**Positive Youth Development Organizational Assessment**

**Administrator Guide**

**What is Positive Youth Development?**

Positive Youth Development (PYD) is a strengths-based, holistic approach to working with youth to promote healthy development and outcomes. PYD focuses on the process of creating an environment that provides protective factors, which promote personal strengths and resilience.

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| **Core Principles of Positive Youth Development**  1. **Strengths-Based** – Focus on building strengths rather than looking at deficits.  2. **Youth Engagement** – Youth are resourceful, meaningful contributors, and partners in program and policy development and implementation.  3. **Youth Voice** – Youth are active and equitable partners in planning and implementing programs and initiatives where their voices are heard and valued.  4. **Opportunity** - Youth are given meaningful opportunities to contribute, practice skills and obtain experiences in leadership.  5. **Youth-Adult Partnerships** – Youth collaborate with adults to make decisions for program and policy planning, implementation, and evaluation.  6. **Culturally Responsive and Inclusive** – Adults and youth recognize and respond proactively to diversity in backgrounds such as cultural, ethnic, racial, linguistic, learning and physical abilities, sexual orientation, gender identity, socioeconomic status and geographic location, to ensure inclusivity and equity.  7. **Community Involvement and Collaboration** – Communities, schools, and families collaborate with private/public agencies to support youth and their development.  8. **Long-term** – Support of youth is on-going, sustainable, and developmentally appropriate. |

**Why is PYD important?**

The current focus on curriculum or evidenced-based program models overly emphasizes the achievement of specific outcome measures. As a result, there is less attention on recognizing and measuring the many aspects of the PYD process, such as creating space and time for young people to develop or build relationships or to engage in opportunities and activities.

The *process* of adopting PYD is the outcome. PYD centered programs assist youth to build personal and professional skills, improve health behaviors, and connect to their communities and environment. By incorporating the core principles of PYD, youth-serving programs can positively influence the health and well-being of their clientele.

**How to Use this Guide**

This guide provides the necessary tools to solicit feedback from all stakeholders, including organizational leadership, staff, and clientele, needed to align your youth-serving organization, program, or project with PYD principles and practices. The measures includes program policies, structures and activities, and how well they support the development of relationships, implement multiple modalities for learning, and other aspects of the Core Principles of PYD. Completion of the assessment will allow organizations to identify areas of strength and areas where they can improve their PYD practice.

The following materials are included in the guide: a youth survey to be completed by all youth participants; a focus group guide that should be administered by a neutral facilitator (non-staff person) after the youth have completed the survey; an administrator survey to be completed by your organizations leadership/management; and a staff survey to be completed by non-management level employees that work directly with the youth.

**The Three R’s – Becoming a PYD Oriented Provider**

1. Readiness
2. Response
3. Resources

This administrator guide aims to assess your organizations *readiness* to engage in PYD orientation and practices, to improve their *response* to the feedback generated by the assessment in the form of an action plan, and to connect them to *resources* that will support sustained embodiment of PYD principles in daily practice.

1. **Readiness**

**Key Things to Keep in Mind**

* **Remember your Purpose:** You may hear feedback that is negative – do not become defensive. Your mission is to make your organization more PYD-centered and the first step is to get the feedback that you need.
* **Be Prepared to Respond:** During the focus group, youth may reveal personal information that will require you to respond. Be prepared to refer youth to the appropriate resources and/or provide them with additional support.
* **PYD is a Process:** Remember, the outcome of PYD is the process.
* **Create a plan:** The PYD Assessment should lead to a PYD Action Plan that is tailored to your organization. The PYD Action Plan should fit with your organization's vision, mission, and strategy.
* **Follow-up:** Plan to follow-up with another assessment with staff and youth between 6 to 12 months after the initial assessment. This will allow you to assess whether youth and staff are benefiting from the changes that have been instituted.

**PYD Assessment**

Before conducting the PYD Assessment, all of the stakeholders should know what PYD is and what the purpose of the assessment is.

**Sample Assessment Introduction:**

“Thank you for taking the time to complete this PYD Assessment. Your feedback is important to us and will assist in improving our services.

This survey should only take about 15-30 minutes of your time. Your answers will be completely anonymous. The assessment results will be used to align our organization/program with PYD principles.”

**Assessment Steps:**

1. Once all of the youth have completed the survey, have them review their answers and highlight any answers that have a one or zero next to it.
2. Ask them to return to each of those highlighted questions and think of one thing that someone could do to increase the score. It could be staff, leadership, or a community member, organization, business or the youth themselves. Instruct them not to think about how it could be done, only about whether it would improve the score in that area. Be sure to use probing and clarifying questions.
3. Ask youth to write that action step next to each highlighted question.
4. If more than one person marked “I don’t know” for a particular question, rephrase differently. If they are still unable to answer the question, make a note of it.
5. Use the focus group questions to facilitate a discussion to determine what the program/organization can do to become more PYD focused.

**Focus Group Discussion**

**Tips for Conducting Focus Groups**

**Make sure participants understand their rights**

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| **Participant Rights**   * Participants understand that their participation is voluntary and that there are no consequences for refusing to take part in the group or to answer specific questions. * Participants should give their written consent to participate in the focus group or at least give their verbal consent. * The facilitator must explain the purpose of the focus group in a way that is understandable to the participant. * The facilitator makes it clear that all identifying participant information will be kept confidential. |

**Establish rapport**

Often participants do not know what to expect from focus group discussions. It is helpful for the facilitator to outline the purpose and format of the discussion at the beginning of the session and set the group at ease. Participants should be told that the discussion is informal, everyone is expected to participate, and divergent views are welcome.

**Follow the Focus Group Guide**

The focus group guide provides a framework for the facilitator to explore, probe, and ask questions. Initiating each topic with a carefully crafted question will help participants share their experiences but in a focused and meaningful manner. It is helpful to follow the focus group guide as much as possible when facilitating a focus group, to increase the credibility of the research results. Using a guide also increases the comprehensiveness of the data and makes data collection more efficient. If participants give incomplete or irrelevant answers, the facilitator can probe for fuller, clearer responses. A few suggested techniques are:

• *Repeat the question* – repetition gives more time to think.

• *Pause for the answer* – a thoughtful nod or expectant look can convey that you want a fuller answer.

• *Repeat the reply* – hearing it again sometimes stimulates conversation

• *Ask when, what, where, which, and how questions* – they provoke more detailed information

• *Use neutral comments* – “Anything else?”

**Revising Focus Group Questions**

Straying from the focus group guide is *strongly discouraged* because the questions on the guide are essential in order to gather the data that is needed for the assessment. Also, please be aware that certain types of questions impede group discussions. For example, yes-or-no questions are one-dimensional and do not stimulate discussion. “Why” questions may put people on the defensive and could cause them to take “politically correct” sides on controversial issues.

**Ask Probing and Clarifying Questions**

Probes and clarifying questions are an important part of interviewing and have two main purposes:

* To help clarify what an interview respondent has said and to help get more detailed information on topics of interest.
* To encourage the interview respondent to provide more than just a one-sentence answer to the questions you ask.

Some good examples of probes used to help clarify what an interview respondent has said include:

“Please tell me (more) about that…”

“Could you explain what you mean by…”

“Can you tell me something else about…”

An example of a probe that you would not want to use is:

“So you’re telling me that … Right?”

**Other Tips for Guiding the Discussion**

In focus groups, it is not uncommon for a few individuals to dominate the discussion. Sometimes in mixed gender or age groups, one gender or age may tend to speak more than the other. To balance participation, and ensure that every participant has an opportunity to contribute to the discussion, you might consider the following strategies:

* Address questions to individuals who are reluctant to talk
* Give nonverbal cues (look in another direction or stop taking notes when an individual talks for an extended period)
* Intervene, politely summarize the point, then refocus the discussion

**Minimize Pressure to Conform to a Dominant View Point**

When an idea is being adopted without any general discussion or disagreement, more than likely group pressure to conform to a dominant viewpoint has occurred. To minimize this group dynamic, the facilitator should probe for alternative views. For example, the facilitator can raise another issue, or say, “We have had an interesting discussion, but let’s explore other ideas or points of view. Has anyone had a different experience that they wish to share?”

**Note-taker/Recording Focus Group**

Ideally, focus group discussions will be recorded using both tape recording equipment, and the hand-written notes of a note taker. Hand-written notes should be extensive and accurately reflect the content of the discussion, as well as any salient observations of nonverbal behavior, such as facial expressions, hand movements, group dynamics, etc. The note taker should monitor tape recording equipment and may also play a key role in keeping track of time.

**At the Focus Group Remember to *do* the following…**

* Welcome focus group participants, inviting them to get something to eat. DO NOT forget participant snacks!
* Explain, in a general and brief way, the purpose of the focus group and how information collected will be used and toward what goal
* Introduce yourself, the note taker and other observer (if present)
* Explain participants’ rights and what participating in the focus group will entail
* Remind participants of the duration of the focus group, emphasizing the importance of their participation during the entire discussion
* Give participants your contact information or the appropriate person should they have any questions
* Ensure that hand-written notes and tapes are returned to the designated person

Adapted from: <http://www.rowan.edu/colleges/chss/facultystaff/focusgrouptoolkit.pdf>

1. **Response**

**Creating a PYD Action Plan**

Now that you have gathered all of this feedback from the organization’s stakeholders, it is time to create your organization’s PYD Action Plan.

**What is a PYD Action Plan?**

The action plan will help make your PYD vision concrete. It describes the ways that your organization will use the PYD Assessment feedback in order to create an organizational PYD process.

There are many good reasons to work out the details of your organization's PYD Action Plan, including:

* To lend credibility to your youth-serving organization. An action plan shows your community and funders that your organization is committed to the long-term development of young people;
* To ensure you do not overlook any of the details;
* To understand what is and isn't possible for your organization to do;
* For efficiency: to save time, energy, and resources in the long-run; and
* For accountability: To increase the chances that people will do what needs to be done.

**What should the PYD Action Plan consist of?**

Since PYD is a process, it is not necessary or practical to make all proposed changes at once. The action plan should reflect your organization’s goals, where you are in the PYD process, and where you want to go in becoming a PYD-oriented program or organization.

The PYD action plan consists of a number of action steps or changes, which should include the following information:

* The actions or changes that will occur
* Who will carry out these changes
* When they will take place
* The resources (i.e., money, staff) needed to carry out these changes
* Communication (who should know what)

**What are the criteria for a good PYD action plan?**

Is the action plan:

* *Complete:* Does it list all the action steps or changes to be sought in all relevant areas of the program?
* *Clear:* Is it apparent who will do what by when?
* *Current:* Does the action plan reflect the current work? Does it anticipate newly emerging opportunities and barriers?

**Implementing the PYD Action Plan**

* Distribute the action plan in writing to all members, including youth, with names attached to specific tasks. This is the time to ask for feedback before the plan becomes "official."
* Keep everyone informed about what is going on. Communicate to everyone involved how their input was incorporated.
* Have regular group check-in meeting with all stakeholders regarding the action plan implementation.
* Celebrate the accomplishments! It is important that getting something done actually means something, and is recognized by the group as a whole.
* PYD is a dynamic process, therefore it is important to …WHAT?

Adapted from: Community Toolbox, Developing an Action Plan: <http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main>

**Appendix A**

**Positive Youth Development**

**Youth Participant Survey**

**Purpose:** The purpose of this activity is to help you, program staff, and program leaders understand how well the program is meeting your needs and determine what can be done to strengthen the program. This is a confidential questionnaire and the information you provide will only be used to help the program improve services, so please answer honestly.

**1) How are you and other young people involved in (name of program/organization)? Mark all that apply:**

1. Youth show up and receive services and are not asked for their input
2. Youth are invited to attend events but not speak
3. Youth act as spokespersons at events
4. Youth are consulted and asked to make recommendations that are considered by the organization
5. Organization shares decisions adults have made with youth
6. Youth participate in how the programs are designed and run and how decisions are made
7. I don’t know

**2) Do you feel like program staff makes an effort to get to know and build relationships with youth in the program?**

1. Always
2. Most of the time
3. Once in a while
4. Never
5. I don’t know

**3) Is there a staff person that has helped you with issues related to school, work, or your personal life (such as referrals to counseling, family planning, assisting you with filling out paperwork)?**

1. Yes, staff help me with all of that
2. Yes, staff help me with some of that
3. Staff provide some services but I do not use them
4. No
5. I don’t know

**4) Do staff regularly ask for your feedback on how well (name of program/organization) is meeting your needs?**

1. At least once a month
2. A few times a year
3. Once a year or less
4. Never- skip to question
5. I don’t know- skip to question

**5) Do you feel like staff take your feedback seriously and use it to improve the program?**

1. Always
2. Most of the time
3. Once in a while
4. Never
5. I don’t know

**6) When you are about to graduate from (name of program/organization) do staff help you with any of the following: prepare an exit plan, links to college/vocational training, job search, alumni groups?**

1. Yes, it is a well-known part of the program
2. Yes, if I want something like that I know who to ask
3. No, but I don’t think it’s needed
4. No, there is nothing like that

**7) Do you feel like youth have respectful relationships with staff (i.e. staff respect youth and youth respect the staff)?**

1. Always
2. Most of the time
3. Once in a while
4. Never
5. I don’t know

**8) Does the program celebrate your progress, success, and achievements, for example awards, parties, or special events?**

1. Always
2. Most of the time
3. Once in a while
4. Never
5. I don’t know

**9) When you are having issues with someone in the program, does staff allow you to come up with your own solutions and compromises to problems, intervening only when necessary?**

1. Always
2. Most of the time
3. Once in a while
4. Never
5. I don’t know

**10) Does the organization provide you with support with any of the following?**

a. Yes [select all that apply]

☐ Health and well-being (ex: nutrition classes/stress reduction techniques)

☐ Academic achievement (ex: tutoring/scholarship information)

☐ Career Development (ex: vocational training/job search)

b. No

c. I don’t know

**11) Does the program provide you with opportunities to take on a leadership role by participating in community activities, for example participating in youth conferences or councils, volunteering at other organizations?**

1. Always- at least weekly
2. Most of the time- monthly to a few times per year
3. Once in a while- at least once a year
4. Never
5. I don’t know

**12) Does the program provide different activities and learning opportunities?**

a. Yes [select all that apply]

☐ Art

☐ Music

☐Drama

☐ Technology

☐Sports/Exercise

☐ Other (describe):

b. No

c. I don’t know

**13) Does the program provide you with services that are relevant to your life, culture, and community?**

a. Yes [select all that apply]

☐ Bi-lingual/Bi-cultural staff

☐ LGBTQ support

☐Cultural celebrations (ex: Cinco de Mayo/Black History Month)

☐ Other (describe):

b. No

c. I don’t know

**14) Does the organization provide opportunities for you to continue participating once you have completed the program?**

a. Yes [select all that apply]

☐ Volunteer opportunities

☐ Working as peer educator

☐ Advisory Committee

☐ Other (describe):

b. No

c. I don’t know

1. **Does the program provide opportunities for your family and friends to be involved?** 
   1. Yes [select all that apply]

☐ Parties/Celebrations

☐ Graduation

☐ Volunteer opportunities

☐ Other (describe):

b. No

c. I don’t know

**16)** **Do you feel safe, both emotionally and physically, when you are at (name of program/organization)?**

a. Always

b. Most of the time

c. Once in a while

d. Never

e. I don’t know

1. **Do you feel comfortable interacting and talking to staff?**

a. Always

b. Most of the time

c. Once in a while

d. Never

e. I don’t know

**Appendix B**

**Positive Youth Development**

**Youth Focus Group Questions**

**Facilitator Instructions:**

* Once all of the youth have completed the survey, have them review their answers and highlight any answers that have a one or zero next to it.
* Ask them to return to each of those highlighted questions and think of one thing that someone could do to increase the score. It could be staff, leadership, or a community member, organization, business or the youth themselves. Instruct them not to think about how it could be done, only about whether it would improve the score in that area.
* If more than one person marked “I don’t know” for a particular question, rephrase differently. If they are still unable to answer the question, make a note of it.
* Ask youth to write that action step next to each highlighted question.
* Use the focus group questions to facilitate a discussion to determine what the program/organization can do to become more PYD focused.

1. How would you like to be more involved in (name of program/organization) decision-making process?
2. In general, what areas has staff helped you with when you have gone to them with a personal problem?
3. Do you feel like staff care about you?
   1. If yes – How does staff show you that they care about you?
   2. If no – What can staff do to strengthen their relationship with you?
4. Do you think staff considers your feedback/suggestions to improve the program?
   1. If yes – Can you give an example?
   2. If no – How would you like to make your suggestions to staff?
5. Are there classes, opportunities, or opportunities that you would like (name of program/organization) to offer? (for example legal/advocacy services, income support resources, housing referrals, health care, child care, parent education, school/vocational training, recreation)?
6. Do you feel like (name of program/organization) recognizes your personal skills and strengths?

a. If yes – Can you give an example?

b. If no – What skills or strengths do you have and how can they be used to improve the program?

1. How does (name of program/organization) celebrate your successes? Are there additional ways you would like the program to celebrate your achievements?
2. Would you like to continue being involved in (name of program/organization) once you graduate? In what way would you like to continue your involvement?
3. Is there anything else you would like to add?

**Appendix C**

**Positive Youth Development**

**Administrator/Staff Survey**

Intro: This instrument allows organizations and programs to assess their existing PYD efforts in order to establish a base to build upon. Organizations are not expected to have examples of these indicators already built into their program. By using this assessment organizations and programs can establish criteria about what aspects of PYD they should incorporate into their efforts and create a framework for activities that promote PYD throughout the organization. To effectively use this assessment, all the key stakeholders: administration/ leadership, staff and youth, should participate in the survey and subsequent planning and implementation of the action steps.

Stakeholders should come to an acceptable level of consensus for each of the areas: Organizational Structure, Caring Relationships, High Expectations, and Opportunities. Once all stakeholders have filled out the assessment, the assessment coordinator should review each section and check the box in areas where action is needed. These will include components where there was vast disagreement between stakeholders and areas where there was agreement and all answers were near never (1) or seldom (2). For every checkmark in the “action needed” section, a corresponding action item should be created. In cases of disagreement between stakeholders’ assessments, the action item will be further investigation or asking a specific stakeholder group specific (open) questions.

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| **Action Needed** | **Organizational Structure** | Admin | Staff | Youth |
| **□** | * 1.1 How does your organization define Positive Youth Development? * Drop Menu- Select all that apply: Strengths-Based; Youth Engagement; Youth-Adult Partnerships; Community Involvement and Collaboration; Long-term Support of Youth | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 1.2 Does your organization’s work with youth focus on the process and not just the outcomes: e.g. focuses on youth’s strengths rather than deficits; utilizes a holistic approach; youth collaborate in the decision making process? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 1.3 Does your organizational strategic goal include a PYD component? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 1.4 Are there any youth members serving on organizational boards? * Drop Menu- Select all that apply: No; Main; Adjunct; Youth | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 1.5 Does your organization have PYD goals? If not, skip to question 1.7 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 1.6 Does your organization have the flexibility to meet its self-identified PYD goals? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 1.7 Does your organization have a long-term plan for sustaining its PYD efforts? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

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| **Action Needed** | Caring Relationships | | Admin | Staff | Youth |
| **□** | 2.1 Take time to build relationships | Admin: Does the organization provide time for staff to build relationships with youth?  Staff: Do you feel like you have the support to build relationships with youth?  Do you feel like you have respectful relationships with youth?  Youth: Do you feel like you have the support to build relationships with staff?  Do you feel like you have respectful relationships with staff? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 2.2 Provide mentorship and role modeling | Admin: Does your organization provide mentorship opportunities for youth?  Staff: Does your program provide mentorship opportunities for youth?  Youth: Does the program provide you with mentorship opportunities? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 2.3 Create formal and informal processes for reflection and program improvement | Admin: Does your organization routinely provide youth with the opportunity to give feedback on how well the program is meeting their needs?  Is the feedback used in program improvement processes?  Staff: Does your organization routinely provide youth with the opportunity to give feedback on how well the program is meeting their needs?  Youth: Do staff regularly ask for your feedback on how the program can better meet your needs?  Do staff respond to you and explain how your feedback has been incorporated or not into the programming?  Drop Menu- Select all that apply: No, Yes, Informal, Formal, Survey, Focus Groups, Evaluation, Ground Rounds | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 2.4 Promote psychosocial and emotional support | Admin: Does your organization provide youth with psychosocial support?  Staff: Does your organization provide youth with psychosocial support?  Youth: Does the program provide emotional support and help connecting with resources when you are having personal problems?  Drop Menu- Select all that apply: No, Yes, Internally, Externally, Substance Abuse, Legal Aid, Referral System, Housing, Medical, Food, Other | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 2.5 Provide transitional support | Admin: Does your organization celebrate youth progress, success, and achievements?  Staff: Does your program celebrate youth progress, success, and achievements?  Youth: Does the program celebrate your progress, success, and achievements?  Drop Menu- Select all that apply: No, Yes, Informal, Formal, Exit Plan, Links to College/Vocational Training, Job Search, Alumni Groups, Bridge to Services, Action Plans, Bench Marks, Other | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **Action Needed** | **High Expectations** | | Admin | Staff | Youth |
| **□** | 3.1 Demarcated rites of passage | Admin: Does your organization support youth as they transition out of the program?  Staff: Does your program support youth as they transition out of the program?  Youth: Does the program provide you with support when you are ready to transition out of the program?  Drop Menu – Select all that apply: No, Yes, Informal, Formal, Exit Plan, Links to College/Vocational Training, Job Search, Alumni Groups, Bridge to Services, Action Plans, Bench Marks, Other | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 3.2 Promote critical thinking | Admin:  Does staff allow youth to develop their own solutions and compromises to problems and intervene only when necessary?  Staff:  Does staff allow youth to develop their own solutions and compromises to problems and intervene only when necessary?  Youth:  Does staff allow you come up with your own solutions, compromises to problems, and intervene only when necessary? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 3.3 PYD outcomes and impact | Admin: Does your organization address the following outcomes?  Staff: Does your program address the following outcomes?  Youth: Does the program provide you with support with any of the following?  Drop Menu – Select all that apply: Health and well-being; Academic achievement; Career Development | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **Action Needed** | **Opportunities for engagement & contribution** | | Admin | Staff | Youth |
| **□** | 4.1 Involve youth in meaningful ways in as many aspects of the program or organization as feasible | Admin: Are youth involved in the program or organization?  Staff: Are youth involved in the program or organization?  Youth: Are youth involved in the program or organization?  Drop Menu – Select all that apply: No, Yes, Informal, Formal, Program planning, Program Planning, Implementation, Evaluation, Setting Goals, Development of Rules and Parameters, Options/Ideas and/or Concerns to Discuss | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 4.2 Create opportunities for external leadership | Admin: Does your organization provide youth with opportunities to take leadership through community activities?  Staff: Does your program provide youth with opportunities to take leadership through community activities?  Youth: Does the program provide you with opportunities to take on a leadership role through community activities? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 4.3 Honor diverse learning styles and strengths | Admin: Does your organization provide youth with activities and opportunities to learn in different ways, e.g. art, music, drama, technology, sports?  Staff: Does your organization provide youth with activities and opportunities to learn in different ways, e.g. art, music, drama, technology, sports?  Youth: Does the program provide different activities and opportunities that help you learn in different ways, e.g. art, music, drama, technology, sports? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 4.4 Finding relevance | Admin: Does your organization provide youth with services that are relevant to their life, culture, and community?  Staff: Does your organization provide youth with services that are relevant to their life, culture, and community?  Youth: Does the program provide you with services that are relevant to your life, culture, and community?  Describe: | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 4.5 Alumni are encouraged to give back | Admin: Does the organization provide opportunities for youth to give back to the program?  Staff: Does the organization provide opportunities for youth to give back to the program?  Youth: Does the organization provide opportunities for you to continue participating once you have completed the program? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | 4.6 Program recognizes that family involvement is key to PYD | Admin: Does your organization provide opportunities for family involvement or reach out to families of youth participants?  Staff: Does your organization provide opportunities for family involvement or reach out to families of youth participants?  Youth: Does the program involve your family? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

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| **Action Needed** | **Program Resources Relevant to PYD** | Admin | Staff | Youth |
| **□** | * 5.1 Does your program provide professional development opportunities for staff relevant to youth development? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 5.2 Does your program have extensive community partnerships that are relevant to the needs of youth? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 5.3 Are you able to fund your PYD program activities? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 5.4 Does your program routinely evaluate its PYD process? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 5.5 Do you publicize your youth programs and activities? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 5.6 Does the program have a youth leadership component? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **□** | * 5.7 Does the program have PYD buy-in at all levels, e.g. administration, staff and youth? | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

**Action Items:**

Review above assessment to determine which components are in need of action. Write down the measure #, what action steps are needed to improve the outcome, and what resources are needed to achieve this.

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| Measure # | Action Steps | Needed Resources |
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**Appendix D**

**Positive Youth Development**

**Administrator/Staff Assessment Scoring Tool**

**1) Organizational Structure**

1.1 How does your organization define Positive Youth Development (PYD)?

1. The organization has a formalized definition that includes: (select all that apply) Strengths-Based; Youth Engagement; Youth-Adult Partnerships; Community Involvement and Collaboration; Long-term Support of Youth

(3=all checked; 2=3-4 checked; 1=1-2 checked)

1. The organization does not have a formal definition of PYD (0)
2. I don’t know if the organization has a definition for PYD (99)

1.2 Does your organization’s strategic plan include a PYD component?

Yes (1)/ No (0)

If yes: In your opinion, does the organization's structure allow sufficient flexiblity to meet its PYD goals?

1. always (3)
2. most of the time (2)
3. once in a while (1)
4. never (0)

1.3 Does your organization address the following outcomes? Check all that apply

a. health and wellbeing

b. academic achievement

c. career development

1.4 Are there any youth members serving on organizational boards?

1. Yes, as part of the main board (3)
2. Yes, as part of an adjunct board (2)
3. Yes, as part of a youth advisory board (1)

If yes: do they participate in decision-making at the organizational level?

1. No (0)
2. I don’t know (99)

|  |  |
| --- | --- |
| Were there any other components of organizational structure that were not discussed that should be? |  |

**2) Caring Relationships**

**2.1 Take time to establish close relationships**

Admin: Are staff provided with adequate support (e.g. through providing time, funding, etc) to build relationships with youth?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Are staff provided with adequate support (e.g. through providing time, funding, etc) to build relationships with youth?

1. Always
2. Most of the time
3. Once in awhile
4. Never
5. I don’t know

Youth: Do you feel like program staff pay enough attention to building a relationship with youth in the program?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

|  |  |
| --- | --- |
| Were there any other components of caring relationships that were not discussed that should be? |  |

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**2.2 Provide mentorship and role modeling**

Admin: Does the organization provide opportunities for youth to be mentored (i.e one-to-one youth to adult, adult to group of youth, peer-to-peer, internship)?

1. Yes, mentorship is a formal part of our programming (3)
2. Yes, youth are connected to mentors outside of the organization (2)
3. Yes, mentorship is an informal part of our programming (1)
4. No (0)
5. I don’t know (99)

Staff: Does the program provide opportunities for youth to be mentored?

1. Yes, mentorship is a formal part of our programming (3)
2. Yes, youth are connected to mentors outside of the organization (2)
3. Yes, mentorship is an informal part of our programming (1)
4. No (0)
5. I don’t know (99)

Youth: Do you feel like you have relationships with mentors (provided through the program) that have helped you with issues related to school, work, or life?

1. Yes, my mentor helps me with all of that (3)
2. Yes, my mentor helps me with some of that (2)
3. Yes, I have a mentor but they don’t help me much (1)
4. No (0)
5. I don’t know (99)

**2.3 Create formal and informal processes for reflection and program improvement**

Admin: Does your organization routinely provide youth with the opportunity to give feedback on how well the program is meeting their needs?

1. Yes, routinely (regularly scheduled more than once a year) (3)
2. Yes, occasionally (once a year or less) (2)
3. Yes, but informally (suggestion box, and/ or talking to staff) (1)
4. No, we do not provide youth with opportunities to give feedback (0)
5. I don’t know (99)

Staff: Does your organization routinely provide youth with the opportunity to give feedback on how well the program is meeting their needs?

1. Yes, routinely (regularly scheduled more than once a year) (3)
2. Yes, occasionally (once a year or less) (2)
3. Yes, but informally (suggestion box, and/ or talking to staff) (1)
4. No, we do not provide youth with opportunities to give feedback (0)
5. I don’t know (99)

Youth: Do staff regularly ask for your feedback on how well the program is meeting your needs?

1. A lot (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Admin: Is the feedback provided by youth used to improve programming?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Is the feedback provided by youth used to improve programming?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Do you feel like your feedback is seriously considered and when possible used to improve programming?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**2.4 Promote psychosocial and emotional support**

Admin: How effective is the organization at ensuring that youth receive needed psychosocial support?

1. Yes, internally or through formalized community partnerships. We have a protocol for ensuring youth linkages to needed psychosocial support. (3)
2. Yes, internally or through formalized community partnerships. We do not have a protocol for ensuring youth linkages to needed psychosocial support. (2)
3. Yes, through informal community partnerships. (1)
4. No (0)
5. I don’t know (99)

Staff: Does your organization provide youth with psychosocial support?

1. Yes, internally or through formalized community partnerships. We have a protocol for ensuring youth linkages to needed psychosocial support. (3)
2. Yes, internally or through formalized community partnerships. We do not have a protocol for ensuring youth linkages to needed psychosocial support. (2)
3. Yes, through informal community partnerships. (1)
4. No (0)
5. I don’t know (99)

Youth: Does the program provide emotional support and/ or help you connect with resources when you are having personal problems?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**2.5 Provide transitional support**

Admin: Does your organization support youth as they transition out of the organization?

1. Yes, integrated into the program structure (Exit Plan, Links to College/Vocational Training, Job Search, Alumni Groups, Bridge to Services, Action Plans, Bench Marks) (3)
2. Yes, there are informal processes (as needed or requested by youth) (2)
3. Yes, (1)
4. never (0)

**SCORING**

Staff: Does your program support youth as they transition out of the organization?

Youth: Does the program provide you with support when you are ready to transition out of the organization?

**SCORING**

**3) High Expectations**

Admin/Staff: Do you feel like staff have respectful relationships with youth (i.e. staff respect the youth and the youth respect the staff)?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Do you feel like youth have respectful relationships with staff (i.e. staff respect youth and youth respect the staff)?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**3.1. Demarcated rites of passage**

Admin: Does your organization celebrate youth progress, success, and achievements (e.g. white coat ceremony, graduation ceremonies)?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)

e. I don’t know (99)

Staff: Does your program celebrate youth progress, success, and achievements?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Does the program celebrate your progress, success, and achievements?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**3.2 Promote critical thinking**

Admin: Does staff allow youth to develop their own solutions and compromises to problems and intervene only when necessary?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Does staff allow youth to develop their own solutions and compromises to problems and intervene only when necessary?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Does staff allow you come up with your own solutions, compromises to problems, and intervene only when necessary?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**3.3 PYD outcomes and impact**

Youth: Does the organization provide you with support with:

1. Yes [select all that apply]

Health and well-being; Academic achievement; Career Development

(3=all 3; 2=2; 1=1)

1. No (0)
2. I don’t know (99)

**4) Opportunities for engagement & contribution**

**4.1 Involve youth in meaningful ways in as many aspects of the program or organization as feasible**

Admin: How are youth involved in the organization: Mark all that apply

1. Programs are designed and run by youth and decisions made by youth (3)
2. Programs are designed and run by youth who share decisions with adults (3)
3. Programs are designed and run by youth in full partnership (3)
4. Programs are designed and run by adults who share decisions with youth (2)
5. Programs are designed and run by adults who consult with youth, youth make recommendations that are considered by adults (1)
6. Youth do not initiate but understand and have some sense of ownership (1)
7. Youth act as spokespersons at events (0)
8. Youth are invited to attend events but not speak (0)
9. Youth are used to communicate messages developed by adults (0)
10. I don’t know (99)

Staff: How are youth involved in the organization: Mark all that apply

1. Programs are designed and run by youth and decisions made by youth (3)
2. Programs are designed and run by youth who share decisions with adults (3)
3. Programs are designed and run by youth in full partnership (3)
4. Programs are designed and run by adults who share decisions with youth (2)
5. Programs are designed and run by adults who consult with youth, youth make recommendations that are considered by adults (1)
6. Youth do not initiate but understand and have some sense of ownership (1)
7. Youth act as spokespersons at events (0)
8. Youth are invited to attend events but not speak (0)
9. Youth are used to communicate messages developed by adults (0)
10. I don’t know (99)

Youth: How are youth involved in the organization: Mark all that apply

1. Programs are designed and run by youth and decisions made by youth (3)
2. Programs are designed and run by youth who share decisions with adults (3)
3. Programs are designed and run by youth in full partnership (3)
4. Programs are designed and run by adults who share decisions with youth (2)
5. Programs are designed and run by adults who consult with youth, youth make recommendations that are considered by adults (1)
6. Youth do not initiate but understand and have some sense of ownership (1)
7. Youth act as spokespersons at events (0)
8. Youth are invited to attend events but not speak (0)
9. Youth are used to communicate messages developed by adults (0)
10. I don’t know (99)

**4.2 Create opportunities for external leadership**

Admin: Does your organization provide youth with opportunities to take leadership through community activities?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Does your program provide youth with opportunities to take leadership through community activities?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Does the program provide you with opportunities to take on a leadership role through community activities?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**4.3 Honor diverse learning styles and strengths**

Admin: Does your organization provide youth with activities and opportunities to learn in different ways, e.g. art, music, drama, technology, sports?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Does your organization provide youth with activities and opportunities to learn in different ways, e.g. art, music, drama, technology, sports?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Does the program provide different activities and opportunities that help you learn in different ways, e.g. art, music, drama, technology, sports?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**4.4 Finding relevance**

Admin: Does your organization provide youth with services and/ or programming that are relevant to their life, culture, and community?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Does your organization provide youth with services that are relevant to their life, culture, and community?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Does the program provide you with services that are relevant to your life, culture, and community?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**4.5 Alumni are encouraged to give back**

Admin: Does the organization provide opportunities for alumni youth to give back to the program?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Does the organization provide opportunities for alumni youth to give back to the program?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Does the organization provide opportunities for you to continue participating once you have completed the program?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**4.6 Program recognizes that family involvement is key to PYD**

Admin: Does your organization provide opportunities for family involvement or reach out to families of youth participants?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Does your organization provide opportunities for family involvement or reach out to families of youth participants?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Youth: Does the program involve your family?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**5) Program Resources**

**Admin and staff answer these**

5.1 Admin: Does your program provide professional development opportunities for staff relevant to youth development?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Do you need more professional development to be able to understand and use PYD consistently?

1. Yes (0)
2. No (1)

5.2 Staff: Does your program have the community partnerships it needs to meet the needs of youth?

a. Yes (1)

b. No (0)

5.3 Admin: Are you able to fund your PYD program activities?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

5.4 Admin: Are PYD indicators included in your program evaluation? Check all that apply.

a. Yes, we have caring relationships indicators. (+1)

b. Yes, we have indicators around high expectations. (+1)

c. Yes, we have indicators on opportunities for engagement and contribution. (+1)

d. No, we don’t have any PYD process indicators. (0)

Staff: Are PYD indicators included in your program evaluation? Check all that apply.

a. Yes, we have caring relationships indicators. (+1)

b. Yes, we have indicators around high expectations. (+1)

c. Yes, we have indicators on opportunities for engagement and contribution. (+1)

d. No, we don’t have any PYD process indicators. (0)

5.5 Admin: Do you publicize your youth programs and activities?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Do you publicize your youth programs and activities?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

5.6 Admin: Does the program have a youth leadership component?

Staff: Does the program have a youth leadership component?

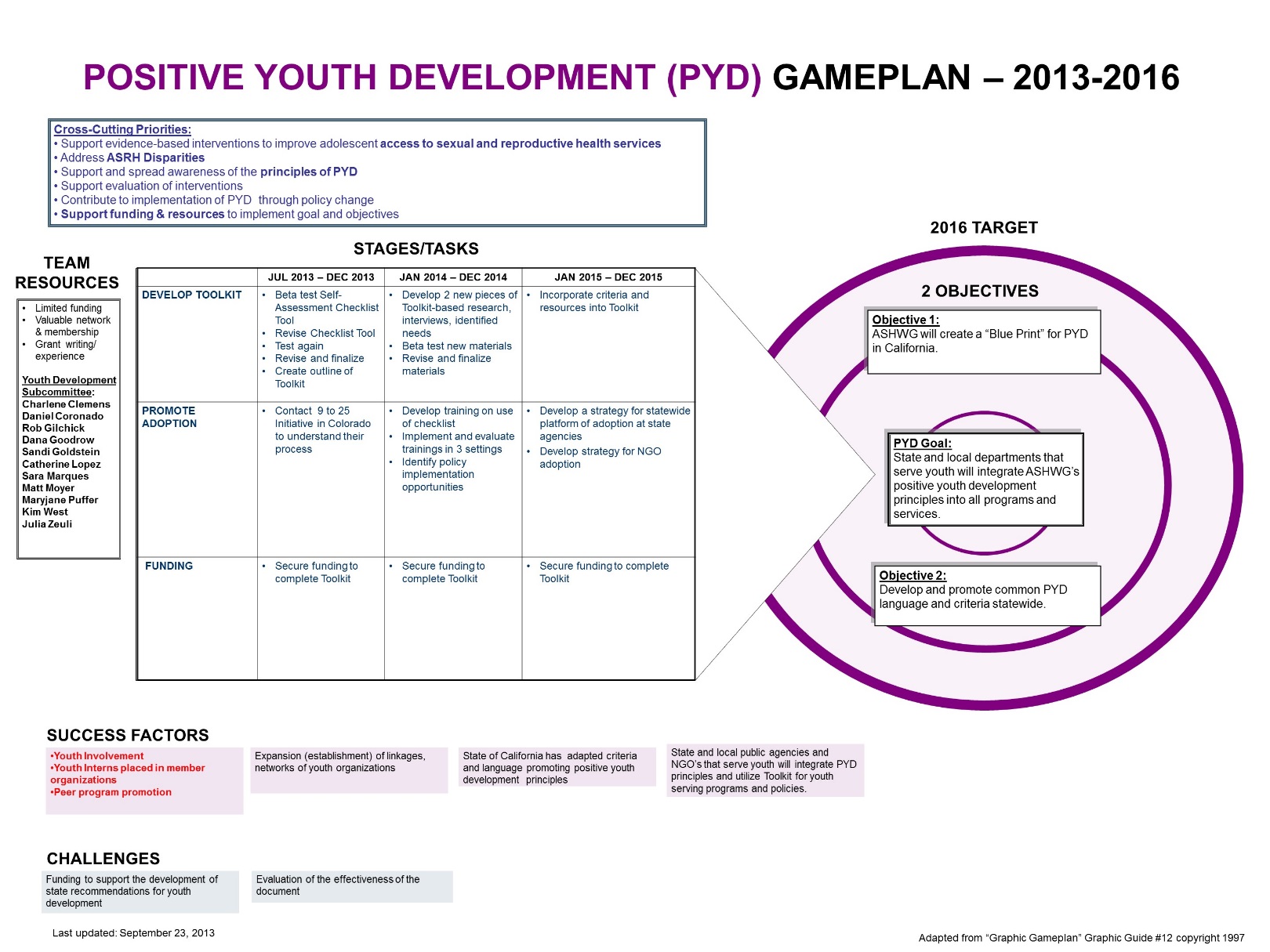
5.7 Admin: Does the program have PYD buy-in at all levels, e.g. administration, staff and youth?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

Staff: Does the program have PYD buy-in at all levels, e.g. administration, staff and youth?

1. Always (3)
2. Most of the time (2)
3. Once in a while (1)
4. Never (0)
5. I don’t know (99)

**Appendix E**

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**Resources**

**HERE let’s have a little table of contents listing each of the resources**

ACT for Youth New York: <http://www.actforyouth.net/>

America’s Promise Alliance for Youth <http://www.americaspromise.org/>

California Adolescent Health Collaborative <http://www.californiateenhealth.org/positive-youth-development>

California Health Kids Survey <http://chks.wested.org>

Cornell University Family Life Development Center: <http://www.human.cornell.edu/fldc/programs/index.cfm>

Institute for Applied Research in Youth Development: <http://ase.tufts.edu/iaryd>

National Association of City and County Health Officials Adolescent Health Resources, Positive Youth Development: <http://www.naccho.org/topics/HPDP/adolescent/resources/index.cfm>?

Positive Youth Development: Supporting Colorado Youth to Reach Their Full Potential. Recommendations from the Colorado Youth Development Team. 2008. <http://www.cdphe.state.co.us/ps/adolschool/healthyyouthcolorado/index.html>

The Campaign for Youth - <http://www.campaignforyouth.org/>

The Forum for Youth Investment: <http://www.forumfyi.org/>

The Search Institute is the creator of the “40 Developmental Assets for Adolescents” <http://www.search-institute.org/developmental-assets> as well as tools for implementing programs and policies to promote these assets <http://www.search-institute.org/developmental-assets-tools>.

The Search Institute: <http://www.search-institute.org/>

**Glossary**

For Youth - youth are served by a program designed, run, evaluated, and driven by adults. Youth participate in the services, but the opinions of youth are rarely if ever solicited.

With Youth - youth not only participate in the program services but their voices are also sought as a way to get a perspective on the program. This model is adult driven, but the adults are conscious of the need to listen to youth and use their input to influence the program design and services.

Youth as Decision-Makers - refers to a variety of efforts to engage young people in any level of determining outcomes or decision-making. Decision-making can be related to an issue, a project, a program or an organization.

Youth as Resources – refers to a variety of efforts to engage young people in any level of determining outcomes or decision-making. Decision-making can be related to an issue, a project, a program or an organization.

Youth Led - Youth are in all major leadership roles, including executive director, and have majority memberships on boards of directors, with appropriate support from adult allies

Youth Voice - means the inclusion of young people as a meaningful part of the creation and implementation of service opportunities. Youth voice enables young people to build upon service-learning and to act as catalysts for social change.

Youth-Driven - model may or may not be actually run by youth. When adults run these models, the voice of youth is so strong that it is often the dominant force over the influence of adults. In this model, there are frequent structured opportunities for youth to evaluate the program through survey-type evaluations, focus groups, peer-to-peer interviews and other formats. Youth are frequently not only hired as staff, but become supervisors and managers. Youth are involved in the hiring and evaluation of peer and adult staff. Youth representatives can be found on the board, involved in fund raising, and serving on committees. There are many aspects of the program that can be identified as having been shaped by youth.

Youth/Adult Partnerships - efforts that involve young people and adults working together, sharing power, and learning from each other to build stronger communities.

Positive Youth Development Approach – an approach to working with young people that defines outcomes based on the developmental needs of youth. In contrast to the deficit approach, the youth development approach calls for providing young people with the key experiences shown to promote healthy development. The youth development approach draws on resiliency research, as well as experience from the field.

Relationship Building - the development of caring, supportive relationships between adults and young people, and among young people and their peers. The experience of these caring relationships is critical for promoting young people’s healthy development and learning. When young people experience

relationship building in their programs, they build knowledge of adults and peers, gain emotional and practical support from adults and peers, and experience guidance from adults.

Resiliency/Resiliency Research - Resiliency is the quality that allows young people to “bounce back”, recover from negative experiences or overcome obstacles and risk factors in their lives. Research on young people’s resiliency is the backbone of PYD, shifting the focus from young people’s deficits and problem behaviors to the environmental factors that help young people succeed.

Supports and Opportunities – In the PYD context, this refers to the crucial support young people need from caring adults and the opportunities they need to grow and develop important skills and competencies. These are critical to young people’s healthy development: young people need supports, which help them experience a sense of safety and build positive relationships; they need opportunities for meaningful participation, community involvement, and challenging and engaging learning experiences that build skills.

Adapted from: <http://www.ncwd-youth.info/ydl-glossary>, <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDEQFjAD&url=http%3A%2F%2Fwww.learninginafterschool.org%2Fdocuments%2Fcnyd%2FCNYD-Youth%2520Development%2520Guide.pdf&ei=ExKOU438FcrioAS_9IKgCw&usg=AFQjCNFCpqKP47e1hho-AOVY8v4nAFDOjQ&sig2=CMqm2PEAgXwbN-Q5FGaW_g&bvm=bv.68235269,d.cGU>