



We strengthen programs that change kids' lives

OREGON MENTORS
EVALUATION INSTRUMENT TOOLKIT

Oregon Mentors Evaluation Instrument Toolkit

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About Oregon Mentors

We support quality youth programs to ensure youth thrive

We play a vital support role for youth programs in Oregon and across the Pacific Northwest. Research proves that youth programs are only truly effective when they are high quality. Our goal is to get more nonprofits to be exceptional, so more kids engage in quality programs and experience life-changing support.

We provide education and resources

We educate people that work and volunteer in youth programs. We produce webinars, trainings, and conferences on critical topics. Our Best Practice Clinics provide relevant, evidence-based information on topics ranging from recruitment to program management. In addition to education, we deliver initiatives that support the operations of youth programs. From volunteer screening services to incentive programs, we offer services that create efficiencies and make youth development programs stronger.



Our Impact

Oregon Mentors has been supporting youth programs in Oregon since our inception in 2002. Today we work with more than 140 youth programs across the Pacific Northwest, all of which support kids through healthy, supportive relationships. Oregon Mentors operates a continuous improvement coaching program for youth programs, called Quality-Based Mentoring (QBM).

We use a 58-question assessment tool to guide our process, and we have over 200 tools and trainings to customize a tailored improvement plan for each nonprofit. We work on board development, fundraising, staff development, strategic planning, and many aspects of running high-quality youth services. The entire process, from assessment, to work plan, to designation, takes over a year. An average youth program begins QBM with about 37 of the 58 best-practices in place and upon

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graduation, the 54 of 58 best-practices in place. This average increase of translates directly into better policies, planning, and operations of a nonprofit.

Our impact creates a ripple effect. We provide critical support services to:

- More than 140 nonprofits, churches, and schools
- Operating at 500 sites in and around the Pacific Northwest
- Driven by 600 staff members and 1,000 administrative volunteers
- With 22,000 volunteers
- Serving 60,000 youth



Oregon Mentors works with hundreds of community partners and youth programs. Among them are some of the nation's leading youth development resources, our QBM partners and registered programs.

If you work at a new or existing youth program, register with us today. It's FREE and provides your organization access to numerous free and discounted resources. To maximize our impact we prioritize our services towards nonprofit, church or public sector organizations. The only requirement we ask of our registered programs is a commitment to youth safety. This looks different depending on the program design, goals and community, but at minimum includes the use of background checks on volunteers and other adults working alongside youth.

*I have enhanced my skills
and acquired new tools to
use when tutoring and
interacting with youth.*

- Training participant

*Oregon Mentors is awesome.
Your guidance has been
invaluable. You have not asked
anything from us and yet you
continue to provide priceless
support without question. Thank
you so much. We love you.*

-A Portland-area Youth Program

What does being a partner with Oregon Mentors mean for your organization? Oregon Mentors puts youth development research into action by providing critical training, coaching, and collective impact leadership. Our materials are based on evidence-based practices that strengthen youth programs. We work with nonprofits like Big Brothers Big Sisters, Children's Cancer Association, and Marathon Education Partners to help them create safe, supportive, and impactful experiences for the children they serve.

We produce webinars, trainings, and conferences on critical topics. Our Best Practice Clinics provide relevant, evidence-based information on topics ranging from recruitment to program management. In addition to education, we deliver initiatives

that support the operations of youth programs. From volunteer screening services to mentor incentive programs, we offer services that create efficiencies and make youth development programs stronger. As a registered program, you'll have access to free or discounted services.

Please complete [our application](#) and an Oregon Mentors' staff person will connect with you once your application is received and reviewed. If certain fields do not apply to your organization, you may leave them blank. You'll also be required to complete an annual survey about your program once a year to keep your registration active.



Toolkit Overview

Oregon Mentors Evaluation Instrument Toolkit

Welcome to the Oregon Mentors Evaluation Instrument Toolkit, a collection of downloadable evaluation instruments, surveys, scales, and questionnaires designed to provide youth mentoring programs throughout the state with increased access to reliable evaluation tools. This toolkit was created in collaboration with the National Mentoring Center at Education Northwest. We hope the Instrument Toolkit helps your program to better capture the outcomes of the valuable youth mentoring work you do.

All of the resources listed in the Instrument Toolkit are free to access, with many being completely in the public domain and free to use as mentoring programs see fit. We have hand-picked over 60 individual instruments, focusing on those that we thought would be most useful to youth mentoring programs. If you don't find the type of instrument you are looking for within this collection, please see our links to other online repositories of evaluation instruments.

The Instrument Toolkit is divided into several sections:

- Section One: Tips for Using the Instrument Toolkit
- Section Two: Browse for Specific Instruments
- Section Three: Instruments Listed by Topic
- Section Four: Other Online Instruments
- Appendix: Select Tools
- Evaluation Resources

What's in the Toolkit?

The instruments gathered here come from several sources, including mentoring research projects, technical assistance providers, and collections of evaluation tools approved by public agencies such as the Centers for Disease Control and the U.S. Department of Health and Human Services.

For each item in the Instrument Toolkit we have provided:

- A direct link to download the instrument.
- Information about any copyright protection, restrictions on use, or preferred citations.
- A description of the instrument and tips on how mentoring programs might find it useful.
- The applicable age range for the instrument, including populations it was used on in previous research efforts.
- Details on how to administer and score the instrument. Most items are simple pencil and paper surveys, and scoring is usually easy.

In addition to this information, reliability and validity details are usually available for each instrument from the download source.

These tools have all been tested and used in previous research on a variety of youth development, prevention, and educational programs. By using these instruments, mentoring programs can not only improve the quality of their evaluations, but also, in many instances, compare their mentoring outcomes to those of previously researched programs.

Section I: Tips for Using the Instrument Toolkit

The instruments contained in this *Toolkit* offer a wealth of options for measuring the impact of mentoring. Each instrument has been developed with specific purposes in mind and has its own set of administration and scoring instructions that are important to follow. While we have done our best to identify instruments that are well-suited for use by mentoring programs, choosing the right instruments to meet *your* needs is only possible if you have clearly defined the purpose and goals of the evaluation or assessment effort. This section offers general guidance, tips, and resources to help you plan and implement a program assessment or evaluation that will yield useful results.

Before You Begin: Know What You Are Measuring and Why

A program assessment or evaluation should always begin with questions. These questions will guide the development of your evaluation plan and help assure you are getting what you want and need from the effort.

The first few questions to ask will focus on the overall purpose of your evaluation:

- Why do you want to evaluate your program at this time? (i.e. grant requirement, program improvement...)
- Are you primarily interested in finding out about your program's outcomes for participants or about your program's success in implementing program services and operations?
- What pressing issues are facing your program and how will an evaluation help inform your decision making?

- What do you want to do with the results you obtain?
- Is a logic model in place that accurately reflects program goals, activities, and process and outcome measures?

Having a well-developed logic model in place is a vital part of planning a program evaluation. The logic model is a systematic picture of how your program is intended to work. It uses words and diagrams to describe the sequence of activities that are intended to bring about change and how these activities are linked to the results the program is expected to achieve. When a logic model is used as a tool for planning programs and services, the result becomes the framework for program implementation, evaluation, and future planning. The logic model can help you formulate research questions about how effectively your program is operating (*process or formative evaluation*), or about the extent to which your services are making a difference in the lives of young people (*outcome evaluation*).

There are dozens of ways to organize and display information in a logic model. An excellent resource on logic models that includes numerous examples is the *W.K. Kellogg Foundation Evaluation Handbook*, available online at: <http://www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx>.

The Office of Juvenile Justice and Delinquency Prevention also offers a discussion of logic models and program planning, with a sample generic logic model and blank template, at: http://ojjdp.ncjrs.gov/grantees/pm/logic_models.html .

Basic Elements of a Program Logic Model

Need	Resources/ Inputs	Activities	Outputs	Intermediate outcomes (1-5 years)	Impact/ Long-term Outcomes
Problem(s) your program will address	Program resources: funds, staff, volunteers, materials, partners, etc.	Specific activities and services the program will provide	Specific evidence of services provided (numbers)	Positive changes that will take place as a results of services	Lasting and significant results of your program over the long term

Once you have determined the purpose of your evaluation and what you want to learn, the next questions will be more specific. This is where you will begin to determine what data you will gather and how you will use it:

- Based on the logic model and purpose of your evaluation, what kind of data should you collect?
- Do you want both qualitative data (such as instruments that capture personal beliefs, opinions, or values) and quantitative data (such as school records or incidences of negative behaviors)?
- What sources do you want to use to collect data (staff, volunteers, participants, parents, schools, partner agencies, etc.)?
- Who are the audiences, the people you want to inform about the results?
- How will the data help you make informed decisions about your program?

Finally, there are questions that will help you think through the implementation of your assessment or evaluation. The answers to these questions can help you determine if your plan is realistic, achievable, and within your budgetary and staffing constraints:

- How will you collect, store, analyze, and interpret the data?
- Will you be able to gather the data you have identified in a timely way and with sufficient success to be useful?
- What are the potential roadblocks to obtaining the data? For example, will you need to collect school data, and if so, do you have agreements in place to obtain this data?
- How much staff time and other resources do you have to devote to this effort? Is your evaluation plan realistic given time and funding restraints?
- Who can help you? Do you have a local evaluation expert who can assist you in designing your evaluation and interpreting results?

Tips for Selecting Instruments

The sheer number and breadth of the instruments available for program assessment and evaluation can be overwhelming. To help you narrow the field and focus on the ones best suited to your situation, consider the following tips:

Select tools that are most appropriate for the program model, age of youth being mentored, and outcomes your program has been developed to address. For example, if you want to know how your mentoring program impacts students' sense of belonging in school, choose a tool that focuses on that outcome rather than a broad survey covering an array of risk and protective factors.

Consider the length and complexity of the instrument. Select an instrument that meets your evaluation needs without being overly long and cumbersome to administer. Consider how much other information you are already gathering from

your participants and try not to overload them with multiple surveys, forms, or questionnaires.

Decide upfront what comparisons you want to measure and how often you will collect data. In order to see whether your program has had an impact on its participants, you will need to make comparisons. You may be measuring differences between participant groups receiving different levels and types of services, or you may simply be measuring changes in participants over time. Decide upfront what you want to compare, and choose instruments that will be most effective in helping you make these comparisons. ***Please note that many pre-post instruments have the most usefulness if you can compare the results of mentored youth to a comparison or control group.*** Try and build in these comparison groups in your evaluation design whenever possible.

Carefully read the information provided with each instrument. Find out how the instrument has been used in the past and what results have been obtained. Be sure you understand how the instrument should be administered to assure reliable data and determine if there would be any problems for your site to administer it.

Don't alter measures or combine items from different instruments. You may find that you like parts of several different instruments. While it's tempting to take those pieces and adapt them for your use, it's generally a bad idea. Modifying an instrument is likely to impact its validity and thus throw your entire evaluation results into question. If you really want to modify any of these instruments, hire an experienced evaluator to discuss the feasibility of doing this and to get help adapting them. Just remember that your modified survey will have less validity.

Obtain guidance from a qualified evaluation specialist. Even if your budget does not allow you to hire an evaluator, find someone you can consult with about your plan for evaluating your program. If you are part of a larger organization you may have someone on staff that can spend a few hours with you. If you live near a college or university, you may be able to obtain help from a graduate student with a focus area in program research and evaluation, or even a professor who might be interested in your work. At a minimum, ask this person to review your logic model, your evaluation goals and plans, and the tools you are considering using to obtain data. Find out if this person can also help you with analyzing your data.

Important Rules for Administering Instruments

- Obtain signed permission from parents or legal guardians and assent from youth before administering any instruments to minors. Institutional Review Boards (IRBs) often regulate such data collection activities. An evaluator in your area can advise you about IRB regulations.
- Follow all instructions about administering and scoring provided with the instrument.

- Don't change wording and order of the items.
- Administer the instrument in a quiet, confidential environment.
- Use the same procedures each time you administer the instruments you have selected.
- Make sure the respondents understand the anonymity and/or confidentiality of their responses and how the data will be shared and used.
- Make sure respondents know there are no right or wrong answers, that all answers are correct if they accurately reflect what the respondent intended.
- Do not comment on any of the responses in the presence of any respondent.
- If there are circumstances that require you to read the questions out loud to some respondents, use a neutral tone and exact wording each time you read the questions.
- Collect and seal in an envelope or secure container all questionnaires before you and the respondents leave the session.
- Keep all data locked and under close scrutiny, both before and after it is entered and coded. Original data should be destroyed in a manner that ensures complete confidentiality.

Section 2: Browse for Specific Instruments

In this section, we will provide information on each instrument, so that you can better understand which instrument is well-suited for your program. Here is a list of all the instruments, alphabetically.

- 30-Day Use Scale
- Achievement Motivation
- Aggression/Victimization Scale
- Antisocial Attitudes
- Assistance Skills
- Attachment to Teacher
- Attitude Toward Delinquency – Pittsburgh Youth Study
- Attitude Toward Interpersonal Peer Violence
- Attitudes Toward Employment
- Beliefs About Aggression and Alternatives
- Children's Hopelessness
- Civic Responsibility Survey
- Commitment to School
- Communicative Adaptability Scale (CAS)
- CSAP National Youth Survey
- CSAP Substance Abuse Risk and Protective Factors Student Survey (SARPF)
- Decision Making Skills Scale
- Depression – Rochester Youth Development Study
- DSM Screener for Depression
- Education Expectations and Aspirations Scale
- Evaluation System for Experiential Education Programs (ESEE) – Guide for Jr. and High Schools
- Family Relations/Cohesion Scale

- Favorable Attitudes Toward Drug Use
- Future Aspirations
- Gender Stereotyping
- Goal Setting Skills Scale
- Hare Area-Specific Self-Esteem Scale
- Hemingway Scale of Adolescent Connectedness
- Interaction With Antisocial Peers Scale
- Intercultural Behavioral Assessment Indices
- Leisure Activity
- Lifetime Use Scale
- Match Characteristics Questionnaire (MCQ)
- Mentoring Children of Incarcerated Parents Performance Measure Packet
- Modified Aggression Scale
- Motivated Strategies for Learning Questionnaire (MSLQ)
- Multidimensional Locus of Control Scale
- National Community Service Study Survey (Pre- and Post-Test)
- National Survey on Drug Use & Health
- Nonphysical Aggression
- Opportunities for Prosocial Involvement
- Oregon Healthy Teens Survey
- Parent-School Involvement
- Parental Report of Helping Behavior
- Parental-Child Attachment
- Perceived Harm Scale
- Presence of Caring—Individual Protective Factors Index
- Problem Drinking Scale (Cage Questionnaire)
- Problem Oriented Screening Instrument for Teenagers
- Prosocial Involvement, Opportunities and Rewards
- Rosenberg Self-Esteem Scale
- Rutgers Teenage Risk and Prevention Questionnaire
- Self Efficacy
- Self-Reported Delinquency—Problem Behavior Frequency Scale
- Sense of Community Index (SCI)
- Sense of Community Scale
- Sense of School Membership
- Social Responsibility Inventory
- State Self-Esteem Scale
- Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, & Other Drug Use
- Youth Mentoring Survey (YMS)
- Youth Outcome Survey (Big Brothers Big Sisters)
- Youth Risk Behavior Surveillance System (YRBSS)
- Youth Survey: Measuring the Quality of Mentor-Youth Relationships

30-Day Use Scale

Description

This 12-question survey explores recent youth drug, alcohol, and tobacco use. Includes questions about quantity. This would be a good instrument to use pre-post to see if the program is reducing substance abuse.

Keywords

- Drug and Alcohol Use/Attitudes

Where to find or download

This instrument is a subscale of the Monitoring the Future survey and can be found in CSAP's Core Measures document on pages 29-33, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population of students in grades 8, 10, and 12.

How to Administer and score

Pencil and paper self-report.

Source

Dr. Lloyd Johnston
Institute for Social Research
University of Michigan
426 Thompson Street
Ann Arbor, MI 48104-2321
(734) 764-8354
MTFinfo@isr.umich.edu

Achievement Motivation

Description

These items measure motivation to achieve future outcomes associated with job, family, and community. Youths are asked to indicate the extent to which each statement reflects their current feelings. This may be a useful tool for programs that try to help youth set goals or work on intrinsic motivation.

Keywords

- Self-Esteem/Efficacy
- Personal Attitudes and Beliefs
- Goals and Future
- Family Relationships
- Communities and Neighborhoods
- Career and Vocational

Where to find or download

This instrument can be found on pages 109-110 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:

http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Middle and high school age youth. Has been used in previous research with African-American males aged 12-16.

How to Administer and score

Pencil and paper self-report. Questions rated on a 5 point scale from “Very important” to “Not at all important.” Point values are assigned as follows:

- Very important = 5
- Quite important = 4
- Somewhat important = 3
- Not too important = 2
- Not at all important = 1

Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-5, with a higher score indicating greater motivation to achieve in conventional areas (home, school, community).

Source

Institute of Behavioral Science. (1990). Youth Interview Schedule: Denver Youth Survey. Boulder, CO: University of Colorado. (Unpublished)

Aggression/Victimization Scale

Description

These items measure the frequency of being victimized or showing self-reported aggressive behaviors during the previous week. It combines longer versions of an Aggression Scale and a Victimization Scale (both found in the same Compendium), and asks respondents to think about how many times specific behaviors occurred during the past seven days.

Keywords

- Violence and Bullying
- Delinquency and Antisocial Behavior

Where to find or download

Published on pages 171-172 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools:
http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf .

Fees and Requirements

None noted.

Age Range

Has been used previously on students in grades 4 and 5, but could easily be adapted for older youth populations.

How to Administer and score

Point values for all items are added. Intended range is between 0 and 72 points. Each point represents one instance of victimization or aggression reported by the student during the week prior to the survey. If four or more items are missing, the score cannot be computed. If three or less items are missing, these values are replaced by the respondent's average. Higher scores indicate higher levels of victimization and aggression.

Source

Orpinas, P., & Frankowski, R. (2001). The aggression scale: a self-report measure of aggressive behavior for young adolescents. *Journal of Early Adolescence*, 21(1):51-68.

Antisocial Attitudes

Description

This set of five questions measures youths' attitudes toward antisocial behaviors, such as picking fights, skipping school, and stealing.

Keywords

- Violence and Bullying
- Personal Attitudes and Beliefs
- Delinquency and Antisocial Behavior

Where to find or download

This instrument is a subscale of the Student Survey of Risk and Protective Factors and can be found in CSAP's Core Measures document on pages 61-63, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population of students in grades 6, 8, 10, and 12.

How to Administer and score

Pencil and paper self-report; four-point scale ("Very wrong" to "Not wrong at all").

Source

Social Development Research Group
University of Washington
9725 3rd Ave. NE, Suite 401
Seattle, WA 98115-2024.
206-685-3858
<http://depts.washington.edu/sdrg/>

Assistance Skills

Description

Assesses youths' ability to give help to peers and get help for themselves when they have problems. This would be an excellent instrument for mentoring programs that focus on peer relations and problem solving.

Keywords

- Self-Esteem/Efficacy
- Personal Attitudes and Beliefs
- Peer Relationships
- Interpersonal Communication

Where to find or download

This instrument can be found in CSAP's Core Measures document on pages 103-104 and at the end of this Toolkit.

Fees and Requirements

No cost. Copyright Tanglewood Research. Approved for CSAP use with source citation. Mentoring programs can contact source for permission to use: Dr. Bill Hansen Tanglewood Research Inc. 336-662-0090 billhansen@tanglewood.net

Age Range

Middle school, junior high, high school.

How to Administer and score

Pencil and paper self-report.

Source

Tanglewood Research (336)-662-0090; billhansen@tanglewood.net

Attachment to Teacher

Description

These five items measure youths' agreement about how much they like and respect their teachers. Respondents are asked to indicate to what extent they agree or disagree with several statements. This may be a useful tool for school-based mentoring programs.

Keywords

- School and Academics
- Personal Attitudes and Beliefs

Where to find or download

This instrument can be found on page 72 of *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Used in previous research with middle school age youth, although it could be used for other age ranges, as well.

How to Administer and score

Point values for items 1-4 are assigned as indicate above. For item 5, point values are assigned as follows:

- In some ways = 1
- In most ways = 2
- Not at all = 3

Point values are summed for each respondent and then divided by the number of items. Higher scores indicate a greater attachment to the teacher.

Source

Smith, C., Lizotte, A.J., Thornberry, T.P., & Krohn, M.D. (1995). Resilient youth: identifying factors that prevent high-risk youth from engaging in delinquency and drug use. In: Hagan, J. (ed.), *Delinquency and disrepute in the life course*. Greenwich, CT: JAI Press, 217-247.

Attitude Toward Delinquency – Pittsburgh Youth Study

Description

This survey measures general attitudes and level of acceptance about engaging in delinquent behaviors.

Keywords

- Personal Attitudes and Beliefs
- Delinquency and Antisocial Behavior

Where to find or download

This instrument can be found on page 33 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Youth in general. This survey has previously been used on male students initially in grades 1, 4 and 7, and then into adulthood.

How to Administer and score

Pencil and paper self-report. All items are reverse coded before summing. Higher scores indicate greater acceptance of delinquency.

Source

Loeber, R., Farrington, D.P., Stouthamer-Loeber, M., & Van Kammen, W.B. (1998). Antisocial behavior and mental health problems: explanatory factors in childhood and adolescence. Mahwah, NJ: Lawrence Erlbaum Associates.

Attitude Toward Interpersonal Peer Violence

Description

These items assess either a passive or violent attitude orientation, as well as knowledge and skill in resolving conflicts nonviolently. Students are asked to indicate their opinions or feelings about fighting, defined as physical fights with pushing and hitting, not just arguments.

Keywords

- Violence and Bullying
- Personal Attitudes and Beliefs
- Peer Relationships
- Delinquency and Antisocial Behavior

Where to find or download

This instrument can be found on pages 29-30 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:
http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf .

Fees and Requirements

None noted.

Age Range

Middle school students (has been used with grades 6-8 in previous research).

How to Administer and score

Pencil and paper self-report. Point values are assigned as follows:

- Disagree a lot = 1
- Disagree a little = 2
- Agree a little = 3
- Agree a lot = 4

Items 1, 3, 5, 8, 9 and 12 are reverse coded. The scale is scored by summing the point values of the responses and dividing by the total number of responses. Blank items are not counted in the number of responses. Higher mean scores, which can range from 1 to 4, indicate higher levels of knowledge and skills in resolving conflict non-

violently. Lower mean scores indicate less knowledge or skill in non-violent conflict resolution and a more violent orientation.

Source

Houston Community Demonstration Project. (1993). Peer Leader Survey. Houston, TX: City of Houston Health and Human Services Department. (Unpublished)

Attitudes Toward Employment

Description

These items measure self-confidence and motivation for work. Youth are asked to check the response that best corresponds with their beliefs. This might be a good instrument for mentoring programs that feature career exploration or a vocational focus.

Keywords

- Personal Attitudes and Beliefs
- Goals and Future
- Career and Vocational

Where to find or download

This instrument can be found on page 48 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Middle and high school age youth. Has been used in the field on African-American males aged 12-16.

How to Administer and score

Pencil and paper self-report. Rated on a scale of “Strongly agree” to “Strongly disagree.”

Source

Johnson, C.D., Messe, L.A., & Crano, W.D. (1984). Predicting job performance of low income workers: The Work Opinion Questionnaire. *Personnel Psychology*, 37(2):291-299.

Beliefs About Aggression and Alternatives

Description

These items measure student beliefs about the use of aggression and endorsement of non-violent responses to hypothetical situations. Respondents are asked to indicate the extent to which they agree or disagree with twelve statements.

Keywords

- Violence and Bullying
- Personal Attitudes and Beliefs
- Peer Relationships
- Delinquency and Antisocial Behavior

Where to find or download

This instrument can be found on pages 29-30 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools: http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf.

Fees and Requirements

None noted.

Age Range

Middle school students (has been used with grades 6-8 in previous research).

How to Administer and score

Point values are assigned as indicated on the survey (1–4). All items are reverse coded before summing. Two subscales are included in this assessment: *Beliefs about Aggression* (items 3, 4, 6, 10, 11 and 12) and *Use of Nonviolent Strategies* (items 1, 2, 5, 7 and 8). Point values for responses in each subscale are summed and then divided by the total number of items in the subscale. *Beliefs about Aggression*: A high score indicates more favorable beliefs supporting the use of aggression. *Use of Nonviolent Strategies*: A high score indicates higher levels of support for using nonviolent strategies.

Source

Multisite Violence Prevention Project. (2004). Description of measures: cohort-wide student survey. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Children's Hopelessness

Description

This assessment measures a child's negative (hopeless) expectations for the future. Mentoring programs that focus a lot on goal setting and resiliency might find this instrument useful.

Keywords

- Personal Attitudes and Beliefs
- Goals and Future

Where to find or download

This instrument can be found on pages 111-112 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:

http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Elementary and middle school age youth. Has been used in research with psychiatric inpatient children aged 8 to 13.

How to Administer and score

Pencil and paper self-report. Point values for most of the items in this scale are assigned as follows: Yes = 1; No = 0. Eight positively worded items are reverse coded: 1, 3, 5, 6, 7, 11 and 16. Responses are added to derive an overall score. A maximum score of 17 indicates high hopelessness. A minimum score of 0 indicates low hopelessness.

Source

Kazdin, A.E., French, N.H., Unis, A.S., Esveldt-Dawson, K., & Sherick, R.B. (1983). Hopelessness, depression, and suicidal intent among psychiatrically disturbed inpatient children. *Journal of Consulting and Clinical Psychology*, 51(4):504-510.

Civic Responsibility Survey

Description

Pre and post surveys measure student perceptions of civic responsibility, as expressed in statements such as “I like to help people, even if it’s hard work” and “I feel like I can make a difference in my community.” A Spanish version is available. According to CART, the survey has been piloted extensively and revised to keep only the most reliable items.

Keywords

- Personal Attitudes and Beliefs
- Communities and Neighborhoods

Where to find or download

This set of surveys is available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/civic_responsibility.pdf

Fees and Requirements

Free to use with the following citation: “The Civic Responsibility Survey (1998) was developed by A. Furco, P. Muller, and M.S. Ammon at the Service-Learning Research & Development Center at UC-Berkeley.”

Age Range

There are three different levels for different age groups. Level 1 was designed for elementary grade students, Level 2 for middle school students, and Level 3 for high school students.

How to Administer and score

Pencil and paper self-report. Items are scored on 3- or 6–item scales, depending on respondent age.

Source

Service-Learning Research and Development Center, UC-Berkeley, (510) 642-3299. Online at: <http://gse.berkeley.edu/research/slc>.

Commitment to School

Description

These six items measure feelings about the importance of school and course work. Students are asked to check the response that best corresponds with their beliefs. This might be a good instrument for school-based mentoring programs.

Keywords

- School and Academics
- Personal Attitudes and Beliefs

Where to find or download

This instrument can be found on page 42 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf

Fees and Requirements

None noted.

Age Range

Has been used in previous research with students age 11–18.

How to Administer and score

Pencil and paper self-report. Point values are assigned as follows:

- First response = 5 (For example, in item 1, the first response is “Never.” In item 2, the first response is “Very interesting and stimulating.”)
- Second response = 4
- Third response = 3
- Fourth response = 2
- Fifth response = 1

Items 2, 3 and 5 should be reverse coded. Point values are summed for each respondent and then divided by the number of items. Higher scores indicate a lower commitment and involvement in school.

Source

Glaser, R.R., Van Horn, M.L., Arthur, M.W., Hawkins, J.D., & Catalano, R.F. (2005). "Measurement properties of the Communities That Care Youth Survey across demographic groups." *Journal of Quantitative Criminology*, 21(1), 73-102.

Communicative Adaptability Scale

Description

This 30-item instrument measures several aspects of interpersonal communication and social interaction, such as social composure, articulation, and wit. This is a great tool for identifying youth who may be shy or who have difficulty in social situations (for a variety of reasons). A tool like this might help programs find an appropriate mentor for youth or could be used for evaluative purposes for programs that focus on communication skills and improving youths' social experiences.

Keywords

- Personal Attitudes and Beliefs
- Peer Relationships
- Interpersonal Communication

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/communicative_adaptability.pdf

Fees and Requirements

None noted.

Age Range

None noted, although probably most applicable to middle and high school students.

How to Administer and score

Pencil and paper self-report. 30 items rated on a 5-point scale ("1 = never true of me" to "5 = always true of me.")

Source

Duran, R. L. (1992). Communicative Adaptability: A Review of Conceptualization and Measurement. *Communication Quarterly*, 40 (3), 253-268.

CSAP National Youth Survey

Description

This tool was developed as part of the National Cross-Site Evaluation of High-Risk Youth programs. The survey borrows from several existing evaluation tools to create a comprehensive survey that examines risk factors (personal factors, family environment, neighborhood environment, social influences); resiliency factors (school and family bonding, self-concept, self-control, self-efficacy, positive outlook, confidence and cooperation); and attitudes and use with tobacco, alcohol, marijuana, inhalants, and other drugs.

Keywords

- Self-Esteem/Efficacy
- Personal Attitudes and Beliefs
- Peer Relationships
- Goals and Future
- Family Relationships
- Drug and Alcohol Use/Attitudes
- Comprehensive Multi-Domain Survey
- Communities and Neighborhoods

Where to find or download

There are two versions available for different age ranges (9-11 and 12-18) that can be downloaded at: http://www.emt.org/CSAP_NationalYouthSurvey.htm

Fees and Requirements

Public domain, free to use.

Age Range

One version is for 9-11 year old and the other for ages 12-18.

How to Administer and score

Pencil and paper self report. Generally used as a pre-post instrument.

Source

EMT Associates, Inc.
<http://www.emt.org>

CSAP Substance Abuse Risk and Protective Factors Student Survey

Description

This very comprehensive survey was designed to measure youth risk and protective factors as they related to drug and alcohol use. This survey has lots of useful subsections, including sets of questions on peer influences, violent behavior and thoughts, ethics and values, ATOD use, and perceptions of family and community.

Keywords

- Personal Attitudes and Beliefs
- Peer Relationships
- Family Relationships
- Drug and Alcohol Use/Attitudes
- Comprehensive Multi-Domain Survey
- Communities and Neighborhoods

Where to find or download

Available on the Center for Substance Abuse Prevention website at:

https://preventionplatform.samhsa.gov/macro/csap/mir_search_create/redesign/instruments/detail.cfm?InstrumentID=cdb09452-6359-4c85-b079-5190a0a47fa4&&Category=&Row=&CategoryID=&CFID=3280418&CFTOKEN=67812064

Fees and Requirements

Public domain.

Age Range

Has been administered to 6th, 8th, 10th, and 12th graders.

How to Administer and score

Pencil and paper self-report (although the survey can also be administered orally if needed). It is an excellent pre-post tool, but the survey is rather long, so mentoring programs may wish to administer just some subsets of questions.

Source

SAMHSA's Prevention Platform, online at: <https://preventionplatform.samhsa.gov>

Decision Making Skills Scale

Description

This scale assesses perceived ability to make thoughtful decisions and follow steps typical of decision making training. This would be a good instrument for programs hoping to increase empathy, critical thinking, or positive decision making.

Keywords

- Personal Attitudes and Beliefs
- Critical Thinking/Decisionmaking

Where to find or download

This instrument can be found in CSAP's Core Measures document on pages 85-87, and at the end of this Toolkit.

Fees and Requirements

No cost. Copyright Tanglewood Research. Approved for CSAP use with source citation. Mentoring programs can contact source for permission to use: Dr. Bill Hansen Tanglewood Research Inc. 336-662-0090 billhansen@tanglewood.net

Age Range

Middle school, junior high

How to Administer and score

Pencil and paper self-report; four-point scale ("Never" to "All the time").

Source

Tanglewood Research (336)-662-0090; billhansen@tanglewood.net

Depression – Rochester Youth Development Study

Description

These items measure the frequency of depressive symptoms. Respondents are asked to indicate how often they have felt certain symptoms in the past month. This survey will be useful to programs whose mentors focus on providing emotional support.

Keywords

- Personal Attitudes and Beliefs
- Mental Health (including Depression)

Where to find or download

This instrument can be found on pages 91-92 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:

http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf .

Fees and Requirements

None noted.

Age Range

Middle school age youth, although it could also be adapted for younger or older youth populations.

How to Administer and score

Point values are assigned as indicated in the instrument (1–4). Point values for all responses are summed, with a possible range of 14 to 56. Higher scores indicate more depressive symptoms.

Source

Adapted from: Radloff, L.S. (1977). The CES-D Scale: a self-report depression scale for research in the general population. *Applied Psychological Measurement*, 1:385-401

DSM Screener for Depression

Description

This scale measures depression, incorporating diagnostic criteria for DSM disorders for children and adolescents. Respondents are asked to mark the response that best describes them during the past two weeks.

Keywords

- Personal Attitudes and Beliefs
- Mental Health (including Depression)

Where to find or download

This instrument can be found on pages 87-89 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:
http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf .

Fees and Requirements

None noted.

Age Range

Middle school students (in previous research applications), although the instrument could probably be used with older youth populations.

How to Administer and score

The assessment can be scored as a summated scale. Point values are:

- Hardly ever or never = 0
- Sometimes = 1
- Often = 2
- Almost every day = 3

Scores will range from 0 to 78, with a high score indicating severe depression.

Source

Roberts, R.E. (1993). DSM screener for depression. Houston, TX: University of Texas Health Science Center, School of Public Health. (Unpublished)

Education Expectations and Aspirations Scale

Description

This five-item scale measures students' expectations for post-secondary education. Useful for any mentoring program hoping to impact youth expectations of a successful future.

Keywords

- School and Academics
- Personal Attitudes and Beliefs
- Goals and Future

Where to find or download

This instrument is a subscale of the Monitoring the Future survey and can be found in CSAP's Core Measures document on pages 120-121, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population of students in grades 6, 8, 10, and 12.

How to Administer and score

Pencil and paper self-report; four-point scale ("Definitely won't" to "Definitely will").

Source

Dr. Lloyd Johnston
Institute for Social Research
University of Michigan
426 Thompson Street
Ann Arbor, MI 48104-2321
(734) 764-8354
MTFinfo@isr.umich.edu

Evaluation System for Experiential Education Programs (ESEE)

Description

This set of evaluation materials from an experiential learning program includes multiple measures to assess academic achievement, career development, social development, personal development, civic participation, and ethical development. This would be a good source of evaluation ideas and questions for any mentoring program with a strong experiential learning component.

Keywords

- Self-Esteem/Efficacy
- School and Academics
- Personal Attitudes and Beliefs
- Communities and Neighborhoods
- Career and Vocational

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/evaluation_system.pdf

Fees and Requirements

Free to use with the following citation: “Furco, A. (1997). Evaluation System for Experiential Education. University of California, Berkeley.”

Age Range

Junior high and high school students.

How to Administer and score

This tool includes both a pencil and paper self-report pre-post survey, as well as several other evaluation tools, such as focus group interview questions. Most survey responses are scored on a 4-point Likert scale.

Source

Service-Learning Research and Development Center, UC-Berkeley, (510) 642-3299. Online at: <http://gse.berkeley.edu/research/slc>.

Family Relations/Cohesion Scale

Description

This six-item scale measures several aspects of the closeness of a family unit, such as time spent together and emotional connection. This might be a good instrument for programs that attempt to improve parent-child relations.

Keywords

- Personal Attitudes and Beliefs
- Interpersonal Communication
- Family Relationships

Where to find or download

This instrument can be found in CSAP's Core Measures document on pages 138-139, and at the end of this Toolkit.

Fees and Requirements

Users are free to duplicate the instrument.

Age Range

Children and adolescents; can also be used with older family members.

How to Administer and score

Pencil and paper self-report.

Source

Dr. Patrick Tolan
University of Illinois Institute for Juvenile Research
840 Southwood Street
Mailcode 747.
Chicago, IL 60612
(312) 413-1763
Tolan@uic.edu

Favorable Attitudes Toward Drug Use

Description

Assesses student's attitudes toward using drugs (there are questions for liquor and cigarettes, as well).

Keywords

- Personal Attitudes and Beliefs
- Drug and Alcohol Use/Attitudes

Where to find or download

This instrument is a subscale of the Student Survey of Risk and Protective Factors and can be found in CSAP's Core Measures document on pages 69-71, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population of students in grades 6, 8, 10, and 12.

How to Administer and score

Pencil and paper self-report; four-point scale ("Very wrong" to "Not wrong at all").

Source

Social Development Research Group
University of Washington
9725 3rd Ave. NE, Suite 401
Seattle, WA 98115-2024.
206-685-3858
marthur@u.washington.edu
<http://depts.washington.edu/sdrg/>

Future Aspirations

Description

These items measure future and career orientation and aspirations. Respondents are asked to indicate how important it is that they achieve six future goals, such as attending college or having a well-paying job.

Keywords

- Personal Attitudes and Beliefs
- Goals and Future
- Career and Vocational

Where to find or download

This instrument can be found on page 107 of *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf

Fees and Requirements

None noted.

Age Range

Middle school students, although it could also be used with older elementary students. Not recommended for high school students.

How to Administer and score

Point values are summed for each respondent, then divided by the total number of responses. Blank items should not be counted in the number of responses. Higher mean scores (ranging from 1 to 4) indicate stronger aspirations in a variety of education, career, and social domains. Lower mean scores indicate lower and less diverse future aspirations.

Source

Center for Urban Affairs and Policy Research and the Comer School Development Program, Middle School Project. Adolescent Attitude Survey. Houston, TX: 1995. (Unpublished)

Gender Stereotyping

Description

These survey items measure gender stereotyping in the context of relationships and responsibility. Youth are asked to check the response that best corresponds to their beliefs.

Keywords

- Personal Attitudes and Beliefs
- Critical Thinking/Decisionmaking

Where to find or download

This instrument can be found on page 50 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Middle and high school age students. Has been used in previous research with African American Boys ages 12–16.

How to Administer and score

Pencil and paper self-report. Items are scored on a scale of “Strongly agree” to “Strongly disagree.” Item 7 should be reverse coded. Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a more stereotypical attitude.

Source

Gunter B., & Wober, M. (1982). Television viewing and perceptions of women's roles on television and in real life. *Current Psychological Research*, 2(4):277-287.

Goal Setting Skills Scale

Description

Assesses skills needed to direct an effort to reach a desired result. This scale would be helpful to a mentoring program hoping to increase mentee's internal motivation and abilities for working toward future goals.

Keywords

- Personal Attitudes and Beliefs
- Goals and Future

Where to find or download

This instrument can be found in CSAP's Core Measures document on pages 91-93, and at the end of this Toolkit.

Fees and Requirements

No cost. Copyright Tanglewood Research. Approved for CSAP use with source citation. Mentoring programs can contact source for permission to use: Dr. Bill Hansen Tanglewood Research Inc. 336-662-0090 billhansen@tanglewood.net

Age Range

Middle school, junior high, high school.

How to Administer and score

Pencil and paper self-report; four-point scale (Never to All the time).

Source

Tanglewood Research (336-662-0090; billhansen@tanglewood.net)

Hare Area-Specific Self-Esteem Scale

Description

This scale measures adolescents' feelings about their worth and importance among peers, as students, and as family members. Students are asked to indicate the extent to which they agree or disagree with 10 statements.

Keywords

- Self-Esteem/Efficacy
- Personal Attitudes and Beliefs
- Peer Relationships
- Mental Health (including Depression)
- Family Relationships

Where to find or download

Published on pages 144-145 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf .

Fees and Requirements

None noted.

Age Range

Middle and high school age youth. Has been used in previous research with African American males age 12-16.

How to Administer and score

Pencil and paper self-report. Point values are assigned as follows:

- Strongly agree = 4
- Agree = 3
- Disagree = 2
- Strongly disagree = 1

Items 1, 3, 5, 6 and 9 are reverse coded. Values are summed and divided by the total number of items (10) for each respondent. The intended range is 1-4, with a high score indicating a greater feeling of self-worth.

Source

Shoemaker, A.L. (1980). Construct validity of area specific self-esteem: The Hare Self-Esteem Scale. *Educational and Psychological Measurement*, 40(2):495-501.

Hemingway Scale of Adolescent Connectedness

Description

This survey, available in both 78- and 57-item versions, is designed to measure youth “connectedness” to five core domains: family, friends, school, peers, and self in the future. This concept of “connectedness” is based not on youth perceptions of how well they are connected to others (“My teacher likes me”) but rather on their outward expression of positive feelings and the seeking of support from people and places (“I often turn to my teacher for support”). This way of looking at connectedness emphasizes the reciprocal nature of human connections, making the Hemingway a very useful tool for any program wanting to know if their mentors are helping youth become more engaged with their world.

There are 15 subscales that focus on everything from connectedness to reading to connectedness to neighborhood.

Keywords

- School and Academics
- Personal Attitudes and Beliefs
- Peer Relationships
- Goals and Future
- Family Relationships
- Connectedness

Where to find or download

The short and long versions of the Hemingway Scale, available in English, Spanish, French, and Chinese, can be found online at: <http://adolescentconnectedness.com> .

The complete manual on how to administer the Hemingway can be downloaded at: <http://adolescentconnectedness.com/media/HemManual2006.pdf> .

Fees and Requirements

The Hemingway is free to download and use, although the author asks that you send him an anonymous data set (with youth identifiers removed) so that he can continue his research on its use: Dr. Michael Karcher – University of Texas – San Antonio Michael.Karcher@utsa.edu

Age Range

The main version is suitable for grades 6-12. Another version for college-age students is also available. A version for children is also available in the full manual.

How to Administer and score

Pencil and paper self-report (Scantron format for fast scoring). Items are scored on a 5-point scale (“Not at all true” to “Very true”). 13 items require reverse scoring (9 in the short version). The full Hemingway manual included details scoring instructions and even provides SPSS syntax.

Source

Dr. Michael Karcher – University of Texas – San Antonio
Michael.Karcher@utsa.edu

Interaction With Antisocial Peers Scale

Description

This scale examines youth attitudes about their peers' antisocial behaviors. Asks them to reflect on the behavior of their "four best friends."

Keywords

- Peer Relationships
- Interpersonal Communication
- Delinquency and Antisocial Behavior

Where to find or download

This instrument is a subscale of the Student Survey of Risk and Protective Factors and can be found in CSAP's Core Measures document on pages 100-102, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population of students in grades 6, 8, 10, and 12.

How to Administer and score

Pencil and paper self-report; six items.

Source

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<http://depts.washington.edu/sdrg/>

Intercultural Behavioral Assessment Indices

Description

This interesting tool is designed for observational assessments of youths' intercultural communication competence. An observer (likely a program coordinator or even a mentor in the case of a mentoring program) rates youth on a 5-point scale in the areas of: display of respect, interaction posture, orientation to knowledge, empathy, role behaviors, interaction management, and tolerance of ambiguity.

This might be a nice instrument for programs that can observe youth for some time before they are matched, gauging how well they communicate and interact with others. This could help with matching or perhaps be used in some form of pre-post evaluation (using teacher observations, for example).

Keywords

- Peer Relationships
- Interpersonal Communication

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/intercultural_behavior.pdf

Fees and Requirements

None noted.

Age Range

Not noted, although many of the behaviors assessed may not apply to young children.

How to Administer and score

For each of the seven domains measured, a description of the scale is provided to the observer.

Source

Used in Ruben, B. (1976). Assessing communication competency for intercultural adaptation. *Group & Organization Studies*, 1(3), 334-354. For more information write: Brent D. Ruben, Ph.D., Professor and Executive Director, Center for Organizational Development and Leadership, Rutgers University, New Brunswick, New Jersey, 08901, or email, ruben@odl.rutgers.edu.

Leisure Activity

Description

These items measure the amount of time a student spends every day in a number of leisure activities (e.g., reading, watching TV, working at the computer, doing homework). Respondents are asked to indicate the extent to which they engage in certain activities on an average school day. This might be a good instrument for programs that focus on youth responsibility, time management, or physical activity.

Keywords

This tool touches on the following keywords:

- School and Academics
- Health and Nutrition

Where to find or download

This instrument can be found on page 237 of *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Middle school students (in previous research), although it could also be used with younger or older youth populations.

How to Administer and score

Pencil and paper self-report. Scores are derived by summing all responses, with a possible range of 10 to 50. Higher scores indicate higher involvement in constructive activities.

Source

Bosworth, K., & Espelage, D. (1995). *Teen Conflict Survey*. Bloomington, IN: Center for Adolescent Studies, Indiana University. (Unpublished)

Lifetime Use Scale

Description

This 10-item scale measures the previous use of alcohol, drugs, and tobacco by youth. This is an excellent scale for establishing a baseline of mentee risk.

Keywords

- Drug and Alcohol Use/Attitudes

Where to find or download

This instrument is a subscale of the Monitoring the Future survey and can be found in CSAP's Core Measures document on pages 23-26, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population of students in grades 8, 10, and 12.

How to Administer and score

Pencil and paper self-report.

Source

Dr. Lloyd Johnston
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Match Characteristics Questionnaire

Description

The MCQ is an excellent tool for examining the inner-workings of a mentoring relationship, and can reveal a lot about a match's level of closeness and chances for long-term success. It is designed to measure:

- Internal Relationship Quality – The MCQ asks mentors how they feel about their match.
- Activities focus – The MCQ assesses mentors' focus on developing the relationship and how much they focus on various aspects of the youth's growth.
- External Relationship Quality – The MCQ reveals how mentors perceive the external influences on their match (e.g., program, parents, logistics, etc.)

An optional written section provides deeper insight on match activities and the mentor's goals for the match.

Keywords

- Mentoring Relationship Quality/Features

Where to find or download

Available through Applied Research Consulting at:
<http://www.mentoringevaluation.com/Tools.htm>. Samples are available for download, but programs that wish to use the tool must contact the authors at:
inquiries@mentoringevaluation.com.

Fees and Requirements

Free to use, but programs that wish to use the tool must contact the authors for a copy: inquiries@mentoringevaluation.com.

Age Range

This survey is intended for adult mentors. For the corresponding youth survey, please see the Youth Mentoring Survey (YMS) also included in this Toolkit.

How to Administer and score

Pencil and paper self-report. Items are rated on a Likert scale, although some are open-ended short answer questions. Takes most responders about 20 minutes.

Source

Drs. John Harris and Michael Nakkula at Applied Research Consulting:
<http://www.mentoringevaluation.com/Tools.htm>

Mentoring Children of Incarcerated Parents Performance Measure Packet

Description

This toolkit was originally designed for programs serving children of prisoners, but it really could be used by any youth mentoring program. It features a survey for mentees (two age groups: 9-12 and 13-18), a survey for mentors, and a survey for a second adult who knows the mentee. The packet contains instructions for initiating performance measurement (data collection) and summarizing the results.

The results are focused on two measures:

- Intermediate Outcome: Mentor and mentee have a caring, trusting relationship.
- End Outcome: Mentee develops/enhances positive attitude toward the future.

Keywords

- Mentoring Relationship Quality/Features
- Goals and Future

Where to find or download

Available on the National Service Resource Center website at:
<http://www.nationalserviceresources.org/star/ac-instrument-packets>

- Full packet:
http://www.nationalserviceresources.org/files/legacy/filemanager/download/performanceMeasurement/XS-IN022_MCIP_Surveys_Packet.doc
- Scoring tool (Excel file):
http://www.nationalserviceresources.org/files/legacy/filemanager/download/performanceMeasurement/XS-IN022-a_Mentoring_Scoring_Sheet.xls

Fees and Requirements

None noted.

Age Range

Surveys are available for youth ages 9-12 and 13-18. Surveys are also included for mentors and other adults.

How to Administer and score

Pencil and paper self-report. Surveys are given to the mentee, mentor, and another adult who knows the mentee. Scoring is done by an Excel spreadsheet, which compares pre-post-survey scores and considers corroboration between data sources.

Source

Project STAR, online at: <http://www.nationalserviceresources.org/star/star>.

Modified Aggression Scale

Description

This scale is composed of four subscales: fighting, bullying, anger, cooperative/caring behavior. It is a modified version of the Aggression Scale (AI). Respondents are presented with a series of behaviors, and are asked to mark with a circle the number of times they did that behavior during the last 30 days.

Keywords

- Violence and Bullying
- Personal Attitudes and Beliefs
- Peer Relationships
- Delinquency and Antisocial Behavior

Where to find or download

This instrument can be found on pages 169-170 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:

http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Middle school age youth (has been used with grades 6–8 in previous research).

How to Administer and score

Pencil and paper self-report. Point values are assigned as follows:

- No opportunity = 1
- Never = 1
- 1 or 2 times = 2
- 3 or 4 times = 3
- 5 or more times = 4

The Fighting subscale is calculated by reverse coding Item 5 and summing across all five items. A total of 20 points is possible and a high score indicates more aggression or fighting. The other three subscales are calculated similarly, by summing across all responses. The Bullying subscale has a total of 16 points; the Anger subscale has a total of 20 points; and the Caring/Cooperative Behavior subscale has a total of 32

points. High scores indicate more bullying behavior, more anger, and more caring/cooperative behavior.

Source

Orpinas, P. (1993). Skills training and social influences for violence prevention in middle schools. a curriculum evaluation. Doctoral Dissertation. Houston, TX: University of Texas Health Science Center at Houston, School of Public Health.

Motivated Strategies for Learning Questionnaire (MSLQ)

Description

This instrument examines several aspects of motivation related to learning, such as goal orientation and self-efficacy. This is an excellent tool for mentoring programs that have tutoring aspects or an educational skills component.

Keywords

- Self-Esteem/Efficacy
- School and Academics
- Personal Attitudes and Beliefs

Where to find or download

Can be found online at: <http://www.indiana.edu/~p540alex/MSLQ.pdf>

Fees and Requirements

None noted.

Age Range

General youth, although it may be most useful with middle or high school students.

How to Administer and score

Pencil and paper self-report. The instrument offers 44 questions, each to be rated on a 7-point scale (“1= not at all true of me” to “7=very true of me”).

Source

Pintrich, P.R., Smith, D.A., Garcia, T., & McKeachie W.J. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ). National Center for Research to Improve Postsecondary Teaching and Learning. Ann Arbor: University of Michigan.

Multidimensional Locus of Control Scale

Description

This 24-item scale measures a youth's "locus of control," the degree to which they feel in control over their own life and the things that happen to them (or feel that others, or even random chance, control their life). This might be a good instrument for programs that focus on critical thinking or personal decision making and responsibility.

Keywords

- Personal Attitudes and Beliefs
- Goals and Future
- Critical Thinking/Decisionmaking

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/multidimensional_locus.pdf

More information at:

http://www.cyfernet.org/article.php?mode=b&c=1383&resource_id=10831

Fees and Requirements

Copyright protected. Please contact the developer for permission to use: Hannah Levenson, Ph.D. Levenson Institute for Training (LIFT) 2323 Sacramento St., 2nd Floor San Francisco, CA 94115 (510) 547-1245

Age Range

Not noted, although these questions would be difficult for elementary age students as many questions involve abstract thinking.

How to Administer and score

Pencil and paper self-report. 6-point scale (-3 to +3). From the cover sheet:

"To score each scale add up the points of the circled answers for the items appropriate for that scale. (The three scales are identified by the letters "I," "P," and "C"). Add to the sum +24. The possible range on each scale is from 0 to 48. Each subject receives three scores indicative of his or her locus of control on the three dimensions of I, P, and C. Empirically, a person could score high or low on all three dimensions."

Source

Hannah Levenson, Ph.D.
Levenson Institute for Training (LIFT)
2323 Sacramento St., 2nd Floor
San Francisco, CA 94115
(510) 547-1245

Previous research detailed in: Levenson, H. (1981). Differentiating among internality, powerful others, and chance. In H. Lefcourt (Ed.), *Research with the Locus of Control Construct*. New York: Academic Press, pp. 15-63.

National Community Service Study Survey (Pre- and Post-Test)

Description

This survey, designed for a national study, measures the impact of service-learning, with specific measures on students' service experience, educational competence, sense of personal and social responsibility, acceptance of diversity, work orientation, engagement in school, formal helping behaviors, and more.

Keywords

- Self-Esteem/Efficacy
- School and Academics
- Personal Attitudes and Beliefs
- Interpersonal Communication
- Communities and Neighborhoods
- Career and Vocational

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/national_community.pdf

Fees and Requirements

none stated.

Age Range

Not stated, although the questions are clearly aimed at older youth who would be engaged in service learning activities.

How to Administer and score

Pencil and paper self-report, although mentoring programs will likely want to use subsets of questions rather than the entire instrument, which was designed for a very specific project.

Source

Center for Human Resources
Brandeis University
60 Turner Street, Second Floor
Waltham, MA 02453
Online at: <http://heller.brandeis.edu/chr>

National Survey on Drug Use & Health

Description

This annual national survey of drug and alcohol use (and a whole host of other behaviors and attitudes) is used by the Department of Health and Human Services to estimate the drug use and overall health of the nation. In addition to drug and alcohol use questions, the survey also gathers information on communities, access to health care, individual depression and mental health, and even parenting experiences.

The difficulty in using these questionnaires is that the online versions include the computer code that would be used if administering them using SAMHSA's ACASI computer system. But if you ignore all the code, you can see the full questions and response choices. So this is a great general collection of survey questions and scales, but you'll have to do a little work to make them useful for your program.

Keywords

- Personal Attitudes and Beliefs
- Mental Health (including Depression)
- Health and Nutrition
- Family Relationships
- Drug and Alcohol Use/Attitudes
- Comprehensive Multi-Domain Survey

Where to find or download

Annual versions of the questionnaire and other documentation can found on the SAMHSA website at: <http://www.oas.samhsa.gov/nsduh/methods.cfm>

Fees and Requirements

Public domain. Programs can use items from this survey for their own research.

Age Range

General population; some subscales are focused on youth or older adults.

How to Administer and score

Question types range from true-false to various Likert scales and other ranges. Mentoring programs will want to extract questions from the online versions of the surveys and use them in a new format.

Source

Office of Applied Studies, SAMHSA, online at: <http://www.oas.samhsa.gov/>

Nonphysical Aggression

Description

These items measure non-physical aggressive behavior. Youth are asked about the extent to which they engage in 16 non-physical aggressive behaviors such as arguing, bragging, seeking attention, disobeying parents or teachers, not getting along with others, swearing, and sulking.

Keywords

- Personal Attitudes and Beliefs
- Peer Relationships
- Delinquency and Antisocial Behavior

Where to find or download

This instrument can be found on pages 184-185 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:

http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf .

Fees and Requirements

None noted.

Age Range

Has been used in previous research with elementary, middle, and high school students.

How to Administer and score

For the purposes of this construct, all positive responses are equivalent. Responses of 2 “very true” are recoded to 1 “sometimes true.” All scores are summed to derive a total. Higher scores indicate more aggressive behavior.

Source

Loeber, R., Farrington, D.P., Stouthamer-Loeber, M., & Van Kammen, W.B. (1998). Antisocial behavior and mental health problems: explanatory factors in childhood and adolescence. Mahwah, NJ: Lawrence Erlbaum Associates.

Opportunities for Prosocial Involvement

Description

This short three-item scale measures a young person's perceptions of their opportunities for positive interactions with their parents.

Keywords

- Personal Attitudes and Beliefs
- Interpersonal Communication
- Family Relationships

Where to find or download

This instrument is a subscale of the Student Survey of Risk and Protective Factors and can be found in CSAP's Core Measures document on pages 165-167, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population of students in grades 6, 8, 10, and 12.

How to Administer and score

Pencil and paper self-report; four-point scale ("NO!" to "YES!")

Source

Social Development Research Group
University of Washington
9725 3rd Ave. NE, Suite 401
Seattle, WA 98115-2024
206-685-3858
marthur@u.washington.edu
<http://depts.washington.edu/sdrg/>

Oregon Healthy Teens Survey

Description

This is an excellent general survey that has great research implications for Oregon-based mentoring programs. There is available data from this survey going back to 1999, making it a great source of data for Oregon programs to compare their mentees against.

The survey is designed to collect data on:

- tobacco, alcohol and other drug use and access to substances;
- protective factors and assets such as parental supervision and neighborhood characteristics;
- physical exercise, nutrition and body weight,
- sexual risk behaviors;
- mental health concerns such as suicidal ideation, depression, harassment, and body image;
- intentional and unintentional injury including violence and vehicle safety;
- health care access, use of school-based health centers, and screening for conditions such as asthma;
- basic demographics

There are versions for 8th and 11th grade students, and for most years, the surveys are also available in Spanish.

Keywords

This tool touches on the following keywords:

- Sexual Behavior
- Personal Attitudes and Beliefs
- Mental Health (including Depression)
- Health and Nutrition
- Drug and Alcohol Use/Attitudes
- Comprehensive Multi-Domain Survey
- Communities and Neighborhoods

Where to find or download

Versions of this survey going back to 1999 can be downloaded from:
<http://www.dhs.state.or.us/dhs/ph/chs/youthsurvey/ohtdata.shtml>

Additional information about the survey, as well as data from previous years, can be found on the Oregon department of Human Services website at:
<http://www.dhs.state.or.us/dhs/ph/chs/youthsurvey/background.shtml>

Fees and Requirements

Public domain.

Age Range

Surveys are administered annually to more than a one-third of Oregon's 8th and 11th graders.

How to Administer and score

Paper and pencil self-report. Could be used as a pre-post tool and as a way of comparing your mentees to youth in the state.

Source

Oregon Department of Human Services, online at:
<http://www.oregon.gov/DHS/index.shtml>

Parent-School Involvement

Description

This instrument measures several parent involvement actions related to school, homework, and discussions about the school day. Originally designed to be administered to parents, programs could reword the questions to administer to youth instead (be aware that such rewording might reduce the reliability of the instrument).

Keywords

- School and Academics
- Family Relationships

Where to find or download

This instrument can be found in CSAP's Core Measures document on pages 122-123, and at the end of this Toolkit.

Fees and Requirements

Available for public use, free.

Age Range

Designed for grades 5 -12. Administered to parents, although programs could reword questions if youth would be reporting on their perceptions of parent involvement.

How to Administer and score

Pencil and paper self-report.

Source

Dr. Ken Resnicow
Emory University
Rollins School of Public Health
1518 Clifton Road
Atlanta, GA 30322
404-727-7222
Kresnic@sph.emory.edu

Parental Report of Helping Behavior

Description

These 15 items measure cooperativeness, cheerfulness, and general responsiveness of a child to household chores. Parents are asked to determine how often their child has engaged in a series of helpful behaviors. Since one of the keys to successful mentoring outcomes is believed to be improved relationships with parents, this survey can help programs determine if their mentoring relationships are having an impact at home as well.

Keywords

- Interpersonal Communication
- Family Relationships

Where to find or download

This instrument can be found on pages 250-251 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:
http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Used in previous research with the parents of children in grades 3–5. Could also be adapted for parents of middle school youth.

How to Administer and score

Pencil and paper self-report (by parents). Point values are assigned as follows:

- Rarely = 1
- Sometimes = 2
- Usually = 3
- Almost always = 4

The 15 items are summed to obtain an overall helping behavior index (range = 15-60). A high score indicates a great amount of helpful behavior in the home environment, while a low score indicates little responsiveness of the child to household chores. Missing values are replaced by mean substitutions.

Source

Eberly, M.B, Montemayor, R., Flannery, D.J. (1993). Variation in adolescent helpfulness toward parents in a family context. *Journal of Early Adolescence*, 13(3): 228-244.

Parental-Child Attachment

Description

These items measure the degree of warmth and lack of hostility in the parent-child relationship. Respondents (both parents and youth) are asked to indicate the extent to which each statement is true for them. Since one of the keys to successful mentoring outcomes is believed to be improved relationships with parents, this survey can help programs determine if their mentoring relationships are having an impact at home as well.

Keywords

- Interpersonal Communication
- Family Relationships

Where to find or download

Published on pages 296-297 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools:
http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Used in previous research with middle school age youth and their parents. Could also be used with younger or older students and their parents.

How to Administer and score

Parent and youth items are scored separately. Youth items 3, 4, 7, 9 and 10 are reverse coded; parent items 3, 4, 6, 8, 9 and 11 are reverse coded. Point values are summed and then divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a higher level of attachment.

Source

Thornberry, T.P., Lizotte, A.J., Krohn, M.D., Farnworth, M., & Jang, S.J. (1991). Testing interactional theory: an examination of reciprocal causal relationships among family, school, and delinquency. *Journal of Criminal Law and Criminology*, 82:3-35.

Perceived Harm Scale

Description

This 14-item scale measures youth attitudes about the potential harm or risk from substance use. This might be a good instrument for mentoring programs with a strong substance abuse prevention/education focus.

Keywords

- Personal Attitudes and Beliefs
- Drug and Alcohol Use/Attitudes

Where to find or download

This instrument is a subscale of the Monitoring the Future survey and can be found in CSAP's Core Measures document on pages 29-33, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population of students in grades 8, 10, and 12.

How to Administer and score

Pencil and paper self-report; 4-point Likert scale with additional "not familiar with drug" option.

Source

Dr. Lloyd Johnston
Institute for Social Research
University of Michigan
426 Thompson Street
Ann Arbor, MI 48104-2321
(734) 764-8354
MTFinfo@isr.umich.edu

Presence of Caring—Individual Protective Factors Index

Description

This instrument measures the degree to which young people feel there is a caring adult in their lives. This is an excellent instrument for programs focused on simple developmental mentoring and youth support.

Keywords

- Personal Attitudes and Beliefs

Where to find or download

This instrument can be found on page 151 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Students in grades 7-11.

How to Administer and score

Items 1, 4, 5, 8 and 9 are scored as follows:

- YES! = 4
- yes = 3
- no = 2
- NO! = 1

All other items are reverse coded. To score, point values for all 9 items are added. Blank items are excluded, with the score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 36 indicates a strong presence of caring. A minimum score of 9 indicates a weak presence.

Source

Phillips, J., Springer, F. (1992). Extended National Youth Sports Program 1991-92 evaluation highlights, part two: Individual Protective Factors Index (IPFI) and risk

assessment study. Report prepared for the National Collegiate Athletic Association.
Sacramento, CA: EMT Associates. (Unpublished)

Problem Drinking Scale (Cage Questionnaire)

Description

This four-question scale measures aspects of problem drinking. Two or more positive answers suggest the existence of alcohol-related problems is probable.

Keywords

- Drug and Alcohol Use/Attitudes

Where to find or download

This instrument is a subscale of the Monitoring the Future survey and can be found in CSAP's Core Measures document on pages 36-37, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

General population.

How to Administer and score

Pencil and paper self-report; "yes/no" questions.

Source

Bill Renn, MSW, CCSW, CSAC, CCS
Bowles Center for Alcohol Studies
University of North Carolina at Chapel Hill
CB# 7178, Thurston Bowles Bldg.
Chapel Hill, NC 27599-7178

Problem Oriented Screening Instrument for Teenagers

Description

This 139-item survey covers a wide range of youth issues and characteristics, including substance abuse problems, physical health status, mental health status, family relationships, peer relationships, educational status, vocational status, social skills, leisure and recreations, and aggressive behavior/delinquency. Although designed primarily as a screening tool to assess youth needs, many of the scales could be used in a pre-post manner.

Keywords

- Violence and Bullying
- School and Academics
- Personal Attitudes and Beliefs
- Peer Relationships
- Mental Health (including Depression)
- Health and Nutrition
- Family Relationships
- Drug and Alcohol Use/Attitudes
- Comprehensive Multi-Domain Survey
- Career and Vocational

Where to find or download

This set of surveys is available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/problem_oriented.pdf

Fees and Requirements

Public domain; free to use.

Age Range

Middle and high school students.

How to Administer and score

Pencil and paper self-report. Takes most respondents 20-25 minutes.

Source

Developed by Elizabeth Rahdert for the National Clearinghouse for Alcohol and Drug Information (<http://ncadi.samhsa.gov/>).

Prosocial Involvement, Opportunities and Rewards

Description

These items measure students' perception of the extent to which opportunities and rewards are available within the school setting. Respondents are asked to indicate how strongly they feel each sentence is true for them. While this seems like an assessment of the school, what it actually measures are the youth's perceptions, so this may be valuable for programs attempting to improve school connectedness.

Keywords

- School and Academics
- Personal Attitudes and Beliefs
- Connectedness

Where to find or download

This instrument can be found on pages 44-45 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:

http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf

Fees and Requirements

None noted.

Age Range

Used in previous research with students age 11–18.

How to Administer and score

Pencil and paper self-report. Items are scored as follows:

- YES! = 4
- yes = 3
- no = 2
- NO! = 1

Point values for all items are summed and then divided by the total number of items. Higher scores indicate greater opportunities and/or rewards for prosocial involvement in school.

Source

Arthur, M.W., Hawkins, J.D., Pollard, J.A., Catalano, R.F., & Baglioni, A.J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review*, 26(6):575-601.

Rosenberg Self-Esteem Scale

Description

This 10-item scale is the most widely used measure of self-esteem. An excellent tool for measuring young people's feelings of self-worth.

Keywords

- Self-Esteem/Efficacy
- Personal Attitudes and Beliefs

Where to find or download

This instrument can be found in CSAP's Core Measures document on pages 67-68, and at the end of this Toolkit.

Fees and Requirements

Public domain, free to use.

Age Range

Adolescents, generally.

How to Administer and score

Pencil and paper self-report; four-point scale (Strongly agree to Strongly disagree)

Source

The Morris Rosenberg Foundation
C/O Department of Sociology
University of Maryland
2112 Art/Soc Building
College Park, MD 20742-1315

Rutgers Teenage Risk and Prevention Questionnaire

Description

These items measure the extent to which there are adults in the home or community that the youth admires and goes to for guidance. Youths are asked to check the response that corresponds to their beliefs.

Keywords

- Personal Attitudes and Beliefs
- Family Relationships
- Connectedness

Where to find or download

This instrument can be found on pages 70–71 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at:

http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf

Fees and Requirements

None noted.

Age Range

Middle school age youth, although this could be used for older youth, as well. Has been used in previous research with African-American males aged 12-16.

How to Administer and score

Pencil and paper self-report. Items should be considered separately, since they do not constitute a scale.

Source

Originally developed by: Nakkula MJ, et al. (1990). Teenage risk prevention questionnaire and interview: an integrative assessment of adolescent high-risk behavior. Piscataway, NJ: Rutgers University, Graduate School of Applied and Professional Psychology. (Unpublished)

Self Efficacy

Description

These items measure one's confidence in attaining educational and career goals and in avoiding fights. Youths are asked to indicate the extent to which they agree or disagree with seven statements.

Keywords

This tool touches on the following keywords:

- Violence and Bullying
- Self-Esteem/Efficacy
- Personal Attitudes and Beliefs
- Career and Vocational

Where to find or download

This instrument can be found on page 131 of Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf.

Fees and Requirements

None noted.

Age Range

Middle and high school age youth. Has been used in previous research with African American males age 12-16.

How to Administer and score

Point values are assigned as indicated on the instrument (1–4). Values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a greater confidence in one's ability to finish school, get a job, and avoid violent encounters. Items 4-7 can be treated as a separate scale.

Source

DeJong, W., Spiro, A., Brewer-Wilson, R., Vince-Whitman, C., Prothrow-Stith, D., & Cross, T.P. (1992). Evaluation of a violence prevention curriculum for inner-city adolescents. Boston, MA: Harvard University. (Unpublished)

Self-Reported Delinquency—Problem Behavior Frequency Scale

Description

These items measure the frequency of delinquency behaviors. Respondents are asked to indicate how often in the past month they have been suspended, stolen something or shoplifted, cheated, or damaged the property of others.

Keywords

- Delinquency and Antisocial Behavior

Where to find or download

This instrument can be found on page 209 of *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf

Fees and Requirements

None noted.

Age Range

Middle school students (in previous research), although this could be adapted for older youth populations.

How to Administer and score

Point values are assigned as follows:

- Never = 1
- 1-2 times = 2
- 3-5 times = 3
- 6-9 times = 4
- 10-19 times = 5
- 20 or more times = 6

Point values for all responses are summed. High scores indicate higher levels of delinquency.

Source

Developed from: Jessor, R., & Jessor, S.L. (1977). *Problem behavior and psychological development: a longitudinal study of youth*. New York: Academic Press.

Sense of Community Index (SCI)

Description

Measures an individual's psychological sense of community. There are four dimensions measured by the instrument: membership, influence, reinforcement of needs, and shared emotional connection.

Keywords

- Personal Attitudes and Beliefs
- Peer Relationships
- Connectedness

Where to find or download

This instrument can be found in CSAP's Core Measures document on pages 191-193, and in this Toolkit.

Fees and Requirements

No copyright; free to use.

Age Range

All ages (including adults if you want to survey mentors). Has been used historically in urban settings.

How to Administer and score

Twelve true-false questions. Self-reported scale. Four of the questions need reverse scoring.

Source

Dr. David M. Chavis
Association for the Study and Development of Community
312 S. Frederick Avenue
Gaithersburg, MD 20877
(301) 519-0722

Sense of Community Scale

Description

This 12-item tool measures one's sense of community, as expressed in values such as "I can recognize most of the people who live in my community" and "If there is a problem in this community people who live here can get it solved." This may be a good tool for programs with a strong community engagement focus, although some of the questions are clearly aimed at adult respondents.

Keywords

- Communities and Neighborhoods
- Personal Attitudes and Beliefs

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/sense_of.pdf

Fees and Requirements

None noted.

Age Range

None noted, although it is probably most applicable to middle and high school students.

How to Administer and score

Pencil and paper self-report. 5-item Likert scale; one question needs reverse scoring.

Source

Abraham Wandersman
University of South Carolina Dept. of Psychology
Barnwell 554
Columbia, SC 29208

Sense of School Membership

Description

These items measure a student's sense of belonging to his or her middle school. Youths are asked to indicate how much they agree or disagree with a series of statements.

Keywords

- School and Academics
- Personal Attitudes and Beliefs

Where to find or download

This instrument can be found on page 153 of *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, available online at: http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf

Fees and Requirements

None noted.

Age Range

Middle school students, although the questions could probably be adapted for other age ranges.

How to Administer and score

Pencil and paper self-report. Point values are assigned as follows:

- Strongly agree = 5
- Agree = 4
- Neither = 3
- Disagree = 2
- Strongly disagree = 1

Item 3 is reverse coded. Scores are derived by summing across all items, with a possible range from 5 to 25. Higher scores indicate a higher sense of belonging.

Source

Goodenow, C. (1993). The psychological sense of school membership among adolescents: scale development and educational correlates. *Psychology in the Schools*, 30(1):79-90.

Social Responsibility Inventory

Description

This 15 item survey measures students' social and political beliefs and values. It includes a "post" section of questions if programs want to evaluate their impact on these beliefs. Originally designed for college students as a way of measuring the impact of a specific class on their thinking, this tool could be customized by mentoring programs for use with older youth.

Keywords

- Personal Attitudes and Beliefs

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/social_responsibility.pdf

Fees and Requirements

Permission for use required from Jeffrey Howard: jphoward@umich.edu.

Age Range

Designed for college students, although it could easily be adapted for high school populations (maybe middle school).

How to Administer and score

Items rated on a 4- or 5-point scale. Could be used as a pre-post instrument to track changes in values.

Source

Jeffrey Howard and Gregory Markus
Center for Political Studies University of Michigan
Ann Arbor, MI 48106-1248

State Self-Esteem Scale

Description

This self esteem assessment tries to separate the subject's "mood" at the moment from more deeply held beliefs about themselves. Qualities of self esteem are divided into Academic Performance, Social Evaluation, and Appearance.

Keywords

This tool touches on the following keywords:

- Self-Esteem/Efficacy
- School and Academics
- Personal Attitudes and Beliefs
- Peer Relationships

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/state_self.pdf

Fees and Requirements

None noted.

Age Range

Has been used with college students in previous research, but could be applicable for middle and high school students.

How to Administer and score

Pencil and paper or oral self-report; 20 questions rated on a 5-point Likert scale. Several of the questions require reverse scoring.

Source

Todd Heatherton
Department of Psychology Harvard University
33 Kirkland St.
Cambridge, MA 02138

Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, & Other Drug Use

Description

This widely-used instrument provides over 100 questions that gather information on the respondent's view of self, friends, family, neighborhood and community. There are specific questions related to school climate, peer influences, drug and alcohol use, community based perceptions, and the family.

Keywords

- School and Academics
- Personal Attitudes and Beliefs
- Peer Relationships
- Family Relationships
- Drug and Alcohol Use/Attitudes
- Comprehensive Multi-Domain Survey
- Communities and Neighborhoods

Where to find or download

Available through the Compendium of Research and Assessment Tools (CART) at: http://cart.rmcdenver.com/instruments/communities_that.pdf

Fees and Requirements

None noted.

Age Range

Designed for ages 10 and up.

How to Administer and score

Pencil and paper self-report.

Source

Social Development Research Group
University of Washington 9725 3rd Ave. NE, Suite 401
Seattle, WA 98115-2024
Online at: <http://staff.washington.edu/sdrg/>

Youth Mentoring Survey (YMS)

Description

The companion tool to the Match Characteristic Questionnaire (MCQ), this instrument measures youth attitudes about their mentoring relationships. It measures:

- Internal Relationship Quality – The YMS reveals what youth think about their matches.
- Activities Focus – The YMS asks youth how much match activities focus on things that develop their relationship and things that foster their growth.

Keywords

- Mentoring Relationship Quality/Features

Where to find or download

Available through Applied Research Consulting at:
<http://www.mentoringevaluation.com/Tools.htm>

Samples are available for download, but programs that wish to use the tool must contact the authors at: inquiries@mentoringevaluation.com

Fees and Requirements

Free to use, but programs that wish to use the tool must contact the authors for a copy: inquiries@mentoringevaluation.com.

Age Range

This survey is intended for youth in grades 3-12. For the corresponding mentor survey, please see the Match Characteristics Questionnaire (MCQ) also included in this Toolkit.

How to Administer and score

Pencil and paper self-report. Items are rated on a Likert scale, although some are open-ended short answer questions. Takes most youth about 15-20 minutes.

Source

Drs. John Harris and Michael Nakkula at Applied Research Consulting:
<http://www.mentoringevaluation.com/Tools.htm>

Youth Outcome Survey

Description

This 32-question survey is currently being used by Big Brothers Big Sisters nationwide to measure youth-reported outcomes. It asks questions related to the youth's feelings of self-efficacy, their academic performance and attitudes, delinquent behaviors and drug use, and their relationships with family and other caring adults. The variety of questions included makes this an excellent instrument for any school- or community-based mentoring program.

Keywords

- Self-Esteem/Efficacy
- School and Academics
- Personal Attitudes and Beliefs
- Goals and Future
- Family Relationships
- Drug and Alcohol Use/Attitudes
- Delinquency and Antisocial Behavior
- Comprehensive Multi-Domain Survey

Where to find or download

Big Brothers Big Sisters has been kind enough to let Oregon Mentors disseminate this instrument, and at the end of this Toolkit.

Fees and Requirements

Please use with the following citation: "Instrument developed and provided by Big Brothers Big Sisters of America."

Age Range

Designed for elementary, middle, and high school students.

How to Administer and score

Pencil and paper self-report. Takes most youth about 10 minutes to complete. Answers are coded on a 4-point scale (scale varies from section to section).

Source

Big Brothers Big Sisters of America.

Youth Risk Behavior Surveillance System (YRBSS)

Description

This comprehensive survey covers a wide range of youth - and health-related topics, including bullying, violent behavior, ADOT use, sexual behavior, eating habits, physical activity, body image, and more. Mentoring programs may find this an excellent source of specific scales or questions, and there is plenty of comparison data available on the YRBSS website.

Keywords

- Violence and Bullying
- Sexual Behavior
- Personal Attitudes and Beliefs
- Mental Health (including Depression)
- Health and Nutrition
- Drug and Alcohol Use/Attitudes
- Delinquency and Antisocial Behavior
- Comprehensive Multi-Domain Survey

Where to find or download

The national version of this questionnaire, as well as specific middle and high school versions, can be found on the Centers for Disease Control and Prevention website at: http://www.cdc.gov/HealthyYouth/yrbs/questionnaire_rationale.htm

Additional information about the annual survey and comparison data can be found at: <http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

Fees and Requirements

Public domain.

Age Range

Middle and high school age youth.

How to Administer and score

Pencil and paper self-report.

Source

Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health. Online at: <http://www.cdc.gov/HealthyYouth/>

Youth Survey: Measuring the Quality of Mentor-Youth Relationships

Description

The Youth Survey is based on evaluation tools and findings from Public/Private Ventures' evaluation of Big Brothers Big Sisters (BBBS). It offers 20 items designed to gauge how well a mentoring relationship is progressing. The survey allows you to:

- Monitor the quality of individual mentor-youth relationships.
- Determine what your program is achieving now, overall, in its efforts to foster strong relationships.
- Gain insight into which of your program elements (such as mentor screening or training) are currently effective and which need to be modified and strengthened.
- Establish benchmarks so you can measure changes in the quality of your program's mentor-youth relationships over time as you modify program practices.

Some comparison data is available in the National Mentoring Center publication *Measuring the Quality of Mentor Youth Relationships: A Tool for Mentoring Programs* (http://educationnorthwest.org/webfm_send/212).

Keywords

- Mentoring Relationship Quality/Features

Where to find or download

This instrument can be found in the National Mentoring Center publication *Measuring the Quality of Mentor Youth Relationships: A Tool for Mentoring Programs* (http://educationnorthwest.org/webfm_send/212), and at the end of this Toolkit.

Fees and Requirements

Public domain, no fee.

Age Range

Youth ages 9 and up. The survey has been administered most prominently to youth ages 10-14 as part of Public-Private Ventures' impact study of Big Brothers Big Sisters.

How to Administer and score

Pencil and paper self-report. Items are scored on a 4-point scale (“Not true at all” to “Very true”). Detailed scoring instructions are found in the main guide (http://educationnorthwest.org/webfm_send/212).

Source

National Mentoring Center, Education Northwest (online at: <http://educationnorthwest.org/nmc>) and Public/Private Ventures (online at: <http://www.ppv.org>).

Section 3: Instruments Listed By Topic

Career and Vocational

- Problem Oriented Screening Instrument for Teenagers
- Attitudes Toward Employment
- Achievement Motivation
- Future Aspirations
- Self Efficacy
- Evaluation System for Experiential Education Programs (ESEE) – Guide for Jr. and High Schools
- National Community Service Study Survey (Pre- and Post-Test)

Communities and Neighborhoods

- CSAP National Youth Survey
- CSAP Substance Abuse Risk and Protective Factors Student Survey (SARPF)
- Oregon Healthy Teens Survey
- Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco & Other Drug Use
- Civic Responsibility Survey
- Sense of Community Scale
- Achievement Motivation
- Evaluation System for Experiential Education Programs (ESEE) – Guide for Jr. and High Schools
- National Community Service Study Survey (Pre- and Post-Test)

Comprehensive Multi-Domain Survey

- CSAP National Youth Survey
- CSAP Substance Abuse Risk and Protective Factors Student Survey (SARPF)
- National Survey on Drug Use & Health
- Oregon Healthy Teen Survey
- Problem Orientation Screening Instrument for Teenagers
- Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco & Other Drug Use
- Youth Outcome Survey from Big Brothers Big Sisters of America
- Youth Risk Behavior Surveillance System (YRBSS)

Connectedness

- Sense of Community Index (SCI)
- Hemingway Scale of Adolescent Connectedness
- Rutgers Teenage Risk and Prevention Questionnaire
- Prosocial Involvement, Opportunities and Rewards

Critical Thinking/Decisionmaking

- Decision Making Skills Scale
- Gender Stereotyping
- Multidimensional Locus of Control Scale

Delinquency and Antisocial Behavior

- Youth Outcome Survey (Big Brothers Big Sisters)
- Youth Risk Behavior Surveillance System (YRBSS)
- Antisocial Attitudes
- Attitude Toward Delinquency – Pittsburgh Youth Study
- Self-Reported Delinquency—Problem Behavior Frequency Scale
- Aggression/Victimization Scale
- Attitude Toward Interpersonal Peer Violence
- Beliefs About Aggression and Alternatives
- Modified Aggression Scale
- Nonphysical Aggression
- Interaction With Antisocial Peers Scale

Drug and Alcohol Use/Attitudes

- CSAP National Youth Survey
- CSAP Substance Abuse Risk and Protective Factors Student Survey (SARPF)
- National Survey on Drug Use & Health
- Oregon Healthy Teens Survey
- Problem Oriented Screening Instrument for Teenagers
- Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, & Other Drug Use

- Youth Outcome Survey (Big Brothers Big Sisters)
- Youth Risk Behavior Surveillance System (YRBSS)
- 30-Day Use Scale
- Favorable Attitudes Toward Drug Use
- Lifetime Use Scale
- Perceived Harm Scale
- Problem Drinking Scale (Cage Questionnaire)

Family Relationships

- CSAP National Youth Survey
- CSAP Substance Abuse Risk and Protective Factors Student Survey (SARPF)
- National Survey on Drug Use & Health
- Problem Oriented Screening Instrument for Teenagers
- Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, & Other Drug Use
- Youth Outcome Survey (Big Brothers Big Sisters)
- Hemingway Scale of Adolescent Connectedness
- Achievement Motivation
- Hare Area-Specific Self-Esteem Scale
- Family Relations/Cohesion Scale
- Opportunities for Prosocial Involvement
- Parent-School Involvement
- Parental Report of Helping Behavior
- Parental-Child Attachment
- Rutgers Teenage Risk and Prevention Questionnaire

Goals and Future

- CSAP National Youth Survey
- Youth Outcome Survey (Big Brothers Big Sisters)
- Attitudes Toward Employment
- Children's Hopelessness
- Multidimensional Locus of Control Scale
- Mentoring Children of Incarcerated Parents Performance Measure Packet
- Hemingway Scale of Adolescent Connectedness
- Achievement Motivation
- Future Aspirations
- Goal Setting Skills Scale
- Education Expectations and Aspirations Scale

Health and Nutrition

- National Survey on Drug Use & Health
- Oregon Healthy Teens Survey
- Problem Oriented Screening Instrument for Teenagers
- Youth Risk Behavior Surveillance System (YRBSS)
- Leisure Activity

Interpersonal Communication

- Communicative Adaptability Scale (CAS)
- Intercultural Behavioral Assessment Indices
- Assistance Skills
- Family Relations/Cohesion Scale
- Interaction With Antisocial Peers Scale
- Opportunities for Prosocial Involvement
- Parental Report of Helping Behavior
- Parental-Child Attachment
- National Community Service Study Survey (Pre- and Post-Test)

Mental Health (including Depression)

- National Survey on Drug Use & Health
- Oregon Healthy Teens Survey
- Problem Oriented Screening Instrument for Teenagers
- Youth Risk Behavior Surveillance System (YRBSS)
- Hare Area-Specific Self-Esteem Scale
- Depression – Rochester Youth Development Study
- DSM Screener for Depression

Mentoring Relationship Quality/Features

- Match Characteristics Questionnaire (MCQ)
- Mentoring Children of Incarcerated Parents Performance Measure Packet
- Youth Mentoring Survey (YMS)
- Youth Survey: Measuring the Quality of Mentor-Youth Relationships

Peer Relationships

- CSAP National Youth Survey
- CSAP Substance Abuse Risk and Protective Factors Student Survey (SARPF)
- Problem Oriented Screening Instrument for Teenagers
- Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, & Other Drug Use
- Communicative Adaptability Scale (CAS)
- Intercultural Behavioral Assessment Indices
- Sense of Community Index (SCI)
- Hemingway Scale of Adolescent Connectedness
- Hare Area-Specific Self-Esteem Scale
- State Self-Esteem Scale
- Attitude Toward Interpersonal Peer Violence
- Beliefs About Aggression and Alternatives
- Modified Aggression Scale
- Nonphysical Aggression
- Assistance Skills
- Interaction With Antisocial Peers Scale

Personal Attitudes and Beliefs

- CSAP National Youth Survey
- CSAP Substance Abuse Risk and Protective Factors Student Survey (SARPF)
- National Survey on Drug Use & Health
- Oregon Healthy Teens Survey
- Problem Oriented Screening Instrument for Teenagers
- Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, & Other Drug Use
- Youth Outcome Survey (Big Brothers Big Sisters)
- Youth Risk Behavior Surveillance System (YRBSS)
- Antisocial Attitudes
- Attitude Toward Delinquency – Pittsburgh Youth Study
- Attitudes Toward Employment
- Children’s Hopelessness
- Civic Responsibility Survey
- Communicative Adaptability Scale (CAS)
- Decision Making Skills Scale
- Gender Stereotyping
- Multidimensional Locus of Control Scale
- Presence of Caring—Individual Protective Factors Index
- Sense of Community Index (SCI)
- Social Responsibility Inventory
- Hemingway Scale of Adolescent Connectedness
- Achievement Motivation
- Future Aspirations
- Goal Setting Skills Scale
- Hare Area-Specific Self-Esteem Scale
- Rosenberg Self-Esteem Scale
- Self Efficacy
- State Self-Esteem Scale
- Depression – Rochester Youth Development Study
- DSM Screener for Depression
- Favorable Attitudes Toward Drug Use
- Perceived Harm Scale
- Attitude Toward Interpersonal Peer Violence
- Beliefs About Aggression and Alternatives
- Modified Aggression Scale
- Nonphysical Aggression
- Assistance Skills
- Family Relations/Cohesion Scale
- Opportunities for Prosocial Involvement
- Rutgers Teenage Risk and Prevention Questionnaire
- Attachment to Teacher
- Commitment to School
- Education Expectations and Aspirations Scale
- Evaluation System for Experiential Education Programs (ESEE) – Guide for Jr. and High Schools
- Motivated Strategies for Learning Questionnaire (MSLQ)

- National Community Service Study Survey (Pre- and Post-Test)
- Prosocial Involvement, Opportunities and Rewards
- Sense of School Membership
- Sense of Community Scale

School and Academics

- Problem Oriented Screening Instrument for Teenagers
- Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, & Other Drug Use
- Youth Outcome Survey (Big Brothers Big Sisters)
- Leisure Activity
- Hemingway Scale of Adolescent Connectedness
- State Self-Esteem Scale
- Parent-School Involvement
- Attachment to Teacher
- Commitment to School
- Education Expectations and Aspirations Scale
- Evaluation System for Experiential Education Programs (ESEE) – Guide for Jr. and High Schools
- Motivated Strategies for Learning Questionnaire (MSLQ)
- National Community Service Study Survey (Pre- and Post-Test)
- Prosocial Involvement, Opportunities and Rewards
- Sense of School Membership

Self-Esteem/Efficacy

- CSAP National Youth Survey
- Youth Outcome Survey (Big Brothers Big Sisters)
- Achievement Motivation
- Hare Area-Specific Self-Esteem Scale
- Rosenberg Self-Esteem Scale
- Self Efficacy
- State Self-Esteem Scale
- Assistance Skills
- Evaluation System for Experiential Education Programs (ESEE) – Guide for Jr. and High Schools
- Motivated Strategies for Learning Questionnaire (MSLQ)
- National Community Service Study Survey (Pre- and Post-Test)

Sexual Behavior

- Oregon Healthy Teens Survey
- Youth Risk Behavior Surveillance System (YRBSS)

Violence and Bullying

- Problem Oriented Screening Instrument for Teenagers

- Youth Risk Behavior Surveillance System (YRBSS)
- Antisocial Attitudes
- Self Efficacy
- Aggression/Victimization Scale
- Attitude Toward Interpersonal Peer Violence
- Beliefs About Aggression and Alternatives
- Modified Aggression Scale

Section 4: Other Online Instrument Collections

There are many excellent online sources of reliable and valid evaluation instruments that may be of interest to youth programs. Depending on a program's structure and focus, useful instruments may be found in the fields of education, prevention, job training, or youth development. Listed below are several online resources containing over 400 downloadable tools (and listings of hundreds more).

Compendium of Assessment and Research Tools (CART) is a database that provides information on instruments that measure attributes associated with youth development programs. CART is intended to assist those who have an interest in studying the effectiveness of service-learning, safe and drug-free schools and communities, and other school-based youth development activities. CART allows you to build a customized listing of instruments as you search the database. Some instruments are available for direct download, while others must be obtained from the original source. Many instruments are free, but others require a fee or copyright clearance. The publisher is RMC Research. Online at: <http://www.rmcdenver.com/cart>

Core Measures Initiative: Phase I Recommendations is a collection of 70 free, ready-to-use instruments. This list was developed by SAMHSA for use in projects that it funds. It was an attempt to gather up the best instruments that could capture data in a number of youth domains, including attitudes and behaviors, alcohol and drug use, academics, family and peer relations, and community perceptions. This collection will be useful to any youth program hoping to impact negative behaviors or personal

attitudes and beliefs. For each instrument, the document provides the information on exactly what the instrument measures, the reliability and validity, the target population, how it is administered, the source, and details on costs or permissions. Find it at:

<http://addictionstudies.dec.uwi.edu/Documents/epidemiology/Core%20Measures%20Notebook.pdf>

CYFERnet's Evaluation Section provides access to a wealth of evaluation resources, including downloadable tools and instruments and many resources on planning and implementing evaluation. In addition to listing many instruments developed by CYFER and other sources, this website really is an excellent place to simply learn about evaluation, data analysis and reporting, and the many factors that go into properly assessing program impact. Within each section of the website is a hand-picked selection of tools that can be downloaded (most are in PDF format). You'll find information on an instrument's source, target age range, administration and scoring, and reliability/review. Most of the instruments listed are derived from projects funded by the Centers for Disease Control and Prevention, the National Institutes of Health, or prominent research universities. CYFERnet.org is the web address.

Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools is a CDC publication gathering over 170 available measures for violence-related beliefs, behaviors, and influences. Most of the measures, several of which are scales derived from larger instruments, are intended for use with youths between the ages of 11 and 24 years and assess such factors as serious violent and delinquent behavior, conflict resolution strategies, social and emotional competencies, peer influences, parental monitoring and supervision, family relationships, exposure to violence, collective efficacy, and neighborhood characteristics. It also contains a number of scales and assessments developed for use with children between the ages of 5 and 10 years, to measure factors such as aggressive fantasies and prosocial and aggressive behavior. Most of the specific tools in this resource are free to use. The individual instruments are mostly pulled from the major longitudinal and prevention research studies of youth violence being conducted in the United States, and as such, are generally public domain. Access the website online at: http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html

Toolfind: Youth Outcomes Measurement Tools Directory is a small database of 46 instruments designed to help youth-serving programs measure in 11 domains. It features a nice search tool that allows users to search by both one of the domains and an age range. Unfortunately, many of the instruments included in this database are not directly available for download through the site. But some are available online free of charge or for little cost. For quick reference, there is a comparison chart (Excel format) of all the tools in the database at: <http://www.toolfind.org/docs/tool-features.xls>. Access Toolfind at <http://www.toolfind.org/>.

Appendix

Instruments included in this Toolkit:

- 30-Day Use Scale
- Antisocial Attitudes
- Assistance Skills
- Decision Making Skills Scale
- Education Expectations and Aspirations Scale
- Family Relations/Cohesion Scale
- Favorable Attitudes Toward Drug Use
- Goal Setting Skills Scale
- Interaction With Antisocial Peers Scale
- Lifetime Use Scale
- Opportunities for Prosocial Involvement
- Parent-School Involvement
- Perceived Harm Scale
- Problem Drinking Scale (Cage Questionnaire)
- Rosenberg Self-Esteem Scale
- Sense of Community Index (SCI)
- Youth Outcome Survey (Big Brothers Big Sisters)
- Youth Survey: Measuring the Quality of Mentor-Youth Relationships

30-day Use Scale

1. How frequently have you smoked cigarettes during the past 30 days?
 1. Not at all
 2. Less than one cigarette per day
 3. One to five cigarettes per day
 4. About one-half pack per day
 5. About one pack per day
 6. About one and one-half packs per day
 7. Two packs or more per day

2. How often have you taken smokeless tobacco during the past 30 days?
 1. Not at all
 2. Once or twice
 3. Once to twice per week
 4. Three to five times per week
 5. About once a day
 6. More than once a day

3. To be more precise, during the past 30 days about how many cigarettes have you smoked per day?
 1. None
 2. Less than 1 per day
 3. 1 to 2
 4. 3 to 7
 5. 8 to 12
 6. 13 to 17
 7. 18 to 22
 8. 23 to 27
 9. 28 to 3
 10. 33 to 37
 11. 38 or more

Favorable Attitudes Toward Antisocial Behavior Scale

- 1 How wrong do you think it is for someone your age to take a handgun to school?
Very wrong Wrong A little bit wrong Not wrong at all
- 2 How wrong do you think it is for someone your age to steal anything worth more than \$5?
Very wrong Wrong A little bit wrong Not wrong at all
- 3 How wrong do you think it is for someone your age to pick a fight with someone?
Very wrong Wrong A little bit wrong Not wrong at all
- 4 How wrong do you think it is for someone your age to attack someone with the idea of seriously hurting them?
Very wrong Wrong A little bit wrong Not wrong at all
- 5 How wrong do you think it is for someone your age to stay away from school all day when their parents think they are at school?
Very wrong Wrong A little bit wrong Not wrong at all

Assistance Skills Scale

1. During the past 30 days, how many times have you given friends advice to help them solve a problem?
No times
1 to 2 times
3 to 4 times
5 to 6 times
7 or more times
2. During the past 30 days, how many times have you told friends about what other people have said about them to help them understand their problems?
No times
1 to 2 times
3 to 4 times
5 to 6 times
7 or more times
3. During the past 30 days, how many times have you tried to stop a friend from doing something that was bad for them?
No times
1 to 2 times
3 to 4 times
5 to 6 times
7 or more times
10 or more times
4. During the past 30 days, how many times have you told a friend about a counselor or other source of help they could use to help them solve a personal problem?
No times
1 to 2 times
3 to 4 times
5 to 6 times
7 or more times
10 or more times
5. How often do your friends come to you seeking your advice?
All the time Quite often Rarely Never

Decision Making Skills Scale

- | | | | | | |
|---|--|-------|--------------------------|-------|--------------|
| 1 | How often do you stop to think about your options before you make a decision? | Never | Sometimes, but not often | Often | All the time |
| 2 | How often do you stop to think about how your decisions may affect others' feelings? | Never | Sometimes, but not often | Often | All the time |
| 3 | How often do you stop and think about all of the things that may happen as a result of your decisions? | Never | Sometimes, but not often | Often | All the time |
| 4 | I make good decisions. | Never | Sometimes, but not often | Often | All the time |

Education Expectations and Aspirations Scale

How likely is it that you will do each of the following things after high school?

1. Attend a technical or vocational school.
 - 1 Definitely won't
 - 2 Probably won't
 - 3 Probably will
 - 4 Definitely will

2. Serve in the armed forces.
 - 1 Definitely won't
 - 2 Probably won't
 - 3 Probably will
 - 4 Definitely will

3. Graduate from a two-year college program.
 - 1 Definitely won't
 - 2 Probably won't
 - 3 Probably will
 - 4 Definitely will

4. Graduate from a college (four-year program).
 - 1 Definitely won't
 - 2 Probably won't
 - 3 Probably will
 - 4 Definitely will

5. Attend graduate or professional school after college.
 - 1 Definitely won't
 - 2 Probably won't
 - 3 Probably will
 - 4 Definitely will

Family Relations/Cohesion Scale

1. I'm available when others in the family want to talk with me.
 - 1 Not true
 - 2 Hardly true or sometimes
 - 3 True a lot of the time
 - 4 Always true or almost always

2. I listen to what other family members have to say, even when I disagree.
 - 1 Not true
 - 2 Hardly true or sometimes
 - 3 True a lot of the time
 - 4 Always true or almost always

3. Family members ask each other for help.
 - 1 Not true
 - 2 Hardly true or sometimes
 - 3 True a lot of the time
 - 4 Always true or almost always

4. Family members like to spend free time with each other.
 - 1 Not true
 - 2 Hardly true or sometimes
 - 3 True a lot of the time
 - 4 Always true or almost always

5. Family members feel very close to each other.
 - 1 Not true
 - 2 Hardly true or sometimes
 - 3 True a lot of the time
 - 4 Always true or almost always

6. We can easily think of things to do together as a family.
 - 1 Not true
 - 2 Hardly true or sometimes
 - 3 True a lot of the time
 - 4 Always true or almost always

Favorable Attitudes Toward Drug Use Scale

1. How wrong do you think it is for someone your age to drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?

Very wrong Wrong A little bit wrong Not wrong at all

2. How wrong do you think it is for someone your age to smoke cigarettes?

Very wrong Wrong A little bit wrong Not wrong at all

3. How wrong do you think it is for someone your age to smoke marijuana?

Very wrong Wrong A little bit wrong Not wrong at all

4. How wrong do you think it is for someone your age to use LSD, cocaine, amphetamines or another illegal drug?

Very wrong Wrong A little bit wrong Not wrong at all

Goal Setting Skills Scale

- 1 How often do you work on goals that you have set for yourself?
- Never Sometimes, but not often Often All the time
- 2 Once I set a goal, I don't give up until I achieve it.
- Strongly agree Agree Disagree Strongly disagree
- 3 Whenever I do something, I always give it my best.
- Strongly agree Agree Disagree Strongly disagree
- 4 I think about what I would like to be when I become an adult.
- Never Sometimes, but not often Often All the time
- 5 How hard or easy is it for you to get along with other people?
- I usually don't set goals I sometimes set goals I usually set goals I always set goals
- 6 When I set a goal, I think about what I need to do to achieve that goal.
- Never Sometimes, but not often Often All the time

Interaction with Antisocial Peers Scale

- 1** Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have been suspended from school?
- None of my friends
1 of my friends
2 of my friends
3 of my friends
4 of my friends
- 2** Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have carried a handgun?
- None of my friends
1 of my friends
2 of my friends
3 of my friends
4 of my friends
- 3** Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have sold illegal drugs?
- None of my friends
1 of my friends
2 of my friends
3 of my friends
4 of my friends
- 4** Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have stolen or tried to steal a motor vehicle such as a car or motorcycle?
- None of my friends
1 of my friends
2 of my friends
3 of my friends
4 of my friends
- 5** Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have been arrested?
- None of my friends
1 of my friends
2 of my friends
3 of my friends
4 of my friends
- 6** Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have dropped out of school?
- None of my friends
1 of my friends
2 of my friends
3 of my friends
4 of my friends

Lifetime Use Scale

1. Have you ever smoked cigarettes?
 1. Never
 2. Once or twice
 3. Occasionally
 4. Regularly in the past

2. Have you ever taken or used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco)?
 1. Never
 2. Once or twice
 3. Occasionally
 4. Regularly in the past

- (3) Have you ever had more than just a few sips of beer, wine, wine coolers, or liquor to drink?
 1. No
 2. Yes

4. On how many occasions in your lifetime have you had alcoholic beverages to drink (more than just a few sips)?
 1. 0 occasions
 2. 1-2 occasions
 3. 3-5 occasions
 4. 6-9 occasions
 5. 10-19 occasions
 6. 20-39 occasions
 7. 40 or more

5. On how many occasions in your lifetime (if any) have you been drunk or very high from drinking alcoholic beverages?
 1. 0 occasions
 2. 1-2 occasions
 3. 3-5 occasions
 4. 6-9 occasions
 5. 10-19 occasions
 6. 20-39 occasions
 7. 40 or more

6. On how many occasions in your lifetime (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)?
 1. 0 occasions

2. 1-2 occasions
 3. 3-5 occasions
 4. 6-9 occasions
 5. 10-19 occasions
 6. 20-39 occasions
 7. 40 or more
7. On how many occasions in your lifetime (if any) have you sniffed glue, or breathed the contents of aerosol spray cans, or inhaled any other gases or sprays in order to get high?
1. 0
 2. 1-2
 3. 3-5
 4. 6-9
 5. 10-19
 6. 20-39
 7. 40+

Amphetamines are sometimes called: uppers, ups, speed, bennies, dexies, pep pills, diet pills, meth or crystal meth. They include the following drugs: Benzedrine, Dexedrine, Methedrine, Ritalin, Preludin, Dexamyl, and Methamphetamine.

8. On how many occasions (if any) in your lifetime have you taken amphetamines on your own—that is, without a doctor telling you to take them?
1. 0 Occasions
 2. 1-2 Occasions
 3. 3-5 Occasions
 4. 6-9 Occasions
 5. 10-19 Occasions
 6. 20-39 Occasions
 7. 40 or More Occasions
9. On how many occasions (if any) in your lifetime have you used “crack” (cocaine in chunk or rock form)?
1. 0 Occasions
 2. 1-2 Occasions
 3. 3-5 Occasions
 4. 6-9 Occasions
 5. 10-19 Occasions
 6. 20-39 Occasions
 7. 40 or More Occasions

10. On how many occasions (if any) in your lifetime have you taken cocaine in any other form (like cocaine powder)?

1. 0 Occasions
2. 1-2 Occasions
3. 3-5 Occasions
4. 6-9 Occasions
5. 10-19 Occasions
6. 20-39 Occasions
7. 40 or More Occasions

Opportunities for Prosocial Involvement Scale

1. My parents give me lots of chances to do fun things with them.

NO! no yes YES!

2. My parents ask me what I think before most family decisions affecting me are made

NO! no yes YES!

3. If I had a personal problem, I could ask my mom or dad for help.

NO! no yes YES!

Parent-School Involvement Scale

During the last 6 months

- | | | | | | | |
|---|--|-------|---------------|-----------|-----------|------------|
| 1 | Check your son's/daughter's homework after it was completed? | Never | Once or Twice | Sometimes | Regularly | Very Often |
| 2 | Help your son or daughter do his or her homework? | Never | Once or Twice | Sometimes | Regularly | Very Often |
| 3 | Help your son or daughter prepare for tests? | Never | Once or Twice | Sometimes | Regularly | Very Often |
| 4 | Talk with your son or daughter about his or her experience at school with classes or class work that day? | Never | Once or Twice | Sometimes | Regularly | Very Often |
| 5 | Talk with your son or daughter about his or her experience at school with friends or other school children that day? | Never | Once or Twice | Sometimes | Regularly | Very Often |
| 6 | Talk with your son or daughter about his or her experience with other school activities (sports, lunch time) that day? | Never | Once or Twice | Sometimes | Regularly | Very Often |

Perceived Harm Scale

How much do you think people risk harming themselves (physically or in other ways) if they...

- 1 Smoke one or more packs of cigarettes per day
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 2 Try marijuana once or twice
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 3 Smoke marijuana occasionally
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 4 Smoke marijuana regularly
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 5 Try cocaine in powder form one or twice
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 6 Take cocaine powder occasionally
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 7 Take cocaine powder regularly
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 8 Try "crack" cocaine once or twice
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 9 Try "crack" cocaine occasionally
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 10 Try crack cocaine regularly
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 11 Try one or two drinks of an alcoholic beverage (beer, wine, liquor)
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 12 Take one or two drinks nearly every day
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 13 Take four or five drinks nearly every day
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar
- 14 Have five or more drinks once or twice each weekend
 - 1 No risk
 - 2 Slight risk
 - 3 Moderate risk
 - 4 Great risk
 - 5 Can't Say/Drug Unfamiliar

Problem Drinking Scale

1. Have you ever felt you should cut down on your drinking?
 1. Yes
 0. No

2. Have people annoyed you by criticizing your drinking?
 1. Yes
 0. No

3. Have you ever felt bad or guilty about your drinking?
 1. Yes
 0. No

4. Have you ever had a drink first thing in the morning to steady your nerves or to get rid of a hangover (eye opener)?
 1. Yes
 0. No

Rosenberg Self-esteem Scale

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

Sense of Community Index

I am going to read some statements that people might make about their [block]. Each time I read one of these statements, please tell me if it is mostly true or mostly false about your [block] simply by saying "true" or "false."

True = 1

False = 0

- Q1. I think my [block] is a good place for me to live.
- Q2. People on this [block] do not share the same values.
- Q3. My [neighbors] and I want the same things from the [block].
- Q4. I can recognize most of the people who live on my [block].
- Q5. I feel at home on this [block].
- Q6. Very few of my [neighbors] know me.
- Q7. I care about what my [neighbors] think of my actions.
- Q8. I have no influence over what this [block] is like.
- Q9. If there is a problem on this [block] people who live here can get it solved.
- Q10. It is very important to me to live on this particular [block].
- Q11. People on this [block] generally don't get along with each other.
- Q12. I expect to live on this [block] for a long time.

Subscales: Membership=Q4+Q5+Q6
 Influence=Q7+Q8+Q9
 Reinforcement of Needs=Q1+Q2+Q3
 Shared Emotional Connection=Q10+Q11+Q12

*Scores for Q2, Q6, Q8, & Q11 need to be reversed before scoring.

YOUTH OUTCOMES SURVEY

Introduction to the Survey for the Littles:

Before we get started, I'd like to tell you a little bit about the survey you will take today. The questions in this survey will ask you about how things are in school and at home. It will only take about 10 minutes. **School-Based:** You will be asked to take this survey again at the end of the school year. **Community-Based:** You will be asked to take this survey again about one year from now. There are no right or wrong answers. Please read and answer all of the questions on this survey as truthfully and completely as possible, although if you do not want to answer a question, leave it blank. However, everything you tell us will be kept private. Your answers will not be shared with your parents or guardians, your Bigs or your teachers. When we put the information that you give us together, your name will not be used. Thank you for your help.

For Agency Use Only

Agency ID: _____

Today's Date: _____

Match ID: _____ Date Completed: _____

Length of match when administered (in months): _____

Youth Age: _____

Male _0 Female _1

CB _1 SB _2 Other _3

Ethnicity: White _1 Black _2 Hispanic _3 Asian _4 Native American _5 Other _6

Age of mentor: _____

Gender of Mentor: Male _0 Female _1

These questions ask how you feel about yourself and other kids. For each sentence, decide how true the sentence is for you. Then circle one number that fits best. If you think the statement is **NOT AT ALL TRUE**, circle “1”; if you think the statement is **NOT VERY TRUE**, circle “2”; if the statement is **SORT OF TRUE**, circle “3”; or if you think the statement is **VERY TRUE**, circle “4.”

	(Circle One)			
	Not At All True	Not Very True	Sort Of True	Very True
1. I am always doing things with a lot of kids.	1	2	3	4
2. I wish that more people my age liked me.	1	2	3	4
3. I find it hard to make friends.	1	2	3	4
4. I would like to have a lot more friends.	1	2	3	4
5. I am popular with others my age.	1	2	3	4
6. I have a lot of friends.	1	2	3	4

These questions ask how you feel about yourself, school, and your teacher(s).

	(Circle One)			
	Not At All True	Not Very True	Sort Of True	Very True
7. I have trouble figuring out the answers in school.	1	2	3	4
8. I feel that I am just as smart as other kids my age.	1	2	3	4
9. I am very good at my schoolwork.	1	2	3	4
10. I'm pretty slow in finishing my school work.	1	2	3	4
11. I often forget what I learn.	1	2	3	4
12. I do very well at my class work.	1	2	3	4

MY PLANS FOR HIGH SCHOOL AND COLLEGE

These sentences are about your plans for high school and college. Circle one number to show how sure you are about each question. If you are **NOT AT ALL SURE**, circle “1”; if you are **NOT REALLY SURE**, circle “2”; if you’re **MOSTLY SURE**, circle “3”; and if you’re **VERY SURE**, circle “4.”

How sure are you that you will...	(Circle One)			
	Not At All	Not Really Sure	Mostly Sure	Very Sure
13. finish high school?	1	2	3	4
14. go to college?	1	2	3	4
15. finish college?	1	2	3	4

Thinking about the grades and marks you are getting in school, please circle how you are doing.

	(Circle One)				
	Not Good At All (F)	Not So Good (D)	Good (C)	Very Good (B)	Excellent (A)
16. Mathematics	1	2	3	4	5
17. Reading or Language Arts	1	2	3	4	5
18. Social Studies	1	2	3	4	5
19. Science	1	2	3	4	5

In the next questions think about how you feel when other kids your age do certain things.

What do you think about kids your age:	(Circle One)			
	It's not okay	It's sort of okay	It's mostly okay	It's perfectly okay
20. Using tobacco (cigarettes, cigars, smokeless or chewing tobacco)?	1	2	3	4
21. Taking drugs that aren't given to them by a doctor or parent?	1	2	3	4
22. Drinking alcohol without their parents knowing?	1	2	3	4
23. Skipping school without permission?	1	2	3	4
24. Hitting someone because they didn't like something they said or did?	1	2	3	4

25. Breaking rules in school?	1	2	3	4
26. Being late for school?	1	2	3	4

These questions ask about how things are going with your parents or guardians. If you live with two parents, please think about the parent or guardian you feel the closest to when you answer these questions.

How often do I feel that...	(Circle One)			
	Hardly Ever	Not Very Often	Some-times	Pretty Often
27. My parents respect my feelings.	1	2	3	4
28. My parents accept me as I am.	1	2	3	4
29. When I'm angry about something, my parents try to be understanding.	1	2	3	4

These questions ask about some behaviors you might have engaged in the past 30 days. Please remember that ALL of your answers will be kept private.

How often, in the past 30 days have you ... (* if you're answering this question in July-September, reply for last May)	(Circle One)			
	Never	I have done this, but not in the last 30 days	I did it 1-2 times in the last 30 days	I did it 3 or more times in the last 30 days
30. Been absent from school?	1	2	3	4
31. Been late for school?	1	2	3	4

32. Right now in your life, is there a special adult (not your parent or guardian) who you often spend time with? A special adult is someone who does a lot of good things for you. For example someone (a) who you look up to and encourages you to do your best, (b) who really cares about what happens to you, (c) who influences what you do and the choices you make, and (d) who you can talk to about personal problems?

- No, I don't have a special adult in my life right now.
- Yes, I do have a special adult in my life.

	<i>Not True At All</i>	<i>Not Very True</i>	<i>Sort of True</i>	<i>Very True</i>
0. My mentor knows my name.	1	2	3	4
1. My mentor makes fun of me in ways I don't like.	1	2	3	4
2. My mentor almost always asks me what I want to do.	1	2	3	4
3. When I'm with my mentor, I feel special.	1	2	3	4
4. Sometimes my mentor promises we will do something; then we don't do it.	1	2	3	4
5. My mentor is always interested in what I want to do.	1	2	3	4
6. When I'm with my mentor, I feel excited.	1	2	3	4
7. When my mentor gives me advice, it makes me feel stupid.	1	2	3	4
8. My mentor and I like to do a lot of the same things.	1	2	3	4
9. When I'm with my mentor, I feel sad.	4	3	2	1
10. I feel I can't trust my mentor with secrets—my mentor would tell my parent/guardian.	1	2	3	4
11. My mentor thinks of fun and interesting things to do.	1	2	3	4
12. When I'm with my mentor, I feel important.	1	2	3	4
13. When I'm with my mentor, I feel bored.	4	3	2	1
14. I wish my mentor asked me more about what I think.	1	2	3	4
15. My mentor and I do things I really want to do.	1	2	3	4
16. When I'm with my mentor, I feel mad.	4	3	2	1
17. I wish my mentor knew me better.	1	2	3	4
18. When I'm with my mentor, I feel disappointed.	4	3	2	1
19. When I'm with my mentor, I feel happy.	1	2	3	4

Resources

Evaluating Mentoring Programs (2009, Public/Private Ventures)
http://www.ppv.org/ppv/publications/assets/303_publication.pdf

“Frequently asked questions about evaluating programs” In *Using Mentoring Research Findings to Build Effective Programs* (2007, Mentoring Resource Center & National Mentoring Center) http://educationnorthwest.org/webfm_send/234

From Soft Skills to Hard Data: Measuring Youth Program Outcomes. Published by the Forum for Youth Investment. Updated in January 2014. Download online at: <http://forumfyi.org/content/soft-skills-hard-data->

Learning from Logic Models in Out-of-School Time (2002, Harvard Family Research Project) This brief offers an in-depth review of logic models and how to construct them.
<http://www.hfrp.org/out-of-school-time/publications-resources/learning-from-logic-models-in-out-of-school-time>

W.K. Kellogg Foundation Evaluation Handbook (1998, W.K. Kellogg Foundation) The Kellogg Foundation offers a number of resources for evaluating all types of nonprofit and youth-serving organizations. This one provides a comprehensive overview of program evaluation.
<http://www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx>