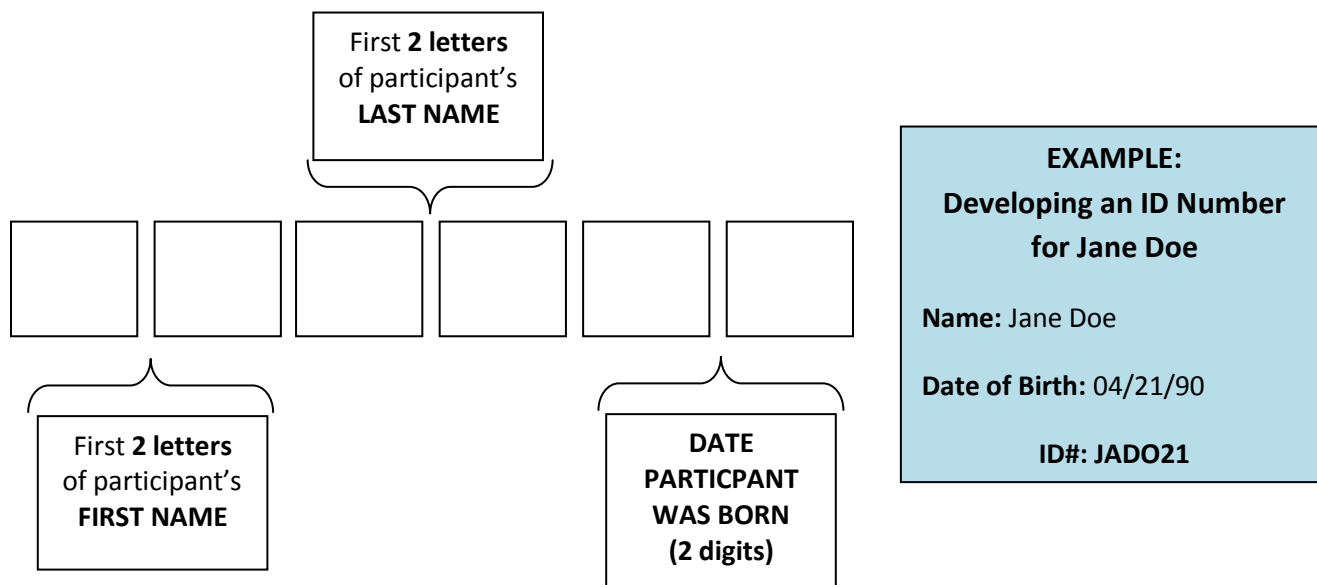# CYFAR Common Measures Cover Page

**Directions for Developing Participant Identification (ID) Numbers:**
Answer the following prompts to develop a participant-specific ID number.  Note that each participant should be assigned his/her own specific ID number because this ID will be used to link a participant's pre-survey and post-survey.  *(For additional information, see the example provided in the text box below)*

First **2 letters** of participant's **LAST NAME**

First **2 letters** of participant's **FIRST NAME**

DATE PARTICPANT WAS BORN (2 digits)

**EXAMPLE:**
**Developing an ID Number for Jane Doe**

**Name:** Jane Doe

**Date of Birth:** 04/21/90

**ID#:** JADO21

**CYFAR Common Measures Disclaimer:** *(for use with all CYFAR Common Measures)*
You are invited to complete a survey about the program you currently belong to.  If you would like to participate in the evaluation, you will be asked to complete a survey today.  This survey will take about 20-45 minutes to finish.  At a later time, you will be asked to complete a follow up survey that will also take about 20-45 minutes to finish.  Your participation is completely voluntary.  You do not have to take this survey and you can stop at any time.  Participating in this survey is separate from your participation in your program and if you choose not to complete the survey it will not affect your participation in the program.  There is no cost for you to participate in the evaluation of the program and you will not receive any money or gifts in return for participating in the evaluation of this program.

# CYFAR Common Measures - Pre Survey

## ADULT DEMOGRAPHIC DATA

**Directions:** Please select the appropriate response for each item below.

1. I am a:
   - ☐ Male
   - ☐ Female

2. How old are you?
   ☐

3. How do you describe yourself? (Select all that apply)
   - ☐ African-American, not of Hispanic origin
   - ☐ American Indian or Alaskan Native
   - ☐ Asian/Pacific Islander
   - ☐ Hispanic/Latino
   - ☐ White, not of Hispanic origin
   - ☐ Other (Please specify) _____

4. What is your current level of employment?
   - ☐ Employed Full-time
   - ☐ Employed Part-time
   - ☐ Unemployed
   - ☐ Unemployed, stay at home parent
   - ☐ Unemployed, Student
   - ☐ Retired

5. What is your highest level of education completed?
   - ☐ Less than high school
   - ☐ High school diploma/GED
   - ☐ Post-secondary technical training
   - ☐ Some college
   - ☐ Associate's degree
   - ☐ Bachelor's degree
   - ☐ Graduate degree

6. Have you ever served in the military including Guard or Reserve?

☐ Yes

☐ No

If yes, please specify Service Branch, Guard or Reserve _____

7. Are you currently active?

☐ Yes

☐ No

# COMMON MEASURE: PARENTING

**Directions:** Please select the appropriate response for each item below.

| # | Item | 1<br>Not at all descriptive | 2 | 3 | 4 | 5 | 6<br>Highly descriptive |
|---|---|---|---|---|---|---|---|
| 1. | My child and I have warm intimate moments together. | | | | | | |
| 2. | I encourage my child to talk about his/her troubles. | | | | | | |
| 3. | I joke and play with my child. | | | | | | |
| 4. | I make sure my child knows that I appreciate what he/she tries to accomplish. | | | | | | |
| 5. | I encourage my child to wonder and think about life. | | | | | | |
| 6. | I feel that a child should have time to daydream, think, and even loaf sometimes. | | | | | | |
| 7. | I express my affection by hugging, kissing, and holding my child. | | | | | | |
| 8. | I talk it over and reason with my child when he/she misbehaves. | | | | | | |
| 9. | I find it interesting and educational to be with my child for long periods. | | | | | | |
| 10. | I encourage my child to be curious, to explore, and question things. | | | | | | |
| 11. | I find some of my greatest satisfactions in my child. | | | | | | |
| 12. | When I am angry with my child, I let him/her know about it. | | | | | | |
| 13. | I respect my child's opinion and encourage him/her to express it. | | | | | | |

| # | Item | 1<br>Not at all<br>descriptive | 2 | 3 | 4 | 5 | 6<br>Highly<br>descriptive |
|---|------|---|---|---|---|---|---|
| 14. | I feel that a child should be given comfort and understanding when he/she is scared or upset. | | | | | | |
| 15. | I am easygoing and relaxed with my child. | | | | | | |
| 16. | I trust my child to behave as he/she should, even when I am not with him. | | | | | | |
| 17. | I believe in praising a child when he/she is good and think it gets better results than punishing him/her when he/she is bad. | | | | | | |
| 18. | I usually take into account my child's preference when making plans for the family. | | | | | | |

# ADULT PARTICIPATION LEVEL

**Directions:** Please select the appropriate response for each item below.

1. How long have you participated in this club or activity?

   [_____] Years          [_____] Months

2. About how many hours per week do you participate in this club or activity? (Round up to the nearest full hour)

   [_____] Hours

3. How long have you participated in 4-H?

   [_____] Years          [_____] Months

4. Are you involved in any other community/volunteer activities?

   [ ] Yes
   [ ] No

5. If yes, how many other activities are you involved in?

   [_____]

# COMMON MEASURE: TECHNOLOGY, ADULTS

**Directions:** Read each statement and then select the response which best shows how you feel.

| # | Item | 0<br>Strongly disagree | 1<br>Disagree | 2<br>Agree | 3<br>Strongly agree |
|---|------|---|---|---|---|
| 1. | I feel comfortable working with a computer. | | | | |
| 2. | I get a sinking feeling when I think of trying to use a computer. | | | | |
| 3. | I think that it takes a long time to finish when I use a computer. | | | | |
| 4. | Computers do not scare me at all. | | | | |
| 5. | Working with a computer makes me nervous. | | | | |
| 6. | Using a computer is very frustrating. | | | | |
| 7. | I will do as little work with computers as possible. | | | | |
| 8. | Computers are difficult to use. | | | | |

# PROGRAM QUALITY INSTRUMENT FOR ADULT STAFF & VOLUNTEERS

**Directions:** The following statements describe how things may work in your program.  Please choose the statement that best describes how the program works.  For example, if you choose '5' for a statement that means it always happens in the program.

The next few questions ask you to think about how young people feel in the program.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|---|---|---|---|---|
| 1. | Young people hit or kick others. | | | | | |
| 2. | Young people say mean things to others or call them names. | | | | | |
| 3. | Young people spread rumors about others. | | | | | |
| 4. | Young people keep others from being part of activities or groups. | | | | | |
| 5. | Young people protect others from bullies. | | | | | |
| 6. | If someone is being picked on, young people try to stop it. | | | | | |

The next few questions ask you to think about how the program is set up.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|---|---|---|---|---|
| 7. | Young people understand their program's guidelines for behavior. | | | | | |
| 8. | Young people help create their program's guidelines for behavior. | | | | | |
| 9. | Guidelines for behavior are the same for all young people in this program. | | | | | |

The next few questions ask you to think about relationships with others in the program.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|------------|-------------|----------------|------------|-------------|
| 10. | Adults make sure the rules are being followed. | | | | | |
| 11. | Adults are eager to help young people. | | | | | |
| 12. | Young people are willing to help each other. | | | | | |

The next few questions ask you to think about how young people have chances to be a part of the program.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|------------|-------------|----------------|------------|-------------|
| 13. | Young people make new friends. | | | | | |
| 14. | Young people feel accepted by others. | | | | | |
| 15. | Young people are free to be themselves. | | | | | |

The next few questions ask you to think about how people treat each other in the program.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|------------|-------------|----------------|------------|-------------|
| 16. | Young people respect one another. | | | | | |
| 17. | Adults treat young people fairly. | | | | | |
| 18. | Young people treat each other fairly. | | | | | |
| 19. | Young people are kind to one another. | | | | | |

The next few questions ask you to think about how young people are helped out in the program.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|------------|-------------|----------------|------------|-------------|
| 20. | Young people and adults work together to plan activities. | | | | | |
| 21. | Young people choose the things they want to do. | | | | | |
| 22. | Young people are encouraged to be leaders. | | | | | |

The next few questions ask you to think about different things young people learn in this program.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|------------|-------------|----------------|------------|-------------|
| 23. | Young people learn about getting along with others. | | | | | |
| 24. | Young people learn from activities that are challenging. | | | | | |
| 25. | Young people learn to treat others with respect. | | | | | |
| 26. | Young people learn about different cultures. | | | | | |
| 27. | Young people learn different ways to talk to one another. | | | | | |
| 28. | Young people learn how to make good decisions. | | | | | |

The next few questions ask you to think about how your program works with your community.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|------------|-------------|----------------|------------|-------------|
| 29. | Family members attend events and activities. | | | | | |
| 30. | Young people make use of libraries, parks, and other resources in the community. | | | | | |
| 31. | Young people do projects that help others in the community. | | | | | |

The next few questions ask you to think about how young people make decisions in the program.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|------------|-------------|----------------|------------|-------------|
| 32. | Young people gather all the information they need when planning their projects. | | | | | |
| 33. | Young people think carefully before making decisions about their projects. | | | | | |
| 34. | Young people think about what could go wrong before making a decision. | | | | | |
| 35. | Young people look at all the information they can when making a choice. | | | | | |
| 36. | Young people are helped by past choices when making new decisions. | | | | | |

The next few questions ask you to think about how young people think about their projects.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|-----------|------------|----------------|-----------|-------------|
| 37. | Young people openly discuss their projects with others. | | | | | |
| 38. | Young people use many types of information when they discuss their projects. | | | | | |
| 39. | Young people compare ideas when thinking about a project. | | | | | |
| 40. | Young people keep their minds open to different ideas when planning a project. | | | | | |
| 41. | Young people find ways to solve their problems. | | | | | |

The next few questions ask you to think about the experiences leaders have in the program.

In this program…

| # | Item | 1<br>Never | 2<br>Rarely | 3<br>Sometimes | 4<br>A lot | 5<br>Always |
|---|------|-----------|------------|----------------|-----------|-------------|
| 42. | Staff/volunteers are provided with the information they need about the program's philosophy and objectives. | | | | | |
| 43. | Training provides staff/volunteers with information to support young people's development. | | | | | |
| 44. | Staff/volunteers have opportunities to discuss strategies for promoting youth development. | | | | | |
| 45. | This program encourages partnerships and collaborations with other agencies and organizations. | | | | | |
| 46. | This program makes efforts to reach youth who traditionally have not been involved in these kinds of programs. | | | | | |
| 47. | Specific procedures are in place for evaluating the impact and value of the program. | | | | | |
| 48. | Feedback is gathered from young people about the program. | | | | | |