

# HEALTHY YOUTH PLACES EVALUATION SYSTEM

*“Believe the H.Y.P.E.”*

**Groups involved in community interventions need information from evaluation to inform their work.** For example, they need to know how their group is functioning: Are the right people involved? Are member roles appropriate and comfortable? Do they have the skills they need to do the work or access to those who possess those skills and can teach them? Do they have a vision of “What will it look like if we get it right”? And most important, **are we achieving our objectives?** These groups need to be able to monitor their own development. They need to use that monitoring information to make decisions about how to proceed. **The Healthy Youth Place Evaluation (H.Y.P.E.) is a tool designed to provide groups with information to make choices about where to invest their efforts.**

**The complete H.Y.P.E. system provides information to help groups answer six key questions:**

- **Reach** - How do we develop strategies to contact kids and partners?
- **Appeal**- How do we develop strategies to make the place (school lunch, classroom, after school program, change team) appealing for youth to attend?
- **Place** - How do we develop healthy places?
- **Capacity** – How do we build capacity in kids and partners?
- **Behavior** – How do we improve the behavior of kids and partners?
- **Outcome** – How do we achieve the vision and mission?

Attached is the **H.Y.P.E. MONITORING AND DOCUMENTATION SYSTEM**

The primary outcome of the Monitoring and Documentation System is to increase the total time youth spend in contact with the healthy place initiative. The impact can be documented as follows:

**Impact** = Reach \* Frequency \* Duration

- Reach - number of kids or partners in contact with healthy place team strategies
- Frequency - frequency of involvement (both number of contact periods per week and number of weeks)
- Duration - time of involvement

Therefore, Healthy Places can have a greater impact by increasing the duration or frequency of involvement of kids and partners already participating in a healthy place or by increasing the frequency and/or duration of participation of the number of kids and partners.

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## LOGGING INSTRUCTIONS

**Please follow all of the steps below and complete the strategy sheets necessary to document activities in your school that target improving the quality of your students’ food choices during school lunch, the amount and quality of classroom activity focused on nutrition and physical activity, and physical activity opportunities in the school and community and the quality and quantity of involvement and support of partners through the coalition.**

**Please complete for strategies planned and completed in the 2001-2002 school year.**

**Step One – Target a Place—Record that place in the box labeled ‘Strategy’**

**Step Two – State and document an objective that answers one of the following 2 questions.**

- How will we develop a healthy place?
- How will we contact and attract the participants to a place?
- Next—
  - Record the start and end dates of the objective.

**Step Three – Complete the Frequency, Duration, and Reach boxes.** Note, this information must include the number of minutes of contact, the number of contacts per week, the number of weeks of contact and the number of 8<sup>th</sup> grade students involved.

- If it is a past activity, this information should be readily available.
- If it is a planned activity estimate the numbers and the date to be started and finished.

**Step Four – Identify and describe how to develop the place.**

- Describe how the objective affects connection, autonomy, skill building, and healthy norms **in the place**.
- Provide a rating of the quality of each of the processes.
- If the particular objective doesn’t target these processes, leave the descriptions blank and circle a ‘0’ for the quality of each process.

**Step Five – Flip the sheet and describe how to promote the place.**

- Describe how the objective affects task and social appeal **of the place** for the students.
- Provide a rating of the quality of each of the processes.
- If the particular objective doesn’t target these processes, leave the descriptions blank and circle a ‘0’ for the quality of each process.

**Final Tip – Use the Targeted Process Questions to assist you in identifying objectives that will create the healthy place and draw your students to it.**

**EXAMPLE RESULTS – AFTER SCHOOL PROGRAM ENVIRONMENT**

The chart below provides a summary of hypothetical results from the H.Y.P.E. system for an after school program environment. For the Fall of 2000, 10 youth were involved in physical activity during the program three times a month, for 30 minutes organizing the after school program (impact = 900). For the Spring of 2001, 10 children participated in the physical activity options in the after school program 16 times per month (four days a week) for 30 minutes (impact = 4,800). For the Fall of 2001, the frequency and duration of contact with the physical activity environment stayed the same. However, now the program reached 89 youth for an impact of 42,720. The healthy place change team then increased the reach and the duration of physical activity contact in the Spring of 2002 for a significant increase in public health impact.

