IMPACT AND OUTCOME EVALUATION TOOLS

EVALUATION TOOL	DEVELOPED BY	USER	DESCRIPTION	ATTRIBUTES OF YOUTH	ENVIRONMENT	PEER GROUP FACTORS	PROGRAM FACTORS	SHORT TERM IMPACTS	IMPACTS ON OTHERS	LONG TERM OUTCOMES	NUMBER OF QUESTIONS	SELF-REPORTED	COSTS	TESTING	CLINCAL USE	QUANTITATIVE	QUALITATIVE	LINKS
				SUGGESTED USES FOR COMPONENTS OF EVALUATION FRAMEWORK														
MY-PEER TOOLS																		
DIGITAL STORY TELLING	MY-PEER PROJECT (2010)	STAFF OR VOLUNTEERS	Promotional material - short 'video' with images, music and voice. Opportunity to capture answers to questions such as why young people come to the program, what the program means to them, or how they think they have developed and what is the biggest change they perceive as a result of coming to the program.	Y	Y	Y	Y	Y	Y	Y		Y					Y	mypeer.org.au
EVALUATION DISCUSSION THREADS (ONLINE SETTINGS)	MY-PEER PROJECT (2010)	STAFF OR VOLUNTEERS	Moderator-generated online discussion threads to collect direct feedback from participants in response to key questions e.g. " *why do you access the forum*?" or "*what has been the most significant change in your life since you began to access the forum*?".	Y	Y	Y	Y	Y	Y	Y		Y					Y	mypeer.org.au
GUIDE TO CONTENT ANALYSIS (ONLINE SETTINGS)	MY-PEER PROJECT (2010)	STAFF OR VOLUNTEERS	Process and guidelines for reviewing and 'coding' online discussions to extract evidence that program is meeting its objectives. Example training package for forum moderators.	Y	Y	Y	Y	Y	Y	Y		Y		Y			Y	mypeer.org.au
WHAT IF…? SCENARIOS	MY-PEER PROJECT (2010)	YOUTH	Scenarios generated with young people to test knowledge and awareness of support available . Group discussion with program coordinator on hand to help work through scenarios.					Y				Y					Y	mypeer.org.au
GROUP ARTWORK	MY-PEER PROJECT (2010)	YOUTH	Creates promotional material that can assist in raising program profile in local community or to support funding applications. Long term output that can be referred to for many years. Contributes to something for the group to feel proud about creating. Useful for engaging participants who are creative or quiet.			Y		Y	Y	Y		Y	Y				Y	mypeer.org.au

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PEER-LED GROUP DISCUSSIONS AND GROUP DISCUSSIONS	MY-PEER PROJECT (2010)	YOUTH	Peer-facilitated group discussion with trained peers or with previous and/or current program participants about their journey since they came to the program. Opportunity for current participants to self-affirm and reflect on why they come to the program and what they are getting out of it. Outputs may be used for creative evaluation strategies e.g. group artwork, found poetry or word trees.	Y	Y	Y	Y	Y	Y	Y		Y					Y	mypeer.org.au
MY SUPPORT MAP	MY-PEER PROJECT (2010)	YOUTH	Network maps showing perceived support available when first joining the program and support available since coming to the program. Good for participants who do not feel comfortable with group discussions – can be done silently and alone.					Y				Y					Y	mypeer.org.au
SHORT TERM IMPACTS TOOL	MY-PEER PROJECT (2010)	YOUTH	Online survey for program participants to collect data in a standardised way such that results can be compared over time and trends observed. Uses a series of validated scales to assess the following dimensions: future thinking, support, problem solving, relationships, knowledge of help services, mental health. Completed every semester and results compared over time. Results may be compared with *Weekly Monitoring Tool* completed by staff to see if participant responses reflect staff observations or if there is some discrepancy, and to increase reliability of results. Found to be easy to use and to complete. If found to be too long the most relevant scales may be extracted from the survey. Administer regularly to assess trends e.g. every 4-6 months.					Y	Y		18	Y	Y	Y		Y		mypeer.org.au
LONG TERM OUTCOMES TOOL	MY-PEER PROJECT (2010)	PEER EDUCATORS	Designed by a peer educator. An online survey for trained peer educators who have graduated from the peer educator training program. To be completed 3-6 months after graduation. Explores attitudes, employment/study, knowledge, support, mental health, problem solving, and optimism.							Y	18	Y	Y	Y		Y		mypeer.org.au

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JOURNAL WRITING	MY-PEER PROJECT (2010)	YOUTH	Diary or journal completed each week during program. Aims to track changes occurring in participants over time. Questions or prompts given to participants to help structure the writing process. Journal may be paper-based or online.	Y	Y	Y	Y	Y	Y	Y		Y					Y	mypeer.org.au
CAMP EVALUATION TOOL	MY-PEER PROJECT (2010)	YOUTH	Online questionnaire containing basic demographic details (age, gender, number of camps attended), reasons for attending camp and perceived impacts of attending camp, and a number of validated scales.		Y	Y	Y	Y			15	Y	Y			Y	Y	mypeer.org.au

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OTHER RESOURCES																	
GENERAL SELF-EFFICACY - SHERER (GSESH)	Bosscher and Smit (1998)	YOUTH	Scale to assess general self-efficacy. The 12-item version of the scale reported here was modified from the initially develped scale by Sherer and colleagues (1982). Easy to read, however, no clear instructions on scoring.					Y			12	Y		Y		Y		http://www.healthpsych.de
LIFE EFFECTIVENESS QUESTIONNAIRE FOR YOUTH AT RISK (LEQ-H)	Richards & Neill (2002)	YOUTH	The LEQ measures typically targeted goals of many psychosocial intervention programs. The LEQ focuses on measuring the extent to which a person's actions/behavior/feelings are effective in managing and succeeding at life, or more specifically, generic life skills. Easy to read/complete and provides detailed user guidelines.					Y			24					Y		http://wilderdom.com/leq.html
OPTIMISM SCALE	National Longitudinal Survey (US) (1997)	YOUTH	This measure is part of the Mental Health Measure in the National Longitudinal Survey of Youth (1997). Short, easy to use and score (4 items).					Y			4	Y		Y		Y		Sabatelli, R. M. and S. A. Anderson (2005) Assessing Outcomes in Child and Youth Programs: A Practical Handbook. University of Connecticut, State of Connecticut. http://4h.uwex.edu/evaluation/documents/ChildYouthOutcomeHandbook2005.pdf
RESILIENCE SCALE	Neill & Dias (2001)	YOUTH	The scale measures components of resilience in different domains of young people's lives, ranging from planning and thinking ahead to level of independence. Items are easy to read and to score.					Y			15 10	Y		Y		Y		http://wilderdom.com/leq.html

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ROPELOC - REVIEW OF PERSONAL EFFECTIVENESS WITH LOCUS OF CONTROL	Richards, Ellis, & Neill (2002)	YOUTH	The ROPELOC instrument contains 14 scales; including personal abilities and beliefs (Self-Confidence, Self-Efficacy, Stress Management, Open Thinking), social abilities (Social Effectiveness, Cooperative Teamwork, Leadership Ability), organisational skills (Time Management, Quality Seeking, Coping with Change) an 'energy' scale called Active Involvement and a measure of overall effectiveness in all aspects of life. User-friendly, lending itself to quick and easy administration to a wide variety of participants. Measures similar scales to the Life Effectiveness Questionnaire, but also includes Cooperative Teamwork, Locus of Control and a Control Scale.					Y			45	Y		Y		Y		http://wilderdom.com/tools/leq/ROPELOC.html
ROCHESTER EVALUATION OF ASSET DEVELOPMENT FOR YOUTH (READY) Tool	Sabaratnam and Klein (2006), Act for Youth	YOUTH	The research-based READY youth survey is an instrument designed to help youth serving programs evaluate the impact of their programs on youth development outcomes of participants. Core areas of measurement: Basic Social Skills, Caring Adult Relationships, Decision Making, Constructive Use of Leisure Time.					Y			40	Y	Y			Y		http://www.actforyouth.net/documents/July06.pdf
ROSENBERG'S SELF ESTEEM SCALE	Morris Rosenberg (1962)	YOUTH	Measure of self-esteem, self worth, self-respect and ability. Well established and used scale.					Y			10	Y		Y		Y		Sabatelli, R. M. and S. A. Anderson (2005) Assessing Outcomes in Child and Youth Programs: A Practical Handbook. University of Connecticut, State of Connecticut. http://4h.uwex.edu/evaluation/documents/ChildYouthOutcomeHandbook2005.pdf
SELF-LIKING AND SELF-COMPETENCE SCALE	Tafarodi & Swann (1995)	YOUTH	16-item self-report measure of global self-esteem. Items are easy to read and relevant, however, no clear guidelines on scoring available.					Y			16	Y		Y		Y		

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STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ)	Goodman (1997)	YOUTH/STAFF	Brief behavioural screening questionnaire about 3-16 year olds that asks about psychological attributes. It exists in several versions to meet the needs of researchers, clinicians and educationalists. Impact supplements to obtain staff feedback and follow up questionnaires for use after an intervention are available as well.					Y		Y	25	Y		Y	Y	Y		http://www.sdqinfo.com/
MOST SIGNIFICANT CHANGE TECHNIQUE	Davies & Dart (2000)	YOUTH	Participatory monitoring and evaluation process that takes place throughout the program cycle and provides information to assist in program management and data on impact and outcomes that can be used to help assess the performance of the program as a whole. The process involves the collection of significant change stories emanating from the field level, and the systematic selection of the most significant of these stories by panels of designated stakeholders or staff.					Y		Y							Y	http://www.mande.co.uk/docs/MSCGuide.pdf
CHILDREN'S HOPE SCALE	Snyder (1997)	YOUTH	6-item self-report scale to assess dimensions of hope in children aged 8-16.					Y			6			Y		Y		
GENERAL PERCEIVED SELF EFFICACY SCALE	Jerusalem & Schwarzer (1979)	YOUTH	10-item scale to assess a genereal sense of perceived self-efficacy with the aim to predict coping with daily diffiulties as well as adaptaion after experiencing a variety of stressful life events. The scale is designed for the general adult population, including adolescents.					Y			10			Y		Y		http://userpage.fu-berlin.de/health/selfscal.htm
SOCIAL CONNECTEDNESS SCALE	Lee & Robbins (1995)	YOUTH	8-item scale that aims to measure the degree how connected youth feel to other youth in their environment.			Y		Y			8			Y		Y		
LONELINESS SCALE	DeJong Gierveld (1985; 2006)	YOUTH	11-item scale to assess overall, emotional, and social loneliness. A shorter version (6-item) was developed which is equally reliable and valid when used in large surveys.			Y		Y			6,11			Y		Y		