

YOUTH DEVELOPMENT FIELD FRAMEWORKS AND MEASURES

Algorithm iLearning System	ACT Results Framework <sup>1</sup>	CASEL SEL Core Competencies <sup>2</sup>	University of Chicago Consortium on Chicago School Research (CCSR) Noncognitive Factors <sup>3</sup>	Developmental Assets Profile <sup>4</sup>	Every Hour Counts Measurement Framework <sup>5</sup>	Forum for Youth Investment Skill Areas <sup>6</sup>	National Institute on Out-of-School Time (SAYO) <sup>7</sup>	Partnership for 21st Century Learning Framework <sup>8</sup>	Six Cs Framework <sup>9</sup>	Student Success Network <sup>10</sup>
<b>Social Skills</b>	Connecting (Engaging in Supportive Relationships)	Social Awareness/ Relationship Skills	Social Skills	Positive Values/ Social Competencies	Collaboration/ Communication	Communication/ Relationships & Collaboration	Communication Skills/ Relations with Peers	Social & Cross-Cultural Skills/ Creativity & Innovation/ Communication & Collaboration	Character/ Caring/ Connection/ Competence	Interpersonal Skills
<b>Self-Management</b>	Thriving (Developing Physical & Mental Well-Being; Envisioning Future Success)	Self-Management/ Responsible Decision Making	Learning Strategies/ Academic Perseverance	Positive Values/ Social Competencies	Critical Thinking/ Persistence/ Self-Regulation/ Growth Mindset	Critical Thinking & Decision Making/ Initiative & Self-Direction	Sense of Competence/Behavior/ Initiative	Flexibility & Adaptability/ Initiative & Self-Direction/ Productivity & Accountability/ Leadership & Responsibility/ Creativity & Innovation/ Critical Thinking & Problem Solving	Competence	
<b>Academic Self-Efficacy</b>	Achieving (Acquiring Skills, Knowledge, & Mastery)		Academic Mindsets	Commitment to Learning	Growth Mindset	Initiative & Self-Direction	Sense of Competence/ Future Planning & Expectations/ Initiative/ Engagement in Learning		Competence	Grit/ Growth Mindset/ Academic Self-Efficacy
<b>Positive Identity</b>	Thriving (Developing Physical & Mental Well-Being; Envisioning Future Success)	Self-Awareness		Positive Identity			Sense of Competence		Confidence	
<b>Social Capital</b>	Connecting (Engaging in Supportive Relationships)			Support			Relations with Adults			
<b>Contribution</b>	Thriving (Developing Physical & Mental Well-Being; Envisioning Future Success)						Future Planning & Expectations		Contribution	
<b>Providing opportunities to develop a growth mindset</b>				Boundaries & Expectations			Program Experience			
<b>Providing opportunities to develop positive relationships and social capital</b>				Support			Program Experience			
<b>Developing positive environments for and with youth</b>				Empowerment/Boundaries & Expectations			Program Experience			
<b>Motivating youth to explore their interests</b>				Constructive Use of Time			Program Experience			
<b>Engaging youth in hands-on projects that allow them to practice specific competencies</b>				Empowerment/Constructive Use of Time						
<b>NOT COVERED BY THE YD iLEARNING SYSTEM</b>			Academic Behaviors				Homework	Information, Media, & Technology Skills		Academic Behaviors
							Academic Performance	Key Subjects & 21st Century Themes		Problem Solving

<sup>1</sup>Harland, L. (2012). A practical approach for teen-serving organizations to focus on building skills for success (Boston After School & Beyond Research Brief). Retrieved from <http://bostonbeyond.org/the-achieve-connect-thrive-framework-a-practical-approach-for-teen-serving-organizations-to-focus-on-building-skills-for-success/>

<sup>2</sup>Collaborative for Academic, Social, and Emotional Learning (2013). *CASEL schoolkit: A guide for implementing schoolwide academic, social, and emotional learning*. Chicago, IL: CASEL

<sup>3</sup>Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago, IL: The University of Chicago Consortium on Chicago School Research.

<sup>4</sup>Benson, P. L., Scales, P. C., Leffert, N., & Roehlkepartain, E. C. (1999). *A fragile foundation: The state of developmental assets among American youth*. Minneapolis, MN: Search Institute.

<sup>5</sup>Every Hour Counts (2014). *The Every Hour Counts Measurement Framework*. New York, NY: Every Hour Counts.

<sup>6</sup>Wilson-Ahlstrom, A., Yohalem, N., DuBois, D., Ji, P., & Hillaker, B. (2014). *From soft skills to hard data: Measuring youth program outcomes*. Washington, DC: Forum for Youth Investment.

<sup>7</sup>Stavsky, S. (2015). *Measuring social and emotional learning with the Survey of Academic and Youth Outcomes (SAYO)*. Wellesley, MA: National Institute on Out-of-School Time.

<sup>8</sup>Partnership for 21st Century Learning (2015). *P21 Framework Definitions*. Washington, DC: P21.

<sup>9</sup>Lerner, R. M., Brentano, C., Dowling, E. M. and Anderson, P. M. (2002). Positive youth development: Thriving as the basis of personhood and civil society. *New Directions for Youth Development*, 95, 11–34.

<sup>10</sup>Student Success Network (SSN). (2014). Retrieved from <http://www.ssn-nyc.org/#/sel-competencies/c123q>