Words of Welcome and Introduction

If you are reading this handbook then you have taken on the challenge of coordinating the use of the Developmental Asset Profile (DAP) as part of your project’s monitoring and evaluation system, or as either an assessment or a community mobilization resource. We hope that this handbook will provide you with a simple, step-by-step guide to effectively incorporating the DAP into your project. We have intentionally kept this handbook brief, and you will even find a handy one page summary chart towards the end of this document that you can use as a quick reference point and check list when you are planning for the use of the DAP in your program.

The DAP is a 58 item survey instrument that was created by the Search Institute in order to measure the presence – and change over time—of the 8 categories of developmental assets found within Search’s 40 Developmental Assets framework. The DAP is an individual measure that yields quantitative scores for each of these 8 asset categories (support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity) along with 5 broad context areas (personal, social, school, community, and family).

The DAP is typically completed either via self-administration (where the learner reads and scores each item on their own) or via oral administration (where a teacher/youth worker reads each item and the learner scores each item on their own). The DAP is designed to be sensitive to changes in reported assets over time, and it is suited to both research and program evaluation. Change over time is tracked through the administration of the DAP on at least two separate occasions (Time One and Time Two) – using the same survey instrument with the same learners.

If you are interested in finding out more about the DAP then we would be happy to provide you with a copy of the DAP User Manual – a publication from Search Institute that provides a complete overview of how the DAP was developed; how reliability and validity testing were carried out during its field testing; and, what some of the overall strategies are that can be used when interpreting its results. If you are interested in the links between the DAP and Search Institutes 40 Developmental Assets framework you might refer to the 8-page Search Institute handout entitled The Asset Approach: 40 Elements of Healthy Development. You might also be interested in going to the website www.search-institute.org.

This DAP Coordinators Handbook is broken down into 6 main sections each of which represents a key step in incorporating the DAP into project level M&E or other applications. These include:

- Overview of DAP Coordination
- Establishing the Purpose of DAP Use
- Assembling an Effective DAP Implementation Team
- Finalizing the Tools to be Used
- Anticipating DAP Related Capacity Building Needs
- Developing an Overall DAP Implementation Plan

Important Reminder – In order to ensure the highest quality of DAP usage, the Search Institute requires all prospective partner groups to request permission for both translating and using the DAP. If you are being trained as a DAP Coordinator, then it is likely that permission has already been granted to your host organization or consortium – but if you are not sure, then check with your management team or contact Search Institute at debg@search-institute.org. Thank you.
A. Overview of DAP Coordination

The Developmental Asset Profile (DAP) is a flexible tool that can be used in a variety of ways. The four most common of these include:

- **Monitoring and Evaluation Applications**—Since the DAP is designed to track change over time of the 8 Asset Categories that form the basis of Search Institutes 40 Developmental Assets model, along with the 5 Context Views in which these assets flourish; it is, first and foremost, a useful monitoring and evaluation tool. The 8 Asset Categories that the DAP is design to track include Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. The 5 Context Views, on the other hand, include Personal, Social, Family, School, and Community.

- **Assessment / Appraisal Work**—Since the DAP can also be used to provide a quick snapshot of the developmental asset profile of both individual young people and/or groups (or larger cohorts) of youth at a given moment in time, it can also serve as a helpful assessment and appraisal tool. The profile generated will typically signal areas of relative strength, along with dimensions in which key gaps seem to exist and where considerable improvement seems to be possible. These snapshots can be generated at the individual level, though are often most meaningful at the level of larger cohorts of youth (disaggregated by age, gender, educational status or other demographic variables important to a given assessment or planning exercise).

- **Community Mobilization / Advocacy Activities**—Since the Asset Category and Asset Context views tracked by the DAP are often strongly correlated to the kind of developmental outcomes that parents, community leaders and civil society organizations are most interested in (such as reduced violence, lower drug and alcohol use, decreased sexual activity, enhanced educational achievement, enhanced leadership, improved health and increased valuing of diversity), the DAP can serve as a powerful community mobilization resource. Similarly, since these same changes in developmental outcomes are important to government and non government funders and policy makers, DAP data can be a powerful advocacy and program marketing resource.

- **Counseling / Diagnostic Uses**—The DAP was also designed to be used as a counseling or guidance tool in youth work or clinical settings. It’s easy to score, self-interview format make the DAP a helpful resource in developing a counseling or guidance plan with a young person – one that focuses on building on existing strengths and addressing priority gaps.

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1. To better understand the link between Search’s 40 Developmental Assets framework and these 8 Asset Categories see the Search publication The Asset Approach: 40 Elements of Healthy Development – for details on the 5 Contexts see the DAP scoring sheets.
2. For more on Search Institute’s research into the correlation between the 40 Developmental Assets and key protecting and promoting outcomes for youth see their publication The Asset Approach: 40 Elements of Healthy Development.
Like any set of tools the DAP is at its most effective when its use is governed by the frequently cited precept that:

“Success comes from having the right tools in the right hands applied to do the right jobs”.

As a DAP Coordinator, your responsibility will be to make sure that all of these three dimensions (the right tools, the right hands and the right jobs) are addressed in your development of an overall DAP coordination plan which will provide structure and direction to your organization’s use of the DAP toolset. This DAP Coordinators Handbook is broken down into a series of step by step sections that look at these three key dimensions, and will support your development of what we will formally refer to as a DAP Implementation Plan – the basic structure of which is found below in figure #1:

### DAP Coordinators Handbook

This handbook is designed to help you complete each of the main sections of this DAP Implementation Plan, and it signals where the other two DAP handbooks – the DAP Administrators Handbook and the DAP Data Management Handbook – can serve as resources for capacity building and overall roll-out of the DAP within a given project.

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3 This handbook is based on the work of a number of pilot applications of the DAP by organizations such as the Education Development Center (EDC), Global Youth Livelihoods (GYL) and Save the Children (US) – all of whom have worked in partnership with the Search Institute and both its Survey Department and in-house team of research scientists in its development. As such, it includes both standard text common to all of these partners work, along with text boxes and appendices linked to the experience/vision of specific pilot applications. It is a living document that will benefit from the insights and experiences of future users its author welcomes input from you on its effectiveness and any dimensions in need of enhancement or addition. Please contact me at djames-wilson@edc.org.
B. Establishing the Purpose of DAP Use in Your Project--“The Right Job”

The first task of a DAP Coordinator is to clearly establish the job, or jobs, that the DAP tools are expected to perform within a given project. The DAP survey and scoring sheets are a flexible set of resources, but they are not designed to run on auto-pilot. Clear decisions need to be made regarding the ways in which DAP data will be used – as these decisions will, in turn, influence many of the key choices the DAP Coordinator will need to make in the development of a fully formed DAP Implementation Plan.

As described in the introduction to this Handbook, the DAP is typically used in a variety of ways within each given project. Most commonly the DAP is used in:

- Monitoring and Evaluation Applications
- Assessment / Appraisal Work
- Community Mobilization / Advocacy Activities
- Counseling / Diagnostic Uses

It is also important to note that the DAP is frequently used for more than one of these applications within the same project – as this is a way to gain the maximum advantage from the scarce monitoring and evaluation resources available within most project budgets. Some key dimensions that DAP Coordinators will need to consider under each of these areas of DAP use include the following:

B.1 Monitoring and Evaluation Applications

Since one of the purposes of Monitoring and Evaluation (M&E) applications of the DAP is to track the change over time in some, or all, of the 8 Asset Category and 5 Asset Context views of Search Institute’s 40 Developmental Asset framework, it is essential that a number of key elements be considered in the coordination of DAP use within a projects M&E system:

- **Time One and Time Two DAP administration** – In order to measure change over time, it will be necessary to administer the DAP to the same individual participants at least twice in a project’s lifecycle. This will generate two sets of data that can be compared and correlated.

- **Unique Identifiers for Participants** – In order to track changes over time at an individual level, it will be essential to assign each participant a unique identifier – so that Time One and Time Two data can be easily compared. In large samples this will likely come in the form of an ID number assigned to each individual participant. In smaller samples, this can often be addressed by collecting information about each participant’s full name and birth date.

- **Additional Demographic Details**—In order to compare changes over time at a group or cohort level, it will be important to gather additional demographic information from individual respondents that can later be used to group or cluster their responses. This might include factors such as age, gender, ethnic group, education status, or the project activities they are participating in – all of which can be gathered via a project specific bio-data section at the top of the DAP survey. It is important though not to try and collect too much bio data information as this might make the standard DAP tool hard for participants to complete in a timely manner. (One option, though, is to have DAP Administrators fill out the bio data sections in advance of administering the survey in order to save time)

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4 Many of these elements are addressed in greater detail in the DAP Administrators Handbook
Since another fundamental purpose of M&E applications of the DAP is to establish the links between changes in participants’ developmental asset profiles and corresponding changes in both promoting and protecting outcomes of interest to the project, it will be essential to coordinate the gathering of additional data sets related to:

- **Correlated Changes in Behavior** – DAP data can be compared with other data that tracks behaviors of interest to project objectives. Examples of these might include changes in attendance or time on task, changes in problem solving behaviors, changes in livelihood activities, and/or changes in health related objectives (linked to drug use, reproductive health or hygiene).

- **Correlated Changes in Achievement** – DAP data can also be compared with data that tracks various kids of achievements (particularly those linked to the acquisition of skills, knowledge or specific competencies in areas such as education, livelihood development, or citizenship).

- **Correlated Changes in Developmental Outcomes** – DAP data can be compared with data that tracks broader development outcomes of interest to a project’s overall goals and objectives. These might include changes in graduation or program completion rates, changes in livelihood outcomes, changes in overall level of civil society participation, or changes in key health indicators such as rates of HIV/AIDS status or early pregnancy.

During its development, DAP results were compared with results from the Search Institute’s much more extensive Attitude and Behavior (A&B) survey – which tracks changes in both developmental assets and key protecting and promoting outcomes and behaviors. DAP and A&B scores were found to be highly correlated, and this result signaled a high degree of convergent validity between the DAP and A&B instruments.\(^5\)

The use of the DAP for M&E purposes is impacted by the relative reliability and validity of the data gathered, so DAP application within a project’s M&E system will also need to be coordinated with a set of basic data quality checks\(^6\) to be carried out on the DAP data collected. This may include:

- **Inter-Variability Tests** – Inter-variability is a research term that refers to the degree to which there is a normal distribution of scores around each DAP subscale; that is, whether there is variability in scores from relatively high to relatively low across the sample of youth.

- **Intra-Variability Tests** – Intra-variability, on the other hand, is a research term that refers to the degree to which an individual young person responding to the DAP varies their use of the 4-point scale in answering the DAP’s 58 items.

- **Reliability Test #1 – Internal Consistency of Sub-Scale Scores** – Reliability is a research term that refers, in part, to the extent to which a self-scoring survey instrument such as the DAP possesses “internally consistent” scales – that is, that the items within each subscale are sufficiently related to each other.

- **Reliability Test #2 – Stability of Sub-Scale Scores** – Reliability can also be assessed by examining the short-term stability of the sub-scale scores by conducting a 2-week test-retest administration. Two week test-retest involves giving the DAP survey to a group of youth at the usual Time One and then giving a sub-sample a re-test with the DAP 2 weeks later and comparing the stability (or degree of change) of scores.

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\(^5\) For more on the tests carried out during the development of the DAP see the Search Institute publication *The DAP Users Manual*

\(^6\) These data quality checks are addressed in greater detail in the *DAP Data Management Handbook*
• **Validity Test #1 – Convergent Validity** – Although there are many forms of validity when examining the properties of a survey instrument such as the DAP, “convergent validity” may be one of the easiest and most informative. Convergent validity refers to a procedure where scores from established measures are compared (or correlated) with similar scores from another survey tool.

At the end of the day, successful use of the DAP within a project’s M&E system is driven by a desire to develop the evidence base required to improve project performance – both internally and externally. Data collected via the application of the DAP with young people can play an important role in the decision-making of both project leaders, and their supporters (including government and non-government funders, and community stakeholders). Information from the DAP can be used by project staff to look for ways to test and improve their programs by strengthening existing components or by addressing underlying gaps highlighted through the analysis of DAP data. Data from the DAP can also be used to help make the case for increased support from funders, improved policies from public authorities, and enhanced investments of time and resources from community leaders, parents and other civil society actors.

**B.2 Assessment / Appraisal Work**

When using the DAP for assessment/appraisal work it is typically important to address the following key factors:

• **Collecting Appropriate Bio-Data Information** – If your project wants to develop a profile of current or prospective participants, it will need to develop a customized Bio-Data portion of the DAP survey tool. This top section of the DAP can be adapted to capture the demographic parameters of the youth you are planning to serve – by including bio-data questions such as age, gender, ethnicity, economic status, living situation, livelihood pursuits or previous academic achievement. The secret is to try and keep this section as short as possible by collecting *need to know* versus *nice to know* data. It is also possible to have the DAP Administrator fill in part of this section ahead of time so as not to distract participating youth from the 58 questions they need to answer.

• **Gathering Data from Both a Particular Target Group and a Comparison Group** – In order to draw more rigorous conclusions about the importance of various DAP results for the population of youth your are trying to assess, it can be very helpful to collect comparative data from a more mainstream population of youth (especially if the DAP has not already been widely used in your country). This will allow you to make better substantiated conclusions about the relative strengths and weaknesses of the population you are assessing – and it may also signal areas of surprise results, where the group you are assessing is either relatively stronger or weaker than you might first have assumed.

• **Collecting Other Correlated Data**—Just as with M&E applications of the DAP (see section B.1 above), it can be very helpful in assessment work to collect additional data from participating youth that allows for the correlation between DAP scores and indicators of key protecting and promoting behavior. Sometimes this data can be gathered from a smaller sub-sample of youth – especially if it involves longer questionnaire instruments or qualitative data gathering via focus groups or PRA exercises. Such correlating data strengthens the meaningfulness of DAP results, as it links them to the kinds of behaviors and priority needs that assessment activities are typically mandated to address.
B.3 Community Mobilization / Advocacy Activities

The Search Institute has a long history of working with local, regional and national governments and corresponding civil society stakeholders to use data collected from its many different survey instruments (including the DAP) to mobilize shared responses to the needs and aspirations of local youth. Best practices in the use of the DAP for such community mobilizing / advocacy activities include:

- **Engaging All Stakeholders Before DAP Use** — Effective community mobilization and advocacy efforts need to begin with the careful engagement and orientation of key government and civil society stakeholders. This should be done ahead of DAP administration, so that these stakeholders have an advance understanding of the purpose and nature of DAP use, and can become more invested in its results. The *DAP Administrators Handbook* outlines some specific language that can be used to introduce the DAP to these kinds of stakeholders — and this is often best done through a series of courtesy call visits, or by inviting key government and civil society stakeholders to participate in DAP training workshops. As will be discussed in section C.2 below, it can also be very effective to invite key government and civil society stakeholders to serve on the project’s DAP Core Team as this will give them an opportunity to track DAP use at each step of the process.

- **Gathering Additional Data of Interest to Local Stakeholders** — One advantage of speaking with local community stakeholders ahead of DAP use is that they may be able to express a preference for the gathering of specific complementary data as part of DAP administration. This might include specific types of bio-data to be gathered via the customizable bio-data section of the DAP survey, or might be linked to project-specific parallel data gathering via the use of supplementary data collection tools (see the discussion in B.1 and B.2 above re the collection of correlated data).

- **Keeping the Data Gathering Process Transparent** — Government and civil society stakeholders are more likely to be influenced by DAP data if they understand how it is collected. Wherever possible, DAP Coordinators should look for ways to keep DAP administration transparent — letting stakeholders know when and where data will be collected, and letting them observe DAP administration when appropriate. Government and civil society stakeholders will also generally be interested in how DAP surveys are scored, and in the kinds of data quality checks used to enhance the reliability and validity of results.

- **Involving Stakeholders in Data Analysis Activities** — Government and civil society stakeholders are also more likely to be impacted by DAP findings if they are engaged in the data analysis process. One approach described at greater length in the *DAP Data Management Handbook* involves “scenario-testing” preliminary DAP results in a data analysis workshop that government and civil society stakeholders are invited to attend. This will allow greater transparency and should foster a higher degree of buy-in to ultimate results.

- **Sharing DAP Results in Community Forums** — The Search Institute has a long track record of working with NGO’s and their government and civil society partners to organize community forums where DAP results can be shared more widely. These events usually focus on both describing the 40 Developmental Assets framework, and then the results of DAP administration. Search has developed a number of handouts and power-point slides that can be used for such events, and they have proven to be an effective vehicle for community mobilization and advocacy.
B.4 Counseling / Diagnostic Uses

The DAP was designed to be used in both small group and individual counseling interventions. In the hands of a skilled DAP Administrator / Youth Worker, the DAP survey can provide a way for a young person and their counselor to:

- **Assess Both Strengths and Gaps** – Unlike many standardized assessment tools which tend to focus on a young person’s problems and shortcomings, the DAP provides a way for a young person and their counselor to identify and quantify both strengths and gaps. The DAP’s self interview format and easy to use 4 point scale has proven to be an excellent ice breaker, or door opener, for effective guidance counseling interventions. And because the DAP can be used at 3-6 month intervals it is a helpful way to gauge progress over time and to identify persistent barriers to success.

- **Address Both Internal and External Dimensions** – The DAP survey provides a quick way for a guidance counselor or social worker to gain a 360 degree look at a young person’s internal and external developmental assets, and to see how these contribute to or block their successful development.

- **Set Short and Medium Term Goals** – DAP scores can be used within the context of both short and medium term goal setting – both by the young person and their counselor. Young people can think about the areas they believe would be most helpful to improve, and the counselor may work to link possible program interventions with areas of priority asset development – based on input from their current client and their past use of the DAP with other guidance or counseling clients.

- **Tailor Individual Support Programs** – Many projects use the DAP to profile incoming participants and to keep a close eye open for DAP scoring results closely correlated with youth at risk for dropping out, or youth in need of more tailored programming. For instance, new clients with poor scores on the support sub-scale might require some additional relationship building such as participation in a support group or follow-up home visits, in order for them to successful engage with project staff and not drop out prematurely.
C. Assembling a DAP Implementation Team -- “The Right Hands”
Successful use of the DAP is highly dependent on getting the right people involved at the right stages of DAP administration, data handling and data analysis. The DAP tools are at their most effective when they are used in the right hands, and DAP Coordinators will need to work diligently to bring together an team of internal and external actors who will be involved in DAP roll-out and use within a given project.

C.1 Internal Actors
DAP Coordinators will normally need to gather a multi-stakeholder team within their organization in order to successfully launch DAP use. Some key roles to consider include:

- **DAP Administrators** – DAP coordinators will need to help recruit, select and train staff members who will be involved in administering the DAP with groups of youth. Typically, DAP Administrators will be existing staff members who have experience in working directly with youth. The role of the DAP Administrator is explained in greater detail in the *DAP Administrators Handbook* and DAP Coordinators should read this handbook in preparation for the recruitment process.

- **DAP Data Handlers** – Results from the administration of the DAP Survey need to be screened, scored, and then entered into a database. Each of these steps will require the support of an individual or small team of DAP Data Handlers. Again, these staff members are generally drawn from existing project staff with previous administrative / M&E data handling experience. The *DAP Data Management Handbook* describes all of the typical data handling tasks in greater detail, and it will serve as a useful reference point for DAP Coordinators as they assemble their DAP Data Handling Team.

- **M&E Staff** – The analysis of DAP results will often need to be done by experienced M&E professionals. These staff members may also need to be drawn into the process of setting up data gathering tools / measures for correlated protecting and promoting behaviors.

- **Project Managers** – It will be important to keep project managers and administrators well briefed on all aspects of DAP use. They may need to be involved in decisions related to sampling, community stakeholder engagement, budget allocations for data gathering and analysis – and they are often helpful observers during initial capacity building sessions for project staff. Most managers find it helpful to participate in at least one DAP administration directly with youth, as this provides them with the most meaningful orientation possible to the DAP tools and administration protocols.

C.2 External Actors
DAP Coordinators will also need to ensure that staff from key external partners are effectively engaged in DAP roll-out within a given project. Important actors typically include:

- **Government Stakeholders** – This might include representatives from local government units, from regional administrators, along with national governmental structures with an interest in youth development programming.

- **Institutional Partners** – These might include key staff from local NGO’s and government entities such as schools, vocational training institutions or community learning centers.

- **Civil Society Actors** – This might include traditional leaders, religious organizations, private sector representatives (from service clubs or chambers of commerce), community based organizations, and other grass-roots groups.

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Key DAP Implementation Partners within EQuALLS 2
Successful roll-out of the DAP within EQuALLS 2 will require dynamic and comprehensive partnerships with a number of important stakeholders. These include working partnerships between EDC and BALS Central, DepED ARMM, and Regional DepED Leadership (Regional Director and ALS Division Chiefs). This also includes participation by ALS Division Supervisors, ALS District Coordinators and key LGU supporters in DAP Core Teams organized by Lead Implementing Partners. (see Appendix One for a graphic outlining key partners and their anticipated roles in DAP roll out)
C.3 Creating a DAP Core Team --
In most projects it will be helpful to create a formal DAP Core Team, that can serve as a vehicle for engaging key internal and external stakeholders and for focusing capacity building and strategic planning activities. Some key dimensions for the DAP Core Team to address include:

- **DAP Coordination** -- The DAP Core Team should review the proposed DAP Implementation Plan and ensure that it addresses all key questions. This Team can help with the engagement and orientation of key government and civil society stakeholders, and can work to ensure buy-in and acceptance from local community members.

- **DAP Administration** – DAP Core Team members will be encouraged to participate as observers and/or direct Administrators of the DAP. They may be drawn upon to introduce the DAP to local officials and to ensure positive reception of the DAP by parents and local community leaders. DAP Core Team Members can also provide advice about local language versioning needs for the Administrator’s introductory script, and they should be involved in any consideration of oral vs. self administration.

- **DAP Data Management** – The DAP Core Team should be fully briefed on how DAP data will be handled – including the protocols for scoring DAP surveys and for transmitting data sets to EDC.

- **Analysis of DAP Results** – DAP Core Team members will be important participants in both scenario testing and community presentation activities (see section B.3 above).
D. Finalizing the Tools to be Used – “The Right Tools”

The DAP Coordinator will need to ensure that all of the necessary tools are assembled to address the “job” or “jobs” the DAP is going to be asked to perform. This will involve work preparing the DAP tools for local use, and may involve the preparation of a number of complementary data gathering tools.

D.1 Preparing the DAP Tools

The DAP Coordinator will need to begin with ensuring that the DAP tools will be available in the necessary local language versions. This will include:

- **Local Language Version(s) of 58 Item DAP Survey** – The DAP Coordinator will need to work either directly with Search Institute, or with Search’s lead national partner, to develop appropriate local language versions of the DAP tool’s 58 items. These should reflect the language(s) in which local youth have the highest level of functional literacy (which may or may not be the one they speak most easily). This will most often be the language used in local schools and non-formal education centers. Translation of the 58 items is a complex multi-step process that requires familiarity with Search’s 40 Developmental Assets framework, and the ability to find appropriate local expressions that capture the essence of the original 58 items (first developed in English) rather than merely providing a literal translation. It involves pilot testing new language versions directly with learners and carrying out a range of data quality checks on the reliability of the new version. (for more see section

- **Local Language Version(s) of Bio Data Section** – The DAP Coordinator will also need to ensure that the Bio Data section of the DAP survey instrument is translated

- **Local Language Version(s) of Introductory Scripts** – As a last step, the DAP Coordinator will need to ensure that DAP Administrators will have access to standardized scripts of the introductory remarks they will use at the start of DAP administration.

**Note** The process for deciding which local language versions will be necessary is addressed in greater detail in the DAP Administrators Handbook.

D.2 Preparing Complementary Data Gathering Tools

The DAP Coordinator will also need to focus efforts on the:

- **Synchronization of DAP tools with Existing M&E Tools and Data Points** – The DAP Coordinator should work with a project’s M&E team to determine how best to synchronize DAP data with M&E data gathered by other means. This might be done by using a common unique identifier for tracking participants or by linking the DAP data template to other electronic M&E templates. Such synchronization will support the tracking of important correlating behavior and/or performance indicators (as described in section B.1 above, and in the DAP Data Management Handbook)

- **Selection / Development of Additional Data Gathering Tools** – In some cases, new data gathering tools may need to be developed to track correlating behaviors / achievement indicators of interest to the project. Once again, this will be done in support of demonstrating the link between DAP results and key promoting and protecting outcomes (which are described at greater length in section B.1 above, and in the DAP Data Management Handbook)
E. Anticipating Capacity Building Needs—A DAP Mindset, Skill Set & Toolset

DAP Coordinators will need to dedicate considerable time to building the capacity of staff members who will be involved in DAP use. The goal will be to systematically develop a:

- **DAP Mindset** – In which all team members understand the purpose of the DAP and the types of contributions it can make to a project.
- **DAP Skill Set** – In which each DAP team member has the hands-on opportunity to develop the necessary skills to perform their role(s).
- **DAP Toolset** – In which all team members have access to the written tools and handbooks they will need to support their high quality roll-out of DAP application in a project.

E.1 Developing the Capacity of a Team of DAP Specialists

Search Institute has devoted considerable resources to the development and field testing of what they hoped would be an elegantly simple set of tools to use. It is important to recognize, nonetheless, that the DAP tool does not function on auto-pilot. The DAP must be used by a team of DAP Specialists who have been trained in a variety of key DAP skills sets:

- **DAP Coordinators**—Who are trained to provide overall leadership and direction to the use of the DAP within a project (and who have this *DAP Coordinators Handbook* to serve as a key reference)
- **DAP Core Team Members**—Who are brought together by the DAP Coordinator and may also draw on the *DAP Coordinators Handbook* and sections of the *DAP Administrators Handbook*.  
- **DAP Administrators**—Who are trained to facilitate the use of the DAP with groups of young people, and may be involved in a limited set of DAP data handling tasks (plus have the *DAP Administrators Handbook* to serve as their key reference point)
- **DAP Data Managers**—Who will be involved in data scoring, data entry, and other data handling functions that will feed into the data analysis process. These team members will have the *DAP Data Management Handbook* as their step by step guide.

E.2 Building Knowledge and Skills via an Applied Learning Approach

In almost all cases it is helpful to build the knowledge and skills of all DAP Specialists via a four step *applied learning* capacity building process— that focuses on participants gaining a practical sense of how the DAP tools are used with youth. These four steps include:

- **Orientation and Engagement** – All DAP specialists should be provided with an opportunity to become familiar with both Search Institute’s 40 Developmental Assets framework, along with the 58 item DAP survey and DAP scoring sheet-- and to compare these with their own experiences.
- **Hands-On Administration of the DAP** – There is no substitute for seeing the DAP administered directly with youth. It puts the DAP into a vital and meaningful context that cannot be achieved in a passive classroom or workshop setting, and it gives youth the last word on DAP applicability.
- **DAP Planning Exercises** – Various DAP specialists should be provided with an opportunity to jointly plan for DAP use and to become familiar with each others roles and responsibilities.
- **Ongoing Coaching and Quality Control** – An *applied learning* approach assumes the need for ongoing coaching for team members as they practice their roles and address real world challenges and obstacles. It also provides a way to share creative approaches developed by team members.

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**Note** In some cases the same staff members will take on more that one of these specialist roles, and may thus need to participate in a range of capacity building activities.
F. Developing an Overall DAP Implementation Plan

DAP Coordinators will normally be expected to develop a written DAP Implementation Plan which addresses and synthesizes many of the key themes raised in sections A-G of this DAP Coordinators Handbook. In order to develop such a Plan, it will be necessary to familiarize oneself with the content of both the DAP Administrators Handbook and the DAP Data Management Handbook. It will also be important to work closely with both internal and external stakeholders – usually via the creation of a DAP Core Team (see sections C.2 and C.3 above).

Developing a detailed DAP Implementation Plan will provide the DAP Coordinator with an effective way to communicate the overall DAP roll-out plan to key staff members, and will provide a common reference point and detailed check-list for purposes of HR and budget planning. This step by step work can be visualized using the following illustrative graphic.

**DAP Implementation Plan – Illustrative Example**

<table>
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<tr>
<th>1. Overall Purpose for DAP Use:</th>
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<tr>
<td>• 1.1 Will the DAP be used for M&amp;E Applications, Assessment/Appraisal Work, Community Mobilization/Advocacy Efforts and/or Counseling/Diagnostic purposes?</td>
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<tr>
<td>• 1.2 Who needs to be involved in an overall DAP Core Team to achieve these purposes?</td>
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A comprehensive written DAP Implementation Plan can be developed by systematically addressing the twenty-three key questions embedded in the above graphic. A template for just such a written DAP Implementation Plan would therefore involve the following headings (see next page):
Sample Template for Written DAP Implementation Plan

1. Overall Purpose for DAP Use:
   1.1 -- Will the DAP be used for M&E Applications, Assessment/Appraisal Work, Community Mobilization/Advocacy Efforts and/or Counseling/Diagnostic purposes?
   1.2 -- Who needs to be involved in an overall DAP Core Team to achieve these purposes?

2. SAMPLING PARAMETERS
   2.1 -- With whom will the DAP be used?
   2.2 -- How will participants be selected?

3. TIMING OF DAP ADMINISTRATION
   3.1 -- When in the project cycle will the DAP be used?
   3.2 -- Will there be Time One and Time Two use to track change over time?

4. ADMINISTRATION PROTOCOLS
   4.1 -- Who will administer the DAP?
   4.2 -- Will the DAP be applied using self or oral administration (or both)?
   4.3 -- What language considerations need to be addressed?
   4.4 -- In what form will the DAP be administered (paper, electronic, other)

5. ADDITIONAL DATA GATHERING
   5.1 -- What bio-data will be gathered during DAP administration?
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   5.3 -- How will different data sets be linked/integrated?

6. DATA HANDLING PROTOCOLS
   6.1 -- What DAP scoring template will be used (paper, electronic)?
   6.2 -- Who will screen and then enter DAP data?
   6.3 -- Who will do data quality tests?
   6.4 -- Who will analyze DAP and related data?

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   7.1 -- What capacity building (training, coaching, oversight) will be required for the project staff who will be involved in administering the DAP and handling the data generated by the DAP?
   7.2 -- What DAP Handbooks will be required by which DAP Core Team members?
G. Special Considerations for Using the DAP in New Settings –

Work with the DAP is currently taking place in a variety of countries worldwide. In each, it has been generally accepted practice to carry out the following four-step process at the outset of DAP use.

G.1 Engagement and Orientation Activities
This first phase of country level activity is designed to explore the concept of developmental assets with local youth and youth work professionals, and to begin to assess the overall cultural relevance of Search Institute’s 40 Developmental Asset model with parents, community leaders and government actors. This work generally involves facilitated discussions with key NGO staff, and the use of qualitative field research methodologies (including focus groups and key informant interviews) with youth, parents, community leaders, government officials and staff from local implementing partners. The outcome of this work is a decision that the 40 Developmental Asset model does, or does not, seem to have sufficient cross cultural relevance to proceed with a pilot test.

During the orientation and engagement phase of work, the DAP is often translated into relevant local languages – and then retranslated back to its original English (by a different translator) in order to determine the accuracy of the initial translation. Because the DAP is written in simple youth friendly English, it uses a number of expressions that cannot be translated literally. Thus it will often be necessary for the translator to speak with someone familiar with the 40 Development Assets framework and the DAP to understand the ideas and concepts behind each item.

G.2 Pilot Testing
Pilot testing provides an opportunity to form initial impressions about the overall reliability of the DAP’s application with a given population of youth – along with more nuanced conclusions about its cultural relevance. The pilot testing phase of this overall initiative is designed to address six essential questions:

- **Initial Reaction of Local Staff** --Does the DAP seem to make sense to those administering the instrument? What kinds of questions do they ask, what clarifications do they need, what is their overall impression of the DAP?
- **Initial Reaction of Local Youth** -- Does the DAP seem to make sense to the youth who are responding to the instrument? What kinds of questions do they have, are there items they consistently leave blank, how long does it take them complete the DAP?
- **Administration Approaches** --What approach to the administration of the DAP seems to be the most effective? What kind of introduction is helpful (including ice breakers? What language(s) should be used for oral/written instructions? Is it necessary to read individual items to participants (and/or receive answers orally) or can youth complete the instrument largely independently?
- **Variability In DAP Scores**--Is there both inter and intra-variability among young peoples DAP scores? (with inter-variability linked to differences in the distribution of scores between different youth, and intra-variability linked to differences in the distribution of scores on various DAP items and sub-scales for the same individual).
Coherence of Sub-Scale Scores -- Are the scales reliable? That is, to what degree do responses seem to be reliable both in terms of the consistency of responses across items (e.g. the youth are not guessing, randomly answering, or "lying"), along with the internal consistency of the items that comprise the DAP subscales (via alpha-coefficients)?

Differences in Scores -- Do differences in scores between different cohorts of youth appear where we would, or would not, expect them? For example, do differences between girls and boys or between in and out of school youth appear to be consistent with those seen in other countries?

By answering these six questions, it is possible to determine if it makes overall sense to begin to scale up the application of the DAP – or if substantial adjustments need to be made in how it is administered, how individual items are translated, or how various sub-scale scores are understood / calculated. It is usually at this stage that more nuanced local translations are developed – drawing on both overall feedback from participants and data from pilot administration.

Pilot testing is usually done with a sample of 100-200 youth and typically involves only a one-time administration of the DAP. It is generally not necessary to gather any correlated data at this juncture, as pilot testing is not focused on change over time.

G.3 Field Testing
Field Testing of the DAP builds on the relevance-oriented research of step one engagement and orientation activities, and the reliability-oriented research of step two pilot testing. Field Testing is designed to further establish the reliability of the DAP in measuring developmental assets. Field Testing also initiates the work of determining the overall validity of DAP scores. Finally, Field Testing provides an opportunity for participating projects to begin both to assess where changes in program design might be warranted, and to track the impact of such changes over subsequent rounds of programming.

Field Testing is typically carried out in two rounds. Round One is designed to capture and measure the developmental assets related outcomes and impacts of a given project's sector specific and/or cross-sectoral youth programming (without any changes made to interventions during the field test period). It may also help to identify potential areas for improvement and/or enhancement in a project's current portfolio of interventions. Round Two, on the other hand, is designed to begin to monitor and evaluate the positive youth development outcomes/impacts (and co-varying behavioral outcomes/impacts) of different configurations of integrated and/or single sector focused youth programming models.

G.3.1 Round One of Field Testing
Round One of Field Testing generally focuses both on further assessing the reliability of the DAP in a given context, and on beginning to appraise the validity of its results. These objectives are achieved by:

- Conducting a two week test-retest process with a small sample to determine the stability of DAP scores – an important reliability test
- Carrying out inter and intra variability tests, and sub-scale score coherence (alpha coefficient) tests on a significantly larger number of DAP administrations
- Applying a supplementary 10-12 item instrument with a sample of participating youth in order to begin to assess the convergent validity of DAP scores

Field Testing the DAP within EQuALLS 2
The DAP will be field tested as part of the 08-09 common EQuALLS 2 Learning Agenda. This field test will involve 2600 learners from EQuALLS 2 ALS and Livelihood development programming.
• Analyzing, where possible, the correlation between DAP results and data gathered via a project’s other M&E instruments, or other available measures of behavioral outcomes and/or impacts.

*Time One and Time Two* administrations should coincide with the typical rhythms / cycles of a given set of project interventions -- recognizing that while this may not be a true baseline, it should represent the beginning of a cycle. The goal of Round One of Field Testing is to see what kinds of changes in assets seem to occur among participants in current programming through the *Time One* and *Time Two* administration --so the focus should not be on changing / adjusting programming during this first round of work.

**G.3.2 Round Two of Field Testing**

The Second Round of Field Testing typically provides local teams with the opportunity to carry out three optional M&E related activities – with prioritization among these activities dependent, in part, on resources available within a project’s M&E budget.

**Additional Validity Testing**—Project teams are able to identify key sub-scale or individual item scores from Round One that seem to warrant additional – or more targeted – validity testing. This work will likely focus on either areas of significant change over time evidenced in previous rounds of DAP use that the project team would like to gather more evidence on, or areas where change does not seem to be occurring in the way the project team expects. Additional validity testing can be carried out through modifications and/or additions to any customized Search Institute convergent validity survey tool used during Round One – or through the development of additional tools to be used with youth, youth serving professionals, family members or community stakeholders.

**Attribution of Outcomes** -- Project teams are also able to begin to address the question of *attribution* by applying the DAP with a control group of non-participating youth. Protocols for developing appropriate “control groups” generally need to be developed in partnership with Search Institute researchers – and should be based on a careful study of local conditions and circumstances.

**Evaluating Modifications to Programming** – Project teams are able to explore whether modifications to existing programming are correlated both with improvements in DAP change over time results, and with the results from time #1 and time #2 administrations of any customized Search Institute convergent validity tool.

Round Two of Field Testing generally needs to be built around a four step process:

- **Step One – Consideration of Optional M&E Components** – The project team should begin planning for Round Two activities by reviewing the results from Round One and by considering what their overall M&E priorities are in relationship to ongoing DAP usage. A project team might see that their program appears to be having considerable success in one or more sub-score scales and decide that they want to build a stronger evidence base in these areas by doing further validity testing (as part of future rounds of *Time One* – *Time Two* DAP application). The local project team might, on the other hand, be concerned that programming does not appear to be as effective as they expected in other sub-scale categories – and this might lead the team to think about modifications to programming, and the use of the DAP to monitor and evaluate the changes in outcomes associated with modifications made. Finally, a project team might decide that another
key component of effective evidence base generation would be to generate initial data about the
degree to which changes over time can be attributed to their initiatives programming (versus simply
to the passage of time or some other change in the external environment) – and this would imply
the need for the generation of some kind of control group data to use for comparative purposes.

• **Step Two – Technical Consultation with TA Representative** -- Once the CO Team has a clearer
vision as to the optional M&E components they would like to explore adding, it will be important to
outline these to their TA Representative. Together, it will then be possible to consider the technical
support that might be required and the financial and human resources it would take to fully
implement preferred options. This consultative process will need to focus on key trade-offs
involved among various options, or combinations of options, and should focus on maintaining this
initiative’s overall commitment to both step by step advances, and systematic rigor.

• **Step Three—Design of a Round Two M&E Plan** -- The next step involves working with Art Sesma
and David James- Wilson to develop a customized Round Two M&E Plan that reflects the results of
the consultative process and that benefits from parallel planning going on in other CO’s.

• **Step Four – Implementation of Round Two M&E Plan** – The Round Two M&E Plan will likely
involve another set of Time #1 and Time #2 data collection at a similar 4-6 month interval (though
one possible Round Two Modification might be to collect Time #2 data 8-12 months out from Time
#1, if a concern from Round One is that the DAP does not appear sensitive enough to track
changes occurring at 4-6 months). While it is assumed that the full DAP tool will be used by all
CO’s in Round Two, there may be a need to develop an expanded/modified convergent validity tool
if additional validity testing is a core element of the Round Two M&E Plan.

• **Step Five – Analysis of Results and Planning for Ongoing DAP Use** – Round Two data will
likely be collected and tested for reliability and validity in the same manner as Round One data.
The CO may decide to build its capacity in the realm of Data Analysis during this round and play a
more active role in data handling – but this will be subject to the overall M&E plan put in place and
the completion of necessary capacity building processes.

**G.4 Ongoing DAP Use**

After both pilot and field testing the DAP, it will be possible to identify both the overall range of reliability
and validity the DAP demonstrates under particular operational conditions, and where the DAP seems
to make the most efficient and effective contribution to enhancing and improving programming – which
might include:

- Monitoring and Evaluation Applications
- Assessment / Appraisal Work
- Community Mobilization / Advocacy Activities
- Counseling / Diagnostic Uses

Remember that the Search institute will need to be asked for written permission to use the DAP in
ongoing rounds of work, and please keep us posted on your continued successes and challenges in
DAP application. We always look forward to updates from the field, and the opportunity to learn from
you and your DAP team.
Appendix #1

DAP Implementation Planning – Key EQuALLS Partners

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<td>• Accountability</td>
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EDC Technical Leadership
- Common Technical Direction / Integrated Approach (Tools, Sampling Strategy, Administration, Data Handling)
- Quality Assurance (Common Implementation Standards, Common Expectations, In Field Coaching and Follow-Up)
- Cross Partner Learning (Synergia, ELSA, Save the Children)
- Coordination with BALS Central, DepED ARMM, & Regional DepED Leadership (Regional Director / ALS Division Chief)

Lead Implementing Partner – DAP Implementation Plan (LIP DAP Coordinator)
- Coordination with ALS Division Supervisors, ALS District Coordinators, LGU Supporters, Service Providers

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