



Afterschool Youth Outcomes Inventory



PARTNERSHIP FOR AFTER SCHOOL EDUCATION | WWW.PASESETTER.ORG

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A LETTER FROM PASE EXECUTIVE DIRECTOR

Dear Afterschool Colleague:

It is with pleasure that PASE presents the Afterschool Youth Outcomes Inventory, a comprehensive tool for afterschool practitioners to use in assessing and articulating their programs' impact on youth. People associated with afterschool programs -- frontline program staff and Executive Directors, private and public funders, academics and researchers— have two thoughts at the forefront of their minds: the shared goal of helping every young person grow into a responsible, healthy citizen; and the shared desire to ensure that the efforts we're undertaking are as effective as they could possibly be.

This shared desire for effectiveness has led to an emerging emphasis from public and private stakeholders on data collection and impact measurement in the world of education as a whole and of afterschool in particular. In the school system, this increased demand for measurable outcomes has taken the form of an increased focus on students' standardized test scores, particularly in reading and math. However, when measuring children's progress in other crucial areas—for example, in social and emotional development—the desire for measurability remains but the readiest tools at hand are often ill-suited to the task.

The non-school institutions in a child's life have an enormous impact on developmental, emotional, and educational growth. Afterschool programs often supplement, remediate, and enrich school-day learning while providing additional support critical to children's healthy development. And as the demand increases for measurable outcomes in youth development, individual programs are looking for a shared vocabulary to understand, measure, and communicate the full breadth and depth of the impact they have on the youth they serve. This Inventory is intended to provide practitioners with a comprehensive and nuanced set of criteria to guide their practices, their evaluation of those practices, and their communication of those evaluations.

PASE hopes that this Inventory contributes to an on-going discussion of youth outcomes, the resources available to support measurement of those outcomes and that we together as a field continue to refine and build on this work.

PASE's work on program quality and youth outcomes has been generously funded through the years by the Booth Ferris Foundation, the Niarchos Foundation, the Altman Foundation, and Achelis & Bodman Foundation and the Garfield Foundation.

With warm wishes for great outcomes for the young people in afterschool programs –

Alison Overseth, *PASE Executive Director*

P A S E Afterschool Youth Outcomes Inventory

Youth Outcome: *An effect of a program on the attitude, knowledge, and/or behavior of a young person.*

In the simplest of terms – how is a youth participant going to be different after attending your program.

INTRODUCTION

The afterschool field includes an incredibly rich variety of programs. While this variety is an asset, it often makes it challenging for the field to define itself—particularly in regard to what youth outcomes afterschool programs can and should be held accountable.

The Partnership for After School Education (PASE) initiated a Youth Outcomes Committee made up of practitioners and intermediary representatives to build consensus in the field regarding common youth outcomes. The committee initially reviewed existing outcomes frameworks and research to generate a preliminary list of proven outcomes for afterschool.* Over the course of six months, the committee worked to amend and expand this initial list to create an inventory document that identifies individual youth outcomes. At various times throughout the process, committee members solicited the feedback from colleagues outside the process to ensure the accuracy, scope, and tone of the inventory. The resulting product is this PASE Afterschool Youth Outcomes Inventory.

*Sources included: “Positive Indicators of Child Well-Being: A Conceptual Framework, Measures, and Methodological Issues” L.Lippman, K. Anderson Moore, & H. McIntosh. Unicef Innocenti Research Centre (2009); “Possible Uses of CBASS Measures of After-School Effectiveness” E. Reisner (2007); “Issues and Opportunities in Out-of-School Time Evaluation”, Harvard Family Research Project (2008); “Impact of After-School Programs that Promote Personal and Social Skills” Durlak and Weissberg (2007).

PURPOSE OF INVENTORY

While the afterschool field has an ever increasing array of instruments with which program quality can be assessed, such as the NYSAN Program Quality Self-Assessment (QSA) Tool and the Youth Program Quality Assessment (YPQA), this Afterschool Youth Outcomes Inventory represents a collective effort to identify a full realm of outcomes for youth and present these outcomes in clear and accessible language. It is our belief that this inventory meets at least two important goals:

- This inventory is intended to be a tool for the afterschool field to effectively communicate its impact in order to help funders, policy-makers, parents, the business community, school personnel, and other stakeholders both understand and better define the importance of out-of-school time programming.
- This document is also intended as a guide for program practitioners to initiate or extend their measurement of youth outcomes and evaluation efforts. It can help afterschool programs to more readily identify, measure, and express the positive impact of their work. As such, this document includes suggested outcome indicators and existing tools that support outcome measurement.

BREADTH OF FOCUS

It is our intention, that this inventory identifies youth outcomes that can be achieved through an afterschool program. Furthermore, it is our hope that clarifying these outcomes will result in greater consideration of the full variety of outcomes afterschool programs can address. A well-constructed program with clear goals and activities linked to those goals may achieve a wide range of youth outcomes.

On a practical note, we see this inventory as providing an opportunity for a program to review what it currently measures and envision what other outcomes it could capture based on its current program activities. As a result of this review, programs and stakeholders who have focused exclusively on one set of outcomes (e.g. academic, physical, etc.) may broaden or expand their focus to other areas crucial to the development of young people.

INTERPRETING THE INVENTORY

It is not expected that any given afterschool program would address all of the outcomes in the inventory. It is also expected that there can be valid outcomes for programs to achieve that are not included.

It is understood that many afterschool programs focus on teaching youth specific skills in many realms such as arts, sports, and technology as well as specific content knowledge in a wide range of areas. The variety of outcomes covering skills and knowledge is extensive and could not be included here. However, it is worth noting that many programs conceive of the teaching of specific skills, knowledge, and competencies as vehicles or tools towards the achievement of youth outcomes identified in this inventory. For example, an arts program may support improved life skills with a focus on resilience and increased capacity to accept constructive criticism or a sports program may support health and wellness with an emphasis on increased demonstration of healthy food choices.

SUMMARY OF INVENTORY

This inventory is divided into four Outcomes Categories – Social/Emotional, Academic, College & Work Readiness, Health and Wellness – each of which includes four to five outcomes respectively.

Each outcome is followed by sample indicators to provide a context for what achievement of the outcome could look like. The sample indicators are not definitive. Programs could achieve the same outcomes and use different indicators. In addition, the achievement of some indicators may also have important precursors (or preliminary outcomes) that can be addressed and measured. For example, improved negotiation skills can be a pre-cursor to an increase in youth peaceful responses to conflict. In all cases, it is important to match the indicator to the actual program activity offered.

Each indicator is accompanied with a sub-indicator which provides specific examples of what programs could be measuring to demonstrate the achievement of the outcome. These sub-indicators are drawn from program practices and research and while not exhaustive, they represent concrete ways in which programs can capture their impact on youth. With these sub-indicators, it is our intent that staff will recognize elements of their program and outcomes they may be achieving, but not currently measuring. Programs also may envision other ways to demonstrate achievement of outcomes.

The last section includes suggested measurement tools for collecting and analyzing data. These suggestions represent tools which can be customized or adapted to suit the assessment goals of a program and implemented internally without the assistance of an independent evaluator.

NOTES TO PROGRAM PROVIDERS

- **Focusing on outcomes is important.** Understanding both what your program is intended to accomplish and what it is actually accomplishing (i.e. what the outcomes are) is an important hallmark of a quality afterschool program. Focusing on outcomes as part of a continuous program improvement effort is vital to your program—no matter what your outcomes are.
- **Internal evaluations are valuable.** While external evaluations are always beneficial, internal evaluations (conducted by people affiliated with your program such as staff, volunteers, parents, and youth) can be a key lever for these continuous program improvements. Do not disregard evaluation if your program does not have the resources for an external evaluation. For more materials on how to conduct evaluation internally, see the suggested measurement tools section of the inventory.
- **Consider the most appropriate outcomes for your program.** Consider the resources (such as program time, materials, staff ratio, staff qualifications) and activities of your program and be intentional in determining your program's intended youth outcomes. This inventory is not meant to be used by program providers to select or claim outcomes for their programs that may be unrelated to their program design.
- **Relationship between dosage and outcomes.** Participants enrolled in daily programs will typically show better outcomes than participants in drop-in programs. It is important to consider your program schedule when determining how many of these outcomes your program addresses and what impact the program is having on participants that do not have regular involvement in your program.
- **In determining indicators, consider developmental appropriateness.** Age and developmental appropriateness is a key consideration in deciding how you identify and assess each outcome for the youth in your program. In many cases, different indicators should be used for different age groups to ensure the outcome is developmentally appropriate. For younger children, consider earlier milestones that can be used as indicators of progressing toward achieving an outcome that may not be tangible or visible until adolescence.

- **Relationship between attendance and outcomes.** Youth attendance at a program is a critical factor in meeting a youth outcome. For these and other reasons, it is important to track and analyze youth attendance. However, program attendance in and of itself should not be considered a youth outcome.
- **Consider youth participation in your evaluation effort.** Youth can be a crucial element of your evaluation team. The youth participation and engagement section of the NYSAN QSA Tool User's Guide has some suggested youth engagement resources. Please see link: <http://tinyurl.com/nysanqsatool-youthengagement>.

LOOKING TO GET STARTED

If you have not engaged previously in outcomes work and or assessment, or have limited experience to date, there are many wonderful resources which, in clear and accessible formats, clarify outcomes and familiarize programs with the process and mechanics of assessments. We have listed a few resources below:

- **Demystifying Outcomes** – This brief describes the process of identifying appropriate program outcomes.
www.ydinstitute.org/resources/publications/DemystifyingOutcomes.pdf
- **Out-of-School Time Resource Center at the University of Pennsylvania – Research, Evaluation and Quality Improvement Document Library** includes documents which describe research, evaluation and using this knowledge to design quality programs and improve participant outcomes.
<http://www.sp2.upenn.edu/ostrc/doclibrary/reqi.html>
- **Harvard Family Research Project** – Evaluation is core focus of HFRP's work and have numerous projects and publications and resources devoted to evaluation of work with children, youth, families and communities.
<http://www.hfrp.org/evaluation>

On behalf of the Partnership for After School Education and the Youth Outcomes Committee, we wish you all the best in your continued work with and support of children and youth. We trust you will find this Afterschool Youth Outcomes Inventory beneficial to your efforts. Your input is extremely important to us. Please tell us what you think and how you have used this inventory so we can continue to strengthen and enhance this publication. Please click for online feedback form:

<https://www.surveymonkey.com/s/K8885FF>

SOCIAL AND EMOTIONAL OUTCOMES INVENTORY

OUTCOMES	INDICATORS	SUB-INDICATORS
A. Improved Communication Skills	Effective expression of thoughts and feelings	*Frequency of feeling understood *Ability to speak in public
	Increased assertiveness in social context	*Rate of participation in group discussions and activities *Ability to resist negative peer pressure *Ability to implement negotiation skills
B. Improved Life Skills	Increased planning skills, time management, resourcefulness and realistic goal setting	*Ability to plan and complete a project *Ability to regularly be on time and adhere to a schedule *Ability to review and assess progress and revise and adapt plans *Ability to effectively use resources
	Increased accountability and/or sense of personal responsibility	*Ability to tend to one's own space and property *Level of financial literacy *Ability to follow rules *Ability to take responsibility for one's own actions
	Improved resilience	*Ability to accept and apply constructive criticism *Frequency of demonstration of using multiple strategies to achieve a goal *Ability to demonstrate good sportsmanship and accept defeat when necessary *Interest in seeking help with challenges
	Increased sense of purpose and self-direction	*Ability to stay on task *Ability to understand one's own values *Ability to recognize one's own strengths and weaknesses
	Regulate and manage emotions (coping with negative feelings)	*Number of behavior referrals *Number of emotional outbursts *Ability to appropriately express disappointment or disagreement *Number of behavior referrals *Number of emotional outbursts *Ability to appropriately express disappointment or disagreement
	Expanded global and cultural awareness	*Level of interest in investigating other countries and cultures *Ability to recognize and respect different perspectives *Ability to communicate complex ideas

SOCIAL AND EMOTIONAL MEASUREMENT TOOLS

OUTCOMES	MEASUREMENT TOOLS & SOURCE	BRIEF TOOL DESCRIPTION
A. Improved Communication Skills	California Health Kids Survey: Module B (Resilience and Youth Development) SOURCE: www.wested.org/hks	Comprehensive youth health, risk and resiliency survey sponsored by the California Department of Education; cost of \$1.50 per survey; youth fill out scales that include: Caring Relationships; High Expectations; Opportunities for Meaningful Participation; Peer Group Cooperation and Communication; Empathy; Problem Solving; Self efficacy; Self Awareness; Goals and Aspirations
	Youth Experiences Survey 2.0 SOURCE: www.web.aces.uiuc.edu/youthdev/yesinstrument.htm	Designed for middle and high school youth that participate in out-of-school time activities; no cost for use; youth fill out scales that include: Identity Work; Initiative; Emotional Regulation; Teamwork & Social Skills; Positive Relationships; Adult Networks & Social Capital; Stress; Inappropriate Adult Behavior; Negative Influence; Social Exclusion; Negative Group Dynamics
B. Improved Life Skills	Youth Experiences Survey 2.0 SOURCE: www.web.aces.uiuc.edu/youthdev/yesinstrument.htm	Designed for middle and high school youth that participate in out of school time activities; no cost for use; youth fill out scales that include: Identity Work; Initiative; Emotional Regulation; Teamwork & Social Skills; Positive Relationships; Adult Networks & Social Capital; Stress; Inappropriate Adult Behavior; Negative Influence; Social Exclusion; Negative Group Dynamics
	The Colorado Trust's Toolkit for Evaluating Positive Youth Development SOURCE: www.coloradotrust.org	Includes 8 scales for youth to report on: Academic Success; Arts & Recreation; Community Involvement; Cultural Competency; Life Skills; Positive Life Choices; Positive Core Values and Sense of Self
	Developmental Assets Profile (DAP) SOURCE: www.search-institute.org/surveys	Distributed by the Search Institute to assess the youths' assets that are linked to resiliency. Available for cost; Youth report on the following scales: External: Support; Empowerment; Boundaries and Expectations; Constructive Use of Time. Internal: Commitment to Learning; Positive Values; Social Competencies; Positive Identity

SOCIAL AND EMOTIONAL OUTCOMES INVENTORY

OUTCOMES	INDICATORS	SUB-INDICATORS
C. Increased Leadership and Civic Engagement	Increased ability and interest to lead others or activities	*Number of leadership positions held *Level of interest in providing leadership for groups *Ability to speak in public
	Increased awareness of issues that impact life and community	*Ability to recognize issues that impact life and community *Number of life and community issues one has been exposed to
	Increased action and engagement on specific issues affecting life and community	*Number of issue-based projects one has participated in *Level of interest in taking action regarding issues affecting life and community
D. Improved Relationships	Increased ability to work with others to accomplish goals	*Frequency of completing group projects and tasks *Level of willingness to perform different tasks and roles in groups *Ability to compromise *Ability to accept and consider others' perspectives and ideas
	Increased ability to work with diverse individuals and groups	*Ability to accept and consider others' perspectives and ideas *Ability to be equally respectful to all people
	More positive interaction with peers	*Level of comfort with peers *Ability to show respect to peers *Ability to productively work with peers in small and large group settings
	More positive interaction with adults	*Level of comfort with adults *Ability to show respect to adults
E. Increase in Positive Behaviors	Increased non-violent or peaceful responses to conflict	*Ability to articulate and understand peaceful conflict resolution *Number of non-violent responses to conflict *Number of violent responses to conflict *Change in number of violent responses to conflict
	Reduced or no incidence of illegal behavior	*Number of incidents of illegal behavior *Change in number of incidents of illegal behavior
	Reduced or no gang activity	*Number of incidents of gang activity *Change in number of incidents of gang activity

SOCIAL AND EMOTIONAL MEASUREMENT TOOLS

OUTCOMES	MEASUREMENT TOOLS & SOURCE	BRIEF TOOL DESCRIPTION
C. Increased Leadership and Civic Engagement	PPV: Afterschool Pursuits: An Examination of Outcomes in the San Francisco Beacon Initiative, Walker & Arbretton, 2004 SOURCE: www.ppv.org	Survey developed to evaluate San Francisco Beacon’s Initiative. Youth fill out survey with the following scales: School Effort; Self-Efficacy; Positive Reaction to Social Challenge; Passive Reaction to Social Challenge; Leadership/Leadership in Activity; Non-Family Adult Support; Peer Support; Adult Support; Adult Support from Activity Leader; Challenging Activity; Interesting Activity; Decision-making in the activity; Safety; Belonging.
	Civic Responsibility Scale SOURCE: www.civicyouth.org/?page_id=357	Youth are asked how much they agree with the following statements: I try to be kind to other people; I apologize when I hurt someone’s feelings; I try to help when I see people in need; When I make a decision, I try to think about how other people will be affected; I want to help when I see someone having a problem
	Civic Efficacy Scale SOURCE: www.civicyouth.org/?page_id=357	Youth are asked how much they agree with the following statements: I participate in political or social causes to improve the community; I feel I have the power to make a difference in the community; I try to encourage others to participate in the community; I believe I have enough influence to impact community decisions
D. Improved Relationships	Youth Experiences Survey 2.0 SOURCE: www.web.aces.uiuc.edu/youthdev/yesinstrument.htm	Designed for middle and high school youth that participate in out-of-school time activities; no cost for use; youth fill out scales that include: Identity Work; Initiative; Emotional Regulation; Teamwork & Social Skills; Positive Relationships; Adult Networks & Social Capital; Stress; Inappropriate Adult Behavior; Negative Influence; Social Exclusion; Negative Group Dynamics
	Promising After-School Programs Surveys: Social Skills with Peers Scale SOURCE: www.gse.uci.edu/docs/PASP_Descriptive_Report.pdf	Teacher and Program Staff fill out survey to assess students’ social skills.
E. Increase in Positive Behaviors	California Health Kids Survey: Module A (Core) & Modules C - F SOURCE: www.wested.org/~hks	Comprehensive youth health, risk and resiliency survey sponsored by the California Department of Education; cost of \$1.50 per survey; youth fill out scales that include: Caring Relationships; High Expectations; Opportunities for Meaningful Participation; Peer Group Cooperation and Communication; Empathy; Problem Solving; Self efficacy; Self Awareness; Goals and Aspirations

ACADEMIC OUTCOMES INVENTORY

OUTCOMES	INDICATORS	SUB-INDICATORS
A. Engagement in Learning	Improved work and study skill habits	*Hours spent studying out of school per day or week *Ability to conduct research *Ability to work independently *Frequency of on-time homework completion
	Improved problem solving/critical thinking skills	*Ability to create complex solutions to problems *Amount of direction needed to complete tasks *Ability to use multiple strategies to complete a task
	Improved initiative/agent of one's own learning	*Level of school engagement *Level of willingness to pursue interests outside of school *Amount of reading done for pleasure *Level of involvement with setting program direction and suggesting activities
	Increased creativity and innovation	*Level of interest in pursuing creative activities *Ability to brainstorm *Capacity to complete complex assignments
B. Improved Engagement in School	Increased school attendance	*Number of full days one has attended school for year/month *Change in number of full days attended school over time
	Decreased school tardiness	*Number of tardies for year/month *Change in number of tardies over time
	Increased homework completion	*Frequency of on-time homework completion
	On-time promotion	*Time of grade promotion (e.g. on-time, summer, later) *Credits attained per year
C. Improved Academic Performance	Increased test scores	*In-class test scores *Standardized test scores
	Improved grades	*Grades
D. Aspires to Educational Excellence	Understands available high school choices	*Level of awareness of school choice process *Level of awareness of school options
	Intentional class selection	*Level of awareness of class choices *Number of advanced classes taken
	High school graduation	*High school completion *Time of graduation
	Enrollment in post-secondary education	*Status of enrollment in post-secondary education

ACADEMIC MEASUREMENT TOOLS

OUTCOMES	MEASUREMENT TOOLS & SOURCE	BRIEF TOOL DESCRIPTION
A. Engagement in Learning	21st Century Community Learning Centers Teacher Survey SOURCE: www.learningpt.org	Learning Point Associates developed this tool to determine change in participants' classroom behaviors over the course of a school year. Questions ask about on-time homework completion and class participation.
	Promising After-School Programs Surveys: Work Habits Scale SOURCE: www.gse.uci.edu/childcare/pdf/afterschool/WORK%20HABITS%20STUDENT%20REPORT%20documentation.pdf	Completed by Teachers, Program Staff and Youth. Work Habits is an adaptation of Work Habits Scale on Mock Report Card.
	School Connection Scale SOURCE: <i>McNeely, Clea A., James M. Nonnemaker, and Robert W. Blum. 2002. "Promoting School Connectedness: Evidence From the National Longitudinal Study of Adolescent Health." Journal of School Health 72(4):138-46.</i>	Used in the National Longitudinal Study of Adolescent Health. Scale measures how cared for students feel at school and how much they feel like they belong to their school community.
	Belonging (to after-school) Scale SOURCE: <i>Gambone, M. A., & Arbreton, A. J. A. (1997). Safe Havens: The contributions of youth organizations to healthy adolescent development. Philadelphia, PA: Public/Private Ventures.</i>	The Belonging Scale is a modification of the original scale. It includes seven questions for youth to answer on a frequency scale.
B. Improved Engagement in School	Local Education Agency Data	Programs can partner with their local education agencies to garner information on grades, school behavior, etc.
	21st Century Community Learning Centers Teacher Survey SOURCE: www.learningpt.org	Learning Point Associates developed this tool to determine change in participants' classroom behaviors over the course of a school year. Questions ask about on-time homework completion and class participation.
C. Improved Academic Performance	Local Education Agency Data	Programs can partner with their local education agencies to garner information on grades, school behavior, etc.
D. Aspires to Educational Excellence	Local Education Agency Data	Programs can partner with their local education agencies to garner information on grades, school behavior, etc.

COLLEGE & WORK READINESS OUTCOMES

OUTCOMES	INDICATORS	SUB-INDICATORS
A. Prepared for Higher Education and Employment	Increased knowledge of college choices	*Level of awareness of college application process *Level of awareness of college options
	Increased awareness of and interest in careers and employment pathways	*Level of awareness of post-secondary options *Level of awareness of a variety of traditional and non-traditional jobs and their requirements *Number of jobs one has been exposed to
	Increased demonstration of job readiness skills	*Ability to perform professional/office tasks *Number of certifications and credentials earned (e.g. first aid) *Number of previous jobs and internships held *Ability to write a resume *Level of interview aptitude
	Increased digital and media literacy	*Level of awareness of types of media *Ability to use technology (e.g. various computer programs) *Level of understanding of the Internet/social media

COLLEGE & WORK READINESS MEASUREMENT TOOLS

OUTCOMES	MEASUREMENT TOOLS & SOURCE	BRIEF TOOL DESCRIPTION
<p>A. Prepared for Higher Education and Employment</p>	<p>PSA After-School: Opportunities to Grow Scale SOURCE: www.policystudies.com/studies/youth/TASC%20Summary%20Report%20Final.pdf</p>	<p>Used in connection with Policy Studies Associates evaluation of The After-School Corporation. Questions include:</p> <ul style="list-style-type: none"> The after-school program has helped me to: Learn skills that will help me be a leader. Learn skills that will help me to get a job. Learn skills that will help me to do better in school. Learn skills that will help me be successful in life. Think more about my future. Learn about how to get into college. Learn to work together with other students. Learn how to avoid getting into fights. Learn about different jobs or careers.
	<p>NELS: Future Aspirations Scale SOURCE: http://nces.ed.gov/surveys/els2002/questionnaires.asp</p>	<p>Scales are drawn from the National Educational Longitudinal Survey, Future Aspirations scale. Questions include:</p> <ul style="list-style-type: none"> Think about how you see your future. What are the chances that ... You will have graduated from high school? You will go to college? You will have a job that pays well? You will have a job that you enjoy doing? You will be respected in your community? Life will turn out better for you than it has for your parents? Your children will have a better life than you had?

HEALTH & WELLNESS OUTCOMES INVENTORY

OUTCOMES	INDICATORS	SUB-INDICATORS
A. Reduced Usage and Avoidance of Drug and Alcohol	Increased knowledge of negative effects of drug and alcohol	*Level of awareness of negative effects of drugs and alcohol
	Reduced or no usage of drugs and alcohol.	*Number of incidence of drug usage in a time period *Change in number of incidence of drug usage in a time period *Number of incidence of alcohol usage in a time period *Change in number of incidence of alcohol usage in a time period
B. Safe Sexual Health Practices	Increased knowledge of safe sexual health practices	*Level of awareness of abstinence *Level of awareness of contraception *Level of awareness of recommended health exams time
	Increased or continued application of safe sexual health practices	*Reported practice of abstinence *Reported use of safe sexual practices *Change in use of contraception over time *Number of health exams in a given time period *Change in number of health exams in a given time period
	Reduced or no incidence of STD's and unplanned teen pregnancies	*Number of reported STDs *Change in number of reported STDs *Number of unplanned pregnancies
C. Increased Knowledge of Nutrition	Increased knowledge of healthy food	*Level of awareness of nutrition and healthy food options
	Increased demonstration of healthy food choices	*Frequency of selection of healthy snack options *Reported level of overall selection of healthy food options
D. Increased Knowledge of General Health Practice	Increased physical activity and fitness practices	*Hours spent being physically active per week *Hours spent engaging in sports and fitness activities per week *Level of knowledge of fitness (e.g. recommended amount of time needed for physical activity per day) *Use of active vs. passive modes of transportation (e.g. walking or biking vs. bus) *Body mass index
	Increased or continued demonstration of managing one's own health and hygiene	*Reported application of good dental practices *Frequency of hand-washing *Number of dentist visits in a given time period *Number of physical health/doctor visits in a given time period *Frequency of complications from pre-existing conditions (e.g. asthma attacks)

HEALTH & WELLNESS OUTCOMES INVENTORY

OUTCOMES	MEASUREMENT TOOLS & SOURCE	BRIEF TOOL DESCRIPTION
A. Reduced Usage and Avoidance of Drugs and Alcohol	Pediatric Symptoms Checklist SOURCE: http://www2.massgeneral.org/allpsych/psc/psc_forms.htm	The PSC and the Y-PSC are 35 item psychosocial screening instruments to facilitate the recognition of emotional, behavioral and cognitive difficulties in youth aged 4-16 years. Parents and youth complete a one page questionnaire that is nearly identical and includes a broad range of children's emotional and behavioral problems. Cut off scores that correspond to clinical ranges have been derived. Positive scores on the PSC or the Y-PSC indicate that further evaluation by a qualified health or mental health professional is recommended. The instrument is free and can be downloaded from the website.
	CRAFFT SOURCE: http://www.ceasar-boston.org/clinicians/crafft.php	Developed at the Center for Adolescent Substance Abuse Research, Children's Hospital, Boston, the CRAFFT is a very brief, self-administered screening test for adolescents to determine whether alcohol or drug problems exist. Consists of 6 yes/no questions that address alcohol and drug related issues such as whether the informant has ever gotten into trouble (the "T" in CRAFFT) while using alcohol or drugs. A score of 2 or higher out of a possible 6, is optimal to identify youth who may have alcohol or drug problems. Permission for use is required, but there is no fee to use the instrument.
	Youth Risk Behavior Survey SOURCE: www.cdc.gov/HealthyYouth/yrbs/pdf/yrbs_conducting_your_own.pdf	Developed by the National Center for Chronic Disease Prevention and Health Promotion to monitor health-risk behaviors. The survey measures six categories of health-risk behaviors among youth: behaviors that contribute to unintentional injuries and violence; tobacco use, alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection; unhealthy dietary behaviors; and physical inactivity, plus obesity and asthma.
B. Safe Sexual Health Practices	Youth Risk Behavior Survey SOURCE: www.cdc.gov/HealthyYouth/yrbs/pdf/yrbs_conducting_your_own.pdf	SEE ABOVE
C. Increased Knowledge of Nutrition	Dining Decisions SOURCE: http://www.bam.gov/sub_foodnutrition/diningdecisions.html	Online assessment of healthy food choices. Developed as part of youth website BAM! (Body and Mind) for the Centers for Disease Control and Prevention, Dept. of Health and Human Services
D. Increased Knowledge of General Health Practice	Active Lifestyle Activity Log SOURCE: http://www.presidentschallenge.org/tools-resources/docs/PALA_log.pdf	Template for record physical activity and track progress for 60 minutes a day/ 5 days a week for six weeks. Developed as part of activities and information for national Let's Move! initiative.

ABOUT PASE

The Partnership for After School Education (PASE) is a child-focused organization that promotes and supports quality afterschool programs, particularly those serving young people from underserved communities. An innovative pioneer in the development and advancement of the afterschool field, PASE was formed in 1993 to professionalize afterschool services so that providers could deliver consistent, high-quality programming to youth and increase their capacity to meet the needs of their communities. PASE is committed to providing the more than 1,600 organizations in its network with the support they need to provide the 500,000 young people in New York City's afterschool programs with the high-quality services they deserve.

To accomplish its goals, PASE builds the capacity of afterschool agencies through expert training and management support designed to increase program effectiveness and efficiency; convenes diverse groups of stakeholders to develop consensus on priorities and best practices; advocates for the needs of frontline staff by reaching out to policy makers, funders and the public; and serves as a thought leader and innovator within the afterschool field.

PASE's mission and practices have remained consistent for nearly two decades while its programmatic focus has remained responsive to the evolving needs of an evolving field. PASE's primary program areas currently include initiatives designed to assist agencies in identifying and measuring youth outcomes appropriate to their specific programs; to strengthen small agencies; to expand agencies' capacity to provide high-quality summer programming; to provide agencies with the tools they need to expand their college preparation and guidance services; to prepare agency staff to provide robust emotional and mental health support to the youth they serve; and to identify and provide professional development to support current and emerging leadership in the afterschool field.

For more information about PASE, please visit www.pasesetter.org

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