Club Partnership Evaluation

Directions: Most partnership evaluations are based on criteria that groups adopt to build the partnership. Most criteria include the following:

- Work of the partnership is managed based on agreed upon vision and outcomes.
- Partnership is producing a quality program.
- Attendance is given to good working relationships and roles and responsibilities.
- Work of the group is viewed as important.

Use this evaluation to assess the effectiveness of the partnership for this year. The results of this evaluation can be used to decide to continue the partnership and/or to construct a plan for your partnership program this next year. Be honest and forthright.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Yet</th>
<th>Somewhat</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 1</td>
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<tr>
<td>1. Vision and outcomes have been developed and are a central piece at partnership meetings and activities.</td>
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<td>2. A work plan for development of a club has been written and shared that includes goals, timeline, budget and marketing plan.</td>
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<td>3. Learning environment has been assessed and found to be effective.</td>
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<td>Criteria 2</td>
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<tr>
<td>1. Roles and responsibilities of each partner are clearly defined.</td>
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<td>2. When conflicts arise, the problems are addressed.</td>
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<td>3. Agreement is reached on how results of work are measured and communicated.</td>
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<td>4. The work of each group is recognized and appreciated.</td>
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<td>Criteria 3</td>
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<td>1. The work of the partnership is viewed as mutually beneficial.</td>
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1. Based on your experience with the development of _________ 4-H club/program, in what ways were outcomes/goals met for your organization and youth and families in the community?

2. How could the partnership’s program be strengthened?

3. What challenges and/or obstacles has this partnership faced?
Club Partnership Evaluation continued

4. How could partner relationships be strengthened?

5. Are you interested in continuing this partnership next year?
   Yes   No

   If yes, looking at your programs strengths and weaknesses, what goal(s) do you want to work towards? (This is the first step in constructing a plan for future partnership 4-H clubs.)

   If no, what would you change?

6. Any other comments and/or suggestions?
Learning Environment Survey

This survey is intended to determine how programs provide the best possible place for youth to learn. It is based on positive youth development research.

Program/site: _____________________________ Survey administrator(s): _____________________________

Date: ___________ # of survey participants: ____ Age/grade range (indicate which): ___________

Directions for collective administration:
In each category, there are six checkpoints. One by one, explain each checkpoint to the youth as a group. Once they understand the checkpoint at hand, ask them to raise their hands if they feel that this checkpoint is present in their program.
Count the number of hands and record this number next to the checkpoint.
Mark a checkpoint with an X if more than half of the survey participants raised their hands. In the case of a tie, explain the checkpoint again, make sure everyone understands, and ask youth to share their reasons for answering one way or another. Then vote again.
Follow the directions at the end of the survey to obtain a score.

PROGRAM PLANNING AND DELIVERY
☐ Program has educational goals, plans, and strategies
☐ Youth participate in the development of program goals, plans, and strategies
☐ Day-to-day activities connect to overall program goals
☐ Program plan and delivery attend to positive youth development needs
☐ Plans are in place for evaluating the program
☐ Program meets regularly (a minimum of 6 sessions over 9-12 months)

6=Excellent 5=Very Good 4=Good 3=Fair 0-1=Poor

INTENTIONAL LEARNING ENVIRONMENT
☐ Educational content is conducive to learning
☐ Hands-on activities are used in each session
☐ Youth have an opportunity to share and discuss their learning
☐ Youth have an opportunity to apply what they are learning
☐ Youth receive feedback and public recognition for their contributions
☐ Youth have the opportunity to work in small groups to learn from and help their peers

6=Excellent 5=Very Good 4=Good 3=Fair 0-1=Poor

SAFE LEARNING ENVIRONMENT
☐ Program sessions take place in environments that are safe and non-threatening
☐ Interactions between youth are positive and there is no bullying or belittling
☐ Clear, consistent, and appropriate rules are established that guide interactions
☐ Group decisions are made using an agreed-upon process
☐ All adult volunteers/staff are skilled in youth development practices
☐ At least 1 adult volunteer/staff to 10 youth ratio

6=Excellent 5=Very Good 4=Good 3=Fair 0-1=Poor
Learning Environment Survey continued

MEMBERSHIP AND INCLUSION
☐ Youth develop positive relationships with peers
☐ Youth gain understanding of and find ways of interacting with people in their program who come from backgrounds that are different from their own
☐ Accessible to all those who want to be in the program
☐ Youth feel a sense of belonging in the program
☐ Each youth is included in program activities and decision-making
☐ Adult leaders are sensitive to the unique realities of each youth and incorporate this sensitivity into how they relate to youth

6=Excellent  5=Very Good  4=Good  2-3=Fair  0-1=Poor

RELATIONSHIPS WITH ADULTS/COMMUNITY CONNECTION
☐ Adult leaders relate to youth with respect and dignity
☐ Adult leaders guide, rather than lead, the decision-making around program priorities and activities
☐ Adult leaders strive to establish individual relationships with youth in their program
☐ Parents and other family members are encouraged to attend events
☐ Parents and other adults in the community share their knowledge and expertise during program sessions
☐ Youth are provided with opportunities to connect with individuals, businesses, and organizations in the community

6=Excellent  5=Very Good  4=Good  2-3=Fair  0-1=Poor

To Score: For each survey category above, count the number of checkpoints marked with an X and circle the corresponding rating: 6=Excellent; 5=Very Good; 4=Good; 2-3=Fair; 0-1=Poor. Then use this information to fill out the tables below.

Overall score
Add products of the following:
Number of Excellent ratings (0-5)  ☐ x 4 =
Number of Very Good ratings (0-5) ☐ x 3 =
Number of Good ratings (0-5) ☐ x 2 =
Number of Fair ratings (0-5) ☐ x 1 =
Total Score =

The strength of your learning environment, if your total score is between:

18 and 20, is EXCELLENT (90%)
14 and 17, is VERY GOOD (70%)
10 and 13, is GOOD (50%)
5 and 9, is FAIR (25%)
0 and 4, is POOR (0%)

Urban Youth Learn: Partnering with Communities to Develop Effective Youth Programs by J.A. Skuza, N.L. Cogshell, and J.P. Russo.

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