

Following is a list of *example* indicators of children/youth well-being and support for youth development.<sup>1</sup> These indicators reflect both data on “inputs” (local supports for youth) and “outcomes” (how youth are doing). This list is NOT exhaustive. In fact, the most powerful indicators might be generated by your youth by trying to answer the question, “what kinds of evidence would show us that youth are well supported to....?”

Some of the indicators listed below reflect data that are already collected and accessible. Others would require your own mapping, surveying, interviews, etc.. These data reflect youth experience with/in multiple sectors of your communities: families, Child Welfare, School Systems, Health and Human Services, Parks and Recreation, Juvenile justice, Transportation, Housing, Libraries, Law Enforcement, For-profit businesses, Faith-based organizations, Media, City/County Government, and Community-Based Organizations (e.g. non-profits, grassroots groups, ethnic/neighborhood networks). The UCD team can help you think through how to access these data (and some of it will be collected on your behalf).

To the extent possible, it will be useful to collect data in ways that allow for analysis by youth demographics (e.g. age/grade, ethnicity), youth academic achievement, and geographical location. This will allow you to consider who has access to what supports, and how well sub-populations are faring

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<sup>1</sup> Resources reviewed in generating this list of include a variety of youth indicators projects: Children NOW reporting, Annie E. Casey Foundation Kids Count data, San Diego’s mapping of resources for youth well-being, kidsdata.org (David and Lucille Packard Foundation), Northwest Area Foundation Community Indicator Maps, Great Valley Center indicators for Education and Youth Preparedness and Community Well-being, YSPN materials on youth development indicators, Child Trends studies and conference proceedings, Ready By 21 (Forum for Youth Investment), and the CA Department of Social Services/Stuart Foundation Child Welfare Indicators Project.

**Describing Your Children/Youth** (\* indicates data to be collected for you by UCD)

	<b>Indicator</b>	<b>Data Source</b>
Description of youth population ages 10-15	numbers	LEA, CDE, census
	Racial/ethnic demographics *	LEA, CDE, census
	Gender breakdown *	census
	Home language *	LEA, CDE, census
	% English learners *	LEA, CDE
	% youth born outside US *	census
	Legal immigration rates	<a href="http://uscis.gov/graphics/shared/statistics/">http://uscis.gov/graphics/shared/statistics/</a>
	#/% youth in foster care, # from out of area *	County DSS, LEA, <a href="http://csr.berkeley.edu/CWSCMSreports/">http://csr.berkeley.edu/CWSCMSreports/</a>
	#/% homeless youth *	LEA, CDE, local DSS
	#/% migrant students *	LEA, CDE, regional migrant ed office
	#/% special needs youth *	LEA, NCES, local private schools
	Residential/school mobility	LEA, census, HKS
	% FRM *	LEA/CDE/NCES
	Median household income *	census
	Avg. parent commute time to work *	census
	Geographic distribution of above	census
Key local interest/social groups	Local youth	

**Example Input and Outcome Indicators** (\* indicates data to be collected for you by UCD)

<b>YD Areas</b>	<b>Input Indicator</b>	<b>Outcome Indicator</b>
Emotional/Physical Safety	Domestic violence rates	Youth crime victims
	Access to safe public transportation	Juvenile arrests (by perpetrator)
	Child abuse referral rates*	Suspension/expulsion rates and reasons by school
	# high quality afterschool programs/care sites available	Type/# disciplinary incidents on school bus
	#high quality afterschool programs/care slots	%Youth report feeling safe
	# high quality summer program/care slots	% Youth report harrassment
	# youth-friendly, supervised public/pvt places open weekends/evenings	% Youth report feeling valued by adults
	Homelessness rates*	% Youth report someone would notice if they were missing
	#/Type school-based supports	% Youth report seeing weapons on campus
	Student services staff/student ratio	Suicide and suicide attempts
	Social worker/client ratio in local DSS	% youth as peer counselors
	#/quality peer counseling programs	
	#key local institutions (DSS/PD/Schools/Transportation, Housing authority) with effective youth advisories	
Quality PD programs to develop relationships with local youth		
Multiple supportive relationships with adults and peers	Avg class size*	Youth reports... (HKS, primary data)
	MS pupil services-student ratio*	Youth participation rates in high quality "input" programs
	# Mentoring programs/#, description of youth they serve	
	OST program adult-youth ratios	
Challenging/engaging activities and learning experiences (social, vocational, civic, physical, creative, spiritual, cultural)	#/types/costs afterschool clubs	Service learning participation rates
	Descriptions of community-based programs/costs for afternoons, weekends, evenings, summers (school-based, Parks and Rec, libraries, community ctrs, faith institutions, arts programs, music lessons, etc.)	Percentage of youth participating in "input" opportunities
	# internships/job shadowing opportunities offered by local businesses/orgs	
	School/non-school sports programs	
#/types places that youth can interact informally with each others		
Meaningful opportunities for involvement, membership, leadership	# boards with filled youth appointments, description of youth served and training provided	% youth participating on boards, description of this youth population
	# service clubs with youth component, youth served	% youth in service clubs, description of this youth population
	# service learning supports, description of youth served	% of youth participating in service learning
	# youth leadership development programs, youth served	% of youth participating in leadership development programs
	# school-based leadership roles, description of youth involved	% youth who have participated in school-based leadership roles
	# hometown associations and description of support for youth involvement, description of youth served	% youth actively involved in hometown associations, other ethnic cultural organizations or networks
	# ethinc/cultural associations and description of support for youth involvement, description of youth served	% youth involved in working with others to identify and trying to solve community problems
	#/types of roles for youth in local organizing groups, description of youth served/training provided	% youth participating in some sort of club
	#/types afterschool clubs, description of youth participants	
#/types faith-based youth groups, description of youth served		

Example Youth Development Indicators  
UCD/CSP

Adequate nutrition, health and shelter	% FRM*	% of 5 <sup>th</sup> , 7 <sup>th</sup> , 9 <sup>th</sup> graders meeting CA physical fitness standard*
	% families in poverty*	# Excused absences from school due to illness, % students with 4 or more absences due to illness per report card period
	% of children with health insurance	% students reporting using drugs, alcohol, smoking
	% households where housing costs more than 30% household income*	% students reporting eating breakfast
	% low income parents unable to afford food for their families	% homeless students
	#prevention/intervention supports in place	% youth who are overweight or obese
		% youth reporting regular exercise
Academic preparedness/ support		% youth active in programs to promote peer health
	# tutoring programs, # students they serve	% students scoring proficient in LA/math in 5 <sup>th</sup> , 7 <sup>th</sup> , 9 <sup>th</sup> grades (break out by ELs, ethnicity, EDY) *
	Access to adequate facilities, text books	EL transition rates, CELDT scores*
	% credentialed teachers*	% 9 <sup>th</sup> graders having passed algebra
	Availability of high quality AS supports for learning English	% youth involved in peer tutoring programs
	School strategies to address achievement gap based on race, language, SES	9 <sup>th</sup> graders know A-G requirements
Class size *		
Support for positive identity development	# School/community-based clubs based on racial/ethnic cultural identity, religion, sexual orientation	Youth reports
	#hometown, ethnic associations/clubs	% youth in a program that promotes positive racial/cultural identity
	level of youth participation in hometown, ethnic associations	% youth having multiple opportunities to learn about share their history/culture
	Ethnic breakdown of teachers/staff/administrators compared with students*	
	#/description of parents/others who share cultural background with youth in schools and other programs	
	% library books that promote positive identity development of local racial, ethnic, cultural groups	
Support for engaging across ethnic, language, gender and social groups	#school-based programs/clubs	Youth report harassment based on race/ethnicity, language, etc.
	Ethnic diversity of school teachers, staff, administrators compared to students	# Hate crimes involving youth
	#community-based programs, events with this emphasis	Reported date rape/sexual harassment rates
	Community demographics	Youth reports...
	Linguistic isolation	Youth participation rates in "input" activities
	Residential patterns (SES, ethnicity)*	% youth involved in leading efforts to promote respect, engagement
Support for learning to navigate decision-making structures and systems	Youth board member slots/participant descriptions	% youth reporting knowing where to get help with problems (CHKS)
	Youth organizing efforts/ participant descriptions	% 9 <sup>th</sup> graders familiar with post-secondary requirements/application process
	% youth reporting family members as mentors	
	#/quality of mentoring programs	