

Edna McConnell Clark Foundation

**Youth Development
Outcomes Compendium**

Elizabeth C. Hair, PhD., Kristin A. Moore, PhD.,
David Hunter, PhD., and Jackie Williams Kaye, M.P.H.

Editors

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Youth Development Outcomes Compendium

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Youth Development Outcomes Compendium

Overview

The purpose of the *Youth Development Outcomes Compendium* is to provide people working in the field of youth development with a ready resource to identify the range of youth outcomes that programs and communities may seek to affect, maintain or improve. We also provide a common language and a common set of measures for these outcomes. Finally, we present evidence about the importance and the malleability or susceptibility to change as a result of programmatic intervention of each outcome.

Youth outcomes are described across four domains of youth development:

- Educational Achievement and Cognitive Attainment
- Health and Safety
- Social and Emotional Development
- Self-sufficiency broadly defined to include work, finances and family

Section (1)

The first section of the compendium, *Models of Youth Development and Youth Outcomes*, provides a conceptual model of youth development and youth outcomes. In addition, we provide a listing of the youth outcomes for each of the domains of youth development. The Youth Outcomes Grid provides a concise overview of the subdomains, outcomes, and indicators within each of the broad domains listed above, as well as an indication of the appropriate age range of youth for this outcome.^a

^a In writing this Compendium we have tried to use terms which most people are familiar. Thus, where researchers would likely use the term “constructs” the more commonly used word “outcomes” is employed.

Section (2)

The next section of the *Youth Outcomes Compendium* provides background information and measures for each of the outcomes within the youth development domains included in the grid. The chapters focus on one outcome each, and include three sections, each addressing a specific question.

1. **Why does this outcome matter?** A brief literature review on the importance of the outcome is provided (e.g., the importance of educational attainment), as well as a description of other youth and/or young adult outcomes (e.g., employment) associated with or predicted by each outcome. For example, education is associated with employment stability and earnings later in life;
2. **How is the outcome measured?** Information is provided on the measures or questions used for assessing the outcome from national surveys or other databases, including the source of relevant studies, a listing of actual measures (whenever available), information on how to obtain the measures, and, if available, data on the prevalence of each outcome is presented;
3. **Is the outcome malleable?** A selection of experimental studies that measure the impact of programs on the outcome is presented.^b Studies of programs using youth developmental approaches that are able to "move" the given outcome are highlighted. (Community-based programs are more likely to be reviewed than programs that were school-based.) We explore this issue of

^b Many of the summaries presented in this section are drawn from *Positive Youth Development in the United States: Research findings on evaluations of positive youth development programs* by Catalano, R., Berglund, M., Ryan, J., Lonczak, H., & Hawkins, J. (1998).

malleability to ascertain whether programs can reasonably anticipate affecting each outcome discussed herein, and, where possible, to provide a sense of the magnitude of any impacts that can be anticipated.

There are several points we wish to make regarding these materials. First, to the extent possible, throughout this report we have relied on information from rigorous experimental or longitudinal multivariate studies. However, the information in the literature reviews should be read cautiously for several reasons:

- Many of the studies included in the literature reviews are not experimental studies, so causality cannot be inferred.
- Some of the studies included may not be multivariate, longitudinal studies, so confounding factors may not be controlled.
- The population studied may not correspond to the population served in a given program, so results may not be fully applicable to a similar looking program in one's local community.

In summary, using the Edna McConnell Clark Foundation's typology for knowing about program quality (see Appendix A) this Compendium mostly reports on programs whose effectiveness has either been proven or demonstrated, but includes some whose quality can only be said to be plausibly good (see Appendix A for the typology). In the field of youth development, many and perhaps most programs provide services of no more than plausible quality. Therefore, through pulling together for the first time what is known about programs of demonstrated and even proven effectiveness, the Clark Foundation and Child Trends hope to make an immediate contribution to the youth development field by creating the beginnings of a systematic and empirically grounded

context for understanding and improving the quality of youth services nationally.

Second, the description of measures and their sources, the reliability of the measures (provided whenever available), and if possible a listing of the actual measure is an essential component of each chapter. We attempted to select psychometrically strong measures from well-known national surveys. The use of measures from nationally representative surveys and the inclusion of prevalence data will permit program managers to compare or “benchmark” the performance of young people in their organizations to a nationally representative sample of youth or to a subsample of young people with similar backgrounds to the program’s participants.

Third, the compendium chapters also document existing program evaluations that have examined the youth outcomes under consideration. Youth program evaluations are important for service providers, funders, and policy makers. The evaluations allow service program managers and designers to identify the variety of approaches that have been applied in efforts to influence specific outcomes that they wish to affect through their programs and services. This presentation of program evaluations with study sources, program activities, and program findings may also be useful for program managers who are working to select program goals, and also to chose specific services and activities to be offered to young people. For example, program designers might identify new activities than can engender the hoped-for results in young people and thereby strengthen an organization’s ability to achieve its desired organizational goals and objectives. They also help program designers and finders select programs that are effective.

We hope this Compendium will be useful to several key groups in the youth

development field.

- First and perhaps most importantly, we intend it to be a resource to those who provide services to young people and who want to know more about what research-validated or research-supported knowledge can contribute to their reflections or their work and practices.
- Secondly, we hope that funders will find this Compendium useful in thinking through criteria for making grants or investments to support youth programs and services
- Thirdly, this Compendium should provide critical background information for researchers and program evaluators in youth development.
- And finally, it seems reasonable to hope that this Compendium will provide an empirical basis for the deliberations and planning undertaken by national intermediaries and those who frame sound policy in the youth development field.

This compendium is a work in progress. As new research studies, evaluation results, and measures become available, we expect to update this information.

Chapter 1. Models of Youth Development and Youth Outcomes

Models of Youth Development and Youth Outcomes

Prepared by Kristin A. Moore, Ph.D. with Elizabeth Hair, Ph.D., Jonathan Zaff, Ph.D., Zakia Redd, M.P.P., and Erik Michelson, B.A.

Every human being is unique, yet humans share many common needs and can benefit from a common set of resources or inputs. Addressing these needs and providing these inputs can free individual humans to develop to their fuller or even fullest potential, or, in the language of youth development programs, produce the best outcomes.

The very simplest models of child development would include these basic elements: needs, resources and outcomes. This model begins with needs and then moves to the resources or inputs that meet the needs, and then moves to the outcomes that can be achieved if the resources meet the needs adequately and appropriately.

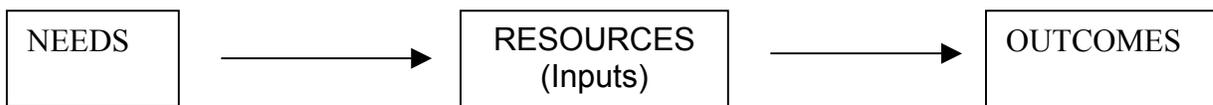


Figure 1: General Model of Youth Development

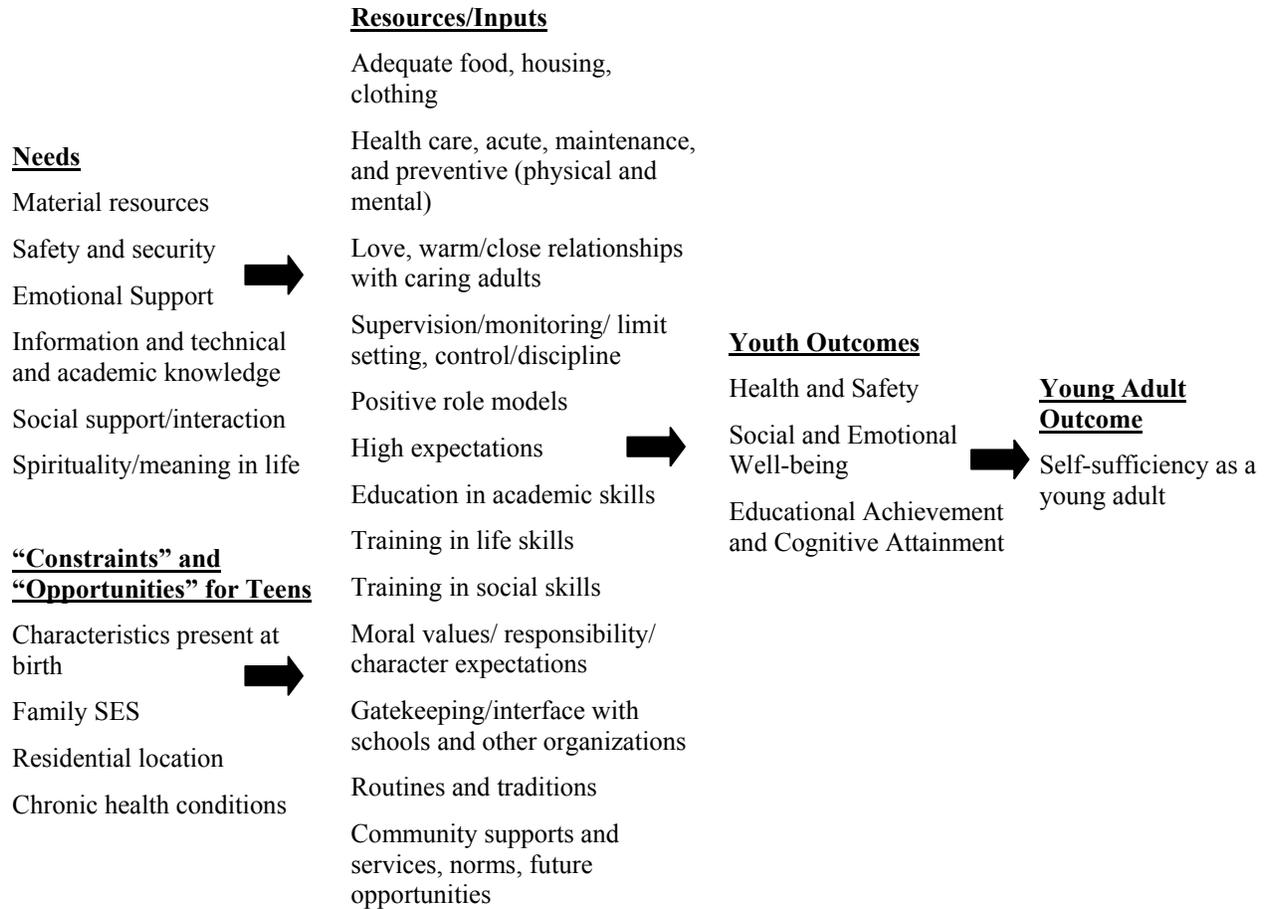
The developmental process is, of course, much more complex than this model would imply, and the process varies across individuals. Indeed, human needs have been categorized within many organizing systems. For example, Maslow (1964, 1998) posited a hierarchy of needs: physiological needs; safety needs; belongingness and love needs; esteem needs; cognitive needs (to know and understand); aesthetic needs; self-actualization; and transcendence. Karen Pittman (2000) has postulated the five Cs: competence; confidence; character; connections; and contribution.

In addition, the Search Institute has developed a roster of internal and external assets (Leffert, et al., 1998). Developmentalists have provided a number of models (National

Research Council and Institute of Medicine, 2000; Chase-Lansdale, L., 1998). Policy analysts have developed overlapping models with a somewhat different emphasis (Child Trends, 1999). Nevertheless, there is a great deal of overlap and similarity across these paradigms, and there are enough common elements and patterns that it is possible to extract some general principles for programs and services to create a general model. It is our goal here to synthesize varied models into a single generic model in order to provide a broad conceptual framework within which the youth development domains, outcomes, indicators and measures will be meaningful.

Arguably, the most important task for families and communities is to address the developmental needs of children. Most people carry tacit as well as explicit beliefs about how this can be done; however, these notions vary widely. Some parents believe in “Spare the rod, spoil the child,” while others reinforce good behavior with frequent, tangible rewards, and yet other parents are committed to discussion and explanation as a socialization strategy. Nevertheless, there is substantial agreement about the desired goals for children and young people, and the general types of approaches to address their needs in order to reach these goals. Moreover, the knowledge base regarding how to produce positive outcomes is expanding steadily. Considerable research has been done over the past several decades to address this topic from an empirical perspective, and (within contemporary Western culture), a certain delimited number of socialization or input strategies has been defined. Figure 2 identifies a general set of needs and general strategies aggregated from theoretical and pictorial models commonly used in the research literature.

Figure 2: Generic Model of Youth Development Highlighting Needs, Inputs, and Outcomes



Clearly, it is essential to fulfill the physical needs of the growing child, in terms of food, clothing, and housing. Health needs must also be met, with reliable health care and physical as well as emotional safety. Further, children are widely acknowledged to need deep and consistent love and nurturance. They also need supervision and monitoring, and they need to have limits established on their activities. Obviously, the appropriate type and amount of supervision and limit-setting will vary according to the child’s age; but throughout childhood and adolescence, age-appropriate levels are needed. Of

course, when thinking developmentally about children, their common needs also represent societal goals.

Numerous models have been constructed to describe how various factors influence the development of children and youth. Probably the most widely accepted paradigm is Urie Bronfenbrenner's ecological model (1979, 1989). This model acknowledges that development is affected by an array of factors, some of which are fairly close and immediate in effect and others of which are more distant and therefore less influential. Of course, each individual's own biological, genetic and hormonal make-up are key influences on his or her development. But it is becoming clear, however, that these factors interact with the environment in ways that are complex and continuous, and that there is substantial room for environmental and social influences (Collins, et al., 2000).

Bronfenbrenner posits that immediate (or what he calls proximal) influences such as the family and close friends exert a strong influence on the child. More distant (or distal) are factors such as neighborhoods, schools and communities, which have less strong influences on children (Brooks-Gunn et al., 1998). Still more distal and accordingly less influential are factors such as city, state and Federal policies. [Where and how the media, mass communication, e-mail and the internet fit into this paradigm is not clear and may vary greatly among individuals.]

Of course, positive youth outcomes are the goal, and in Figure 2 they are accordingly shown in the two columns on the right. Common sense as well as research tells us that it is important to focus on varied outcomes (Moore, 1997), not just selecting a single goal such as high school graduation or the prevention of substance abuse. Thus, positive development implies well-being across a number of outcome domains. One point

illustrated in Figure 2 needs to be made quite clearly here: namely, that youth outcomes, as part of the continuum of young people’s development, are both results of change and then become inputs into further change. In other words, indicators can serve as both youth outcomes and intervening mechanisms that produce subsequent youth or young adult outcomes. Therefore, as we discuss each outcome we will note both the ways in which it can be promoted and, as well, the ways in which it can be shown to contribute to further development in young people. For clarity, though, we are grouping youth outcomes into four separate, broad domains:

- Educational achievement and cognitive attainment
- Health and safety
- Socioemotional well-being, and, eventually,
- Self-sufficiency.

The model presented in figure 2 is, of course, a fairly generic model. Programs that have a more specific goals will want more specific models. For example, a program emphasizing health promotion will most likely have a somewhat different array of services than a program emphasizing school success. Accordingly, we present figures 2a, 2b, and 2c to illustrate how inputs might vary depending upon the outcome(s) that is/are sought.

Figure 2a: Educational Achievement and Cognitive Attainment

Resources/Inputs

- Adequate food, housing, clothing
- Health care, acute, maintenance and preventive (physical and mental)
- Love, warm/close relationships with caring adults
- Supervision/monitoring/ limit setting
- Control/discipline
- Positive role models
- High expectations
- Education in academic skills
- Training in life skills
- Training in social skills
- Moral values/ responsibility/ character expectations
- Gatekeeping/interface with schools and other organizations
- Routines and traditions



Youth Outcomes

- Achievement (years of education)
- Skills (literary and math attainment, technology, arts)
- Motivation; approach to learning (curiosity, engagement)

Figure 2b: Health and Safety

Resources/Inputs

Adequate food, housing, clothing
Preventive health care
Health care for acute and chronic conditions
Mental health treatment



Youth Outcomes

Avoids risky behavior (drug, sex, violence)
Good general health status and healthy habits
Safety; major accidents are avoided
Positive mental health

Figure 2c: Social and Emotional Development

Resources/Inputs

Adequate food, housing, clothing
Health care, acute, maintenance, and preventive (physical and mental)
Love, warm/close relationships with caring adults
Supervision/monitoring/ limit setting
Control/discipline
Positive role models
High expectations
Education in academic skills
Training in life skills
Training in social skills
Moral values/ responsibility/ character expectations and education
Gatekeeping/interface with schools and other organizations
Routines and traditions



Youth Outcomes

Positive social/community associations (votes, volunteers, active, close relationships)
Positive emotional/personal well-being (trust, flexibility, identity, initiative)
Social and Emotional Well-being

Unanswered Issues

There are still many questions that need to be addressed within the framework of youth development. Some of these are purely measurement issues but often-important

conceptual and values questions underlie these apparent measurement questions. First, is well-being linear? That is, is more of something necessarily a good thing? For example, there is a pretty strong evidence base that firm and consistent discipline is a good thing, but we don't know whether this is true or linear for all adolescents and youth. So, it is not clear if, in rating this aspect of parenting, an ever-increasing score actually would represent an ever increasing improvement. Indeed, we lack evidence on this basic issue for most youth outcome measures. Parent-child relationships provide another example. The most critical thing for society may be that no child have a parent-child relationship that is rated a "zero." But the actual level or quality of the parent-child relationship will vary depending on characteristics such as the child's strengths and vulnerabilities, age, gender or whether the child has two parents or just one parent with whom they have a positive relationship. Such variation—within limits—is probably not a bad thing, but we lack the knowledge base as yet to answer questions about linearity.

A second question that still needs to be addressed is where on a continuum well-being might be maximized. We should consider the possibility that not only is well-being not linear, but that the most optimal range may actually not be at either end of the continuum. Self-esteem provides a good example. The research shows that low self-esteem is a bad thing for children and adolescents. It is not good if children think they are useless, worthless, and unlikable. However, a child who thinks that he/she is absolutely perfect and wonderful may face other sets of challenges. The optimal well-being score for self-esteem may be in the middle to high middle range.

The Youth Outcomes Grid

In this chapter, we have described youth development and introduced four key

domains of youth development. In the *Youth Outcomes Grid* that immediately follows this chapter we have provided sub-domains, outcomes, and indicators for each of these broad domains. In addition, we have provided an indication of the appropriate age range of the youth for which each outcome is meaningful. The rest of this compendium provides additional information on these outcomes and indicators. Specifically, background information on the outcomes, indicators, and measures used to assess indicators, as well as descriptions of the program evaluations that have targeted the youth outcomes discussed, are compiled in the second section of this Compendium (Domains of Youth Development).

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Youth Outcomes Grid

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Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator ^a	
			6 - 11	12 - 14	15-17	18-21	22-24		
Educational Achievement and Cognitive Attainment									
	<i>Achievement</i>	Educational Attainment	Years of formal school completed			X	X	X	S
			Credentials/Degrees (diploma, GED, BA/BS), licenses, apprenticeships				X	X	S
		Repetition							
			Grade repetition/ behind age in grade	X	X	X			S
	<i>Education Related Skills</i>	Basic Cognitive Skills							
Reading/literacy (test/assessment scores/grades)			X	X	X			K	
Writing skills (test/assessment scores/grades)			X	X	X			K	

^a A = Attitude; K = Knowledge; B = Behavior; S = Status

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator ^a
			6 - 11	12 - 14	15-17	18-21	22-24	
		Mathematic skills (test/assessment scores/grades)	X	X	X			K
	Higher-Order Thinking Skills							
		Good problem-solving skills	X	X	X	X	X	A/K/B
	Good study skills -executive functioning							A/K/B
		Employs good study habits	X	X	X	X		A/K/B
		Does homework regularly	X	X	X	X		A/K/B
	Data collection and analysis skills							
		Test/assessment scores/grades		X	X			K
	Oral communication skills (to be finished)							
		Test/assessment scores/grades		X	X	X		K

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator ^a
			6 - 11	12 - 14	15-17	18-21	22-24	
	Language skills							
		English proficiency (test/assessment scores/grades)	X	X	X	X	X	K
		Foreign language fluency (test/assessment scores/grades)		X	X	X		K
	Technology skills							
		Proficiency test scores/grades	X	X	X	X	X	K
		Typing speed	X	X	X	X	X	K
		Internet research ability	X	X	X	X	X	K
	Arts, dance, music							
		Knowledge and practice	X	X	X	X		A/B/K
<i>Motivation; Approach to Learning</i>								
	Achievement motivation							
		Personally motivated to succeed academically (scale)	X	X	X			A
	Intellectual/academic self-concept							
Academic self-concept scale		X	X	X			A	

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator ^a
			6 - 11	12 - 14	15-17	18-21	22-24	
	Curiosity (to be developed)		X	X	X			A
	School engagement							
		Engagement scale	X	X	X			A
		School attendance	X	X	X			B

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
Health and Safety								
<i>Risky Behavior</i>								
	Drugs/alcohol							
		Does not drink at all or excessively, depending on age		X	X	X	X	B
		Does not use illegal substances		X	X	X	X	B
	Sexual behavior							
		Responsible sexual behavior		X	X	X	X	B
	Violence (to be finished)							
		Not a gang member	X	X	X	X	X	B
		Does not get into physical fights or fight with weapons	X	X	X	X	X	B
	Accidents and injuries							
		Motor vehicle-related injuries	X	X	X	X	X	S
		Recreational injuries	X	X	X	X	X	S
		Other unintentional injuries, at home or at school (e.g. burns, falls)	X	X	X	X	X	S
		Injury due to a physical fight	X	X	X	X	X	B
		Injury due to family violence	X	X	X	X	X	B

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
	Good safety habits(to be finished)							
		Uses a seatbelt, helmet	X	X	X	X	X	B
		Does not drink and drive or ride with someone who has been drinking	X	X	X	X	X	B
		Does not drive recklessly			X	X	X	B
<i>Health</i>	Good health and health habits							
		Health status	X	X	X	X	X	S
		Adequate exercise	X	X	X	X	X	B
		Adequate sleep	X	X	X	X	X	B
		Healthy diet	X	X	X	X	X	B
		Does not smoke		X	X	X	X	B
		Dental hygiene		X	X	X	X	B/S
		Recent Health care exam (not for sickness or injury)	X	X	X	X	X	B/S
		Not obese	X	X	X	X	X	B/A
<i>Mental Health</i>	Good mental health (to be finished)							

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
		Not depressed	X	X	X	X	X	B/A
		Not anxious	X	X	X	X	X	B/A
		Optimistic	X	X	X	X	X	A
		Not anorexic		X	X	X	X	B/A
		Not bulimic		X	X	X	X	B/A
		Not suicidal	X	X	X	X	X	B/A

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
Social and Emotional Development								
<i>Social/Community Relationships</i>	Civic Engagement							
		Civic leadership (participates as a leader in one or more community organizations)			X	X	X	B
		Participates in one or more school or community organizations		X	X			B
		Volunteering			X	X	X	B
		Donating money to political, religious, or community cause or organization		X	X	X	X	B
		Votes				X	X	B
		Reads newspaper, magazine or watches TV news			X	X	X	B
		Involved in community service activities (i.e. neighborhood clean-up; elderly home visits)	X	X	X	X	X	B
		Participates in social activities (sports, clubs)	X	X	X	X	X	B

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
	Leadership (to be developed)							
		Leader in sports organization	X	X	X	X	X	B
		Leader in youth organization	X	X	X	X	X	B
		Leader in church organization	X	X	X	X	X	B
	Positive parent-child relationships							
		Closeness to mother/father	X	X	X	X	X	A/B
		Positive perception of mother/father	X	X	X	X	X	A
	Positive relationship with an(other) adult							
		Feel cared about by adults, teachers around you	X	X	X	X	X	A
	Positive peer relationships (to be developed)							
		One or more close friends	X	X	X	X	X	A/B
	Friendship skills(to be developed)							
		Empathy, sympathy	X	X	X	X	X	A/B

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
		Skills to resist negative pressures, models	X	X	X	X	X	A/B
	Behavior Problems							
		Not suspended/expelled	X	X	X			S
		Does not commit delinquent or criminal acts	X	X	X	X	X	B
		Externalizing/Internalizing behaviors	X	X	X	X	X	A/B
	Risk Resistance Skills (to be developed)							
		Risk resistance skills with peers		X	X	X		A/K/B
		Not a victim of crime; including domestic violence	X	X	X	X	X	A/K/B
		Nonviolent conflict resolution	X	X	X	X	X	A/K/B
	Cultural sensitivity (to be developed)							
		Ethnic Identity	X	X	X	X	X	B/A/K
		Respect for other cultures, religions	X	X	X	X	X	B/A/K
	Caring and compassion (to be developed)							
			X	X	X	X	X	A/B

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
	Age-appropriate cross-sex relationships (to be developed)		X	X	X	X	X	B
	Civility (to be developed)							
		Treatment of others, forgiveness, reconciliation	X	X	X	X	X	B
	Positive environmental behaviors (to be developed)							
		Neighborhood clean-up	X	X	X	X	X	B
<i>Emotional/Personal Development</i>								
	Productive use of non-school time							
		Reads for pleasure	X	X	X	X	X	B
		Hours spent viewing television, videos, playing computer games	X	X	X	X	X	B
		Extracurricular activity participation	X	X	X	X	X	B
	Intimacy (to be developed)		X	X	X	X	X	A

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
	Trust (to be developed)		X	X	X	X	X	A
	Adaptable, flexible (to be developed)		X	X	X	X	X	A
	Emotional coping skills (to be developed)		X	X	X	X	X	A
	Spirituality							
		Attendance at services or activities		X	X	X	X	A/B
		Prayer		X	X	X	X	A/B
		Importance		X	X	X	X	A/B
	Motivated to do well (to be developed)		X	X	X	X	X	A
	Character (to be developed)							
		Respect (?)						A/B
		Integrity, honesty	X	X	X	X	X	A/B
		Moral Character	X	X	X	X	X	A
		Moral reasoning	X	X	X	X	X	A
		Fulfills commitments		X	X	X	X	B

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
	Sense of personal identity, mattering							
		Self-esteem	X	X	X	X	X	A
		Identity			X	X	X	A
	Realistic goals and awareness of goals and steps to achieve goals (to be developed)	Plans ahead; able to make choices; self-regulation		X	X	X	X	B
	Initiative (to be developed)			X	X	X	X	A/B
	Flourishing(to be developed)			X	X	X	X	B
	Positive risk-taking (to be developed)			X	X	X	X	B
	Entrepreneurial Activity (to be developed)			X	X	X	X	B

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
Self-sufficiency								
<i>Work</i>								
	Employment	Employed/unemployed; hours of work			X	X	X	B
	Age Appropriate Employment (to be developed)	Does not work over 20 hours			X			B
	Disconnectedness (to be developed)	Not in school, work, the military or married to someone who is				X	X	B
	Work ethic	Promptness, attendance				X	X	B
<i>Family</i>								
	Responsible childbearing (to be developed)	Does not have an unwanted or unintended child			X	X	X	B
		Supports children, if any			X	X	X	B
		Regular interaction; Contact/visitation with nonresident children			X	X	X	B
Entrepreneurship (to be developed)				X	X	A/B		

Domain and Sub-Domains	Outcome Areas	Indicators (Variables/measures)	Age					Type of Indicator
			6 - 11	12 - 14	15-17	18-21	22-24	
	Responsible management of finances (to be developed)	Receipt of public transfers (TANF, food stamps)			X	X	X	S
		Personal debt (except for house and education, less than or equal to 20% of income)			X	X	X	S
		Savings Behavior			X	X	X	B
		Managing Checking			X	X	X	B

The Edna McConnell Clark Foundation