

# A Summary of Outcome Measurement Tools for Out-of-School Time Programs

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## Introduction

This guide summarizes information on 25 survey questionnaires, assessment tools, and other data collection tools that out-of-school time (OST) practitioners and researchers can use to assess outcomes for program participants. The guide is intended to improve the quality of outcomes monitoring and evaluation projects by increasing access to data collection tools developed by (or in partnership with) researchers using systematic processes. Practitioners and researchers should use this guide in conjunction with our related report, [Measuring Youth Development: How Out-of-School Time Programs Collect and Use Data](#), which examines how afterschool, summer, and other out-of-school-time (OST) programs gauge their work and impact, as well as the obstacles these programs face.

Following our introduction, we include a summary of each data collection tool, including information such as:

- How to access the tool
- Who developed the tool
- Who is expected to complete the survey or assessment
- The age of the children/youth whose outcomes the tool is designed to assess
- The language(s) in which the tool is available

In addition to this summary and the lists of tools, the guide also includes answers to frequently asked questions that program staff and researchers might have about the guide's rationale and development and possible directions for future work.

We identified tools using a combination of methods, including a review of academic search engines, surveys and interviews with OST providers, and a review of initial lists by three research and evaluation experts. We restricted our search to resources published in the United States from 2010 to 2023 that described tools developed for use in OST programs or youth development settings for children and teenagers ages 5-18 or in grades K-12. Our list of resources also includes searchable databases and other compilations of resources identified through our searches.

For more information on how this guide was developed and how to use it, please see the Frequently Asked Questions on page 13.

# Summary of Surveys, Assessments, and Other Data Collection Tools<sup>1</sup>

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">ASEBA School-Age Forms &amp; Profiles: Child Behavior Checklist (CBCL/6-18) and Youth Self Report (YSR/11-18)</a>	Achenbach, T.M., & Rescorla, L.A. (2001). Manual for the ASEBA School- Age Forms & Profiles. Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.	CBLC: Ages 6-18 YSR: Ages 11-18	X		X			No	The CBLC is a 120-item assessment measuring child problem behaviors (internalizing and externalizing) and child adaptive behaviors (activities, social competence, and school competence). The YSR is a 112-item self-report measuring child problem behaviors and child adaptive behaviors. The items on the YSR/11- 18 are similar to those on the CBCL/6--18. These assessments have been translated into over 100 languages; however, not all forms are available in all languages.
<a href="#">Afterschool Outcomes Measures Online Toolbox (Youth Reports)</a>	Vandell, D. L., O'Cadiz, P., Hall, V., & Westover, T. (2010). <i>California After School Outcome Measures Project: Phase II Final Report</i> . Report to the David and Lucile Packard Foundation.	Grades 3-12	X			X	X	Yes	Assessments conducted to evaluate four measures: Skill Development, Attitudes and Beliefs, Positive Behavior, and Program Experience. Program experience and attitudes and belief are measured only via the youth module. The youth module contains 12 scales, while the adult module contains six. There are optional modules that include measures of STEM- and literacy-related beliefs and attitudes. Assessments are available in English.

<sup>1</sup> Information about each tool was current as of June 2024, based on information that was publicly available. Additional details, such as the number of items in a tool, were not always publicly available for tools that have a fee associated with their use.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">American Camp Association Youth Outcomes Battery, 2nd Edition. Measuring Developmental Outcomes in Youth Programs</a>	American Camp Association. (2013). <i>Camp youth outcomes battery: Measuring developmental outcomes in youth programs.</i> (2nd ed.)	Younger Camper Version: 6-9  Basic Version: Ages 8-12 Detailed Version: Ages 12+	X		X		X	No	The survey tools measure outcomes in the following areas: Friendship Skills (14 items), Independence (8 items), Teamwork (8 items), Family Citizenship (6 items), Perceived Competence (8 items), Interest in Exploration (8 items), Responsibility (6 items), Affinity for Nature (10 items), Problem-Solving Confidence (8 items), Camp Connectedness (12 items), and Spiritual Well-Being (6 items). The Young Camper survey is available in English. The Basic and Detailed surveys are available in English and Spanish.
<a href="#">Behavioral and Emotional Rating Scale, Second Edition (BERS-3)</a>	Epstein, M. H., Pierce, C. D., & Lambert, M. C. (2020). <i>Behavioral and emotional rating scale</i> (3rd ed; BERS-3).	Self-Report: ages 6-18  Parent/Teacher: ages 5-18	X		X	X		No	Assessments used to determine a child's behavioral and emotional needs and outcomes. Three modules measure the child's Interpersonal Strength, Involvement with Family, Intrapersonal Strength, School Functioning, Affective Strength, and Career Strength. The youth, teacher, and parent form each include 52 items. Assessments are available in English.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description	
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff			
<a href="#">California Healthy Kids Survey</a>	Austin, G., & Duerr, M. (2004). <i>Guidebook for the California Healthy Kids Survey. Part I: Administration</i> (2004-2005 Edition). WestED.	Grades 5-12	X						No	Modular assessments measure youth outcomes in five areas: Student Connectedness, Learning Engagement/Motivation, and Attendance; School Climate, Culture, and Conditions; School Safety; Physical and Mental Well-Being and Social-Emotional Learning; and Student Supports. The assessments include a Core Module for Elementary Students focused on school, academic and social-emotional learning, positive development, and overall health and well-being; along with a Core Module for Secondary Students focused on school climate and safety, pupil engagement, student supports, bullying, and substance abuse. Supplemental modules are available that cover school climate, social-emotional and physical health, behavioral health and substance use, and other risk behaviors. Core and supplemental modules available in English and Spanish.
<a href="#">Common Instrument Suite Student (CIS-S) survey</a>	The PEAR Institute	Grades 4+	X						No	A self-report survey measuring STEM-related attitudes, including STEM engagement, STEM career knowledge, and STEM identity. The survey is available in English and Spanish. The developer may provide additional translations upon request.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description	
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff			
<a href="#">Developmental Assets Profile (DAP)</a>	Search Institute. (2016) <i>Developmental assets profile: User manual.</i>	Ages 8-18 (Grades 4-12)	X						No	A 58-item online assessment measuring personal, social, family, school, and community assets. These assets are divided into four external and four internal development asset categories. The external asset categories are: Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time. The internal assets are: Commitment to Learning, and Positive Values, and Social Competencies, and Positive Identity. Available in English and Spanish.
<a href="#">Devereux Student Strengths Assessment (DESSA)</a>	Devereux Center for Resilient Children. (2016). <i>Devereux Student Strengths Assessment (DESSA): Scales and associated items.</i>	Grades K-8 and 9-12 (High School Edition)	X		X	X	X	X	No	Assessments measuring eight social and emotional learning competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, Goal-Directed Behavior, Personal Responsibility, Decision Making, and Optimistic Thinking. Available assessments include a K-8th Grade Self-Report (72 items), a 6-8th Grade Middle School Self-Report (50 items), and a 9-12th Grade High School Self-Report (43-item) version, as well as "mini" 8-item versions and a 9-12 student self-report (55-items). The K-8 and 9-12 assessments can be completed by teachers, school staff, parents/guardians, and child-serving agencies. Available in English and Spanish.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">Holistic Student Assessment (HSA) v6.1</a>	Partnerships in Education and Resilience (PEAR) Institute, Harvard Medical School, McLean Hospital (2017). <i>Holistic student assessment (HSA) v6.1.</i>	Grades 4-12	X					No	A 61-item assessment measuring four domains: Active Engagement (engaging with the world physically), Assertiveness (expressing voice and choice), Belonging (social connection and relationships), and Reflection (thought and meaning-making). It is available in Cape Verdean Creole, Chinese (simplified and traditional), English, Haitian Creole, Portuguese, Spanish, and French.
<a href="#">Positive Youth Development Student Questionnaire (Short Form, SF) (Very Short Form, VSF)</a>	Geldhof, G. J., Bowers, Edmond, P., Boyd, M. J., Mueller, M. K., Napolitano, C. M., Schmid, K. L., Lerner, J. V., Lerner, R. M. (2013). Creation of short and very short measures of the five cs of positive youth development. <i>Journal of Research on Adolescence</i> , 24 (1):163-176. DOI: <a href="https://doi.org/10.1111/jora.12039">https://doi.org/10.1111/jora.12039</a>	Grades 5-12	X					No	These are assessments measuring the following constructs: academic skills, assets/resiliency, emotional well-being, family support, healthy lifestyles, peer relationships/social competence, positive behavior, problem solving/decision making, and self-concept. The short form (PYD-SF) consists of 34 items and the very short form (PYD-VSF) consists of 17 items. Available in English.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">Psychological Empowerment Tool</a>	Ozer, E. J., & Schotland, M. (2011). Psychological empowerment among urban youth: Measure development and relationship to psychosocial functioning. <i>Health Education &amp; Behavior, 38</i> (4), 348–356. <a href="http://www.jstor.org/stable/45056727">http://www.jstor.org/stable/45056727</a>	Grades 9-12	X					Yes	A 26-item assessment consisting of four scales used to measure psychological empowerment. The four scales are Sociopolitical Skills, Motivation to Influence (school and community settings), Participatory Behavior, and Perceived Control (in school). Available in English.
<a href="#">Self Perception Profile</a>	Harter, S. (2012). Self-perception profile for children: Manual and questionnaires (grades 3-8). Denver, CO: University of Denver, Department of Psychology.	Grades 3-8	X					Yes	A 36-item self-report assessment measuring a child's perception of their scholastic competence, social competence, athletic competence, physical appearance, behavioral conduct, and global self-worth. These six subscales contain six items each. Available in English and Spanish.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">Social and Personal Responsibility Scale</a>	Conrad, D. & Hedin, D. (1985). Instruments and scoring guide of the experiential education evaluation project. <i>Service Learning, General</i> . 247. <a href="https://digitalcommons.unomaha.edu/slceslgen/247/">https://digitalcommons.unomaha.edu/slceslgen/247/</a>	Unspecified	X					Yes	A 21-item scale with 4 subscales measuring the extent to which students 1) have responsible attitudes, 2) feel competent to act responsibly, 3) feel a sense of efficacy to take responsibility, and 4) perform responsible acts. Available in English.
<a href="#">Social Emotional Assets and Resilience Scales (SEARS)</a>	Merrell, K. W. (2008). <i>Social Emotional Assets and Resilience Scales (SEARS)</i> .	Child Module: Ages 8-12 (or Grades 3-6)  Adolescent Module: Ages 13-18 (or Grades 7-12)	X		X	X		No	The assessment system measures social resiliency and other positive socio-emotional attributes of youth who exhibit symptoms of, or who are at high risk for, clinical problems (such as internalizing disorders, autism spectrum disorder, attention-deficit hyperactivity disorder, and conduct disorders). Full-length forms include 35-41 items. The short forms are 12 items. Assessments available in English. The Parent forms (both long and short form) have also been translated into Spanish.



Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">Sports, Outdoors, Elementary SEL, Early Elementary SEL, Career Readiness, College Readiness, Youth Leadership and Action, Social and Emotional Learning (general)</a>	Hello Insight (Formerly Algorhythm). (n.d.). <i>A PYD approach builds SEL, the key to long-term thriving.</i>	Early Elementary: Ages 5-8 Elementary: Ages 8-11  All others: Ages 11-23	X					No	Eight assessments measure social and emotional learning (SEL) according to varying contexts or goals: Sports, Outdoors, Elementary, Career/Workforce Readiness, College Readiness, Youth Leadership and Action, and a general SEL assessment.
<a href="#">Strengths and Difficulties Questionnaire (SDQ)</a>	Goodman, R. (1997). The strengths and difficulties questionnaire: A research note. <i>Journal of Child Psychology and Psychiatry</i> , 38, 581-586.	Parent report: Ages 4-17  Youthself-report: Ages 11-17	X		X	X		Yes	A 25-item questionnaire measuring child emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behaviors. Available in over 90 languages.
<a href="#">Survey of Academic and Youth Outcomes (SAYO-Y)</a>	National Institute on Out-of-School Time (n.d.). <i>SAYO-Y: Survey of Academic and Youth Outcomes - Youth Survey</i> . National Institute on Out-of-School Time	Grades 4-12	X					Yes	Survey that can be used to measure up to three areas of youth outcomes: Program Experiences, Future Expectations, and Sense of Competence. Part of larger A Program Assessment System (APAS). Available in English. May be available in additional languages.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">Tauck Family Foundation Formative Assessment Tool</a>	Child Trends. (2014). <i>Measuring elementary school individuals' social and emotional skills: Providing educators with tools to measure and monitor social and emotional skills that lead to academic success.</i> Washington, DC: Author.	Student Survey: Grades 3-5 Teacher Survey: Children in grades K-5	X			X		Yes	Assessments measuring self-control, academic self-efficacy, persistence, mastery orientation, and social competence. The Teacher survey has 12 items and the Student survey has 14 items. Available in English.
<a href="#">The Social Skills Improvement System (SSIS) Rating Scales</a>	Gresham, F. & Elliot, S. N. (2008). <i>Social Skills Improvement System (SSIS) Rating Scales.</i>	Ages 3-18 Student Survey: Ages 8-18	X		X	X		No	Assessment scales are used to measure Social Skills (e.g., communication cooperation, assertion, responsibility, empathy), Academic Competence (e.g., reading achievement, math achievement, and motivation to learn), and Problem Behaviors (e.g., internalizing and externalizing). They are available in English and Spanish.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">Weinberger Adjustment Inventory (WAI)</a>	Weinberger, D.A., Feldman, S.S., Ford, M. E., & Chastain, R. L. (1987). <i>Weinberger Adjustment Inventory</i> [Database record]. APA PsycTests. <a href="https://doi.org/10.1037/t05237-000">https://doi.org/10.1037/t05237-000</a>	Ages 11-18	X					Yes	An 84-item assessment measuring social emotional adjustment in older children and adults. Constructs include Distress (anxiety, depression, low self-esteem and low well-being), Restraint (impulse control, suppression of aggression, consideration of others, and responsibility), and Defensiveness (repressive defensiveness). A 37-item short form is also available. Available in English.
<a href="#">YDEKC Student Engagement, Motivation, and Beliefs Survey</a>	Youth Development Executives of King County (YDEKC)	Ages 11-18	X					Yes	A 63-item self-report survey consisting of scales targeting the following areas: academic identity, future orientation, mindsets, self-management, interpersonal skills, cultural identity. The survey is intended to provide youth programs with information on the key skills and dispositions in the youth they serve. Available in English.

Tool	Developer	Ages/Grade of Youth	Person who fills out the tool					Publicly Available (free)	Brief Description
			Youth	Program Leaders	Parent/Guardian	Teacher	Program Staff		
<a href="#">Youth Experiences Survey 2.0</a>	Hansen, D. M., & Larsen, R. (2005). <i>The youth experience survey 2.0: Instrument revisions and validity testing</i> . University of Illinois at Urbana Champaign.	Grades 9-12	X					Yes	A 70-item instrument with six scales measuring Identity Work, Initiative, Basic Skills, Teamwork and Social Skills, Positive Relationships, and Adult Network, and five scales measuring Stress, Inappropriate Adult Behavior, Negative Influence, Social Exclusion, and Negative Group Dynamics. Available in English.
<a href="#">Youth Teamwork Skills Survey</a>	Grack Nelson, A. (2018). <i>Youth Teamwork Skills Survey: Survey and manual</i> . St Paul, MN: Science Museum of Minnesota.	Grades 6-12	X					Yes	This 28-item survey assesses five areas of team communication skills: closed-loop communication about a teammate's idea, closed-loop communication about the youth's own idea, information exchange about a youth sharing an idea, information exchange about sharing an idea that might be difficult to bring up, and listening. Available in English.

# Frequently Asked Questions

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## *Why was this guide developed?*

The purpose of this guide is to help document and summarize information about data collection tools<sup>2</sup> that are available to assess outcomes for participants in out-of-school time (OST) programs. Although there are a large number of existing tools developed by researchers using systematic processes, our previous research indicated that some providers experience difficulty finding outcomes measures and data collection tools that meet their needs and, therefore, develop survey questionnaires and related outcomes data collection tools on their own. For some programs, this may be an intentional and high-quality effort—particularly for those with internal research staff—but for many others, it may present a challenge. If program staff do not have time to develop questionnaires or if they do not feel confident about the process used to develop them and are not satisfied (or are uncertain) about the quality of the questions, then this guide may serve as a useful resource.

## *Who should use this guide?*

**OST providers:** By providing access to more than two dozen tools, this resource will increase OST providers' knowledge about available outcomes measurement tools, and may make it easier for them to identify tools designed to meet their needs, based on the length and content covered.

**Researchers:** This resource includes outcomes data collection tools that can be used for multiple purposes, including continuous outcomes monitoring, program evaluation, and understanding participants' baseline outcomes to better tailor services to meet their needs. Therefore, in addition to practitioners, this resource may also be useful for researchers evaluating OST programs or serving as a research or data partner, and may help them assess outcomes to support performance improvement efforts.

**Funders** of OST programs and research may also find the resource useful. When available, the guide provides information on key users of the data collection tool (or who is able to administer it).

## *Why do OST providers measure participant outcomes?*

OST providers assess participant outcomes for three key reasons:

- *Internal assessment of program performance:* Assess ways in which participants seem to benefit from services.
- *Formal evaluation:* Understand how or whether participants' outcomes improve over time or in comparison to non-participants.
- *Tailoring of services:* Understand baseline “outcomes” to inform program design.

When available, we provide information on whether the data collection tool has been used to support one or more of these purposes.

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<sup>2</sup> Data collection tools are defined here as survey questionnaires, assessment forms, or other instruments used to gather information about participant outcomes.

# How was this guide created?

This resource guide evolved out of an earlier phase of our research on OST programs, through which we produced the report, [Measuring Youth Development: How Out-of-School Time Programs Collect and Use Data](#). Through our initial scan of the literature and conversations with OST practitioners, we identified more than 20 data collection tools commonly used by OST programs. We also identified several searchable databases and compilations of resources that could be used by OST providers to identify surveys and outcome measures.

Because our initial searches focused on outcomes measured in OST programs and were not specifically intended to identify data collection tools, we conducted a more systematic process to identify additional tools and refine the list included in this publication. The process included developing inclusion criteria, reviewing the existing list of resources to assure that they met the inclusion criteria, and seeking input from external research and practitioner experts to identify any missing resources.

More specifically, our review entailed searching academic and other web-based search engines (e.g., Academic Search Complete, EBSCOhost, Education Resources Information Center (ERIC), Google Scholar, PubMed) to identify survey questionnaires, assessment tools, and compilations/databases of measures and tools that have been used in OST programs or youth development programs more broadly or that were noted in articles, survey administration instructions, or other developer documentation as being designed for use in those settings. We also searched data measurement compilations and databases to identify comprehensive tools designed for use in OST programs.

Abstracts from resources published from 2010 to 2023 were reviewed to assure that they met these and other inclusion criteria (e.g., published in the United States, developed for children and teenagers ages 5-18 or grades K-12). To identify resources, combinations of search terms across two categories were used, including:

**Category 1.** Afterschool, Summer Program, Out-of-School Time, and various related or alternative terms (after school, summer camp, enrichment, before care, etc.)

**Category 2.** Outcomes, survey, questionnaire, tool, battery, instrument, assessment, etc.

Once an initial list of resources and their descriptions were developed, three external reviewers—each with deep expertise in the OST field based on their experiences serving as researchers and evaluators in partnership and from within OST programs—provided their review. Following this review, we also received feedback from internal experts and from reviewers from The Wallace Foundation.

**Table 1.** Terminology

<b>Tool</b>	Name of the survey or other data collection tool (or set of tools) and a direct link to the survey or data collection tool if available online
<b>Developer</b>	Name of researcher(s) or institutional entity that developed and published the survey or other data collection tool
<b>Ages/ grades of youth</b>	Target age population for whom data are collected (i.e., program participants ages 5-8, high school students in grades 9-12)
<b>Person who fills out the tool</b>	Group to whom the survey or other data collection tool will be administered (i.e., program participants, parents of youth participants, program staff)

Publicly available (free)	Information on whether the tool is publicly accessible for free
Brief description	Description of the information provided by the tool (i.e., content, format) and whether the tool is available in multiple languages

## *What is excluded from this guide?*

This guide is also intentionally limited in other ways based on our search and exclusion criteria. For instance, we searched for tools as opposed to single items. Our searches—and, as a result, this guide—did not include information on the following:

1. Individual questions, items, or scales that measure limited information on one aspect of an outcome area (e.g., STEM, employment readiness, fitness)
2. Tools developed for diagnostic purposes only, particularly those designed to be administered by individuals with specific academic credentials
3. Tools that have no focus on measuring participant outcomes, such as quality assessment tools or tools designed to measure aspects of program implementation
4. Tools for which we lacked information on how to access them

This guide highlights more comprehensive data collection tools that cover outcomes across multiple domains of well-being. Our searches identified a number of tools focused on domain-specific outcomes, but we believe that more systematic searches are needed to ensure that the lists are fairly complete. To help address that gap, we include a list of databases that can be used to search for additional tools and outcomes within and across specific domains of well-being.

## Future Directions

While this resource provides useful information on more comprehensive data collection tools that can be used to assess participant outcomes, the practitioners and researchers we interviewed during earlier iterations of this project expressed interest in information to assess outcomes in specific content areas (STEM, employment, emotional wellness, arts, physical fitness, etc.). While our searches did identify a number of content-specific data collection tools—along with items, indices, and scales—we did not include them here. To help meet this need from the field, we recommend a follow-up review that involves more in-depth searches inclusive of content area search terms, as well as outreach to content experts to assure that lists of any content-specific resources are complete.

Expert reviewers also recommended providing, where possible, more detailed information about the data collection tools. Information noted as being of high potential value included information on whether, how, and on what populations the tools have been tested and administered, as well as the psychometric properties of any scales included in the tools. This information can help users better understand the quality of the tools.

# Web-Based Databases for Identifying Surveys and Other Measurement Tools for Out-of-School Time Programs

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- Americans for Arts. (n.d.). *Data collection instruments and implementation guides*. Youth ARTS. <https://youtharts.artsusa.org/appendices/appendix24/>
- EdInstruments. (n.d.). Annenberg Institute for School Reform at Brown University. <https://edinstruments.org/>
- Fredicks, J., McColskey, W., Meli, J., Montrosse, B., Mordica, J., & Mooney, K. (2011). *Measuring student engagement in upper elementary through high school: A description of 21 instruments*. (Report No. REL 2011–No. 098). Regional Educational Laboratory at SERVE Center UNC Greensboro, Institute of Education Sciences National Center for Educational Evaluation and Regional Assistance. [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2011098\\_sum.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098_sum.pdf)
- Haggerty, K., Elgin, J., & Woolley, A. (2011). *Social-emotional learning assessment measures for middle school youth*. Raikes Foundation. <https://www.search-institute.org/wp-content/uploads/2017/11/DAP-Raikes-Foundation-Review.pdf>
- Hair, E. C., Moore, K. A., Hunter, D., & Kaye, J. W. (2001). Youth development outcomes compendium. Child Trends. <https://cms.childtrends.org/wp-content/uploads/2001/10/2001-13YouthOutcomesCompendium.pdf>
- National Mentoring Resource Center. (n.d.). *Measurement guidance toolkit*. Office of Juvenile Justice and Delinquency Prevention's National Mentoring Resource Center (NMRC). <https://nationalmentoringresourcecenter.org/index.php/learning-opportunities/measurement-guidance-toolkit.html>
- Oak Ridge Associated Universities (ORAU). (n.d.). *STEM Evaluation Repository*. <https://www.orau.org/news/releases/2020/capacity-building-in-stem-education-evaluation.html>
- Partnership for After School Education (2010). *Afterschool youth outcomes inventory*. [https://www.afterschoolnetwork.org/sites/main/files/fileattachments/outcomesinventory\\_8nov10\\_final.pdf?1311615355](https://www.afterschoolnetwork.org/sites/main/files/fileattachments/outcomesinventory_8nov10_final.pdf?1311615355)
- Person, A. E., Moiduddin, E., Hague-Angus, M., Malone, L. M., & Mathematica Policy Research. (2009). *Survey of outcomes measurement in research on character education programs*. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance, U.S. Department of Education. <https://ies.ed.gov/ncee/pdf/2009006.pdf>
- RAND Corporation. (2018). *Rand Education Assessment Finder*. <https://www.rand.org/education-and-labor/projects/assessments.html>
- SEL Solutions. (n.d.). *Are you ready to assess social and emotional development?* SEL Solutions, American Institutes for Research. [https://www.air.org/sites/default/files/AIR%20Ready%20to%20Assess\\_ACT\\_rev.pdf](https://www.air.org/sites/default/files/AIR%20Ready%20to%20Assess_ACT_rev.pdf)
- SRI International. (n.d.). Online Evaluation Resource Library (OERL). SRI International. <http://oerl.sri.com>
- The PEAR Institute: Partnerships in Education and Resilience. (2009). *Assessment tools in informal science*. Partnerships in Education and Resilience. <http://www.pearweb.org/atis/dashboard/about>



# Compilations and Syntheses of Out-of-School Time Outcome Measures

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- Berg, J., Osher, D., Same, M. R., Nolan, E. et. al. (2017). *Identifying, defining, and measuring social and emotional competencies*. American Institutes for Research. <https://www.air.org/resource/report/identifying-defining-and-measuring-socialand-emotional-competencies>
- Bronte-Tinkew, J., Moore, K. A., & Shwalb, R. (2006). Measuring outcomes for children and youth in out-of-school time programs: Moving beyond measuring academics. *Child Trends*. <https://www.childtrends.org/publications/measuring-outcomes-for-children-and-youth-in-out-of-school-time-programs-moving-beyond-measuring-academics>
- Children, Youth, and Families At-Risk (CYFAR). (2013). *CYFAR approved common measures*. University of Minnesota. <https://cyfar.org/common-measures>
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