

National Consortium on Leadership and Disability for Youth



FOR PROGRAM STAFF

Are They Learning To Lead?

This self-assessment is designed to help you look at how the youth in your program are growing as leaders. When you're involved in a program, it's hard to know how much your participants are growing individually. You may feel like your program has a big impact on their lives, but you may not be sure how. That's where tools like this are important. This assessment tool was designed to help you gauge how well your program is doing. The goal is to get program staff and participants talking about where the program is doing great and which areas need strengthening.



Directions: Fill out the self-assessment by scoring your experience for each of the following questions. In the right-hand column, fill in the number that best matches your level of knowledge or experience as described by the sentence in the left-hand column. At the end of each section, add up the total score and divide by the number of questions to determine the average section score.

Remember, one program can't cover all areas of development, so it's normal to have a higher score in one section than another.

NAME:

LEARNING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

	1	2	3	4	5	6
1. Youth in our program can read and do math well.	<input type="radio"/>					
2. Youth are able to think clearly and deeply and to compare options before making positive decisions.	<input type="radio"/>					
3. Youth in our program know how to make sensible decisions based on their experiences.	<input type="radio"/>					
4. They know their strengths and weaknesses in school and how much more they need to learn.	<input type="radio"/>					
5. They are able to determine their own skills and areas of academic weakness or where they need further education and training.	<input type="radio"/>					
6. They are creative.	<input type="radio"/>					
7. They always want to learn and they seek out ways to learn more.	<input type="radio"/>					
8. Youth are educated on how to use individual transition plans to drive their instruction.*	<input type="radio"/>					
9. Youth are informed about specific and individual learning accommodations.*	<input type="radio"/>					
10. Youth are taught how to request <i>reasonable accommodations</i> in educational settings.*	<input type="radio"/>					
11. Youth are able to identify transitional support staff, who may or may not be school staff.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 11: _____

LEARNING SECTION AVERAGE: _____

GENERAL INSTRUCTIONS:

Determine the level at which you agree or disagree with the content described by the sentence on the left. Fill in the circle for the number that matches the extent to which you agree or disagree with each sentence.

Fill in **1** if you **STRONGLY DISAGREE**
 Fill in **2** if you **MODERATELY DISAGREE**
 Fill in **3** if you **MILDLY DISAGREE**
 Fill in **4** if you **MILDLY AGREE**
 Fill in **5** if you **MODERATELY AGREE**
 Fill in **6** if you **STRONGLY AGREE**

CONNECTING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

	1	2	3	4	5	6
1. Youth have positive adults and peer relationships.	<input type="radio"/>					
2. Youth have skills to talk with people, build trust, handle conflict, value differences, and listen actively.	<input type="radio"/>					
3. Youth feel as if they are an important part of a group or of a larger community.	<input type="radio"/>					
4. Youth are able to feel for others and step into their shoes.	<input type="radio"/>					
5. Youth know who they are on their own and with other people.	<input type="radio"/>					
6. Youth know people, places, and things in their community and are able to find them.	<input type="radio"/>					
7. Youth are able to talk to people so that they can have personal and work relationships.	<input type="radio"/>					
8. Youth are able to communicate well in order to get a point across.*	<input type="radio"/>					
9. Youth are able to influence others.*	<input type="radio"/>					
10. Youth are able to encourage and motivate others.*	<input type="radio"/>					
11. Youth are given the opportunities and skills they need to seek out role models who are leaders.*	<input type="radio"/>					
12. Youth have opportunities to serve as role models for others, including peers.*	<input type="radio"/>					
13. Youth are able to request and acquire appropriate assistive technologies.*	<input type="radio"/>					
14. Youth are familiar with what to do and who to talk to in order to get around in their communities.*	<input type="radio"/>					
15. Youth are familiar with and able to access programs and services that will help them live independently after leaving school.*	<input type="radio"/>					
16. Youth are informed of the benefits they receive—and others available to them—and how these benefits might interact with potential income.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 16: _____

CONNECTING SECTION AVERAGE: _____

THRIVING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

	1	2	3	4	5	6
1. Youth understand their physical and emotional growth.	<input type="radio"/>					
2. Youth know about and have good nutrition and hygiene.	<input type="radio"/>					
3. Youth know how to exercise regularly in ways that are best for them.	<input type="radio"/>					
4. Youth know how to make choices that will keep them safe.	<input type="radio"/>					
5. Youth know how to deal with different situations on their own.	<input type="radio"/>					
6. Youth learn from bad situations and stay away from them in the future.	<input type="radio"/>					
7. Youth know when something is too risky and avoid it.	<input type="radio"/>					
8. Youth feel good about themselves, how they think, and what they look like.	<input type="radio"/>					
9. Youth are given support in changing from their pediatric doctors and specialists to adult doctors and specialists.*	<input type="radio"/>					
10. Youth have learned the importance of mental and physical health and have access to these services.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 10:

THRIVING SECTION AVERAGE: _____

WORKING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

1. Youth are able to make decisions about their jobs and/or careers.	<input type="radio"/>					
2. Youth have the skills they need to be ready to work.	<input type="radio"/>					
3. Youth know what kinds of jobs are out there and what they can do with their futures.	<input type="radio"/>					
4. Youth want to finish school and training so that they can get jobs and go further in the careers they want.	<input type="radio"/>					
5. Youth have jobs they like where they can learn, be successful, and live independently.	<input type="radio"/>					
6. Youth feel good about their ability to work in their current jobs and to grow in their future careers.	<input type="radio"/>					
7. Youth have opportunities to shadow successful adults and to visit different workplaces.*	<input type="radio"/>					
8. Youth are provided with opportunities to learn and practice work skills.*	<input type="radio"/>					
9. Youth understand the relationship between any benefits they receive and any income they earn.*	<input type="radio"/>					
10. Youth know what types of accommodations they need to do their jobs.*	<input type="radio"/>					
11. Youth are comfortable requesting <i>reasonable accommodation</i> in their workplaces or other work-related places.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 11: _____

WORKING SECTION AVERAGE: _____

LEADING

Strongly DISAGREE Moderately Disagree Mildly Disagree Mildly Agree Moderately Agree Strongly AGREE

1. Youth are able to say what's important to them.	<input type="radio"/>					
2. Youth know how their actions affect other people.	<input type="radio"/>					
3. Youth are active in their communities and work to make them a better place.	<input type="radio"/>					
4. Youth respect and care for themselves and others.	<input type="radio"/>					
5. Youth know that they are responsible to themselves and to people around them.	<input type="radio"/>					
6. Youth are true to what they think is important.	<input type="radio"/>					
7. Youth set high goals—for selves and communities.	<input type="radio"/>					
8. Youth have goals and do activities that matter.	<input type="radio"/>					
9. Youth are okay with following others.	<input type="radio"/>					
10. Youth are able to motivate others.*	<input type="radio"/>					
11. Youth are able to share power and distribute tasks.*	<input type="radio"/>					
12. Youth are able to work as team members.*	<input type="radio"/>					
13. Youth are able to resolve conflicts with peers.*	<input type="radio"/>					
14. Youth can create and communicate a vision.*	<input type="radio"/>					
15. Youth are able to manage change and they value continuous improvement.*	<input type="radio"/>					
16. Youth are engaged in formal and informal peer-to-peer mentoring opportunities.*	<input type="radio"/>					
17. Youth observe role models in different settings.*	<input type="radio"/>					
18. Youth are educated in self-advocacy, self-efficacy, self-determination, and self-sufficiency.*	<input type="radio"/>					
19. Youth have opportunities that allow them to exercise leadership and program control.*	<input type="radio"/>					
20. Youth are exposed to mentors with and without disabilities.*	<input type="radio"/>					
21. Youth are familiar with:						
a. Disability public policy, including rights.*	<input type="radio"/>					
b. Disability history.*	<input type="radio"/>					
c. Disability culture.*	<input type="radio"/>					
d. Disability community.*	<input type="radio"/>					

___ + ___ + ___ + ___ + ___ + ___

= Subtotal: _____

Divide by 24:

LEADING SECTION AVERAGE: _____

FINAL SCORING INSTRUCTIONS:

Compute the final program score from the average section scores. Compare these scores to see how well your program is doing across the five program areas and which ones need some improvement. After reviewing the results, sit down with other program staff and discuss those areas in which the program does well and those where you'd like to see growth and/or improvements.

NCLD/Y has many tools that can help program staff with these discussions and with ways to help your program better serve youth with disabilities. Check out our website at: <http://www.ncl-d-youth.info>.

LEARNING Section Average: _____

CONNECTING Section Average: _____

THRIVING Section Average: _____

WORKING Section Average: _____

LEADING Section Average: _____

= Subtotal: _____

Divide by 5:

FINAL PROGRAM SCORE: _____

Highest Area: _____

Lowest Area: _____

NOTES:

More About the NCLD/Y Staff Leadership Assessment

The NCLD/Y leadership assessment tool for program staff was designed to provide feedback for and facilitate continuous improvement of youth leadership and development programs that serve youth with disabilities. Strong and effective youth programs have youth development at their core. Young people do best in youth leadership programs that focus on individual growth linked with specific, targeted work on the leadership side. Young people who participate in youth leadership and youth development activities tend to do better in school, are more active in their communities, and have an easier time moving onto adulthood. Youth with disabilities are often left out of these kinds of opportunities because these programs don't know what youth with disabilities need or how to meet those needs.

Developed by youth with disabilities for youth with disabilities, this leadership program assessment tool is published and distributed by the National Consortium on Leadership and Disability for Youth. It was created for youth development/youth leadership programs that a.) already serve youth with disabilities and want to assess how well they are doing and b.) do not yet serve youth with disabilities and are curious about what additional supports and opportunities need to be in place to do so.

This tool was designed to be given to the staff of youth leadership programs, like you, to evaluate the experiences of youth enrolled in your program based on the five areas of development used by the Forum for Youth Investment—**learning, connecting, thriving, working, and leading.**



The National Consortium on Leadership and Disability for Youth (NCLD-Youth) is a youth-led resource, information, and training center for youth and emerging leaders with developmental disabilities, housed at the Institute for Educational Leadership and funded by a grant/contract/cooperative agreement from the U.S. Department of Health and Human Services, Administration on Developmental Disabilities (Number #90DN0206). The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Health and Human Services. Nor does mention of tradenames, commercial products, or organizations imply endorsement by the U.S. Department of Health and Human Services.

For more information on this, or other products developed by the National Consortium on Leadership and Disability/Youth, please contact Rebecca Hare at 202-822-8405 x127 or <http://www.ncl-d-youth.info>.

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