

# City of Woodlake Proposition 64 Public Health & Safety Grant Program Local Evaluation Plan

Authors Names, Title and Contact information:

Jason Waters  
Community Development Director  
City of Woodlake  
350 N Valencia Blvd., Woodlake, CA 93286  
[jwaters@ci.Woodlake.ca.us](mailto:jwaters@ci.Woodlake.ca.us)  
(559) 564-8055

Rebecca Griswold  
Planner / Code Enforcement Officer/ Parks and Recreation Coordinator  
City of Woodlake  
350 N. Valencia Blvd., Woodlake, CA 93286  
[rgriswold@ci.woodlake.ca.us](mailto:rgriswold@ci.woodlake.ca.us)  
(559) 334-4062

Galen Quenzer, CEO  
Boys & Girls Clubs of Sequoias  
215 W Tulare, Visalia, CA 93277  
[Galen.quenzer@bgcsequoias.org](mailto:Galen.quenzer@bgcsequoias.org)  
(559) 592-4074

**Grant Period:** May 1, 2021 -April 30, 2024

**Funding Source:** Proposition 64 Public Health and Safety Grant Program, State of California,  
Board of State and Community Corrections

**Date Submitted:** August 31, 2021



## Project Background

The City of Woodlake was awarded \$600,368.00 over three years, through a Proposition 64 Board of State and Community Corrections (BSCC) Youth Reinvestment Grant to provide Youth Development and Cannabis Prevention and Intervention among community youth.

## Project Need

For many years, the criminalization of cannabis impacted low-income and minority communities like Woodlake. With the passage of Proposition 64, Woodlake allowed for cannabis cultivation and retail sales. However, this came with concerns about youth access to cannabis in the home. 9.7% of Woodlake 9th graders report they used marijuana in the past month (2017 WestEd California Healthy Kids Survey).

The City of Woodlake does not have any youth development or drug prevention programs. As a small, low-income City, there are limited resources to operate youth programs despite the overwhelming need for these programs. Woodlake's high poverty and low educational attainment are barriers for many youths. The City needs programs that will encourage the developmental needs to alleviate these barriers.

Woodlake has some of the highest poverty rates in Tulare County and California. According to the most recent Census data from the American Community Survey (2019 ACS 5-Year Estimates), 46.1% of Woodlake children from the ages of 5-17 live in poverty. The American Community Survey also estimates that the median household income in Woodlake in 2019 was \$40,087, which is significantly lower than the state average. Additional educational and training programs are needed in Woodlake to improve educational skills for Woodlake's youth. Currently, the City lacks training or educational programs to help youth establish employment skills.

According to the 2019 ACS 5-Year Estimates, a plurality of Woodlake's residents lack a high school diploma (39.9%) and nearly 25% of Woodlake's residents have less than a 9th grade education while only 10.2% have a college degree. Only 17% of Woodlake 7th graders are proficient in Math and 21% are proficient in Reading (California Department of Education, 2019). Programs that aid with homework and preparation for college are needed in Woodlake to help improve graduation rates. Although, the Woodlake Unified School District offers some after school programs, these programs are typically at full capacity and primarily focus on elementary aged children, not the 12 to 18-year-old demographic. A program that specifically focuses on middle and high school students would help improve education, graduation rates and college preparedness.



According to the 2019 ACS 5-Year Estimates, nearly 90% of Woodlake is Hispanic or Latino and 75% of households speak Spanish in the home. This often presents a challenge for Woodlake families because educational programs and trainings are often in English. Bilingual programs are a necessity in Woodlake because most households communicate in Spanish.

According to the 2017 Tulare County Community Health Assessment 48.3% of Tulare County 5th graders are overweight or obese, which is higher than the state average. The 2018 Department of Education Physical Fitness Testing Research Files indicates that 58.6% of Woodlake 7th graders are obese or overweight. Currently, there are not any health--focused programs in Woodlake that would educate youth on the key components of a healthy lifestyle and how to avoid drug use and addiction.

In an attempt to create a program to address these needs, the City partnered with the Woodlake Police Department, Woodlake Unified School District and the Boys & Girls Club of the Sequoias to identify additional key needs in the community. The Police Department indicated the need for an after school program for the middle school and high school aged children to reduce the number of youth outside of the home immediately after school. Woodlake Unified also supported that idea because their after-school programs were at capacity.

The City also circulated an online survey for parents via Facebook and through the School District to determine the need for an after-school program and found that 51.4% of the residents that replied to the survey were interested in sending their youth to a Boys & Girls Club. The survey also indicated that "education enrichment", "homework assistance" and "mentorship" were the most requested forms of assistance they wanted The Club to offer.

Woodlake Unified also supported the need for STEM and employment training programs that work in conjunction with the coursework that students were taking at the high school. The school also requested that the program provide an opportunity for service projects for students.

The Boys & Girls Clubs of America has a number of successful programs they have implemented in other cities that address the social needs of youth, including evidence-based programs for substance abuse prevention. The Boys & Girls Clubs of America have successful and established programs in the surrounding communities including Ivanhoe, Exeter, Porterville, Farmersville, Strathmore and Tulare and in Visalia.

### Target Population

Middle and High school aged youth were selected as a target population based on data indicating that this age group has a higher risk of potential cannabis use and based on the



community circulated survey responses. In addition, the 11- 18-year-old group was identified in the community partnerships with the school and police department.

Youth can be referred by their parents, teachers, self- referrals, school counselors and case managers, school administrators, police officers and others in the community. Participants who receive referrals other than from their self, have been identified as the most at risk to for drug use or poor performing academically.

If referral source indicates that they are concerned about the youth getting involved with abuse of drugs/alcohol, the youth will be encouraged to attend the Positive Actions program but will not be required (a Boys & Girls Club has no way or requiring a kid to participate in any specific program; there are always choices. This is a hallmark of a quality youth development setting). Objective 3C states that 50% of the members of the Club will participate in the Positive Actions program. Participants include those who self-select to join the program and those who are encouraged by staff to be part of the program. However, there is no penalty for a member to refuse to be part of this program.

It might also be noted that, as has been stated throughout our proposal, the entire Club program is designed to provide participants with the protective factors that are associated with resistance to drug and alcohol use and misuse. The five key elements of positive youth development, which are implemented daily, and which are measured annually, have been shown through research to lead to youth making positive, healthy choices in their lives. While the Positive Actions curriculum will specifically address drug use and prevention, the entire milieu at the Club will provide protection from drug use. Research shows that kids who attend a Boys & Girls Club are less likely to use drugs than kids who do not attend a Boys & Girls Club. As has been stated, the Woodlake community has many challenges: poverty, low academic achievement, and the potential for drug abuse. That said, it is our experience at Boys & Girls Clubs that young people are resilient, are hoping for a bright future and are eager to take advantage of opportunities to build that future. The Boys & Girls Club offers opportunity for young people to achieve their potential. Our belief that youth are full of potential informs our belief that youth will gravitate towards, and even seek out, opportunities to develop that potential. It is true that all youth in Woodlake are, in a sense, “at-risk.” It is also true that all youth in Woodlake have promising futures. We prefer to develop our outreach, programming, activities and most importantly, club milieu, according to the latter of these truths. Therefore, youth will themselves, select the services, experiences, and guidance that they most need.

As has also been stated, other members of the community may think that what is provided at The Club could benefit a young person. In that sense, youth may be encouraged to explore what The Club has to offer by introducing the youth and maybe parents/guardians, to The Club.



Once at the Club, we allow youth to participate in the programming that they want to participate in.

### Outcomes and Goals

The City of Woodlake is proposing a Youth Development and Prevention program aligned with the goals of PPA1. The City and our partners are proposing to create a Woodlake Boys & Girls Club ("The Club") that addresses many of the concerns of the City, Woodlake Unified School District and Woodlake Police Department as a result of Proposition 64 and other longstanding concerns. Based on the community needs, Census Data, and requests made from our partners,

The Club will have three priority outcomes:

1. Outcome: Academic success

Goal: Youth attending The Club will be academically successful.

Participants Graduate from high school ready for college or trade school.

2. Outcome: Develop character and citizenship

Goal: Increase the Civic Engagement and Character of Youth attending The Club.

Be an engaged citizen involved in the community and model strong character.

3. Outcome: Healthy lifestyles

Goal: Increase healthy lifestyle choices among members of The Club.

Adopt a healthy diet, practice healthy lifestyle choices and make a lifelong commitment to fitness.

To meet these goals, the City is partnering with the Boys & Girls Clubs of the Sequoias, who will operate The Club daily for a minimum of 4 hours per day and provide a mix of "high-yield" activities and curriculum-based programs. The programs will include:

1. Sports and recreational activities in the Community Center Gym and adjacent park. BGCA's Triple Play Health and Wellness programs will be conducted. This trio of programs is designed to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships.
2. Technology education including STEM curriculum. MyFuture is BGCA's mobile-friendly web platform with access to over 325+ Boys & Girls Club program activities in 14 program areas such as STEM, leadership and the arts. With MyFuture, kids and teens learn new



skills, connect with their friends, and earn recognition and rewards in a safe and fun online environment.

3. Positive Actions evidence-based program that includes substance abuse prevention and leadership components
4. Serve Corps, a service-based program designed to work on service projects and encourage academic achievement and civic responsibility.

The Boys & Girls Club follows five, research-based, key elements to positive youth development that are practiced throughout the program. These practices provide protective factors to youth as they deal with past and current trauma in their lives:

1. A safe, positive environment – Club staff, facilities, program and age-appropriate settings create stability, consistency and a sense of physical and emotional safety for members. The Club provides structure and clearly defines acceptable behaviors.
2. Fun – The Club generates fun for members. Members develop a strong sense of belonging through connections they establish with staff and peers. Staff members make the Club feel like home, fostering a family atmosphere and creating a sense of ownership for members.
3. Supportive relationships – Club youth develop meaningful relationships with peers and adults. Staff members actively cultivate adult and peer mentoring such relationships to ensure that every member feels connected to one or more adults and peers. Staff Mentors demonstrate warmth, caring, appreciation, acceptance and proper guidance in their connections with members.
4. Opportunities and expectations – Club youth acquire physical, social, technological, artistic and life skills. Clubs encourage members to develop a moral character and behave ethically. Staff members establish and reinforce high expectations and help young people do well in school and pursue a post-secondary education.
5. Recognition – Clubs recognize and support young people’s self-worth and accomplishments

The rationale for selecting these outcomes were based on the conversations the City had with the Police Department and Woodlake Unified School District as well as the most recent Census



and California Department of Education data that shows a need for educational opportunities, job skills and healthy lifestyle education.

Currently there are no youth programs that provide any of the services that will be provided by The Club. The lack of these programs is due to Woodlake's small budget, lack of outside funding and lack of NGOs operation in the City. The City does, however, have a central community center that can provide a safe environment for the recreational and training activities proposed for The Club.

The City also lacks experience operating these types of programs, which is why the Boys & Girls Club is being selected to perform the day-to-day operating of The Club. The Boys & Girls Club staff that will be assigned to The Club will have significant training in youth development and trauma-informed work with youth. They will also be culturally experienced – bilingual Spanish/English and a majority of staff will share cultural background of youth they work with. All staff will be selected with an emphasis on education, good character traits, relational skills, maturity and specific experience such as technology or sports and recreation.

The goals and objectives as determined by The Club Work Plan are shown in Table 1.

#### Process Evaluation Method and Design

The evaluation of Woodlake's Prop 64 program is based on logic model shown in Appendix A. The logic models sets forth the goals and maps out the inputs, activities, outputs, outcomes, and impacts. The evaluation involves both process and outcome components, the details of which, as well as the overall research design, and data collection follow below, with logic models shown in Appendix A. The evaluation of process and outcomes will address the questions shown in Table 2. All goals and objectives are shown in Table 1.

The development and modification of PPA goals, objectives, and linkages within the logic models, as well as subsequent evaluation work, will be facilitated by an external evaluation consultant, Mechele Small Haggard, and Galen Quenzer from the Boys & Girls Clubs of the Sequoias.

Woodlake will provide a mixed-method design of both qualitative and quantitative data analysis for Process evaluations by using youth attendance, youth interviews, and data retrieved from the Operations and Outcomes Trend report and through data collected by the City of Woodlake and the Boys & Girls Clubs of the Sequoias.

At the Boys & Girls Club, the Woodlake Club unit director develops the monthly program plans and manages the three youth development coaches. The Club director is supervised and coached by an area director who fully understands the grant requirements and reviews



progress of objectives and evaluation activities regularly. The director of operations oversees all grants for the organization and receives reports on the progress of all grants, including this one, each month. The director of operations reports to the CEO of BGCS. Decisions are made by the same chain of authority. The unit director makes day to day decisions on daily, weekly, and monthly programming. Any adjustments to the activities of the project are made by the area director, director of operations or CEO in that order.

All program and daily Club attendance are documented daily in the Member Tracking System (MTS). Daily activities are also tracked within MTS.





Logic Model: Goal1: Youth attending The Club will be academically successful.

| Inputs   | Activities   | Outputs  | Outcomes  | Impacts   |
|--|--|--|---|---|
| <p><b>Funding</b><br/>-Financial support (Board of Corrections grant, private funding)<br/>- Woodlake businesses providing program enhancements (food, etc.)</p> <p><b>Administration/Staffing</b><br/>- Administration of grant by City of Woodlake and Boys &amp; Girls Club (BGC)<br/>- Staff time for program development and implementation<br/>-BGC bilingual staff who share a cultural background with youth</p> <p><b>Partnerships</b><br/>- Partners (school district, Family Resource Center, Woodlake Police, Family Healthcare Network, Tulare County Juvenile Probation)</p> <p><b>Site</b><br/>- City Community Center and Park</p> | <p><b>Outreach/Engagement</b><br/>Engage youth aged 12-18 years old living the City of Woodlake, including youth referred by partners for behavior.</p> <p><b>Education and Career</b></p> <ul style="list-style-type: none"> <li>• 25% of BGC operation time is focused on education and career activities</li> <li>• <i>Power Hour: One hour of homework help after school each day.</i></li> <li>• <u>My Future</u> Technology Education: STEAM (Science, Technology, Engineering, Art, Math) classes</li> <li>• Field Trip to local college each year with 40 youth</li> </ul> | <p><b>Outreach/Engagement</b></p> <ul style="list-style-type: none"> <li>• Number and type of outreach activities. Outreach to juvenile justice, education and social service agencies.</li> <li>• Number of youth reached and number who attend BGC (BGC will serve 100 12-18 year olds each year. At least 50/quarter and an average of 25/day)</li> <li>• Number of behavior referrals received from partners and number of youth who attend BGC (BGC will serve 8 behaviorally referred youth for a minimum of 20 days.)</li> </ul> <p><b>Education and Career</b></p> <ul style="list-style-type: none"> <li>• <i>Number of students who receive homework help</i></li> <li>• Number of students who begin and number of students who complete the My Future program (40 youth attend 10 sessions)</li> </ul> | <p><b>Outreach/Engagement</b><br/>50% of members indicate an "Optimal Club Experience" as measured by the BGCA National Youth Outcomes Initiative</p> <p><b>Education and Career</b><br/>Academically Successful</p> <ul style="list-style-type: none"> <li>• 60% of members will receive mostly As and Bs in school by the end of year 1. By end of year 3, 85% of members will receive mostly As and Bs</li> </ul> <p>Graduate from High School<br/>75% of members will indicate they are On Track for High School Graduation. On track is defined as meeting all of the following criteria: 1) report grades of mostly As and Bs, 2) do not skip school, 3) expect to graduate from high school and 4) progress to the next grade level in school within at least a year of the expected timing.</p> | <p><b>Education and Career</b><br/>Club members will be academically successful, graduate from high school on time and be ready for college or trade school</p> |

Logic Model: Goal1: Youth attending The Club will be academically successful.

| Inputs | Activities | Outputs   | Outcomes  | Impacts |
|--------|------------|---|---|---------|
|        |            | <ul style="list-style-type: none"><li>• Number of field trips per year and number of students who participate</li></ul> | <p>Be Ready for College</p> <ul style="list-style-type: none"><li>• 50% of teen members will indicate they expect 4-Year College Completion</li><li>• All <u>My Future</u> participants develop a Life Plan</li></ul> |         |

Logic Model: Goal 2: Increase the Civic Engagement and Character of Youth attending The Club

| Inputs  | Activities   | Outputs   | Outcomes  | Impacts  |
|---|--|---|---|--|
| <p><b>Funding</b><br/>                     - Developers willing to take advantage of the incentive<br/>                     - Financial support (Board of Corrections grant, private funding)<br/>                     - Woodlake businesses providing program enhancements (food, etc.)</p> <p><b>Administration/Staffing</b><br/>                     - Administration of grant by City of Woodlake and Boys &amp; Girls Club (BGC)<br/>                     - Staff time for program development and implementation<br/>                     -BGC bilingual staff who share a cultural background with youth</p> <p><b>Partnerships</b><br/>                     - Partners (school district, Family Resource Center, Woodlake Police, Family Healthcare Network, Tulare County Juvenile Probation)</p> <p><b>Site</b><br/>                     - City Community Center and Park</p> | <p><b>Character and Engagement</b></p> <ul style="list-style-type: none"> <li>• <u>Serve Corp</u> to work on service projects and encourage academic achievement and civic responsibility</li> <li>• BGC staff will identify service projects for youth.</li> <li>• <u>Boys and Girls Club</u> elements focused on positive youth development</li> <li>• BGC staff and volunteers will maintain a <u>mentoring</u> caseload of up to five youth</li> </ul> | <p><b>Character and Engagement</b></p> <ul style="list-style-type: none"> <li>• Number of youth will attend a one-hour orientation to community service (behaviorally referred and general members)</li> <li>• Number of youth who participate in community service (behaviorally referred and general members)</li> <li>• Collectively, youth perform 100 hours of community service quarterly. (25 youth conduct 400 hours of service in the community)</li> <li>•</li> </ul> | <p><b>Character and Engagement Engaged/Involved in Community</b></p> <ul style="list-style-type: none"> <li>• Youth who participate in service projects report more knowledge of job skills, community leadership and occupational options.</li> <li>• Youth report feeling like they are contributing to their community.</li> <li>• 50% of members will indicate that they volunteer at least monthly.</li> </ul> | <p><b>Character and Engagement</b></p> <p>Club members will be engaged citizens, involved in the community and model strong character.</p> |

Logic Model: Goal 3: Increase healthy lifestyle choices among members of The Club

| Inputs  | Activities   | Outputs  | Outcomes   | Impacts   |
|---|--|--|--|---|
| <p><b>Funding</b><br/>                     - Developers willing to take advantage of the incentive<br/>                     - Financial support (Board of Corrections grant, private funding)<br/>                     - Woodlake businesses providing program enhancements (food, etc.)</p> <p><b>Administration/Staffing</b><br/>                     - Administration of grant by City of Woodlake and Boys &amp; Girls Club (BGC)<br/>                     - Staff time for program development and implementation<br/>                     -BGC bilingual staff who share a cultural background with youth</p> <p><b>Partnerships</b><br/>                     - Partners (school district, Family Resource Center, Woodlake Police, Family Healthcare Network, Tulare County Juvenile Probation)</p> <p><b>Site</b><br/>                     - City Community Center and Park</p> | <p><b>Health and Wellness</b><br/>                     BGC staff receive training about trauma-informed youth development, Triple Play, and Positive Actions.</p> <p><u>Triple Play</u> (Mind, Body, Soul) activities focused on physical activity, nutrition, and relationships provided by BGC staff</p> <p><u>Positive Actions</u> curriculum focused on substance abuse prevention and leadership components provided by BGC staff</p> | <p><b>Health and Wellness</b></p> <ul style="list-style-type: none"> <li>• 25% of BGC operation time is focused on health and wellness activities, including substance abuse education.</li> <li>• Number of staff trained and type of training</li> <li>• Number of youth participating in Triple Play and number completing program (40 youth will participate in 10 sessions of Triple Play Body-Daily Challenges, 20 youth will attend 11 sessions of Triple Play Healthy Habits)</li> <li>• Number of youth participating in Positive Actions and number completing program. (25 youth will participate in Positive Actions program)</li> </ul> | <p><b>Health and Wellness</b></p> <p>Healthy Diet:</p> <ul style="list-style-type: none"> <li>• 50% of members will eat vegetables at least 3 times per day.</li> </ul> <p>Practice Healthy Lifestyle Choices:</p> <ul style="list-style-type: none"> <li>• 50% of participants will increase their knowledge about the effects of drugs and alcohol after participating in the Positive Actions curriculum</li> <li>• 80% of participants will show knowledge gain on the Healthy Habits pre-post test.</li> <li>• 95% of members will indicate that they abstained from using marijuana in the past 30 days.</li> </ul> <p>Make a Lifelong Commitment to Fitness:</p> <ul style="list-style-type: none"> <li>• 70% of members will be active for at least one</li> </ul> | <p><b>Health and Wellness</b></p> <p>Club members will adopt a healthy diet, practice healthy lifestyle choices, and make a lifelong commitment to fitness.</p> |

Logic Model: Goal 3: Increase healthy lifestyle choices among members of The Club

| Inputs | Activities | Outputs | Outcomes                               | Impacts |
|--------|------------|---------|--|---------|
|        |            |         | hour per day at least 5 days per week. |         |

## Outcome Evaluation

The outcome evaluation will measure progress associated with meeting the goals and objectives shown in Table 1. The City has identified measurable outcomes to determine the effectiveness of the program through data collected through the annual Boys & Girls Club National Youth Outcomes Initiative (NYOI) survey and knowledge gained through various pre and post test. The goals, objectives, outcomes, data sources and collection frequency can be found in Table 2.

The design will include four methods. National Youth Outcomes Initiative's Risk Behavior Assessments, Pre and Post Tests, Individual one-on-ones with youth development coaches, and program attendance will be used to measure outcomes. Additionally, an optional quarterly parent survey will be available for parents to provide their feedback and any noticeable changes in youth participant behaviors in the home. Pre and Post tests will be utilized to assess participant knowledge-gain on several of the programs that will be offered at the Boys & Girls Club. A participant self-report survey called the National Youth Outcomes Initiative Member Survey will be conducted once per year. Woodlake Club members participation, self-reported survey results and engagement can be used to compare participant outcomes with other Boys and Girls of the Sequoia youth clubs in local cities, in the state and in other regions of the country. We also expect scores of Woodlake youth related to our priority outcomes to improve year after year.

Outcome evaluation will be conducted:

1. National Youth Outcomes Initiative ( NYOI). This survey is an annual on-line member self-report survey. Annually in March, Club members complete a survey, giving responses about their daily experience at the Club. First, the survey will reveal the success of the Boys & Girls Club in achieving positive youth development by showing the percentage of members experiencing an Optimal Club Experience (OCE). Woodlake members can be compared to members of other Boys & Girls Clubs in the area and around the country. Second, the survey will reveal the percentage of members with responsible, caring, productive behaviors related to academic success, healthy lifestyles and good character and citizenship. Again, Woodlake members can be compared to members of other Boys & Girls Clubs in the area and around the country. Finally, the survey will indicate the percentage of Club members who engage in risky behaviors like drug and alcohol use and early sexual activity. The Members of the Woodlake Boys & Girls Club can be compared to the general population of high school students around the country. This National Youth Outcomes Inventory (NYOI) survey will assess the following:

- A. Successful implementation of the "Five Key Elements of Quality Youth Development." Questions are designed to indicate whether our Club members are experiencing the Key Elements or not. The five key elements include: Safe Positive Environment, Fun, Supportive Relationships, Opportunities and Expectations and Recognition. These



questions are directly related to and are assessing whether the program and staff are successfully implementing the “Five Key Elements of Quality Youth Development.”

B. Indicators of Club members experiencing the following outcomes: a) Academic Success, b) Good Character and Citizenship and c) Healthy Lifestyles

C. Club members exhibiting risky behaviors such as marijuana and other drug use, sexual activity and sexual practices.

2. Pre-post tests will assess knowledge gain on specific curricula.

The following questions will be answered:

1. Will youth attending the Boys & Girls Club be academically successful?
2. Will youth attending the Boys & Girls Club display good character and civic engagement?
3. Will youth attending the Boys & Girls Club exhibit healthy lifestyle choices?

Estimated number of participants for each type of service.

| <b>Number of Unduplicated Participants per Year</b> |        |        |        |
|---|--------|--------|--------|
| Program   | Year 1 | Year 2 | Year 3 |
| Power Hour  | 25     | 50     | 50     |
| My Future   | 15     | 25     | 25     |
| Field trip to college                               | 25     | 40     | 40     |
| Service projects                                    | 20     | 50     | 50     |
| Triple Play   | 20     | 50     | 50     |
| Career Launch                                       | 15     | 40     | 40     |
| Positive Actions                                    | 25     | 50     | 50     |

3. One-on-Ones. Program youth coaches have regular meetings with participants on an as needed basis. Every participant meets with the youth at a minimum on once a month and may meet up to 6-8 times a week. This varies based on the participants engagement and previous responses to past one-on-one meetings. Youth coaches are converse with participants about behaviors, their home life, attitudes or any changes in attitudes, school, grades, and overall emotional wellbeing. All responses are self-reported by the participant and their observed engagement in the program.

4. Attendance. The MTS program keeps a log of participant attendance. Success is defined as member attending 75% of program sessions.

Additionally, an optional quarterly parent survey conducted in google forms. This survey is a quick 3–5 minute survey asking for feedback of the program and noting any behavior changes in the participant at home, in school, in other extra curriculars.

Positive youth development consistently results in productive, responsible, caring people, is well documented. A review of youth development literature by Search Institute, a leading



organization in the field of youth development, identified five key elements of positive youth development<sup>1</sup>. These key elements are at the core of every Boys & Girls Club. They include:

- A safe positive environment – Club staff, facilities, program and age-appropriate settings create stability, consistency and a sense of physical and emotional safety for members. The Club provides structure and clearly defines acceptable behaviors.
- Supportive relationships – Club youth develop meaningful relationships with peers and adults. Staff members actively cultivate such relationships to ensure that every member feels connected to one or more adults and peers. Staff members demonstrate warmth, caring, appreciation, acceptance and proper guidance in their connections with members.
- Opportunities and expectations – Club youth acquire physical, social, technological, artistic and life skills. Clubs encourage members to develop a moral character and behave ethically. Staff members establish and reinforce high expectations and help youth people do well in school and pursue a post-secondary education.
- Fun and Sense of Belonging – The Club generates fun for members. Members develop a strong sense of belonging through connections they establish with staff and peers. Staff members make the Club feel like home, fostering a family atmosphere and creating a sense of ownership for members.
- Recognition – The Club recognizes and supports young people’s self-worth and accomplishments. Staff members encourage youth and provide positive reinforcement as they make improvements and experience successes. The Club showcases young people’s achievements.

Our task is to evaluate our success in achieving these five elements at the Woodlake Boys & Girls Club. The NYOI, administered to Club members in March each year, assesses our rate of success through member self-report. We call an optimal score of the roll-up of all five of the elements an Optimal Club Experience (OCE). Our goal is to achieve 75% of the Woodlake members indicating an Optimal Club Experience.

Part of the NYOI assesses whether our Club members are engaged in risky behaviors, like drug and alcohol use. The NYOI survey uses the same questions as the Centers for Disease Control and Prevention’s Youth Risk Behavior Survey which is administered to high school students around the country. This allows us to compare our members’ behaviors to high school students around the country.

The Member Tracking System will be utilized to keep individual member attendance in different activities and programs. However, our program is not designed to assess individual “treatments” on individual kids. We do not look at kids as needing treatment or intervention.

---

<sup>1</sup> Search Institute, *Deepening Impact Through Quality Youth Development Strategies and Practices*, 2005





We will be looking at how the Club environment will affect the group as a whole, through our annual NYOI assessment.

A “Life Plan” is the culminating activity of the Career Launch curriculum. Throughout the class, members are exploring potential jobs and careers, are learning about requirements and steps to achieve career goals and looking at how their current actions are moving them in the direction of those goals. The Life Plan tells the staff what the youth learned during the class and also tells us about expectations for themselves. This provides information that participants of the CareerLaunch and My Future programs synthesized the information learned into a vision for their lives. This program can be used to analyze successful development of goals and plans to reach those goals.

Members participating in Positive Actions will take a pre-test prior to participation in any lessons and will take a post-test on the last day of the curriculum. The difference in correct answers of the pre and post-tests will be documented to indicate whether or not participants learned the material in the curriculum. Youth participating in these programs will not be assessed individually to measure the behavioral effects of the curricula.

The cumulative effects of Career Launch, Positive Actions, Healthy Habits, My Future, and Triple Play, along with the general Club experience is assessed as a whole by the annual NYOI survey.

Youth-reported responses on the NYOI survey go into a Boys & Girls Club of America database and data and reports are provided to local Boys & Girls Club organizations. Data and reports will be examined for the Woodlake Boys & Girls Club only. Data will be analyzed over the three years of the grant to check for continuous improvement of the Club Experience as well as improvement on the three priority outcomes (see appendix for examples of NYOI reports).



Table 2: Outcome Evaluation

| Goal  | Objective   | Data Source   | Collection Frequency  |
|---|---|---|---|
| 1. Youth attending The Club will be academically successful.                | <p>A. By the end of year 1, 60% of members of The Club will be receiving mostly A's and B's in school and by the end of year 3, 85% of members will be receiving A's and B's.</p> <p>B. Each year, participants in the Career Launch program at The Club, will develop a plan to graduate from high school, attend post-secondary education, with a potential career in mind.</p> <p>C. Participants at The Club will increase their involvement in educational activities during the out-of-school time.</p> | <p>a. National Youth Outcomes Initiative (NYOI)</p> <p>b. Life Plan completion</p> <p>c. Member Tracking System (MTS)</p> | <p>I Annually</p> <p>II. Once per cohort</p> <p>III Daily</p> |
| 2. Increase the Civic Engagement and Character of Youth attending The Club. | <p>A. Within six months, increase the opportunities for Woodlake youth to volunteer and serve their community.</p> <p>B. By the end of the program, members of The Club will indicate a positive mentoring relationship with an adult volunteer or staff member.</p> <p>C. To integrate at least 8 youth referred for negative behaviors, by probation, the school district, the police department, or the Family Resource Center, into the regular programming of The Club, for a minimum of 20 days.</p>    | <p>a. MTS</p> <p>b. NYOI</p> <p>c. Case file including referral form, Club activity report, mentor report form</p>        | <p>I. Daily</p> <p>II. Annually</p> <p>III. Quarterly</p>     |
| 3. Increase healthy lifestyle choices among                                 | <p>A. The Club will maintain a membership of at least 50 youth ages 11-18. Membership in</p>  | <p>a. MTS</p>   | <p>I. Daily</p>   |

Table 2: Outcome Evaluation

|                             |   |   |  |
|-----------------------------|---|---|--|
| <p>members of The Club.</p> | <p>the Club is on-going from year to year until the age of 19.</p> <p>B. Within a year, 60% of the members of The Club will exercise for the recommended minimum of one hour per day, five days per week.</p> <p>C. 50% of the members of the Club will increase their knowledge of drugs and alcohol following their participation in the 10 session Positive Actions program.</p> | <p>b. NYOI</p><br><p>c. Pre-post test Pre-post test</p> | <p>II. Annual</p><br><p>III. Beginning and end of each class</p> |
|-----------------------------|---|---|--|

## Data Collection

### Quantitative Data Collection and Analysis

Quantitative data will be analyzed using various tools. The primary quantitative measurement tools used will be:

#### 1. National Youth Outcomes Initiative

This report provides annual evaluation of

- An assessment of the overall quality of the youth development experience; participants' assessment of whether they are getting an optimal experience at the Club.
- A self-assessment of advancement towards the Club's three priority outcomes or goals.
- Personal risk behaviors which can be compared to the National Youth Risk Survey.

Used to analyze the quality of the Club experience and percent of participants indicating advancement towards the programs three goals.

#### 2. Pre-post tests

This report provides an indication of knowledge gained in the Healthy Habits and Positive Actions programs

Used to analyze whether participants are gaining an understanding of how to live a healthy lifestyle.

#### 3. Member Tracking System

This report provides process evaluation data such as Club membership, demographic data on Club members, average daily attendance and specific program and activities attendance.

Used to analyze if the program is on-track in meeting its objectives

#### 4. Member Tracking System

This report provides process evaluation data such as Club membership, demographic data on Club members, average daily attendance and specific program and activities attendance.

Used to analyze if the program is on-track in meeting its objectives

**Optional Parent Survey.** This survey provides observations from parents about what improvement and changes the participant is making at home, in school and other areas. This can be used to measure the success of the program influence outside of the program hours.



Quantitative data, such as daily attendance and program attendance will certainly be used to trigger the use of interviews/focus groups. The attendance goal of 15 youth attending the Club per day by January 15, 2022 and 25 youth attending the Club per day by April 15 will trigger interviews and focus groups if not met. Quantitative “Club experience” data from the NYOI will be utilized to adjust the Club environment and programming.

In July each year, Club experience data from the NYOI will be analyzed by Club program staff, the area director and director of operations. The goal is to achieve 75% of members scoring their Club experience as “optimal.” In addition to the NYOI, a Formula for Impact Assessment is conducted which examines how the Club measures up to best practices of a Boys & Girls Club. These two tools will be used by the Club director and area director to develop a quality improvement plan. The plan is approved by the director of operations. The approved plan is implemented and reviewed quarterly by the Club director and area director. “Pulse checks” which are individual questions asked of members, related to the area of improvement, will take place periodically to informally assess progress in between annual NYOI surveys and annual Formula for Impact Assessments.

Poor post-test scores (lower than 75% correct) on Healthy Habits and Positive Actions will result in coaching relevant staff on how to more effectively conduct the program in question. Similarly, the Life Plan exercise at the end of the Career Launch curriculum, if not containing all of the elements, will require correction and coaching of the relevant staff member.

A summary of the data sources and the data collected can be found in Table 4

#### [Qualitative Data Collection and Analysis](#)

The subjects to be focused upon during interviews or focus groups, are tied to the goals and objectives in the grant. Qualitative data is planned within the evaluation of PPA 1 objectives, to include interviews with attendees of the Club to gain a perspective on the program’s implementation. For example, if implementation of certain Club activities are not resulting in high levels of engagement, Boys & Girls Clubs of the Sequoias staff may conduct interviews or informal discussions with participating youth to learn why. BGCS has a list of questions that are used with both members and their parents to discover issues with engagement.

This data will help the City and the Boys & Girls Clubs of the Sequoias to make adjustments to better meet the needs of those attending the Club and meet the goals and objectives of the program.



Table 4: Data Collection

| Data Sources  | Data to be Collected  |
|---|---|
| 1. Pre-Post Tests<br>Healthy Habits<br>Positive Actions | Number of correct responses before participation in curricula and number of correct responses after completing the program. Increase in correct responses = gain in knowledge or understanding of the topic.  |
| 2. Life Plan  | Fully completed Life Plan worksheet indicates participant has explored potential career goals and had developed an understanding of how to achieve those goals.   |
| 3. Member Tracking System                               | Collects demographic and other information about each Club member and is used to track daily attendance at the Club and attendance in each program or activity at the Club. Tracks tenure at the Club (number of years) and dosage (average number of days per week member attends).  |
| 4. National Youth Outcomes Initiative                   | <ol style="list-style-type: none"> <li>1. Assessment of the youth’s club experience (“optimal club experience”) – in relation to the five key elements for positive youth development: a. Safety b. Opportunities and expectations, c. Caring relationships, d. Fun e. Recognition and sense of belonging</li> <li>2. Indicators of our three priority outcomes/goals: Academic success, Healthy lifestyles, Good character and citizenship</li> <li>3. Risky behaviors – can be compared to the national Risk Behavior Survey taken by high school students across the country.</li> </ol> |

## Data Management

The PPA 1 components of the grant and its data will be managed collaboratively between the City of Woodlake and the Boys & Girls Clubs of the Sequoias. The City will meet frequently with the Boys & Girls Clubs of the Sequoias staff to ensure that data collection tools are developed, evaluation activities are implemented as required, timelines are maintained, and any unforeseen challenges are addressed in a timely way.

The City and the Boys & Girls Club will meet quarterly. The City will make decisions on if adjustments need to be made. The City will monitor BGC to ensure that they are implementing their program to fidelity.

## Evaluation Timeline and Reporting

The City of Woodlake will comply with the BSCC's reporting timeline as well as meet its own internal reporting as follows:

1. Quarterly Progress Reports: The City of Woodlake and the Boys & Girls Clubs of the Sequoias will provide the BSCC-required Quarterly Progress Reports according to the BSCC's timeline. These reports will follow the reporting guidelines provided by BSCC.
2. Annual Review of PPA 1 Results: At the conclusion of each fiscal year, the City of Woodlake and the Boys & Girls Clubs of the Sequoias will deliver an analysis of results to date to ensure that both program implementation and the evaluation are providing the desired results. A meeting will be scheduled following the receipt and review of the Annual Review of Results, during which, discussion will occur around interpretation of results, factors contributing to results, and any course corrections needed for continuous program improvement.
3. Local Evaluation Report: The Local Evaluation Report will be delivered to BSCC by the required deadline.



## Operations and Outcomes Trend Report

**Organization:** Boys & Girls Clubs of the Sequoias (11064)

|                                      | 2018  | 2019  | 2020  | Median for Budget Size<br>1MM - 2.49MM(256) |
|--------------------------------------|-------|-------|-------|---|
| <b>Youth Served</b>                  |       |       |       |   |
| Total Youth Served                   | 3,243 | 3,065 | 1,744 | 1,389                                       |
| Registered Members                   | 3,193 | 2,815 | 1,744 | 954   |
| % Teen Registered Members            | 32%   | 30%   | 27%   | 25%   |
| <b>Frequency of Attendance</b>       |       |       |       |   |
| School Year Average Daily Attendance | 910   | 911   | 185   | 105   |
| % Members Attending 52 days or More  | 43%   | 53%   | 16%   | 16%   |
| % Member Tenure – More than 2 years  | 21%   | 32%   | 36%   | 38%   |

The data in this report was provided by individual Boys & Girls Clubs organizations and may not be disseminated without the consent of Boys & Girls Clubs of America.

## Operations and Outcomes Trend Report

**Organization:** Boys & Girls Clubs of the Sequoias (11064)

| Survey Respondents*                                | 2019 | 2020 | 2021 |
|--|------|------|------|
| # of Youth (ages 9-12) with valid survey data      | 537  | 359  | 110  |
| # of Teens (ages 13 and up) with valid survey data | 127  | 66   | 32   |

| Club Experience                                    | 2019 | 2020 | 2021 | BGC National Comparison** |
|--|------|------|------|---------------------------|
| % Optimal Overall Club Experience                  |      |      | 69%  | 59%                       |
| % Optimal Safe, Positive Environment               |      |      | 87%  | 80%                       |
| % Optimal Supportive Relationships                 |      |      | 69%  | 56%                       |
| % Optimal Fun and Belonging                        |      |      | 81%  | 72%                       |
| % Optimal Recognition                              |      |      | 71%  | 65%                       |
| % Optimal Opportunities and Expectations           |      |      | 86%  | 77%                       |
| <b>Academic Success</b>                            |      |      |      |                           |
| % On Track for Graduation***                       | 77%  | 75%  | 46%  | 53%                       |
| % Self-Reported Grades(mostly A's or B's)          | 80%  | 85%  | 75%  | 81%                       |
| % Skipped School(0 days)                           | 65%  | 64%  | 64%  | 68%                       |
| % Expectation of 4-Year College Completion(Teen)   | 63%  | 65%  | 53%  | 58%                       |
| % Expectation of High School Completion            | 95%  | 94%  | 89%  | 93%                       |
| % Perceived Importance of School(Important + very) | 78%  | 81%  | 76%  | 75%                       |
| <b>Good Character and Citizenship</b>              |      |      |      |                           |
| % Optimal Conflict Resolution Skills               | 23%  | 17%  | 25%  | 21%                       |
| % Fighting (0 Fights)                              | 78%  | 66%  | 69%  | 77%                       |
| % Optimal Leadership                               | 69%  | 67%  | 44%  | 47%                       |
| % Teen Volunteering (at least monthly)             | 38%  | 36%  | 38%  | 39%                       |
| <b>Healthy Lifestyle</b>                           |      |      |      |                           |
| % Physically Active(5+ Days)                       | 56%  | 61%  | 53%  | 53%                       |
| % Vegetables Per Day(3+ Days)                      | 35%  | 37%  | 36%  | 38%                       |
| % Fruits Per Day(2+ Days)                          | 62%  | 65%  | 66%  | 65%                       |
| <b>Risk Behaviors****</b>                          |      |      |      |                           |
|  | 2019 | 2020 | 2021 | YRBS Comparison****       |
| # of BGC High School Members with Survey Data      | 39   | 12   | 10   | 6,705                     |
| % Abstained Drinking(past 30 days)                 | 86%  | 100% | 94%  | 71%                       |
| % Abstained Cigarette Smoking(past 30 days)        | 97%  | 100% | 100% | 94%                       |
| % Abstained Marijuana(past 30 days)                | 97%  | 90%  | 100% | 78%                       |



|                             |     |     |     |     |
|-----------------------------|-----|-----|-----|-----|
| % Abstained Sexual Activity | 79% | 88% | 84% | 62% |
|-----------------------------|-----|-----|-----|-----|

Blank fields indicate that National Outcomes Survey data is not available.

\*The total number of members (ages 9 and up) that completed a valid National Outcomes Survey.

\*\*The aggregated responses for Boys and Girl Clubs nationally that participated in the most recent National Outcomes Survey.

\*\*\* A research-based indicator developed by BGCA using: skipping school, grades on schoolwork, expectations of academic success, and grade retention.

\*\*\*\* Risk behavior data from Club high school members is compared to the national population of high school students who took the most recent Centers for Disease Control and Prevention Youth Risk Behavior Survey (YRBS).

**Source: National Outcomes Survey.** If your organization is interested in better understanding how well your survey results represent your membership, contact [measurement@bgca.org](mailto:measurement@bgca.org) for assistance. For site comparison or additional information go to <http://outcomes.bgca.net>.

The data in this report was provided by individual Boys & Girls Clubs organizations and may not be disseminated without the consent of Boys & Girls Clubs of America.



# NYOI GUIDE TO MEASURES

## 2021

*A desk reference for Boys & Girls Clubs participation in the National Youth Outcomes Initiative (NYOI).*

*© 2013 Boys & Girls Clubs of America  
Revised June 2021*



# Contents

|   |    |
|---|----|
| How This Guide is Organized _____                   | 2  |
| Club Experience _____                               | 5  |
| Academic Success _____                              | 10 |
| Character & Leadership _____                        | 16 |
| Healthy Lifestyles _____                            | 19 |
| Social and Emotional Development (SED) _____        | 23 |
| Changes in Survey Measures or Calculations _____    | 25 |
| Additional Resources _____                          | 29 |
| Appendix A: Virtual Survey Administration _____     | 30 |
| Appendix B: Research-Base for NYOI Measures _____   | 32 |
| Appendix C: Configural Scoring & Calculations _____ | 37 |
| Appendix D: Endnotes _____                          | 50 |



## TO OUR CLUBS

Congratulations on your organization's decision to join Boys & Girls Clubs of America (BGCA) in becoming more data-driven by participating in our National Youth Outcomes Initiative (NYOI). This guide explains what is measured in NYOI, what tools are used to measure it, and how it is measured. It will answer many of your questions about the specific content of the National Youth Outcomes Initiative (NYOI) Member Survey and how the data derived from its components are calculated and analyzed.

## ABOUT THE NATIONAL YOUTH OUTCOMES INITIATIVE

Over the past decade, BGCA has worked with Club organizations to build their capacity to collect and use data to measure youth outcomes and demonstrate their impact to stakeholders. This data also provides Clubs with insights that enable them to adjust their practices and implement quality improvements to have a greater beneficial effect on young people.

Based on youth development research and more than a century of Clubs' own experience, Boys & Girls Club leaders articulated a new theory of change in 2010. The Formula for Impact depicts how Clubs put our youth development mission in action. It identifies who Clubs serve, shows how they serve, and what they hope to accomplish with young people. The Formula for Impact guides Clubs in helping youth achieve positive outcomes in three priority areas: Academic Success, Good Character and Citizenship, and Healthy Lifestyles.



NYOI measures the impact of Boys & Girls Clubs in a consistent manner using a common set of research-informed indicators. We administer the NYOI Member Survey annually, which measures the degree to which Club members are achieving the outcomes of Academic Success, Good Character & Citizenship, and Healthy Lifestyles.

The survey also asks members about their perceptions of the Club, known as the Club Experience. The Club Experience consists of five key elements. The first element – a safe, positive environment – sets the foundation for life-changing youth development work. The next key element – fun and a sense of belonging – keeps youth engaged. The last three elements – supportive relationships, opportunities and expectations, and recognition – help transform time spent at the Club into experiences that change young lives. Responses allow us to assess how effectively we are implementing the Formula for Impact and delivering a high-quality Club Experience to support positive youth development.



## How This Guide is Organized

### MEMBER SURVEY

Club Experience and basic youth outcome measures are calculated using self-reported data collected through the National Youth Outcomes Initiative (NYOI) Member Survey. Two base survey instruments are used – one for Club youth ages 9 to 12, and one for Club teens ages 13 and older.

Clubs can also select optional modules to augment their base surveys if they have a particular interest. Modules are selected during registration, and web-based survey administration is required. The optional modules offered are:

#### All Members

- Bullying
- Social Emotional Development (SED)
- Science Technology Engineering and Math (STEM)
- The Arts

#### Teens Only

- College Readiness (*teens only*)
- Risky Behaviors (*teens only*)
- Workforce Readiness (*teens only*)

*Both survey versions, and optional modules, are available in Spanish and English*

Once members have completed the survey, raw data is taken through a rigorous cleaning process. NYOI member survey data is then loaded into the MY DATA reporting portal found on BGCA.net. To optimize the user experience, we have organized the content within this guide to align with how the NYOI measures are categorized and reported via the MY DATA reporting portal:

- Club Experience
- Safety
- Academic Success
- Character & Citizenship
- Healthy Lifestyles
- Social and Emotional Development
- Workforce Readiness

A survey question can consist of one item or multiple items. In survey design terms, when a survey question contains multiple items, this is called a *scale*. A survey scale uses a series of items to provide a better assessment of the member's perception of a particular topic. **Where applicable specific items, or an entire scale, are noted as teen only, or are identified as part of a module.**

### MEMBER DEMOGRAPHICS

Certain member demographic data is requested at the beginning of the NYOI member survey. This includes member ID, date of birth, race/ethnicity, gender, and grade level. Additionally, if Clubs choose to submit additional member demographic information, advanced filtering options are available within the MY DATA reporting portal on BGCA.net.

The additional filter options include age group, frequency of attendance, income, tenure, and household status. Frequency of attendance and tenure are defined below.

- **Frequency of Attendance:** NYOI uses three designations to express the frequency with which members attend the Club: Highly Engaged, Engaged and Occasional Attenders. These designations are made based on attendance patterns during the previous six to 12 months of Club attendance. Attendance data is submitted from the Club’s MMS.
  - o *Highly Engaged* reflects members who have attended, on average, at least twice a week during the past six to 12 months.
  - o *Engaged* reflects members who have attended, on average, at least once a week, but less than twice a week, during the past six to 12 months.
  - o *Occasional Attender* is used for members who have attended, on average, less than once a week during the past six to 12 months.

The maximum amount of available data is used to make the designation. For a member who has 12 months or more of attendance data reported, the most recent 12 months of data is used. For members with fewer than 12 months of data reported, all available data is used to determine the designation. Members with fewer than six months of attendance data are not provided a designation.

- **Tenure:** Tenure indicates the length of time a young person has been a member of the Club. Tenure is calculated data that is submitted from the Club’s MMS. NYOI uses three designations to express the number of years members have been continuously engaged with the Club: two years or more, one to two years, and less than one year.

If a membership lapses for more than a year (i.e., 365 days or more), the membership is no longer considered to be continuous. If the membership is renewed after a lapse of more than 365 days, the member’s tenure with the Club starts over in the database. Membership lapses of less than 365 days do not impact length of tenure; the original membership start date is used to calculate tenure.

## DEFINITIONS AND CALCULATIONS

The introduction of Club Experience and each priority outcome area provides an explanation for the inclusion of the items in the NYOI member survey. Where applicable, corresponding scoring descriptions and calculations are included directly under each measure and/or scale. Survey data is reported as either items or measures. Items are reported as the percentages of respondents selecting each response. Measures are calculated from a set number of items and uses a configural approach.

The configural approach accounts for the interactions between measures. This method recognizes that the importance of one indicator of positive youth development might change in the presence of high or low levels on another indicator. In other words, one measure of quality can either compensate for or exacerbate the effects of another on the youth’s developmental progress. The configural scoring process helps represent what counts most and when. *Some of the measures involve complex scoring methods with multiple response scenarios. Where this occurs, there is a ‘Definition of Measure’.* Additional information, including configural scoring method and calculations are included in Appendix B.

### KEY TERMS USED IN THE NYOI GUIDE TO MEASURES:

- **Outcomes:** An outcome is a result that a young person achieves, such as academic success. Academic Success, Good Character and Citizenship, and Healthy Lifestyles are the Movement’s priority outcomes.
- **Indicators:** Indicators are measurable actions or attributes that reveal the extent to which young people are achieving outcomes. For example, on-time grade progression is an indicator of Academic Success. Some



indicators, such as on-time grade progression, are relevant for every age group; other indicators should be measured for certain age groups but not others. Several indicators have multiple measures associated with them.

- **Measure:** A measure is the specific quantifiable way an indicator is expressed. For example, conflict resolution can be measured in several ways. The measures provided in NYOI for the conflict resolution indicator are percentage of members with conflict resolution skills and percentage of teen members participating in physical fights.
- **Scale:** In survey design terms, a survey question that contains multiple items is called a scale. A survey scale uses a series of items to provide a better assessment of the respondent's perception of a particular topic.
- **Data:** Specific information Clubs collect about members. This information is used to calculate indicators. The number of hours a member spends engaged in community service is data. This data can be used to calculate several different measures, such as the total number of community service hours performed by Club members or the percentage of Club members participating in community service activities. Both measures describe the indicator of community service and can be used to demonstrate progress toward the outcome of Good Character and Citizenship.

## CHANGES IN SURVEY MEASURES OR CALCULATIONS

The Changes in Survey Measures or Calculations section explains specific changes that were made to the National Youth Outcomes Initiative (NYOI) Survey instruments from 2012 to date of this revision and how that impacts your ability to make year-to-year comparisons. This section also lists measures deleted since the Survey's inception.

## ADDITIONAL RESOURCES

The additional resources contain useful links related to the NYOI member survey, Club Experience measures, BGCA Formula for Impact, and the MY DATA reporting portal.

## APPENDICES

The Appendices include variations for virtual survey administration, additional research-based information for NYOI measures, configural scoring definitions and calculations, and citations for all footnotes found within the guide.





# Club Experience

## CLUB EXPERIENCE MEASURES

Club Experience data provides information about members’ perceptions of the Club. The measures are designed to capture how members experience each of the Five Key Elements of Positive Youth Development. The following graphic displays the ten measures used to measure each of the Five Key Elements.

|                                       |                                       |
|---------------------------------------|---------------------------------------|
| <b>Safe, Positive Environment</b>     | Physical Safety<br>Emotional Safety   |
| <b>Supportive Relationships</b>       | Adult Connections<br>Peer Connections |
| <b>Fun &amp; Belonging</b>            | Fun<br>Sense of Belonging             |
| <b>Recognition</b>                    | Encouragement<br>Influence            |
| <b>Opportunities and Expectations</b> | Opportunities<br>Expectations         |

Each measure consists of 2-4 survey questions—these are the questions that members respond to associated with it. Each member’s experience is categorized as being Optimal, Fair, or Needs Improvement. This is done for each of the 10 measures, each of the 5 Key Elements, and for their overall Club Experience. The section that follows describes how the data is scored at each step.

- **Optimal** means that the Club environment is consistently providing the Club member with very positive experiences in this area. These members reported experiences that were consistent with the positive youth development experiences young people need to thrive.
- **Fair** means that the member’s responses fall somewhere in the middle. It is not consistently great—nor is it clearly negative. Because every Club member deserves to have consistently strong Club experiences, a “fair” experience still has room for improvement.
- **Needs Improvement** means that the member’s responses reflect an experience that was overall negative, or strongly lacking in certain areas. There’s clearly room for growth.

[Click here for additional research-based information on the Club Experience Measures](#)



## CALCULATING CLUB EXPERIENCE MEASURES

**Step 1:** Measuring Club Experience begins at the **Item** level.



All Club Experience survey items use the same response scale: *Very true, Sort of true, Not very true, Not true at all*. Using the same response scale for all items allows us to apply standards at the item level in a consistent manner and streamlines how data is scored.

**Step 2:** Based upon the pattern of responses, these standards are then rolled up to the **Measure** level.



Each of the ten measures use the following logic to categorize members' experiences as either Needs Improvement, Fair, or Optimal.

| Needs Improvement<br>(Mostly or only negative ratings)                                    | Fair<br>(Mixed or moderate ratings)   | Optimal<br>(Consistently positive ratings)                 |
|---|---|--|
| Weak - two or more <i>Not true at all</i> , or <i>Not very true</i>                       | Promising - all <i>Sort of true</i>   | Very strong - all <i>Very true</i>                         |
| Marginal - one <i>Not true at all</i> , or <i>Not very true</i> and zero <i>Very True</i> | Mixed - one <i>Very True</i> and one <i>Not true at all</i> , or <i>Not very true</i> | Strong - all <i>Fair</i> and at least one <i>Very True</i> |

**Step 3:** Based on how each measure is categorized, the measures are then rolled up to the **Key Element** level.



Each Key Element is made up of two corresponding measures. Members' experience at the Key Element level is captured using the logic that follows.

| Needs Improvement                   | Fair                                  | Optimal                   |
|-------------------------------------|---------------------------------------|---------------------------|
| Both measures are Needs Improvement | Both measures are Fair                | Both measures are optimal |
| One Needs Improvement and one Fair  | One Optimal and one Needs Improvement | One optimal and one fair  |



**Step 4:** Based upon how each Key Element is categorized, the Key Elements are then rolled up the **Overall Club Experience**



In order for a member to have an Overall Club Experience rating, members must have a rating for at least four of the five Key Elements. This is to ensure there is enough data.

| Needs Improvement                              | Fair                          | Optimal                               |
|--|-------------------------------|---------------------------------------|
| Two or more Key Elements are Needs Improvement | All other combination options | Four or more Key Elements are Optimal |

In a decade of measuring the Club Experience, we have learned that when members report having an optimal Club Experience, they are more likely to achieve positive outcomes in the priority areas of Academic Success, Character and Leadership, and Healthy lifestyles, as well as report strong social-emotional skills.



**CLUB EXPERIENCE MEASURES & ITEMS**

|  |                           |   |
|--|---------------------------|---|
|  | <b>Physical safety</b>    | <p>I feel safe from harm at this club</p> <p>If someone wanted to hurt me or hit me at this club, someone else would stop them</p>  |
|  | <b>Emotional safety</b>   | <p>I feel safe being myself at this Club</p> <p>This Club has rules for how we're supposed to treat each other</p> <p>Adults at this Club make sure the rules are followed</p> <p>When kids say mean things, the adults do something about it / When kids say or post mean things or comments, Club staff do something about it</p> |
|  | <b>Adult connections</b>  | <p>The adults at this Club care about me</p> <p>Adults here take the time to talk to me</p> <p>Adults here listen and understand what I have to say</p> <p>I can talk to an adult at this Club if I have a problem</p>  |
|  | <b>Peer connections</b>   | <p>Kids here are nice to each other</p> <p>Kids at this Club encourage me when I try my best</p> <p>Kids at this Club are able to work out their problems</p> <p>Kids here can count on each other</p>  |
|  | <b>Fun</b>                | <p>I enjoy coming to this Club</p> <p>I enjoy participating at this Club</p> <p>There are fun programs at this Club</p>   |
|  | <b>Sense of Belonging</b> | <p>People at this Club accept me for who I am</p> <p>People listen to me here</p>   |
|  | <b>Encouragement</b>      | <p>Adults at this Club notice when I try my best</p> <p>Adults here encourage me when I make positive choices</p>   |
|  | <b>Influence</b>          | <p>Adults at this Club ask my opinion on things</p> <p>My ideas count here</p> <p>I get to help make this Club better</p>   |
|  | <b>Opportunities</b>      | <p>I get to explore new things at this Club</p> <p>Adults here encourage me to try something different</p>  |
|  | <b>Expectations</b>       | <p>The adults at this Club believe that I will be a success</p> <p>Adults here encourage me to do my best</p>   |



## SAFETY

The following five items provide additional safety information about whether members avoid specific areas of the Club out of fear of being harmed as reported by members. These items are not included in the Club Experience calculations.

### ADDITIONAL SAFETY ITEMS

| Stay Away Items (Not available in 2021)  | Answer Choices:  |
|--|--|
| Did you ever stay away from the entrance to the Club because you thought someone might harm you there?           | Yes, No  |
| Did you ever stay away from any hallways in the Club because you thought someone might harm you there?           | Yes, No  |
| Did you ever stay away from other places at the Club because you thought someone might harm you there?           | Yes, No  |
| Did you ever stay away from any restrooms in the Club because you thought someone might harm you there?          | Yes, No  |
| Compared to when you are hanging out somewhere else, how safe do you feel when you are hanging out at this Club? | A Lot More Safe, A Little More Safe, Just as Safe, A Little Less Safe, A Lot Less Safe |

## BULLYING

BGCA collects data on Club members who have been bullied using an optional NYOI Member Survey module. The module asks members to respond to questions related to whether they have been bullied at school, at their local Boys & Girls Club, or electronically over the past year. They are also asked whether they told an adult about the bullying.

[Click here for additional research-based information on the Bullying module](#)

### BULLYING ITEMS

| Bullying Module (Teen Only) Items                                     | Answer Choices:   |
|---|---|
| During the past year, have you been bullied on school property?       | Yes, No   |
| <i>If member answered 'Yes', Did you tell an adult about it?</i>      | Yes, No   |
| <i>If member answered 'Yes', Who did you tell?</i>                    | <i>I told a teacher at school; I told a staff member at the Boys &amp; Girls Club; I told another adult</i> |
| During the past year, have you been bullied at the Boys & Girls Club? | Yes, No   |
| <i>If member answered 'Yes', Did you tell an adult about it?</i>      | Yes, No   |
| <i>If member answered 'Yes', Who did you tell?</i>                    | <i>I told a teacher at school; I told a staff member at the Boys &amp; Girls Club; I told another adult</i> |
| During the past year, have you been electronically bullied?           | Yes, No   |
| <i>If member answered 'Yes', Did you tell an adult about it?</i>      | Yes, No   |
| <i>If member answered 'Yes', Who did you tell?</i>                    | <i>I told a teacher at school; I told a staff member at the Boys &amp; Girls Club; I told another adult</i> |

|                                     |  |
|-------------------------------------|--|
| <b>Definition of Answer Choices</b> | Answer choices for the last three items are categorized as follows: The first choice confirms the member's response. If a member selects one of the three "Yes," options, "Yes" is reported in MY DATA. If the member selects "No, I did not tell an adult" it is reported as "No" in MY DATA. |
|-------------------------------------|--|



# Academic Success

## ACADEMIC SUCCESS

Young people who drop out of high school significantly diminish their chances to secure a good job, earn a decent salary and have a promising future. Therefore, high school graduation is a key outcome for Club members. There are many factors related to high school graduation that can be measured and monitored throughout a young person’s academic career to ensure that members are on track to graduate. Collecting data on school attendance, grade progression, academic achievement, young people’s personal expectations of success and work experience helps Clubs identify members who are at risk of dropping out of school and helps Clubs and BGCA demonstrate our positive impact on Clubs members’ academic success.

[Click here for additional research-based information for the Academic Success measures](#)

### ACADEMIC SUCCESS MEASURES & ITEMS

|   |  |
|---|--|
| <b>On Track to Graduate from High School (5<sup>th</sup> to 12<sup>th</sup> Grade Only)</b> | This measure is calculated using data from four other indicators collected through NYOI: skipping school, grades on schoolwork, expectations of academic success, and grade retention (the first three are self-reported data; the latter is determined based on data received each year regarding members’ date of birth and grade in school).  |
| <b>CALCULATIONS</b>   | <p><b>On track</b> – Members are considered to be on track to graduate on time if they meet all of the following criteria: 1) report grades of mostly As and Bs, 2) do not skip school, and 3) expect to graduate from high school 4) progress to the next grade level in school within at least a year of the expected timing. Members are also considered on track if they meet the first three criteria; and if they are only off by one year for number four.</p> <p><b>On track with some risk</b> - Club members are considered to be on track, but with some risk, if they did not meet other criteria.</p> <p><b>Off track</b> - Members are considered off track to graduate on time if any one of the following is true:</p> <ul style="list-style-type: none"> <li>• They reported skipping two days or more in the month prior to the survey (equivalent to 10 percent of school days in an academic year).</li> <li>• They reported that their grades were mostly Ds or Fs.</li> <li>• They reported that they did not expect to graduate from high school.</li> <li>• They were two or more years behind grade level in school.</li> </ul> |

|  |   |
|--|---|
| <b>Academically Post-Secondary Ready (10th to 12th Grade Only) (Not available in 2021)</b> |   |
| <b>Definition of Measure</b>   | Members academically post-secondary readiness measure is configured beginning with their Overall Math rating. Typically, this score is based on their currently enrolled math class and their grades in that course. Because success in Math and Science tend to be the strongest predictors of post-secondary outcomes, members' progress in these courses is weighted more heavily in their overall Post-Secondary Ready Course Performance score than is their progress in other courses. The remaining courses, English, then Social Studies, and finally overall grades, are used to adjust members' scores from Very High to Very Low using a 5-point scale. <a href="#">Click here for configural scoring method and calculations.</a> |

|  |   |
|--|---|
| <b>Expect to Graduate High School (Youth &amp; Teen)</b> |   |
| <b>Definition of Measure</b>                             | The <b>Expect to Graduate High School</b> measure combines Academic Expectation items that ask members about the highest level of schooling they expect to complete and captures data about members’ expectations for their own future education attainment. Responses are reported in yes/no categories. |



**Academic Expectation Items**

*Answer Choices:*

Expectation of Post-Secondary Education Completion (Teen)

*4 year College Degree or Greater, Junior College Or Trade School, No Post-Secondary Education*

How far in school do you think you will get? (Teen)

*Master's degree, Ph.D., M.D., or equivalent, 4 year college degree, 1 or 2 years of college, Finish Vocational or Trade School, High school graduation, Some High School*

How far in school do you think you will get? (Youth)

*College, High School, Some High School, Grade 8*

How important are the things you are learning in school going to be for you later in life?

*Very Important, Important, In the Middle, Not that important, Not important at all*

I enjoy learning new things.

*Not At All True, Not Very True, Sort of True, Very True*

I choose activities that push me to learn new things

*Not At All True, Not Very True, Sort of True, Very True*

**On Grade Level for Age**

**Definition of Measure**

The **On Grade Level for Age** measure calculates members who, based on their age, are on the correct grade level and are not on the correct grade level. A member is considered to NOT be on grade level for their age if he or she meets one of these criteria: 9 or older and in second grade, 10 or older and in third grade, 11 or older and in fourth grade, etc. Members are categorized as "On Grade Level", Off Grade Level By One Year Or Less", Or Off Grade Level By More Than One Year". This calculation may not identify all members that are behind grade level (particularly those with birthdays late in the school year).

**On Track to Graduate Items**

*Answer Choices:*

How many whole days have you missed school because you skipped or "cut"? (Last 4 Weeks)

*None, 1 day, 2 days, 3 days, 4-5 days, 6-10 days, 11 or more days*

Putting them all together, what were your grades like last year?

*Mostly A's, Mostly B's, Mostly C's, Mostly D's, Mostly F's*

I have participated in a career exploration program at the Club. (11th & 12th Grade Only)

*Yes, No*

**Academically Post-Secondary Ready (10<sup>th</sup> to 12<sup>th</sup> Grade Only) Items**

Course Completion: Math (10th to 12th Grade Only)

*Accelerated track, On track, Off track, Severely off track*

Course Completion: Science (10th to 12th Grade Only)

*Accelerated track, On track, Off track, Severely off track*

Course Completion: Foreign Language (10th to 12th Grade Only)

*Accelerated track, On track, Off track, Severely off track*

Course Completion: Social Studies (10th to 12th Grade Only)

*Accelerated track, On track, Off track, Severely off track*

**Post-Secondary Ready Course Performance/Completion (10<sup>th</sup> to 12<sup>th</sup> Grade Only) (Not available in 2021)**

**Definition of Measure**

Members' academically post-secondary readiness measure is calculated using course completion thresholds for Math, Science, English/Language Arts, and Social Studies, in addition to overall grades. Course completion thresholds are rated based on the number of courses passed, per grade level, per specific content area.

**Course Performance: Math (10<sup>th</sup> to 12<sup>th</sup> Grade Only) (Not available in 2021)**

**Definition of Measure**

Members' Course Performance in Math is based on their currently enrolled math class and their grades in that course.

**COLLEGE READINESS MODULE**

The College Readiness questions ask members about their preparedness for continuing their education after high school. Module items are noted below.

**COLLEGE READINESS ITEMS**

| <b>College/Career Preparation (11<sup>th</sup> or 12<sup>th</sup> Grade Only ) Items</b>                          | <b>Answer Choices:</b>                                    |
|---|---|
| I have participated in a college preparation program at the Club. (11th & 12th Grade Only)                        | Yes, No   |
| I have participated in a money management program at the Club. (11th & 12th Grade Only)                           | Yes, No   |
| I have taken the SAT, ACT or another college entrance exam. (12th Grade Only)                                     | Yes, No   |
| I have submitted the FAFSA (Free Application for Federal Student Aid). (12th Grade Only)                          | Yes, No   |
| I have applied for scholarships. (12th Grade Only)  | Yes, No   |
| Applied for any post-secondary education. (12th Grade Only)   | Yes, No   |
| I have applied to a 4-year college or university. (12th Grade Only)   | Yes, No   |
| I have applied to a 2-year college. (12th Grade Only)   | Yes, No   |
| I have applied to a vocational or trade school. (12th Grade Only)   | Yes, No   |
| I know what education or training I will need for the career I want. (11th & 12th Grade Only)                     | <i>Strongly agree, Agree, Disagree, Strongly disagree</i> |
| I know what costs to expect for the education or training I will need after high school. (11th & 12th Grade Only) | <i>Strongly agree, Agree, Disagree, Strongly disagree</i> |

| <b>Academically Post-Secondary Ready (10<sup>th</sup> to 12<sup>th</sup> Grade Only) Items</b> |   |
|--|---|
| Course Completion: English/Language Arts (10th to 12th Grade Only)                             | <i>Accelerated track, On track, Off track, Severely off track</i> |
| Course Completion: Foreign Language (10th to 12th Grade Only)                                  | <i>Accelerated track, On track, Off track, Severely off track</i> |
| Course Completion: Social Studies (10th to 12th Grade Only)                                    | <i>Accelerated track, On track, Off track, Severely off track</i> |





## WORKFORCE READINESS MODULE

The Workforce Readiness questions ask members about their experiences with work-based learning and skills related to the workplace. Work-based experiences can include service-learning, job shadowing, first jobs, in-Club internships, external internships with companies and pre-apprenticeships. Module items are noted below.

### WORKFORCE READINESS ITEMS

| Work-base Experience Items 9 <sup>th</sup> – 12 <sup>th</sup> Grade Only              | Answer Choices:  |
|---|--|
| In the past 12 months, did you have a work experience?                                | Yes, No  |
| <i>If yes, What type of work experience have you had?<br/>(Select all that apply)</i> | <i>Paid full-time job/internship; Paid part-time job/internship; Unpaid internship</i>   |
| <i>If yes, Did the Club help you get into this work experience?</i>                   | Yes, No  |
| I have obtained, or am obtaining a certification.                                     | Yes, No  |
| What are your immediate plans after high school graduation?                           | <i>Enroll in a 2-year community or technical college; Enroll in a 4-year college/university; Enroll in an industry apprenticeship; Join the military; Go straight to work; I don't know; Take a gap year to volunteer; Enroll in a vocational school or career preparation program</i> |

| Employability Skills   | Answer Choices:   |
|--|---|
| I feel like I have the skills needed to be successful in a job.        | <i>Very True; Sort of true; Not very true Not true at all</i> |
| I can express my thoughts and ideas clearly.                           | <i>Very True; Sort of true; Not very true Not true at all</i> |
| I can work with people who are different than me                       | <i>Very True; Sort of true; Not very true Not true at all</i> |
| I feel comfortable asking questions when I don't understand something. | <i>Very True; Sort of true; Not very true Not true at all</i> |
| I finish things on time.   | <i>Very True; Sort of true; Not very true Not true at all</i> |





## STEM READINESS

The NYOI base survey includes three questions related to member’s interest in STEM. All respondents are asked if they get excited about science, if they are good at solving science-related problems, and if they know about science-related jobs in their community. The STEM module questions ask youth more in-depth questions relating to their enjoyment of and engagement in STEM activities and classes, their belief that they are good at STEM-related activities, and their preparation and orientation toward a career in STEM. Module items are noted below.

[Click here for additional research-based information on the STEM Readiness measures](#)

### STEM READINESS MEASURE & ITEMS

#### STEM Readiness (Not available in 2021)

|                              |  |
|------------------------------|--|
| <b>Definition of Measure</b> | The STEM Readiness measure combines the STEM Efficacy, Interest, and Commitment items; along with Course Performance from the Post-Secondary Ready items (10th to 12th Grade Only) to categorize members from “Very High” to “Very Low” using a 5-point scale.<br><a href="#">Click here for configural scoring method and calculations.</a> |
|------------------------------|--|

| STEM Efficacy (Module) Items                   | Answer Choices:   |
|--|---|
| Math is easy for me.                           | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| Science is easy for me.                        | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I am good at solving science-related problems. | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |

| STEM Interest (Module) Items  | Answer Choices:   |
|---|---|
| I like to participate in science projects.                          | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| Science is something I get excited about.                           | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I am curious to learn more about science, computers, or technology. | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I would like to have a STEM related job in the future.              | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |

| STEM Commitment (Module) Items  | Answer Choices:   |
|---|---|
| I intend to take science-related courses after high school (e.g. technology, biology, engineering) (9th to 12th Grade Only) | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I want to take advanced math courses in high school (9th to 12th Grade Only).   | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I know the steps a student needs to take if they want to be in a science-related career.                                    | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |



**THE ARTS**

BGCA is committed to providing Clubs with resources that inspire creativity and develop 21st century skills through high-quality arts programming in fine arts, digital arts, performing arts and applied arts. Collecting member perceptions about the Arts will assist Clubs and National staff to continuously improve programming, services, and staff practices.

[Click here for additional research-based information on the Arts module](#)

**THE ARTS ITEMS**

| Arts (Module) Items   | Answer Choices:   |
|---|---|
| I'm interested in art   | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I am able to give others feedback on their art in a helpful way.                | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I would like to have a career in the arts in the future.                        | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I'm comfortable using the equipment and materials in my art program             | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| At this Club, staff and members encourage me to be creative and try new ideas   | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I'm interested in future programs and opportunities in art                      | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I learned a new art skill or technique at this Club                             | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I can communicate my emotions and feelings through art                          | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| When Club staff and members use art-specific words, I understand what they mean | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| This Club encourages art that reflects my family, my community and my culture   | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |



# Character & Leadership

## CHARACTER & LEADERSHIP

Character and leadership are integral to a young person’s ability to become a productive, caring and responsible citizen. Members’ participation in community service, avoidance of involvement with juvenile justice and the development of conflict resolution skills are key indicators that Clubs and BGCA use to demonstrate our positive impact on members’ character and leadership.

[Click here for additional research-based information on the Good Character & Citizenship measures](#)

## OVERALL TEAMWORK & LEADERSHIP READINESS MEASURE

### Overall Teamwork & Leadership

|                       |   |
|-----------------------|---|
| Definition of Measure | The Overall Teamwork & Leadership measure combines the Teamwork, Leadership & Integrity measures to categorize members from “Very High” to “Very Low” using a 5-point scale. Very High indicates the member’s engagement in these behaviors is ‘Very High’, compared to low engagement indicated as “Very Low” for this measure. <a href="#">Click here for configural scoring method and calculations.</a> |
|-----------------------|---|

## GOOD CHARACTER & CITIZENSHIP ITEMS & MEASURES

| Teamwork Items  | Answer Choices   |   |  |
|---|--|---|--|
| For each of the following statements, choose the answer that best describes you.  |  |   |  |
| I listen to what other people say.  | <i>Very true, Sort of true, Not very true, Not true at all</i>   |   |  |
| I am willing to do whatever the group needs me to do.   | <i>Very true, Sort of true, Not very true, Not true at all</i>   |   |  |
| I have trouble going along with other people’s ideas.   | <i>Very true, Sort of true, Not very true, Not true at all</i>   |   |  |
| I get frustrated if I can’t do things my way.   | <i>Very true, Sort of true, Not very true, Not true at all</i>   |   |  |
| CALCULATIONS  | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Cooperation</b><br/> <b>Optimal:</b> Answered “very true” on first item and “sort of true” or “very true” on second item OR “sort of true” on first item and “very true” on second item.<br/> <b>Fair:</b> Answered “sort of true” first and second items.<br/> <b>Needs Improvement:</b> Answered “not true at all” or “not very true” on first and second items</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Recalcitrance</b><br/> <b>Optimal:</b> Answered “not true at all” on both the third and fourth items.<br/> <b>Fair:</b> Answered “not very true” or “sort of true” to third item and “not true at all” or “not very true” to fourth item, OR “not true at all” to third item and “not very true” or “somewhat true” to fourth item, OR “not very true” to third item and “sort of true” to fourth item.<br/> <b>Needs Improvement:</b> Answered “sort of true” or “very true” to both third and fourth items, OR “sort of true” on third item and “not very true” on fourth item, OR “not very true” on third item and “very true” on fourth item.<br/> <b>Not Scored:</b> Answered “very true” on third item and “not true at all” on fourth item, OR “not true at all” on third item and “very true” on fourth item.</p> </td> </tr> </table> | <p><b>Cooperation</b><br/> <b>Optimal:</b> Answered “very true” on first item and “sort of true” or “very true” on second item OR “sort of true” on first item and “very true” on second item.<br/> <b>Fair:</b> Answered “sort of true” first and second items.<br/> <b>Needs Improvement:</b> Answered “not true at all” or “not very true” on first and second items</p> | <p><b>Recalcitrance</b><br/> <b>Optimal:</b> Answered “not true at all” on both the third and fourth items.<br/> <b>Fair:</b> Answered “not very true” or “sort of true” to third item and “not true at all” or “not very true” to fourth item, OR “not true at all” to third item and “not very true” or “somewhat true” to fourth item, OR “not very true” to third item and “sort of true” to fourth item.<br/> <b>Needs Improvement:</b> Answered “sort of true” or “very true” to both third and fourth items, OR “sort of true” on third item and “not very true” on fourth item, OR “not very true” on third item and “very true” on fourth item.<br/> <b>Not Scored:</b> Answered “very true” on third item and “not true at all” on fourth item, OR “not true at all” on third item and “very true” on fourth item.</p> |
| <p><b>Cooperation</b><br/> <b>Optimal:</b> Answered “very true” on first item and “sort of true” or “very true” on second item OR “sort of true” on first item and “very true” on second item.<br/> <b>Fair:</b> Answered “sort of true” first and second items.<br/> <b>Needs Improvement:</b> Answered “not true at all” or “not very true” on first and second items</p> | <p><b>Recalcitrance</b><br/> <b>Optimal:</b> Answered “not true at all” on both the third and fourth items.<br/> <b>Fair:</b> Answered “not very true” or “sort of true” to third item and “not true at all” or “not very true” to fourth item, OR “not true at all” to third item and “not very true” or “somewhat true” to fourth item, OR “not very true” to third item and “sort of true” to fourth item.<br/> <b>Needs Improvement:</b> Answered “sort of true” or “very true” to both third and fourth items, OR “sort of true” on third item and “not very true” on fourth item, OR “not very true” on third item and “very true” on fourth item.<br/> <b>Not Scored:</b> Answered “very true” on third item and “not true at all” on fourth item, OR “not true at all” on third item and “very true” on fourth item.</p>   |   |  |
| Composite Scoring   | <p><b>Optimal:</b> Scored “strong” on Cooperation and “promising” or “strong” on Recalcitrance.</p> <p><b>Fair:</b> Scored “strong” on Cooperation and “marginal” on Recalcitrance, OR “promising” on Cooperation and “promising”, “marginal”, or “weak” on Recalcitrance, OR “marginal” on Cooperation and “strong” on Recalcitrance.</p> <p><b>Needs Improvement:</b> Scored “marginal” or “weak” on Cooperation and “promising”, “marginal” or “weak” on Recalcitrance, OR “weak” on Cooperation and “strong” on Recalcitrance, OR “promising” or “strong” on Cooperation and “weak” on Recalcitrance.</p>  |   |  |



**Leadership & Integrity Items**

*Answer Choices*

|   |   |
|---|---|
| I am pretty good at organizing a team of kids to do a project.                        | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| If I'm the leader of a group, I make sure that everyone in the group feels important. | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |
| I feel like I can stand up for what I think is right, even if my friends disagree.    | <i>Strongly agree, Agree, Disagree, Strongly Disagree</i> |

|                         |  |
|-------------------------|--|
| Leadership Calculations | <p><b>Optimal:</b> Answered "strongly agree" or "agree" on the first two items.</p> <p><b>Needs Improvement:</b> Strongly Disagree on either of the first two items.</p> <p><b>Fair:</b> Disagree on one, Disagree or better on the other.</p> |
| Integrity Calculations  | <p><b>Optimal:</b> Strongly agree to third item.</p> <p><b>Needs Improvement:</b> Disagree or Strongly Disagree on third item.</p> <p><b>Fair:</b> Agree on third item.</p>  |

**Goal Pursuit Items**

*Answer Choices:*

Please indicate how much these statements describes you.

|   |   |
|---|---|
| I develop step-by-step plans to reach my goals. | <i>Exactly like me, A lot like me, Somewhat like me, A little like me, Not at all like me</i> |
| If I set goals, I take action to reach them.    | <i>Exactly like me, A lot like me, Somewhat like me, A little like me, Not at all like me</i> |

|              |  |
|--------------|--|
| Calculations | <p><b>Optimal:</b> Answered 'a lot' or 'exactly' on both items.</p> <p><b>Needs Improvement:</b> Answered 'a little' or 'not at all' on second item &amp; 'somewhat', 'a little', or 'not at all' on first item, OR answered 'somewhat' on second item &amp; 'not at all' on first item.</p> <p><b>Fair:</b> Answered 'somewhat' or 'a little' on second item &amp; 'a lot' or 'exactly' on first item, OR answered 'somewhat', 'a lot', or 'exactly' on second item &amp; 'somewhat' or 'a little' on first item, OR answered 'a lot' or 'exactly' on second item &amp; 'not at all' on first item.</p> |
|--------------|--|

**Volunteering Item**

*Answer Choices:*

|   |  |
|---|--|
| In the last year, how often have you volunteered in your school, neighborhood, or out in the community? | <i>Never, About once a year, About once a month, About once every two weeks, About once a week or more</i> |
|---|--|

**Conflict Resolution Items**

*Answer Choices:*

|   |                                       |
|---|---------------------------------------|
| How many times, if any, have you been arrested in the past 12 months? (Teen Only) | <i>Never, Once, Two or more times</i> |
| Physical Fighting in the Past 12 Months (Teen Only)                               | <i>No fights, One or more fights</i>  |



## Conflict Resolution Skills Items

### Answer Choices:

For each of the following statements, choose the answer that best describes you.

|  |  |
|--|--|
| When I have problems with other people my age, I talk to an adult about it.                                    | <i>Very true, Sort of true, Not very true, Not true at all</i> |
| When I have problems with other people my age, I push or hit the other person so that it doesn't happen again. | <i>Very true, Sort of true, Not very true, Not true at all</i> |
| When I have problems with other people my age, I yell at them.   | <i>Very true, Sort of true, Not very true, Not true at all</i> |
| When I have problems with other people my age, I talk things over with them.                                   | <i>Very true, Sort of true, Not very true, Not true at all</i> |
| When other people my age try to hit or push me around, I fight back.   | <i>Very true, Sort of true, Not very true, Not true at all</i> |

|              |  |
|--------------|--|
| Calculations | <b>Optimal:</b> At least one of items 1 and 4 is "very true" AND all negative items (2 <sup>nd</sup> , 3 <sup>rd</sup> and 5 <sup>th</sup> items) are either "not at all true" or "not very true."   |
|              | <b>Needs Improvement:</b> Both positive items (1 <sup>st</sup> and 4 <sup>th</sup> items) are "not at all true" or "not very true" OR any of the negative items (2 <sup>nd</sup> , 3 <sup>rd</sup> and 5 <sup>th</sup> items) are "very true." |
|              | <b>Fair:</b> Answered at least two items and did not meet criteria for Optimal or Needs Improvement.   |

## Concern for Others (Module) Items

### Answer Choices

|   |   |
|---|---|
| I try to help when I see people in need.  | <i>Strongly agree, agree, disagree, strongly disagree</i> |
| When I make a decision, I try to think about how other people will be affected. | <i>Strongly agree, agree, disagree, strongly disagree</i> |
| I want to help when I see someone having a problem.                             | <i>Strongly agree, agree, disagree, strongly disagree</i> |

|              |   |
|--------------|---|
| Calculations | <b>Optimal:</b> At least two of the items are "strongly agree" AND the other is at least "agree."   |
|              | <b>Needs Improvement:</b> Any one of the items is "disagree" or "strongly disagree."                |
|              | <b>Fair:</b> Answered at least two items and did not meet criteria for Optimal or Needs Improvement |

## Concern for Community (Module) Items

### Answer Choices

|   |   |
|---|---|
| I spend time on projects with other people to help the community. | <i>Strongly agree, agree, disagree, strongly disagree</i> |
| I believe that I can make a difference in my community.           | <i>Strongly agree, agree, disagree, strongly disagree</i> |
| I have done things to help people in my community.                | <i>Strongly agree, agree, disagree, strongly disagree</i> |

|              |   |
|--------------|---|
| Calculations | <b>Optimal:</b> At least two of the items are "strongly agree" AND the other is at least "agree."   |
|              | <b>Needs Improvement:</b> The first AND third questions are "disagree" or "strongly disagree."      |
|              | <b>Fair:</b> Answered at least one item and did not meet criteria for Optimal or Needs Improvement. |



# Healthy Lifestyles

## HEALTHY LIFESTYLES

Healthy living combines youth’s capacity to face, in adaptive ways, the everyday challenges that life presents, their engagement in activities that promote their physical health (Physical Wellbeing); and, for teens, their avoidance of activities that can undermine their progress toward healthy adulthood (Risky Behavior).

The NYOI base survey uses questions derived from the CDC’s Youth Risk Behavior Survey to capture the number and percentage of members ages 13 and older who abstain from the use of alcohol, marijuana and tobacco, and abstain from sexual activity, making it possible to compare high-school-age Club members’ rates of avoidance of such health-risk behaviors with those of high-school-age youth nationally. The data collected on risk behaviors is used for comparison to the Center for Disease Control (CDC)’s national Youth Risk Behavior of 9th to 12th grade youth.

BGCA also includes an optional Additional Risk Behaviors module that asks members to answer additional questions regarding their tobacco use, alcohol use, other drug use, and sexual activity. Questions in this module are taken directly from the CDC’s Youth Risk Behavior Survey of 9th to 12th grade youth and are used for comparison to CDC’s national data.

[Click here for additional research-based information on the Healthy Lifestyle measures](#)

## PHYSICAL WELLBEING MEASURE

### Physical Wellbeing

#### Definition of Measure

The Physical Wellbeing measure puts together the Physical Activity, Fruit, and Vegetable Consumption measures to produce a combined measure, which is then reported in “Very High,” “High”, “Medium”, Low”, or “Very Low” categories. Very High indicates the member’s engagement in these behaviors is ‘Very High’, compared to low engagement indicated as “Very Low” for this measure.  
[Click here for configural scoring method and calculations.](#)

## PHYSICAL WELLBEING ITEMS

| Fruit & Vegetable Consumption Items   | Answer Choices  |
|---|---|
| During the past 24 hours how many times did you, eat fruit?   | 0 times, 1 time, 2 times, 3 times, 4 times, 5 or more times |
| During the past 24 hours how many times did you, eat vegetables?  | 0 times, 1 time, 2 times, 3 times, 4 times, 5 or more times |
| During the past 24 hours how many times did you, drink 100% fruit juices such as orange, apple, or grape? | 0 times, 1 time, 2 times, 3 times, 4 times, 5 or more times |
| During the past 24 hours how many times did you, drink water?   | 0 times, 1 time, 2 times, 3 times, 4 times, 5 or more times |

| Physical Activity Items   | Answer Choices  |
|---|---|
| During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? | 0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days |
| Physically active for a total of at least 60 minutes on 5 or more days  | 5 or more days, Less than 5 days                              |





## RISKY BEHAVIOR MEASURE



### Risky Behavior

|                       |  |
|-----------------------|--|
| Definition of Measure | The Risky Behavior measure puts together member responses to the Smoking, Alcohol, Marijuana, and Fighting items to produce a combined measure, which is then reported in “Very High,” “High”, “Medium”, “Low”, or “Very Low” categories. Very High indicates the member’s avoidance of these behaviors is ‘Very High’, compared to low avoidance indicated as “Very Low” for these behaviors.<br><a href="#">Click here for configural scoring method and calculations.</a> |
|-----------------------|--|

### RISKY BEHAVIOR MEASURES & ITEMS

| Drinking Items (Teen Only)  | Answer Choices  |
|---|---|
| During the past 30 days, on how many days did you have at least one drink of alcohol?   | 0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days        |
| During your life, on how many days have you had at least one drink of alcohol   | 0 days, 1 or 2 days, 3 to 9 days, 10 to 19 days, 20 to 39 days, 40 to 99 days, 100 or more days |
| During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours? ( <i>Risk Behavior Module</i> ) | 0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, all 30 days        |

### Drinking

|              |   |
|--------------|---|
| Calculations | <b>Current alcohol use (last 30 days)</b> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days.   |
|              | <b>Current alcohol use by members who have drunk alcohol in their lifetime</b> <i>This item is only calculated when members reported ‘Did not abstain’ to the first item.</i> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days. |
|              | <b>Current Binge drinking (last 30 days) (Risk Behavior Module)</b> <i>This item is only calculated when members reported ‘Did not abstain’ to the first item.</i> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days.            |

| Tobacco Use Items   | Answer Choices  |
|---|---|
| Have you ever used an electronic vapor product such as JUUL, Vuse, MarkTen, and blu? (Includes e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods.) ( <i>Risk Behavior Module</i> ) | Yes, No   |
| During the past 30 days, on how many days did you use an electronic vapor product? ( <i>Risk Behavior Module</i> )  | 0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days  |
| During the past 30 days, on how many days did you smoke cigarettes?   | 0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days  |
| Have you ever tried cigarette smoking, even one or two puffs  | Yes, No   |
| During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars? ( <i>Risk Behavior Module</i> )   | 0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, all 30 days) |
| During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Bandits, or Copenhagen? ( <i>Risk Behavior Module</i> )                | 0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, all 30 days  |



| Tobacco Use  |   |
|--------------|---|
| Calculations | <b>Current Vapor Product Use (Last 30 Days)</b> (Module) “Did not abstain” is reported if members selected ‘yes’ as their response; “Abstained” is reported when members respond ‘no’.  |
|              | <b>Current Vapor Product Use by Members who have Vaped in their Lifetime</b> <i>This item is only calculated when members reported ‘Yes’ to the first item.</i> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days. |
|              | <b>Current Use of Cigars, Cigarillos, or Little Cigars (Last 30 Days)</b> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days.   |
|              | <b>Current Use of Chewing Tobacco, Snuff, or Dip (Last 30 Days)</b> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days.   |
|              | <b>Current Cigarette Use (Last 30 Days)</b> “Did not abstain” is reported if members selected ‘yes’ as their response; “Abstained” is reported when members respond ‘no’.   |
|              | <b>Current Cigarette Use by Members who have Smoked in their Lifetime</b> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days.   |

| Marijuana Use Items (Teen Only)                                | Answer Choices  |
|--|---|
| During the past 30 days, how many times did you use marijuana? | 0 times, 1 or 2 times, 3 to 9 times, 10 to 19 times, 20 to 39 times, 40 or more times           |
| During your life, how many times have you used marijuana?      | 0 days, 1 or 2 days, 3 to 9 days, 10 to 19 days, 20 to 39 days, 40 to 99 days, 100 or more days |

| Marijuana Use |  |
|---------------|--|
| Calculations  | <b>Current Marijuana Use (Last 30 Days)</b> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days.  |
|               | <b>Current Marijuana Use by Members who have used Marijuana in their Lifetime</b> <i>This item is only calculated when members reported ‘Did not abstain’ to the first item.</i> “Did not abstain” is reported if members selected any response above 0 days; “Abstained” is reported when members respond 0 days. |

| Inhalant Use Item (Teen Only)   | Answer Choices  |
|---|---|
| During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high? ( <i>Risk Behavior Module</i> ) | 0 times, 1 or 2 times, 3 to 9 times, 10 to 19 times, 20 to 39 times, 40 or more times |

| Inhalant Use |  |
|--------------|--|
| Calculation  | <b>Lifetime Inhalant Use</b> “Did not abstain” is reported if members selected any response above 0 times; “Abstained” is reported when members respond 0 times. |

| Illicit Use of Prescription Pain Killers Item (Teen Only)   | Answer Choices  |
|---|---|
| During your life, how many times have you taken a prescription pain medicine (such as Codeine, Vicodin, OxyContin, Hydrocodone, or Percocet) without a doctor’s prescription or differently than how a doctor told you to use it? ( <i>Risk Behavior Module</i> ) | 0 times, 1 or 2 times, 3 to 9 times, 10 to 19 times, 20 to 39 times, 40 or more times |

| Illicit Use of Prescription Pain Killers |  |
|--|--|
| Calculation                              | <b>Lifetime Illicit Use of Prescription Pain Killers</b> “Did not abstain” is reported if members selected any response above 0 times; “Abstained” is reported when members respond 0 times. |





| Fighting Item (Teen Only) | Answer Choices |
|---------------------------|----------------|
|---------------------------|----------------|

|   |   |
|---|---|
| During the past 12 months, how many times were you in a physical fight? | 0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or 7 times, 8 or 9 times, 10 or 11 times, 12 or more times |
|---|---|

| Fighting |  |
|----------|--|
|----------|--|

|             |  |
|-------------|--|
| Calculation | <b>During the past 12 months, how many times were you in a physical fight?</b> “No fights” is reported when members select “0 times”, “1 fight” is reported when members select “1 fight”, “2 or more fights” is reported when members select any response option “2 or 3 times” or higher |
|-------------|--|

| Sexual Activity Items | Answer Choices |
|-----------------------|----------------|
|-----------------------|----------------|

|                                       |         |
|---------------------------------------|---------|
| Have you ever had sexual intercourse? | Yes, No |
|---------------------------------------|---------|

|  |  |
|--|--|
| How old were you when you had sexual intercourse for the first time? | <i>I have never had sexual intercourse, 11 years old or younger, 12 years old, 13 years old, 14 years old, 15 years old, 16 years old, 17 years old or older</i> |
|--|--|

|  |  |
|--|--|
| If yes to “Have you ever had sexual intercourse?”, During the past 3 months, with how many people did you have sexual intercourse? ( <i>Risk Behavior Module</i> ) | <i>I have had sexual intercourse, but not in the past 3 months; 1 person; 2 people; 3 people; 4 people; 5 people; 6 or more people</i> |
|--|--|

|  |         |
|--|---------|
| If yes to “Have you ever had sexual intercourse?”, The last time you had sexual intercourse, did you or your partner use a condom? ( <i>Risk Behavior Module</i> ) | Yes, No |
|--|---------|

|  |         |
|--|---------|
| If yes to “Have you ever had sexual intercourse?”, Did you drink alcohol or use drugs before you had sexual intercourse the last time? ( <i>Risk Behavior Module</i> ) | Yes, No |
|--|---------|

| Sexual Activity |  |
|-----------------|--|
|-----------------|--|

|              |  |
|--------------|--|
| Calculations | <b>Lifetime Sexual Activity:</b> “Did not abstain” is reported if members selected ‘yes’ as their response; “Abstained” is reported when members respond ‘no’.   |
|              | <b>Sexual Activity Before Age 13:</b> “Had sex before age 13” is reported if members select “11 years or younger”, or “12 years old”; “Did not have sex before age 13 (includes never had sex)” is reported if members select “I have never had sex”, or if they select any of the options above “13 years old”.   |
|              | <b>Currently Sexually Active (Last 3 Months),</b> “Not currently sexually active” is reported if members select, “I have never had sexual intercourse”; “I have had sexual intercourse, but not in the past 3 months”; “Currently sexually active” is reported if members select “1 person”; “2 people”; “3 people”; “4 people”; “5 people”; “6 or more people”. |
|              | <b>Condom Use During Last Sexual Intercourse</b> <i>This item is only calculated when members are categorized as “Currently sexually active” to the third item.</i> “Did not use condom” is reported when member select “No”; “Did use condom” is reported when members selected “Yes”.  |
|              | <b>Alcohol or Drug Use Before Last Sexual Intercourse</b> <i>This item is only calculated when members are categorized as “Currently sexually active” to the third item.</i> “Did not use alcohol or drugs” is reported when member select “No”; did use alcohol or drugs” is reported when members selected “Yes”.  |



# Social and Emotional Development (SED)

## SOCIAL AND EMOTIONAL DEVELOPMENT

As BGCA and Clubs expand the definition of health to include physical and emotional well-being, there is an increasing emphasis on enhancing young people’s social and emotional skills. Studies show that people who develop healthy and adaptive social emotional skills during childhood are more likely to make positive decisions regarding alcohol, illegal substances, and criminal activity, as well as avoid physical and mental health challenges later in life.

[Click here for additional research-based information for the SED module](#)

### SOCIAL AND EMOTIONAL DEVELOPMENT ITEMS & MEASURES

| Coping with Challenge  |  | Answer Choices:  |
|--|--|--|
| For each of the following statements, choose the answer that best describes you.   |  |  |
| When something important goes wrong in my life, I just can’t stop worrying about it. (Negative – Cope4)                      |  | <i>Not true at all, Not very true, Sort of true, Very true</i> |
| When something important goes wrong in my life, I try to keep people from finding out. (Negative – Cope5)                    |  | <i>Not true at all, Not very true, Sort of true, Very true</i> |
| If I don’t understand something right away, I stop trying to understand. (Negative – Persist3)                               |  | <i>Not true at all, Not very true, Sort of true, Very true</i> |
| When I have trouble doing something, I give up. (Negative – Persist4)  |  | <i>Not true at all, Not very true, Sort of true, Very true</i> |
| When something important goes wrong in my life, I try to figure out how to do better next time. (Positive – Cope1)           |  | <i>Very true, Sort of true, Not very true, Not true at all</i> |
| If something is really hard, I keep working at it. (Positive – Persist1)   |  | <i>Very true, Sort of true, Not very true, Not true at all</i> |
| When something important goes wrong in my life, I talk about it with someone to understand what happened. (Positive – Cope2) |  | <i>Very true, Sort of true, Not very true, Not true at all</i> |
| When something important goes wrong in my life, I tell myself I’ll do better next time. (Positive – Cope3)                   |  | <i>Very true, Sort of true, Not very true, Not true at all</i> |
| <b>Definition of Measure</b>   | <p><b>Sub-Scale to Scale Calculations:</b><br/>           The Coping with Challenge score is developed based on configural scoring of young people’s positive and negative coping responses.<br/>           Positive Coping is composed of Coping Actions (Cope1 &amp; Persist1) and Coping Strategies (Cope2 &amp; Cope3), while Negative Coping is composed of Worry (Cope4 &amp; Cope5) and Giving Up (Persist3 &amp; Persist4).<br/>           Scores ranging from Weak to Strong are calculated for each subscale, which are then combined to form the overall Coping with Challenge composite score.<br/>           The Coping with Challenge measure is then reported from “Very High” to “Very Low” using a 5-point scale.</p> |  |



**Identifying Emotions**

*Answer Choices:*

I know what emotions I am feeling.

*Very True, Sort of true, Not very true, Not at all true*

I understand how my feelings influence my actions.

*Very True, Sort of true, Not very true, Not at all true*

**Stress Management**

*Answer Choices:*

I am able to stay calm when I feel stressed.

*Very True, Sort of true, Not very true, Not at all true*

I know ways I can calm myself down.

*Very True, Sort of true, Not very true, Not at all true*

**Problem Solving**

*Answer Choices:*

I think about what might happen before making a decision.

*Very True, Sort of true, Not very true, Not at all true*

I can think of different ways to solve a problem.

*Very True, Sort of true, Not very true, Not at all true*

**Relationship Building**

*Answer Choices:*

I am good at making friends.

*Very true, Sort of True, Not very true, Not true at all*

**Self-Efficacy**

*Answer Choices:*

If I try my best, I can do most things.

*Very true, Sort of True, Not very true, Not true at all*

When I have a problem, I work to figure out a solution.

*Very true, Sort of True, Not very true, Not true at all*

**Empathy (Also Reported In 'Concern For Others' Module)**

*Answer Choices:*

How much do you agree or disagree with the following:

*Strongly agree, agree, disagree, strongly disagree*

I try to help when I see people in need.

*Strongly agree, agree, disagree, strongly disagree*

When I make a decision, I try to think about how other people will be affected.

*Strongly agree, agree, disagree, strongly disagree*

I want to help when I see someone having a problem.

*Strongly agree, agree, disagree, strongly disagree*

**Calculations**

**Optimal:** At least two of the items are “strongly agree” AND the other is at least “agree.”

**Needs Improvement:** Any one of the items is “disagree” or “strongly disagree.”

**Fair:** Answered at least two items and did not meet criteria for Optimal (Doing Great) or Needs Improvement



## Changes in Survey Measures or Calculations

Periodically, new items are added to the National Youth Outcomes Initiative (NYOI) Member Survey to enable Clubs to learn more about an area of concern or an emerging issue. When new measures are added, some existing questions or scales must be removed to keep the survey at a manageable length for Clubs and Club member respondents. This section identifies the items that were removed, changed, or added in the NYOI Member Survey and explains the implications for making year-to-year comparisons.

### CLUB EXPERIENCE

For the Fun and Sense of Belonging areas, the number of survey questions was reduced from five to three in 2013. This affects the scoring of these areas as well as the scoring for Overall Club Experience. As a result, for these indicators, data for 2012 and the prior year should not be compared to data for 2013 and subsequent years. Clubs that participated in the 2012 National Outcome Survey may request 2012 data using the new scoring to enable comparisons between 2012 and 2013. This data is available upon request by sending an email to [measurement@bgca.org](mailto:measurement@bgca.org). Additional Club Experience measures were added to the NYOI Member Survey in 2013, regarding Safety by Club Location and Bullying. Five Safety by Club Location measures were included on the base youth and teen survey instruments, so all participating Clubs have access to data from this.

In the spirit of continuous improvement, a workgroup of Club professionals from across the nation partnered with your national office in 2019 update the Club Experience measures. These changes were applied in the 2021 NYOI Member Survey and intend to address recurring feedback from Clubs and insights over the years, with particular attention to: reading level and clarity for youth; missing content for alignment to the Five Key Elements; and relevance of data for Clubs.

### SAFETY

In 2013, Clubs could select an optional module to augment their base surveys if they had a particular interest (special registration and web-based survey administration were required). One of these optional modules, for teens ages 13 and older only, related to Bullying. Only Clubs that opted to use this module have access to data from it.

In 2020, the Bullying items available in the Safety & Bullying module were updated to provide additional clarity to whom a member may have told if they answered yes to any of the bullying items. The three Bullying items are:

- During the past year, have you been bullied on school property?
- During the past year, have you been bullied at the Boys & Girls Club?
- During the past year, have you been electronically bullied?

If member answered 'Yes', they are asked if they told an adult, (*Did you tell an adult about it?*), if yes to this question, then the following question and response options are provided: (*Who did you tell?*) Yes, I told a teacher at school; Yes, I told a staff member at the Boys & Girls club; Yes, I told another adult.

### ACADEMIC SUCCESS

Access to Information about College was removed from the 2013 survey to make room for other measures. Clubs can access 2012 survey data on this measure upon request by sending an email to [measurement@bgca.org](mailto:measurement@bgca.org).

Additional academic success measures were incorporated in the NYOI Member Survey in 2012 and 2013: Self-reported Grades, Self-reported School Skipping and Perceived Importance of School. Data for these measures is available to all participating Clubs.

In 2016, Clubs could select optional modules for youth and teens related to members' perception of the Arts and STEM topics. Only Clubs that opted to use this module have access to data from it.

## CHARACTER AND LEADERSHIP

Measures in the areas of Leadership Skills and Civic Responsibility were added.

The Leadership Skills measure was included on the base youth and teen survey instruments in 2013; all participating Clubs have access to data from this.

In 2013, Clubs could select an optional module for youth and teens related to Civic Responsibility and contained two measures, Concern for Others and Concern for Community. Only Clubs that opted to use this module have access to data from it.

In 2018, the Concern for Others & Community module was merged with a new Social Emotional Development Module.

In 2021, the Social Emotional Development module was revised to simplify language and have a more concise set of survey items.

## HEALTHY LIFESTYLES

Member Participation in PE at School and Member Participation in Physical Activities at the Club were removed from the 2013 NYOI Member Survey to make room for other measures. Clubs can access 2012 survey data on these measures upon request by email to [measurement@bgca.org](mailto:measurement@bgca.org).

Member Engagement in Physical Activity remains in the NYOI Member Survey and is compared to national benchmarks.

In 2013, an expanded nutrition scale replaced two previously used measures on daily fruit and vegetable intake and number of sugar-sweetened drinks consumed per day. Now that data for the new nutrition measures has been released, Clubs that participated in the survey prior to 2013 no longer have access to the data for 2012 and prior.

Use of Chewing Tobacco, Snuff or Dip; Use of Cigars, Cigarillos or Little Cigars; Illicit Use of Prescription Drugs and Inhalant Use were on the base survey prior to 2013 but were moved to an optional Risky Behaviors module in 2013. Only Clubs that opted to use the risk module have access to data from it.

The previously used Tobacco Use measure was eliminated in 2013.

The Condom Use measure was changed in the 2013 NYOI Member Survey to allow for comparisons to national benchmarks. It also was included in an optional Risky Behaviors module. Only Clubs that opted to use the risk module have access to data on the modified measure. Clubs that participated in the NYOI Member Survey prior to 2013 can access data on the older measure upon request by sending an email to [measurement@bgca.org](mailto:measurement@bgca.org).

Additional measures, Use of Alcohol/Drugs Prior to Sexual Intercourse and Use of Vapor Products, were also added the optional risky behaviors module. Only Clubs that opted to use the risk module have access to data from it.

Dairy, Soda Pop, and Fried Potato consumption measures were removed from the 2016 NYOI Member Survey to make room for other measures.

The Vapor use measure was updated in 2020 to align with the Center for Disease Control and Prevention Youth Risk Behavior Surveillance Survey (YRBS). The YRBS has provided additional such as brand name examples.

The Vapor use item is: *Have you ever used an electronic vapor product such as JUUL, Vuse, MarkTen, and blu? (Includes e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods.)*

The Prescription drugs measure was updated in 2020 to align with the Center for Disease Control and Prevention Youth Risk Behavior Surveillance Survey (YRBS). The YRBS now refers to prescription pain medicine instead of the term prescription pain killer. The Prescription Pain Killer item is: *During your life, how many times have you taken a prescription medicine (such as Oxycotin, Percocet, Vicodin, Codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?*

## ITEMIZED LIST OF MEASURES DELETED

### ACADEMIC SUCCESS

- Access to Information about College: The extent to which surveyed members have access to college information as reported on the teen version of the NYOI Member Survey.

### STEM MODULE

- I enjoy learning new things in math.
- I want to take advanced science courses in high school.
- I like to see how things are made (for example, ice-cream, a TV, an iPhone, energy, etc.).
- I would like to have a science or computer job in the future.
- I want to understand science (for example, to know how computers work, how rain forms, or how airplanes fly).
- I get excited about learning about new discoveries or inventions.
- I pay attention when people talk about recycling to protect our environment.
- I am curious to learn more about cars that run on electricity.
- I like online games or computer programs that teach me about science.
- I sometimes think of myself as a science person.

### ARTS MODULE

- I can be creative at this Club.
- My parents would support me if I chose to have a career in the arts.
- Kids at this Club respect people who do ARTS.
- Kids at this Club respect people who do well in SCHOOL.
- Kids at this Club respect people who do SPORTS.
- I am interested in learning an art form now.
- I would like to learn an art form when I am older.
- I would like to have a career in the arts.

### GOOD CHARACTER AND CITIZENSHIP

- Eligibility for President's Volunteer Service Award: This is the number of members who could be eligible for a President's Volunteer Service Award based on the number of hours of community service reported by the Club.
- Teens Securing Summer Employment: Of surveyed members who wanted a job, the percentages of members who secured and did not secure a summer job the summer prior to taking the National Youth Outcomes Initiative Member Survey.

### SOCIAL EMOTIONAL DEVELOPMENT MODULE

- When I have a problem, I can work it out myself.
- If I try my best, I can do most things.
- There are many things that I can do well.
- I have at least one friend my age who really cares about me.
- I have at least one friend my age who talks with me about my problems.
- I have at least one friend my age who helps me when I am having a hard time.
- Knowing the emotions I feel.



- Understanding how my feelings influence how I act.
- Staying calm when I feel stressed.
- Getting through something even when I feel frustrated
- Controlling my temper when I am upset.
- Thinking carefully about what I say before I speak.
- Knowing ways I calm myself down.
- Thinking about what might happen before making a decision.
- Thinking of different ways to solve a problem.
- Asking for advice when making an important decision.

#### HEALTHY LIFESTYLES

- Member Participation in PE at School: The number of days per week that members participate in physical education at school, as reported on the youth or teen National Youth Outcomes Initiative Member Survey.
- Member Participation in Physical Activities at the Club: The number of days per week that members participate in physical activities at the Club, as reported on the youth or teen National Youth Outcomes Initiative Member Survey.
- Daily Fruit and Vegetable Intake: The percentages of members who reported eating four or fewer and five or more servings of fruits and vegetables on the day prior to taking the youth or teen National Youth Outcomes Initiative Member Survey.
- Number of Sugar-Sweetened Drinks per Day: The number of sugar-sweetened sodas that members reported drinking the day prior to taking the youth or teen National Youth Outcomes Initiative Member Survey. The measure did not include diet soda or sugar-sweetened drinks other than sodas.
- Number of Dairy Products per Day: The self-reported number of times members consumed dairy products the day prior to taking the youth or teen National Youth Outcomes Initiative Member Survey. This includes drinking milk (in any form, including cereal) and eating yogurt.
- Number of Fried Potatoes per Day: The number of times members reported eating fried potatoes the day prior to taking the youth or teen National Youth Outcomes Initiative Member Survey. The measure includes eating French fries, potato chips, or other fried potatoes.
- Tobacco Use: The percentages of surveyed members who reportedly abstained and did not abstain from using tobacco in the 30 days prior to taking the teen NYOI Member Survey. The calculation included cigarettes, cigars, cigarillos, little cigars, chewing tobacco, snuff and dip.

#### SAFETY

- Stay Away item: The percentage of surveyed members who reportedly stayed away from shortest route to the Club because they thought someone might harm them.

#### What if I Still Have Questions?

If after consulting this guide, you still have questions about the NYOI measures or changes that were made in the NYOI Member Survey, please contact the BGCA Planning & Measurement team at [measurement@bgca.org](mailto:measurement@bgca.org) or (404) 487-5399.



## Additional Resources

### COMPARISONS

BGCA has provided state, regional, and national data for comparison purposes. These comparisons were created by aggregating data from sites participating in the NYOI and are not necessarily reflective of all Boys & Girls Clubs or all BGC members. State, regional, and national comparison data may not be disseminated publicly.

The Youth Risk Behavior Surveillance Survey (YRBS) is a national survey created and administered by the Centers for Disease Control and Prevention (CDC). The YRBS monitors priority health-risk behaviors among youth and young adults. The survey is administered every two years in high school classrooms (9th through 12th grades) that are selected as part of the sampling process.

In creating the National Youth Outcomes Initiative (NYOI) Member Survey, BGCA has used some questions from the YRBS to compare BGC members' survey results with the state and national results from the YRBS. Because YRBS surveillance only includes high school students in grades 9 to 12, BGC comparison data is also limited to those members in high school, grades 9 to 12. Because of this, you will see different results for your organization when viewing YRBS comparisons versus when viewing your organization's risk behavior data alone or in comparison to other Boys & Girls Clubs. There is a difference because teens in middle school (sixth through eighth grades), teens who have completed 12th grade, and teens whose grade is unknown are removed from the data used to compare to YRBS.

### BGCA PROGRAM QUALITY RESOURCES

- The [Program Basics Suite](#) is a collection of resources to help Clubs enhance program quality and improve the Club Experience for youth.
- [CQI Toolkit](#) The toolkit provides the resources you need and guides you through a Continuous Quality Improvement (CQI) process engaging your entire team.
- The [Club Experience Blog](#) offers activity ideas, learning opportunities and practical wisdom from Club professionals across the Movement.
- The [Youth Development Toolbox](#) Designed to help Clubs focus on youth development fundamentals, this mobile app contains over 100 different tools tied to the components of the NYOI Club Experience indicator.
- The [Impact of the Club Experience Report](#) provides data and practical insights you can use to improve the Club Experience and program quality.
- The [NYOI Outcomes Report](#) highlights positive youth outcome findings from analysis of NYOI data, as well as third-party studies. A downloadable [PPT deck featuring 2020 outcomes findings](#) is also available.

### MY DATA REPORTING PORTAL

MY DATA is your online tool for accessing the information needed to make strategic decisions that support your Club's work. The MY DATA Navigator and MY DATA video tutorials located on [My Data on BGCA.net](#) provide guidance on all of the data available along with how to access and run reports.








## Appendix A: Virtual Survey Administration

### CLUB EXPERIENCE

The following table details the variance in Club Experience items when the survey is administered virtually. The items in blue in the In-Person Experience column, or purple in the Live Virtual Experience column, have a slightly different wording to the survey item. Item not included in the virtual survey are omitted from these columns.

|  | MEASURE  | IN-PERSON EXPERIENCE   | LIVE VIRTUAL EXPERIENCE   |
|--|--|--|---|
|  | <b>Physical safety</b><br>I feel safe from harm at this club<br>If someone wanted to hurt me or hit me at this club, someone else would stop them  | Compared to other online activities (like playing games or watching videos), how safe do you feel when you participate in your Club's activities?  | Compared to other online activities (like playing games or watching videos), how safe do you feel when you participate in your Club's activities? |
|  | <b>Emotional safety</b><br>I feel safe being myself at this Club<br>This Club has rules for how we're supposed to treat each other<br>Adults at this Club make sure the rules are followed<br>When kids say mean things, the adults do something about it /<br>When kids say or post mean things or comments, Club staff do something about it | I feel safe being myself at this Club<br>This Club has rules for how we're supposed to treat each other<br>Adults at this Club make sure the rules are followed<br>When kids say or post mean things or comments Club staff do something about it. | When kids say or post mean things or comments Club staff do something about it.   |
|  | <b>Adult connections</b><br>The adults at this Club care about me<br>Adults here take the time to talk to me<br>Adults here listen and understand what I have to say<br>I can talk to an adult at this Club if I have a problem  | The adults at this Club care about me<br>Adults here take the time to talk to me<br>Adults here listen and understand what I have to say<br>I can talk to an adult at this Club if I have a problem  | The adults at this Club care about me<br>I can talk to an adult at this Club if I have a problem  |
|  | <b>Peer connections</b><br>Kids here are nice to each other<br>Kids at this Club encourage me when I try my best<br>Kids at this Club are able to work out their problems<br>Kids here can count on each other   | Kids here are nice to each other<br>Kids at this Club encourage me when I try my best<br>Kids at this Club are able to work out their problems<br>Kids here can count on each other  | n/a   |

|   |                    |  |   |   |
|---|--------------------|--|---|---|
|    | Fun                | I enjoy coming to this Club<br>I enjoy participating at this Club<br>There are fun programs at this Club   | People at the Club accept me for who I am<br>People listen to me here   | n/a   |
|   | Sense of Belonging | People at this Club accept me for who I am<br>People listen to me here                                     | I enjoy participating in this Club<br>There are fun programs at this Club   | I enjoy participating in this Club<br>There are fun programs at this Club   |
|    | Encouragement      | Adults at this Club notice when I try my best<br>Adults here encourage me when I make positive choices     | Adults at this Club notice when I try my best<br>Adults here encourage me when I make positive choices                    | Adults at this Club notice when I try my best<br>Adults here encourage me when I make positive choices                    |
|   | Influence          | Adults at this Club ask my opinion on things<br>My ideas count here<br>I get to help make this Club better | Adults at this Club ask my opinion on things<br><b>My ideas count at this Club</b><br>I get to help make this Club better | Adults at this Club ask my opinion on things<br><b>My ideas count at this Club</b><br>I get to help make this Club better |
|  | Opportunities      | I get to explore new things at this Club<br>Adults here encourage me to try something different            | I get to explore new things at this Club<br>Adults here encourage me to try something different                           | I get to explore new things at this Club<br>Adults here encourage me to try something different                           |
|   | Expectations       | The adults at this Club believe that I will be a success<br>Adults here encourage me to do my best         | The adults at this Club believe that I will be a success<br>Adults here encourage me to do my best                        | The adults at this Club believe that I will be a success<br>Adults here encourage me to do my best                        |

## HEALTHY LIFESTYLES

Risk Behavior items are omitted from the virtual survey due to the sensitive nature of the questions.



## Appendix B: Research-Base for NYOI Measures

### CLUB EXPERIENCE MEASURES

In 2004, BGCA partnered with the Search Institute to undertake a comprehensive study to identify core Club practices that foster positive youth development. This comprehensive study aimed to identify core Club practices that are instrumental to fostering high-quality youth development. The research yielded 62 strategies and hundreds of practices. These were ultimately synthesized into Five Key Elements for Positive Youth Development and became central to our Formula for Impact theory of change<sup>1</sup>. When implemented together and with consistency, the Club meets the developmental needs of youth by providing:

1. A safe, positive environment
2. Access to fun and a sense of belonging
3. Access to supportive relationships
4. Meaningful opportunities and expectations
5. Formal and informal recognition

When BGCA launched NYOI to measure the Formula for Impact consistently and credibly, we sought to find a way to measure youth perception of these key elements for positive youth development. From this, the Club Experience indicator was developed. In 2011, BGCA partnered with Youth Development Strategies, Inc. to develop a tool and mechanism that would enable Boys & Girls Clubs to gauge members' Club experiences. Following a period of research, survey development, field testing, and refinement, the NYOI Member Survey was launched to the Movement. Included in this survey is the Club Experience indicator, which serves as a measure of quality from a Club member perspective.

The Club Experience indicator provides information about members' perceptions of the positive youth development experiences they are having at their Club. There are seven components of the Club Experience: Sense of Belonging, Emotional Safety, Physical Safety, Fun, Adult Connections, Staff Expectations and Recognition. These align directly with BGCA's Five Key Elements for Positive Youth Development. On the NYOI Member Survey, members respond to a series of questions about each component of the Club Experience. Each component is then scored separately based on the pattern of member's responses. For each component of the Club Experience, members' responses are categorized as optimal, indeterminate (fair) or insufficient (needs improvement). Optimal indicates that the members' survey answers signal positive responses. It represents the experience necessary for members to fulfill their developmental needs and achieve priority outcomes. If members' survey answers signal disconcerting or troubling responses for the measure, their Club Experience is rated Insufficient (fair). Indeterminate (needs improvement) signals a mix of responses that do not clearly align members to the other two categories.

Each of the Club Experience components are then used together to create a composite rating of our members' Overall Club Experience. To score at the optimal level on the Overall Club Experience, members' responses must indicate that the Club is optimal in three of the components and is not insufficient (needs improvement) in any component. A rating of insufficient (needs improvement) on the Overall Club Experience indicates that members rated at least two of the Club Experience components as insufficient (needs improvement).

The indicators used in the NYOI member survey, including the Club Experience indicator, were developed and tested by Youth Development Strategies, Inc. and the Institute for Research and Reform in Education. They are grounded in research and meet stringent statistical standards for validity and reliability. It is vitally important for Clubs to administer the survey as instructed by BGCA to protect members' privacy and confidentiality and

preserve data integrity. Each year after Clubs complete survey administration, BGCA conducts several additional validities checks to ensure data quality before releasing the data to Clubs.

## BULLYING MODULE

In 2015, over 20 percent of students reported they had been bullied on school property.<sup>ii</sup> Although bullying constitutes a wide range of behaviors, it is most commonly defined as “physical, verbal, or psychological attack or intimidation intended to cause fear, distress, or harm”.<sup>iii</sup> The rise of the internet has recently created a new form of bullying, electronic bullying or “cyber bullying”. A 2015 study conducted by the CDC found that 15.5 percent of students reported they had been electronically bullied.<sup>iv</sup>

Physical, verbal, and electronic bullying have all been linked to many negative outcomes for youth who have been bullied. Bullied youth are more likely to experience depression and anxiety and abuse substances.<sup>v</sup> Youth who have been bullied also have poorer educational achievement and are more likely to skip or drop out of school.<sup>vi</sup>

## ACADEMIC SUCCESS MEASURES

Acknowledging the critical relationship between school behaviors and academic success, BGCA uses a composite indicator made up of several NYOI education-related indicators to better understand the extent to which Club members are on track to achieve high-school graduation within four years. Members are considered to be on track to graduate on time when they: 1) progress to the next grade level in school within at least a year of the expected timing, 2) report grades of mostly As and Bs, 3) do not skip school, and 4) expect to graduate from high school.

The four core principles used in creating the composite Post-Secondary Readiness Measure are:

1. The measures follow the Adelman research on success in post-secondary school as closely as possible for creating and weighting thresholds for students in their senior year.
2. The configuration of math classes and math grades is the most important factor in the measure. For seniors it shows the most predictive validity in Adelman; and in the NOI survey it is the subject areas with the best measures (current class and grades in it). Overall math (classes and grades) combined with the level of science classes passed by senior year carry the most weight in rating students’ Post-Secondary Readiness.<sup>vii</sup>
3. The number of courses in language arts, foreign language and social studies, and finally overall grades, were added into the measure successively; but were given less emphasis and would only move an individual’s readiness rating at the very upper end or lower end of the rating.
4. While Adelman’s research applied only to senior year in high school, the senior year targets were used to calibrate measures for juniors and sophomores as well. Since the thresholds for how many/what type of courses needed to be taken by senior year, we calculated whether sophomores and juniors were on track to reach these targets or would likely be unable to meet these targets.

## STEM READINESS MEASURES

Research conducted on several afterschool programs that offered STEM education around the country found that youth involved in high-quality STEM programs had more positive attitudes towards STEM fields, increased knowledge and skills about STEM fields and topics, higher levels of high school graduation, and were more likely to pursue STEM careers than their counterparts who did not participate in afterschool STEM programs.<sup>viii</sup> To better understand Club members’ interest in and level of preparation for STEM careers and to inform new program development, BGCA worked with The PEAR (Partnerships in Education and Resilience) Institute at Harvard University in 2016 to create STEM measures for NYOI. The measures capture members’ STEM interest, efficacy, commitment, and performance to create an indicator of their preparation for future STEM study.



Interest and efficacy have long been noted for their connections to motivational and achievement outcomes.<sup>ix</sup> Having an interest in, and feeling successful at, science and math is a first step in succeeding in STEM. But interest and efficacy alone are not enough to propel students to be successful in a STEM field; they must also take coursework that prepares them for success in post-secondary study and careers.<sup>x</sup>

For younger students, STEM preparation typically takes the form of bolstering curiosity and interest in science and providing opportunities to develop efficacy.<sup>xi</sup> As students get older, it is important to maintain their interest and efficacy beliefs. But older students also need to learn content (knowledge), and they need guidance about the skills and next steps needed to transform their general interest and perceived competence into future STEM coursework and career planning.<sup>xii</sup>

## ARTS MODULE

Participation in arts programs have been linked to a host of positive academic and social outcomes for youth, particularly for underserved youth.<sup>xiii</sup> Youth who participate in arts programs tend to have higher test scores, school grades, post-secondary enrollment, and cognitive skills.<sup>xiv</sup> Additionally, youth who are highly involved in the arts watch fewer hours of TV, are more active in community service, and are more likely to participate during school.<sup>xv</sup> Arts programs are also associated with increased self-esteem and motivation among youth.

## GOOD CHARACTER & CITIZENSHIP MEASURES

Citizenship and character also speak to how youth function in their social world: by working well in teams (Teamwork) and by acting as principled leaders among their peers (Leadership and Integrity). These two configurations of research-based indicators of positive youth development are important markers of how well young people are doing as they move through late childhood and adolescence; and they are leading indicators of future success as adult citizens.

- **Teamwork:** The Partnership for 21<sup>st</sup> Century Learning has identified a framework for the “knowledge, skills and expertise students should master to succeed in work and life in the 21st century”. (<http://www.p21.org/>). Key among those skills is the ability for students to communicate and collaborate effectively with others: to work well with a variety of people, to listen to others’ points of view, and to be adaptable and willing to compromise to accomplish a mutual goal. Although relatively new as an area of study, the ability to work skillfully as a team is a crucial component of successful navigation of 21<sup>st</sup> century lives.
- **Goal Pursuit:** Among the many contributors to young people’s well-being is their motivation and ability to make and act toward their goals.<sup>xvi</sup> Research has identified the importance of goal setting for achievement outcomes, and goals help propel young people to persist in the face of challenge.<sup>xvii</sup> Goals and goal setting play a key role in self-regulation and motivation, and are associated with decreases in fighting, smoking, and depression.<sup>xviii</sup>
- **Leadership Skills:** The ability to guide and lead others has been identified as an important skill for youth and adolescents to ensure lifelong success in the 21st century.<sup>xix</sup> Leadership skills include the abilities to influence and guide other individuals toward a goal, to leverage the strengths and abilities of others when working toward a mutual goal, to inspire others to reach their full potential, and to demonstrate influence and power in an ethical manner. Most researchers agree that leadership is not a skill young people are born with, but instead something that can be cultivated within youth.<sup>xx</sup> Youth who possess strong leadership skills are better able to work and communicate effectively with others, set goals and objectives for themselves, and succeed in overcoming many challenges of adulthood.<sup>xxi</sup>
- **Volunteering:** Youth who participate in service activities are more likely to vote, to have more socially responsible attitudes, and to have better work ethics as adults. Studies also indicate that young people who engage in service may also perform better academically, be more likely to graduate from high school, and avoid pregnancy and drug use.<sup>xxii</sup>
- **Conflict Resolution Skills:** Conflict resolution skills help to reduce violence and contribute to a positive environment, and these skills also have broader benefit. Conflict resolution education has been linked to increased empathy, reduction



of prejudice and increased school attachment for young people.<sup>xxiii</sup> Conflict resolution skills have also been found to predict youth civic engagement.<sup>xxiv</sup>

## HEALTHY LIFESTYLE MEASURES

Young people who develop healthy eating and exercise habits during childhood and adolescence are more likely to maintain these habits, along with the associated health benefits, into adulthood. Monitoring health-related factors such as physical activity, nutrition, and physical fitness, as well as members' avoidance of risky behaviors helps Clubs effectively target programming and interventions and enables Clubs and BGCA to demonstrate our positive impact on the health and well-being of members.

- **Physical Activity:** Physical activity is a way to combat obesity and is a critical element of an overall healthy lifestyle. Physically active youth have higher levels of cardio-respiratory fitness, stronger muscles, lower body fatness (a measure of percentage of body fat) and stronger bones, and they may have reduced symptoms of anxiety and depression. Youth who are regularly active also have a better chance of a healthy adulthood. Children and adolescents do not usually develop chronic diseases such as heart disease, hypertension, type-2 diabetes, or osteoporosis; however, risk factors for these diseases can begin to develop early in life. Regular physical activity makes it less likely that young people will develop these risk factors and more likely that they will remain healthy as adults. Finally, evidence suggests that higher levels of physical activity in childhood are predictive of high levels of physical activity in adulthood.<sup>xxv</sup>
- **Nutrition:** In order to support the nutritional needs of growing bodies, the U.S. Department of Agriculture and the U.S. Department of Health and Human Services recommend that youth eat breakfast every day, get at least five daily servings of fruits and vegetables, and avoid sugar sweetened drinks that increase caloric intake without providing any nutritional value.<sup>xxvi</sup>
- **Alcohol:** Alcohol use in childhood and adolescence is associated with a host of negative short-term outcomes, including academic failure, drug use, injury-related death and risky sexual behavior.<sup>xxvii</sup> Research indicates that both the onset of alcohol use in childhood and escalating alcohol use in adolescence increase the likelihood of alcohol dependence in adulthood. Early drinking behaviors are also associated with an increased likelihood of drug use in adolescence.<sup>xxviii</sup>
- **Drugs:** The negative consequences of adolescent drug use are well-documented. In addition to the associated physical health risks, adolescent drug users may experience intrapersonal, interpersonal and social consequences, such as guilt, detachment from family or trouble at school.<sup>xxix</sup>
- **Tobacco:** According to the CDC, tobacco use is responsible for about 20 percent of U.S. deaths each year.<sup>xxx</sup> The Substance Abuse and Mental Health Administration estimates that each day about 1,000 youth become regular smokers.<sup>xxxi</sup>
- **Sexual Activity:** Sexual risk taking – defined as onset of sexual activity at an early age, having multiple sexual partners and/or engaging in unprotected sex – puts youth at risk for unplanned pregnancy and sexually transmitted infections, including HIV.<sup>xxxii</sup> Adolescents who become sexually active earlier than their peers are also more likely to engage in delinquent behaviors.<sup>xxxiii</sup>

## SOCIAL EMOTIONAL DEVELOPMENT MODULE

Social and Emotional Development are the skills that young people and adults apply to identify and manage their emotions, establish, and maintain healthy relationships with themselves and others and make responsible decisions.<sup>xxxiv</sup> Clubs have a unique opportunity to invest in the development of social emotional skills and resilience in youth (promotion), offer targeted small-group prevention programs (prevention/targeted promotion), and connect youth with specialized support (intervention) so that they can be healthy and productive. SED skills are developed in four developmental areas:

- Emotional regulation: ability to recognize feelings and identify the appropriate response option
- Healthy relationships with self: positive sense of self
- Healthy relationships with others: ability to make strong, positive connections with others

- Responsible Decision-making: ability to recognize potential positive and negative consequences and identify possible courses of action

The following skills are linked to improvements in academic achievement and positive social behavior, and reductions in conduct problems and emotional distress.<sup>xxxv</sup>

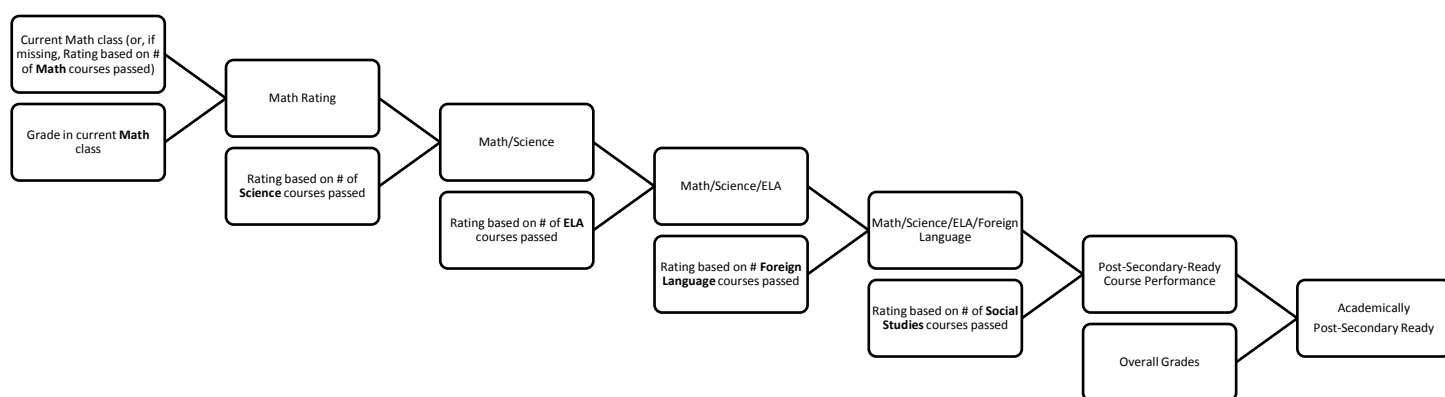
- **Coping with Challenge:** Young people’s ability to successfully navigate day-to-day challenges has been demonstrated to be essential to their wellbeing.<sup>xxxvi</sup> Evidence suggests that selection of adaptive ways of coping (e.g., strategizing, comfort-seeking, self-encouragement) results in more positive outcomes, while using maladaptive coping strategies (e.g., concealment or rumination) typically leads to more negative outcomes, both in academic settings and in life more generally.  
Moreover, young people’s persistence in the face of challenge, rather than giving up, is crucial for their success. Academically, young people who persist in the face of challenge earn higher grades and elicit increases in teacher support and personal resources such as perceptions of competence, connectedness with others, and sense of autonomy.<sup>xxxvii</sup>
- **Identifying Emotions:** According to the Yale Center for Emotional Intelligence being able to identify emotions can help to improve the emotional literacy of young people which is recognizing, understanding, labeling, expression and regulating emotions. Being able to express emotions (and regulating them) helps to foster intra and interpersonal relationships, increase academic performance and lead to increased health and well-being.<sup>xxxviii</sup>
- **Impulse Control:** Impulse control and the ability to regulate their emotions helps young people to respond appropriately to others, cultivate peer and adult relationships, and helps them understand social rules of engagement<sup>xxxix</sup> Young people who have the ability to regulate their emotions are less likely to use drugs and alcohol in their teen years and engage in negative behaviors that are based on how they are feeling.<sup>xl</sup> When young people learn how to regulate their emotions they can also learn how to improve their focus and motivation to become engaged learners.
- **Problem Solving:** The ability to identify and solve problems helps young people address their issues, know they have a choice in creating solutions, and can result in a positive response to situations. Increased ability to problem-solve can also result in improved emotional health and increased ability to make better decisions.<sup>xli</sup>
- **Relationship-Building:** Positive connections to peers, family, trusted adults and their community can build the overall health and wellness of young adults and help put them on the path to becoming productive adults.<sup>xlii</sup> As young people develop, the more important close peer friendships become to them and building those relationships can be foundational in their positive development.
- **Self-Efficacy:** Self-efficacy is foundational for the motivation, well-being and personal accomplishment of young people because if they believe in themselves and their ability to complete a tasks, the more likely they are to “have incentive to act or to persevere in the face of difficulties that inevitably ensue”.<sup>xliii</sup> Research has shown that self-efficacy is a strong predictor of academic achievement, and that when young people are internally motivated to learn and achieve they are more likely to problem-solve and persist through a task because they believe they can succeed.<sup>xliv</sup>
- **Empathy:** Youth demonstrating concern for other individuals and their community is an important aspect of youth development. Research indicates that youth who show empathy and concern towards others and their community are more likely to help others and to be involved in their communities.<sup>xlv</sup>



# Appendix C: Configural Scoring & Calculations

## POST-SECONDARY READINESS

Members Academically Post-Secondary Readiness measure is configured beginning with their Overall Math rating. This score is based on their currently enrolled math class and their grades in that course. Because success in Math and Science tend to be the strongest predictors of post-secondary outcomes, members' progress in these courses is weighted more heavily in their overall Post-Secondary Ready Course Performance score than is their progress in other courses. The remaining courses, English, then Social Studies, and finally overall grades, are used to adjust members' scores from Very High to Very Low using a 5-point scale. The diagram below illustrates the sequence and the configural scoring method is detailed beneath the diagram.



### OVERALL MATH RATING

#### CURRENT MATH CLASS THRESHOLDS

**Fast:** Member reports Algebra 2, Pre-Calc/Trig, Calculus, or Advanced Calculus in Grade 10; Pre-Calc/Trig, Calculus, or Advanced Calculus in Grade 11; and Calculus, or Advanced Calculus in Grade 12

**On Track:** Member reports Geometry in Grade 10; Algebra 2 in Grade 11; and Pre-Calc/Trig in Grade 12

**Off Track:** Member reports Algebra 1 in Grade 10, Geometry in Grade 11, and Algebra 2 in Grade 12

**Severely Off Track:** Member reports Pre-Algebra in Grade 10; Pre-Algebra or Algebra 1 in Grade 11; and Pre-Algebra, Algebra 1 or Geometry in Grade 12

#### THRESHOLDS FOR NUMBER OF MATH CLASSES PASSED

**Fast:** Member reports 2 or 3 in Grade 10; >=3 in Grade 11; and >=4 in Grade 12

**On Track:** Member reports 1 in Grade 10; 2 in Grade 11; and 3 in Grade 12

**Off Track:** Member reports 0 in Grade 10; 1 in Grade 11; and 2 in Grade 12

**Severely Off Track:** Member reports 0 in Grade 11; and 0 or 1 in Grade 12

**Exclude:** Member reports 4 or more in Grade 10

#### MATH GRADE THRESHOLDS

**Strong:** Mostly A's in Grades 10-12

**Promising:** Mostly B's in Grades 10-12

**Marginal:** Mostly C's in Grades 10-12

**Weak:** Mostly D's or F's in Grades 10-12



The Overall Math Rating is based on Math Current Course in Grade 10; and Current Course or #Math Courses Passed in Grade 11-12, and the member's Math Grades Thresholds.

| Overall Math |           | Math Current Course Rating |                  |                  |                  |                  |                  |                  |                  |                  |                    |                  |                  |                           |                  |                  |         |
|--------------|-----------|----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|---------------------------|------------------|------------------|---------|
|              |           | Fast                       |                  |                  | On Track         |                  |                  | Off Track        |                  |                  | Severely Off Track |                  |                  | "Other" course or missing |                  |                  |         |
|              |           | 10 <sup>th</sup>           | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup>   | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup>          | 11 <sup>th</sup> | 12 <sup>th</sup> |         |
| Math Grades  | Strong    | V<br>H                     | V<br>H           | V<br>H           | H                | H                | V<br>H           | M                | M                | H                | M                  | L                | V<br>L           | H                         | n/<br>a          | n/<br>a          |         |
|              | Promising | H                          | H                | H                | H                | M                | H                | L                | L                | M                | L                  | V<br>L           | V<br>L           | M                         | n/<br>a          | n/<br>a          |         |
|              | Marginal  | M                          | M                | M                | M                | M                | H                | L                | V<br>L           | L                | V<br>L             | V<br>L           | V<br>L           | L                         | n/<br>a          | n/<br>a          |         |
|              | Weak      | L                          | L                | L                | V<br>L           | L                | L                | V<br>L           | V<br>L           | V<br>L           | V<br>L             | V<br>L           | V<br>L           | V<br>L                    | V<br>L           | n/<br>a          | n/<br>a |
|              | Missing   | H                          | H                | H                | H                | H                | H                | L                | L                | L                | V<br>L             | V<br>L           | V<br>L           | n/a                       | n/<br>a          | n/<br>a          |         |

VH=Very High; H=High; M=Medium; L=Low; VL=Very

### THRESHOLDS FOR NUMBER OF SCIENCE CLASSES PASSED

**Fast:** Member reports 2 or 3 or 4 in Grade 10; >2 in Grade 11; and >=4 in Grade 12

**On Track:** Member reports 1 in Grade 10; 1 or 2 in Grade 11; and 2 or 3 in Grade 12

**Off Track:** Member reports 0 in Grade 10; 0 in Grade 11; and 1 in Grade 12

**Severely Off Track:** Member reports 0 in Grade 12

The (Math + Science) Rating is Based on a Member's Overall Math Rating and then a new rating is developed by adding the Number of Science Courses passed.

| Math + Science                           |                    | Overall Math Rating for Grades 10-12 |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|--|--------------------|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|  |                    | Very High                            |                  |                  | High             |                  |                  | Medium           |                  |                  | Low              |                  |                  | Very Low         |                  |                  |
|  |                    | 10 <sup>th</sup>                     | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> |
| Rating Based on # Science Courses Passed | Fast               | VH                                   | VH               | VH               | H                | VH               | VH               | M                | M                | M                | M                | M                | L                | VL               | VL               | VL               |
|  | On Track           | H                                    | VH               | VH               | H                | H                | H                | M                | M                | M                | M                | L                | L                | VL               | VL               | VL               |
|  | Off Track          | M                                    | M                | M                | M                | M                | M                | L                | M                | L                | L                | L                | VL               | VL               | VL               | VL               |
|  | Severely Off Track | n/a                                  | n/a              | L                | n/a              | n/a              | L                | n/a              | n/a              | L                | n/a              | n/a              | L                | n/a              | n/a              | L                |
|  | Missing            | VH                                   | VH               | VH               | H                | H                | H                | M                | M                | M                | L                | L                | L                | VL               | VL               | VL               |

VH=Very High; H=High; M=Medium; L=Low; VL=Very

### THRESHOLDS FOR NUMBER OF ENGLISH CLASSES PASSED

**Fast:** Member reports >1 in Grade 10; >2 in Grade 11; and >=4 in Grade 12

**On Track:** Member reports 1 in Grade 10; 2 in Grade 11; and 3 in Grade 12

**Off Track:** Member reports 0 in Grade 10; 1 in Grade 11; and 2 in Grade 12

**Severely Off Track:** Member reports 0 in Grade 11; or 0-1 in Grade 12

The (Math + Science) + English Rating is based on a member's (Math + Science) rating and then a new rating is developed by adding the number of English courses passed.

| (Math + Science) + English |           | Rating based on # of English Courses passed for Grade 10, Grade 11, and Grade 12 |                  |                  |                  |                  |                  |                  |                  |                  |                    |                  |                  |    |    |
|----------------------------|-----------|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|----|----|
|                            |           | Fast   |                  |                  | On Track         |                  |                  | Off Track        |                  |                  | Severely Off Track |                  |                  |    |    |
|                            |           | 10 <sup>th</sup>   | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup>   | 11 <sup>th</sup> | 12 <sup>th</sup> |    |    |
| Math + Science             | Very High | VH   | VH               | VH               | VH               | VH               | VH               | VH               | VH               | VH               | VH                 | VH               | n/a              | H  | H  |
|                            | High      | H  | H                | H                | H                | H                | H                | H                | H                | H                | H                  | H                | n/a              | M  | M  |
|                            | Medium    | M  | M                | M                | M                | M                | M                | M                | M                | M                | M                  | M                | n/a              | L  | L  |
|                            | Low       | L  | L                | L                | L                | L                | L                | L                | L                | L                | L                  | L                | n/a              | L  | VL |
|                            | Very Low  | VL   | VL               | VL               | VL               | VL               | VL               | VL               | VL               | VL               | VL                 | VL               | n/a              | VL | VL |

VH=Very High; H=High; M=Medium; L=Low; VL=Very

### THRESHOLDS FOR NUMBER OF FOREIGN LANGUAGE CLASSES PASSED

**Fast:** Member reports >1 in Grade 10; >2 in Grade 11; and >=3 in Grade 12

**On Track:** Member reports 0-1 in Grade 10; 1-2 in Grade 11; and 2 in Grade 12

**Off Track:** Member reports 0 in Grade 11; and 1 in Grade 12

**Severely Off Track:** Member reports 0 in Grade 12

The (Math + Science) + English + Foreign Language Rating is based on a member's (Math + Science) + English rating and then a new rating is developed by adding the number of Foreign Language courses passed.

| (Math + Science + English) + Foreign Language |           | Rating based on # of Foreign Language Courses passed for Grade 10, Grade 11, and Grade 12. |                  |                  |                  |                  |                  |                  |                  |                  |                    |                  |                  |
|---|-----------|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|
|   |           | Fast   |                  |                  | On Track         |                  |                  | Off Track        |                  |                  | Severely Off Track |                  |                  |
|   |           | 10 <sup>th</sup>   | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup>   | 11 <sup>th</sup> | 12 <sup>th</sup> |
| Math + Science + English                      | Very High | VH   | VH               | VH               | VH               | VH               | VH               | n/a              | VH               | VH               | n/a                | n/a              | H                |
|   | High      | H  | VH               | VH               | H                | H                | H                | n/a              | H                | H                | n/a                | n/a              | M                |
|   | Medium    | M  | M                | M                | M                | M                | M                | n/a              | M                | M                | n/a                | n/a              | M                |
|   | Low       | L  | L                | L                | L                | L                | L                | n/a              | L                | L                | n/a                | n/a              | L                |
|   | Very Low  | VL   | VL               | VL               | VL               | VL               | VL               | n/a              | VL               | VL               | n/a                | n/a              | VL               |

VH=Very High; H=High; M=Medium; L=Low; VL=Very

### THRESHOLDS FOR NUMBER OF SOCIAL STUDIES CLASSES PASSED

**Fast:** Member reports >1 in Grade 10; >2 in Grade 11; and >=3 in Grade 12

**On Track:** Member reports 0-1 in Grade 10; 1-2 in Grade 11; and 2 in Grade 12

**Off Track:** Member reports 0 in Grade 11; and 1 in Grade 12

**Severely Off Track:** Member reports 0 in Grade 12

The Post-Secondary Ready Course Performance Rating is based on a member's (Math + Science) + English + Foreign Language rating and then a new rating is developed by adding the number of Social Studies courses passed.

| Post-Secondary Ready Course Performance     |           | Rating based on # of Social Studies Courses passed for Grade 10, Grade 11, and Grade 12. |                  |                  |                  |                  |                  |                  |                  |                  |                    |                  |                  |
|---|-----------|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|
|   |           | Fast   |                  |                  | On Track         |                  |                  | Off Track        |                  |                  | Severely Off Track |                  |                  |
|   |           | 10 <sup>th</sup>   | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 10 <sup>th</sup>   | 11 <sup>th</sup> | 12 <sup>th</sup> |
| Math + Science + English + Foreign Language | Very High | VH   | VH               | VH               | VH               | VH               | VH               | n/a              | VH               | VH               | n/a                | n/a              | H                |
|   | High      | H  | H                | H                | H                | H                | H                | n/a              | H                | H                | n/a                | n/a              | M                |
|   | Medium    | M  | M                | M                | M                | M                | M                | n/a              | M                | M                | n/a                | n/a              | M                |
|   | Low       | L  | L                | L                | L                | L                | L                | n/a              | L                | L                | n/a                | n/a              | L                |
|   | Very Low  | VL   | VL               | VL               | VL               | VL               | VL               | n/a              | VL               | VL               | n/a                | n/a              | VL               |

VH=Very High; H=High; M=Medium; L=Low; VL=Very

### ACADEMICALLY POST-SECONDARY READY

The **Academically Post-Secondary Ready** is developed by utilizing the 4-point threshold scoring for member's responses to the Overall Grades items; and crossing those responses with how they were categorized for the Post-Secondary Ready Course Performance measure. The three box-scoring configurations below identify how each of these combinations were calculated based on the member's grade level (Grade 10, Grade 11, or Grade 12).

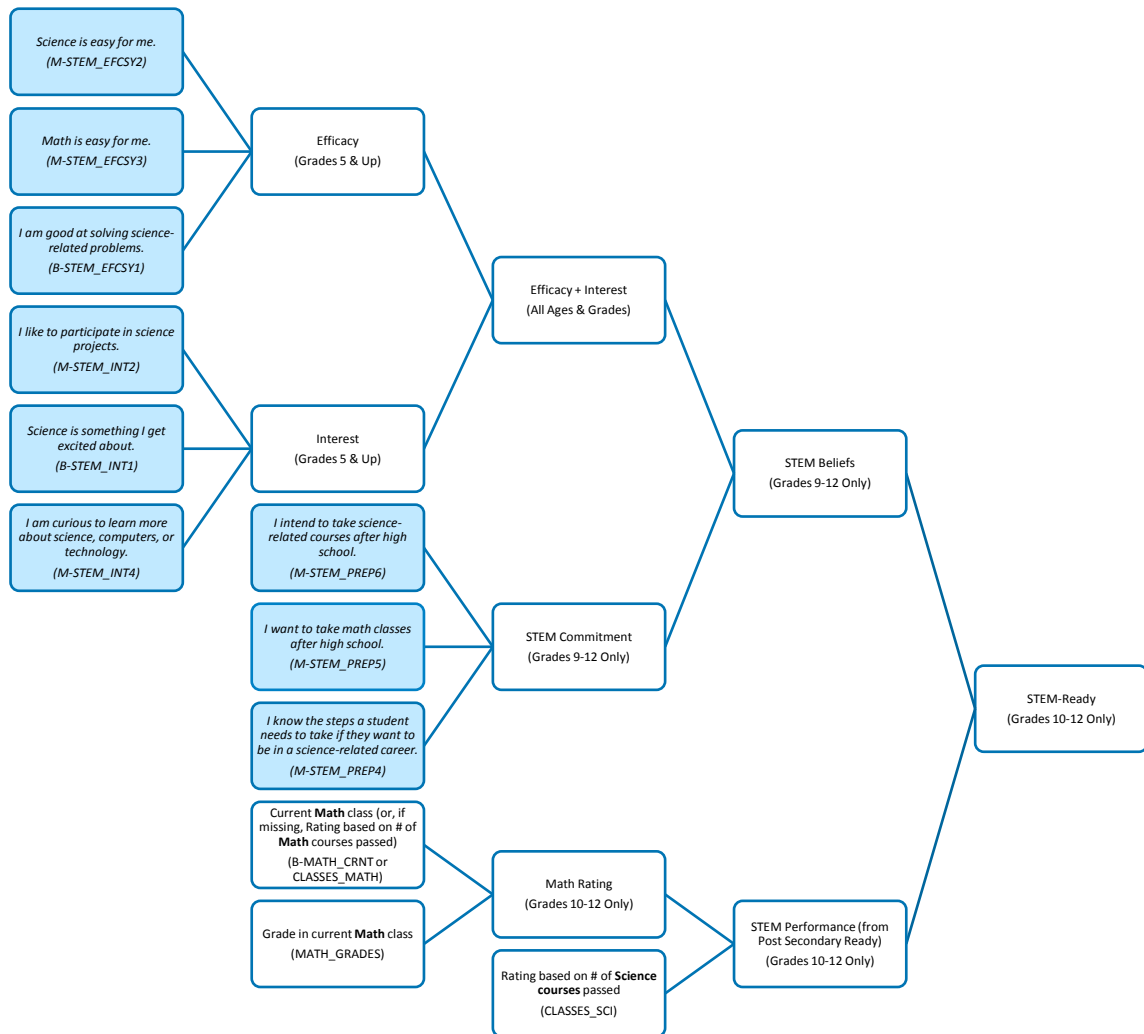
| Grade 10                                |           | OVERALL GRADES |           |           |           |
|---|-----------|----------------|-----------|-----------|-----------|
|   |           | Very High      | High      | Low       | Very Low  |
| Post-Secondary Ready Course Performance | Very High | Very High      | Very High | Very High | Very High |
|   | High      | High           | High      | High      | High      |
|   | Medium    | Medium         | Medium    | Medium    | Medium    |
|   | Low       | Medium         | Low       | Low       | Low       |
|   | Very Low  | Low            | Very Low  | Very Low  | Very Low  |
| GRADE 11                                |           | OVERALL GRADES |           |           |           |
|   |           | Strong         | Promising | Marginal  | Weak      |
| Post-Secondary Ready Course Performance | Very High | Very High      | Very High | Very High | High      |
|   | High      | High           | High      | High      | Medium    |
|   | Medium    | Medium         | Medium    | Medium    | Medium    |
|   | Low       | Low            | Low       | Low       | Low       |
|   | Very Low  | Very Low       | Very Low  | Very Low  | Very Low  |
| GRADE 12                                |           | OVERALL GRADES |           |           |           |
|   |           | Strong         | Promising | Marginal  | Weak      |
| Post-Secondary Ready Course Performance | Very High | Very High      | Very High | Very High | Medium    |
|   | High      | High           | High      | High      | Low       |
|   | Medium    | Medium         | Medium    | Medium    | Low       |
|   | Low       | Low            | Low       | Low       | Very Low  |
|   | Very Low  | Very Low       | Very Low  | Very Low  | Very Low  |

[Click here to return to Academic Success](#)



### STEM READINESS

The STEM Readiness measure combines the STEM Efficacy, Interest, and Commitment items; along with Course Performance from the Post-Secondary Ready items (10th to 12th Grade Only) to categorize members from “Very High” to “Very Low” using a 5-point scale. The diagram below illustrates the sequence, and the configural scoring method is detailed beneath the diagram.



### STEM INTEREST

The STEM Interest measure is developed by a member’s pattern of responses to the items “I like to participate in science projects”, “I am curious to learn more about science, computers, or technology”, and “Science is something I get excited about”.

| I like to participate in science projects. (stem_int2) |   |                   | I am curious to learn more about science, computers, or technology. (stem_int4) |           |          |                   |
|--|---|-------------------|---|-----------|----------|-------------------|
|  |   |                   | Strongly Agree  | Agree     | Disagree | Strongly Disagree |
| <b>Strongly Agree</b>                                  | Science is something I get excited about. (STEM_INT1) | Strongly Agree    | Very High   | Very High | High     | Medium            |
|  |   | Agree             | Very High   | Very High | Medium   | Medium            |
|  |   | Disagree          | High  | Medium    | Low      | Low               |
|  |   | Strongly Disagree | Medium  | Medium    | Low      | Low               |
| <b>Agree</b>   | Science is something I get excited about. (STEM_INT1) | Strongly Agree    | Very High   | Very High | Medium   | Low               |
|  |   | Agree             | Very High   | High      | Low      | Low               |
|  |   | Disagree          | Medium  | Low       | Low      | Low               |
|  |   | Strongly Disagree | Low   | Low       | Low      | Low               |
| <b>Disagree</b>  | Science is something I get excited about. (STEM_INT1) | Strongly Agree    | High  | High      | Low      | Very Low          |
|  |   | Agree             | High  | Medium    | Very Low | Very Low          |
|  |   | Disagree          | Low   | Very Low  | Very Low | Very Low          |
|  |   | Strongly Disagree | Very Low  | Very Low  | Very Low | Very Low          |
| <b>Strongly Disagree</b>                               | Science is something I get excited about. (STEM_INT1) | Strongly Agree    | Medium  | Medium    | Medium   | Very Low          |
|  |   | Agree             | Medium  | Low       | Very Low | Very Low          |
|  |   | Disagree          | Low   | Very Low  | Very Low | Very Low          |
|  |   | Strongly Disagree | Very Low  | Very Low  | Very Low | Very Low          |

### STEM EFFICACY

The STEM Efficacy measure is developed by a member’s pattern of responses to the items “I am good at solving science-related problems”, “Math is easy for me”, and “Science is easy for me”.

| I am good at solving science-related problems. (stem_efcsy1) |                                       |                   | Math is easy for me. (stem_efcsy3) |           |          |                   |
|--|---------------------------------------|-------------------|------------------------------------|-----------|----------|-------------------|
|  |                                       |                   | Strongly Agree                     | Agree     | Disagree | Strongly Disagree |
| <b>Strongly Agree</b>  | Science is easy for me. (STEM_EFCSY2) | Strongly Agree    | Very High                          | Very High | High     | Medium            |
|  |                                       | Agree             | Very High                          | High      | High     | Medium            |
|  |                                       | Disagree          | High                               | High      | Medium   | Medium            |
|  |                                       | Strongly Disagree | Medium                             | Medium    | Medium   | Medium            |
| <b>Agree</b>   | Science is easy for me. (STEM_EFCSY2) | Strongly Agree    | Very High                          | High      | Medium   | Medium            |
|  |                                       | Agree             | High                               | High      | Medium   | Medium            |
|  |                                       | Disagree          | Medium                             | Medium    | Medium   | Medium            |
|  |                                       | Strongly Disagree | Medium                             | Medium    | Medium   | Low               |
| <b>Disagree</b>  | Science is easy for me. (STEM_EFCSY2) | Strongly Agree    | Medium                             | Low       | Low      | Very Low          |
|  |                                       | Agree             | Low                                | Low       | Low      | Very Low          |
|  |                                       | Disagree          | Low                                | Low       | Very Low | Very Low          |
|  |                                       | Strongly Disagree | Very Low                           | Very Low  | Very Low | Very Low          |
| <b>Strongly Disagree</b>                                     | Science is easy for me. (STEM_EFCSY2) | Strongly Agree    | Low                                | Very Low  | Very Low | Very Low          |
|  |                                       | Agree             | Very Low                           | Very Low  | Very Low | Very Low          |
|  |                                       | Disagree          | Very Low                           | Very Low  | Very Low | Very Low          |
|  |                                       | Strongly Disagree | Very Low                           | Very Low  | Very Low | Very Low          |



**EFFICACY + INTEREST**

The (Efficacy + Interest) rating is developed by adding a member’s Efficacy rating with their Interest rating. The (Efficacy + Interest) rating is then added to a member’s STEM Commitment rating to form their STEM Beliefs rating.

| Efficacy + Interest |           | Efficacy  |           |          |          |          |
|---------------------|-----------|-----------|-----------|----------|----------|----------|
|                     |           | Very High | High      | Medium   | Low      | Very Low |
| Interest            | Very High | Very High | High      | Medium   | Low      | Very Low |
|                     | High      | Very High | Very High | Medium   | Low      | Very Low |
|                     | Medium    | Very High | High      | Medium   | Low      | Very Low |
|                     | Low       | Very High | Medium    | Medium   | Low      | Very Low |
|                     | Very Low  | Medium    | Medium    | Very Low | Very Low | Very Low |

**STEM COMMITMENT**

The STEM Efficacy measure is developed by a member’s pattern of responses to the items “I know the steps a student needs to take if they want to be in a science-related career”, “I want to take math courses after high school”, and ” I intend to take science-related courses after high school (e.g. technology, biology, engineering)”.

| STEM Commitment   |   |                   |   |           |           |                   |
|---|---|-------------------|---|-----------|-----------|-------------------|
| I know the steps a student needs to take if they want to be in a science-related career. (STEM_PREP4) |   |                   | I want to take math courses after high school. (STEM_PREP5) |           |           |                   |
|   |   |                   | Strongly Agree  | Agree     | Disagree  | Strongly Disagree |
| Strongly Agree  | I intend to take science-related courses after high school (e.g. technology, biology, engineering) (STEM_PREP6) | Strongly Agree    | Very High   | Very High | Very High | High              |
|   |   | Agree             | Very High   | Very High | High      | Medium            |
|   |   | Disagree          | Very High   | High      | Medium    | Low               |
|   |   | Strongly Disagree | High  | Medium    | Low       | Low               |
| Agree   | I intend to take science-related courses after high school (e.g. technology, biology, engineering) (STEM_PREP6) | Strongly Agree    | Very High   | Very High | High      | Medium            |
|   |   | Agree             | Very High   | High      | Medium    | Low               |
|   |   | Disagree          | High  | Medium    | Low       | Very Low          |
|   |   | Strongly Disagree | Medium  | Low       | Very Low  | Very Low          |
| Disagree  | I intend to take science-related courses after high school (e.g. technology, biology, engineering) (STEM_PREP6) | Strongly Agree    | High  | High      | Medium    | Low               |
|   |   | Agree             | High  | Medium    | Low       | Very Low          |
|   |   | Disagree          | Medium  | Low       | Very Low  | Very Low          |
|   |   | Strongly Disagree | Low   | Very Low  | Very Low  | Very Low          |
| Strongly Disagree   | I intend to take science-related courses after high school (e.g. technology, biology, engineering) (STEM_PREP6) | Strongly Agree    | Low   | Low       | Low       | Very Low          |
|   |   | Agree             | Low   | Low       | Very Low  | Very Low          |
|   |   | Disagree          | Low   | Very Low  | Very Low  | Very Low          |
|   |   | Strongly Disagree | Very Low  | Very Low  | Very Low  | Very Low          |



**STEM BELIEFS**

The STEM Beliefs rating is developed by adding a member’s (Efficacy + Interest) rating to a member’s STEM Commitment rating to form their STEM Beliefs rating.

|                 |           | EFFICACY + INTEREST |           |          |          |          |
|-----------------|-----------|---------------------|-----------|----------|----------|----------|
|                 |           | Very High           | High      | Medium   | Low      | Very Low |
| STEM COMMITMENT | Very High | Very High           | Very High | High     | Medium   | Medium   |
|                 | High      | Very High           | High      | High     | Medium   | Low      |
|                 | Medium    | High                | High      | Medium   | Low      | Very Low |
|                 | Low       | Medium              | Medium    | Low      | Low      | Very Low |
|                 | Very Low  | Medium              | Low       | Very Low | Very Low | Very Low |

**STEM- READINESS**

The STEM-Readiness rating is developed by adding a member’s STEM Beliefs rating and their STEM Performance rating. The STEM Performance rating is the (Math + Science) rating detailed on page 35.

|   |           | STEM BELIEFS |           |          |          |           |
|---|-----------|--------------|-----------|----------|----------|-----------|
|   |           | Very High    | High      | Medium   | Low      | Very Low  |
| STEM PERFORMANCE<br>(from Post-Sec Ready) | Very High | Very High    | Very High | High     | Medium   | Medium    |
|   | High      | Very High    | High      | High     | Medium   | Low       |
|   | Medium    | High         | High      | Medium   | Low      | Very High |
|   | Low       | Medium       | Medium    | Low      | Low      | Very Low  |
|   | Very Low  | Medium       | Low       | Very Low | Very Low | Very Low  |

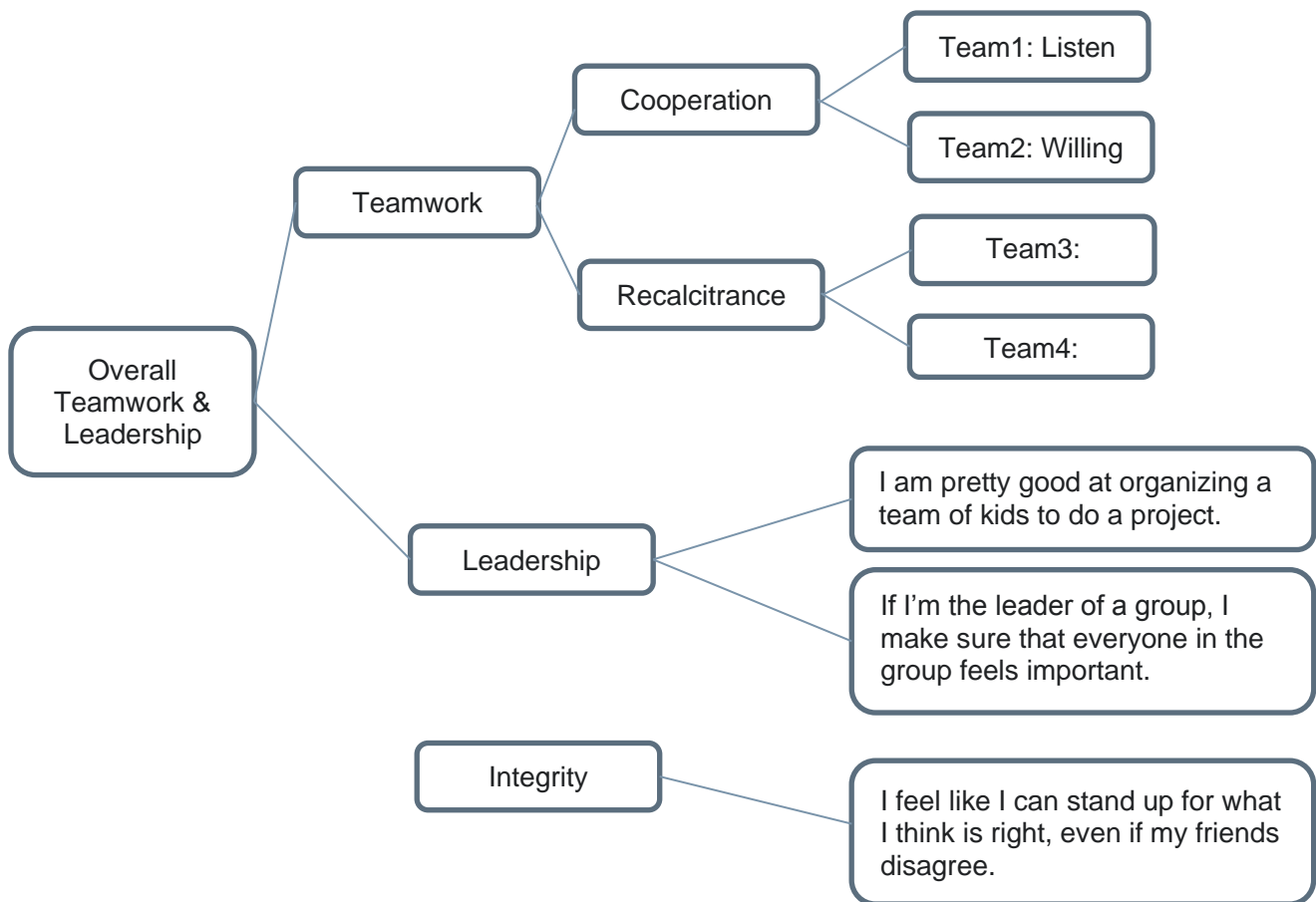
*[Click here to return to the STEM Module](#)*





### OVERALL TEAMWORK & LEADERSHIP MEASURE

The Overall Teamwork & Leadership measure combines the Teamwork, Leadership & Integrity measures to categorize members from “Very High” to “Very Low” using a 5-point scale. Very High indicates the member’s engagement in these behaviors is ‘Very High’, compared to low engagement indicated as “Very Low” for these behaviors. The diagram below illustrates the sequence and the configural scoring method is detailed beneath the diagram.



### TEAMWORK COMPOSITE THRESHOLDS

**Optimal:** Scored “strong” on Cooperation and “promising” or “strong” on Recalcitrance.

**Fair:** Scored “strong” on Cooperation and “marginal” on Recalcitrance, OR “promising” on Cooperation and “promising”, “marginal”, or “weak” on Recalcitrance, OR “marginal” on Cooperation and “strong” on Recalcitrance.

**Needs Improvement:** Scored “marginal” or “weak” on Cooperation and “promising”, “marginal” or “weak” on Recalcitrance, OR “weak” on Cooperation and “strong” on Recalcitrance, OR “promising” or “strong” on Cooperation and “weak” on Recalcitrance.

*Very Strong and Strong are considered Optimal; Marginal and Weak are considered Needs Improvement. Promising is considered Fair.*





**LEADERSHIP THRESHOLDS**

**Optimal:** Strongly Agree or Agree on both Lead3 & Lead4

**Fair:** Disagree on one, Disagree or better on the other.

**Needs Improvement:** Strongly Disagree on either Lead3 or Lead4

**INTEGRITY THRESHOLDS**

**Optimal:** Strongly Agree

**Fair:** Agree

**Needs Improvement:** Disagree or Strongly Disagree.

**OVERALL LEADERSHIP & TEAMWORK COMPOSITE**

The **Overall Leadership & Teamwork Measure** is developed by utilizing the 5-point threshold scoring for member’s responses to the Teamwork items; and crossing those responses with how they were categorized for the Integrity measure. The three box-scoring configurations below identify how each of these combinations were calculated based on how the member was categorized for the Leadership measure (Optimal, Fair, or Needs Improvement).

| IF Leadership=OPTIMAL |                   | TEAMWORK  |           |        |        |          |
|-----------------------|-------------------|-----------|-----------|--------|--------|----------|
|                       |                   | Very High | High      | Medium | Low    | Very Low |
| INTEGRITY             | Optimal           | Very High | Very High | High   | Medium | Low      |
|                       | Fair              | Very High | High      | Medium | Low    | Low      |
|                       | Needs Improvement | Medium    | Medium    | Low    | Low    | Very Low |

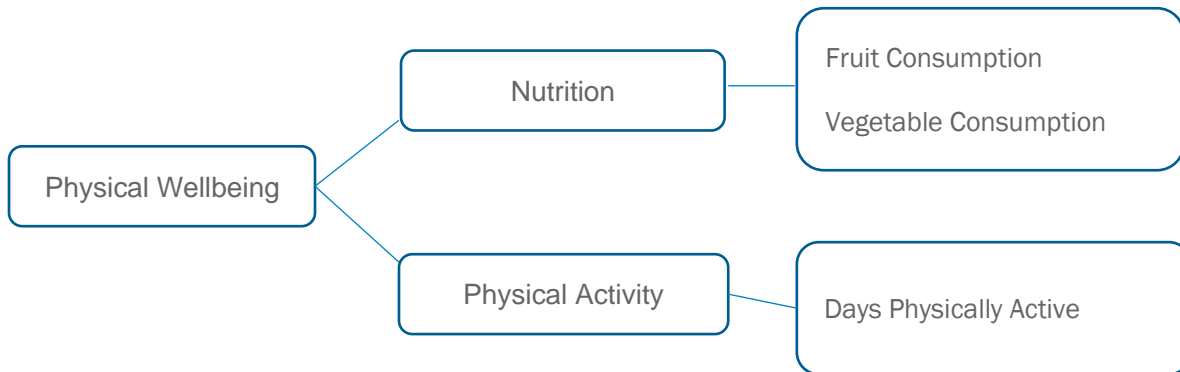
| IF Leadership=Fair |                   | TEAMWORK  |      |        |          |          |
|--------------------|-------------------|-----------|------|--------|----------|----------|
|                    |                   | Very High | High | Medium | Low      | Very Low |
| INTEGRITY          | Optimal           | Very High | High | Medium | Low      | Low      |
|                    | Fair              | Very High | High | Medium | Low      | Low      |
|                    | Needs Improvement | Medium    | Low  | Low    | Very Low | Very Low |

| IF Leadership=Needs Improvement |                   | TEAMWORK  |        |        |          |          |
|---------------------------------|-------------------|-----------|--------|--------|----------|----------|
|                                 |                   | Very High | High   | Medium | Low      | Very Low |
| INTEGRITY                       | Optimal           | High      | High   | Medium | Low      | Low      |
|                                 | Fair              | High      | Medium | Medium | Low      | Very Low |
|                                 | Needs Improvement | Medium    | Low    | Low    | Very Low | Very Low |

*[Click here to return to Good Character & Citizenship Items & Measures](#)*

## PHYSICAL WELLBEING MEASURE

The Physical Wellbeing measure is developed based on configural scoring of member’s reports of Nutrition and Physical Activity behaviors. Each subscale is rated as Optimal, Fair, or Needs Improvement, which are then combined to form the overall Physical Wellbeing composite score. The diagram below illustrates the sequence, and the configural scoring method is detailed beneath the diagram.



## NUTRITION THRESHOLDS

**Optimal:** Members report eating **5 or more fruits/vegetables** per day.

**Fair:** Members report eating **3 to 4 fruits/vegetables** per day.

**Needs Improvement:** Members report eating **fewer than 3 fruits/vegetables** per day.

## PHYSICAL ACTIVITY THRESHOLDS

**Optimal:** Members report exercising **7 days** per week.

**Fair:** Members report exercising **3-6 days** per week.

**Needs Improvement:** Members report exercising **fewer than 3 days** per week.

## PHYSICAL WELLBEING SCORING MATRIX

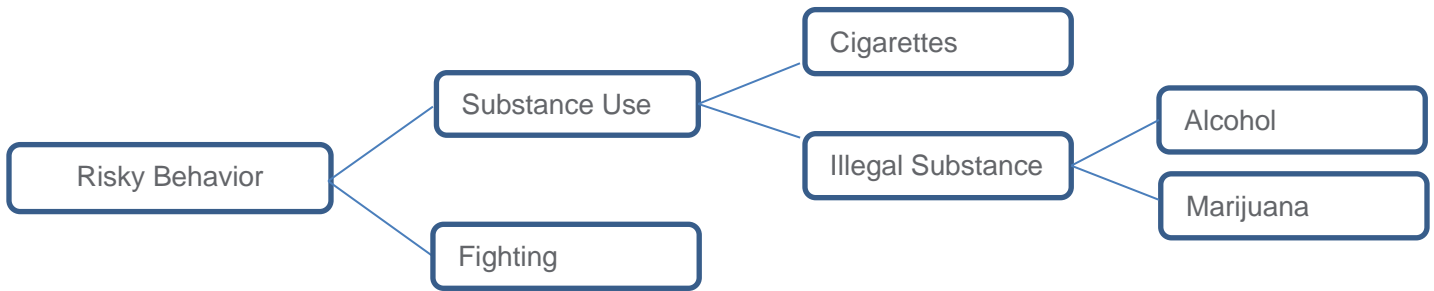
The **Physical Wellbeing Measure** is developed by categorizing a member’s response to the extent they engage in Physical Activity and self-reported fruit and vegetable consumption.

| Physical Wellbeing |                   | NUTRITION |        |                   |
|--------------------|-------------------|-----------|--------|-------------------|
|                    |                   | OPTIMAL   | FAIR   | Needs Improvement |
| PHYSICAL ACTIVITY  | OPTIMAL           | Very High | High   | Medium            |
|                    | FAIR              | High      | Medium | Low               |
|                    | Needs Improvement | Medium    | Low    | Very Low          |

[Click here to return to Healthy Lifestyles Items & Measures](#)

## RISKY BEHAVIOR MEASURES (TEENS ONLY)

The Risky Behavior Measure is developed based on configural scoring of member’s reports of Smoking, Alcohol, Marijuana use, and Fighting. Each item is independently categorized as Optimal, Fair, or Needs Improvement OR as Very High, High, Medium, NI or High NI. This categorization is based on use and amount of use. These item-level ratings are then combined in a sequenced manner to form the overall Risky Behavior composite, which is made up of five levels: “Very High,” “High”, “Medium”, “Low”, or “Very Low”. The diagram below illustrates the sequence, and the configural scoring method is detailed beneath the diagram.



### PHYSICAL FIGHT THRESHOLDS

- Optimal:** Fights in past year = 0
- Fair:** Fights in past year = 1
- Needs Improvement:** Fights in past year = 2 or more

### CIGARETTES THRESHOLDS

- Optimal:** Never done (Lifetime Cigarette Use = **No**), OR 30 Day Use = 0.
- Fair:** 30 day Use = 1 to 5 days, OR Yes on Lifetime Use and missing on 30 day Use.
- Needs Improvement:** 30 day Cigarette Use **6 days or more.**

### ALCOHOL THRESHOLDS

- Optimal (Opt):** Never done (Lifetime Alcohol Use = 0 days), OR Lifetime=1-2 days & 30 Day=0 days.
- Fair:** Lifetime Alcohol Use > 0, AND 30 day Alcohol Use = fewer than 3 days, OR Lifetime Use >0 & 30 day = missing.
- Needs Improvement (NI):** 30 day Alcohol Use = 3 days or more, OR Lifetime Alcohol Use = 20 days or more, OR Lifetime Use = 10-19 days AND 30 Day Use=1-2 days.

### MARIJUANA THRESHOLDS

- Optimal:** Never done (Lifetime Marijuana Use = 0 times), OR Lifetime Use = 1-2 times AND 30 Day Use=0 times.
- Fair:** Lifetime Marijuana Use > 2 times, AND 30 day Marijuana Use =0 times, OR Lifetime Use = 1-9 times & 30 Day Use = 1-2 times, OR Lifetime Use > 0 times & 30 day=Missing.
- Needs Improvement (NI):** 30 day Marijuana Use 3 or more times, OR 30 Day Use = 1-2 times & Lifetime Use = 10+ times, OR 30 Day Use = 0 times & Lifetime Use = 20+ times.

**ILLEGAL SUBSTANCES SUBSCALE SCORING MATRIX**

The **Illegal Substance** subscale is developed by categorizing a member's response to whether they have engaged in using Marijuana and/or Alcohol, and to what extent if yes.

| Illegal Substance |                   | MARIJUANA |          |                   |
|-------------------|-------------------|-----------|----------|-------------------|
|                   |                   | OPTIMAL   | FAIR     | NEEDS IMPROVEMENT |
| ALCOHOL           | OPTIMAL           | Very High | High     | Low               |
|                   | FAIR              | High      | Medium   | Very Low          |
|                   | Needs Improvement | Low       | Very Low | Very Low          |

**SUBSTANCE USE SUBSCALE SCORING MATRIX**

The **Substance Use** subscale is developed by categorizing a member's response to whether they have engaged in using Cigarettes and how they were categorized for the Illegal Substance subscale.

| Substance Use |           | ILLEGAL SUBSTANCES |           |          |          |          |
|---------------|-----------|--------------------|-----------|----------|----------|----------|
|               |           | Very High          | High      | Medium   | Low      | Very Low |
| CIGARETTES    | Very High | Very High          | Very High | High     | Medium   | Very Low |
|               | High      | Very High          | High      | Medium   | Low      | Very Low |
|               | Medium    | High               | Medium    | Medium   | Low      | Very Low |
|               | Low       | Medium             | Low       | Low      | Very Low | Very Low |
|               | Very Low  | Very Low           | Very Low  | Very Low | Very Low | Very Low |

**RISKY BEHAVIOR COMPOSITE SCORING MATRIX**

The **Risky Behavior Composite Score** is developed by categorizing a member's response to whether they have engaged in Fighting and how they were categorized for the Substance Use subscale.

| Risky Behavior |                   | SUBSTANCE USE |        |        |          |          |
|----------------|-------------------|---------------|--------|--------|----------|----------|
|                |                   | Very High     | High   | Medium | Low      | Very Low |
| FIGHTS         | OPTIMAL           | Very High     | High   | Medium | Low      | Very Low |
|                | FAIR              | Very High     | High   | Medium | Low      | Very Low |
|                | NEEDS IMPROVEMENT | Medium        | Medium | Low    | Very Low | Very Low |

[Click here to return to Healthy Lifestyles Items & Measures](#)



## Appendix D: Endnotes

- <sup>i</sup> Mannes, M.; Lewis, S. and Streit, K. (April 2005). Deepening Impact through Quality Youth Development Strategies and Practices (Minneapolis, Minn.: Search Institute).
- <sup>ii</sup> Centers for Disease Control and Prevention (2016). *Youth risk behavior surveillance system results: Behaviors that contribute to violence*. Retrieved from [https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trends/2015\\_us\\_violence\\_trend\\_yrbs.pdf](https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trends/2015_us_violence_trend_yrbs.pdf).
- <sup>iii</sup> Farrington, D. P. & Ttofi, M. M. (2010). *School-based programs to reduce bullying and violence*. U.S. Department of Justice. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/grants/229377.pdf>.
- <sup>iv</sup> Centers for Disease Control and Prevention (2016). *Youth risk behavior surveillance system results: Behaviors that contribute to violence*. Retrieved from [https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trends/2015\\_us\\_violence\\_trend\\_yrbs.pdf](https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trends/2015_us_violence_trend_yrbs.pdf).
- <sup>v</sup> Children's Safety Network (2015). *Bullying prevention: 2015 resource guide*. Retrieved from <https://www.childrensafetynetwork.org/guides/bullying-prevention>.
- <sup>vi</sup> Wolke, D., Copeland, W. E., Angold, A., & Costello, E. J. (2013). Impact of bullying in childhood on adult health, wealth, crime, and social outcomes. *Psychological Science*, 24(10), 1958-1970.
- <sup>vii</sup> Adelman, C. (2006). *The Toolbox Revisited: Paths to Degree Completion From High School Through College*. Washington, D.C.: U.S. Department of Education. ([www.ed.gov/rschstat/research/pubs/toolboxrevisit/index.html](http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/index.html))
- <sup>viii</sup> Afterschool Alliance (2011). *STEM learning in afterschool: An analysis of impact and outcomes*. Retrieved from <http://www.afterschoolalliance.org/STEM-Afterschool-Outcomes.pdf>.
- <sup>ix</sup> Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66, 543–578. doi:10.3102/00346543066004543.
- <sup>x</sup> Hayes, S. (2017). Preparation matters most in STEM. ACT Research & Policy, <http://www.act.org/content/dam/act/unsecured/documents/R1647-preparation-matters-in-stem-2017-05.pdf>;
- Radunzel, J., Mattern, K., & Westrick, P. (2016). The role of academic preparation and interest on STEM success. ACT Research Report Series, 8, <http://www.act.org/content/dam/act/unsecured/documents/5940-Research-Report-2016-8-Role-of-Academic-Preparation-and-Interest-on-STEM-Success.pdf>
- <sup>xi</sup> Valla, J. M., & Williams, W. M. (2012). Increasing achievement and higher-education representation of under-represented groups in science, technology, engineering, and mathematics fields: A review of current K-12 intervention programs. *Journal of Women and Minorities in Science and Engineering*, 18, 21-53.
- <sup>xii</sup> Rakich, S. S., & Tran, V. (2016). A balanced approach to building STEM college and career readiness in High School: Combining STEM intervention and enrichment programs. *European Journal of STEM Education*, 59, 1-3.
- <sup>xiii</sup> Stiegelbauer, S. (2008). *The arts and afterschool programs: A research synthesis*. National Partnership for Quality Afterschool Learning. Retrieved from [https://www.sedl.org/afterschool/toolkits/arts/pdf/arts\\_lit\\_rev.pdf](https://www.sedl.org/afterschool/toolkits/arts/pdf/arts_lit_rev.pdf).
- <sup>xiv</sup> Child Trends Data Bank (2013). *Participation in school music or other performing arts: Indicators on children and youth*. Retrieved from [https://www.childtrends.org/wp-content/uploads/2015/11/36\\_Participation\\_in\\_Performing\\_Arts1.pdf](https://www.childtrends.org/wp-content/uploads/2015/11/36_Participation_in_Performing_Arts1.pdf).
- <sup>xv</sup> Catterall, J. S. (2002). Involvement in the arts and success in secondary school. In Deasy, R. J. (Ed.), *Critical links: Learning in the arts and student achievement and social development* (pp. 68-70). Washington, DC: Arts Education Partnership.
- <sup>xvi</sup> Lippman, Laura & Moore, Kristin & McIntosh, Hugh. (2009). Positive Indicators of Child Well-Being: A Conceptual Framework, Measures, and Methodological Issues. UNICEF Innocenti Research Centre, Innocenti Working Papers. 6. 10.1007/s11482-011-9138-6.



- <sup>xvii</sup> Lippman, L. H., Ryberg, R., Terzian, M., Moore, K. A., Humble, J., & McIntosh, H. (2013). Positive and protective factors in adolescent well-being. In B. Asher, F. Casas, I. Frones, & J. E. Korbin (Eds.), *The Handbook of Child Well-Being: Theories, Methods, and Policies in Global Perspective*. New York: Springer. 19–29.
- <sup>xviii</sup> Fergus S., Zimmerman MA. (2005). Adolescent resilience: a framework for understanding healthy development in the face of risk. *Annual Review of Public Health*, 26(1), 399-419.
- <sup>xix</sup> Partnership for 21<sup>st</sup> Century Learning. (2015). *P21 Framework Definitions*. Retrieved from [http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf).
- <sup>xx</sup> PerformWell (n.d.) *Leadership Skills*. Retrieved from <http://www.performwell.org/index.php/identify-outcomes/social-and-behavioral-development/10-indicators/164-leadership-skills>.
- <sup>xxi</sup> Texas School Safety Center (n.d.) *Youth engagement toolkit: Benefits of youth leadership*. Retrieved from <https://txssc.txstate.edu/tools/youth-engagement-toolkit/benefits-of-youth-leadership/>.
- <sup>xxii</sup> As cited in “Volunteering,” *Indicators on Children and Youth* (Bethesda, Md.: Child Trends Data Bank, March 2013), <http://www.childtrends.org/?indicators=volunteering>; *Learning in Deed: The Power of Service Learning for American Schools* (Newton, Mass.: National Commission on Service Learning, 2001), [http://ed253jcu.pbworks.com/f/LearningDeedServiceLearning\\_American+Schools.PDF](http://ed253jcu.pbworks.com/f/LearningDeedServiceLearning_American+Schools.PDF). Oesterle, S.; Kirkpatrick, M. and Mortimer, J. (2004). “Volunteerism during the Transition to Adulthood: A Life Course Perspective,” *Social Forces*, Vol. 48, Issue 3, 1123. Morgan, W. and Streb, M. (2001). “Building Citizenship: How Quality Service-Learning Develops Civic Values,” *Social Science Quarterly*, Vol. 82, Issue 1, 154-169. Zaff, J. and Michelsen, E. (2002). *Encouraging Civic Engagement: How Teens Are (or Are Not) Becoming Responsible Citizens*, Research Brief No. 2002-55 (Washington, DC: Child Trends), <http://www.childtrends.org/?publications=encouraging-civic-engagement-how-teens-are-or-are-not-becoming-responsible-citizens>. Morrissey, K. M. and Werner-Wilson, R. J. (2005). “The Relationship between Out of School Time Activities and Positive Youth Development: An Investigation of the Influences of Community and Family,” *Adolescence*, Vol. 40, Issue 157, 67-85. See also, Moore, C., and Allen, J. (1996). The effects of volunteering on the young volunteer. *The Journal of Primary Prevention*, 17(2), 231-258.
- <sup>xxiii</sup> Heydenberk, R. and Heydenberk, W. (2007). The conflict resolution connection: Increasing school attachment in cooperative classroom communities. *Reclaiming Children and Youth*, 16(3), 18-22. Retrieved Nov. 18, 2010, from Research Library. (Document ID: 1388499761).
- <sup>xxiv</sup> McIntosh, H. and Muñoz, M. (2009). Predicting civic engagement in urban high school students. *Journal of Research in Character Education*, 7(1), 41-62. Retrieved Nov. 18, 2010, from ProQuest Education Journals. (Document ID: 2084365821).
- <sup>xxv</sup> *Physical Activity Guidelines Advisory Committee Report, 2008* (Washington, D.C.: U.S. Department of Health and Human Services), <http://www.health.gov/paguidelines/Report/pdf/CommitteeReport.pdf>. (2011) “Expert Panel on Integrated Guidelines for Cardiovascular Health and Risk Reduction in Children and Adolescents: Summary Report,” *Pediatrics*, Vol. 128, Supplement 5, S213-S256. (2012) “Expert Panel on Integrated Pediatric Guidelines for Cardiovascular Health and Risk Reduction,” *Pediatrics*, Vol. 129, No. 4, e1111. Barlow, S.E. (2007). “Expert Committee Recommendations Regarding the Prevention, Assessment, and Treatment of Child and Adolescent Overweight and Obesity: Summary Report,” *Pediatrics*, Vol. 120, Supplement 4, S164-S192.
- <sup>xxvi</sup> U.S. Department of Health and Human Services and U.S. Department of Agriculture (2005). *Dietary Guidelines for Americans, 2005*. Sixth Edition, Washington, D.C.: U.S. Government Printing Office.
- <sup>xxvii</sup> National Institute on Alcohol Abuse and Alcoholism. (2004). The scope of the problem. *Alcohol Research and Health*, 28(3), 111-120.
- <sup>xxviii</sup> Windle, M.; Spear, L.; Fuligni, A. et al. (2009). Transitions into underage and problem drinking. *Alcohol Research and Health*, 32(1), 30-40.
- <sup>xxix</sup> Herting, J.; Eggert, L. and Thompson, E. (1996). A multidimensional model of adolescent drug involvement. *Journal of Research on Adolescence (Lawrence Erlbaum)*, 6(3), 325-361.





- <sup>xxx</sup> Centers for Disease Control and Prevention. (2008). **Smoking-Attributable Mortality, Years of Potential Life Lost, and Productivity Losses—United States, 2000–2004**. *Morbidity and Mortality Weekly Report* 2008, 57(45):1226–8.
- <sup>xxxi</sup> Substance Abuse and Mental Health Services Administration. (2009). *Results from the 2008 National Survey on Drug Use and Health: National Findings* (Office of Applied Studies, NSDUH Series H-36, HHS Publication No. SMA 09-4434). Rockville, Md.
- <sup>xxxii</sup> Charles, V. and Blum, R. (2008). Core competencies and the prevention of high-risk sexual behavior. *New Directions for Child and Adolescent Development*, 2008(122), 61-74.
- <sup>xxxiii</sup> Armour, S. and Haynie, D.L. (2007). Adolescent sexual debut and later delinquency. *Journal of Youth and Adolescence*, 36(2), 141-152.
- <sup>xxxiv</sup> Collaborative for Academic, Social and Emotional Learning (n.d.). Retrieved from <https://casel.org/what-is-sel/>
- <sup>xxxv</sup> Centers for Disease Control and Prevention: National Center for Injury Prevention and Control, Division of Violence Prevention. *Essentials for Childhood: Steps to Create Safe, Stable, Nurturing Relationships and Environments*. Atlanta, GA, 2014.
- <sup>xxxvi</sup> Frydenberg, E., & Lewis, R. (1999). Academic and general well-being: The relationship with coping. *Australian Journal of Guidance and Counselling*, 9(1), 19–35.
- <sup>xxxvii</sup> Collie, R. J., Martin, A. J., Malmberg, L.-E., Hall, J., & Ginns, P. (2015). Academic buoyancy, students’ achievement, and the linking role of control: A cross-lagged analysis of high school students. *British Journal of Educational Psychology*, 85, 113-130.
- Pitzer, J. R., & Skinner, E. A. (in press). Predictors of Changes in Students’ Motivational Resilience over the School Year: The Roles of Teacher Support, Self-Appraisals, and Emotional Reactivity. *International Journal of Behavioral Development*.
- Skinner, E. A., Pitzer, J. R., & Steele, J. S. (2013). Coping as part of motivational resilience in school: A multi-dimensional measure of families, allocations, and profiles of academic coping. *Journal of Educational and Psychological Measurement*, 73, 803-835.
- <sup>xxxviii</sup> Brackett, M. A., Patti, J., Stern, R., Rivers, S. E., Elbertson, N. A., Chisholm, C., & Salovey, P. (2009). A sustainable, skill-based approach to building emotionally literate schools. In D. Thompson, M. Hughes & J. Terrell (Eds.), *The handbook of developing emotional and social intelligence: Best practices, case studies, & tools* (pp. 329-358). New York: Pfeiffer.
- <sup>xxxix</sup> Brackett, M. A., Patti, J., Stern, R., Rivers, S. E., Elbertson, N. A., Chisholm, C., & Salovey, P. (2009). A sustainable, skill-based approach to building emotionally literate schools. In D. Thompson, M. Hughes & J. Terrell (Eds.), *The handbook of developing emotional and social intelligence: Best practices, case studies, & tools* (pp. 329-358). New York: Pfeiffer.
- Gliebe, SK. (2011). *The Development of Self-Control in Young Children*. Retrieved from <http://lej.cuchicago.edu/research-in-education/the-development-of-self-control-in-young-children/>
- <sup>xl</sup> Honig, A. (2010) *Little Kids Big Worries*. Baltimore, MD: Paul H. Brookes Publishing.
- <sup>xli</sup> Becker-Weidman EG, Jacobs RH, Reinecke MA, Silva SG, March JS. (2010). Social Problem-Solving among Adolescents Treated for Depression. *Behaviour research and therapy*. 2010;48(1):11-18.
- <sup>xlii</sup> Roth, J., & Brooks-Gunn, J. (2000). What do adolescents need for health development? Implications for youth policy. *Social Policy Report*, XIV, 3-19.
- <sup>xliii</sup> Parjares, F. (2005). *Self-Efficacy During Childhood and Adolescence In Self-Efficacy Beliefs of Adolescents* (pp. 339-367). Greenwich, CT: Information Age Publishing.
- <sup>xliv</sup> The Charles A. Dana Center at the University of Texas at Austin and Agile Mind, Inc. “Self-Efficacy” (n.d). Retrieved from: [http://learningandtheadolescentmind.org/ideas\\_self.html](http://learningandtheadolescentmind.org/ideas_self.html)
- <sup>xlv</sup> Lawford, H. L. & Ramey, H. L. (2017). Predictors of early community involvement: Advancing the self and caring for others. *American Journal of Community Psychology*, 59, 133-143.