

Achieving, Connecting, Thriving: The ACT Results Framework for Boston Youth

Project Background, Methodology and Recommended Next Steps

Liz O'Connor and Kathleen Traphagen
October 5, 2010

Background

In his 1998 Inaugural address, Mayor Thomas M. Menino announced the creation of the Boston 2:00-to-6:00 After-School Initiative to support the expansion of high-quality afterschool programs that provide learning and social development opportunities for children and youth.

2:00-to-6:00 leveraged the City's \$10 million annual commitment in federal, state and city resources to spark new investments from schools, non-profit organizations, private philanthropists, all levels of government, and the business community to meet the ambitious goal of offering afterschool programming to Boston children in elementary through high school. The initiative brought Mayoral clout and resources to the pioneering system-building work of *BOSTnet*¹ (then Parents United for Child Care, founded in 1987) and the BEST youth worker training initiative (run since 1999 by the Medical Foundation - now Health Resources in Action)².

In 2001, the Mayor joined the city's civic and business leadership to launch Boston's After-School for All Partnership, a five-year funding effort of 15 partners who together raised over \$32 million devoted to achieving three common goals: (1) expanding the availability of quality afterschool programs; (2) helping afterschool providers integrate high-impact learning activities into their programs; and (3) supporting efforts to create sustainable public revenue sources to fund a system of quality afterschool programs.

From 1998-2003, Boston nearly doubled the number of children who participate in after-school programs, surpassing the goal set by Mayor Menino in 1998.

In 2005, the After-School for All Partnership officially merged with the 2:00-to-6:00 After-School Initiative to become an independent 501 c(3) organization, Boston After School & Beyond. Boston After School & Beyond is a citywide intermediary charged with supporting, strengthening, and expanding Boston's out-of-school time system. Boston Beyond's primary strategies include advocacy and resource development; networking and convening; research, evaluation and knowledge management; communications, and the launch of special initiatives to help leverage public/private partnerships and pilot promising practices.

In 2006, the city's efforts were further strengthened by the establishment of the Department of Extended Learning Time, Afterschool, and Services (DELTAS) within the Boston Public Schools. DELTAS offers coaching and resources to the 50-site Triumph Collaborative, a network of comprehensive out-of-school time programs that

¹ *BOSTnet* was founded in 1987 (as Parents United for Child Care) with a mission to expand access to quality, affordable Out-of-School Time (OST) opportunities in Massachusetts that challenge and engage children and youth. Since then, *BOSTnet* has worked to strengthen the afterschool and OST field through innovative research, leadership and program design.

² HRiA's BEST (Building Exemplary Systems of Training Youth Workers) Initiative was launched in 1999 as an initiative of the *National Training Institute for Community Youth Work of the Academy for Educational Development* initially funded by the *DeWitt Wallace-Reader's Digest Foundation*. BEST is northern New England's only region-wide professional development and credentialing system for youth workers and their supervisors. BEST provides beginning, advanced, and specialized training; follow-up support services, and technical assistance to youth agencies to help them incorporate a consistent strategic youth development approach in their programming.

strive to engage young people in high quality activities and experiences that are aligned with schools, connected to family and community, and sustained through partnerships, infrastructure and sustainable resource development.

The Current Situation

The deep and intentional system-building work of the city's intermediaries and non-profits combined with the longstanding commitment to high quality out-of-school time opportunities by Boston's civic, education, community and business leaders have resulted in significant progress over the past 25 years.

- In Boston 51% of children ages 6-18 (approximately 48,000) participate in after-school programs vs. 14% of school age children in New England. Nationally, only about 35% of children who need after school care are enrolled in programs.
- Parents in Boston report that their children (ages 6-14) participate 3-4 days per week, higher than average participation in other urban centers.

Boston After School & Beyond launched the Partners for Student Success Initiative with major funding from the Wallace Foundation in 2005-2006. Partners for Student Success (PSS) is a multi-year initiative that aims to more tightly align the efforts of schools, OST programs, social service providers, and other essential services in order to ensure that struggling students get the support they need to succeed.

The PSS initiative provided staffing, technical assistance and resources to 10 pilot schools and developed several additional components aimed at strengthening and sustaining Boston's OST sector. As strategy sessions during the development of the 2008 PSS Business Plan progressed, leading stakeholders noted the tremendous progress made by Boston's OST sector in recent years and sought to connect the impact of OST programs with a unified citywide vision of positive youth development.

According to BostoNavigator, there are more than 1500 afterschool and summer programs serving Boston youth.³ Many of these programs have similar goals for the young people who participate in them, and many are using common or similar tools to measure youth outcomes. There are also many programs that struggle to articulate and track the impact of their efforts on young people's development.

Stakeholders from BPS, DELTAS, Boston After School & Beyond, United Way, and the Mayor's Office identified the need for a framework that would articulate essential youth outcomes and guide youth programs in quantifying how they help young people achieve them. "As a City, what are we defining as essential outcomes and skills that every young person needs – and what do we know about how the OST sector helps youth achieve them?" was the question the workgroup sought to answer. In short, they wanted to know, *how are youth doing?* In 2008, the only citywide data available to policymakers and practitioners was data from the school system. But in the OST sector, program providers were working toward a broader set of outcomes and needed a mechanism to see the overall impact of their work.

The stakeholders envisioned a **citywide results framework** that could enable aggregation of outcome data for all of the city's youth programs; help programs articulate their goals and impact on youth in the context of a citywide strategy; and help ensure that government agencies and youth-serving organizations collectively

³ BOSTONavigator is an online directory of the most current information about Boston's out-of-school time opportunities. Created through a collaboration of the City of Boston, BOSTnet, and Boston After School & Beyond, BOSTONavigator is a valuable online resource for children and youth, parents, guardians, and other caring adults to find youth programming in their neighborhoods. BOSTONavigator tracks programs that are located in the City of Boston, provide staff supervision for youth age 5 to 18; and operate during out-of-school time (including before school, after school, summers, weekends and school vacations).

promote, track, and achieve the outcomes that matter most for children and youth. Thus, the development of a citywide results framework was written into the 2008 PSS Business Plan.

A note on program quality: the project leaders fully understand that achieving positive results is only possible with high-quality OST programs. The C. S. Mott Foundation convened a national advisory committee of afterschool leaders to develop a framework in 2005 which identified the key features of high quality afterschool programs:

- Effective partnerships to promote learning and community engagement
- Strong program management including adequate compensation of qualified staff
- Qualified after-school staff and volunteers with regular opportunities for professional development and career advancement
- Enriching learning opportunities that complement school-day learning, utilize project-based learning, and explore new skills and knowledge
- Intentional linkages between school-day and after-school staff including coordinating and maximizing use of resources and facilities
- Appropriate attention to safety, health, and nutrition issues
- Strong family involvement in participants' learning and development
- Adequate and sustainable funding; and
- Evaluation for continuous improvement and assessing program effectiveness.⁴

Boston intermediaries, programs, and funders – including BPS DELTAS, BOSTnet, Boston Beyond, United Way of Massachusetts Bay/Merrimack Valley - and many others -- are engaged deeply in systemic efforts to increase program quality and define and measure results. As a result, the proposed Results Framework will be joined with capacity building and quality improvement efforts and resources for programs.

It is the project leaders' hope that the widespread use of the Results Framework will help coalesce and unify Boston's many parallel efforts and offer a clear, easily understandable, and compelling body of evidence regarding the impact of Boston's OST sector on children and youth.

Methodology

In 2009, consultants Liz O'Connor and Kathleen Traphagen were hired to develop an initial Results Framework. Liz and Kathleen are former senior-level staff of the City of Boston with deep experience in strategic planning, youth development and programming and outcomes/evaluation projects. (See Attachment A for bios). They designed a project approach that integrated research and stakeholder interviews with focus groups and surveys to ensure that the resulting framework was informed by both research on youth development and learning, and the views of a cross-section of stakeholders in Boston and leaders in other cities, including providers, parents, young people, school administrators and grantmakers.

They approached the project in three phases:

⁴ C.S. Mott Foundation Committee on After-School Research and Practice. *Moving Towards Success: Framework for After-School Programs*. Washington, DC: Collaborative Communications Group, 2005, p.7.

1. **Research:** Identify local and national practices, initiatives and research that can contribute to the Framework's design. Gather input from wide-cross section of youth development stakeholders.
2. **Synthesis and Recommended Framework:** Synthesize information gathered in the first phase, design a draft results framework to share with stakeholders.
3. **Revisions and Next Steps:** Revise draft based on input, articulate recommended next steps toward operationalization.

To provide expert guidance throughout the project, the consultants created an Advisory Committee which met at key points during the project cycle (See Attachment B for list of members.)

Key Findings from the Research Phase

The two major research components of the project were:

1. Gathering data from local and national stakeholders; and
2. Understanding the multiple frameworks and theoretical constructs of youth development and how they could inform the design of the framework.

(See Attachment C for list of interviews, focus groups, and ListServ participants, and Attachment D for list of frameworks).

One of the key findings early in this process was that no other city has done exactly what Boston set out to do in this project. There are cities (for instance, Baltimore) that have implemented **quality standards** for out-of-school time programs; and there are many individual OST programs and networks of programs that evaluate their impact using **indicators tracked to outcomes** (Citizen Schools, Tenacity and others).

There are also efforts in both the arts and the science/technology/engineering/mathematics (STEM) sectors to develop outcomes-based frameworks that can be applicable to OST programs focused on those particular content areas.

There is an effort by the Collaborative for After School Systems (CBASS) to develop a high-level, multi-city results framework addressing key outcomes at the youth, program and systems levels. There are multiple **research-based frameworks** that explain key youth developmental outcomes, risk and protective factors, internal assets and other constructs for identifying the key components of youth success.

But there is not another city that has attempted to weave all of this together into a single Results Framework that will be applicable to the full range of out-of-school time programs serving youth K-12.

Three major themes describing the most important and valuable contributions that youth programs make to successful youth development emerged from both our research and our interviews with local and national stakeholders.

1. Programs provide opportunities for young people to be highly engaged in learning, develop authentic skills, produce real work for real audiences, and attain mastery. They help youth to **achieve**.
2. Programs provide opportunities for young people to participate in supportive relationships with peers and adults, experience giving and receiving and make a contribution to community. They help youth to **connect**.

3. Programs provide opportunities for young people to create and maintain healthy lifestyles and to develop goals for and an investment in their own future. They help youth to **thrive**.

Other key points emerged during the data gathering process:

- It is critical that the development and use of the framework does not result in disincentives for programs targeting youth who are not doing well on the indicators, who are the hardest to reach (and potentially the most in need) of the services and supports offered by OST programs.
- There is disagreement among providers and others on whether tracking school attendance is an appropriate way to gauge the impact of OST programs' efforts to increase student engagement in learning.
- There is disagreement among many stakeholders (not just program providers) on how academic achievement should be characterized in the framework. All sectors agreed that academic achievement is an important youth development indicator; they disagreed on the impact of OST. For example, young people thought OST should help participants get motivated and try harder, but not focus on closing achievement gaps or improving grades. Funders, typically, seek the latter.

For a summary of the results of focus groups by stakeholder category see Attachment G.

Synthesis: Focus on Achieving, Connecting and Thriving

Following the research phase of this project, the consultants worked over the course of school year 2009-10 to develop the Results Framework in partnership with a wide range of stakeholders. Draft frameworks were developed, circulated and modified according to stakeholder concerns, insights and questions.

The result is the ACT Results Framework. (See Attachments H & I). ACT is a tool to assist practitioners, funders, intermediaries, policymakers, parents and youth to focus on what matters most for children and youth. The Framework is named ACT after its three major domains: **1) Achieving; 2) Connecting and 3) Thriving**.

We hope that ACT will help show how participation in out-of-school time programs positively impacts Boston's young people and help programs describe the results they are delivering to funders, parents, schools and youth themselves. The ACT Framework captures the major themes into three domains that are important, predictive and powerful for young people's positive development, and provides suggested indicators to track how youth are achieving developmental milestones within those domains.

Below is an overview of the approach we used to engage stakeholders in the development of ACT, and what we learned and incorporated as a result of their help and participation.

Presentations to Existing Networks and Collaborative Teams

We presented and discussed the draft framework with multiple stakeholders, including:

- The Boston Mental Health Providers Collaborative
- Youthworkers citywide (through BEST Initiative training)
- The Mayor's Health and Human Services Sub-cabinet (twice)
- OST programs around the City (through DELTAS annual Bridging the Gap conference)

- The Opportunity Agenda Summer Initiative group, including Steve Greeley (Opportunity Agenda), Rahn Dorsey (Barr), Elizabeth Pauley (TBF), and program providers from BELL and Tenacity.

Each of these groups helped to refine the menu of indicators used within each of the three ACT domains. Participants in these meetings reviewed draft indicators and offered additional granularity as well as helped to identify areas within their own work where ACT might be useful in future planning and program development.

A Survey of OST Program Providers

In spring 2010, Boston After School & Beyond administered a survey to OST providers that included several questions related to the ACT Framework. Survey results indicated there is *widespread interest among providers in the Results Framework* - 107 organizations (86% of those who answered the question) are interested in learning more about the framework.

The survey also showed that across the spectrum of skills which together comprise ACT, there appears to be a large disconnect regarding the degree to which organizations *teach a skill* and the degree to which they *measure attainment of that skill* among their participating youth. Survey results showed:

Organizations that teach and measure “Achieving” skills:

Skill	Orgs that <i>teach</i> this skill	Orgs that <i>measure</i> this skill
Collaboration	106	39
Communication	100	47
Problem Solving	96	42
Leadership	93	48
Creativity	87	28
Artistic skills	79	28
Cross-cultural skills	77	28
Cognitive skills	61	28
Athletic skills	52	18

Organizations that teach and measure “Connecting” skills:

Skill	Orgs that <i>teach</i> this skill	Orgs that <i>measure</i> this skill
Positive peer relationships	104	35
Positive youth/adult relationships	96	31

Organizations that teach and measure “Thriving” skills:

Skill	Orgs that <i>teach</i> this skill	Orgs that <i>measure</i> this skill
Improving self-esteem/awareness	107	34
Taking responsibility for one's own actions	103	28
Positive self-image	100	28
Setting goals for the future	87	35
Positive physical health	79	21

These results point to the need for technical assistance during scale up of the framework, to increase providers’ capacity to measure their impact on youth skill attainment.

Recommended Next Steps

This report marks the conclusion of the consultant team's formal involvement in the ACT project. We offer the following recommended next steps toward operationalization of the framework.

Analysis of Summer 2010 Experience and Data

ACT was piloted by the Opportunity Agenda Summer Learning Initiative in 2010 with the SAYO as one common assessment tool. Results from this first pilot will be useful in deciding how to proceed in choosing indicators for the Framework.

Choosing Assessment Tools and Connecting to Existing Data Systems

Attachment H shows a range of potential tools for each indicator. Research and analysis on what tools are most appropriate – and what tools are most in use in Boston – must be completed to inform the Framework's operationalization strategy. Once an initial set of tools is identified, an exploration should be conducted of how data generated by the chosen assessment tools can be integrated into relevant systems already in place – either at Boston Beyond, through BOSTONavigator, and/or through connecting with the Boston Public Schools, or other systems.

Implementation Pilot

Once a set of tools is chosen and a strategy for connecting outcome data to existing systems is developed, we recommend testing the framework with a diverse sample of after-school program providers for their school-year programs. The 107 programs that responded to the survey indicating further interest in the framework could comprise the pool from which to choose a subset for participation in an implementation pilot.

Ideally, funders will participate in the pilot by contributing resources for design, implementation, technical assistance for providers and evaluation. Funders could also stipulate that participation by grantees in the pilot will satisfy reporting requirements – thus streamlining the data collection burden on providers.

It will be important to ensure organizations participating in the pilot have access to capacity-building resources to enhance the quality of their contributions and build capacity/infrastructure for continued participation. A mixed portfolio of organizations in pilot would be ideal – including variation in target age group, program focus, neighborhood, and organizational capacity for evaluation/outcomes tracking.

The pilot should be designed to include time for participating organizations to reflect on lessons learned, integrate improvements to their practice, and suggest changes to the framework. Leadership and board members of participating providers should be involved, to ensure organizational support for the staff training and time required. A suggested timeframe is January 2011 through June 2012.

Additional recommendations:

1. Align the Framework with the **Success for Life**⁵ Initiative where possible – to ensure alignment with state agencies. Ensure close connections with Success for Life to exchange developments and share promising strategies.

⁵ In 2008-09, the United Way of Massachusetts Bay/Merrimack Valley and the Executive Office of Health and Human Services convened an Action Planning Team of more than 100 youth development stakeholders from across the state to define and advance a set of shared goals and strategies capable of lifting all children, youth and families toward self-sufficiency and success for life. Facilitated by The Forum for Youth Investment, in June 2009, the APT submitted *Ready for Lifelong Success: A Call for Collaborative Action On Behalf of Massachusetts' Children and Youth* to Governor Deval Patrick and Governor's Readiness Cabinet.

2. Scan research for new ways of assessing 21st century skill development for Achieving domain. Ensure that indicators do not include bias against hard to serve or out of school youth.
3. Connect to school turnaround efforts at state and district level – can the framework play a role in helping to structure and understand the impact of community-based partnerships and expanded learning opportunities in turnaround schools?
4. Decide the long term infrastructure for ACT – which organization is the “keeper” of ACT?

Suggested long-term success indicators for ACT

As City partners and users incorporate ACT into their various fields of work, we are hopeful that this work will yield the following results:

1. *A Useful, User-Friendly Tool:* Organizations will voluntarily adopt and adapt the ACT framework for program development, management and evaluation.
2. *Adoption by Leadership:* Stakeholders will adopt the framework, including Boston providers, intermediaries and funders,
3. *Integration and Initiative Alignment:* ACT priorities will be reflected in Success Boston, Summer Fund, Promise Neighborhoods, Turnaround School Planning and other initiatives which sometimes overlap in goals but rarely in measurement strategies
4. *Strategic Investments:* Funders and leaders will make decisions on their investment and programmatic priorities based on the needs identified through ACT, and the data collected annually (or bi-annually) to show where the City’s youth need more and less support to achieve, connect and thrive.
5. *A Comprehensive View of Youth Success:* The City’s data gathering systems, for in and out of school, will reflect ACT skills, providing a comprehensive lens through which to view youth development and well-being.

Acknowledgements

We started this project nearly two years ago with strong support and insightful leadership from Dishon Mills of the Boston Public Schools DELTAS office, Chris Smith of Boston After School & Beyond, Peg Sprague, United Way of Massachusetts Bay/Merrimack Valley, and Liz Walzcak, then of the Mayor’s Office. These colleagues drove the process from planning through initial operational uses of the ACT Framework, providing guidance, support, good humor and flexibility throughout. We thank them for their patience, persistence and good ideas.

The Advisory Committee (Attachment B) provided many hours of time helping to refine our thinking and point us in new directions. They were always willing to help us make connections for interviewing and focus groups and without them; we would have had a much rockier road as well as a lesser final product. We thank each member for their generosity and insight.

We also thank the Wallace Foundation for supporting this project.

Attachment A: Consultant Bios

Liz O'Connor

617-733-2286

Liz@strategymatters.org

Liz O'Connor is a consultant to non-profit organizations and government agencies, specializing in strategic planning, program evaluation, writing and resource development. Her company, Strategy Matters, works with organizations focused on public safety/criminal justice, workforce development, education, and human/social services. Her work helps clients to increase their effectiveness, build productive partnerships, sustain and grow their successful initiatives.

Liz is also a lecturer at Northeastern University, designing and teaching courses in fundraising, nonprofit marketing and in Philosophy. In partnership with Jim Jordan, she has also designed and delivered leadership and management training for police sergeants through *The Sergeants' Leadership Program*, which has trained nearly 300 sergeants in its first two years.

In her former position as Deputy Director of the Office of Strategic Planning at the Boston Police Department, Liz worked with senior police management and district commanders to design, fund and implement new initiatives supporting innovative practices and community-based policing. Her program development efforts focused on leveraging external partnerships and resources to support community groups in crime prevention and reduction.

Prior to joining the police department, Liz was the director of a large community-based literacy program, and taught philosophy at UMASS/Boston and SUNY New Paltz.

Liz holds a master's degree in Philosophy from the University of Washington and a bachelor's degree in Philosophy and Politics from Mount Holyoke College.

Kathleen Traphagen

413-687-1710

kathleentrap@yahoo.com

Kathleen Traphagen developed expertise in school & non-profit partnerships, after-school programming, youth development, early childhood care & education, and workforce development through nearly 20 years in the non-profit and government sectors. As an independent consultant, Kathleen specializes in helping foundations, non-profits and government agencies build capacity and achieve their mission. Areas of particular skill include strategic communications, facilitating problem solving, goal setting, and strategic planning with diverse groups, grantwriting and development research, and project management.

Kathleen was formerly the Executive Director of the Mayor's 2:00-to-6:00 After-School Initiative in Boston, where she worked closely with the Boston Public Schools and community-based organizations to expand and improve after-school programming for Boston's young people. Previously, Kathleen was on staff of Boston Mayor Thomas M. Menino's Office of Intergovernmental Relations (IGR). In IGR, Kathleen led efforts to encourage city departments and the Boston Public Schools to collaborate strategically with each other, non-profits, and the funding community to access significant federal, state and private resources.

Kathleen was also a Senior Planner for Action for Boston Community Development, the city's anti-poverty agency. Kathleen received her BA in Professional Writing with University Honors from Carnegie Mellon University and her MBA from Northeastern University.

Attachment B: Boston OST Results Framework Advisory Committee

1. Dishon Mills, former Director, DELTAS, Boston Public Schools
2. Chris Smith, Executive Director, Boston After School & Beyond
3. Peg Sprague, Senior Vice President for Community Impact, United Way of Massachusetts Bay/Merrimack Valley
4. Daphne Griffin, Executive Director, Boston Centers for Youth & Families
5. Michelle Urbano, Director, Division of Child & Adolescent Health, Boston Public Health Commission
6. Abby Weiss, Executive Director, Full Service Schools Roundtable
7. Liz Walzak, formerly of the Office of Boston Mayor Thomas M. Menino
8. Michelle Brooks, Assistant Superintendent for Student and Family Engagement, Boston Public Schools
9. Mary Ellen Coffey, Executive Director, BOSTnet
10. Laurie Jo Wallace, Director, Training and Capacity Building, Health Resources in Action
11. Lauren Wood, Director of Resource Development, Mayor's Office of Intergovernmental Relations

Attachment C: Stakeholder Interviews

Frank	Barnes	Chief Accountability Officer	Boston Public Schools	Boston
Ellen	Bass	Director, Boston Capacity Tank	Black Ministerial Alliance	Boston
Mary Ellen	Coffey	Executive Director	BOSTnet	Boston
Lucy	Friedman	President	The After School Corporation	New York City
Ellen	Gannett	Director	National Institute on Out-of-School Time, Wellesley College	Wellesley, MA
Phil	Jackson	Director, Department of Alternative Education	Boston Public Schools	Boston
Larry	Mayes	Chief of Human Services	Office of Mayor Thomas M. Menino	Boston
Sandra	Naughton	Senior Planner and Policy Analyst	The SF Department of Children, Youth and Families	San Francisco
Gil	Noam	Director	PEAR, McLean Hospital and Harvard Graduate School of Education	Cambridge, MA
Elizabeth	Pauley	Senior Program Officer	The Boston Foundation	Boston
Dara	Rose	Program Officer	The Wallace Foundation	New York
Meagan	Seaman	Community Learning Initiative Coordinator	Boston Centers for Youth & Families	Boston
Beth	Smith	Executive Director	The Hyams Foundation	Boston
Peg	Sprague	Senior Vice President for Community Impact	United Way of Massachusetts Bay/Merrimack Valley	Boston Region
Mike	Tooke	Founding Member	Boston Business Leaders for Education	Boston
Michelle	Urbano	Director, Child and Adolescent Health	Boston Public Health Commission	Boston
Abby	Weiss	Executive Director	Full Service Schools Roundtable	Boston

Additional research examined initiatives in Montgomery County, Maryland; Fort Worth, Indianapolis; and Providence, RI.

Attachment D: Focus Groups

- Environmental OST Program Providers
- Sports Program Providers
- Teen Program Providers (two)
- Youthworkers
- LEAH Mentors (high school students)
- Program Providers organized by BOSTnet
- Multi-sector stakeholder group – providers and funders -- attending the 2nd Annual Bridging the Gap Conference organized by BPS DELTAS
- Multi-sector stakeholder group attending the Spring 2010 Connecting Communities Policy Symposium organized by Boston After School & Beyond and the Massachusetts Afterschool Partnership
- Funders

Attachment E: Guiding Frameworks

- BPS Acceleration Agenda: <http://bostonpublicschools.org/agenda>
- Success for Life Massachusetts:
http://supportunitedway.org/files/09_StateWideActionSummary.pdf
- Academy of Educational Development Outcomes & Indicators: (attached)
- Coalition for Building Afterschool Systems:
<http://www.forumforyouthinvestment.org/content/out-school-time-policy-commentary-13-speaking-one-voice>
- 3b project (collaborative of Boston Public Schools, Boston Public Health Commission and Boston Centers for Youth & Families) underpinned by Search Institute Developmental Assets Framework: <http://www.search-institute.org/developmental-assets/lists>
- Community Action Framework for Youth Development:
<http://www.cnyd.org/framework/index.php>
- Community Schools Results Framework for Student Success:
http://www.communityschools.org/CCSDocuments/results/results_framework_for_student_success.pdf
- Moving Toward Success: A Framework for After School Programs: attached
- The 5 C's of Positive Youth Development: http://www.childtrends.org/Files//Child_Trends-2008_02_27_PositiveYouthDev.pdf
- Community Programs to Promote Youth Development by the National Academies of Sciences:
<http://www.nap.edu/openbook.php?isbn=0309072751>
- The Engagement, Capacity and Continuity Framework developed by Eric Jolly, Science Museum of Minnesota: <http://www.smm.org/ecc/>
- National Academy of Science Framework for Evaluating Impacts of Informal Science Education Projects: http://caise.insci.org/resources/Eval_Framework.pdf
- Boston Youth Arts Evaluation Project Framework for Outcomes in Youth Arts Programs:
http://www.byaep.com/1/BYAEP_Framework.html
- Research about the Science of Learning (attached synopsis authored by Dick Roberts of the Dick and Sally Roberts Coyote Foundation, formerly director of out-of-school time programs for the Los Angeles Unified School District.)

Attachment F: ListServ participants and other stakeholders

The following people attended workshops, focus groups and/or joined our List Serv, and through these avenues offered helpful feedback and asked important questions which guided our work and helped to shape the Results Framework:

- Charmaine Arthur-Neverson, Massachusetts Afterschool Partnership
- Michael Bennett, BOSTnet
- Siobhan Brown, CitiCenter
- Margaret Carr, Grants Management Associates
- Rachel Davidson, Ellis Memorial & Eldredge House
- Stephanie Dodson, Strategic Grant Partners
- Meredith Eppel Jylkka, Mott Philanthropic
- Claudia Fitzsimmons, The Cloud Foundation
- Ellen Gannett, National Institute on Out-of-School Time
- Anne Greenbaum, Sportsmen's Tennis Club
- Kim Haskins, The Barr Foundation
- Cuong P. Hoang, Mott Philanthropic
- Laura Kollman, Ellis Memorial & Eldredge House
- Marisa Luse, Dotwell
- Kathleen Magrane, Massachusetts Afterschool Partnership
- Patricia McGuinness, Boston After School and Beyond
- Matt Mulder, Squashbusters
- Lindsey Musen, The Boston Plan for Excellence
- Elizabeth Nichols, The Paul and Edith Babson Foundation
- Melina O'Grady, The Community Art Center
- Mary Phillips, Grants Management Associates
- Whitney Prior, Boston After School and Beyond
- Emily Raine, Massachusetts 2020
- Megan Briggs Reilly, Jane's Trust
- Andrea Sachdeva, The Cloud Foundation
- Betty Southwick, WriteBoston
- Mark Smith, Massachusetts Cultural Council
- Janine Spinola Taylor, Victory Generation After-School Program
- Anne Strong, America Scores
- Tammy Tai, Hyams Foundation

Attachment G: Results of Focus Groups

Attachment H: ACT mapped to Frameworks and Potential Assessment Tools

Attachment I: Simplified ACT Framework