



# Program Analysis REPORT



**Lead Consultant: Rev. Ambassador Sylvia Wilks**



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# 1. EXECUTIVE SUMMARY

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*Working with young people is much more than just preventing problem behaviors or keeping young people out of trouble. Instead, it should mainly be about all young people thriving. This means that practitioners that work in, or support this field must be aware of all the principles and processes that help them to achieve this. Whatever is done, programs should be for the full benefit of the participants and indicate how it contributes to the outcomes of the broader community. All youth organizations, programs, and projects have worthy goals and plans. However, some youth practitioners do not apply evaluative methodologies to evaluate the effectiveness and outcomes of their work. Sometimes programs, organizations, and initiatives struggle to determine the outcomes, how long it should take to reach them, and how to tie them directly to work being implemented. Also, they grapple with trying to implement long-term strength-based strategies while responding to outcome-oriented granters and accountability requirements.*

*Evaluation is time-consuming and expensive, and many programs, organizations, and initiatives lack the capacity and resources to plan, monitor thoroughly, and measure results as they would like. A program analysis can reveal whether youth organizations have the organizational infrastructure and capacity to implement asset-building initiatives and whether they have the right tools to evaluate their progress toward sustainability.*

*As reflected in this program analysis report, BOYZ2MEN (B2M) has the foundational buy-in of its leaders and decision-makers to promote and integrate the Assets-GTO (Getting to Outcomes) concepts into its strategic planning. Engaging in a program analysis speaks volumes about the organization's goals for efficiency and effectiveness to enhance its current Program, which is already somewhat compatible with the developmental assets.*

*The analysis shows that B2M needs to align its vision and practices with the developmental assets framework. Unique to its specific needs, the recommendations of this report can guide B2M into planning and developing its Program for effectiveness that will lead to sustainability.*

## 2. BACKGROUND INFORMATION

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### **About BOYZ2MEN Cayman Islands**

BOYZ2MEN (B2M) Cayman is a nonprofit organization based in the Cayman Islands. It was launched in 2009 with three members at the John Gray High School under the direct leadership of school Counselor Mr. Christopher Murray. By 2011, the group's membership increased to 30 male students and mentors. In 2013, a curriculum was developed emphasizing diversity awareness and cultural competence. The Program progressed in 2015 to include a guest speakers forum with pre- and post-assessments for self-evaluation and reflection. In 2017, the curriculum was organized and delivered under four tiers: leadership, culture, civility, and service. The signature event, the transformation dinner with mother, was introduced in 2019. With the support of Caribbean Youth Assets HQ., B2M Cayman obtained its nonprofit organization certification.

### **Organization Need**

In its strategic planning document is a proposal to expand program types, audience, and reach and develop programs and events for the alumni.

In its funding proposal, two key actions are stated under the strategic plan overview - nonprofit status and curriculum. The priority for nonprofit status is to implement strategic actions to establish B2M as a registered nonprofit in the Cayman Islands. Creating an organizational structure, job description, recruitment plan, and program budget is an activity listed to achieve this.

Caribbean Youth Assets HQ. has been contracted to conduct a program analysis and make recommendations for strategically aligning B2M program components with the developmental assets framework.

## 3. APPROACH

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### **Method**

#### **Program Analysis Steps:**

##### *Qualitative Data Collection*

1. Interview program founders, board members
2. Review constitutional documents
3. Review program details and information
4. Review the current funding proposal
5. Review strategic plan proposal

##### *Quantitative Data Collection*

1. Examine asset-building in the organization
2. Do an inventory of organization practices
3. Complete the asset-building capacities checklist

#### **Program Analysis Explanation and Description:**

Search Institute has identified five action strategies that name the domains of community capacity needed to create developmentally attentive, asset-rich communities for children and youth (Benson, 2006, p. 137). These are engaging adults, mobilizing young people, activating sectors, invigorating programs, and influencing civic decisions.

From a macro perspective, each youth organization in the Cayman Islands should provide services covering one or all of these strategies that develop asset-building capacity.

From a micro perspective, each youth organization should adopt the developmental assets framework into their operational infrastructure, program practices, and curriculum that builds the assets of the young people they serve and increase the accumulation of developmental assets for all youth. This intentionality leads to increased thriving and reduced high-risk behaviors. (See Figure 1)

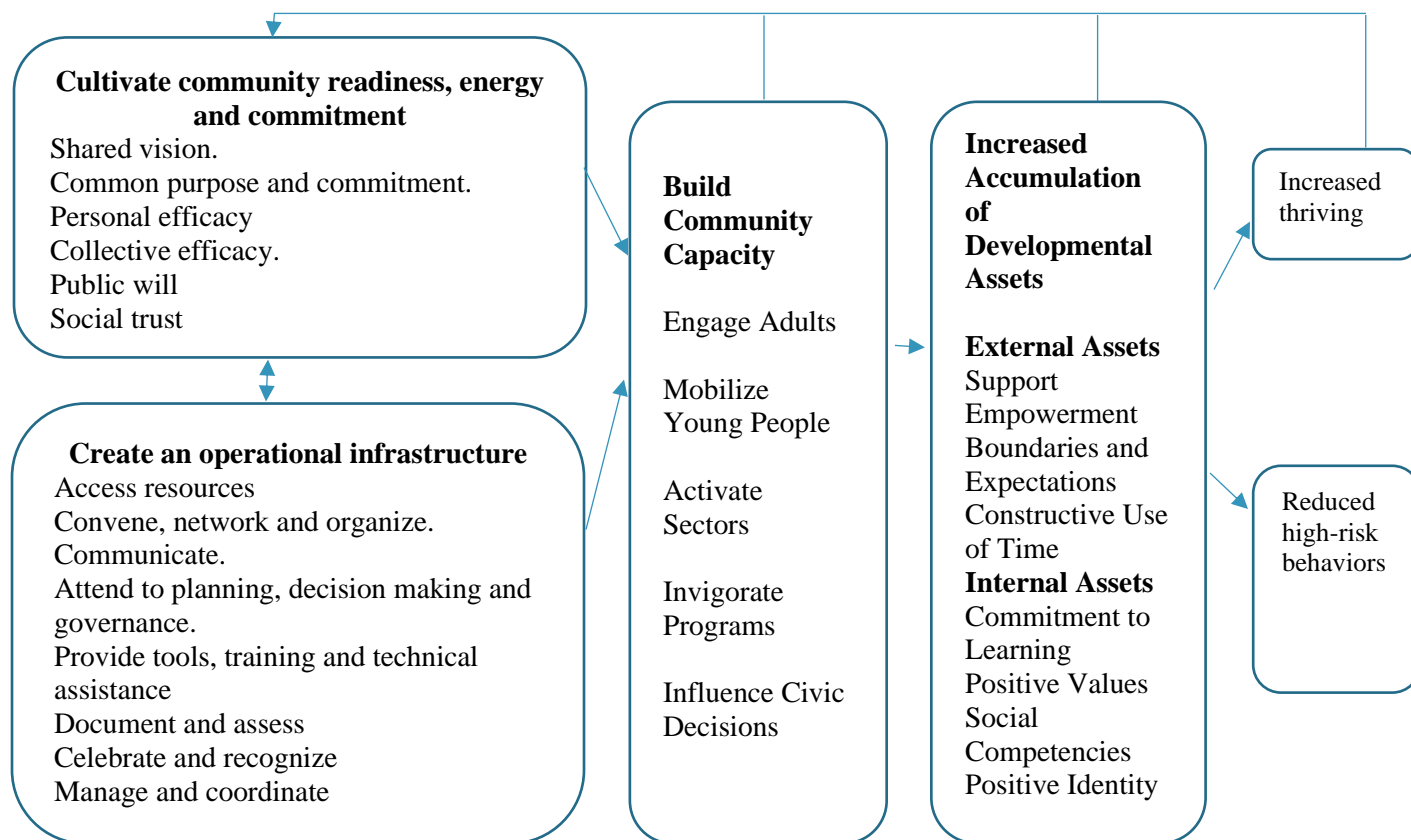


Figure 1: A Model of Unleashing Capacity Toward Becoming an Asset-Building Community  
From *Getting To Outcomes with Developmental Assets: Ten Steps to Measuring Success in Youth Programs and Communities*.  
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Examining asset-building in organizations indicates how the organization has adopted and integrated the developmental assets framework into its infrastructure. The asset-building program compatibility assesses the Program for specific activities targeting assets and action strategies. The program practices inventory looks at how the organization is currently building assets, and the capacities checklist examines the organization's ability to provide and sustain its asset-building Program.

## 4. RESULTS OF THE PROGRAM ANALYSIS

### Examination of Asset Building in Organization

Four B2M board members completed a survey about the organization's vision, mission, and values, asset-promoting programs and activities, evaluating employee (volunteer) policies, youth involvement, and community partnerships.

#### Vision, Mission, and Values

Whether intentionally or not, youth organizations implement some aspect of the developmental assets framework. Those who are intentional embed the philosophy into their ethos. As seen in Appendix A,

Table 1, most board members strongly agree with their position concerning the organization's vision, mission, and values. Worthy of note is that even though three of them strongly agree that they focus primarily on long-term outcomes and not just short-term results in trying to make their asset-building vision a reality, one of them checked agreed.

## 5. RESULTS OF THE PROGRAM ANALYSIS

### Examination of Asset Building in Organization

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#### Vision, Mission, and Values

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#### Asset Promoting Programs and Activities

As seen in Appendix A, Table 2, three of the board members strongly agree that programs/ activities reflect the principles of asset building in the way they relate to their students and organizations, set priorities, and provide services. Interestingly, in relation to question number six, identifying all the ways their programs may impact or engage all young people, two of the board members strongly agreed, one agreed, and one disagreed. Even though half of the board members strongly agreed, to have one disagree indicates that this is a less favorable item.

#### Evaluating Employee (Volunteer) Policies

As seen in Appendix A, Table 3, half of the board members either strongly agreed or agreed with their policies for employees and volunteers.

#### Youth Involvement

Cumulatively, most board members strongly agreed that they actively seek ways to involve youth, enhance their leadership skills, and publicly recognize and celebrate youth contributions. However, only one strongly agreed versus three agreed that they addressed barriers to youth participation. (See Appendix A, Table 4)

#### Community Partnerships

As seen in Appendix A, table 5, half of the board members strongly agreed, and half agreed that they are familiar with other community resources to which they can refer youth and families with specific needs and organize with others to unite the community around asset building change strategies.

75% of the board members agreed that they organized with the other community leaders to advocate for the public that supports children, youth, and families.

As seen in Appendix A, table 6, the board members point out similar Program and leadership strengths. There are also some commonalities with the areas that need more attention. Maximizing holistic goals and the need for program resources (e.g. funding/ human resources) is mentioned more than once. In relation to some concrete steps to make progress, the employment of full-time staff, recruitment of volunteers and a greater collaboration between the community and the organization seem to win the greatest priority.

## Inventory of Organization Practices

The inventory of organization practices assesses key components of the organization (organization, environment, instruction, curricula, co-curricular activities, parent partnerships, and community engagement) to test their consistency with the developmental assets framework.

### Organization

The result of the organization practices inventory showed that 37.5% (3/8) of the organization section are well done. This is in relation to participation and relationship in the Program. However, 62.5% (5/8) of the organization section needs work (See figure 2). It shows that the organization needs a vision that includes the developmental assets framework, established goals that are clear, achievable, and appropriate with objectives that are measurable. Having these in place will likely improve planning that sets benchmarks and the data that is collected to evaluate the Program.

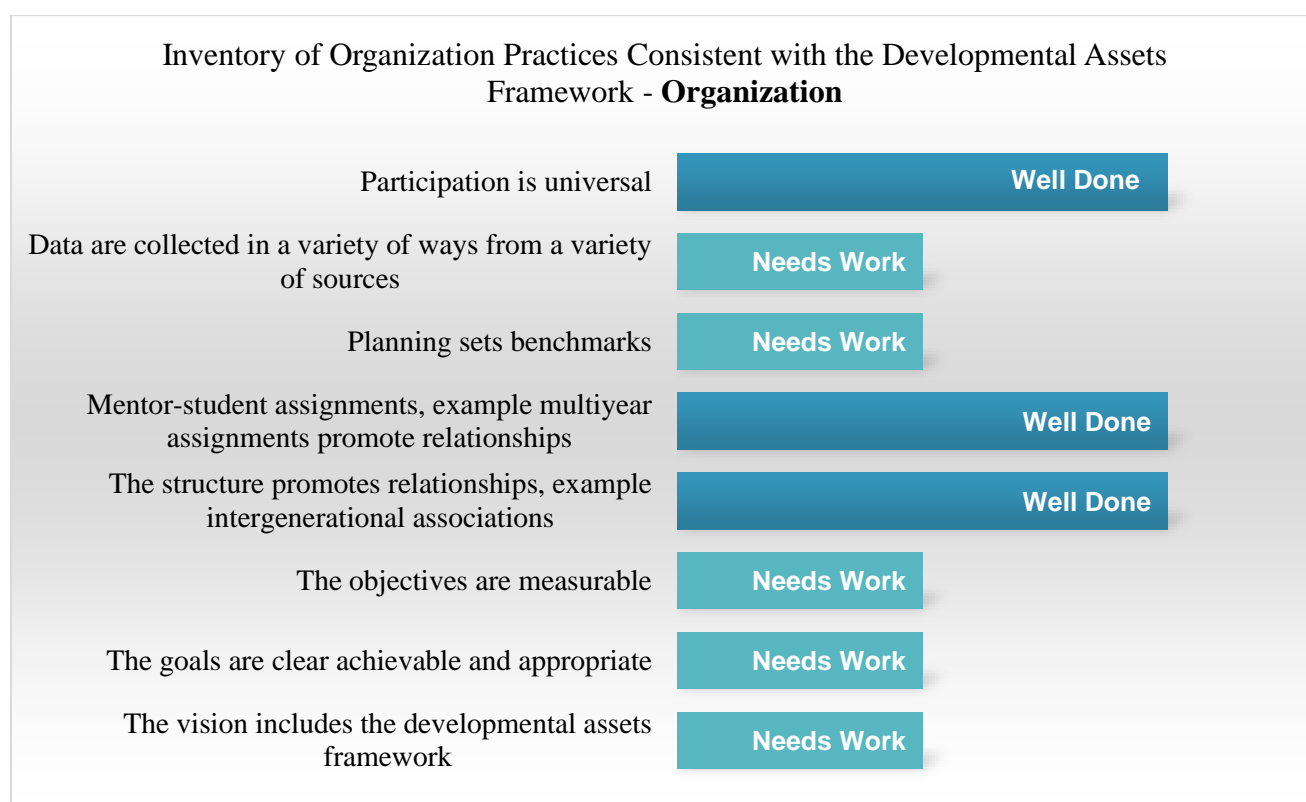


Figure 2: BOYZ2MEN Cayman Islands Inventory of Organization Practices – Organization  
From *Great Places To Learn: Creating Asset-Building Schools That Help Students Succeed*. Copyright © 2006 Search Institute, Minneapolis, Minnesota; 800-888-7828; [www.search-institute.org](http://www.search-institute.org).

### Environment

As seen in figure 3, seven (87.5%) of the environment section are well done, showing that B2M has created safety and boundaries that fosters the support the program participants need. Staff development, however, needs work.



Figure 3: BOYZ2MEN Cayman Islands Inventory of Organization Practices – Environment  
 From *Great Places To Learn: Creating Asset-Building Schools That Help Students Succeed*. Copyright © 2006 Search Institute, Minneapolis, Minnesota; 800-888-7828; [www.search-institute.org](http://www.search-institute.org).

### Instruction

As seen in figure 4, seven (87.5%) of the instruction section are well done, showing that B2M has a strong foundation for instruction. It shows that there is expectation for high achievement and social responsibility as effort is given to the way groups are set up to maximize the effectiveness of lessons or presentations. The group size cooperative team setup and supervision also maximizes learning outcomes. However, not having a formal curriculum means that there is no Bloom's Taxonomy of educational objectives.

### Curricula

As seen in figure 5, two (40%) of the curricula are well done, as B2M promote intergenerational activities and provide content and format that relate to their participants' lives. However, three (60%) of the curricula needs work. This include integrating the curricula into many disciplines, assigning relevant homework and student assessments.

Inventory of Organization Practices Consistent with the Developmental Assets Framework - <b>Instruction</b>	
Peer and cross-age mentorships are available	Well Done
Individualized instruction is promoted by a manageable group size and opportunities for tutoring	Well Done
Relationships with adults other than the teacher are strengthened by team teaching	Well Done
Cooperation example by using cooperative team learning is practiced in the program	Well Done
Bloom's taxonomy of educational objectives is part of all instruction	Needs Work
Supervision includes feedback, encouragement, and support	Well Done
Expectations are set high for achievement and social responsibility	Well Done

Figure 4: BOYZ2MEN Cayman Islands Inventory of Organization Practices – Instruction  
 From *Great Places To Learn: Creating Asset-Building Schools That Help Students Succeed*. Copyright © 2006 Search Institute, Minneapolis, Minnesota; 800-888-7828; [www.search-institute.org](http://www.search-institute.org).

Inventory of Organization Practices Consistent with the Developmental Assets Framework - <b>Curricula</b>	
Curricula promote intergenerational activities	Well Done
Assessment of students is frequent and shared as constructive feedback	Needs Work
Homework is relevant to objectives and includes parent involvement	Needs Work
Curricula are integrated into many disciplines	Needs Work
Both the content and format of curricula relate to students' lives	Well Done

Figure 5: BOYZ2MEN Cayman Islands Inventory of Organization Practices – Curricula  
 From *Great Places To Learn: Creating Asset-Building Schools That Help Students Succeed*. Copyright © 2006 Search Institute, Minneapolis, Minnesota; 800-888-7828; [www.search-institute.org](http://www.search-institute.org).

### Cocurricular Activities

As seen in figure 6, three (67%) of cocurricular activities are well done, and one (33%) need work. It shows B2M provide accessible activities that are supervised but there is a need for more diverse activities.

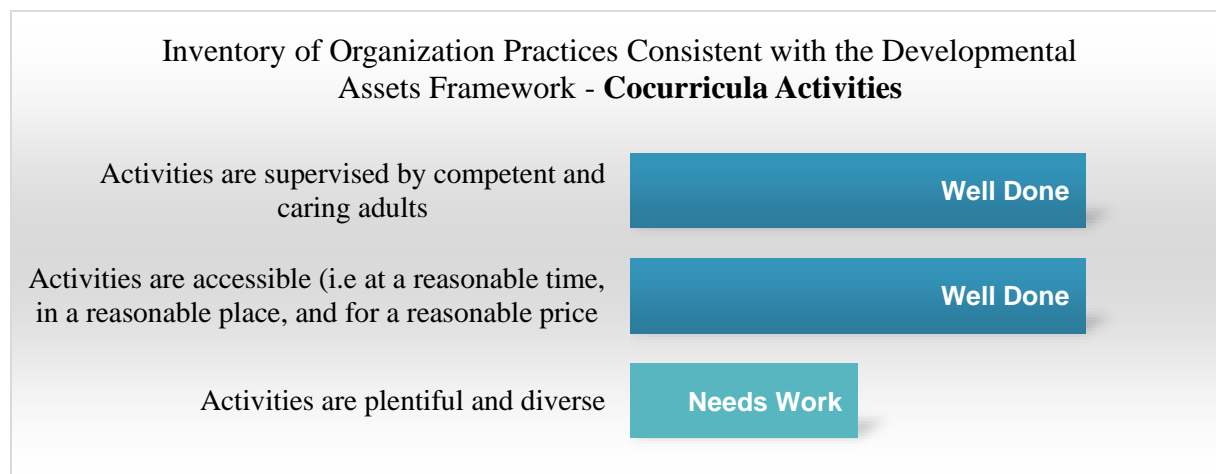


Figure 6: BOYZ2MEN Cayman Islands Inventory of Organization Practices – Co-curricula Activities  
From *Great Places To Learn: Creating Asset-Building Schools That Help Students Succeed*. Copyright © 2006 Search Institute, Minneapolis, Minnesota; 800-888-7828; [www.search-institute.org](http://www.search-institute.org).

### Parent Partnerships

As seen in figure 7, (67%) of parent partnerships are well done, and two (33%) need work. Wherein there is strength with the involvement and communication with the students families, there is a need for parents to be given opportunities for learning parenting skills, and improvement can be made in informing parents about the program curriculum and activities.



Figure 7: BOYZ2MEN Cayman Islands Inventory of Organization Practices – Parent Partnerships  
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## Community Engagement

As seen in figure 8, all items of community engagement are well done.

Inventory of Program Practices Consistent with the Developmental Assets Framework - Community Engagement	
Resource people are used frequently, and their services are communicated to everyone in the program	Well Done
Service-learning that includes reflection is promoted	Well Done
Program leaders are active and visible in community activities	Well Done
Individuals are asked to be mentors, resources, and volunteers	Well Done
The program reaches out to the community in positive ways	Well Done

Figure 8: BOYZ2MEN Cayman Islands Inventory of Organization Practices – Community Engagement  
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## Asset Building Capacities Checklist

When planning asset building programs, organizations need to determine whether they have the capacity to do so. The planning, implementation, and evaluation of the Program require the right leadership and organization, as well as adequate human and Program resources. According to figure 9, B2M does not have capacity in 8/12 (67%) of the asset building capacities checklist but have 4/12 (33%) of the checklist. Figure 9 shows that B2M does not have a basic operational infrastructure and understanding of the community or their organization asset building capacity. Even though B2M currently does not have staff and technical expertise, training, and resources to implement or modify its Program, it has leaders, champions, and collaborative partners. Note B2M recently received some funds but would need to generate more to sustain the Program.

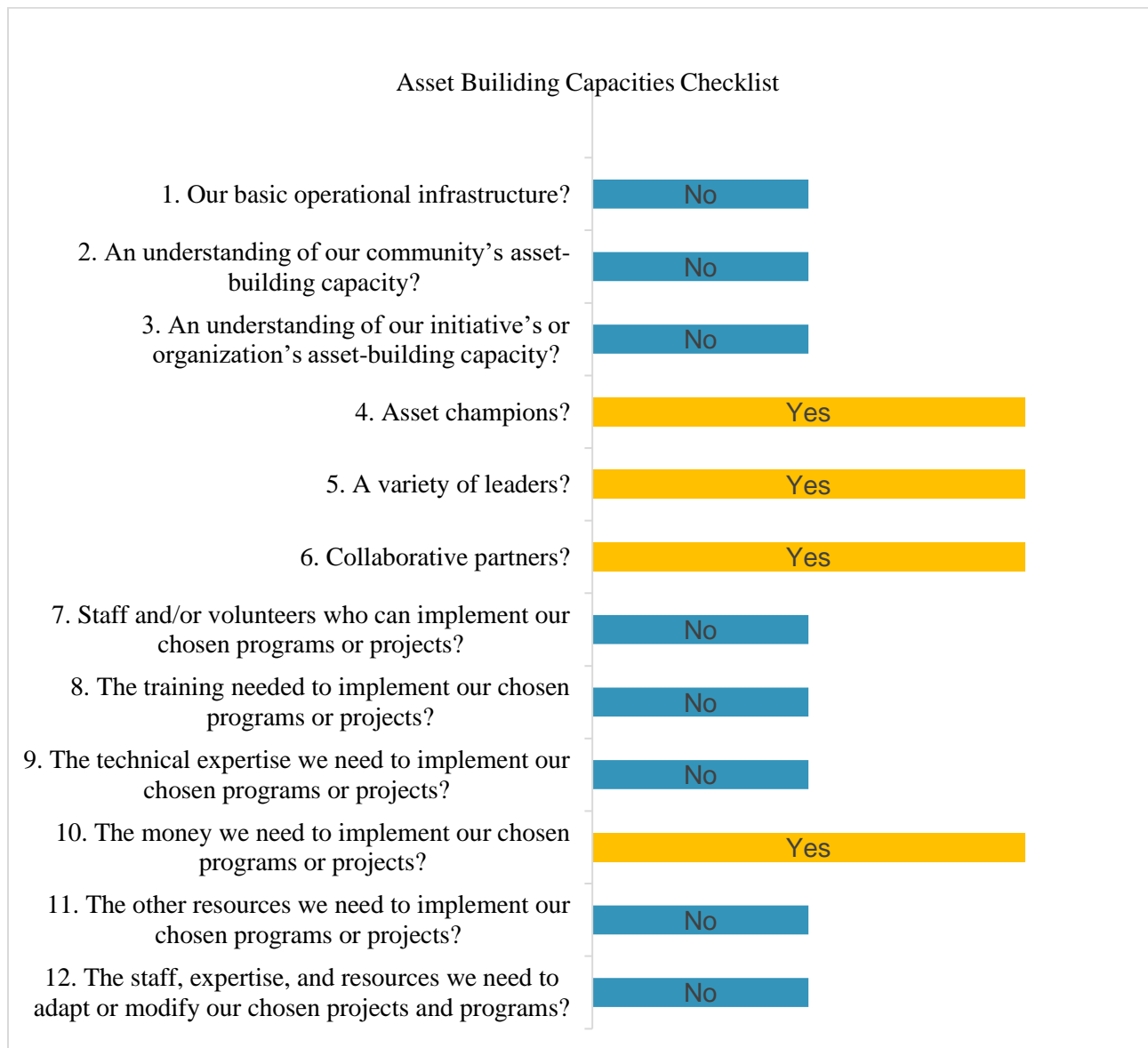


Figure 9: BOYZ2MEN Cayman Islands Asset Building Capacity

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## 6. SUMMARY OF FINDINGS

The examination of B2M assets from the board members perspective reveal a strong leadership that is optimistic about its vision, mission, values, asset promoting activities, resources, and community practices. However, it is felt that more attention needs to be given to maximizing holistic goals and providing a greater frequency and diversity of youth activities.

The inventory of B2M practices reveal that there is a strategic need to align the organization's vision with the developmental assets framework and the need to plan and develop its Program for sustainability. The Asset Building capacities checklist also reveal the need for a strategic operational infrastructure that aligns with the developmental assets.

## 7. RECOMMENDATION – STRATEGIC ASSETS/ GETTING TO OUTCOMES PROCESS

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Analytics informs builds, drives, and sustains asset building programs that are intentional about getting to outcomes. This approach includes four elements of evaluation and accountability. Wherein traditional program evaluation only assesses the efforts of programs created and implemented by practitioners, empowerment evaluation provides tools and opportunities to plan, implement with quality, evaluate outcomes and develop a continuous quality improvement system, results-based accountability focus on program effectiveness and continuous quality improvement provide an ongoing process to improve quality and increase satisfaction.

It is therefore recommended to do a two-day strategic retreat with B2M to go through the assets-GTO (Getting to Outcomes) process with key leaders. This comprehensive process will include informative sessions on the developmental assets framework, and practical tools to plan the details of the Program for implementation with high quality and evaluation.

### **Phase 1: Needs/ Resources Assessment and Goals**

#### **Step 1**

Assess interests and gather information on assets, thriving indicators, risk, and deficit to select priorities for attention and identify resources.

#### **Step 2**

Shape priorities into specific, attainable asset-oriented goals and outcomes.

*Tools:* Resource Assessment, Data Collection Plan, Developing Priorities Worksheet, Developing Goals Worksheet, Developing Outcomes Worksheet (See Appendix B, Table 7, 8, 9, 10 and 11)

### **Phase 2: Projects & Programs, Fit and Implementation**

#### **Step 3**

- a) Review current Program and other evidence-based strategies that address chosen goals and outcomes, infuses assets as necessary and or creates appropriate strategies using developmental assets and prevention principles.
- b) Develop a program logic model.

#### **Step 4**

Assess how work will fit with existing programs and community-wide initiatives.

#### **Step 5**

Review capacity organization have, to determine capacity need

*Tools:* Current Program Assessment, Evidence-based Program Assessment, Developing Assumptions Worksheet, Building Program Logic Model, Community Readiness Assessment, Healthy Community Survey, Asset-building capacities Checklist (See Appendix C, Table 12, 13, 14, 15, 16, 17 and 18)

## **Phase 3: Launch, Monitor and Evaluate**

### **Step 6:**

Specify details of implementation plan

### **Step 7:**

Develop a process evaluation plan and tool to assess evaluation efforts

**Tools:** Projects and programs Form, Program Project Components, Process Evaluation Plan, Project Insight Form, Participant Assessment Form. (See Appendix D, Table 19, 20, 21, 22, 23 and 24)

## **Phase 4: Improve and Sustain**

### **Step 8:**

Determine program impact - develop an outcome evaluation plan.

### **Step 9:**

Develop a continuous quality improvement plan.

### **Step 10:**

Complete sustainability plan checklist.

**Tools:** Outcome Evaluation Plan, Continuous Quality Improvement summary (Plan) and Sustainability Plan Checklist (See Appendix E, Table 25, 26 and 27)

# APPENDIX

## A. Asset Building Examination Results

**Table 1:**

BOYZ2MEN Cayman Islands Asset Building Examination – Vision, Mission, and Values

<b>Vision, Mission, and Values</b>	1. Does our mission statement reflect a focus on or commitment to youth?	2. Do our mission and goals reflect a commitment to the overall well-being of the community?	3. Do we consider the impact on children and youth as we make major decisions and do strategic planning?	4. In trying to make our asset-building vision a reality, do we focus primarily on long-term outcomes and not just short-term results?
<b>Board Member 1</b>	Strongly Agree	Strongly Agree	Strongly Agree	Agree
<b>Board Member 2</b>	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
<b>Board Member 3</b>	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
<b>Board Member 4</b>	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree

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**Table 2:**

BOYZ2MEN Cayman Islands Asset Building Examination – Asset Promoting Programs and Activities

<b>Asset Promoting Programs and Activities</b>	5. Do our programs/activities reflect the principles of asset building in the way we relate to residents and organizations, set priorities, and provide services?	6. Have we identified all the ways our programs may impact or engage all young people, regardless of gender, ability, race, ethnicity, culture of origin, sexual orientation, and socioeconomic status?	7. Do youth feel welcomed, comfortable, important, and challenged in our organization?	8. Do we make intentional efforts to build intergenerational relationships?	9. Do we provide opportunities for children and youth to explore their values and build competencies through service projects?
<b>Board Member 1</b>	Agree	Disagree	Agree	Strongly Agree	Strongly Agree
<b>Board Member 2</b>	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
<b>Board Member 3</b>	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree

<b>Board Member 4</b>	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
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**Table 3:**

BOYZ2MEN Cayman Islands Asset Building Examination – Evaluating Employee (Volunteer) Policies

<b>Evaluating Employee (Volunteer) Policies</b>	10. Do we have flexible policies that help parents and guardians balance family responsibilities with work? (Do we have flexible scheduling, parental leave, on-site child care, etc.?)	11. Do we encourage and support our employees to volunteer in schools, youth development programs, mentoring, and other youth-serving programs?	12. Do our internal employee policies and practices reflect a positive focus (building on strengths, etc.)?
<b>Board Member 1</b>	Agree	Strongly Agree	Strongly Agree
<b>Board Member 2</b>	Agree	Strongly Agree	Strongly Agree
<b>Board Member 3</b>	Strongly Agree	Agree	Agree
<b>Board Member 4</b>	Agree	Strongly Agree	Agree

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**Table 4:**

BOYZ2MEN Cayman Islands Asset Building Examination – Youth Involvement

	13. Do we actively seek ways to involve youth (through volunteering, internships, apprenticeships, or other work-readiness or service opportunities)?	14. Do we enhance youth leadership skills by preparing youth to serve on our committees and task forces and in other decision-making roles?	15. Have we addressed barriers to youth participation (cost, time availability, transportation, cultural differences, accessibility, language)?	16. Do we publicly recognize and celebrate youth contributions?
<b>Board Member 1</b>	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
<b>Board Member 2</b>	Strongly Agree	Agree	Agree	Strongly Agree

<b>Board Member 3</b>	Agree	Strongly Agree	Agree	Agree
<b>Board Member 4</b>	Strongly Agree	Strongly Agree	Agree	Strongly Agree

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**Table 5:**

BOYZ2MEN Cayman Islands Asset Building Examination – Community Partnerships

<b>Community Partnerships</b>	17. Are we familiar with other community resources to which we can refer youth and families with specific needs?	18. Do we organize with others to unite the community around asset-building change strategies?	19. Do we organize with other community leaders to advocate for public policies that support children, youth, and families?	20. Do we provide management or other expertise and services to schools and other organizations serving youth directly?
<b>Board Member 1</b>	Agree	Agree	Strongly Agree	Agree
<b>Board Member 2</b>	Agree	Strongly Agree	Agree	Agree
<b>Board Member 3</b>	Strongly Agree	Agree	Agree	Agree
<b>Board Member 4</b>	Strongly Agree	Strongly Agree	Agree	Agree

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**Table 6:**

BOYZ2MEN Cayman Islands Asset Building Examination – Progress Response

<b>Asset Building Examination – Progress Response</b>
<p><b>1. What are our organization's strengths, and how can we build on them?</b></p> <p>3 responses Build cohesiveness among young men and helping them to achieve goals they would have found difficult.</p> <p>Strength: 1. Commitment to Youth Development - 2. Strong Community Partnerships to Support Youth Development 3. Strong Government Partnerships to Support Youth Development Next Step: Greater frequency and diversity of youth development activities.</p> <p>Our strengths are: 1,Helping young men to achieve their full potential 2. We are a very caring organization 3. We embrace young men from all background 4. We build capacity in the lives of the young men. 4. We incorporate the community, the home and the cooperate world as partners. 6. We inject a sense of responsibility and respect in our young men. Creating a spirit of confidence and Integrity among our boys.</p>
<p><b>2. Which areas need more attention?</b></p> <p>3 responses If time could be given to maximize our holistic goals and desires.</p>

Greater frequency and diversity of youth development activities.

Funding will be an ongoing need, full time workers, consistent follow up on boys during summer and off time away from school, Also more volunteers that are available

**3. Choose one question above and brainstorm at least three concrete steps your organization could take to make progress.**

3 responses

If the organization could be enabled to employ full time workers. If the school could allot a session per week.

Enhancing Youth Leadership Skills Strategy 1 - Wider access to leadership training and certifications  
 Strategy 2 - Wider access to leadership opportunities through work experience  
 Strategy 3 - A greater collaboration with community partners toward youth leadership development

Several concrete steps are 1. A consistent public awareness of the importance of investing in our young boys during their teenage years (2). Putting forward a comprehensive proposal to the government of the need for a full time Boys to Men Coordinator, (3). Continue to advocate for mentors to come alongside the boys to men Program and be willing to be mentors .

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## B.Assets/ GTO Phase 1 Tools

**Table 7:  
Resource Assessment**

Name of resource	Location	Ages served	How often it operates	Who uses it?	Assets addressed	Risks addressed	What's working?

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**Table 8:  
Data Collection Plan**

What needs to be assessed?	What indicators will be measured?	What is the method for data collection?	Where is this data located?	Who will be responsible for data collection / by when?

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**Table 9:**  
**Developing Priorities Worksheet**

<b>Prevalent assets / risks</b> (what our data tell us)	
<b>What's already getting focus and resources?</b> (what our community assessments show)	
<b>What can we address with our resources, time, and budget?</b> (what our internal assessments show)	
<b>What can we easily measure?</b> (what's under our control)	
<b>What priorities do we think still need attention?</b> (where's the best place for our resources)	
<b>What actions can we take that will have the greatest potential for success?</b> (our preliminary goals)	
<b>Who will these actions affect?</b> (who benefits)	

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**Table 10:**  
**Developing Goals Worksheet**

Action Strategy	Year 1 goals	Year 2 goals	Year 3 goals	Year 4 goals	Year 5 goals
<b>Engage adults</b>					
<b>Mobilize young people</b>					
<b>Activate sectors</b>					
<b>Invigorate programs</b>					
<b>Influence civic decisions</b>					

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**Table 11:  
Developing Outcomes Worksheet**

<b>Goals</b>	<b>What will our outcomes be?</b>		<b>For whom (and how many)?</b>
1.	What will change?		
	By how much?		
	When will the change occur?		
	How will it be measured?		
2.	What will change?		
	By how much?		
	When will the change occur?		
	How will it be measured?		
3.	What will change?		
	By how much?		
	When will the change occur?		
	How will it be measured?		

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## **C.Assets/ GTO Phase 2 Tools**

BOYZ2MEN Cayman Islands has four broad topics under leadership, culture, civility, and service. Each activity planned cover one of the following areas: **B**uild relationships, **E**nhanced understanding of social expectations, **N**urture meaningful exposures and **D**evelop our boys with positive outlooks. Using the asset categories, each of these areas are assessed to determine how well the Program is currently building the developmental assets. As seen in Table 1, all the asset categories are covered.

As seen in table 12, the activities of building relationships cover three of the eight asset categories, support, empowerment, and constructive use of time. The activities of enhanced understanding of social expectations covers three of eight asset categories, boundaries and expectations, positive values and social competence. Nurturing meaningful exposures covers two external assets, empowerment as well as boundaries and expectations. Developing positive outlook covers the internal positive identity asset category.

**Table 12:  
Looking at Current Program and Activities through an Asset-Building Lens**

<b>Asset category</b>	<b>How well does the Program currently build these assets?</b>
<b>Support:</b> The Program or project fosters caring relationships and a warm climate in which all youth feel welcomed and accepted.	<b>Build relationships</b> <b>Asset:</b> Family support/ positive family communication <b>Program Activity:</b> Fine dining with mothers, football and domino matches with fathers
<b>Empowerment:</b> The Program or project empowers youth to serve and lead and it offers them physical and emotional safety.	<b>Build relationships</b> <b>Asset:</b> -Service to others <b>Program Activity:</b> Community projects - painting elderly persons homes, mental health homes, cleaning of beaches <b>Nurture meaningful exposures</b> <b>Asset:</b> Youth as resources <b>Program Activity:</b> Gainful work experience opportunity during the summer
<b>Boundaries and Expectations:</b> The Program or project supports appropriate boundaries for behavior and challenges youth to do and be their best.	<b>Enhanced understanding of social expectations</b> <b>Asset:</b> Family, school, and neighborhood boundaries <b>Program Activity:</b> Presentation from RCIPS, National Drug Council, and probation department <b>Nurture meaningful exposures</b> <b>Asset:</b> Adult role models <b>Program Activity:</b> Opportunity to meet influential community members and government officials
<b>Constructive Use of Time:</b> The Program or project utilizes young people's time for enrichment and personal growth.	<b>Build relationships</b> <b>Asset:</b> Constructive use of time <b>Program Activity:</b> The fishing tournament promotes positive recreational activity
<b>Commitment to Learning:</b> The Program or project encourages curiosity, learning, and discovery.	<b>Asset:</b> Homework <b>Program Activity:</b> Tutoring support offered when needed
<b>Positive Values:</b> The Program or project articulates, teaches, and reinforces values like honesty, responsibility, and integrity.	<b>Enhanced understanding of social expectations</b> <b>Asset:</b> Restraint <b>Program Activity:</b> Presentation from Family Resource Center and National Drug Council regarding sexual activity and drug use
<b>Social Competencies:</b> The Program or project builds young people's life, relationship, and resistance skills.	<b>Enhanced understanding of social expectations</b> <b>Asset:</b> Cultural competence <b>Program Activity:</b> Etiquette training and cultural trips to visit people of other cultures
<b>Positive Identity:</b> The Program or project nurtures a sense of purpose, worth, and possibilities for the future.	<b>Develop our boys with positive outlooks</b> <b>Asset:</b> Positive view of personal future <b>Program Activity:</b> Presentation from men in the community that faced personal challenges but became successful

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**Table 13:**  
**Choosing Youth Programs and Activities through an Asset-Building Lens**

Asset category	Which Program (s) or project(s) could be used to build this asset category?	Which of the Five Action Strategies will be activated? (check all that apply)
<b>Support:</b> The Program or project fosters caring relationships and a warm climate in which all youth feel welcomed and accepted.		Engaging Adults Mobilizing Young People Activating Sectors Invigorating Programs Influencing Civic Decisions
<b>Empowerment:</b> The Program or project empowers youth to serve and lead, and offers them physical and emotional safety.		Engaging Adults Mobilizing Young People Activating Sectors Invigorating Programs Influencing Civic Decisions
<b>Boundaries and Expectations:</b> The Program or project supports appropriate boundaries for behavior and challenges youth to do and be their best.		Engaging Adults Mobilizing Young People Activating Sectors Invigorating Programs Influencing Civic Decisions
<b>Constructive Use of Time:</b> The Program or project utilizes young people's time for enrichment and personal growth.		Engaging Adults Mobilizing Young People Activating Sectors Invigorating Programs Influencing Civic Decisions
<b>Commitment to Learning:</b> The Program or project encourages curiosity, learning, and discovery.		Engaging Adults Mobilizing Young People Activating Sectors Invigorating Programs Influencing Civic Decisions
<b>Positive Values:</b> The Program or project articulates, teaches, and reinforces values like honesty, responsibility, and integrity.		Engaging Adults Mobilizing Young People Activating Sectors Invigorating Programs Influencing Civic Decisions
<b>Social Competencies:</b> The Program or project		Engaging Adults

builds young people's life, relationship, and resistance skills.		Mobilizing Young People Activating Sectors Invigorating Programs Influencing Civic Decisions
<b>Positive Identity:</b> The Program or project nurtures a sense of purpose, worth, and possibilities for the future.		Engaging Adults Mobilizing Young People Activating Sectors Invigorating Programs Influencing Civic Decisions

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**Table 14:**  
**Developing Assumptions Worksheet**

	<b>Goals and desired outcomes</b>	<b>Proposed Program or project</b>	<b>Program's assumptions</b> (How will the proposed program or project lead to the goals and desired outcomes?)
<b>Individual level</b>			
<b>Program level</b>			
<b>Community level</b>			
<b>Policy level</b>			

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**Table 15:  
Developing Assumptions Worksheet**

Priorities	For whom	Goals	Desired outcomes	Strategies	Assumptions	Evaluation
The conditions that must be addressed	Who benefits:	This is what we hope to achieve:	We expect these changes by _____:	By doing the following:	Then we think this will happen:	We will show the impact by:

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**Table 16:  
Assessing Community Readiness for Asset-Building Programs and Projects**

	Yes	No	What steps can we take toward this?
1. Is there a history of commitment to children and youth in our community?			
2. Is there a history of successful collaboration among programs and/or community-wide action?			
3. Are there other community-wide issues, initiatives, efforts, or programs that will vie for citizens' time and efforts?			
4. Is a variety of sectors and/or programs involved in assessing the feasibility of an asset-building initiative?			
5. Are young people actively involved in launching an asset-building initiative or Program?			
6. Have you or your fellow asset champions worked to create a shared vision for your community?			
7. Are the people, programs, and organizations involved passionate and excited about the Developmental Assets framework?			

8. Are the individuals, programs, and organizations involved becoming empowered to build assets for and with young people?			
9. Do the people involved represent the diversity of your community (in terms of age, ethnicity, gender, income, religious beliefs, and so on)?			
10. Are the people involved beginning to use the language of Developmental Assets without being prompted?			
11. Have you addressed issues of inclusiveness and diversity?			
12. Do you have access to funding, resources, or other financial support?			
13. Do you have the sense that your community is ready to rally together behind your children and youth?			

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**Table 17:**  
**Healthy Community Survey**

For each of the characteristics listed here, decide whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with each statement and circle the corresponding letter(s). If you don't know, mark an X in the margin next to that characteristic and think about how you can find out.

***I. Individual Commitment and Action***

1. Most residents take personal responsibility for the wellbeing of the community's children and youth.  
SA      A      D      SD
2. Most residents make time to build Developmental Assets for and with all children and youth who come into their spheres of influence.  
SA      A      D      SD
3. Most residents respect and value young people for who they are and for who they are becoming.  
SA      A      D      SD
4. Most residents learn and practice trustworthiness and relationship-building skills.  
SA      A      D      SD
5. Most residents take steps to increase their involvement in organizational and community actions on behalf of young people.  
SA      A      D      SD

***II. Organizational Commitment and Action***

6. Most groups and organizations throughout the community mobilize their internal asset-building capacities to create asset-promoting policies, systems, and structures.  
SA      A      D      SD
7. Most groups and organizations make assistance and support readily available to everyone in the community.  
SA      A      D      SD

8. Most groups and organizations train workers and administrators in the asset framework and in asset-building strategies.

SA      A      D      SD

### **III. Community-wide Commitment and Action**

9. The community incorporates shared values, boundaries, and expectations regarding youth in its sense of identity.

SA      A      D      SD

10. Developmental needs and assets of youth are a regular topic of conversation throughout the community and are articulated as a community priority.

SA      A      D      SD

11. Youth needs and challenges in the community are recognized and addressed from a positive youth development perspective.

SA      A      D      SD

12. Youth are a visible, active, and positive force in community life.

SA      A      D      SD

13. Most neighborhoods are places of caring.

SA      A      D      SD

14. Most neighborhoods are places of support.

SA      A      D      SD

15. Most neighborhoods are places of safety.

SA      A      D      SD

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**Table 18:**  
**Asset Building Capacities Checklist**

<b>Do we have...</b>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>	<b>Simple steps we can take to unleash this capacity</b>
1. Our basic operational infrastructure?				
2. An understanding of our community's asset-building capacity?				
3. An understanding of our initiative's or organization's asset-building capacity?				
4. Asset champions?				
5. A variety of leaders?				
6. Collaborative partners?				
7. Staff and/or volunteers who can implement our chosen programs or projects?				
8. The training needed to implement our chosen programs or projects?				

9. The technical expertise we need to implement our chosen programs or projects?				
10. The money we need to implement our chosen programs or projects?				
11. The other resources we need to implement our chosen programs or projects?				
12. The staff, expertise, and resources we need to adapt or modify our chosen projects and programs?				

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## D.Assets/ GTO Phase 3 Tools

**Table 19:  
Projects and Programs**

Name of person completing the form:		
<i>Initiative/Organization/Program: Summary:</i>		
<b>Goal</b>	<b>Related Action Strategies</b>	<b>Project or Program</b>

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**Table 20:  
Program or Project Components**

**Name of Initiative/Program:**  
**Name of person completing the form:**

**Date:**  
*Program or project title:*  
**Summary:**

<b>Program/project component</b>	<b>Which goals are linked to each component?</b>	<b>Services anticipated (hours/sessions)</b>	<b>How many participants anticipated?</b>	<b>Dates delivered?</b>	<b>How many actual participants?</b>	<b>% actual/anticipated</b>	<b>Implemented as planned?</b>

<b>Progress, problems, and lessons learned</b>

**Table 21:  
Program Activities Details**

*Program or project title:*

<b>Components</b>	<b>Key activities and details</b>	<b>Who participates?</b>	<b>Scheduled dates</b>	<b>Who is responsible?</b>	<b>Resources needed/source</b>	<b>Location/details</b>	<b>Date of completion</b>
Component							
Component							

**Partners, progress, problems, and lessons learned**

**Table 22:  
Process Evaluation Plan**

<b>Process evaluation questions</b>	<b>Evaluation tools/methods</b>	<b>Anticipated schedule for completion</b>	<b>Person responsible</b>
1. What are the program or project characteristics?			
2. What are the Program or project participants' characteristics?			
3. What is the participants' satisfaction?			
4. What is the staff's perception of the Program or project?			
5. What were the individual Program or project participants' dosages?			
6. Did the Program or project follow the basic plan for service delivery?			
7. What was the program or project components' level of quality?			

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**Table 23  
Project Insight Form (Program Staff/ Volunteer)**

<b>Component (e.g., program session, counseling session, group meeting, etc.):</b>
<b>Date:</b>
<b>Staff completing this form:</b>
Please list the factors that were BARRIERS to implementation of this component:
Please list the factors that FACILITATED implementation of this component:

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**Table 24**  
**Assessment Form (Participant)**

**Name of Participant:**

We would like your assessment of the Program you attended today. Please fill out this questionnaire as completely, carefully, and candidly as possible.

1. How would you rate the quality of the Program you attended today?

1	2	3	4
excellent	good	fair	poor

2. Was the material presented in an organized and coherent fashion?

1	2	3	4
yes, definitely			no, not at all

3. Was the material interesting to you?

1	2	3	4
very interesting			not very interesting

4. Did the presenter(s) stimulate your interest in the material?

1	2	3	4
yes, definitely			no, not at all

5. Was the material relevant to your needs?

1	2	3	4
very relevant			no, not relevant

6. How much did you learn from the Program?

1	2	3	4
a great deal			nothing

7. How useful will the material in the Program be to you in the future?

1	2	3	4
extremely useful			not at all useful

8. The thing I liked best about the Program is

---

9. The aspect of this Program most in need of improvement is

---

## E.Assets/ GTO Phase 4 Tools

**Table 25**  
**Outcome Evaluation Plan**

<b>1. Who are the key groups to which we need to report our findings?</b>
<b>2. How are we going to report to each of these groups?</b>
<b>3. Do we need someone to check our report(s) for accuracy? If so, who could do this?</b>

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**Table 26**  
**CQI Summary (Plan)**

<b>Name of person completing form:</b>		
<b>Date:</b>		
<b>Summary of main points to consider</b>	<b>Ideas from considering main points</b>	<b>How will you use this information to improve implementation next time?</b>
Q#1. How have the needs and strengths of your setting changed since you previously implemented programs or projects in this setting?		
Q#2. What new goals or desired outcomes might you have? Is there a new community or group that you plan to work with to integrate your asset-building efforts?		
Q#3. What new Program (s) or project(s) might you implement, given the results of the process and outcome evaluations?		
Q#4. Will these proposed new programs or projects still fit with your initiative or organization (both philosophically and logistically) and your community?		
Q#5. What additional resources might be necessary in order to repeat your successful Program or project or implement new ones?		
Q#6. How well did you plan? How can you improve the planning phase the next time?		
Q#7. How well were the projects and programs implemented? What were the main conclusions from the process evaluation? How will you incorporate this information for improvement? What changes do you need to make to your process evaluation?		
Q#8. Did you achieve your goals and desired outcomes? What changes do you need to make to increase your successes? What changes do you need to make to improve the evaluation process?		

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**Table 27**  
**Sustainability Plan Checklist**

Sustainability Goals	Yes	No	Not sure	What we can do
<p><b>Vision:</b> Our vision has been developed through the shared efforts of our coalition and community members. The vision provides clarity and allows for future-oriented planning. We have a vision team or process that provides a constant source of fresh faces and fresh ideas, keeping our initiative or program dynamic and creative.</p>				
<p><b>Relationships:</b> We emphasize building relationships as the basis of all our work. Our relationships are based on strengths, which will provide a platform for skill development, behavioral change and informed decision making.</p>				
<p><b>Diversity:</b> We continually cultivate diverse youth and community engagement and active participation in all levels of our work not only to keep our efforts relevant but also to strengthen and sustain our members. We also emphasize building relationships among our participants.</p>				
<p><b>Q#1 Assessment:</b> We have a clear understanding of how our initiative or Program fits into the larger picture of what's going on in our community. We've taken steps to blend and braid our work into community and organizational efforts. We have a plan for regularly updating our formal and informal surveys of community issues and concerns as well as reassessing resources so we know when to make appropriate adjustments in our work.</p>				
<p><b>Q#2 Goals and outcomes:</b> We use what we've learned through our planning and evaluation efforts to continually communicate with our participants, community, and stakeholders. We have developed a plan for what we want to say and who we want to say it to. We have also discussed, wherever relevant, what our policy goals are and included communications and engagement with policy makers in our plan.</p>				
<p><b>Q#3 Effectiveness:</b> We're being proactive by identifying efforts we think are worth sustaining. Just as we identify and use effective strategies in our program and initiative practice, we use effective methods for sustaining our work as well.</p>				
<p><b>Q#4 Fit:</b> We continue to engage multiple agencies, organizations, and community sectors that have a shared</p>				

<p>stake in what we're doing. We monitor the fluctuating context of the community and readjust when necessary. We seek to integrate our work into existing efforts to ensure sustainability. We work through roadblocks in creative, collaborative ways.</p>				
<p><b>Q#5 Capacity:</b> We build and maintain the infrastructures and capacities needed to plan, do, and grow our work. This means paying attention to the nuts and bolts of doing our work like governance, decision making, documenting, managing, communicating, recruiting, coordinating, and celebrating as well as supporting the people involved by providing recognition, training, and support.</p>				
<p><b>Q#6 Plan:</b> We integrate both planning and doing to implement our programs and projects and maintain momentum for our work. We continue to recruit effective leaders and asset champions.</p>				
<p><b>Q#7 Process:</b> We take time to reflect back on our vision and make sure our work remains congruent with what we set out to do. We use the goals, outcomes, and information we've developed to help us examine the process we're using to make sure we're staying focused but flexible. Our process remains open to new people and fresh insights.</p>				
<p><b>Q#8 Outcomes:</b> Our data supports our success. We use what we learn to help ourselves and our stakeholders understand if we are continuing to address the original priorities and goals we identified or if we need to make adjustments to increase our congruence and credibility.</p>				
<p><b>Q#9 Improvement:</b> We systematically assess and review our progress, and implement changes where necessary to keep our work vital.</p>				
<p><b>Q#10 Sustainability:</b> We plan for sustainability just as we plan our goals, outcomes, projects, and programs.</p>				

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