

ACT Results Framework: ACHIEVING

Domain	Youth Outcomes <i>[these are the goals for a single year of programming for each participant]</i>	Intermediate/Long Term Outcomes (expected over time; not measured by the framework)	Measurement Tool	Baseline Data for Boston [who collects it?]	Examples of how these outcomes and indicators appear in other frameworks and assessment tools
ACHIEVING Acquiring Skills, Knowledge, and Mastery	<p>SUCCESS IN SCHOOL</p> <ul style="list-style-type: none"> • K-12: Participants enrolled in school achieve 95% average daily school attendance. • K-12: Participants enrolled in school progress to next grade at end of school year • 3rd grade participants score proficient or advanced on Reading MCAS • 11th Grade: High school juniors take the PSAT in preparation for college • Participants who have left school without graduating achieve improved basic skills or demonstrated progress toward a high school credential¹ 	<ul style="list-style-type: none"> • Connected to educational pathway • Educational success • Economic self-sufficiency 	<p>BPS attendance and promotion records</p> <p>Alternative Education program outcome data (aligned with UW Increasing Youth Opportunities measures FY11-FY13)</p>	<p>Yes [BPS]</p> <p>Alt Ed programs</p>	<p>Academy of Educational Development (AED) Developmental Youth Outcomes and Indicators: Indicator of Intellectual Ability: Consistently attends school (BCYF priority)</p> <p>CBASS Youth Level Outcome: High Daily School Attendance</p> <p>Community Schools Framework for School Success: Attendance rates</p> <p>BPS Acceleration Agenda: 3% or Lower Annual Dropout Rate; 85% proficient/advanced on third grade reading MCAS by 2014; 90% of tenth graders pass ELA and math MCAS</p> <p>Success for Life: Increase in third grade reading proficiency; increase in tenth grade ELA and Math MCAS proficiency; increase in 4 and 5 year high school graduation rates; increase in college enrollment</p>

¹ Gained two or more levels of TABE or SPL; or passed 10th grade MCAS; or achieved credit recovery to meet grade promotion or graduation requirements; or passed at least 2 of 5 GED areas

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ACHIEVING Acquiring Skills, Knowledge, and Mastery	<p>SUCCESS FOR LIFE</p> <p>21st Century Skills: Participants have or are acquiring 21st Century Skills:</p> <ul style="list-style-type: none"> • Leadership, Initiative and Self-Direction • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration/Teamwork • Social and Cross-Cultural Skills • Flexibility and Adaptability • Productivity and Accountability 	<ul style="list-style-type: none"> • Mastery of higher order thinking, creating and communicating skills • Self-efficacy • Educational success • Economic self-sufficiency 	Potential options: SAYO or Pre-post assessment on leadership and oral communication (Citizen Schools New Basic Skills Rubric)	Currently program specific	<p>AED Indicator of Intellectual Ability: Plans, solves problems and makes decisions (BCYF priority)</p> <p>SAYO: Problem Solving and Communication Skills</p>
	<p>Mastery: Participants experience the feeling of mastery over a skill, whether Athletic, Cognitive, or Artistic</p>	<ul style="list-style-type: none"> • On track for optimal cognitive development • Education, career success 	Self-assessment survey (specific tool TBD)	Currently program specific	<p>Framework for Evaluating Impacts of Informal Science Education Projects: Skill Outcome Area.</p> <p>BYAEP Framework: I CREATE: Builds Artistic Problem Solving, and Expressive Skills</p> <p>The 5 C's Youth Development Framework:</p> <p>Competence: Positive view of one's actions, in specific areas: social, academic, cognitive, and vocational.</p> <p>AED Positive Identity indicators: <i>Mastery and Future:</i> Perceives ability to learn, accomplish and contribute</p> <p>Boston Community Learning : Support the exploration of interests, development of skills & creativity</p> <p>Self-efficacy research emphasizes importance of mastery for optimal cognitive development/functioning (Bandura)</p>

ACT Results Framework: CONNECTING

Domain	Indicators that are measurable at program level <i>[these are the goals for a single year of programming for each participant]</i>	Intermediate and Long Term Outcomes	Measurement Tool	Baseline Data for Boston Youth? [who collects it?]	Examples of how these outcomes and indicators appear in other frameworks and assessment tools
CONNECTING Engaging in Supportive Relationships	HEALTHY PEER RELATIONSHIPS For example, each participant: <ul style="list-style-type: none"> • Works well on cooperative tasks. • Forms friendships with peers. • Shows consideration for peers. • Is able to resolve conflicts constructively. 	Has healthy social relationships	Potential: SAYO and other tool for older youth, TBD Options include: Children’s Institute Child and Youth Rating Scale (self-assessment) Children’s Institute Teacher Rating Scale (staff administered) PSA Youth Outcome Measures used in evaluations of The After School Corporation (TASC) & Citizen Schools (Boston) Public/Private Ventures Youth Outcome Measures Rochester Evaluation of Asset Development for Youth (READY) Tool The Colorado Trust’s Toolkit for Evaluating Positive Youth Development The Youth Outcome Toolkit Search Institute Developmental Assets Profile or other Search Institute survey:	Currently program specific Youth Risk Behavior Survey for population level indicators	AED Positive Identity indicators: <i>Belonging and Membership:</i> has one or more close friends (BCYF priority) <i>Self-Worth:</i> Perceives that one is liked and respected by others (BCYF priority) <i>Responsibility and Autonomy:</i> Shows respect and compassion for others (BCYF) <i>Civic and Social Ability:</i> Manages interpersonal conflict (BCYF priority) 3b – 8 Priority Internal Assets (Search Institute Framework) Interpersonal Competence: the young person has empathy, sensitivity, and friendship skills Boston Community Learning Initiative: Foster consistent and positive relationships with adults, peers and a sense of community SAYO: Relations with Peers The 5 C’s Youth Development Framework: Connection: Positive

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CONNECTING Engaging in Supportive Relationships			http://www.search-institute.org/survey-services/surveys Individual Protective Factors Index (IPFI) http://www.emt.org/userfiles/ipfi.pdf		bonds with people and institutions. Caring: A sense of sympathy and empathy for others. BYAEP Framework: <i>We Connect:</i> Develops Community.
	HEALTHY YOUTH/ADULT RELATIONSHIPS For example, each participant: <ul style="list-style-type: none"> • Seeks approval of adults. • Discusses special interests or ideas with staff member. • Initiates interactions with adults. • Seeks appropriate assistance and support from staff in resolving problems. • Appears comfortable spending relaxed time 1:1 with an adult. 	Healthy relationships with family and/or other adults	Potential: SAYO and other tool for older youth, see above for peer relationships	Currently program specific Youth Risk Behavior Survey for population level indicators	Success for Life: Increase in perceived parent or adult family support AED Positive Identity: <i>Belonging and membership:</i> Perceives belonging to a family (BCYF priority) Community Schools: % of students reporting relationship with caring adults United Way Investing in Youth Opportunities: The number of youth who are engaged in one-to-one or group mentoring relationships. Boston Community Learning Initiative: Foster consistent and positive relationships with adults, peers and a sense of community SAYO: Relations with Adults The 5 C's Youth Development

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					<p>Framework: Connection: Positive bonds with people and institutions.</p> <p>BYAEP Framework: We Connect: Develops Community.</p>
	<p>CONNECTED TO PROGRAM</p> <p>For middle and high school age participants: 90% average daily program attendance.</p>	<p>Engaged + connected to community leads to healthy relationships</p>	<p>Program Attendance Data</p>	<p>Program data</p>	<p>CBASS Framework – Youth Level Outcome: High Program Attendance</p> <p>Framework for Evaluating Impacts of Informal Science Education Projects: Engagement Outcome Area.</p>

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ACT Results Framework: THRIVING

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THRIVING Developing Physical And Mental Well-Being; Envisioning Future Success	<p>MENTAL HEALTH</p> <p>SAFE and BELIEVES IN FUTURE</p> <p>For example, each participant:</p> <ul style="list-style-type: none"> Expresses belief that OST is a safe haven Sets goals and believes he/she can achieve them Perceives that he/she has the ability to thrive in future 	<p>Has hope for the future: motivated to do well in school, career, life</p>	<p>Potential: SAYO and other tool for older youth, See tools under Healthy Peer Relationships</p>	<p>Currently program specific</p> <p>Youth Risk Behavior Survey for population level indicators</p>	<p>Success for Life: Reduction in number of students feeling sad and depressed</p> <p>AED Positive Identity indicator: <i>Belonging and membership:</i> Perceives ability to thrive in future (BCYF priority)</p> <p>3b – 8 Priority Internal Assets (Search Institute Framework) Personal power: the young person feeling that they have some control over things that happen and Sense of Purpose: the young person reports that “my life has a purpose”</p> <p>The 5 C’s Youth Development Framework: Confidence: The internal sense of overall positive self-worth and self-efficacy, identity, and belief in the future</p> <p>BYAEP Framework: I AM: Strengthens Identity</p>
	<p>HOLDS SELF ACCOUNTABLE</p> <ul style="list-style-type: none"> All participants acknowledge responsibility for own actions 	<p>Has healthy social and family relationships</p>	<p>Potential: SAYO and other tool for older youth, See tools under Healthy Peer Relationships</p>	<p>Currently program specific</p> <p>Youth Risk Behavior Survey for population level indicators</p>	<p>AED: Positive Identity Indicators: <i>Responsibility and Autonomy:</i> understands difference between right and wrong and <i>Civic and Social Ability:</i> Takes responsibility for own actions and their consequences (BCYF priorities)</p> <p>3b – 8 Priority Internal Assets (Search Institute) The young person accepts and takes personal responsibility</p> <p>The 5 C’s Youth Development Framework: Character: a sense of right and wrong</p>

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THRIVING Developing Physical And Mental Well-Being; Envisioning Future Success	PHYSICAL HEALTH <ul style="list-style-type: none"> Participants have healthy BMI Participants are participating in a minimum of 7 hours of physical activity weekly. 	Is physically healthy	Program level data BMI	BPS: BMI data Physical activity data is currently program specific YRBS for population level data on physical activity	Success for Life: Reduction of overweight/obesity and Uninsured Children and Youth AED Areas of Ability: Physical Health. Indicator: Weight proportionate to height and exercises regularly (BCYF priority) Community Schools: Percent of students demonstrating well-being on a range of health indices, including obesity Boston Community Learning Initiative: Support healthy behavior and physical well being

