Evaluating the Introduction of Asset Development in a Rural Community

"Community initiatives based on the 40 Developmental Assets work thoughtfully to determine how people in all spheres of life can be involved. What keeps an initiative vibrant is the relationships that develop between the adults and young people in each sphere and in the networks of adults formed across those spheres."

Source: Search Institute

Letter of Introduction

To champions of positive youth development;

Alberta's positive youth development provincial partners (Royal Canadian Mounted Police (RCMP), Alberta Health Services (AHS) and the Northern Alberta Development Council (NADC), supported by Lion's Quest Canada) worked through an evaluation of our own and decided that our next steps lay in the hands of Albertan communities. As a result, we organized a pilot project to allow for a community to evaluate the introduction of positive youth and asset development to its region. This report and toolkit describe the process in detail.

It is our hope that this document, the toolkit in particular, will encourage your community to evaluate your asset development activities and local positive youth development awareness. And that the evaluation experience will motivate you to continue in your efforts and make changes to your strategy where necessary.

By evaluating our practices, we can ensure that our efforts are not lost. Improving the lives of youth in Alberta is obviously an important task, but it can also be very daunting. Use your results wisely and let them lead you down a road of great success. And remember, we're here to lend a helping hand.

Your partners in positive youth development,

| Royal Canadian Mounted Police | Alberta Health Services | Lions Quest Canada | Northern Alberta Development Council |

TABLE OF CONTENTS

Executive Summary

Asset development is an approach towards positive youth development. It considers all spheres of the community playing a role in building relationships with youth and fostering development of their assets. Research on Developmental Assets supports their powerful role in strengthening the capacity of youth to grow into healthy individuals and contributing members of the community.

This evaluation was initiated by Provincial Partners including the RCMP, the Northern Alberta Development Council and Alberta Health Services. Two years earlier, the Provincial Partners initiated training in rural communities of Alberta on positive youth development and asset building. This was a social development/preventive strategy to empower local people in rural communities to take on the leadership role in positive youth development. The People Of Whitecourt Encouraging Resiliency (POWER) Group, the local leader of asset development in Whitecourt, agreed to participate in an evaluation of the introduction of asset development in their community. This evaluation was commissioned to determine the effects of the initial training, evaluate their asset development outcomes, and produce an evaluation model for others to adopt and adapt.

The introduction of asset development in Whitecourt entailed:
- mobilizing stakeholders to participate in the leadership group for positive youth development
- gathering promotional and informational resources
- executing a plan of action

The POWER Group learned valuable insights during their experience:
- redefining themselves, their function and identity from that of a drug coalition group
- issues using the term "asset development"
- importance of remaining focused on specific action strategies
- reflecting upon successes
- early identification and assembly of stakeholder groups
- developing and modifying a website following significant POWER Group events
- capitalizing as well as maximizing on opportunities which presented themselves along the way

The POWER Group's efforts have resulted in:
- an increased community awareness of asset development
- increased knowledge of the 40 Developmental Assets
- a strong belief in the importance of fostering and implementing asset building opportunities
- a greater knowledge of how to apply asset development in all spheres of community life

The evaluation toolkit is particularly focused on the introduction of asset development and uses Whitecourt as an example. The evaluation toolkit provides tools and pointers, and a step by step model adaptable to other rural communities. The tools include a logic model, community survey questionnaire, an asset builder interview guide, inventories and a self reflection protocol. The pointers are derived from the Evaluation Team's own experiences. The model supports ongoing self-evaluation by leadership groups, as well as periodic formal evaluation activities.

This report provides the evaluation results for the introduction of asset development by the POWER Group (Part 1), and the evaluation toolkit (Part 2).

Preface

Part 1 of this report contains the evaluation results for the introduction of asset development in Whitecourt from 2010 to 2012. The results are intended for the People Of Whitecourt Encouraging Resiliency (POWER) Group, and its partners, to assess their progress advancing positive youth development in their community. Asset builders in other rural communities may also be interested in Whitecourt's evaluation experience.

Part 2 of this report is an evaluation toolkit that focuses on how this evaluation was designed, conducted, and what evaluation lessons were learned. The toolkit is intended for use by leaders of other asset development communities who have, or intend to, introduce asset development in their communities and wish to have an evaluation process in place.

The RCMP, Alberta Health Services and the Northern Alberta Development Council are the Provincial Partners that initiated training on positive youth development (PYD) and the 40 Developmental Assets in Alberta communities in 2008. These partners wanted to determine the effects of their training efforts, and solicited the community of Whitecourt to become the evaluation site. The POWER Group set up an evaluation sub-committee to oversee the evaluation. This also included representatives from the Provincial Partners and a contracted evaluator.

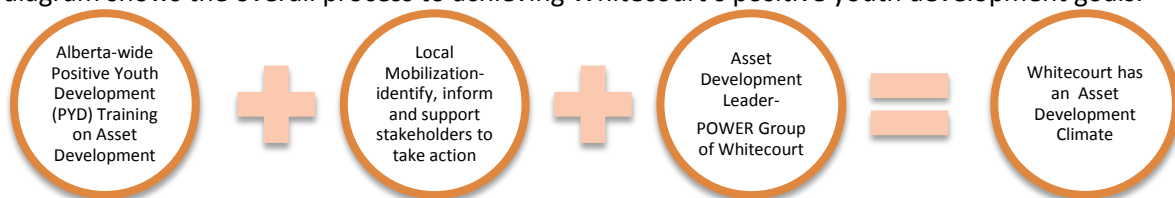The Provincial Partners had put forward two evaluation objectives:
- To determine the extent of Whitecourt's success in achieving the outcomes associated with each of the positive youth development initiatives they implemented.
- To develop an evaluation toolkit that could be modified for use in other rural communities implementing positive youth development initiatives across Alberta or elsewhere.

A seven step participatory evaluation model was used, which consists of:
1. The Selection of an Evaluation Approach
2. The Organization and Planning Phase (the team, the consultant, the management plan)
3. The Design and Collection Phase (development of a logic model, evaluation plan, tracking, self reflection, community survey, and interviews with asset builders)
4. The Production and Review of Interim Reports
5. The Preparation of Final Reports
6. The Sharing of Results
7. The Continuation of Periodic Self Evaluation

The details of the evaluation model, design, steps and templates are provided in the evaluation toolkit, which is Part 2 of this report.

This diagram shows the overall process to achieving Whitecourt's positive youth development goals.

PART 1
WHITECOURT EVALUATION RESULTS

"Supporting environments where assets can be built is one of the most important things we can do in the healthy development of young people." (Source: Lions Quest Canada)

In Part 1 of this report, the evaluation results are presented.   This also includes an overview of asset development, Whitecourt's logic model, and description of introducing asset development to the community, lessons learned, presentation of the evaluation results, a summary and conclusion. The details of how to design and conduct an evaluation of this nature are provided in Part 2, which is an Evaluation Toolkit.

1.0   ASSET DEVELOPMENT

Asset development promotes positive youth development in a community. This approach considers all spheres of the community and how they build relationships with youth. They also have a responsibility to foster the development of assets within youth. Research supports the powerful role Developmental Assets play in strengthening the capacity of youth to grow into healthy, flourishing, contributing members of a community.

Lions Quest Canada, The Centre for Positive Youth Development, provides the following description of asset development and the principles that guide its application[1].

Developmental Assets®[2] are 40 opportunities, skills, relationships, values and self-perceptions that all young people need to succeed. The Developmental Asset Framework was created by the Search Institute, a non-profit, non-sectarian organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. The Framework is a research-based tool that encourages all individuals to make a difference.

Supporting environments where assets can be built is one of the most important things we can do in the healthy development of young people. Here are a few principles that will help guide you in your efforts :

Everyone can build assets. Building assets isn't just about great families or schools or neighbourhoods. It requires consistent messages across a community.
All young people need assets. While it is crucial to pay special attention to youth who struggle economically, emotionally, or otherwise- nearly all young people need more assets than they have.
Relationships are key. Strong relationships between adults and young people and their peers, and teenagers and children are central to asset development.
Asset building is an ongoing process. Building assets starts when a child is born and continues through high school and beyond.
Consistent messages are important. It is important for families, schools, communities, the media, and others to give all young people consistent and similar messages about what is important and what is expected of them.
Intentional repetition is important. Assets must be continually reinforced across the years and in all areas of a young person's life.

The next table describes the 40 Developmental Assets for 12 to 18 year olds. The assets are organized into 20 external assets that create a supportive environment, and 20 internal assets that become the youth's strengths.

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[1] www.lionsquest.ca

[2] The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets ®.

External Developmental Assets
Support
1. Family support—Family life provides high levels of love and support.
2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. Other adult relationships—Young person receives support from three or more nonparent adults.
4. Caring neighborhood—Young person experiences caring neighbors.
5. Caring school climate—School provides a caring, encouraging environment.
6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
Empowerment
7. Community values youth—Young person perceives that adults in the community value youth.
8. Youth as resources—Young people are given useful roles in the community.
9. Service to others—Young person serves in the community one hour or more per week.
10. Safety—Young person feels safe at home, school, and in the neighborhood.
Boundaries and Expectations
11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.
12. School Boundaries—School provides clear rules and consequences.
13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.
14. Adult role models—Parent(s) and other adults model positive, responsible behavior.
15. Positive peer influence—Young person's best friends model responsible behavior.
16. High expectations—Both parent(s) and teachers encourage the young person to do well.
Constructive use of Time
17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theatre or other arts.
18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. Religious community—Young person spends one or more hours per week in activities in a religious institution.
20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Developmental Assets
Commitment to Learning
21. Achievement Motivation- Young person is motivated to do well in school.
22. School Engagement- Young person is actively engaged in learning.
23. Homework- Young person reports doing at least one hour of homework every school day.
24. Bonding to school- Young person cares about her or his school.
25. Reading for Pleasure- Young person reads for pleasure three or more hours per week.
Positive Values
26. Caring- Young person places high value on helping other people.
27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity- Young person acts on convictions and stands up for her or his beliefs.
29. Honesty- Young person "tells the truth even when it is not easy."
30. Responsibility- Young person accepts and takes personal responsibility.
31. Restraint- Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies
32. Planning and decision making- Young person knows how to plan ahead and make choices.
33. Interpersonal Competence- Young person has empathy, sensitivity, and friendship skills.
34. Cultural Competence- Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance skills- Young person can resist negative peer pressure and dangerous situations.
36. Peaceful conflict resolution- Young person seeks to resolve conflict nonviolently.
Positive Identity
37. Personal power- Young person feels he or she has control over "things that happen to me."
38. Self-esteem- Young person reports having a high self-esteem.
39. Sense of purpose- Young person reports that "my life has a purpose."
40. Positive view of personal future—Young person is optimistic about her or his personal future.

2.0   CREATING A LOGIC MODEL

The mission of the POWER Group is: "*creating opportunities for people to enhance their capacity for positive youth development, with intention, in the Whitecourt community".* Asset development is one part of the strength based positive youth development philosophy that the Alberta Provincial Partners focused on during their initial training.

The POWER Group's initial goals included:
*   Develop and promote the group's positive youth development work, manage its implementation and operation; and oversee the project evaluation

*   Identify and select stakeholders to lead building a community climate that is developmental asset based

*   Provide information and resources to stakeholders and the community at large on Developmental Assets for youth

*   Offer advice, consultation and facilitation to stakeholders that intend to**,** or are creating a youth asset development climate in their sector

POWER Group's logic model identifies their main activities: to develop and promote the group's positive youth development work, manage its implementation and operation, and oversee the project evaluation. The short term outcome of this activity is to identify successes, challenges and lessons learned in the introduction of asset development. The medium outcome is to share the information with other asset building communities to assist them with their asset development initiatives. The long term outcome is to increase the POWER Group's skills in mobilizing, establishing and supporting their community's vision. The vision promotes an asset development climate, which strengthens the capacity of youth to grow into healthy individuals and contributing community members.

The following Logic Model identifies the four broad activities and corresponding outcomes of the rollout of asset development in Whitecourt based on their initial goals.

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

3.0   INTRODUCING ASSET DEVELOPMENT

The POWER Group's efforts to introduce asset development in Whitecourt may be described by three broad categories, or inventories. These inventories are: Stakeholder Inventory, Resource Inventory and Activity Inventory. The Stakeholder Inventory identifies members of the POWER Group. The Resource and Activity Inventories describe the resources utilized and activities conducted by the POWER Group. These activities raised awareness, knowledge and appreciation of the 40 Developmental Assets, and supported their application at work, at home and in the broader community.

3.1   Stakeholder Inventory

The Stakeholder Inventory below includes various agencies and organizations in Whitecourt that comprise the POWER Group. There have also been members at large. Most members have originated from the school, local, provincial and federal government agency sectors.

Whitecourt's Asset Development Stakeholders
- Alberta Health Services (Addictions, Mental Health, and Health Promotion)
- Boys and Girls Club
- Central School
- Family Community Liaison Program
- Healthy Families Healthy Futures
- Hilltop High School
- Parent Link
- Pat Hardy School
- Percy Baxter School
- RCMP
- St. Joseph Parent Council
- St. Joseph School
- St. Mary's School
- Storefront School
- Team for SUCCESS, Mental Health Capacity Building in Schools Initiative
- Town of Whitecourt- Family and Community Support Services (FCSS)
- Whitecourt Town Council
- Whitecourt Public Library

3.2   Resource Inventory

The resources were designed to reach a wide audience. These included posters for public display, basic presentations, and workshop information sessions. The POWER Group has revamped and enhanced their website, www.powerofwhitecourt.com. They have added the capacity to engage the community through *Twitter* and *Poll Everywhere*, and increased links to other sites.

The POWER Group initially distributed basic information on asset development to community members. Many of the promotional items were given to the community's youth. In an effort to raise awareness of the POWER Group's purpose, logo and website. Some of the resources were pre-existing, some adapted for Whitecourt, while others were developed by the POWER Group. The Resource Inventory is listed below.

1. Posters of asset building suggestions for the public (an initial development and posted throughout community
2. 1500 Seed packages with asset development messages
3. 500 Ribbons- Who You Are Makes a Difference, Blue Ribbon Campaign
4. 500 You Can Make a Difference pamphlets
5. Pie Sign with Survey Results
6. Rollup Display (taken to events)
7. 500 Tattoos
8. 1000 Frisbees
9. 200 Posters- 40 Ways you Can Build Assets
10. 1000 Soccer Balls
11. 200 Chalk with the asset message "How to Build Assets by Playing Hopscotch"
12. 200 Lemonade Packets with "How to Build Assets by Making Lemonade"
13. Whitecourt Star advertisements
14. Spectrum advertisements (6)
15. 2500 Website magnets
16. 2000 Post it Notes
17. School Newsletters
17. Radio Station- Public Service Announcements
18. Movie in the Park- provided asset development messages
19. An asset development PowerPoint presentation from the Hinton project
20. Posters from the Search institute
21. Asset development Packages for Whitecourt teachers

The POWER Group's approach is highly driven by opportunity. They sought out opportunities already present in the community to link with, and initiated new opportunities with many different groups.

The Search Institute has identified five action strategies for communities adopting a positive youth development philosophy[3]. The POWER Group's activities can be categorized by the following strategies:

Pathways for Community Change

1. **Engage adults** from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighbourhoods.

2. **Mobilize young people** to use their power as asset builders and change agents. This means listening to their input and including them in decision making.

3. **Activate sectors** of the community-such as schools, congregations, businesses, and youth, human service, and health-care organizations-to create an asset-building culture and to contribute fully to young people's healthy development.

4. **Invigorate programs** to become more asset rich and to be available to and accessed by all children and youth.

5. **Influence civic decisions** by influencing decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.

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[3] Griffin-Wiesner, J. *The Journey of Community Change*. Search Institute. 2005.

3.3   Activity Inventory

The Activity Inventory shows that engaging adults, and activating the education and government sectors have been the dominant focus so far. To date the POWER Group's activities ranged from standalone to community events and more recently partnering or co-sponsoring asset promotion events.   Some activities fit into more than one of the strategies, and are therefore repeated. There has been activity in all five action strategies.

1. Engage Adults

The first strategy is to engage adults from all walks of life. This can help to develop sustained, strength-building relationships with children and adolescents, within families and in neighbourhoods.

Whitecourt's Activities to Engage Adults

- February 2010: POWER Website created with detailed asset information on how to, and links to other asset based sites.
- April 2010: Trade Fair Booth providing asset development information- how to build assets with the Wii and seeds.
- May 2010: Asset Building Basics Presentation to general community; 5 community members.
- June 2010: Kids Fallen 4 Marathon- Jack Cooper Studios entertainment.
- September 2010: asset information provided at community Registration Roundup.
- September 2010: asset information for parents at Meet the Teacher Night at St Mary's School (K to G3).
- September 2010: asset information for parents at Meet the Teacher Night at Pat Hardy School (K to G5).
- September 2010: asset information for parents at Meet the Teacher Night at Central School (K to G3).
- September 2010: asset information for parents at Meet the Teacher Night at St. Joseph School (G4 to 12).
- September 2010 to current time: POWER partners with schools to have pre-made asset building pages from website placed in school newsletters (Positive Point).
- September 2010: Start of monthly Positive Point in school newsletters.
- October 2010: Keith Pattinson's public presentation on 'asset information in inspiration' with 40 public adults.
- February 2011: Asset Building Basics Presentation with Parent Link (10 mothers).
- April 2011: Booth at Trade Fair on awareness of asset building; 180 community members engaged in Conversation.
- April 2011: Trade Fair Booth providing asset development information.
- April 2011: Booth at Kids Fest to raise awareness of asset building.
- April 2011: Three articles on asset development were released in the Whitecourt Star newspaper.
- August 2011: Evaluation Survey Booth to obtain public input and provide information on asset building (30 surveys complete).
- September 2011: Registration Roundup to obtain public input and provide information on asset building (80 surveys completed).
- September 2011: Evaluation Survey Booth set up at to obtain public input and provide asset information (20 surveys completed).
- March 2012: Asset Building presentation by Lorne Adamitz, and the Blue Ribbon Campaign.

2. Mobilize Young People

Mobilize young people to use their power as asset builders and change agents. This means listening to their input and including them in the decision making process.

Whitecourt's Activities to Mobile Young People

- October 2009: Me and My World Survey Administration (student participants).
- September 2010: Sponsored Back to School Bash ($200) at Central School with the youth and SUCCESS coaches.

- October 2010: Presentation by Keith Pattinson to 100 youth from St Joseph High School and Percy Baxter Middle School.
- March 2011: Completed grant applications for four students to attend a leadership conference.
- Annual Blue Ribbon Campaign (youth give blue ribbons to supportive adults in the community)

3. Activate Sectors

This strategy involves activating sectors of the community such as schools, congregations, businesses, youth, human services, and health care organizations. These sectors can create an asset-building culture to contribute to young people's healthy development.

Whitecourt's Activities to Activate Sectors
- June 2009: Train the Trainer.
- October 2009: Asset Building Basics Presentation to 25 teachers.
- November 2009: Asset Building Presentation to Community Services staff.
- November 2009: Asset Building Basics Presentation to 15 church leaders.
- April 2010: Asset Building Basics Presentation to four teachers from St Mary's School (K to G3): A Girl read a letter at the presentation.
- May 2010: Asset Building Basics Presentation to teachers at Pat Hardy School.
- May 2010: Asset Building Workshop at St. Joseph School.
- September 2010: All Whitecourt school teachers received information packages on assets.
- October 2010: Asset Building Basics Presentation to10 Girl Guide leaders.
- February 2011: Asset Building Basics Presentation to Whitecourt Star.
- March 2011: Partnership with Whitecourt Library for a positive youth development section.
- April 2011: Recognize asset building partnership with Whitecourt Star.
- May 2011: Asset Building Basics Presentation to Town Employees.
- September 2011: Provided Whitecourt school teachers with asset development packages.
- November 2011: Conducted a PD Day Training on Asset Building for St. Joseph and Central Schools.
- February 2012: Asset Building Basics Presentation to Parent Link.
- March 2012: Coach Appreciation Banquet.

4. Invigorate Programs

The intent is to invigorate programs to become more asset rich. These programs should be available to and accessed by all children and youth in the community.

Whitecourt's Activities that Invigorate Programs
- September 2010: Asset Building Basics Presentation to 6 staff of Boys and Girls Club Whitecourt.
- March 2011: Partnership with Library to set up an asset development section in the Library for everyone to use.
- 2011 New Teen Centre of Boys and Girls Club is being planned, developed and implemented using asset building concepts and with youth engagement.

5. Influence Decision Makers

The fifth strategy for community change is to influence civic decisions. Influencing decision makers and opinion leaders can lead to leveraging financial, media, and policy resources in support of community and society change.

Whitecourt's Activities to Influence Decision Makers
- January 2010: Asset Building Basics Presentation to Town Council.
- A member of Town Council became a member of the POWER Group of Whitecourt.

4.0   LESSONS LEARNED

The POWER Group experienced a number of early start challenges. One major early challenge was to get people to attend the meetings which were advertised at large. They found that targeted invitations worked better. Now awareness of the POWER Group and asset development is widespread enough that advertising at large to promote an event usually brings high attendance.

Early Start Challenges
- At first it was difficult to explain our shift in philosophy and concepts in layman's terms. It helped to use examples rather than terminology.
- Much of our early effort was on getting stakeholders buy-in for the preventive approach of PYD and asset development, rather than a focus on drugs.
- We had to work through 'Who are we?" and "What do we do? Then we had to market this in the community.
- During the transition we had to keep the group together, focused and believing that we were here to stay.
- Initially no one came when we advertized meetings at large. Things improved when we created a focus and targeted invitations. Attendance by key players such as members of Town Council and ministers helped attract other participants.
- We quickly learned what we should and should not put on our promotional material. For example, the word asset can be played with a couple of strokes of a pen.

Challenges continued to emerge as the POWER Group tried to expand its membership and gain momentum. The group wanted to extend its reach in the community and support schools as well as other organizations that work with children and youth.

Challenges
- We have an ongoing challenge to get enough volunteer manpower for the work of the group. There are still people in the community that have taken the training but have not joined the POWER Group.
- Our agendas/ work have to be kept relevant and focused on our purpose, so people will come to the POWER Group meetings and stay involved. We have to look forward and have a work plan. We meet every second month now instead of monthly.
- Schools are a primary stakeholder. They are a key access to parents also. Schools are undergoing cuts and have little time to play a role in reaching the parents. The school newsletters that go home are very helpful in passing information along to parents about PYD and the resources at the Website that they could use with their children. What more can be done? What next?
- We have provided much information to the community but we don't see if it goes any further, that is, what can be attributed to asset development considering what was already happening from a strengths base with youth.
- Boundaries are a challenge. How far can we go, what can we do once we have provided the information to those who can use it, whether teachers, parents and so on?
- Our web site requires enhancement to make it more useful, but we don't have the expertise and we don't know if it would be cost effective. (Update: Have proceeded and happy to share our experience and site with other communities.)
- We want greater visibility in the community (e.g. signs, banners).
- We are still working on greater buy in from Town Council.
- We want to engage the business community, and have to work on this. How do we best go about this?
- We have presented to the Chamber of Commerce.
- We will need to work together to keep the new website up to date.
- There is a waiting list for training.
- We have staff turnover in the community in key positions (e.g. school principal) requiring making new connections.
- We would like a uniform community approach and sometimes there is asset development resilience/disconnect with some who choose a different way.

The POWER Group's strategy has primarily been to look for and respond to opportunities that would contribute to their asset development goals.

- Two school vice-principals have become principals. They are very supportive of Positive youth development, and we can work further with them.
- The Provincial training, gave us the opportunity to use it in our community.
- The Whitecourt Library was approached and agreed to set up the resources on PYD and asset development.
- The new Family Resource Centre is a potential new partner.
- We have been able to collaborate with the Success Coach at two schools. She is involved in a proactive mental health project.
- We have some grant money that we can use at our discretion and strategically.
- The teachers at two schools came together last fall for asset development training. This was promoted by a Vice-Principal.
- We look for areas to concentrate on as opportunities for action.
- Positive stories on youth are easy to understand and work with, so a good approach.
- The new website gives us an opportunity for greater reach in the community and to provide and receive more information.
- We have been able to reach many coaches in the sports sector.
- We put up a billboard for positive youth development messages at the new arena.
- A new community police officer position has been created which will be able to spend some time on positive youth development.

The POWER Group has been able to achieve success by learning from these challenges and capitalizing on opportunities.

Successes
- Our change from being a Drug Coalition group to that of a positive youth development group known as the POWER Group of Whitecourt- People of Whitecourt Encouraging Resiliency.
- Building relationships with all the sectors of our community.
- One of Whitecourt's schools has declared that it is an asset development school.
- Being able to pass positive youth development (PYD) information on.
- How our work has raised the PYD philosophy in schools- how powerful it is.
- Having a core of consistent members at the table.
- A Professional Day workshop that lead to action in schools.
- We are able to focus our budget on a number of activities.
- Personal comment from a POWER member: 'This has changed my own approach at work. I have more energy with my kids. They are psyched up and comfortable to come see me.'
- Our website redesign that will keep people coming back; we are excited to make this website known.
- We were approached by Parks and Recreation of the Town to be partners in hosting a Coach Appreciation Event.

The POWER Group has also made some suggestions for other groups that want to lead asset development in their community and are in the early stages:

Suggestions
- Be flexible in what you do, but do have a plan.
- Take suggestions from others.
- Be patient- it takes time.

- Having stakeholders is key.
- Redirect your energy when great opportunities come your way.
- Tap into the existing events in your community.
- Encourage other events to link with asset development.
- Have a focus to engage meaningfully- have a logic model for this.
- Learn and use the language of asset development.
- Recognize the importance of asset development messages at the front end of your rollout and at various events early on.
- It is not what you do, but how you do it.
- Be persistent.
- You must believe in it.
- Keep track. It will make evaluation easier.
- Look at asset building in all spheres of the community- schools, homes, neighbourhoods, workplaces and so on.

5.0   COMMUNITY OUTCOME RESULTS

5.1   Evaluation Participants

Alberta Education data shows that the 2011/12 Whitecourt school population is 2,475 students. Statistics Canada 2011 Census reports that the total Whitecourt population was 9,605 and a median age of 31.9. This is a 7.1% increase since 2006. In addition the Whitecourt community includes another 4,500 people that live in Woodlands County, and use services and schools located in Whitecourt.

The results are based on the level of awareness, knowledge, importance and practice of asset development by participant. Figure 1 displays the 382 Whitecourt community survey participants by their work sector, which they identified on the survey questionnaire. Twenty-one of these survey participants were also interviewed.

The following five participant groupings were used to analyze the survey results:

1) Education- school staff: teachers, principals, vice principals and counsellors
2) Government- employees of the Town of Whitecourt, the Alberta Government and the Federal Government
3) Business- self employed persons, workers in such sectors as oil and gas, manufacturing, retail
4) Other- employees of non-profit organizations, childcare and self employed
5) Not Employed- those that were not employed, not self employed and on leaves such as maternity leave
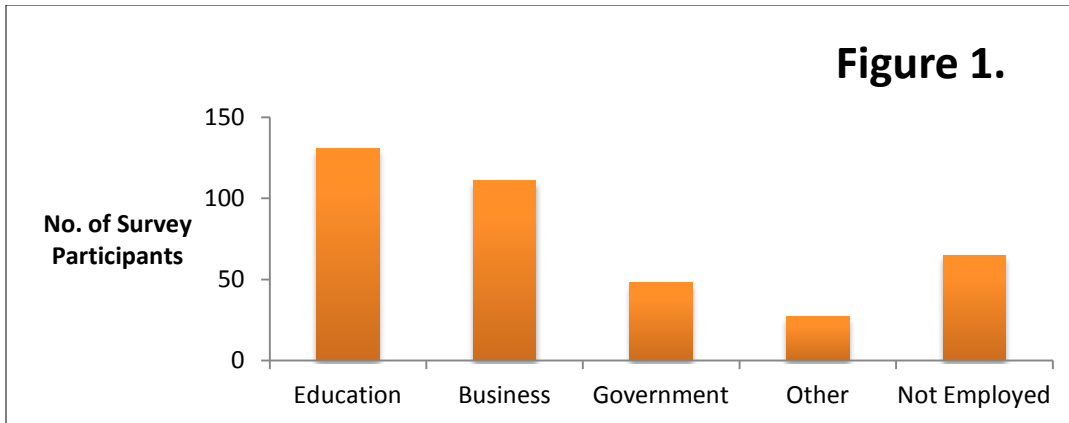
Figure 1.

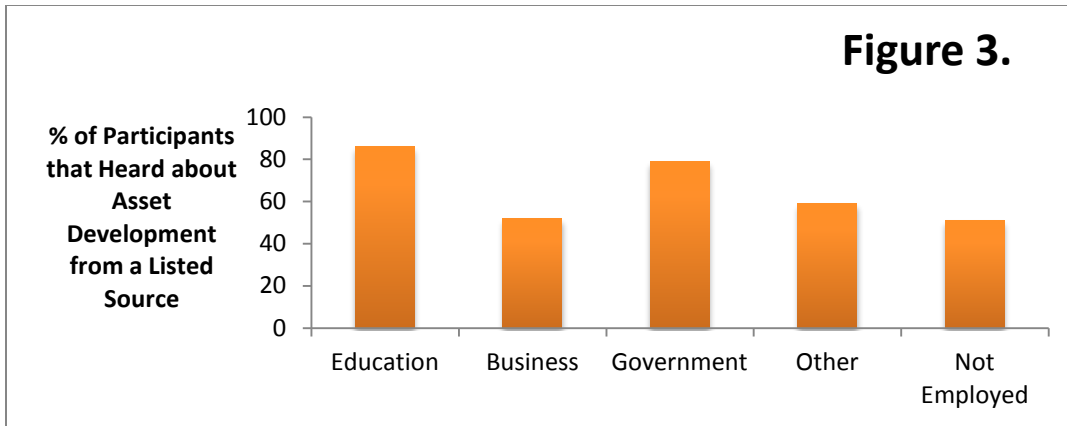## 5.2   Recognized the POWER Group Logo

The POWER Group's logo is an important part of their brand marketing. More than half of the government (69%) and education (64%) survey participants recognized the logo (Figure 2).The other groups have a much lower recognition rates at 34% for not employed, 29% for business, and 26% for those employed in other sectors.

Of those that recognized the logo, many had also heard of asset development, including 96% in the Education sector, 94% in Business, 100% in Government, 86% in Other and 95% in Not employed. It was suggested the POWER Group make itself and asset development more widely known, especially in the private business sector and the community at large.

Figure 2.
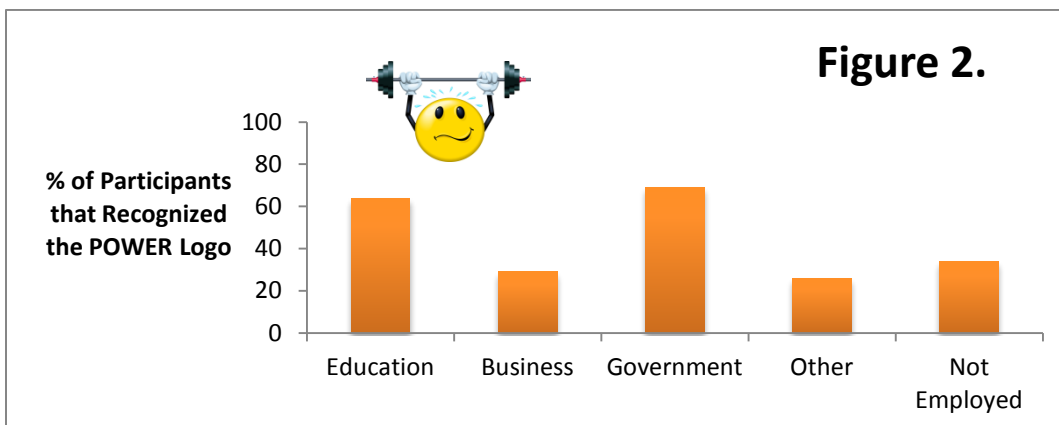
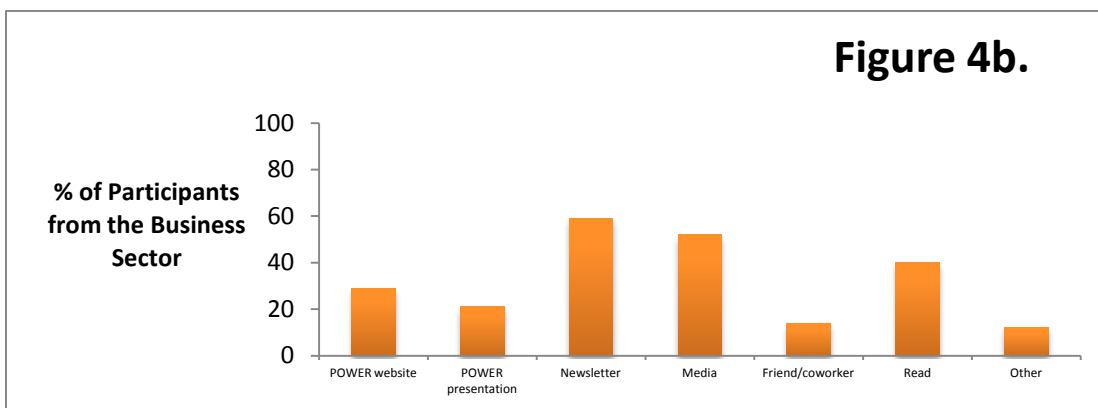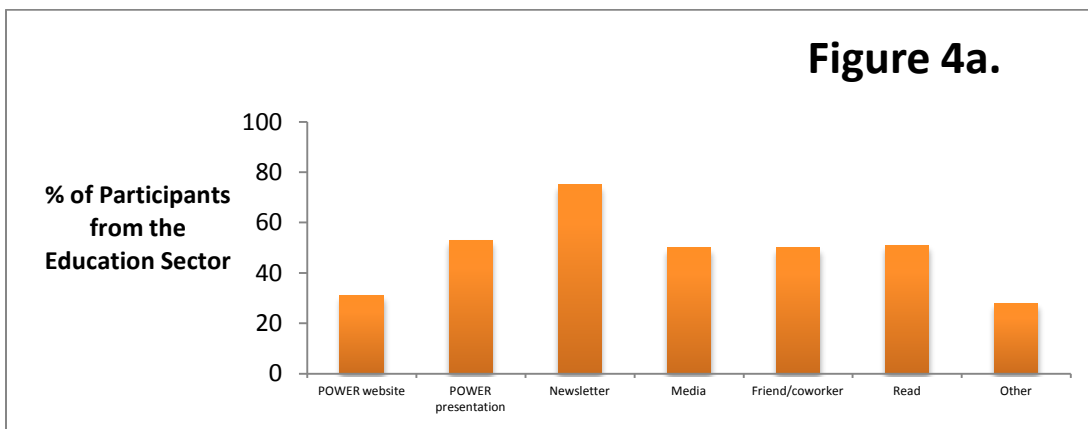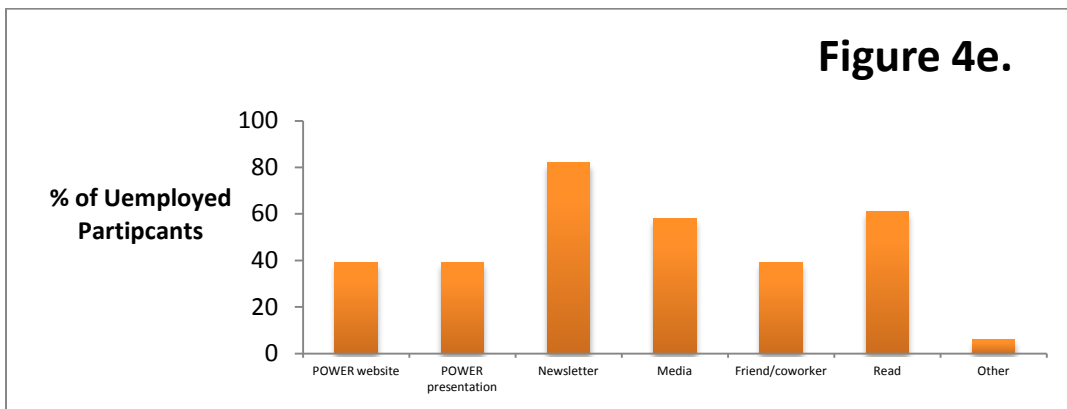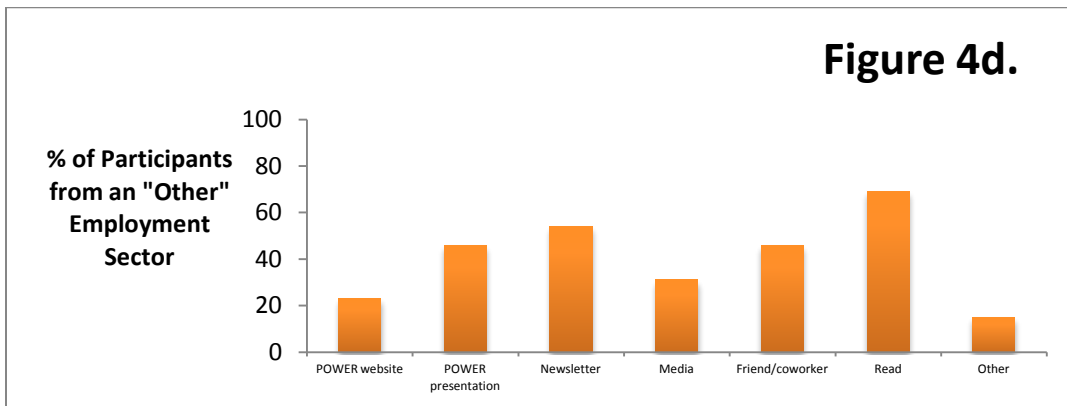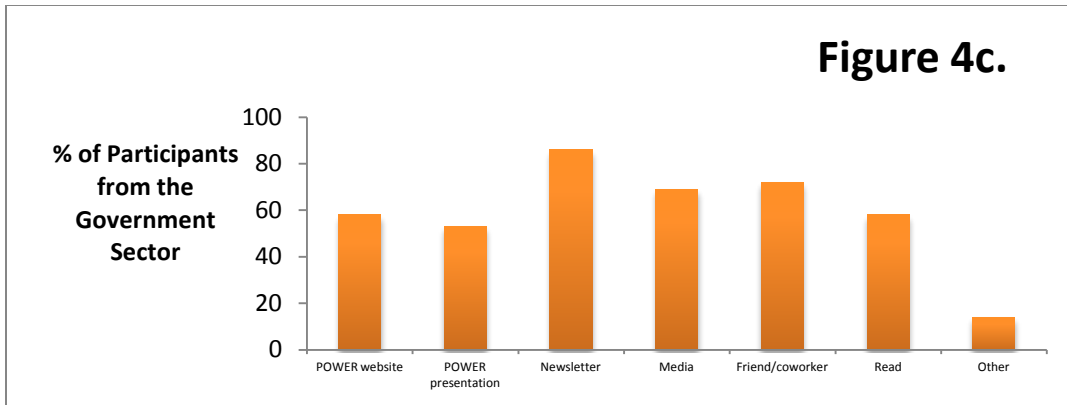## 5.3   Heard about Asset Development

Overall the more participants from the Education and Government sectors had heard of asset development from the listed sources: POWER website, POWER presentation, newsletter, media, friend/co-worker, read or other.

Figure 3.

% of Participants that Heard about Asset Development from a Listed Source

Bar chart showing percentages for each employment sector:
- Education: ~86
- Business: ~51
- Government: ~79
- Other: ~59
- Not Employed: ~50

(Y-axis: 0 to 100)

Higher percentages of the Education and Government sector participants also reported hearing about asset development from more of the information sources than other survey participants. School newsletters were the most common source of asset development information, followed by reading about it and hearing about it from the local media.

Figure 4a.

% of Participants from the Education Sector

Bar chart showing percentages for each information source:
- POWER website: ~31
- POWER presentation: ~53
- Newsletter: ~75
- Media: ~50
- Friend/coworker: ~50
- Read: ~51
- Other: ~28

(Y-axis: 0 to 100)

Figure 4b.

% of Participants from the Business Sector

Bar chart showing percentages for each information source:
- POWER website: ~30
- POWER presentation: ~22
- Newsletter: ~60
- Media: ~53
- Friend/coworker: ~14
- Read: ~40
- Other: ~12

(Y-axis: 0 to 100)

Figure 4c.

% of Participants from the Government Sector

Figure 4d.

% of Participants from an "Other" Employment Sector


Figure 4e.

% of Uemployed Partipcants

5.4   Importance of Asset Development

Almost everyone agreed with the statement, 'now I have a better appreciation of the importance of asset development as a result of the work of the POWER Group of Whitecourt's'. Government (91%) was highest when combining 'very much' and 'some' responses, followed by Education and Other at (83% each), Not Employed at (69%) and Business at (45%) respectively.

Figure 5.

% of Participants that have a Better Understanding the Importance of Asset Development Due to the Work by the POWER Group
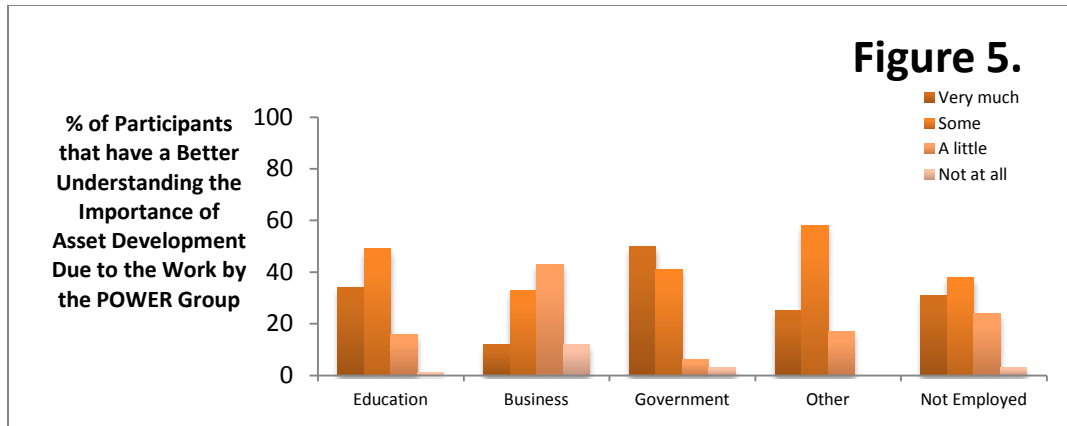
5.5 Knowledge of Asset Building

There are some sector differences between the knowledge gained from the POWER Group's activities. All the sectors, except Business (19%), had a similar percentage of participants that said they had prior knowledge on asset development, ranging from 48 to 50 percent. The Government sector had the lowest percent with no prior knowledge (32%), followed closely by the Not Employed (33%). Knowledge varied within sectors and among them. The Government and Education sectors had the highest knowledge (figure 6).
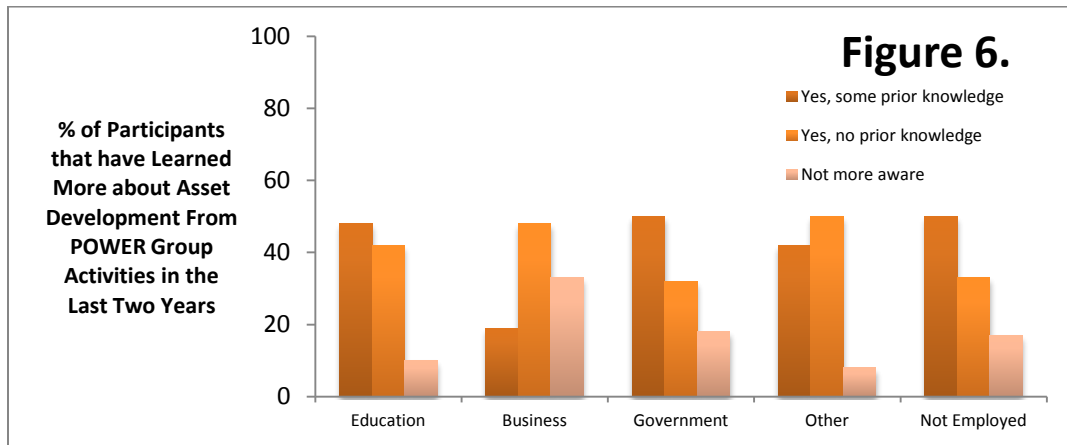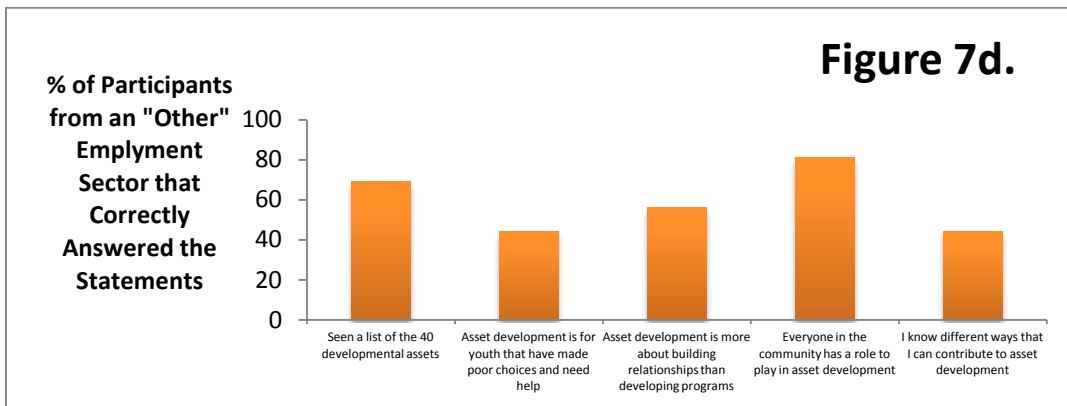

Figure 6.

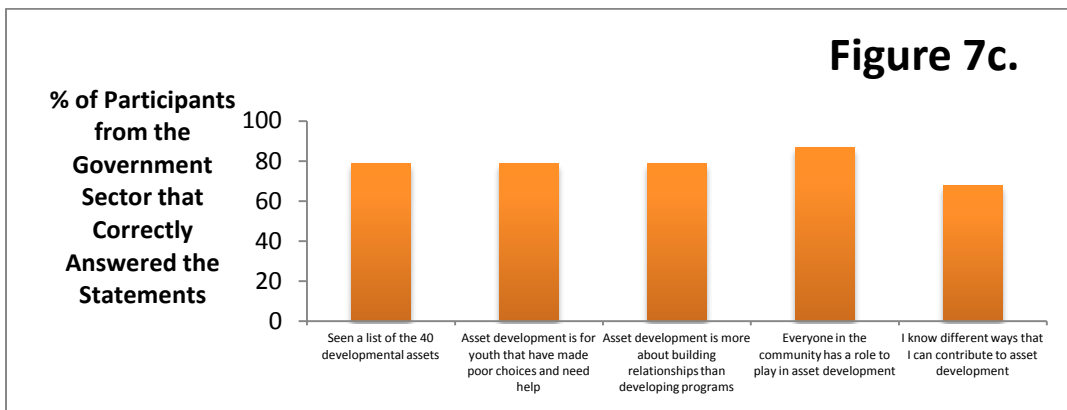% of Participants that have Learned More about Asset Development From POWER Group Activities in the Last Two Years
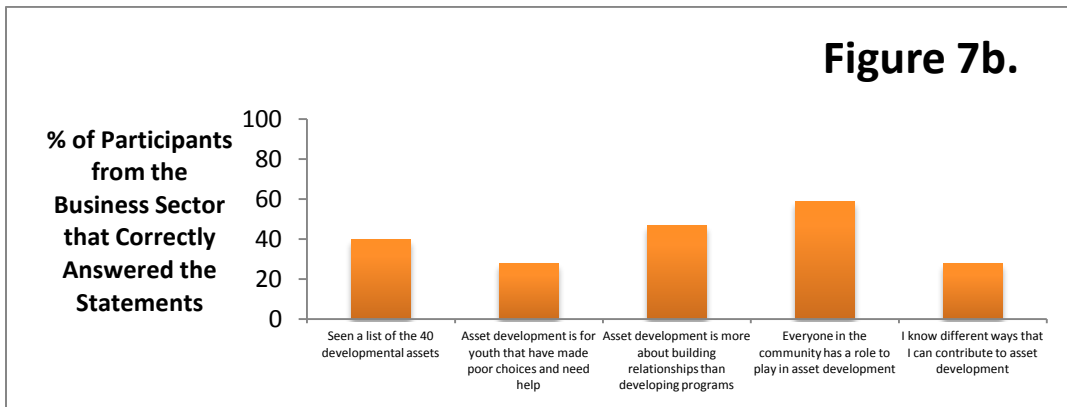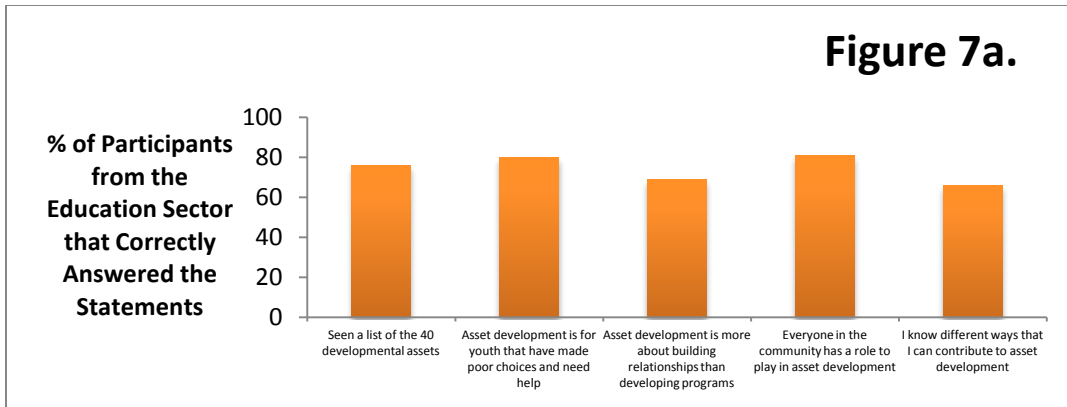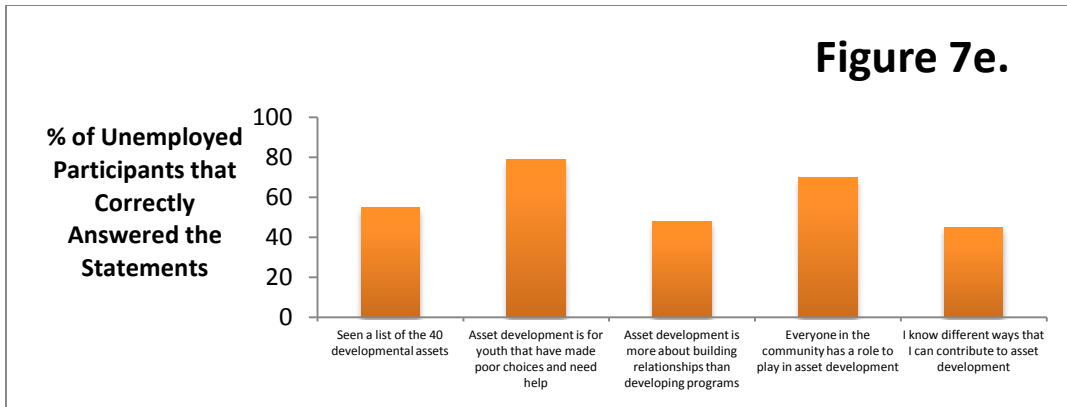
Figure 7 reports the percentage of participant that correctly agreed or, in the case of the statement "asset development is for youth that have made poor choices and need help", disagreed, with the statement. The lowest knowledge overall is with regard to knowing ways to contribute to asset development.
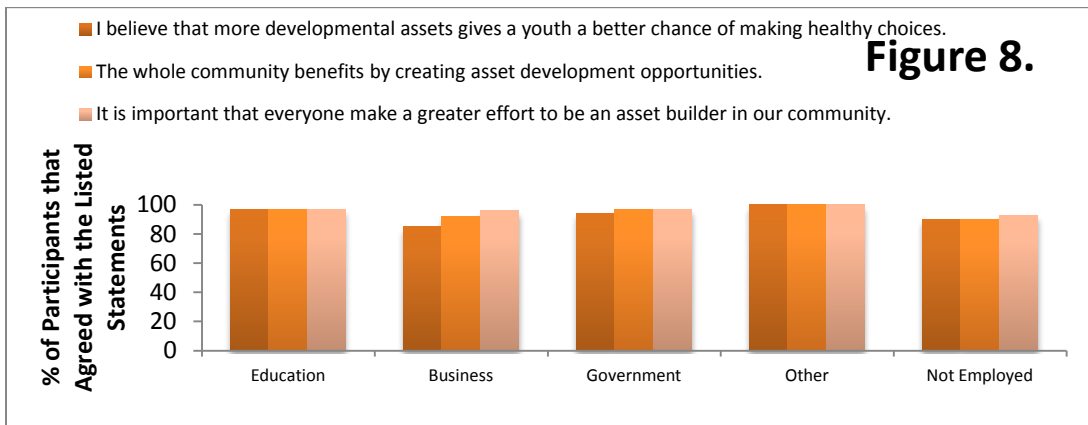
Figure 7a.

% of Participants from the Education Sector that Correctly Answered the Statements

Categories: Seen a list of the 40 developmental assets | Asset development is for youth that have made poor choices and need help | Asset development is more about building relationships than developing programs | Everyone in the community has a role to play in asset development | I know different ways that I can contribute to asset development

Figure 7b.

% of Participants from the Business Sector that Correctly Answered the Statements

Categories: Seen a list of the 40 developmental assets | Asset development is for youth that have made poor choices and need help | Asset development is more about building relationships than developing programs | Everyone in the community has a role to play in asset development | I know different ways that I can contribute to asset development

Figure 7c.

% of Participants from the Government Sector that Correctly Answered the Statements

Categories: Seen a list of the 40 developmental assets | Asset development is for youth that have made poor choices and need help | Asset development is more about building relationships than developing programs | Everyone in the community has a role to play in asset development | I know different ways that I can contribute to asset development

Figure 7d.

% of Participants from an "Other" Emplyment Sector that Correctly Answered the Statements

Categories: Seen a list of the 40 developmental assets | Asset development is for youth that have made poor choices and need help | Asset development is more about building relationships than developing programs | Everyone in the community has a role to play in asset development | I know different ways that I can contribute to asset development

Figure 7e.

% of Unemployed Participants that Correctly Answered the Statements

(Bar chart with y-axis 0–100, categories: Seen a list of the 40 developmental assets; Asset development is for youth that have made poor choices and need help; Asset development is more about building relationships than developing programs; Everyone in the community has a role to play in asset development; I know different ways that I can contribute to asset development)

5.6 Beliefs about Asset Development

Figure 8 shows these beliefs were highly held in all sectors:
- I believe that more Developmental Assets gives a youth a better chance of making healthy choices.
- The whole community benefits by creating asset development opportunities.
- It is important that everyone make a greater effort to be an asset builder in our community.

Figure 8.

- I believe that more developmental assets gives a youth a better chance of making healthy choices.
- The whole community benefits by creating asset development opportunities.
- It is important that everyone make a greater effort to be an asset builder in our community.

% of Participants that Agreed with the Listed Statements

(Bar chart with categories: Education, Business, Government, Other, Not Employed)

5.7 Asset Development with Youth at Work

Most, but not all, participants that heard about asset development and work with youth were applying asset building 'with intention' (figure 9). The survey participants responded to the question with reference to fellow employees that are youth aged, rather than clients or customers.

Figure 9.
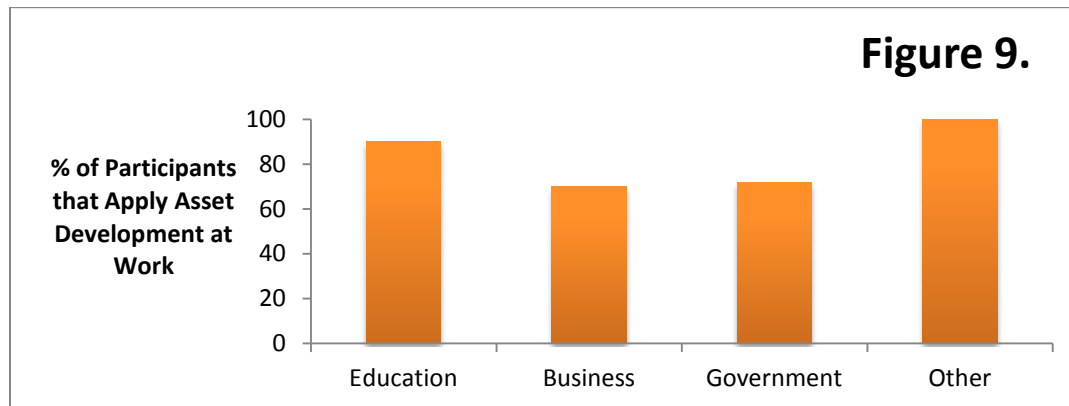
Here are the comments made by survey participants, organized by sector on asset building at work:

EDUCATION
- Our school encourages goals for us to work on in the school and classroom.
- Talking circles, discuss better choices.
- I am a role model.
- Circle talks.
- Building confidence through leadership.
- When I babysit and teach.
- One on one mentorship, listening to students about their interests, grad involvement and recognizing students' achievements in life.
- I am on the Asset Committee at school involving youth.
- Focus on assets that influence the classroom environment.
- Building positive role models within the school atmosphere.
- Identify, discuss and reflect.
- Connecting through conversations.
- Working with students to create positive environment where all students are involved and feel accepted.
- Extracurricular activities; lunch with students.
- Work to create a safe and caring class.
- Safe and caring environment.
- Being a caring adult.
- Talking to students about life outside of school (families, friends, sports). Coaching and extracurricular activities.
- Listening and giving praise for trying hard at school.
- Within the classroom. All the time.
- We mentor students each and every day as teachers.
- Daily, built into the health curriculum by discussion and activities.
- As an EA and a manager of youth in another job, the 40 Developmental Assets are essential. I make sure to act as a role model, hold high expectations and make them feel like they have purpose.
- We offer a caring, supportive environment for our students.

- Our school recognizes efforts of the students, staff and community through monthly award assemblies.
- Develop relationships with students.
- Create safe areas for students to hang out in a positive atmosphere.
- Through positive interactions- praise for helping another student or staff member.
- Working with students in CTS to help them build confidence in their abilities; working with students in second language context to help them with building communication skills.
- School environment, positive reinforcement; acknowledgment of positive choices.
- Taking the time to get to know kids by name as a substitute teacher.
  GOVERNMENT
- Occasional walk through at schools. Stop and talk to youth on the street; member of youth advisory group; present at youth awards night.
- I have a lot of youth that work for me and developing assets in them is my main focus as a manager. I also encourage coaches and other.
- staff to be aware of and build assets in their interactions with youth.
- Practice with everyone- all ages.
- Positive reinforcement.
- I engage them in conversation at every opportunity. With younger staff I always say hello and engage them in conversation- often offering suggestions with work projects.
- I try implementing Developmental Assets in all my youth programs.
- When working at the front counter I ensure that I talk to the youth and make them feel welcome.
- Encouragement, try to boast confidence.
- Take an interest in children that come in with their parents.
- I run the Leaps and Bounds Program in elementary schools. Give drug education, addiction awareness presentations.
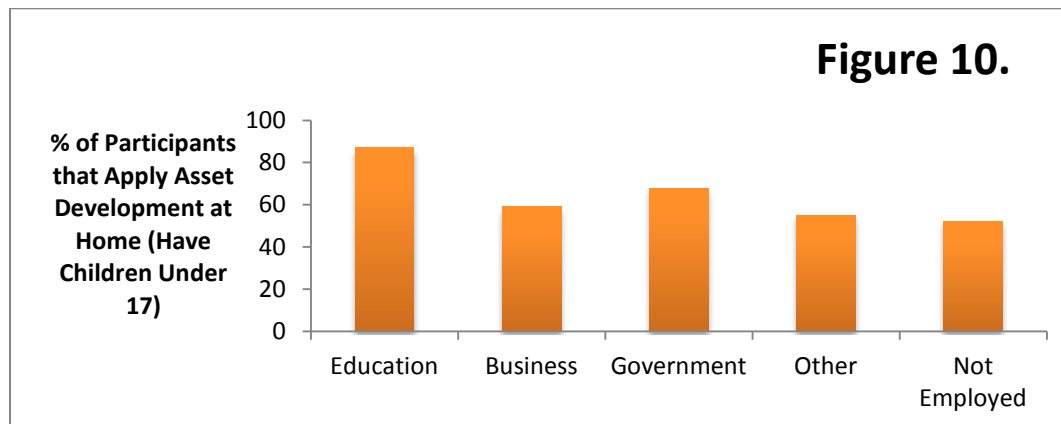 BUSINESS
- Give young staff basic work etiquette- positive feedback through work reviews.
- Young staff through HR resources.
- Orientation and work shadowing of new student employees.
  OTHER
- Try to build leadership skills and self esteem- as Girl Guide leader.
- As a horse instructor and 4H leader.
- Generally learn positive outcomes.
- Encourage youth to volunteer.

5.8 Asset Development At Home

The Education and Government sector parents of children up to age 17 had the highest at home application of asset development (figure 10).

Figure 10.

% of Participants that Apply Asset Development at Home (Have Children Under 17)

Bar chart showing % of Participants that Apply Asset Development at Home (Have Children Under 17) by sector. Education approximately 87, Business approximately 59, Government approximately 67, Other approximately 55, Not Employed approximately 52. Y-axis from 0 to 100.

Here are some examples from the survey of asset building by parents with knowledge of the 40 Developmental Assets:

EDUCATION
- Sitting together at supper.
- Compassion when they have a problem; praise when they do well or improve at something.
- Ask about her day; provide her with extracurricular activities; be supportive.
- Take to music lessons; special time with kids; Dad and Me program (a dad).
- Encourage my teenagers to seek fulfilling extracurricular activities; mentor role models; positive influences
- Doing activities together such as sports.
- Telling my kids I love them; smiling, loving positive learning environment; teaching discipline in a positive manner.
- Plenty of discussion about the whys and why not's of teens actions- positive ideas.
- Positive guidelines and rules with explanations why.
- Talking to my kids about choices.
- Promoting positive choices.
- Trying to get them to make better choices.
- Positive reinforcement; acknowledging positive choices
  General Support
- Positive reinforcement.
- Empowerment/support.
- By being a role model.
  Other
- Caring School Committee; Learning Engagement.
  GOVERNMENT
- Taking the time to encourage my kids every day.
- Talking to my adult children.
- I ensure they know that I listen and what they say is important.
- Encouragement, try to boost confidence.
- Encourage communication at home; family meeting; read together Participation in extracurricular activities to build on positives.
- My children participate in sports. We do things together as a family.
- Positive reinforcement and rewards.

23

- Positive self attitude- show by example.
- Positive reinforcement.
- Through the healthy choices.
- Involved as a fan in the seats at hockey, volleyball. Know children's friends and open house to all. Know and involved with children's school. Communicate.
- External assets support.

  BUSINESS
- Three or more hours of family time [per week; very little unaccountable time.
- Family meals, close neighbourhood.
- Building confidence.
- How to treat others the way you want to be treated.
- Positive reinforcement.
- Building positive attitudes and encouragement in everyday activities.
- Try to ensure my children have access to other role models, participate in school activities.
- Getting involved in community.

  NOT EMPLOYED
- My son and I wash dishes together daily; I hear about his day, we spend time together.
- Positive reinforcement, talk to my kids daily.
- Influencing healthy relationships, community participation, volunteer opportunities, well-roundedness, participation outside of academic opportunities, influence on education.

  OTHER
- Family dinners at least three times a week.

5.9 Asset Development with Youth at Large in Community

There is much potential in all the sectors for asset building interaction between adults and youth in the community. The Government and Education staff was most likely to interact with youth that they see in the community (figure 11).

Figure 11.
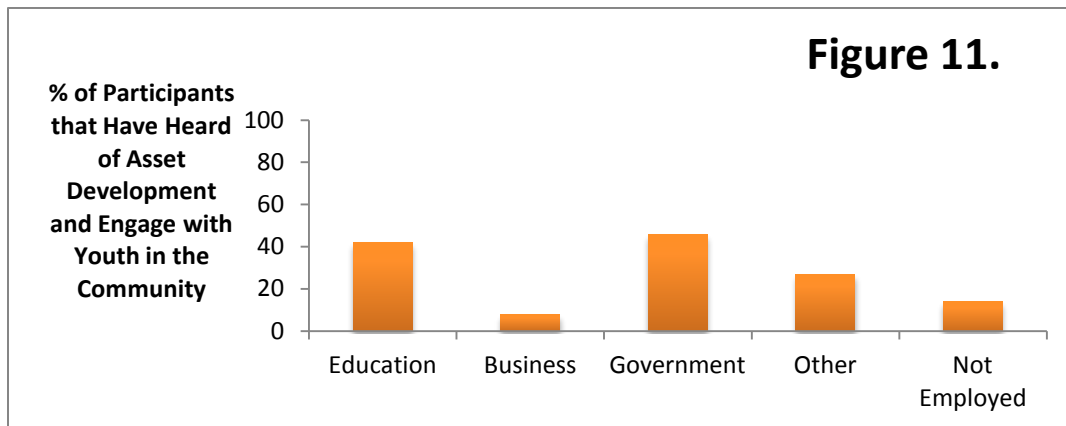
Here are some survey comments on Asset Building with Youth in the Community at Large:

Greeting:
- Saying good morning.
- Say hi, and get to know the neighbourhood youth.
- Try to remember names, smile, say hello, and ask how they are doing.
- Try to- just acknowledging kids and smiling at teenagers.
- Addressing them by name, showing an interest in what they are doing.

- Smile, talk and say 'hi'.
- Always say hi to youth in the community.
  Engaging:
- I always talk to youth in the community, ask them how they are doing and encourage them to get involved and focus on their strengths.
- I try to engage youth that I meet whenever possible.
- Always, two youth came into the Community Resource building to see if the Teen Centre was open on Saturday. There was open house going on. I offered them donuts and juice and invited them to come in for a tour. We chatted for a half hour. This was our first meeting and now I will look for them in the future.
- At Youth Programs/Guides/Breakfast Club.
- At the Skate Park- helping them to remember that it's their park and to be respectful of it and others.
- Always ensuring as much as possible that I am kind to youth (many people do not take the time to be kind or make them feel that they are in the way).
- Get to know the youth and become interested in them.
- Being available for them to ask questions and find out about addictions. I am non-judgemental.
- Continue to mentor past grads and talk with them about what's important to them. Past grads looking for advice, involved in community projects and programs.
- Giving individual attention.
- By being respectful and listening.
- I try to connect with my students, past and present to provide positive support to them.
- Mentoring.
- When analyzing and consequencing behaviour issues with students.
- Give information.
- During sports activities.
- Take time to discuss their lives and choices.
- At the beginning of the school year, students create their own 'asset brain'.
  Believing:
- Treat yourself with respect as well as others.
- By being a trusted adult.
- Be positive toward youth, they have a lot to teach us.
- Treat others as you like to be treated.
- I think many people do but are unaware.

5.10 Asset Builders at Work

Survey participants that were actively engaged as asset builders were also interviewed. These participants all have direct involvement with Whitecourt youth in their workplaces. Below are some of their comments on asset development in their community:

- Realized that asset development could have prevented a crime in the community.
- Build asset development into our teaching philosophy. They are linked. Does not make more work.
- Has changed how I interact with students and the expectations I have of them.
- We offer other roles to students that are not on the team.
- This is intentional with us.
- Has affected our relationships with the students. Provide gratitude letters.
- We listen and get to know the youth. We build trust and confidence to access our services.
- We practice asset building with the students, parents (coffee morning) as well as acknowledging our staff at our elementary school.
- We create opportunities for the students to have a voice and to volunteer.
- Our students have more assets as a result of our developmental asset approach here at school- both internal and external assets.

- We practice it daily.
- Engagement; suggestion boxes in two schools.
- Asset development is a great fit for our work. We promote positive values and giving to the community.
- We encourage talk with students and parents.
- Use it with parents by providing information; at the one on one level with youth clients; each do the AD checklist and compare, discuss.
- Have a Mayor's Youth Advisory Committee.
- We let youth know- we are listening.
- Our staff is more aware of how to do it and has become part of what we do automatically.
- We have an Asset Committee at our school that plans how to promote assets in the school.
- Town Council supported building a Skateboard Park for the youth at their request, with some funds raised.
- Two schools have a SUCCESS Team (Mental Health Capacity Building in Schools Project, Alberta Health Services) which further supports asset development at these schools. Also a member of the SUCCESS Team is on the POWER Group of Whitecourt.
- There are many special highlights initiated by schools such as the Pride Exercise, Renaissance Program (recognition), and Compliments Day.
- The new Teen Centre is here as an acknowledgment of the importance of asset development with our youth.

5.11 Asset Builders Connecting with Community and Youth

Asset builders spread the word on asset development and engage the youth of the community. All of the asset builders interviewed raised the topic of Developmental Assets with their co-workers, families, and community groups. In addition most of them bring up the topic with neighbours and friends. Asset builders take the time to greet and acknowledge youth that they encounter in the community. They go out of their way to engage them in conversation. Here are some of the comments:

- Start up conversations. Intercept as necessary.
- Smile, say hi, and be friendly.
- Eye contact.
- Say good morning, at the bus stop.
- Take the time when they meet them at Wal-Mart.
- Hi and eye contact.
- Talking with youth.
- Go to their games.
- Mentor a youth group at the church.
- Acknowledge them at Rotary Park.
- Connect and reconnect.
- Friendly smile, say hi.
- Help them set up activities at the Centre.
- Greet at the rink, ask how are you doing.
- See something- stop it.
- Be in tune with youth, everyone's responsibility.
- When walking the dog, youth pat him and we talk.

5.12 Future Direction

Asset builders place Whitecourt in the 3.5 to 7 range on an asset development scale of 1 to 10 (low to high), with the majority being between 4 and 6. Most of the asset builders said there needs to be continuing awareness about asset development, what it is and why it is important to the business community and public at large. For those with this basic knowledge of asset development, more focus and emphasis is needed on the 'hows' of building the internal and external assets.

The POWER Group is seen by the asset builders as having a continuing strategic role in promoting awareness about asset development. The asset builders challenge the community at large to take their awareness to the next level by 'living it' in their relationships, their families, their workplaces and their interactions in the community.

6.0 SUMMARY AND CONCLUSION

6.1 Summary

The table below illustrates the outcomes and specific results for each of the POWER Group's four broad activities identified in their Logic model.

Activity: Identifies and Involves Stakeholders to Lead Community Based Asset Climate Building

Outcome	Outcome Indicator	Results
Short Term POWER Group is aware of which stakeholders are interested in developing and implementing a community based youth asset development climate	POWER Group can name the stakeholders that are interested	The POWER Group has created an Inventory of Stakeholders that consists of agencies and groups that have or had an employee become a member of the POWER Group, and members at large. Most of these members are from the Government sector (all levels), the Education sector, and the Political Sector.
Medium Term POWER Group effectively engages identified stakeholders and begins to form sustainable relationships	New stakeholders have joined the POWER Group	There is a consistent core of members. New stakeholders have joined since the POWER Group regrouped from being an addictions coalition.
	Identified stakeholders attend the meetings	Some of the asset builders that were interviewed used to be active members of the POWER Group of Whitecourt, and they say that they continue to be advocates for asset building.
Long Term POWER Group sustains relationships with the Whitecourt community to ensure an asset development climate for its youth	Identified stakeholders contribute in other ways to positive youth development (e.g. information, time and promotion)	The POWER Group members are very active in all areas of their work.

Activity: Provides Information and Resources to Stakeholders and Community at Large on Developmental Assets for Youth

Outcomes	Outcome Indicators	Results
Short Term Identified stakeholders and community at large has an increased awareness of Developmental Assets (Source: Community Survey)	Heard about the assets at a POWER Group presentation	The Education and Government sectors had the highest percentages hearing about asset development at a POWER presentation (53% each) followed by 46% for the Other sector, 39% for the Not Employed and 20% for the Business sector.
	Heard about the assets at the POWER website	The Government survey participants had the highest percentage that heard about asset development at the POWER Group of Whitecourt's website (powerofwhitecourt.com) with 58 % followed by 39% for the Not Employed, 31% for the Education sector, 29% for Business and 23% for the Other sector.

Outcomes	Outcome Indicators	Results
	Heard about the assets in the media	The local media was a source of asset development information for 69% of the Government sector followed by 58% of the Not Employed, 50% of the Education sector and 31% of the Other sector.
	Heard about the assets in a school newsletter	The school newsletter had the greatest reach with 86% of Government, 82% of Not Employed, 75% of Education, 58% of Business and 54% of the Other sector.
	Heard about the assets by reading about them	Reading was a source for the Other sector (69%), followed by the Not Employed (61%), Government (58%), 51% of Education and 40% of the Business sector.
	Heard about the assets from a friend or a co-worker	This source varied widely by sector with 72% of Government, 50% of Education, 46% of Other, 39% of the Not Employed, and 13% of Business.
Medium Term Identified stakeholders communicate about Developmental Assets with others that they come into contact with (Sources: Community Survey and Asset Builder Interviews)	Report passing on asset information to others	All of the twenty-one asset builders that were interviewed pass on asset building information to others. Most of them do this with all of the following: people at work, family, neighbours, friends, and community groups they are involved in.
	Can describe a situation	Asset builders described situations where they applied asset development in their homes and with youth in the community at large, as described in this report.
	Add reference to asset development in their own work	Most of those that work with youth apply asset development. The community survey showed 100% of those in the Other sector, 90% Education, 72% Government and 70% of the Business sector However, it should be noted that in the Business sector survey participants did not work with youth in the sense of providing them with service, but rather worked with them as young co-workers. Whitecourt is a very young community and many youth have jobs in the local businesses, some of which are major employers such as Millar Forest Products, Blue Ridge Lumber, the Alberta Newsprint Company and many retail stores.
Long Term Identified stakeholders identify others who would be appropriate candidates for creating developmental asset climates for youth (Source: Asset Builder Interviews)	Report that they recommend to other stakeholders	All of the asset builders that were interviewed said that they suggest asset development to schools and other agencies.

Outcomes	Outcome Indicators	Results
Short Term Identified stakeholders and community at large has an increased knowledge of Developmental Assets (Source: Community Survey and Asset Builder Interviews)	Have read about the assets	The majority of survey participants in all sectors except Business say they have seen a list of the 40 Developmental Assets: 79% Government, 76% Education, 69% Other, 55% Not Employed and 40% Business.
	Know some strategies for asset development/how to	Agreement with the statement 'I know different ways that I can contribute to asset development' varied from a high of 68% of Government, 66% Education, 45% Not Employed, 44% Other to a low of 28% of Business respondents that had heard about the Developmental Assets.
	Know the philosophy that underlies asset development	Asset development is for youth that have made poor choices and need help' is one statement. The philosophy is that asset development is for all youth. The correct answer was given by Education (80%), Government (79%), and Not Employed (79%) sector survey participants as the most knowledgeable about the philosophy. Other was 44% followed by Business at 44%. Agreement with the statement that ' Asset development is more about building relationships than developing programs' was highest with Government (79%, followed by Education (69%), 56% Other, 48% Not Employed and 47% Business.
	Deliver programs in support of asset building (enriched)	Asset builders all report doing this.
	Know the results of research that support PYD	Not measured.
Medium Term Identified stakeholders consider applying developmental asset concepts to their own youth climates	See themselves as supporters	The interviewed asset builders see themselves as supporters.
	Can describe what they have done or seen change at their workplace	The interviewed asset builders described their asset development activities and their intentions to continue to be asset builders.
Long Term Identified stakeholders intentionally incorporate developmental asset concepts into their youth climates	Describe relevant climate changes they have made in such things as philosophy, policies and practices Can explain how they intend to contribute to an asset development climate Can describe what they've done but was automatically the way they do things	

Outcomes	Outcome Indicators	Results
Short Term Identified stakeholders and community at large have an increased appreciation for the value of Developmental Assets (Source: Community Survey)	Believe in the importance of creating a developmental asset climate for youth	Agreement at the highest level was held by most of the survey participants to the statement 'The whole community benefits by creating asset development opportunities: 100% Other, 97% Education, 97% Government, 96% Business and 93% Not Employed.
	Committed to the role of community in asset development for youth Would support this to others	Agreement at the highest level was held by most of the survey respondents to the statement 'It is important that everyone made a greater effort to be an asset builder in our community': 100% Other, 97% Education, 97% Government, 96% Business and 93% of the Not Employed.
	Believe it helps children grow up healthy Believe it helps youth make healthy choices Believe it reduces risks	Agreement at the highest level was held by most of the survey respondents to the statement 'I believe that more Developmental Assets gives a youth a better chance of making healthy choices: 100% Other, 97% Education, 94% Government, 90% Not Employed and 85% Business.
Medium Term Individuals reached by promotion and advertizing or internet based information will request additional information about asset development	What information, for what purpose Can describe which ones	The website data available does not address these indicators. However, the surveyed individuals that heard of asset development were highly likely to apply asset development information in at least one area of their lives (at home, at work or in the community).
Individuals reached by promotion, advertizing or internet based information utilize Developmental Assets in their daily lives	Can explain differences as a result	
Long Term Individuals reached by promotion and advertizing or internet based information are receptive to and say they have an interest in participating in asset development for youth	Have sought out information	In the community survey, the majority of parents that are aware of asset development and are not applying it, say they would like to apply it in their families.
Individuals reached by promotion and advertizing or internet based information would consider contributing to asset development for youth	Have asked what would be involved time wise in participating Have taken a fund recommendation to their workplace	These indicators were not measured in this evaluation.

Activity: Offers Practical Support to Stakeholders That Are Taking Action on PYD and the Developmental Assets

Outcome	Outcome Indicators	Results
Short Term Stakeholders taking action are aware of the opportunity to receive practical support from the POWER Group (Source: Asset Builder Interviews)	Know what is available, how to get support and know who to contact is available	All of the asset builders interviewed know how to contact the POWER Group for practical support.
Stakeholders are comfortable approaching the POWER Group	Say they are	All of the asset builders interviewed say they are comfortable in approaching the POWER Group for assistance.
Medium Term Stakeholders that are taking action access the practical support	Which stakeholders and kinds of support	The asset builders have received information, presentations and support from the POWER Group at their workplaces.
Long term Stakeholders taking actions utilize the support offered to increase effectiveness of their PYD and asset development actions	Describe support and how was useful to them	The interviewed asset builders were highly supportive of the POWER Group and its role in asset building in Whitecourt.

Activity: POWER Group Plans, Develops, Implements and Evaluates its Positive Youth Development Activities

Outcome	Outcome Indicator	Results
Short Term The successes and challenges are identified regarding the development and implementation of the POWER Group's work	This information is documented	A list of successes, early challenges, ongoing challenges and opportunities was documented using Reflection Sessions throughout the evaluation period. These are provided in Part 1, Section 4.0 of this report.
Medium term Lessons learned are formulated from the successes, challenges and opportunities of the experience, which can be shared with others communities	Lessons learned are documented	Reflection Sessions focusing on the successes and challenges and the experience overall of rolling out asset development produced a list of suggestions to be passed on to others, which are included in the Whitecourt Evaluation Results Report. Suggestions for evaluating a rollout of asset development based on Whitecourt's experience have also been produced and provided in the Whitecourt Evaluation Protocol Report.
Long Term The POWER Group has increased understanding and knowledge of how to mobilize and support a community to create a positive youth development climate through asset development	POWER Group reports a stronger capacity (confidence and know how) for leading community positive youth development	Members of the POWER Group of Whitecourt have shown a stronger capacity for leading positive youth development in the community through asset development, during the evaluation year. (Evaluator's Observation).

6.2   Conclusion

The Provincial Partners provided initial training on positive youth development and the 40 Developmental Assets in 2009 to Whitecourt residents. Only a few of today's asset builders interviewed took the initial training, while others have left the community. The POWER Group introduced asset development by creating and capitalizing on opportunities through presentations and promotions throughout the community and at some workplaces. The Education and Government sectors have been highly engaged.

The POWER Group has reached out to the public at large through school newsletters, local media advertisements, and presentations, but wants to use more signage in the community to relay asset development messages. The Business community contact has predominantly been with the Chamber of Commerce.

All the schools in Whitecourt are asset building environments as well as the youth programs at the Allan & Jean Millar Centre, the Resource Centre, social health and justice programs. Town Council are also active asset builders. This evaluation found that others are spreading the word at their work, in their families and communities. The strengths based philosophy of asset development is new for some, while others have some prior knowledge and are more readily able to apply it with intention.

Whitecourt is well on its way to achieving its mission to 'Create opportunities for people to build capacity for a youth development climate, with intention'. The asset builders rated Whitecourt between 3.5 and 7 on a 10 point progressive scale showing how far they have come. All indications are that the momentum is increasing and spreading throughout the community. The POWER Group continues to raise awareness and is enhancing access to asset development information and resources through a new interactive website with *Twitter* and *Poll Everywhere* capabilities.

The evaluation answered certain specific questions crafted by the Evaluation Team:
- How is the climate different as a result of the PYD focus?

Interviewed asset builders said that the people of Whitecourt are more aware of asset development and the role they can play. External and internal assets are being supported as a result of the collective efforts of teachers, parents, youth service providers, community agencies and groups among others. There is even a school in Whitecourt that has declared itself 'an asset development environment'.

- What is planned or has been undertaken by the community? Are the intended outputs present?

Yes, asset development resources are being used and asset building activities are underway. This report describes the POWER Group's activities (see the Activities Inventory), and how others are applying asset development in Whitecourt.

- To what extent have the outcomes been attained?

The results show that the people of Whitecourt are more aware and more knowledgeable of asset development, and how to apply it at work, at home and in the community. They also supported positive attitudes about the importance of and the role of the community in asset development.

The results also indicate that the short term outcomes (featured in the logic model) are being achieved, along with some of the medium term outcomes. In due time, the other medium and all the long term outcomes should be become attainable.

- What has worked well? What challenges were met-and how? What challenges remain? What lessons have been learned? What would you do differently?

The lessons learned are outlined in the report. This includes a list of the early challenges, ongoing challenges, opportunities, successes and lessons learned based on the POWER Group's experience.

- What is missing in the evaluation?

There are many ways to approach an evaluation and many methods that can be used that offer advantages and disadvantages in the situation. This evaluation was based on a logic model of the initial introduction of asset development in Whitecourt, and the design is tailored to the approach taken there. The tools developed may be readily adapted by the asset development leaders in other rural communities.

This evaluation did not include feedback or opinions from youth about the introduction of asset development in their community. Whitecourt chose not to focus on this particular data source. However, other communities performing this type of evaluation may choose to explore this perspective and include it in the outcomes of their logic model or evaluation plan. This sector of the community could be surveyed and interviewed as any other discussed in this report.

PART 2
EVALUATION TOOLKIT

Purpose of the Evaluation Toolkit

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

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

Application of the Evaluation Toolkit

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

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

- group that has chosen to initially focus on the 40 Developmental Assets and asset building as their positive youth development initiative

36

The Whitecourt Evaluation Model

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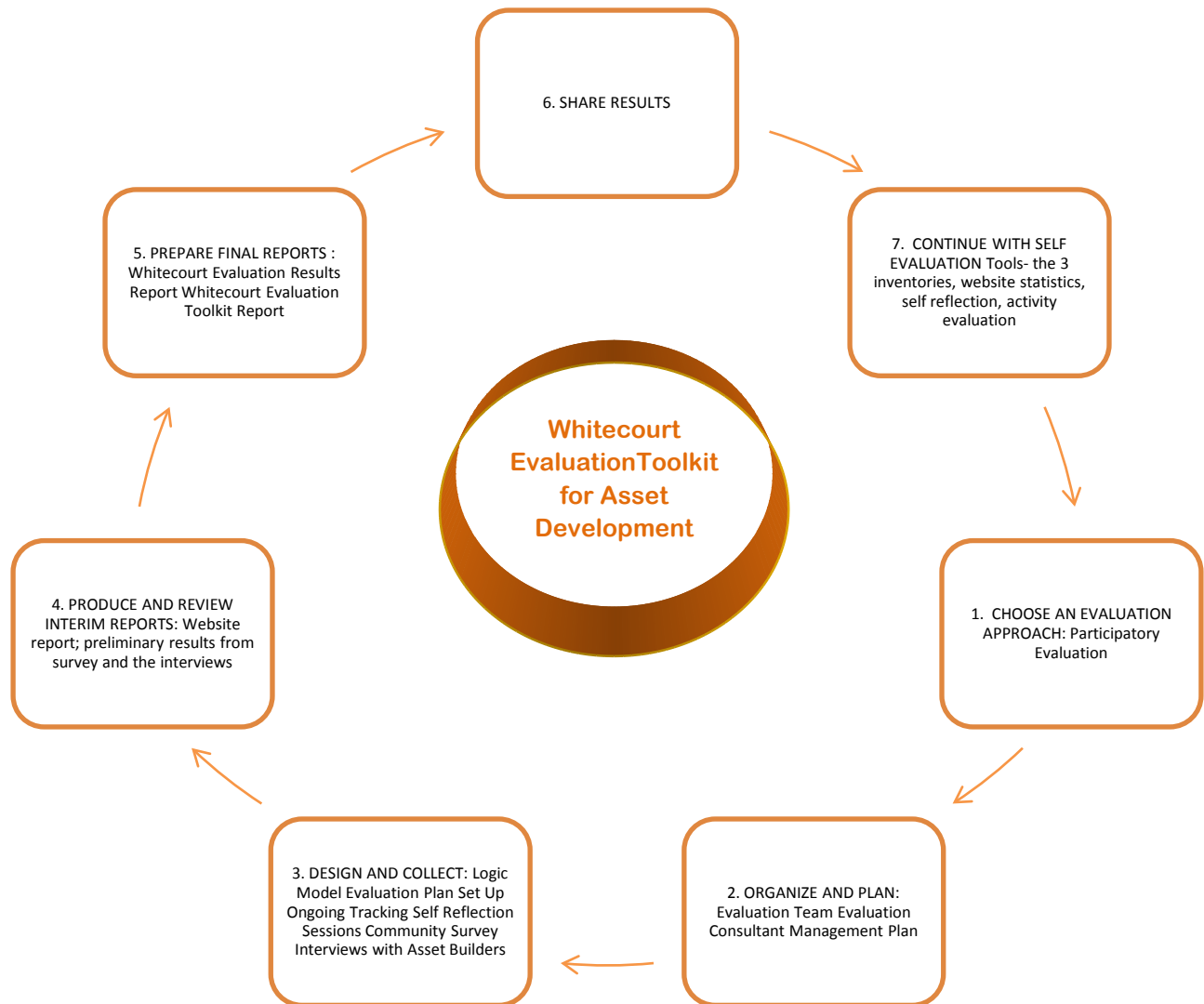
Pointers and Templates

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

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

1.0 CHOOSE AN EVALUATION APPROACH

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

What is participatory evaluation?
"Participatory Evaluation is a process of self-assessment, collective knowledge production, and cooperative action in which the stakeholders in a development intervention participate substantially in the identification of the evaluation issues, the design of the evaluation, collection and data analysis, and the action taken as a results of the evaluation findings." [4]

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

2.0   ORGANIZE AND PLAN

2.1   Form an Evaluation Team

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

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

Here is the membership of Whitecourt's Evaluation Team:

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

Provincial Partners:
- Lorne Adamitz (RCMP D.O.C.A.S.)
- Kim Pinnock (Northern Alberta Development Council)

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[4] Greenwood, D. and Levin, M. *Introduction to Action Research*. 1989.

- Tasha Allen (Alberta Health Services)

Contracted Evaluator:
- Janet Howell, Howell & Associates Management Consulting

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

2.2   Obtain Evaluation Support

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

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

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

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

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

2.3   Develop an Evaluation Management Plan

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

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

Evaluation Plan

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

Meetings of the Evaluation Team

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

Progress Reports

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

The Evaluation Contract

Your contract with an evaluator should define the broad phases for the project along with deliverables and timelines for each phase, such as:
- Phase One: Evaluation Design
- Phase Two: Implementation Planning
- Phase Three: Implementation
- Phase Four: Conclusion

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

3.0   DESIGN AND COLLECT

3.1   Develop a Logic Model

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

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

Definition of a Logic Model

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

Purposes of a Logic Model

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

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

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

Content of a Logic Model

The sections in a logic model include inputs, activities, outputs, and short, medium and long term outcomes. Here are some definitions to help guide your logic model development.[5]

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

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

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

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

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

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

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

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[5] Griffin-Wiesner, J. *The Journey of Community Change*. Search Institute. 2005.

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

Linkage of a Logic Model to the Evaluation Plan

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

3.2   Create an Evaluation Plan

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

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

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

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

3.3   Determine How to Use Social Media Tracking

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

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

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

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

Number of unique visitors from May 2008 to August 2011 at www.powerofwhitecourt.com
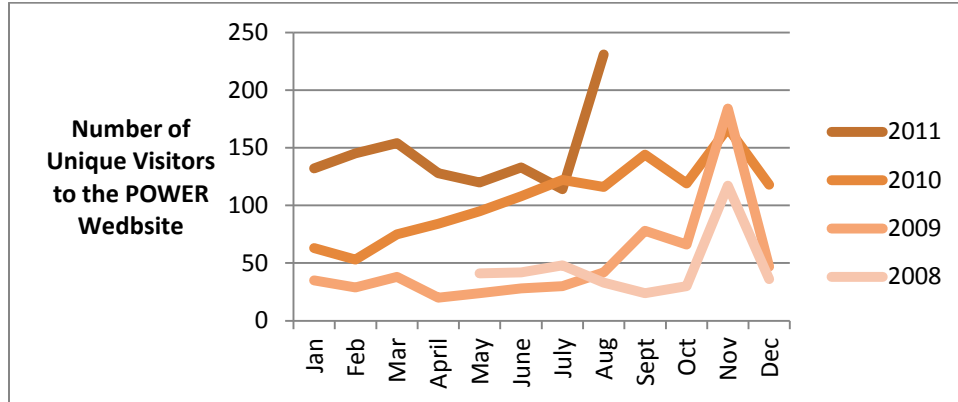
3.4   Setup and Maintain Tracking Tools

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

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

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

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

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

Resources Inventory
The Whitecourt Inventory of Resources contains many items ranging from promotional soccer balls to posters, resources developed for Whitecourt, and items borrowed from other communities. The

resources are for youth and adults such as teachers, parents and the public at large. The Inventory can also include the number of copies of each resource and the number distributed.

3.5   Apply Self-Reflection for Learning

The implementers of asset development initiatives can use periodic self-reflection to step back and focus on their successes, their resolved and ongoing challenges and to clarify their future direction. This occurred during the Whitecourt evaluation, and is recommended as a regular feature of project management, taking place at least three times a year. A template for self-reflection is provided in Attachment B.

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

Here is an example of a product that resulted from a Whitecourt self-reflection session. A list of suggestions was produced for others based on Whitecourt's experience introducing asset development, as shown below:
- You must believe in it.
- Relationships are everything, no matter what.
- Having stakeholders is a key ingredient.
- Recognize the importance of asset development messages at the front end.
- Be flexible in what you do, but do have a plan.
- Learn and use the language of asset development.
- Tap into existing events.
- It is not what you do but how you do it.
- Make sure that you make it clear that this is a philosophy not a program.
- Be patient. It takes time.

3.6   Adapt and Implement a Community Survey

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

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

 An evaluator cannot produce a tool and procedure that will be fitting for those to be surveyed without the guidance of the Evaluation Team members. They know their client group and community best. Therefore, if you chose to adopt the survey design used in Whitecourt you will need to review the tools

and procedures, and likely adapt these to your specific evaluation needs and community. A pre-test of the tool can help to identify unclear questions and problematic wording. A copy of the Whitecourt Asset Development Community Survey is in Attachment B. Here is a sample of an outcome, one of its indicators and then its corresponding questions in the community survey:

Outcome: Identified stakeholders apply asset development
Indicator: Stakeholders report applying asset building at work, at home and in the community
Collection Method: Community Survey
Survey Questions # 8, 9 and 10: Questions are shown in following chart.

WHITECOURT ASSET DEVELOPMENT COMMUNITY SURVEY 2011
(Format Compressed Version to Show Content Q8-10)

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

1. Do you practice asset development with youth in your workplace?
   ☐ No, don't work with youth ☐ No, do not practice it deliberately ☐ Yes
   If yes, please give an example;

2. Have you used the Developmental Assets as a parent?
   ☐ No, I am not a parent ☐ Not used the assets ☐ No, I would like to ☐ Yes
   If yes, please give an example:

3. Do you use the principles of asset development in your interaction with youth that you come into contact with in the community? ☐ No ☐ Yes
   If yes, please describe a situation:

Thank you very much for completing this survey.

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

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

During this process the Evaluator noted that there were very few men participating in the survey, except for the school staff. A few male dominant workplaces were then added to the surveying, resulting in 14 percent of the survey participants being men. This remains a substantial under representation of males who slightly outnumber females in the Whitecourt population. However it should be noted that the

male dominant business sector was not a target for the POWER Group's initial introduction of asset development.

3.7   Interview Community Asset Builders

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

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

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

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

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

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

4.0   PRODUCE INTERIM REPORTS

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

Early into the evaluation the Evaluator facilitated the first Self Reflection session held by the Evaluation Team. This session identified the early start challenges introducing asset development in Whitecourt as well as the successes and the ongoing challenges. The results were documented and dated to start an ongoing record and to track the asset development introduction experience. The Evaluator also provided verbal interim reports based on preliminary reviews of the community survey responses, and interviews conducted with the asset builders**.**

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

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

5.0   PREPARE FINAL REPORTS

5.1   Analyze and Interpret the Information

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

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

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

5.2   Display the Final Results

As noted earlier this evaluation resulted in two reports: a report of the Whitecourt evaluation results, and a report on the evaluation design and experience which is called the Evaluation Toolkit.

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

Applications of the Whitecourt Evaluation Toolkit would produce results reports with a design section. An example of a graph that shows results is displayed below. This was produced using Microsoft Excel.

Figure 2. (example)

% of Participants that Recognized the POWER Logo
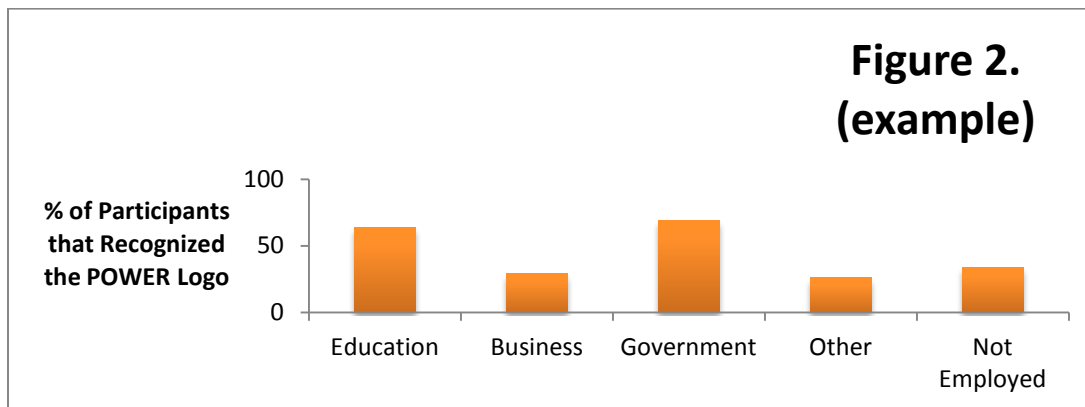
6.0   SHARE RESULTS

The POWER Group plans to share the evaluation results and toolkit with the local community, and to make the results available to others that are interested. Information and specific graphics

taken from the report will be a resource for documents, newsletters, media articles and presentations for the POWER Group. The evaluation results are a primary resource to support the POWER Group and its partners in creating its positive youth development plan for the future.

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

7.0   CONDUCT ONGOING SELF EVALUATION

This Evaluation Toolkit has introduced a few ways to keep your evaluation going as a self-evaluation to further support your planning and implementation. Sources you can use in your ongoing self evaluation described in this Evaluation Toolkit:
- Stakeholders Inventory
- Activities Inventory
- Resources Inventory
- Your Website or Other Social Media with a Utilization Statistics Function
- Results from your Reflection Sessions
- Your workshop/presentation evaluation feedback

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

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

ATTACHMENT A
An Evaluation Plan: Whitecourt Example

1.0   PROJECT OVERVIEW

1.1   Background

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

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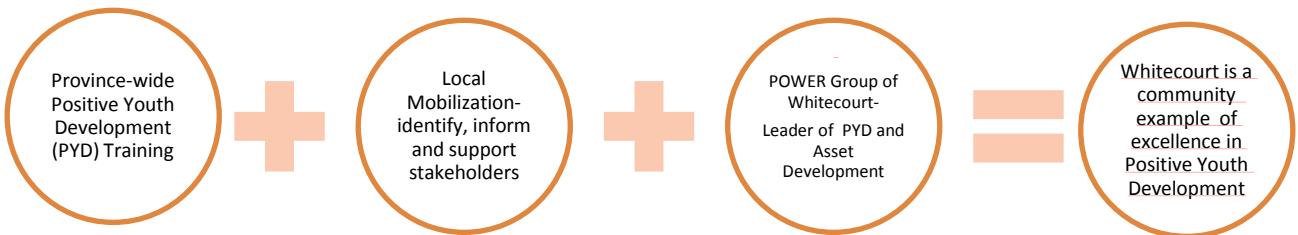
1.2   Evaluation Objectives

The Provincial Partners had put forward two evaluation objectives:
- To determine the extent of Whitecourt's success in achieving the outcomes associated with each of the positive youth development initiatives they implemented.
- To develop an evaluation toolkit that could be modified for use in other rural communities implementing positive youth development initiatives across Alberta or elsewhere.

2.0   PROJECT LOGIC MODEL

The Whitecourt Logic Model is shown on the next page. This logic model describes the inputs, activities, outputs and outcomes. All the activities ultimately contribute to the long term outcome, which corresponds to the vision.
The Whitecourt PYD initiative has four major activity components:
1. To develop, manage, promote and evaluate the Whitecourt PYD Leadership Group's positive youth development with the community.
2. To identify and select stakeholders to lead community based asset development.
3. To deliver information and resources on Developmental Assets for youth to stakeholders and the community at large.
4. To offer practical support to stakeholders that intend to or are, creating Positive youth development in their sector.

LOGIC MODEL
Whitecourt Positive youth development (PYD)
"Mission: Creating opportunities for people to build the capacity for a youth asset development climate, with intention, in the Whitecourt community"

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

3.0 EVALUATION REQUIREMENTS

3.1 Specific Requirements

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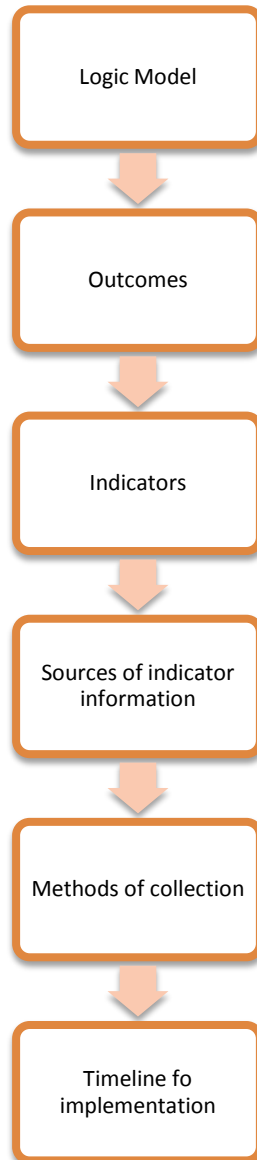
3.2 Evaluation Questions

These are the broad evaluation questions that the evaluation addresses. The information required to answer these questions will be produced by the evaluation, built into the evaluation design, and reported in the final evaluation report.
1. How has the Leadership Group engaged the community on youth asset development?
2. Who has been reached?
3. Are the planned outputs being delivered?
4. To what extent is progress being made on the expected outcomes?
5. How is the community's positive youth development different now?
6. What challenges and ongoing challenges are encountered and how were/are they being addressed?
7. What works well?
8. What could be improved?
9. What lessons learned can be passed on to other communities?
10. How well did the evaluation methods work? What is missing?

4.0   EVALUATION MEASUREMENT

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

```
Logic Model
     ↓
  Outcomes
     ↓
  Indicators
     ↓
Sources of indicator
   information
     ↓
Methods of collection
     ↓
  Timeline fo
 implementation
```

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

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

Sectors: Schools, Parents/Caregivers, Youth Serving Agencies, Justice, Heath, Town and County Council, Business, Church organizations
Reach: Stakeholders in the sectors listed above, youth, families, neighbours, and community at large in Whitecourt/Woodlands County and surrounding area

Activities	**Outputs**	**Short Term Outcomes**	**Medium Term Outcomes**	**Long Term Outcomes**
Whitecourt PYD Leadership Group				
Identifies and selects stakeholders to lead youth developmental asset based community climate building	Interested stakeholders identified by sector Number of contacts **Source:** Leadership Group, records **Method:** Stakeholder Inventory **Timeline:** Ongoing update	Leadership Group is aware of which stakeholders are interested in developing and implementing a community based youth asset development climate **Indicators:** - Leadership Group can name the stakeholders that are interested **Source:** Leadership Group, records **Method:** Stakeholder Inventory **Timeline**: Ongoing update	Leadership Group effectively engages identified stakeholders and begins to form sustainable relationships **Indicators:** - New stakeholders have joined POWER - Identified stakeholders attend the meetings **Source:** POWER Group, records **Method:** Stakeholder Inventory **Timeline:** Ongoing update	Leadership Group **sustains relationships** with the Whitecourt community to ensure an asset development climate for its youth **Indicators:** - Identified stakeholders contribute in other ways to the PYD (e.g. information, time, promotion...) **Source:** POWER Group, records **Method:** Stakeholder Inventory **Timeline:** Ongoing update
Provides information and resources to stakeholders and	Prepared presentations; number of activities by type; participants	Identified stakeholders/community at large	Identified stakeholders **communicate about**	Identified stakeholders **identify other stakeholders** who would

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

Activities Whitecourt PYD Leadership Group	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes
		development/ how to - Know the philosophy that underlies the 40-Assets - Deliver programs in support of one or more of the 40 Assets - Know the results of research that supports positive youth development **Source:** Identified stakeholders, broader community **Method**: Workshop-Presentation Questionnaires, Stakeholders Interviews; Web Survey **Timeline:** Annual Identified stakeholders/community at large has an increased appreciation for the value of Developmental Assets **Indicators**: -Believe in the importance of creating an developmental asset climate for youth - Committed to the role of community in asset development for youth	Surveys-Interviews **Timeline:** Annual	intent that this will contribute to an asset development climate for youth **Source:** Stakeholders Incorporating **Method:** Stakeholder Focus Group for AD Mapping **Timeline:** Annual Identified stakeholders **intuitively incorporate** developmental asset concepts into their youth climates **Indicators:** - Can describe what they have done as part of this that was not a change for them Report they automatically think/do asset development in their work **Source:** Stakeholders Incorporating **Method:** Stakeholder Focus Group **Timeline:** Annual

Activities Whitecourt PYD Leadership Group	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes
		- Helps youth grow up healthy - Helps youth make healthy choices - Would support this to others - Reduces risks **Source:** Identified stakeholders, broader community **Method**: Workshop-Presentation Questionnaires, Stakeholders Interviews; Web Survey **Timeline:** Annual	Individuals reached by promotion, advertizing or internet based information will **request additional information** about Developmental Assets **Indicators:** - What info - For what purpose **Source:** Individuals reached **Method:** Web Analysis (return requests); Web Survey **Timeline:** Annual Individuals reached by promotion, advertizing or internet based information **utilize** Developmental Assets in their daily lives **Indicators:** - Describe which ones - Explain what is different as a result **Source:** Individuals reached who have made changes Method: Web Survey **Timeline:** Annual	Individuals reached by promotion, advertizing or internet based information are **receptive to and say they have an interest in participating in** asset development for youth **Indicators:** - They have asked for information about this **Source:** Individuals reached **Method:** Web Survey **Timeline:** Annual Individuals reached by promotion, advertizing or internet based information would **consider contributing** (information, time and money) to asset development for youth **Indicators:** - They have asked what would be involved time wise in participating - They have taken a fund recommendation to their work agency **Source:** Individuals reached **Method:** Web Survey **Timeline:** Annual

Activities	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes
Whitecourt PYD Leadership Group Offers practical support to stakeholders that are taking action on PYD and the Developmental Assets	Up to date references and information on asset building strategies and resources; development presentation materials; number of stakeholders assisted and services provided **Source:** Leadership Group, records **Method:** AD Activity and Resource Inventories **Timeline:** Ongoing update	Stakeholders taking action are aware of the **opportunity to receive practical support** from the Leadership Group. **Indicators:** - Know what is available - Know how to get support - Can name who to contact **Source:** Stakeholders Developing **Method:** Stakeholders Interviews **Timeline:** Annual Stakeholders are **c**omfortable approaching the Leadership Group **Indicators:** - Say have no reservations to - Say they would - Believe Leadership Group to be knowledgeable on the topic - Know some of those involved with POWER **Source:** Stakeholders **Method:** Stakeholders Interviews & focus group **Timeline:** 6 monthly	Stakeholders that are taking action **access** the practical support available. **Indicators:** - Number that do; sector Kind of support given **Source:** Leadership Group, records **Method:** AD Activity Inventory **Timeline:** Ongoing update	Stakeholders taking actions **utilize** the support offered to increase the effectiveness of their PYD and asset development actions. **Indicators:** - Describe how the support made a difference for them - Identify what was most useful to them in the support given **Source:** Stakeholders Developing **Method:** Stakeholder Interviews and Focus Group **Timeline:** Annual

58 of 80

58

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

59

5.0   IMPLEMEMTATION

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

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

ATTACHMENT B
TOOLS AND TEMPLATES

LOGIC MODEL

INPUTS				
ACTIVITIES				
OUTPUTS				
SHORT TERM OUTCOMES				
MEDIUM TERM OUTCOMES				
LONG TERM OUTCOMES				

EVALUATION WORK PLAN

Project Title:

Mission:
Sectors:
Reach:

Activity Component	Outcomes	Indicators	Source	Method	Timeline

EVALUATION WORK SCHEDULE

EVALUATION TASKS	PLANNED DATE	STATUS

INVENTORY FRAMEWORK

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

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

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

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

REFLECTION GUIDE AND FORMAT

Who

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

What

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

Why

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

How

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

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

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

WHITECOURT ASSET DEVELOPMENT COMMUNITY SURVEY 2011

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

1. Do you recognize this logo ☐ Yes ☐ No

2. Have you heard of the 40 Developmental Assets from the following sources?

   a. The www.powerofwhitecourt.com web site ☐ Yes ☐ No
   b. A presentation by a POWER Group members ☐ Yes ☐ No
   c. A school newsletter ☐ Yes ☐ No
   d. In the local media ☐ Yes ☐ No
   e. A friend or co-worker mentioned the assets to you ☐ Yes ☐ No
   f. Read about Developmental Assets ☐ Yes ☐ No
   g. Other source, please name it _____
   h. ☐ I have not heard of Developmental Assets before (please go to question # 11)

3. Have you learned more about asset development as a result of the POWER Group's activity in Whitecourt over the past two years?
   ☐ Yes, but I had some prior knowledge of the Developmental Assets
   ☐ Yes, and I had not heard of Developmental Assets previously
   ☐ No, I have not heard of the POWER Group of Whitecourt before today
   ☐ No, I have heard of the Power Group but I am not more aware of asset development from them

4. What do you know about the Developmental Assets and asset development?
   a. I have seen a list of the 40 Developmental Assets. ☐ Yes ☐ No ☐ Don't know
   b. Asset development is for youth that have made poor choices and need
      ☐ Yes ☐ No ☐ Don't know
   c. Asset development is more about building relationships than developing programs.
      ☐ Yes ☐ No ☐ Don't know
   d. Everyone in the community has a role to play in asset development
      ☐ Yes ☐ No ☐ Don't know
   e. I know different ways that I can contribute to asset development
      ☐ Yes ☐ No ☐ Don't know

5. Do you now have a better appreciation of the importance of asset development as a result of the work of the POWER Group of Whitecourt?
   ☐ Very much ☐ Some ☐ A little ☐ Not at all

6. Have you looked for more information on asset development since your introduction to the topic?
   ☐ No ☐ Yes, at the POWER website ☐ Yes, other online sources
   ☐ Yes, the Library ☐ Yes, from other sources. Please name: _____

More Questions on Other Side

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

67

8. Do you practice asset development with youth in your workplace?
   ☐ No, don't work with youth   ☐ No, do not practice it deliberately   ☐ Yes
   *If yes, please give an example:*_____

9. Have you used the Developmental Assets as a parent?
   ☐ No, I am not a parent   ☐ Not used the assets   ☐ No, I would like to   ☐ Yes
   *If yes, please give an example:*_____

10. Do you use the principles of asset development in your interaction with youth that you come into
    contact with in the community?   ☐ Yes   ☐ No
    *If yes, please describe a situation:*_____

11. I am   ☐ male   ☐ a female.

12. I am a parent of children up to 17 years old.   ☐ Yes   ☐ No

13. I am ☐ under 25 years old   ☐ 25-39   ☐ 40-59   ☐ 60 or older

14. I work in: ☐ A school. Which one? _____
    ☐ Social service agency   ☐ Health agency   ☐ Justice   ☐ Business
    ☐ Not employed
    ☐ Other, please describe _____

15. I have lived in the Whitecourt/surrounding area for more than two years.   ☐ Yes   ☐ No

16. Any comments?

_____

_____

_____

Thank you very much for completing this survey.

ASSET BUILDER INTERVIEW QUESTION GUIDE

Whitecourt PYD Evaluation

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

PRACTICE OF ASSET DEVELOPMENT	7. Do you practice asset development with youth in your work? ☐ No, don't work with youth ☐ No, not practice it ☐ Yes practice it with youth at work 8. What kinds of changes have occurred? Your role? Role of others there? What difference has this made? For you? Others at work? Clients? Attitudes Practices Policies Others, explain 9. Do you have other AD plans for your workplace? 10. Do you use the principles of asset development in your interaction with other youth that you come into contact with in the community? ☐ Yes ☐ No Examples 11. What are some of the characteristics of an AD Community? 12. Is Whitecourt different as a result of AD? How is it different?

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

WORKSHOP/PRESENATION EVALUATION TOOL

Bank of Questions

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

PART 1

A. Your Agency name, if applicable: _____

B. What sector do you work in?
☐ Non-profit ☐ Government ☐ Business ☐ Education , school, which one? _____
☐ Health ☐ Social Services ☐ Justice ☐ Recreation/Leisure ☐ Church
☐ Town or County Council ☐ Other, please specify _____

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

D. Do you work directly with youth? ☐ Yes ☐ No

PART 2

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

2. Did you learn anything new today about asset development?
Principles of positive youth development
What asset development is
About external assets
About internal assets
Benefits for youth
Benefits for the community
Potential changes that can be made to support asset development
Other, please describe: _____

3. Had you heard of the 40 Assets before?
In the media
At the POWER website
Another POWER info session
Other source: _____

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

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

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

7.   Did you learn any new ideas that you could apply in your work and or at your workplace?

8.   Did you learn anything new about how to be an asset builder as a parent?

9.   Did you learn anything new about how to connect with youth at large in the community to help build assets?

10.   Has your interest in Asset development increased as a result of today's session?

11.   Did you learn anything new about the role of community in asset development?

12.   Are you thinking about changes you could make in your workplace to enhance the asset development climate?

13.   Did you have enough opportunity to ask questions?

14.   Was the information provided- relevant, clear, easy to apply, other _____

15.   Do you want to learn more about asset development? What kind of information?

16.   Would you recommend this kind of presentation/workshop to others?

17.   How would you like to see this improved?

18.   What else would you like to learn about asset building?

19.   Any comments or suggestions?

RCMP / Alberta Health Services / Lions Quest Canada / Northern Alberta Development Council