

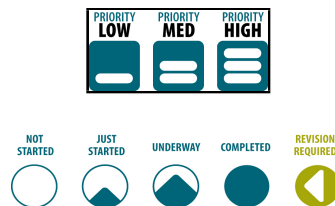
# QUICK START GUIDE | Assessment examples

Process + tools to help move ideas quickly through communities who have demonstrated readiness

This evaluation tool is part of the **Idaho KIDS COUNT Quick Start Guide**, an integrated set of tools designed to help your planning body determine goals, progress, document success, prioritize activities and plan for improvements as you implement your Quick-Bite ideas. You adapt this format for many purposes -- to quickly identify your current situation, assets and resources, identified priorities, created a set of benchmarks to assess future progress, or identified gaps in your planning. This tool is simple to use. It is divided into basic categories, in which you can name your headers. Be mindful of differences in the meaning of words, and check with your team before categorizing. Below are a few samples of how the assessment can work for you. At first, you may get feedback about the length of the tool. A six page assessment takes group members about 30 minutes to thoughtfully complete. This is a significantly shorter time than a four - six hour planning session that is traditionally used to narrow down information, preferences, and priorities. If you can, it is best to bring the team together for an hour meeting, introduce the tool, let each member take it, and then have a short discussion. The facilitator's job is to analyze the tool post-meeting and report the findings to the group later for their refinements. After this process, an operating and implementation work sheet or guide is easy to build!

## INSTRUCTIONS

Each member of the board and committees completes their own self-assessment. Identify progress towards these indicators (see legend below). Cross out goals that you feel are not necessary or relevant. Rank items as "high priority" only if you feel they should be addressed in the next 6 months. Rank them as "medium priority" if they should be included in the next plan. Rank them low, if they should be included in next year's goals. If you are new to the team or not sure of the progress, leave that portion blank, but rank its importance to you through "priority."



# Start + Inventory | Choose a 'bite-sized' initiative

## EXAMPLE #1

Preparedness	Progress	Priority	Comments
All the kids in our community are engaged in productive, supervised after school environments. (Or...all of our 13 year old are...)			
Our policies toward kids have recently been analyzed to ensure they are the best they can be and are not creating barriers, and are leveraging and combining resources			
All 12 of the 3rd graders in our community are proficient readers. There are mentors, tutors, and other measures in place to ensure this goal.			
Our 5 college age students have adequate transportation, jobs, and tuition support to ensure they have the foundation to succeed in college.			
Our 5 college age students have a designated community liaisons to wrap around them to ensure proper connection to caring adults.			
Our 8 pre-kindergarten kids are prepared for school and participate in community supplemental training and experiences to help them gain a solid, diverse foundation.			
12 at-risk youth identified within our community have been assigned a team of specialists including mentors who work with their parents and teachers to develop a wrap-around, long-term plan.			

## EXAMPLE #2

### START

Below is an example of an assessment to use when helping your group decide where to start. Change this assessment to reflect the specific or general issues your community's kids have.

**INSTRUCTIONS:** For each category, circle your response. For priority, rate "5" as the highest priority.

- 1.) The priority of the area to your community or organization; and
- 2.) The level of resources you feel your community *currently* has to help address the area.
- 3.) Under each category, write issues or solutions that come to you.

TOP ISSUES	Priority relevance to your community	Resources level in your community	Explain/Comments
<b>CONNECTIONS</b> to resources such as clothing swaps, social experiences, daycare, transportation, cultural exchange (to enhance global competitiveness and integrate new American kids), mentors/ tutors, support networks and safety nets.	1 2 3 4 5	- ■ ■	
<b>PHYSICAL HEALTH</b> by supplying food, especially nutritious food, and connecting kids to healthy, stress reducing activity. Connections to health professionals when insurance isn't available. Places for latch-key kids to go for breakfast, lunch or dinner.	1 2 3 4 5	- ■ ■	
<b>NON-SCHOOL CARE + ACTIVITIES</b> after-school, weekend, and summer learning and supervision. Sports, parks, arts and music. Community events and supervised environments. Happy <i>places</i> for kids to go.	1 2 3 4 5	- ■ ■	
<b>FAMILY SUPPORT</b> crisis intervention, training, support groups, debt, stress counseling, development information, public systems help, help for stressed kids, accountability and respite homes for kids, parents and foster parents.	1 2 3 4 5	- ■ ■	
<b>EDUCATION HELP</b> support/sponsorship for college students including tuition, housing, transportation, and jobs. Books and school supplies for kids.	1 2 3 4 5	- ■ ■	

# EXAMPLE #3

## Inventory |

What do we have, need, know? Where are we?

Resources for after school options	Resources for tuition for our college kids	Resources for 3rd grade readers
<b>WE HAVE</b>	<b>I HAVE</b>	<b>OUR PARTNERS HAVE</b>
<b>WE NEED</b>	<b>I NEED</b>	<b>OUR PARTNERS NEED</b>