



assessments: tracking youth-adult partnerships over time

overview

Why do an assessment of the group with which you are about to work?

Through assessments, the needs and desires of the group—and of the individuals within the group—can be identified. Having a clear idea of the experiences, skill levels, and desires of group members will help create the most appropriate youth–adult partnership learning experience. Through an assessment prior to the training, the trainer can learn about the group’s positive and negative experiences with youth–adult partnerships.

Assessment can reveal that additional training is not always the answer to creating and maintaining successful youth–adult partnerships. For example, a group may see its barrier as a lack of youth–adult partnership training but ultimately find out through the assessment process that a lack of resources and tools or unclear expectations are the challenge.

Many types of assessments can be used, depending on the size of the group and the amount of time available. On the following page is a sample assessment: Are You Ready to Work in Youth–Adult Partnerships? Whether youth–adult partnerships are new to your group or organization or are already in operation, these assessments will help you think about your group’s size, function, resources, and potential challenges as you pursue or continue youth–adult partnerships.

learning objectives

Participants will be able to

- assess their individual and group progress in creating and sustaining effective, successful youth–adult partnerships and
- evaluate the youth–adult partnerships in which they have been involved.

Trainers will be able to effectively plan and deliver effective youth–adult partnership training sessions.

are **YOU** ready to work in youth—adult partnerships?

Name _____

Circle one: YOUTH ADULT

Have you ever had any youth–adult partnership training?

What is the size of the group you plan to work with in youth–adult partnership?

Who are the people/groups/organizations/schools/etc. that support your efforts?

Who are the people/groups/organizations/schools/etc. that resist your efforts?

How would you define youth–adult partnerships?

How would you describe your group’s readiness to work in youth–adult partnership?

What methods do you plan to use to implement youth–adult partnerships?

What is the number-one goal you hope to accomplish through youth–adult partnerships?

Is this training organized with your ideas and thoughts involved, or did someone else plan to have this training?

Were both youth and adults involved in the planning and ideas for this training?

are you ready? - a handout

where are you going?

A Youth—Adult Partnership Self-Assessment Tool

The Youth—Adult Partnership Self-Assessment Tool is a way for you to examine how you are doing as an active participant in a youth—adult partnership. This tool can help you identify your current strengths, motivation, actions, and needs. The assessment can also support you in establishing new goals and pinpointing areas of development that you may want to focus on. Self-assessment can assist youth—adult partnerships in becoming more effective.

This is not a test! Rate yourself on a scale from 1 to 5, with 1 meaning that you are a beginner in the subject and 5 meaning that you are an expert or have a great amount of experience.

In the first column, write the number corresponding to where you see yourself now. In the second column, indicate where you would like to be. Complete “Your Three-Point Plan” table to help you get to where you’d like your youth-adult partnership to be.

where are you going?

where are you going? - a handout

Where I am now	Where I would like to be

I am familiar with resources about youth participation and youth-adult partnerships (e.g., technical assistance and books).

I affirm and support people's feelings and ideas.

I treat all group members with respect.

I appreciate and incorporate the strength of similarities and differences (e.g., gender, religion, and race) among people.

I resist the urge to take over.

I am careful about interrupting people of all ages.

I provide opportunities to reflect and learn.

I believe in the potential and empowerment of all youth.

I trust youth to be powerful.

I identify positive possibilities in difficult situations.

I listen carefully to people of all ages.

I get involved and provide support when a person puts down or devalues someone else or him or herself

I seek to learn from other people.

I expect youth to make their own decisions.

I say something when young people's rights are being denied or violated.

I celebrate people's successes.

I advocate for improvement of youth-adult partnerships in teams, organizations, and communities.

your three point plan

Use the table below to create a three-point plan that will help you get to where you'd like to be with regard to youth–adult partnerships. Identify and rank three areas of priority (areas of development) you would like to focus on, and create your own plan of action.

Order of Importance	Actions	Help or Resources Needed	Time Frame
1.			
2.			
3.			