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# Survey Builder

## Creating a Survey in Survey Builder

(PRA statement on cover page, OMB number in footer)

### No Grant Assigned - Surveys

Welcome to Survey Builder!

[What is Survey Builder?](#)



You have not been added to any grants.

You are not assigned to a grant, and your account has limited functionality. You will be able to create and print surveys but will not be allowed to import data or use online survey functions. To create a new survey select the **Add New Survey** button below.

[Add a New Survey](#)

### Surveys Assigned to a Grant

No Grant Surveys found.

Public reporting for collection of information is estimated to average 322 hours, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information, unless it displays a current valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to NIFA, OGFPM, 2312 East Bannister Road, Mail Stop 10,000, Kansas City, MO 64131, Attention Policy Section. Do not return the completed form to this address.

National Institute of Food and Agriculture  
US Department of Agriculture  
OMB No. 0524-0043  
Form Approved For Use Through 12/31/2023

### Your Surveys

No Personal Surveys found.

[Add New Survey](#)

## Add New Survey

**NOTE:** We recommend you title this survey something that helps you to manage your surveys. Consider a title that identifies group characteristics such as community site name, cohort number, year, etc.

The generated survey title is: Survey by samgrant@umn.edu, 10-31-2023 (18:13:13) [CYFAR PDTA Test Grant]

Select which Grant you want this Survey connected to. If you want to keep this survey for your private use, select "Personal Survey".

Survey Title

Enter survey title

Select Grant

CYFAR PDTA Test Grant

Check this box if this survey is using practice data.

Next

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Version 3.0.8

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## Select an Audience

Audience

Children (9 years and younger)

Next

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## Order Your Measures

Select each measure title to see a list of items it includes.

Resilience - Child

Life Skills - Child

Program Quality - Child

Next

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## Enter Participation Level

How many sessions of this program will be offered?

10

\* Only numbers are allowed

How many hours is each session?

Less than 1 hour  1 hour  2-3 hours  4-5 hours  6 or more hours

How often will each session occur?

Daily  Weekly  Bi-weekly  Monthly  Other

Next

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### Participant Name - Pre Test

[View QR Code](#)

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Usted está a punto de tomar una encuesta. Las primeras preguntas crean un número de ID para unir las respuestas del principio del programa con las respuestas al final del programa. No se puede usar su número de ID para identificarle ni unir sus respuestas consigo. Es decir, no sabremos que las respuestas son de usted ni quién las contestó.

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First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

**SURVEY - TESTING**

Child & Youth Resilience Measure-Revised (CYRM-R)

**Directions** Please choose one answer for each question. There are no right or wrong answers.

#	Item	Not at all	A little	Somewhat	Quite a bit	A lot
1	Do you share with people around you?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
2	It doing well in school important to you?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
3	Do you know how to behave/act in different situations (such as school, home, holy places)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
4	Do you feel that your parent(s)/caregiver(s) know where you are and what you are doing all of the time?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
5	Do you feel that your parent(s)/caregiver(s) know a lot about you (for example, what makes you happy, what makes you scared)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
6	Is there enough to eat in your home when you are hungry?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
7	Do other children like to play with you?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
8	Do you talk to your family/caregiver(s) about how you feel (for example, when you are hurt or feeling scared)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
9	Do you have friends that care about you?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
10	Do you feel you fit in with other children?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
11	Do you think your family/caregiver(s) care about you when times are hard (for example, if you are sick or have done something wrong)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
12	Do you think your friends care about you when times are hard (for example, if you are sick or have done something wrong)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
13	Are you treated fairly?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
14	Do you have chances to show others that you are growing up and can do things by yourself?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
15	Do you feel safe when you are with your family/caregiver(s)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
16	Do you have chances to learn things that will be useful when you are older (like cooking, working, and helping others)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
17	Do you like the way your family/caregiver(s) celebrates things (like holidays or learning about your culture)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊

Save and Continue



8	When I think, I compare ideas when thinking about a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	When I think, I keep my mind open to different ideas when planning to make a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	When I think, I am able to tell the best way of handling a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Item	Never	Rarely	Sometimes	Often	Always
11	When I communicate with others, I try to keep eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	When I communicate with others, I recognize when two people are trying to say the same thing, but in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	When I communicate with others, I try to see the other person's point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	When I communicate with others, I change the way I talk to someone based on my relationship with them (i.e. friend, parent, teacher, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	When I communicate with others, I organize thoughts in my head before speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	When I communicate with others, I make sure I understand what another person is saying before I respond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Item	Never	Rarely	Sometimes	Often	Always
17	When setting a goal, I look at the steps needed to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	When setting a goal, I think about how and when I want to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	When setting a goal: After setting a goal, I break goals down into steps so I can check my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	When setting a goal: Both positive and negative feedback helps me work towards my goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Item	Never	Rarely	Sometimes	Often	Always
21	When solving a problem, I first figure out exactly what the problem is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	When solving a problem, I try to determine what caused the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	When solving a problem, I do what I have done in the past to solve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	When solving a problem, I compare each possible solution with the others to find the best one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	When solving a problem: After selecting a solution, I think about it for a while before putting it into action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	When solving a problem: Once I have solved a problem, I think about how my solution worked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

# Pre Survey- Child Spanish

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### Participant Name - Pre Test

[View QR Code](#)

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First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

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Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

## SURVEY - TESTING

### Medida de Resiliencia en Niños-Actualizada (CYRM-R)

**Instrucciones:** Por favor elija una respuesta para cada pregunta. No hay respuestas correctas o erróneas.

#	Pregunta	Nada	Un poco	Algo	Demasiado	Mucho
1	¿Compartes con la gente que te rodea?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
2	¿Es importante para ti que te vaya bien en la escuela?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
3	¿Sabes cómo comportarte/actuar en diferentes situaciones (como escuela, hogar, lugares sagrados)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
4	¿Sientes que tu(s) padre(s)/cuidador(es) saben dónde estás y que estás haciendo todo el tiempo?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
5	¿Sientes que tu(s) padre(s)/cuidador(es) saben mucho acerca de ti (por ejemplo, que te hace feliz, que te asusta)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
6	¿Hay suficiente comida en tu casa para comer cuando te da hambre?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
7	¿A otros niños les gusta jugar contigo?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
8	¿Hablas con tu familia/cuidador(es) acerca de cómo te sientes (por ejemplo, cuando te lastimas o estás asustado)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
9	¿Tiene amigos que se preocupan por ti?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
10	¿Crees que encajas con otros niños?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
11	¿Crees que tu familia/cuidador(es) se preocupan por ti en los momentos difíciles (por ejemplo, si estás enfermo o has hecho algo malo)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
12	¿Crees que tus amigos se preocupan por ti en los momentos difíciles (por ejemplo, si estás enfermo o has hecho algo malo)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
13	¿Crees que eres tratado justamente?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
14	¿Tienes oportunidades de mostrar a los demás que estás creciendo y que puedes hacer cosas por ti mismo?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
15	¿Te sientes seguro cuando estás con tu familia/cuidador(es)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
16	¿Tienes oportunidades de aprender cosas que te serán útiles cuando crezcas (como cocinar, trabajar y ayudar a los demás)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
17	¿Te gusta como tu familia/cuidador(es) celebran cosas (como festividades o aprender acerca de tu cultura)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊

[Guardar y continuar](#)

#	Partida	Nunca	Raramente	Algunas veces	A menudo	Siempre
6	Quando pienso: Puedo expresar fácilmente mis opiniones acerca de un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Quando pienso: Usualmente consulto más de una fuente de información antes de tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Quando pienso: Comparo ideas cuando pienso en algún tema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Quando pienso: Mantengo mi mente abierta a ideas diferentes cuando pienso tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Quando pienso: Soy capaz de distinguir la mejor manera de manejar un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Partida	Nunca	Raramente	Algunas veces	A menudo	Siempre
11	Quando me comunico con otros: Trato de mantener contacto visual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Quando me comunico con otros: Reconozco cuando dos personas intentan decir la misma cosa, pero en palabras diferentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Quando me comunico con otros: Intento ver el punto de vista de la otra persona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Quando me comunico con otros: Cambio la manera en que hablo dependiendo de la relación que tengo con esa persona (p. ej. amigo, padre, profesor, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Quando me comunico con otros: Organizo las ideas en mi cabeza antes de hablar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Quando me comunico con otros: Me aseguro de entender lo que la otra persona está diciendo antes de responder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Partida	Nunca	Raramente	Algunas veces	A menudo	Siempre
17	Quando estoy fijando una meta: Analizo los pasos necesarios para lograr la meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Quando estoy fijando una meta: Pienso en cómo y cuándo quiero lograr mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Quando estoy fijando una meta: Después de fijar una meta, la explico en pasos para poder medir mi progreso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Quando estoy fijando una meta: La retroalimentación, tanto positiva como negativa, me ayuda a avanzar hacia mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Partida	Nunca	Raramente	Algunas veces	A menudo	Siempre
21	Quando enfrento un problema: Primero determino exactamente cuál es el problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Quando enfrento un problema: Intento determinar la causa del problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Quando enfrento un problema: Hago lo que he hecho anteriormente para resolverlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Quando enfrento un problema: Comparo cada posible solución con las otras para escoger la mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Quando enfrento un problema: Después de elegir una solución, pienso por un momento antes de implementarla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Quando enfrento un problema: Una vez haya resuelto un problema, analizo la manera como funcionó mi solución.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## Participant Name - Post Test

[View QR Code](#)

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First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

## SURVEY - TESTING

### Child & Youth Resilience Measure-Revised (CYRM-R)

**Directions:** Please choose one answer for each question. There are no right or wrong answers.

#	Item	Not at all	A little	Somewhat	Quite a bit	A lot
1	Do you share with people around you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Is doing well in school important to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Do you know how to behave/act in different situations (such as school, home, holy places)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Do you feel that your parent(s)/caregiver(s) know where you are and what you are doing all of the time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Do you feel that your parent(s)/caregiver(s) know a lot about you (for example, what makes you happy, what makes you scared)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Is there enough to eat in your home when you are hungry?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Do other children like to play with you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Do you talk to your family/caregiver(s) about how you feel (for example, when you are hurt or feeling scared)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Do you have friends that care about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Do you feel you fit in with other children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Do you think your family/caregiver(s) cares about you when times are hard (for example, if you are sick or have done something wrong)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Do you think your friends care about you when times are hard (for example, if you are sick or have done something wrong)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Are you treated fairly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Do you have chances to show others that you are growing up and can do things by yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Do you feel safe when you are with your family/caregiver(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Do you have chances to learn things that will be useful when you are older (like cooking, working, and helping others)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Do you like the way your family/caregiver(s) celebrates things (like holidays or learning about your culture)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

#	Item	Never	Rarely	Sometimes	Often	Always
11	When I communicate with others: I try to keep eye contact.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
12	When I communicate with others: I recognize when two people are trying to say the same thing, but in different ways.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
13	When I communicate with others: I try to see the other person's point of view.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
14	When I communicate with others: I change the way I talk to someone based on my relationship with them (i.e. friend, parent, teacher, etc.)	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
15	When I communicate with others: I organize thoughts in my head before speaking.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
16	When I communicate with others: I make sure I understood what another person is saying before I respond.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊

#	Item	Never	Rarely	Sometimes	Often	Always
17	When setting a goal: I look at the steps needed to achieve the goal.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
18	When setting a goal: I think about how and when I want to achieve the goal.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
19	When setting a goal: After setting a goal, I break goals down into steps so I can check my progress.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
20	When setting a goal: Both positive and negative feedback helps me work towards my goal.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊

#	Item	Never	Rarely	Sometimes	Often	Always
21	When solving a problem: I first figure out exactly what the problem is.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
22	When solving a problem: I try to determine what caused the problem.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
23	When solving a problem: I do what I have done in the past to solve it.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
24	When solving a problem: I compare each possible solution with the others to find the best one.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
25	When solving a problem: After selecting a solution, I think about it for a while before putting it into action.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
26	When solving a problem: Once I have solved a problem, I think about how my solution worked.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊

Save and Continue

## SURVEY - TESTING

### Child Program Quality Instrument

**Directions:** The following statements describe how your program may work.

#	Item	Never	Rarely	Sometimes	A lot	Always
1	Young people feel safe when they are at the program.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
2	Young people spread rumors about others.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
3	Young people keep others from being part of activities or groups.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
4	Adults in this program are good listeners.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
5	Adults are eager to help young people.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
6	Young people are willing to help each other.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
7	The program has rules about what sorts of behaviors are expected.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
8	Adults treat young people fairly.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
9	Young people are kind to one another.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
10	Young people and adults work together to plan activities.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
11	Young people choose the activities they want to do.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
12	Young people are encouraged to be leaders.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
13	Young people learn from activities that are challenging.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
14	Young people learn about different cultures.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
15	Young people learn new ways to communicate their ideas.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
16	Young people follow the rules of the program.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
17	Adults explain the rules to everyone.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
18	Guidelines and rules are enforced daily.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
19	Everyone's family gets invited to come to the program's activities.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
20	Young people learn about community resources (e.g., libraries, parks, and health department).	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
21	Young people contribute to the community by helping others.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
22	Young people feel accepted.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
23	Young people feel like they can be themselves.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊
24	Adults get to know young people by interacting with them.	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊	<input type="checkbox"/> 😊

Save and Continue



## Participant Name - Post Test

[View QR Code](#)

You are about to take a survey. These first questions create an ID, which will be used to link your answers to the survey at the beginning of the program to your answers to the same survey at the end of the program. Your ID cannot be used to identify you or link your answers to you. This means we will not know the answers are from you or who answered the questions.

Usted está a punto de tomar una encuesta. Las primeras preguntas crean un número de ID para unir las respuestas del principio del programa con las respuestas al final del programa. No se puede usar su número de ID para identificarle ni unir sus respuestas consigo. Es decir, no sabremos que las respuestas son de usted ni quién las contestó.

Note for staff: If you are completing the survey on behalf of participants, please enter a participant-specific identifier for the participant whose survey you are entering. Each participant should be assigned his/her own specific identifier because it will be used to link a participant's pre-survey and post-survey. This information will be anonymized before being saved. It cannot and will not be used to identify the participant.

First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

## SURVEY - TESTING

### Medida de Resiliencia en Niños-Actualizada (CYRM-R)

**Instrucciones** Por favor elija una respuesta para cada pregunta. No hay respuestas correctas o erróneas.

#	Pregunta	Nada	Un poco	Algo	Bastante	Mucho
1	¿Compartes con la gente que te rodea?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
2	¿Es importante para ti que te vaya bien en la escuela?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
3	¿Sabes cómo comportarte/actuar en diferentes situaciones (como escuela, hogar, lugares sagrados)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
4	¿Sientes que tu(s) padre(s)/cuidador(es) saben dónde estás y que estás haciendo todo el tiempo?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
5	¿Sientes que tu(s) padre(s)/cuidador(es) saben mucho acerca de ti (por ejemplo, que te hace feliz, que te asusta)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
6	¿Hay suficiente comida en tu casa para comer cuando te da hambre?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
7	¿A otros niños les gusta jugar contigo?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
8	¿Hablas con tu familia/cuidador(es) acerca de cómo te sientes (por ejemplo, cuando te lastimas o estás asustado)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
9	¿Tienes amigos que se preocupan por ti?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
10	¿Crees que encajas con otros niños?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
11	¿Crees que tu familia/cuidador(es) se preocupan por ti en los momentos difíciles (por ejemplo, si estás enfermo o has hecho algo malo)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
12	¿Crees que tus amigos se preocupan por ti en los momentos difíciles (por ejemplo, si estás enfermo o has hecho algo malo)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
13	¿Crees que eres tratado justamente?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
14	¿Tienes oportunidades de mostrar a los demás que estás creciendo y que puedes hacer cosas por ti mismo?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
15	¿Te sientes seguro cuando estás con tu familia/cuidador(es)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
16	¿Tienes oportunidades de aprender cosas que te serán útiles cuando crezcas (como cocinar, trabajar y ayudar a los demás)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊
17	¿Te gusta como tu familia/cuidador(es) celebran cosas (como festividades o aprender acerca de tu cultura)?	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊

Guardar y continuar

#	Ítem	Nunca	Raramente	Algunas veces	A menudo	Siempre
11	Cuando me comunico con otros: Trato de mantener contacto visual.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
12	Cuando me comunico con otros: Reconozco cuando dos personas intentan decir la misma cosa, pero en maneras diferentes.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
13	Cuando me comunico con otros: Intento ver el punto de vista de la otra persona.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
14	Cuando me comunico con otros: Cambio la manera en que hablo dependiendo de la relación que tenga con esa persona (p. ej. amigo, padre, profesor, etc.).	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
15	Cuando me comunico con otros: Organizo las ideas en mi cabeza antes de hablar.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
16	Cuando me comunico con otros: Me aseguro de entender lo que la otra persona está diciendo antes de responder.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊

#	Ítem	Nunca	Raramente	Algunas veces	A menudo	Siempre
17	Cuando estoy fijando una meta: Analizo los pasos necesarios para lograr la meta.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
18	Cuando estoy fijando una meta: Pienso en cómo y cuándo quiero lograr mi meta.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
19	Cuando estoy fijando una meta: Después de fijar una meta, la separo en pasos para poder medir mi progreso.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
20	Cuando estoy fijando una meta: La retroalimentación, tanto positiva como negativa, me ayuda a avanzar hacia mi meta.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊

#	Ítem	Nunca	Raramente	Algunas veces	A menudo	Siempre
21	Cuando enfrento un problema: Primero determino exactamente cuál es el problema.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
22	Cuando enfrento un problema: Intento determinar la causa del problema.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
23	Cuando enfrento un problema: Hago lo que he hecho anteriormente para resolverlo.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
24	Cuando enfrento un problema: Comparo cada posible solución con las otras para encontrar la mejor.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
25	Cuando enfrento un problema: Después de elegir una solución, pienso por un momento antes de implementarla.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊
26	Cuando enfrento un problema: Una vez haya resuelto un problema, analizo la manera como funcionó mi solución.	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😊

Guardar y continuar

3	Los jóvenes no permiten que otros participen en actividades o grupos.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
4	Los adultos en este programa saben escuchar.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
5	Los adultos están dispuestos a ayudar a los jóvenes.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
6	Los jóvenes están dispuestos a ayudarse entre sí.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
7	El programa tiene reglas acerca de la conducta que se espera de ellos.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
8	Los adultos tratan a los jóvenes de manera justa.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
9	Los jóvenes son amables entre sí.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
10	Jóvenes y adultos trabajan juntos para planear actividades.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
11	Los jóvenes eligen las actividades en las que quieren participar.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
12	Se anima a los jóvenes para que se conviertan en líderes.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
13	Los jóvenes aprenden de actividades desafiantes.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
14	Los jóvenes aprenden acerca de culturas diferentes.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
15	Los jóvenes aprenden nuevas maneras de comunicar sus ideas.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
16	Los jóvenes siguen las reglas del programa.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
17	Los adultos explican las reglas a todos.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
18	Las pautas y reglas son aplicados diariamente.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
19	Las familias de todos son invitadas cuando se realiza alguna actividad del programa.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
20	Los jóvenes aprenden acerca de los recursos de la comunidad (p. ej. bibliotecas, parques, y el departamento de salud).	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
21	Los jóvenes contribuyen a la comunidad ayudando a otros.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
22	Los jóvenes se sienten aceptados.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
23	Los jóvenes sienten que pueden ser ellos mismos.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
24	Los adultos tienen la oportunidad de conocer a los jóvenes al interactuar con ellos.	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	

Guardar y continuar

## Participant Name - Pre Test

[View QR Code](#)

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First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

## SURVEY - TEST SURVEY 9.14

### Youth Resilience Measure-Revised (CYRM-R)

**Directions:** To what extent do the following statements apply to you? There are no right or wrong answers.

#	Item	Not at all	A little	Somewhat	Quite a bit	A lot
1	I cooperate with people around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Getting an education is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I know how to behave in different social situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	My parent(s)/caregiver(s) really look out for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	My parent(s)/caregiver(s) know a lot about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	If I am hungry, there is enough to eat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	People like to spend time with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I talk to my family/caregiver(s) about how I feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I feel supported by my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I feel that I belong/belonged at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	My family/caregiver(s) stand by me during difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	My friends stand by me during difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I am treated fairly in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I have opportunities to show others that I am becoming an adult and can act responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I feel safe when I am with my family/caregiver(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	I enjoy my family's/caregiver's cultural and family traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

## SURVEY - TEST SURVEY 9.14

### YOUTH DEMOGRAPHIC DATA

1. I am a:

- Male
- Female

2. How old are you?

3. What grade are you in school?

4. What is your ethnicity? (Select one)

- Hispanic or Latino
- Not Hispanic or Latino

5. What is your race? (Select one or more)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

6. If one (or both) of your parents is involved in the military, please specify the branch:

- My parent is not involved in the military.
- Air Force
- Army
- Guard
- Marine Corps
- Navy
- Reserve

Save and Continue

3	When I have a decision to make: I consider the risks of a choice before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	When I have a decision to make: I think about all the information I have about the different choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	When I have a decision to make: I think of past choices when making new decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	When I think: I can easily express my thoughts on a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	When I think: I usually have more than one source of information before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	When I think: I compare ideas when thinking about a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	When I think: I keep my mind open to different ideas when planning to make a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	When I think: I am able to tell the best way of handling a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	When I communicate with others: I try to keep eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	When I communicate with others: I recognize when two people are trying to say the same thing, but in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	When I communicate with others: I try to see the other person's point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	When I communicate with others: I change the way I talk to someone based on my relationship with them (i.e., friend, parent, teacher, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	When I communicate with others: I organize thoughts in my head before speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	When I communicate with others: I make sure I understand what another person is saying before I respond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	When setting a goal: I look at the steps needed to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	When setting a goal: I think about how and when I want to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	When setting a goal: After setting a goal, I break goals down into steps so I can check my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	When setting a goal: Both positive and negative feedback helps me work towards my goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	When solving a problem: I first figure out exactly what the problem is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	When solving a problem: I try to determine what caused the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	When solving a problem: I do what I have done in the past to solve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	When solving a problem: I compare each possible solution with the others to find the best one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	When solving a problem: After selecting a solution, I think about it for a while before putting it into action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	When solving a problem: Once I have solved a problem, I think about how my solution worked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue



## Participant Name - Pre Test

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First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

## SURVEY - TEST SURVEY 9.14

### Medida de Resiliencia Juvenil-Actualizada (CYRM-R)

**Instrucciones:** ¿Hasta qué punto aplican para ti las siguientes afirmaciones? No hay respuestas correctas o erróneas.

#	Ítem	Nada	Un poco	Algo	Bastante	Mucho
1	Coopero con la gente que me rodea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Obtener una educación es importante para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Sé cómo comportarme en diferentes situaciones sociales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Mis padres/cuidador(es) están muy pendientes de mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Mis padres/cuidador(es) saben mucho de mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Si tengo hambre, tengo suficiente comida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A la gente le gusta pasar tiempo conmigo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Hablo con mi familia/cuidador(es) acerca de cómo me siento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Me siento apoyado por mis amigos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Siento que pertenezco (o que pertenecía) en mi escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Mi familia/cuidador(es) me apoyan en los momentos difíciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Mis amigos me apoyan en los momentos difíciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Soy tratado(a) de forma justa en mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Tengo oportunidades para mostrar a los demás que me estoy convirtiendo en adulto y que puedo actuar de manera responsable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Me siento seguro cuando estoy con mi familia/cuidador(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Tengo oportunidades para desarrollar habilidades que serán útiles en mi vida como adulto (como habilidades laborales o para cuidar a los demás).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Disfruto de las tradiciones familiares y culturales de mi familia/cuidador(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## SURVEY - TEST SURVEY 9.14

### DATOS DEMOGRÁFICOS DE JÓVENES

1. Soy:

Hombre

Mujer

2. ¿Cuántos años tienes?

3. ¿En qué grado estás en la escuela?

4. ¿Cuál es tu étnicidad? (Selecciona una)

Hispano o latino

Ni hispano ni latino

5. ¿Cuál es tu raza? (Selecciona una o más)

Indígena americano o nativo de Alaska

Asiático

Negro o afroamericano

Nativo de Hawái o otra isla del Pacífico

Blanco

6. Si uno (o ambos) de tus padres presta servicio en las fuerzas armadas, por favor especifica la rama militar

Ninguno de mis padres presta servicio en las fuerzas armadas

Fuerza Aérea

Ejército

Guardia

Cuerpo de Marines

Marina

Reserva

Guardar y continuar

tomar nuevas.

6	Cuando pienso: Puedo expresar fácilmente mis opiniones acerca de un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Cuando pienso: Usualmente consulto más de una fuente de información antes de tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Cuando pienso: Comparo ideas cuando pienso en algún tema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Cuando pienso: Mantengo mi mente abierta a ideas diferentes cuando planeo tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Cuando pienso: Soy capaz de distinguir la mejor manera de manejar un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Cuando me comunico con otros: Trato de mantener contacto visual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Cuando me comunico con otros: Reconozco cuando dos personas intentan decir la misma cosa, pero en maneras diferentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Cuando me comunico con otros: Intento ver el punto de vista de la otra persona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Cuando me comunico con otros: Cambio la manera en que hablo dependiendo de la relación que tenga con ellos (p. ej. amigo, padre, profesor, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Cuando me comunico con otros: Organizo las ideas en mi cabeza antes de hablar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Cuando me comunico con otros: Me aseguro de entender lo que la otra persona está diciendo antes de responder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Cuando estoy fijando una meta: Analizo los pasos necesarios para alcanzar la meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Cuando estoy fijando una meta: Pienso en cómo y cuándo quiero lograr mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Cuando estoy fijando una meta: Después de fijar una meta, la separo en pasos para poder medir mi progreso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Cuando estoy fijando una meta: La retroalimentación, tanto positiva como negativa, me ayuda a avanzar hacia mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Cuando enfrento un problema: Primero determino exactamente cuál es el problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Cuando enfrento un problema: Intento determinar la causa del problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Cuando enfrento un problema: Hago lo que he hecho anteriormente para resolverlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Cuando enfrento un problema: Comparo cada posible solución con las otras para encontrar la mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Cuando enfrento un problema: Después de elegir una solución, pienso por un momento antes de implementarla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Cuando enfrento un problema: Una vez haya resuelto un problema, analizo la manera como funcionó mi solución.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## Participant Name - Post Test

[View QR Code](#)

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**Note for staff:** If you are completing the survey on behalf of participants, please enter a participant-specific identifier for the participant whose survey you are entering. Each participant should be assigned his/her own specific identifier because it will be used to link a participant's pre-survey and post-survey. This information will be anonymized before being saved. It cannot and will not be used to identify the participant.

First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicio](#)

## SURVEY - TEST 4 SURVEY

### Youth Resilience Measure-Revised (CYRM-R)

**Directions** To what extent do the following statements apply to you? There are no right or wrong answers.

#	Item	Not at all	A little	Somewhat	Quite a bit	A lot
1	I cooperate with people around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Getting an education is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I know how to behave in different social situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	My parent(s)/caregiver(s) really look out for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	My parent(s)/caregiver(s) know a lot about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	If I am hungry, there is enough to eat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	People like to spend time with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I talk to my family/caregiver(s) about how I feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I feel supported by my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I feel that I belong/belonged at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	My family/caregiver(s) stand by me during difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	My friends stand by me during difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I am treated fairly in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I have opportunities to show others that I am becoming an adult and can act responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I feel safe when I am with my family/caregiver(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	I enjoy my family's/caregiver's cultural and family traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

## SURVEY - TEST 4 SURVEY

### Youth Program Quality Instrument

**Directions:** The following statements describe how your program may work.

#	Item	Never	Rarely	Sometimes	A lot	Always
1	Young people feel safe when they are at the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Young people spread rumors about others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Young people keep others from being part of activities or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Adults in this program are good listeners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Adults are eager to help young people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Young people are willing to help each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The program has rules about what sorts of behaviors are expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Adults treat young people fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Young people are kind to one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Young people and adults work together to plan activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Young people choose the activities they want to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Young people are encouraged to be leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Young people learn from activities that are challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Young people learn about different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Young people learn new ways to communicate their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Young people follow the rules of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Adults explain the rules to everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Guidelines and rules are enforced daily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Everyone's family gets invited to come to the program's activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Young people learn about community resources (e.g., libraries, parks, and health department).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Young people contribute to the community by helping others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Young people feel accepted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Young people feel like they can be themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Adults get to know young people by interacting with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

### SURVEY - TEST 4 SURVEY

#### YOUTH ENGAGEMENT SURVEY

#	Item	Not at all	A little	Somewhat	Very much
1	How much choice did you have about this activity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	How important was this activity to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Was it interesting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Was it challenging?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Did you enjoy what you were doing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	How hard were you concentrating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Were you using your skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Did you wish you were doing something else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Item	Yes	No
9	Do you participate in any other after-school activities?	<input type="radio"/>	<input type="radio"/>

Save and Continue



## SURVEY - TEST 4 SURVEY

### YOUTH DEMOGRAPHIC DATA

1. I am a:

Male

Female

2. How old are you?

3. What grade are you in school?

4. What is your ethnicity? (Select one)

Hispanic or Latino

Not Hispanic or Latino

5. What is your race? (Select one or more)

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

6. If one (or both) of your parents is involved in the military, please specify the branch:

My parent is not involved in the military.

Air Force

Army

Guard

Marine Corps

Navy

Reserve

Save and Continue

4	When I have a decision to make: I think about all the information I have about the different choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	When I have a decision to make: I think of past choices when making new decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	When I think: I can easily express my thoughts on a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	When I think: I usually have more than one source of information before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	When I think: I compare ideas when thinking about a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	When I think: I keep my mind open to different ideas when planning to make a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	When I think: I am able to tell the best way of handling a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	When I communicate with others: I try to keep eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	When I communicate with others: I recognize when two people are trying to say the same thing, but in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	When I communicate with others: I try to see the other person's point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	When I communicate with others: I change the way I talk to someone based on my relationship with them (i.e., friend, parent, teacher, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	When I communicate with others: I organize thoughts in my head before speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	When I communicate with others: I make sure I understand what another person is saying before I respond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	When setting a goal: I look at the steps needed to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	When setting a goal: I think about how and when I want to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	When setting a goal: After setting a goal, I break goals down into steps so I can check my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	When setting a goal: Both positive and negative feedback helps me work towards my goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	When solving a problem: I first figure out exactly what the problem is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	When solving a problem: I try to determine what caused the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	When solving a problem: I do what I have done in the past to solve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	When solving a problem: I compare each possible solution with the others to find the best one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	When solving a problem: After selecting a solution, I think about it for a while before putting it into action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	When solving a problem: Once I have solved a problem, I think about how my solution worked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

## Participant Name - Post Test

[View QR Code](#)

You are about to take a survey. These first questions create an ID, which will be used to link your answers to the survey at the beginning of the program to your answers to the same survey at the end of the program. Your ID cannot be used to identify you or link your answers to you. This means we will not know the answers are from you or who answered the questions.

Usted está a punto de tomar una encuesta. Las primeras preguntas crean un número de ID para unir las respuestas del principio del programa con las respuestas al final del programa. No se puede usar su número de ID para identificarle ni unir sus respuestas consigo. Es decir, no sabremos que las respuestas son de usted ni quién las contestó.

**Note for staff:** If you are completing the survey on behalf of participants, please enter a participant-specific identifier for the participant whose survey you are entering. Each participant should be assigned his/her own specific identifier because it will be used to link a participant's pre-survey and post-survey. This information will be anonymized before being saved. It cannot and will not be used to identify the participant.

First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

-- SELECT ONE --

[Begin/Inicia](#)

## SURVEY - TEST SURVEY 9.14

### Medida de Resiliencia Juvenil-Actualizada (CYRM-R)

**Instrucciones** ¿Hasta qué punto aplican para ti las siguientes afirmaciones? No hay respuestas correctas o erróneas.

#	Ítem	Nada	Un poco	Algo	bastante	Mucho
1	Coopero con la gente que me rodea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Obtener una educación es importante para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Sé cómo comportarme en diferentes situaciones sociales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Mis padres/cuidador(es) están muy pendientes de mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Mis padres/cuidador(es) saben mucho de mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Si tengo hambre, tengo suficiente comida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A la gente le gusta pasar tiempo conmigo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Hablo con mi familia/cuidador(es) acerca de cómo me siento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Me siento apoyado por mis amigos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Siento que pertenezco (o que pertenecía) en mi escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Mi familia/cuidador(es) me apoyan en los momentos difíciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Mis amigos me apoyan en los momentos difíciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Soy tratado(a) de forma justa en mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Tengo oportunidades para mostrar a los demás que me estoy convirtiendo en adulto y que puedo actuar de manera responsable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Me siento seguro cuando estoy con mi familia/cuidador(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Tengo oportunidades para desarrollar habilidades que serán útiles en mi vida como adulto (como habilidades laborales o para cuidar a los demás).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Disfruto de las tradiciones familiares y culturales de mi familia/cuidador(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## SURVEY - TEST SURVEY 9.14

### Instrumento de calidad programático para jóvenes

**Instrucciones:** Las siguientes afirmaciones describen cómo puede estar trabajando su programa.

#	Ítem	Nunca	Raramente	Algunas veces	Mucho	Siempre
1	Los jóvenes se sientan seguros cuando están en el programa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Los jóvenes difunden rumores acerca de otros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Los jóvenes no permiten que otros participen en actividades o grupos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	El personal de este programa sabe escuchar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	El personal está dispuesto a ayudar a los jóvenes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Los jóvenes están dispuestos a ayudarse entre sí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	El programa tiene reglas acerca de la conducta esperada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	El personal trata a los jóvenes de manera justa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Los jóvenes son amables entre sí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Los jóvenes y el personal trabajan juntos para planear actividades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Los jóvenes eligen las actividades en las que quieren participar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Se anima a los jóvenes para que se conviertan en líderes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Los jóvenes aprenden de actividades desafiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Los jóvenes aprenden acerca de culturas diferentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Los jóvenes aprenden nuevas maneras de comunicar sus ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Los jóvenes siguen las reglas del programa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	El personal explica las reglas a todos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Las pautas y reglas son aplicadas diariamente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Las familias de todos son invitadas cuando se realiza alguna actividad del programa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Los jóvenes aprenden acerca de los recursos de la comunidad (p. ej. bibliotecas, parques, y el departamento de salud).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Los jóvenes contribuyen a la comunidad ayudando a otros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Los jóvenes se sienten aceptados.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Los jóvenes sienten que pueden ser ellos mismos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	El personal tiene la oportunidad de conocer a los jóvenes al interactuar con ellos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## SURVEY - TEST SURVEY 9.14

### ENCUESTA DE PARTICIPACIÓN DEL JOVEN

#	Ítem	Nada nada	Un poco	Algo	Mucho
1	¿Qué tanta opción tuviste respecto a realizar esta actividad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	¿Qué tan importante fue esta actividad para ti?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	¿Fue interesante?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	¿Fue desafiante?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	¿Disfrutaste lo que estaba haciendo?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	¿Qué tanto te tuviste que concentrar?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	¿Pudiste utilizar sus habilidades?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	¿Deseaste haber estado haciendo algo más?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Ítem	Si	No
9	¿Has participado en alguna otra actividad extracurricular?	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## SURVEY - TEST SURVEY 9.14

### DATOS DEMOGRÁFICOS DE JÓVENES

1. Soy:

Hombre

Mujer

2. ¿Cuántos años tienes?

3. ¿En qué grado estás en la escuela?

4. ¿Cuál es tu étnicidad? (Selecciona una)

Hispano o latino

Ni hispano ni latino

5. ¿Cuál es tu raza? (Selecciona una o más)

Indígena americano o nativo de Alaska

Asiático

Negro o afroamericano

Nativo de Hawái o otra isla del Pacífico

Blanco

6. Si uno (o ambos) de tus padres presta servicio en las fuerzas armadas, por favor especifica la rama militar

Ninguno de mis padres presta servicio en las fuerzas armadas

Fuerza Aérea

Ejército

Guardia

Cuerpo de Marines

Marina

Reserva

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6. ¿Cuántas veces te sientes capaz de tomar nuevas decisiones?

6	Cuando pienso: Puedo expresar fácilmente mis opiniones acerca de un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Cuando pienso: Usualmente consulto más de una fuente de información antes de tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Cuando pienso: Comparo ideas cuando pienso en algún tema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Cuando pienso: Mantengo mi mente abierta a ideas diferentes cuando planeo tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Cuando pienso: Soy capaz de distinguir la mejor manera de manejar un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Cuando me comunico con otros: Trato de mantener contacto visual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Cuando me comunico con otros: Reconozco cuando dos personas intentan decir la misma cosa, pero en maneras diferentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Cuando me comunico con otros: Intento ver el punto de vista de la otra persona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Cuando me comunico con otros: Cambio la manera en que hablo dependiendo de la relación que tenga con ellos (p. ej. amigo, padre, profesor, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Cuando me comunico con otros: Organizo las ideas en mi cabeza antes de hablar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Cuando me comunico con otros: Me aseguro de entender lo que la otra persona está diciendo antes de responder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Cuando estoy fijando una meta: Analizo los pasos necesarios para alcanzar la meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Cuando estoy fijando una meta: Pienso en cómo y cuándo quiero lograr mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Cuando estoy fijando una meta: Después de fijar una meta, la separo en pasos para poder medir mi progreso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Cuando estoy fijando una meta: La retroalimentación, tanto positiva como negativa, me ayuda a avanzar hacia mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Cuando enfrento un problema: Primero determino exactamente cuál es el problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Cuando enfrento un problema: Intento determinar la causa del problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Cuando enfrento un problema: Hago lo que he hecho anteriormente para resolverlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Cuando enfrento un problema: Comparo cada posible solución con las otras para encontrar la mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Cuando enfrento un problema: Después de elegir una solución, pienso por un momento antes de implementarla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Cuando enfrento un problema: Una vez haya resuelto un problema, analizo la manera como funcionó mi solución.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar



## Participant Name - Pre Test

[View QR Code](#)

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Usted está a punto de tomar una encuesta. Las primeras preguntas crean un número de ID para unir las respuestas del principio del programa con las respuestas al final del programa. No se puede usar su número de ID para identificarle ni unir sus respuestas consigo. Es decir, no sabremos que las respuestas son de usted ni quién las contestó.

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First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

## SURVEY - ADULTTEST

### Adult Resilience Measure-Revised (ARM-R)

**Directions:** To what extent do the following statements apply to you? There are no right or wrong answers.

#	Item	Not at all	A little	Somewhat	Quite a bit	A lot
1	I cooperate with people around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Getting and improving qualifications or skills is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I know how to behave in different social situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	My family has usually supported me through life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	My family knows a lot about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	If I am hungry, I can get food to eat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	People like to spend time with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I talk to my family/partner about how I feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I feel supported by my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I feel that I belong in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	My family/partner stands by me during difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	My friends stand by me during difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I am treated fairly in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I have opportunities to show others that I can act responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I feel secure when I am with my family/partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	I have opportunities to apply my abilities in life (like skills, a job, caring for others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	I enjoy my family's/partner's cultural and family traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

3	When I have a decision to make: I consider the risks of a choice before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	When I have a decision to make: I think about all the information I have about the different choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	When I have a decision to make: I think of past choices when making new decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	When I think: I can easily express my thoughts on a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	When I think: I usually have more than one source of information before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	When I think: I compare ideas when thinking about a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	When I think: I keep my mind open to different ideas when planning to make a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	When I think: I am able to tell the best way of handling a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	When I communicate with others: I try to keep eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	When I communicate with others: I recognize when two people are trying to say the same thing, but in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	When I communicate with others: I try to see the other person's point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	When I communicate with others: I change the way I talk to someone based on my relationship with them (i.e. friend, parent, teacher, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	When I communicate with others: I organize thoughts in my head before speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	When I communicate with others: I make sure I understand what another person is saying before I respond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	When setting a goal: I look at the steps needed to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	When setting a goal: I think about how and when I want to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	When setting a goal: After setting a goal, I break goals down into steps so I can check my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	When setting a goal: Both positive and negative feedback helps me work towards my goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	When solving a problem: I first figure out exactly what the problem is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	When solving a problem: I try to determine what caused the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	When solving a problem: I do what I have done in the past to solve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	When solving a problem: I compare each possible solution with the others to find the best one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	When solving a problem: After selecting a solution, I think about it for a while before putting it into action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	When solving a problem: Once I have solved a problem, I think about how my solution worked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

## SURVEY - ADULTTEST

### ADULT DEMOGRAPHIC DATA

1. I am a:

- Male
- Female

2. How old are you?

3. What is your ethnicity? (Select one)

- Hispanic or Latino
- Not Hispanic or Latino

4. What is your race? (Select one or more)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

5. What is your highest level of education completed?

- Less than high school
- High school diploma/GED
- Post-secondary technical training
- Some college
- Associate's degree
- Bachelor's degree
- Graduate degree

6. If you have ever served in the military, please specify the branch:

- I have not served in the military.
- Air Force
- Army
- Guard
- Marine Corps
- Navy
- Reserve

Save and Continue

## Participant Name - Pre Test

[View QR Code](#)

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Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

## SURVEY - ADULTTEST

### Medida de Resiliencia Adulta-Actualizada (ARM-R)

**Instrucciones:** ¿Hasta qué punto aplican para ti las siguientes afirmaciones? No hay respuestas correctas o erróneas.

#	Ítem	Nada	Un poco	Algo	Bastante	Mucho
1	Coopero con la gente que me rodea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Obtener y mejorar certificaciones o habilidades es importante para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Sé cómo comportarme en diferentes situaciones sociales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Con frecuencia mi familia me ha apoyado a través de mi vida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Mi familia sabe mucho acerca de mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Si tengo hambre, puedo obtener comida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A la gente le gusta pasar tiempo conmigo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Hablo con mi familia/pareja acerca de cómo me siento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Me siento apoyado por mis amigos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Siento que pertenezco a mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Mi familia/pareja me apoya en los momentos difíciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Mis amigos me apoyan en los momentos difíciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Soy tratado justamente en mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Tengo oportunidades para mostrar a los demás que puedo actuar responsablemente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Me siento seguro cuando estoy con mi familia/pareja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Tengo oportunidades para emplear mis capacidades en la vida (habilidades para la vida, cuidar a los demás).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Disfruto de las tradiciones familiares y culturales de mi familia/pareja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## SURVEY - ADULTTEST

### Destrezas para la vida diaria - Adulto

#	Ítem	Nunca	Raramente	Algunas veces	A menudo	Siempre
1	Cuando tengo que tomar una decisión: Busco información que me ayude a entender el problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Cuando tengo que tomar una decisión: Pienso antes de tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Cuando tengo que tomar una decisión: Considero los riesgos de una opción antes de tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Cuando tengo que tomar una decisión: Reflexiono acerca de toda la información que tengo acerca de las diferentes opciones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Cuando tengo que tomar una decisión: Considero decisiones que haya tomado anteriormente para tomar nuevas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Cuando pienso: Puedo expresar fácilmente mis opiniones acerca de un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Cuando pienso: Usualmente consulto más de una fuente de información antes de tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Cuando pienso: Comparo ideas cuando pienso en algún tema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Cuando pienso: Mantengo mi mente abierta a ideas diferentes cuando planeo tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Cuando pienso: Soy capaz de distinguir la mejor manera de manejar un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Cuando me comunico con otros: Trato de mantener contacto visual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Cuando me comunico con otros: Reconozco cuando dos personas intentan decir la misma cosa, pero en maneras diferentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Cuando me comunico con otros: Intento ver el punto de vista de la otra persona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Cuando me comunico con otros: Cambio la manera en que hablo dependiendo de la relación que tengo con ellos (p. ej. amigo, padre, profesor, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Cuando me comunico con otros: Organizo las ideas en mi cabeza antes de hablar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Cuando me comunico con otros: Me aseguro de entender lo que la otra persona está diciendo antes de responder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Cuando estoy fijando una meta: Analizo los pasos necesarios para alcanzar la meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Cuando estoy fijando una meta: Pienso en cómo y cuándo quiero lograr mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Cuando estoy fijando una meta: Después de fijar una meta, la separo en pasos para poder medir mi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19	Quando estoy fijando una meta: Después de fijar una meta, la separo en pasos para poder medir mi progreso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Quando estoy fijando una meta: La retroalimentación, tanto positiva como negativa, me ayuda a avanzar hacia mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Quando enfrento un problema: Primero determino exactamente cuál es el problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Quando enfrento un problema: Intento determinar la causa del problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Quando enfrento un problema: Hago lo que he hecho anteriormente para resolverlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Quando enfrento un problema: Comparo cada posible solución con las otras para encontrar la mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Quando enfrento un problema: Después de elegir una solución, pienso por un momento antes de implementarla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Quando enfrento un problema: Una vez haya resuelto un problema, analizo la manera como funcionó mi solución.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Guardar y continuar](#)



## SURVEY - ADULTTEST

### DATOS DEMOGRÁFICOS DE ADULTOS

1. Soy:

- Hombre
- Mujer

2. ¿Cuántos años tiene usted?

3. ¿Cuál es su etnicidad? (Selecciona una)

- Hispano o latino
- Ni hispano ni latino

4. ¿Cuál es su raza? (Selecciona una o más)

- Indígena americano o nativo de Alaska
- Asiático
- Negro o afroamericano
- Nativo de Hawái o otra isla del Pacífico
- Blanco

5. ¿Cuál es el nivel más alto de educación que completó usted?

- Menos que secundaria
- Diploma de secundaria/GED
- Capacitación técnica posterior a la secundaria
- Algo de universidad
- Título de asociado
- Licenciatura
- Título de Maestría

6. Si alguna vez ha prestado servicio en las fuerzas armadas, por favor especifique la rama militar

- No he prestado servicio en las fuerzas armadas
- Fuerza Aérea
- Ejército
- Guardia
- Cuerpo de Marines
- Marina
- Reserva

[Guardar y continuar](#)

## Participant Name - Post Test

[View QR Code](#)

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First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicie](#)

## SURVEY - ADULTTEST

### Adult Resilience Measure-Revised (ARM-R)

**Directions:** To what extent do the following statements apply to you? There are no right or wrong answers.

#	Item	Not at all	A little	Somewhat	Quite a bit	A lot
1	I cooperate with people around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Getting and improving qualifications or skills is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I know how to behave in different social situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	My family has usually supported me through life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	My family knows a lot about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	If I am hungry, I can get food to eat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	People like to spend time with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I talk to my family/partner about how I feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I feel supported by my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I feel that I belong in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	My family/partner stands by me during difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	My friends stand by me during difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I am treated fairly in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I have opportunities to show others that I can act responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I feel secure when I am with my family/partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	I have opportunities to apply my abilities in life (like skills, a job, caring for others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	I enjoy my family's/partner's cultural and family traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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3	When I have a decision to make: I consider the risks of a choice before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	When I have a decision to make: I think about all the information I have about the different choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	When I have a decision to make: I think of past choices when making new decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	When I think: I can easily express my thoughts on a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	When I think: I usually have more than one source of information before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	When I think: I compare ideas when thinking about a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	When I think: I keep my mind open to different ideas when planning to make a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	When I think: I am able to tell the best way of handling a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	When I communicate with others: I try to keep eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	When I communicate with others: I recognize when two people are trying to say the same thing, but in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	When I communicate with others: I try to see the other person's point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	When I communicate with others: I change the way I talk to someone based on my relationship with them (i.e. friend, parent, teacher, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	When I communicate with others: I organize thoughts in my head before speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	When I communicate with others: I make sure I understand what another person is saying before I respond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	When setting a goal: I look at the steps needed to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	When setting a goal: I think about how and when I want to achieve the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	When setting a goal: After setting a goal, I break goals down into steps so I can check my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	When setting a goal: Both positive and negative feedback helps me work towards my goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	When solving a problem: I first figure out exactly what the problem is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	When solving a problem: I try to determine what caused the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	When solving a problem: I do what I have done in the past to solve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	When solving a problem: I compare each possible solution with the others to find the best one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	When solving a problem: After selecting a solution, I think about it for a while before putting it into action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	When solving a problem: Once I have solved a problem, I think about how my solution worked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

## SURVEY - ADULTTEST

### Adult Program Quality Instrument

**Directions:** The following statements describe how your program may work.

#	Item	Never	Rarely	Sometimes	A lot	Always
1	Participants feel safe when they are at the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Participants spread rumors about others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Participants keep others from being part of activities or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Staff in this program are good listeners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Staff are eager to help participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Participants are willing to help each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The program has rules about what sorts of behaviors are expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Staff treat participants fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Participants are kind to one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Participants and staff work together to plan activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Participants choose the activities they want to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Participants are encouraged to be leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Participants learn from activities that are challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Participants learn about different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Participants learn new ways to communicate their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Participants follow the rules of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Staff explain the rules to everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Guidelines and rules are enforced daily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Everyone's family gets invited to come to the program's activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Participants learn about community resources (e.g., libraries, parks, and health department).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Participants contribute to the community by helping others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Participants feel accepted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Participants feel like they can be themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Staff get to know participants by interacting with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

## SURVEY - ADULTTEST

### ADULT ENGAGEMENT SURVEY

#	Item	Not at all	A little	Somewhat	Very much
1	How much choice did you have about this activity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	How important was this activity to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Was it interesting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Was it challenging?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Did you enjoy what you were doing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	How hard were you concentrating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Were you using your skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Do you wish you were doing something else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

## SURVEY - ADULTTEST

### ADULT PARTICIPATION LEVEL

1. How many of the sessions did you attend?

#	Item	Less than 1 hour	1 hour	2-3 hours	4-6 hours	8 or more hours
2	How many hours per session did you participate in this program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Item	Less than 1 year	1 year	2-3 years	4-6 years	8-7 years	8-9 years	10 or more years	I do not know	This is not a 4-H program
3	How long have you participated in 4-H, either as a participant or volunteer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Item	Yes	No
4	Are you involved in any other community/volunteer activities (e.g., civic, faith-based, sports, clubs)?	<input type="radio"/>	<input type="radio"/>

5. If yes, how many other community/volunteer activities (e.g., civic, faith-based, sports, clubs) are you involved in?

Save and Continue

## SURVEY - ADULTTEST

### ADULT DEMOGRAPHIC DATA

1. I am a:

- Male
- Female

2. How old are you?

3. What is your ethnicity? (Select one)

- Hispanic or Latino
- Not Hispanic or Latino

4. What is your race? (Select one or more)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

5. What is your highest level of education completed?

- Less than high school
- High school diploma/GED
- Post-secondary technical training
- Some college
- Associate's degree
- Bachelor's degree
- Graduate degree

6. If you have ever served in the military, please specify the branch:

- I have not served in the military.
- Air Force
- Army
- Guard
- Marine Corps
- Navy
- Reserve

Save and Continue



## Participant Name - Post Test

[View QR Code](#)

You are about to take a survey. These first questions create an ID, which will be used to link your answers to the survey at the beginning of the program to your answers to the same survey at the end of the program. Your ID cannot be used to identify you or link your answers to you. This means we will not know the answers are from you or who answered the questions.

Usted está a punto de tomar una encuesta. Las primeras preguntas crean un número de ID para unir las respuestas del principio del programa con las respuestas al final del programa. No se puede usar su número de ID para identificarle ni unir sus respuestas consigo. Es decir, no sabremos que las respuestas son de usted ni quién las contestó.

**Note for staff:** If you are completing the survey on behalf of participants, please enter a participant-specific identifier for the participant whose survey you are entering. Each participant should be assigned his/her own specific identifier because it will be used to link a participant's pre-survey and post-survey. This information will be anonymized before being saved. It cannot and will not be used to identify the participant.

First 2 letters of your first name. If your name were Jane Doe, you would enter JA:

Primeras 2 letras de su nombre. Si su nombre fuera Jane Doe, escribiría JA:

First 2 letters of your last name. If your name were Jane Doe, you would enter DO:

Primeras 2 letras de su apellido. Si su apellido fuera Jane Doe, escribiría DO:

Day you were born (2 digits). If you were born on 04/01/90 (April 1, 1990), you would enter 01:

Fecha de nacimiento (2 dígitos). Si usted naciera el 01/04/1990 (1 de abril de 1990), escribiría 01:

Select a language:

Selecciona un idioma:

[Begin/Inicia](#)

## SURVEY - ADULTTEST

### Medida de Resiliencia Adulta-Actualizada (ARM-R)

**Instrucciones** ¿Hasta qué punto aplican para ti las siguientes afirmaciones? No hay respuestas correctas o erróneas.

#	Ítem	Nada	Un poco	Algo	bastante	Mucho
1	Coopero con la gente que me rodea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Obtener y mejorar certificaciones o habilidades es importante para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Sé cómo comportarme en diferentes situaciones sociales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Con frecuencia mi familia me ha apoyado a través de mi vida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Mi familia sabe mucho acerca de mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Si tengo hambre, puedo obtener comida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A la gente le gusta pasar tiempo conmigo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Hablo con mi familia/pareja acerca de cómo me siento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Me siento apoyado por mis amigos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Siento que pertenezco a mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Mi familia/pareja me apoya en los momentos difíciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Mis amigos me apoyan en los momentos difíciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Soy tratado justamente en mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Tengo oportunidades para mostrar a los demás que puedo actuar responsablemente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Me siento seguro cuando estoy con mi familia/pareja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Tengo oportunidades para emplear mis capacidades en la vida (habilidades para la vida, cuidar a los demás).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Disfruto de las tradiciones familiares y culturales de mi familia/pareja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

tomar nuevas.

6	Cuando pienso: Puedo expresar fácilmente mis opiniones acerca de un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Cuando pienso: Usualmente consulto más de una fuente de información antes de tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Cuando pienso: Comparo ideas cuando pienso en algún tema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Cuando pienso: Mantengo mi mente abierta a ideas diferentes cuando planeo tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Cuando pienso: Soy capaz de distinguir la mejor manera de manejar un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Quando me comunico con otros: Trato de mantener contacto visual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Quando me comunico con otros: Reconozco cuando dos personas intentan decir la misma cosa, pero en maneras diferentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Quando me comunico con otros: Intento ver el punto de vista de la otra persona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Quando me comunico con otros: Cambio la manera en que hablo dependiendo de la relación que tenga con ellos (p. ej. amigo, padre, profesor, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Quando me comunico con otros: Organizo las ideas en mi cabeza antes de hablar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Quando me comunico con otros: Me aseguro de entender lo que la otra persona está diciendo antes de responder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Quando estoy fijando una meta: Analizo los pasos necesarios para alcanzar la meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Quando estoy fijando una meta: Pienso en cómo y cuándo quiero lograr mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Quando estoy fijando una meta: Después de fijar una meta, la separo en pasos para poder medir mi progreso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Quando estoy fijando una meta: La retroalimentación, tanto positiva como negativa, me ayuda a avanzar hacia mi meta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Quando enfrento un problema: Primero determino exactamente cuál es el problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Quando enfrento un problema: Intento determinar la causa del problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Quando enfrento un problema: Hago lo que he hecho anteriormente para resolverlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Quando enfrento un problema: Comparo cada posible solución con las otras para encontrar la mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Quando enfrento un problema: Después de elegir una solución, pienso por un momento antes de implementarla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Quando enfrento un problema: Una vez haya resuelto un problema, analizo la manera como funcionó mi solución.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Instrumento de calidad programático para adultos

**Instrucciones:** Las siguientes afirmaciones describen cómo puede estar trabajando su programa.

#	Ítem	Nunca	Raramente	Algunas veces	Mucho	Siempre
1	Los participantes se sienten seguros cuando están en el programa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Los participantes difunden rumores acerca de otros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Los participantes no permiten que otros participen en actividades o grupos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	El personal de este programa sabe escuchar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	El personal está dispuesto a ayudar a los participantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Los participantes están dispuestos a ayudarse entre sí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	El programa tiene reglas acerca de la conducta esperada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	El personal trata a los jóvenes de manera justa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Los participantes son amables entre sí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Los participantes y el personal trabajan juntos para planear actividades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Los participantes eligen las actividades en las que quieren participar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Se anima a los participantes para que se conviertan en líderes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Los participantes aprenden de actividades desafiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Los participantes aprenden acerca de culturas diferentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Los participantes aprenden nuevas maneras de comunicar sus ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Los participantes siguen las reglas del programa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	El personal explica las reglas a todos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Las pautas y reglas son aplicadas diariamente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Las familias de todos son invitadas cuando se realiza alguna actividad del programa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Los participantes aprenden acerca de los recursos de la comunidad (p. ej. bibliotecas, parques, y el departamento de salud).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Los participantes contribuyen a la comunidad ayudando a otros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Los participantes se sienten aceptados.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Los participantes sienten que pueden ser ellos mismos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	El personal tiene la oportunidad de conocer a los jóvenes al interactuar con ellos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## SURVEY - ADULTTEST

### ENCUESTA DE PARTICIPACIÓN DE ADULTOS

#	Ítem	Nada	Un poco	Algo	Mucho
1	¿Qué tanta opción tuvo respecto a realizar esta actividad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	¿Qué tan importante fue esta actividad para usted?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	¿Fue interesante?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	¿Fue desafiante?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	¿Disfrutó lo que estaba haciendo?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	¿Qué tanto se tuvo que concentrar?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	¿Pudo utilizar sus habilidades?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	¿Desed haber estado haciendo algo más?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guardar y continuar

## SURVEY - ADULT TEST

### NIVEL DE PARTICIPACIÓN DEL ADULTO

1. ¿A cuántas de las sesiones ha asistido?

#	Ítem	Menos de 1 hora	1 hora	2-3 horas	4-5 horas	6 o más horas
2	¿Cuántas horas por sesión participó en este programa?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Ítem	Menos de 1 año	1 año	2-3 años	4-5 años	6-7 años	8-9 años	10 o más años	No lo sé	Este no es un programa 4-H
3	¿Por cuánto tiempo ha participado en 4-H, ya sea como participante o como voluntario?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Ítem	Si	No
4	¿Participa en otras actividades comunitarias o voluntarias (p. ej. cívicas, religiosas, deportes, clubes)?	<input type="radio"/>	<input type="radio"/>

5. Si respondió sí, ¿En qué tantas otras actividades comunitarias o voluntarias (p. ej. cívicas, religiosas, deportes, clubes) participa?

Guardar y continuar

## SURVEY - ADULTTEST

### DATOS DEMOGRÁFICOS DE ADULTOS

1. Soy:

- Hombre
- Mujer

2. ¿Cuántos años tiene usted?

3. ¿Cuál es su etnicidad? (Selecciona una)

- Hispano o latino
- Ni hispano ni latino

4. ¿Cuál es su raza? (Selecciona una o más)

- Indígena americano o nativo de Alaska
- Asiático
- Negro o afroamericano
- Nativo de Hawái o otra isla del Pacífico
- Blanco

5. ¿Cuál es el nivel más alto de educación que completó usted?

- Menos que secundaria
- Diploma de secundaria/GED
- Capacitación técnica posterior a la secundaria
- Algo de universidad
- Título de asociado
- Licenciatura
- Título de Maestría

6. Si alguna vez ha prestado servicio en las fuerzas armadas, por favor especifique la rama militar

- No he prestado servicio en las fuerzas armadas
- Fuerza Aérea
- Ejército
- Guardia
- Cuerpo de Marines
- Marina
- Reserva

Guardar y continuar

PDF Files of Surveys

Attached as a separate file (*OMB on ALL CYFAR paper survey builder.pdf*)

## Import Staff-entered Pre data

**Important Note:**

This form **ONLY** applies to staff entering demographic data for child participants at pre-test. For youth and adult participants, staff do not enter any data on behalf of the participants at pre-test.

The Survey Builder allows you to import result data via a CSV file that can be edited in Excel, OpenOffice, and other spreadsheet processing applications.

To get started, click "Download Pre data template files" below. A ZIP file containing two files will download: a codebook (containing the items, column headers and accepted values) and a pre data template file to enter the data into.

[Download Pre data template files](#)

**Entering Valid Data**

The import feature is structured to recognize missing values as well as values that lie outside of value scale ranges. An error message will appear if the import feature recognizes invalid data.

- **Missing Values:** Please fill in "99" for unanswered items.
- **Checkbox Demographic items (i.e., military branch, race):** Enter '1' for any checkbox(es) selected and '0' for any checkbox(es) not selected.
- The codebook provides the correct values to enter for participant responses. The codebook provides the range of potential values.

When you have finished filling in the data, you can upload your file below to import the data.

**Important Note:**

Your spreadsheet processing application may display a warning when you save your CSV file and ask if you would like to save it in a different format (e.g. xls). This is normal behavior, however please **do not save your file in a different format**. You will be **unable to import your data** if you do so.

**Import Pre data for testing**

Upload CSV File\*  No file selected.

Data Collection Date\*

[Upload data](#)



## Import Staff-entered Post data

In this section, staff enter the attendance/participation dosage information for child or youth participants. If the participants are children (9 and younger), you will also enter their demographics and engagement information.

The Survey Builder allows you to import result data via a CSV file that can be edited in Excel, OpenOffice, and other spreadsheet processing applications.

To get started, click "Download Post data template files" below. A ZIP file containing two files will download: a codebook (containing the items, column headers and accepted values) and a pre data template file to enter the data into.

[Download Post data template files](#)

### Entering Valid Data

The import feature is structured to recognize missing values as well as values that lie outside of value scale ranges. An error message will appear if the import feature recognizes invalid data.

- **Missing Values:** Please fill in "99" for unanswered items.
- **Checkbox Demographic items** (i.e., military branch, race): Enter '1' for any checkbox(es) selected and '0' for any checkbox(es) not selected.
- The codebook provides the correct values to enter for participant responses. The codebook provides the range of potential values.

When you have finished filling in the data, you can upload your file below to import the data.

### Important Note:

Your spreadsheet processing application may display a warning when you save your CSV file and ask if you would like to save it in a different format (e.g. xls). This is normal behavior, however please **do not save your file in a different format**. You will be **unable to import your data** if you do so.

### Import Post data for testing

Upload CSV File\*  No file selected.

Data Collection Date\*

[Upload data](#)

## Staff Post-Survey Program Quality Survey

In this section, you will take the staff-only program quality survey.

Staff members who work directly with participants should complete the staff program quality survey at the end of each program cycle (i.e., if your program runs for six weeks, the program staff would complete a program quality survey at the end of the six week program). No identifying information is collected about the staff who complete the survey. Youth scores of program quality may differ from staff scores in some areas, and recording multiple perspectives offers a comprehensive understanding of program quality.

Begin

## Staff Survey (Online) – Survey Entry Page

### **SURVEY - TESTING**

#### Child Program Quality Instrument

**Directions** The following statements describe how your program may work.

#	Item	Never	Rarely	Sometimes	A lot	Always
1	Young people feel safe when they are at the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Young people spread rumors about others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Young people keep others from being part of activities or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Adults in this program are good listeners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Adults are eager to help young people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Young people are willing to help each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The program has rules about what sorts of behaviors are expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Adults treat young people fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Young people are kind to one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Young people and adults work together to plan activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Young people choose the activities they want to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Young people are encouraged to be leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Young people learn from activities that are challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Young people learn about different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15	Young people learn new ways to communicate their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Young people follow the rules of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Adults explain the rules to everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Guidelines and rules are enforced daily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Everyone's family gets invited to come to the program's activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Young people learn about community resources (e.g., libraries, parks, and health department).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Young people contribute to the community by helping others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Young people feel accepted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Young people feel like they can be themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Adults get to know young people by interacting with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue

Staff Survey (Online) – Completion Page

# Complete

Thank you. You have completed the survey.

## Data Report

### Opening Page

# Data Reporting Tools for testing

Select if you would like to see pre or post data, or both.

Show Pre Data

Show Post Data

Match Unique IDs

## Title Your Report

In the field below you will be able to enter a subtitle naming your report. This is particularly useful in cases where you have aggregated data between multiple surveys and the name of the original survey is not suitably descriptive for the data involved.

Please enter the report sub-title:

testing

The main title of the report will be: **CYFAR Common Measure Report**. The sub-title for your report will also be used to refer to the data contained within the report. For example, if you enter your sub-title as **Nebraska State Science Program**, the report cover page will read:

**CYFAR Common Measure Report**  
**Nebraska State Science Program**

Within the report text might read, "This report includes data from forty-five results on the pre-survey and forty-five results on the post-survey from **Nebraska State Science Program**." Another example is, "The pre-survey demographic data showed that of the forty-five **Nebraska State Science Program** participants..."

If you do not assign a sub-title (data label) for your report, the default setting will be the name of the survey you used to create the report.

[View your Results Online](#)

[Download PDF Report](#)

[Download CSV](#)









When solving a problem: I first figure out exactly what the problem is.	0	0	0	0	0	0	0	0	0	0
When solving a problem: I try to determine what caused the problem.	0	0	0	0	0	0	0	0	0	0
When solving a problem: I do what I have done in the past to solve it.	0	0	0	0	0	0	0	0	0	0
When solving a problem: I compare each possible solution with the others to find the best one.	0	0	0	0	0	0	0	0	0	0
When solving a problem: After selecting a solution, I think about it for a while before putting it into action.	0	0	0	0	0	0	0	0	0	0
When solving a problem: Once I have solved a problem, I think about how my solution worked.	0	0	0	0	0	0	0	0	0	0

### Program Quality - Child

Note: Staff user data is excluded

	Pre-Survey					Post-Survey				
	Never	Rarely	Sometimes	A lot	Always	Never	Rarely	Sometimes	A lot	Always
Young people feel safe when they are at the program.	0	0	0	0	0	0	0	0	0	0
Young people spread rumors about others.	0	0	0	0	0	0	0	0	0	0
Young people keep others from being part of activities or groups.	0	0	0	0	0	0	0	0	0	0
Adults in this program are good listeners.	0	0	0	0	0	0	0	0	0	0
Adults are eager to help young people.	0	0	0	0	0	0	0	0	0	0
Young people are willing to help each other.	0	0	0	0	0	0	0	0	0	0
The program has rules about what sorts of behaviors are expected.	0	0	0	0	0	0	0	0	0	0
Adults treat young people fairly.	0	0	0	0	0	0	0	0	0	0
Young people are kind to one another.	0	0	0	0	0	0	0	0	0	0
Young people and adults work together to plan activities.	0	0	0	0	0	0	0	0	0	0
Young people choose the activities they want to do.	0	0	0	0	0	0	0	0	0	0
Young people are encouraged to be leaders.	0	0	0	0	0	0	0	0	0	0

Young people learn from activities that are challenging.	0	0	0	0	0	0	0	0	0	0
Young people learn about different cultures.	0	0	0	0	0	0	0	0	0	0
Young people learn new ways to communicate their ideas.	0	0	0	0	0	0	0	0	0	0
Young people follow the rules of the program.	0	0	0	0	0	0	0	0	0	0
Adults explain the rules to everyone.	0	0	0	0	0	0	0	0	0	0
Guidelines and rules are enforced daily.	0	0	0	0	0	0	0	0	0	0
Everyone's family gets invited to come to the program's activities.	0	0	0	0	0	0	0	0	0	0
Young people learn about community resources (e.g., libraries, parks, and health department).	0	0	0	0	0	0	0	0	0	0
Young people contribute to the community by helping others.	0	0	0	0	0	0	0	0	0	0
Young people feel accepted.	0	0	0	0	0	0	0	0	0	0
Young people feel like they can be themselves.	0	0	0	0	0	0	0	0	0	0
Adults get to know young people by interacting with them.	0	0	0	0	0	0	0	0	0	0

Demographics - Child

	Pre-Survey		Post-Survey	
	Male	Female	Male	Female
Participant is a:	0	0	0	0

How old is participant?	Pre-Survey	Post-Survey
Mean	N/A	N/A
Median	N/A	N/A
Range	N/A	N/A
Missing	2	2

What grade in school is participant?	Pre-Survey	Post-Survey
Mean	N/A	N/A

Median	N/A	N/A
Range	N/A	N/A
Missing	2	2

What ethnicity is participant? (Select one)	Pre-Survey	Post-Survey
Hispanic or Latino	0	0
Not Hispanic or Latino	0	0
Missing	2	2

What race is participant? (Select one or more)	Pre-Survey	Post-Survey
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	0	0
Missing	2	2

If one (or both) of participant's parents is involved in the military, please specify the branch:	Pre-Survey	Post-Survey
My parent is not involved in the military.	0	0
Air Force	0	0
Army	0	0
Guard	0	0
Marine Corps	0	0
Navy	0	0
Reserve	0	0
Missing	2	2

Engagement - Child

	Pre-Survey				Post-Survey			
	Not at all	A little	Somewhat	Very much	Not at all	A little	Somewhat	Very much
How much choice did the participant have about this activity?	0	0	0	0	0	0	0	0
How important was this activity to the participant?	0	0	0	0	0	0	0	0
Was it interesting to the participant?	0	0	0	0	0	0	0	0
Was it challenging for the participant?	0	0	0	0	0	0	0	0
Did the participant enjoy what they were doing?	0	0	0	0	0	0	0	0
How hard was the participant concentrating?	0	0	0	0	0	0	0	0
Was the participant using their skills?	0	0	0	0	0	0	0	0
Did the participant indicate they wished they were doing something else?	0	0	0	0	0	0	0	0

#### Participation Dosage - Child

How many of the sessions did this young person attend?	Pre-Survey	Post-Survey
Mean	N/A	N/A
Median	N/A	N/A
Range	N/A	N/A
Missing	2	2

How many hours per session did this young person participate in this program?	Pre-Survey	Post-Survey
Less than 1 hour	0	0
1 hour	0	0
2-3 hours	0	0
4-5 hours	0	0
6 or more hours	0	0
Missing	2	2

How long has this young person participated in 4-H?	Pre-Survey	Post-Survey
Less than 1 year	0	0
1 year	0	0
2-3 years	0	0
4-5 years	0	0
6-7 years	0	0
8-9 years	0	0
10 or more years	0	0
I do not know	0	0
This is not a 4-H program	0	0
Missing	2	2

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[Download PDF Report](#)

**Attached as a separate file (OMB Data Report.pdf)**

[User Report](#)

## User Report for testing

The table below will show the entered user data for the selected survey.

Respondent	Imported	ParticipantEnteredPre	ParticipantEnteredPost	StaffEnteredPre	StaffEnteredPost	LastResponseCreated
ssss14	✘	✔	✔	✘	✘	10/31/2023 7:54:52 PM
ssss15	✘	✔	✔	✘	✘	10/31/2023 8:17:22 PM

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# Logic Model Builder

## Opening Page

# Logic Model Builder

What is a Logic Model? +

How Do I Build a Logic Model? +

The CYFAR Logic Model Builder does not follow the traditional language used for developing logic models. This is intentional. The CYFAR Logic Model Builder language aligns with USDA/NIFA requirements and is intended to help potential projects develop strategic actions and timelines for accomplishing the objectives of the grant.

To build a new logic model, click on the "Build a Logic Model" link below. Once you have built your logic model, it will be saved to your account. Be sure to name your logic model for easy reference the next time you access your account.

[Build a Logic Model](#)

## Your Grant's Logic Model

[Print this Logic Model as a PDF](#)

Identified Needs and Assets	Desired Results	Indicators	Activities	Resources
<b>Needs</b> <ul style="list-style-type: none"><li>• 4444</li><li>• Need Two</li><li>• a</li></ul>	<b>Short-Term</b> <ul style="list-style-type: none"><li>• Test</li><li>• Long Term Result A</li><li>• Short Term Result B</li><li>• f</li></ul>	<b>Short-Term</b> <ul style="list-style-type: none"><li>• 4444</li><li>• Test</li><li>• test</li></ul>	<ul style="list-style-type: none"><li>• Activity One</li><li>• a</li></ul>	<ul style="list-style-type: none"><li>• 4444</li><li>• Resource Two</li><li>• Resource Three</li><li>• a</li></ul>
<b>Assets</b> <ul style="list-style-type: none"><li>• Asset One</li><li>• Asset Two</li><li>• Asset Three</li><li>• 4</li></ul>	<b>Long-Term</b> <ul style="list-style-type: none"><li>• f</li><li>• c</li></ul>	<b>Long-Term</b> <ul style="list-style-type: none"><li>• Long Term Indicator A</li><li>• b</li></ul>		

### Short-Term Desired Results

Indicators	Source of Data	Time of Collection	Method of Collection	Analysis
• 4444	• Data Source 1	• none	• none	• 2222
	• 11111	• 1111	• 1111	• 1111
	• none	• none	• none	• none
• Test	• Data Source 1	• none	• none	• none
• test				

### Long-Term Desired Results

Indicators	Source of Data	Time of Collection	Method of Collection	Analysis
• Long Term Indicator A	• Data Source I	• none	• none	• none
	• Data Source II	• none	• none	• none
• b				

### Other Logic Models

Title	Created	Actions
Growing U	1/4/2018 12:56:17 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
Growing U	2/7/2018 12:07:54 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
CYFAR PDTA Group DELETE	7/2/2018 1:59:58 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>

CYFAR PDTA Group DELETE	7/2/2018 2:00:19 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
CYFAR PDTA Grant 2	7/3/2018 8:34:55 AM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
junkjunk	1/14/2019 9:52:43 AM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
junk	3/12/2019 12:08:59 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
mark junk delete	1/22/2021 8:10:21 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
junkety junk	2/1/2021 2:10:05 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
test and junk53	3/23/2021 7:13:17 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
test	10/14/2021 6:56:58 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
test	10/21/2021 3:49:41 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
junmket junk	2/21/2022 9:04:22 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>
Blah blah blah	5/2/2023 8:38:20 PM	<a href="#">View</a>   <a href="#">Print</a>   <a href="#">Edit</a>

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## Build a Logic Model

# Logic Model Title

Provide a title below for your logic model.

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# Your Logic Model – (Logic Model building page)

## Your Logic Model

Click anywhere to edit your logic model.

[Editing Instructions](#)

[Save Changes](#)

[Cancel and discard all changes](#)

### Identified Needs and Assets

Needs (+)

Assets (+)

### Desired Results

Short-Term (+)

Long-Term (+)

### Indicators

Short-Term (+)

Long-Term (+)

### Activities (+)

### Resources (+)

### Short-Term Desired Results

Indicator	Source of Data	Time of Collection	Method of Collection	Analysis
-----------	----------------	--------------------	----------------------	----------

### Long-Term Desired Results

Indicator	Source of Data	Time of Collection	Method of Collection	Analysis
-----------	----------------	--------------------	----------------------	----------

## Instructions

▶ STEP 1 OF 13: IDENTIFIED NEEDS AND ASSETS

▶ STEP 2 OF 13: DESIRED PROGRAM RESULTS

▶ STEP 3 OF 13: INDICATORS

▶ STEP 4 OF 13: ACTIVITIES

▶ STEP 5 OF 13: RESOURCES

▶ STEP 6 OF 13: SOURCE OF DATA (SHORT-TERM)

▶ STEP 7 OF 13: TIME OF COLLECTION (SHORT-TERM)

▶ STEP 8 OF 13: METHOD OF COLLECTION (SHORT-TERM)

▶ STEP 9 OF 13: ANALYSIS (SHORT-TERM)

▶ STEP 10 OF 13: SOURCE OF DATA (LONG-TERM)

▶ STEP 11 OF 13: TIME OF COLLECTION (LONG-TERM)

▶ STEP 12 OF 13: METHOD OF COLLECTION (LONG-TERM)

▶ STEP 13 OF 13: ANALYSIS(LONG-TERM)

View Logic Model

## View your Logic Model

[Edit this](#)

### OMB TESTING

Identified Needs and Assets	Desired Results	Indicators	Activities	Resources
Needs	Short-Term	Short-Term		
Assets	Long-Term	Long-Term		

#### Short-Term Desired Results

Indicators	Source of Data	Time of Collection	Method of Collection	Analysis
------------	----------------	--------------------	----------------------	----------

#### Long-Term Desired Results

Indicators	Source of Data	Time of Collection	Method of Collection	Analysis
------------	----------------	--------------------	----------------------	----------

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Print Logic Model

Attached as a separate file (*OMB Logic Model Print.pdf*)

# Your Logic Model

Click anywhere to edit your logic model.

[Editing Instructions](#)

Save Changes

[Cancel and discard all changes](#)

## Identified Needs and Assets

### Needs +

- A sample of 3rd grade students in five counties in Texas revealed that 45% - 54% of students were overweight or obese.
- Healthy foods in the diet of low income minority youth living in the Austin, Bell, Brazos, Cameron, Ft. Bend and Travis Counties.
- Low participation of urban and minority youth in 4-H programs in Austin, Bell, Brazos, Cameron, Ft. Bend and Travis Counties.

### Assets +

- 4-H Extension Staff from the counties identified and their knowledge of youth development.
- Texas A&M AgriLife Extension Service - Horticulture and EFNEP agents.
- Prairie View A&M Cooperative Extension.
- The donation of space and efforts to recruit youth from the schools and the community center identified.
- Parents and Community

## Desired Results

### Short-Term +

- Youth and family physical activity and eating behaviors will improve as a result of participating in the program.
- Youth vegetable exposure and preference will improve as a result of participating in the program.
- Youth consumption of sugar sweetened beverages will decrease as a result of participating in the program.
- Youth will increase their knowledge about nutrition as a result of participating in the program.

### Long-Term +

- Youth will increase their knowledge about plant science as a result of participating in the program.
- Low-income youth and their families will experience increased health benefits due to increased knowledge of health, nutrition and access to healthy food.
- Youth and families will increase their ability to grow their own healthy food.

## Indicators

### Short-Term +

- Youth who participate in the program will increase their vegetable exposure and preference, knowledge about plant science, nutrition and decrease consumption of sugar sweetened beverages as measured by the Learn Grow Eat Go and Junior Master Gardener surveys.
- Youth who participate in the program will increase their knowledge of nutrition as measured by the CYFAR Common Measure assessing Nutrition.

### Long-Term +

- Youth will experience increased health benefits due to increased knowledge of health, nutrition and access to healthy food as evidenced by their food and physical fitness choices.
- Youth and families will increase their ability to grow their own healthy food as evidence by self reported follow-up interviews about their at home gardening practices.
- Youth will reduce their body mass index (BMI).

## Activities +

- Orient and train site coordinators and volunteers.
- Hold kick off and parent orientation event at schools.
- Enroll youth.
- Administer programming from the Learn Grow Eat Go, Walk Across Texas and Junior Master Gardener curriculum.
- Collect BMI data.
- Train parents and youth on gardening journals.
- Administer pre/post-program surveys.
- Establish community 4-H clubs run by parents.
- 4-H Agents will train new 4-H club leaders and provide follow up support.
- Recruit youth leaders from previous cohorts.
- Train youth leaders to work with current cohort.
- Analyze data.
- Communicate results to stakeholders.

## Resources +

- Evidenced-based curriculum and evaluation tools.
- Extension staff trained in youth development, Learn Grow Eat Go, Walk Across Texas and Junior Master Gardener curriculum.
- Trained evaluators.
- Facilities available for use in the identified schools and community center.
- Willing 4-H, Master Wellness, Master Gardener and parent volunteers.
- Collaboration between Texas A&M AgriLife Extension Service and Prairie View A&M Cooperative Extension.
- Technology specialist with a knowledge of blogging and apps.

Volunteers (4-H, Master Wellness, Master Gardener Volunteers) who will help with the program and become club leaders.	The number of low-income youth in 4-H clubs will increase.			
Learn Grow Eat Go Curriculum (Research has shown this curriculum results in a reduction in obesity.)	The number of at home gardens will increase among participants.			
Walk Across Texas and Junior Master Gardener curriculum.	Youth will have a reduction in obesity.			

### Short-Term Desired Results

Indicator	Source of Data	Time of Collection	Method of Collection	Analysis
Youth who participate in the program will increase their vegetable exposure and preference, knowledge about plant science, nutrition and decrease consumption of sugar sweetened beverages as measured by the Learn Grow Eat Go and Junior Master Gardener surveys. (+)	Youth who participate in the program will be asked to complete a pre/postprogram survey from the curriculum.	Youth who participate in the program will be asked to complete a presurvey during the first program session. Youth will be asked to complete a post-survey during the final program session.	A survey aligned with the curriculum, will be administered to youth by site coordinators at the beginning of the program and again at the end of the program.	Statistical analysis of quantitative data collected in the pre/postsurveys will be conducted to assess changes in youth skills and behaviors.
Youth who participate in the program will increase their knowledge of nutrition as measured by the CYFAR Common Measure assessing Nutrition. (+)	Youth who participate will be asked to complete a pre/post program survey from the CYFAR Common Measure assessing Nutrition.	Youth who participate in the program will be asked to complete a presurvey during the first program session. Youth will be asked to complete a post-survey during the final program session.	A survey, including the CYFAR Common Measure assessing Nutrition, will be administered to youth by site coordinators at the beginning of the program and again at the end of the program.	Statistical analysis of quantitative data collected in the pre/postsurveys will be conducted to assess changes in youth knowledge.

### Long-Term Desired Results

Indicator	Source of Data	Time of Collection	Method of Collection	Analysis
Youth will experience increased health benefits due to increased knowledge of health, nutrition and access to healthy food as evidenced by their food and physical fitness choices. (+)	The Learn Grow Eat Go and Junior Master Gardener surveys will include indicators for food and physical fitness choices.	Youth will be given surveys at the beginning and end of the program year. Parents will receive a retrospective-post survey at the end of the program year.	Pre/Post Surveys will be given to youth. Retrospective surveys will be given to parents.	Statistical software will be used to analyze quantitative data gathered from surveys to determine changes.
Youth and families will increase their ability to grow their own healthy food as evidence by self reported follow-up interviews about their at home gardening practices. (+)	Families will keep a journal of their gardening activities for a minimum of one year after their child exits the program.	Families will be called one month after their child completes the program and for cohorts 1 - 4, one year later.	Site coordinators will call to interview parents.	Content analysis will be conducted on interview data to understand family behavior change.
Youth will reduce their body mass index (BMI). (+)	Youth weight and height measurements.	Youth BMI will be measured at the beginning of the school year they participate in the program, at the end of school year, and again the following September.	Site coordinators will use a stadiometer and weight scale to record youth height and weight at designated collection dates.	Statistical software will be used to analyze quantitative data gathered from the youth measurements.

## Instructions

▶ STEP 1 OF 13: IDENTIFIED NEEDS AND ASSETS
▶ STEP 2 OF 13: DESIRED PROGRAM RESULTS
▶ STEP 3 OF 13: INDICATORS
▶ STEP 4 OF 13: ACTIVITIES
▶ STEP 5 OF 13: RESOURCES
▶ STEP 6 OF 13: SOURCE OF DATA (SHORT-TERM)
▶ STEP 7 OF 13: TIME OF COLLECTION (SHORT-TERM)
▶ STEP 8 OF 13: METHOD OF COLLECTION (SHORT-TERM)
▶ STEP 9 OF 13: ANALYSIS (SHORT-TERM)
▶ STEP 10 OF 13: SOURCE OF DATA (LONG-TERM)
▶ STEP 11 OF 13: TIME OF COLLECTION (LONG-TERM)
▶ STEP 12 OF 13: METHOD OF COLLECTION (LONG-TERM)
▶ STEP 13 OF 13: ANALYSIS(LONG-TERM)

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Version 3.0.8

## Find Your Group

### Opening Page

# Find Your Group

[Export All Data](#) [New Survey](#)

Gray denotes group is closed.  
Click on column headings to sort.  
A second click will reverse sort.

Grant Title	Due Date	Survey Count	Closed				
<b>Brand New Grant</b> Location Surveyed: Primary Tool Contact: mark otto	11/02/2023	0	Open	<a href="#">Email &amp; Link</a>	<a href="#">Data</a>	<a href="#">Edit</a>	<a href="#">Delete</a>

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Version 3.0.8

### Find Your Group Info

Name	mark otto
Coach	TestCoach2@aol.com
DueDate	11/2/2023 12:00:00 AM
ContactName	mark otto
ContactEmail	ottox010@umn.edu
Location	
Notes	

### Message to Primary Tool Contact

**Instructions:**

Thank you for setting up Find Your Group for your project team.

You have two options for administering Find Your Group:

1. 1) live interaction followed by one person entering team members' scores online or
2. 2) providing each team member with a link to complete the tool online individually.

Use the link below to review the administration options in greater detail and to read the Find Your Group instructions.

<https://suite.cyfar.org/pdf/findyourgroupinstructions.pdf>

If you choose live administration with printed cards, use the link below following the Find Your Group live activity to enter each participants' scores and receive an aggregate report.

[suite.cyfar.org/FindYourGroup/Response/Create?key=r4dw4](https://suite.cyfar.org/FindYourGroup/Response/Create?key=r4dw4)

[suite.cyfar.org/FindYourGroup/Response/Create?key=r4dw4](https://suite.cyfar.org/FindYourGroup/Response/Create?key=r4dw4)

If you choose to have each participant complete the tool online individually, send the message and link below by email to your team members. After all responses are submitted, you will be able to access an aggregate report.

**Message:**

Hello Project Team Members,

The CYFAR PDTA Center has provided us an opportunity to assess our levels of collaboration and community linkage for purpose, structure and process. We will each rate the three function areas online and then, an aggregate report will be generated for us to use for a facilitated discussion and strategic planning with our CYFAR PDTA Center Coach. To submit your responses, use the link below.

[suite.cyfar.org/FindYourGroup/Response/Create?key=r4dw4](https://suite.cyfar.org/FindYourGroup/Response/Create?key=r4dw4)

Thank you for your time. We look forward to your submission as a valuable part of a team discussion about collaboration. Please submit your responses by 11/02/2023.

# Surveys:

Print

Export Data

Category	Value
Mean	0.00
Purpose Networking	0.00
Purpose Cooperation	0.00
Purpose Coordination	0.00
Purpose Coalition	0.00
Purpose Collaboration	0.00
Structure Networking	0.00
Structure Cooperation	0.00
Structure Coordination	0.00
Structure Coalition	0.00
Structure Collaboration	0.00
Process Networking	0.00
Process Cooperation	0.00
Process Coordination	0.00
Process Coalition	0.00
Process Collaboration	0.00

Edit

## Edit Find Your Group

Id	
Coach	<input type="text" value="jackson mizusaki"/>
DueDate	<input type="text" value="11/02/2023"/> <small>mm/dd/yyyy</small>
ContactName	<input type="text" value="mark otto"/>
ContactEmail	<input type="text" value="ottox010@umn.edu"/>
Location	<input type="text"/>
Notes	<input type="text"/>
Closed	<input type="checkbox"/> <small>Close the Survey after your final review and all edits are complete by checking the box below. Note that once the box is checked and the Survey is closed, this Survey will be locked and only CYFAR Administrators can make changes.</small>

indicates required field

[Update Survey](#)

[Back to List](#)



# Delete

Are you sure you want to delete this group?

Name	mark otto
Coach	TestCoach2@aol.com
DueDate	11/2/2023 12:00:00 AM
ContactName	mark otto
ContactEmail	ottox010@umn.edu
Location	
Notes	

Delete

[Return to index without deleting](#)

# Spiderweb

## Spiderweb Opening Page

### Spider Web Surveys

New Survey

Export Survey Data

Gray denotes group is closed.  
Click on column headings to sort.  
A second click will reverse sort.

Coach	Grant Title	Due Date	Response Count	Closed	Export	
Daniel	<b>Daniel Test Grant1</b> Location Surveyed: test Primary Tool Contact: Test Spider Web Type: Sustainability	04/15/2022	4	Open	<input type="checkbox"/>	<a href="#">Email &amp; Link</a> <a href="#">Edit</a> <a href="#">Data</a> <a href="#">Delete</a>
Daniel	<b>Daniel Test Grant1</b> Location Surveyed: Primary Tool Contact: Test Spider Web Type: Youth	09/29/2022	1	Open	<input type="checkbox"/>	<a href="#">Email &amp; Link</a> <a href="#">Edit</a> <a href="#">Data</a> <a href="#">Delete</a>
Jan	<b>Mark's Test Grant</b> Location Surveyed: Primary Tool Contact: Test Spider Web Type: Youth	05/08/2023	1	Open	<input type="checkbox"/>	<a href="#">Email &amp; Link</a> <a href="#">Edit</a> <a href="#">Data</a> <a href="#">Delete</a>
Test	<b>Brand New Grant</b> Location Surveyed: Primary Tool Contact: mark Spider Web Type: Collaboration	09/30/2022	0	Open	<input type="checkbox"/>	<a href="#">Email &amp; Link</a> <a href="#">Edit</a> <a href="#">Delete</a>
Test	<b>Brand New Grant</b> Location Surveyed: Primary Tool Contact: mark Spider Web Type: Collaboration	11/02/2023	0	Open	<input type="checkbox"/>	<a href="#">Email &amp; Link</a> <a href="#">Edit</a> <a href="#">Delete</a>

## Spiderweb Email & Link

### Group Info

Grant Title:	Daniel Test Grant1
Due Date:	04/15/2022
Primary Tool Contact:	Test
Primary Tool Contact Email:	TestCoach1@aol.com
Location Surveyed:	test
Closed:	False
Date Closed:	10/27/2023
Notes:	some notes

### Message to Primary Tool Contact

**Instructions:** The survey was successfully created. Please copy the message text below and send it via email to the Primary Tool Contact, Test, at: TestCoach1@aol.com This email will instruct him/her to send a message to the groups team members, so they can begin completing the Spider Web Analysis Tool.

**Copy text below for email:**

Hello Test,  
Please send the message below to all the project team members you wish to complete the Spider Web Analysis Tool for Sustainability..

Dear Team Member,  
The CYFAR PDTA Center has invited us to participate in completing the Spider Web Analysis Tool for Sustainability. The tool will aid our team in identifying ways to strengthen our ability to sustain after CYFAR SCP grant funding.  
The tool will ask you to rate our CYFAR project on eight key domains that can influence a program's capacity for sustainability. Each domain is measured by 5 statements.  
Our hope is to gain valuable insights from full team participation. However, know your participation is voluntary. Your identity and form responses will be kept confidential by your CYFAR PDTA Center Coach and the site administrators. After completing the tool, you will be given an opportunity to send a message to your CYFAR PDTA Center Coach should you wish to provide comments or feedback.  
You can access the tool by clicking this URL:  
[suite.cyfar.org/SpiderWeb/Responses/Create?key=vbk4s](https://suite.cyfar.org/SpiderWeb/Responses/Create?key=vbk4s)  
Thank you in advance for your time. Please submit your responses by 04/15/2022.

## Edit Group

Grant:	Daniel Test Grant1
Grant Title	Daniel Test Grant1
Due Date	<input type="text" value="04/15/2022"/>
Primary Tool Contact	Test
Primary Tool Contact Email	TestCoach1@aol.com
Location	<input type="text" value="test"/>
Notes	<div style="border: 1px solid #ccc; padding: 5px; min-height: 100px;">some notes</div>
<p><i>Close the Group after your final review and all edits are complete by checking the box below.</i></p> <p>Close <input type="checkbox"/></p> <p>Note that once the box is checked and the group is closed, this group will be locked and only CYFAR Administrators can make changes.</p>	
<p><a href="#">Update Group</a></p> <p><a href="#">Back to List</a></p>	

# Delete

Are you sure you want to delete this survey?

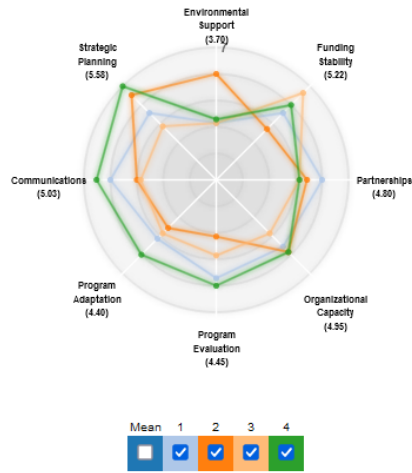
[Delete](#) | [Return to index without deleting](#)

CoachId	
Due Date	4/15/2022 12:00:00 AM
Primary Tool Contact	Test
Primary Tool Contact Email	TestCoach1@aol.com
Location	test
Notes	some notes

# Spiderweb Data

## Data: Daniel Test Grant1 Distribution

[Print](#) [Copy Edit Link](#)



[Export Data](#)

	Environmental Support	Funding Stability	Partnerships	Organizational Capacity	Program Evaluation	Program Adaptation	Communications	Strategic Planning
Mean	3.70	5.23	4.80	4.95	4.45	4.40	5.03	5.58

	En	Fu	Pa	Oi	Pn	Pr	Co	St
Mean	3.70	5.23	4.80	4.95	4.45	4.40	5.03	5.58
Minimum	3.00	3.80	4.40	4.00	3.00	3.60	4.00	4.00
Maximum	5.60	6.50	5.60	5.40	5.60	5.60	6.33	7.00

	Name	Role	En	Fu	Pa	Oi	Pn	Pr	Co	St	Submit Date	
1	Tester2	Coach	3.00	5.00	5.60	5.00	5.20	4.40	5.60	5.00	04/15/22	<a href="#">Edit</a> <a href="#">Delete</a>
2	mark	Community Project Connectivity Contact	5.60	3.80	4.80	5.40	3.00	3.60	4.20	6.33	04/19/22	<a href="#">Edit</a> <a href="#">Delete</a>
3	tester2	Anonymous	3.00	6.50	4.40	4.00	4.00	4.00	4.00	4.00	11/02/22	<a href="#">Edit</a> <a href="#">Delete</a>
4	Suzanne	Administrator	3.20	5.60	4.40	5.40	5.60	5.60	6.33	7.00	11/02/22	<a href="#">Edit</a> <a href="#">Delete</a>

## Create New Survey

Select Type	<input type="text" value="Sustainability"/>	<input type="button" value="Select"/>
Grant	<input type="text" value="Brand New Grant"/>	<input type="button" value="Next"/>

Select Contact	<input type="text" value="Test Coach1 (TestCoach1@aol.com)"/>	<input type="button" value="Select"/>
----------------	---	---------------------------------------

Grant Title	Brand New Grant
Due Date	<input type="text" value="11/05/2023"/> <small>mm/dd/yyyy</small>
Primary Tool Contact	Test
Primary Tool Contact Email	TestCoach1@aol.com
Location	<input type="text"/>
Notes	<div style="border: 1px solid #ccc; height: 80px; width: 100%;"></div>

[Back to List](#)

### Group Info

Grant Title: Daniel Test Grant1  
Due Date: 04/15/2022  
Primary Tool Contact: Test  
Primary Tool Contact Email: TestCoach1@aol.com  
Location Surveyed: test  
Closed: False  
Date Closed: 10/27/2023  
Notes: some notes

### Message to Primary Tool Contact

Instructions: The survey was successfully created. Please copy the message text below and send it via email to the Primary Tool Contact, Test, at: TestCoach1@aol.com This email will instruct him/her to send a message to the groups team members, so they can begin completing the Spider Web Analysis Tool.  
Copy text below for email:

Hello Test,  
Please send the message below to all the project team members you wish to complete the Spider Web Analysis Tool for Sustainability...

Dear Team Member,  
The CYFAR PDTA Center has invited us to participate in completing the Spider Web Analysis Tool for Sustainability. The tool will aid our team in identifying ways to strengthen our ability to sustain after CYFAR SCP grant funding.  
The tool will ask you to rate our CYFAR project on eight key domains that can influence a program's capacity for sustainability. Each domain is measured by 5 statements.  
Our hope is to gain valuable insights from full team participation. However, know your participation is voluntary. Your identity and form responses will be kept confidential by your CYFAR PDTA Center Coach and the site administrators. After completing the tool, you will be given an opportunity to send a message to your CYFAR PDTA Center Coach should you wish to provide comments or feedback.  
You can access the tool by clicking this URL:  
[suite.cyfar.org/SpiderWeb/Responses/Create?key=vbk4s](https://suite.cyfar.org/SpiderWeb/Responses/Create?key=vbk4s)  
Thank you in advance for your time. Please submit your responses by 04/15/2022.





The community is engaged in the development of program goals.

**Organizational Capacity: Having the internal support and resources needed to effectively manage your program and its activities**

The program is well integrated into the operations of the organization.

Organizational systems are in place to support the various program needs.

Leadership effectively articulates the vision of the program to external partners.

Leadership efficiently manages staff and other resources.

The program has adequate staff to complete the program's goals.

**Program Evaluation: Assessing your program to inform planning and document results**

The program has the capacity for quality program evaluation.

The program reports short term and intermediate outcomes.

Evaluation results inform program planning and implementation.

Program evaluation results are used to demonstrate successes to funders and other key stakeholders.

The program provides strong evidence to the public that the program works.

**Program Adaptation: Taking actions that adapt your program to ensure its ongoing effectiveness**

The program periodically reviews the evidence base.

The program adapts strategies as needed.

The program adapts to new science.

The program proactively adapts to changes in the environment.

The program makes decisions about which components are ineffective and should not continue.

**Communications: Strategic communication with stakeholders and the public about your program**

The program has communication strategies to secure and maintain public support.

Program staff communicate the need for the program to the public.

The program is marketed in a way that generates interest.

The program increases community awareness of the issue.

The program demonstrates its value to the public.

**Strategic Planning: Using processes that guide your program's direction, goals, and strategies**

The program plans for future resource needs.

The program has a long-term financial plan.

The program has a sustainability plan.

The program's goals are understood by all stakeholders.

The program clearly outlines roles and responsibilities for all stakeholders.

Create

## CYFAR Suite

[Survey Builder](#) [Logic Model](#) [FindYourGroup](#) [Spider Web](#) [Annual Report](#) [Coach](#) [Admin](#) [My Account](#)

CYFAR.org

### Group Info

**Grant Title:** Daniel Test Grant1  
**Due Date:** 09/29/2022  
**Primary Tool Contact:** Test  
**Primary Tool Contact Email:** TestCoach1@aol.com  
**Location Surveyed:**  
**Closed:** False  
**Date Closed:**  
**Notes:**

### Message to Primary Tool Contact

**Instructions:** The survey was successfully created. Please copy the message text below and send it via email to the Primary Tool Contact, Test, at: TestCoach1@aol.com This email will instruct him/her to send a message to the groups team members, so they can begin completing the Spider Web Analysis Tool.

Copy text below for email:

Hello Test,  
Please send the message below to all the project team members you wish to complete the Spider Web Analysis Tool for a Youth Program.

Dear Team Member,  
The tool will ask you to rate our CYFAR programming on ten foundational elements for a quality youth program. Definitions of the foundational elements can be viewed by clicking this URL:  
[https://suite.cyfar.org/pdf/spiderweb\\_youth\\_definitions.pdf](https://suite.cyfar.org/pdf/spiderweb_youth_definitions.pdf)  
Our hope is to gain valuable insights from full team participation. However, know your participation is voluntary. Your identity and form responses will be kept confidential by your CYFAR PDTA Center Coach and the site administrators. After completing the tool, you will be given an opportunity to send a message to your CYFAR PDTA Center Coach should you wish to provide comments or feedback.  
You can access the tool by clicking this URL:  
[suite.cyfar.org/SpiderWeb/Responses/Create?key=2hc7](https://suite.cyfar.org/SpiderWeb/Responses/Create?key=2hc7)  
Thank you in advance for your time. Please submit your responses by 09/29/2022.

### Rate Your CYFAR Project Implementation Team on Each Foundational Element of Your

**\*All fields required**

Group: Daniel Test Grant1

Location:

Type Your Name:

Select Role:

Rate each element from 1 (low) to 5 (high).

Foundational Element	1	2	3	4	5
Physical and Psychological Safety:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate Structure:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive Relationships:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to Belong:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Social Norms:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for Efficacy and Matterng:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for Skill Building:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Learning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for Recognition:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Int. of Family, School, and Com. Efforts:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Create



Hover over a Foundational Element in the form on the left to see a description.

### Group Info

Grant Title: University of Arizona: Reducing Family Stress Sustainable Community Project  
Due Date: 08/16/2022  
Primary Tool Contact: Daniel  
Primary Tool Contact Email: mcdonald@cals.arizona.edu  
Location Surveyed:  
Closed: False  
Date Closed:  
Notes:

### Message to Primary Tool Contact

**Instructions:** The survey was successfully created. Please copy the message text below and send it via email to the Primary Tool Contact, Daniel, at: mcdonald@cals.arizona.edu This email will instruct him/her to send a message to the groups team members, so they can begin completing the Spider Web Analysis Tool.  
**Copy text below for email:**

Hello Daniel,  
Please send the message below to all the project team members you wish to complete the Spider Web Analysis Tool for Understanding the Collaborative Process.

Dear Team Member,  
The CYFAR PDTA Center has invited us to participate in completing the Spider Web Analysis Tool for Understanding the Collaborative Process. The tool will aid our team in identifying ways to strengthen our ability to collaborate and sustain our project after CYFAR SCP grant funding.  
The tool will ask you to rate how our CYFAR project collaboration is functioning on twelve foundational elements of the collaborative process. Definitions of the foundational elements can be viewed by clicking this URL:  
[https://suite.cyfar.org/pdf/spiderweb\\_collaboration\\_definitions.pdf](https://suite.cyfar.org/pdf/spiderweb_collaboration_definitions.pdf)  
Our hope is to gain valuable insights from full team participation. However, know your participation is voluntary. Your identity and form responses will be kept confidential by your CYFAR PDTA Center Coach and the site administrators. Aafter completing the tool, you will be given an opportunity to send a message to your CYFAR PDTA Center Coach should you wish to provide comments or feedback.  
You can access the tool by clicking this URL:  
<suite.cyfar.org/SpiderWeb/Responses/Create?key=qek5i>  
Thank you in advance for your time. Please submit your responses by 08/16/2022.

### Rate Your CYFAR Project Implementation Team on Each Foundational Element of Collaboration

**\*All fields required**

Group: University of Arizona, Reducing Family Stress Sustainable Community Project

Location:

Type Your Name:

Select Role:

Rate each element from 1 (low) to 5 (high).

Foundational Element	1	2	3	4	5
Communication:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and Evaluation:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Climate:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catalysts:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies, Laws, Regulations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectedness:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Development:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding Community:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Hover over a Foundational Element in the form on the left to see a description.

## Group Info

Grant Title:	University of Arizona: Reducing Family Stress Sustainable Community Project
Due Date:	08/31/2022
Primary Tool Contact:	Daniel
Primary Tool Contact Email:	mcdonald@cals.arizona.edu
Location Surveyed:	Arizona
Closed:	False
Date Closed:	
Notes:	PI

## Message to Primary Tool Contact

**Instructions:** The survey was successfully created. Please copy the message text below and send it via email to the Primary Tool Contact, Daniel, at: mcdonald@cals.arizona.edu This email will instruct him/her to send a message to the groups team members, so they can begin completing the Spider Web Analysis Tool.  
Copy text below for email:

Hello Daniel,  
Please send the message below to all the project team members you wish to complete the Spider Web Analysis Tool for Teams.

Dear Team Member,  
The CYFAR PDTA Center has invited us to participate in completing the Spider Web Analysis Tool for Teams. The tool will aid our team in identifying ways to become a more effective team and improve programming and outcomes. The tool will ask you to rate our CYFAR project team on sixteen foundational elements of effective Teams. Definitions of the foundational elements can be viewed by clicking this URL:  
[https://suite.cyfar.org/pdf/spiderweb\\_teams\\_definitions.pdf](https://suite.cyfar.org/pdf/spiderweb_teams_definitions.pdf)  
Our hope is to gain valuable insights from full team participation. However, know your participation is voluntary. Your identity and form responses will be kept confidential by your CYFAR PDTA Center Coach and the site administrators. After completing the tool, you will be given an opportunity to send a message to your CYFAR PDTA Center Coach should you wish to provide comments or feedback.  
You can access the tool by clicking this URL:  
[suite.cyfar.org/SpiderWeb/Responses/Create?key=3awnm](https://suite.cyfar.org/SpiderWeb/Responses/Create?key=3awnm)  
Thank you in advance for your time. Please submit your responses by 08/31/2022.

### Rate Your CYFAR Project Implementation Team on Each Foundational Element of Teams

**\*All fields required**

Group: University of Arizona: Reducing Family Stress Sustainable Community Project  
 Location: Arizona  
 Type Your Name:   
 Select Role:

Rate each element from 1 (low) to 6 (high).

Foundational Element	1	2	3	4	5	6
Purpose:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance Goals:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust Environment:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxed Atmosphere:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open Communication:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civilized Disagreement:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consensus Decisions:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roles and Assignments:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Leadership:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External Relations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse Responsibilities:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-assessment:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuous Learning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Recognition:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hover over a Foundational Element in the form on the left to see a description.



## Group Info

Grant Title:	University of Arizona: Reducing Family Stress Sustainable Community Project
Due Date:	08/31/2022
Primary Tool Contact:	Daniel
Primary Tool Contact Email:	mcdonald@cals.arizona.edu
Location Surveyed:	Arizona
Closed:	False
Date Closed:	
Notes:	

## Message to Primary Tool Contact

**Instructions:** The survey was successfully created. Please copy the message text below and send it via email to the Primary Tool Contact, Daniel, at: mcdonald@cals.arizona.edu This email will instruct him/her to send a message to the groups team members, so they can begin completing the Spider Web Analysis Tool.  
Copy text below for email:

Hello Daniel,  
Please send the message below to all the project team members you wish to complete the Spider Web Analysis Tool for Prevention Programs.

Dear Team Member,  
The CYFAR PDTA Center has invited us to participate in completing the Spider Web Analysis Tool for Prevention Programs. The tool will aid our team in identifying ways to strengthen our programming, so we can enable youth to acquire essential skills and foster positive relationships with adults and peers. The tool will ask you to rate our CYFAR programming on nine foundational elements of Prevention Programs. Definitions of the foundational elements can be viewed by clicking this URL:  
[https://suite.cyfar.org/pdf/spiderweb\\_prevention\\_definitions.pdf](https://suite.cyfar.org/pdf/spiderweb_prevention_definitions.pdf)  
Our hope is to gain valuable insights from full team participation. However, know your participation is voluntary. Your identity and form responses will be kept confidential by your CYFAR PDTA Center Coach and the site administrators. After completing the tool, you will be given an opportunity to send a message to your CYFAR PDTA Center Coach should you wish to provide comments or feedback.  
You can access the tool by clicking this URL:  
<suite.cyfar.org/SpiderWeb/Responses/Create?key=7sbkl>  
Thank you in advance for your time. Please submit your responses by 08/31/2022.

### Rate Your CYFAR Project Implementation Team on Each Foundational Element of Prevention

**\*All fields required**

Group: University of Arizona: Reducing Family Stress Sustainable Community Project

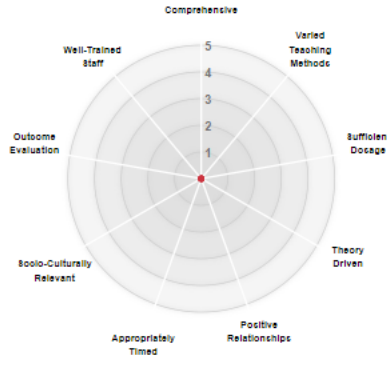
Location: Arizona

Type Your Name:

Select Role:

Rate each element from 1 (low) to 5 (high).

Foundational Element	1	2	3	4	5
Comprehensive:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Varied Teaching Methods:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient Dosage:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theory Driven:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Relationships:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately Timed:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-Culturally Relevant:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outcome Evaluation:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-Trained Staff:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Hover over a Foundational Element in the form on the left to see a description.

Spiderweb printable  
Attached as a separate file (OMB Spider Web Print.pdf)

# Annual Reports

What is Annual Report? +

2020 Annual Report - Instructions for Sharing COVID Impact +

[Instructions for Annual Report](#)

## Test for Ten7 Requirements Document

### STATE REPORT

Name	Status	Action
Test for Ten7 Requirements Document	Not Started	<a href="#">Edit State Report</a> <a href="#">View Impact Statement</a> <a href="#">Impact Statement</a>

### COMMUNITY REPORTS

Community Project Name	Status	Action
Community 1	Not Started	<a href="#">Edit Community Report</a>
Community 2	Not Started	<a href="#">Edit Community Report</a>

# Edit State Report

**Project Name**  
Test for Ten7 Requirements Document

**Status**  
Not Started

[Update Status](#)

**State**  
Northern Mariana Islands

**Year**  
2022

**Description**  
Test grant to document the requirements in CYFAR Suite for creating a grant from a Logic Model. Filled out 'Name' and could not submit. Received warning that 'Select a Coach' was required. Done, and hit 'Create'. No grant was created, and no warnings popped up. This is the next box I'm filling out.

**Name**  
Test for Ten7 Requirements Document

**Website**

**Market Statement**  
[Edit Grant Details](#)

**Staff**

User Name	Role
Samantha Grant	State Point of Contact
Steve Lundeen	State Point of Contact
Steve Lundeen	State Point of Contact
Stephanie Nunn	PI
David Ricart	State Coordinator

[Accomplishments](#) [Results](#) [Preview Report](#)

**ACCOMPLISHMENTS**

- Program Implementation
- Community Integration
- Technology Integration
- Sustaining

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Version 3.0.8

## View Impact Statement

### Impact Statement for 2022

**Program Topic Area**  
Which program topic area(s) best describes your program?

- Leadership Development
- Nutrition
- Parenting
- Physical Activity
- Science
- Technology
- WorkforcePreparation


Check something  
**Featured Quote (optional)**  
User error

**Lessons Learned/Quality Improvement Information:** \*  
fill this out

**Links to any articles written about this project:** \*  
this needs data too

**Sustainability Paragraph:** \*  
It's super sustainable

**Additional Information Upload:**  
Uploaded file: [hello.txt](#) [Delete this attachment](#)

**Photos**  
 [Delete this photo](#)  
Photo Caption : my tub

**Media Release Confirmation:**  
Yes, a media release form is on file for the individuals who appear in these photos. They may be used in the report

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## Impact Statement

### Impact Statement for 2022

**Program Topic Area**  
Which program topic area(s) best describes your program?

- Leadership Development
- Nutrition
- Parenting
- Physical Activity
- Science
- Technology
- WorkforcePreparation

The following questions ask you to consider your programs' impact and outcomes for 2022 in a way that can include both qualitative and quantitative data. This information should be shared in a way that contributes to the CYFAR story for the year 2022.

**2022 Program Report** \*  
Please provide a description of your project. This should be done so that someone unfamiliar with your project could read the overview, and have a good idea about the work you completed this year. You may also explain the impact of your program, and the program outcomes you have accomplished. This should be in sentence/paragraph form and is limited to 2000 characters.

Check something

Note: You can use the triangle in the lower right corner to resize the text box.

**Featured Quote (optional)**  
Please include a quote that could be featured about your project. Please also attribute your quote (participant, parent, staff, volunteer, etc)

User error

Note: You can use the triangle in the lower right corner to resize the text box.

**Lessons Learned/Quality Improvement Information:** \*  
In paragraph form, please share some of the lessons learned from implementing your CYFAR program. You may also share quality improvement information here. Please note that you are limited to a maximum of 1000 characters.

fill this out

Note: You can use the triangle in the lower right corner to resize the text box.

**Links to any articles written about your project:**

You may include academic journal articles, as well as non academic press coverage. Please cite your academic articles APA style (7th edition), and please verify any links to non academic articles or press coverage are active and accessible to the general public.

this needs data too

Note: You can use the triangle in the lower right corner to resize the text box.

**Sustainability Paragraph:**

Please briefly (1000 characters max) describe how your project will be sustained beyond the 5 years of CYFAR funding.

It's super sustainable

Note: You can use the triangle in the lower right corner to resize the text box.

**Additional Information Upload:**

If you would like to include any additional information (graphs, stories, etc.), please upload a word document with this information.

Uploaded file: [hello.txt](#) [Delete this attachment](#)

As part of the annual report, you have the ability to provide up to three photos from your CYFAR program. For each photo, please also include a caption. Please do not upload photo collages. If you have more photos to share, please email [cyfarpdta@umn.edu](mailto:cyfarpdta@umn.edu).

Photos Upload

[Add](#)



Photo Caption (limited to 200 characters)

my tub

[Delete this photo](#)

Please confirm that you have a media release form on file for ALL the individuals who appear in EACH of the photos.

Yes, a media release form is on file for the individuals who appear in these photos. They may be used in the report.

No, a media release form is not on file. Therefore, these photos cannot be used in the report.

[Save Statement](#)

# Edit Community Report

**Project Name**  
CYFAR PDATA Test Grant

**Status**  
Submit to Coach

Update Status

**State**  
Minnesota

**Year**  
2022

**Description**  
This is the first grant created using the new model with a clean database. For testing.

**COMMUNITY INFORMATION**

**Name**

**Location**  
Here

**Outcome**  
School-age

**Geographical Type**  
Central City

**Organizations**  
1

**Market Statement**  
Statement

[Edit Community Project Details](#)

**Staff**

User Name	Role
P. I. Otto	Community Project Coordinator
Mark Palotto	Community Project Director
Stacey Dai	Community Project Director

Accomplishments Form A Form B Form C Form D Form E Form F Form G Preview Report

### ACCOMPLISHMENTS

1. Provide a paragraph describing your program as it was actually implemented.

abc

Note: You can use the triangle in the lower right corner to resize the text box.

2. Provide a brief description of progress on integrating community into your program.

def

Note: You can use the triangle in the lower right corner to resize the text box.

3. Provide a brief description of progress on integrating technology into your program.

ghi

Note: You can use the triangle in the lower right corner to resize the text box.

4. Provide a brief description of progress on sustaining your program.

jkl

Note: You can use the triangle in the lower right corner to resize the text box.

Save

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Version 3.0.8

# Coach

## Your Coach

[Learn More about the CYFAR Coaches](#) +

### Misty Blue

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## Coach PI Survey

See Final page for OMB number of Coach PI Survey. This survey is not a part of the CYFAR Suite, but rather is administered via an online Qualtrics survey. No paper or downloadable version is available.

# Coach-PI Survey

---

### Start of Block: Coaching Mastery 1: Establishing and maintaining a relationship of trust

This survey is designed to learn more about your working relationship with your coach. If you are a 2023 grantee, you do not need to complete this survey.

Please consider the work you and your team have done with your coach over the last 12 months as you rate your agreement with each item (29 items total). There are two open-ended questions where you are encouraged to share additional context.

Your responses are confidential and will not be shared with your coach. The data from all sites will be aggregated, deidentified, and used to identify areas of strength and to drive future coaching training.

If you have comments outside the scope of this survey, please contact the CYFAR PDTA Center at [cyfarpdta@umn.edu](mailto:cyfarpdta@umn.edu).

Public reporting for collection of information is estimated to average 322 hours, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information, unless it displays a current valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to NIFA, OGF, 2312 East Bannister Road, Mail Stop 10,000, Kansas City, MO 64131, Attention Policy Section. Do not return the completed form to this address.

National Institute of Food and Agriculture  
US Department of Agriculture  
OMB No. 0524-0043  
Form Approved For Use Through 12/31/2023





I am comfortable sharing concerns with my coach.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

X→

I trust my coach's discretion.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

X→

I understand my responsibilities in working with my coach.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



I understand my coach's responsibilities in working with me.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 1: Establishing and maintaining a relationship of trust

---

Start of Block: Coaching Mastery 2: Perceiving, affirming, and expanding the client's potential



My coach affirms my/my team's potential.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach recognizes my strengths.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 2: Perceiving, affirming, and expanding the client's potential

---

Start of Block: Coaching Mastery 3: Engaged listening



My coach is an engaged listener.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach asks meaningful clarifying questions.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



At this point in my funding cycle, the communication between me and my coach has improved.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 3: Engaged listening

---

Start of Block: Coaching Mastery 4: Processing in the present



I can talk to my coach about what is currently happening in our project.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach helps me focus on solutions.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach provides support to our project.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach acknowledges progress throughout the grant.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 4: Processing in the present

---

Start of Block: Coaching Mastery 5: Expressing



I feel comfortable sharing project aspirations with my coach.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



I feel comfortable sharing project challenges with my coach.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



I am open to feedback from my coach.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 





I am comfortable asking my coach clarifying questions.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 5: Expressing

---

Start of Block: Coaching Mastery 6: Clarifying



My coach ensures they understand what I am saying.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach ensures I understand what they are saying.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach's support has decreased my uncertainty about the project.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 6: Clarifying

---

Start of Block: Coaching Mastery 7: Helping the client set and keep clear expectations



My coach helps me identify the critical challenges facing my project.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach helps me devise a solution to address these challenges.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach helps me align project goals and programming.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 7: Helping the client set and keep clear expectations

---

Start of Block: Coaching Mastery 8: Inviting Possibility



My coach helps me explore ways to overcome project obstacles.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach has helped me/my team do something outside our comfort zone.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach has helped me explore new options.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 8: Inviting Possibility

---

Start of Block: Coaching Mastery 9: Helping the client create and use systems and structures



My coach encourages the use of organized internal processes for the project.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach connects me to informational resources.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 



My coach helps me/my team integrate programming into existing systems if possible.

- Strongly Agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply
- 

End of Block: Coaching Mastery 9: Helping the client create and use systems and structures

---

Start of Block: OE

What are your coach's strengths?

---

---

---

---

---

How could your coach improve?

---

---

---

---

---

---

OMB Number: 0524-0043 (expires 12/31/2023)

End of Block: OE

---