ANNEX F:

REFERENCE SHEETS

Annex F compiles tools that can be used to help program implementers measure PYD effectiveness within youth-focused programs. Most of the tools identified are relatively low in cost, easy to use, have good evidence of reliability and validity and either have already been used in the international context or have potential to be used in developing countries. Each reference sheet should be used in conjunction with the PYD Measurement Toolkit, specifically the PYD Illustrative Indicators Table (Annex E) and the PYD Measurement Sources Table (Annex G).

The measures and indicators in the PYD Measurement Toolkit are designed to be used across multiple sectors and within a variety of programs for youth – from those implementing a sexual and reproductive health program to those implementing a democracy and governance program. In most cases, the toolkit includes more than one measure for any particular indicator. Selecting a measure or measures should be based on its appropriateness to the context (culture, age, gender, circumstances of participants) and any previous evidence of validity in this context. Many of the measures are scales that were originally developed and validated in English-speaking countries. Most scales have been validated with a fixed set of specific items to measure a construct. **It is not recommended to delete or change items from a scale.** However, there might be rare situations where some of the items are not relevant or appropriate and program implementers need to consider modifications. In these cases, changes and revisions made to measures must be done with careful consideration to preserve the integrity of the original items while ensuring their relevance for the target population and purpose. Scales revised in this matter require new validation. It is important to note that some items in scales may need to be reverse coded during scoring. Most of the selected indicators are designed to track change in PYD constructs and generally should be measured pre-intervention, immediately post-intervention and at future follow-ups (e.g. 3 months, 6 months, 1 and 2 years, or longer) depending on the funds and project life span. Statistically significant differences in the levels of each indicator between baseline and follow-up(s) should be reported. Further details about adaptation of measures can be found in the PYD Measurement Toolkit.

Section 1 contains information on the measurement sources including a brief description, target age group for the tool, the relevant tool items that link to the illustrative indicators and source citation. Section 2 lists illustrative indicators that were created by the YouthPower Learning Team and the Youth Engagement Community of Practice. Section 3 presents two youth-specific Foreign Assistance Indicators (also called "F-indicators"), which are mandatory in USAID programs. Two pilot USAID youth indicators are also included.

Complementing YouthPower Learning's comprehensive PYD Measurement framework, YouthPower Action has conducted two forthcoming studies focused specifically on "soft skills" for cross-sectoral youth development. Based on a systematic review of the evidence and stakeholder consultation, YouthPower Action has recommended a set of key soft skills supported by a strong research base as being important elements of workforce development, violence prevention and sexual and reproductive health. These skills are applicable across sectors and diverse world regions. In addition, YouthPower Action has identified and systematically reviewed a range of measurement tools that can be used to assess key soft skills in international youth program settings, and developed a comprehensive inventory of such tools. More information about the YouthPower Action research can be found at https://www.fhi360.org/resource/key-soft-skills-cross-sectoral-youth-outcomes and http://www.childtrends.org/publications/key-soft-skills-that-foster-youth-workforce-success-toward-a-consensus-across-fields/.

NAME OF TOOL: The Chinese Positive Youth Development Scale (CPYDS)

Developer: Daniel Shek, The Hong Kong Polytechnic University

Brief Description of Tool: The CPYDS contains 90 items, which are grouped into 15 sub-scales measuring aspects of positive youth development.

Constructs Measured:

PYD Construct from the PYD Measurement Toolkit	CPYDS Scale Constructs
1. Interpersonal Skills (social and communication skills)	1. Social Competence
2. Higher-order thinking skills	2. Cognitive Competence
3. Recognizing emotions	3. Emotional Competence
4. Positive identity	4. Clear and positive identity
5. Self-efficacy	5. Self-efficacy
6. Positive beliefs about future	6. Beliefs in the future
7. Prosocial norms	7. Prosocial norms

Targeted Age Group: Ages 12-18 years

Availability of Tool: Developer has provided permission to use.

Locations and Languages in which tool has been used: Hong Kong, Macau – English, Chinese

How to Administer: Self-report questionnaire administered directly to youth. Tool can also be completed in interview format.

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CPYDS scale item:

Response Options for all CPYDS subscales: Strongly Disagree = 1; Disagree = 2; Slightly Disagree = 3; Slightly Agree = 4; Agree = 5; Strongly Agree =6

1. Interpersonal Skills: Increased interpersonal skills at the conclusion of training/programming

CPYDS subscale on Social Competence
1. I can actively talk to a stranger.
2. I know how to communicate with others.
3. I understand the rules and expectations in interacting with others.
4. I can interact with others in a harmonious manner.
5. I enjoy joining social activities.
6. I know how to differentiate good and bad friends.
7. I know how to listen to others.

2. Higher-Order Thinking Skills: Increased higher-order thinking skills at the conclusion of training/programming

CPYDS subscale on Cognitive Competence
1. I believe there is a solution for any problem.
2. I know how to see things from different angles.
3. I will try new ways to solve my problems.
4. I know how to find the causes of and solutions to a problem.
5. I know how to develop plans to achieve my objectives.
6. I can differentiate the good and bad aspects of things.

3. Recognizing Emotions: Increased ability to recognize and respond positively to emotions at the conclusion of training/programming

CPYDS subscale on Emotional Competence
1. I am a pleasant person.
2. When I am unhappy, I can appropriately show my emotions.
3. When I am angry, I can rationally describe my feelings.
4. When I have conflict with others, I can manage my emotions.
5. I can see the world from the perspectives of other people.
6. I will let other people know my emotions.

4. Positive identity: Increased positive identity at the conclusion of training/programming

CPYDS subscale on Clear and Positive Identity
1. I can do things as good as others.
2. Compared with my classmates, I am satisfied with my performance.
3. I am satisfied with my body and appearance.
4. I feel that I am welcomed by others.
5. I am a person with self-confidence.
6. I am a filial person.
7. I know my strengths and weaknesses.

5. Self-efficacy: Increased self-efficacy at the conclusion of training/programming

CPYDS subscale on Self-efficacy
1. I have little control of things that happen in my life.
2. I do not have any solutions for some of the problems I am facing.
3. I cannot do much to change things in my life.
4. When I face life difficulties, I feel helpless.
5. I feel my life is determined by others and fate.
6. I believe things happening in my life are mostly determined by me.
7. I can finish almost everything that I am determined to do.

6. Positive Beliefs about Future: Increased positive beliefs about their own future at the conclusion of training/programming

CPYDS subscale on Beliefs in the Future
1. I have confidence to solve my future problems.
2. I have confidence to be admitted to a university.
3. I have confidence that I will be a useful person when I grow up.
4. I do not expect to get what I want.
5. I can see that my future is unpleasant.
6. It is not possible for me to have satisfaction in future.
7. It is very probable that I will not get things that I want in future.

7. Prosocial Norms: Increased self-reported prosocial norms at the conclusion of training/programming

CPYDS subscale on Prosocial norms
1. I care about unfortunate people in the society.
2. If there are opportunities, I will take up voluntary work.
3. I agree that everybody should be constrained by laws.
4. It is my pleasure to obey school rules.

Scoring Information for all scales: Scale score is average of items.

REFERENCES:

Shek, D.T.L., Siu, A.M.H., Lee, T.Y., Cheng, H., Tsang, S., Lui, J., and Lung, D. (2006). Development and validation of a positive youth development scale in Hong Kong. *Int. J. Adolesc. Med. Health 18(3),* 547–558.

Shek, D. L., & Ma, C. S. (2010). Dimensionality of the Chinese Positive Youth Development Scale: Confirmatory Factor Analyses. *Social Indicators Research, 98,* 41-59.

Shek, D.T. L., Siu, A.M.H. and Lee, T.Y (2007). The Chinese Positive Youth Development Scale: A Validation Study. *Research on Social Work Practice, 17(3)*, p. 380-391.

NAME OF TOOL: The Communities That Care Youth Survey (CTCYS)

Developer: The Social Development Research Group (SDRG) at the University of Washington (United States)

Brief Description of Tool: The Communities that Care Youth Survey was designed to assess adolescent prevention needs in order to support strategic community prevention planning. It measures adolescent problem behaviors such as drug use, delinquency, and violence and the risk and protective factors that predict those problems in communities. The CTCYS has been used in the Community Youth Development Study (CYDS) which was an efficacy trial of the Communities that Care operating system in reducing youth drug use and problem behaviors at the community level. Many of the CTCYS measures have been used in the International Youth Development Study Youth Survey.

Constructs Measured:

PYD Construct from the PYD Measurement Toolkit	CTCYS Scale Constructs
1. Opportunities for prosocial involvement	1a. Opportunities for pro-social involvement -Family
	1b. Interaction with prosocial peers
	1c. Opportunities for pro-social involvement - School
	1d. Opportunities for prosocial involvement-Community
2. Value and recognition	2a. Rewards for prosocial family involvement
	2b. Rewards for prosocial peer involvement
	2c. Rewards for prosocial school involvement
	2d. Rewards for prosocial community involvement
3. Bonding	3a. Family attachment
	3b. Commitment to school
	3c. Neighborhood attachment

Targeted Age Group: Ages 11-18 years

Availability of Tool: Publicly available at no cost through the Center for Substance Abuse Prevention in the office of the United States Government's Substance Abuse and Mental Health Services Administration (http://store.samhsa.gov/product/Communities-That-Care-Youth-Survey/CTC020).

Locations and Languages in which tool has been used: This tool is well validated in the United States, Australia, Croatia, Cyprus, Germany, the Netherlands, the United Kingdom, Iran, India, Trinidad & Tobago and South Africa. It has been translated in multiple languages including Persian, Dutch and South African languages.

How to Administer: Self-report questionnaire administered directly to youth (paper)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CTCYS scale item:

1a. Opportunities for Prosocial Involvement-Family: Increased opportunities for prosocial involvement in family at the conclusion of training/programming.

CTCYS subscale on Opportunities for Prosocial Involvement – Family

Instructions: Please tell us how true each of the following statements is for you by answering
BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. If I had a personal problem, I could ask my mom or dad for help.
2. My parents give me lots of chances to do fun things with them.
3. My parents ask me what I think before most family decisions affecting me are made.

Scoring Information: Scale score is average of 3 items (possible range 1-4). Higher score indicates higher opportunities for prosocial family involvement.

1b. Opportunities for Prosocial Involvement – Peers: Increased opportunities for prosocial involvement in peer groups at the conclusion of training/programming.

CTCYS subscale on Interaction with Prosocial Peers

Response Options: None of my friends (0) 1 of my friends (1) 2 of my friends (2) 3 of my friends (3) 4 of my friends (4)

1. In the past year (12 months), how many of your best friends have:
   .....participated in clubs, organizations or activities at school?
   .....made a commitment to stay drug free?
   .....liked school?
   .....regularly attended religious services?
   .....tried to do well in school?

Scoring Information: Scale score is average of 5 items (possible range 0-4). Higher score indicates higher interaction with prosocial peers.

1c. Opportunities for Prosocial Involvement – School: Increased opportunities for prosocial involvement in school at the conclusion of training/programming.

CTCYS subscale on Opportunities for Prosocial Involvement – School

Instructions: Please tell us how true each of the following statements is for you by answering
BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. In my school, students have lots of chances to help decide things like class activities and rules.
2. Teachers ask me to work on special classroom projects.
3. There are lots of chances for students in my school to get involved in sports, clubs, or other school activities outside of class.
4. There are lots of chances for students in my school to talk with a teacher one-on-one.
5. There are lots of chances to be part of class discussions or activities.

Scoring Information: Scale score is average of 5 items (possible range 1-4). Higher score indicates higher opportunities for prosocial involvement at school. Note: If one of the items was not completed, the scale score can be calculated as the mean of the 4 completed items. If two or more items are missing then the scale score cannot be calculated.

1d. Opportunities for Prosocial Involvement-Community: Increased opportunities for prosocial involvement in community at the conclusion of training/programming.

CTCYS subscale on Prosocial Involvement – Community

Instructions: Please tell us how true each of the following statements is for you by answering
BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you

Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. There are lots of adults in my neighborhood I could talk to about something important.
2. Adults in my community create organized activities for people my age.
3. Adults in my community provide ways for people my age to develop new skills.
4. People my age are given useful roles in this community.
5. In my neighborhood, kids can help decide which activities are provided and how they are run.
6. In my neighborhood, adults pay attention to what kids have to say.
7. There are a lot of chances in my community for someone my age to get a good education.

Scoring Information: Scale score is average of 5 items (possible range 1-4). Higher score indicates higher opportunities for prosocial involvement at school.

2. Value and Recognition: Increased youth self-report of positive value and recognition at the conclusion of training/ programming.

2a. CTCYS subscale on rewards for Prosocial Family Involvement

Response Options:
Items 1 and 2: Never or Almost Never (1) Sometimes (2) Often (3) All the Time (4)
Items 3 and 4: NO! (1) no (2) yes (3) YES! (4)

1. My parents notice when I am doing a good job and let me know about it.
2. How often do your parents tell you they're proud of you for something you've done?
3. Do you enjoy spending time with your mother?
4. Do you enjoy spending time with your father?

Scoring Information: Scale score is average of 4 items (possible range 1-4). Higher score indicates higher levels of prosocial family involvement.

2b. CTCYS subscale on rewards for Prosocial Peer Involvement

Response Options: No or Very Little Chance (1) Little Chance (2) Some Chance (3) Pretty Good Chance (4) Very Good Chance (5)

What are the chances you would be seen as cool if you…
1. …..worked hard at school?
2. …..defended someone who was being verbally abused at school?
3. …..regularly volunteered to do community service?

Scoring Information: Scale score is average of 3 items (possible range 1-5). Higher score indicates higher levels of prosocial peer involvement.

2c. CTCYS subscale on rewards for Prosocial School Involvement

Instructions: Please tell us how true each of the following statements is for you by answering
BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. My teacher(s) notices when I am doing a good job and lets me know about it.
2. I feel safe at my school.
3. The school lets my parents know when I have done something well.
4. My teachers praise me (tell me I'm doing well) when I work hard in school.

Scoring Information: Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of prosocial school involvement.

2d. CTCYS subscale on rewards for Prosocial Community Involvement

Instructions: Please tell us how true each of the following statements is for you by answering
BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. There are people in my neighborhood who are proud of me when I do something well.
2. There are people in my neighborhood who encourage me to do my best.
3. My neighbors notice when I do a good job and let me know about it.

Scoring Information: Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher levels of prosocial community involvement.

3a. Bonding: Improved bonding with members of family at the conclusion of training/programming

CTCYS subscale on Family Attachment

Instructions: Please tell us how true each of the following statements is for you by answering
BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. Do you feel very close to your mother?
2. Do you share your thoughts and feelings with your mother?
3. Do you feel very close to your father?
4. Do you share your thoughts and feelings with your father?

Scoring Information: Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of family attachment.

3b. Bonding: Improved bonding with members of school at the conclusion of training/programming

CTCYS subscale on Commitment to School

Response Options:
Item 1: None (5) 1 (4.33) 2 (3.67) 3 (3) 4-5 (2.33) 6-10 (1.67) 11 or more (1)
Item 2: Never (1) Seldom (2) Sometimes (3) Often (4) Almost Always (5)
Item 3: Very Interesting and stimulating (5) Quite Interesting (4) Fairly Interesting (3) Slightly Boring (2) Very Boring (1)
Item 4: Very Important (5) Quite Important (4) Fairly Important (3) Slightly Important (2) Not at all Important (1)
Items 5, 6 and 7: Never (1) Seldom (2) Sometimes (3) Often (4) Almost Always (5)

1. During the past four weeks [school was in session], how many whole days have you missed because you skipped or "cut/wagged"?
2. How often do you feel that the schoolwork you are assigned is meaningful and important?
3. How interesting are most of your courses/school subjects to you?
4. How important do you think the things you are learning in school are going to be for your later life?

5. In the past year [Since the last survey], how often did you: Enjoy being in school?
6. In the past year [Since the last survey], how often did you: Hate being in school?
7. In the past year [Since the last survey], how often did you: Try to do your best work in school?

Scoring Information: Scale score is average of 7 items (possible range 1-5). Higher score indicates higher levels of commitment to school.

3c. Bonding: Improved bonding with members of community at the conclusion of training/programming

CTCYS subscale on Neighborhood Attachment:

Instructions: Please tell us how true each of the following statements is for you by answering
BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

Response Options:
Item 1: NO! (4) no (3) yes (2) YES! (1)
Items 2 and 3: NO! (1) no (2) yes (3) YES! (4)
1. I'd like to get out of my neighborhood.
2. If I had to leave, I would miss the neighborhood I live in.
3. I like my neighborhood.

Scoring Information: Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher neighborhood attachment.

REFERENCES:

Arthur, M.W., Hawkins, J.D., Pollard, J.A., R.F. & Baglioni, A.J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors. The Communities That Care Youth Survey. *Eval Rev, 26,* 575-601.

Hawkins, J.D., et al. (2014). Youth problem behaviors 8 years after implementing the communities that care prevention system: A community-randomized trial. *JAMA Pediatrics, 168(2),* 122-129.

NAME OF TOOL: The International Youth Development Survey (IYDS)

Developer: The IYDS youth survey is largely based on the Communities That Care Youth Suvey (CTCYS) that was extended and adapted for use in Australia.

Brief Description of Tool: The International Youth Development Youth Survey is based on the CTCYS.

Constructs measured:

PYD Construct from the PYD Measurement Toolkit	IYDS Scale Constructs
1. Self-control	1a. Emotional control 1b. Impulsivity
2. Academic achievement	2a. Academic success (Youth-self-report) 2b. Academic success (Teacher report)
3. Positive identity	3. Optimism
4. Support	4. Poor family management
5. Prosocial Norms	5. Belief in the moral order

Targeted Age Group: Ages 10-18 years

Availability of Tool: Permission by developer needed.

Locations and Languages in which tool has been used: IYDS has been used in the United States, Australia, India. Available in English.

How to Administer: Self-report questionnaire administered directly to youth (paper, online or telephone interview)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of IYDS scale item:

1. Self-control: Increased self-control skills at the conclusion of training/programming.

1a. IYDS subscale on Emotional Control

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. I know how to relax when I feel tense.
2. I am always able to keep my feelings under control.
3. I know how to calm down when I am feeling nervous.
4. I control my temper when people are angry with me.

Scoring Information: Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher emotional control. Note: If one of the items was not completed, the scale score can be calculated as the mean of the 3 completed items. If two or more items are missing then the scale score cannot be calculated.

1b. IYDS subscale on Impulsivity

Response Options:
Item 1: NO! (4) no (3) yes (2) YES! (1)
Items 2 and 3: NO! (1) no (2) yes (3) YES! (4)

1. It's important to think before you act.
2. I rush into things, starting before I know what to do.
3. I answer without thinking about it first.

Scoring Information: Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher impulsivity. Note: If one of the items was not completed the scale score can be calculated as the mean of the 2 completed items. If two or more items are missing then the scale score cannot be calculated.

2a. Academic Achievement: Increased academic achievement at the conclusion of training/ programming

IYDS subscale on Academic success (youth report):

Response Options:
Item 1: Very poor (1) Poor (1.75) Average (2.5) Good (3.75) Very good (4)
Item 2: NO! (1) no (2) yes (3) YES! (4)

1. Putting them all together, what were your grades/marks like last year?
2. Are your school grades better than the grades/marks of most students in your class?

Scoring Information: Scale score is mean of 2 items (possible range 1-4). Higher score indicates higher academic success. Note: If one of the items was not completed the scale score cannot be calculated.

2b. IYDS subscale on Academic success (teacher report):

Item 1: Very poor (1) Poor (1.75) Average (2.5) Good (3.75) Very good (4)
Item 2: NO! (1) no (2) yes (3) YES! (4)

1. Putting them all together, what were <<STUDENT'S>> grades/marks like last year?
2. Are <<STUDENT'S>> school grades better than the grades/marks of most students in your class?

Scoring Information: Scale score is mean of 2 items (possible range 1-4). Higher score indicates higher academic success. Note: If one of the items was not completed the scale score cannot be calculated.

3. Positive Identity: Increased positive identity at the conclusion of training/programming (youth self-report)

IYDS subscale on Optimism:

Response Options: Never (1) Rarely (2) Sometimes (3) Often (4) Almost Always (5)
For the following questions, please think about yourself and your future:

1. When I think about the future, I feel optimistic.
2. I know what kind of person I am.
3. I really believe in myself.
4. Things usually turn out well for me.
5. I think the world and people in it are basically good.
6. I feel okay about the way I've handled myself so far.

Scoring Information: Scale score is mean of 6 items (possible range 1-5). Higher score indicates higher optimism. Note: If two or more of the items were not completed the scale score cannot be calculated.

4. Support: Improved family support at the conclusion of training/programming

IYDS subscale on Family Management:

Response Options: NO! (1) no (2) yes (3) YES! (4)

1. My parents ask if I've gotten my homework done.
2. Would your parents know if you did not come home on time?
3. The rules in my family are clear.
4. When I am not at home, one of my parents knows where I am and who I am with.
5. My parents want me to call if I am going to be late getting home.
6. My family has clear rules about alcohol and drug use.
7. If you drank some alcohol (like beer, wine or liquor/spirits) without your parents' permission, would you be caught by your parents?
8. If you carried a weapon without your parents' permission, would you be caught by your parents?
9. If you skipped school without your parents' permission, would you be caught by your parents?

Scoring Information: Scale score is mean of 9 items (possible range 1-4). Higher score indicates higher levels of family management. Note: If four or more of the items were not completed the scale score cannot be calculated.

5. Prosocial norms: Increased prosocial norms at the conclusion of training/programming

IYDS subscale on Belief in the moral order

Response Options: YES, yes, no, NO

1. It is important to be honest with your parents, even if they become upset or you get punished?
2. I think sometimes it's okay to cheat at school.
3. I think it is okay to take something without asking if you can get away with it.
4. It is all right to beat up people if they start the fight.

Scoring Information: Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of family management. Note: If less than 3 items were not completed the scale score cannot be calculated.

REFERENCES:

Arthur, M.W., Hawkins, J.D., Pollard, J.A., R.F. & Baglioni, A.J. (2002) Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors. The Communities That Care Youth Survey. *Eval Rev, 26,* 575-601.

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McMorris, B. J., Hemphill, S. A., Toumbourou, J. W., Catalano, R. F., & Patton, G. C. (2007). Prevalence of substance use and delinquent behavior in adolescents from Victoria, Australia and Washington State, United States. *Health Education & Behavior, 34,* 634-650.

NAME OF TOOL: The Developmental Assets Profile (DAP)

Developer: Search Institute

Brief Description of Tool: Search Institute's Developmental Assets survey is a 58-item survey for youth that provides a brief, standardized description of young people's strengths and supports (developmental assets). The DAP measures 8 categories of developmental assets (including internal strengths and external supports) using reliable and valid scales. The DAP has been adapted for international settings and has acceptable reliabilities similar to US samples.

Constructs measured:

PYD Construct from the PYD Measurement Toolkit	DAP Scale Construct
1. Support	1. Support
2. Prosocial Norms	2. Boundaries

Targeted Age Group: Ages 9-18 years; Grade 4-12

Availability of Tool: Cost associated with use per report or according to need. Contact developer. (http://www.search-institute.org/surveys/DAP)

Locations and Languages in which tool has been used: Measure has been used in multiple countries: United States, Albania, Armenia, Azerbaijan, Bangladesh, Bolivia, Brazil, China, Colombia, the Dominican Republic, Egypt, Gaza, Iraq, Japan, Jordan, Lebanon, Mexico, Morocco, Nepal, the Philippines, Rwanda and Yemen. Available in multiple languages.

How to Administer: Self-report questionnaire administered directly to youth (paper or online)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of DAP scale item:

1. Support: Increased support at the conclusion of training/programming

DAP subscale on Support:

1. I ask my parents for advice.
2. I have parent(s) who try to help me succeed.
3. I have good neighbors who care about me.
4. I have a school that cares about kids and encourages them.
5. I have support from adults other than my parent(s).
6. I have a family that gives me love and support.
7. I have parent(s) who are good at talking with me about things.

2. Prosocial Norms: Increased prosocial norms at the conclusion of training/programming

DAP subscale on Boundaries and Expectations:

1. I have friends who set good examples for me.
2. I have a school that gives students clear rules.
3. I have adults who are good role models for me.
4. I have teachers who urge me to do well in school.
5. I have a family that provides me with clear rules.
6. I have parent(s) who urge me to do well in school.
7. I have neighbors who help watch out for me.
8. I have a school that enforces rules fairly.
9. I have a family that knows where I am and what I am doing.

REFERENCES:

Scales, P.C. (2011). Youth developmental assets in global perspective: Results from international adaptations of the Developmental Assets Profile. *Child Indicators Research. 4:619–645.*

Scales, P.C., E.C. Roehlkepartain, and K. Fraher. (2012). *Do Developmental Assets Make a Difference in Majority-World Contexts? A Preliminary Study of the Relationships Between Developmental Assets and Selected International Development Priorities,* Education Development Center.

NAME OF TOOL: Profile of Student Life—Attitude and Behavior (PSL-AB)

Developer: Search Institute

Brief Description of Tool: The PSL-AB survey measures eight principal asset domains: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity.

Construct Measured:

PYD Construct from the PYD Measurement Toolkit	PSL-AB Scale Construct
Physical Safety	Safety

Targeted Age Group: Ages 9-18 years

Availability of Tool: Cost associated with use per report or according to need. Contact developer. (http://www.search-institute.org/sites/default/files/a/A%26B%20Administration%20Manual%202012.pdf)

Locations and Languages in which tool is available: The measure was used in multiple countries (United States, Albania, Armenia, Azerbaijan, Bangladesh, Bolivia, Brazil, China, Colombia, the Dominican Republic, Egypt, Gaza, Iraq, Japan, Jordan, Lebanon, Mexico, Morocco, Nepal, the Philippines, Rwanda and Yemen). Available in multiple languages.

How to Administer: Self-report questionnaire administered directly to youth (paper or online)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of PSL-AB scale item:

1. Physical Safety: Increased feeling of safety in their physical environment

How often do you feel afraid of...

1. Walking around your neighborhood?
2. Getting hurt by someone at your school?
3. Getting hurt by someone in your home?

REFERENCES:

Bowers, E.P., et al. (2010). The Five Cs Model of Positive Youth Development: A Longitudinal Analysis of Confirmatory Factor Structure and Measurement Invariance. *Journal of Youth & Adolescence, 2010. 39,* p. 720–735.

Benson, P.L., et al. (1998). Beyond the 'Village' Rhetoric: Creating Healthy Communities for Children and Adolescents. *Applied Developmental Science, 1998. 2(3),* p. 138-159.

NAME OF TOOL: Fast Track

Developer: Conduct Problems Prevention Research Group (CPPRG)

Brief overview of tool: Fast Track is a comprehensive intervention project designed to look at how children develop across their lives by providing academic tutoring and lessons in developing social skills and regulating their behaviors. The scales within the program were created for the Fast Track Project.

Constructs measured: Interpersonal skills; Self-regulation; Safety

PYD Construct from the PYD Measurement Toolkit	Fast Track Scale Construct
1. Interpersonal skills	1. Social Competence scale: Prosocial communication skills (Teacher report)
2. Self-control	2. Social Competence Scale: Emotional self-regulation (Teacher report)

Targeted Age Group: Grades 3 and 4 in United States

Availability of Tool: Scale is downloadable for free from the website and can be used with permission from the developer (http://fasttrackproject.org/data-instruments.php).

Locations and Languages in which tool has been used: Used in the United States and available in English

How to Administer: Administered to parent, sibling and teacher

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of Fast Track scale item:

1. Interpersonal skills: Increased interpersonal skills at the conclusion of training/programming

Please rate each of the listed behaviors according to how well it describes the child.

Response Options: Not at all (0), A little (1), Moderately well (2), Well (3), Very well (4)

Fast Track subscale on Prosocial communication skills (Teacher report)

1. Resolves Peer Problems on His/Her Own
2. Very Good at Understanding Other People's Feelings
3. Shares Materials With Others
4. Cooperates with Peers without Prompting
5. Is Helpful to Others
6. Listens to Other Points of View
7. Can Give Suggestions or Opinions Without Being Bossy
8. Acts Friendly Towards Others

2. Self-control: Increased self-control skills at the conclusion of training/programming.

Please rate each of the listed behaviors according to how well it describes the child.

Response Options: Not at all (0), A little (1), Moderately well (2), Well (3), Very well (4)

Fast Track subscale on Emotional self-regulation (Teacher report)

1. Can Accepts Things Not Going His/Her Way
2. Copes Well with Failure
3. Accepts Legitimate Imposed Limits
4. Expresses Needs and Feelings Appropriately
5. Thinks Before Acting
6. Can Calm Down when Excited or All Wound Up
7. Can Wait in Line Patiently when Necessary
8. Is Aware of the Effect of His/Her Behavior on Others
9. Plays by Rules of the Game
10. Controls Temper When there is a Disagreement

Scoring information: Subscale scores are calculated as the average of responses. A score for the combined Prosocial/Communication items and Emotional Regulation items can be calculated, If more than half of the items on a subscale score are missing responses, the score is not calculated. Measures with all responses missing are not scored.

REFERENCES:

Conduct Problems Prevention Research Group (CPPRG). (1990). Social Competence Scale (Teacher Version). Available from the Fast Track Project Web site, http://www.fasttrackproject.org

Conduct Problems Prevention Research Group (CPPRG). (1995). *Psychometric Properties of the Social Competence Scale – Teacher and Parent Ratings. (Fast Track Project Technical Report.)* University Park, PA, Pennsylvania State University.

NAME OF TOOL: California Healthy Kids Survey (CHKS)

Developer: The California Healthy Kids Survey – along with the California School Climate Survey and the California School Parent Survey – is part of the comprehensive Cal–SCHLS data system, developed for the California Department of Education.

Brief Description of Tool: The CHKS is a comprehensive student self-report tool for monitoring the school environment and student health risks. It was developed to assist school districts to accurately identify areas of student and school strengths and weaknesses, and address related needs. Some of the key areas assessed by the survey are school connectedness, developmental supports and opportunities, safety, violence and harassment, substance use, and physical and mental health. A large number of supplementary modules are offered in addition to the core survey. The scales below have been used in the Resilience and Youth Development module (RYDM) which assesses environmental and internal assets associated with positive youth development and school success.

Note of caution: The secondary school RYDM scales ex¬hibit low test-retest reliability, which suggests that the module is not well suited for examining student-level changes over time. The instrument was not designed to examine individual differences across students and should not be used this way.

Constructs measured:

PYD Construct from the PYD Measurement Toolkit	CHKS Scale Construct
1. Self-efficacy	1. Self-efficacy
2. Bonding	2. Caring relationships with peers

Targeted Age Group: Grade 7-12 in the United States

Availability of Tool: Scale is downloadable for free from the website and can be used with permission from the California Department of Education (http://surveydata.wested.org/resources/mshs-resilienceyd-1516_watermark.pdf).

Locations and Languages in which tool has been used: United States, Australia, China, Jamaica, South Africa and Turkey. Available in English and Spanish
How to Administer: Self-report questionnaire administered directly to youth (paper or online)

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CHKS scale item:

1. Self-efficacy: Increased self-efficacy skills at the conclusion of training/programming. CHKS Subscale on Self-efficacy

Response options: Not At All True (1), A Little True (2), Pretty Much True (3), Very Much True (4)

How true do you feel these statements are about you personally?

1. I can work out my problems.
2. I can do most things I try.
3. There are many things I do well.
4. I can work with someone who has different opinions than mine.

Scoring information: Scale score is mean of items

2. Bonding: Improved bonding with members of a peer group at the conclusion of training/programming

CHKS subscale on Caring relationships with peers

Response options: Not At All True (1), A Little True (2), Pretty Much True (3), Very Much True (4)

I have a friend about my own age:
1. Who really cares about me.
2. Who talks with me about my problems.
3. Who helps me when I'm having a hard time.

Scoring information: Scale score is mean of 4 items

REFERENCES:

Hanson, T. L., & Kim, J. O. (2007). Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey (Issues & Answers Report, REL 2007–No. 034). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://surveydata.wested.org/resources/REL_RYDM2007034.pdf

NAME OF TOOL: The Flourishing Children Project (FCP)

Developer: Child Trends

Brief Description of Tool: The Flourishing Children Project is part of a major initiative by Child Trends to develop rigorous national indicators of flourishing among children and youth for inclusion in national surveys, research studies, and program evaluations.

Constructs Measured:

PYD Construct from the PYD Measurement Toolkit	FCP Scale Construct
1. Ability to plan ahead/Goal-setting	1a. Goal Orientation (Parent report)
	1b. Goal Orientation (Adolescent report)
2. Perseverance	2a. Diligence (Parent report)
	2b. Diligence (Adolescent report)

Targeted Age Group: Adolescents (12-17 years)

Availability of Tool: Publicly available at website for no cost (http://www.performwell.org).

Locations and Languages in which tool has been used: Administered in United States. Available in English.

How to Administer: Self-report questionnaire administered directly to youth and parents

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of FCP scale item:

1. Ability to plan ahead/Goal-setting: Increased ability to plan and set goals at the conclusion of training/ programming

1a. The Flourishing Children Project subscale on Goal Orientation (Parent report)

Instructions: Please indicate how much these statements describe your child.

Response options: Not at all like my child (0), A little like my child (1), Somewhat like my child (2), A lot like my child (3), Exactly like my child (4)
1. My child develops step-by-step plans to reach his/her goals.
2. My child has goals in his/her life.
3. If my child sets goals, he/she takes action to reach them.
4. It is important to my child that he/she reaches his/her goals.
5. My child knows how to make his/her plans happen.

Instructions: Please indicate how often this happens.

Response options: None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

6. How often does your child have trouble figuring out how to make his/her goals happen?
7. How often does your child try a different approach if he/she has trouble reaching his/her goals?
8. How often does your child make plans to achieve his/her goals?

Scoring information: A total score is calculated with a maximum score of 32.

1b. The Flourishing Children Project subscale on Goal Orientation (Adolescent report)

Instructions: Please indicate how much these statements describe you

Response options: Not at all like me (0), A little like me (1), Somewhat like me (3), A lot like me (4), Exactly like me (5)

1. I develop step-by-step plans to reach my goals.
2. I have goals in my life.
3. If I set goals, I take action to reach them.
4. It is important to me that I reach my goals.
5. I know how to make my plans happen.

Instructions: Please indicate how often this happens.

Response options: None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

6. How often do you make plans to achieve your goals?
7. How often do you have trouble figuring out how to make your goals happen?

Scoring information: A total score is calculated with a maximum score of 28.

2. Perseverance: Increased perseverance of effort at the conclusion of training/programming

2a.The Flourishing Children Project subscale on Diligence (Parent Report)

Instructions: Please indicate how often this happens

Response Options: None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

1. Does your child work harder than others his/her age?
2. Does your child do as little work as he/she can get away with?
3. Does your child finish the tasks he/she starts?
4. Does your child give up when things get difficult?
5. Can people count on your child to get tasks done?
6. Does your child do what he/she says he/she is going to do?

Scoring information: A total score is calculated with a maximum score of 24.

2b.The Flourishing Children Project subscale on Diligence (Adolescent Report)

Instructions: Please indicate how often this happens

Response Options: None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

1. Do you work harder than others your age?
2. Do you do as little work as you can get away with?
3. Do you finish the tasks you start?
4. Is it hard for you to finish the tasks you start?
5. Do you give up when things get difficult?
6. Can people count on you to get tasks done?
7. Do you do the things that you say you are going to do?

Scoring information: A total score is calculated with a maximum score of 28.

REFERENCE:

Lippman, L.H., Moore, K.A., Guzman, L., Ryberg, R., McIntosh, H., Ramos, M., Caal, S., Carle, A., Kuhfeld, M. (2014) *Flourishing Children: Defining and Testing Indicators of Positive Development.* Springer Science and Business Media.

NAME OF TOOL: Multidimensional Scale of Perceived Social Support (MSPSS)

Developer: Zimet, G.D.

Brief Description of Tool: The MSPSS is a brief research tool designed to measure perceptions of support from 3 sources: Family, Friends, and a Significant Other. The scale is composed of a total of 12 items, with 4 items for each subscale.

Construct measured:

PYD Construct from the PYD Measurement Toolkit	MSPSS Scale Construct
1. Support	1a. Family Support
	1b. Peer Support

Targeted Age Group: Ages 15-16 years

Availability of Tool: Publicly available at no cost

Locations and Languages in which tool has been used: Tool used in the United States and Ghana. Available in English.

How to Administer: Self-report questionnaire administered directly to youth

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of MSPSS scale item:

1a. Support: Increased family support at the conclusion of training/programming

1a. MSPSS subscale on Family Support

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Response Options:
Circle the "1" if you Very Strongly Disagree
Circle the "2" if you Strongly Disagree
Circle the "3" if you Mildly Disagree
Circle the "4" if you are Neutral
Circle the "5" if you Mildly Agree
Circle the "6" if you Strongly Agree
Circle the "7" if you Very Strongly Agree

1. My family really tries to help me.
2. I get the emotional help and support I need from my family.
3. I can talk about my problems with my family.
4. My family is willing to help me make decisions.

Scoring Information: Scale score is mean of 4 items.

1b. Support: Increased peer support at the conclusion of training/programming

1b. MSPSS subscale on Peer Support

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Response Options:
Circle the "1" if you Very Strongly Disagree
Circle the "2" if you Strongly Disagree
Circle the "3" if you Mildly Disagree
Circle the "4" if you are Neutral
Circle the "5" if you Mildly Agree
Circle the "6" if you Strongly Agree
Circle the "7" if you Very Strongly Agree

1. My friends really try to help me.
2. I can count on my friends when things go wrong.
3. I have friends with whom I can share my joys and sorrows.
4. I can talk about my problems with my friends.

Scoring information: Scale score is mean of 4 items.

REFERENCES:

Canty-Mitchell, J. & Zimet, G.D. (2000). Psychometric Properties of the Multidimensional Scale of Perceived Social Support in Urban Adolescents. *American Journal of Community Psychology, 28,* 391-400.

Zimet, G.D., Dahlem, N.W., Zimet, S.G. & Farley, G.K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 52,* 30-41.

Zimet, G.D., Powell, S.S., Farley, G.K., Werkman, S. & Berkoff, K.A. (1990). Psychometric characteristics of the Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 55,* 610-17.

NAME OF TOOL: The Jamaican Youth Survey (JYS)

Developer: Nancy Guerra, Kirk Williams, Julie Meeks-Gardener, Ian Walker-University of Delaware

Brief Description of Tool: The Jamaica Youth Survey measures youth knowledge, attitudes and behaviors, and practices in like skill areas, including: positive sense of self; self-control; moral system of beliefs; prosocial connectedness; and decision-making skills.

Construct Measured:

PYD Construct from the PYD Measurement Toolkit	JYS Scale Construct
1. Higher order thinking skills	1. Decision-making

Targeted Age Group: Ages 12-18 years

Availability of Tool: Publicly available at no cost

Locations and Languages: The tool has been used in Jamaica and is available in English

How to Administer: Self-report questionnaire directly to youth; developers recommend it be administered in person by a trained interviewer

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of JYS scale item:

1. Higher-order Skills: Increased higher-order thinking skills at the conclusion of training/programming

1. JYS subscale on Decision-making: (Items were adapted from the Cognitive Autonomy and Self-Evaluation (CASE) Inventory)

These next questions ask about making decisions, that is, the things that you make up your mind about.

Response options: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)
1. When I am making up my mind about something, I think about all the things that could happen (I think about the consequences of my decisions).
2. I think of all the bad things that could happen before I make up my mind about something.
3. I consider different choices before making up my mind about something.
4. I think about how the things I do will affect others.
5. I think about how the things I do will affect me in the long run (i.e. in the future or "down the road").
6. Sometimes I will take chances just for the fun of it.
7. When making up my mind about something, I like to collect a lot of information.
8. When I think about what I have made up my mind to do, I focus mainly on the good things that could happen (When I think about my decisions, I focus mainly on the positive consequences).

Scoring Option: For each of these items, respondents answered on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Higher scores indicate higher levels of competency.

REFERENCE:

Meeks-Gardner, J., Williams, K.R. &Nancy G. Guerra (2011). The Jamaica Youth Survey: Assessing Core Competencies and Risk for Aggression Among Jamaican Youth. *Caribbean Quarterly, 57(1),* 35-53.

NAME OF TOOL: Perceived Social Support Questionnaire (PSS)

Developer: Procidano, M.E. & Heller, K.

Brief Description of Tool: Scales were developed to asses an individual's perceived level of social support from family and friends. Measure is used as a part of a system of assessment tools as provided by the Centre of Addictions and Mental Health.

Construct measured:

PYD Construct from the PYD Measurement Toolkit	PSS Scale Construct
1. Support	1a. Support (Family)
	1b. Support (Peer)

Targeted Age Group: Validated for older adolescents, 18 years and over

Availability of Tool: Free, but a license agreement must first be filled out (http://www.camh.net/Publications/Resources_for_Professionals/ADAT/adat_license.html).

Locations and Languages in which tool has been used: English, Swedish and Turkish.

How to Administer: Self-report questionnaire administered directly to youth.

PYD Measurement Toolkit Illustrative Indicator and Corresponding description of PSS scale item:

1a. Support: Increased family support at the conclusion of training/programming

Response Options: Yes, No, Don't know.

PSS subscale of Family Support

1. My family gives me the moral support I need.
2. Most other people are closer to their family than I am.
3. I rely on my family for emotional support.
4. My family and I are very open about what we think about things.
5. My family is sensitive to my personal needs.
6. Members of my family are good at helping me solve problems.
7. I wish my family were much different.

1b. Support: Increased peer support at the conclusion of training/programming

Response Options: Yes, No, Don't know.

PSS subscale on Peer Support

1. My friends give me the moral support I need.
2. Most other people are closer to their friends than I am.
3. I rely on my friends for emotional support.
4. My friends and I are very open about what we think about things.
5. My friends are sensitive to my personal needs.
6. My friends are good at helping me solve problems.
7. I wish my friends were much different.

Scoring information: Measure is scored manually. Responses that indicate the perceived presence of social support are given a score of 1. The total score is then calculated by summing the points for all items. Higher scores indicate higher levels of perceived social support.

REFERENCES:

Procidano, M.E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. *American Journal of Community Psychology, 11(1),* 1-24.

Eskin, M. (1993a). Swedish translations of the Suicide Probability Scale, Perceived Social Support from Friends and Family Scales, and the Scale for Interpersonal Behavior: A reliability analysis. *Scandinavian Journal of Psychology, 34(3),* 276-281.

Eskin, M. (1993b). Reliability of the Turkish version of the Perceived Social Support from Friends and Family Scales, Scale for Interpersonal Behavior, and Suicide Probability Scale. *Journal of Clinical Psychology, 49(4),* 515-522.

The table below lists illustrative Indicators that have been developed by the YouthPower Learning Team.

CONSTRUCT	INDICATOR	QUESTION	SCORING INFORMATION/DATA SOURCE
Training	Number/proportion (%) of youth enrolled in vocational or other training	Not applicable	Count the number of youth enrolled in vocational or other training.
	Number/proportion (%) of youth who completed vocational or other training	Not applicable	Count the number of youth who completed vocational or other training.
Formal Education	Number/proportion (%) of youth completed primary education Number/proportion (%) of youth completed secondary education Number/proportion (%) of youth completed post-secondary/tertiary education	How many years of education have you completed? (Youth report) How many years of education has youth completed? (Implementer report)	Count the number of youth who completed primary, secondary and tertiary education.
	Number of months youth attended school	Not applicable	School record
	Number/proportion (%) of youth enrolled in education	Are you currently enrolled in school (primary, secondary, or post-secondary)? (Youth report) Is youth currently enrolled in school (primary, secondary, or post-secondary)? (Implementer report)	Count the number of youth enrolled in school
	Number/proportion (%) of youth re-enrolled in education	Have you re-enrolled in school? (Youth report)	Count the number of youth who re-enrolled in school.
Academic Achievement	Increased academic achievement at the conclusion of training/ programming	Not applicable	School record
Ability to plan ahead/ goal-setting	Number/proportion (%) of youth who developed a plan	Not applicable	Count the number of youth who developed a plan.
Youth engagement	Number/proportion of youth (%) participating in one or more of the following (select all that apply): • Advocacy • Mentorship (youth as mentors) • Volunteering • Youth-focused clubs • Other activity: _____	Not applicable	Count the number of youth in activity.

	Number/proportion of youth (%) with leadership roles in one or more the following (select all that apply): • Advocacy • Mentorship (youth as mentors) • Volunteering • Youth-focused clubs • Other activity: _____	Not applicable	Count the number of youth in activity.
	Number/proportion of youth (%) represented in_____ (e.g. youth council, local government, Parliament, etc.)	Not applicable	Count the number of youth in activity.
	Number/proportion of youth (%) participating in _____ (e.g. community decision-making processes, program design, implementation, community service, etc.)	Not applicable	Count the number of youth in activity.
	• Number/proportion (%) of youth invited to contribute to _____ by local and national youth-serving organizations or institutions (e.g., advisory boards, panels, teams, program planning, etc.)	Not applicable	Count the number of youth invited to activity.
Support	Number/proportion (%) of youth with mentors at the conclusion of training/programming	Not applicable	Count the youth with mentors
Youth-friendly laws and policies	Number of youth-friendly laws and policies	Not applicable	Count the youth-friendly laws and policies.
	Number/proportion (%) of youth who report living in a society with youth-friendly laws and policies	Do you live in a society with youth friendly laws and policies? Yes/No	Count the youth who report living in a society with youth-friendly laws and policies
Gender-responsive policies	Number of laws, policies or procedures that include balanced and fair gender norms based on policy review	Not applicable	Count the laws, policies or procedures that include balanced and fair gender norms based on policy review
	Number/proportion (%) of youth who report living in a society with balanced and fair gender norms	Not applicable	Count the youth- who report living in a society with balanced and fair gender norms
Physical Safety	Reduced rates of _____ (i.e. bullying, psychological distress, interpersonal violence, gender-based violence, abuse etc.)	Not applicable	Publicly available data

Support	
Indicators	Increased support from _____ (mentor, religious leader, traditional leader etc.) at the conclusion of training/programming
Definition	The perception that one is cared for and supported by family, peer group, school or community.
Brief overview of indicator	Indicator was adapted from the Multidimensional Scale of Perceived Social Support. Procidano, M.E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. *American Journal of Community Psychology*, 11(1), 1-24.
Data Source	**Response options:** Very Strongly Disagree (1), Strongly Disagree (2), Mildly Agree (3), Neutral (4), Mildly Agree (5), Strongly Agree (6), Very Strongly Agree (7) 1. My _____ (i.e. mentor, religious leader, traditional leader etc.) really tries to help me. 2. I get the emotional help and support I need from my _____ (mentor, religious leader, traditional leader etc.) 3. I can talk about my problems with my _____ (mentor, religious leader, traditional leader etc.) 4. My _____ (mentor, religious leader, traditional leader etc.) is willing to help me make decisions.
Scoring Information	Scale score is mean of 4 items.

Youth-responsive services	
Indicators	Increase in the youth-responsive characteristics for a single service/facility at the conclusion of training/ programming

Increased number of services/facilities with improved youth-responsive characteristics at the conclusion of training/programming |
| Definition | Services are based on a comprehensive understanding of what young people want and need and aim to deliver safe, affordable, accessible and essential care. |
| Brief overview of indicator | Indicator was adapted from an indicator developed by Measure Evaluation that assesses youth-friendly services (https://www.measureevaluation.org/prh/rh_indicators/specific/arh/percent-service-delivery-points-providing-youth) |
| Data Source | Checklist of characteristics that make facilities/services "youth responsive" such as:
1) Location is convenient
2) Hours convenient for youth
3) Adequate space and sufficient privacy
4) Comfortable surroundings for youth
5) Cost of service is affordable
6) Staff have been specially trained to work with or to provide services to youth
7) Staff treat youth with respect
8) Staff honor privacy of youth
9) Staff honor confidentiality of youth
10) Staff allow adequate time for youth and adult interaction
11) Youth perceive they have sufficient involvement in decisions about themselves
12) Youth feel they can trust the staff of the service
13) Youth group discussions are available
14) Youth perceive that they are welcome regardless of their age and marital status
15) Youth perceive that staff will be attentive to their needs
16) Youth are aware of service availability for their needs and rights |
| Additional Data Source | Facility/Service records; facility inventories; interviews with youth and staff |
| Scoring Information | Implementers create this index by assigning a score to each item: 2 points for complete fulfillment of the condition, 1 point for partial fulfillment of the condition, and 0 for lack of fulfillment. Implementers may derive a total facility score if they first sum the actual item scores and then divide that result by the maximum number of points possible. |

Gender-responsive services	
Indicators	Increase in the number of services/facilities with improved gender-responsive characteristics at the conclusion of training/programming Increase in the gender-responsive characteristics for a single service/facility at the conclusion of training/programming
Definition	Societies in which young people live have balanced and fair gender norms and policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent.
Brief overview of indicator	Indicator was adapted from an indicator developed by Measure Evaluation that assesses youth friendly services (https://www.measureevaluation.org/prh/rh_indicators/specific/arh/percent-service-delivery-points-providing-youth). Gender may refer to male, female, lesbian, gay, bisexual, transgender, intersex and other gender identities.
Data Source	Checklist of characteristics that make facilities/services "gender-responsive" such as: 1) Location is convenient 2) Hours convenient 3) Adequate space and sufficient privacy 4) Comfortable surroundings for specific gender 5) Specific gender perceive surroundings as a safe space 6) Staff have been specially trained to work with or to provide services to specific gender 7) Staff treat specific gender with respect 8) Staff honor privacy of specific gender 9) Staff honor confidentiality of specific gender 10) Staff allow adequate time for youth and adult interaction 11) Specific gender perceive they have sufficient involvement in decision about themselves 12) Specific gender feel they can trust the staff of the service 13) Specific gender discussions are available 14) Specific gender perceive that they are welcome regardless of their age and marital status 15) Specific gender perceive that staff will be attentive to their needs 16) Specific gender awareness of service availability for their needs and rights
Additional Data Source	Facility/Service records; facility inventories; interviews with youth and staff
Scoring Information	Implementers create this index by assigning a score to each item: 2 points for complete fulfillment of the condition, 1 point for partial fulfillment of the condition, and 0 for lack of fulfillment. Implementers may derive a total facility score if they first sum the item scores and then divide that result by the total number of points possible

Psychological safety	
Indicators	Increased feeling of psychological safety in their environment
Definition	Youth feel free to express their ideas, thoughts and feelings in their environment.
Brief overview of indicator	Indicator is related to psychological safety within the program. Indicator was adapted from Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly, 44*, 350.
Data Source	Response options: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4) 1. If you make a mistake in the program it is often held against you. 2. Members in this program are able to bring up problems and tough issues. 3. People in this program sometimes reject others for being different 4. It is safe to take a risk in this program. 5. It is difficult to ask other members in this program for help. 6. No one in this program would deliberately act in a way that undermines my efforts. 7. Working with members of this program, my unique skills and talents are valued and utilized.
Scoring Information	For each of these items, respondents will answer on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Scale score is average of items.

Psychological safety	
Indicators	Increased feeling of psychological safety in their environment
Definition	Youth feel free to express their ideas, thoughts and feelings in their environment.
Brief overview of indicator	Indicator is related to psychological safety outside the program. Indicator was adapted from Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly, 44*, 350.
Data Source	Response options: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4) 1. If you make a mistake in/in the _____ (i.e. school, family, group, etc.) it is often held against you. 2 Members in this _____ (i.e. school, family, group,) are able to bring up problems and tough issues. 3. People in this _____ (i.e. school, family, group, etc.) sometimes reject others for being different 4 It is safe to take a risk in this _____ (i.e. school, family, group, etc.) 5. It is difficult to ask other members of this _____ (i.e. school, family, group, etc.) for help 6. No one in this _____ (i.e. school, family, group, etc.) would deliberately act in a way that undermines my efforts 7. Working with members in this _____ (i.e. school, family, group, etc.), my unique skills and talents are valued and utilized.
Scoring Information	For each of these items, respondents will answer on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Scale score is average of items.

Foreign Assistance Indicator	
Indicator	YOUTH-1 Number of youth at risk of violence trained in social or leadership skills through USG assisted programs
Definition	Youth: Individuals aged 10 - 29 years of age
	Youth at risk of violence: For the purposes of this indicator, youth at risk of violence are individuals who have associated community and family level stressors that create incentives for them to participate in or leave them vulnerable to recruitment by gangs or violent extremist organizations (VEO) or be victims of violence perpetuated by these groups. These stressors include but are not limited to poverty, poor familial support, poor community participation, being out of school, low employability, having been a victim of violence, physically located in the gang or VEO community, or being marginalized, stigmatized, or discriminated against. Violence is inclusive of all forms, e.g. physical, psychological, and/or sexual.
	Social or leadership skills training: Training that focuses on skills that will enhance youth's ability to interact within their community. This training includes a focus on management, leadership, life and/or soft skills, and/or civic engagement.
	Training: For the purpose of this indicator, training is defined as an intervention/ session (virtual and/or in person) of at least one day that has learning objectives and focuses on enhancing a certain skill. A focus group or meeting can be considered under training if within the listed skills topics.
	Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted. Count each person once even if they receive multiple interventions.
Primary SPS Linkage	Cross-cutting Youth Indicator
Linkage to Long-Term Outcome or Impact	This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth fully participate in democratic and development processes, play active roles in peace¬building and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations.
Indicator Type	Output
Reporting Type	Number (Integer)
Use of Indicator	This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative.
Reporting Frequency	Annual
Data Source	• Direct Observation (As 'at risk' youth may not be able to formally sign up for training activities, this should also be a data source)
	• Official Government Records
	• Official reports from Implementing Partner(s)
	• Qualitative methods such as Focus Groups or Interviews, and Surveys
	• Direct Observation (As 'at risk' youth may not be able to formally sign up for training activities, this should also be a data source)
	• Official Government Records
	• Official reports from Implementing Partner(s)
	• Qualitative methods such as Focus Groups or Interviews, and Surveys

Bureau Owner(s)	Agency: USAID
	Bureau and Office: Agency YouthCorps (GH/DCHA/E3)
	POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA)
Disaggregate(s)	Number of males age 10-14
	Number of females age 10-14
	Number of males age 15-19
	Number of females age 15-19
	Number of males age 20-24
	Number of females age 20-24
	Number of males age 25-29
	Number of females age 25-29
	Geographic location (urban versus rural)

Foreign Assistance Indicator	
Indicator	YOUTH-2 Number of laws, policies or procedures adopted or implemented with USG assistance designed to promote youth participation at the regional, national or local level
Definition	Youth: Individuals aged 10 - 29 years of age

Laws, policies, and procedures that promote youth participation include but are not limited to areas of access (e.g. voting registration, access to loans, or creation of youth or youth--friendly departments), participation (e.g. ability to hold positions on boards or in community groups, run for office), and ability (e.g. to stay in school while pregnant), etc. USG assistance can be financial contributions as well as technical assistance. Technical assistance can include consultancy through individual meetings, virtual and/or in person, by a person or group that without which the law, policy, or procedure, would not have been adopted or implemented. One off meetings do not count unless high level launches or in depth advocacy, etc. For this indicator training is defined as an intervention/session (virtual and/or in person) of at least two hours that focuses on enhancing a certain skill.

Adopted means any law, policy, or procedure, at any government level, that is newly drafted or revised and has received official approval (legislation/decree) by the relevant authority (legislative or executive body), even if not yet implemented. Implemented means any law, policy, or procedure, at any government level, that is fully put into effect by the relevant authority. (This includes implementing the effective repeal of a policy that acts to hinder youth participation.) For a law, policy, or procedure to be considered implemented, it must be fully and effectively implemented by meeting the following criteria: (1) The policy must be in force in all intended geographic regions/locations and at all intended administrative levels with all intended regulations/rules in place; (2) Any ongoing activities or tasks required by the policy (e.g., various kinds of inspection, enforcement, collection of information/fees) are being executed at least 80% of the time. For example, a new business registration procedure that has been rolled out to just four of six intended provinces would not meet these criteria (not full), nor would a new customs law that is on the books but is not being regularly enforced at the border (not effective). Partially implemented laws, polices, and procedures will not be counted as implemented.

A policy is defined as a high-level overall plan embracing the general goals and acceptable procedures, e.g. legal frameworks, regulations, or institutional arrangements. A law is defined as a rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority. A procedure is defined as a series of steps followed in a regular definite order, e.g. a legal or administrative procedure.

Each law, policy, or procedure might be counted in adopted, implemented, or both categories. If a law, policy, or procedure was previously adopted (with or without USG assistance), but implemented due to USG assistance, it should only be counted under 'implemented'. If the law, policy, or procedure has been adopted but not yet implemented, it should only be counted as adopted. A law, policy, or procedure that is replicated can be counted more than once if adopted/implemented specifically for other levels. |
Primary SPS Linkage	Cross-cutting Youth Indicator
Linkage to Long-Term Outcome or Impact	This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth friendly policies.
Indicator Type	Output
Reporting Type	Number (Integer)
Use of Indicator	This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative.
Reporting Frequency	Annual

Data Source	Direct Observation: Observation could include a site visit to observe implementation, e.g. if youth-friendly practices are being used at a health facility • Official Government Records • Official reports from Implementing Partner(s) • Qualitative methods such as Focus Groups or Interviews, and Surveys
Bureau Owner(s)	Agency: USAID Bureau and Office: Agency YouthCorps (GH/DCHA/E3) POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA)
Disaggregate(s)	Local: adopted Local: implemented Regional: adopted Regional: implemented National: adopted National: implemented

Pilot USAID Youth Indicator	
Indicator	Number of youth who participate in civil society activities following social or leadership skills training or initiatives from USG assisted programs
Definition	Youth: Individuals aged 10 - 29 years of age
	Social or leadership skills focuses on skills that will enhance youth's ability to interact within their community. This training includes a focus on management, leadership, life and/or soft skills, and/or civic engagement.
	For the purpose of this indicator, training is defined as an intervention/session (virtual and/or in person) of at least four hours that has learning objectives and focuses on enhancing a certain skill. A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if within the listed skills topics. Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted.
	For the purpose of this indicator, initiatives are defined as interventions (virtual and/or in person) including but not limited to individual sensitization events or participation in a youth council or club. Initiatives such as media campaigns can only be counted if participants are able to be contacted within 3 months after the event for data collection. The initiative does not have to focus on social or leadership skills.
	Civil society activities include but are not limited to: registering to vote, voting, advocacy work with community and governmental leaders, volunteerism, etc. This can be local, regional, or country specific. The civil society activity does not have to be of a certain amount of time, nor does it have to be repeated.
	Do not count persons who only attend training/initiative or who only participate in civil society activities. The person must have completed both the training/initiative and participated in civil society activities to be counted. Do not count civil society activities that are performed as part of the initial training or initiative. Count each person regardless of multiple trainings/initiatives or participation in multiple civil society activities. The time between training/initiative and participation should not be greater than six months.
Primary SPS Linkage	Cross-cutting Youth indicator
Linkage to Long-Term Outcome or Impact	This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth fully participate in democratic and development processes, play active roles in peace¬building and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations.
Indicator Type	Outcome
Reporting Type	Number (Integer)
Use of Indicator	This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative.
Reporting Frequency	Annual
Data Source	Data for this indicator will be collected 6 months after relevant USG-funded training/programming. The survey may be read to program beneficiaries who are illiterate. Each COTR or AOTR would be responsible for ensuring that implementers collect these data. • Official Government Records • Official reports from Implementing Partner(s) • Qualitative methods such as Focus Groups or Interviews, and Surveys

Bureau Owner(s)	Agency: USAID
	Bureau and Office: Agency YouthCorps (GH/DCHA/E3)
	POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA)
Disaggregate(s)	Number of males age 10-14
	Number of females age 10-14
	Number of males age 15-19
	Number of females age 15-19
	Number of males age 20-24
	Number of females age 20-24
	Number of males age 25-29
	Number of females age 25-29
	Geographic location (urban versus rural)

Pilot USAID Youth Indicator	
Indicator	Number of youth who report increased self-efficacy at the conclusion of USG assisted training/programming
Definition	Youth: Individuals aged 15 - 29 years of age
	Training topics would include, but not be limited to leadership skills, youth development, conflict resolution, negotiation or mediation skills, communication skills, entrepreneurship, advocacy and networking, management, leadership, and/or civic engagement. This indicator is not meant to capture sector specific technical training topics.
	For the purpose of this indicator, training is defined as an intervention/session (virtual and/or in person) of at least five full days that has learning objectives and focuses on enhancing a certain skill.
	A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if within the listed skills topics.
	Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted.
	Self-efficacy refers to people's beliefs in their capacity to produce actions that are necessary for achieving desired outcomes/attainments. For the purposes of this indicator, self-efficacy is measured via the Generalized Self-Efficacy survey (see Data Source below for survey instructions) administered in conjunction with training or programs in any sector that include goals related to youth empowerment. Missions could use other appropriate tools but should first contact the Indicator Bureau Owner to verify that the proposed approach is appropriate for this indicator.
	Count each person once even if they receive multiple interventions.
	The number reported is those youth who report increased self-efficacy as opposed to the number of youth who attend training (which might be a higher number).
Primary SPS Linkage	Cross-cutting Youth Indicator
Linkage to Long-Term Outcome or Impact	This indicator is linked to the USAID 2012 Youth in Development Policy outcomes that
	1) youth are better able to access economic and social opportunities, share in economic growth, live healthy lives, and contribute to household, community, and national well¬being.
	2) youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth friendly policies.
Indicator Type	Outcome
Reporting Type	Number (Integer)
Use of Indicator	This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative.
Reporting Frequency	Annual

Data Source	Data for this indicator will be collected by survey, prior to and immediately after relevant USG-funded training/ programming. The survey may be read to program beneficiaries who are illiterate. Each COTR or AOTR would be responsible for ensuring that implementers collect these data. The measure that will be used should include the following items from the Generalized Self-Efficacy or GSE (Judge, Locke, Durham, & Kluger, 1998*). • I am strong enough to overcome life's struggles. • At root, I am a weak person. (r) • I can handle the situations that life brings. • I usually feel that I am an unsuccessful person. (r) • I often feel that there is nothing that I can do well. (r) • I feel competent to deal effectively with the real world.• I often feel like a failure. (r) • I usually feel I can handle the typical problems that come up in life. Respondents will be asked to indicate the extent of their agreement with each item, using the following scale: -2 = Strongly Disagree -1 = Disagree0 = Neither Agree nor Disagree+1 = Agree+2 = Strongly Agree Items with an "r" are to be reverse-scored. In other words, those items followed by an "r" that have a score of -2 should be recoded as a score of +2, -1 should be recoded as +1, +1 as -1 and +2 as -2. For example, for item 2 ("At root, I am a weak person), a response of 'strongly agree' is scored as "- 2" and a response of 'strongly disagree' is scored as "+2." Responses on each item should be added to yield a score between 16 and +16. A higher score indicates more positive feelings of self-efficacy. *Judge, T. T., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional Effects on Job and Life Satisfaction: The Role of Core Evaluations. Journal of Applied Psychology, 83, 17-34.
Bureau Owner(s)	Agency: USAID Bureau and Office: Agency YouthCorps (GH/DCHA/E3) POC: Annaliese Limb, 571-551-7459, alimb@usaid.gov (GH)
Disaggregate(s)	Prior to training: Number of males age 15-19 Number of females age 15-19 Number of males age 20-24 Number of females age 20-24 Number of males age 25-29 Number of females age 25-29 Geographic location (urban versus rural) 3 months after the end of training: Number of males age 15-19 Number of females age 15-19 Number of males age 20-24 Number of females age 20-24 Number of males age 25-29 Number of females age 25-29 Geographic location (urban versus rural)