention is to collect responses anonymously from youth, make sure they know that. How are completed surveys returned? Make sure youths' anonymity is not threatened. Have staff agree not to hover around youth as they complete the survey question set. If possible, have the survey returned to a neutral staff member who will not be affected by youths' answers or allow youth to deposit the survey in a protected box.

- **How will the survey be administered?**

Most programs will administer their survey by having participants fill them out on their own with paper and pencil or pen. Programs with youth who have limited English or low-literacy skills may choose to read questions and response options aloud to their youth. Youth can then follow along and complete the survey using their individual paper survey copies.

- **How much time will be allotted for participants to complete the survey?**

Provide an adequate amount of time for completion so that youth do not feel rushed or that they are missing out on other program activities.

- **Will a survey be provided and administered in Spanish as well as in English?**

If so, a separate protocol may be needed for administering the Spanish version.

- **How will candid responses be ensured?**

To increase the likelihood of honest responses, NRC recommends that surveys designed from this toolkit be administered anonymously. That means no one will know the responses provided by each youth participant. To make sure a participant's anonymity is not threatened, consider the following methods:

- Have a volunteer who is neutral hand out surveys
- Use a ballot-style box for collection of surveys
- Have staff agree not to hover around participants while they complete the surveys
- If a ballot box is not feasible, have the survey returned to a staff member who will not be affected by the participants' answers.

When developing a protocol, the ages and literacy levels of participants should be taken into account. Program staff may want to consider the following methods for younger and older youth.

Method	Younger (4 th and 5 th grade literacy)	Older (6 th grade and above literacy)
Administration Method	Group administration (questions read aloud while participants answer with pencil and paper in group setting)	Self-administered (hand out in group setting or upon entrance and or exit of program)
Question Topics	Select from questions without a ▲ - indicating a more basic literacy level	Can choose from all questions
Use of Open-ended Questions	Only with a pilot test	Yes, if desired
Survey Length	Keep it to 1-2 pages	Keep it to 4 pages

The following is a checklist of tasks to consider before the survey administration:

Question	Response
1. Do you know which youth participants are eligible to take the survey?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. When will data be collected?	Date: _____ Time: From _____ to _____
3. Who will administer the survey?	Name: _____
4. Have you trained the survey administrator(s) on what explanatory text to recite when distributing surveys to youth?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. How much time is allotted to survey administration? (Provide an adequate amount of time for completion so that youth do not feel rushed or that they are missing out on other program activities.)	
6. Who is responsible for gathering supplies?	Name: _____
7. Do you have pens/pencils ready for administration?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Do you have enough surveys copied for the administration in both English and Spanish (if needed)?	<input type="checkbox"/> Yes <input type="checkbox"/> No

A “Protocol Worksheet for ASI Toolkit Survey Administration” is provided in Appendix VI. This worksheet should be completed in consultation with the evaluation liaison.

Pilot Testing the Survey

Once program staff has developed the survey and a survey administration protocol, the survey can be pilot tested with a small group of youth participants prior to surveying the larger group. Even though NRC pilot tested toolkit questions prior to releasing this toolkit, staff of individual programs should test each customized survey to make sure it will work for the youth at their specific programs.

To conduct a pilot test, program staff should select 5 to 10 of their program participants who vary in terms of age, literacy, gender, race/ethnicity and any other characteristics that may influence the way someone may respond to or perceive the evaluation question sets.

Program staff should pilot test the survey question set with each respondent individually, asking him or her not only to complete the survey or interview but to also “think aloud” while completing it (note: this may be difficult for a younger respondent). The respondent might tell staff, “I’m not sure what this question is asking but I think it’s asking this...” or “I don’t know this word.” The information staff receives from pilot test respondents should help them decide whether the survey question set is appropriate for a particular age group or culture; whether it answers the questions intended; and whether it is easy for respondents to understand. In addition, staff should time how long it takes each respondent to complete the survey. After completing the survey, staff should ask the respondent a number of questions:

1. Overall, how did you feel about the questions in the survey?
2. Were there any parts that were hard or confusing?
3. Were there any parts of the survey that made you feel uncomfortable or any questions that you felt like you didn’t want to answer?
4. Did you or do you think other kids would feel angry being asked any of the questions in the survey?
5. Do you think other kids would be tempted to answer less than truthfully on any of these questions? If so, which ones?
6. How do you think other kids in the program might feel about taking this survey?

Program staff may also want to ask additional questions specific to topics or items that youth participants seemed uncertain about. After discussing the survey, staff should look over the completed surveys to make sure respondents answered the questions in an appropriate manner. Staff may find that some questions need additional work.

The Survey Administration

The survey administrator is a key player in documenting the program's success. The survey administrator is responsible for effectively collecting information on the program. This includes making sure that participants understood the purpose of the survey, were comfortable completing surveys and that all surveys were filled out properly.

NRC recommends that programs choose a survey administrator who is not directly responsible for the after-school program, because the youth participants may not feel comfortable indicating their feelings about the activities, staff or their actions. If there is no other person besides program staff who can reasonably administer the surveys, then it is imperative that the survey administrator encourages participants to give accurate and straightforward answers to the survey and to stress the privacy of the survey process.

Survey administrator guidelines

1. ***Train the survey administrator:*** Prior to administering the survey with youth participants, the survey administrator should be trained on the toolkit. In addition, the survey administrator should be familiar with the specific survey question set. Survey administrators should complete the survey themselves, reading the directions out loud. To anticipate participant questions regarding the survey, survey administrators can role-play questions and answers and then discuss and agree upon consistent responses to common questions in advance. For example, youth may want to know the difference between “kind of” and “not really.”
2. ***Standardize the administration process:*** To ensure that information collected from all participants is comparable, the survey administration should be standardized — surveys should be administered to each participant in the same way as much as possible. Survey participants should be given adequate time and privacy to respond to the survey. For self-administered surveys, someone should be available to answer any questions or clear up any confusion participants might have about the survey. For interviewer-administered surveys (an option for lower literacy youth), the interviewer should read the questions as written, in the order they are presented in the survey question set, and should allow participants to pick their answers without influence by the interviewer. Also, in both situations, but particularly in the interviewer-administered situation, the survey administrator should not react, either positively or negatively, to any attitudes or behaviors that a respondent reveals.
3. ***Maintain neutrality toward participants:*** To ensure that participants do not feel compelled to answer questions in a particular way to please the interviewer or administrator, the survey administrator should keep a neutral tone and expression while still being friendly and professional. Survey administrators should not be judgmental regarding participants' knowledge, attitudes or behavior; any judgments survey administrators do have should not be detectable by participants.

Survey administration procedures

1. Prepare all materials prior to the scheduled survey.
2. Leave enough time to set up and arrange the room appropriately prior to the participants' arrival.
3. Introduce yourself to the participants as they arrive and give a brief description of your purpose for being there and administering the survey. Use the sample script below as a guide to introduce yourself and the evaluation to participants, but make sure the language is your own. Also make sure you convey all the major ideas reflected in the script, but use your own style of communication to ensure that you are able to establish rapport with the participants from the beginning.
4. Hand out surveys to participants.
5. Request that they attempt to answer every question in order that their opinions and experiences can be fully included in the evaluation.
6. Let participants know you are here to help them if they have any questions. They should raise a hand to indicate they need you.
7. While participants are completing the survey, quietly walk around the room (do not hover), answer questions and make sure things are running smoothly.
8. When youth finish the survey, thank them for their time and provide incentives, if appropriate.

SAMPLE SCRIPT

Hi, I'm (insert your name here). I am here to ask you to participate in our after-school program evaluation. The survey I am about to pass out is being used to get your ideas about our after-school program. It is not a test and there are no right or wrong answers — we want to know what your experiences and opinions are. Take your time and be sure to answer each question based on what you really think. If you cannot read or don't understand a question, please raise your hand or come find me and I can help you.

The survey should take you only 8 to 10 minutes. (May differ depending on survey length.)

Make sure you do NOT put your name on the survey so that we can keep your answers private.

Okay, let's begin.

Problem situations during survey administration

1. If a participant appears to be going too slowly or too quickly, discretely check on them. If they need additional assistance, you may want to offer to read them the questions in another room.
2. If a participant does not understand a question or a response:
 - a. Read the question or response aloud to them
 - b. Emphasize key words that may help convey meaning
 - c. Ask if there are any words that the participant does not understand
 - d. Try to paraphrase the word or phrase. Give word or phrase options until the participant understands the question; however, keep as close to the original question as possible without leading participants to any particular response.
 - e. If a participant is concerned about who will see answers remind them that only members of the program team and NRC evaluators will see their individual surveys. No one will ever see his or her name attached to the survey and no information will be presented about individual respondents; only group averages will be used in reports.

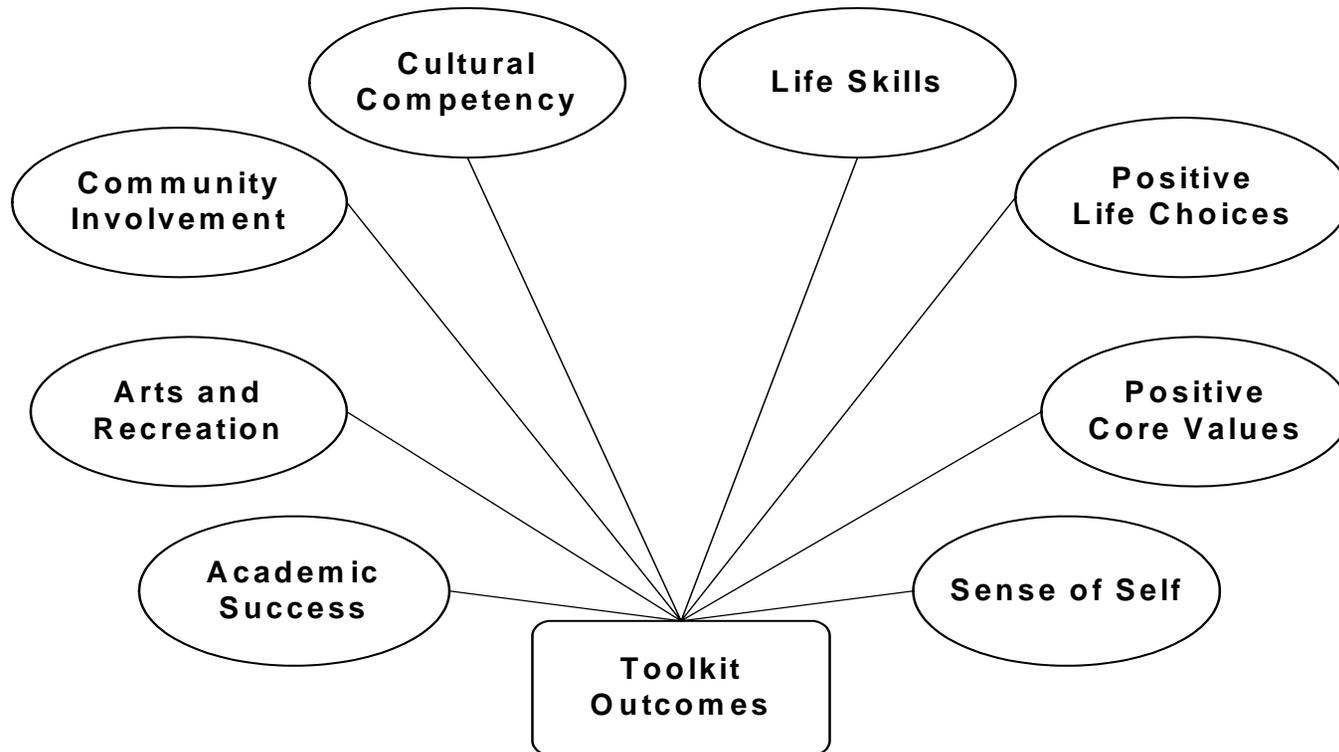
After the Survey Administration

Once ASI program staff develops and administers the surveys, staff should submit data to NRC for analysis. After data are analyzed, evaluation liaisons will meet with program staff to review data and discuss ways of using results for program improvement. Specific instructions for submitting completed surveys to NRC are:

1. Make copies of the surveys before sending them to NRC in case they get lost in the mail.
2. Include the survey administration tracking form (to be completed with an NRC evaluation liaison).
3. Mail the packet of completed surveys to:
Laurie Urban
National Research Center, Inc.
3005 30th Street
Boulder, CO 80301
4. Send an e-mail to your NRC liaison saying that a batch of surveys has been mailed so that NRC can be on the lookout for them.
5. Once data analysis is complete, evaluation liaisons will schedule a time with ASI program staff to review the data.

Section 1: Positive Youth Development Domains

This toolkit contains 8 sets of outcomes or “domains”: academic success, arts and recreation, community involvement, cultural competency, life skills, positive life choices, positive core values and sense of self (see graphic below). The specific outcomes included in each domain are presented in the table on the following page. (For further reference, Appendix VII links the outcome domains and questions to positive youth development models.)



Outcome Domain	Outcome Indicators
Academic success	<ul style="list-style-type: none"> • Grade improvement • Educational skill improvement: math, science, language arts, CSAP scores • School attachment • School engagement, involvement • Interest in learning (e.g., reading for pleasure) • Graduation rates
Arts and recreation	<ul style="list-style-type: none"> • Appreciation for arts (and crafts), music, dance or theater • Performance in arts (and crafts), music, dance or theater • Performance in sports, exercise and recreation activities • Time spent in arts, music, dance or theater • Time spent in sports, exercise and recreation activities
Community involvement	<ul style="list-style-type: none"> • Time spent in community service • Sense of importance to community (youth as resources) • Self-concept due to community involvement
Cultural competency	<ul style="list-style-type: none"> • Respect for others • Comfort with others • Knowledge of other cultures, races or ethnic groups • Respect for other cultures, races or ethnic groups • Comfort with other cultures, races or ethnic groups • Knowledge of own culture • Interest in own culture • Sense of belonging to cultural group • Pride in one's culture

Outcome Domain	Outcome Indicators
Life skills	<ul style="list-style-type: none"> • Friendship skills • Goal-setting skills • Problem-solving skills • Conflict resolution skills • Teamwork • Communication skills • Decisionmaking skills • Planning for the future • Leadership skills
Positive life choices	<ul style="list-style-type: none"> • Resistance skills • Restraint: drug abuse, tobacco use, alcohol use, violent behaviors, early sexual activity
Positive core values	<ul style="list-style-type: none"> • Caring • Empathy • Integrity • Honesty • Responsibility • Equality and fairness
Sense of self	<ul style="list-style-type: none"> • Self-concept (self-confidence, self-esteem, self-worth) • Empowerment • Positive outlook • Sense of purpose

Academic Success

Many after-school programs focus on improving academic success. Academic success involves both improved academic outcomes (e.g., grades, Colorado Student Assessment Program (CSAP) scores, graduation rates, school attendance), as well as improved attitudes about school (e.g., school engagement, class participation, time spent on homework, motivation for learning). Programs that have strong partnerships with schools may be able to obtain records, such as grades and CSAP scores, directly from schools. These programs should use the tracking forms provided in Appendix VIII. Although the use of school-provided data may be the best measure of academic performance, programs without access to school data can use this question set to obtain participants' self-report of changes in academic performance, as well as other academic-related attitudes and behaviors.

ASI requirement: If the academic success domain is selected, all questions in bold (a, e, i and j) are required. Note: Questions in bold on page 20 also are required.

Academic Success				
Coming to [this program] has helped me to...		YES	KIND OF	NOT REALLY
a.	Improve my grades in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Improve my grade in language arts (reading/writing).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Improve my grade in math.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Improve my grade in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Do better in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Do better in language arts (reading/writing).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Do better in math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Do better in science.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Try harder in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Spend more time doing my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Report of academic-related behaviors

There is more to academic success than grades, test scores and attendance. Many after-school programs aim to improve attitudes about school and behaviors related to learning. This question set contains questions on the topics of school attachment (e.g., bonding to school, classmates and teachers), school engagement (e.g., trying “harder,” spending more time on homework, attending class more often) and the promotion of a general interest in learning (e.g., reading for pleasure).

ASI requirement: If the academic success domain is selected, all questions in bold (a-f) are required. Note: Questions in bold on page 19 also are required.

		YES	KIND OF	NOT REALLY
Coming to [this program] has helped me to...				
a.	Participate more in class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Become more interested in going to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Care more about my school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Get along better with my classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Get along better with my teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Spend more time reading for fun (not for school).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Arts and Recreation

Many youth programs focus on building skills through activities in arts, music, drama, dance or recreation. This question set contains questions that measure both time spent in the arts and recreation as well as increased performance. Appreciation for the arts is also covered in the question set.

Helpful hint: Limit arts and recreation questions to those that pertain specifically to the program. For example, do not include questions about “dance” if the program does not purposely involve youth in dance.

ASI requirement: If the arts and recreation domain is selected, a program may choose to use questions a through c, d through f and/or g through i.

Arts and Recreation		YES	KIND OF	NOT REALLY
Because I came to [this program]...				
a.	I spend more time doing arts and crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I enjoy arts and crafts more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I am better in arts and crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I spend more time in music, dance and/or theater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I enjoy music, dance and/or theater more.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	I am better at music, dance and/or theater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	I spend more time doing sports, exercise and/or recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	I enjoy sports, exercise and/or recreation activities more.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	I am better at sports and/or recreation activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Community Involvement

Providing opportunities for youth to contribute to their communities is a focus of many after-school programs. This question set contains questions about time spent in volunteer activities, feeling more connected to the community, feeling more like a community resource (youth as resources) and improved self-concept due to time spent in service to others.

ASI requirement: If the community involvement domain is selected, all questions are required.

Community Involvement				
Coming to [this program] has helped me to...		YES	KIND OF	NOT REALLY
▲	a. Spend more time volunteering or helping others in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	b. Spend more time looking for opportunities to help others in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	c. Feel more important to my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	d. Feel a stronger connection to my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	e. Feel better about myself because I help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲ Indicates this question is appropriate only for older or more advanced youth.				

Cultural Competency

As communities are becoming more diverse, knowledge, comfort and respect for others who are different than oneself becomes increasingly important. There are many definitions of cultural competency; the definition used in The Colorado Trust’s After-School Initiative is:

Cultural competency is an ongoing process and practice that builds the capacity of organizations and individuals to understand, accept, value and honor the unique contributions of all people, including but not limited to people’s: ability, age, disability, ethnicity, gender, gender identity, geographic region, health, language, mental health, race, religion, sexual orientation, socioeconomic status and spirituality.

This question set contains questions on general feelings of respect for and comfort with others who are thought to be “different,” as well as questions that focus more specifically on culture, race and ethnicity as a cultural group. Questions within the culture, race and ethnicity category assess comfort and respect for other cultures as well as knowledge and pride in one’s own culture. Note that all of the questions related specifically to culture, race and ethnicity as a form of cultural competency are listed within the advanced question set, indicating that they are more appropriate for older youth. Many younger participants are not yet aware of cultural, racial or ethnic terminology.

ASI requirement: If the cultural competency domain is selected, programs may choose either the basic or advanced question sets. Questions in bold are required.

Cultural Competency (Basic Set)				
Because I came to [this program]...				
		YES	KIND OF	NOT REALLY
a.	I know more about the good things that people who look or sound different than me have done (like African Americans, Mexican Americans, Native Americans, Asian Americans and others).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I talk more with young people who look or sound different than me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I feel more comfortable being around young people who look or sound different than me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I understand that someone who looks or sounds different than me may not be that different after all.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cultural Competency (Advanced Set)

Being involved in [this program] has helped me to...

	YES	KIND OF	NOT REALLY
a. Know more about people of other cultures, races or ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Care more about young people of other cultures, races or ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Have more respect for young people of other cultures, races or ethnic groups than me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Feel more comfortable with young people of other cultures, races or ethnic groups.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Talk more to young people who speak languages other than English at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Try harder not to judge people based on skin color.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Be more aware that I sometimes have ideas about people that are not true (incorrect or mistaken)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Because I came to [this program]...

	YES	KIND OF	NOT REALLY
a. I know more about my own culture, race or ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am more interested in my own culture, race or ethnic group.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel more connected to my family's cultural traditions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel more connected to my own culture, race or ethnic group.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel more pride for my own culture, race or ethnic group.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have more respect for members of my own community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Life Skills

Life skills are proficiencies that allow youth to transition into and achieve successful adulthood. They are often important to educational attainment, employment and interpersonal relationships. This question set contains questions on decisionmaking, planning, leadership, conflict resolution, friendship skills, teamwork and communication.

Helpful hint: Many of the life skills questions may have a “ceiling” effect with youth participants. In other words, a participant may already feel like he or she is very good at a particular skill prior to and without influence by an after-school program. If this is the case, these survey questions may not be sensitive enough to show significant increases over time. If many of your young people come to a program with high levels of these skills and the interventions are not intense, program staff may not see significant change due to program activities.

ASI requirement: If the life skills domain is selected, all questions are required.

Life Skills		YES	KIND OF	NOT REALLY
Because I came to [this program]...				
a.	I get along better with other people my age.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I am better at making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
^ c.	I am better at telling others about my ideas and feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am better at listening to other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I work better with others on a team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
^ f.	I make better decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
^ g.	I am better at planning ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
^ h.	I am better at setting goals.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
^ i.	I am better at solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	I am more of a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
^ k.	I am better at taking care of problems without violence or fighting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
^ Indicates this question is appropriate for older or more advanced youth.				

Positive Core Values

Some of the most important traits after-school programs nurture in youth relate to the instillment of positive values such as caring, empathy, integrity, honesty, responsibility, equality and fairness. These are the values most often taught in many of the large national youth-serving organizations such as the YMCA, Girl Scouts, Boy Scouts, 4-H and Boys and Girls Clubs.

Helpful hint: Although positive core values in the field of youth development are considered to be important, the inclusion of this outcome domain in this toolkit is unusual because many of these values are often referred to as “traits” or “character” and are considered by many to be predominantly developed through the first years of life. Moreover, youth and adults alike tend to believe (or at least report) that they care about people, tell the truth and stand up for what they believe. Very few will self-report to not upholding these values. This is not to say that these values are unchangeable or that after-school programs do not influence these values, but programs without significant interventions in these areas may find little success at changing them in a measurable way. Thus, NRC encourages programs to use these questions but consider wisely the population served and decide if the program offers “enough” intervention to warrant a noticeable change.

ASI requirement: If the positive core values domain is selected, questions a, b, c and d are required for basic-level programs. All questions are required if a program considers its participants more advanced.

		Positive Core Values		
Because I came to [this program]...		YES	KIND OF	NOT REALLY
a.	I care more about other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I care more about the feelings of other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I am better at standing up for what I believe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I tell the truth more often even when it is hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	e. I am better at taking responsibility for my actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	f. I am more interested in community and world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	g. I am better at speaking up for people who have been treated unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

▲ Indicates this question is appropriate for older or more advanced youth.

Positive Life Choices

Although the focus of positive youth development is to emphasize assets and strengths of youth rather than deficits, it is important to understand if programs have helped to change undesirable behavior in youth. Likewise, some after-school programs are funded in order to move youth away from substance use, violence and sex during the high-risk after-school hours. The positive life choices questions included in this question set are general in nature, focusing on resistance skills and restraint rather than the number of times each undesirable behavior occurs.

ASI requirement: If the positive life choices domain is selected, questions in bold (a, b and g) are required.

Positive Life Choices				
Being involved in [this program] has helped me to...				
		YES	KIND OF	NOT REALLY
▲	a)	Better say “no” to things I know are wrong		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	b)	Stay out of trouble		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	c)	Stay away from tobacco		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	d)	Stay away from alcohol		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	e)	Stay away from drugs.....		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	f)	Stay away from sex.....		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▲	g)	Stay away from violence and fighting		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: An additional scale option of “not interested” may be added.

▲ Indicates this question is appropriate for older or more advanced youth.

Sense of Self

The sense of self outcome domain relates to how youth view themselves and their abilities to cope with the basic challenges of life. There are many ways to think about the self and many different words to describe it: self-esteem, self-concept, self-worth, self-evaluation, self-assurance, self-regard, self-efficacy and the like. For the purposes of this toolkit, 4 concepts of self are covered: self-concept, sense of empowerment, positive outlook and sense of purpose.

Self-concept might be defined as a conscious, cognitive perception of how someone sees him or herself.¹ It is often used interchangeably with self-esteem, but tends to define a more global² and potentially more changeable notion³ of self. NRC chose to use the word self-concept rather than self-esteem for a number of reasons:

1. The term “self-esteem” has been used so frequently in mainstream culture that it has become trivialized and misinterpreted.
2. There is much debate over the definition, the causes and the importance of self-esteem.
3. In NRC’s understanding of the constructs, self concept is more transient, thus more susceptible, to changes from the environment.

Increased empowerment is the feeling of competence or ability to cope with life’s challenges. Terms such as locus of control, self-efficacy, resiliency and personal power represent alternative words that describe allied traits. Positive outlook relates to a person’s optimism about his or her personal future and sense of purpose is the feeling that one’s life has meaning.

ASI Requirement: If the sense of self domain is selected, all questions are required.

Sense of Self				
Coming to [this program] has helped me to...		YES	KIND OF	NOT REALLY
a.	Feel better about myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Feel I have more control over things that happen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Feel that I can make more of a difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Learn I can do things I didn’t think I could do before.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Feel better about my future.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Feel I am better at handling whatever comes my way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Program Quality

Toolkit questions on program quality were developed to assess youth’s reactions to staff and activities, and to collect program ratings often associated with best practices in after-school services and general youth programming. The topics included are based on a review of the literature on positive youth development and successful youth programs^{4,5,6,7,8,9} and include many of the external assets from Search Institute’s assets framework¹⁰. Questions about external assets are directly related to the program and staff rather than parents, family, school and community, as these are domains over which many programs have little control. The questions included in this portion of the toolkit are core elements of quality, so they apply to all after-school programs, regardless of the activities provided. All programs are encouraged to include program quality questions in all surveys administered to youth. Program quality topics are listed in the table below and the questions used in this question set follow.

Program Quality Topics			
Supportive, Caring Climate (Positive Adult Relationships)	Youth as Partners and Resources	Safety and Trusting Environment	Attractive and Meaningful Activities
<ul style="list-style-type: none"> • Young person receives support from non-parent adults • Staff can be trusted, care about and respect youth • Staff is well liked by youth • Youth feel welcome at program • Adults recognize when young person does good things • Staff encourages young person to do well 	<ul style="list-style-type: none"> • Youth are given useful roles in program • Youth voices are listened to when planning content and processes • Young people have significant roles in making decisions for program • Youth have significant roles in doing the activities they decide to do • Young people are empowered to enhance their role as community resources 	<ul style="list-style-type: none"> • Young person feels safe • Program has clear rules and consequences • Staff sets rules and establishes clear norms of behavior • Staff recognizes, values and responds to diverse backgrounds and experiences of youth • Young person is willing to seek advice and counsel from staff 	<ul style="list-style-type: none"> • Tailored to interest of youth • Programs teach “life skills” (<i>measured in the Life Skills section of the toolkit</i>) • Youth learn new skills

Helpful hint #1: Questions marked advanced may be appropriate for younger youth if the questions are read aloud to participants and explanation is given to clarify harder-to-understand words or concepts.

Helpful hint #2: Carefully select the questions that apply to your program. Do not include questions that do not apply. For example, program staff may not regularly spend time with youth one-on-one or encourage youth to do volunteer work. If that is the case with your program, do not include these questions in your survey.

ASI requirement: All program quality (Set A) questions are required.

Program Quality (Set A)			
Please check the box below that is closest to how you feel about [this program].			
	YES	KIND OF	NOT REALLY
a. There are interesting activities at [this program].....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The activities are fun at [this program].....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I learn about new things at [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I like coming to [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. There are rules I am expected to follow at [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel safe at [this program].....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I feel like people are happy to see me here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I tell my friends to come to [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASI requirement: All program quality (Set B) questions are required, except for questions d and l.

		YES	KIND OF	NOT REALLY
a.	Staff cares about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Staff helps me feel important.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Staff gives me lots of support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Staff spends time with me one-on-one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Staff can be trusted.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	I like the staff here.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Staff expects me to try hard to do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Staff tells me when I do a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	I could go to a staff member at [this program] for advice if I had a serious problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Staff listens to what I have to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Staff asks me to plan, choose or lead activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Staff encourages me to do volunteer work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	Staff treats all kids fairly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open-ended Questions

The foundation for this toolkit is closed-ended or fixed-choice questions because research on youth finds that open-ended questions often challenge the cognitive abilities of adolescents and younger teens. Further, fixed-choice questions provide uniformity in response that makes them easier to analyze, aggregate and interpret. However, the information provided in open-ended questions provides richer detail on why youth rate programs as they do, which can be very important for program improvement. Thus, this toolkit includes a couple of generic open-ended questions on program quality that programs may want to include if they feel their youth can provide meaningful responses and will not have difficulty completing the questions.

Open-ended Questions on Program Quality

What do you like best about coming to [this program]?

If you could change one thing about [this program] what would it be?

Section 3: Youth Background and Program Participation

Program staff should include questions in the survey pertaining to youth participants' background. However, programs should not include this question set if they are concerned about surveying only a small number of youth; in small numbers, youth respondents may feel they can be identified by age, gender or race/ethnicity (e.g., if only two girls are surveyed and one of the girls identifies herself as Latina).

ASI requirement: All background information questions are required for advanced-level programs. Basic-level programs may choose not to ask the question on race/ethnicity. In addition, programs may choose to ask when a participant started coming to the program in seasons or in months. Younger audiences may not yet understand the concept of months.

Background Information		
<p>How often do you come to [this program]?</p> <p><input type="checkbox"/> Every day or almost every day (4 to 5 times a week)</p> <p><input type="checkbox"/> 2 to 3 times a week</p> <p><input type="checkbox"/> Once a week</p> <p><input type="checkbox"/> A couple times a month</p> <p><input type="checkbox"/> Less than once a month</p>	<p>How old are you?</p> <p><input type="checkbox"/> 6 years or younger</p> <p><input type="checkbox"/> 7 years</p> <p><input type="checkbox"/> 8 years</p> <p><input type="checkbox"/> 9 years</p> <p><input type="checkbox"/> 10 years</p> <p><input type="checkbox"/> 11 years</p> <p><input type="checkbox"/> 12 years</p> <p><input type="checkbox"/> 13 years</p> <p><input type="checkbox"/> 14 years</p> <p><input type="checkbox"/> 15 years or older</p>	<p>What grade are you in? _____</p>
<p>When did you start coming to [this program]?</p> <p><input type="checkbox"/> This fall (this spring)</p> <p><input type="checkbox"/> Over the summer</p> <p><input type="checkbox"/> Last spring (last fall)</p> <p><input type="checkbox"/> More than 1 year ago</p>	<p>OR</p>	<p>Are you a girl/female or a boy/male?</p> <p><input type="checkbox"/> Girl/female</p> <p><input type="checkbox"/> Boy/male</p>
	<p><input type="checkbox"/> Within the last 3 months</p> <p><input type="checkbox"/> 4 to 6 months ago</p> <p><input type="checkbox"/> 7 to 12 months ago</p> <p><input type="checkbox"/> Last year or longer ago than that</p>	<p>Which best describes you?</p> <p><input type="checkbox"/> Caucasian/White</p> <p><input type="checkbox"/> African American/Black</p> <p><input type="checkbox"/> Asian/Pacific Islander</p> <p><input type="checkbox"/> Latino/Hispanic</p> <p><input type="checkbox"/> Native American</p> <p><input type="checkbox"/> Bi-racial/Multi-racial</p> <p><input type="checkbox"/> Other _____</p>

Activity Identification

In the following question, youth participants are asked to check all the after-school program activities with which they are involved. (For example, activities may include homework help, reading group, craft time, open gym, etc.) This allows program staff to use the same survey with multiple activity groups and enables them to separate results for a variety of activities.

Activity Identification

Check each of the after-school activities you participate in at [this program].

<input type="checkbox"/>	_____

Note: Customization is needed for each program.

Section 4: Alternative to Post-only Survey

Most ASI programs use the post-only survey. (See Appendix IX for the complete post-only survey question set. Note: On the Spanish language version of the survey, section instructions are in English to allow non-Spanish speaking staff to customize the survey appropriately for program participants.) However, due to the requirements of other funders, a few ASI programs requested use of the pre-post survey. ASI programs administering the pre-post toolkit surveys are additionally required to administer a post-only survey at program-end to permit calibration of the two methods. This calibration permits conversion of pre-post results to the post-only format so that all results can be integrated and provided to ASI programs as normative comparisons. Appendix X, which includes pre-post survey questions that correspond with the post-only question sets, is provided as a guide for determining whether the post-only survey method or pre-post survey method is most appropriate for individual programs.

Appendixes

Appendix I. Toolkit Development

This toolkit was developed through the synthesis of a number of data collection processes including research on survey question sets used to measure assets and positive youth development in the United States, a review of positive youth development literature, integration of the logic models from 35 ASI grantees, and the conduct of surveys and focus groups with Mile High United Way (MHUW) youth-serving programs. MHUW programs received funding from The Colorado Trust to develop evaluations focused on positive youth development. Since the goals of the MHUW grant and ASI were similar, they were included in the ASI toolkit development.

Each study component is detailed below.

National search for surveys and database of youth outcome questions

The first step of the toolkit development was to research survey question sets currently being used to measure positive youth development outcomes. The search proved to be difficult because many of the question sets being used by youth-serving agencies are not published or available on the Internet. (Since NRC's original research was conducted, a new web site by RMC, <http://cart.rmcdenver.com>, has appeared which provides a broad listing of youth-oriented program outcome survey question set citations.) To accomplish the task, NRC staff:

- Reviewed all of the survey question sets developed by Search Institute
- Attempted to contact more than 300 agencies by Internet and telephone that are listed as partners with Search Institute or have worked with Search Institute recently (based on the Search Institute website)
- Held teleconference with 10 United Way agencies across the nation and asked these agencies to forward any survey question sets or leads
- Reviewed all of the survey question sets currently used by MHUW youth-serving agencies
- Contacted large national youth-serving programs to determine if they measure youth outcomes (Girl Scouts, Boy Scouts, Campfire Boys and Girls, Boys and Girls Clubs, Big Brothers Big Sisters and 4-H).

In all, NRC made more than 300 contacts either through e-mail or telephone (approximately 100 e-mails were returned due to bad addresses). NRC staff received more than 50 responses and located and reviewed more than 220 survey question sets as part of this search. Over 2,500 individual questions were entered into a Microsoft Access database and linked to the ASI toolkit outcome domains.

Review of positive youth development literature

NRC staff reviewed current models of positive youth development as well as commonly used youth services models to assess the shared themes in philosophy. The following models were reviewed as part of the toolkit development process: Search Institute, 8 Habits of the Heart, Henderson and Milstein's Resiliency Model, Individual Risk Factors and Protective Index, Bernard's Resilience Assessment, Targeting Life Skills Model, America's Promise, SCANS, Cornerstones, Communities of Caring, Communities That Care, Carerra Model, Character Counts and Choice Theory. NRC also looked at models developed by other large youth-serving organizations: 4-H 4 Fold Model, Girls Scouts, YMCA and YWCA. Outcomes common in positive youth development were extracted for the toolkit.

Synthesis of After-School Initiative logic models

As part of NRC's work with The Colorado Trust's After-School Initiative, all 35 grantees completed logic models detailing the services and expected outcomes. These outcomes were synthesized across grantees to determine which outcomes after-school programs shared. All of the outcomes that were shared by 6 or more grantees were included in the toolkit. These outcomes were: improved academic performance (e.g., improved GPA, improved CSAP scores, increased school attendance, increased graduation rates, increased time spent on homework), increased community involvement (volunteerism), increased cultural competency, improved interpersonal skills (e.g., social skills, relationships with peers, etc.), increased self-esteem, and positive life choices (e.g., change in attitude, knowledge or behavior in regard to substance use, sex, violence, etc.).

Survey of youth-serving agencies

NRC surveyed 25 MHUW youth-serving agencies in August and September 2001 to determine the services they were providing, the philosophies and frameworks by which they were guided and outcomes they hoped to achieve. NRC also assessed the evaluation work currently being done by 30 youth-serving agencies and the evaluation supports that they needed. The survey results helped NRC staff define the outcomes of interest and the positive youth development models to be included in the toolkit. It also helped NRC to better understand the need of many youth-serving programs to have a question set that would assess youth outcomes.

Focus group with youth-serving agencies

NRC conducted a focus group in March 2002 with MHUW youth-serving agency staff to get their ideas on a draft evaluation question set using many of the questions contained in this toolkit with a focus on measuring Search Institute assets. The grantees in attendance included representatives from YouthBiz, Mi Casa, Asian Pacific Development Center, Big Brothers Big Sisters of Colorado, YMCA, Colorado I Have a Dream, and Boys and Girls Clubs of Metro Denver. In addition, NRC staff called additional grantees to gauge their interest in the draft question sets and methods (Annunciation School; Denver Area Council, Boy Scouts of America; Northwest Coalition 4 Better Schools; and the Washington Street Community Center).

The results from the focus groups and telephone interviews helped NRC refine ideas on the use of a “toolkit” rather than a single, uniform survey that cannot be modified because of the various goals and outcomes unique to each program, the importance of keeping the question sets age and culturally appropriate and the need to make these question sets simple to administer and complete.

Blending the studies

After completing all 5 of these tasks, NRC compiled all of the information and selected the outcomes and methods that appeared to be of most use to a large variety of youth-serving organizations.

Pilot testing the question sets

The items in this toolkit have been pilot tested with the help of 4 after-school programs: Cross Community Coalition’s Super Scholars Program, Cross Community Coalition’s Leadership Group, Southwest Mercy Housing’s Holly Park after-school program and BASE Bulldog After-School Enrichment Program. These programs serve youth ages 8 through 15 who are African-American, Latino, Native American and White/Caucasian. The results of the pilot test were used to alter questions and question sets to be better understood by the youth respondents served.

Reliability analysis of the toolkit

Reliability analysis of the outcome domains within the toolkit was conducted to determine the internal consistency of the questions or items within each domain. Internal consistency is an indicator of how well the different questions measure the same concept. In general, a scale should have an alpha coefficient of .7 or greater before it is widely used¹¹, although Robinson et. al.¹², use the following rating criteria for evaluating alpha-coefficients: exemplary .80 or better; extensive .70 to .79; moderate .60 to .69; and minimal <.60. Using the criteria from Robinson et. al., all of the scales or domains in the toolkit have extensive to exemplary internal consistency.

The reliability analysis was conducted using customized toolkit surveys administered by ASI programs by June 2003 (Total N=257; n’s for each sub-domain ranged from about 43 to 159) with considerable variability among responding youth in age, ethnicity and gender.

Reliability of Toolkit Domains

Domain Scale/Domain	Number of Items	Alpha Coefficient
Program quality		
Attractive and meaningful activities	6	.78
Supportive positive adult relationships	9	.91
Safe and trusting environment	6	.84
Academic success		
Grade improvement	4	.87
Skill improvement	4	.74
School engagement, involvement	8	.88
Arts and recreation		
Arts and crafts	3	.81
Music, dance and theatre	3	.87
Sports and recreation	3	.81
Community involvement	5	.88
Cultural competency		
Respect, comfort, knowledge of other cultures (advanced)	5	.89
Respect, comfort, and knowledge of other cultures (basic)	3	.83
Knowledge, interest, sense of belonging, pride in one's culture	5	.92
Life skills		
Friendship and communication	5	.86
Decisionmaking, planning and leadership	6	.85
Positive life choices		
Restraint from delinquent behavior	7	.92
Positive core values	6	.88
Sense of self	6	.88

Appendix II. Selecting a Sample of Participants to Survey

If resources do not permit all participants to be surveyed, a sampling scheme can be developed. (“Sample” is a term that as a noun refers to a subgroup of a total group, or as a verb refers to selecting a subgroup.) If sampling is used, be sure that the sample selected is “representative” of all youth participants, that is, that the participant profile (such as age, race/ethnicity of the participant, etc.) of the sample is similar to the profile of all participants.

“Systematic” sampling is often the easiest way to choose a sample. To select a systematic sample, divide the total number of participants by the number to be surveyed. The nearest whole number will be the “skip factor.” For example:

If a program has the resources to survey 50 youth participants,

And there are 230 participants at the program,

The skip factor would be $230 \div 50 = 4.6$

If 4 is used as the skip factor, there will be about 57 or 58 participants to survey.

($230 \div 4 = 57.5$)

If 5 is used as the skip factor, there will be about 46 participants to survey.

($230 \div 5 = 46$)

Once the skip factor is chosen (a program could use either 4 or 5 in the example above), the list of participants can be used to select the sample. A random number between one (1) and the skip factor should be chosen as the place to begin on the list. For example, if the number three (3) is chosen as the first number, start with the third participant on the list. That participant would be the first to include in the survey. Then count down the list by the skip factor, selecting every “Nth” (where N equals the skip factor) participant. These are the participants to survey.

Appendix III. The Use of Incentives in Evaluation

An ASI program may choose to use incentives as a way of enticing youth to participate in their evaluation or as a way of getting parents to return consent forms. Incentives are a good way to increase participation and demonstrate that a program values youth participants' and parents' time. One of the downsides of incentives is cost. Also, some researchers argue that incentives may introduce more bias because they compel participants to answer more favorably due to payment or other reward received or may select for specific sub-populations based on the type of incentive.

Many programs may not need incentives because youth participants and parents are often motivated and place a high value on the program. In this case it may be unnecessary to provide incentives for participation in evaluation activities.

However, some programs may need incentives to help increase participation in their efforts. If low response rates are expected or become an issue, incentives can be used to increase participation. Incentives can be used in a variety of ways:

- Advance payment for future work: incentives are given to all participants (or parents) asked to take part in the evaluation regardless of their response. These incentives are often less significant and play more on the “guilt factor” rather than reward people with reasonable compensation for the work performed. (This approach is often used by charitable organization asking for donations. For instance, personalized address labels, pens, a penny, etc. are mailed to motivate people to give.)
- Payment for work completed: participants who complete the survey are given an incentive. These incentives are often more significant such as t-shirts, hats, snacks, bumper stickers, coupons for use at a fast-food restaurant, etc. An option for programs with limited budgets is the use of a lottery or drawing. Every participant completing a survey is entered in the lottery to win a prize.

Note that if incentives are paid for work completed, there must be a system in place to protect the anonymity or confidentiality of the respondents (i.e., people cannot be asked to sign the survey so they get their prize). A common way to get around this dilemma is to ask individuals to turn in a second form indicating the survey is complete at the same time the actual completed survey is returned. The surveys and completion forms are kept in two different boxes.

Instead of offering money as an incentive, consider alternatives. Some ASI programs have given youth candy (or more healthy treats) as a reward for completing the survey. Others have enticed youth with an end-of-semester pizza party. In any case, program staff needs to make sure youth understand that their reward is for participation in the survey and NOT for giving high marks.

Appendix IV. Consent and Assent Forms

Following are the consent and assent forms approved by The Colorado Trust and required for all ASI programs. NRC evaluation liaisons may assist ASI programs in customizing the forms for use in their individual programs. Spanish language consent and assent forms are provided after the English language consents.

English Language Consent and Assent Forms

[Name of ASI program/agency] PROGRAM EVALUATION CONSENT

The after-school program that your child participates in is funded in part by The Colorado Trust. [Name of ASI program/agency], in partnership with The Colorado Trust and National Research Center, Inc. (NRC) will evaluate [name of ASI program] periodically throughout the year. We are hopeful that the information gained in this evaluation will help us improve programming for your child by demonstrating the effectiveness of [name of ASI program] and help us learn if participants are gaining positive youth development skills due to their participation in the program. Because the program evaluation will collect survey responses and develop knowledge, the program evaluation involves research. As part of our evaluation, your child will be asked to complete a short survey. All evaluation materials collected will be released to The Colorado Trust and National Research Center, Inc. for their evaluation use and assistance with analysis.

Questions concerning your child's opinions about the program as well as personal feelings and activities will be included in the survey. Questions will focus on your child's satisfaction with the program, how safe he/she feels while at the program and how program staff responds to him/her. Depending on the particular focus of program activities for which your child is involved, he/she will additionally be asked questions pertaining to positive youth development.

Examples of questions are listed below.

- I feel safe at this program (Yes, Kind of, Not Really)
- Program staff listens to what I have to say (Yes, Kind of, Not Really)
- This program helped me to feel better about myself (Yes, Kind of, Not Really)
- This program helped me to spend more time reading (Yes, Kind of, Not Really)

[ASI program staff may delete some or all of the questions below if they will not be asking questions related to such topics]

- Being involved in this program has helped me to stay away from tobacco (Yes, Kind of, Not Really)
- Being involved in this program has helped me to stay away from drugs (Yes, Kind of, Not Really)
- Being involved in this program has helped me to stay away from alcohol (Yes, Kind of, Not Really)
- Being involved in this program has helped me to stay away from sex (Yes, Kind of, Not Really)

Your child's participation in this evaluation is strictly voluntary. Your child is free to refuse participation. Your child can skip (not answer) questions that he/she does not wish to answer. Participation in the evaluation is not required nor does it affect program attendance in a positive or negative way. In addition, if your child leaves or is absent (including voluntary withdrawal, temporary absence, suspension, expulsion or termination) from [name of ASI program] he/she may still be asked to participate in the evaluation.

There may be some risk to your child from participating in this evaluation. Some of the questions we ask may be embarrassing or make youth participants feel uncomfortable. For example, a child may not want to respond to a question about their self-esteem or personal behaviors. As stated above, your child has the right to skip (not answer) any of the questions that make him/her embarrassed or uncomfortable. This program evaluation has been designed specifically for children and is not unlike questions that your child might encounter in school or other such programs. However, if you are at all concerned, you are encouraged to contact the after-school program staff to review the evaluation materials.

All information your child provides for evaluation will be used for statistical and evaluative purposes in such a manner that [Choose either: (your child cannot be identified. Your child's name will not appear anywhere in reports generated by [name of ASI program/agency], NRC or The Colorado Trust. All information your child provides for evaluation will be kept confidential.) (OR) (All information your child provides for evaluation will be confidential.)] There are two exceptions to the promise of confidentiality: If information is revealed concerning suicide, homicide or child abuse and neglect, law requires that such information be reported to the proper authorities. In addition, should any information contained in this evaluation be the subject of a court order or lawful subpoena, [name of ASI program/agency] might be compelled to disclose information in compliance with the subpoena.

[If applicable] In addition, the evaluation team of [name of ASI program/agency] may wish to examine program participants' school records (report cards, CSAP scores, scores on standardized tests, attendance

records). Your signature gives NRC and [name of ASI program/agency] staff the permission to access these records.

If you have any questions regarding the evaluation or your child's rights as an evaluation participant, or if you wish to obtain a copy of the entire survey to be used with your child before signing this consent, please contact [ASI program staff name] at [phone number] _____.

I have read and understand the above evaluation description. For the things I do not understand I have asked for and received a satisfactory explanation. I agree to have my child participate in this evaluation through May 2005, the end of The Colorado Trust's After-School Initiative, and I understand that I may withdraw my consent at any time without loss or termination of my child's participation in the [name of ASI program/agency]. I also understand that my child's privacy will be protected [Choose either: (because my child's responses cannot be traced to my child.) OR (because my child's responses will not be reported individually.)]

Child Participant's Name: (please print) _____

Parent's/Guardian's Name(s): (please print) _____

Parent's/Guardian's Name(s) Signature: _____
(If child has two legal guardians, both signatures are highly recommended.)

Parent's/Guardian's Name(s): (please print) _____

Parent's/Guardian's Name(s) Signature: _____

Date: _____

Child Assent to Participate in the [name of ASI program/agency] Program Evaluation

As a participant in [name of ASI program/agency], I agree to be in a study to answer some questions about my activities, feelings and opinions about [name of ASI program] and how my participation has helped or not helped me. I understand that my answers are private [Choose either: (and that my name will not go on my answer sheet.) (OR) (and that my answers will only be reported as part of a bigger group and will not reflect my individual answers.)] I will not get a grade for my answers nor will anyone discuss my answers with me unless I ask them to. I agree to participate in this evaluation through May 2005 as long as I am participating in [name of ASI program/agency]. I can decide to stop being in this evaluation at any time without getting into trouble. If I do not answer the questions I will continue to be able to attend [name of ASI program].

Child's Name: (please print) _____

Child's Signature: _____

Date: _____

Date of Birth: _____

Adult Witness*: _____ Date: _____

Adult Witness Signature: _____

*Witness must be present for the assent process.

[Program copy OR Child Participant copy]

Spanish Language Consent and Assent Forms

[Name of ASI program/agency] CONSENTIMIENTO PARA EVALUACIÓN DEL PROGRAMA

El programa de actividades para después de la escuela, en el cual participa su hijo(a), está fundado en parte por The Colorado Trust. Durante del año, [name of ASI program/agency], junto con “The Colorado Trust” y NRC (National Research Center, Inc.), evaluarán periódicamente el programa [name of ASI program]. Esperamos que la información obtenida durante la evaluación nos ayude a mejorar nuestro sistema al demostrarnos la efectividad del programa [name of ASI program], y nos indique si quienes participan en él están logrando desarrollar habilidades positivas para la juventud. A causa de que la evaluación del programa incluye recoger respuestas de encuestas y desarrollar conocimiento, dicha evaluación requiere investigación. Como parte del proceso de la investigación, se le pedirá a su hijo(a) que complete un breve cuestionario. Todo el material recogido como producto de esta evaluación será entregado a The Colorado Trust y al National Research Center, Inc., para evaluar y analizar.

Preguntas acerca de las opiniones de su hijo(a) sobre el programa y sus sentimientos y actividades personales están incluidas en la encuesta. Las preguntas se centrarán en el nivel de satisfacción de su hijo(a) con respecto al programa, y si se siente seguro(a) mientras participa en él y cómo el personal del programa ha respondido a él(ella). También, dependiendo el tipo de programa en el cual participa su hijo(a), se le hará preguntas adicionales acerca del desarrollo positivo de jóvenes.

Hay ejemplos de preguntas en la lista siguiente:

- Me siento seguro(a) en este programa (Sí, Más o menos, No)
- El personal del programa me escucha (Sí, Más o menos, No)
- El programa me ayudó a sentirme mejor conmigo mismo (Sí, Más o menos, No)
- Este programa me ayudó a pasar más tiempo leyendo (Sí, Más o menos, No)

[ASI program staff may delete some or all of the questions below if they will not be asking questions related to such topics]

- Al participar en este programa aprendí a evitar el tabaco (Sí, Más o menos, No)
- Al participar en este programa aprendí a evitar las drogas (Sí, Más o menos, No)
- Al participar en este programa aprendí a evitar el alcohol (Sí, Más o menos, No)
- Al participar en este programa aprendí a evitar las relaciones sexuales (Sí, Más o menos, No)

La participación de su hijo(a) en esta investigación es totalmente voluntaria, es decir, su hijo(a) tiene el derecho de negarse a participar en ella. Su hijo(a) puede brincarse (no contestar) preguntas que no quiera contestar. La participación en esta evaluación no es requerida y no afectará, ni positivamente ni negativamente, su asistencia en el programa. También, si su hijo(a) sale del programa o está ausente (incluyendo retiro voluntario, ausencia temporal, suspensión, expulsión, o terminación) del [name of ASI program] (ya sea porque se trate de una ausencia transitoria, porque se retiró voluntariamente, o bien porque fue suspendido o expulsado), igualmente podrá participar en esta evaluación.

La participación en esta evaluación podría implicar ciertos riesgos menores para su hijo(a). Es posible que algunos de los jóvenes participantes se sientan avergonzados o incómodos con ciertas preguntas. Por ejemplo, es posible que un joven no quiera responder a una pregunta sobre su autoestima o costumbres personales. Como dicho anteriormente, su hijo(a) tiene el derecho de brincarse (no contestar) cualquiera de las preguntas que le hagan sentirse avergonzado(a) o incómodo(a). Esta evaluación ha sido diseñada especialmente para jóvenes e incluye el tipo de pregunta que encontrarían en la escuela u otro tipo de programa. Sin embargo, si usted tiene cualquier duda, favor de ponerse en contacto con el personal del programa para revisar el material de la evaluación.

Toda la información entregada por su hijo(a) para la evaluación se usará para propósitos estadísticos o de evaluación, para que [Choose either: (su identidad no será divulgada. El nombre de su hijo(a) no aparecerá en ninguno de los informes elaborados por [name of ASI program/agency], el NRC o The Colorado Trust. Toda la información de su hijo(a) para la evaluación será confidencial.) (OR) (Toda la información de su hijo(a) para la evaluación será confidencial.)] Sin embargo, hay dos excepciones a la promesa de confidencialidad. La ley exige que en caso de que la información entregada revele la intención de suicidio, homicidio, abuso o descuido de menores de edad, dicha información sea entregada a las autoridades pertinentes. Además, si la información entregada para la evaluación formara parte de una orden judicial o citación, [name of ASI program/agency] estaría obligado por ley a divulgar dicha información en virtud de la citación correspondiente.

[If applicable] Además, es posible que el equipo de la evaluación del [name of ASI program/agency] quiera examinar los archivos escolares (boletín de notas, calificaciones CSAP, calificaciones en pruebas regulares, informes de asistencia) de los participantes en el programa. Su firma da su permiso a NRC y al personal del [name of ASI program/agency] para obtener acceso a estos archivos.

Si tiene preguntas acerca de la evaluación o los derechos de su hijo(a) como participante en la evaluación, o si quiere obtener una copia de la encuesta completa antes de firmar el consentimiento, favor de ponerse en contacto con [ASI program staff name] al [phone number] _____.

He leído y comprendido la descripción de la evaluación incluida en este documento. En cuanto a los puntos que no comprendí, solicité y recibí una explicación satisfactoria. He dado mi permiso a que mi hijo(a) participe en esta evaluación hasta el fin del mes de Mayo 2005, el final de The Colorado Trust's After-School Initiative, y entiendo que tengo el derecho de retirar mi consentimiento en cualquier momento sin perder ni terminar la participación de mi hijo(a) en [name of ASI program/agency]. También, entiendo que la privacidad de mi hijo(a) estará protegida [Choose either: (porque sus respuestas no se pueden rastrear a él(ella).) OR (porque sus respuestas no se reportarán individualmente.)]

Nombre del joven participante: (en letra de molde) _____

Nombre del padre/custodio: (en letra de molde) _____

Firma del padre/custodio: _____
(si el menor tiene dos custodios, recomendamos incluir la firma de ambos)

Nombre del custodio: (en letra de molde) _____

Firma del custodio: _____

Fecha: _____

Asentimiento de jóvenes para participar en la evaluación del programa de [name of ASI program/agency]

Como participante en [name of ASI program/agency], estoy de acuerdo en formar parte de un estudio, contestaré preguntas acerca de mis actividades, sentimientos y opiniones sobre [name of ASI program] y cómo mi participación en el programa me ha ayudado o no me ha ayudado. También comprendo que mis respuestas son privadas [Choose either: (y que mi nombre no está en la hoja de respuestas.) (OR) (y que mis respuestas se reportarán como parte de un grupo, y no individualmente.)] Mis respuestas no estarán sujetas a calificaciones y nadie las discutirá conmigo a menos que yo lo solicite. Estoy de acuerdo en participar en esta evaluación hasta el fin del mes de mayo 2005. Puedo decidir de no participar más en la evaluación en cualquier momento, sin causarme ningún problema. En caso de que decida no contestar las preguntas, podre seguir asistiendo al programa de [name of ASI program].

Nombre del niño: (en letra de molde) _____

Firma del niño: _____

Fecha: _____

Fecha de nacimiento: _____

Testigo adulto*: _____ Fecha: _____

Firma del testigo adulto: _____

*El testigo adulto tiene que estar presente durante del proceso de asentimiento.

[Program copy OR Child Participant copy]

Appendix V. English and Spanish Comparison of Question Sets

Outcome Domain	English Post-only Question	Spanish Post-only Question	Scale
Academic Success	<i>Coming to [this program] has helped me to ...</i>	<i>El participar en [este programa] me ha ayudado a ...</i>	
	Improve my grades in school	Mejorar mis calificaciones en la escuela	Grades
	Improve my grade in language arts (reading/writing)	Mejorar mi calificación de lenguaje (lectura/escritura)	Grades
	Improve my grade in math	Mejorar mi calificación en matemáticas	Grades
	Improve my grade in science	Mejorar mi calificación en ciencia	Grades
	Do better in school	Tener más éxito en mis estudios	Frequency
	Do better in language arts (reading/writing)	Tener más éxito en lenguaje (lectura/escritura)	Frequency
	Do better in math	Tener más éxito en matemáticas	Frequency
	Do better in science	Tener más éxito en ciencia	Frequency
	Try harder in school	Esforzarme más en mis estudios	Frequency
	Spend more time doing my homework	Dedicarle más tiempo a mi tarea	Hours
	Participate more in class activities	Participar más en actividades escolares	Frequency
	Become more interested in going to school	Aumentar mi interés en ir a la escuela	Frequency
	Care more about my school	Darle más importancia a mis estudios	Frequency
	Get along better with my classmates	Llevarme mejor con mis compañeros de clase	Frequency
	Get along better with my teachers	Llevarme mejor con mis maestros	Frequency
	Spend more time reading for fun (not for school)	Pasar más tiempo leyendo por diversión, y no solamente por obligación escolar	Hours
Arts and Recreation	<i>Because I came to [this program] ...</i>	<i>Por haber participado en [este programa] ...</i>	
	I spend more time doing arts and crafts	Dedico más tiempo a la artesanía	Hours
	I enjoy arts and crafts more	Me gustan más las artesanías que antes	Frequency
	I am better in arts and crafts	Me desarrollo mejor en artesanía	Frequency

Outcome Domain	English Post-only Question	Spanish Post-only Question	Scale
	I spend more time in music, dance and/or theater	Ahora participo más en música, baile y/o teatro	Hours
	I enjoy music, dance and/or theater more	Ahora me gusta más el teatro, baile y/o la música	Frequency
	I am better at music, dance and/or theater	Me desarrollo mejor en el teatro, baile y/o la música	Frequency
	I spend more time doing sports, exercise and/or recreation activities	Ahora participo más en deportes, ejercicio y/o actividades recreativas	Hours
	I enjoy sports, exercise and/or recreation activities more	Ahora me gustan más los deportes, el ejercicio y/o actividades recreativas	Frequency
	I am better at sports, exercise and/or recreation activities	Me desarrollo mejor en deportes, ejercicio y/o actividades recreativas	Frequency
Community Involvement	<i>Coming to [this program] has helped me ...</i>	<i>El participar en [este programa] me ha ayudado a ...</i>	
	Spend more time volunteering or helping others in my community	Pasar más tiempo como voluntario ayudando a gente de mi comunidad	Hours
	Spend more time looking for opportunities to help others in my community	Pasar más tiempo buscando la oportunidad de ayudar a gente de mi comunidad	Hours
	Feel more important to my community	Sentirme más significativo dentro de mi comunidad	Frequency
	Feel a stronger connection to my community	Sentir una conexión más grande con mi comunidad	Frequency
	Feel better about myself because I help others	Sentirme mejor de mí mismo por ayudar a la gente	Frequency

Outcome Domain	English Post-only Question	Spanish Post-only Question	Scale
Cultural Competency	<i>Because I came to [this program] ...</i>	<i>Por haber participado en [este programa] ...</i>	
	I know more about the good things that people who look or sound different than me have done (for example, African Americans, Mexican Americans, Native Americans, Asian Americans and others)	Tengo más conocimiento de las cosas buenas que se han logrado por personas quienes tienen un semblante diferente al mío (por ejemplo; Afro-Americanos, México-Americanos, Nativo-Americanos, Asia-Americanos, Etc.)	Frequency
	I talk more with young people who look or sound different than me	Converso más con los jóvenes quienes tienen un semblante diferente al mío	Frequency
	I feel more comfortable being around young people who look or sound different than me	Siento más confianza al estar con jóvenes quienes tienen un semblante diferente al mío	Frequency
	I understand that someone who looks or sounds different than me may not be that different after all	Comprendo que alguien quien tiene un semblante diferente al mío, tal vez al fin de cuenta, no sea tan diferente	Frequency
	<i>Being involved in [this program] has helped me to ...</i>	<i>El involucrarme en [este programa] me ha ayudado a...</i>	
	Know more about people of other cultures, races or ethnic groups.	Tener más conocimiento de otras culturas, razas o grupos étnicos	Amount
	Care more about young people of other cultures, races or ethnic groups than me	Preocuparme más por el bienestar de jóvenes de otras culturas, razas o grupos étnicos	Frequency
	Have more respect for young people of other cultures, races or ethnic groups than me	Tener más respeto para los jóvenes de otras culturas, razas o grupos étnicos	Frequency
	Feel more comfortable with young people of other cultures, races or ethnic groups	Sentir más confianza con los jóvenes de otras culturas, razas o grupos étnicos	Frequency
	Talk more to young people who speak languages other than English at home	Conversar más con los jóvenes quienes no hablan inglés en su hogar	Frequency
	Try harder not to judge people based on skin color	Ser más consciente de no juzgar a personas por el color de su piel	Frequency

Outcome Domain	English Post-only Question	Spanish Post-only Question	Scale
	Be more aware that I sometimes have ideas about people that are not true (Incorrect or mistaken)	Ser más consciente de que malinterpreto las ideas que formo de otras personas y que no siempre son ciertas, correctas o exactas	Frequency
	<i>Because I came to [this program] ...</i>	<i>Por haber participado en [este programa] ...</i>	
	I know more about my own culture, race or ethnic group	Tengo más conocimiento de mi propia cultura, raza o grupo étnico	Amount
	I am more interested in my own culture, race or ethnic group	Me interesa más mi propia cultura, raza o grupo étnico	Frequency
	I spend more time celebrating my own culture, race or ethnic group	Paso más tiempo celebrando mi propia cultura, raza o grupo étnico	Hours
	I feel more connected to my own culture, race or ethnic group	Siento una conexión más grande con mi propia cultura, raza o grupo étnico	Frequency
	I feel more pride for my own culture, race or ethnic group	Siento más orgullo de mi propia cultura, raza o grupo étnico	Frequency
Life Skills	<i>Because I came to [this program] ...</i>	<i>Por haber participado en [este programa] ...</i>	
	I get along better with other people my age	Me comporto mejor con otras personas de mi misma edad	Frequency
	I am better at making friends	Me desarrollo mejor al formar amistades	Frequency
	I am better at telling others about my ideas and feelings	Me desarrollo mejor al compartir mis ideas y sentimientos con los demás	Frequency
	I am better at listening to other people	Es más fácil entender a otras personas	Frequency
	I work better with others on a team	Es más fácil trabajar en equipo con otros	Frequency
	I make better decisions	Tomo mejores decisiones	Frequency
	I am better at planning ahead	Me desarrollo mejor al planear por adelantado	Frequency
	I am better at setting goals	Me desarrollo mejor al establecer metas personales	Frequency
	I am better at solving problems	Me desarrollo mejor al solucionar problemas	Frequency
	I am more of a leader	Me desarrollo mejor como líder	Frequency
	I am better at taking care of problems without violence or fighting	Me desarrollo mejor al solucionar problemas sin violencia ni enfrentamientos	Frequency

Outcome Domain	English Post-only Question	Spanish Post-only Question	Scale
Positive Core Values	<i>Because I came to [this program] ...</i>	<i>Por haber participado en [este programa] ...</i>	
	I care more about other people	Me importa más el bienestar de los demás	Frequency
	I care more about the feelings of other people	Me preocupan más los sentimientos de otras personas	Frequency
	I am better at standing up for what I believe	Me desarrollo mejor al defender mis creencias	Frequency
	I tell the truth more often even when it is hard	Digo la verdad con más frecuencia, aunque sea difícil hacerlo	Frequency
	I am better at taking responsibility for my actions	Puedo aceptar responsabilidad por mis propias acciones con más facilidad	Frequency
	I am more interested in community and world problems	Me interesan más los problemas de la comunidad y del mundo	Frequency
I am better at speaking up for people who have been treated unfairly	Es más fácil defender a las personas que son tratadas con injusticia	Frequency	
Positive Life Choices	<i>Being involved in [this program] has helped me to ...</i>	<i>El involucrarme en [este programa] me ha ayudado a...</i>	
	Better say “no” to things I know are wrong	Decir “no” a las actividades que son malas	Frequency
	Stay out of trouble	Evitar problemas	Frequency
	Stay away from tobacco	Evitar el tabaco	Frequency
	Stay away from alcohol	Evitar el alcohol	Frequency
	Stay away from drugs	Evitar las drogas	Frequency
	Stay away from sex	Evitar relaciones sexuales	Frequency
	Stay away from violence and fighting	Evitar la violencia y el pelear	Frequency

Outcome Domain	English Post-only Question	Spanish Post-only Question	Scale
Sense of Self	<i>Coming to [this program] has helped me to ...</i>	<i>El participar en [este programa] me ha ayudado a ...</i>	
	Feel better about myself	Sentirme mejor de mí mismo	Frequency
	Feel I have more control over things that happen to me	Sentirme más en control de lo que me pasa	Frequency
	Feel that I can make more of a difference	Sentir que puedo hacer una diferencia	Frequency
	Learn I can do things I didn't think I could do before	Entender que tengo habilidades que no conocía	Frequency
	Feel better about my future	Sentirme mejor sobre mi futuro	Frequency
	Feel I am better at handling whatever comes my way	Tener más confianza para enfrentar el futuro	Frequency

Appendix VI. Protocol Worksheet for ASI Toolkit Survey Administration

Instructions: Complete a separate protocol worksheet for each activity or group of surveys administered and submit to your evaluation liaison no later than two weeks before the survey administration date. Some grantees may only fill out one worksheet for all program activities offered.

Background Information:

a) Grantee name: _____ b) Contact name: _____

c) Contact phone: _____ d) Contact e-mail: _____

e) Activity name: _____

Question	Response
<p>1) Which youth participants are eligible to take the survey? <i>Eligible youth should include all registered participants in 4th –9th grade unless a sampling plan is developed or you and your evaluation liaison agree on another standard. Consult with your evaluation liaison.</i></p>	
<p>2) How many youth will you ask to take the survey? <i>This should equal the number of eligible participants minus the number of youth for which you do NOT have consent forms.</i></p>	
<p>3) Will the survey be administered in Spanish as well as English?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>4) When will data be collected? <i>More than one date may need to be scheduled if it will help improve the response rate. Consider attendance on each day of the week and whether the same youth attend on multiple days. Provide an adequate amount of time for completion so that youth do not feel rushed or like they are missing out on other program activities.</i></p>	<p>1st Date: Time: From _____ to _____</p> <p>2nd Date: Time: From _____ to _____</p> <p>3rd Date: Time: From _____ to _____</p>
<p>5) Who will serve as the survey administrator?</p>	<p>Name: _____</p>
<p>6) Who will serve as the Spanish-speaking survey administrator? <i>If needed.</i></p>	<p>Name: _____</p>

<p>7) Who will assist the survey administrator(s) with the survey administration?</p>	<p>Name: _____</p> <p>Name: _____</p>
<p>8) Has the survey administrator(s) reviewed the Survey Administrator Guidelines and Procedures?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, when will this occur? _____</p>
<p>9) What explanatory text will be recited when distributing surveys to youth? <i>Attach text to this worksheet.</i></p>	
<p>10) Who is responsible for gathering supplies? <i>Pens/pencils, copies of surveys, etc.?</i></p>	<p>Name: _____</p>
<p>11) Do you have a box or something else in which participants will place their completed surveys?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Describe: _____</p>
<p>12) For programs with youth attending multiple activities, how will you make sure that youth are only surveyed one time? Please explain. <i>Consult with your evaluation liaison to develop a strategy if needed.</i></p>	
<p>13) Describe how the survey administration will take place on the administration day. Use the back of this form or a separate sheet if needed. <i>Example: Kids will enter the lunchroom at 3:30 and have their snack for 15 minutes. Then Ester will ask the youth to sit quietly and listen to the survey instructions. Joey will pass out the surveys and pencils and have youth find a quiet place to fill out the survey by them Youth will have as much time as they need to complete the survey. As students finish the survey, they will bring it up to the front of the room, place it face down in the survey box and then join Robby outside for games.</i></p>	

Appendix VII. Toolkit Outcome Domains Linked to Positive Youth Development Models

TABLE 1 - Toolkit Outcome Domains Linked to Positive Youth Development Models

Note: Many *8 Habits of the Heart* outcomes are placed in the internal assets category although the framework suggests that the traits are demonstrated first by others and then internalized by the youth

Toolkit Outcome Domains	Toolkit Outcome Indicators	Search Institute Outcomes	4-H 4 Fold Model	8 Habits of the Heart
Academic Success	Grades Skills: math, science, reading, writing CSAP scores School attachment School engagement Interest in learning (e.g., reading for pleasure) Graduation rates	Commitment to learning Achievement motivation School engagement Homework Bonding to school Reading for pleasure	Head Skills: Utilizing scientific method Processing information Understanding systems Learning to learn Visualizing information Reasoning Hand Skills: Completing a project/task	
Arts and Recreation	Appreciation for the arts (and crafts), music, dance, or theater Performance in arts (and crafts), music, dance or theater Performance in sports, exercise and recreation activities	Constructive use of time Creative activities Youth programs	Hand Skills: Practicing creativity	

Toolkit Outcome Domains	Toolkit Outcome Indicators	Search Institute Outcomes	4-H 4 Fold Model	8 Habits of the Heart
	Time spent in arts (and crafts), music, dance or theater Time spent in sports, exercise and recreation activities			
Community Involvement	Time spent in community service Sense of importance to community (youth as resources) Self concept due to community involvement	Empowerment Community values youth Youth as resources Service to others	<i>Hand Skills:</i> Learning through community service Responsible citizenship Service learning Volunteering	
Cultural Competency	Respect for others Comfort with others Knowledge of other cultures, races or ethnic groups Respect for other cultures, races or ethnic groups Comfort with other cultures, races or ethnic groups Knowledge of own culture Interest in own culture Sense of belonging to cultural group Pride in one's culture	Social competencies Cultural competency	<i>Heart Skills:</i> Valuing diversity	

Toolkit Outcome Domains	Toolkit Outcome Indicators	Search Institute Outcomes	4-H 4 Fold Model	8 Habits of the Heart
Life Skills	Friendship skills Communication skills Decisionmaking skills Planning for the future Leadership skills Goal-setting skills Problem-solving skills Conflict-resolution skills Teamwork	Social competencies Planning and decision making Interpersonal competence Peaceful conflict resolution	Head skills: Making decisions Solving problems Reasoning Thinking critically Planning and organizing Heart Skills: Communicating Interacting socially Resolving conflicts Building relationships Hand skills: Working in a team Exercising leadership Health Skills: Managing stress	Brotherhood Responsibility Friendship Dependability
Positive Life Choices	Resistance skills Restraint from drug abuse, tobacco use, alcohol use, violent behaviors and early sexual activity	Social competencies Resistance skills	Health Skills: Utilizing resistance skills Being resilient	

Toolkit Outcome Domains	Toolkit Outcome Indicators	Search Institute Outcomes	4-H 4 Fold Model	8 Habits of the Heart
Positive Core Values	Caring Empathy Integrity Honesty Responsibility Equality and fairness	Positive values Caring Equality and social justice Integrity Honesty Responsibility	<i>Heart Skills:</i> Sharing Valuing social justice Caring for others Being empathetic <i>Health Skills:</i> Being responsible Practicing integrity	Courage
Sense of Self	Self concept (self-confidence, self-esteem, self-worth) Empowerment Positive outlook Sense of purpose	Positive identity Personal power Self-esteem Sense of purpose Positive view of personal future	<i>Head Skills:</i> Achieving goals <i>Health Skills:</i> Developing self-esteem Managing yourself Developing a sense of purpose Developing a positive view of future	Hope

TABLE 2 - Toolkit Outcome Domains Linked to Positive Youth Development Models

Note: Bernard’s Resilience Assessment is used by the California Healthy Kids Survey. It is based on Bonnie Bernard’s resiliency framework.

Toolkit Domains	Toolkit Outcome Indicators	Bernard’s Resilience Assessment	Character Counts	Communities of Caring
Academic Success	Grades Skills: math, science, reading, writing, CSAP scores School attachment School engagement Interest in learning (e.g., reading for pleasure) Graduation rates			Improved academic performance
Arts and Recreation	Appreciation for the arts (and crafts), music, dance or theater Performance in arts (and crafts), music, dance or theater Performance in sports, exercise and recreation activities Time spent in arts (and crafts), music, dance or theater Time spent in sports, exercise and recreation activities			
Community Involvement	Time spent in community service Sense of importance to community (youth as resources) Self concept due to community involvement	Meaningful participation at home, in school and in community/neighborhood		

Toolkit Domains	Toolkit Outcome Indicators	Bernard's Resilience Assessment	Character Counts	Communities of Caring
Cultural Competency	Respect for others Comfort with others Knowledge of other cultures, races or ethnic groups Respect for other cultures, races or ethnic groups Comfort with other cultures, races or ethnic groups Knowledge of own culture Interest in own culture Sense of belonging to cultural group Time spent learning about own culture Sense of belonging to cultural group Pride in one's culture	Social competence Respect for diversity		
Life Skills	Friendship skills Communication skills Decision making skills Planning for the future Leadership skills Goal-setting skills Problem-solving skills Conflict-resolution skills Teamwork	Social competence Cooperation and communication skills Problem-solving skills		Decision-making skills
Positive Life Choices	Resistance skills Restraint from drug abuse, tobacco use, alcohol use, violent behaviors, early sexual activity			Decrease in risk behaviors

Toolkit Domains	Toolkit Outcome Indicators	Bernard's Resilience Assessment	Character Counts	Communities of Caring
<p>Positive Core Values</p>	<p>Caring Empathy Integrity Honesty Responsibility Equality and fairness</p>	<p>Social competence Empathy</p>	<p>Trustworthiness Respect Responsibility Fairness Caring</p>	<p>Responsibility Commitment to values Encourage caring</p>
<p>Sense of Self</p>	<p>Self-concept (self-confidence, self-esteem, self-worth) Empowerment Positive outlook Sense of purpose</p>	<p>Autonomy and sense of self Personal conviction, self-efficacy, internal locus of control and self awareness Sense of meaning and purpose Optimism, goals and aspirations, achievement and motivation</p>		<p>Build confidence Increase feelings of self-worth</p>

TABLE 3 – Toolkit Outcome Domains Linked to Positive Youth Development Models

Toolkit Domains	Toolkit Outcome Indicators	Communities That Care	Henderson and Milstien’s Resiliency Model	Individual Risk and Protective Factors Index
Academic Success	Grades Skills: math, science, reading, writing, CSAP scores School attachment School engagement Interest in learning (e.g., reading for pleasure) Graduation rates	Decrease truancy Decrease drop-out rates Increase school engagement and performance	Love of learning	School bonding
Arts and Recreation	Appreciation for the arts (and crafts), music, dance, or theater Performance in arts (and crafts), music, dance or theater Performance in sports, exercise and recreation activities Time spent in arts (and crafts), music, dance or theater Time spent in sports, exercise and recreation activities			
Community Involvement	Time spent in community service Sense of importance to community (youth as resources) Self-concept due to community involvement		Service	

Toolkit Domains	Toolkit Outcome Indicators	Communities That Care	Henderson and Milstien's Resiliency Model	Individual Risk and Protective Factors Index
Cultural Competency	Respect for others Comfort with others Knowledge of other cultures, races or ethnic groups Respect for other cultures, races or ethnic groups Comfort with other cultures, races or ethnic groups Knowledge of own culture Interest in own culture Sense of belonging to cultural group Time spent learning about own culture Sense of belonging to cultural group Pride in one's culture			
Life Skills	Friendship skills Communication skills Decisionmaking skills Planning for the future Leadership skills Goal-setting skills Problem-solving skills Conflict resolution skills Teamwork	Increase positive peer experiences	Relationships (e.g., sociability, ability to be a friend and form positive relationships) Life skills (e.g., decisionmaking, assertiveness)	Self-control Assertiveness Cooperation
Positive Life Choices	Resistance skills Restraint from drug abuse, tobacco use, alcohol use, violent behaviors and early sexual activity		Life skills (impulse control)	Pro-social norms

Toolkit Domains	Toolkit Outcome Indicators	Communities That Care	Henderson and Milstien's Resiliency Model	Individual Risk and Protective Factors Index
Positive Core Values	Caring Empathy Integrity Honesty Responsibility Equality and fairness			
Sense of Self	Self-concept (self-confidence, self-esteem, self-worth) Empowerment Positive outlook Sense of purpose		Self-worth (and self-confidence) Positive view of personal future	Self-concept Self-efficacy Positive outlook Confidence

Table 4 - Toolkit Questions Categorized by Outcome

Outcome Domain	Advanced	Question	✓
Academic Success			
Coming to [this program] has helped me to...		Improve my grades in school	
		Improve my grade in language arts (reading/writing)	
		Improve my grade in math	
		Improve my grade in science	
		Do better in school	
		Do better in language arts (reading/writing)	
		Do better in math	
		Do better in science	
Coming to [this program] has helped me to...		Try harder in school	
		Spend more time doing my homework	
		Participate more in class activities	
		Become more interested in going to school	
		Care more about my school	
		Get along better with my classmates	
		Get along better with my teachers	
		Spend more time reading for fun (not for school)	
Arts and Recreation			
Because I came to [this program] ...		I spend more time doing arts and crafts	
		I enjoy arts and crafts more	
		I am better in arts and crafts	
		I spend more time in music, dance and/or theater	
		I enjoy music, dance and/or theater more	
		I am better at music, dance and/or theater	
		I spend more time doing sports, exercise and/or recreation	

Outcome Domain	Advanced	Question	✓
		activities	
		I enjoy sports, exercise and/or recreation activities more	
		I am better at sports, exercise and/or recreation activities	
Community Involvement			
Coming to [this program] has helped me...	▲	Spend more time volunteering or helping others in my community	
	▲	Spend more time looking for opportunities to help others in my community	
	▲	Feel more important to my community	
	▲	Feel a stronger connection to my community	
	▲	Feel better about myself because I help others	
Cultural Competency			
Because I came to [this program]...		I know more about the good things that people who look or sound different than me have done (like African Americans, Mexican Americans, Native Americans, Asian Americans and others)	
		I talk more with young people who look or sound different than me	
		I feel more comfortable being around young people who look or sound different than me	
		I understand that someone who looks or sounds different than me may not be that different after all	
Being involved in [this program] has helped me to ...	▲	Know more about people of other cultures, races or ethnic groups	
	▲	Care more about young people of other cultures, races or ethnic groups than me	
	▲	Have more respect for young people of other cultures, races or ethnic groups than me	
	▲	Feel more comfortable with young people of other cultures, races or ethnic groups	

Outcome Domain	Advanced	Question	✓
	▲	Talk more to young people who speak languages other than English at home	
	▲	Try harder not to judge people based on skin color	
	▲	Be more aware that I sometimes have ideas about people that are not true (Incorrect or mistaken)	
Because I came to [this program]...	▲	I know more about my own culture, race or ethnic group	
	▲	I am more interested in my own culture, race or ethnic group	
	▲	I feel more connected to my family's cultural traditions	
	▲	I feel more connected to my own culture, race or ethnic group	
	▲	I feel more pride for my own culture, race or ethnic group	
	▲	I have more respect for members of my own community	
Life Skills			
Because I came to [this program]...		I get along better with other people my age	
		I am better at making friends	
	▲	I am better at telling others about my ideas and feelings	
		I am better at listening to other people	
		I work better with others on a team	
	▲	I make better decisions	
	▲	I am better at planning ahead	
	▲	I am better at setting goals	
	▲	I am better at solving problems	
		I am more of a leader	
	▲	I am better at taking care of problems without violence or fighting	
Positive Core Values			
Because I came to [this program]...		I care more about other people	
		I care more about the feelings of other people	
		I am better at standing up for what I believe	
		I tell the truth more often even when it is hard	
	▲	I am better at taking responsibility for my actions	

Outcome Domain	Advanced	Question	✓
	▲	I am more interested in community and world problems	
	▲	I am better at speaking up for people who have been treated unfairly	
Positive Life Choices			
Being involved in [this program] has helped me to...	▲	Better say “no” to things I know are wrong	
	▲	Stay out of trouble	
	▲	Stay away from tobacco	
	▲	Stay away from alcohol	
	▲	Stay away from drugs	
	▲	Stay away from sex	
	▲	Stay away from violence and fighting	
Sense of Self			
Coming to [this program] has helped me to...		Feel better about myself	
		Feel I have more control over things that happen to me	
		Feel that I can make more of a difference	
		Learn I can do things I didn’t think I could do before	
		Feel better about my future	
		Feel I am better at handling whatever comes my way	

Program Quality	Question	✓
Please check the box below that is closest to how you feel about [this program].	There are interesting activities at [this program]	
	The activities are fun at [this program]	
	I learn about new things at [this program]	
	I like coming to [this program]	
	There are rules I am expected to follow at [this program]	
	I feel safe at [this program]	
	I feel like people are happy to see me here	
	I tell my friends to come to [this program]	
Please check the box below that is closest to how you feel about the staff at [this program].	Staff cares about me	
	Staff helps me feel important	
	Staff gives me lots of support	
	Staff spends time with me one-on-one	
	Staff can be trusted	
	I like the staff here	
	Staff expects me to try hard and do my best	
	Staff tells me when I do a good job	
	I could go to a staff member at [program] for advice if I had a serious problem	
	Staff listens to what I have to say	
	Staff asks me to plan, choose or lead activities	
	Staff encourages me to do volunteer work	
	Staff treats all kids fairly	
Open-Ended Questions	What do you like best about coming to [this program]?	
	If you could change one thing about [this program] what would it be?	

Background Information	Advanced	Question	✓
Attendance		How often do you come to [this project]? (Every day or almost every day [4-5 times per week], 2 to 3 times a week, once a week, a couple times a month, less than once a month)	
		When did you start coming to [this project]? (This fall, over the summer, last spring, last year or longer ago than that)	
	▲	When did you start coming to [this project]? (Within the last 3 months, 4 to 6 months ago, 7 to 12 months ago, more than 1 year ago)	
Age		How old are you? (6 years or younger, 7 years, 8 years, 9 years, 10 years, 11 years, 12 years, 13 years, 14 years, 15 years or older)	
Grade		What grade are you in?	
Sex/Gender		Are you a girl/female or a boy/male? (Girl/female, boy/male)	
Race/Ethnicity	▲	Which best describes you? (Caucasian/white, African American/black, Asian/ Pacific Islander, Latino/Hispanic, Native American, bi-racial/ multi-racial, other)	
Activity Identification		Check each of the after-school activities you participate in at [THIS PROGRAM].	

Appendix VIII. Academic Success Tracking Forms

There are 4 tracking forms included in this toolkit. These forms are to be completed using information provided to a program from the schools that youth participants attend. The tracking forms are to be used in a confidential manner. Since survey question sets are administered anonymously, program staff will not be able to link survey results with individual participant Colorado Student Assessment Program (CSAP) scores, grades or attendance. However, the tracking forms will provide interesting secondary data that may be useful for program improvement. Each form is described below. ASI program staff can obtain an electronic version of these forms in Microsoft Excel from their NRC evaluation liaisons.

CSAP: Colorado Student Assessment Program is administered to youth in grades 3 through 10. Each grade level completes from 2 to 4 subjects — reading, writing, math and science. The CSAP tracking form should be completed using student scores prior to program attendance and then a second time, either during or after participation in the program. Change in proficiency will be computed by comparing the second score to the first score.

GRADES: Schools may use several grading scales (e.g., satisfactory-unsatisfactory; A, B, C, D, F; excellent, very good, satisfactory, needs improvement) and semester or trimester grading. The tracking form may need to be adjusted to accommodate for a school's grading system as well as the subject areas being tracked. Similar to the CSAP scores, grades should be entered for students prior to program attendance and then again, either during or after participation in the program.

ATTENDANCE: An attendance tracking form is provided so the number of days a program participant is absent can be transferred from school records. The number of days absent in the semester or year is recorded prior to the program and then again after participation in the program.

GRADUATION/DROP-OUT: A leading indicator of school success is the completion of school. "Graduation" for toolkit purposes can be graduation from high school, middle school or elementary school. Program staff may also use the form to record the number of youth participants who stay in school rather than drop out.

Appendix IX.
Complete Post-only Toolkit
Survey Question Set

[NAME OF ASI PROGRAM/AGENCY] YOUTH PARTICIPANT SURVEY

Tell us what you think!

This survey is being used to get your ideas about [this program]. It is not a test and there are no right or wrong answers. Please take your time and be sure to answer each question based on what you really think. Please do NOT put your name on this survey.
Your answers are completely private.

*[Program Quality – Required questions appear in **bold** and must be included by all ASI grantees.]*

1) Please check the box below that is closest to how you feel about [this program].

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) There are interesting activities at [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The activities are fun at [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I learn about new things at [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I like coming to [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) There are rules I am expected to follow at [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I feel safe at [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I feel like people are happy to see me here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I tell my friends to come to [this program]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Please check the box below that is closest to how you feel about [this program].

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) Staff care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Staff help me feel important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Staff give me lots of support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Staff spend time with me one-on-one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Staff can be trusted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I like the staff here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Staff expect me to try hard and do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Staff tell me when I do a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I could go to a staff member at [this program] for advice if I had a serious problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Staff listen to what I have to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Staff ask me to plan, choose or lead activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Staff encourage me to do volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Staff treat all kids fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Academic Success – For ASI grantees choosing this domain, required questions appear in **bold.**]

3) Coming to the [this program] has helped me to ...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) Improve my grades in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Improve my grade in language arts (reading/writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Improve my grade in math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Improve my grade in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Do better in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Do better in language arts (reading/writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Do better in math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Do better in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Try harder in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Spend more time doing my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Participate more in class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Become more interested in going to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Care more about my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Get along better with my classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Get along better with my teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Spend more time reading for fun (not for school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Arts & Recreation – For ASI grantees choosing this domain, question “sets” are required separately: a-c, d-f or g-i.]

4) Because I came to [this program] ...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) I spend more time doing arts and crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I enjoy arts and crafts more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am better in arts and crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I spend more time in music, dance and/or theater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I enjoy music, dance and/or theater more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I am better at music, dance and/or theater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I spend more time doing sports, exercise and/or recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I enjoy sports, exercise and/or recreation activities more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I am better at sports and/or recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Community Involvement – For ASI grantees choosing this domain, all questions are required. FOR ADVANCED ONLY.]

5) Coming to [this program] has helped me to ...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) Spend more time volunteering or helping others in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Spend more time looking for opportunities to help others in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Feel more important to my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Feel a stronger connection to my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Feel better about myself because I help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Cultural Competency – For ASI grantees choosing this domain, all questions are required. FOR ADVANCED ONLY.]

6) Being involved in [this program] has helped me to...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) Know more about people of other cultures, races or ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Care more about young people of other cultures, races or ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Have more respect for young people of other cultures, races or ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Feel more comfortable with young people of other cultures, races or ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Talk more to young people who speak languages other than English at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Try harder not to judge people based on skin color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Be more aware that I sometimes have ideas about people that are not true (incorrect or mistaken)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Cultural Competency – For ASI grantees choosing this domain, all questions are required. FOR ADVANCED ONLY.]

6a) Because I came to [this program] ...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) I know more about my own culture, race or ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am more interested in my own culture, race or ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel more connected to my family’s cultural traditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel more connected to my own culture, race or ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I feel more pride in my own culture, race or ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I have more respect for members of my own community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Cultural Competency – For ASI grantees choosing this domain, all questions are required. FOR BASIC ONLY.]

7) Because I came to [this program] ...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) I know more about the good things that people who look or sound different than me have done (like African Americans, Mexican Americans, Native Americans, Asian Americans and others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I talk more with young people who look or sound different than me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel more comfortable being around young people who look or sound different than me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I understand that someone who looks or sounds different than me may not be that different after all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Life Skills – For ASI grantees choosing this domain, a, b, d, e and j are required FOR BASIC. All questions are required FOR ADVANCED.]

8) Because I came to [this program]...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) I get along better with other people my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am better at making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am better at telling others about my ideas and feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I am better at listening to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I work better with others on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I make better decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I am better at planning ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I am better at setting goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I am better at solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I am more of a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) I am better at taking care of problems without violence or fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Positive Life Choices – For ASI grantees choosing this domain, a, b and g are required. FOR ADVANCED ONLY.]

9) Coming to [this program] has helped me to...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) Better say “no” to things I know are wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Stay away from tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Stay away from alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Stay away from drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Stay away from sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Stay away from violence and fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Positive Core Values – For ASI grantees choosing this domain, a, b, c, and d are required FOR BASIC. All questions are required FOR ADVANCED.]

10) Because I came to [this program]...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) I care more about other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I care more about the feelings of other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am better at standing up for what I believe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I tell the truth more often even when it is hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I am better at taking responsibility for my actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I am more interested in community and world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I am better at speaking up for people who have been treated unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Sense of Self – For ASI grantees choosing this domain, all questions are required.]

11) Coming to [this program] has helped me to ...

	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a) Feel better about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Feel I have more control over things that happen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Feel that I can make more of a difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Learn I can do things I didn't think I could do before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Feel better about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Feel I am better at handling whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Optional]

12) What do you like best about coming to [this program]?

[Optional]

13) If you could change one thing at [this program] what would it be?

[Demographic questions 14-20 are required.]

14) How often do you come to [this program]?

- Every day or almost everyday (4-5 times per week)
- Two to three times a week
- Once a week
- A couple times a month
- Less than once a month

15) When did you start coming to [this program]?

- Within the last 3 months
- 4 to 6 months ago
- 7 to 12 months ago
- More than 1 year ago

[FOR BASIC ONLY as an alternative to #15.]

15a) When did you start coming to [this program]?

- This fall
- Over the summer
- Last spring
- Last year or longer ago than that

16) How old are you?

- 6 years or younger
- 7 years
- 8 years
- 9 years
- 10 years
- 11 years
- 12 years
- 13 years
- 14 years
- 15 years or older

17) What grade are you in? _____

18) Are you a girl/female or boy/male?

- Girl/ Female
- Boy/ Male

[Required FOR ADVANCED.]

19) Which best describes you?

- Caucasian/White
- African American/Black
- Asian/Pacific Islander
- Latino/Hispanic
- Native American
- Bi-racial/Multi-racial
- Other _____

[Must be customized for each ASI grantee.]

20) Check each of the after-school activities you participate in at [this program].

- _____
- _____
- _____
- _____
- _____

Thank you for your answers!

ENCUESTA DE JÓVENES PARTICIPANTES EN [NAME OF ASI PROGRAM/AGENCY]

¡Danos tu opinión!

Esta encuesta se usa para obtener tus ideas sobre [este programa]. La encuesta no es una prueba ni hay respuestas correctas ni incorrectas. Por favor, no tengas prisa en completarla y contesta cada pregunta con tu opinión verdadera. Favor de NO poner tu nombre en la encuesta porque tus respuestas son absolutamente privadas.

*[Program Quality – Required questions appear in **bold** and must be included by all ASI grantees.]*

1) Favor de marcar el cuadrado con la descripción más cercana a tus sentimientos sobre [este programa].

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Hay actividades interesantes en [este programa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Las actividades son divertidas en [este programa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Aprendo muchas cosas nuevas en [este programa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Me gusta asistir a [este programa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Hay reglas que tengo que seguir en [este programa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Me siento seguro/a en [este programa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Creo que la gente aquí está feliz de verme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Le digo a mis amigos que asistan a [este programa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Favor de marcar el cuadrado con la descripción más cercana a tus sentimientos sobre [este programa].

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Mi bienestar es importante para los empleados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Los empleados me hacen sentir importante	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Los empleados me dan mucho apoyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Los empleados me dedican tiempo individualmente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Tengo confianza en los empleados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Me caen bien los empleados aquí	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Los empleados esperan que yo trate de ser lo más exitoso posible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Los empleados me dicen cuando hago algo correctamente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Si tuviera un problema serio, yo me sentiría cómodo/a pidiendo el consejo de un empleado de [este programa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Los empleados escuchan lo que digo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Los empleados me piden planear, escoger o encabezar actividades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Los empleados me animan a trabajar de voluntario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Los empleados tratan a todos los jóvenes de manera justa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Academic Success – For ASI grantees choosing this domain, required questions appear in **bold.**]

3) El participar en [este programa] me ha ayudado a...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Mejorar mis calificaciones en la escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mejorar mi calificación de lenguaje (lectura/escritura)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mejorar mi calificación de matemáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Mejorar mi calificación de ciencias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Tener más éxito en mis estudios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Tener más éxito en lenguaje (lectura/escritura)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Tener más éxito en matemáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Tener más éxito en ciencia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Esforzarme más en mis estudios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Dedicarle más tiempo a mi tarea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Participar más en actividades escolares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Aumentar mi interés en ir a la escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Darle más importancia a mis estudios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Llevarme mejor con mis compañeros de clase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Llevarme mejor con mis maestros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Pasar más tiempo leyendo por diversión, y no solamente por obligación escolar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Arts & Recreation – For ASI grantees choosing this domain, question “sets” are required separately: a-c, d-f or g-i.]

4) Por haber participado en [este programa]...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Dedico más tiempo a la artesanía	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Me gustan más las artesanías que antes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Me desarrollo mejor en artesanía	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ahora participo más en música, baile y/o teatro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ahora me gusta más el teatro, baile y/o la música	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Me desarrollo mejor en el teatro, baile y/o la música	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Ahora participo más en deportes, ejercicio y/o actividades recreativas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Ahora me gustan más los deportes, el ejercicio y/o actividades recreativas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Me desarrollo mejor en deportes, ejercicio y/o actividades recreativas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Community Involvement – For ASI grantees choosing this domain, all questions are required. FOR ADVANCED ONLY.]

5) El participar en [este programa] me ha ayudado a ...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Pasar más tiempo como voluntario ayudando a gente de mi comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Pasar más tiempo buscando la oportunidad de ayudar a gente de mi comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Sentirme más significativo dentro de mi comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Sentir una conexión más grande con mi comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Sentirme mejor de mí mismo por ayudar a la gente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Cultural Competency – For ASI grantees choosing this domain, all questions are required. FOR ADVANCED ONLY.]

6) El involucrarme en [este programa] me ha ayudado a...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Tener más conocimiento de otras culturas, razas o grupos étnicos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Preocuparme más por el bienestar de jóvenes de otras culturas, razas o grupos étnicos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Tener más respeto para los jóvenes de otras culturas, razas o grupos étnicos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Sentir más confianza con los jóvenes de otras culturas, razas o grupos étnicos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Conversar más con los jóvenes quienes no hablan inglés en su hogar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Ser más consciente de no juzgar a personas por el color de su piel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Ser más consciente de que malinterpreto las ideas que formo de otras personas y que no siempre son ciertas, correctas o exactas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Cultural Competency – For ASI grantees choosing this domain, all questions are required. FOR ADVANCED ONLY.]

6a) Por haber participado en [este programa]...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Tengo más conocimiento de mi propia cultura, raza o grupo étnico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Me interesa más mi propia cultura, raza o grupo étnico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Me siento más conectado con las tradiciones culturales de mi familia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Siento una conexión más grande con mi propia cultura, raza o grupo étnico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Siento más orgullo de mi propia cultura, raza o grupo étnico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Tengo más respeto hacia los miembros de mi propia comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Cultural Competency – For ASI grantees choosing this domain, all questions are required. FOR BASIC ONLY.]

7) Por haber participado en [este programa]...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Tengo más conocimiento de las cosas buenas que se han logrado por personas quienes tienen un semblante diferente al mío. (Por ejemplo, Afro-Americanos, México-Americanos, Nativo-Americanos, Asia-Americanos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Converso más con los jóvenes quienes tienen un semblante diferente al mío	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Siento más confianza al estar con jóvenes quienes tienen un semblante diferente al mío	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Comprendo que alguien quien tiene un semblante diferente al mío, tal vez al fin de cuenta, no sea tan diferente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Life Skills – For ASI grantees choosing this domain, a, b, d, e and j are required FOR BASIC. All questions are required FOR ADVANCED.]

8) Por haber participado en [este programa]...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Me comporto mejor con otras personas de mi misma edad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Me desarrollo mejor al formar amistades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Me desarrollo mejor al compartir mis ideas y sentimientos con los demás	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Es más fácil entender a otras personas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Es más fácil trabajar en equipo con otros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Tomo mejores decisiones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Me desarrollo mejor al planear por adelantado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Me desarrollo mejor al establecer metas personales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Me desarrollo mejor al solucionar problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Me desarrollo mejor como líder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Me desarrollo mejor al solucionar problemas sin violencia ni enfrentamientos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Positive Life Choices – For ASI grantees choosing this domain, a, b and g are required. FOR ADVANCED ONLY.]

9) El involucrarme en [este programa] me ha ayudado a...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Decir “no” a las actividades que son malas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Evitar problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Evitar el tabaco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Evitar el alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Evitar las drogas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Evitar las relaciones sexuales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Evitar la violencia y pelear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Positive Core Values – For ASI grantees choosing this domain, a, b, c, and d are required FOR BASIC. All questions are required FOR ADVANCED.]

10) Por haber participado en [este programa]...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Me importa más el bienestar de los demás	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Me preocupan más los sentimientos de otras personas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Me desarrollo mejor al defender mis creencias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Digo la verdad con más frecuencia, aunque sea difícil hacerlo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Puedo aceptar responsabilidad por mis propias acciones con más facilidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Me interesan más los problemas de la comunidad y del mundo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Es más fácil defender a las personas que son tratadas con injusticia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Sense of Self – For ASI grantees choosing this domain, all questions are required.]

11) El participar en [este programa] me ha ayudado a ...

	<u>Sí</u>	<u>Más o menos</u>	<u>Casi nada/ Muy poco</u>
a) Sentirme mejor de mí mismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sentirme más en control de lo que me pasa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Sentir que puedo hacer una diferencia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Entender que tengo habilidades que no conocía	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Sentirme mejor sobre mi futuro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Tener más confianza para enfrentar el futuro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Optional]

12) ¿Qué es lo que más te gusta de [este programa]?

[Optional]

13) ¿Cuál es una característica de [este programa] que te gustaría cambiar?

[Demographic questions 14-20 are required.]

14) ¿Cuándo asistes a [este programa]?

- Cada día o casi cada día (de 4 a 5 veces por semana)
- De dos a tres veces por semana
- Una vez por semana
- Dos veces por mes
- Menos de una vez al mes

15) ¿Cuándo empezaste a asistir a [este programa]?

- En los últimos 3 meses
- Hace 4 a 6 meses
- Hace 7 a 12 meses
- Hace más de un año

[FOR BASIC ONLY as an alternative to #15.]

15a) ¿Cuándo empezaste a asistir a [este programa]?

- Este otoño
- Durante el verano
- La primavera pasada
- El año pasado, o hace más de un año

16) ¿Cuántos años tienes?

- 6 años o menos
- 7 años
- 8 años
- 9 años
- 10 años
- 11 años
- 12 años
- 13 años
- 14 años
- 15 años o más

17) ¿En qué grado estás? _____

18) ¿Eres muchacha o muchacho?

- Muchacha
- Muchacho

[Required FOR ADVANCED.]

19) ¿Cuál es la mejor descripción de tu grupo étnico?

- Caucásico/a / Blanco/a
- Africano americano/a / Negro/a
- Asiático/a / de las Islas del Pacífico
- Latino/a /Hispano/a
- Indio americano/a
- De dos razas / De más de dos razas
- Otra _____

[Must be customized for each grantee.]

20) Marque cada una de la actividad en la cual participó durante el programa.

- _____
- _____
- _____
- _____
- _____

¡Gracias por tus respuestas!

Appendix X. Determining Which Survey to Use: Post-only versus Pre-post

Post-only survey question sets are recommended for use with the ASI programs for a number of reasons.

- Post-only survey administration creates less burden on respondents and staff.
- Measuring change using a pre-post format requires more response scale points to be sensitive enough to measure change, making its use more difficult with participants of younger ages or lower literacy levels who are better served by 3-point scales.
- Post-only allows respondents to use their internal gauge to assess change rather than requiring that change be calculated by simple math.
- Post-only is less susceptible to “ceiling” effects so that youth who consider themselves very strong at program start still can report improvement in behavior or attitude (even if the change is subtle).

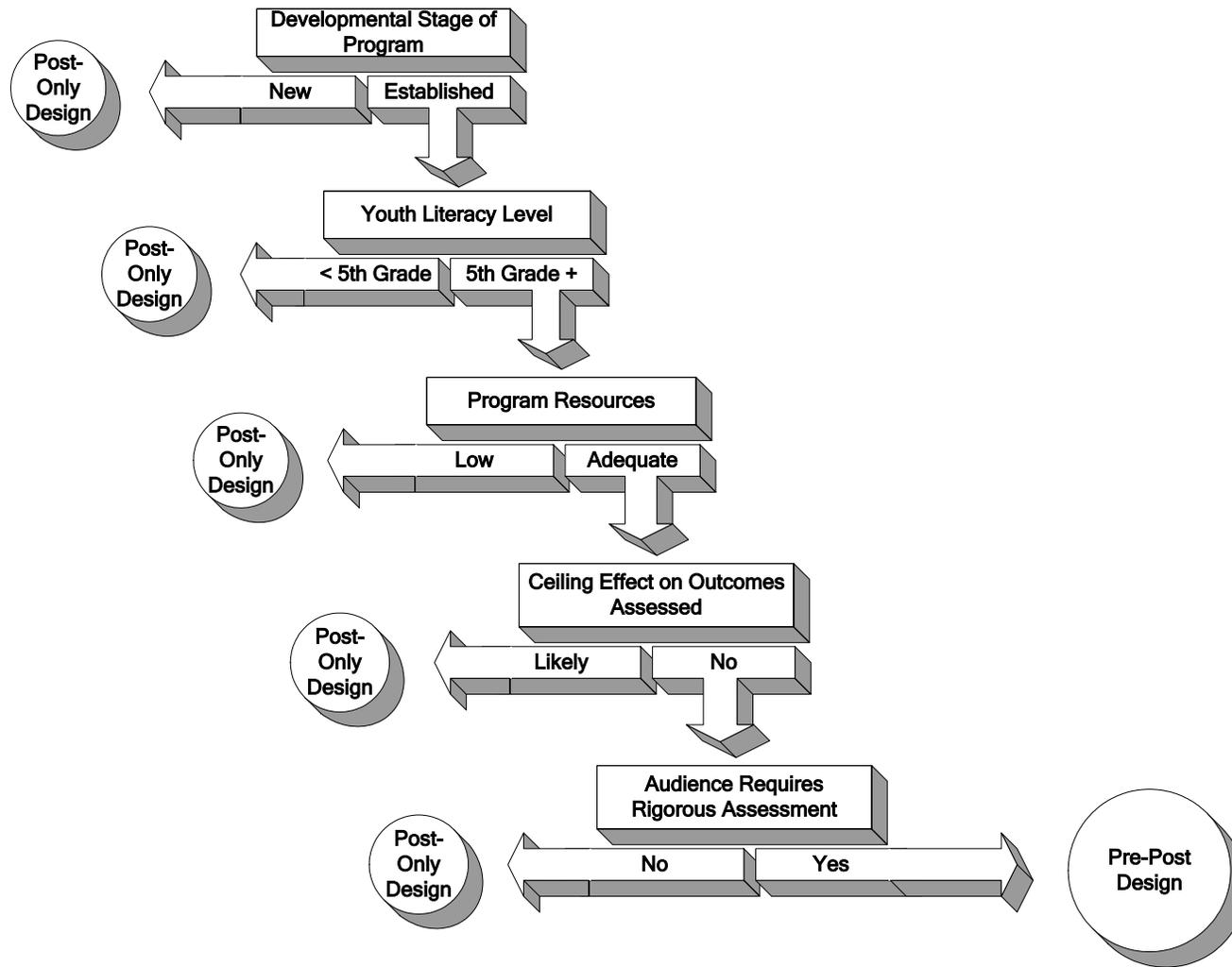
However, the post-only survey is considered to be weaker methodologically because it is more susceptible to bias and the promotion of positive responses. When youth rate their status (on a behavioral or attitudinal outcome) at the end of a program, that self-report is unlikely to be influenced by their memory of their rating several weeks earlier when the program began. The fact that youth are providing unprompted responses (independent of earlier self-assessment) makes their final self-rating more credible. Consequently, when using the pre-post design, be sure that youth are not reminded of their earlier ratings when they provide their post-program self-assessment.

Program leaders will need to decide which method works best for their program. There are a number of factors to consider. Some are listed in the table below.

Factors to Consider	Questions to Consider
Age and literacy level of participants	Are your participants able to answer the questions on the pre-post instrument in a trustworthy way? (The pre-post version is only recommended for participants in grade 5 and above.)
Program resources	Do you have the staff resources to administer the survey twice? It may be particularly difficult if you frequently add new participants and must track each one for a unique pre- and post-period rather than enrolling groups at the start of each semester.
Outcomes of interest	Are many of your outcomes those that may be susceptible to a ceiling effect? (Outcomes for which participants report high levels at baseline will show less change in a pre-post format; e.g. honesty, caring.)
Need for more or less rigorous outcome data	Do you want stronger evidence? Do you need stronger evidence for your funders? Are you skeptical of self-reported post-only data?
Stage of program development	Has your program been around long-enough that you are ready for a more rigorous outcome evaluation? (New and developing programs might benefit more from the post-only format until they have stronger roots at which time they may move to pre-post format.)

Flowchart for Selecting Post-only or Pre-post Evaluation Design

The flow chart below is designed to guide staff in determining whether a post-only or a pre-post method would work best for their after-school program and participants. It provides one framework for determining evaluation design, however, programs may choose to adjust the order to fit their needs.



Comparison of Question Sets: Pre-Post to Post-Only Categorized by Outcome

Outcome Domain	Post-Only Question	Pre-Post Question	Scale
	<u>Post-Only Scale Legend</u> Yes, Kind Of, Not Really	<u>Pre-Post Scale Legend</u> Frequency: All of the time, most of the time, some of the time, never, don't know Hours: 0 hours, 1 hour, 2 hours, 3 hours, 4 hours, 5 or more hours, don't know Amount: A lot, some, very little, none, don't know Grades: Mostly A's , mostly B's, mostly C's, mostly D's, mostly F's, none of these grades, not sure	
Academic Success	<i>Coming to [this program] has helped me to...</i>		
	Improve my grades in school.	During the past semester, how would you describe your grades in school?	Grades
	Improve my grade in language arts (reading/writing).	During the past semester, how would you describe your grades in language arts (reading/writing)?	Grades
	Improve my grade in math.	During the past semester, how would you describe your grades in math?	Grades
	Improve my grade in science.	During the past semester, how would you describe your grades in science?	Grades
	Do better in school.	I do well in school.	Frequency
	Do better in language arts (reading/writing).	I do well in language arts (reading/writing).	Frequency
	Do better in math.	I do well in math.	Frequency
	Do better in science.	I do well in science.	Frequency
	Try harder in school.	I try hard in school.	Frequency
	Spend more time doing my homework.	During the past 7 days, about how many hours did you spend doing homework outside of school?	Hours
	Participate more in class activities.	I participate in class activities.	Frequency
	Become more interested in going to school.	I like school or I am interested in going to school.	Frequency
	Care more about my school.	I care about my school.	Frequency
	Get along better with my classmates.	I get along with my classmates.	Frequency
	Get along better with my teachers.	I get along with my teachers.	Frequency
	Spend more time reading for fun (not school).	During the past 7 days, about how many hours do you spend reading for fun (not for school)?	Hours

Outcome Domain	Post-Only Question	Pre-Post Question	Scale
Arts and Recreation	<i>Because I came to [this program] ...</i>		
	I spend more time doing arts and crafts.	During the past 7 days, about how many hours did you spend in arts and crafts?	Hours
	I enjoy arts and crafts more.	I enjoy arts and crafts.	Frequency
	I am better in arts and crafts.	I am good at arts and crafts.	Frequency
	I spend more time in music, dance and/or theater.	During the past 7 days, about how many hours did you spend in music, dance and/or theater?	Hours
	I enjoy music, dance and/or theater more.	I enjoy music, dance and/or theater.	Frequency
	I am better at music, dance and/or theater.	I am good at music, dance and/or theater.	Frequency
	I spend more time doing sports, exercise and/or recreation activities.	During the past 7 days, about how many hours did you spend in sports, exercise and/or recreation activities?	Hours
	I enjoy sports, exercise and/or recreation activities more.	I enjoy sports, exercise and/or recreation activities.	Frequency
	I am better at sports and/or recreation activities.	I am good at sports, exercise and/or recreation activities.	Frequency
Community Involvement	<i>Coming to [this program] has helped me...</i>		
	Spend more time volunteering or helping others in my community.	During the past 7 days, about how many hours did you spend volunteering or helping others in your community?	Hours
	Spend more time looking for opportunities to help others in my community.	During the past 7 days, how many hours did you spend looking for opportunities to help others in your community?	Hours
	Feel more important to my community.	I am important to my community.	Frequency
	Feel a stronger connection to my community.	I feel a strong connection to my community.	Frequency
	Feel better about myself because I help others.	I feel good about myself because I help others.	Frequency

Outcome Domain	Post-Only Question	Pre-Post Question	Scale
Cultural Competency	<i>Being involved in [this program] has helped me to...</i>		
(Basic set)	I know more about the good things that people who look or sound different than me have done (like African Americans, Mexican Americans, Native Americans, Asian Americans and others)	N/A	Frequency
	I talk more with young people who look or sound different than me.	N/A	
	I feel more comfortable being around young people who look or sound different than me.	N/A	Frequency
	I understand that someone who looks or sounds different than me may not be that different after all	N/A	Frequency
(Advanced set)	<i>Being involved in [this program] has helped me to ...</i>		
	Know more about people of other cultures, races or ethnic groups.	How much do you think you know about people of other cultures, races or ethnic groups?	Amount
	Care more about young people of other cultures, races or ethnic groups.	I care about young people of other cultures, races or ethnic groups.	Frequency
	Have more respect for young people of other cultures, races or ethnic groups.	I have respect for young people of other cultures, races or ethnic groups.	Frequency
	Feel more comfortable with young people of other cultures, races or ethnic groups.	I feel comfortable with young people of other cultures, races or ethnic groups.	Frequency
	Talk more to young people who speak languages other than English at home.	During the past 7 days, about how many hours did you spend talking to young people who speak languages other than English at home?	Hours
	Try harder not to judge people based on skin color.	I try not to judge people based on skin color.	Frequency
	Be more aware that I sometimes have ideas about people that are not true (Incorrect or mistaken)	I realize that I have ideas about people that are not true (incorrect or mistaken).	Frequency

Outcome Domain	Post-Only Question	Pre-Post Question	Scale
(Advanced set)	<i>Because I came to [this program]...</i>		
	I know more about my own culture, race or ethnic group.	How much do you know about your own culture, race or ethnic group?	Amount
	I am more interested in my own culture, race or ethnic group.	I am interested in my own culture, race or ethnic group.	Frequency
	I feel more connected to my family's cultural traditions.	I feel connected to my family's cultural traditions.	Frequency
	I feel more connected to my own culture, race or ethnic group.	I feel connected to my own culture, race or ethnic group.	Frequency
	I feel more pride in my own culture, race or ethnic group.	I feel pride for my own culture, race or ethnic group.	Frequency
	I have more respect for members of my own community	I respect members of my own cultural, racial or ethnic group.	Frequency
Life Skills	<i>Because I came to [this program]...</i>		
	I get along better with other people my age.	I get along with other people my age.	Frequency
	I am better at making friends.	I am good at making friends.	Frequency
	I am better at telling others about my ideas and feelings.	I am good at telling others about my ideas and feelings.	Frequency
	I am better at listening to other people.	I am good at listening to other people.	Frequency
	I work better with others on a team.	I work well with others on a team.	Frequency
	I make better decisions.	I make good decisions.	Frequency
	I am better at planning ahead.	I am good at planning ahead.	Frequency
	I am better at setting goals.	I am good at setting goals.	Frequency
	I am better at solving problems.	I am good at solving problems.	Frequency
	I am more of a leader.	I am a good leader.	Frequency
	I am better at taking care of problems without violence or fighting.	I am good at taking care of problems without violence or fighting.	Frequency
Positive Core Values	<i>Because I came to [this program]...</i>		
	I care more about other people.	I care about other people.	Frequency
	I care more about the feelings of other people.	I care about the feelings of other people.	Frequency

Outcome Domain	Post-Only Question	Pre-Post Question	Scale
	I am better at standing up for what I believe.	I stand up for what I believe.	Frequency
	I tell the truth more often even when it is hard.	I tell the truth more often even when it is hard.	Frequency
	I am better at taking responsibility for my actions.	I take responsibility for my actions.	Frequency
	I am more interested in community and world problems.	I am interested in community and world problems.	Frequency
	I am better at speaking up for people who have been treated unfairly.	I speak up for people who have been treated unfairly.	Frequency
Positive Life Choices	<i>Coming to [this program] has helped me to...</i>		
	Better say “no” to things I know are wrong.	I say “no” to things I know are wrong.	Frequency
	Stay out of trouble.	I stay out of trouble.	Frequency
	Stay away from tobacco.	I stay away from tobacco.	Frequency
	Stay away from alcohol.	I stay away from alcohol.	Frequency
	Stay away from drugs.	I stay away from drugs.	Frequency
	Stay away from sex.	I stay away from sex.	Frequency
	Stay away from violence and fighting.	I stay away from violence and fighting.	Frequency
Sense of Self	<i>Coming to [this program] has helped me to...</i>		
	Feel better about myself.	I feel good about myself.	Frequency
	Feel I have more control over things that happen to me.	I feel I have control over things that happen to me.	Frequency
	Feel that I can make more of a difference.	I feel that I can make a difference.	Frequency
	Learn I can do things I didn’t think I could do before.	I am good at learning new things.	Frequency
	Feel better about my future.	I feel good about my future.	Frequency
	Feel I am better at handling whatever comes my way.	I am good at handling whatever comes my way.	Frequency

Appendix XI. Complete Pre-Post Toolkit Survey Question Set

The pre-post survey question sets ask youth participants to rate themselves on their current status. This rating is made twice – once at program start (pre-program) and once at program end (post-program). This method of questioning varies from the post-only question sets wherein youth participants are asked at program end to rate the amount of change they have made from program start to program end. An example question asked in each format is presented in the following table:

Pre-Post Version	Post-Only Version
<p>(Administered at onset of program)</p> <p>Pre: I feel a strong connection to my community</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <p>(Administered at end of program)</p> <p>Post: I feel a strong connection to my community</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <p>Analysis: Post-test rating is compared to pre-test rating to see if any movement occurred.</p>	<p>(Administered at end of program)</p> <p>Post: Coming to this program has helped me to feel a stronger connection to my community</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> Kind of <input type="checkbox"/> Not Really

The pre-post version is generally considered a stronger method for evaluating youth participants; however, it has a couple of limitations. The pre-post versions of the toolkit question sets are appropriate for youth participants with higher levels of literacy because it uses more expansive question scales (shifting from 3-point scale to 4- and 5-point scales). In addition, special care is needed when planning the administration because the pre-test surveys must be administered as close to program start as possible in order to be as accurate as possible (i.e., the participant may have experienced change within the first few weeks of the program). Appendix X provides an in-depth comparison of the pre-post survey to the post-only survey.

The pre-post questions are only available for measuring outcomes. Program satisfaction can only be collected in the post-only format. Reliability testing was not conducted on the pre-post survey question set due to the limited sample size available at the time of publication.

[NAME OF ASI PROGRAM/AGENCY] YOUTH PARTICIPANT SURVEY

Tell us what you think!

This survey is being used to get your ideas about [this program]. It is not a test and there are no right or wrong answers. Please take your time and be sure to answer each question based on what you really think. Please do NOT put your name on this survey. Your answers are completely private.

[ONLY USE THE PROGRAM QUALITY QUESTION 1a ON POST SURVEY.]

*[Program Quality – Required questions appear in **bold** and must be included by all ASI grantees.]*

1a) Please check the box below that is closest to how you feel about [this program].

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) There are interesting activities at [this program].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The activities are fun at [this program].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I learn about new things at [this program].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I like coming to [this program].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) There are rules I am expected to follow at [this program].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I feel safe at [this program].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I feel like people are happy to see me here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I tell my friends to come to [this program].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[ONLY USE PROGRAM QUALITY QUESTION 2a ON POST SURVEY.]

*[Program Quality – Required questions appear in **bold** and must be included by all ASI grantees.]*

2a) Please check the box below that is closest to how you feel about [this program].

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) Staff care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Staff help me feel important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Staff give me lots of support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Staff spend time with me one-on-one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Staff can be trusted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I like the staff here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Staff expect me to try hard and do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Staff tell me when I do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I could go to a staff member at [this program] for advice if I had a serious problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Staff listen to what I have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Staff ask me to plan, choose or lead activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Staff encourage me to do volunteer work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Staff treat all kids fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Academic Success – For ASI grantees choosing this domain, required questions appear in bold.]

1) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I do well in school.	<input type="checkbox"/>				
b) I do well in language arts (reading/writing).	<input type="checkbox"/>				
c) I do well in math.	<input type="checkbox"/>				
d) I do well in science.	<input type="checkbox"/>				
e) I try hard in school.	<input type="checkbox"/>				
f) I participate in class activities.	<input type="checkbox"/>				
g) I like school or I am interested in going to school.	<input type="checkbox"/>				
h) I care about my school.	<input type="checkbox"/>				
i) I get along with my classmates.	<input type="checkbox"/>				
j) I get along with my teachers.	<input type="checkbox"/>				

[Arts & Recreation – For ASI grantees choosing this domain, question “sets” are required separately: a-b, c-d or e-f.]

2) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I enjoy arts and crafts.	<input type="checkbox"/>				
b) I am good at arts and crafts.	<input type="checkbox"/>				
c) I enjoy music, dance and/or theater.	<input type="checkbox"/>				
d) I am good at music, dance and/or theater.	<input type="checkbox"/>				
e) I enjoy sports, exercise and/or recreation activities.	<input type="checkbox"/>				
f) I am good at sports, exercise and/or recreation activities.	<input type="checkbox"/>				

[Community Involvement – For ASI grantees choosing this domain, all questions are required.]

3) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I am important to my community.	<input type="checkbox"/>				
b) I feel a strong connection to my community.	<input type="checkbox"/>				
c) I feel good about myself because I help others.	<input type="checkbox"/>				

[Cultural Competency – For ASI grantees choosing this domain, all questions are required.]

4) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I care about young people of other cultures, races or ethnic groups.	<input type="checkbox"/>				
b) I have respect for young people of other cultures, races or ethnic groups.	<input type="checkbox"/>				
c) I feel comfortable with young people of other cultures, races or ethnic groups.	<input type="checkbox"/>				
d) I try not to judge people based on skin color.	<input type="checkbox"/>				
e) I realize that I have ideas about people that are not true (incorrect or mistaken).	<input type="checkbox"/>				

[Cultural Competency – For ASI grantees choosing this domain, all questions are required.]

4a) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I am interested in my own culture, race or ethnic group.	<input type="checkbox"/>				
b) I feel connected to my family's cultural traditions.	<input type="checkbox"/>				
c) I feel connected to my own culture, race or ethnic group.	<input type="checkbox"/>				
d) I feel pride in my own culture, race or ethnic group.	<input type="checkbox"/>				
e) I respect members of my own cultural, racial or ethnic community.	<input type="checkbox"/>				

[Life Skills – For ASI grantees choosing this domain, a, b, d, e and j are required FOR BASIC. All questions are required FOR ADVANCED.]

5) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I get along with other people my age.	<input type="checkbox"/>				
b) I am good at making friends.	<input type="checkbox"/>				
c) I am good at telling others about my ideas and feelings.	<input type="checkbox"/>				
d) I am good at listening to other people.	<input type="checkbox"/>				
e) I work well with others on a team.	<input type="checkbox"/>				
f) I make good decisions.	<input type="checkbox"/>				
g) I am good at planning ahead.	<input type="checkbox"/>				
h) I am good at setting goals.	<input type="checkbox"/>				
i) I am good at solving problems.	<input type="checkbox"/>				
j) I am a good leader.	<input type="checkbox"/>				
k) I am good at taking care of problems without violence or fighting.	<input type="checkbox"/>				

[Positive Life Choices – For ASI grantees choosing this domain, a, b and g are required.]

6) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I say “no” to things I know are wrong.	<input type="checkbox"/>				
b) I stay out of trouble.	<input type="checkbox"/>				
c) I stay away from tobacco.	<input type="checkbox"/>				
d) I stay away from alcohol.	<input type="checkbox"/>				
e) I stay away from drugs.	<input type="checkbox"/>				
f) I stay away from sex.	<input type="checkbox"/>				
g) I stay away from violence and fighting.	<input type="checkbox"/>				

[Positive Core Values - All questions are required.]

7) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I care about other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I care about the feelings of other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I stand up for what I believe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I tell the truth more often even when it is hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I take responsibility for my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I am interested in community and world problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I speak up for people who have been treated unfairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Sense of Self – All questions are required.]

8) Please check the box below that is closest to how you feel...

	<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Never</u>	<u>Don't know</u>
a) I feel good about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I feel I have control over things that happen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel that I can make a difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I am good at learning new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I feel good about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I am good at handling whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Questions a and b are required if choosing the Academic Success domain; f and g are required if choosing the Community Involvement domain; h is required if choosing the Cultural Competency domain.]

9) During the past 7 days, about how many hours did you spend...

	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	Don't know
a) Doing homework outside of school?	<input type="checkbox"/>						
b) Reading for fun (not for school)?	<input type="checkbox"/>						
c) In arts and crafts?	<input type="checkbox"/>						
d) In music, dance and/or theater?	<input type="checkbox"/>						
e) In sports, exercise and/or recreation activities?	<input type="checkbox"/>						
f) Volunteering or helping others in your community?	<input type="checkbox"/>						
g) Looking for opportunities to help others in your community?	<input type="checkbox"/>						
h) Talking to young people who speak languages other than English at home?	<input type="checkbox"/>						

[Question a is required if choosing the Academic Success domain.]

10) During the past semester, how would you describe your grades...

	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's	None of these grades	Not sure
a) In school?	<input type="checkbox"/>						
b) In language arts (reading/writing)?	<input type="checkbox"/>						
c) In math?	<input type="checkbox"/>						
d) In science?	<input type="checkbox"/>						

[Questions a and b are required if choosing the Cultural Competency domain.]

11) How much do you...

	<u>A</u> <u>lot</u>	<u>Some</u>	<u>Very</u> <u>little</u>	<u>None</u>	<u>Don't</u> <u>know</u>
a) Think you know about people of other cultures, races or ethnic groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Know about your own culture, race or ethnic group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Questions 12 and 13 are omitted on the pre-program survey, and OPTIONAL on the post-only survey.]

[Demographic questions 14-20 are required.]

14) How often do you come to [this program]?

- Every day or almost everyday (4-5 times per week)
- Two to three times a week
- Once a week
- A couple times a month
- Less than once a month

15) When did you start coming to [this program]?

- Within the last 3 months
- 4 to 6 months ago
- 7 to 12 months ago
- More than 1 year ago

16) How old are you?

- 6 years or younger
- 7 years
- 8 years
- 9 years
- 10 years
- 11 years
- 12 years
- 13 years
- 14 years
- 15 years or older

17) What grade are you in? _____

18) Are you a girl/female or boy/male?

- Girl/Female
- Boy/Male

19) Which best describes you?

- Caucasian/White
- African American/Black
- Asian/Pacific Islander
- Latino/Hispanic
- Native American
- Bi-racial/Multi-racial
- Other _____

[Must be customized for each ASI grantee.]

20) Check each of the after-school activities you participate in at [this program].

- _____
- _____
- _____
- _____
- _____

Thank you for your answers!

[NAME OF ASI PROGRAM/AGENCY] ENCUESTA PARA JOVENES PARTICIPANTES

¡Danos tu opinión!

Esta encuesta se usa para obtener tus ideas sobre [este programa]. La encuesta no es una prueba ni hay respuestas correctas ni incorrectas. Por favor, no tengas prisa en completarla y contesta cada pregunta con tu opinión verdadera. **avor de NO poner tu nombre en la encuesta porque tus respuestas son absolutamente privadas.**

[ONLY USE PROGRAM QUALITY QUESTION 1a ON POST SURVEY.]

[Program Quality – Required questions appear in **bold** and must be included by all ASI grantees.]

1a) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Hay actividades interesantes en [este programa].	<input type="checkbox"/>				
b) Las actividades son divertidas en [este programa].	<input type="checkbox"/>				
c) Aprendo muchas cosas nuevas en [este programa].	<input type="checkbox"/>				
d) Me gusta asistir a [este programa].	<input type="checkbox"/>				
e) Hay reglas que tengo que seguir en [este programa].	<input type="checkbox"/>				
f) Me siento seguro/a en [este programa].	<input type="checkbox"/>				
g) Creo que la gente aquí está feliz de verme.	<input type="checkbox"/>				
h) Le digo a mis amigos que asistan a [este programa].	<input type="checkbox"/>				

[ONLY USE PROGRAM QUALITY QUESTION 2a ON POST SURVEY.]

[Program Quality – Required questions appear in **bold** and must be included by all ASI grantees.]

2a) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Mi bienestar es importante para los empleados.	<input type="checkbox"/>				
b) Los empleados me hacen sentir importante.	<input type="checkbox"/>				
c) Los empleados me dan mucho apoyo.	<input type="checkbox"/>				
d) Los empleados me dedican tiempo individualmente.	<input type="checkbox"/>				
e) Tengo confianza en los empleados.	<input type="checkbox"/>				
f) Me caen bien los empleados aquí.	<input type="checkbox"/>				
g) Los empleados esperan que yo trate de ser lo más exitoso posible.	<input type="checkbox"/>				
h) Los empleados me dicen cuando hago algo correctamente.	<input type="checkbox"/>				
i) Si tuviera un problema serio, yo me sentiría cómodo/a pidiendo el consejo de un empleado de [este programa].	<input type="checkbox"/>				
j) Los empleados escuchan lo que digo.	<input type="checkbox"/>				
k) Los empleados me piden planear, escoger o encabezar actividades.	<input type="checkbox"/>				
l) Los empleados me animan a trabajar de voluntario.	<input type="checkbox"/>				
m) Los empleados tratan a todos los jóvenes de manera justa.	<input type="checkbox"/>				

[Academic Success – For ASI grantees choosing this domain, required questions appear in bold.]

1) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Tengo buenos resultados en la escuela.	<input type="checkbox"/>				
b) Tengo buenos resultados en lenguaje (lectura/escritura).	<input type="checkbox"/>				
c) Tengo buenos resultados en matemáticas.	<input type="checkbox"/>				
d) Tengo buenos resultados en ciencia.	<input type="checkbox"/>				
e) Hago lo mejor que puedo en la escuela.	<input type="checkbox"/>				
f) Participo en actividades de la clase.	<input type="checkbox"/>				
g) Me gustan los estudios o tengo interés en ir a la escuela.	<input type="checkbox"/>				
h) Me importan mis estudios.	<input type="checkbox"/>				
i) Tengo buenas relaciones con mis compañeros de la escuela.	<input type="checkbox"/>				
j) Tengo buenas relaciones con mis maestros.	<input type="checkbox"/>				

[Arts & Recreation – For ASI grantees choosing this domain, question “sets” are required separately: a-b, c-d or e-f.]

2) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Me gustan las artesanías y manualidades.	<input type="checkbox"/>				
b) Soy bueno para las artesanías y manualidades.	<input type="checkbox"/>				
c) Me gusta la música, el baile y/o el teatro.	<input type="checkbox"/>				
d) Soy bueno para la música, el baile y/o el teatro.	<input type="checkbox"/>				
e) Me gustan los deportes, el ejercicio y/o las actividades recreativas.	<input type="checkbox"/>				
f) Soy bueno para los deportes, el ejercicio y/o las actividades recreativas.	<input type="checkbox"/>				

[Community Involvement – For ASI grantees choosing this domain, all questions are required.]

3) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Soy importante para mi comunidad.	<input type="checkbox"/>				
b) Me siento muy conectado con mi propia comunidad.	<input type="checkbox"/>				
c) Me siento bien conmigo mismo porque ayudo a los demás.	<input type="checkbox"/>				

[Cultural Competency – For ASI grantees choosing this domain, all questions are required.]

4) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Me interesa la juventud de otras culturas, razas y grupos étnicos.	<input type="checkbox"/>				
b) Tengo respeto hacia la juventud de otras culturas, razas o grupos étnicos.	<input type="checkbox"/>				
c) Me siento cómodo con la juventud de otras culturas, razas o grupos étnicos.	<input type="checkbox"/>				
d) Trato de no juzgar a la gente por su color de piel.	<input type="checkbox"/>				
e) Estoy consiente de que tengo perspectivas de otra gente que no son verdaderas (incorrectas o equivocadas).	<input type="checkbox"/>				

[Cultural Competency – For ASI grantees choosing this domain, all questions are required.]

4a) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Me interesa mi propia cultura, raza o grupo étnico.	<input type="checkbox"/>				
b) Siento una conexión con las tradiciones culturales de mi familia.	<input type="checkbox"/>				
c) Siento una conexión con mi propia cultura, raza o grupo étnico.	<input type="checkbox"/>				
d) Siento orgullo de mi propia cultura, raza o grupo étnico.	<input type="checkbox"/>				
e) Respeto a los miembros de de mi propia comunidad cultural, racial y étnica.	<input type="checkbox"/>				

[Life Skills – For ASI grantees choosing this domain, a, b, d, e and j are required FOR BASIC. All questions are required FOR ADVANCED.]

5) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Tengo buenas relaciones con otras personas de mi edad.	<input type="checkbox"/>				
b) Para mi es fácil tener amistades.	<input type="checkbox"/>				
c) Para mi es fácil compartir mis ideas y sentimientos.	<input type="checkbox"/>				
d) Para mi es fácil escuchar a otras personas.	<input type="checkbox"/>				
e) Cuando estamos en grupo, trabajo bien con las otras personas de mi equipo.	<input type="checkbox"/>				
f) Tomo buenas decisiones.	<input type="checkbox"/>				
g) Soy bueno al planear para el futuro.	<input type="checkbox"/>				
h) Soy bueno para establecer metas.	<input type="checkbox"/>				
i) Soy bueno para resolver problemas.	<input type="checkbox"/>				
j) Soy un buen líder.	<input type="checkbox"/>				
k) Soy bueno para resolver problemas sin usar violencia o sin tener que pelear.	<input type="checkbox"/>				

[Positive Life Choices – For ASI grantees choosing this domain, a, b and g are required.]

6) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Cuando yo sé que algo es malo, digo que “no”.	<input type="checkbox"/>				
b) Me mantengo libre de problemas.	<input type="checkbox"/>				
c) Me mantengo libre de tabaco.	<input type="checkbox"/>				
d) Me mantengo libre de alcohol.	<input type="checkbox"/>				
e) Me mantengo libre de drogas.	<input type="checkbox"/>				
f) Me mantengo libre de sexo.	<input type="checkbox"/>				
g) Me mantengo libre de la violencia y de peleas.	<input type="checkbox"/>				

[Positive Core Values - All questions are required.]

7) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Me importa el bienestar de otras personas.	<input type="checkbox"/>				
b) Me importan los sentimientos de otras personas.	<input type="checkbox"/>				
c) Cuando creo en algo, defendiendo mi punto de vista.	<input type="checkbox"/>				
d) Aunque sea difícil, digo la verdad.	<input type="checkbox"/>				
e) Tomo responsabilidad por mis acciones.	<input type="checkbox"/>				
f) Me importan los problemas de la comunidad y del mundo.	<input type="checkbox"/>				
g) Defiendo a las personas cuando son maltratadas.	<input type="checkbox"/>				

[Sense of Self – All questions are required.]

8) Por favor marque la respuesta que más corresponda con su opinión personal sobre [este programa].

	<u>Siempre</u>	<u>Muchas veces</u>	<u>Algunas veces</u>	<u>Nunca</u>	<u>No sé</u>
a) Me siento bien de mi mismo.	<input type="checkbox"/>				
b) Siento que tengo control sobre las cosas que me suceden.	<input type="checkbox"/>				
c) Siento que puedo hacer una diferencia.	<input type="checkbox"/>				
d) Soy bueno para aprender cosas nuevas.	<input type="checkbox"/>				
e) Me siento bien de mi futuro.	<input type="checkbox"/>				
f) Soy bueno para enfrentar todo lo que me espera en mi vida.	<input type="checkbox"/>				

[Questions a and b are required if choosing the Academic Success domain; f and g are required if choosing the Community Involvement domain; h is required if choosing the Cultural Competency domain.]

9) Durante los últimos 7 días, ¿aproximadamente cuantas horas dedicaste a sobre [este programa].

	0 horas	1 hora	2 horas	3 horas	4 horas	5 horas	No sé
a) la tarea en un lugar que no haya sido la escuela?	<input type="checkbox"/>						
b) la lectura como diversión (no como tarea escolar)?	<input type="checkbox"/>						
c) las artesanías y manualidades?	<input type="checkbox"/>						
d) la música, el baile y/o el teatro?	<input type="checkbox"/>						
e) los deportes, el ejercicio y/o las actividades recreativas?	<input type="checkbox"/>						
f) darte de voluntario o en ayudar a otros de tu comunidad?	<input type="checkbox"/>						
g) buscar oportunidades para ayudar a otros de tu comunidad?	<input type="checkbox"/>						
h) conversar con jóvenes que no hablan inglés en sus hogares?	<input type="checkbox"/>						

[Question a is required if choosing the Academic Success domain.]

10) Durante el último semestre, ¿qué tipo de calificaciones, notas o grados recibiste sobre [este programa].

	La mayoría A	La mayoría B	La mayoría C	La mayoría D	La mayoría F	Ninguna de estas notas	No estoy seguro
a) en la escuela?	<input type="checkbox"/>	<input type="checkbox"/>					
b) en lenguaje (lectura/escritura)?	<input type="checkbox"/>	<input type="checkbox"/>					
c) en matemáticas?	<input type="checkbox"/>	<input type="checkbox"/>					
d) en ciencia?	<input type="checkbox"/>	<input type="checkbox"/>					

[Questions a and b are required if choosing the Cultural Competency domain.]

11) ¿Cuánto...

	<u>Mucho</u>	<u>Poco</u>	<u>Muy poco</u>	<u>Nada</u>	<u>No sé</u>
a) piensas saber acerca de personas de otras culturas, razas o grupos étnicos?	<input type="checkbox"/>				
b) sabes acerca de tu propia cultura, raza o grupo étnico?	<input type="checkbox"/>				

[Questions 12 and 13 are omitted on the pre-program survey, and OPTIONAL on the post-only survey.]

[Demographic questions 14-20 are required.]

14) ¿Cuándo asistes a [este programa]?

- Cada día o casi cada día (de 4 a 5 veces por semana)
- De dos a tres veces por semana
- Una vez por semana
- Dos veces por mes
- Menos de una vez al mes

15) ¿Cuándo empezaste a asistir a [este programa]?

- En los últimos 3 meses
- Hace 4 a 6 meses
- Hace 7 a 12 meses
- Hace más de un año

16) ¿Cuántos años tienes?

- 6 años o menos
- 7 años
- 8 años
- 9 años
- 10 años
- 11 años
- 12 años
- 13 años
- 14 años
- 15 años o más

17) ¿En qué grado estás? _____

18) ¿Eres muchacha o muchacho?

- Muchacha
- Muchacho

19) ¿Cuál es la mejor descripción de tu grupo étnico?

- Caucásico/a / Blanco/a
- Africano americano/a / Negro/a
- Asiático/a / de las Islas del Pacífico
- Latino/a /Hispano/a
- Indio americano/a
- De dos razas / De más de dos razas
- Otra _____

[Must be customized for each ASI grantee.]

20) Marque cada una de la actividad en la cual participó durante [este programa].

- _____
- _____
- _____
- _____
- _____

¡Gracias por tus respuestas!

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