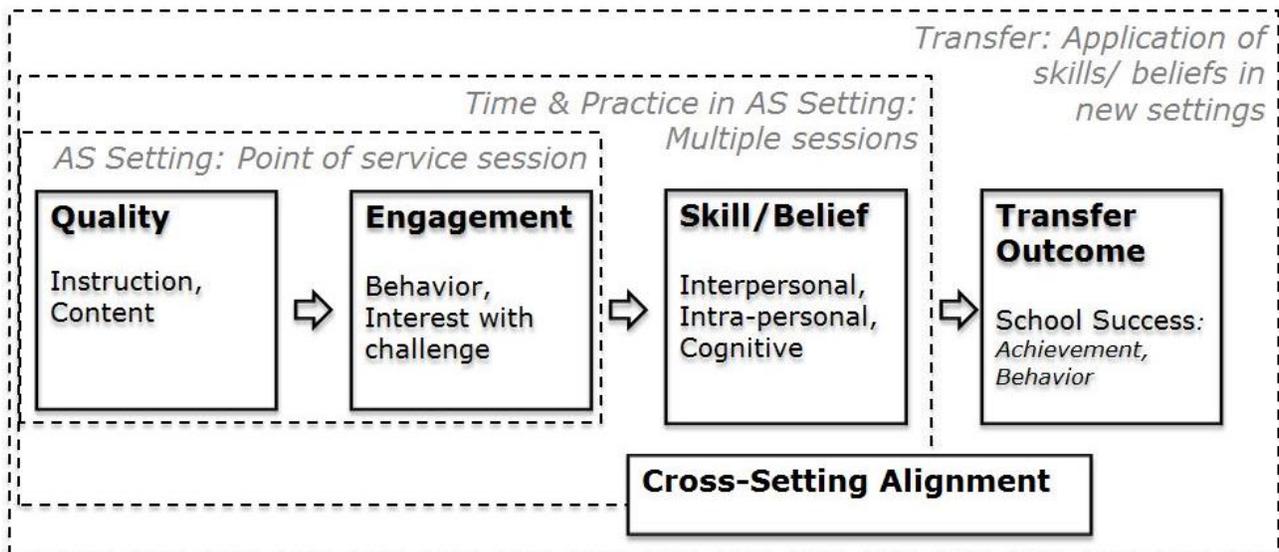




## ABOUT THE ENGAGEMENT, MOTIVATION, AND BELIEFS SURVEY – YOUTH VERSION

According to the Quality-to-Outcomes theory of change (shown below in Figure 1), regular participation in high-quality youth development programs helps young people to build the skills and dispositions critical to success in school, work, and life.<sup>1</sup>



Smith C., Hallman, S., Hillaker, B., Sugar, S., McGovern, G., & Devaney, E. (2012). *Development and early validation evidence for an observational measure of high quality instructional practice for science, technology, engineering and mathematics in out-of-school time settings: The STEM supplement to the Youth Program Quality Assessment*. Forum for Youth Investment. Washington DC.

FIGURE 1: QUALITY TO OUTCOMES THEORY OF CHANGE

The *Youth Engagement, Motivation, and Beliefs Survey* is intended to provide youth programs with information on the development of these skills and dispositions in the youth they serve. It includes survey scales targeting the following areas:

- Academic Identity
- Future Orientation
- Mindsets
- Self-Management
- Interpersonal Skills
- Cultural Identity

In addition, the survey asks youth to reflect on their experiences in programs. It probes their sense of belonging and engagement in program activities, and includes a series of questions about the effects of the program on their academic behaviors and self-management skills.

## SKILLS AND DISPOSITIONS: WHAT THEY ARE, AND WHY THEY MATTER

# YOUTH DEVELOPMENT EXECUTIVES OF KING COUNTY



In a review of the research literature, the following skills were found by Youth Development Executives of King County (YDEKC) to be central to youth success. Furthermore, a number of youth programs in the King County area identified these skills as high-priority areas of focus:<sup>1</sup>

**ACADEMIC IDENTITY** is a young person's concept of him or herself as a student, and association with school-related goals.

In past YDEKC research (unpublished), responses to academic identity questions have shown strong correlations with students' grades and test scores.

**FUTURE ORIENTATION** refers both to a young person's hope and optimism for the future, and also to his or her ability to set and pursue goals. Goal orientation is critical to academic success when school work is seen as relevant to future goals and instrumental to their attainment. Hope is an important corollary to goal orientation, as it promotes motivation and mitigates the effects of stress.<sup>ii</sup>

**MINDSETS** are the constellation of learning dispositions that promote goal-directed behavior. Students with strong mindsets believe that they can grow and achieve through their own effort. Growth-oriented mindsets boost achievement both by inspiring greater effort and by reducing the effects of stereotype threat.<sup>iii</sup>

**SELF-MANAGEMENT** skills help children and youth to identify and regulate their own emotions and behaviors. The ability to self-manage – to delay gratification, maintain or restore calm, stay focused, and ignore distractions is not only socially adaptive; it also helps with school and workplace achievement and has been associated with better relationships and higher self-esteem in adulthood.<sup>iv</sup>

**INTERPERSONAL SKILLS** are a broad category of skills relating to one's ability to relate to others. These are the ability to collaborate effectively, manage interpersonal conflict, and empathize with others. Interpersonal skills are increasingly important in increasingly diverse and collaborative school and work environments.<sup>v</sup>

**CULTURAL IDENTITY** refers to the separate but related acts of exploring and committing to one's membership in a cultural or ethnic group.<sup>vi</sup> Research suggests that positive ethnic identity may function as a protective factor, especially for youth of color.<sup>vii</sup>

## GUIDELINES FOR INTERPRETING SURVEY RESULTS

The use of self-report surveys for accountability is problematic for a number of reasons. Respondents – particularly youth respondents – have a tendency to provide socially desirable answers to survey questions. Also, a young person's frame of reference can affect his or her responses, making it difficult to compare results across settings.<sup>viii</sup> At this point, the data generated by the *Engagement, Motivation, and Beliefs Survey* should be used for program planning and improvement purposes, and not for high-stakes decision-making.

The *Engagement, Motivation, and Beliefs Survey* is intended to provide a complement to other data – on program quality, youth participation, and other outcomes – and should be considered as a part of an overall evaluation plan. The survey's results can shed light on aspects of youth development that are not accounted for by other data sources. Optimally, survey results can be used to start conversations with staff about program activities and their contribution to holistic youth outcomes. In Appendix B, we provide sample questions to guide these conversations.

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<sup>1</sup> Appendix A shows survey items by domain. Items should appear in a randomized order on both print and online versions of the survey itself.



## APPENDIX A: YOUTH SURVEY ITEMS BY DOMAIN

### INDIVIDUAL SKILL/BELIEF ITEMS:

#### ACADEMIC IDENTITY (grades 6-12):

- Doing well in school is an important part of who I am
- Getting good grades is one of my main goals
- I take pride in doing my best in school
- Getting a college education is important to me
- I am a hard worker when it comes to my schoolwork
- It is important to me to learn as much as I can

#### FUTURE ORIENTATION (grades 6-12):

- I expect good things to happen to me
- I feel excited about my future
- I trust my future will turn out well
- I have goals in my life
- If I set goals, I take action to reach them
- I make step-by-step plans to reach my goals

#### INTERPERSONAL SKILLS (grades 6-12):

- I listen to other people's ideas
- I work well with others on group projects
- I feel bad when someone gets their feelings hurt
- I respect what other people think, even if I disagree
- I try to help when I see someone having a problem
- When I make a decision, I think about how it will affect other people

#### MINDSETS (grades 6-12):

- I finish whatever I begin
- I stay positive when things don't go the way I want
- I don't give up easily
- I try things even if I might fail
- I can solve difficult problems if I try hard enough
- I can do a good job if I try hard enough
- I stay focused on my work even when it's boring

#### SELF-MANAGEMENT (grades 6-12):

- I can stop myself from doing something I know I shouldn't do
- When I'm sad, I do something that will make me feel better
- I can control my temper
- I can handle stress

## YOUTH DEVELOPMENT EXECUTIVES OF KING COUNTY



- I can calm myself down when I'm excited or upset
- When my solution to a problem is not working, I try to find a new solution
- I think of my past choices when making new decisions

### CULTURAL IDENTITY (grades 6-12):

- I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs
- I have a strong sense of belonging to my own ethnic group
- I understand pretty well what my ethnic group membership means to me
- I have often done things that will help me understand my ethnic background better
- I have often talked to other people in order to learn more about my ethnic group
- I feel a strong attachment towards my own ethnic group

### PROGRAM ITEMS:

#### PROGRAM BELONGING AND ENGAGEMENT (grades 6-12):

- I fit in at this program
- I feel proud to be part of my program
- The adults in this program take the time to get to know me
- What we do in this program will help me succeed in life
- There are things happening in this program that I feel excited about
- This program helps me explore new ideas
- This program helps me build new skills
- What we do in this program is important to me
- What we do in this program is challenging in a good way

#### ACADEMIC BEHAVIORS (retrospective, grades 6-12):

- This program has helped me to become more interested in what I'm learning in school
- This program has helped me to connect my schoolwork to my future goals
- This program has helped me to do better in school
- This program has helped me to complete my schoolwork on time
- This program has helped me to do a better job on my schoolwork

#### SELF-MANAGEMENT (retrospective, grades 6-12):

- This program has helped me to handle stress
- This program has helped me to become better at controlling my temper
- This program has helped me learn that my feelings affect how I do at school
- This program has helped me learn how to be patient with others
- This program has helped me learn how to calm myself down when I'm excited or upset
- This program has helped me get better at staying focused on my work
- This program has helped me learn to stop doing something when I know I shouldn't do it



## APPENDIX B: DATA REVIEW DISCUSSION QUESTIONS

### 1. What are your initial reactions to the survey results?

- What do you notice first? What stands out?
- What is interesting or exciting?
- What is disappointing or frustrating?
- What are you skeptical about?

### 2. What do the survey results show?

- What results are particularly positive or make you proud?
- Which results suggest challenges or weaknesses?
- Which results affirm what you already know?
- Which results offer new information?
- Do the results answer some of the questions you hoped they would answer?

### 3. What insights or patterns are beginning to emerge?

- What is most significant in the data?
- What are emerging patterns or key themes?
- How can you interpret the emerging themes and patterns?
- Why do these results look this way?
- What other things do you need to consider?
- What questions has this raised for you?

### 4. What comes next?

- What applications or action ideas has this triggered for you?
- What kinds of program changes could you make based on this information?
- What is not a priority or concern at this time?
- Who else should see this information?



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## ENDNOTES

- <sup>i</sup> See, for example, Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. *Policy Studies Associates, Inc.*; Roth, J., Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence*, 8(4), 423-459; Riggs, N. R., & Greenberg, M. T. (2004). After-School Youth Development Programs: A Developmental-Ecological Model of Current Research. *Clinical Child and Family Psychology Review*, 7(3)
- <sup>ii</sup> Damon, W. (2008). *The path to purpose: Helping our children find their calling in life*. New York, NY: The Free Press; Miller, R. B., & Brickman, S. J. (2004). A model of future-oriented motivation and self-regulation. *Educational Psychology Review*, 16(1), 9-33; Snyder et. al. (2002). Hope and academic success in college. *Journal of Educational Psychology*, 94, 820-826; Lopez, S. J. (2009). Hope, academic success, and the Gallup Student Poll. Gallup Student Poll. Retrieved from <http://www.gallupstudentpoll.com/122168/hope-academic-success-gallup-student-poll.aspx>
- <sup>iii</sup> Dweck, C. S. (2007). *Mindset: The new psychology of success*. New York, NY: Random House; Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology*, 24, 645-662. doi: 10.1016/j.appdev.2003.09.002
- <sup>iv</sup> Shoda, Y., Mischel, W., & Peake, P. K. (1990). Predicting adolescent cognitive and self-regulatory competencies from preschool delay of gratification: Identifying diagnostic conditions. *Developmental psychology*, 26(6), 978. doi: 10.1037/0012-1649.26.6.978; Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of personality*, 72(2), 271-324.
- <sup>v</sup> Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?*. New York, NY: Teachers College Press; Conley, D. T. (2007a). *Redefining college readiness*. Eugene, OR: Educational Policy Improvement Center. Retrieved from <http://www.aypf.org/documents/RedefiningCollegeReadiness.pdf>
- <sup>vi</sup> Phinney, J.S., & Ong, A.D. (2007) Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of counseling psychology*, 54, 271-281.
- <sup>vii</sup> Shin, R., Daly, B., & Vera, E. (2007). The relationships of peer norms, ethnic identity, and peer support to school engagement in urban youth. *Professional School Counseling*, 10(4), 379-388.
- <sup>viii</sup> See Duckworth, A. L., & Yeager, D. S. (2015). Measurement Matters Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes. *Educational Researcher*, 44(4), 237-251, and West, M. R. (2014). The Limitations of Self-Report Measures of Non-cognitive Skills. *The Brown Center Chalkboard*. Retrieved from <http://www.brookings.edu/research/papers/2014/12/18-chalkboard-non-cognitive-west>.