

# CAPP COMPONENT TWO

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2. Best Practices for Youth Development Programming
3. Evaluation
4. Component Two Survey Questions

## ADD TO THIS SECTION:

- Any Component Two planning/program documents



## CAPP COMPONENT TWO

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The CAPP initiative strives to enhance adolescents' social and emotional development, as well as promote environments that support young people's health and safety. With this focus on broader youth development outcomes, some CAPP agencies received Component Two funding to:

- Implement multi-dimensional educational, vocational, economic, and recreational opportunities for youth on multiple health and development topics that introduce them to new situations, ideas, and people, and challenge them to build or learn skills; and/or
- Implement mechanisms to refer individuals to other federal, state, county, city, school district, and local community service providers for physical, social, emotional, educational, and developmental support and services as necessary.

Agencies that received Component Two funding proposed a wide range of programming, including youth leadership programs, peer education, social activism and social media production, and training institutes focused on work readiness, life skills, and relationship skills. Programs varied from long-term involvement of one year to short, intensive summer programs.

Your TA/Evaluation Support Team is ready to assist you with Component Two planning and evaluation. Find your team here: <http://www.actforyouth.net/resources/capp/ta-support-teams.pdf>

# BEST PRACTICES FOR YOUTH DEVELOPMENT PROGRAMMING

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Effective youth development programs build competencies in many areas, increase self-efficacy, expand opportunities and recognition for youth, and increase healthy bonding with others. Generally, research has established that effective interventions last nine months or longer.

## FEATURES OF EFFECTIVE YOUTH DEVELOPMENT SETTINGS

In its 2002 review of rigorously evaluated, community-based programs, the National Research Council provided an evidence base for effective youth development programs. Currently, these eight features of effective youth development settings serve as quality standards for youth programs:

- **Physical and Psychological Safety:** positive, respectful interactions among peers and staff, conflict resolution, and physically sound facilities.
- **Appropriate Structure:** clear, consistent, age-appropriate expectations for behavior; rules and boundaries.
- **Supportive Relationships:** good communication, warmth, and genuine connection.
- **Opportunities to Belong:** an inclusive, engaging environment for all; cultural competence.
- **Positive Social Norms:** positive, pro-social values and expectations.
- **Support for Efficacy and Mattering:** genuine opportunities for youth to make a difference; youth-centered practices that challenge, empower, and focus on improving competencies.
- **Opportunities for Skill Building:** developing competencies for life, further education, work, and citizenship.
- **Integration of Family, School, and Community Efforts:** collaboration to offer the rich developmental context that helps young people succeed. Competencies grow through opportunities to practice skills in a variety of situations.

See “Features of Positive Developmental Settings” from The National Academies Press for more information: <https://www.nap.edu/read/10022/chapter/6#87>

## PRESENTATION

To help CAPP agencies design effective Component Two programs, Jutta Dotterweich presented findings from youth development research in a learning community meeting in 2017:

CAPP Component Two: Best Practice

<http://www.actforyouth.net/resources/capp/tools/webinar-capp-comp2-0417.mp4>

# EVALUATING CAPP COMPONENT TWO

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## OUTCOME MEASURES

Working together, CAPP agencies and ACT for Youth developed logic models to narrow down the outcomes we are trying to achieve, which enabled us to identify the core outcomes we will measure: **self-efficacy, healthy decision making, and youth-adult connectedness**. These three measures appear to be relevant to Component Two proposals across sites and will be used to evaluate efforts.

## EVALUATION

Some Component Two programs will be evaluated using pre-post surveys that are administered by your staff using tablets and uploaded to ACT for Youth for analysis. CAPP Component Two youth surveys ask questions about self-efficacy, healthy decision making, and youth-adult connectedness. By asking these questions before the program begins and again after the program ends, we hope to identify positive gains in these core outcomes for youth participants.

It's important to note that not all Component Two programming needs to be evaluated. Each agency will select a program for evaluation that fulfills the following criteria:

- A group of youth attends programming for a minimum of two months (8-12 sessions). Shorter programs are excluded because a program of longer duration is more likely to achieve Component Two outcomes than a shorter, more concentrated program. For example, a one-week program that meets five hours a day is likely to be less effective than a program that meets once a week for two hours over several months.
- Programming is focused on skill building.
- The same program leader is present for all program sessions. A supportive, stable relationship between youth and an adult program leader is a critical feature of effective youth development programming.

For information and resources, including guidance on purchasing and preparing tablets for survey administration, visit the ACT for Youth website:

[http://www.actforyouth.net/sexual\\_health/community/capp/comp-two.cfm](http://www.actforyouth.net/sexual_health/community/capp/comp-two.cfm)



## CAPP Component 2 Survey

How true are the following statements for you?

	Not at all true (1)	Hardly true (2)	Moderately true (3)	Exactly true (4)
I can always manage to solve difficult problems if I try hard enough. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone opposes me, I can find the means and ways to get what I want. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to stick to my aims and accomplish my goals. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I could deal efficiently with unexpected events. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to my resourcefulness, I know how to handle unforeseen situations. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can solve most problems if I invest the necessary effort. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can remain calm when facing difficulties because I can rely on my coping abilities. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am confronted with a problem, I can usually find several solutions. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am in trouble, I can usually think of a solution. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can say no to activities that I think are wrong. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify the positive and negative consequences of behavior. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to make sure that everyone in a group is treated fairly. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CAPP Component 2 Survey

How true are the following statements for you?

I think I should work to get something, if I really want it. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make decisions to help me achieve my goals. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to organize my time to get all my work done. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least one of my program leaders would help me if I had a problem or were upset. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear set of rules for youth to follow at this program. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know at least one adult I can talk with about personal problems. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to do well at this program. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an adult at this program who is concerned about my well-being. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know adults who encourage me often. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the adults I know are good role models for me. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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