

# Indicators of Youth Social Agency

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SUNDANCE  
FAMILY FOUNDATION

**Wilder  
Research**

Information. Insight. Impact.



# Inspiration

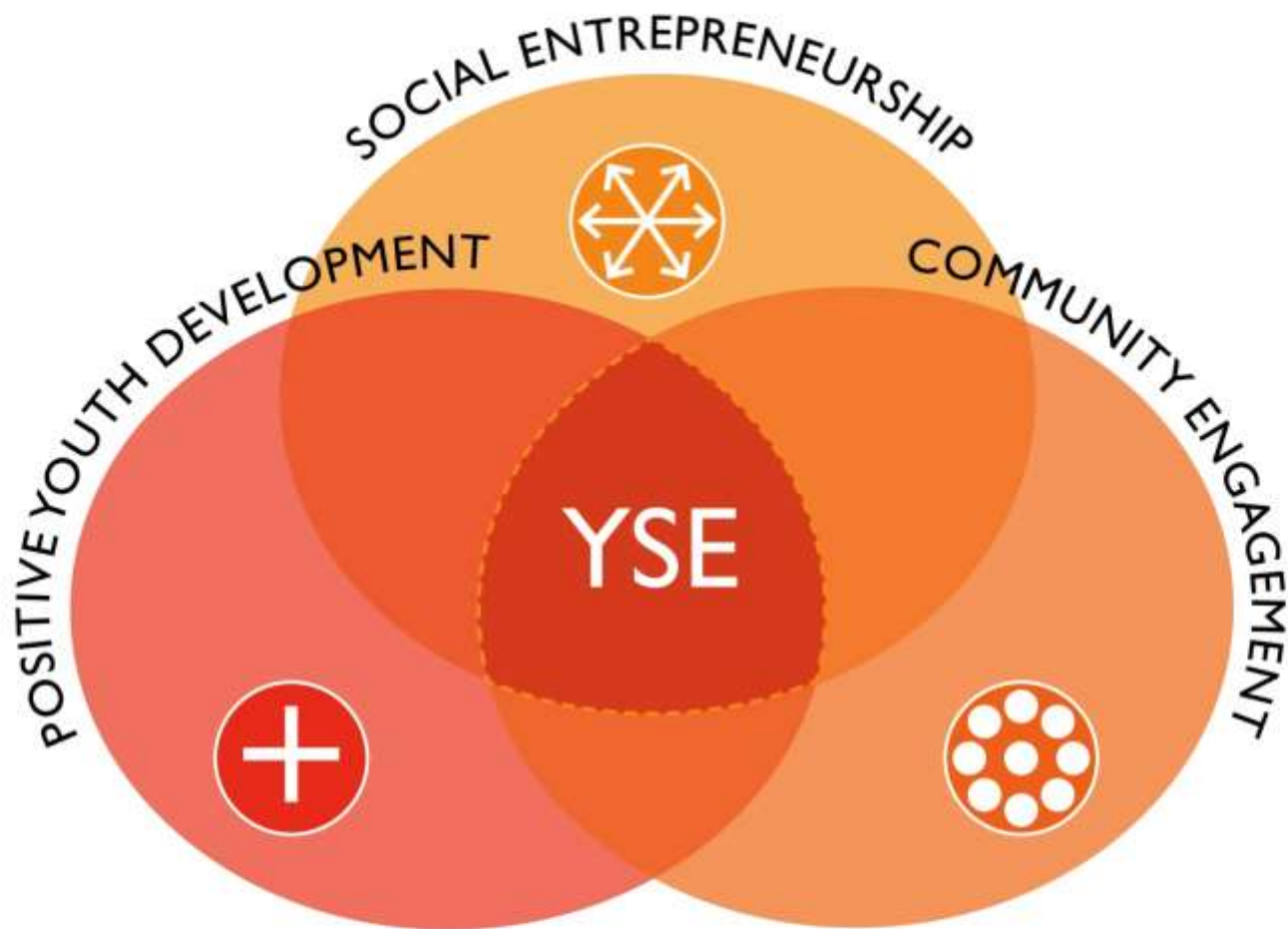
2015 Opportunity Nation  
Conference

SIF Grant Round 2016

# Two-fold purpose

1. Build capacity of YSE programs to conduct evaluation activities
  - YSE programs can document success (see goal 2)
  - Overall, grow capacity of community-based organizations
2. Document evidence of success of YSE model
  - To advance the field of YSE
  - Make YSE programs more competitive





### Positive Youth Development

Intentional efforts to engage youth in building developmental assets. Focus is on positive programmatic activities, social emotional skill development, and intergenerational relationships to promote well-being.



### Social Entrepreneurship

An approach by individuals and groups creating new economic enterprise opportunities with an emphasis on social good as one of the most important value propositions.



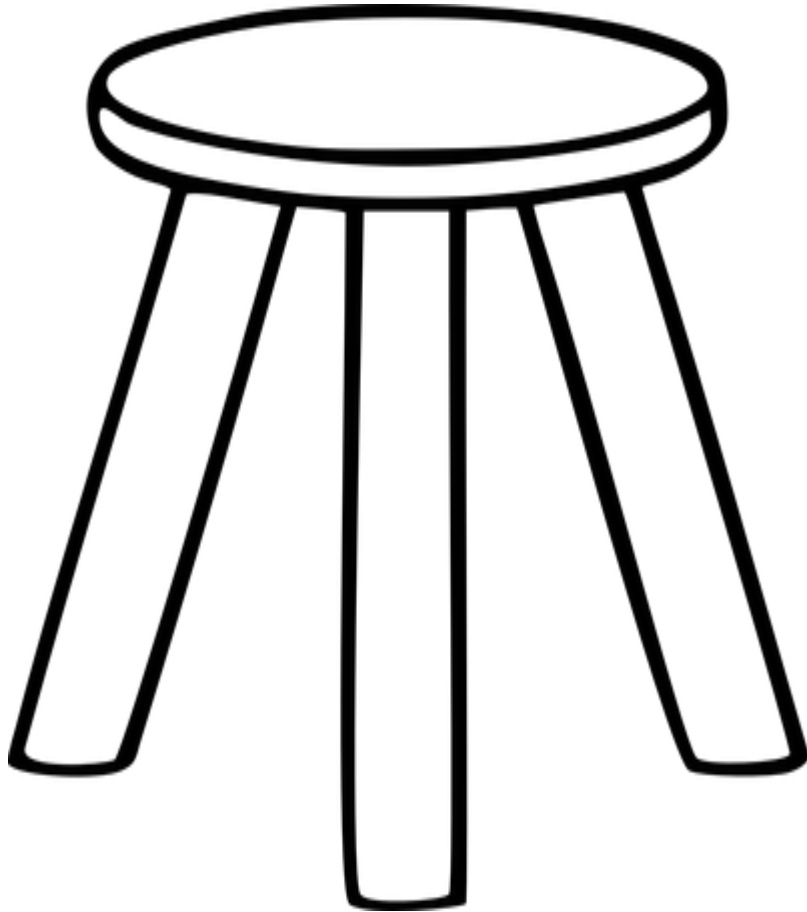
### Community Engagement

A process in which community members take collective action and generate solutions to common problems.



# Youth From Cookie Cart, Appetite for Youth and Juxtaposition





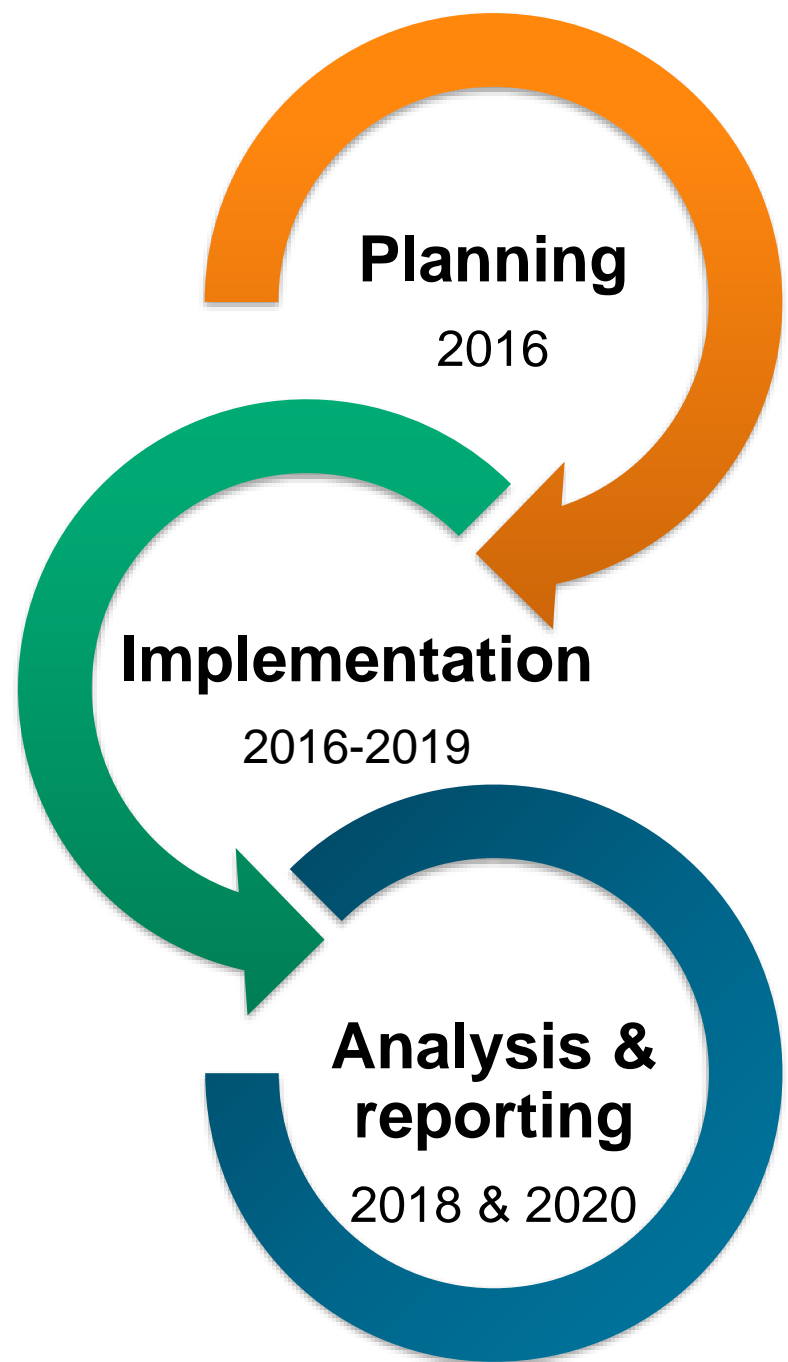
Development

Finance or  
Communications

**Program  
Leadership**

# Three phases

- Logic model revisions
- Identify outcomes common to YSE programs
- Select indicators and create evaluation plans
- Implement evaluation plans / collect data
- Submit data on common outcome indicators to Wilder
- Wilder analyzes data and produces individual and cohort level report





# How we selected indicators

- Outcome sub-components are from logic models, last cohort meeting, & individual meetings with youth, Sundance, and DEED
- 12 people representing 10 organizations completed survey on subcomponents
  - If 2 people responded, took average
  - Missing info from 2 organizations
- Our focus: what can be measured across sites

# Two-fold purpose

## 1. **Build capacity** of YSE programs to conduct evaluation activities

- YSE programs can document success (see goal 2)
- Overall, grow capacity of community-based organizations

## 2. Document evidence of success of **YSE model**

- To advance the field of YSE
- Make YSE programs more competitive



# Outcome indicators

## Work readiness skills

- Demonstrate general professional skills necessary for maintaining employment
- Gain interpersonal, teamwork, and leadership skills during program
- Demonstrate skills in applying for jobs
- Improved financial self-sufficiency

## Youth agency

- Increased sense of self-confidence
- Have at least one future aspiration and/or educational/career goal
- Have positive relationships with caring adults in community, with each other and with the community

## WORK READINESS TOOL FOR THE SUNDANCE RESEARCH COHORT

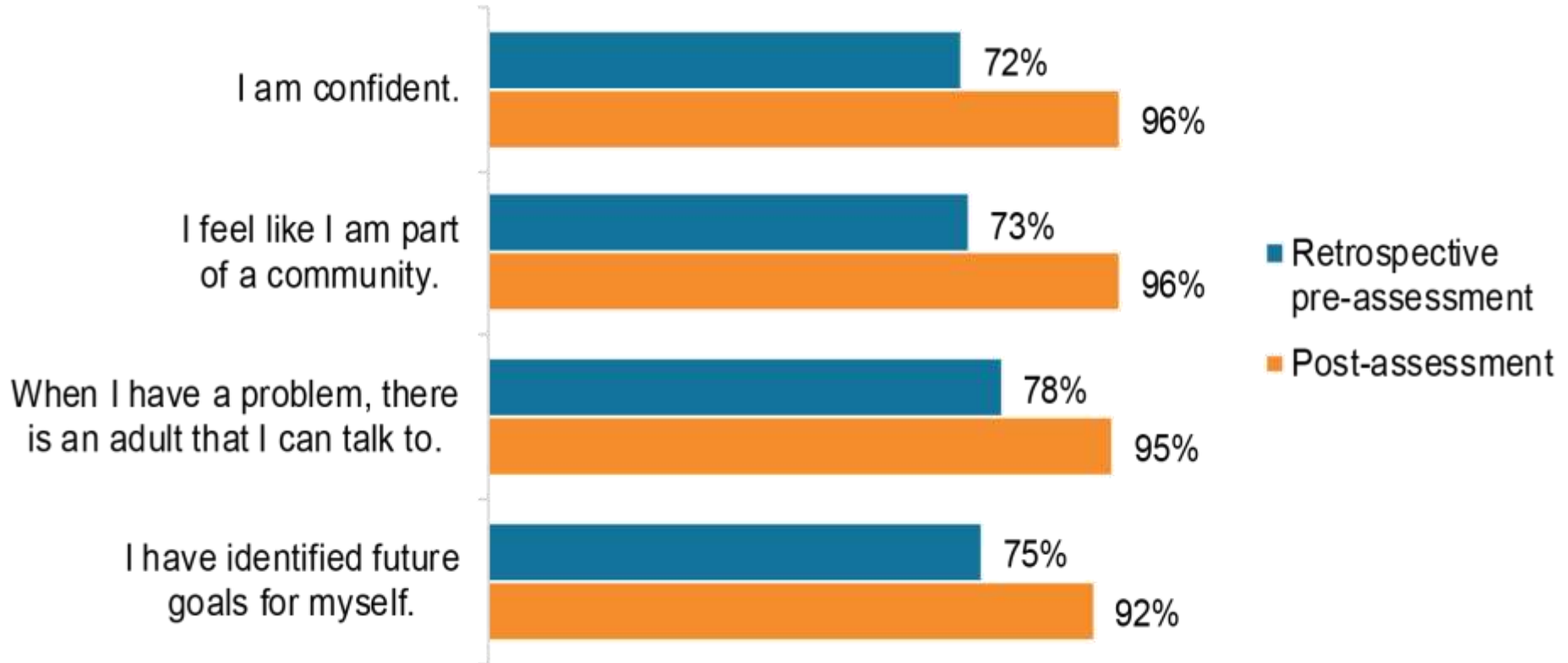
EMPLOYER NAME:		EMPLOYEE EVALUATION			
Participant Name:		Worksite:			
Participant Job Title:		Worksite Supervisor/Reviewer:			
Start Date:		Current Review Date:			
FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	Performance Improvement Plan Needed (1)	Needs Development (2)	Proficient (3)	Exemplary (4)
<b>See page 3 for more detailed grading descriptions</b>					
ATTENDANCE	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PUNCTUALITY	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE APPEARANCE	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TAKING INITIATIVE	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUALITY OF WORK	Giving best effort, evaluating own work, and utilizing feedback to improve work performance. Striving to meet quality standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION SKILLS	Speaking clearly and communicating effectively – verbally and non-verbally. Listening attentively. Using language appropriate for work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE TO SUPERVISION	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEAMWORK	Relating positively with co-workers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROBLEM-SOLVING/ CRITICAL-THINKING	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE CULTURE POLICY AND SAFETY	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPECIFIC WORKPLACE AND CAREER SKILL	<b>PERFORMANCE EXPECTATIONS</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
ENGAGEMENT IN "SOMETHING MEANINGFUL"	Either attending high school, completing high school degree, completing a GED, applying to/accepted into/attending a post-secondary institution (e.g. college, technical school, etc.), applying to/maintaining paid employment, or engaging in "professional volunteering" (E.g., Peace Corp, VISTA, internship, etc.), or entering the military.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FINANCIAL SELF-SUFFICIENCY	Creating and adhering to a budget or being able to do so, earning or taking steps to earn a living wage, and having and regularly contributing to personal savings or taking steps toward doing so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JOB APPLICATION/ EMPLOYABILITY SKILLS	Has skills necessary to secure a job, including ability to effectively locate open positions, identify positions that are a good match for them, write a resume, complete a job application, write a cover letter, and engage in an interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers may add as many or few additional skills as they see fit based on the position.	<b>TOTAL SCORE</b> (add 4-box total, average score = total/# of skills)	# checked X 1 Total: _____	# checked X 2 Total: _____	# checked X 3 Total: _____	# checked X 4 Total: _____
<p style="text-align: center;"><b>To meet work readiness skill attainment:</b></p> <p>(1)* employee must have an overall average score that is "proficient" (3.0) or employee must meet "proficient" standard in 80% of the total categories listed.</p> <p>(2) supervisor MUST verify that performance on job was satisfactory.</p> <p>(3) employee must not have been fired from this work experience.</p> <p><small>*Examples: If there are 10 skill categories, participant must have a minimum score of 30 (3 x 10) out of a possible 40 or be proficient in at least 8 of the 10 categories. If an employer chose 15 skills to measure, participants would need minimum score of 45 (3 X15) out of a possible 60 or be proficient in at least 12 of the 15 categories.</small></p>			<p><b>Employee had satisfactory work performance and has met minimum total score:</b></p> <p>Employer Signature: _____</p> <p>Employee Signature: _____</p> <p>Date: _____ (see page 2 for comments)</p>		

## Youth/Young Adult Retrospective Survey

[Program Name] is interested in learning how this experience helped you to grow as a leader and community member. The next questions ask you to think about your skills, knowledge and experiences **BEFORE** you participated in this program, and **NOW**, after having participated. Remember, it's okay to have limited experience in many of these categories. There are no right or wrong answers. Thank you for your feedback!

	Think back to <b>BEFORE</b> participating in [Program Name]. Please rate your level of agreement/disagreement with the following statements.				Now rate your agreement/disagreement with the following statements <b>NOW</b> , after having participated in [Program Name].				
	HOW DID YOU FEEL BEFORE?					HOW DO YOU FEEL NOW?			
	Strongly Agree	Agree	Disagree	Strongly disagree	→	Strongly Agree	Agree	Disagree	Strongly disagree
<b>1a.</b> I think it is important to listen to and value the opinions of others.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>2a.</b> I have the skills and experiences needed to be a mentor for other youth.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>3a.</b> I feel supported in pursuing my personal goals.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>4a.</b> I am confident.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>5a.</b> I can handle stressful situations.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>6a.</b> I am willing to stand up for what is right.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>7a.</b> There are people in my life I can depend on when I need help.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>8a.</b> I feel like I am part of a community.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>9a.</b> I believe young people can make a difference in the community.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>10a.</b> When I have a problem there is an adult that I can talk to.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>11a.</b> I know what I can do to help make the community a better place.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>12a.</b> I know how to get along with other young people.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>13a.</b> I feel comfortable speaking in front of a group of people.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
<b>14a.</b> I have identified future goals for myself.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<b>b.</b>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>

# Youth perceived their own improvements in agency



# Youth Personal Agency Indicators help youth see their own growth

- Creates pride
- Promotes self- esteem
- Imposing common indicators is a challenge and requires the cultivation of trust
  - Staff members
  - Youth



# Time, Patience, and Trust

- Implementing a Formalized Set of Common Indicators over many similar organizations
- Create a collaboration for networking, professional development for program designers and practitioners
- Collecting data is not viewed as effective and efficient
- Staff will try to protect youth from data collection
- Put Youth first!



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Please pick up a flashdrive of tools and videos



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Research**  
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