

Academic and Youth Development Outcomes and Standards

It is important to be intentional about what we want young people to gain from participating in out-of-school time activities so that we can plan and assess programming that will help them achieve those goals and to help us communicate to stakeholders about the purpose, value, and impact of our programs. Program staff can create their own outcomes and standards, but there is no need to reinvent the wheel. This document includes a list of existing academic and youth development outcomes frameworks and standards to help out-of-school time professionals identify, adapt, and/or articulate specific outcomes addressed by existing programming and to support the planning and implementation of new programs and activities. It is not an exhaustive list; educators are encouraged to look for additional outcomes and standards frameworks from state departments of education, [Statewide Afterschool Networks](#), 21st Century Community Learning Center (21CCLC) technical assistance centers, educational intermediaries, and other experts to support their work. For examples of how the outcomes and standards on this list work in combination with global competencies, check out the [Global Learning Unit Plan Outlines for Out-of-School Time](#).

Youth Outcomes Area	Resource(s)	Description
Arts	National Core Arts Standards	The National Coalition for Core Arts Standards created the National Core Arts Standards for dance, media arts, music, theater, and visual arts to guide PK-12 educators with creating high-quality arts education. Standards are organized into 4 artistic processes: Creating; Performing/Producing/Presenting; Responding; and Connecting.
Academics (language, literacy, math, science, social studies)	Common Core State Standards	The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) coordinated a state-led effort to develop the Common Core State Standards (CCSS), a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.
	Next Generation Science Standards	The National Research Council, National Science Teachers Association, American Association for the Advancement of Science, and Achieve, Inc. led a collaborative effort of state science supervisors, science educators and writers, working scientists, and education researchers to develop the Next Generation Science Standards (NGSS) based on the National Research Council's document <i>A Framework for K–12 Science Education</i> . The NGSS identify scientific and

		engineering practices, cross-cutting concepts, and core ideas in science that all K–12 students should master as preparation for success in college and 21st-century careers.
	College, Career, and Civic Life (C3) Framework for Social Studies State Standards	Through a state-led collaborative effort, the C3 standards were created for states to upgrade their state social studies standards and for practitioners to strengthen their social studies programs. The C3 objectives are to: enhance the rigor of the social studies disciplines; develop critical thinking, problem-solving, and participatory skills to become engaged citizens; and align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. The standards are organized into 4 dimensions: Developing Questions and Planning Inquiries, Applying Disciplinary Tools and Concepts, Evaluating Sources and Using Evidence, Communicating Conclusions and Taking Informed Action.
	World-Readiness Standards for Learning Languages	The National Standards Collaborative Board of the American Council on the Teaching of Foreign Languages (ACTFL) developed The World-Readiness Standards for Learning Languages with the goal of preparing learners to apply the skills and understandings measured by the standards in order to bring a global competence to their future careers and experiences. The standards are used to guide and influence the implementation and assessment of language curriculum and instruction. The 11 standards stress the application of learning a language beyond the instructional setting and are organized into 5 “C” goal areas: Communication, Cultures, Connections, Comparisons, and Communities.
Civic Engagement	Youth Civic and Character Measures Toolkit	The Roots of Engaged Citizenship Project was launched to study how young people become good citizens, identify the developmental roots of active participation in communities and society, and test a set of civic engagement and character strength measures that are appropriate for youth in middle childhood and adolescence. These measures are organized into 5 domains: Civic Beliefs and Values, Civic Behaviors, Civic Skills, Civic Socialization, and Character Strengths. While the toolkit includes assessment measures, the language can be adapted to create youth-level civic competencies for planning and instruction.
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Employability Skills	Employability Skills Framework	The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education Project, an initiative of the Office of Career, Technical, and Adult Education of the U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development, and business organizations, and twelve federal agencies. The framework includes a set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments. Employability Skills Framework includes outcomes in the following components: Applied Academic Skills, Critical Thinking, Resource Management, Information Use, Communication Skills, Systems Thinking, Technology Use, Personal Qualities, and Interpersonal Skills.
	Career and Technical Education (CTE) Toolkit	The Center for Global Education’s CTE Toolkit includes crosswalks of the Four Domains of Global Competence and the Common Career Technical Core (CCTC) Standards for Career Technical Education for each of the 16 career clusters. Each crosswalk includes ideas for global projects that can support the standards taught in each of the career pathways.
Entrepreneurship	National Standards for Entrepreneurship Education and Crosswalks	The National Consortium for Entrepreneurship Education worked with business owners to identify their knowledge and skills for the purpose of establishing the Entrepreneurship Education National Content Standards. The resulting standards and performance indicators are used to support the development of curriculum implemented by K-16 and adult education institutions and diverse programs. The standards are organized into 3 areas: Entrepreneurial Skills, Ready Skills, and Business Functions. Crosswalks for three grade bands (K-5, 6-8 and 9-12) indicate which standards align with the Common Core Standards and the Next Generation Science Standards.
Financial Literacy	National Standards for Financial Literacy	The Council on Economic Education’s National Standards for Financial Literacy provide a framework for teaching personal finance in grades K-12. The standards contain the areas of knowledge and understanding that are fundamental to personal finance: Earning Income, Buying Goods and Services, Using Credit, Saving, Financial Investing, Protecting and Insuring. Each of these six standards includes benchmarks outlining what a student should be able to understand and examples of how students might demonstrate this understanding at 4th, 8th, and 12th grade. The benchmarks also emphasize decision-making skills by explicitly relating planning and goal setting, financial decision-making, and assessing outcomes to each standard.
Global Competence	Global Leadership Performance Outcomes	The Center for Global Education at Asia Society created global competence outcomes that organize the knowledge, skills, and dispositions youth need in the 21st century into 4 domains: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. The

		outcomes and related rubrics are benchmarked at grades 3, 5, 8, 10, and 12 for 5 academic disciplines and leadership. Out-of-school time programs should start with the Global Leadership Performance Outcomes because they are cross-cutting and work with a variety of academic enrichment and youth development activities.
Health and Wellness	Healthy Eating and Physical Activity (HEPA) Standards	The Healthy Out-of-School Time Coalition created standards on healthy eating and physical activity (HEPA) that address food and beverage and physical activity content and quality; staff training; social supports, including staff role modeling, family engagement, and children’s social development; program support; and environmental support. Programs are encouraged to adapt the standards for their own contexts.
	National Standards & Grade-Level Outcomes for K-12 Physical Education	The Society of Health and Physical Educators (SHAPE) created the National Standards & Grade Level Outcomes for K-12 Physical Education to define what a student should know and be able to do as result of a highly effective physical education program. The standards are organized into 5 areas: Demonstration of Motor Skills and Movement Patterns; Application of Concepts, Principles, Strategies and Tactics Related to Movement and Performance; Demonstration of the Knowledge and Skills that Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness; Exhibition of Personal and Social Behaviors that Respect Self and Others; Recognition of the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression and/or Social Interaction.
Service Learning	K-12 Service-Learning Standards for Quality Practice	The National Youth Leadership Council’s service learning standards include evidence-based standards and accompanying indicators that K-12 educators can use to create high-quality service-learning programs. The standards are organized into 8 categories: Meaningful Service, Links to Curriculum, Reflection, Diversity, Youth Voice, Partnerships, Progress Monitoring, and Duration and Intensity.
Social and Emotional Learning (SEL)	Core SEL Competencies Framework	The Collaborative for Academic, Social, and Emotional Learning (CASEL) developed a framework to promotes intrapersonal, interpersonal, and cognitive competence. The framework is organized into 5 core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
Science, Technology, Engineering, and Math (STEM)	Defining Youth Outcomes for STEM Learning in Afterschool	The Afterschool Alliance led a study to identify STEM learning outcomes program leaders and supporters believe that afterschool programs could contribute to, what the indicators of progress toward such outcomes might be, and what types of evidence could be collected by afterschool programs, without regard to whether or not appropriate data collection tools currently exist. The resulting outcomes, indicators, and sub-indicators identified through the study provide a common framework and language as programs define appropriate goals and

		then describe the impact of their afterschool STEM program. The indicators include: Active Participation in STEM Learning Opportunities, Curiosity about STEM Topics, Concepts or Practices, Ability to Productively Engage in STEM Processes of Investigation, Ability to Exercise STEM-Relevant Life and Career Skills, Awareness of STEM Professions, and Understanding the Value of STEM in Society.
	Next Generation Science Standards and Getting Started with the Next Generation Science Standards: A Primer and Resource Guide for Afterschool Educators	The National Research Council, National Science Teachers Association, American Association for the Advancement of Science, and Achieve, Inc. led a collaborative effort of state science supervisors, science educators and writers, working scientists, and education researchers to develop the Next Generation Science Standards (NGSS) based on the National Research Council’s document <i>A Framework for K–12 Science Education</i> . The NGSS identify scientific and engineering practices, cross-cutting concepts, and core ideas in science that all K–12 students should master as preparation for success in college and 21st-century careers. The Afterschool Alliance created a related resource guide to help afterschool practitioners understand how the NGSS content was developed and organized and the opportunities that NGSS provides to afterschool programs. The guide includes several resources to help practitioners delve into the standards and plan next steps.
	ISTE Standards for Students	International Society for Technology in Education’s (ISTE) Standards for Students help educators prepare youth to thrive in a constantly evolving technological landscape by teaching them to use technology for learning, collaborating, and communicating. The standards are organized into 7 domains: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator.
	Engineering Habits of Mind	While engineering standards are included in the Next Generation Science Standards (NGSS), the National Academy of Engineering promotes 6 engineering “habits of mind”: Systems Thinking, Creativity, Optimism, Collaboration, Communication, and Ethical Consideration.
	Common Core State Standards - Math	The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) coordinated a state-led effort to develop the Common Core State Standards (CCSS), a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). The math standards include conceptual understanding of mathematics principles; math practices, operations, and procedural skills; and the application of math to solve real-world problems.
Twenty-first Century Skills	Framework for 21st Century Learning	The Partnership for 21 st Century Learning developed the Framework for 21 st Century Learning with input from teachers, education experts, and business leaders. The framework outlines content knowledge and 21 st century themes; information, media, technology, life and career

		skills; and the support systems necessary for the development of 21 st century learning outcomes.
Youth Development	The 40 Developmental Assets	The Search Institute created the Developmental Assets Framework, which identifies 40 positive supports and strengths that youth need to succeed. Half of the assets focus on the relationships and opportunities youth need in their families, schools, and communities (external assets). The remaining assets focus on the social-emotional strengths, values, and commitments that are nurtured within young people (internal assets).
	A Shared Vision for Youth: Common Outcomes and Indicators	The Forum for Youth Investment (FYI) and the National Collaboration for Youth (NCY) created an outcomes framework to support the individual and collective ability to define, communicate about, and document the purpose of youth development organizations. The outcomes and corresponding indicators are organized into 3 domains: Healthy & Safe (Thriving); Connected (Connecting and Leading); Productive (Learning and Working). The resource also includes data collection tools for measuring the stated outcomes and indicators.
	Foundations for Young Adult Success: A Developmental Framework	The University of Chicago Consortium on Chicago School Research’s framework synthesizes decades of research evidence, practice wisdom, and theory to capture a holistic view of children’s developmental needs from early childhood to young adulthood. The framework outlines 5 Foundational Components (Self-Regulation, Knowledge & Skills, Mindsets, and Values) and 3 Key Factors (Agency, Competencies to Adapt to the Demands of Different Contexts, and Integrated Identity) required for healthy development and supported at home, school, and through out-of-school time/organized activities.
	The Handbook of Positive Youth Outcomes	The Youth Development Institute (YDI) produced a handbook that delineates youth development competencies by the acronym OUTCOMES: <u>O</u> riginality (Creative Competency), <u>U</u> nderstanding Ourselves and Others (Personal Competency), <u>T</u> hinking and Reasoning (Cognitive Competency), <u>C</u> ivic Competency, <u>O</u> ur Bodies (Physical Health Competency), <u>M</u> ental Health Competency, <u>E</u> mployability Competency, <u>S</u> ocial Competency.

Additional outcomes inventories that include measurement and assessment tools for out-of-school time (OST) programs:

- [“The Afterschool Outcomes Inventory”](#) (2013) by the Partnership for Afterschool Education (PASE)
- [“From Soft Skills to Hard Data: Measuring Youth Program Outcomes”](#) (2011) by the Forum for Youth Investment (FYI)
- [“Every Hour Counts Measurement Framework: How to Measure Success in Expanded Learning Systems”](#)(2014) by Every Hour Counts