





# EVALUATION TOOLKIT

---

|   |    |
|---|----|
| The Toolkit:  | 2  |
| Purpose, Applications, Models, Pointers, Templates  |    |
| 1.0 Choose an Evaluation Approach                   | 4  |
| 2.0 Organize and Plan                               | 4  |
| 2.1 Form an Evaluation Team                         | 4  |
| 2.2 Obtain Evaluation Support                       | 5  |
| 2.3 Develop an Evaluation Management Plan           | 5  |
| 3.0 Design and Collect                              | 6  |
| 3.1 Develop a Logic Model                           | 6  |
| 3.2 Create an Evaluation Plan                       | 8  |
| 3.3 Determine How to Use Social Media Tracking      | 8  |
| 3.4 Setup and Maintain Tracking Tools               | 9  |
| 3.5 Apply Self-Reflection for Learning              | 9  |
| 3.6 Adapt and Implement a Community Survey          | 10 |
| 3.7 Interview Community Asset Builders              | 12 |
| 4.0 Produce Interim Reports                         | 12 |
| 5.0 Prepare Final Reports                           | 13 |
| 5.1 Analyze and interpret the Information           | 13 |
| 5.2 Display the Final Results                       | 13 |
| 6.0 Share Results                                   | 14 |
| 7.0 Conduct Ongoing Self Evaluation                 | 14 |
| Attachment A An Evaluation Plan: Whitecourt Example | 15 |
| Attachment B Tools and Templates                    | 27 |
| Logic Model   | 28 |
| Evaluation Work Plan Sheet                          | 29 |
| Evaluation Work Schedule                            | 30 |
| Inventory Framework                                 | 31 |
| Reflection Guide and Format                         | 32 |
| Community Survey Questionnaire                      | 33 |
| Asset Builder Interview Questions                   | 35 |
| Workshop/Presentation Evaluation Tool               | 38 |

## Purpose of the Evaluation Toolkit

The Evaluation Toolkit is a template for community leaders to assess the implementation of positive youth development in a rural community. It functions as a self evaluation of initial asset development mobilization and awareness raising efforts. This tool:

### POINTER

Adapt the model and tools to fit your evaluation requirements.

- is based on the asset development evaluation designed and implemented in Whitecourt, Alberta
- is flexible and adaptive for asset building communities in rural areas
- supports a primarily self evaluative, participatory approach
- addresses evaluation organization, design, planning, collection, monitoring, analysis, interpretation, presentation, dissemination and sustainability

## Application of the Evaluation Toolkit

Can your community learn from this Evaluation Toolkit? Whitecourt's evaluation has the following characteristics, which created the context for the design and application of the evaluation:

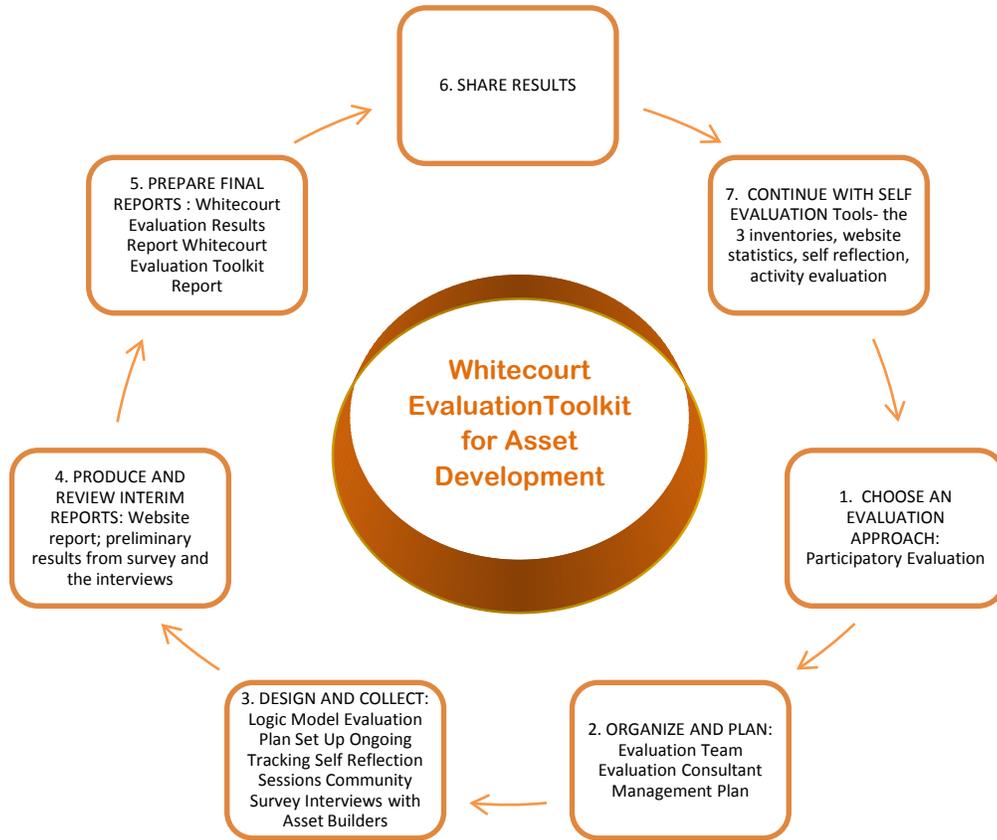
- rural community such as a town and surrounding area
- some community members took part in the initial positive youth development training sponsored by the Provincial Partners and conducted by Lions Quest Canada
- community where there are individuals trained in positive youth development and asset building are or want to be part of mobilizing the community, to raise awareness and knowledge, and to inform others on how to build assets
- community that has organized a group for promoting asset development, preferably with members from multiple sectors, such as education, government, businesses, town council, agencies that work with youth
- group that is early in its positive youth development initiative
- group that has chosen to initially focus on the 40 Developmental Assets and asset building as their positive youth development initiative

### POINTER

Evaluation experience and results are useful and a key to your positive youth development success.

## The Whitecourt Evaluation Model

The toolkit discusses the seven steps taken in the Whitecourt Evaluation Toolkit for asset development.



## Pointers and Templates

Throughout the Evaluation Toolkit you will find pointers from the Whitecourt Evaluation Team. Templates and other tools are in Attachment B for your use in adapting this toolkit to the introduction of asset development in your community.

### POINTER

Seek out and act on opportunities to contact other similar projects about their evaluations. Share designs, tools, and experiences. Ask what worked for them, what challenges they encountered, and how they resolved them.

## 1.0 CHOOSE AN EVALUATION APPROACH

Upfront consultation with other asset development communities that have undertaken evaluation may help you identify an evaluative approach. The evaluation approach that you choose will help define your involvement in the evaluation work. Participatory evaluation was the approach taken in Whitecourt.

*What is participatory evaluation?*

“Participatory Evaluation is a process of self-assessment, collective knowledge production, and cooperative action in which the stakeholders in a development intervention participate substantially in the identification of the evaluation issues, the design of the evaluation, collection and data analysis, and the action taken as a results of the evaluation findings.”<sup>1</sup>

Consider the following opportunities in choosing a participatory approach:

- energize your team
- learn about evaluation
- help make sure that the evaluation procedures and tools fit the community
- increase participation in the evaluation using your network contacts
- clarify your asset development work
- ensure that your evaluation questions are being addressed
- consider the evaluation results in your strategic planning
- use your experience gained in evaluation for the ongoing self evaluation of your continuing work
- share your evaluation experience with other asset development communities

## 2.0 ORGANIZE AND PLAN

### 2.1 Form an Evaluation Team

An Evaluation Team is needed prior to the evaluation. Your community’s asset development leadership group can form the team, starting with all or some of its members. In Whitecourt the POWER Group took on the leadership role for introducing asset development to the community. An evaluation team was formed to organize and plan the evaluation of the introduction of asset development. A cross section of community groups is desirable.

Here is the membership of Whitecourt’s Evaluation Team:  
POWER Group Members:

- Tanner Daniels, Chairperson (Addictions, Alberta Health Services)
- Sharon Shannon (FCSS, Town of Whitecourt)
- Christina Prodaniuk (RCMP, Town of Whitecourt)
- Carmen Mombourquette (Parent Council, St. Joseph School)
- Dana McLean (SUCCESS Team, Mental Health Capacity Building in Schools Initiative)

Provincial Partners:

- Lorne Adamitz (RCMP D.O.C.A.S.)
- Kim Pinnock (Northern Alberta Development Council)
- Tasha Allen (Alberta Health Services)

Contracted Evaluator:

- Janet Howell, Howell & Associates Management Consulting

#### POINTER

It is important to have the core members of your team be consistent. In a high turnover community, this can be a challenge.

<sup>1</sup> Greenwood, D. and Levin, M. *Introduction to Action Research*. 1989.

The POWER Group determined the focus of the evaluation. The Provincial Partners attended the Evaluation Team meetings to offer Information and support and to ensure that the evaluation products were fitting for other communities. They also wanted to understand the impact of their initial training and to determine their next steps. The Evaluator facilitated the design and conduct of the evaluation.

## 2.2 Obtain Evaluation Support

There may be people in your community with evaluation expertise that you can draw from, or you may require evaluation expertise from an experienced evaluator. If your community already has a logic model for the introduction asset development it can serve as a foundation for your evaluation design.

### POINTER

We needed evaluation support since we did not have the expertise among us. How to develop a logic model, an evaluation plan and tools, and how to analyze and present data are specialized skills. You may have people on your team with some of these evaluation skills.

The POWER Group required an evaluator to facilitate the development of a project logic model and an evaluation plan, to guide the data collection process, to draft evaluation tools and prepare reports. If you need to hire an evaluator, here is some selection criteria used in Whitecourt.

### Evaluator Selection Qualifications

1. Experience working in northern Alberta communities (urban or rural).
2. Experience working on community based initiatives (youth/education/health, etc).
3. General understanding of the concept(s) of positive youth development, the 40 Developmental Assets and crime prevention through social development.
4. Strong written and oral communication skills (i.e.: can present evaluation concepts, methods, findings, and recommendations in an easily understood and accessible manner).
5. Strong evaluation design skills (i.e. logic model development, evaluation framework development, including the creation of appropriate indicators of measurement strategies, measure development).
6. High degree of familiarity using both quantitative and qualitative methods to gather evaluation data.
7. Strong evaluation project management skills and a proven track record of delivering evaluation products on schedule and on budget.

Evaluation costs can be reduced if the Evaluation Team members assist in the following ways: data collection, setting up interviews, preparing some interim reports from their ongoing data collection and their social media/website use, and summarizing data from the community survey.

## 2.3 Develop an Evaluation Management Plan

There are ways to manage the evaluation: monitoring the approved evaluation plan, conducting regular meetings, reviewing progress reports, and verifying responsibilities with reference to the evaluator's contract.

### POINTER

Regular meetings of the Evaluation Team help to keep the evaluation moving forward, and to resolve challenges as they arise. Prepare a schedule of meetings with specific agendas and follow through.

### Evaluation Plan

The Evaluation Plan approved by the Evaluation Team serves as the reference point for the work to be completed. Review the plan regularly and update as required.

## Meetings of the Evaluation Team

The Evaluation Team meets several times during the time period of the evaluation, which is usually six months to one year. The Evaluation Team will be able to resolve challenges affecting the completion of the evaluation. It is critical that the Evaluation Team works together and meets as planned.

## Progress Reports

Progress reports, schedules and updated schedules are prepared and reviewed by the Evaluation Team during the evaluation. This may take place at Evaluation Team meetings and teleconferences.

## The Evaluation Contract

Your contract with an evaluator should define the broad phases for the project along with deliverables and timelines for each phase, such as:

- Phase One: Evaluation Design
- Phase Two: Implementation Planning
- Phase Three: Implementation
- Phase Four: Conclusion

A sponsoring agency should be the contract authority. They will administer the contract on behalf of the Evaluation Team and ensure that the deliverables are reviewed and approved for satisfactory completion.

## 3.0 DESIGN AND COLLECT

### 3.1 Develop a Logic Model

Developing a logic model is one way to start creating your evaluation design. The POWER Group developed a Logic Model, facilitated by an evaluation consultant. This process included preparation of a logic model, including what a logic model is, what its purpose is, what it contains and its linkage to an evaluation plan.

#### POINTER

You may have to learn about logic models and evaluation plans with the help of an experienced community member or an evaluator. It is not just about creating these tools, but also about learning what they are and how to use them. This may be a new way of looking at your community initiative. It may help clarify what you do and why you do it.

### Definition of a Logic Model

A logic model is a diagram that shows what the requirements are for attaining specific progressive outcomes that logically flow from one another. The short term outcomes are assumed to logically lead to the medium term outcomes and these in turn to the long term outcomes. These outcomes link to the need that the project attempts to address. For example, you promote asset development with the community at large to initially raise their awareness, help them gain knowledge and understanding of the topic and its importance. This may lead to them applying that knowledge in their daily lives, and the progressive emergence of an asset development climate in the community.

### Purposes of a Logic Model

A logic model can serve many purposes:

- to succinctly describe your program or project to others, such as potential partners or funders
- to explain what changes you are focused on, and what you are doing about it
- to provide the foundation for designing an evaluation with reference to the intended outcomes

Outcome statements should be measurable, which means that it is feasible to collect relevant and valid evidence (outcome indicators) to assess the attainment of the outcome. Here is an example of a poor outcome statement followed by a more viable one:

*Increase in suspected child abuse situations* **versus** *increase in the number of substantiated child abuse reports made to an Alberta Child Welfare Office in the next year.*

## Content of a Logic Model

The sections in a logic model include inputs, activities, outputs, and immediate, intermediate and long term outcomes. Here are some definitions to help guide your logic model development.<sup>2</sup>

### Logic Model Content Definitions

#### Inputs:

Inputs are the things you have already to get you started such as a plan, a budget and a support agency to administer the work.

#### Activities:

Activities are things you do to achieve the outcomes such as presentations, workshops, media campaigns and conferences. This also includes the planning, management, delivery and evaluation of the work.

#### Outputs:

Outputs are the products of the activity, the occurrences of activity, the number of people reached, and the tangible goods that result such as posters, assessment tools, and manuals.

#### Short Term Outcomes:

These are the initial most obvious intended changes that you will expect to see. For individuals these may refer to increased awareness, understanding, belief in, knowledge and how to. For agencies or communities the initial outcomes may be such states as a shared vision, and more cooperation, collaboration, partnerships or solidarity.

#### Medium Term Outcomes:

Medium Term outcomes are further changes that are likely if the initial outcome was achieved. These are usually such things as a greater appreciation of the importance,

#### Long term Outcomes:

Long term outcomes are those changes that you expect to be evident if the initial and intermediate changes take place. These are often in the realm of action such as improved performance for individuals or groups.

Attachment A contains the Whitecourt Evaluation Plan which includes their completed logic model. There is a logic model template in Attachment B.

Whitecourt's evaluation was of the introduction of asset development. This is demonstrated in the logic model's activities and outcomes. The work of the POWER Group will expand as they move through the various sectors of their community and stages of asset development. Therefore, your logic model will require updating to reflect your changing strategies, roles, and the corresponding activities that your leadership group will undertake with the community.

## Linkage of a Logic Model to the Evaluation Plan

Each outcome requires indicators that can be measured to demonstrate whether outcomes have been attained. The outcomes from the Logic Model are the link to the evaluation plan. They identify the indicators to be measured and the methods and procedures to be used.

---

<sup>2</sup> Griffin-Wiesner, J. *The Journey of Community Change*. Search Institute. 2005.

### 3.2 Create an Evaluation Plan

You will require an evaluation plan, and you may be able to adapt Whitecourt’s plan to fit your community. The Whitecourt Evaluation Plan is provided in full for your reference in Attachment A. Templates for the evaluation work plan and the evaluation schedule of an evaluation plan are available in Attachment B. These two pieces are needed at a minimum in an evaluation plan.

#### POINTER

The outcomes must be measurable. In the evaluation work plan you will describe the information you will collect to measure outcomes and the methods you will use.

#### Content of the Whitecourt Evaluation Plan

1. A project overview describing the background, the overall goal and the objectives of the evaluation.
2. The completed Logic Model of the introduction of asset development in Whitecourt.
3. The specific evaluation requirements and the broad evaluation questions.
4. A description of the characteristics and the model of participatory evaluation.
5. A table (evaluation work plan) which identified for each of Whitecourt’s four broad activities, the specific outcomes, and the outcome indicators for each outcome along with the source of the evaluation information, the evaluation method and tool that would be used and the timeline for each evaluation activity.

The completion of the evaluation work plan took place at meetings of the Evaluation Team in Whitecourt facilitated by the Evaluator. The Evaluator provided the format and then guided the Evaluation Team in identifying the outcome indicators. The outcomes must be measurable and the indicators reflect the attainment of the outcome.

### 3.3 Determine How to Use Social Media Tracking

Asset development is all about making contact and building relationships between youth and adults and among the adult asset builders. The potential of social media should be considered to improve your reach, and to invite interaction on behalf of asset development. The tracking of use will provide you with ongoing evaluation feedback.

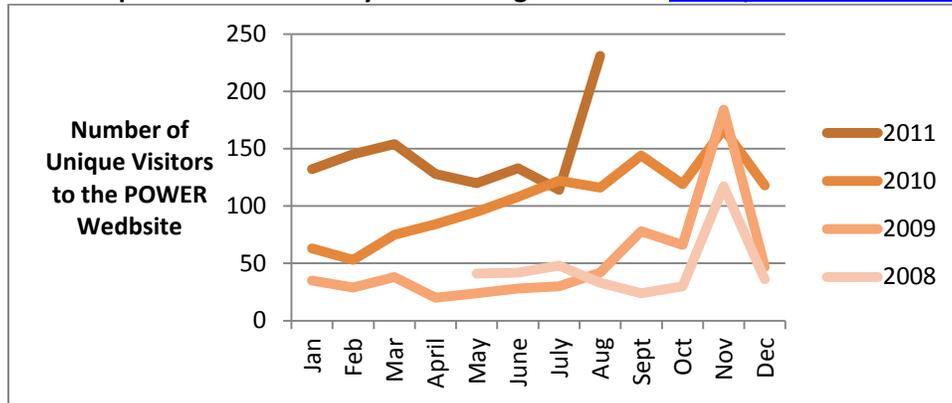
#### POINTER

Consider the potential of social media tracking for the ongoing evaluation of your asset development marketing.

The POWER Group developed [www.powerofwhitecourt.com](http://www.powerofwhitecourt.com) to include asset development information when they began their asset development initiative. This website kept track of use and was set up to provide monthly statistics. The figure below shows a growth in website use over time, with increased access after each of the POWER Group’s major community initiatives.

However, the interim evaluation survey results showed that the website was among the least accessed sources for asset development information. POWER members felt the website needed a major overhaul to increase its capacity for engagement and retention of visitors. Key changes include *Twitter* and *Poll Everywhere* features as well as additional resource links. The Team has promoted the new website widely in the community. The POWER Group will be monitoring use of the new website using the statistics feature of the website.

Number of unique visitors from May 2008 to August 2011 at [www.powerofwhitecourt.com](http://www.powerofwhitecourt.com)



### 3.4 Setup and Maintain Tracking Tools

Inventories of your activities, stakeholders and resources are useful sources of information for your ongoing evaluation. You can set up these tools in a computerized format for easy review and updating. These inventories are a reflection of your approach to introducing of asset development. Templates are provided in Attachment B.

#### POINTER

Start keeping track of your inventories of stakeholders, activities and resources at the beginning of your asset development community initiative. Keep the inventories up to date. It will make your ongoing evaluation easier.

In Whitecourt the Evaluator suggested that the three inventories be created immediately. Ideally these kinds of inventories should be put in place at the start of the asset development initiative, and updated with new additions. The POWER Group members collectively constructed their stakeholder, activity and resources inventories.

#### Whitecourt Stakeholders Inventory

The Whitecourt Inventory of Stakeholders was limited to individuals that have joined the POWER Group at one time or another from various agencies or organizations or the public.

#### Whitecourt Activities Inventory

The Whitecourt Inventory of Activities began in June 2009. The activities are described by the type of activity, the number of participants and who was involved. In the Whitecourt Evaluation Results (Part 1), the activities were presented in relation to the five action strategies (*Pathways for Community Change*) for asset development that were developed by the Search Institute.

#### Resources Inventory

The Whitecourt Inventory of Resources contains many items ranging from promotional soccer balls to posters, resources developed for Whitecourt, and items borrowed from other communities. The resources are for youth and adults such as teachers, parents and the public at large. The Inventory can also include the number of copies of each resource and the number distributed.

### 3.5 Apply Self-Reflection for Learning

The implementers of asset development initiatives can use periodic self-reflection to step back and focus on their successes, their resolved and ongoing challenges and to

#### POINTER

Self-reflection is a way for groups to take stock of how well the initiative is going, and to make adjustments accordingly.

clarify their future direction. This occurred during the Whitecourt evaluation, and is recommended as a regular feature of project management, taking place at least three times a year. A template for self-reflection is provided in Attachment B.

The Evaluator facilitated the reflection discussion by the Whitecourt Evaluation Team members in a roundtable fashion. The results are recorded and reviewed as part of the next reflection session.

Here is an example of a product that resulted from a Whitecourt self-reflection session. A list of suggestions was produced for others based on Whitecourt's experience introducing asset development, as shown below:

- You must believe in it.
- Relationships are everything, no matter what.
- Having stakeholders is a key ingredient.
- Recognize the importance of asset development messages at the front end.
- Be flexible in what you do, but do have a plan.
- Learn and use the language of asset development.
- Tap into existing events.
- It is not what you do but how you do it.
- Make sure that you make it clear that this is a philosophy not a program.
- Be patient. It takes time.

### 3.6 Adapt and Implement a Community Survey

There are many technical aspects to designing and implementing a survey including who to include in the sampling, the type of sampling method to employ, question design and the implementation plan. Issues of quality, validity and reliability must be addressed.

To design the Whitecourt community survey, the Evaluator utilized the Whitecourt Evaluation Plan to identify the specific outcomes and indicators that were slated for the community survey. Questions were created to gather the specific information required for each indicator. Survey design is one part of the evaluation that is often best undertaken or supported by an experienced evaluator in close consultation with the Evaluation Team. The Evaluation Team reviewed the draft questionnaire, and considered the wording of the questions for community suitability.

#### POINTER

Go to the source. Find out if people in the community are hearing your messages and taking action.

An evaluator cannot produce a tool and procedure that will be fitting for those to be surveyed without the guidance of the Evaluation Team members. They know their client group and community best. Therefore, if you chose to adopt the survey design used in Whitecourt you will need to review the tools and procedures, and likely adapt these to your specific evaluation needs and community. A pre-test of the tool can help to identify unclear questions and problematic wording. A copy of the Whitecourt Asset Development Community Survey is in Attachment B. Here is a sample of an outcome, one of its indicators and then its corresponding questions in the community survey:

**Outcome:** Identified stakeholders apply asset development

**Indicator:** Stakeholders report applying asset building at work, at home and in the community

**Collection Method:** Community Survey

**Survey Questions # 8, 9 and 10:** Questions are shown in following chart.

### WHITECOURT ASSET DEVELOPMENT COMMUNITY SURVEY 2011

(Format Compressed Version to Show Content Q8-10)

We are trying to find out if the people of Whitecourt are aware of asset development.

1. Do you practice asset development with youth in your workplace?

No, don't work with youth    No, do not practice it deliberately    Yes

If yes, please give an example;

2. Have you used the Developmental Assets as a parent?

No, I am not a parent    Not used the assets    No, I would like to    Yes

If yes, please give an example:

3. Do you use the principles of asset development in your interaction with youth that you come into contact with in the community?    No    Yes

If yes, please describe a situation:

*Thank you very much for completing this survey.*

The sampling strategy for the community survey in Whitecourt was developed to fit to the way the POWER Group engaged the community. The Education sector has been a primary focus for asset development by the POWER Group, and subsequently by the schools themselves. These schools reach the entire school aged population in the community. Therefore, all staff in Whitecourt's six schools and Storefront School were surveyed. A member of POWER contacted each school requesting their participation, delivered the questionnaires for distribution to the teachers either at a staff meeting or in their mailbox, and collected the completed questionnaires which were provided to the Evaluator for analysis.

The approach for the rest of the community was to distribute the survey to: workers at their workplaces and interagency meetings, a Chamber of Commerce meeting, specific work sites, and to involve individuals at major family oriented or community events. Some such events were the Program Registration event in September, and upon entering the Allan & Jean Millar Recreation Centre.

During this process the Evaluator noted that there were very few men participating in the survey, except for the school staff. A few male dominant workplaces were then added to the surveying, resulting in 14 percent of the survey participants being men. This remains a substantial under representation of males who slightly outnumber females in the Whitecourt population. However it should be noted that the male dominant business sector was not a target for the POWER Group’s initial introduction of asset development.

**POINTER**

Talk with the asset builders in your community about their asset development experiences and future perspectives for your community.

### 3.7 Interview Community Asset Builders

The members of the POWER Group Evaluation Team produced a list of twenty-one asset builders that the Evaluator interviewed:

- 9 Government Workers
- 8 School Staff
- 2 Town Council Officials
- 1 Not for Profit Agency Head
- 1 Self Employed Person

This list also included the five members of the POWER Group Evaluation Team. They were not questioned on the section of the interview questionnaire dealing with support from the POWER Group.

Again the question construction for the interview was guided by the Evaluation Plan that contained outcomes and specific indicators that would be measured using the interview responses of these asset builders. Attachment B provides the Asset Builder Interview Questions. The interviews provided an opportunity to discuss in greater depth specific asset development experiences. It asked about future perspectives for Whitecourt from people who were fully committed and engaged as asset builders. The interviews also addressed the role of the POWER Group supporting the asset development initiatives and applications by others.

If a community does not have an evaluator to conduct the interviews, they should find someone outside the project to do it. Here are some guidelines for the selection of an interviewer:

- not involved with the asset development initiative in your community
- familiar with asset development
- knows the objectives and history of the asset development leadership group
- has interviewing skills, possibly a skill used in their work
- is able to establish a positive rapport with people from all sectors of the community

### 4.0 PRODUCE INTERIM REPORTS

Preparing and reviewing interim evaluations reports is a good place to start to provide yourself with evaluation information on a regular basis. This information can be used in your self-reflection sessions.

**POINTER**

There were opportunities during the Whitecourt evaluation to prepare interim evaluation reports. These reports helped the Evaluation team get used to processing feedback information on their initiatives.

Early into the evaluation the Evaluator facilitated the first Self Reflection session held by the Evaluation Team. This session identified the early start challenges introducing asset development in Whitecourt as well as the successes and the ongoing challenges. The results were documented and dated to start an ongoing record and to track the asset development introduction experience. The Evaluator also

provided verbal interim reports based on preliminary reviews of the community survey responses, and interviews conducted with the asset builders.

The Evaluator prepared a PowerPoint presentation of the analyzed statistics for the Evaluation Team, which was discussed at an Evaluation Team meeting. The [www.powerofwhitecourt.com](http://www.powerofwhitecourt.com) website housed asset development details that the people of Whitecourt referred to for more information. This website had a utilization tracker and a statistics production facility. This information is another form of an interim report.

If you give workshops and/or presentations an evaluation tool is provided in Attachment B in the form of a Question Bank. A debriefing approach is also described.

## 5.0 PREPARE FINAL REPORTS

### 5.1 Analyze and Interpret the Information

Interpretation of the evaluation information requires you return to the broad evaluation questions and the outcomes with the indicators identified in the Evaluation Plan. Then relate what you have found to answer these questions and thereby determine the extent to which these outcomes have been reached.

#### POINTER

There are a number of options for analyzing the evaluation data collected. You may use Excel if the sorting feature is key in your analysis plan. You can create a database using Access. If you have a large data set and a more complex analysis requirement SPSS (Statistical Package for the Social Sciences) may be an efficient and effective choice.

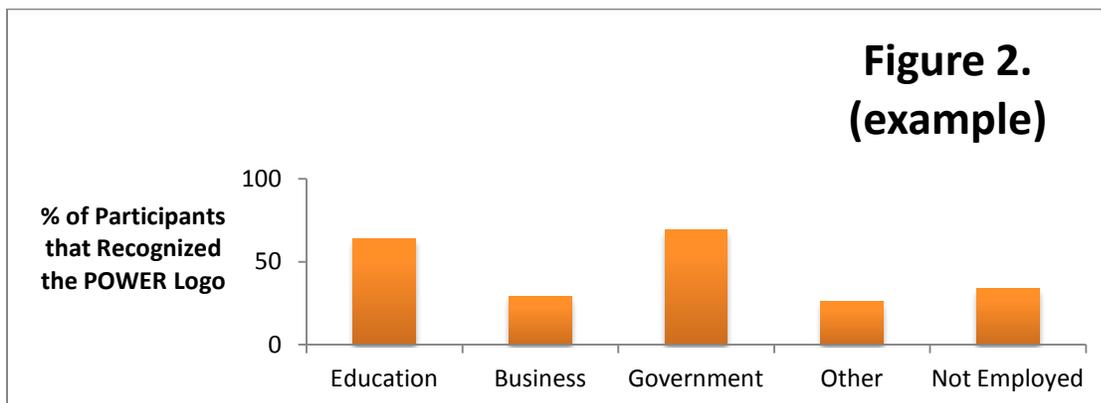
Since the survey sampling was not designed to represent Whitecourt overall, the results were not combined in total. The Evaluator sorted the questionnaires using the employment information provided into four work sectors and an unemployed group. Each group was then sorted into those that had heard of asset development and those who had not. The first group provided the bulk of the evaluation information.

### 5.2 Display the Final Results

As noted earlier this evaluation resulted in two reports: a report of the Whitecourt evaluation results, and a report on the evaluation design and experience which is called the Evaluation Toolkit. Applications of the Whitecourt Evaluation Toolkit would produce results reports with a design section. An example of a graph that shows results is displayed below. This was produced using Microsoft Excel.

#### POINTER

Text, graphics and charts provide a variety of ways to show the evaluation results, whether in print or electronic format. You will need to reshape your display for different audiences and different purposes.



## 6.0 SHARE RESULTS

The POWER Group plans to share the evaluation results and toolkit with the local community, and to make the results available to others that are interested. Information and specific graphics taken from the report will be a resource for documents, newsletters, media articles and presentations for the POWER Group. The evaluation results are a primary resource to support the POWER Group and its partners in creating its positive youth development plan for the future.

### POINTER

Others can learn from your experience, so share your evaluation results.

The Provincial Partners intend to make this Evaluation Toolkit available to other rural communities that are interested in setting up an evaluation of their positive youth development initiatives. This evaluation was to determine the extent to which the community of Whitecourt has been successful in achieving the outcomes associated with the introduction of asset development in their community. It also provided information to support the evaluation design and conduct of asset development introduction by other rural communities.

## 7.0 CONDUCT ONGOING SELF EVALUATION

This Evaluation Toolkit has introduced a few ways to keep your evaluation going as a self-evaluation to further support your planning and implementation. Sources you can use in your ongoing self evaluation described in this Evaluation Toolkit:

- Stakeholders Inventory
- Activities Inventory
- Resources Inventory
- Your Website or Other Social Media with a Utilization Statistics Function
- Results from your Reflection Sessions
- Your workshop/presentation evaluation feedback

### POINTER

An ongoing approach to evaluation provides a stream of information for taking stock of program activity, determining its effects, and supporting ongoing improvement. The Team can maintain internal reporting for this purpose based on its inventories, website statistics, reflection sessions, and activity evaluations.

You can assign members of your asset development leadership group to maintain, analyze and report on the occurring trends based on these sources. Gaps in reach and successes in implementing your plans can be monitored. You can also use this information in presentations, progress reports and funding applications in support of your asset development work.

A more comprehensive evaluation activity can be used periodically at different phases in your asset development process. These can be employed when you require a more in-depth look at the progress of your community in creating an asset development climate.

# ATTACHMENT A

## An Evaluation Plan: Whitecourt Example

---

### CONTENTS

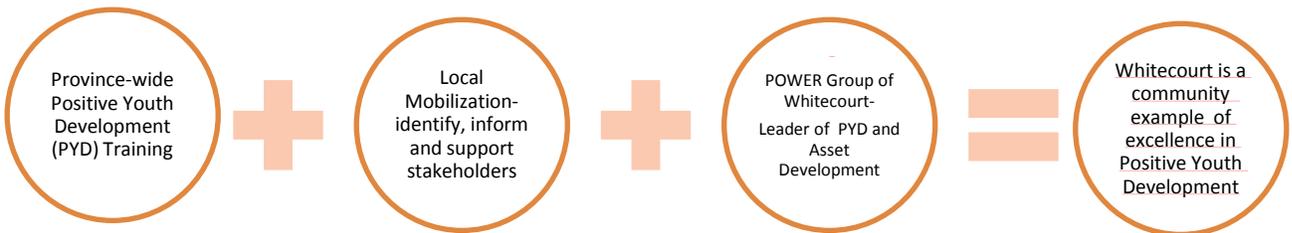
|     |                         |    |
|-----|-------------------------|----|
| 1.0 | Project Overview        | 16 |
| 1.1 | Background              | 16 |
| 1.2 | Evaluation Objectives   | 16 |
| 2.0 | Project Logic Model     | 16 |
| 3.0 | Evaluation Requirements | 18 |
| 3.1 | Specific Requirements   | 18 |
| 3.2 | Evaluation Questions    | 18 |
| 4.0 | Evaluation Measurement  | 19 |
| 5.0 | Implementation          | 26 |

## 1.0 PROJECT OVERVIEW

### 1.1 Background

The RCMP, Alberta Health Services and the Alberta Northern Development Council are the provincial partners that initiated training on positive youth development (PYD) and the 40 Developmental Assets in interested Alberta communities. These partners sought to determine the training effects of their efforts, and chose Whitecourt and the Woodlands County surrounding area as their evaluation site. The POWER Group of Whitecourt agreed that their efforts be the focus of this evaluation. They have set up an evaluation sub-committee to oversee the evaluation, which also included representatives from the provincial partners and a contracted evaluator.

The mission of the Whitecourt PYD Leadership Group is to create opportunities for people to enhance their capacity for positive youth development in the Whitecourt community “with intention”. “With intention” acknowledges that the community already has positive youth development; strengths based philosophy and practices, which they employ automatically, to some extent “without intention”. The diagram below places Whitecourt PYD and Asset development into the Provincial context.



### 1.2 Evaluation Objectives

The Provincial Partners had put forward two evaluation objectives:

- To determine the extent of Whitecourt’s success in achieving the outcomes associated with each of the positive youth development initiatives they implemented.
- To develop an evaluation toolkit that could be modified for use in other rural communities implementing positive youth development initiatives across Alberta or elsewhere.

## 2.0 PROJECT LOGIC MODEL

The Whitecourt Logic Model is shown on the next page. This logic model describes the inputs, activities, outputs and outcomes. All the activities ultimately contribute to the long term outcome, which corresponds to the vision.

The Whitecourt PYD initiative has four major activity components:

1. To develop, manage, promote and evaluate the Whitecourt PYD Leadership Group’s positive youth development with the community.
2. To identify and select stakeholders to lead community based asset development.
3. To deliver information and resources on Developmental Assets for youth to stakeholders and the community at large.
4. To offer practical support to stakeholders that intend to or are, creating Positive youth development in their sector.

## LOGIC MODEL

### Whitecourt Positive youth development (PYD)

“Mission: Creating opportunities for people to build the capacity for a youth asset development climate, with intention, in the Whitecourt community”

|                             |   |   |  |  |
|-----------------------------|---|---|--|--|
| <b>INPUTS</b>               | Whitecourt’s interest in creating a youth asset development climate; Positive youth development and 40 Developmental Asset training from the Province; the POWER Group of Whitecourt provides the youth asset development leadership; support from the Provincial PYD Partners; and the existing sources of information and resources on asset development for youth. |   |  |  |
| <b>ACTIVITIES</b>           | Develop and promote the group’s PYD work, manage its implementation and operation; and oversee the project evaluation   | Identify and select stakeholders to lead youth developmental asset based  | Provide information and resources to stakeholders and community at large on Developmental Assets for youth   | Offer advice, consultation and facilitation to stakeholders that intend or are creating a youth asset development climate in their sector  |
| <b>OUTPUTS</b>              | Tools and procedures for promotion, management and delivery; promotional materials  | Interested stakeholders identified by sector; number of contacts  | Prepared presentations; number of information activities; participants by sector; resources developed; resources distributed; resource lists   | References and information on asset building strategies and resources; development presentation materials; number of stakeholders assisted and services                                    |
| <b>SHORT TERM OUTCOMES</b>  | Successes, challenges and lessons learned are identified regarding the development and implementation of the Team’s work  | Leadership Group is aware of which stakeholders are interested in developing and implementing a community based asset development climate | Identified stakeholders and community at large have increased awareness, knowledge and appreciation of the value of Developmental Assets   | Stakeholders developing asset climates are aware of the opportunities to receive advice, consultation and facilitation, and are comfortable to approach the Leadership Group for           |
| <b>MEDIUM TERM OUTCOMES</b> | Lessons learned are formulated, which can be shared with other communities in the PYD Evaluation Protocol for the Province  | Leadership Group effectively engages identified stakeholders and begins to form sustainable relationships                                 | Identified stakeholders communicate about asset development with others they come in contact with, and consider applying the concepts in their own youth climates; individuals request more information and apply it in their daily lives  | Stakeholders developing asset climates access the advice, consultation and visitation available  |
| <b>LONG TERM OUTCOMES</b>   | Leadership Group has increased understanding and knowledge of how to mobilize and support a community to create a PYD climate through asset development   | Leadership Group sustains relationships with the Whitecourt community to ensure an asset development climate for its youth                | Identified stakeholders identify other stakeholders who would be appropriate candidates for creating developmental asset climates for youth;<br><br>Identified stakeholders intentionally and intuitively incorporate Developmental Assets in their youth climates;<br><br>Individuals reached by promotion, advertizing or internet based information are receptive to, and participate in asset development for youth, and are willing to contribute (time and money) to asset development | Stakeholders developing asset climates utilize the advice, consultation and facilitation offered to increase the effectiveness of the developmental asset concepts in their youth climates |

The Whitecourt community has enhanced its asset development climate for youth in all sectors with intention.

## **3.0 EVALUATION REQUIREMENTS**

### **3.1 Specific Requirements**

The evaluation design is based on the requirements listed below:

1. A Project Logic Model is created to describe the outcomes measured in the evaluation.
2. A detailed Evaluation Plan is developed for Leadership Group approval.
3. The Evaluator facilitates a formative evaluation based on the results of the evaluation activities.
4. The evaluation becomes a part of the Leadership Group's decision-making and learning processes.
5. The lessons learned are valued as information for sharing inside and outside the community.
6. This participatory evaluation is guided by the Evaluation Sub-Committee. Everyone is kept informed and involved throughout the evaluation timeline.
7. The Evaluator ensures the evaluation meets the terms of the evaluation contract.
8. The Evaluator produces a final evaluation report for the POWER Group and a Provincial Evaluation Protocol for the provincial partners.

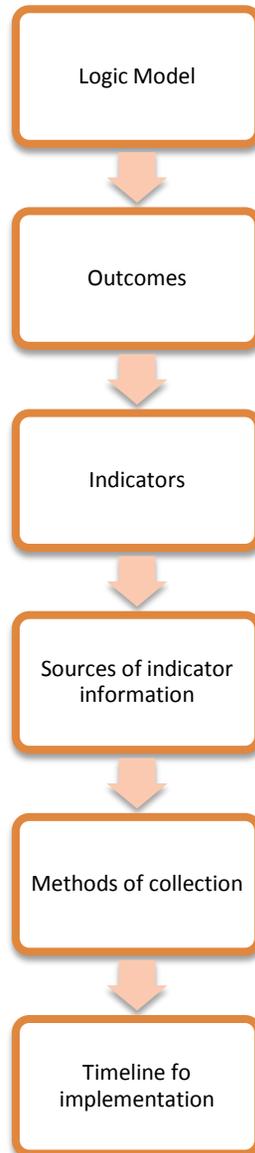
### **3.2 Evaluation Questions**

These are the broad evaluation questions that the evaluation addresses. The information required to answer these questions will be produced by the evaluation, built into the evaluation design, and reported in the final evaluation report.

1. How has the Leadership Group engaged the community on youth asset development?
2. Who has been reached?
3. Are the planned outputs being delivered?
4. To what extent is progress being made on the expected outcomes?
5. How is the community's positive youth development different now?
6. What challenges and ongoing challenges are encountered and how were/are they being addressed?
7. What works well?
8. What could be improved?
9. What lessons learned can be passed on to other communities?
10. How well did the evaluation methods work? What is missing?

## 4.0 EVALUATION MEASUREMENT

The chart that follows on the next few pages links the outcome indicators to be measured to an information source, type of collection method, and broad timeline.



**EVALUATION MEASUREMENT  
POSITIVE YOUTH DEVELOPMENT & 40 DEVELOPMENTAL ASSETS  
WHITECOURT AND THE WOODLANDS COUNTY SURROUNDING AREA**

**Mission:** To create opportunities for people to build the capacity for Positive youth development, with intention, in Whitecourt and the Woodlands County & surrounding area

**Sectors:** Schools, Parents/Caregivers, Youth Serving Agencies, Justice, Health, Town and County Council, Business, Church organizations

**Reach:** Stakeholders in the sectors listed above, youth, families, neighbours, and community at large in Whitecourt/Woodlands County and surrounding area

| Activities   | Outputs  | Short Term Outcomes   | Medium Term Outcomes  | Long Term Outcomes   |
|--|--|---|---|--|
| Whitecourt PYD Leadership Group  | Interested stakeholders identified by sector<br>Number of contacts   | Leadership Group is aware of which stakeholders are interested in developing and implementing a community based youth asset development climate   | Leadership Group effectively engages identified stakeholders and begins to form sustainable relationships   | Leadership Group sustains relationships with the Whitecourt community to ensure an asset development climate for its youth   |
| Identifies and selects stakeholders to lead youth developmental asset based community climate building | <p><b>Source:</b> Leadership Group, records</p> <p><b>Method:</b> Stakeholder Inventory</p> <p><b>Timeline:</b> Ongoing update</p> | <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Leadership Group can name the stakeholders that are interested</li> </ul> <p><b>Source:</b> Leadership Group, records</p> <p><b>Method:</b> Stakeholder Inventory</p> <p><b>Timeline:</b> Ongoing update</p> | <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- New stakeholders have joined POWER</li> <li>- Identified stakeholders attend the meetings</li> </ul> <p><b>Source:</b> POWER Group, records</p> <p><b>Method:</b> Stakeholder Inventory</p> <p><b>Timeline:</b> Ongoing update</p> | <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Identified stakeholders contribute in other ways to the PYD (e.g. information, time, promotion...)</li> </ul> <p><b>Source:</b> POWER Group, records</p> <p><b>Method:</b> Stakeholder Inventory</p> <p><b>Timeline:</b> Ongoing update</p> |

|  |  |  |   |   |
|--|--|--|---|---|
| Provides information and resources to stakeholders and | Prepared presentations; number of activities by type; participants | Identified stakeholders/community at large | Identified stakeholders communicate about | Identified stakeholders identify other stakeholders who would |
|--|--|--|---|---|

| Activities  | Outputs  | Short Term Outcomes   | Medium Term Outcomes   | Long Term Outcomes  |
|---|--|---|--|---|
| Whitecourt PYD Leadership Group   |  |   |  |   |
| community at large on Developmental Assets for youth:   | by sector; resources developed; resources distrusted; resource lists | has an increased awareness of Developmental Assets  | Developmental Assets with others that they come into contact with                                  | be appropriate candidates for creating developmental asset climates for youth   |
| Targeted presentations  |  |   |  |   |
| Topic/skill specific workshops  | <b>Source:</b> Leadership Group, records                             | <b>Indicators:</b>  | <b>Indicators:</b>   | <b>Indicators:</b>  |
| Promotion and advertizing   | <b>Method:</b> AD Activity and Resource Inventory                    | - Heard about 40 Assets from POWER  | - Report passing on info to others   | - They report that they recommend to other stakeholders   |
| School Newsletters ('Positive Point', parent information)   | <b>Timeline:</b> Ongoing update                                      | - Heard about 40 Assets in the media  | - Can name info and who and situation  | - Give statements of what they said or would say  |
| Community Spectrum- quarterly activity brochure   |  | - Heard about 40 Assets at the POWER Website  | - Add reference to PYD and asset development in their own work with others                         | - Can name the other stakeholders   |
| Radio   |  | <b>Source:</b> Identified stakeholders; website   |  |   |
| Internet based  |  | <b>Method:</b> Workshop-Presentation  | <b>Source:</b> Identified Stakeholders   | <b>Source:</b> Identified Stakeholders  |
| Powerofwhitecourt.com (links to Search Institute, Thrive Canada, Town of Whitecourt, Parent Further Link, Woodlands County, St Albert videos) |  | Stakeholder Interviews, Website Use Analysis, Web Survey                                      | <b>Method:</b> Stakeholder Interviews  | <b>Method:</b> Stakeholder Surveys-Interviews   |
|   |  | <b>Timeline:</b> Annual   | <b>Timeline:</b> Annual  | <b>Timeline:</b> Annual   |
|   |  | Identified stakeholders/community at large has an increased knowledge of Developmental Assets | Identified stakeholders consider applying developmental asset concepts to their own youth climates | Identified stakeholders intentionally incorporate developmental asset concepts into their youth climates  |
|   |  | <b>Indicators:</b>  | <b>Indicators:</b>   | <b>Indicators:</b>  |
|   |  | - Have read about the 40-Assets   | - See themselves as supporters or ambassadors of PYD and asset development                         | - They (by sector) describe relevant climate changes they have made/in process/plan (philosophies, policies, who, what and how they are involved, practices etc.) |
|   |  | - Can name some of the assets   | - Can describe their considerations- kinds of changes  | - They explain how they   |
|   |  | - Can name some of the Internal Assets  | <b>Source:</b> Identified Stakeholders   |   |
|   |  | - Can name some of the External Assets  | <b>Method:</b> Stakeholder   |   |
|   |  | - Know some strategies for assets   |  |   |

Activities  
 Whitecourt PYD Leadership Group

Outputs

Short Term Outcomes

Medium Term Outcomes

Long Term Outcomes

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>- development/ how to Know the philosophy that underlies the 40-Assets</li> <li>- Deliver programs in support of one or more of the 40 Assets</li> <li>- Know the results of research that supports positive youth development</li> </ul> <p><b>Source:</b> Identified stakeholders, broader community<br/> <b>Method:</b> Workshop-Presentation<br/>         Questionnaires, Stakeholders Interviews; Web Survey<br/> <b>Timeline:</b> Annual</p> | <p>Surveys-Interviews<br/> <b>Timeline:</b> Annual</p> | <p>intent that this will contribute to an asset development climate for youth</p> <p><b>Source:</b> Stakeholders Incorporating<br/> <b>Method:</b> Stakeholder Focus Group for AD Mapping<br/> <b>Timeline:</b> Annual</p>   |
| <p>Identified stakeholders has an increased appreciation for the value of Developmental Assets</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Believe in the importance of creating an developmental asset climate for youth</li> <li>- Committed to the role of community in asset development for youth</li> </ul>  |  | <p>Identified stakeholders <b>intuitively incorporate</b> developmental asset concepts into their youth climates</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Can describe what they have done as part of this that was not a change for them</li> <li>- Report they automatically think/do asset development in their work</li> </ul> <p><b>Source:</b> Stakeholders Incorporating<br/> <b>Method:</b> Stakeholder Focus Group<br/> <b>Timeline:</b> Annual</p> |

Outputs

Short Term Outcomes

Medium Term Outcomes

Long Term Outcomes

- Helps youth grow up healthy
- Helps youth make healthy choices
- Would support this to others
- Reduces risks

**Source:** Identified stakeholders, broader community

**Method:** Workshop-Presentation  
 Questionnaires, Stakeholders Interviews; Web Survey  
**Timeline:** Annual

Individuals reached by promotion, advertizing or internet based information will **request additional information** about Developmental Assets

**Indicators:**

- What info
  - For what purpose
- Source:** Individuals reached  
**Method:** Web Analysis (return requests); Web Survey  
**Timeline:** Annual

Individuals reached by promotion, advertizing or internet based information **utilize** Developmental Assets in their daily lives

**Indicators:**

- Describe which ones
  - Explain what is different as a result
- Source:** Individuals reached who have made changes  
**Method:** Web Survey  
**Timeline:** Annual

Individuals reached by promotion, advertizing or internet based information are **receptive to and say they have an interest in participating** in asset development for youth

**Indicators:**

- They have asked for information about this
- Source:** Individuals reached  
**Method:** Web Survey  
**Timeline:** Annual

Individuals reached by promotion, advertizing or internet based information would **consider contributing** (information, time and money) to asset development for youth

**Indicators:**

- They have asked what would be involved time wise in participating
  - They have taken a fund recommendation to their work agency
- Source:** Individuals reached  
**Method:** Web Survey  
**Timeline:** Annual

| Activities   | Outputs  | Short Term Outcomes  | Medium Term Outcomes   | Long Term Outcomes  |
|--|--|--|--|---|
| <p>Whitescourt PYD Leadership Group</p> <p>Offers practical support to stakeholders that are taking action on PYD and the Developmental Assets</p> | <p>Up to date references and information on asset building strategies and resources; development presentation materials; number of stakeholders assisted and services provided</p> <p><b>Source:</b> Leadership Group, records</p> <p><b>Method:</b> AD Activity and Resource Inventories</p> <p><b>Timeline:</b> Ongoing update</p> | <p>Stakeholders taking action are aware of the <b>opportunity to receive practical support</b> from the Leadership Group.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Know what is available</li> <li>- Know how to get support</li> <li>- Can name who to contact</li> </ul> <p><b>Source:</b> Stakeholders Developing</p> <p><b>Method:</b> Stakeholders Interviews</p> <p><b>Timeline:</b> Annual</p>                                  | <p>Stakeholders that are taking action <b>access</b> the practical support available.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Number that do; sector</li> <li>Kind of support given</li> </ul> <p><b>Source:</b> Leadership Group, records</p> <p><b>Method:</b> AD Activity Inventory</p> <p><b>Timeline:</b> Ongoing update</p> | <p>Stakeholders taking actions <b>utilize</b> the support offered to increase the effectiveness of their PYD and asset development actions.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Describe how the support made a difference for them</li> <li>- Identify what was most useful to them in the support given</li> </ul> <p><b>Source:</b> Stakeholders Developing</p> <p><b>Method:</b> Stakeholder Interviews and Focus Group</p> <p><b>Timeline:</b> Annual</p> |
|  |  | <p>Stakeholders are comfortable approaching the Leadership Group</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>- Say have no reservations to</li> <li>- Say they would</li> <li>- Believe Leadership Group to be knowledgeable on the topic</li> <li>- Know some of those involved with POWER</li> </ul> <p><b>Source:</b> Stakeholders</p> <p><b>Method:</b> Stakeholders Interviews &amp; focus group</p> <p><b>Timeline:</b> 6 monthly</p> |  |   |

| Activities   | Outputs   | Short Term Outcomes   | Medium Term Outcomes   | Long Term Outcomes   |
|--|---|---|--|--|
| Whitecourt PYD Leadership Group                                  |   |   |  |  |
| Plans, develops, and implements the work of the Leadership Group | Tools and procedures for promotion, management and delivery; promotional materials; minutes-meetings<br><br><b>Source:</b> Leadership Group members and records<br><b>Method:</b> Interview with POWER Chairperson<br><b>Timeline:</b> Every 6 months | The successes and challenges are identified regarding the development and implementation of the Leadership Group's work   | Lessons learned are formulated, which can be shared with other communities in the PYD Evaluation Protocol for the Province   | Leadership group has increased understanding and knowledge on how to mobilize and support a community to create a positive youth development climate through asset development   |
|  |   | <b>Indicators:</b><br>- This information is documented<br><b>Source:</b> Leadership Group, Stakeholders<br><b>Method:</b> Leadership Reflection; in evaluation methods with stakeholders<br><b>Timeline:</b> End of first 3 months and quarterly thereafter; appoint member to document | <b>Indicators:</b><br>- Lessons learned are documented<br><b>Source:</b> Leadership Group<br><b>Method:</b> : Leadership Reflection<br><b>Timeline:</b> End of first 3 months and quarterly thereafter; appoint member to document | <b>Indicators:</b><br>- Leadership Group reports a stronger capacity (confidence and know how) for leading community Positive youth development<br><b>Source:</b><br><b>Method:</b> Include in Leadership Reflection<br><b>Timeline:</b> no later than end of first year |

## 5.0 IMPLEMENTATION

Tools will be developed, as a separate evaluation resource containing each tool and the procedures.

| EVALUATION METHODS  | EVALUATION ACTIVITY<br>SCHEDULE                | STATUS<br>Updated as of November 14, 2011  |
|---|--|--|
| <b>OUTPUTS</b>  |  |  |
| Stakeholder Inventory<br>Activity Inventory<br>Resource Inventory | Summer 2011                                    | Have been set up, and now are in ongoing update; will be used in final report  |
| Website Utilization Analysis Plan                                 |  | Report to end of August completed; will be updated as of Feb 2012  |
| <b>PARTICIPANT OUTCOMES</b>                                       |  |  |
| Workshop-Presentation:<br>Post Q or De-Brief Qs                   | July 2011                                      | Batch of questions was drafted- requires refinement  |
| Stakeholders - Interviews   | Late Sept to end of Oct 2011                   | Completed by mid November 2011(extension necessary to first week of December)  |
| Stakeholders - Focus Group  | Early November 2011                            | TBA<br>May use it with Leadership Group later to review evaluation results for implications; consider a youth focus group          |
| Stakeholders and Community at Large Survey                        | Design Summer<br>Launch September 2011         | Collection completed by mid November 2011  |
| <b>AD LEADERSHIP LEARNINGS</b>                                    |  |  |
| Reflection on Planning, Developing, Managing and Evaluating       | June 13, 2011<br>October 2011<br>February 2012 | June and October are completed; final one in February 2012   |
| <b>AD COMMUNITY OUTCOMES</b>                                      |  |  |
| Whitecourt Final Report   |  | Full Draft by January 15, 2012 for Group Review  |
| Evaluation Results and Toolkit and<br>Evaluation Toolkit Reports  |  | Outline reviewed by Provincial Partners in early January 2012<br>First Draft by Mid February 2012<br>Final draft by March 31, 2012 |

# ATTACHMENT B

## TOOLS AND TEMPLATES

---

|  | Page |
|--|------|
| Logic Model Template   | 28   |
| Evaluation Work Plan Template  | 29   |
| Evaluation Work Schedule Template                                      | 30   |
| Inventory Framework Guideline (Stakeholders, Resources and Activities) | 31   |
| Reflection Guide and Format  | 32   |
| Community Survey Questionnaire   | 33   |
| Asset Builder Interview Guide and Question Format                      | 35   |
| Workshop/Presentation Evaluation Tool- Bank of Questions               | 38   |

# LOGIC MODEL

|                      |  |  |  |  |
|----------------------|--|--|--|--|
| LOGIC MODEL          |  |  |  |  |
| INPUTS               |  |  |  |  |
| ACTIVITIES           |  |  |  |  |
| OUTPUTS              |  |  |  |  |
| SHORT TERM OUTCOMES  |  |  |  |  |
| MEDIUM TERM OUTCOMES |  |  |  |  |
| LONG TERM OUTCOMES   |  |  |  |  |
|                      |  |  |  |  |

**EVALUATION WORK PLAN**

**Project Title:**

**Mission:**

**Sectors:**

**Reach:**

| Activity Component | Outcomes | Indicators | Source | Method | Timeline |
|--------------------|----------|------------|--------|--------|----------|
|                    |          |            |        |        |          |
|                    |          |            |        |        |          |
|                    |          |            |        |        |          |
|                    |          |            |        |        |          |

**EVALUATION WORK SCHEDULE**

| <b>EVALUATION TASKS</b> | <b>PLANNED DATE</b> | <b>STATUS</b> |
|-------------------------|---------------------|---------------|
|                         |                     |               |
|                         |                     |               |
|                         |                     |               |
|                         |                     |               |
|                         |                     |               |
|                         |                     |               |
|                         |                     |               |
|                         |                     |               |
|                         |                     |               |
|                         |                     |               |

## **INVENTORY FRAMEWORK**

*This will give you an idea of what would be useful. But this is flexible depending on what you can recreate. You may have other suggestions. Set these up in a software program that can be easily edited.*

### STAKEHOLDER INVENTORY

Name of agency/group  
Sector  
Name of Agency contact person  
Contact person's email  
Contact person's phone number  
Agency has a member on the POWER Group  
Name of member on the POWER Group  
When agency first joined POWER Group

### ACTIVITY INVENTORY to Community

Name of activity  
Type of activity (e.g. workshop, presentation, media interview)  
Content (e.g. asset information, how to information etc)  
Date held  
Who attended (broad such as X Schools, community members)  
Number attended, participated or estimate audience (media)  
Who facilitated

### RESOURCE INVENTORY

Type of resource  
Whitecourt PYD product or a Pre-existing Product  
Number of resources  
Number distributed since PDY focus  
Distribution Scope  
Notes (space to make comments)

## REFLECTION GUIDE AND FORMAT

### Who

Those persons involved in the planning, development, management and delivery of asset development in the community. This may include staff and volunteers, adults and youth.

### What

Successes, challenges resolved and ongoing, unexpected opportunities and responses, unanticipated outcomes, and lessons learned.

### Why

The key purposes of this kind of Reflection are for the group's own ongoing improvement of the work, and for sharing information with others.

### How

Group sessions facilitated on a regular schedule (e.g. quarterly or semi-annually) by the Evaluator or an 'uninvolved person' using broad questions relating to the 'what' above, with particular attention on the planning, development, management and delivery. If interim evaluation results are available these can be reviewed for implications that may affect what is being done and how.

A roundtable format is followed to give everyone an opportunity to participate. The results are documented (facilitator may be the recorder or another person outside the group can do the recording), which may be on a flipchart or screen that everyone can see. Subsequent sessions include an update on unresolved challenges, as well as reflection on the in-between time experience using the same process. Use software that gives update flexibility (Excel for example). Once there are a number of successes and challenges they can be categorized to reflect the themes.

| Date                               | Responses | Updates |  |
|------------------------------------|-----------|---------|--|
| What were our Start-up Successes?  |           |         |  |
| What were our Start-up Challenges? |           |         |  |
| Ongoing Challenges                 |           |         |  |
| Opportunities                      |           |         |  |
| Lessons Learned                    |           |         |  |

## WHITECOURT ASSET DEVELOPMENT COMMUNITY SURVEY 2011

We are trying to find out if the people of Whitecourt are aware of asset development and the Developmental Assets.

1. Do you recognize this logo  Yes  No
2. Have you heard of the 40 Developmental Assets from the following sources?
  - a. The [www.powerofwhitecourt.com](http://www.powerofwhitecourt.com) web site  Yes  No
  - b. A presentation by a POWER Group members  Yes  No
  - c. A school newsletter  Yes  No
  - d. In the local media  Yes  No
  - e. A friend or co-worker mentioned the assets to you  Yes  No
  - f. Read about Developmental Assets  Yes  No
  - g. Other source, please name it \_\_\_\_\_
  - h.  I have not heard of Developmental Assets before (please go to question # 11)
3. Have you learned more about asset development as a result of the POWER Group's activity in Whitecourt over the past two years?  
 Yes, but I had some prior knowledge of the Developmental Assets  
 Yes, and I had not heard of Developmental Assets previously  
 No, I have not heard of the POWER Group of Whitecourt before today  
 No, I have heard of the Power Group but I am not more aware of asset development from them
4. What do you know about the Developmental Assets and asset development?
  - a. I have seen a list of the 40 Developmental Assets.  Yes  No  Don't know
  - b. Asset development is for youth that have made poor choices and need  Yes  No  Don't know
  - c. Asset development is more about building relationships than developing programs.  Yes  No  Don't know
  - d. Everyone in the community has a role to play in asset development  Yes  No  Don't know
  - e. I know different ways that I can contribute to asset development  Yes  No  Don't know
5. Do you now have a better appreciation of the importance of asset development as a result of the work of the POWER Group of Whitecourt?  
 Very much  Some  A little  Not at all
6. Have you looked for more information on asset development since your introduction to the topic?  
 No  Yes, at the POWER website  Yes, other online sources  
 Yes, the Library  Yes, from other sources. Please name: \_\_\_\_\_

### **More Questions on Other Side**

7. Do you agree or disagree with these statements:
  - a. I believe that more Developmental Assets gives youth a better chance of making healthy choices.  Agree  Disagree  Don't know
  - b. The whole community benefits by creating asset development opportunities.  Agree  Disagree  Don't know
  - c. It is important that everyone make a greater effort to be an asset builder in our community.  Agree  Disagree  Don't know

8. Do you practice asset development with youth in your workplace?  
 No, don't work with youth    No, do not practice it deliberately    Yes  
*If yes, please give an example:* \_\_\_\_\_
9. Have you used the Developmental Assets as a parent?  
 No, I am not a parent    Not used the assets    No, I would like to    Yes  
*If yes, please give an example:* \_\_\_\_\_
10. Do you use the principles of asset development in your interaction with youth that you come into contact with in the community?    Yes    No  
*If yes, please describe a situation:* \_\_\_\_\_
11. I am    male    a female.
12. I am a parent of children up to 17 years old.    Yes    No
13. I am  under 25 years old    25-39    40-59    60 or older
14. I work in:  A school. Which one? \_\_\_\_\_  
 Social service agency    Health agency    Justice    Business  
 Not employed  
 Other, please describe \_\_\_\_\_
15. I have lived in the Whitecourt/surrounding area for more than two years.    Yes    No
16. Any comments?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***Thank you very much for completing this survey.***

## ASSET BUILDER INTERVIEW QUESTION GUIDE

### Whitecourt PYD Evaluation

| Interview Questions  |   |
|--|---|
| <p><b>Interviewee:</b></p> <p><b>Sector:</b></p> <p><b>Date:</b></p> | <p>Introduction</p> <p>I am ....</p> <p>Purpose of evaluation project- Some people took part in AD training a few years back sponsored by Provincial Partners. Whitecourt is providing the model for an evaluation protocol for other AD communities in Alberta.</p> <p>Interview purpose and content- talking with those who are asset builders in their workplaces</p> <p>1. Have you completed the Community Survey?<br/> <input type="checkbox"/> Yes      <input type="checkbox"/> No (Ask them to complete it)</p>  |
| <p><b>AD INFO</b></p>  | <p>2. Tell me when and how you first heard about asset development. Became involved with it.</p> <p>3. Check if... Did you take part in the initial training on AD a few years ago? _____</p> <p>4. Have you taken part in any of the presentations by the POWER Group on asset development?<br/> <input type="checkbox"/> One    <input type="checkbox"/> More than one</p> <p>5. Have you raised the topic of Developmental Assets with others:<br/> <input type="checkbox"/> Yes    <input type="checkbox"/> No    At work<br/> <input type="checkbox"/> Yes    <input type="checkbox"/> No    Family members<br/> <input type="checkbox"/> Yes    <input type="checkbox"/> No    Neighbours<br/> <input type="checkbox"/> Yes    <input type="checkbox"/> No    Community groups<br/> <input type="checkbox"/> Yes    <input type="checkbox"/> No    Friends<br/> <input type="checkbox"/> Yes    <input type="checkbox"/> No    Others _____</p> |
| <p><b>OTHERS IDENTIFIED</b></p>                                      | <p>6. Have you identified other stakeholders that could create developmental asset opportunities for youth? Formed partnerships with them? What?</p>  |

|   |   |
|---|---|
| <p><b>PRACTICE<br/>OF<br/>ASSET<br/>DEVELOPMENT</b></p> | <p>7. Do you practice asset development with youth in your work?<br/> <input type="checkbox"/> No, don't work with youth   <input type="checkbox"/> No, not practice it<br/> <input type="checkbox"/> Yes practice it with youth at work</p> <p>8. What kinds of changes have occurred? Your role? Role of others there? What difference has this made? For you? Others at work? Clients?</p> <p style="padding-left: 40px;">Attitudes</p> <p style="padding-left: 40px;">Practices</p> <p style="padding-left: 40px;">Policies</p> <p style="padding-left: 40px;">Others, explain</p> <p>9. Do you have other AD plans for your workplace?</p> <p>10. Do you use the principles of asset development in your interaction with other youth that you come into contact with in the community?<br/> <input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p style="padding-left: 40px;">Examples</p> <p>11. What are some of the characteristics of an AD Community?</p> <p>12. Is Whitecourt different as a result of AD? How is it different?</p> |
|---|---|

|  |   |
|--|---|
| <p><b>SUPPORT FROM THE POWER GROUP OF WHITECOURT</b></p> | <p>13. Are you aware that you can get practical support from the POWER Group on asset development?<br/> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>14. Are you comfortable to approach the POWER Group for this support?<br/> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>15. Have you received practical support from the POWER Group on request?<br/> What did that consist of?</p> <p>16. Have you used the assistance that they provided? Was this helpful? Do it again?</p> <p>17. What else would have been helpful?</p>   |
| <p><b>THE RESPONDENT</b></p>                             | <p>18. I am <input type="checkbox"/> a male <input type="checkbox"/> a female.</p> <p>19. I am a parent of children up to 17 years old. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>20. I am <input type="checkbox"/> under 25 years old <input type="checkbox"/> 25-39 <input type="checkbox"/> 40-59 <input type="checkbox"/> 60 or older</p> <p>21. I have lived in the Whitecourt/surrounding area for more than two years.<br/> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>22. Any comments?</p> <hr/> <hr/> <hr/> <hr/> <p><i>THANK YOU VERY MUCH FOR TAKING PART IN THIS INTERVIEW!</i></p> |

## WORKSHOP/PRESENTATION EVALUATION TOOL

### Bank of Questions

This is a bank of questions to select from and modify depending on the length and focus of your presentation or workshop on asset development. An alternative to self administered questionnaires is to just debrief with the group asking broad questions such as what have you learned new here today, has your interest in asset development increased today, and how can we make these presentations better in the future?

#### PART 1

A. Your Agency name, if applicable: \_\_\_\_\_

B. What sector do you work in?

- Non-profit  Government  Business  Education , school, which one? \_\_\_\_\_  
 Health  Social Services  Justice  Recreation/Leisure  Church  
 Town or County Council  Other, please specify \_\_\_\_\_

C. Does the agency work with youth?  Yes  No (go on to question # 1)

D. Do you work directly with youth?  Yes  No

#### PART 2

1. Have you participated in any other Asset development workshops or presentations? Which ones?

2. Did you learn anything new today about asset development?

Principles of positive youth development

What asset development is

About external assets

About internal assets

Benefits for youth

Benefits for the community

Potential changes that can be made to support asset development

Other, please describe: \_\_\_\_\_

3. Had you heard of the 40 Assets before?

In the media

At the POWER website

Another POWER info session

Other source: \_\_\_\_\_

4. Did you learn anything new today about the Developmental Assets?

5. Did you learn anything new today about strategies for asset development?

6. Did you learn anything new today about research results that support developing an asset development climate for youth?

7. Did you learn any new ideas that you could apply in your work and or at your workplace?
8. Did you learn anything new about how to be an asset builder as a parent?
9. Did you learn anything new about how to connect with youth at large in the community to help build assets?
10. Has your interest in Asset development increased as a result of today's session?
11. Did you learn anything new about the role of community in asset development?
12. Are you thinking about changes you could make in your workplace to enhance the asset development climate?
13. Did you have enough opportunity to ask questions?
14. Was the information provided- relevant, clear, easy to apply, other \_\_\_\_\_
15. Do you want to learn more about asset development? What kind of information?
16. Would you recommend this kind of presentation/workshop to others?
17. How would you like to see this improved?
18. What else would you like to learn about asset building?
19. Any comments or suggestions?





