Assessing Outcomes in Child and Youth Programs:
A Practical Handbook

Revised Edition

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TABLE OF CONTENTS

INTRODUCTION

We would like to acknowledge the many positive responses we received from those who found the first edition of this handbook to be a useful tool. As we presented talks on the handbook to human service professionals across the State of Connecticut we learned that many of you felt a need to learn more about evaluation because those who fund your programs now require evidence that their funds are being well spent. Despite a need to learn more about evaluation, many have told us that they think of program evaluation as a confusing and sometimes even overwhelming task. We have tried to address these concerns by showing that the basics of evaluation are rather straightforward. Surely, evaluating anything as complicated as positive changes in young peoples lives can seem intimidating. However, it is our view that an understanding of the basic principles of evaluation can go a long way in making the task of evaluating youth programs manageable.

As was the case with the first edition, this second edition of the handbook has three purposes. The first is to offer managers and staff in youth programs guidelines for **planning** an evaluation of their program. Most requests for funding (RFPs) require that the program present an evaluation plan. The funder generally wants to know how the program will evaluate the results of its efforts. Planning is the cornerstone of evaluation. Planning the evaluation should start as soon as discussion about setting up a new program begins. The plan should focus on what is to be achieved before program activities are selected.

The second purpose is to offer a tool to those who wish to **conduct** their own simple evaluation. However, this handbook cannot replace experienced researchers and evaluation specialists. Comprehensive evaluations can be complex, time-consuming and labor-intensive. The more rigorous the evaluation design, the greater the need will be for researchers who are familiar with a wide range of research methods and statistical analyses.

The third purpose is to provide **funders** of youth programs with a clearly defined set of positive youth developmental outcomes and indicators (instruments) for measuring those outcomes. When funded programs use a common set of youth outcomes and indicators over time, a valuable statewide data base is produced that can further the knowledge of positive youth development and how best to achieve it.

Whether you are making an evaluation plan, conducting a simple evaluation, or requiring the programs you fund to use a common set of youth outcomes and indicators, this handbook should be a resource for you. This handbook offers a list of positive youth outcomes that research has shown to be associated with helping youth to lead successful and productive lives. If you target one or more of these outcomes, you can have some confidence that your program will make a difference in the lives of the youth being served. Of course, the final determination of the actual impact of your program will depend upon the results of the evaluation.

An additional resource you will find here is a compilation of evaluation instruments. The previous edition contained assessment instruments targeted towards youth between the ages of 12 and 18 years of age. We received a good deal of feedback from staff in youth programs and state agencies who asked if we might also include instruments for younger children in this revised edition. We conducted an extensive search for measures of positive youth developmental outcomes for this younger age group. We have included some measures that can be used with youth between the ages of 7 and 11 years of age. We also carefully examined each instrument that was included in the original handbook, omitted some, and incorporated many new instruments for older youth. As was the case in our first edition, decisions about what instruments to include in the handbook were based upon four criteria: The instrument had to: (1) assess a positive youth developmental outcome, (2) be simple to administer and score, (3) have acceptable reliability and validity, (4) be available free of charge or at minimal cost to those who might wish to use it.

There are two ways to use this handbook. Those who wish to gain an understanding of the key elements of evaluation should read the entire handbook. We have tried to keep our presentation as straightforward as possible. Alternatively, those who wish to identify outcomes to target in their program can turn to Chapter 4 for the list of positive youth developmental outcomes. You can then refer to the Appendix for a list of instruments that can be used to measure that outcome.

CHAPTER 1
DEFINING EVALUATION

Chapter Overview

This chapter offers a basic definition of evaluation and describes what it is intended to achieve.

What is Evaluation?

What is evaluation? *Basically, evaluation is the process of determining whether a program is producing desired results*. Sometimes, evaluation demonstrates that a program is achieving its goals and sometimes, evaluation will uncover benefits to the program that staff had not intended. For instance, an after school-mentoring program may achieve the expected improvement in students' grades. However, staff may not know that youth valued making new friends more than the help they received with their homework until the results of post-program interviews are reviewed.

Purpose of Evaluation

Before describing the essential elements of a well-planned evaluation, let's start with one of the most essential questions. *Why should we conduct a program evaluation*? What is the purpose of it? Essentially, evaluation enables managers to develop the best programs possible, to learn from mistakes, to make changes as needed, to monitor progress toward goals and objectives, and to judge a program's outcome (Thompson & McClintock, 2000).

When we accept funding to implement a particular youth program, we are making four basic claims (Duttweiler, 2001).

1. An issue, a problem, or an opportunity exists that our program can help to address.
2. Our program will address the issue, problem, or opportunity in particular ways.
3. Our program will have a particular outcome or outcomes.
4. The funds we receive will be used *effectively* (to produce the desired outcome) and *efficiently* (in a cost-effective way).

When we make such claims, we are entering into an agreement with the funder. An essential element of this agreement is to demonstrate that we have fulfilled our commitment as promised. Evaluation is the method by which we demonstrate that we have accomplished what we said we would accomplish.

Sometimes, programs decide that it is better to put all of their resources into running a youth program rather than evaluating whether the program is worth running. This is unfortunate because it handicaps the program from the start. The program cannot legitimately show that the staff's efforts are having a clear benefit. The program will have difficulty proving to funding agencies that it is a good investment and that money has been well spent. Some of the program's successes may go unrecognized. Finally, the program will lack data to convince community planners, legislators, or other public officials to increase their investments in the program.

CHAPTER 2
TYPES OF EVALUATION: AN OVERVIEW OF PROCESS, OUTCOME AND IMPACT EVALUATIONS

Chapter Overview

This chapter presents an overview of the essential elements that comprise program evaluations. The basic characteristics of process, outcome, and impact evaluations are discussed.

Each stage of an evaluation builds upon the one that preceded it. A process evaluation is an essential part of every evaluation. A good outcome evaluation depends upon a thorough process evaluation. An impact evaluation depends upon well-planned process and outcome evaluations.

Process Evaluation

A process evaluation determines whether the program is being carried out as planned. It is intended to answer the basic question, *"Who is being served and what has actually happened in this program?"* One useful way to think about process evaluation is that it involves two related issues-- accountability and documentation. When funders give a grant to a program, they expect the program to be **accountable.** That is, they want to know that the program is serving the target audience in the way that the proposal said it would. Accountability is accomplished through **documentation**, which is the collection of "process data." This will generally involve collecting information that addresses the following kinds of questions:

- Is an appropriate organizational structure in place to manage the program?
- Is the appropriate staff in place to offer the intended program?
- How many youth are being served?
- Is the program reaching the youth it was intended to serve?
- Are the program activities being carried out as planned?
- Are the targeted youth receiving the amount of service the program agreed to provide?

These data become the principle means by which an agency documents that funds are being used to conduct the program's strategies or activities. If these data are not collected, agencies run the risk of losing their funding because they cannot demonstrate that funds are being used appropriately.

For example, if a program is designed to serve low-income minority youth, it is important to know what percentage of the youth being served by a program are in fact low-income minority youth. If the results show that the program is not reaching as many youth in the target population as expected, then the agency can take steps to find out why. For instance, personal interviews with youth in the target group that do not participate frequently might help to identify needed changes in the program. Funding agencies are more likely to be impressed with programs that systematically collect information that can be used to improve the program than with programs that offer only information about what has gone on in the program.

Process evaluation should begin as soon as programs start and continue throughout the life of the program. A key to a successful process evaluation is to use forms to collect the needed information. For instance, most youth programs will need:

1. A basic registration form that is completed by each individual enrolled in the program. This form should list the person's name, address, telephone number, and other basic information such as age, gender, race/ethnicity, school grade, family income level, and names of contact persons (parents, guardians) in the event of an emergency. This basic form will give the program an accurate record of all youth who have participated in the program and some basic information about the characteristics of the population being served.

2. **An attendance form**. It is not enough to know how many youth have registered to participate in a program. It is important to know how many youth are being served on a regular basis in contrast to how many attend once in a while. There may be some important differences between those who attend regularly and those who do not. Furthermore, it is generally assumed that those who participate more often are more likely to receive greater benefits. The only way to measure this is to have accurate attendance records.

3. An activity form. This might be completed by a staff person following the program activity (dance, trip, youth forum, recreational activity) or a program component (after school tutoring program, a series of peer counseling training sessions). It might include information such as the following.

- What was the activity?
- What was the intent of the activity?
- What procedures were used to recruit participants for the activity?
- Were the participants the ones originally targeted for the activity?

- Was the activity carried out as planned? What, if any, changes were made?
- Were participants satisfied with the activity? Why? Why not?
- Number of staff, volunteers, parents involved.
- What activities were performed by staff, volunteers, parents?

The overall purpose of the process evaluation is to document what has occurred in the program during a given timeframe. This task is made easier when systematic procedures for collecting information are in place. Once process evaluation forms are developed and in regular use, it becomes easier to complete quarterly or year-end reports on what took place during the time period in question. Although developing forms for use in collecting process information is important, a commitment from staff and administration is of equal importance.

Unless there is a commitment from the start to make data collection a routine part of program operations, the chances of collecting useful information will be very slim.

Outcome Evaluation

Outcome evaluations focus on the immediate effects that the program has on the group of individuals attending the program. The purpose of an outcome evaluation is to learn about short-term changes in participants' **knowledge**, **attitudes**, **beliefs**, or actual **behavior**. For example, an outcome evaluation may assess whether youth who attended an after school program have changed their attitudes toward school (like the teachers more), have increased their knowledge (achieved better grades), or have altered their actual behaviors (missed fewer days of school). The important point to remember is that an outcome evaluation is focused only on the youth who actually attended the program and only on the immediate changes these youth experienced after completing the program.

Focusing on immediate changes is important because we generally have a bigger goal in mind than simply helping a small group of participants in the program to make some changes in their knowledge, attitudes, beliefs, or behavior. That is, we want to address some larger social problem. In the above example of the school-based after school program, the larger social problem might be school drop-out or truancy. However, these larger social changes fall within the domain of impact evaluation, not outcome evaluation. We would have to follow this group of students over a longer period of time or look at a much larger number of students before we could assert that significant social changes have taken place.

A sound outcome evaluation should link theory and research to these broader societal goals. That is, theory and available research helps us to make a connection between the outcome being targeted in the program now and the potential impact of the program on the broader society. In the program mentioned above, the rationale for assessing the targeted short-term outcomes is based upon the following theory: over time, students will be less likely to drop out of school if they have academic success and positive attitudes towards school.

To be successful in competing for funding most programs have to include an outcome evaluation in the design of their program.

Basic Issues in Conducting an Outcome Evaluation

Demonstrating changes in the individuals attending the program generally involves looking at cause-and-effect relationships-- that is, determining whether the program caused positive changes to occur in participants as a result of their participation in the program (Kettner, Moroney, & Martin, 1999). For example, did the program cause the youth involved in an after school program to change their attitudes toward school?

It is difficult to demonstrate cause-and-effect relationships. For this reason, outcome evaluations can become rather complex. Sometimes complex "research designs" cannot be avoided if the goal is to show that a program has had positive effects on youth. Our goal in this handbook is to build an understanding of outcome evaluation, not to offer strategies for conducting complex outcome evaluations. However, it is important to emphasize the issues that are involved.

Outcome evaluations must contend with the following issues:

1. **The outcome evaluation must measure baseline knowledge, attitudes, beliefs or behaviors of the target population *and* demonstrate how these have changed as a result of the program.**

In order to demonstrate that a change is a result of participation in a program, it is necessary to collect outcome data at two or more time intervals. Specifically, "**baseline measurements**" of knowledge, attitudes, beliefs or behaviors will need to be taken on participants before they begin the program. These "baseline measurements," also referred to as **"pre-tests,"** will then be compared to **"post-test measurements."** Post-test measurements are taken after participants have completed a specific program or activity. Demonstrating that post-test measures

8

differ from pre-test measures is one way of documenting that a program has achieved a positive outcome.

2. The outcome evaluation must eliminate other explanations for the recorded changes. It must eliminate the possibility that the changes were the result of something other than the program (researchers often refer to this as controlling for rival or alternate explanations).

For instance, the youth involved in a program changed not because the program had a positive effect on them but because they got older and more mature. Or, perhaps another program went into effect in the community at the same time your program was put in place. The other program might account for the changes in youth's behaviors.

The issue of being able to say with some confidence that it was actually your program that made a difference is obviously very important. Often the most reliable way to know whether it was your program or some other outside factor that accounted for the results is to include a **comparison group** in your evaluation**.**

Unfortunately, many programs do not include comparison groups in their evaluation designs**.** Sometimes, a comparison group is not available. Sometimes the amount of time and effort needed to include a comparison group is not practical. Other times, a program may try to include a comparison group and find that it is difficult to get others (school systems, administrators, staff members, or the respondents themselves) to cooperate. However, whenever possible, it is a good idea to include a comparison group. We discuss the issue of comparison groups further in Chapter 6.

In sum, the overall goal of an outcome evaluation is to demonstrate that a change has come about in youth as a result of some intervention or program. If the results show that participants have made positive changes, you can use the results to justify continuing the program. If the results are negative, they may still be useful. Negative results can help you justify making changes in the program. This is especially true when the evaluation can help show *why* the results were not as good as expected and *how* they can be improved.

Impact Evaluation

The term impact evaluation is used to refer to a stage of the evaluation process that examines whether or not programs are having large-scale and long-term impacts on social issues. ***The basic question that is being addressed by an impact evaluation is "has the program reliably demonstrated long-term improvements in the quality of life of children, youth, families, or communities?"*** A secondary concern with impact evaluation is whether or not the evaluation plan includes a more sophisticated, "experimental" or "longitudinal" evaluation design. More will be said about such designs in Chapter 6.

We might, for example, examine whether or not programs designed to educate teens about sexuality actually bring about changes in teenage pregnancy rates within a community. Or, we might set out to examine whether or not programs designed to inform youth about the dangers of smoking result in lower rates of underage smoking within a state. The results of an impact evaluation generally show that participants have been able to maintain positive changes over time and that social changes have come about due to the existence of the program.

Demonstrating a program's impact is an important undertaking. However, the assessment of impact is often beyond the resources of youth programs. It is time-consuming and costly. Furthermore, it is difficult to follow youth over long periods of time. This is why we focus on outcome evaluation in this handbook rather than impact evaluation. Focusing on outcome evaluation rather than impact evaluation means that you must use theory to make a clear connection between the outcomes you define for your program and the broader societal issues you wish to influence. Sometimes, the research literature can help us make this link as well. The positive youth outcomes we define in Chapter 4 are based upon previous research and have been shown to produce long-term impacts on positive youth development.

The remainder of this manual will focus on outcome as opposed to impact evaluations.

CHAPTER 3
COMPONENTS OF AN OUTCOME EVALUATION

Chapter Overview

This chapter provides a detailed examination of the components of an outcome evaluation. Goals, objectives, outcomes, and outcome indicators are the basic components of an outcome evaluation. The clearer your evaluation plan is from the start, the more likely you are to successfully document positive outcomes. You must begin by deciding what you hope to achieve, how you will do it, and how you will determine whether or not you accomplished what you set out to do.

I. Goals

All evaluations must have clearly defined goals and objectives. Without a clear statement of the goal and objectives, the program and the evaluation can easily become unfocused. Program **goals** are generally broad. They are often stated by the funding agency and are the reason why funding is being made available. For instance, a program's broad goal may be to promote positive youth development or to improve academic achievement within a population of youth. The goal helps to define how the program ultimately will be judged. The most basic question that must be addressed in the evaluation is, "has the program been able to achieve its goal?" In this example, a successful program is one that actually helps promote positive youth development or improve academic achievement with the target population.

II. Objectives[1]

The program's **objectives** are more specific. They specify **what** the program will actually do and **with whom**. There must be a clear relationship between the program's goals and objectives. That is, the objective must be able to help the program to reach its goal. For example, an agency might apply for and receive a grant to promote positive youth development. The agency must decide, as part of its grant application, what it will do to promote positive youth development. The agency might decide to develop an "outward bound" program built around outdoor, physically-challenging group activities (e.g., rock climbing, white water

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1 We are referring here to organizational objectives rather than behavioral objectives. Organizational objectives specify the concrete activities that a program will undertake to fulfill its goals. This is in contrast to behavioral objectives that specify concrete behaviors or other measurable changes that program participants are expected to achieve. The latter is similar to our definition of outcomes (Isaac & Michael, 1977).

rafting, survival skills camping). It should be a well-established fact (generally based upon theory or the research literature) that "outward bound" programs actually do promote positive youth development.

Finally, the target population should be specified. The **target population** is generally the youth your program intends to reach, but it may also include parents, teachers, or others who are expected to benefit from the program. The group may include only youth within a certain age range or only those who meet some other requirement (e.g., low income, at risk, gifted).

III. Outcomes

Once the objectives for the program have been established, outcomes need to be specified. The program's **outcomes** identify the changes that are expected to occur in the target population as a result of being in the program.

The outcomes that the program defines become the primary focus of an outcome evaluation. An agency offering an outward bound program to promote positive development could specify targeted outcomes like increases in participants' self-efficacy, problem-solving skills, or empathy and trust. The targeted outcomes must be clearly linked to both the program's goals and objectives. Self-efficacy, problem-solving skills, or empathy and trust must fall within the definition of positive youth development. Also, these would have to be factors known to be affected by participation in the program. We should ask the question, "are these the most likely benefits that youth will derive from participating in such a program?"

Targeted outcomes must be well-defined, observable, or measurable in some other way. In order to evaluate whether or not a program has accomplished its goals and objectives, the outcomes must be clearly defined. For instance, self-efficacy can be defined as youth's perception that they have some control over the things that happen to them. Thus, outcomes must be observable or measurable in some other way. Self-efficacy might be measured by having staff members observe participants and count the number of times each youth asserted a sense of mastery or accomplishment over the tasks they performed at the beginning of the program and again near the end of the program. If direct observation is not possible, the outcome can be measured in some other way such as with a survey questionnaire or personal interview. For instance, youth could be asked to complete a self-report questionnaire that measures self-efficacy.

Most evaluations are concerned with one or more of the following types of outcomes:

- **Knowledge** (What new information did participants learn?)
- **Attitudes** (Did they change the way they think or feel?)
- **Beliefs** (Did they change the values they hold?)
- **Behaviors** (Did they change the way they act towards others or develop new skills?).

For example, an agency obtains funds to assist youth who are at risk for dropping out of school. The agency decides to create an after-school program that provides tutoring and mentoring. The targeted outcomes might include changes in program participants' **attitudes towards school** (attitudes), **school attendance** (behavior), and **academic performance** (behavior).

Finally, the selected outcomes must be accepted as valid by the program's various "stakeholders" – staff, collaborating organizations, funders, public officials, or the general community. It is important that the selected outcomes make sense to others who have an investment in the program. You must be able to defend the targeted outcomes as important consequences of participation in a program. If the outcomes are not accepted as valid, the evaluation of the program serves no purpose. For example, you offer a support group once a week in a local school for children whose parents are divorcing. Would it be appropriate to target improved leadership skills? No. Because most would not expect such a program to have an effect on youth's leadership skills. It might be better to focus on outcomes such as increased knowledge of the impact of divorce on children, improved feelings of social support, or reduced feelings of anxiety and depression. It is important to be careful about implying that a program can bring about changes over which it had no direct influence.

IV. Outcome Indicators

Each outcome that is targeted by a program must be measured in some way. **Outcome indicators** refer to the specific assessment instrument or method that will be used to measure each targeted outcome. For example, there are a variety of questionnaires that have been designed to measure self-efficacy. The instrument that you select to measure self-efficacy is your outcome indicator.

One of the thorniest problems concerning program evaluation is to find well-established and reliable outcome indicators. Although there are numerous outcome indicators in the field of child, youth, and family development that can be used for evaluation purposes, often they are not readily available. However, we do present some specific measures in the Appendix that may be used for evaluation purposes.

The outcome indicators reproduced in the Appendix are generally short, easily administered, and simple to score. However, you may find that your program requires a more extensive evaluation. In that case, you might wish to consider consulting with an evaluation specialist who can help you develop a more elaborate evaluation plan or recommend measures that are more appropriate for your needs.

Box 3.1
Issues in Defining Outcomes

Here is a summary of issues to consider when defining program outcomes.

Outcomes must be concrete and clearly defined. In order to evaluate a program, concrete outcomes need to be specified. These outcomes must be tied to broader goals and objectives of a program. Outcomes are the benefits or changes that occur for individuals **AS A RESULT** of their participation in a program. Outcomes may be related to knowledge, attitudes, beliefs, or behaviors.

Outcomes must be observable. When we say that an outcome must be observable, we are in essence saying that the outcome is represented by something we can observe and/or measure. How youth answer questions on a self-report measure of self-efficacy or how they answer interview questions about their attitudes towards drug use are examples of concrete and observable outcomes that can be used to document a program's success in promoting positive youth development.

Different programs will have a different number of outcomes – there is no right number of outcomes for a program. The number of outcomes targeted by a program is entirely dependent on the broader goals and scope of the program. However, program evaluation requires you to document that the program has addressed each of the targeted outcomes. Hence, the greater the number of outcomes, the more time consuming the evaluation process becomes.

Outcomes are different from impacts. Outcomes focus on short-term changes that occur after the program has been completed. Impacts address long-term improvements in the quality of life of participants or others. Generally speaking, immediate outcomes are much easier to document than are long-term impacts. For example, a parent education program for parents who are in the process of getting a divorce can target an immediate outcome of increasing parents' knowledge of how divorce might impact on children. It would be more difficult to evaluate long-term changes in former spouses' cooperative parenting practices. Documenting long-term changes is challenging because the more time that has elapsed, the less likely the program will continue to have an influence on the participants, the more costly the evaluation, and the more difficult it becomes to locate those involved.

Box 3.2
Examples of What Are Not Outcomes

Here are some examples of what programs often mistakenly present as outcomes.

Recruiting and training staff and volunteers, purchasing or upgrading equipment, and other various support and maintenance activities. These are internal program operations to improve the quality of programs. These are legitimate program objectives and grants may be used to fund these internal operations. However, these operations **are not outcomes** because they do not represent benefits or changes in participants.

Number of participants served. This information relates to the program's objectives, or whether it accomplished what it set out to accomplish (often referred to as process component of evaluation research). One of the goals of process evaluation is to document that funds are being used to provide services as planned. As a result, it is important to document the numbers of clients served. It also is important to collect descriptive information about every individual served. Evaluators need to know the numbers of individuals using programs and to have accurate information describing them (e.g., ages, sex, race/ethnicity, etc.). However, such information tells nothing about whether participants benefited from a program.

Participant satisfaction. Most often, whether a participant is satisfied or not with various aspects of a program does not indicate whether the participants changed in some targeted way as a result of a program. Although participants' satisfaction is often important to determine, it generally is not an outcome. It is more appropriately considered an element of process evaluation because programs generally promise to offer activities that will be responsive to the needs of participants. Participants are generally satisfied when the program has succeeded in meeting their needs.

CHAPTER 4
THE SELECTION OF OUTCOMES

Chapter Overview

One of the most important considerations when planning or conducting an evaluation is choosing the right outcomes to assess. In this chapter, we turn our attention to this issue. A list of outcomes that research has found to be related to positive youth development is provided.

A critical challenge in evaluation is deciding what changes are likely in program participants. As noted in Chapter 3, the term **outcome** refers to the specific changes that are expected to occur in the target population as a result of being in the program.

Increasingly, researchers are moving away from deficit-based models that view at-risk youth as suffering from problems such as delinquency, gang involvement, teen pregnancy, or substance abuse. Instead they are emphasizing prevention-based, positive, youth development approaches that promote competence and success in facing life's challenges. Positive youth development approaches target intellectual, social, and emotional development as their goal. This is viewed as a way of preventing problems before they occur.

Youth who participate in positive youth development programs are provided opportunities for developing constructive skills and competencies within a supportive environment. They are offered opportunities to develop new roles and responsibilities (Pruett, Davidson, McMahon, Ward, & Griffith, 2000; Roth, Brooks-Gunn et. al., 1998). These skills and competencies are thought to proactively prevent negative outcomes by increasing the abilities of youth to make positive choices and demonstrate improved resistance skills (Catalano, et al 2002; Masten, 1994; Werner & Smith, 2001).

The four basic assumptions of positive youth development models are as follows: (1) helping youth to achieve their full potential is the most effective way to prevent them from experiencing problems, (2) youth need opportunities and supports to succeed, (3) communities need to mobilize and build capacity to support youth development, and (4) youth are not viewed as problems to be fixed, but rather as partners to be engaged and encouraged (Small & Memmo, 2004).

Research has provided us with a good understanding of the factors that promote positive youth development. Connections between youth and other contexts including families, schools, and organized community programs have been shown to advance developmental outcomes through the interactions of young people with one another and other significant adults (Eccles & Gootman, 2002; Lerner & Benson, 2002; Small & Memmo, 2004).

The outcome categories listed here are those that have been consistently found in previous research to be related to positive youth development (Eccles & Gootman, 2002; Johnston, Bachman, & O'Malley, 1997; Larson, 2000).

These same outcome categories also have been found to promote the kinds of lasting impacts that are often the goals of deficit-based, youth programs (Barton, Watkins, & Jarjoura, 1997; Kuperminc, Allen, & Arthur, 1996). Thus, we can have confidence that the outcomes listed here have consistently been shown by research to result in positive changes for youth at risk for a host of personal, social, or legal problems (Greenberg, Weissberg, et al., 2003).

Each of the seven outcome categories to follow is further divided into a list of specific outcomes that represent the general category. Each depicts a personal resource or interpersonal competency that can be measured. Using these outcomes is straightforward. First, consider the goals and objectives of your program. Then, look over the list of outcome categories and specific outcomes, and decide which ones best fit with your program's goals and objectives.

Outcome Categories

Outcome Category 1: Youth Personal Adjustment

This outcome category refers to the personal developmental assets that individuals possess. Individuals who demonstrate high levels of personal adjustment report a strong sense of their own power, mastery, efficacy, purpose, worth, and potential. Many youth programs are designed to improve the adjustment of youth in these ways. One way to show that a program has had a positive effect on youth is to examine whether participants enhanced their sense of self-worth or potential.

Personal Adjustment Outcomes and Definitions

1. Personal Power/Self Efficacy – This outcome refers to the degree that young people perceive that they have mastery or control over "things that happen to them." In general, programs have a positive effect when they help youth to develop heightened feelings of personal power and self-efficacy**.**

2. Self-esteem – This outcome refers to the emotional judgments youth make of themselves. A youth with high self-esteem believes that he or she is "a person of worth" and has "positive characteristics". In general, programs have a positive effect on youth when they foster increases or positive changes in levels of self-esteem**.**

3. Sense of Purpose – This outcome refers to the degree to which youth feel that their "life has a sense of purpose." This sense of purpose can be thought of as being the opposite of youth experiencing high levels of alienation (characterized by feelings of meaninglessness and purposelessness). In general, programs have a positive effect on youth when they promote an increased or enhanced sense of purpose.

4. Positive View of the Future – This outcome refers to the degree to which young people feel optimistic about their personal future. In general, programs have a positive effect on youth when they foster positive changes in their views of their future.

Outcome Category 2: Youth Social Competencies

This outcome category refers in a broad way to the skills and competencies found in young people that equip them to make positive choices, build positive social relations, and succeed in life. These social competencies help youth to build positive peer relations. Many youth programs are designed to enhance the social competencies of youth.

Youth Social Competency Outcomes and Definitions

1. Empathy – This outcome refers to the ability of youth to be sensitive to the feelings and experiences of others and to act in a caring way towards others. These social skills are considered important aspects of the ability of youth to successfully manage social relationships with peers. In general, programs have a positive effect on youth when they enhance the ability of youth to respond empathetically towards others.

2. Cultural Competence – This outcome refers to the knowledge young people have and the comfort they demonstrate with people of different cultural / racial / ethnic backgrounds. These cultural competencies are related to the abilities of youth to build positive social relationships with peers. In general, programs have a positive effect on youth when they can demonstrate that the youth involved with the programs come away with an increased level of cultural competence.

3. Resistance Skills – This outcome refers to the ability of youth to resist negative peer pressures and thereby avoid possible dangerous situations. A successful youth program might target as one of its objectives, an increase in resistance skills of attending youth.

4. Conflict Resolution Skills – This outcome refers to the ability of youth to resolve conflicts in constructive ways. Many youth programs hope to help youth to manage conflict situations. In general, programs have a positive effect on youth when they can demonstrate that participants develop a better understanding of how to resolve conflicts constructively and non-violently.

Outcome Category 3: Relationships with Family

This outcome category refers to the supportive connections that youth experience with family members. Young people need to experience support, care, love and guidance from their families. Youth programs often have as one of their objectives the promotion of positive connections between youth and their extended family**.**

Relationships with Family Outcomes and Definitions

1. Family Support – This outcome refers to the perceptions of youth that they receive attention, encouragement, and help from family members. Some youth programs may want to improve supportive connections between youth and their parents or other family members. In general, programs have a positive effect on youth and their families when they can demonstrate that youth attending the program report positive changes in their supportive connections with their family.

2. Positive Family Communication – This outcome refers to the ability of young people and their parents to communicate in constructive and positive ways with one another. A possible outcome of positive family communication might be youth's willingness to seek advice and counsel from their parents. In general, programs have a positive effect on youth and their families when they can demonstrate that participating youth (and perhaps their parents who might also be involved in the program) report positive changes in communication patterns.

3. Family Cohesion – This outcome refers to the levels of emotional closeness, harmony, conflicts and interpersonal tensions experienced within the family. A youth program might target as one of its outcomes a reduction in the levels of conflicts experienced between youth and family members. For example, a program might include both parents and youth and evaluate this by measuring the changes in both parents' and youth's perceptions of change in the level of conflict.

4. Parental Involvement and Monitoring – This outcome refers to the degree that youth perceive that their parents are invested in their well-being and informed about their activities. Youth who perceive their parents as interested and involved in their activities (school, peers, work) are more likely to resist negative influences and to engage in positive behaviors.

Outcome Category 4: Positive Adult/Youth Relationships

This outcome category refers to the supportive connections that youth experience with other adults. As children get older they are exposed to an expanded network of significant relationships. This expanded network includes many adults who provide regular contact, mentoring, support, and guidance. Youth programs often have as one of their targeted outcomes the promotion of positive connections between youth and other adults as these connections are thought to positively influence youth development and adjustment.

Positive Adult/Youth Relationship Outcomes and Definitions

1. Perceived Social Support (from teachers, coaches, mentors, ministers, or others) - This outcome refers to the perception of youth that they *receive* support and caring in relationships with adults, other than family members. For example, a "Big Brother/ Big Sister" program might demonstrate that youth experience increased levels of social and positive connections with caring adults as a result of their participation in the program.

2. Adult Role Models – This outcome refers to youth's perception that they are involved with adults, other than their parents, who *model* for them responsible and constructive behaviors. Youth "mentor" and "buddy" programs might choose to demonstrate that they have a positive effect on youth by assessing whether youth report learning from, or having greater appreciation of, adult role models.

Outcome Category 5: Positive Youth/School Connection

This outcome category refers to youth's perceptions of the quality and characteristics of their connections to their schools. Experts in human development emphasize the powerful ways in which "contextual factors" impact on developmental progress and adjustment. It is clear that the school environment has a powerful influence on the development and adjustment of youth. Hence, youth programs might hope to promote the connections between youth and their schools in the hope of positively effecting youth's intellectual, social, and emotional development**.**

Positive Youth/School Connection Outcomes and Definitions

1. Caring School Climate – This outcome refers specifically to whether or not youth feel that their schools provide a caring, supportive, and encouraging environment. A successful youth program might target as one of its outcomes positive changes in the ways in which youth perceive their school environment.

2. School Engagement – This outcome refers to the attitudes that youth have towards school and learning. One way of demonstrating that these attitudes have been influenced by participation in a program might be to demonstrate that youth care about their school or are actively engaged in learning or other school-related activities**.**

3. Achievement Motivation – This outcome refers to the degree that youth are motivated to do well in school. While obviously somewhat similar to school engagement, this particular outcome targets the degree to which youth are motivated to do well in school. In general, programs have a positive effect on youth when they can demonstrate that participants show changes in their level of motivation to do well in school**.**

Outcome Category 6: Positive Youth/Peer Connections

This outcome category refers to the quality and characteristics of the connections that youth experience with their peers. Often youth programs are designed to improve how youth relate to one another.

Positive Youth/Peer Connection Outcomes and Definitions

1. Peer Support – This outcome refers to the degree to which youth feel they are involved in a network of supportive peer relationships. Peer support is presumed to

be an important predictor of social adjustment and developmental well-being. As such, programs might be designed to enhance the supportive connections experienced among youth. In general, programs have a positive effect on youth when they can demonstrate that participants experience positive changes in their experiences of peer support and involvement**.**

Outcome Category 7: Positive Youth/Community Connections

This outcome category refers to youth's perceptions of the quality and characteristics of their connections to their community. The "community" is another "contextual factor" presumed to influence the developmental progress and adjustment of youth. It is important that youth perceive that their communities are supportive and accepting of them and "growth-promoting" opportunities exist for them within the community.

Positive Youth/Community Connection Outcomes and Definitions

1. Perceived Community Support – This outcome refers to youth's perception of the degree to which their community values them. In general, programs will have a positive effect on youth when they can demonstrate that youth feel supported and connected to their communities**.**

2. Community Service –This outcome refers specifically to youth involvement in their community through community service. This is an example of a behavioral outcome that might be used to demonstrate that a program has benefited youth. One way to show a positive effect of a program is to demonstrate that participating youth are more engaged in community service than non-participants.

3. Involvement in Youth Programs – This outcome refers to the amount of time youth spend involved with youth programs. This is another example of a behavioral outcome that might be used to demonstrate that a program influences youth in positive ways. A positive effect would be achieved if program participants spent more time in sports, clubs, school activities, or other organizations than non-participants.

In the next chapter, we will discuss selecting instruments or other indicators to measure the outcomes you have selected for your evaluation.

CHAPTER 5
SELECTING OUTCOME INDICATORS

Chapter Overview

This chapter addresses the issue of selecting indicators to measure the outcomes you have targeted.

As noted earlier, the term **outcome indicator** refers to the specific assessment instrument or method that will be used to measure each outcome. Selecting indicators involves answering the question, *what information will be used to represent each outcome targeted by the program*?

Some outcomes are easy to observe and measure, such as number of days a youth has attended school or the percentage of youth graduating from a high school. When they are directly observable, the choice of outcome indicators is straightforward. For example, if the goal of the program were to improve school performance, grades in school (e.g., grade point average) would be a logical indicator of whether or not the program has achieved its goal.

Many outcomes, however, are not concrete enough to be observed and measured directly. In these instances measures and questionnaires need to be employed as outcome indicators. For example, a program targeting teen violence in a local school might focus on outcomes to enhance youth social competencies such as empathy for others and conflict-resolution skills. What evidence/indicators can demonstrate that youth have been positively influenced by a program in these ways? Indicators could include a questionnaire that assesses participants' levels of empathy for others. Another questionnaire might be used to assess whether participants have learned how to resolve conflicts nonviolently.

Here are several considerations to keep in mind when selecting outcome indicators.

- **Generally, the more complex the outcomes, the more they need to be represented by a complex constellation of outcome indicators.** Programs that have many goals will generally target numerous outcomes. More outcomes require more outcome indicators be included in the evaluation plan.

- **The designers of a program evaluation must be prepared to defend their choice of outcome indicators as reasonable and valid indicators of the targeted outcomes**. This task is made easier by the fact that a number of

reasonable indicators are reproduced in the appendix.

- **When scales and questionnaires are used as outcome indicators it is necessary to justify their choice as being logically and theoretically related to the targeted outcomes.** The ideal purpose of a program evaluation is to document that the program's goals have been met. This is done by identifying expected outcomes and looking for evidence of significant change. However, to actually show that a program has produced the expected positive outcomes would require frequent, systematic, and direct observation of youth over time and in many areas of their lives. This ideal is rarely achieved in program evaluation. Instead, a sample of indicators is selected that represent the broader goals (outcomes) of the program. Then it is inferred that these indicators are accurate approximations of the outcomes they represent.

The main point here is that when the goals of a program are to promote changes in individuals or in their interpersonal skills, program evaluation must often rely on standardized questionnaires/scales as outcome indicators. A standardized questionnaire or scale is a series of questions that have been developed by researchers to assess a particular "construct." The best of these measures have been developed and refined over the years. They are valid and reliable indicators of a construct that, by its very nature, is not directly observable. For instance, the extent to which a young person feels supported by family members cannot be observed.

Preparing and Choosing Data Collection Instruments

Developing sound questionnaires, interview guides, observer rating scales, and other data collection instruments is a task best suited to the experts. Before starting to choose your materials to assess your outcomes, locate instruments that others have developed and tested to see what you can use or adapt. Many pre-tested instruments provide scales for measuring many of the outcome indicators discussed within this handbook. A review of these may save your program considerable time and expense.

Included in Appendix D are several examples of these "standardized" measures that could be used for assessing outcomes.

Although frequently used, questionnaires are not the only way to measure outcomes. Chapter 6 offers an overview of various data collection methods that can be used for this purpose.

CHAPTER 6
METHODS OF EVALUATION

Chapter Overview

An important part of planning your evaluation is to identify the methods to be used to collect the necessary information. Each evaluation plan has its own unique strengths and limitations. Your task is to create a plan that is most likely to produce the kinds of information you need. You will also have to select methods that match your available resources such as time, money, and staff expertise.

There is logic to the process of conducting an outcome evaluation. First, you must think about your goals and objectives. Then decide what specific outcomes will document that you have reached your goals and objectives. Next locate indicators to assess these outcomes. Once goals, objectives, outcomes and indicators have been selected, evaluation shifts to the task of choosing methods for collecting the evaluation data. These methods include making decisions about who will be in the sample, how the data will be collected, the actual design of the evaluation itself, and how the data will be analyzed. This chapter focuses on the methods of collecting data. The following chapter discusses issues involved in analyzing the data you have collected.

We cannot emphasize enough how important it is to specify in the planning process the data collection methods and procedures that will be employed in the evaluation of a program. Of course, these procedures will differ for each evaluation. There are, however, some procedural issues that are common to all data collection efforts. All plans should address the following areas.

Sample and Procedures

All evaluations require a decision about who is to be evaluated. The **sample** is the group, or subgroup, of program participants who will be evaluated. It is equally important to think about the **procedures**, or how the data are going to be collected. These questions, although very important, are generally easily handled with simple planning. **However, if they are mishandled the quality of the evaluation can be significantly compromised.**

The following represent the issues that must be taken into account when planning to implement an outcome evaluation:

- **Who is considered a participant?** While this may sound simple, it is necessary for those who are conducting program evaluations to be clear about whom they are going to include in their evaluation. For example, will the evaluation include only youth who participated in all aspects of a given program or just in certain aspects?

- **Will the evaluation include all participants in the program or only a subgroup of these participants?** As a general rule it is advisable to collect outcome data on all participants in a program. This general rule must be weighed against the burden placed on the program's staff. If collecting data from all participants is not possible, then it is imperative that evaluation data be collected from a sample of participants representative of the larger group. The best way of ensuring that you have selected a representative sample is to randomly choose participants from the larger group.

- **At what milestones will the evaluation data be collected?** An evaluation plan must specify when data will be collected. For example, many evaluations involve collecting baseline data (or pre-testing) followed by post-testing. This type of research design requires a clear plan as to when participants will be initially tested (e.g., when they first enter the program) and then when the post-test will occur (e.g., at one month after completion of the program). Please note that it is important that the times for data collection be specified and followed. When the milestones for data collection are not uniform across the sample, the quality of the data and the validity of the results can be seriously compromised.

- **Who will collect the data?** Regardless of the data collection method used, the value of the data ultimately depends on the care and skills of the data collector. Data collectors may be staff members, volunteers, or researchers recruited to conduct the evaluation. It is important that the data collector follows the established procedures uniformly. Thus, data collectors must be well trained for their tasks. As a general rule, staff members and volunteers should not collect data about participants with whom they have worked. Doing this increases the chances that the data will be biased.

- **How will confidentiality be protected?** All data collection efforts must include procedures that protect the confidentiality of participants. Protecting confidentiality does not mean only avoiding the use of an individual's name. It means data collectors and others involved in the evaluation refrain from discussing any of the information gathered with anyone other than those involved in the evaluation.

- **How will participants be informed about the data collection process**? Participants' rights need to be protected. Such rights include **informed consent**, which is the choice to participate or to refuse to participate in the evaluation. Other rights include the **right to privacy** and **confidentiality**. Often, information about your agency's plan to conduct evaluation research can be incorporated into the registration or intake process. For most adult participants, written consent is not needed. However, if participants are children or youth, under the age of 18, parental consent generally will be required.

Design Issues

The basic research question for all outcome evaluations is, *"Does the program change participants in predicted ways?"* Designing an outcome evaluation involves thinking about how to determine whether or not the outcomes of a program have been achieved. In our earlier discussions of outcome evaluations we talked about the difficulties of demonstrating cause-and-effect relationships. Because it is difficult to demonstrate cause-and-effect connections, outcome evaluations can involve relatively complex "research designs." Sometimes a simple design will be adequate, but at other times, complex designs are necessary in order to show that a program has had an effect on youth.

There are two basic issues at the core of the design of all outcome evaluations. Both of these issues center on the need to show that a program is responsible for observed changes in individuals. In an ideal world, all outcome evaluations should involve the "pre-and-post testing" of participants and should include a plan for the creation of a "comparison group."

Pre and post program observations of individuals. The "Pre-and Post" testing of individuals is a fundamental way of demonstrating that the individuals participating in a program have changed their performance on selected outcome indicators. Suppose you are offering a youth program that has targeted changes in youth's social competencies and self-esteem. You have selected indicators (measures) to assess these outcomes. You administer these measures prior to the youth participating in the program and then again some time after they have completed their participation in the program. Improvements on these measures provide insight into how the program may have caused changes in the youth.

Comparison Groups provide outcome evaluators with a means of demonstrating that individuals within a program changed as a result of the program and not as a result of factors outside the program. The youth in a particular program may change because of their exposure to the program. However, they may change as a

result of other factors as well. The best way to know whether or not observed changes occur due to the program or other "confounding" factors is to compare participants to a matched group of others who do not participate in the program.

For example, if you offered a tutoring program after school and your goal was to improve students' academic achievement, you would want to know whether or not students improved on several related outcome indicators (grades, attendance, attitudes towards school) following participation in the program. You would conduct a pre-test and post-test and find that participants did change in the expected ways. You would conclude that the tutoring program is paying dividends.

However, it is possible that other factors in the school environment, other than your program, are responsible for changes in students' achievement orientation. Suppose the school had recently had a series of assemblies for all students in the school focusing on "personal and academic development." Suppose "peer-helpers" within the school had recently launched a campaign promoting the importance of education. It is possible that these experiences accounted for the changes in student achievement rather than attending the after-school-tutoring program.

If the design had included a comparison group of students from the same school who completed the same pre and post-test measures but did not attend the tutoring program, the influence of outside factors such as the assemblies and peer helpers can be ruled out. If only the students in the tutoring program improved their school achievement we can be more confident that the tutoring program caused the changes. However, if students in the tutoring program and students not in the tutoring program both improved then we must conclude that events within the school rather than the tutoring program are responsible for the changes.

In summary, the best way to eliminate rival explanations for your program's outcome is to include a comparison group in your evaluation design. Ideally, the members of the comparison group are selected at random from the same group or population as the participants. That is, some youth would be randomly pre-selected to receive the program and others would be pre-selected to not receive it, or receive it at a later time. Both groups would be given the same baseline, pre-test, measurements and post-tests at the same times. We would expect the group that received the program to show more change on the selected measurements than the group that did not receive the program. Since both groups are assumed to be equal, any changes in the group that received the program can be attributed to the program rather than something outside the program.

Instead of random selection, another method is to select a comparison group that is "matched" on a number of factors. That is, every youth assigned to receive the program is matched with another youth who becomes part of the comparison group that will not receive the program. Individuals might be matched on such factors as age, gender, ethnic/racial background, grade in school, economic level, family structure, or academic test scores. The factors to be used to match individuals in the two groups depends upon the goals and objectives of the program and your assessment of which factors are most likely to affect the changes you expect to see.

In Box 6.1, we list the kinds of designs most often found in program evaluations. They are listed in order of simplicity. The simpler the design, the less likely it is to resolve the issue of rival explanations for your evaluation findings. We encourage program evaluators to think about the advantages and disadvantages of each of these designs. Again, it is important to emphasize that the goal of outcome evaluation is to show that programs change the knowledge, attitudes, beliefs, or behaviors of individuals. This requires a research design that supports the claim that changes observed within the group of participants come about as a result of their participation in the program.

Methods for Collecting Outcome Data

When planning an outcome evaluation, you need to make decisions about how to collect outcome data. There are a variety of methods available to collect important program information. These methods are generally thought of as falling under the categories of *qualitative* or *quantitative* methods. **Qualitative methods** generally rely on personal or group interviews (e.g., focus groups). These methods attempt to capture participants' personal experiences, the meaning they apply to those experiences, or their own unique explanations of those experiences. The task of a qualitative method is to offer a setting where people can accurately and thoroughly give their point of view about the program (Sewell, 1999). In contrast, **quantitative methods** deal with numbers. Participants' answers to a set of questions are assigned numbers and these numbers are compiled into scores that are then analyzed with statistics such as averages, percentages, and correlations.

Qualitative Methods

Personal and Group Interviews

Generally, personal and group interviews focus on a limited number of open-ended questions—those that require more than yes or no answers. Interviews allow youth, parents, or others the opportunity to offer their opinions in their own words. The general advantage of interviews is that they are more like a conversation. Participants have an opportunity to share their own personal experiences in the program.

Personal and group interviews are a way to gather information at the end of a program about how successful or well received the program was. That is, were the youth satisfied with it? Why or why not? What did they like most about it? How did it help them? What did they learn? Or what did the parents (staff, volunteers, etc.) like about the program? What changes in the youth did their parents observe after they completed the program**?**

It is difficult to use personal interviews for the purposes of collecting outcome data. First, they are time-consuming. Second, although they may be useful with a post-test only design, they are not well suited for pre-and post-test comparisons (see Box 6.1). It is difficult to reliably compare what people said at one point in time with what they said at another point in time. Third, it is not easy to adapt interview procedures when the goal is to collect information on some complex set of outcomes. For example, it is possible to develop an interview to ask youth whether or not they have more or less information about various illegal drugs as a result of a drug awareness program. It is much more difficult to develop an interview to reliably and validly assess youth's attitudes towards drug use. Finally, because of the conversational, open-ended quality of interviews, it is difficult to code the results into meaningful categories or numbers that can be subjected to analysis.

Quantitative Methods

Existing Records

When conducting outcome evaluations, it may be possible to use data from existing records to assess targeted outcomes. This can save a lot of time and effort. Existing records refer to information that is acquired from secondary sources rather than from one's own data collection efforts (Hatry, 1994). That is, the information

was not collected as part of the current evaluation. Instead, it was collected by someone else for another purpose.

Examples of existing data are school records, (grades, attendance records, test scores), or information routinely collected by town halls, police, courts, or after school programs. It might be possible to use data such as these to document outcomes. For example, a tutoring program might use changes in students' grades as an outcome indicator. Existing grade records can be used to chart whether or not students' grades have changed as the result of participation in the tutoring program.

While existing records have some valuable uses, they are of limited use for most outcome evaluations. Existing records are not available for many of the outcome categories of interest to youth programs. Furthermore, some outside sources may not provide information about the specific individuals who are participating in your program. If this is the case, these outside sources of information will not help you evaluate the outcome or impact of your program on the actual participants. Lastly, since the data is collected by someone else for a different purpose, it may not cover all of the important questions you wish to have answered.

Surveys

Surveys are the most widely used method of collecting information for outcome evaluations. Surveys are a systematic way of asking people to volunteer information about their own knowledge, attitudes, beliefs, or behaviors (Polland, 1998). A survey also is a systematic method of collecting information that can be expressed numerically. Each question in the survey is accompanied by categories, or response choices, that are assigned numerical values. Examples of frequently used survey response formats and their corresponding numerical codes are shown in Box 6.2. A survey instrument is the tool used to collect the survey information. The most common tool is the questionnaire. Other tools include checklists or personal interview schedules.

Purpose of Surveys

At the outset of the program, surveys can provide baseline data on the knowledge, attitudes, beliefs, or behaviors of participants before they enter the program. Once the program is underway, surveys can measure the level of participants' satisfaction with the program. With a very few simple questions, you can determine how satisfied participants are with such items as: (1) the content of the program, (2) program staff, (3) facilities, (4) equipment, (5) hours of operation, or (6) responsiveness of the program to youth's needs.

During an outcome evaluation, a survey can help measure the effect your program is having on participants' knowledge, attitudes, beliefs, or behaviors. If you collected baseline data at the beginning of the program, you can administer the same questions again and compare the responses. Or, at the end of the program, you could simply ask participants to rate how much they have changed on a list of targeted attitudes, beliefs, or behaviors as a result of participating in the program.

Observer Ratings

In contrast to surveys that ask respondents to provide information about themselves, observer ratings rely on another individual to provide information about someone else. The observer is asked to evaluate the knowledge, skills, or behaviors of members of the target group. Notice that observer ratings are not very effective in assessing another person's attitudes or beliefs. Observer ratings are often referred to as an outsiders' perspective because they are most useful for evaluating the kinds of things that can be seen directly. It is not possible to directly observe another person's thoughts. We must rely upon them to tell us that kind of information about themselves.

Never-the-less, observer ratings can be especially useful for evaluation purposes. They can provide an independent source of information about changes in program participants. One limitation of survey questionnaires is that we can never be completely sure if people are telling us what they actually think or how they actually behave. They might just be telling us what they think we want to hear. Asking someone else to tell us about the target person's behavior avoids this concern. However, observer ratings have a limitation as well. The observer may misinterpret the actual meaning of the behaviors they observe. In other words, they may misperceive the target person's intentions. For example, a teacher or staff member standing some distance away may observe one youth pushing another youth. The observer may interpret this action as hostile and believe that the person's intention was to harm the other youth. In fact, the push may have been to protect the second youth from falling into a hole that was straight ahead or a playful gesture that the participants defined as "fooling around."

Observer ratings require that the knowledge, skills, or behaviors of program participants be counted in some way. Two common methods of recording these counts are (1) simple behavior counts, and (2) standardized rating forms.

Simple Behavior Counts. The simplest method for observer ratings is when program staff or the program evaluator develops their own list of items that are specific to the program. For example, staff may be asked to rate youth's level of

investment in a recreational activity. How often do they attend? How active are they during the activity? Have there been improvements in their motor skills? Have there been improvements in their social skills (e.g., do they get along better with other youth in the program)? How positive or negative are they towards the accomplishments of other peers?

A major strength of this kind of rating method is that the items can be developed to closely match the targeted outcomes that have been defined by the program. The major limitation is that there is no information available on the reliability or validity of this kind of outcome indicator. We cannot be sure that the items adequately measure the outcome in question.

Standardized Rating Forms.   Standardize rating forms have been developed by researchers who have tested the forms on a variety of sample populations and in differing circumstances. This offers a clear advantage in terms of evaluation because we can have more confidence that the ratings completed by our observers will actually measure what is supposed to be measured.

Whether you develop your own simple behavior counts or use a standardized rating form, it is better to have at least two observers rate your program participants rather than one. That way you can have more confidence that any changes that have been observed actually occurred. Alternatively, you might combine one observer's ratings with another method such as a self-report survey questionnaire. In this way, each method serves as an independent check on the other.

Box 6.1
Evaluation Designs Often Found in Youth Programs

Post-test only. A one-time assessment conducted after the program is completed to determine the effects of the program on participants. Since there is no pre-test to compare with, you cannot be sure if the program had an effect or whether another factor unrelated to the program had an effect. However, this design is useful in that it provides you with information on where your participants stand at one point in time.

Example: After participating in a youth mentoring program, a questionnaire was given to the participants. This questionnaire was administered only once, at the end of the program and was designed to measure what participants thought they had learned.

Pre- and post-test. Allows the researcher to establish a baseline of knowledge, attitudes, beliefs, or behaviors prior to the start of the program. The pre-test scores can be compared to the post-test scores given at the end of the program to determine if there was a change. While using a pre- and post-test design will increase the validity of your evaluation, it is not guaranteed that the results are necessarily due to the program. The results may be the influence of some unknown event.

Example: Prior to the start of a youth mentoring program, participants received a questionnaire that measured their attitudes toward school. After the program ended, the same questionnaire was re-administered to participants. The scores obtained before the program started were compared to the scores obtained after the program ended to determine if participants' attitudes toward school had improved.

Pre- and post-test with a comparison group. Allows the evaluator to have greater confidence that the changes in the participants are because of the program and not some other unknown influence. The comparison group does not receive the program but is administered the same pre- and post-tests. Changes on the pre- and post-test scores of the comparison group are compared with pre- and post-test changes of the program participants.

Example: Youth who attend a two-day per week mentoring program on Tuesdays and Thursdays are offered a computer game to help improve their reading skills. Youth who attend the program on Mondays and Wednesdays read together in a group but do not have access to the game. At the end of the program both groups receive the same pre- and post-reading test. Changes in the two sets of scores are compared to see if the computer game helped in developing reading skills.

Pre- and post test with experimental control group. This design is the same as pre and post with comparison group, except that the groups are formed by randomly assigning participants to one of the other conditions (computer game, group reading) or by matching members in each group on important characteristics (age, grade level, gender, race/ethnicity, income, etc.).

Box 6.2
Examples of Survey Questionnaire Response Formats

2	1
Yes	No

4	3	2	1
Always	Sometimes	Rarely	Never

5	4	3	2	1
Extremely Satisfied	Somewhat Satisfied	Only a little Satisfied	Not Very Satisfied	Not at all Satisfied

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

5	4	3	2	1
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

5	4	3	2	1
Strongly Approve	Approve	Neither Approve Nor Disapprove	Disapprove	Strongly Disapprove

Excellent   10   9   8   7   6   5   4   3   2   1   Poor [1]

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[1] This last example is referred to as a "semantic differential format" because the participants must evaluate the difference in their minds between the words given. Other words can be substituted for the words Excellent and Poor that were used in the above example: Others are: Appropriate/Inappropriate, Necessary/ Unnecessary, Effective/Ineffective, Strong/Weak, Disciplined/Undisciplined, Motivated/Unmotivated, Committed/Uncommitted, Decisive/Indecisive, or Independent/Dependent.

CHAPTER 7: ANALYZING AND PRESENTING YOUR RESULTS

Chapter Overview

This chapter will offer some ideas about how the information collected during the evaluation can be analyzed and presented in a clear and understandable way. It will be especially useful to those who wish to complete their own analysis using some basic strategies.

Following the collection of evaluation data you will need to decide how to best analyze and report your results. There are five basic steps to analyzing and reporting evaluation findings. These include:

- Data processing
- Tabulating the data
- Selecting an analysis strategy
- Providing an explanation of your findings
- Presenting the data in a clear and understandable form

Data Processing: Entering Data and Checking for Errors

Processing the data means transferring the information recorded on questionnaires, rating forms and other documents to either a computer or a new form that helps you summarize the data. Data processing does not need to involve computers, although the use of computers usually will make data analysis much easier.

In computerized data processing, the main activity is data entry. This involves transferring the information from your questionnaires or rating forms directly to a computer file. A number of easy-to-use database or spreadsheet software programs are available for data entry and data analysis. Depending on how complex the evaluation is, you may need to use more sophisticated statistical packages. If you will be tabulating data by hand, transfer the data onto a simple spreadsheet whenever possible.

Please note, whatever means you use for data entry (computerized processing or a hand-written form), it is important to check for errors. It is important that the data be accurately recorded. For example, to check for errors you could enter all data twice and compare the two data files, checking for the discrepancies between the

files. If this seems too cumbersome, enter a percent of the data twice (say 10%) and check for discrepancies. If errors are pervasive, recheck all of the data that have been entered. The main point here is that the evaluation of a program will not be successful if the data are compromised by a high percent of errors in data processing.

Tabulating the Data

When questions and questionnaires are used to document outcomes it is important to have a plan in mind for how this information is best tabulated for summary purposes. Usually this process begins with computing summary scores for the questionnaires you have used for the evaluation. Perhaps the discussion of how to tabulate evaluation data is best done through the use of an illustration.

Let's imagine that a youth program has been designed to improve youth personal adjustment. The evaluation used a pre- and post-test design and a self-efficacy questionnaire was the principal outcome indicator. The self-efficacy questionnaire was administered to youth when they first entered the program and re-administered after one year of participating in the program. To show that the program has had a positive effect on youth, it will be necessary to show that participants' self-efficacy scale scores changed in some meaningful way over the time interval.

The analysis of these data begins with computing self-efficacy scores for each youth that completed the measure. This is done simply by adding together the responses of each youth on all of the items in the self-esteem questionnaire.

Here it is important to make sure that scale scores are computed correctly. Many scales contain items that are worded in opposite ways. This means that some items will need to be *reverse-scored,* so that all of the items relate to one another in a consistent way.

In the example above, each youth who attended the program will have two scores on the self-efficacy measure -- one for the pre-test and one for the post-test. The tabulation of these two scores sets the stage for further analyses of the evaluation data.

Selecting an Analysis Strategy

All evaluations are organized around key questions that must be addressed through analyses of the data. This requires developing an analysis strategy.

Keeping with the example above, the question addressed in the evaluation was, *does participation in the program have an impact on youth personal adjustment, as reflected in positive changes in participants' reports of self-efficacy*. We need to devise an analysis strategy that addresses this question.

Below we list examples of different analysis strategies that could be employed:

1. We could calculate the average score on the self-efficacy questionnaire for all youth on the pre-test and the post-test. These averages would be calculated by adding all pre-test scores of all the youth together and dividing this total by the number of youth in the program. The same procedure would be repeated for the post-test scores. These two averages could then be contrasted to show that participation in the program resulted in a change in the overall profile of self-efficacy scores among the participants in the program.

Suppose the average score for all youth who completed the pre-test was 58 and the average score for the same group for the post-test was 69. Based on the finding that the average score changed by a total of 11 points, it could be argued that the data show that the program produced a positive change in youth.

2. We could calculate the percentages of youth who showed a positive change in their self-efficacy scores as a result of participating in the program. To do this we need to compute a "change score" for each youth. A change in score is computed by subtracting the post-test score from the pre-test score of each youth in the program.

We could, then, calculate the percentage of youth that showed a positive change (as compared to those who showed no change or a negative change) after one year in the program. To calculate these percentages, you first need to calculate the number of participants whose self-efficacy scores improved, stayed the same, and declined. Then, divide these numbers by the total number of youth involved in the program.

For example, suppose the program involved 100 youth, and 60 of the youth showed increases in their scores, 30 showed no change, and 10 showed declines. The percent of youth who showed a positive change in their self-efficacy would be 60, the percent showing no change would be 30 and the percent showing a decline would be 10. Showing that 60 percent of the youth involved in the program reported positive changes in self-efficacy can be used to argue that the program produced a positive change in youth.

It is important to think about how the data may be further broken out by key characteristics as part of the evaluation process. For example, it might be interesting to examine how the program affected males compared to females. Or, it might be interesting to examine how the program affected youth from different family types (two-parent households versus single-parent households, for example). To do this, the above analyses would be repeated, after having separated the participants into the selected categories.

Many computer programs can compute these simple data break-outs for you. Making all of these computations by hand is not only time consuming but increases the likelihood of making errors.

These data can be analyzed using more powerful statistical tests. We view a discussion of these "statistical tests of significance" as being beyond the scope of this manual. It is important, however, to understand that more sophisticated statistical procedures can be employed to better understand the results of your evaluation. It is strongly recommended that programs consult with individuals who have an understanding of statistical methods if it is desirable or necessary to subject your evaluation data to more rigorous statistical analyses.

Presenting Your Data in Clear and Understandable Form

Reports need to be prepared summarizing the findings of your evaluation. As you prepare these reports keep in mind that visual presentations in the form of tables and charts will make the data more understandable to readers. Furthermore, once you have developed a way of organizing and summarizing your results, using these same formats each "reporting period" will help track changes over time. Although it is important to accompany visual displays with narrative discussions of the findings, each table and/or chart should be as self-explanatory as possible.

Typical ways of presenting data include data tables, bar charts and pie charts.

Data Tables. Data tables can summarize numerical data effectively by grouping together or breaking out relevant information. Below is a table depicting changes in the average scores on youth's self-efficacy.

Changes in Youth Self Efficacy

	Pre-test	Post-test
Boys	25.6	31.4
Girls	26.8	33.1

Bar Charts. Bar charts are useful to display distributions of categorical data. Consider, for example, the bar chart illustrated below. This bar chart depicts the average pre- and post-test scores of boys and girls on a measure of their attitudes toward school.

Changes in Attitudes Toward School
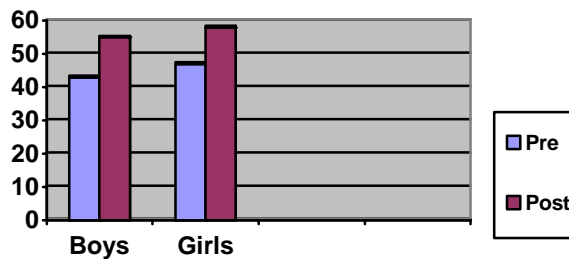
Pie Charts. Pie charts illustrate distributions of a given outcome indicator. That is, since the entire pie must add up to 100 percent, various slices of the pie provide visual description of how the overall data are distributed. For example, the pie-chart illustrated below shows the percentages of youth who feel that parent/adolescent communication is "much better", "somewhat better", "not changed", or "somewhat worse" as a result of their participation in a program.

Youth's Communication with Parents
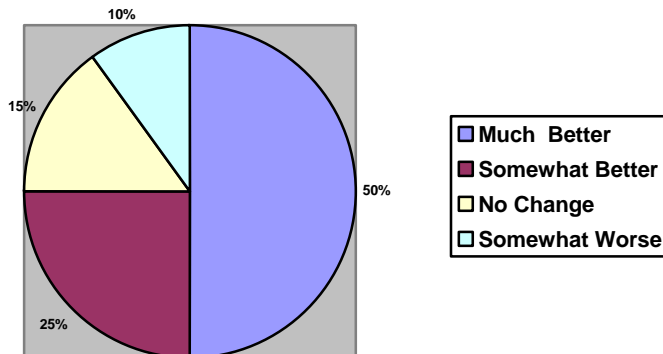
Providing an Explanation of Your Findings

It is not enough to simply present the outcome data. You also should provide discussions and explanations of your findings to help your stakeholders understand what the numbers mean.

This generally includes

1. Describing the methods that were used to collect your data
2. Describing the strategies that were used to analyze the data
3. Providing a narrative that gives an explanation as to what the results mean

Providing a narrative to help stakeholders understand what the findings mean is an especially important part of your presentation. Remember that you are more familiar with the program and the evaluation than those who read your report. You are in the best position to explain how the findings reflect program success.

For instance, in the example above we found that 60% of the youth who participated in the program reported positive changes in self-efficacy. After stating this finding, you might wish to explain why this is meaningful. You might explain that this is quite impressive given the fact that most of the youth that participated in the program came from a "high risk" population. You might also want to explain why you think 30% of the participants remained unchanged and another 10% reported feeling worse about themselves rather than better.

Another way to highlight your results is to provide several anecdotes or success stories. As helpful as numbers are in presenting your results, a good story or two can reveal how participants actually responded to the program. This adds depth and color to your findings by showing how real people were helped in some specific ways.

Sometimes your findings may not meet expectations. It is important to once again highlight the fact that one of the purposes of evaluation is to improve the programs we offer to youth. So, even though it may be disappointing when the results do not come out the way we had hoped, it is still important to offer some possible reasons why. Furthermore, it is important to explain what steps will be taken to correct any shortcomings that have been found. When outcomes are worse than expected, stakeholders will appreciate hearing your possible explanations and your

suggestions about what will be done to improve the program. This strategy demonstrates that you recognize the shortcomings and have a plan to address them.

Any evaluation is at best a representation of what actually went on in a program. No evaluation can capture every change experienced by every participant. Program successes can be measured in many ways. Through careful thinking about program goals and objectives at the outset, an evaluation plan can be devised that will improve chances of capturing the best of what the program accomplished.

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Appendix A
Checklist for Evaluation Planning

❑ Has the evaluation been part of the planning of the program from the start?

❑ Is there someone on the staff who is skilled enough to manage all phases of the evaluation *or* has the program budgeted funds for all costs related to hiring outside help?

What Types of Evaluation are Included in the Plan?
❑ Will process data be collected?

❑ Will an outcome evaluation be conducted?

Has the program:
❑ Clearly defined its goals?

❑ Clearly defined its objectives?

❑ Specified its outcomes?

❑ Selected outcomes that are clearly defined and logically related to goals and objectives?

Do the targeted outcomes address one of more of these outcome categories?

❑ Youth Personal Adjustment	❑ Positive Youth/School Connections
❑ Youth Social Competencies	❑ Positive Youth/Peer Connections
❑ Relationships with Family	❑ Positive Youth/Community Connections
❑ Positive Adult/Youth Relationships	

Has the program:
❑ Selected outcome indicators (measures) for its outcomes?

What methods of collecting information will be used?

❑ Personal Interviews	❑ Existing Records
❑ Questionnaire Surveys	❑ Observer Ratings

Has the program developed an effective evaluation design?
❑ Does it include pre- and post-tests?

❑ Does it include a comparison group?

Is there a clear plan for:
❑ Analyzing the collected data?

❑ Presenting the data in a clear and understandable form for the final report?

Appendix B

Sample Consent Form for Child to Engage in Program Assessment

I give my consent for my child to participate in evaluations conducted at _____. I understand that his/her answers to questionnaires (or interviews) will be confidential. They will be used only to evaluate the effectiveness of the program and the program's activities.

CHILD'S NAME: _____

SIGNATURE OF PARENT OR GUARDIAN:

DATE:

Appendix C

Sample Demographic Information Form

Child's Name: _____

Gender: ____ Male   ____ Female

Date of Birth: _____

Grade in School: _____

Race: Check One
_____ Black
_____ Hispanic/Latin
_____ Asian
_____ White
_____ American Indian
_____ Other

Family Status: Please check the line that best describes the adults living in your home right now.

_____ Mother and Father
_____ Mother only
_____ Father only
_____ Mother and Stepfather
_____ Father and Stepmother
_____ Other Relatives
_____ Foster Home
_____ Other (please specify): _____

What range does your household income fall within? Please check the appropriate space below.

_____ AFDC
_____ $0 - $9,999
_____ $10,000 – $19,999
_____ $20,000 – $29,000
_____ $30,000 - $39,000
_____ Over $40,000

Appendix D

Measurement Scales and Descriptions

Outcome Category 1: Youth Personal Adjustment

1. Social Self-Efficacy Scale (Muris, 2001)

Description: This subscale measures youths' self-assessments of their ability to negotiate social situations and produce successful social interactions.

Ages: This scale is recommended for youth ages 14-18 (Grades 8-12).

Reliability: Alpha is .85.

Number of Items: 8.

Scoring Procedures: The responses for items range from 1= Not Very Well to 5= Very Well. There are no items that need to be reversed scored. Responses are summed to produce the total score.

Permission: Not required for use of this scale.

Circle the answer that best shows how well you can do each of the following things.

1.How well can you express your opinions when your classmates disagree with you?	Not Very Well 1	2	3	4	Very Well 5
2.How well can you become friends with other youth?	Not Very Well 1	2	3	4	Very Well 5
3.How well can you have a chat with an unfamiliar person?	Not Very Well 1	2	3	4	Very Well 5
4.How well can you work in harmony with your classmates?	Not Very Well 1	2	3	4	Very Well 5
5.How well can you tell other youth that they are doing something that you don't like?	Not Very Well 1	2	3	4	Very Well 5
6.How well can you tell a funny event to a group of youth?	Not Very Well 1	2	3	4	Very Well 5
7.How well do you succeed in staying friends with other youth?	Not Very Well 1	2	3	4	Very Well 5
8.How well do you succeed in preventing quarrels with other youth?	Not Very Well 1	2	3	4	Very Well 5

2. Academic Self-Efficacy Scale (Muris, 2001)

Description: The academic self-efficacy subscale measures youths' perceptions of their ability to manage their own learning and succeed academically.

Ages: This scale is recommended for youth ages 14-18 (Grades 8-12).

Reliability: Alpha is .88.

Number of Items: 8.

Scoring Procedures: The responses range from 1= Not Very Well to 5= Very Well. There are no items that need to be reversed scored. Responses are summed to produce the total score.

Permission: Not required for use of this scale.

Circle the answer that best shows how well you do in each of the following situations**.**

1. How well can you get teachers to help you when you get stuck on your schoolwork?	Not Very Well 1	2	3	4	Very Well 5
2. How well can you study when there are other interesting things to do?	Not Very Well 1	2	3	4	Very Well 5
3. How well can you study a chapter for a test?	Not Very Well 1	2	3	4	Very Well 5
4. How well do you succeed in finishing all your homework everyday?	Not Very Well 1	2	3	4	Very Well 5
5. How well can you pay attention during every class?	Not Very Well 1	2	3	4	Very Well 5
6. How well do you succeed in passing all your subjects?	Not Very Well 1	2	3	4	Very Well 5
7. How well do you succeed in satisfying your parents with your school work?	Not Very Well 1	2	3	4	Very Well 5
8. How well do you succeed in passing a test?	Not Very Well 1	2	3	4	Very Well 5

3. The Optimism Scale.
This subscale is part of the Mental Health Measure in the National Longitudinal Survey of Youth (1997).

Description: Optimism is the general expectation that good things will happen. This subscale measures the level of optimism that youth feel about themselves and their future.

Ages: 12-18 years (Grades 6-12).

Reliability: Evidence of content and predictive validity has been established by virtue of the scale having been used by the U.S. Department of Labor to assess national samples of youth since 1986.

Number of items: 4.

Scoring Procedures: Responses range from 1= Strongly Disagree 2= Disagree 3= Agree and 4= Strongly Agree. Reverse coding: Items 2 and 4 are reverse coded and then the responses are totaled for the optimism score.

Permission: Not needed to use this scale.

Circle the answer that best shows how you feel.

1. In uncertain times, I usually expect the best.	Strongly Disagree	Disagree	Agree	Strongly Agree
2. I rarely count on good things happening to me.	Strongly Disagree	Disagree	Agree	Strongly Agree
3. I'm always optimistic about my future.	Strongly Disagree	Disagree	Agree	Strongly Agree
4. I hardly ever expect things to go my way.	Strongly Disagree	Disagree	Agree	Strongly Agree

4. The Resilience Scale (Neill & Dias, 2001)

Description: Resilience is the ability to cope with, and respond successfully to, various life stressors. This scale measures components of resilience in different domains of young peoples' lives, ranging from planning and thinking ahead to level of independence. The items are easy to read, but the scale takes more time to complete due to the number of items.

Ages: 12-18 (Grades 6-12).

Reliability: Alpha is .91.

Number of items: 25.

Scoring Procedures: Responses range from 1= Disagree to 7= Agree. No responses require reverse coding. Responses are summed to produce a total scale score.

Permission: Not needed to use this scale.

Circle the answer that shows how much you agree or disagree with each statement below.

	Disagree						Agree
1. When I make plans I follow through with them.	1	2	3	4	5	6	7
2. I usually manage one way or another.	1	2	3	4	5	6	7
3. I am able to depend on myself more than anyone else.	1	2	3	4	5	6	7
4. Keeping interested in things is important to me.	1	2	3	4	5	6	7
5. I can be on my own if I have to.	1	2	3	4	5	6	7
6. I feel proud that I have accomplished things in life.	1	2	3	4	5	6	7
7. I usually take things in my stride.	1	2	3	4	5	6	7
8. I am friends with myself.	1	2	3	4	5	6	7
9. I feel that I can handle many things at a time.	1	2	3	4	5	6	7
10. I am determined.	1	2	3	4	5	6	7
11. I seldom wonder what the point of it all is.	1	2	3	4	5	6	7
12. I take things one day at a time.	1	2	3	4	5	6	7
13. I can get through difficult times because I've experienced difficulty before.	1	2	3	4	5	6	7
14. I have self-discipline.	1	2	3	4	5	6	7
15. I keep interested in things.	1	2	3	4	5	6	7

Continue

16. I can usually find something to laugh about.	Disagree 1	2	3	4	5	6	Agree 7
17. My belief in myself gets me through hard times.	1	2	3	4	5	6	7
18. In an emergency, I'm somebody people generally can rely on.	1	2	3	4	5	6	7
19. I can usually look at a situation in a number of ways.	1	2	3	4	5	6	7
20. Sometimes I make myself do things whether I want to or not.	1	2	3	4	5	6	7
21. My life has meaning.	1	2	3	4	5	6	7
22. I do not dwell on things that I can't do anything about.	1	2	3	4	5	6	7
23. When I am in a difficult situation, I can usually find my way out of it.	1	2	3	4	5	6	7
24. I have enough energy to do what I have to do.	1	2	3	4	5	6	7
25. It's okay if there are people who don't like me.	1	2	3	4	5	6	7

End

5. The Social Connectedness Scale (Lee & Robbins, 1995)

Description: The scale assesses the degree to which youth feel connected to others in their social environment.

Ages: 14-18 (Grades 8-12).

Reliability: Alpha score is .91.

Number of items: 8.

Scoring Procedures: Responses range from 1= Strongly Disagree to 6= Strongly Agree. Reverse coding is necessary. All of the items are reversed. The items are then summed for a total score. A high score indicates more connectedness to others.

Permission: This scale requires permission from the authors for use. See the citation in the references.

Circle the answer that shows how much you agree or disagree with each of the following statements.

1. I feel disconnected from the world around me.	Strongly Agree 1	2	3	4	5	Strongly Disagree 6
2. Even around people I know, I don't feel that I really belong.	Strongly Agree 1	2	3	4	5	Strongly Disagree 6
3. I feel so distant from people.	Strongly Agree 1	2	3	4	5	Strongly Disagree 6
4. I have no sense of togetherness with my peers.	Strongly Agree 1	2	3	4	5	Strongly Disagree 6
5. I don't feel related to anyone.	Strongly Agree 1	2	3	4	5	Strongly Disagree 6
6. I catch myself losing all sense of connectedness with society.	Strongly Agree 1	2	3	4	5	Strongly Disagree 6
7. Even among my friends, there is no sense of brother/sisterhood.	Strongly Agree 1	2	3	4	5	Strongly Disagree 6
8. I don't feel that I participate with anyone or any group.	Strongly Agree 1	2	3	4	5	Strongly Disagree 6

6. Global Self Worth.
This subscale is derived from the Self Perception Profile for Young Children (Harter, 1985)**.**

Description: The global self worth subscale is an overall measure of how well children like themselves and whether or not they are happy with themselves and the way they are leading their lives.

Ages: 8-14 years old (Grades 3-8).

Reliability: Alpha score is .84.

Number of Items: 6.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left, items are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 3, 4, and 5 are reverse coded. Responses are then summed to produce a global self worth score. The higher the score the greater the child's self worth.

Permission: Not needed to use this scale although the author requests that this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale, which can be used to help explain how respondents should answer the questions.

. Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me	Only choose _one_ answer for each question			Sort of True for Me	Really True for Me
			Sample Item				
S A M P L E	☐	☐	Some kids would rather play outdoors in their spare time.	BUT	Other kids would rather watch T.V.	**X**	☐
Now continue…….							
1.	☐	☐	Some kids are often unhappy with themselves.	BUT	Other kids are pretty pleased with themselves.	☐	☐
2.	☐	☐	Some kids don't like the way they are leading their life.	BUT	Other kids do like the way they are leading their life.	☐	☐
3.	☐	☐	Some kids are happy with themselves as a person.	BUT	Other kids are often not happy with themselves.	☐	☐
4.	☐	☐	Some kids like the kind of person they are.	BUT	Other kids often wish they were someone else.	☐	☐
5.	☐	☐	Some kids are very happy being the way they are.	BUT	Other kids wish they were different.	☐	☐
6.	☐	☐	Some kids are not very happy with they way they do a lot of things.	BUT	Other kids think the way they do things is fine.	☐	☐

7. Rosenberg's Self Esteem Scale (Rosenberg, 1965).

Description: This scale is a measure of self-esteem, self worth, self-respect and ability. It is a well-established and frequently used scale that was created in 1965. It is easy to read and to score.

Ages: 14-18 years of age (Grades 8-12).

Reliability: Alphas are consistently in the range of .90 to .92.

Number of Items: 10.

Scoring Procedures: Responses are scored on a 4 point Likert scale ranging from 3=Strongly Agree to 0= Strongly Disagree. Responses 2,5,6,8,9 are reverse coded. Responses are summed to create a final score.

Permission: Not needed to use this scale.

Circle the answer that shows how much you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.	Strongly Agree	Agree	Disagree	Strongly Disagree
2. At times I think I am no good at all.	Strongly Agree	Agree	Disagree	Strongly Disagree
3. I feel that I have a number of good qualities.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. I am able to do things as well as most other people.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I feel I do not have much to be proud of.	Strongly Agree	Agree	Disagree	Strongly Disagree
6. I certainly feel useless at time.	Strongly Agree	Agree	Disagree	Strongly Disagree
7. I feel that I am a person of worth, at least on equal plane with others.	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I wish I could have more respect for myself.	Strongly Agree	Agree	Disagree	Strongly Disagree
9. All in all, I am inclined to feel like I am a failure.	Strongly Agree	Agree	Disagree	Strongly Disagree
10. I take a positive attitude toward myself.	Strongly Agree	Agree	Disagree	Strongly Disagree

Outcome Category 2: Youth Social Competencies

1. Responsible Choices Scale. This is a subscale of the Youth Assets Survey (Oman, Vesley, McLeroy, et al., 2002).

Description: This subscale is one of ten assets measured in the overall scale. Responsible Choices emphasizes good behavior, hard work, personal responsibility, and fairness. Other subscales in the Youth Assets Survey include family communication peer influence, future aspirations, responsibility, use of time, cultural respect, role models, and positive health behaviors.

Ages: 14-18 (Grades 8-12).

Reliability: Alpha score for this sub scale is .69.

Number of Items: 6.

Scoring Procedures: Responses are scored on a 4-point Likert scale ranging from 1= Not at all like you to 4= Very much like you. The items are totaled to create the final score.

Permission: Not needed to use this scale.

Circle the answer that best shows how much each of the following statements is like you.

1. You can say no to activities that you think are wrong.	Not at all like you	A little like you	Mostly like you	Very much like you
2. You can identify the positive and negative consequences of behavior.	Not at all like you	A little like you	Mostly like you	Very much like you
3. You try to make sure that everyone in a group is treated fairly.	Not at all like you	A little like you	Mostly like you	Very much like you
4. You think you should work to get something, if you really want it.	Not at all like you	A little like you	Mostly like you	Very much like you
5. You make decisions to help achieve your goals.	Not at all like you	A little like you	Mostly like you	Very much like you
6. You know how to organize your time to get all your work done.	Not at all like you	A little like you	Mostly like you	Very much like you

2. Ethnic Identity. This subscale is part of the Teen Conflict Survey (Bosworth & Espelage, 1995).

Description: This scale is a measure of an individual's respect for ethnic and cultural diversity and differences.

Ages: 14-18 years of age (Grades 8-12).

Reliability: Alpha reported at .73.

Number of Items: 4.

Scoring Procedures: Responses are coded in a 5-point Likert scale response format. Responses are scored as follows: Never =1, Seldom= 2, Sometimes= 3, Often= 4, and Always= 5. Responses are summed to create a final score.

Permission: Not needed to use this scale.

Circle the answer that shows how much of the time the statement applies to you.

1. I am proud to be a member of my racial/cultural group.	Never	Seldom	Sometimes	Often	Always
2. I am accepting of others regardless of their race, culture, or religion.	Never	Seldom	Sometimes	Often	Always
3. I would help someone regardless of their race.	Never	Seldom	Sometimes	Often	Always
4. I can get along well with most people.	Never	Seldom	Sometimes	Often	Always

3. Conflict Resolution. This scale is part of the Individuals Protective Factors Index (Phillips & Springer, 1992).

Description: This scale is a measure of one's ability to manage and resolve conflict in a positive way. The two conflict resolution skills emphasized are self-control and cooperation.

Ages: 14-18 (Grades 8-12).

Reliability: Alphas have been reported at .70 for Cooperation (see scale on page 73) and .68 for Self-control (see scale on page 74) (Pierce & Shields, 1998).

Number of Items: 6 per subscale.

Scoring Procedures: Responses are scored as follows: YES! = 4, yes= 3, no= 2 and NO! = 1. This format requires explanation to respondents before the scale is administered. Reverse coding is necessary. All six items on the self-control scale are reverse coded. Responses are then summed to create a final score. High scores then reflect more cooperation and self-control.

Permission: Not needed to use this scale.

Administration: Instruct the respondents to circle the answer that best indicates how much the question is like them. Explain that the big YES! and the big NO! are stronger answers than the small yes and the small no. So, if they completely agree with the statement they should circle, YES! if they agree a little they should circle, yes.

Circle the answer that shows how much you agree with the following statements. **YES!** means you agree a lot, **yes** means you agree and **no** means you disagree, and **NO!** means you disagree a lot.

1. I like to help around the house.	YES!	yes	no	NO!
2. Being part of a team is fun.	YES!	yes	no	NO!
3. Helping others makes me feel good.	YES!	yes	no	NO!
4. I always like to do my part.	YES!	yes	no	NO!
5. It is important to do your part in helping at home.	YES!	yes	no	NO!
6. Helping others is very satisfying.	YES!	yes	no	NO!

Circle the answer that shows how much you agree with the following statements. **YES!** means you agree a lot, **yes** means you agree and **no** means you disagree, and **NO!** means you disagree a lot.

1. Sometimes you have to physically fight to get what you want.	YES!	yes	no	NO!
2. I get mad easily.	YES!	yes	no	NO!
3. I do whatever I feel like doing.	YES!	yes	no	NO!
4. When I am mad, I yell at people.	YES!	yes	no	NO!
5. Sometimes I break things on purpose.	YES!	yes	no	NO!
6. If I feel like it, I hit people.	YES!	yes	no	NO!

4. Social and Personal Responsibility Scale (Conrad & Hedin, 1981)

Description: This scale measures the degree to which youth assume personal and social responsibility. This includes helping others, solving school or community problems, and making and keeping commitments.   The scale requires attention to detail and directions should be carefully explained to respondents' prior to administering.

Ages: 12-18 (Grades 6-12).

Reliability: Alpha is .83.

Number of Items: 21.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left, items are coded as follows: Always True for Me= 1, Sometimes True for Me= 2, Sometimes True for Me= 3, and Always True for Me= 4. Items 4,9,11,12,14,15,19, and 20 are reverse coded. Items are then summed for a total score with a higher score reflecting more social and personal responsibility.

Permission: Not needed to use this scale.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale which can be used to help explain how respondents should answer the questions.

The next set of questions give you choices about what you feel or think in different situations.
LOOK CAREFULLY AT THE SAMPLE QUESTION BEFORE ANSWERING and CAREFULLY READ THE
DIRECTIONS BEFORE YOU BEGIN. There are two steps to completing this survey.

First, decide whether you are most like the statement on the left or the statement on the right, but do not mark
anything *YET*.

Second, after you have decided which side is most like you, select whether the answer is always true or sometimes
true for you and place a check in that box .

<u>**FOR EACH LINE THERE SHOULD BE ONLY ONE BOX CHOSEN**</u>

Always true for me	Some-times true for me				Some-times true for me	Always true for me
☐	☐	Some teens worry about their grades	BUT	Other teens don't seem to worry about their grades	☐	**X**

**Now continue onto the questions on the next page, remember to read
carefully before answering…Read each statement then choose which
side is *most* like you (left or right) and then mark only <u>ONE</u> answer on
that side…**

Decide which statement on one side or the other is most like you and then choose your answer by marking only ONE box on that side of the question.

1. Always True for me	Sometimes True for me	Some teenagers feel bad when they let people down who depend on them.	BUT	Other teenagers don't let it bother them that much.	Sometimes True for me	Always True for me
☐	☐				☐	☐
2. Always True for me	Sometimes True for me	Some teens think it's the responsibility of the community to take care of people who can't take care of themselves.	BUT	Other teens think that everyone should just take care of themselves.	Sometimes True for me	Always True for me
☐	☐				☐	☐
3. Always True for me	Sometimes True for me	Some teens are interested in doing something about school problems.	BUT	Other teens don't really care to get involved in school problems.	Sometimes True for me	Always True for me
☐	☐				☐	☐
4. Always True for me	Sometimes True for me	In a group situation, some teens let others do most of the work.	BUT	Other teens help a group all they can.	Sometimes True for me	Always True for me
☐	☐				☐	☐

5. Always True for me ☐	Sometimes True for me ☐	**Some teens seem to find time to work on other people's problems.**	**BUT**	**Other teens find taking care of their own problems more than enough to do.**	Sometimes True for me ☐	Always True for me ☐
6. Always True for me ☐	Sometimes True for me ☐	**Some teens are interested in what other students in class have to say.**	**BUT**	**Other teens don't care that much about what other students have to say.**	Sometimes True for me ☐	Always True for me ☐
7. Always True for me ☐	Sometimes True for me ☐	**Some teens are interested in doing something about the problems in the community.**	**BUT**	**Other teens are not that interested in working on problems in the community.**	Sometimes True for me ☐	Always True for me ☐
8. Always True for me ☐	Sometimes True for me ☐	**Some teens carefully prepare for community and school assignments.**	**BUT**	**Other teens usually don't prepare that much.**	Sometimes True for me ☐	Always True for me ☐
9. Always True for me ☐	Sometimes True for me ☐	**Some teens would rather not present ideas in a group discussion.**	**BUT**	**Other teens feel comfortable in presenting ideas in a group discussion.**	Sometimes True for me ☐	Always True for me ☐

Continue onto next page

10. Always True for me ☐	Sometimes True for me ☐	**Some teens let others know when they can't keep an appointment.**	**BUT**	**Other teens don't call ahead when they can't make it.**	Sometimes True for me ☐	Always True for me ☐
11. Always True for me ☐	Sometimes True for me ☐	**Some teens think that people should only help people they know –like close friends and relatives.**	**BUT**	**Other teens think people should help people in general, whether they know them personally or not.**	Sometimes True for me ☐	Always True for me ☐
12. Always True for me ☐	Sometimes True for me ☐	**For some teens, it seems too difficult to keep commitments.**	**BUT**	**Other teens somehow manage to keep commitments.**	Sometimes True for me ☐	Always True for me ☐
13. Always True for me ☐	Sometimes True for me ☐	**Some teens' ideas are almost always listened to by a group.**	**BUT**	**Other teens have a hard time getting a group to pay attention to their suggestions.**	Sometimes True for me ☐	Always True for me ☐
14. Always True for me ☐	Sometimes True for me ☐	**Some teens don't think they have much to say about what happens to them.**	**BUT**	**Other teens feel that they can pretty much control what will happen in their lives.**	Sometimes True for me ☐	Always True for me ☐
15. Always True for me ☐	Sometimes True for me ☐	**Some teens don't think it makes much sense to help others unless you get paid for it.**	**BUT**	**Other teens think you should help others even if you don't get paid for it.**	Sometimes True for me ☐	Always True for me ☐
16. Always True for me ☐	Sometimes True for me ☐	**Some teens are good at helping people.**	**BUT**	**Other teens don't see helping others as one of their strong points.**	Sometimes True for me ☐	Always True for me ☐

17. Always True for me ☐	Sometimes True for me ☐	Some teens feel obligated to carry out tasks assigned to them by the group.	BUT	Other teens don't feel bound by group decisions.	Sometimes True for me ☐	Always True For me ☐
18. Always True for me ☐	Sometimes True for me ☐	Some teens think when good things happen, it is because of something that they did.	BUT	For other teens, there seems to be no reasons for good things happening, it is just luck when things go well.	Sometimes True for me ☐	Always True For me ☐
19. Always True for me ☐	Sometimes True for me ☐	Some teens prefer to have someone clearly lay out their assignments.	BUT	Other teens prefer to make up their own lists of things to do.	Sometimes True for me ☐	Always True For me ☐
20. Always True for me ☐	Sometimes True for me ☐	Some teens are not that worried about finishing jobs they promised they would do.	BUT	Other teens would feel really bad about not finishing jobs they promised they would do.	Sometimes True for me ☐	Always True For me ☐
21. Always True for me ☐	Sometimes True for me ☐	Some teens think they are able to help solve problems in the community.	BUT	Other teens don't think they can do anything about problems, because a few powerful people decide everything.	Sometimes True for me ☐	Always True For me ☐

End

5. Tolerance Scale. This scale is part of the Psychosocial Maturity Scale (Greenberger, 2001).

Description: Tolerance is a measure of comfort and acceptance of ethic and cultural diversity in people who are different than oneself.

Ages: separate scales for ages 10-11 (Grades 5-6), 14 (Grade 8) and 17 (Grade 11).

Reliability: The alpha scores for this sub scale range from .67 to .89 This scale was recently used by the Center for Applied Research on a group of youth ranging in age from 13-18 and produced and alpha of .67 (n= 230).

Number of Items: The 5th grade scale contains 10 items, 8th grade scale contains 9 items, and the 11th grade scale contains 11 items.

Scoring Procedures: The 5th, 8th & 11th grade versions are based upon similar sets of items. However, different items are used in each version. Each specific scale is included on the following pages. First select what age range best suits your assessment.

All three scales use a 4-point Likert scale ranging from 4= Disagree Strongly to 1= Agree Strongly. Reverse coding is necessary**.** For the 5th grade version, reverse 8 and 10. For 8th grade reverse 7 and 9. For the 11th grade version, reverse 3 and 9. The resulting item scores are summed to create the total scale score. Higher scores reflect greater tolerance.

Permission: Not needed to use this scale. Additional information on the scale can be obtained from the author: Ellen Greenberger Department of Psychology, School of Social Psychology SEII-3340 University of California at Irvine.

Circle the answer that most closely shows how much you agree or disagree with each of the following statements (5th grade version).

1. If a friend whose ideas about God are very different from mine gave me a religious magazine to read, I wouldn't read it.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
2. Allowing people to speak their ideas freely can't really help us find ways to improve our country.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
3. Nothing very bad could happen to our government just because a group of people makes speeches to turn other people against it.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
4. I don't think I could be close friends with a disabled person.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
5. A person who takes charity even though he or she could work shouldn't be allowed to vote.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
6. It would bother me to work for a person whose skin color is different from mine.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
7. I would not make friends with a person who had very different manners and clothes from most of my other friends.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
8. People of different races or skin color should get together at the same parties and dances.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
9. I would rather not live in a neighborhood where there are people of different races or skin color.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
10. I would not mind working closely on a job with a person whose skin color is different from mine.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly

Circle the answer that most closely shows how much you agree or disagree with each of the following statements (8th grade version).

1. If a friend whose ideas about God are very different from mine gave me a religious magazine to read, I wouldn't read it.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
2. Allowing people to speak their ideas freely can't really help us find ways to improve our country.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
3. Foreign-born people who live in the United States will feel happier in the long run if they never use their own language.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
4. I don't think I could be close friends with a disabled person.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
5. It would bother me to work for a person whose skin color is different from mine.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
6. I would not make friends with a person who had very different manners and clothes from most of my other friends.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
7. People of different races or skin color should get together at parties and dances.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
8. I would rather not live in a neighborhood where there are people of different races or skin color.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
9. I would not mind working closely on a job with a person whose skin color is different from mine.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly

Circle the answer that most closely shows how much you agree or disagree with each of the following statements (11th grade version).

1. If a friend whose ideas about God are very different from mine gave me a religious magazine to read, I wouldn't read it.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
2. You should avoid spending too much time with people who are not approved of, even if you think they are really all right.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
3. I would not mind being friends with a person whose father or mother was in trouble with the law.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
4. I don't think I could be close friends with a disabled person.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
5. Hippies should not move into neighborhoods where there are mostly older people and young children.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
6. It would bother me to work for a person whose skin color is different from mine.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
7. I would not make friends with a person who had very different manners from mine.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
8. I would rather not live in a neighborhood where there are people of different races or skin colors.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
9. I would not mind working closely on a job with a person whose skin color is different from mine.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
10. I wouldn't like to spend the weekend in the home of a friend whose parents don't speak English.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly
11. If I had a choice, I would prefer a blood transfusion from a person of the same skin color as mine.	Disagree Strongly	Disagree a Little	Agree a Little	Agree Strongly

Outcome Category 3: Relationships with Family

1. Parent Support Subscale. This subscale is part of the Social Support Scale for Children (Harter, 1985).

Description: The parent subscale measures the extent to which youth think their parents try to understand their feelings, and treat them in ways that make them feel important.

Ages: 8-13, Grades 3 – 8.

Reliability: Alpha is .84.

Number of Items: 6.

Scoring Procedures Responses are divided into two columns each with two response choices. Starting at the left, scores are coded as follows: Really True for Me= 1, Sort of True for Me= 2. Sort of True for Me= 3, and Really True for Me= 4. Items 3, 4 and 5 are reverse coded. Responses are summed to create a final score. A high score indicates greater parent support.

Permission: Not needed to use this scale. Author requests that this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale which can be used to help explain how respondents should answer the questions.

Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me	**Only choose one answer for each question**			Sort of True for Me	Really True for Me
			Sample Item				
S A M P L E	**X**	☐	Some kids like to do fun things with a lot of other people.	BUT	Other kids like to do fun things with just a few people.	☐	☐
1.	☐	☐	Some kids have parents who don't really understand them.	BUT	Other kids have parents who do really understand them.	☐	☐
2.	☐	☐	Some kids have parents who don't seem to want to hear about their children's problems.	BUT	Other kids have parents who do want to listen to their children's problems.	☐	☐
3.	☐	☐	Some kids have parents who care about their feelings.	BUT	Other kids have parents who don't seem to care very much about their children's feelings.	☐	☐
4.	☐	☐	Some kids have parents who treat their children like a person who really matters.	BUT	Other kids have parents who don't usually treat their children like a person who matters.	☐	☐
5.	☐	☐	Some kids have parents that like them they way they are.	BUT	Other kids have parents who wish their children were different.	☐	☐
6.	☐	☐	Some kids have parents who don't act like what their children do is important.	BUT	Other kids have parents who do act like what their children do is important.	☐	☐

2. Home Self Esteem. This subscale is derived from the Hare Self Esteem Scale (Hare, 2000).

Description: The scale asks respondents to give a self-evaluation of how they generally feel when they are with their family.

Ages: 12-18 (Grades 7-12).

Reliability: Test-retest correlations after three months have been found to range between .56 and .65 indicating good stability.

Number of items: 10.

Scoring Procedures: Response choices are coded as follows: Strongly Disagree= 1, Disagree= 2, Agree= 3, and Strongly Agree= 4. Items 2,4,6,8 and 10 must be reverse scored. Then the 10 items are summed for a total score. The higher the score, the higher the person's home self esteem.

Permission: Not needed for this scale.

Circle the answer that best shows how much you agree or disagree with each of the following statements.

1. My parents are proud of the kind of person I am.	Strongly Disagree	Disagree	Agree	Strongly Agree
2. No one pays much attention to me at home.	Strongly Disagree	Disagree	Agree	Strongly Agree
3. My parents feel that I can be depended on.	Strongly Disagree	Disagree	Agree	Strongly Agree
4. I often feel that if they could, my parents would trade me in for another child.	Strongly Disagree	Disagree	Agree	Strongly Agree
5. My parents try to understand me.	Strongly Disagree	Disagree	Agree	Strongly Agree
6. My parents expect too much of me.	Strongly Disagree	Disagree	Agree	Strongly Agree
7. I am an important person to my family.	Strongly Disagree	Disagree	Agree	Strongly Agree
8. I often feel unwanted at home.	Strongly Disagree	Disagree	Agree	Strongly Agree
9. My parents believe that I will be a success in the future.	Strongly Disagree	Disagree	Agree	Strongly Agree
10. I often wish that I had been born into another family.	Strongly Disagree	Disagree	Agree	Strongly Agree

3. Scale of Perceived Social Support-Family (Canty-Mitchell & Zimet, 2000).

Description: This scale measures individuals' perceptions of the amount of social support that they receive within the family.

Ages: 12-18 (Grades 7-12).

Reliability: Alpha has been reported to be .91. This scale was used recently by the Center for Applied Research on a sample of 1360 inner-city youth and alpha reliability was found to be .90.

Number of items: 4.

Scoring Procedures: To score this scale, Rarely or Never =1, A Little Bit =2, Sometimes =3, A Good Part of the Time =4 and Always =5. Then add up the responses. A higher score indicates a higher level of perceived social support.

Permission: Not needed for this scale.

Circle the answer that best reflects how much of the time each of these statements is true for you.

1	My family really tries to help me.	Rarely or Never	A Little Bit	Sometimes	A Good Part of the Time	Always
2	I get the emotional help and support I need from my family.	Rarely or Never	A Little Bit	Sometimes	A Good Part of the Time	Always
3	I can talk about my problems with my family.	Rarely or Never	A Little Bit	Sometimes	A Good Part of the Time	Always
4	My family is willing to help me make decisions.	Rarely or Never	A Little Bit	Sometimes	A Good Part of the Time	Always

4. Parent-Adolescent Communication (Adolescent and Parent forms)
(Barnes & Olson, 1982).

Description: This scale measures positive and negative aspects of
communication between teenagers and their parents. The scale can be used to
question the adolescent or either parent. When used with teens, it is
administered twice, once for each parent. There are two subscales: one
measures **positive aspects of communication** (items 1, 3, 6, 7, 8, 9, 13, 14,
16, 17) and the other measures **problems in communication** (items 2, 4, 5,
10, 11, 12, 15, 18, 19, 20). The subscales can be used separately or combined
for a total family communication score.

Ages: 12-18 (Grades 7-12).

Reliability: Alpha coefficients of both subscales and the total scale have been
found to be in the .78 to .92 range.

Number of items: 20 (10 per subscale).

Scoring Procedures: Response choices for this scale range from 1= Strongly
Disagree to 5= Strongly Agree. Items in each subscale are summed to arrive
at a subscale score. The higher the subscale score, the more positive (or
problematic) the communication. All 20 items can be combined for an overall
assessment of parent-adolescent communication. First reverse the scores of all
items in the problems subscale. Then add all 20 items together.

Permission: Permission to use these scales can be obtained from Dr. David
Olson, Family Social Science, University of Minnesota, 290 McNeal Hall,
1985 Buford Ave. St Paul, MN 55108.

(Parent Form)
Please circle the response that best shows how you and your child usually communicate.

1. I can discuss my beliefs with my child without feeling restrained or embarrassed.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
2. Sometimes I have trouble believing everything my child tells me.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
3. My child is always a good listener.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
4. I am sometimes afraid to ask my child for what I want.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
5. My child has a tendency to say things to me which would be better left unsaid.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
6. My child can tell how I'm feeling without asking.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
7. I am very satisfied with how my child and I talk together.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
8. If I were in trouble, I could tell my child.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
9. I openly show affection to my child.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
10. When we are having a problem, I often give my child the silent treatment.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5

11. I am careful about what I say to my child.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
12. When talking with my child, I have a tendency to say things that would be better left unsaid.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
13. When I ask questions, I get honest answers from my child.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
14. My child tries to understand my point of view.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
15. There are topics I avoid discussing with my child.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
16. I find it easy to discuss problems with my child.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
17. It is very easy for me to express all my true feelings to my child.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
18. My child nags/bothers me.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
19. My child insults me when s/he is angry with me.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
20. I don't think I can tell my child how I really feel about some things.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5

(Teen form)
Circle the answer that best shows how you communicate with your mother or father. Circle which parent you are filling out this form for by circling mother or father.

CIRCLE: **Mother**   **OR**   **Father**

1. I can discuss my beliefs with my mother/father without feeling restrained or embarrassed.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
2. Sometimes I have trouble believing everything my mother/father tells me.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
3. My mother/father is always a good listener.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
4. I am sometimes afraid to ask my mother/father for what I want.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
5. My mother/father has a tendency to say things to me that would be better left unsaid.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
6. My mother/father can tell how I'm feeling without asking.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
7. I am very satisfied with how my mother/father and I talk together.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
8. If I were in trouble, I could tell my mother/father.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
9. I openly show affection to my mother/father.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
10. When we are having a problem, I often give my mother/father the silent treatment.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5

11. I am careful about what I say to my mother/father.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
12. When talking to my mother/father, I have a tendency to say things that would be better left unsaid.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
13. When I ask questions, I get honest answers from my mother/father.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
14. My mother/father tries to understand my point of view	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
15. There are topics I avoid discussing with my mother/father.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
16. I find it easy to discuss problems with my mother/father.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
17. It is very easy for me to express all my true feelings to my mother/father.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
18. My mother/father nags/bothers me.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
19. My mother/father insults me when s/he is angry with me.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5
20. I don't think I can tell my mother/father how I really feel about some things.	Strongly Disagree 1	Moderately Disagree 2	Neither Agree or Disagree 3	Moderately Agree 4	Strongly Agree 5

5. Parental Involvement (Voydanoff & Donnelly, 1999)

Description: This scale measures how involved a parent or parents are in the lives of their children. Items ask whether or not parents have done things for their adolescent such as attend school events or talk to teachers during the past 3 months, 6 months, or year. You can select the appropriate period of time based upon your evaluation plan. The respondent simply checks off each item on the list that the parent has done during the selected time period.

Ages: 12-18 (Grades 7-12).

Reliability: Alpha for the scale was found to be .71.

Number of items: 9.

Scoring: The number of checked off items is summed for a total score. The more items checked, the more involved the parent has been during the selected period of time.

Permission: Not needed for this scale.

Administration: Instruct the respondents to check **all** items on the list that their parent or guardian has done in the last 3 months (6, months, or year). For younger respondents, give an indication of how far back this time frame goes by using a reference to an actual event, like the start of school, a holiday, or season. Explain to the respondent that parent means the person with whom they usually reside and who takes care of them. It does not have to be a birth parent.

How many of these things did your parent(s) or guardian(s) do during the past 3 months (Check all that apply)?

1		Talked to a teacher about my progress in school.
2		Attended a PTA or other school meeting.
3		Attended a school play, concert, sporting event, or other school activity.
4		Helped with a special school project, school trip, or other school activity.
5		Helped me with my homework.
6		Worked with a youth group, sports team or club.
7		Led a Sunday school class or other religious program.
8		Attended a class about parenting or raising a child.
9		Read a book or pamphlet about parenting or raising a child.

6. Parental Monitoring (Voydanoff and Donnelly, 1999)

Description: This scale measures how often parents know who their children are with and what they are doing when they are away from home

Ages: 12-18 (Grades 7-12)

Number of items: 2

Reliability: Internal consistency for the scale was reported by the developers to be .66. A recent study by the Center for Applied Research found an alpha reliability of .77 for a sample of 1360 inner city youth.

Scoring: Item responses range from 5 = Almost all the time to 0 = Practically never. To score the scale, add the responses to the two items together for a total score. The higher the score the more parents are monitoring their children.

Permission: Permission is not needed for this scale.

Choose the answer that best shows how often each of the following statements occurs for you.

1	How often do your parent(s) know **who you are with** when you are not at home?	Almost All the Time	Most of the Time	About Half the Time	Occasionally	Practically Never
2	How often do your parent(s) know **what you are doing** when you are not at home?	Almost All the Time	Most of the Time	About Half the Time	Occasionally	Practically Never

7. Parental Nurturance Scale (Buri, Misukanis & Mueller, 1989)

Description This scale measures parental nurturance from the child's point of view. The same form can be used twice to evaluate the child's mother and father.

Ages: 12-18 (Grades 7-12).

Reliability: Internal consistency has been reported at .95 for mothers and .93 for fathers.

Number of items: 28 (14 for each parent).

Scoring procedures: Responses range from 1= Strongly Disagree to 5= Strongly Agree. To score the scale, reverse code 1,3,7,8,11,13,14,16,18, 19,21,24. Sum all item scores together for a total score. A lower score indicates lower levels of nurturance and a higher score indicates higher levels of parental nurturance.

Permission: Not needed for this scale.

Administration: The following scale can be used for either mother or father. Be sure to use the correct version.

Circle the answer that best shows how much you agree or disagree with each statement.

1.	My mother seldom says nice things about me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2.	I am an important person in my mother's eyes.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
3.	My mother often acts as if she doesn't care about me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
4.	My mother enjoys spending time with me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
5.	My mother expresses her warmth and affection for me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
6.	My mother is easy for me to talk to.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
7.	I am tense and uneasy when my mother and I are together.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8.	I feel that my mother finds fault with me more often than I deserve.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
9.	My mother takes an active interest in my affairs.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
10.	I feel very close to my mother.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
11.	My mother does not understand me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
12.	My mother believes in me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
13.	I don't feel that my mother enjoys being with me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
14.	My mother doesn't really know what kind of person I am.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Circle the answer that best shows how much you agree or disagree with each statement.

1.	My father seldom says nice things about me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2.	I am an important person in my father's eyes.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
3.	My father often acts as if she doesn't care about me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
4.	My father enjoys spending time with me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
5.	My father expresses her warmth and affection for me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
6.	My father is easy for me to talk to.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
7.	I am tense and uneasy when my father and I are together.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8.	I feel that my father finds fault with me more often than I deserve.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
9.	My father takes an active interest in my affairs.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
10.	I feel very close to my father.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
11.	My father does not understand me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
12.	My father believes in me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
13.	I don't feel that my father enjoys being with me.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
14.	My father doesn't really know what kind of person I am.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Outcome Category 4: Positive Adult/Youth Relationships

1. Scale of Perceived Social Support- Significant Other Adult (Canty-Mitchell & Zimet 2000).

Description This scale measures an individual's perception of the amount of social support received from adults outside of the family.

Ages: 12-18 (Grades 7-12).

Reliability: Developers of the scale reported an alpha reliability .91. In a recent study conducted by the Center for Applied Research with 1360 inner-city youth, alpha was .90.

Number of items: 4.

Scoring procedures: Response choices for this scale are: Rarely or Never =1, A Little Bit =2, Sometimes =3, A Good Part of the Time =4, Always =5. Items are summed to produce the total score. Higher scores indicate higher levels of perceived social support.

Permission: Not needed for this scale.

Circle the answer to each of the following statements that is most true for you.

1. There is a special person who is around when I am in need.	Rarely or Never	A Little Bit	Sometimes	A Good Part of the Time	Always
2. There is a special person with whom I can share my joys and sorrows.	Rarely or Never	A Little Bit	Sometimes	A Good Part of the Time	Always
3. I have a special person who is a real source of comfort to me.	Rarely or Never	A Little Bit	Sometimes	A Good Part of the Time	Always
4. There is a special person in my life who cares about my feelings.	Rarely or Never	A Little Bit	Sometimes	A Good Part of the Time	Always

2. Presence of Caring. This subscale is derived from the Individual Protective Factors Index (Phillips & Springer, 1992).

Description: This scale measures the amount of support one receives from an adult.

Ages: 12-18 (Grades 7-12).

Reliability: Alpha reliability was reported at .65.

Number of items: 9.

Scoring procedures: To score this measure, items 1, 4, 5, 8, 9 are scored as follows: YES! = 4, yes = 3, no = 2, NO! = 1. Items 2, 3, 6, & 7 are reverse scored. A high score indicates a strong presence of caring and a low score indicates a weak presence of caring.

Permission: Not needed for this scale.

Administration: Instruct the respondents to circle the answer that best indicates how much the question is like them. Explain that the big YES! and the big NO! are stronger answers than the little yes and little no. So, if they completely agree with the statement they should circle, YES! if they agree a little they should circle, yes.

Circle "YES!" if the statement is very true for you; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false.

	YES!	yes	no	NO!
1. There are people I can depend on to help me if I really need it.	YES!	yes	no	NO!
2. There is not an adult I can turn to for guidance in times of stress.	YES!	yes	no	NO!
3. If something went wrong, no one would come to my assistance.	YES!	yes	no	NO!
4. There is an adult I could talk to about important decisions in my life.	YES!	yes	no	NO!
5. There is a trustworthy adult I could turn to for advice if I were having problems	YES!	yes	no	NO!
6. There is no one I can depend on for help if I really need it.	YES!	yes	no	NO!
7. There is no adult I can feel comfortable talking about my problems with.	YES!	yes	no	NO!
8. There are people I can count on in an emergency.	YES!	yes	no	NO!
9. There is a special person in my life who cares about my feelings.	YES!	yes	no	NO!

3. Teacher Support. This subscale is part of the Social Support Scale for Children (Harter, 1985).

Description: The teacher support subscale measures the extent to which a teacher helps the child if he/she is upset, helps the child do his/her best, and treats the child fairly.

Ages: 8-13 years old (Grades 3 – 8).

Reliability: Alpha score is .83.

Number of Items: 6.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left scores are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 1,3, and 6 are reverse coded. Responses are then summed to produce a teacher support score. The higher the score, the greater the child's sense of teacher support.

Permission: Not needed to use this scale. Author requests this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale, which can be used to help explain how respondents should answer the questions.

Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
			Sample Item				
S A M P L E	☐	☐	Some kids like to do fun things with a lot of other people.	BUT	Other kids like to do fun things with just a few people.	☐	X
Continue………….							
1.	☐	☐	Some kids have a teacher who helps them if they are upset and have a problem.	BUT	Other kids don't have a teacher who helps them if they are upset and have a problem.	☐	☐
2.	☐	☐	Some kids don't have a teacher who helps them do their very best.	BUT	Other kids do have a teacher who helps them do their very best.	☐	☐
3.	☐	☐	Some kids do have a teacher who cares about them.	BUT	Other kids don't have a teacher who cares about them.	☐	☐
4.	☐	☐	Some kids don't have a teacher who is fair to them.	BUT	Other kids do have a teacher who is fair to them.	☐	☐
5.	☐	☐	Some kids don't have a teacher who cares if they feel bad.	BUT	Other kids do have a teacher who cares if they feel bad.	☐	☐
6.	☐	☐	Some kids have a teacher who treats them like a person.	BUT	Other kids don't have a teacher who treats them like a person.	☐	☐

Outcome Category 5: Positive Youth/School Connection

1. Psychological Sense of School Membership (Goodenow, 1993)

Description: This scale was designed to measure youths' perceptions of belonging and psychological engagement in school.

Ages: 12-18 (Grades 6-12).

Reliability: Alpha score is .88.

Number of Items: 18.

Scoring Procedures: Responses are in a 5-point Likert scale format, ranging from 1= Not at all true to 5 = Completely true. Reverse scoring is necessary. Items 3, 6, 9,12, and 16 are reverse coded. The scores are then summed into a total score.

Permission: Not required for use of this scale

Circle the answer for each statement that is most true for you.

	Not at all true				Completely true
1) I feel like a part of my school.	Not at all true 1	2	3	4	Completely true 5
2) People at my school notice when I am good at something.	Not at all true 1	2	3	4	Completely true 5
3) It is hard for people like me to be accepted at my school.	Not at all true 1	2	3	4	Completely true 5
4) Other students in my school take my opinions seriously.	Not at all true 1	2	3	4	Completely true 5
5) Most teachers at my school are interested in me.	Not at all true 1	2	3	4	Completely true 5
6) Sometimes I feel as if I don't belong in my school.	Not at all true 1	2	3	4	Completely true 5
7) There is at least one teacher or adult I can talk to in my school if I have a problem.	Not at all true 1	2	3	4	Completely true 5
8) People at my school are friendly to me.	Not at all true 1	2	3	4	Completely true 5
9) Teachers here are not interested in people like me.	Not at all true 1	2	3	4	Completely true 5
10) I am included in lots of activities at my school.	Not at all true 1	2	3	4	Completely true 5
11) I am treated with as much respect as other students in my school.	Not at all true 1	2	3	4	Completely true 5
12) I feel very different from most other students at my school.	Not at all true 1	2	3	4	Completely true 5
13) I can really be myself at my school.	Not at all true 1	2	3	4	Completely true 5
14) Teachers at my school respect me.	Not at all true 1	2	3	4	Completely true 5
15) People at my school know that I can do good work.	Not at all true 1	2	3	4	Completely true 5
16) I wish I were in a different school.	Not at all true 1	2	3	4	Completely true 5
17) I feel proud to belong to my school.	Not at all true 1	2	3	4	Completely true 5
18) Other students at my school like me the way that I am.	Not at all true 1	2	3	4	Completely true 5

2. Academic Self-Perception. This subscale is derived from the School Attitudes Assessment Survey (McCoach, 2002).

Description: This survey was designed to measure concepts related to youths' feelings about school. The academic self-perception subscale measures the extent to which children have a positive self-perception about their academic abilities. It is based upon research findings that show that children who have a more positive self-perception exhibit greater academic achievement.

Ages: 12-18 (Grades 6-12).

Reliability: Alpha score is .88.

Number of Items: 5.

Scoring Procedures: Responses are in a 7-point Likert scale format ranging from 1= Strongly Disagree to 7= Strongly Agree. A higher score indicates a more positive academic self-assessment.

Permission: Not needed to use this scale.

Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from (**1**) to (**7**) where (**7**) stands for **strongly agree** and (**1**) stands for **strongly disagree.** Please circle only one response choice per question.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. I am confident in my scholastic abilities.	1	2	3	4	5	6	7
2. I do well in school.	1	2	3	4	5	6	7
3. I learn new concepts quickly.	1	2	3	4	5	6	7
4. I am successful.	1	2	3	4	5	6	7
5. I am confident in my ability to succeed in school.	1	2	3	4	5	6	7

3. Attitudes Toward School. This subscale also is derived from the School Attitudes Assessment Survey (McCoach, 2002).

Description: The attitudes toward school subscale measures to extent to which a child has a favorable attitude toward school and is interested in school and learning. It is based upon research findings that show that children who have more positive attitudes toward school attain greater academic achievement.

Ages: 12-18 (Grades 6-12).

Reliability: Alpha score is .89.

Number of Items: 6.

Scoring Procedure: Responses are in a 7-point Likert scale format ranging from 1= Strongly Disagree to 7= Strongly Agree. The scale is scored by summing the participant's responses. A higher score indicates more positive attitudes toward school.

Permission: Not needed to use this scale.

Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from **(1)** to **(7)** where **(7)** stands for **strongly agree** and **(1)** stands for **strongly disagree.** Please circle only one response choice per question.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. This is a good school.	1	2	3	4	5	6	7
2. I am glad that I go to this school.	1	2	3	4	5	6	7
3. I like my teachers.	1	2	3	4	5	6	7
4. My teachers make learning interesting.	1	2	3	4	5	6	7
5. I like school.	1	2	3	4	5	6	7
6. School is interesting	1	2	3	4	5	6	7

4. Motivation and Self-Regulation. This subscale also is derived from the School Attitudes Assessment Survey (McCoach, 2002).

Description: The motivation and self regulation subscale measures the extent to which children are able to initiate and continue the behaviors needed to successfully achieve their goals in school.

Ages: 12-18 (Grades 6-12).

Reliability: Alpha score is .87.

Number of Items: 4.

Scoring Procedures: Responses are in a 7-point Likert scale format ranging from 1= Strongly Disagree to 7= Strongly Agree. There are no reverse scored items in this scale. Simply sum the participant's responses. A higher score indicates greater motivation and self-regulation.

Permission: Not needed to use this scale.

Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from **(1)** to **(7)** where **(7)** stands for **strongly agree** and **(1)** stands for **strongly disagree.** Please circle only one response choice per question.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. I work hard at school.	1	2	3	4	5	6	7
2. I concentrate on my schoolwork.	1	2	3	4	5	6	7
3. I am a responsible student.	1	2	3	4	5	6	7
4. I complete my schoolwork regularly.	1	2	3	4	5	6	7

5. Academic Self-Concept (Marsh 1990; 1993)

Description: This scale was designed to measure youth's perception of their competence in English and mathematics. These competencies are considered critical to youth's performance in school.

Ages: 10-18 (Grades 5-12).

Reliability: Alpha scores are .85 for English and .88 for Math.

Number of Items: 4 in each subscale.

Scoring Procedures: Responses are in a 6-point Likert scale format, ranging from 1= False to 6= True. Reverse coding is necessary. In both the English and Math scales, item 4 is reverse scored. The scores are summed for a total score. Higher scores indicate higher competence.

Permission: Not needed for use of this scale.

Circle the response that best shows how true or false each statement is for you.

Math						
1. Mathematics is not one of my best subjects.	False	Mostly False	More False than True	More True than False	Mostly True	True
2. I have always done well in mathematics.	False	Mostly False	More False than True	More True than False	Mostly True	True
3. I get good marks in mathematics.	False	Mostly False	More False than True	More True than False	Mostly True	True
4. I do badly in mathematics.	False	Mostly False	More False than True	More True than False	Mostly True	True
English						
1. I learn things quickly in English class.	False	Mostly False	More False than True	More True than False	Mostly True	True
2. English is one of my best subjects.	False	Mostly False	More False than True	More True than False	Mostly True	True
3. I get good marks in English.	False	Mostly False	More False than True	More True than False	Mostly True	True
4. I am hopeless in English classes.	False	Mostly False	More False than True	More True than False	Mostly True	True

6. School Achievement Motivation Rating Scale- Teacher Rating (Chiu, 1997).

Description: This scale is designed for use by teachers to rate the achievement motivation demonstrated by youth in their classrooms. Achievement motivation in school is the child's desire to do well on assignments, overcome challenges, maintain a high standard of work, and surpass others.

Ages: 5-18 (Grades K-12).

Reliability: Alpha score for this scale is .82.

Number of Items: 15.

Scoring Procedures: Responses are written in 5-point Likert scale, where 1= Never, 2= Seldom, 3= Occasionally, 4= Frequently and 5= Always. Reverse coding is necessary. Items 8, 11, and 15 are reverse coded. The scores are summed for a total score. A higher score indicates higher school achievement motivation.

Permission: Not needed for use of this scale.

TEACHER FORM. Circle the answer for each statement that best describes the student.

1. Chooses to work above and beyond what is expected (extra credit, special projects, etc.).	Always	Frequently	Occasionally	Seldom	Never
2. Brings in materials related to classroom activities.	Always	Frequently	Occasionally	Seldom	Never
3. Is not prepared for class.	Always	Frequently	Occasionally	Seldom	Never
4. Sticks with a task until it is completed.	Always	Frequently	Occasionally	Seldom	Never
5. Attempts to solve problems that others have difficulty with.	Always	Frequently	Occasionally	Seldom	Never
6. Chooses minimum over maximum assignment.	Always	Frequently	Occasionally	Seldom	Never
7. Asks questions to better understand materials being studied or to aid in solving assignments.	Always	Frequently	Occasionally	Seldom	Never
8. Refuses to do assignments or homework.	Always	Frequently	Occasionally	Seldom	Never
9. Finds the answers to the assigned questions.	Always	Frequently	Occasionally	Seldom	Never
10. Participates in class discussion or activities.	Always	Frequently	Occasionally	Seldom	Never
11. Carelessly hurries through assignments.	Always	Frequently	Occasionally	Seldom	Never
12. Does something over and over to get it done right.	Always	Frequently	Occasionally	Seldom	Never
13. Tries to avoid competitive situations.	Always	Frequently	Occasionally	Seldom	Never
14. Shows enthusiasm toward class studies.	Always	Frequently	Occasionally	Seldom	Never
15. Hesitates to undertake something that might lead to failing.	Always	Frequently	Occasionally	Seldom	Never

7. Loneliness at School (Kochenderfer-Ladd & Wardrop, 2001). This scale was developed from the Loneliness and Social Satisfaction Questionnaire originally developed by Cassidy and Asher (1992).

Description: This scale measures a child's perception of loneliness and ability to make social connections at school.

Ages: 5-11 (Grades K-5).

Reliability: Alpha has ranged between .77 and .89.

Number of Items: 5.

Scoring Procedures: Response choices for this scale are as follows: No, Never or Rarely= 1, Sometimes= 2, All of the Time= 3. Responses are summed to produce a total score. A higher score indicates more loneliness at school.

Permission: Not needed for use of this scale.

Circle the answer that indicates how frequently each statement is true for you.

	All of the Time	Some of the Time	No, Never, Rarely
1. Do you feel lonely at school?	1	2	3
2. Do you feel left out of things?	1	2	3
3. Are you lonely in school?	1	2	3
4. Is school a lonely place for you?	1	2	3
5. Are you sad and lonely at school?	1	2	3

8. Scholastic Competence. The scale is part of the Self-Perception Profile for Children (Harter, 1985).

Description: The scholastic self-competence subscale measures a child's perception of his or her ability to do schoolwork.

Ages: 8-14 years (Grades 3-8).

Reliability: Alpha score is .82.

Number of Items: 6.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left, scores are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 1,2, and 5 are reverse coded. Responses are then summed to produce a total score. A higher score indicates greater scholastic competence.

Permission: Not needed to use this scale. Author requests this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale, which can be used to help explain how respondents should answer the questions.

Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me	Only select one item per question			Sort of True for Me	Really True for Me
			Sample Item				
S A M P L E	☐	☐	Some kids would rather play outdoors in their spare time.	BUT	Other kids would rather watch T.V.	**X**	☐
Continue………..							
1.	☐	☐	Some kids feel they are very good at school work.	BUT	Other kids worry about whether they can do the school work assigned to them.	☐	☐
2.	☐	☐	Some kids feel they are just as smart as other kids their age.	BUT	Other kids aren't so sure and wonder if they are as smart.	☐	☐
3.	☐	☐	Some kids are pretty slow in finishing their school work.	BUT	Other kids can do their school work quickly.	☐	☐
4.	☐	☐	Some kids often forget what they learn.	BUT	Other kids can remember things easily.	☐	☐
5.	☐	☐	Some kids do very well at their school work.	BUT	Other kids don't do very well at their school work.	☐	☐
6.	☐	☐	Some kids have trouble figuring out the answers in school.	BUT	Other kids almost always can figure out the answers.	☐	☐

9. Attitudes Toward School (Anderson, 1999).

Description: This scale measures attitudes that an individual has towards his/her school environment, including teachers, homework, grades, and learning. This scale assesses the presence of positive feelings toward school and whether the school provides a caring environment.

Ages: 12-17 years (Grades 6-12).

Reliability: Alpha score is .89.

Number of Items: 15.

Scoring Procedures: Responses are in a 5-point Likert scale format, ranging from 1= Totally Disagree to 5= Totally Agree. Reverse coding is necessary. Items 9, 10, 11, 12, 13, 14, and 15 are reverse coded. Responses are summed to create a total score. A higher score indicates a more positive attitude toward school.

Permission: Not needed to use this scale.

Circle the answer that shows how much you agree or disagree with each statement.

1.	I like my teacher(s).	Totally Agree 1	2	3	4	Totally Disagree 5
2.	The principal cares about students.	Totally Agree 1	2	3	4	Totally Disagree 5
3.	I am doing well in school.	Totally Agree 1	2	3	4	Totally Disagree 5
4.	I am learning a lot in school.	Totally Agree 1	2	3	4	Totally Disagree 5
5.	I try hard to get good grades.	Totally Agree 1	2	3	4	Totally Disagree 5
6.	I usually do my homework on time.	Totally Agree 1	2	3	4	Totally Disagree 5
7.	I enjoy school activities such as sports or clubs.	Totally Agree 1	2	3	4	Totally Disagree 5
8.	I plan to complete high school.	Totally Agree 1	2	3	4	Totally Disagree 5
9.	I am angry at my school.	Totally Agree 1	2	3	4	Totally Disagree 5
10.	My teacher(s) don't care about me.	Totally Agree 1	2	3	4	Totally Disagree 5
11.	My teacher(s) don't really understand me.	Totally Agree 1	2	3	4	Totally Disagree 5
12.	I am not interested in what my teachers have to say to me.	Totally Agree 1	2	3	4	Totally Disagree 5
13.	I am not really learning anything important in school.	Totally Agree 1	2	3	4	Totally Disagree 5
14.	I don't really care about my grades.	Totally Agree 1	2	3	4	Totally Disagree 5
15.	I do not feel a part of my school.	Totally Agree 1	2	3	4	Totally Disagree 5

Outcome Category 6: Positive Youth/Peer Connections

1. Children's Self-Efficacy in Peer Interactions (Wheeler & Ladd, 1982).

Description: This scale is designed to measure youths' perceptions of their ability to be successful in social interactions. This includes their ability to be persuasive towards peers in positive ways. The questionnaire contains two subscales that measure social self-efficacy in conflict and non-conflict situations. The subscales can be used separately or combined into a total score.

Ages: 7-10 years old, Grades 3-8.

Reliability: Alpha for the conflict situations subscale is .85 and .73 for non-conflict situations subscale. Alpha for the total scale is .85.

Number of Items: 22.

Scoring Procedures: Responses for the 4-point scale items are: 1=HARD!, 2= Hard, 3= Easy and 4= EASY! The subscale items are summed to produce total scores. Items for efficacy in conflict situations subscale are 1,4,6,10,11,13,15,17,19,21. Items for the non-conflict situations subscale are 2,3,5,7,8,9,12,14,16,18,20,22. All 22 items can also be combined and summed to produce a total score of children's self-efficacy in peer interactions.

Permission: Not needed for use of this scale

Administration: Instruct the respondents to circle the answer that best indicates how much the question is like them. Explain that the big HARD! and EASY! are stronger answers than the little easy and hard. So, if they completely agree with the statement they should circle, EASY! if they agree a little they should circle, easy.

Circle the response that best describes how well you can do the following things. HARD! Means it is *really* hard for you and EASY! means it is *really* easy for you, hard and easy means it is a little bit hard or easy for you.

1. Some kids want to play a game. Asking them if you can you play is ___?__ for you.	HARD!	Hard	Easy	EASY!
2. Some kids are arguing about how to play a game. Telling them to stop is __?___ for you.	HARD!	Hard	Easy	EASY!
3. Some kids are teasing your friends. Telling them to stop is __?___ for you.	HARD!	Hard	Easy	EASY!
4. You want to start a game. Asking other kids to play the game is ___?__for you.	HARD!	Hard	Easy	EASY!
5. A kid tries to take your turn during a game. Telling the kid its your turn is __?__ for you.	HARD!	Hard	Easy	EASY!
6. Some kids are going to lunch. Asking if you can go with them is ___?__ for you.	HARD!	Hard	Easy	EASY!
7. A kid cuts in front of you in line. Telling the kid not to cut is ___?___for you.	HARD!	Hard	Easy	EASY!
8. A kid wants to do something that will get you into trouble. Asking the kid to do something else is __?___for you.	HARD!	Hard	Easy	EASY!
9. Some kids are making fun of someone in your classroom. Telling them to stop is ___?__ for you.	HARD!	Hard	Easy	EASY!
10. Some kids need more people to be on their teams. Asking to be on the team is ___?___for you.	HARD!	Hard	Easy	EASY!
11. You have to carry some things home from school. Asking another kid to help you is ___?__ for you.	HARD!	Hard	Easy	EASY!
12. A kid always wants to be first when you play a game. Telling the kid that you are going first is ___?___for you.	HARD!	Hard	Easy	EASY!
13. Your class is going on a trip and everyone needs a partner. Asking someone to be your partner is ____?___ for you.	HARD!	Hard	Easy	EASY!
14. A kid does not like your friend. Telling the kid to be nice to your friend is __?__for you.	HARD!	Hard	Easy	EASY!
15. Some kids are deciding what game to play. Telling them what game you like is __?__ for you.	HARD!	Hard	Easy	EASY!
16. You are having fun playing a game but other kids want to stop. Asking them to finish playing the game is __?__ for you.	HARD!	Hard	Easy	EASY!
17. You are working on a project. Asking another kid to help is___?___for you.	HARD!	Hard	Easy	EASY!
18. Some kids are using your play area. Asking them to move is __?__ for you.	HARD!	Hard	Easy	EASY!
19. Some kids are deciding what to do after school. Telling them what you want to do is __?__ for you.	HARD!	Hard	Easy	EASY!
20. A group of kids wants to play a game that you don't like. Asking them to play a game that you like is __?__ for you.	HARD!	Hard	Easy	EASY!
21. Some kids are planning a party. Asking them to invite your friend is __?__ for you	HARD!	Hard	Easy	EASY!
22. A kid is yelling at you. Telling the kid to stop is __?__ for you.	HARD!	Hard	Easy	EASY!

2. Child Behavior Scale- teacher rating (Ladd & Profilet, 1996).

Description: This scale contains subscales for aggression, antisocial behavior, hyperactive behaviors, exclusion by peers, prosocial behaviors, anxious and fearful behaviors. These scales measure behaviors that are considered, with the exception of the prosocial behavior scale, to be risk behaviors for young children.

Ages: 4-6 years of age (Grades K-1).

Reliability: Alpha reliabilities for these subscales range from .86 to .90, Inter-rater reliabilities have been in the .81 - .88 range. Test-retest scores have ranged from .54-.83.

Number of Items: Between 4 and 7 per subscale (see below).

Scoring Procedures: Teachers rate the youth on the various behaviors. Response choices range from 1= Doesn't apply to 3= Certainly applies. Scores are created by averaging the item scores on each subscale. First sum the scores on the subscale items and then divide by number of items in that subscale. Higher scores indicate more of the behavior.

Subscale:	**Subscale items**:
Aggressive with peers	(4,16,23,35,36,38,48)
Anti social with peers	(25,31,32,51,55,57)
Excluded by peers	(5,27,30,33,43,45,54)
Anxious-fearful	(6,8,12,19)
Prosocial behavior	(26,28,34,40,46,53,56)
Hyper active-distractible	(1,2,11,17)

Note: Only 35 of the 59 items are accounted for in the subscales listed above. The remaining items are filler items developed by the authors so that teachers completing the scale would be less able to decipher what constructs were being measured.

Permission: Not needed for use of this scale.

Administration: Note that this scale is to be completed by teachers or other staff in school or after-school settings.

Please circle <u>only one</u> response per item.

Teacher form Rated by: _____ Student_____

Please consider the descriptions contained in each of the following items below and rate the extent to which each of these descriptions applies to this child, particularly in the context of his/her behavior with peers. For example, circle 3- "Certainly applies" if the child often displays the behavior described in the statement, circle 2- "Applies sometimes" if the child occasionally displays the behavior, and circle 1- "Doesn't apply" if the child seldom displays the behavior. Please circle <u>only one</u> response per item.

1= Doesn't apply   2= Applies sometimes   3= Certainly applies

1	Restless. Runs about or jumps up and down. Doesn't keep still.	**1**	**2**	**3**
2	Squirmy, fidgety child.	**1**	**2**	**3**
3	Destroys own or others property.	**1**	**2**	**3**
4	Fights with other children.	**1**	**2**	**3**
5	Not much liked by other children.	**1**	**2**	**3**
6	Is worried. Worries about many things.	**1**	**2**	**3**
7	Irritable; quick to "fly off the handle."	**1**	**2**	**3**
8	Appears miserable, unhappy, tearful, or distressed.	**1**	**2**	**3**
9	Has twitches, mannerisms, or tics of the face and body.	**1**	**2**	**3**
10	Is disobedient.	**1**	**2**	**3**
11	Has poor concentration or short attention span.	**1**	**2**	**3**
12	Tends to be fearful or afraid of new things or new situations.	**1**	**2**	**3**
13	Fussy or over-particular.	**1**	**2**	**3**
14	Tells lies.	**1**	**2**	**3**
15	Has speech difficulty.	**1**	**2**	**3**
16	Bullies other children.	**1**	**2**	**3**
17	Inattentive.	**1**	**2**	**3**
18	Doesn't share toys.	**1**	**2**	**3**
19	Cries easily.	**1**	**2**	**3**
20	Blames others.	**1**	**2**	**3**
21	Gives up easily.	**1**	**2**	**3**

		1= Doesn't apply	2= Applies sometimes	3= Certainly applies

22	Inconsiderate of others.	**1**	**2**	**3**
23	Kicks, bites, or hits other children.	**1**	**2**	**3**
24	Stares into space.	**1**	**2**	**3**
25	Prefers to play alone.	**1**	**2**	**3**
26	Helps other children.	**1**	**2**	**3**
27	Peers refuse to let this child play with them.	**1**	**2**	**3**
28	Shows a recognition of the feelings of others; is empathetic.	**1**	**2**	**3**
29	Tends to react to other children's distress by teasing them or making things worse.	**1**	**2**	**3**
30	Not chosen as a playmate by peers.	**1**	**2**	**3**
31	Likes to be alone.	**1**	**2**	**3**
32	Keeps peers at a distance.	**1**	**2**	**3**
33	Peers avoid this child.	**1**	**2**	**3**
34	Seems concerned when other children are distressed.	**1**	**2**	**3**
35	Aggressive child.	**1**	**2**	**3**
36	Taunts and teases other children.	**1**	**2**	**3**
37	Often unoccupied.	**1**	**2**	**3**
38	Threatens other children.	**1**	**2**	**3**
39	Takes turns with play materials.	**1**	**2**	**3**
40	Kind toward peers.	**1**	**2**	**3**
41	Can be trusted, is dependable.	**1**	**2**	**3**
42	Listens to classmates.	**1**	**2**	**3**
43	Excluded from peers' activities.	**1**	**2**	**3**
44	Compromises in conflict with peers.	**1**	**2**	**3**
45	Is ignored by peers.	**1**	**2**	**3**
46	Cooperative with peers.	**1**	**2**	**3**
47	Loses temper easily in conflict with others.	**1**	**2**	**3**
48	Argues with peers.	**1**	**2**	**3**
49	Friendly toward other children.	**1**	**2**	**3**
50	Annoys or irritates other children.	**1**	**2**	**3**
51	Solitary child.	**1**	**2**	**3**
52	Disrupts peers' activities.	**1**	**2**	**3**
53	Shows concern for moral issues (e.g. fairness, welfare of others).	**1**	**2**	**3**
54	Ridiculed by peers.	**1**	**2**	**3**
55	Avoids peers.	**1**	**2**	**3**
56	Offers help or comfort when other children are upset.	**1**	**2**	**3**
57	Withdraws from peer activities.	**1**	**2**	**3**
58	Will continue to bother or hurt other children even when they are clearly upset.	**1**	**2**	**3**
59	Bossy toward peers.	**1**	**2**	**3**

3. Social Acceptance. The scale is part of the Self-Perception Profile for Children (Harter, 1985).

Description: The social acceptance subscale measures the extent to which children believe other children like them, they are popular, and have friends.

Ages: 8-14 years (Grades 3-8).

Reliability: Alpha score is .78.

Number of Items: 6.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left, items are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 2, 4, and 6 are reverse coded. Responses are then summed to produce a final score. A higher score indicates greater social acceptance.

Permission: Not needed to use this scale. Author requests this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale which can be used to help explain how respondents should answer the questions.

Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me	Only select one answer per question			Sort of True for Me	Really True for Me
			Sample Item				
S A M P L E	☐	☒ X	Some kids would rather play outdoors in their spare time.	BUT	Other kids would rather watch T.V.	☐	☐
Continue………….							
1.	☐	☐	Some kids find it hard to make friends.	BUT	Other kids find it pretty easy to make friends.	☐	☐
2.	☐	☐	Some kids have a lot of friends.	BUT	Other kids don't have very many friends.	☐	☐
3.	☐	☐	Some kids would like to have a lot more friends.	BUT	Other kids have as many friends as they want.	☐	☐
4.	☐	☐	Some kids are always doing things with a lot of kids.	BUT	Other kids usually do things by themselves.	☐	☐
5.	☐	☐	Some kids wish that more people their age liked them.	BUT	Other kids feel that most people their age do like them.	☐	☐
6.	☐	☐	Some kids are popular with others their age.	BUT	Other kids are not very popular.	☐	☐

4. Classmate Support Subscale. This subscale is part of the Social Support Scale for Children (Harter, 1985).

Description: The classmate support subscale measures the extent to which children believe they are popular, liked, included, and listened to by classmates.

Ages: 8-14 years (Grades 3 – 8).

Reliability: Alpha score is .76.

Number of Items: 6.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left, items are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 1, 2, and 4 are reverse coded. Responses are then summed to produce a final score. A higher score indicates greater classmate support.

Permission: Not needed to use this scale. Author requests this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale which can be used to help explain how respondents should answer the questions.

Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me	Only select one answer per question			Sort of True for Me	Really True for Me
			Sample Item				
S A M P L E	☒ X	☐	Some kids would rather play outdoors in their spare time.	BUT	Other kids would rather watch T.V.	☐	☐
Continue………………..							
1.	☐	☐	Some kids find it hard to make friends.	BUT	Other kids find it pretty easy to make friends.	☐	☐
2.	☐	☐	Some kids have a lot of friends.	BUT	Other kids don't have very many friends.	☐	☐
3.	☐	☐	Some kids would like to have a lot more friends.	BUT	Other kids have as many friends as they want.	☐	☐
4.	☐	☐	Some kids are always doing things with a lot of kids.	BUT	Other kids usually do things by themselves.	☐	☐
5.	☐	☐	Some kids wish that more people their age liked them.	BUT	Other kids feel that most people their age do like them.	☐	☐
6.	☐	☐	Some kids are popular with others their age.	BUT	Other kids are not very popular.	☐	☐

5. Close Friend Support Subscale. This subscale is part of the Social Support Scale for Children (Harter, 1985).

Description: The close friend subscale asks whether children have close friends that support them. For instance, the scale asks whether the child has a close friend who listens, understands, and helps him or her deal with problems.

Ages: 8-14 years (Grades 3 – 8).

Reliability: Alpha score is .77.

Number of Items: 6.

Scoring Procedures: Responses are divided into two columns each with two response choices. Starting at the left, items are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 1, 2, and 3 are reverse coded. Responses are then summed to produce a final score. A higher score indicates greater close friend support.

Permission: Not needed to use this scale. Author requests this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale which can be used to help explain how respondents should answer the questions.

Check only ONE box for each question. For each question, decide first which statement is most like you. Then put an X in one of the answer boxes next to that statement. It should look like the sample item below.

	Really True for Me	Sort of True for Me	Only choose one item per question			Sort of True for Me	Really True for Me
			Sample Item				
S A M P L E	☐	☐	Some kids like to do fun things with a lot of other people.	BUT	Other kids like to do fun things with just a few people.	☐	**X**
Continue……………..							
1.	☐	☐	Some kids have a close friend who they can tell a problem to.	BUT	Other kids don't have a close friend who they can tell a problem to.	☐	☐
2.	☐	☐	Some kids have a close friend who really understands them.	BUT	Other kids don't have a close friend who really understands them.	☐	☐
3.	☐	☐	Some kids don't have a close friend who they like to spend time with.	BUT	Other kids do have a close friend who they like to spend time with.	☐	☐
4.	☐	☐	Some kids have a close friend who they can talk to about things that bother them.	BUT	Other kids don't have a close friend who they can talk to about things that bother them.	☐	☐
5.	☐	☐	Some kids don't have a close friend who really listens to what they say.	BUT	Other kids do have a close friend who really listens to what they say.	☐	☐
6.	☐	☐	Some kids don't have a close friend who cares about their feelings.	BUT	Other kids do have a close friend who cares about their feelings.	☐	☐

Outcome Category 7: Positive Youth/Community Connections

1. Community Involvement. This subscale is part of the Youth Asset Survey (Oman, Vesley, McLeroy, et al.,2002).

Description: Community involvement is considered a youth asset because it is associated with avoiding negative behaviors and engaging in prosocial activities. This scale measures youths' sense of pride and willingness to participate in volunteer efforts to improve their community.

Ages: 14-18 years (Grades 8-12).

Reliability: Alpha for this subscale is .78.

Number of Items: 6.

Scoring Procedures: Responses are scored on a 4-point Likert scale format, ranging from 1= Not at all like you to 4= Very much like you. No items are reverse scored. The items are summed to create the final score. A higher score reflects greater community involvement.

Permission: Not needed to use this scale.

Circle the answer that best shows how much each statement is like you.

1. You work to make your community a better place.	Not at all like you	A little like you	Mostly like you	Very much like you
2. You volunteer on a regular basis to help others in your community.	Not at all like you	A little like you	Mostly like you	Very much like you
3. You know where to volunteer in your community.	Not at all like you	A little like you	Mostly like you	Very much like you
4. You are a person who tells others about your community.	Not at all like you	A little like you	Mostly like you	Very much like you
5. You participate in out of school clubs such as boy scouts, volunteer, or community service groups.	Not at all like you	A little like you	Mostly like you	Very much like you
6. You are a person who is proud to be part of your community.	Not at all like you	A little like you	Mostly like you	Very much like you

2. Civic Responsibility Survey (Furco, Muller, & Ammon, 1998).

Description: This scale measures youths' community awareness, knowledge, and investment in helping to improve their community. There are three versions of the scale, each one targeting a different age range.

Ages: 5-18 years (Grades K-12).

Reliability: Alpha is .76 for elementary level youth, .84 middle school youth, and .93 for high school-age youth.

Number of Items: Elementary and middle school versions contain 10 items; the high school version contains 24 items.   Note: all three scales are different so you must choose the right one for the age group being measured.

Scoring Procedures: Responses are scored for the 3-point Likert scale format: 1= Disagree, 2= Agree a little and 3= Agree a lot and for the 6 point Likert scale 1 = Strongly disagree, 2=Disagree, 3=Slightly disagree, 4= Slightly agree, 5=Agree and 6= Strongly agree. No items are reverse scored. The items are totaled to create the final score. Higher scores reflect greater civic responsibility.

Permission: Not needed to use this scale, however it is copyrighted by the authors who request that the following citation be given if you use the scale.

Furco, A., Muller,P.,& Ammon, M.S.(1998) The Civic Responsibility Survey. Service-Learning Research Center, University of California, Berkley.

Administration: Be sure that you are using the correct version of the scale for the age of your respondents.

Elementary School Version

Please say whether you disagree or agree with each sentence. Circle the number that best matches your answer.			
	Disagree	Agree a little	Agree a lot
1. I feel like I am a part of the community.	1	2	3
2. I pay attention to news events that affect the community.	1	2	3
3. Doing something that helps others is important to me.	1	2	3
4. I like to help other people, even if it is hard work.	1	2	3
5. I know what I can do to help make the community a better place.	1	2	3
6. Helping other people is something everyone should do, including me.	1	2	3
7. I know a lot of people in the community, and they know me.	1	2	3
8. I feel like I can make a difference in the community.	1	2	3
9. I try to think of ways to help other people.	1	2	3
10. Everyone should pay attention to the news, including myself.	1	2	3

Middle School Version

Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response .						
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. I feel like I am a part of the community.	1	2	3	4	5	6
2. I pay attention to news events that affect the community.	1	2	3	4	5	6
3. Doing something that helps others is important to me.	1	2	3	4	5	6
4. I like to help other people, even if it is hard work.	1	2	3	4	5	6
5. I know what I can do to help make the community a better place.	1	2	3	4	5	6
6. Helping other people is something everyone should do, including me.	1	2	3	4	5	6
7. I know a lot of people in the community, and they know me.	1	2	3	4	5	6
8. I feel like I can make a difference in the community.	1	2	3	4	5	6
9. I try to think of ways to help other people.	1	2	3	4	5	6
10. Everyone should pay attention to the news, including myself.	1	2	3	4	5	6

High School Version

Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response.						
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. I have a strong and personal attachment to a particular community.	1	2	3	4	5	6
2. I often discuss and think about how political, social, local or national issues affect the community.	1	2	3	4	5	6
3. I participate in political or social causes in order to improve the community.	1	2	3	4	5	6
4. It is my responsibility to help improve the community.	1	2	3	4	5	6
5. I benefit emotionally from contributing to the community, even if it is hard and challenging work.	1	2	3	4	5	6
6. I am aware of the important needs in the community.	1	2	3	4	5	6
7. I feel a personal obligation to contribute in some way to the community.	1	2	3	4	5	6
8. I am aware of what can be done to meet the important needs in the community.	1	2	3	4	5	6
9. Providing service to the community is something I prefer to let others do.	1	2	3	4	5	6
10. I have a lot of personal contact with people in the community.	1	2	3	4	5	6
11. Helping other people is something that I am personally responsible for.	1	2	3	4	5	6
12. I feel I have the power to make a difference in the community.	1	2	3	4	5	6

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
13. I often try to act on solutions that address political, social, local or national problems in the community.	1	2	3	4	5	6
14. It is easy for me to put aside my self-interest in favor of a greater good.	1	2	3	4	5	6
15. I participate in activities that help to improve the community, even if I am new to them.	1	2	3	4	5	6
16. I try to encourage others to participate in the community.	1	2	3	4	5	6
17. Becoming involved in political or social issues is a good way to improve the community.	1	2	3	4	5	6
18. I believe that I can make a difference in the community.	1	2	3	4	5	6
19. I believe that I can have enough influence to impact community decisions.	1	2	3	4	5	6
20. I am or plan to become actively involved in issues that positively affect the community.	1	2	3	4	5	6
21. Being concerned about state and local issues is an important responsibility for everybody.	1	2	3	4	5	6
22. Being actively involved in community issues is everyone's responsibility, including mine.	1	2	3	4	5	6
23. I try to find time or a way to make a positive difference in the community.	1	2	3	4	5	6
24. I understand how political and social policies or issues affect members in the community.	1	2	3	4	5	6

3. Sense of Belonging Scale (Anderson-Butcher & Conroy, 2002).

Description: This scale measures a sense of belonging in a community program. Youth are asked to report how connected, committed, supported, and accepted they feel in a specific program they are attending.

Ages: 9-18 years (Grades 3-12).

Reliability: Alpha score is .93.

Number of Items: 5.

Scoring Procedures: Responses are scored on a 4-point Likert scale: 1=NO! 2= no, 3= yes, and 4=YES! No items are reverse scored. The items are totaled to create the final score. A higher score indicates a greater the sense of belonging.

Permission: Not needed to use this scale.

Administration: Instruct the respondents to circle the answer that best indicates how much the question is like them. Explain that the big YES! and big NO! are stronger answers than the little yes and little no. So, if they completely agree with the statement they should circle, YES! if they agree a little they should circle, yes.

Circle the answer that shows how much you agree with the following statements. **NO!** means you disagree a lot, **no** means you disagree, **yes** means you agree, and **YES!** means you agree a lot.

1.	I feel comfortable at this program.	NO!	no	yes	YES!
2.	I feel I am a part of this program.	NO!	no	yes	YES!
3.	I am committed to this program.	NO!	no	yes	YES!
4.	I am supported at this program.	NO!	no	yes	YES!
5.	I am accepted at this program.	NO!	no	yes	YES!

4. Civic Attitudes Scale (Mabry, 1998**).**

Description: This scale measures civic attitudes related to participation in community service. The items assess the extent to which youth are willing to assume responsibility to help others and solve societal problems.

Ages: 12- 17years of age (grade 6-12).

Reliability: Alpha is .81.

Number of Items: 5.

Scoring Procedures: Responses are scored on a 5-point Likert scale: 1= Strongly Disagree, 2= Disagree Somewhat, 3= Neither Agree nor Disagree, 4= Agree Somewhat and 5= Strongly Agree. None of the items are reverse scored. The items are totaled to create the final score.

Permission: Not needed to use this scale.

Circle the answer that best shows how much you agree or disagree with each statement.

		1	2	3	4	5
1.	Adults should give some time for the good of their community.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree
2.	People regardless of whether they've been successful or not, ought to help others.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree
3.	Individuals have a responsibility to help solve our social problems.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree
4.	I feel that I can make a difference in the world.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree
5.	It is important to help others even if you don't get paid for it.	1 Strongly Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Strongly Agree