

Administration Protocol

I. Purpose

The purpose of the Teens As Teacher (TAT) retrospective survey is to collect information on students' perception of their knowledge, skills, behavior, confidence and other impacts after leading CFHL, UC lessons/activities as a teen teacher/youth extender. The survey is designed to be administered toward the end of a year's TAT project typically toward the end of the school year. You can use this survey with teen teachers/youth extenders who have completed training to be a teen teacher/youth extender and led or co-led CFHL, UC lessons/activities. However, it is recommended that teen teachers/youth extenders would have participated in or delivered at least 6 lessons/training activities over a four-week period before completing the survey.

II. Who Should Administer

CFHL, UCCE staff who have worked as adult allies with TAT groups or who have supported adult allies at the site should administer this survey. Currently, this survey is not intended to be administered by non CHFL, UCCE staff but please contact Barbara MKNelly bmknelly@ucdavis.edu if this presents a challenge. The State Office will review these procedures annually with UCCE staff input.

III. When to Administer

The TAT retrospective survey should be administered with teen teachers/youth extenders when all planned TAT lessons/activities have been completed for the year. When possible, administer the survey at the end of the last meeting. If that is not possible, administer the survey either as close to the end of planned lessons/activities as possible or even after concluding activities, but not more than two weeks after their completion.

IV. Materials Needed

- PDF copy of the student consent page to read aloud to students with the UCCE local contact information added.
 - See also sections V. Before You Begin and VI. Student Consent.
- Electronic or printed copy of this administration protocol.
- When administering **paper surveys**, you will need printed copies of the TAT retrospective survey with the consent cover page for each student and a couple of extras
 - You will find a printable version of the **Teen Teacher Retrospective Survey** on the [Youth Evaluation Tools](#) webpage under Teens as Teachers Survey.
- For **online survey** administration, you will need the Qualtrics survey link to share with students.
 - You will find the link to the online survey on the [Youth Evaluation Tools](#) webpage under Teens as Teachers Survey (e.g., see **Online Data Entry Portal** link).
- Provide County, School/Program Site, and Date – for students to enter on their surveys.

V. Before You Begin

- Review consent page and add local UCCE contact information.
 - If students will be completing hard copy **paper surveys**, the local contact information should be added to the consent form on the first page. The first page of the TAT retrospective survey is a fillable PDF of the consent cover page. Please download the survey and add the UCCE contact information.
 - You will find a printable version of the **Teen Teacher Retrospective Survey** on the [Youth Evaluation Tools](#) webpage under Teens as Teachers Survey.
 - If students will be completing the **survey online** in Qualtrics, the consent form appears before the survey, but the local contact information is not included. Please download the student consent cover page and add the UCCE contact information to share with students who will be completing the survey online.
 - A fillable PDF of the **Student Consent Page (Grades 4 and higher)** is available on the [Youth Evaluation Tools](#) webpage.
 - You will find the link to the online survey on the [Youth Evaluation Tools](#) webpage under Teens as Teachers Survey (e.g., see **Online Data Entry Portal** link).
- If students will be completing the **survey online** in Qualtrics, practice online administration with colleagues to become familiar with the protocol and TAT retrospective survey in Qualtrics. Note: When practicing with your team, make sure to enter “**TEST**” for the School/Program Site, so that these practice surveys can be deleted from the survey data.

VI. Student Consent

The UC Davis Institutional Review Board (IRB) requires our program to obtain consent for all youth program evaluation. In order to secure consent to participate in the TAT retrospective survey, CFHL, UCCE staff must read the student consent page aloud to students prior to administration, either virtually or in person. Consent to participate is assumed to have been provided if a student responds to the TAT survey questions after hearing and/or reviewing the consent memo, which is provided to students as a paper copy or as an electronic link or file. The IRB does not require a signed student consent form or parental consent. The student consent is included as the first page of both the printable version of the TAT retrospective survey and the online survey in Qualtrics (e.g., see the printable **Teen Teacher Retrospective Survey** and **Online Data Entry Portal** link under Teens as Teachers Survey on the [Youth Evaluation Tools](#) webpage).

VII. Administering the Survey

- If collecting **paper surveys**, please distribute the TAT retrospective survey with the consent cover page including the local UCCE contact information.
- If collecting **surveys online**, you can access the survey through the **Online Data Entry Portal** link under Teens as Teachers Survey on the [Youth Evaluation Tools](#) webpage.
- Begin by reading the consent memo aloud.
 - ❖ If students are completing the **survey online** in Qualtrics, please provide students with a printed copy (or link to an electronic file) of the student consent cover page including the UCCE contact information. Note: The consent page in the online survey, but the

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does not include the local UCCE contact information. This is why we provide a hard copy or link of the completed consent page with the UCCE contact information added.

- For students who agree to fill out the survey,
 - ❖ Provide the County, School/Program Site, and Date for them to enter.
 - ❖ If you have recruited more than one TAT group at the same site, ask students to write the Teacher Name and Period in the top right corner of the survey.
- For the BEFORE versus AFTER questions, ask students to read each question and think back to how they would have answered the question **BEFORE** participating in the program and check the appropriate box. Then, ask them to check the box that best fits how they feel **AFTER** participating in the program.
- Provide sufficient time for students to complete the TAT survey.
- If collecting **surveys online** in Qualtrics, remind students when they are done to click on the Submit button that displays on the bottom of the last page.

VIII. Recommended Additional Activities

Youth, Family and Community Advisor Yu Meng shared some additional suggested activities that could be facilitated with this retrospective survey. The CFHL, UCCE Imperial team piloted these activities with the YPAR retrospective survey during FFY 2022.

- **Prepare students for TAT Retrospective Survey:** After introducing the purpose of the evaluation and reviewing the student consent cover page, educators can prompt students to internally reflect. Ask students to remember what they have done and learned during the many TAT lessons and activities this past year, refresh their memories on how they got started, the steps they took, and new things they explored during the TAT program period. If photos were taken during the TAT sessions, photos could be shared to refresh their memories. Give a few minutes for students to personally reflect on where they were and what they learned, applied and shared, both for their own selves, with families and friends, with younger students, and within their community. When they are ready for the **BEFORE** versus **AFTER** questions, ask students to read each question and think back to how they would have answered the question **BEFORE** participating in the program and check the appropriate box. Next, ask them to check the box that best fits how they feel **AFTER** participating in the program. If important impacts they thought of during their reflections are not captured by survey questions, tell them to please share them in the open-ended question at the end.
- **Celebrating participants' success through sharing reflections:** After evaluation data collection, educators can have a brief sharing activity with their participants on what they realized or had not realized about the differences in their responses before and after the programming. **This sharing-out happens after evaluation to ensure participant's responses do not influence each other.**