

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	SUCCESS FOR LIFE 21st Century Skills: Participants have or are acquiring 21 st Century Skills: <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	AED Indicator of Intellectual Ability: Plans, solves problems and makes decisions (BCYF priority) SAYO: Problem Solving and Communication Skills
	Mastery: Participants experience the feeling of mastery over a skill, whether Athletic, Cognitive, or Artistic	<ul style="list-style-type: none"> • On track for optimal cognitive development • Education, career success 	Self-assessment survey (specific tool TBD)	Currently program specific	Framework for Evaluating Impacts of Informal Science Education Projects: Skill Outcome Area. BYAEP Framework: I CREATE: Builds Artistic Problem Solving, and Expressive Skills The 5 C's Youth Development Framework: Competence: Positive view of one's actions, in specific areas: social, academic, cognitive, and vocational. AED Positive Identity indicators: <i>Mastery and Future:</i> Perceives ability to learn, accomplish and contribute Boston Community Learning : Support the exploration of interests, development of skills & creativity Self-efficacy research emphasizes importance of mastery for optimal cognitive development/functioning (Bandura)

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	<p>HEALTHY PEER RELATIONSHIPS</p> <p>For example, each participant:</p> <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	<p>Potential: SAYO and other tool for older youth, TBD</p> <p>Options include:</p> <p>Children’s Institute Child and Youth Rating Scale (self-assessment)</p> <p>Children’s Institute Teacher Rating Scale (staff administered)</p> <p>PSA Youth Outcome Measures used in evaluations of The After School Corporation (TASC) & Citizen Schools (Boston)</p> <p>Public/Private Ventures Youth Outcome Measures</p> <p>Rochester Evaluation of Asset Development for Youth (READY) Tool</p> <p>The Colorado Trust’s Toolkit for Evaluating Positive Youth Development</p> <p>The Youth Outcome Toolkit</p> <p>Search Institute Developmental Assets Profile or other Search Institute survey:</p>	Currently program specific Youth Risk Behavior Survey for population level indicators	<p>AED Positive Identity indicators:</p> <p><i>Belonging and Membership:</i> has one or more close friends (BCYF priority)</p> <p><i>Self-Worth:</i> Perceives that one is liked and respected by others (BCYF priority)</p> <p><i>Responsibility and Autonomy:</i> Shows respect and compassion for others (BCYF)</p> <p><i>Civic and Social Ability:</i> Manages interpersonal conflict (BCYF priority)</p> <p>3b – 8 Priority Internal Assets (Search Institute Framework)</p> <p>Interpersonal Competence: the young person has empathy, sensitivity, and friendship skills</p> <p>Boston Community Learning Initiative: Foster consistent and positive relationships with adults, peers and a sense of community</p> <p>SAYO: Relations with Peers</p> <p>The 5 C’s Youth Development Framework: Connection: Positive</p>

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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>

DRAFT

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

