**Community Engagement Skills Data Collection Tool**

**Definitions:**

**Community engagement**:

An individual and/or collective action designed to identify and address issues of public and community concern. Engagement involves promoting the quality of life in a community through civic, organizational, and grassroots processes.

**Community engagement skills**:

Skills related youth leadership development and the participation in community life through volunteerism, service learning and awareness activities. Community engagement skills include: demonstrating awareness and curiosity about culture, history, society; showing interest in making a positive impact; participating in service to others in their community; considering diversity and inclusion; taking responsibility for developing plans, carrying out decisions, and solving problems; identifying and using available resources; and monitoring and evaluating projects.

**Community Engagement Skills:**

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| Community Engagement Skills | 1. Youth show interest in making a positive impact, and identify what they would like to change, strengthen or improve in their community. (Meaningful Service) 2. Youth use strategies to learn more from current community sources (culture, history, diversity and inclusion, needs) and identify what requires further research. (Research and Reflection) 3. Youth identify potential resources and partners for service activities and work towards stablishing a shared vision and goals to address community needs. (Resources and Partnerships) 4. Youth identify individual strengths and interests along with those of the group, experiencing sense of belonging, shared purpose and collaboration. (Team Awareness) 5. Youth participate and take responsibility for developing and implementing plans, carrying out decisions, solve problems and also evaluate service experiences, enhancing their leadership. (Participation and leadership) 6. Youth communicate clearly and effectively with peers and the people in the community: express ideas, listen actively and disagree without starting arguments. (Communication skills) 7. Youth promote understanding and inclusion of diversity among all participants. The activities help them to gain understanding of multiple perspectives. (Diversity and inclusion) 8. Youth use methods to evaluate projects and their perception among the community. Youth make new plans based on their reflections and lessons learned. (Evaluation) |

**Youth in Development—Community Engagement Skills Assessment**

**Instructions**

For the purpose of this questionnaire is to learn about you (your thoughts, attitudes, and behaviors) in regards of your work in community engagement projects/activities. There is no right or wrong answer.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Youth Name:** | | **Gender:** | | **Age:** | | **Date:** | |
| **This section will ask what you think and feel about your experiences in community engagement. Choose the answer that is closest to what you think. Please be honest and respond however you feel.** | | Strongly Disagree | Disagree | | Agree | Strongly Agree | Score |
|  | I want to make a positive impact in my community. |  |  | |  |  |  |
|  | I know how to assess the needs of my community. |  |  | |  |  |  |
|  | I can identify projects/activities that will improve my community. |  |  | |  |  |  |
|  | I consider the traditions, history and strengths of the community when making decisions about projects/activities. |  |  | |  |  |  |
|  | I can identify key community partners and resources[[1]](#footnote-1) needed for a project/activity. |  |  | |  |  |  |
|  | I know how to bring people together to create a shared vision and work together for the community. |  |  | |  |  |  |
|  | I can use my strengths to help the project/activity team and the community. |  |  | |  |  |  |
|  | I can help develop action plans and be part of the team working to put the plan into action. |  |  | |  |  |  |
|  | I can motivate others to participate in the project/activity. |  |  | |  |  |  |
|  | I work with others to manage tasks and/or make decisions that support the project/activity. |  |  | |  |  |  |
|  | I practice active listening[[2]](#footnote-2) when working with others. |  |  | |  |  |  |
|  | I am comfortable sharing my opinions with others and work to reach agreements peacefully. |  |  | |  |  |  |
|  | I express thanks to my team and community members when working on a project/activity. |  |  | |  |  |  |
|  | I promote inclusion of all people and listen to different ideas when working with the community. |  |  | |  |  |  |
|  | I can monitor and evaluate a community project/activity.[[3]](#footnote-3) |  |  | |  |  |  |
|  | TOTAL SCORE |  |  | |  |  |  |

**Youth in Development—Community Engagement Skills Assessment**

**SCORING INSTRUCTIONS**

For the purpose of this questionnaire, points should be assigned as indicated for each statement.   
Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4. Students should only mark one answer per statement.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Youth Name:** | | **Gender:** | | **Age:** | | **Date:** | |
| **This section will ask what you think and feel about your experiences in community engagement. Choose the answer that is closest to what you think. Please be honest and respond however you feel.** | | Strongly Disagree | Disagree | | Agree | Strongly Agree | Score |
|  | I want to make a positive impact in my community. | 1 | 2 | | 3 | 4 |  |
|  | I know how to assess the needs of my community. | 1 | 2 | | 3 | 4 |  |
|  | I can identify projects/activities that will improve my community. | 1 | 2 | | 3 | 4 |  |
|  | I consider the traditions, history and strengths of the community when making decisions about projects/activities. | 1 | 2 | | 3 | 4 |  |
|  | I can identify key community partners and resources[[4]](#footnote-4) needed for a project/activity. | 1 | 2 | | 3 | 4 |  |
|  | I know how to bring people together to create a shared vision and work together for the community. | 1 | 2 | | 3 | 4 |  |
|  | I can use my strengths to help the project/activity team and the community. | 1 | 2 | | 3 | 4 |  |
|  | I can help develop action plans and be part of the team working to put the plan into action. | 1 | 2 | | 3 | 4 |  |
|  | I can motivate others to participate in the project/activity. | 1 | 2 | | 3 | 4 |  |
|  | I work with others to manage tasks and/or make decisions that support the project/activity. | 1 | 2 | | 3 | 4 |  |
|  | I practice active listening[[5]](#footnote-5) when working with others. | 1 | 2 | | 3 | 4 |  |
|  | I am comfortable sharing my opinions with others and work to reach agreements peacefully. | 1 | 2 | | 3 | 4 |  |
|  | I express thanks to my team and community members when working on a project/activity. | 1 | 2 | | 3 | 4 |  |
|  | I promote inclusion of all people and listen to different ideas when working with the community. | 1 | 2 | | 3 | 4 |  |
|  | I can monitor and assess a community project/activity.[[6]](#footnote-6) | 1 | 2 | | 3 | 4 |  |
|  | TOTAL SCORE |  |  | |  |  |  |

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| **Youth Community Engagement Skills Tracking Sheet**  **Outcome:** Youth report increased community engagement skills.  **Outcome Indicator:** Number of youth who report increased community engagement skills. | | | | | | | | | | | | |
| **Youth’s Name** | **T1 Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **T2 Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Did the youth increase their score from T1 to T2 on at least three of questions?**  **(Y/N)** | | | | | | | | | |
| **Community Engagement Skills** | |
| **M** | | | | | **F** | | | | |
| **T1 Score** | **T2 Score** | **0-9** | **10-14** | **15-19** | **20-24** | **25+** | **0-9** | **10-14** | **15-19** | **20-24** | **25+** |
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| **TOTAL ACHIEVED (higher score by 3 points at T2) to report in VRF:** | **Community Engagement Skills**  **Total \_\_\_\_\_\_\_\_** | **Community Engagement Skills**  **Total \_\_\_\_\_\_\_\_** |  |  |  |  |  |  |  |  |  |  |
| **TOTAL REACHED (all Ys + Ns) to report in VRF:** | | |  |  |  |  |  |  |  |  |  |  |

1. Resources could include things like money, materials for construction, or other items necessary for completion of the project or activity. [↑](#footnote-ref-1)
2. Active listening means listening with your full attention, making eye contact, and taking note of what the other person is saying. [↑](#footnote-ref-2)
3. Monitoring and evaluation may be through use of attendance sheets, survey questions, interviews and other ways of collecting information from people involved in the project or activity. [↑](#footnote-ref-3)
4. Resources could include things like money, materials for construction, or other items necessary for completion of the project or activity. [↑](#footnote-ref-4)
5. Active listening means listening with your full attention, making eye contact, and taking note of what the other person is saying. [↑](#footnote-ref-5)
6. Monitoring and assessment may be through use of attendance sheets, survey questions, interviews and other ways of collecting information from people involved in the project or activity. [↑](#footnote-ref-6)