Positive Youth Development (PYD) Survey Tool Book
## Tool Book Glossary

<table>
<thead>
<tr>
<th>Context</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Introduction</td>
<td>3</td>
</tr>
<tr>
<td>2.) What is Positive Youth Development?</td>
<td>4</td>
</tr>
<tr>
<td>3.) Positive Youth Development Related Assessments</td>
<td>5</td>
</tr>
<tr>
<td>4.) Positive Youth Development Five C’s Survey</td>
<td>6-10</td>
</tr>
<tr>
<td>5.) Survey Administration Best Practices</td>
<td>11-14</td>
</tr>
<tr>
<td>6.) Positive Youth Development Five C’s Survey Template Guide</td>
<td>15-41</td>
</tr>
<tr>
<td>7.) Strategies for the Five C’s</td>
<td>42-44</td>
</tr>
<tr>
<td>8.) Additional Resources</td>
<td>45</td>
</tr>
</tbody>
</table>
Introduction

The purpose of this tool book is to educate and serve as a guidance for Positive Youth Development (PYD) programs that the United Way of the Greater Lehigh Valley supports.

This tool book entails:

- Research pertaining to best practices of PYD
- Research pertaining to best practices of survey administration
- The 5 C’s model of PYD
- The shorter version of the PYD student questionnaire
- A template guide that can be utilized to navigate through the PYD survey template (this can be downloaded from the United Way of the Greater Lehigh Valley website)

The majority of the best practice strategies mentioned in this tool book were published in scholarly papers written by Dr. Richard M. Lerner, at Tufts University.
What is Positive Youth Development?

“Positive Youth development (PYD) is a holistic approach that focuses on the developmental characteristics—physical, personal, social, emotional, intellectual, and spiritual—that lead to positive outcomes and behaviors among young people (Durlak et al., 2007; Heck & Subramaniam, 2009).”

In the 70’s, the majority of the youth programs and strategies focused on avoidance of particular high-risk activities/behaviors among youth. These programs and strategies viewed youth as “problems to be managed.” The youth were seen as broken or close to being broken; hence, the programs served as a space to keep youth out of trouble. It was believed that doing so would save the government on costs to reduce issues pertaining to alcohol use, unsafe sex, teen pregnancies, dropout rates, and crime rates. These programs and strategies were found to be ineffective in the long-term.

Positive Youth development emerged as a counter to the “don’t do bad” approach. Instead, youth were now viewed as individuals with assets and strengths that need to be developed.

The Five C’s - Competence, Confidence, Connection, Character, and Caring- were hypothesized as a way of conceptualizing PYD. The five C’s are used to describe the characteristics of a “thriving youth.”

<table>
<thead>
<tr>
<th>Five Cs</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>Positive view of one’s actions in domain-specific areas including social, academic, cognitive, and vocational. Social competence pertains to interpersonal skills (e.g., conflict resolution). Cognitive competence pertains to cognitive abilities (e.g., decision making). School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations.</td>
</tr>
<tr>
<td>Confidence</td>
<td>An internal sense of overall positive self-worth and self-efficacy; one’s global self-regard, as opposed to domain-specific beliefs.</td>
</tr>
<tr>
<td>Connection</td>
<td>Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship.</td>
</tr>
<tr>
<td>Character</td>
<td>Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.</td>
</tr>
<tr>
<td>Caring (Compassion)</td>
<td>A sense of sympathy and empathy for others.</td>
</tr>
</tbody>
</table>

Although the Five C’s concept had already existed, Dr. Lerner (from Tufts University) conducted a longitudinal 4H study showing the correlation between PYD Programs and the five C’s. He created the Positive Youth Development Student Questionnaire, which was used for his study. The data from the study indicated that PYD positively correlates with youth contribution, and negatively correlates with indices of risk and problem behaviors. It was hypothesized that the more that youth exhibited these five C’s, the likelier they would be to develop into adults who lead healthy, satisfying, and productive lives. They would also make a positive contribution (a sixth C) to themselves, their family, the community, and civil society institutions.
Positive Youth Development
Related Assessments

The first tool, the Positive Youth Development Student Questionnaire by Dr. Lerner, is what the United Way of the Greater Lehigh Valley has suggested for our PYD providers to utilize to gauge growth within the 5 C’s from the beginning of the program to the end of the program. This survey should be used as a Pre and Post. The shorter version of this survey is displayed on page 6 of this tool book. The PYD Survey Template and Template Guide, both on the United Way of the Greater Lehigh Valley website, are focused on this survey.

The Colorado Trust tool is also another great tool used to gauge PYD programs. This survey does not measure the five C’s, but instead asks questions pertaining to program quality. The questions in the Colorado Trust tool start with statements such as “Coming to this program has helped me to...” or “Because I came to this program...” making it more appropriate for usage as a Post survey only.

Here is a summary about the two tools, discussed above:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Developer</th>
<th>What Tool Entails</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Youth Development Student Questionnaire</td>
<td>Richard Lerner et al.- Tufts University</td>
<td>Youth Survey of questions pertaining to the 5 C's. Survey includes a scoring protocol. The original version had 83 questions, but the two shorter versions entail 34 and 17 questions. This should be used as Pre/Post survey.</td>
<td>Grade 7 and below</td>
</tr>
<tr>
<td>The Colorado Trust</td>
<td>The After-school Initiative's Toolkit for Evaluating PYD (includes surveys/questionnaires for youth)</td>
<td>The After-school Initiative's Toolkit for Evaluating PYD contains a number of evaluation question sets that staff of an after-school program may find useful to assess youth outcomes. There are separate surveys with questions geared towards academic and success, Arts and Recreation, Community involvement, cultural competency, life skills, positive life choices, positive core values, and sense of self. There are also questions on the youth’s background, and participation in the program.</td>
<td>Grades 3-10</td>
</tr>
</tbody>
</table>
Positive Youth Development
Five C’s Survey

(Created by Dr. Richard Lerner, Modified by the United Way of the Greater Lehigh Valley)

The following four pages entail the PYD five C’s student questionnaire (shorter version), survey administration instructions, and survey analysis. It must be noted that the original shorter version by Dr. Lerner consists of 17 questions; however, 3 additional questions (questions 15, 19, and 20) were added by the United Way of the Greater Lehigh Valley. These three additional questions pertain to program quality, school connectedness, and reason(s) for absence.
**[Insert Name of Program]**

**Positive Youth Development Five C’s Survey**

The following pairs of sentences are talking about two kinds of kids. We’d like you to decide whether you are more like the kids on the left side, or more like the kids on the right side. Then we would like you to decide whether that is only *sort of true* or *really true* for you and mark your answer:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some kids have a lot of friends.</td>
<td>BUT</td>
<td>Other kids don’t have very many friends.</td>
</tr>
<tr>
<td>2</td>
<td>Some kids are happy with their height and weight.</td>
<td>BUT</td>
<td>Some kids are not happy with their height and weight.</td>
</tr>
<tr>
<td>3</td>
<td>Some kids are happy with themselves most of the time.</td>
<td>BUT</td>
<td>Other kids are often not happy with themselves.</td>
</tr>
<tr>
<td>4</td>
<td>Some kids feel that they are better than others their age at sports.</td>
<td>BUT</td>
<td>Other kids don’t feel they can play as well.</td>
</tr>
<tr>
<td>5</td>
<td>Some kids do very well at their class work.</td>
<td>BUT</td>
<td>Other kids don’t do very well at their class work.</td>
</tr>
<tr>
<td>6</td>
<td>Some kids do things they know they shouldn’t do.</td>
<td>BUT</td>
<td>Other kids hardly ever do things they know they shouldn’t do.</td>
</tr>
</tbody>
</table>

How much do you agree or disagree with the following:

|---|--------------------------------|--------------------|-----------|--------------|--------------|---------------------|

How important is each of the following in your life?

|---|----------------------------------------------------|--------------------|-------------------------|--------------|----------------------|-------------------------|

Think about the people who know you well. How do you think they would rate you on each of these?

|---|----------------------------------------------------------------------------------------|------------------------|---------------------|---------------------|--------------------|----------------------|
How well do each of these statements describe you?

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Not well</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>When I see someone being taken advantage of, I want to help them.</td>
<td>Not well</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Very well</td>
</tr>
<tr>
<td>12</td>
<td>When I see someone being picked on, I feel sorry for them.</td>
<td>Not well</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Very well</td>
</tr>
<tr>
<td>13</td>
<td>When I see another person who is hurt or upset, I feel sorry for them.</td>
<td>Not well</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Very well</td>
</tr>
</tbody>
</table>

How much do you agree or disagree with the following:

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>I get a lot of encouragement at my school.</td>
<td>Strongly agree</td>
<td>Agree</td>
<td>Not sure</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>15</td>
<td>I feel part of my school.</td>
<td>Strongly agree</td>
<td>Agree</td>
<td>Not sure</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>16</td>
<td>In my family I feel useful and important.</td>
<td>Strongly agree</td>
<td>Agree</td>
<td>Not sure</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>17</td>
<td>Adults in my town or city make me feel important.</td>
<td>Strongly agree</td>
<td>Agree</td>
<td>Not sure</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

How true is this statement for you?

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Always true</th>
<th>Usually true</th>
<th>Sometimes true</th>
<th>Seldom true</th>
<th>Almost never true or never true</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>I feel my friends are good friends.</td>
<td>Always true</td>
<td>Usually true</td>
<td>Sometimes true</td>
<td>Seldom true</td>
<td>Almost never true or never true</td>
</tr>
<tr>
<td>19</td>
<td>Do you like coming to this program?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>When you miss school, why do you miss school? (This could be due to health reasons, transportation issues, household issues, or issues within the school setting.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Positive Youth Development Five C’s Survey Instructions

*When printing out the surveys, please print each page as single-sided. *

Note: Please set aside 30 minutes for total survey time. This includes the time it will take for distribution, proctoring, and collection of the survey.

Please make sure that the room is arranged in the manner that there is sufficient space between each student, allowing privacy.

**Read aloud the text in red and bold**

These instructions are intended for the proctor who is administering the Measure of PYD Survey.

Here is your script to say aloud to the youth taking the survey (Make sure to read the statements slowly and carefully to ensure everyone heard and understood):

“Hello, we are going to complete a survey that will explore your feelings about the “Name of your Program.” We would like you to fill out this survey because your answers can help us to make “Name of your Program” even better.

When you receive the survey, please write your full name at the top of the paper. For this survey, I will be reading each question to you. After I read the question to you, please select your answer choice. If you would like for me to repeat the question, please raise your hand. We will repeat this process for every question, until we are done. Please note that, this is not a test and there are no right or wrong answers.

Proceed to read the survey questions loud and clear. Make sure that you also read each answer choice as well. You should ideally be spending about one minute per question, allowing adequate time for students to fill out their answers.

Once you are done with the survey, put your pencils down, and flip the paper over. I shall come around to collect the survey.

Please note that nobody in this room, besides me (or name of person who will be inputting the data) will see your answers.”

Pass out the survey, and read through each question. Please make sure that every student has selected an answer choice before moving on to the next question.

Once you have collected all the surveys, put them in an envelope and seal it up.

“Thank you for taking the survey and helping make the “Name of your Program” better for the future.
Analyzing the Survey

PYD Short Form Items for the Five C’s:

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Question number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>Question 5</td>
</tr>
<tr>
<td>Social</td>
<td>Question 1</td>
</tr>
<tr>
<td>Physical</td>
<td>Question 4</td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
</tr>
<tr>
<td>Self-Worth</td>
<td>Question 3</td>
</tr>
<tr>
<td>Positive Identity</td>
<td>Question 7</td>
</tr>
<tr>
<td>Appearance</td>
<td>Question 2</td>
</tr>
<tr>
<td>Character</td>
<td></td>
</tr>
<tr>
<td>Social Conscience</td>
<td>Question 8</td>
</tr>
<tr>
<td>Values Diversity</td>
<td>Question 10</td>
</tr>
<tr>
<td>Conduct Behavior</td>
<td>Question 6</td>
</tr>
<tr>
<td>Personal Values</td>
<td>Question 9</td>
</tr>
<tr>
<td>Caring</td>
<td></td>
</tr>
<tr>
<td>Caring 1</td>
<td>Question 11</td>
</tr>
<tr>
<td>Caring 2</td>
<td>Question 12</td>
</tr>
<tr>
<td>Caring 3</td>
<td>Question 13</td>
</tr>
<tr>
<td>Connection</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>Question 16</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Question 17</td>
</tr>
<tr>
<td>School</td>
<td>Question 14</td>
</tr>
<tr>
<td>Peer</td>
<td>Question 18</td>
</tr>
</tbody>
</table>

* Please note that Questions 15, 19, and 20 were not adopted from the Lerner Grade 5 Student Questionnaire in the 4–H Study of Positive Youth Development; therefore, are not listed above. They should be **NOT** be included in the scoring system below. These three questions will be scored separately**

1.) Use the rescaling guide below to determine the score for each individual question.

All items are rescaled from 0 to 12 as follows:
- For items originally ranging from 1 to 4: 1=0, 2=4, 3=8, 4=12
- For items originally ranging from 1 to 5: 1=0, 2=3, 3=6, 4=9, 5=12
- For items originally ranging from 0 to 4: 0=0, 1=3, 2=6, 3=9, 4=12
- For items originally ranging from 1 to 3: 1=0, 2=6, 3=12
- For items reverse coded (Question # 6): 1=12, 2=8, 3=4, 4=0

2.) To find the score for each specific C, calculate the mean for all questions categorized under that specific C.

3.) To create a 100-point scale multiply each C by 8.33
Survey Administration Manual

The following survey administration manual serves as a set of instructions that may be utilized by the individual proctoring the PYD 5 C’s survey (or in fact any survey) to ensure that quality data is provided. The Positive Youth Development Five C’s Survey Instructions (on page 9) incorporates most of the survey administration steps mentioned below.
Survey Scales: A Guide to Development, Analysis, and Reporting by Robert L. Johnson & Grant B. Morgan

- Steps for reviewing potential instruments for adoption or adaptation:
  1. Clarify the purpose of the instrument.
  2. Use your research context in evaluating an instrument.
  3. Review journal articles and professional critiques of the instrument.
  4. Obtain copies of the instrument you are evaluating.
  5. Summarize the strengths and weaknesses of the instrument.
  6. Make a decision about the instrument and support the decision.

- Guidelines for audience:
  - Consider the cognitive skills and communication capabilities of the respondents and their ability to understand an item.
  - Determine if respondents will have sufficient information to answer the items.
  - Consider if the study participants will be able to recall the information (e.g., behaviors, activities).
  - Represent the diversity of respondents (i.e., multicultural, nonbias).

Some Important Factors to Consider Before Administering the Survey:

- Pretest survey to see how long it takes all students to complete survey.

- Goal is to standardize administration and maintain a quiet atmosphere where students work alone.

- The administrator:
  - Reads a script before the survey starts.
  - Distributes and collects paper survey instruments or makes sure students can access and save/exit their online survey.
  - Provides “usual accommodations” for students who need them.
  - Ensures only students with appropriate parental consent take survey.
  - Stays with students until all have completed the survey or period ends.

- Confidential surveys may include names/bar codes linked to ID numbers:
  - Allows merging of responses with demographic or educational information.
  - For paper, can provide respondent’s name on a tear-off or peel-off label.
  - Result: Completed surveys have only the ID number when turned in.

- In general, incentives improve response rates.
  - Especially true for respondents who may not be interested in topic.

- Effective incentives:
  - Are not coercive (i.e., participation is still voluntary).
  - Can be monetary or non-monetary (e.g., pen, school privilege).
  - Are either given in advance or immediately after survey completion.

- It is vital to seek permission from youth, or parents, to participate.
- The environment in which the survey is taken should be safe, relaxed, and comfortable.
- Students should be given their privacy; hence, chairs should not be too close together
- Students with disabilities or low literacy levels should be provided with the essential resources they need to complete the survey.

- If possible, all survey data collection should be scheduled the same day
  - If not possible, should be within a one-week period.
- Wait at least 2-3 sessions of the beginning of a new program or school year to survey the youth. That way they are more relaxed.
- Avoid administering the survey during major testing periods, holidays, other events in which youth may be easily distracted.
- Give adequate time for preparation and planning work, including notifying the youth and parents.
- It may be useful to either do a fun icebreaker before the survey, to get the youth more relaxed.
- Try to use a relaxed and calm tone of voice to create an atmosphere in which survey takers feel comfortable answering the questions honestly, versus trying to please you or guess which answers you may be looking for.
- If survey is taken via paper, it should be CAREFULLY entered into the system electronically.
  - Always double check to avoid any errors.
  - Keep note on securing the data, so it stays confidential.

**Administrator’s Manual:**

- **Before students start the survey:**
  - Read survey script aloud.
  - Emphasize that this is not a test, entirely voluntary.
    - It’s important to reassure respondents of the confidentiality or anonymity of their responses. Respondents must be assured that their responses will not be made individually public or shared with people who know them or have power over them.
    - Inform about incentive, if any.
    - Inform students to take out quiet activity if they finish early.
- **While students are taking the survey:**
  - Students should work independently, do the best they can.
  - If they have a question about what an item means, tell them it is “whatever it means to you.” Do not give students “help” with questions.
  - Time survey: Tell students when they have 10 min. left, etc..
- **At the end of the survey session:**
  - Have volunteer collect surveys (signs across sealed envelope).
  - Administrator should take envelope to whomever is analyzing the survey.
Sources:


ACCESS Tool Guide: Positive Youth Development Five C’s Survey

The ACCESS Tool Guide for the PYD 5 C’s Survey may be used to navigate through the PYD Five C’s Survey Template. The Template can be found on the United Way of the Greater Lehigh Valley website, under “Resources for Non-Profits.” The link to the website is: https://www.unitedwayglv.org/find-resources/for-non-profits.

Under “Understanding Positive Youth Development and the 5 Cs,” there should be a link to the template. When you click on the link, you will be redirected to Drop Box. You do not have to sign in to download the file. You can ignore the pop up message that asks to sign in. You will need Microsoft ACCESS already installed on your computer to open the template. If you do not have Microsoft ACCESS on your computer, there is a link under the template to download a free version of ACCESS Runtime or purchase Microsoft ACCESS.
Index

What Each Button Function Means..................................................pg. 17

How to Input Program Information..................................................pg. 19

How to Input Student Information..................................................pg. 21

How to Input Additional Schools Not Already Listed....................pg. 24

How to Input Additional School Years Not Already Listed............pg. 26

How to Input the Survey Data.......................................................pg. 28

How to Modify a Survey...............................................................pg. 33

How to Create a Report...............................................................pg. 37
What Each Button Function Means

Close Database - If you would like to exit out of this template document, press this button.

Admin Menu - If you would like to enter a survey, modify a survey, or run a report, this button should be pressed. This button option also allows for you to view the students, programs and schools entered in the template.

Survey Instructions - This is where the survey proctoring instructions is located.
Step 1: Add New Program (or validate that it’s entered) - You may add any new programs here. You may also go here to confirm that you have entered a program.

Step 2: Add New Student (or validate it’s entered) - Before entering any new surveys, you will have to add the student name (first and last), school ID, and grade here. You may also go here to confirm that you have entered a student.

Step 3: Enter Survey (one at a time) - Clicking on this button will allow you to enter the survey results individually.

Enter Survey (multiple at once) - Clicking on this button will allow you to enter the survey results all at once.

*Please note that there is no save button in the template, as everything is automatically saved.*
How to Input Program Information

It is crucial that BEFORE you input any survey data, you enter the program information first. In order to do this, please follow the steps below:

1) Click on “Step 1 - Add New Program (or validate that it’s entered),” which is on the main menu.

2) Click on the “Add New Program” button located at the top.

3) Input program name, location (City, State), and mini description.
4) Repeat steps 2 and 3 for any additional programs you wish to add to the template.
   a. Please note that if a program takes place in two different locations, they must be inputted separately.

5) Click on “Return to Main Menu” to go back to the main menu.

To keep track, or edit inputted programs, please navigate through the “Record” option at the bottom of the screen.

Another way to view/add programs, is through the Admin menu. If you click on the “Admin Menu,” there is an option to “View/Add Programs.”
How to Input Student Information

It is crucial that **BEFORE** you input any survey data, you enter ALL of a student's information first.

In order to do this, please follow the steps below:

1) Click on “Step 2- Add Student (or validate that it's entered),” which is on the main menu.

2) Click on the “Add New Participant” button located at the top.
3) Input participant’s first name, last name, alternative name (this is optional; the alternative name means initials), student ID number (same as their school ID number), and grade (this is a drop-down option).

<table>
<thead>
<tr>
<th>Participant</th>
<th>Add New Participant</th>
<th>Return to Main Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant's First Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant's Last Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student ID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) Repeat steps 2 and 3 until all the students are recorded.

5) Click on “Return to Main Menu” to go back to the main menu.
To keep track, or edit inputted student information, please navigate through the “Record” option at the bottom of the screen.

Another way to view/add students, is through the Admin menu. If you click on the “Admin Menu,” there is an option to “View/Add Students.”
**How to Input Additional Schools Not Already Listed**

If there is a specific school not already listed in the drop down menu, you are able to add it in by following these steps:

1) Click on “Admin Menu” which is on the main menu.

2) Click on the “View/Add Schools” button.
3) Next to the star symbol (*), you may input new additions. This is where you input the school, school type, and school district.

- If you would like to delete an inputted option, highlight the school entry, then right click the mouse and select “Delete Record.”

<table>
<thead>
<tr>
<th>ID</th>
<th>School</th>
<th>School Type</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Central</td>
<td>Elementary School</td>
<td>Allentown</td>
</tr>
<tr>
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</table>

To return back to the main menu, please click on the second “X.”
How to Input Additional School Years Not Already Listed

If there is a specific school year not already listed in the drop down menu, you are able to add it in by following these steps:

1) Click on “Admin Menu” which is on the main menu.

2) Click on the “View/Add School Year” button.
3) Next to the star symbol (*) you may input new additions. This is where you input the school year.
   - If you would like to delete an inputted option, highlight the school year entry, then right click the mouse and select “Delete Record.”

To return back to the main menu, please click on the second “X.”
How to Input the Survey Data

You may either input one set of data at a time, or multiple sets of data at once. The steps to input the survey data both ways are below:

**One at a time:**

To input the survey data, please follow the steps below:

1) Click on “Step 3- Enter Survey (one at a time),” which is on the main menu.

2) Before entering the survey data, you will have to select the program name, school year, type of survey (Pre or Post), student name, and student’s school from the drop down menu options. If the targeted school is not listed in the menu, please see instructions above on how to add the school.
   a. If you are unable to find the selection you are looking for any of the drop down menu, please refer back to steps above showing how to add those.
3) Input the survey data for all twenty questions.
   a. Please note that you will only be allowed to select ONE answer choice per question.
   b. If a student does not answer a question, or selects more than one answer choice, please choose the option “Answer Left Blank OR Multiple Answers Selected.”
   c. Question 20 is open-ended, so you will have to type in the answer.
4) Once you have entered the survey data for a student, and wish to add data for more students, please click the button “Add New Survey.” This button is located at the top and bottom of the page.

a. Please note that if you forget to input the data for one question or more, the system will not let you proceed further. A message will pop up informing you that your survey input is incomplete. An exception to this is question 20, as it can be left blank if a student did not answer this open-ended question.

b. If you wish to delete an inputted survey, click on the red “Delete Survey” option located at the top.

5) Repeat step 4 for as many surveys as you wish to input.

6) After you are done inputting the survey and wish to return to the main menu, click on “Return to Main Menu” to go back to the main menu. This button is located at the top and bottom of the screen.
Multiple at a time:

To input the survey data, please follow the steps below:

1) Click on “Step 3- Enter Survey (multiple at once),” which is on the main menu.

2) Before entering the survey data, you will have to select the program name, school year, type of survey (Pre or Post), student name, and student’s school from the drop down menu options. If the targeted school is not listed in the menu, please see instructions above on how to add the school.
   a. If you are unable to find the selection you are looking for any of the drop down menu, please refer back to steps above showing how to add those.

3) Input the survey data for all twenty questions.
   a. Please note that you will only be allowed to select ONE answer choice per question.
   b. If a student does not answer a question, or selects more than one answer choice, please choose the option “-1”.
   c. Question 20 is open-ended, so you will have to type in the answer.
4) Once you have completed the survey entry for a student, it will automatically show you another blank data entry to fill out for other students.
   a. Please note that if you forget to input the data for one question or more, the system will not let you proceed further. A message will pop up informing you that your survey input is incomplete. An exception to this is question 20, as it can be left blank if a student did not answer this open-ended question.
   b. If you wish to delete an inputted survey, click on the red “Delete Survey” located next to the data entry.

5) Repeat step 4 for as many surveys as you wish to input.

6) After you are done inputting the survey and wish to return to the main menu, click on “Return to Main Menu” to go back to the main menu.
How to Modify a Survey

If you have already inputted survey data, but later realize that you would like to make a modification to the data, there is an option to do this.

You may either modify one set of data at a time, or multiple sets of data at once. The steps to modify the survey data both ways are below:

1) Click on “Admin Menu” which is on the main menu.

Modify one at a time:

2) Click on the “View/Modify Survey (one at a time).”
3) Select the appropriate drop down options for the survey you are looking to modify. (Drop Down Menu Options: program name, school year, type of survey (Pre or Post), student name, and student’s school name.), or you may navigate through the “Record” option at the bottom of the screen.

4) Make any modifications as needed.
   a. If you wish to delete an entire survey input, click on the red “Delete Survey.”
5) Click on “Return to Main Menu” button to go back to the main menu. This button is located at the top and bottom of the screen.

Modify multiple at a time:

1) Click on the “View/Modify Survey (multiple at once).”

2) Select the appropriate drop down option for the participant survey you are looking to modify. You may also navigate through the “Record” option at the bottom of the screen.
3) Make any modifications as needed.
   a. If you wish to delete an entire survey input, click on the red “Delete Survey.”

4) Click on “Return to Main Menu” button to go back to the main menu.
How to Create a Report

After inputting all of the survey data, your next step would be to create a report.

To create a report, please follow the steps below:

1) Click on “Admin” which is on the main menu.

2) Click on the “Run Report” button.
Please note that there are two different types of filters that you can use.

There is a filter specific to school year, school, and program name. For this filter, there are two types of reports that you may create. The first type of report called the “Student Summary” shows the data for each individual student, comparing their answer choices for the Pre and the Post. The second type of report is called the “Program Summary,” which shows the overall program growth for all of the students in that specific program who completed the entire survey.

**These summaries will display a report if either Pre AND Post survey data or just Pre survey data is entered; hence, these summaries can be generated for both mid-year reports and annual-year reports.**

It must be noted that surveys which include question(s) that were left blank or multiple answers were selected will still be included in the student summary, but discarded in the program summary. The report will display those question categories as “N/A” in the student summary. Since the program summary will discard those surveys, the number of students displayed in the report may differ.
The other filter is specific for the school year. For this filter, there are three types of reports that you may create. The first type of report called the “Summary by School” shows the Pre and the Post data for students by school. The second type of report is called the “Summary by School District,” which shows the Pre and the Post data for students by school district. The third type of report is called the “Overall Summary,” which shows the Pre and the Post data inputted for students within all the schools, school districts, and programs.

These summaries will display a report only if Pre AND Post survey data is entered; hence, these summaries should be generated after your program session for the specific school year has ended. If you attempt to create these summaries with just Pre survey data inputted, the reports will be blank.

It must be noted that surveys which include question(s) that were left blank or multiple answers were selected will be discarded from all three summaries under this filter. Since these summaries will discard those surveys, the number of students displayed in the reports may differ.
1) You may utilize the filters to specify according to school year, school name, and program name or just school year. The student ID list is available on the report page, in case you need to refer back to the students.
   a. There is no “Select All” option for the filters. **If you would like to create a report with all of the options for any of the filters, leave the filter blank.**
2) Select what type of report you would like to create.
3) Once you have selected the type of report, a new tab will open displaying it.

Please note that for the student summary, summary by school, and summary by school district, use the navigation at the bottom (where it says Page) to scroll through the reports for the different students, schools, or school districts.
4) You do have the option to print, email, or save the report as a PDF or Excel File. If you look at the ACCESS tab at the top where it says “Print Preview,” you will see all of these options there.

If you would like to exit out of the above screen, and go back to the template menu, click on “Close Print Preview.”
Checklist for the Five C’s Strategies

The following checklist can be utilized to reflect on what strategies your program already practices for each of the five C’s, and what strategies can potentially be adapted.
Competence:

- Social Competence: Program offers social and cooperative activities (This may include team projects, community service projects, cooperative games, etc.).
- Health Competence: Program promotes physical health through healthy choices and healthy lifestyles (This can include physical activities, healthy nutrition, peer education on health issues, etc.). Program promotes emotional health by providing exercises that allow a reflection process to recognize and express emotions appropriately, provide support for stressful circumstances, and provide caring adult relationships.
- Academic/ Cognitive Competence: Program promotes basic academic skills as well as critical thinking and problem solving skills. (This includes engaging activities with the right balance of challenge). Program also promotes independent or small group projects.
- Vocational Competence: Program helps students develop basic work skills and provides information on career paths (may not always be appropriate for program depending on the age group served).

Confidence:

- Youth are provided opportunities to take part in program decision-making. This shows that they have a voice in the organization.
- Youth are provided with opportunities to demonstrate their skills.
- Youth are given recognition where appropriate.
- Youth are provided with feedback where appropriate.

Connection:

- Program offers a psychological and physical safe space.
- Program lays out clear behavior expectations and consequences.
- Programs has a branding (logo or product identifying membership)
- Program provides caring relationships, most likely through program staff or volunteers. (This includes the staff members making effort to get to know the youth, learn their names, and interact with them.)
- Program has a connection with family and other community groups.
- Youth are given the opportunity to evaluate the program.

Character:

- Program provides positive role models and healthy adult relationships, most likely through program staff or volunteers.
- Students are provided recognition of responsible behavior.
- Program lays out clear behavior expectations and consequences.
- Program offers activities/workshops pertaining to positive social values and norms (This may include topics such as responsibility, ethics, morals, values, conflict resolution, etc.).
Caring:

- There is a trusting relationship between staff/volunteers and youth.
- Youth are provided emotional and moral support. This could simply entail actively listening to the youth when they are speaking.
- Program offers a psychological and physical safe space.
- Youth feel welcome at the program (This could simply entail the staff saying Hello as the youth enter the room.)

References:


Additional Resources:


Teipel, K., Minnesota Adolescent Health Action Plan, forthcoming; findings from key informant interviews conducted by Stephen Conley for the Partnership; Community Programs to Promote Youth Development, National Academy Press, Washington, DC (January, 2002)
