KEEPING AMERICA'S PROMISES TO CHILDREN AND YOUTH

A Search Institute-Child Trends Report on the Results of the America's Promise National Telephone Polls of Children, Teenagers, and Parents

FINAL REVISED REPORT
April 2006

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Table of Contents

Listing of Tables and Figures

TABLES **Page**

FIGURES

Acknowledgements

Over the last 18 months, many people have significantly contributed to this project. We are most grateful to all those in the America's Promise—The Alliance for Youth community for their commitment and leadership. National Research Council members, Alliance Partners, Board members, and AP staff provided guidance, encouragement, stimulating critiques, and thoughtful questions and suggestions that materially improved the project. We especially thank Jon Zaff, AP's Vice-President for Research, who skillfully linked the ongoing process of the research to the priorities and concerns of AP's varied constituencies.

We are grateful too for the consultants who helped us frame the indicators and measures. Although this report focuses on ages 6-17, much of our work in the last 18 months was spent laying the groundwork for comparable studies of 0-5 and 18-21 year olds. Kathy Hirsch-Pasek of Temple University and Karen Vander Ven of the University of Pittsburgh were invaluable resources and leaders helping us think deeply about the Promises in early childhood, and about how to reflect the developmental continuity and change that links early childhood with the elementary and adolescent years that we concentrated on in this first report.

We thank the Gallup Organization for its dependable and thorough fielding of the 6,000 interviews. At Gallup, John McNee assisted in shaping the design of the study, and Eileen McMurray and Rajesh Srinivasan shepherded the sampling, interviewer oversight, and database creation. We are grateful for their partnership on this project.

At Search Institute, senior analyst Karen Bartig was indefatigable in her management of the complex database, the development of coding schemes, communications with the Gallup Organization, and execution of the numerous analyses. Her patience and conscientiousness were on display often and in equal measure, and the research team is indebted to her for the quality of her work. Evaluation Consultant Amy Bemis also ably assisted in running the considerable amount of analyses required, and we are grateful for her contribution. Information Center Director Sandy Longfellow managed the large literature searches out of which grew our initial conceptions of the indicators used to represent the Promises. Administrator of Research Operations Jean Wachs managed all the multiple contracts and contractual issues in this multi-layered project, and Research Assistant Katie Streit helped prepare this report, including creation of the numerous figures that, we hope, help cleanly and effectively present the results.

At Child Trends, research assistants Dena Aufseeser, Pilar Marin, Rebecca Shwalb, and Jennifer Hamilton were responsible for locating and compiling survey items related to the promises and outcomes for our consideration, as well as extant data on the promises and outcomes from countless surveys. In addition, they assisted with the preparation of text and prepared tables on the outcomes chosen from extant data. Julie Keith conducted analyses of the National Survey of Children's Health. Rebecca Shwalb was responsible for tracking down numerous citations for the text and references.

EXECUTIVE SUMMARY

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Executive Summary of America's Promise 2005 Poll Results
Prepared by
Search Institute and Child Trends

The Polls

- **3 integrated nationally representative telephone polls of 12-17 year olds, one of their parents (matched adolescent-parent pairs), and parents of 6-11 year olds, developed by Search Institute and Child Trends and conducted by the Gallup Organization**
- **Polls developed with guidance and input from AP's National Research Council, Alliance Partners, and AP staff**
- **Sample size 2,000+ in each sample, for total of 6,000+ interviews**
- **Response rate of 44%, very high rate by industry standards**
- **Extremely low rate of missing data (< ½ %)**

The Results

- **Only 1 in 4 teens (25%) and just over 1 in 3 preteens (37%) are meeting 4 or all 5 Promises**

Only about 30% of 6-17 year olds are fully meeting the Promises (meeting 4 or 5)

- **Preteens seem to be doing better on most indicators than teenagers**

- **3 in 10 teens (30%) and 1 in 10 preteens (13%) are meeting none or just 1 of the Promises**

More than 20% of 6-17 year olds are not meeting the Promises (meeting none or 1)

- **Out of the population of approximately 49 million children and youth ages 6-17, more than 7 million adolescents and more than 3 million preadolescents are not even partially meeting the Promises**

More than 10 million 6-17 year olds are not meeting the Promises

- **Another 11 million adolescents and 12 million preadolescents are only meeting 2-3 of the Promises**

About 23 million 6-17 year olds are only partially meeting the Promises (meeting 2-3)

- **Young people are doing best on experiencing Caring Adults and having Opportunities to Make a Difference through Helping Others. But challenges to meeting our vision for young people are present across all five Promises**

Percentage of Young People with Promises

Figure 1
Percentage of 12-17 Year Olds:

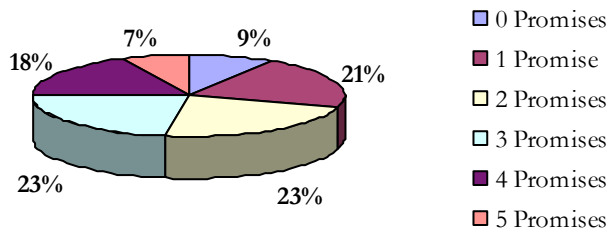


Figure 2
Percentage of 6-11 Year Olds:

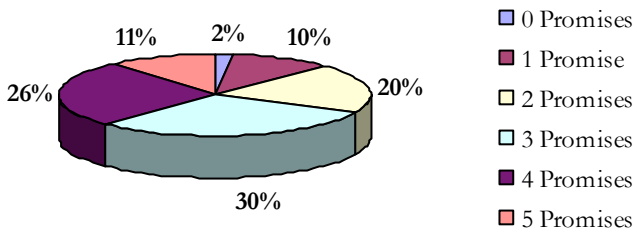
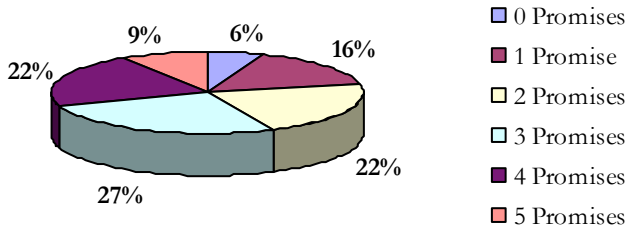
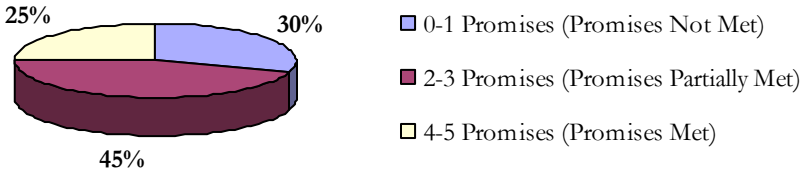


Figure 3
Percentage of 6-17 Year Olds:*



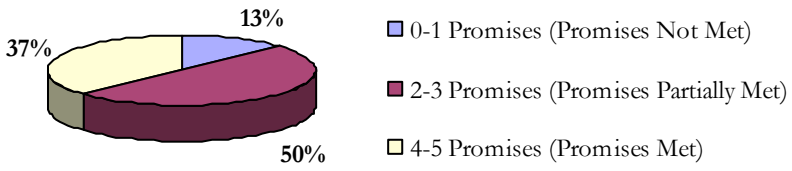
*Percentages for 6-17 year olds are means of percentages for 12-17 and 6-11

Figure 4
Percentage of 12-17 Year Olds Having Multiple Promises



- **Nearly 1 in 10 have none of the Promises**
- **Half have fewer than 3 Promises**
- **Just 1 in 4 are fully meeting the Promises**

Figure 5
Percentage of 6-11 Year Olds Having Multiple Promises



- **More than 1 in 10 have either none or 1**
- **One-third have fewer than 3 Promises**
- **Just over 1 in 3 are fully meeting the Promises**

Percentage Having Each Individual Promise

Figure 6
Percentage of 12-17 Year Olds Meeting Each Individual Promise

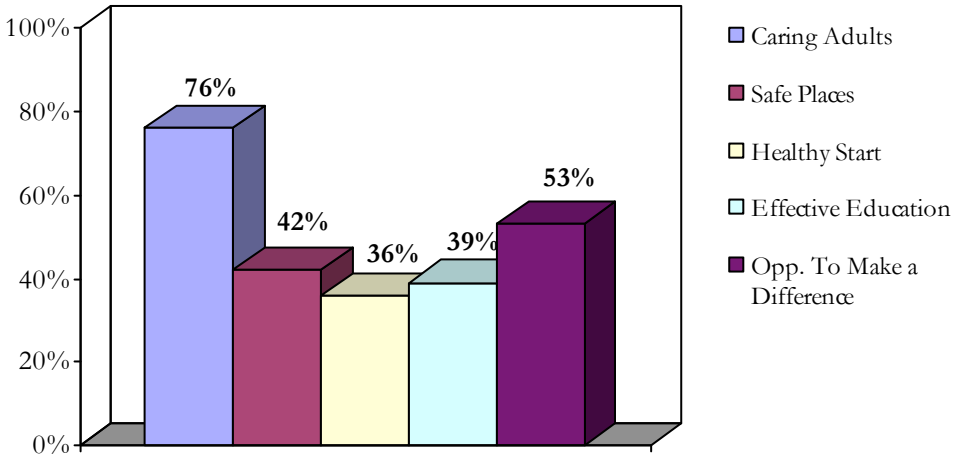
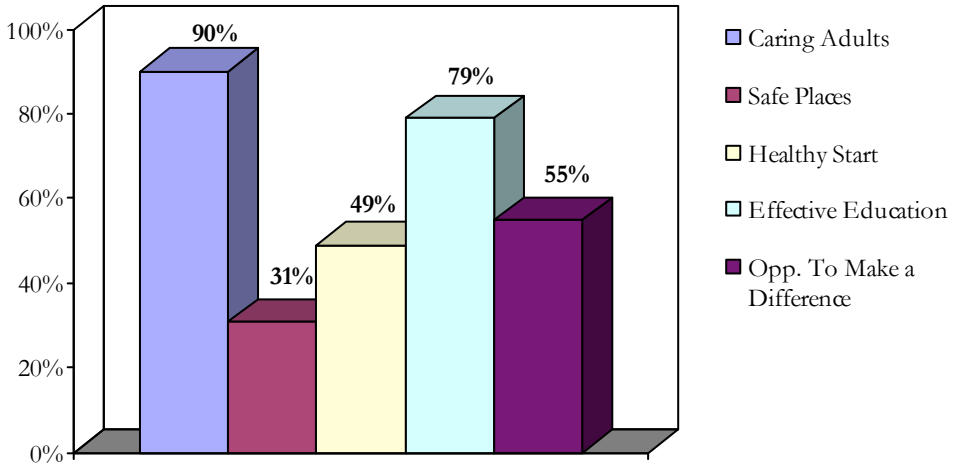
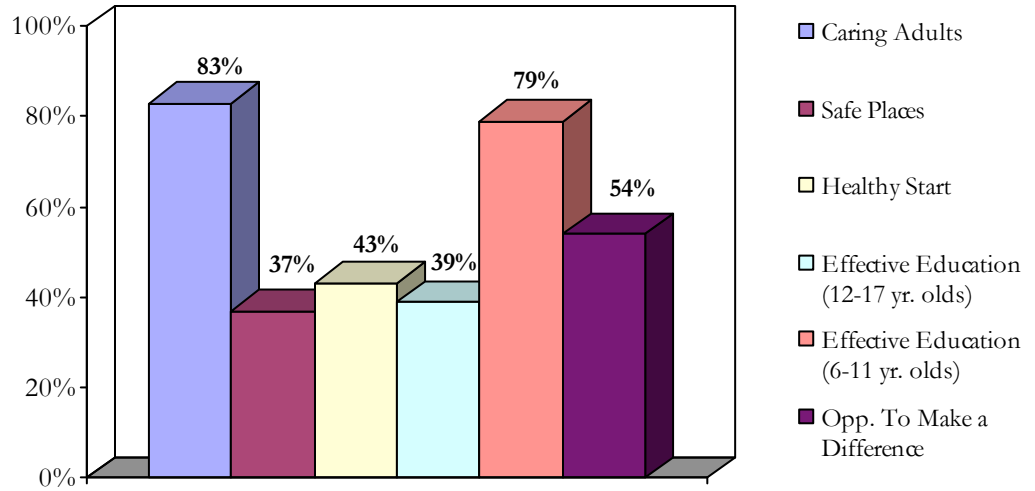


Figure 7
Percentage of 6-11 Year Olds Meeting Each Individual Promise*



*Age-relevant differences in how Effective Education was calculated may account for most of the disparity between percentages for 12-17 and 6-11 year olds on this Promise

Figure 8
Percentage of 6-17 Year Olds Meeting Each Individual Promise*



*Percentages for 6-17 year olds are means of percentages for 12-17 and 6-11. Age-relevant differences in how Effective Education was calculated for 12-17 and 6-11 year olds makes the mean for combined 6-17 less valid an estimate than for the other Promises.

Do Diverse Young People Have Equal Exposure to the Promises?
The results suggest that different groups of children do not have equal exposure to the promises as measured in the polls. Among both 12-17 and 6-11 year olds, girls are somewhat more likely to meet the Promises (having 4-5 Promises). Among teenagers, 12-14 year olds are somewhat more likely than 15-17 year olds to experience the Promises.

But differences by race/ethnicity, income, and parental education are more striking. Non-Hispanic white children and youth are much more likely to experience the Promises than are Hispanic or African-American young people. As income and mother's education rise, so does the likelihood of young people meeting 4-5 Promises. Some of the cell sizes in these analyses are less than 100, and so these findings on group differences should be taken very cautiously. Further study is needed to confirm these results.

Are Young People Achieving Positive Developmental Outcomes?
Overall, on both extant data and data from these polls, the majority of young people ages 6-17 seem to be doing relatively well on most of the indicators of positive developmental outcomes, from overall health to sense of purpose, and school grades, but it is often a slim majority. **A quite substantial minority of young people, from roughly 25%-45% depending on the indicator, are not achieving these positive developmental outcomes.**

Is Experiencing More Promises Linked to Having More Positive Development?
The national poll results show a **consistent linear trend clearly linking increases in Promises to increases in concurrent well-being**. These trends occur among both 12-17 and 6-11 year olds, with the relation appearing stronger among teenagers than among younger children. On most outcomes, whether analyzed as percentage differences in having a positive outcome or not, or as differences in outcomes means between those not meeting, only partially meeting, and meeting the Promises (having 0-1, 2-3, and 4-5 Promises, respectively), the differences are highly significant.

Conclusions
In the end, our polling data probably paint a rosier picture than may actually be the case. This may partly be due to our not having been able to measure the Promises very deeply in a telephone poll, and in part, as explained at length in Appendix D, because our scoring criteria were for the most part relatively generous while still attempting to reflect with integrity the vision for children and youth put forth by America's Promise. Critiques of the study certainly are warranted based on issues such as the sampling, measurement, and analysis, about the merits of which different observers might disagree. But we believe that when the debate over methodology is over, the results left standing will still be that:

- Millions of America's young people ages 6-17—more than 10 million by our reckoning—are not meeting the Promises, and another 23 million are only partly meeting them. But 15 million young people are meeting the Promises, and in their stories of success lie the hope and energy for change. America needs to do for the millions of less developmentally fortunate young people what we are already doing for those 15 million.
- The Promises as we have defined them are clearly and strongly linked to young people doing better developmentally in their physical health, psychological and

social health, educational achievement, and civic engagement. When we allow millions of young people not to fully meet the Promises, we are choosing to decrease their chances of being fully prepared for their lives, now and in the future. We as a nation can make a different choice. Much is known about how to boost assets, protective factors, and Promises in young people's lives (Benson, Scales, Hamilton, & Sesma, 2006; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Eccles & Gootman, 2002). The knowledge technology is there, only awaiting our national commitment to apply it for the benefit of the nation's young people.

- Although all groups of young people need to experience more of all the Promises, there is much work to be done to reduce and eventually eliminate the "Promises gaps" that seem to be present by age, gender, race/ethnicity, and family income and education levels.

Deeper analyses of these data are needed, and future replications of these polls, as well as, ideally, longitudinal studies that more causally link the Promises to outcomes, can provide trend data to help gauge progress in addressing these key findings. But the essential truth of the results is already clear: America is not meeting its promise of access to positive developmental experiences and equity in developmental opportunity for tens of millions of children and youth.

We can do far better, and the proof is in the millions of America's young who are meeting the Promises. It is time to ensure that their good fortune is not simply the accidental luck of a minority, but the destiny of all America's young people. The payoff will be thriving children and youth who are fully prepared for life, and a stronger America, at home and in the world.

Table 2. Proportion of 6-17 Year Olds with Promises and Indicators: America's Promise National Polls*

Promise	% with Promise and Indicators		Indicators
	Teen	Pre	
Caring Adults	**76%**	**90%**	
	67%	81%	♦ Caring relationships with parents/primary caregivers
	72%	88%	♦ Caring relationships with extended family adults
	81%	91%	♦ Caring relationships with adults at school
	83%	92%	♦ Caring relationships with adults in the neighborhood/community, including:
	9%	7%	o formal mentors in school- and community-based settings
Safe Places and Constructive Use of Time	**42%**	**31%**	
	89%	92%	♦ Safe family
	65%	72%	♦ Parental monitoring
	65%	44%	♦ Safe school
	73%	74%	♦ Safe neighborhood/community
	---	70%	♦ Safe outdoor play spaces (6-11)
	77%	67%	♦ Opportunity for involvement in high-quality structured activities
	42%	41%	♦ Frequency participates in high-quality structured activities
A Healthy Start and Healthy Development	**36%**	**49%**	
	66%	77%	♦ Regular checkups & health insurance
	55%	53%	♦ Good nutrition
	73%	---	♦ Daily physical activity (12-17)
	53%	74%	♦ Recommended amount of restful sleep
	60%	---	♦ Health education classes with comprehensive content
	51%	60%	♦ Positive adult role models
	50%	---	♦ Peer influence (12-17)
	77%	74%	♦ Emotional safety
Effective Education for Marketable Skills and Lifelong Learning	**39%**	**79%**	
	81%	---	♦ Positive school climate (12-17)
	44%	66%	♦ School culture emphasizes academic achievement
	81%	91%	♦ Learning to use technology effectively
	43%	82%	♦ Youth/child reading for pleasure
	61%	---	♦ Friends value being a good student (12-17)
	66%	---	♦ School perceived as relevant and motivating (12-17)
	62%	80%	♦ Parents actively involved with child's education
	74%	---	♦ Adult sources of guidance about schooling and careers (12-17)
	71%	---	♦ Opportunities to learn social/emotional skills (12-17)
Opportunities to Make a Difference through Helping Others	**53%**	**55%**	
	65%	67%	♦ Adult models of volunteering, including parents
	83%	---	♦ Peer models of volunteering (12-17)
	61%	58%	♦ Parent civic engagement
	62%	51%	♦ Family conversations about current events
	80%	85%	♦ Youth given useful roles in schools and communities

* Developed 2005-2006 by Search Institute and Child Trends

Section I

KEEPING AMERICA'S PROMISES TO CHILDREN AND YOUTH

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Introduction

The Five Promises

America is not being sufficiently attentive to the positive development of our children and youth.

This developmental inattentiveness has occurred across decades, across rural, suburban, and urban communities, and across political parties. In large measure, the relative neglect of positive development is due to the inordinate focus that has been given to naming and trying to prevent deficits among children and youth. Although reduction of high-risk behaviors clearly is important for child and youth well-being, too often taking such actions has been considered the totality of what is required for young people to be successful, despite the admonition from scholars and practitioners alike that "problem-free is not fully prepared" (Pittman & Fleming, 1991). From its founding in 1997, America's Promise – The Alliance for Youth has joined a growing number of organizations as a leader in the national effort to ensure that all of America's young people develop to their fullest potential.

As part of its mission, America's Promise – The Alliance for Youth has articulated five Promises that children and youth from birth to age 21need in order to build their character and competence, both in their present and future: Caring Adults, Safe Places and Constructive Use of Time, A Healthy Start and Healthy Development, Effective Education for Marketable Skills and Lifelong Learning, and Opportunities to Make a Difference through Helping Others (**see the Vision Statements for the Five Promises, below**). There is a wealth of research and practice support showing the power of such resources as positive influences in young people's lives, and, as important, that contexts can be changed to ensure that more young people experience those resources (Benson, Scales, Hamilton, & Sesma, 2006).

The National Promises Polls

Since November 2004, Search Institute and Child Trends have been more deeply elaborating the key elements and indicators that define each of the Promises across the first two decades of life, specifically for ages 0-5, 6-11, 12-17, and 18-21. For the first America's Promise report to the nation, we designed and conducted national surveys in 2005 and reviewed extant national data to develop a picture of how much children and youth ages 6-11 and 12-17 experience the Promises.

How Potential Indicators and Items Were Identified

The indicators had to reflect the vision that America's Promise has articulated about what America's young people need and deserve:

Vision Statements for the Five Promises

Caring Adults:
Every child and youth needs and deserves support and guidance from caring adults in their families, schools, and communities, including ongoing, secure relationships with parents and other family adults, as well as multiple and consistent formal and informal positive relationships with teachers, mentors, coaches, youth volunteers, and neighbors.

Safe Places and Constructive Use of Time:
Every child and youth needs and deserves to be physically and emotionally safe everywhere they are—from the actual places of families, schools, neighborhoods and communities to the virtual places of media—and to have an appropriate balance of structured, supervised activities and unstructured, unscheduled time.

A Healthy Start and Healthy Development:
Every child and youth needs and deserves the healthy bodies, healthy minds, and healthful habits and choices resulting from regular well-child/youth health care and needed treatment, good nutrition and exercise, comprehensive health knowledge and skills, and role models of physical and psychological health.

Effective Education for Marketable Skills and Lifelong Learning:
Every child and youth needs and deserves the intellectual development, motivation, and personal, social-emotional, and cultural skills needed for successful work and lifelong learning in a diverse nation, as a result of having quality learning environments, challenging expectations, and consistent formal and informal guidance and mentoring.

Opportunities to Make a Difference through Helping Others:
Every child and youth needs and deserves the chance to make a difference—in their families, schools, communities, nation, and world—through having models of caring behavior, awareness of the needs of others, a sense of personal responsibility to contribute to larger society, and opportunities for volunteering, leadership, and service.

In addition, we wanted the indicators in the polls to have these features. Note that some of these could be judged a priori, whereas others, such as whether the indicators were cumulative, could only be assessed after data collection and analysis:

Central	the indicators are critically important for positive child and youth development
Cumulative	the indicators are additive: the more indicators children and youth have, the more likely they will experience positive current and future outcomes

Compelling	the indicators speak clearly and plainly to various publics, and can motivate broad public and private action because they are seen as things people can affect
Change	the indicators can tap growth or decline over time in the Promises, i.e., they are valid for various age groups and sensitive to change
Concise	the indicators are brief, and there are only a handful of core indicators for each Promise in each age group

We developed a recommended list of these indicators, for each Promise in each age group of 0-5, 6-11, 12-17, and 18-21, with additional focus during 2005-2006 on ages 6-11 and 12-17. Since the reason for young people to experience the Promises is to positively influence their healthy development, well-being, and thriving, that is, their developmental outcomes, we also suggested a number of key outcomes to include in the surveys, consistent with the America's Promise theory of change model **(see AP theory of change model below**). The indicators resulted from:

- an extensive review of the scientific literature, including incorporation of ideas from previous America's Promise contractors (e.g., Brandeis University; the Forum for Youth Investment);
- due diligence review of existing national measures;
- deep consultation from a dozen nationally known experts in early childhood and adolescence;
- ongoing suggestions from America's Promise staff;
- review of a draft list of the indicators at a May 2005 meeting of Alliance Partners, whose suggestions were incorporated into the final revision
- review of potential indicators, final indicators, and scoring algorithms by members of AP's National Research Council (**see Appendix A for a listing of members**).

Items were identified for these indicators in three ways:

- for indicators not well reflected in existing national surveys, as well as many indicators for which there are some existing measures, Search Institute used its comprehensive archive of SI survey items (as well as a small number of measures from other researchers) to identify items from the most reliable and valid measures that could be used in the polls
- for indicators that were reflected in existing national surveys, Child Trends recommended the measures with the most reliability and validity
- new items were developed for a number of indicators.

Poll protocols were developed and the Gallup Organization conducted pre-testing to assess item clarity and poll length. Final revisions were incorporated based on review by Gallup,

Research Council members, America's Promise staff, and others, and the polls were fielded shortly after Labor Day 2005.

The America's Promise Polls were telephone polls conducted among three nationally representative samples during Fall 2005: Adolescents ages 12-17, the parents of those adolescents (i.e., matched pairs of an adolescent and one of their parents), and the parents of children ages 6-11. Each of the three samples included interviews with more than 2,000 teenagers or parents, for a total of more than 6,000 interviews. The polls were developed by Search Institute, Child Trends, and America's Promise, and conducted by the Gallup Organization. The polls measure 32 indicators of the Five Promises for adolescents (25 indicators for children 6-11), and 19 indicators loosely grouped into four major outcome domains (physical health, social and psychological health, educational achievement, and civic engagement) for adolescents (9 outcomes indicators for children 6-11).

Each of the Promises is comprised of multiple indicators, which in turn are comprised of specific measures as reflected in the actual survey items. Numerous indicators needed to be measured within the approximately 15-minute telephone poll limits; thus, the majority of the indicators are measured with single items.

Table 1. Core Promises Indicators for Ages 6-17 in the America's Promise National Polls*

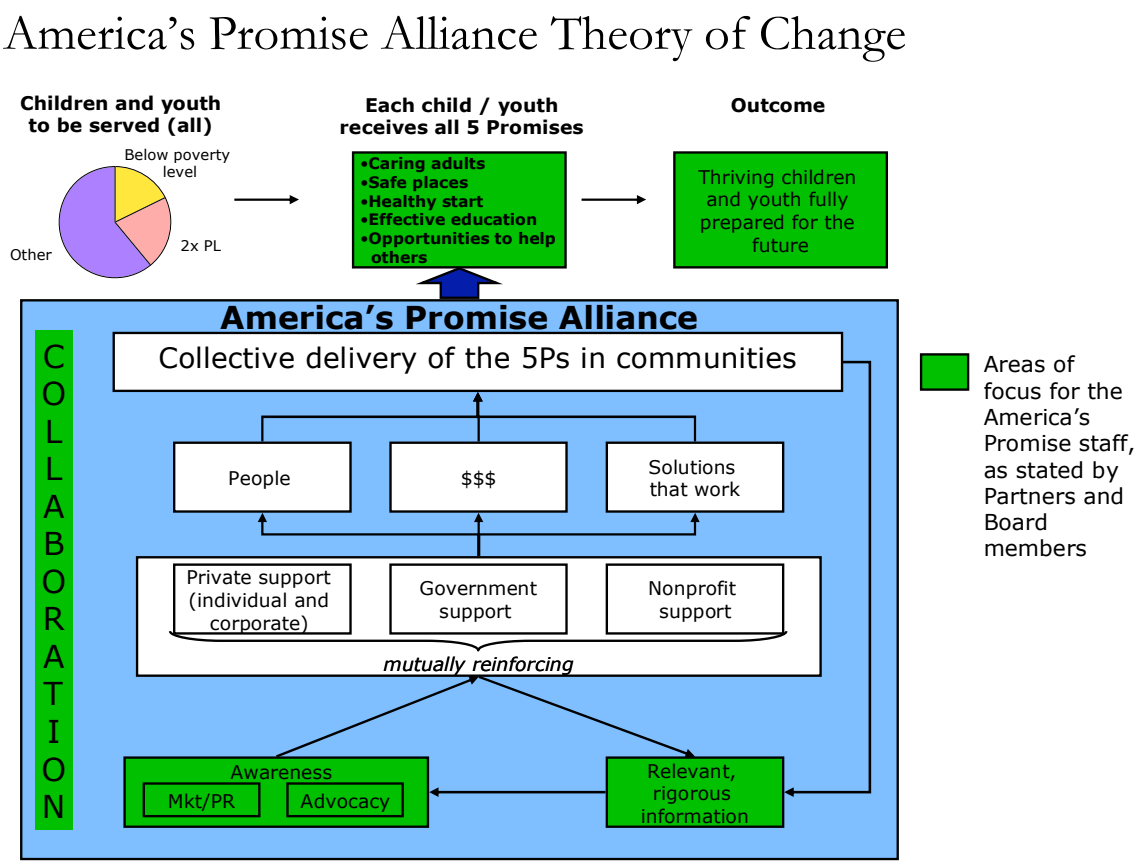
Promise	# Indicators		Indicators
	Teen	Pre	
Caring Adults	4	4	♦ Caring relationships with parents/primary caregivers ♦ Caring relationships with extended family adults ♦ Caring relationships with adults at school ♦ Caring relationships with adults in the neighborhood/community, including formal mentors in school- and community-based settings
Safe Places and Constructive Use of Time	6	6	♦ Safe family ♦ Parental monitoring ♦ Safe school ♦ Safe neighborhood/community ♦ Safe outdoor play spaces (6-11) ♦ Opportunity for involvement in high-quality structured activities ♦ Frequency participates in high-quality structured activities
A Healthy Start and Healthy Development	8	5	♦ Regular checkups and health insurance ♦ Good nutrition ♦ Daily physical activity (12-17) ♦ Recommended amount of restful sleep ♦ Health education classes with comprehensive content (12-17) ♦ Positive adult role models ♦ Peer influence (12-17) ♦ Emotional safety
Effective Education for Marketable Skills and Lifelong Learning	9	4	♦ Positive school climate (12-17) ♦ School culture emphasizes academic achievement ♦ Learning to use technology effectively ♦ Youth/child reading for pleasure ♦ Friends value being a good student (12-17)

			♦ School perceived as relevant and motivating (12-17) ♦ Parents actively involved with child's education ♦ Adult sources of guidance about schooling and careers (12-17) ♦ Opportunities to learn social/emotional skills (12-17)
Opportunities to Make a Difference through Helping Others	5	4	♦ Adults models of volunteering ♦ Peer models of volunteering (12-17) ♦ Parent civic engagement ♦ Family conversations about current events ♦ Youth given useful roles in schools and communities

* Developed 2005-2006 by Search Institute and Child Trends

The Value-Add of the Promises

These Promises indicators do not include many of the usual indicators of child and youth well-being found in such reports as Kids Count or the Child Well-Being Index, ranging from low birth weight and infant mortality rates to adolescent pregnancy rates and dropout rates. Those are important measures of how young people are doing too.



However, the indicators of the 5 Promises are both different from and a supplement to these traditional indicators, not a substitute for them. The Promises indicators are about inputs, experiences, and opportunities. They are intentionally shaped to tell us about the positive opportunities, nutrients, and assets that young people are experiencing that can help them both avoid the problems described by those more typical indicators of well-being, and also thrive developmentally across ages 0-21. Both perspectives on young people are necessary to tell how they are doing, and how America is doing to care for and prepare them for health and success.

The Samples

The samples were obtained through a multilevel sampling design (**see Appendix C for detailed sampling information).** Random digit dialing, stratified by exchanges based on the probability of 6-17 year olds in the household in a given exchange, was used to produce a base sample. This was supplemented by over-sampling in telephone exchanges with high-density Hispanic and African American populations. Up to 10 call-backs were made to all working numbers, with the field period extending from September 2005-January 2006. Using the 2003 Current Population Survey—March Supplement data, the resulting sample was then weighted to compensate for over-sampling, as well as by demographics such as census region, respondent race/ethnicity, age, gender, and family income. All weights were normalized to ensure that the weighted sample size matched the unweighted sample size.

The overall response rate was 44%. This is a high response rate to telephone polls by industry standards. For example, it is one of the highest achieved by the Gallup Organization in last few years, a time of tumbling response rates to telephone surveys (Personal communication with Rajesh Srinivasan, Gallup Organization, Jan.26, 2006). Among those households in which someone actually answered and there was a 6-17 year old child (i.e., eligible households reached), more than 90% agree to participate, and completed the interviews. For parents of 12-17 year olds, prior to conducting the parent interview, the purpose of the study was explained and parents were asked for permission to subsequently interview their 12-17 year old child (randomly picked if there were two or more children in that age range). Eight-two percent of parents gave permission, an extremely high level of parental permission. For results based on each of these three samples, one can say with 95% confidence that the margin of sampling error is ± 3 percentage points. Results using subsamples (e.g., comparing males and females, or different income levels) have larger margins of error.

The resulting samples totaled more than 6,000 adolescents, their parents, and parents of 6-11 year olds (**See Appendix B for further sample demographic details**). The unweighted adolescent sample was comprised of about 48% of youth in middle school (grades 6-8), and about 52% in high school. That sample was 76% non-Hispanic white, 12% Hispanic, and 9% African American. Unlike the adolescents, who were split evenly among males and females, both parent samples were comprised of about two-thirds mothers. The parents of 6-11 year olds were a little more diverse than the families with 12-17 year olds, with 73% identifying as non-Hispanic white, 13% Hispanic, and 10% African American. More than 80% of the parents were married, and 90% were the biological parents of the focus child in the interview. About 10% of parents reported family income of less than $20,000/year, and about one-quarter reported more than $100,000, with more than 80% reporting they owned their home. This was a highly educated sample, with about 50% of parents—mothers and

fathers alike—reporting college graduation or education beyond a Bachelors degree. All of these figures were adjusted before analyses to reflect population weights based on the March 2004 Current Population Survey. However, the raw (i.e., before weighting) samples appeared to over-represent White respondents from intact families with above-average levels of education and affluence. Children and youth from such backgrounds typically report more positive developmental influences and fewer risk behaviors in their lives (Bornstein, 2003; Center for the Study of Social Policy; Eccles & Gootman, 2002; Sampson, 2001). Thus, whatever error these poll results have is most likely to be in *over-estimating* the percentage of U.S. children and youth who experience the Promises. That is, if anything, the results presented here most likely are a *best case* picture of how America's children and youth are doing by these measures.

The Data

For 12-17 year olds, a combination of adolescent responses and the responses of their parents is used to gauge whether adolescents experience the Promises. On some items, parents and adolescents are asked the same questions about adolescents' lives. On those items, for creating indicator and Promise scores, only the adolescent data are used. Other items are asked of parents of 12-17 year olds, but not of the adolescents themselves. On these items, the parents' responses are the basis for the indicator score, or are added to adolescents' responses to different items measuring the same indicator to create the indicator score. Parents' responses are the sole source of survey data on the Promises and outcomes among 6-11 year olds. Many of the indicators for the different age groups are identical or parallel, but some differ to reflect different stages of development. Similarly, on some indicators, the scoring cutoffs are defined differently for ages 6-11 and 12-17.

Note: Missing data averaged < .5% for both indicator- and Promise-level calculations, an extremely low level of missing data. The low rate of missing data means we were able to use in analyses nearly all of the information collected in the national polls, strengthening the validity of the results.

How The Results Are Reported

In this report, we primarily report the percentages of young people who score at various levels on *indexes* of each Promise (**see Appendix D for details on scoring cutoffs and related issues)**. Each Promise is comprised of multiple indicators, with each indicator measured by one or more questions. The Promises Index scores create three groups that reflect relatively high, medium, and low levels of the Promises, which we have labeled *Promise Met, Promise Partially Met, and Promise Not Met.* We established decision rules for how many of the indicators a young person must have in order to be placed into one of those three groups (**described in Appendix D)**. This approach allows for reporting the proportion of young people who experience relatively high, medium, or low levels of a given Promise, and the linkage between having high, medium, or levels of a Promise, and the various developmental outcomes indicators measured in the survey. Although meeting the Promises is the goal for all young people, this approach enables an assessment of whether even *partial* experience of a Promise is associated with relatively better development than not meeting the Promise.

Use of Existing Data

In this report, data on the extent of the Promises among America's children and youth come solely from the three integrated national America's Promise telephone polls of parents and young people conducted from September 2005-January 2006. In contrast, data on the various developmental outcomes are derived both from those surveys and from various existing national sources, including the National Survey of Children's Health, National Educational Longitudinal Study, National Longitudinal Study of Adolescent Health, Monitoring the Future, National Longitudinal Survey of Youth, and Youth Risk Behavior Surveillance Survey. Not all these sources collected or reported data as recently as 2005; thus, the most recent year of data was used, but none of the existing data reported here are less recent than 2003. The extant data were used to provide a more comprehensive contextual description of developmental outcomes nationally than the AP polls alone could provide.

Section II

How is America Doing in Keeping the Five Promises to Young People?

Overall Experience of the Five Promises

The national poll results suggest good news and challenge. **The good news is that most young people experience at least some pieces of the vision of America's Promise here and there.** As Table 2 shows, the majority of American youth experience the majority of the individual indicators: 88% of the indicators (28 of 32) for 12-17 year olds are experienced by more than half of adolescents, and 88% of the indicators (22 of the 25) for 6-11 year olds are experienced by more than half of those younger children.

But to experience the Promises, youth (or children's parents) had to report experiencing about 75% of the multiple indicators that make up each Promise (see detail under each Promise). Why did we set this criterion? First, the Vision Statements that America's Promise developed for each of the Promises describe not merely "ok" or adequate environments, but developmentally good and even optimal ones. They reflect aspirations for our young people that are not just easily within reach and "good enough," but that may require some "stretch" to get to, and that represent our *best* hopes for America's children.

Second, previous research on 40 developmental assets articulated by Search Institute—constructs that describe positive experiences similar to the indicators of the Promises—has suggested that young people who experience 31 of the 40 assets (i.e., about 75%) are significantly different from other young people on a host of positive developmental outcomes, from avoiding risky behaviors such as violence and substance use to engaging in positive behaviors such as doing well at school and helping others (Benson, Scales, Leffert, & Roehlkepartain, 1999; Benson, 1997: Developmental assets: A portrait…, 2001). So we predicted that a similar level of attaining the Promises likely would be meaningful in distinguishing young people doing more and less well on positive developmental outcomes.

And third, we wanted to ensure that a high standard reflecting the America's Promise vision was maintained, while at the same time acknowledging that young people can take different pathways to enjoying positive developmental outcomes. We could have set the bar lower, but required young people to meet all of the indicators of a Promise. Instead, by setting the bar at about 75%, young people could "have" a Promise by meeting different combinations of the indicators of that Promise, as long as they added up to about 75% of the indicators. In this way, we tried to balance the vision of positive development with a respect for the diversity of ways positive development actually happens.

America's challenge is that by these standards few young people fully experience the Promises. Only 1 in 4 adolescents experiences four or all five of the Promises, and only about 1 in 3 younger children 6-11 years old experiences four or all five Promises. Our conclusion is that only a minority of young people are getting the positive developmental influences that every child deserves.

Percentage of Young People with Promises

Figure 1
Percentage of 12-17 Year Olds:

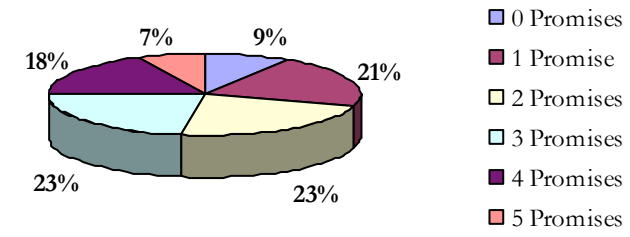


Figure 2
Percentage of 6-11 Year Olds:

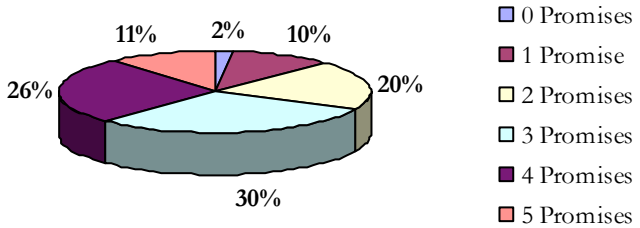
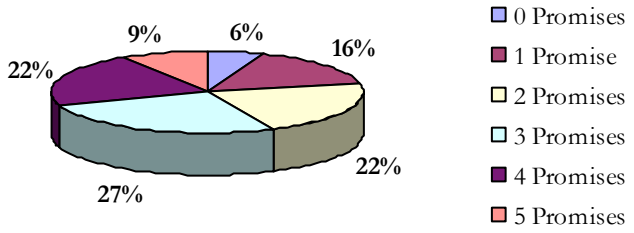
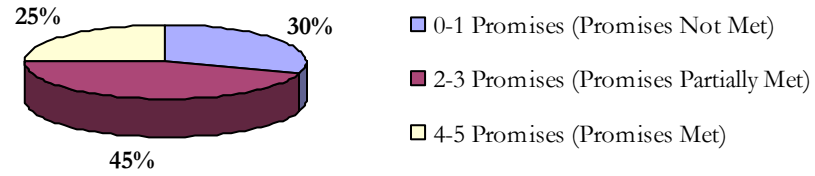


Figure 3
Percentage of 6-17 Year Olds:*



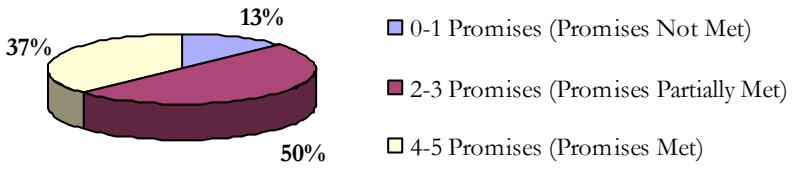
*Percentages for 6-17 year olds are means of percentages for 12-17 and 6-11

Figure 4
Percentage of 12-17 Year Olds Having Multiple Promises



- **Nearly 1 in 10 have none of the Promises**
- **Half have fewer than 3 Promises**
- **Just 1 in 4 are fully meeting the Promises**

Figure 5
Percentage of 6-11 Year Olds Having Multiple Promises



- **More than 1 in 10 have either none or 1**
- **One-third have fewer than 3 Promises**
- **Just over 1 in 3 are fully meeting the Promises**

Using the approach we use for naming "levels" of each individual Promise, we might consider that young people who experience none or only 1 of the Promises are "not meeting" our vision for their well-being. Those who have 2-3 Promises can be considered to be "partially meeting" the vision. And only those experiencing 4-5 of the 5 Promises could be said to be "meeting" the vision of the Promises.

By these standards, 3 in 10 adolescents are not even partially meeting the Promises (including nearly 1 in 10 who report having none of the Promises at all), and another 45% are only partially meeting them. Only 1 in 4 teens are meeting the Promises by experiencing high levels of caring adults, safe places and constructive use of time, a healthy start and healthy development, effective education, and opportunities to make a difference through helping others. Preteens seem to be doing better: Only about 1 younger child in 10 is not meeting the Promises, and another half are partially meeting them. But even among younger children, only a little more than 1 in 3 (37%) are meeting four or all five of the Promises.

Extrapolating these results to the population of children and youth ages 6-17 (roughly 49 million) suggests that more than 7 million adolescents and more than 3 million preadolescents are not even partially meeting the Promises. Another 11 million adolescents and 12 million preadolescents are only partially meeting the Promises.[1]

6-11 Year Olds[2]

Numerous studies support the general conclusion that younger children seem to experience more positive developmental influences than older children (see summaries of this literature in Eccles & Gootman, 2002; National Academy of Sciences & Institute of Medicine, 2000; Scales & Leffert, 2004; Scales, Sesma, & Bolstrom, 2004). Elementary aged children appear to live in more positive environments than young adolescents, and young adolescents seem to have more developmental assets than older adolescents. Because of differences in wording of some items, differences in some of the cutoff scores used, and the fact that adolescents answered for themselves while parents answered for 6-11 year olds, we cannot directly compare 12-17 and 6-11 year olds in these polls. Nevertheless, the overall results are consistent with this body of previous research in suggesting that a greater proportion of 6-11 year olds than 12-17 year olds seems to be meeting the five Promises.

Experience of Each Individual Promise

As might be expected, young people do better with some Promises than with others. The majority of American children and youth seem to enjoy caring adults in their lives, and opportunities to make a difference through helping others. (Even on these Promises, however, there is significant room for improvement: Nearly 1 in 4 young people ages 12-17 do not experience enough caring adults, and among both teens and preteens, nearly half don't have enough opportunities to make a difference).

---

[1] Approximated from Current Population Survey, October 2004, *School enrollment: Social and economic characteristics of students, October 2004,* Table 1: Enrollment status of the population 3 years old and over, by sex, age, race, Hispanic origin, foreign born, and foreign-born parentage. The table presents ages 5-17. Using half of the age 5-6 category and dividing the age 10-13 category half to 6-11 year olds and half to 12-17 year olds yields about 49 million total 6-17 year olds, with about 24 million ages 6-11 and 25 million ages 12-17.

[2] Because a number of the indicators are either different or scored differently for 6-11 year olds (in part because of developmental considerations, and in part because parents are respondents for 6-11, while adolescents respond for themselves on most indicators) as compared to 12-17 year olds, it is not appropriate to directly compare them. With appropriate cautions, we can, however, combine the two age groups' results into a broad cross-age statement such as "about 40% of 6-17 year olds appear to experience the Healthy Start Promise as defined for their age groups." This is possible because the Promises Vision Statements that are the foundation of the indicators are the same for both age groups, the underlying conceptual foundations are the same, and the even the majority of the questions are the same. As an analogy, we might have done a study about reports of physical symptoms/complaints between adolescent boys and girls. We might have asked girls about physical manifestations of menstruation, but would not ask those questions of boys. Yet we still would summarize by saying that XX percent of adolescents report physical symptoms/complaints. The differences in Promises measurement are significant enough to make it inappropriate to compare the two age groups. But for the purpose of rolling up a general statement about whether American children and youth across ages 6-17 appear to have or to not have the Promises, those same differences are not as significant, because the similarities across ages in conceptualization and operationalization of the Promises are sufficiently large.

But less than half of adolescents report being both safe throughout their environments and also participating several hours a week or more in high-quality structured activities such as after-school programs. Parents of 6-11 year olds report even lower levels of safe places and high-quality structured activities for those younger children. As we report below in the detail on each individual Promise, this difference in meeting the Safe Places Promise between teens and preteens occurs largely because parents perceive their younger children being bullied at school more often than teenagers say they are bullied at school.

A little less than 40% of adolescents say they are experiencing enough of the elements we measured of either effective education or a healthy start and healthy development to be meeting those two Promises. Preteens appear to be doing better on those two Promises (although the differences in Effective Education, as we discuss below, may well be due mostly to differences in how the Promise was measured in the two age groups). Even so, according to their parents' responses, about half of 6-11 year olds are not meeting the Healthy Start Promise.

Figure 6
Percentage of 12-17 Year Olds Meeting Each Individual Promise

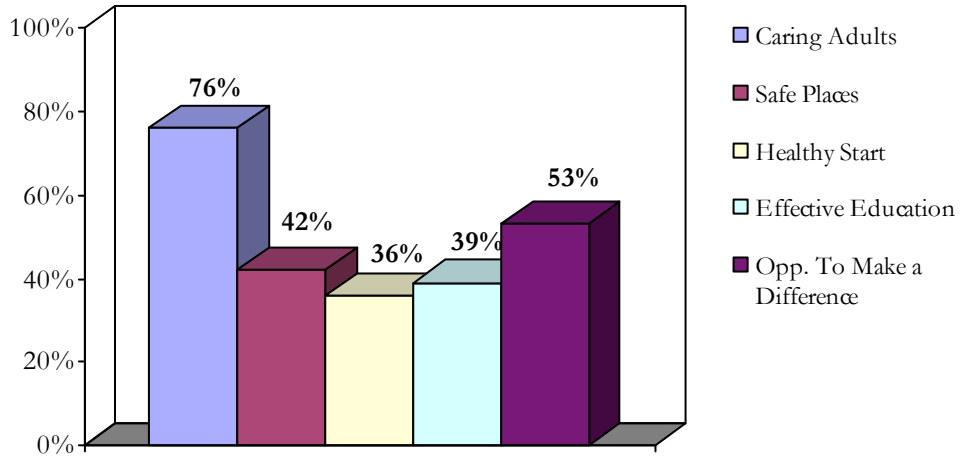
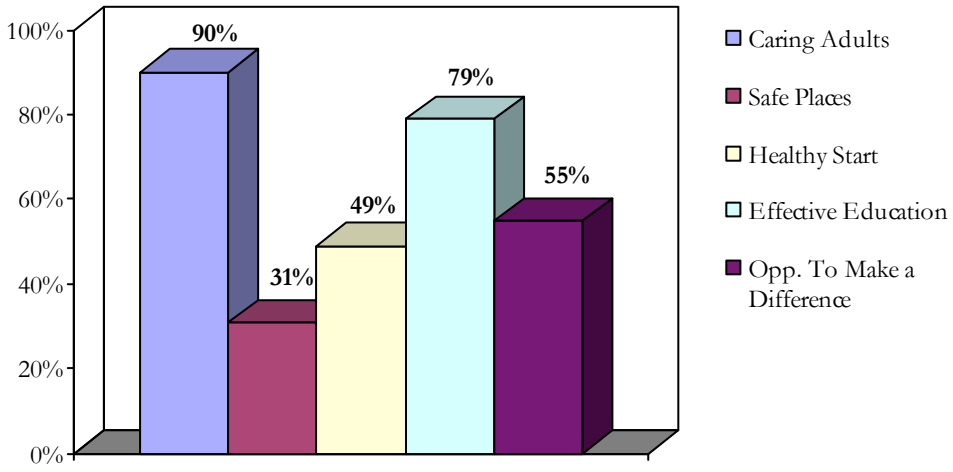
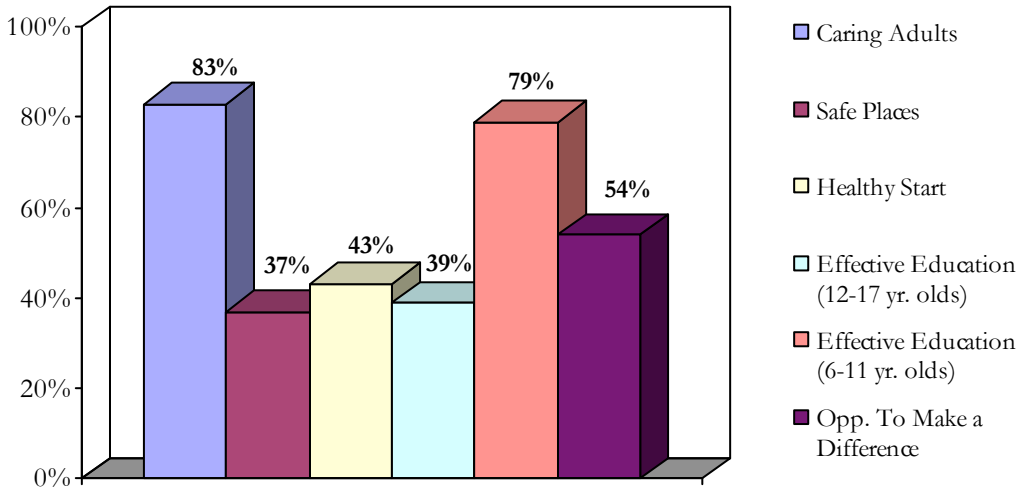


Figure 7
Percentage of 6-11 Year Olds Meeting Each Individual Promise*



*Age-relevant differences in how Effective Education was calculated may account for most of the disparity between percentages for 12-17 and 6-11 year olds on this Promise (see detail below)

Figure 8
Percentage of 6-17 Year Olds Meeting Each Individual Promise*



*Percentages for 6-17 year olds are means of percentages for 12-17 and 6-11. Age-relevant differences in how Effective Education was calculated for 12-17 and 6-11 year olds makes the mean for combined 6-17 less valid an estimate than for the other Promises.

Relations Among the Promises

There are moderate positive correlations among the five Promises. For 12-17 year olds, the coefficients range from .19 between A Healthy Start and Opportunities to Make a

Difference, to .45 between Safe Places and Effective Education. For 6-11 year olds, the coefficients range from .16 between A Healthy Start and Caring Adults, and .37 between Safe Places and Effective Education. These coefficients suggest that having one of the Promises makes it more likely that young people will experience others.

There are even differences in having other Promises based on the number of indicators a young person has on one Promise alone. Among those who have all 4 of the Caring Adults indicators, for example, 14% have all four of the remaining Promises, compared to just 4% for young people with 3 indicators and only 1% of those with 0-2 of the Caring Adults indicators. In contrast, only 10% of young people who have 4 Caring Adults indicators have none of the remaining four Promises, but 25% of those with 3 indicators and 34% of those with 0-2 Caring Adults indicators experience none of the other Promises.

Like all studies, the findings we report here can be legitimately critiqued because of limitations in our design and measurement. We could not measure all the indicators of the Promises, or outcomes, in nearly enough detail as would be desirable. Some potential indicators that arguably would have been important to include, especially for developmental outcomes, could not be included at all due to budget and time constraints. Our decisions about cutoff scores, or how we defined whether a young person met, partially met, or did not meet an indicator or Promise, can be debated. The parents and teenagers whom we interviewed, although our sampling was careful, comprehensive, and adjusted statistically to be nationally representative, were from more affluent and educated families than average.

But in the end, the patterns of the responses of these 6,000 adolescents and parents were internally consistent, strengthening the impression that the responses were truthful and reliable. Moreover, many of our findings are not comforting, but they resonate well with what a considerable body of scientific research has suggested is the case. That is, they appear valid in the context of other research (see Sections V through VII of this report). They point to a solid minority of young people who are the "haves," from 25% (teens) to 37% (preteens) who seem to experience caring, support, safety, challenge, and opportunity almost everywhere they turn.

The data point to a strikingly large and distressing percentage of adolescents—3 in 10—and a smaller but still significant proportion of preteens—1 in 10—who are the have-nots, who really are not getting much in the way of positive influences from their peers, the adults around them, or the institutions they move through. The rest of young people are in the middle, not doing awful, not doing great, but capable of moving in either direction. Which way those in the middle go, and whether the haves keep having and the have-nots start to have, is up to all of us. America's promise to its young requires America's choice to deliver on these promises, individually and collectively, informally and through organizations, programs, and policies. It is time to keep our promises to America's children and youth.

Table 2. Proportion of 6-17 Year Olds with Promises and Indicators: America's Promise National Polls*

Promise	% with Promise and Indicators		Indicators
	Teen	Pre	
Caring Adults	**76%**	**90%**	
	67%	81%	♦ Caring relationships with parents/primary caregivers
	72%	88%	♦ Caring relationships with extended family adults
	81%	91%	♦ Caring relationships with adults at school
	83%	92%	♦ Caring relationships with adults in the neighborhood/community, including:
	9%	7%	o formal mentors in school- and community-based settings
Safe Places and Constructive Use of Time	**42%**	**31%**	
	89%	92%	♦ Safe family
	65%	72%	♦ Parental monitoring
	65%	44%	♦ Safe school
	73%	74%	♦ Safe neighborhood/community
	---	70%	♦ Safe outdoor play spaces (6-11)
	77%	67%	♦ Opportunity for involvement in high-quality structured activities
	42%	41%	♦ Frequency participates in high-quality structured activities
A Healthy Start and Healthy Development	**36%**	**49%**	
	66%	77%	♦ Regular checkups and health insurance
	55%	53%	♦ Good nutrition
	73%	---	♦ Daily physical activity (12-17)
	53%	74%	♦ Recommended amount of restful sleep
	60%	---	♦ Health education classes with comprehensive content (12-17)
	51%	60%	♦ Positive adult role models
	50%	---	♦ Peer influence (12-17)
	77%	74%	♦ Emotional safety
Effective Education for Marketable Skills and Lifelong Learning	**39%**	**79%**	
	81%	---	♦ Positive school climate (12-17)
	44%	66%	♦ School culture emphasizes academic achievement
	83%	91%	♦ Learning to use technology effectively
	43%	82%	♦ Youth/child reading for pleasure
	61%	---	♦ Friends value being a good student (12-17)
	66%	---	♦ School perceived as relevant and motivating (12-17)
	62%	80%	♦ Parents actively involved with child's education
	74%	---	♦ Adult sources of guidance about schooling and careers (12-17)
	71%	---	♦ Opportunities to learn social/emotional skills (12-17)
Opportunities to Make a Difference through Helping Others	**53%**	**55%**	
	65%	67%	♦ Adult models of volunteering, including parents
	83%	---	♦ Peer models of volunteering (12-17)
	61%	58%	♦ Parent civic engagement
	62%	51%	♦ Family conversations about current events
	80%	85%	♦ Youth given useful roles in schools and communities

* Developed 2005-2006 by Search Institute and Child Trends

Section III

Detailed Discussion of Results for Each Promise

Promise 1: Caring Adults

America's Promise Vision Statement

Every child and youth needs and deserves support and guidance from caring adults in their families, schools, and communities, including ongoing, secure relationships with parents and other family adults, as well as multiple and consistent formal and informal positive relationships with teachers, mentors, coaches, youth volunteers, and neighbors.

To have this Promise, youth must experience both caring parents and caring adults in other contexts, such as schools, neighborhoods, or youth organizations, or mentors. However, the scoring cutoffs acknowledge the diversity of acceptable developmental trajectories by describing both a supplemental and a compensatory role for those "other" adults and mentors. Even youth who do not have a caring parent can be counted as having "caring adults" if they have a high enough number of caring other adults. If youth say they have 1) at least 2-5 caring adults, 2) in at least two ecological contexts (extended family; school; and neighborhood, church, or youth organization), which can include frequent contact with a mentor, then they can be counted as experiencing the Promise of Caring Adults.

Definition of Promise Met: Caring Adults

12-17 Year Olds	6-11 Year Olds
♦ At least agree that parents give support when needed, relationship with at least one parent is very close, can at least usually talk with at least one parent about school or friend problems	♦ Parent says relationship with child is very close, can talk very or extremely well with their child about things that matter
♦ Has at least 2-5 adults in the extended family who care about them	♦ Child has at least 2-5 adults in the extended family who care about them
♦ 2-5 adults in school who care about them	♦ Child has 2-5 adults in school who care about them
♦ 2-5 adults in community who care about them OR at least 2-5 adults overall whom they can talk with about school or friend problems	♦ 2-5 adults in community who care about them
♦ Has a formal adult mentor whom they see at least once a week (having a mentor can substitute for not having either the caring school or community adults indicators).	♦ Child has a formal adult mentor whom they see at least once a week (having a mentor can substitute for not having either the caring school or community adults indicators).

Figure 9
Percentage of 12-17 Year Olds Reporting Each Indicator of the Caring Adults Promise

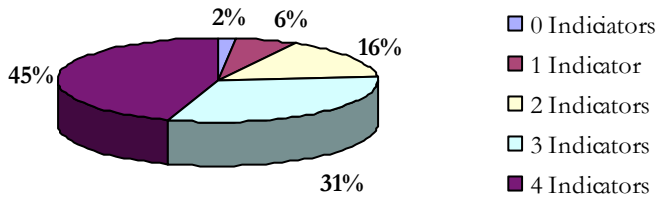


Figure 10
Percentage of 12-17 Year Olds at Different Levels of the Caring Adults Promise

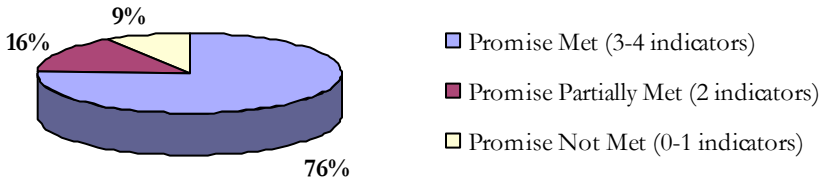
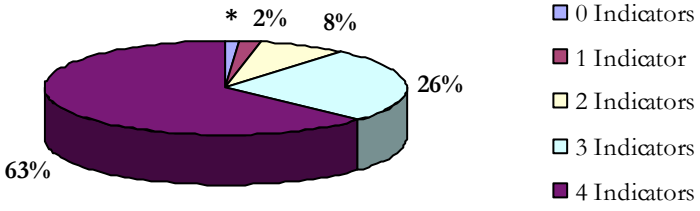


Figure 11
Percentage of 6-11 Year Olds Reporting Each Indicator of the Caring Adults Promise



* < 1%

Figure 12
Percentage of 6-11 Year Olds at Different Levels of the Caring Adults Promise

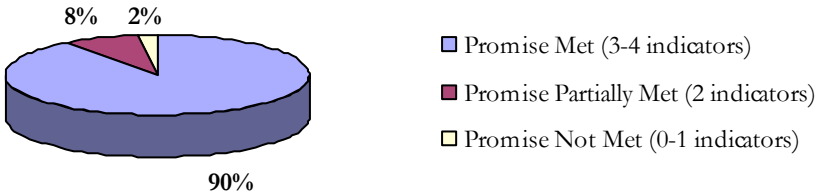


Table 3. Percentage of Young People Meeting Each Indicator of the Caring Adults Promise			
Promise	% Meeting Promise and Indicators		Indicators
Caring Adults	**Teen**	**Pre**	
	76%	**90%**	
	67%	81%	♦ Caring relationships with parents/primary caregivers
	72%	88%	♦ Caring relationships with extended family adults
	81%	91%	♦ Caring relationships with adults at school
	83%	92%	♦ Caring relationships with adults in the neighborhood/community, including:
	9%	7%	o formal mentors in school- and community-based settings

For both adolescents and pre-adolescents, the Caring Adults Promise was the most likely to be met, with somewhat more than 8 in 10 young people ages 6-17 having Caring Adults in their lives. But why would more young people (especially teenagers) report caring adults outside than inside their families? One reason is that caring relationships with parents was the hardest indicator to meet in this category because it had the most components. Young people had to agree they got support and help from parents when they needed it, say that their relationship with at least one of their parents or stepparents was very close—not just mostly close—and say they can usually talk with at least one parent about specific problems with school or friends. Parents of 6-11 year olds had to meet almost that same standard, in saying their relationship with their child was very close and that they could talk very or extremely well with their child about "things that matter."

In contrast, for school and community adults, we asked only about the number of adults in those contexts who "care about" the youth or child, a much more general standard more susceptible to positive bias in reporting, or for parents of 6-11 year olds, lack of accurate knowledge. Moreover, with the cutoff set at 2-5 adults, a number of young people may not have achieved the caring extended family indicator simply because they don't have many extended family to start with.

Nevertheless, these standards appear quite reasonable as expectations for what our young people should be experiencing. Adolescents did not have to strongly agree they get parental support and help when they need it, or that they can always talk with them about problems, standards we would wish could be met by all American children and youth.

It is heartening that the great majority of young people appear to have at least 2-5 adults other than parents who care about them in various contexts (including teachers and formal mentors as well as informal relationships). Underscoring the importance of mentoring in the lives of America's youth, nearly 1 in 10 young people ages 6-17—representing nearly 5 million children and youth—appear also to be in relationship with a formal mentor whom they see at least once a week.

Even so, more than 1 in 5 adolescents and 1 in 10 preteens do not have the Caring Adults promise. Although 6 in 10 preteens have caring adults in all four of the important contexts

of their lives, less than half of teens (45%) have caring adults in all of those contexts: parents, extended family, school, and community. Other national studies of adults and adolescents suggest too, that even in these caring relationships, the depth and breadth of engagement adults have with young people is not great (Scales, Benson, Mannes, Hintz, Roehlkepartain, & Sullivan, 2003; Scales, Benson, & Mannes, 2002; Scales, Benson, Roehlkepartain, Hintz, Sullivan, & Mannes, 2001). So although there is much to celebrate in the findings about Caring Adults, there is reason for concern, both about the lack of caring adults among a considerable proportion of young people, and about what is likely to be the questionable quality of the relationships with adults among many of those who report at least having some caring adult relationships.

We did not follow these young people over time, so it is not certain that the Caring Adults Promise declines as children become adolescents. But in our polls, we found that fewer teens than preteens experience every one of the Caring Adults indicators as well as the overall Promise. As we have noted, research does suggest that the norm for older adolescents is to experience less of these positive developmental influences than younger children do, so our results unfortunately are consistent with the possibility that as young people move into middle school and high school, they are less connected to and supported by adults throughout their lives.

Promise 2: Safe Places & Constructive Use of Time

America's Promise Vision Statement

Every child and youth needs and deserves to be physically and emotionally safe everywhere they are—from the actual places of families, schools, neighborhoods and communities to the virtual places of media—and to have an appropriate balance of structured, supervised activities and unstructured, unscheduled time.

To have this Promise, youth must experience both a safe environment, and have both the opportunity for and at least some involvement in affordable structured activities that youth (and parents, for 6-11 year olds) view as generally high quality experiences. Safety includes feeling safe at home, in and on the way to and from school, in neighborhoods and outdoor play areas, and in after-school programs.

Definition of Promise Met: Safe Places & Constructive Use of Time

12-17 Year Olds	6-11 Year Olds
♦ Parents know most things about whereabouts and friends (everything for whereabouts of 12-14, and 6-11 year olds)	♦ Parents know everything about child's whereabouts and most things about their friends
♦ Youth always feels safe at home	♦ Parent says child is always safe at home
♦ Youth at least usually feels safe at school and on way and is never bullied there	♦ Parent thinks child is safe at school and on way and is never bullied there

♦ Youth usually feels safe in after-school programs, parents say youth at least usually feels safe in neighborhood and parents at least agree that neighbors watch out for each other's children	♦ Parent thinks child is usually safe in after-school programs, and in neighborhood, and parents at least agree that neighbors watch out for each other's children ♦ Parent at least agrees that their neighborhood has safe parks or playgrounds
♦ Youth has the opportunity to participate in clubs and teams, creative activities, and religious activities	♦ Parent says child has the opportunity to participate in clubs and teams, creative activities, and religious activities
♦ Youth reports actually doing some of those activities at least 2-5 hours a week plus says they often get the chance in those activities to: build skills like teamwork, leadership, and conflict resolution, develop warm and trusting relationships, and get to help make decisions	♦ Parent reports child actually does some of those activities at least 2-5 hours a week plus rates the quality of the after-school programs available to their child as at least very good

Figure 13
Percentage of 12-17 Year Olds Reporting Each Indicator of the Safe Places Promise

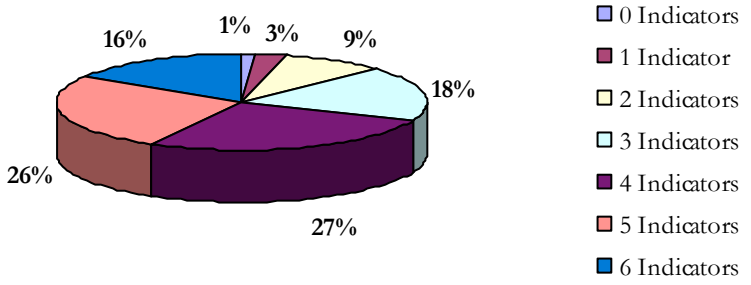


Figure 14
Percentage of 12-17 Year Olds at Different Levels of the Safe Places Promise

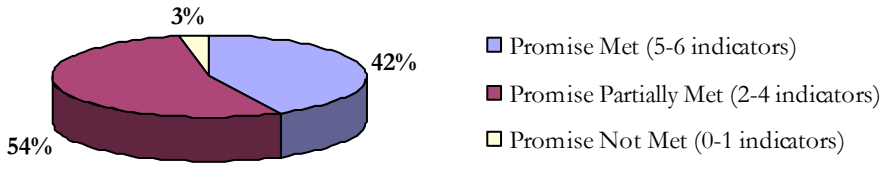
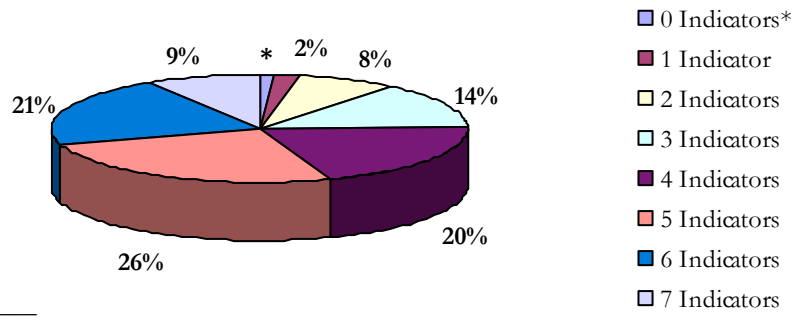


Figure 15
Percentage of 6-11 Year Olds Reporting Each Indicator of the Safe Places Promise



* < 1%

Figure 16
Percentage of 6-11 Year Olds at Different Levels of the Safe Places Promise

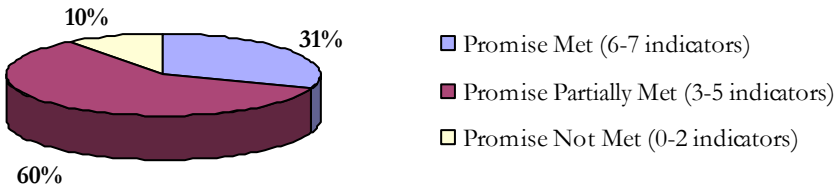


Table 4. Percentage of Young People Meeting Each Indicator of the Safe Places Promise

Promise	% with Promise and Indicators		Indicators
	Teen	Pre	
Safe Places and Constructive Use of Time	**42%**	**31%**	
	89%	92%	♦ Safe family
	65%	72%	♦ Parental monitoring
	65%	44%	♦ Safe school
	73%	74%	♦ Safe neighborhood/community
	---	70%	♦ Safe outdoor play spaces (6-11)
	77%	67%	♦ Opportunity for involvement in high-quality structured activities
	42%	41%	♦ Frequency participates in high-quality structured activities

As we would expect and hope, the overwhelming majority of young people—9 in 10—report "always" feeling safe in their homes, with almost all the remainder saying they "usually" feel safe. And the majority of young people say their parents know at least "most things" about their whereabouts and friends, and that they usually feel safe in their schools and community settings. But 25%-33% of them only "sometimes" or "never" feel safe in

their schools and communities, an alarming result for an indicator so fundamental to child and adolescent health.

These findings are closely repeated among 6-11 year olds. More than 9 in 10 parents of 6-11 year olds say their child is always safe at home, that they know everything about where there child is after school and know most things about their friends, and that their children usually are safe in their neighborhoods, after-school programs, and neighborhood parks or playgrounds. But these data suggest that bullying may be more common among younger children. This brings down the percentage of parents saying their 6-11 year olds experience a safe school, and hence, lowers the percentage meeting the overall Safe Places Promise.

Whereas 75% of teenagers themselves say they "never" are bullied at school, the required response for having a safe school, only 49% of parents of 6-11 year olds say their child is "never" bullied at school (**see the frequencies for each indicator in Appendix G and H).** It is of course entirely possible that parents misperceive the reality. For example, parents of the *adolescents* we interviewed also were far less likely than their teenage child to say the teenager was never bullied—only 45% of parents of 12-17 year olds thought their child never was bullied. But it is also quite possible that the parents of younger children have it right—in studies aggregately including more than 300,000 6^{th}-12^{th} graders, Search Institute has found that safety is one of the few developmental assets that older teens report more of than middle school students (Benson, Scales, Leffert, & Roehlkepartain, 1999; Developmental assets…, 2001), presumably because high school students are bigger, stronger, more experienced, and more adept at avoiding or dealing successfully with teasing and bullying. The possibility that younger children experience more bullying at school than teenagers do is not inconsistent with these and other data (e.g., Olewus, 1991; Kochenderfer & Ladd, 1996).[3]

Opportunities for participation in structured creative activities, sports and clubs, and religious activities seem plentiful, with nearly 8 in 10 young people saying they have opportunities to participate in all these activities if they wanted to, and nearly 7 in 10 parents of 6-11 year olds also saying all these opportunities are available to their children.

But when asked whether young people are participating in high quality programs, this relatively rosy picture becomes less positive. A comprehensive analysis of youth development program evaluations concluded that high quality programs were distinguished by their attention to building young people's skills, developing positive relationships, and giving opportunities for young people to make decisions (Roth, Brooks-Gunn, Foster, & Murray, 1998; Roth & Brooks-Gunn, 2003). When we asked adolescents how often they experienced these features in their structured activities, only about two-thirds of young people said "often" or "very often." In other words, many more youth than 42% participate in a minimum number of weekly hours in these structured activities (at least 2-5 hours), but only 42% participate and rate them as meeting basic standards of quality. Just because

[3] If 6-11 year olds are allowed to have a safe school if they are "sometimes" bullied, then the recalculated percentage with a safe school rises dramatically to 85%, and the percentage with the Safe Places Promise rises as well. But it seems clearly inappropriate to accept sometimes being bullied as "meeting" the vision we have for our young people's basic safety, and so we have retained the standard that children and youth should "never" be bullied at school.

programs exist doesn't mean young people will participate, and just because they participate, doesn't mean they are getting a good developmental experience. If we only measured participation in structured activities by whether young people are involved 2-5 hours a week, then 75% would have met this criterion, suggesting that the great majority are doing well in their involvement with structured activities (this would also have raised the overall percentage meeting the Safe Places Promise). Asking about the quality in those programs, however, suggests that less than half are doing well in that involvement.

Using a slightly different measure of after-school program quality, a similar trend happens for 6-11 year olds. Two-thirds to 80% of parents of 6-11 year olds say their child participates at least 2-5 hours a week in one or more of creative activities, school or community clubs or teams, or religious activities. But only 59% rate the quality of the after-school programs available to their child as very good or excellent. When we combine the two features of hours participated plus rating of quality, only about 4 in 10 (41%) parents of 6-11 year olds end up saying their child participates at least 2-5 hours a week in high-quality after-school programs.

We should note too that, even though young people and parents said there were opportunities for these structured activities, parents qualified this considerably: 47% of parents of 12-17 year olds and 43% of parents of 6-11 said there were not enough affordable after-school programs for their children in their communities; less than 10% said there were "more than enough" such programs (9% for parents of 12-17 year olds, and 8% for parents of 6-11 year olds).

Overall, these poll results suggest that it may be misleading to look only at whether after-school programs are available, or even at youth or parent reports of how much young people participate. Without some idea of the affordability and quality of these experiences, it is not at all certain that young people are getting the full measure of positive developmental opportunities they need.

These data improve what is known about youth participation and set a developmentally meaningful standard by insisting that high quality be a part of the structured activities indicator. Like all our measures, these poll data can be critiqued because they are self-reports of youths' (or parents') perceptions, and do not represent any "objective" evaluation of program quality. But when youth cannot say they get a lot of skill-building, warm relationships, and practice making decisions in their structured activities, that alone suggests that finding out why and doing something about it are important steps adults need to take.

Promise 3: A Healthy Start and Healthy Development

America's Promise Vision Statement

Every child and youth needs and deserves the healthy bodies, healthy minds, and healthful habits and choices resulting from regular well-child/youth health care and needed treatment, good nutrition and exercise, comprehensive health knowledge and skills, and role models of physical and psychological health.

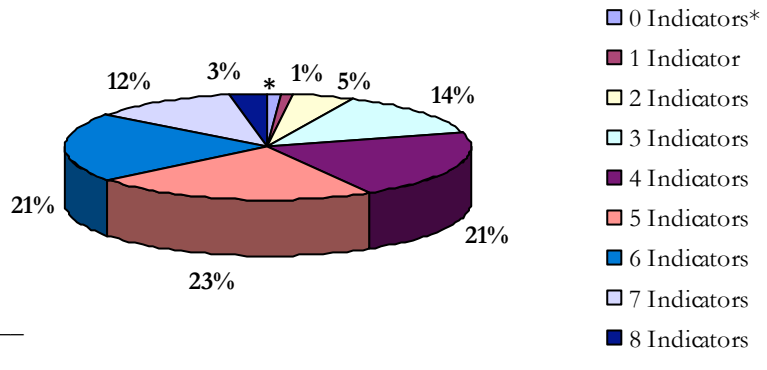
To have this Promise, young people need basic regular medical and dental care, and need to be covered by health insurance. They must have good nutrition, adequate daily exercise and restful sleep. They must be exposed to health education that deals with key adolescent health issues. And they must have positive adult role models of health as well as friends who avoid substance use and who do not pressure the young person into using substances. Together, these indicators describe young people who have the information, resources, and supports for good current and future health.

Definition of Promise Met: A Healthy Start and Healthy Development

12-17 Year Olds	6-11 Year Olds*
♦ In last 12 months, youth always covered by health insurance, had a dentist visit, and had a well-child doctor visit	♦ In last 12 months, child always covered by health insurance, had a dentist visit, and had a well-child doctor visit
♦ Youth eats fruits and vegetables at least twice in a typical day	♦ Child eats fruits and vegetables at least twice in a typical day
♦ Youth exercises hard at least 3 days a week	
♦ Youth gets restful sleep at least 6 nights a week	♦ Child gets restful sleep at least 6 nights a week
♦ Youth took a comprehensive health education class in the last year	
♦ Parents do not smoke, and have safety and diet rules	♦ Parents do not smoke, and have safety and diet rules
♦ None of youth's close friends use alcohol, tobacco, or other drugs, or pressure youth to use	
♦ Youth is never picked on because of race, sexual orientation, religion, or because of appearance or clothing	♦ Child is never picked on because of race, sexual orientation, religion, or because of appearance or clothing.

***A question asking parents the number of days/week their child exercised hard, to parallel the question asked of 12-17 year olds, was in the protocol and was intended to be another indicator of Healthy Start for ages 6-11, but the question inadvertently was not asked.**

Figure 17
Percentage of 12-17 Year Olds Reporting Each Indicator of the Healthy Start Promise



* < 1%

Figure 18
Percentage of 12-17 Year Olds at Different Levels of the Healthy Start Promise

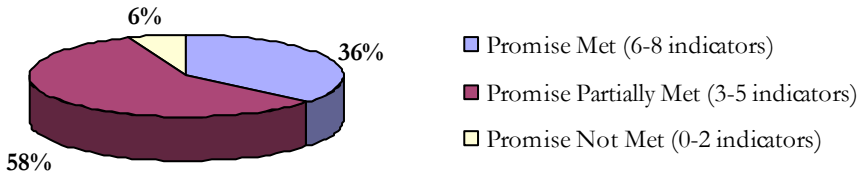
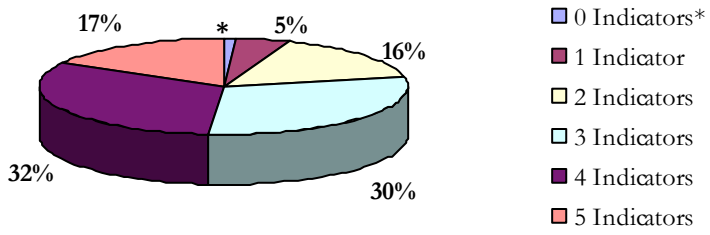


Figure 19
Percentage of 6-11 Year Olds Reporting Each Indicator of the Healthy Start Promise



* < 1%

Figure 20
Percentage of 6-11 Year Olds at Different Levels of the Healthy Start Promise

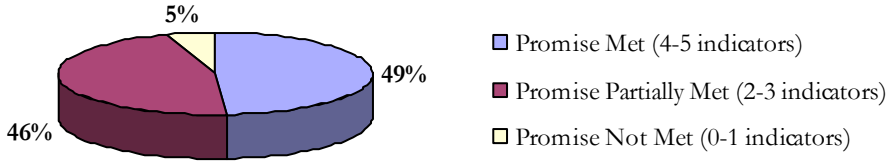


Table 5. Percentage of Young People Meeting Each Indicator of the Healthy Start Promise			
Promise	% with Promise and Indicators		Indicators
	Teen	Pre	
A Healthy Start and Healthy Development	**36%**	**49%**	
	66%	77%	♦ Regular checkups and health insurance
	55%	53%	♦ Good nutrition
	73%	---	♦ Daily physical activity (12-17)
	53%	74%	♦ Recommended amount of restful sleep
	60%	---	♦ Health education classes with comprehensive content
	51%	60%	♦ Positive adult role models
	50%	---	♦ Peer influence (12-17)
	77%	74%	♦ Emotional safety

For both 12-17 and 6-11 year olds, the Healthy Start Promise presents challenges for parents, policymakers, health professionals, and youth program practitioners. None of the individual indicators is experienced by more than half to three-quarters of young people. The result is that about 50%-65% of children 6-17 are not experiencing high levels of the Healthy Start Promise (having to meet 6 of 8 indicators for teenagers and 4 of 5 for preteens), with teens even less likely to meet the Promise.

One relatively bright spot is that about three-quarters of 6-17 year olds appear to be emotionally safe, at least from being picked on because of race, religion, sexual orientation, looks, or clothing. But even on this indicator, of course, the flip side is that about 25% are picked on for those reasons, with teasing based on appearance or clothing much more common than teasing based on race, religion, or sexual orientation.

For example, 82% of teens say they never are picked on because of race, religion, or sexual orientation, versus 69% who are never picked on because of their appearance. The same pattern, but even more dramatic, is apparent for parents of 6-11 year olds: 77% say their child never gets picked on because of race or religion (the issue of teasing because of sexual orientation was not asked about for these younger children), but only 54% say their child never gets picked on because of appearance or clothing.

Being covered by health insurance, and visiting a doctor and dentist once in the last 12 months, would seem to be minimum strategies for maintaining child health in developed nations, but about 25%-33% of 6-17 year olds in these national polls do not meet that standard. Nearly half of 6-17 year olds don't eat fruits and vegetables twice or more in a typical day, a basic indication of good nutrition. And although 80%-90% of young people have family rules about things such as bike safety and eating healthy foods, about 25% have parents who smoke. As a consequence of that level of parental smoking, only a little more than half are considered to have positive adult role models of healthy behavior.

There are some relatively bright spots in this Promise. About three-quarters of 12-17 year olds appear to be exercising at acceptable levels for good health, and the same percentage of

6-11 year olds are getting 6 nights or more of restful sleep a week, although that level of sleep is achieved by only about half of 12-17 year olds.

However, peer influence on the Healthy Start Promise is disappointing. Although a heartening 85% of 12-17 year olds people say "none" of their close friends pressure them to use alcohol, tobacco products, or other illegal drugs, between 25%-30% say at least "some" of their *close* friends do themselves use alcohol, tobacco products, or other illegal drugs. Obviously, this level of negative modeling among the peers closest to a young person is hardly the kind of healthful influence we desire for America's youth. The result of these patterns is that even though overt peer pressure to use illegal substances is rare, only about half of adolescents can be said to have a positive peer influence on their health.

Promise 4: Effective Education for Marketable Skills and Lifelong Learning

America's Promise Vision Statement

Every child and youth needs and deserves the intellectual development, motivation, and personal, social-emotional, and cultural skills needed for successful work and lifelong learning in a diverse nation, as a result of having quality learning environments, challenging expectations, and consistent formal and informal guidance and mentoring.

To gain the most from schooling, students must feel challenged and held to high standards. They must feel what they are doing in school has a connection to their life outside of and after school. They need opportunities to learn skills that are critical for both current success in school and in future success in the workforce, from using technology to working in teams and resolving conflicts effectively. And they need help and support, from school staff, parents, and friends. This Promise measures nine indicators of such effective education for 12-17 year olds and four for 6-11 year olds.

Definition of Promise Met: Effective Education for Marketable Skills and Lifelong Learning

12-17 Year Olds	6-11 Year Olds
♦ Most or all teachers treat youth fairly	
♦ Most or all teachers have high expectations of youth, and give challenging schoolwork, and youth usually or always gets academic help when needs it	♦ Parents say teachers often or very often have high expectations of child, and give challenging schoolwork, and that child usually or always gets academic help when needs it
♦ Spends at least 1 hour a week using Internet for schoolwork	♦ Parents at least agree their child is learning computer skills
♦ Often or very often reads for fun in spare time	♦ Child often or very often reads for fun in spare time (9 or older) or is read to (6-8)
♦ Most or all of close friends encourage doing well in school	

♦ Schoolwork is often or very often seen as important and meaningful	
♦ Parents talk about school at least weekly with 15-17 year olds (daily for 12-14) and expect them to finish college	♦ Parents talk about school daily with child and expect them to finish college
♦ Youth has talked at least twice about careers/college with adults at school, and often (15-17 year olds) or sometimes (12-14 year olds) with parents	

Figure 21
Percentage of 12-17 Year Olds Reporting Each Indicator of the Effective Education Promise

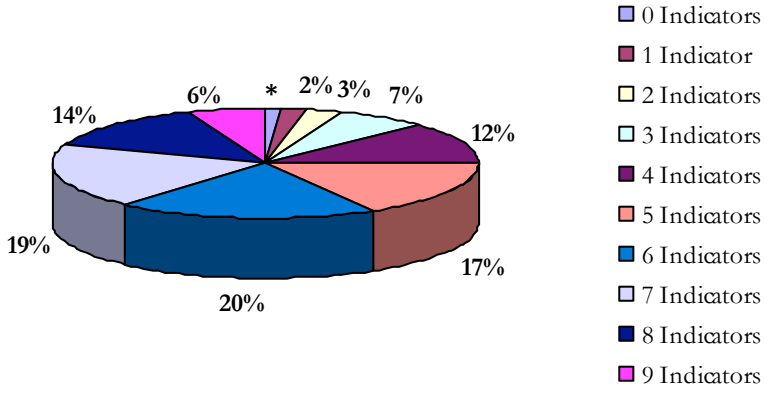


Figure 22
Percentage of 12-17 Year Olds at Different Levels of the Effective Education Promise

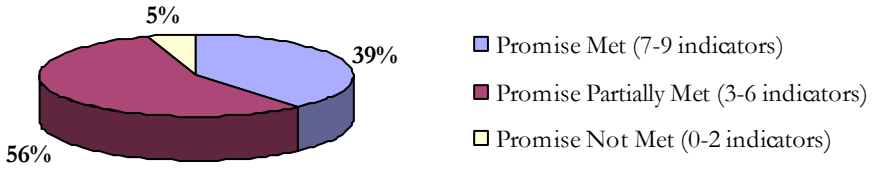
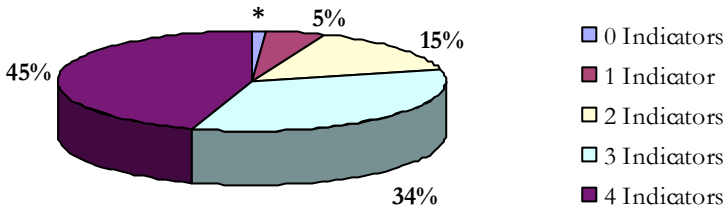
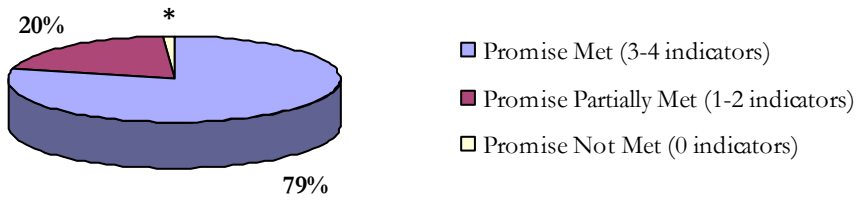


Figure 23
Percentage of 6-11 Year Olds Reporting Each Indicator of the Effective Education Promise



* < 1%

Figure 24
Percentage of 6-11 Year Olds at Different Levels of the Effective Education Promise



* < 1%

Table 6. Percentage of Young People Meeting Each Indicator of the Effective Education Promise

Promise	% with Promise and Indicators		Indicators
	Teen	Pre	
Effective Education for Marketable Skills and Lifelong Learning	**39%**	**79%**	
	81%	---	♦ Positive school climate (12-17)
	44%	66%	♦ School culture emphasizes academic achievement
	81%	91%	♦ Learning to use technology effectively
	43%	82%	♦ Youth/child reading for pleasure
	61%	---	♦ Friends value being a good student (12-17)
	66%	---	♦ School perceived as relevant and motivating (12-17)
	62%	80%	♦ Parents actively involved with child's education
	74%	---	♦ Adult sources of guidance about schooling and careers (12-17)
	71%	---	♦ Opportunities to learn social/emotional skills (12-17)

It is reassuring that more than 8 in 10 middle and high school students feel they are treated fairly in school. Feeling disrespected and unfairly treated, compared to other students, is hardly a solid foundation on which to grow the school engagement, motivation, confidence, and hard work that are needed to succeed academically. And more than 7 in 10 teenagers appear to be getting at least some adult guidance from school adults or parents about careers and higher education, as well as learning key social skills such as communication and getting along with diverse people, skills that are related to both school success and success in the work world. The great majority of adolescents and preadolescents seem to be learning useful computer skills. The majority of adolescents' close friends also encourage them to do well in school, a welcome positive peer influence.

But 4 in 10 teenagers do not seem to have that positive peer encouragement of school success, and less than half describe their school culture as emphasizing academic achievement. To have that latter indicator, students had merely to say that most of their

teachers have high expectations of them and give them challenging schoolwork, and that they can usually get help when they need it. They could even have some teachers who expected little, some teachers who failed to give challenging work, and some occasions when they could not get the help they needed. In other words, students did not have to perceive their schools as perfect. It is frankly heartening that so many students found their schoolwork to be often relevant and meaningful (66%), but their much lower evaluation of high expectations and level of challenge in their schoolwork has to temper that result somewhat.

Parents of 6-11 year olds had only about half the indicators to respond to as did 12-17 year olds, and those parents of younger children perceived a considerably more positive school culture emphasis on achievement, and higher levels of parent involvement, technology learning, and children reading for fun than did 12-17 year olds.[4] The Effective Education Promise is probably the least appropriate to directly compare between 12-17 and 6-11 year olds, however. Three of these four items, although superficially parallel for both age groups, actually had different response categories or respondents. Parent involvement for 12-17 year olds was a combination of teens' and parents' responses, whereas it was just parents' responses for 6-11 year olds, making it unsurprising that for 6-11 year olds, parent involvement was greater.

Teens also responded about their technology learning, with the hours they used the Internet weekly for schoolwork, a more concrete criterion, whereas parents of 6-11 year olds merely had to agree or strongly agree that their child was learning useful computer skills. And because elementary students typically do not have the multiple teachers that middle and high school students do, their school's achievement culture was assessed by asking parents how often their teacher had high expectations or gave challenging schoolwork, not the proportion of their teachers who did so. Arguably, the latter standard asked of 12-17 year olds is harder to meet. Thus, what appears to be a very great difference in the percentage of 12-17 year olds meeting the Effective Education Promise, compared to 6-11 year olds, might actually have been considerably smaller if identical respondents and response choices had been used for both age groups.

That said, that there is a difference between younger and older students is consistent with existing data. For example, we know that reading for pleasure drops off in higher grades because of competing reading assignments, socializing, computer use, etc. (U.S. Department of Education, 2005) and it is well documented from NHES that parent involvement drops off as kids age as well (U.S. Department of Health and Human Services, 2004). The preteen-

[4] More than any of the Promises, there are differences in how the Promise is measured for 12-17 year olds as compared to 6-11 year olds, and those differences may be responsible for much of the apparent disparity in the percentage of young people in each age group who seem to meet the Promise. We investigated this possibility by creating an alternative brief version of the Promise for 12-17 year olds, using only those Effective Education indicators that also were measured for 6-11 year olds: School culture emphasizes academic achievement, learning to use technology effectively, youth/child reading for pleasure, and parents actively involved with child's education. The results were quite similar to those found when using all 9 adolescent indicators: 45% meet the Promise by having 3-4 of the four indicators in the brief Effective Education measure (versus 39% using all 9), 49% partially meet the Promise (versus 56% when all 9 indicators are used), and 6% do not meet the Promise (versus 5% using all 9 indicators).

teen differences in Effective Education may most legitimately be considered a combination of a true difference and the effects of technical issues on question wording, response choices, and cutoffs that exacerbate that difference. There is no way to empirically separate the two dynamics in these data, making it more challenging to cleanly present the results for this Promise.

Promise 5: Opportunities to Make a Difference through Helping Others

America's Promise Vision Statement

Every child and youth needs and deserves the chance to make a difference—in their families, schools, communities, nation, and world—through having models of caring behavior, awareness of the needs of others, a sense of personal responsibility to contribute to larger society, and opportunities for volunteering, leadership, and service.

When youth volunteer and act prosocially, it is good for their communities and good for them. Young people who contribute community service or participate in service-learning programs report less engagement in high-risk behaviors, have greater social competence, and succeed at school at higher levels than youth who do not volunteer (Billig, 2004; Scales & Benson, 2005). Two of the most significant predictors of volunteering are having parents who volunteer (Yates & Youniss, 1996), and simply being asked to volunteer: Young people are four times more likely to contribute community service if they are asked to do so (Hodgkinson & Weitzman, 1996). For young people to realize the Promise of making a difference through helping others, they need models of civic engagement and volunteering, and encouragement and invitations to serve.

Definition of Promise Met: Opportunities to Make a Difference through Helping Others

12-17 Year Olds	6-11 Year Olds
♦ At least some of the adults a youth knows well volunteer, and their parents volunteer, on average, for an hour a week or more	♦ Child's parents volunteer, on average, for an hour a week or more
♦ At least some of youth's close friends volunteer	
♦ Parents always vote in local, state, and national elections	♦ Parents always vote in local, state, and national elections
♦ Parents and youth often or very often have conversations about current events	♦ Parents and child often or very often have conversations about current events
♦ Youth personally has been asked in last 12 months by either school, religious organization, or parents to volunteer or do a service project	♦ Child has participated in some kind of volunteering or service project in the last 12 months.

Figure 25
Percentage of 12-17 Year Olds Reporting Each Indicator of the Opportunities to Make a Difference Promise

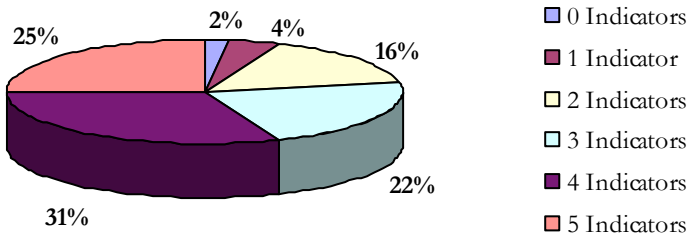


Figure 26
Percentage of 12-17 Year Olds at Different Levels of the Opportunities to Make a Difference Promise

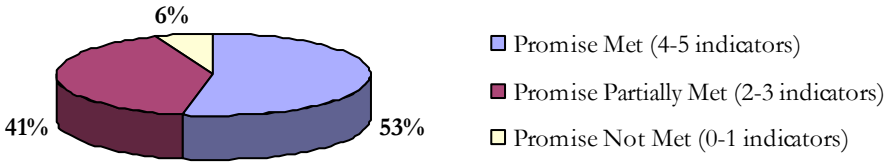


Figure 27
Percentage of 6-11 Year Olds Reporting Each Indicator of the Opportunities to Make a Difference Promise

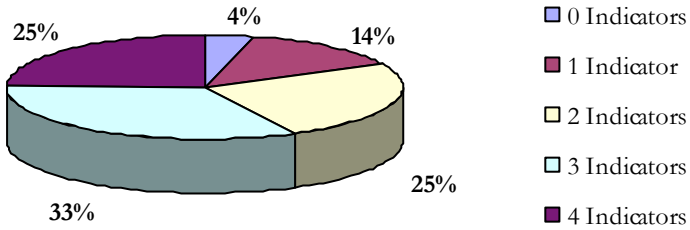


Figure 28
Percentage of 6-11 Year Olds at Different Levels of the Opportunities to Make a Difference Promise

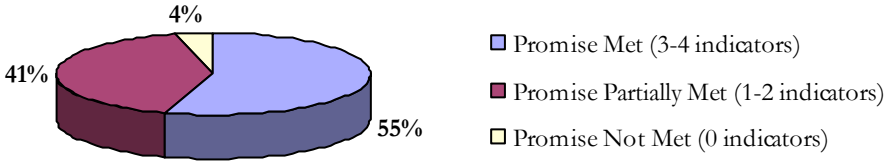


Table 7. Percentage of Young People Meeting Each Indicator of the Opportunities to Make a Difference Promise

Promise	% with Promise and Indicators		Indicators
	Teen	Pre	
Opportunities to Make a Difference through Helping Others	**53%**	**55%**	
	65%	67%	♦ Adult models of volunteering, including parents
	83%	---	♦ Peer models of volunteering (12-17)
	61%	58%	♦ Parent civic engagement
	62%	51%	♦ Family conversations about current events
	80%	85%	♦ Youth given useful roles in schools and communities

A slight majority of 6-17 year olds appear to have adequate Opportunities to Make a Difference through Helping Others. The totals are held down somewhat due to the least-experienced indicators of this Promise, with only about 6 in 10 of parents saying they always vote and only a slight majority saying they often talk about current events with their children. Not surprisingly, parents of teenagers report such current events conversations occur more often than do parents of 6-11 year olds, whose children are typically not as interested or well-versed in public affairs, or verbally skilled in discussing them. Positive groundwork for informed engagement in community and public issues, however, is being laid when half of parents even of these younger children report often or very often having these conversations about current events.

Importantly, two-thirds of young people ages 6-17 have parents who volunteer (and 12-17 year olds have at least some of the other adults they know well volunteering), which provides a solid base of modeling contribution to community. Additionally, more than 8 in 10 teenagers say at least some of their close friends volunteer, thereby helping to reinforce the value of and offer additional support and opportunities for volunteering.

Most positively, more than 8 in 10 young people ages 6-17 have either been specifically asked to volunteer or do a service project by their schools, religious congregations, or parents (for teenagers) or in the case of 6-11 year olds, actually been exposed to doing some volunteering or a service project in the last 12 months. Young people who have any of these indicators are in a better position to give and to reap the benefits of contributing to others' well-being. But those who have all or nearly all of the indicators, who are meeting the Promise, are embedded in networks of relationships where serving others is the norm. These young people are not only capable of being resources to their communities now, and likely to enjoy the positive benefits to their own well-being now. Those who are meeting the Promise today also are more likely to keep contributing to their communities in the future (Reinders & Youniss, 2006), such that being resources to others, informally and formally, is not just a special project but a way of living.

Section IV

Experience of the Promises Across Diverse Groups of Young People

As important as it is to understand how America's children and youth are doing overall in experiencing the five Promises, it is equally important to know whether different groups of young people are getting comparable exposure to these key developmental nutrients.

The results suggest that different groups of children do not have equal exposure to the Promises as measured in the polls. Among both 12-17 and 6-11 year olds, girls are somewhat more likely to meet the Promises (having 4-5 Promises). Among teenagers, 12-14 year olds are somewhat more likely than 15-17 year olds to experience the Promises.

But differences by race/ethnicity, income, and parental education are more striking. Non-Hispanic white children and youth are much more likely to experience the Promises than are Hispanic or African-American young people. As income and mother's education rise, so does the likelihood of young people meeting 4-5 Promises. Some of the cell sizes in these analyses are less than 100, and so these findings on group differences should be taken very cautiously until they are confirmed by additional analyses, and studies with larger samples. Nevertheless, these findings converge with a considerable amount of other data (e.g., Bornstein, 2003; Center for the Study of Social Policy; Eccles & Gootman, 2002; Sampson, 2001) suggesting that different groups of young people are not equally likely to experience positive developmental environments.

Table 8. Percentage of 6-17 Year Olds at Different Levels of Promises Met: By Gender, Age, Race/Ethnicity, Income, and Mother's Education

	Promises Met 4-5 Promises		Promises Partially Met 2-3 Promises		Promises Not Met 0-1 Promises	
	12-17	6-11	12-17	6-11	12-17	6-11
Gender						
Female	**29**	**40**	**43**	**50**	**28**	**10**
Male	**22**	**35**	**47**	**50**	**31**	**15†**
Age						
6-8		**38**		**50**		**12**
9-11		**37**		**50**		**13**
12-14	**29**		**44**		**28**	
15-17	**22**		**47**		**31**	
Race/Ethnicity						
Non-Hispanic white	**28**	**42**	**46**	**48**	**26**	**10**
African American	**19†**	**31†**	**49**	**52**	**33†**	**18†**
Hispanic	**19†**	**26†**	**43**	**55**	**43**	**20†**
Income						
< 20,000	**13†**	**25†**	**43†**	**50**	**44†**	**25†**
20,000-29,999	**17†**	**20†**	**44†**	**64**	**39†**	**16†**
30,000-49,999	**21†**	**28**	**50**	**55**	**30**	**18†**
50,000-99,999	**28**	**44**	**45**	**48**	**27**	**9†**
100,00+	**36**	**53**	**42**	**42**	**22†**	**6†**
Mother's Education						
High school or <	**17†**	**23†**	**46**	**58**	**36**	**20†**
Some college	**22†**	**38**	**42**	**51**	**36**	**11†**
College graduate +	**33**	**46**	**46**	**48**	**21**	**7†**

† = Cell sizes < 100

The Experience of Individual Promises Across Different Groups of Young People
We have seen that there appear to be significant differences in the overall experience of the Promises by young people's gender, age, race/ethnicity, and parental income and education levels. Of interest also is the question, how do these differences get reflected in the individual Promises?

Preliminary analyses of the poll data, to be described in more detail in a supplemental report, suggest several results that, if confirmed in subsequent analyses, are notable.

Caring Adults
Among 6-11 year olds, the level of caring adults is essentially similar across demographic groups. But for adolescents, age seems to make the most important difference, with 12-14 year olds appearing to experience more Caring Adults than 15-17 year olds.

Safe Places and Constructive Use of Time
For 6-17 year olds generally, race/ethnicity, income, and education seem related to experience of the Safe Places Promise. Young people who are white, and from families with higher incomes and greater levels of education, appear to experience higher levels of Safe Places and Constructive Use of Time. The influence of race/ethnicity and income level on the Safe Places Promise appears especially strong among younger children. Among adolescents, girls and those ages 15-17 appear to have more of this Promise than do boys and younger adolescents ages 12-14.

A Healthy Start and Healthy Development
Age makes a difference in both age groups on this Promise: Young adolescents and younger children do better on the Healthy Start Promise. Among adolescents, 12-14 year olds do better than 15-17 year olds, and among preadolescents, 6-8 year olds do better than 9-11 year olds. Race/ethnicity seems differently related to Healthy Start in the two age groups, with African Americans doing better among adolescents, and non-Hispanic whites better than Hispanics among 6-11 year olds. Income above $50,000 a year also seems related to higher levels of the Healthy Start Promise among 6-11 year olds, with a similar but somewhat more mixed relation among teenagers.

Effective Education for Marketable Skills and Lifelong Learning
Level of the Effective Education Promise appears to be associated with all of these demographics across ages 6-17. Girls, especially teenagers, appear to score higher on Effective Education than boys do, as do non-Hispanic white children and youth, and those at higher levels of family income and education. Income and education appear to have an especially strong relation to Effective Education among adolescents.

Opportunities to Make a Difference Through Helping Others
Among younger children, 9-11 year olds have more Opportunities to Make a Difference than do 6-8 year olds. A smaller difference exists between 12-14 and 15-17 year olds. Girls seem to have more of those opportunities. Among 6-17 year olds generally, race/ethnicity, income, and education level matter. Non-Hispanic white adolescents, and both non-Hispanic whites and African Americans among younger children, appear to have more Opportunities to Make a Difference. Especially notable associations are seen between

higher levels of income and education, and higher levels of Opportunities to Make a Difference.

As noted in the earlier discussion of overall levels of Promises by these demographic groups, a number of the cell sizes in these analyses are smaller than 100 children or youth, thereby introducing greater error into these estimates and underscoring the need to resist drawing firm conclusions from these data. Nevertheless, these initial results at both the overall and individual Promise level suggest both that the experience of the Promises may not be equally shared among all groups of America's children and youth, and that further study is warranted to more deeply explore these possible linkages. In a Supplemental Report at the end of this document, further analyses are reported exploring the percentage of young people with each individual Promise by age, gender, race/ethnicity, and levels of family income and education.

Section V

The Extent of Positive Developmental Outcomes Among America's Children and Youth

What We Want: Thriving Youth, Fully Prepared for Work, College, and Life

The theory of change model developed by America's Promise and displayed in the Introduction shows how the Promises are theoretically linked to desirable developmental outcomes for young people. Building on this conceptual model, Search Institute and Child Trends selected or developed poll items to measure positive child and youth outcomes (9 for children and 19 for youth) that broadly fall into the categories of physical health, psychological and social health, educational achievement, and civic engagement (see Table 9 below).

Emphasis on Individual Outcomes Indicators More Than Outcomes Indexes

In our report, we primarily emphasize the individual outcome indicators rather than outcome indexes comprised of multiple indicators, although we do occasionally refer to overall outcomes domains for simplicity of summarization. In developing the telephone polls, major priority and space in the 15-minute limit was given to measuring the Promises. Thus, we suspect that the Promises indexes have greater content and construct validity than would outcomes indexes across the four major outcomes domains; in other words, indicators that arguably would be critical parts of a comprehensive assessment of these outcomes domains were not included, leaving an incomplete picture of the outcomes at a domain level.

Additionally, use of outcomes indexes may leave the impression that all the individual indicators—the components of the index—are equally linked to experiencing or not experiencing a given Promise, when that is not likely to be the case. From a policy and programmatic perspective, over-reliance on outcomes indexes, especially if they are not complete in terms of content and/or construct validity, may therefore encourage conclusions that are inherently flawed and action responses that are ineffective. For these reasons, we use outcomes indexes sparingly and urge caution in interpreting them. The outcomes indicators used in the polls merely reflect outcomes of interest within each domain.

Table 9. Developmental Outcomes Measured in the America's Promise National Polls

Domain	Indicators
Physical health	♦ **Rating of overall health** ♦ **Obesity** ♦ **Substance avoidance (12-17)** ♦ **Violence avoidance** ♦ **Sexual behavior (15-17 only)**
Psychological and social health	♦ **Sense of purpose (12-17)** ♦ **Depression (12-17)** ♦ **Social competence** ♦ **Thriving**

	♦ **Life satisfaction (12-17)** ♦ **Connectedness** ♦ **Feeling overscheduled (12-17)**
Educational achievement	♦ **School grades** ♦ **School attendance (12-17)** ♦ **School engagement** ♦ **Everyday workplace skills**
Civic engagement	♦ **Frequency volunteers** ♦ **Average weekly hours volunteers (12-17)** ♦ **Environmental stewardship (12-17)**

In order to describe a more complete picture of how American children and youth are doing, we have also drawn on extant national data (Table 10), but since those data were obtained on different samples than ours, we cannot link those data to levels of Promises. We can only explore the links between the Promises measured in the polls and the above outcome indicators that also were measured in the polls.

Table 10. Developmental Outcomes Measured in Extant Data

	Age			
	0-5	6-11	12-17	18-21
Physical Health and Safety				
Physical Health				
Death rate	√ (<1,1-4)	√(5-9, 10-14)	√ (15-19)	√ (20-24)
Violent death	√ (<1, 1-4)	√ (5-9, 10-14)	√ (15-19)	√ (20-24)
STD rates			√ (15-19)	√ (20-24)
Teen birth rate			√ (10-14, 15-17, 15-19)	√ (18-19)
Violence				
Crime victimization			√ (12-15, 16-19)	
Teen violent crime arrest rate			√ (10-17)	
Child abuse/neglect	√ (0-3)	√ (4-7, 8-11)	√12-15, 16-17)	
Involuntary first sex				√ (18-24)
Drug Use				
Tobacco use			√ (8th, 10th, 12th grades) (12-17)	√ (18-24)
Alcohol use			√ (8th, 10th, 12th grades) (12-17)	√ (18-24)
Binge drinking			√ (8th, 10th, 12th grades)	√ (18-24)
Illicit drug use			√ (8th, 10th, 12th grades) (12-17)	√ (18-24)
Psychological and Social Health				
Problem Outcomes				
Socioemotional difficulties	√ (4-5)			
Positive Outcomes				
Religiosity			√ (8th, 10th, 12th grades)	
Spirituality (importance of faith, closeness to God, frequency of prayer)			√ (13 to 17)	

Education and Cognitive Development				
Achievement				
Early school readiness (literacy and numeracy)	√ (3-5)			
Reading literacy			√ (15)	
Math literacy			√ (15)	
Attainment				
High school dropout rate (status)				√ (16-24)
High school and post-secondary graduation rate				√ (25-29)
GED				√ (18-24)
Related behaviors				
Idle (not working, not in school)			√ (16-19)	
Civic Engagment				
Voting				√ (18-24)
Military service				√ (18-24)
Volunteering			√ (8th, 10th, 12th grades)	
Civic engagement index			√ (15-19)	√ (20-24)
Knowledge about democracy (bill of rights, due process, civil society)			√ (8th)	

Outcomes Data from Extant National Sources

Before presenting outcome results from the America's Promise polls, we first draw out a more elaborate context by presenting data from existing national surveys. Table 11 below summarizes the extant data on developmental outcomes among U.S. 6-17 year olds, as informed by 18 national sources.

Like the poll data that follow, and similar to other overviews of the status of the nation's youth (e.g., Eccles & Gootman, 2002), these extant data paint a mixed picture of developmental well-being among American youth. On these measures: The great majority of young people enjoy relatively good physical health; nearly three-quarters graduate from high school on time; most report being pretty religious; and about half enroll in college and have basic civics knowledge about democratic government. These figures, of course, also show that considerable proportions of young people—from 25% to 50%—are not doing so well on many of these measures. Some measures appear to have improved over the last 20 years, such as overall child death rates, violence, and adolescent pregnancy rates, while others have either not moved much, such as child maltreatment rates, or gotten worse, such as the percentage of young people who are overweight, teen rates of Chlamydia, or the percentage who ever complete high school. And throughout these extant data are signs of the unequal status of young people when examined by gender, race/ethnicity, and socioeconomic status.

Table 11. Percentage of 6-17 Year Olds with Developmental Outcomes, from Extant Data			
	Age		
	6-11	12-17	Source and Year
Physical Health and Safety			
Physical Health			
Overweight	16%	Ages 12-19 - 16%	NHANES III, 1999-2002
Death rate	Under 1 year – 710 per 100,000 Ages 1-4 – 31 per 100,000 Ages 5-14 – 17 per 100,000 (2003 data)	Ages 15-19 – 68 per 100,000 (2002 data)	Mortality Data, National Vital Statistics System, 2002 and 2003
Violent death		Ages 15-19 Homicide – 9 per 100,000 Suicide – 7 per 100,000 Firearm related death – 12 per 100,000	National Vital Statistics System, 2002
Motor vehicle death		Ages 15-19 - 28 per 100,000	Mortality Data, National Vital Statistics System, 2002
Injury	Went to hospital for injury or poisoning - 2%	Went to hospital for injury or poisoning - 3%	NHIS, 2003
STD rates		Ages 15-19 Gonorrhea – 443 per 100,000 Syphillis – 2 per 100,000 Chlamydia – 1579 per 100,000 Ages 20-24 Gonorrhea – 529 per 100,000 Syphillis – 4 per 100,000 Chlamydia – 1660 per 100,000	CDC, 2003 and 2004 Note: Rates for Gonorrhea and Syphillis are from 2003 and rates for Chlamydia are from 2004.
Teen birth rate		Females 15-19 – 41 per 1,000 Females 15-17 – 22 per 1,000 Females 18-19 – 70 per 1,000	National Vital Statistics System birth data, 2004 .
Teen pregnancy rate		Ages 15-19 – 85 per 1,000	National Vital Statistics System, 2000
Chronic limitations	Yes- 9%	Yes – 9%	NHIS, 2004
Violence			
Violent crime victimization		18 per 1,000 youth	NCVS, 2003
Teen violent crime arrest		15 per 1,000	NCVS, 2003

rate			
Victim of bullying		Ages 12-18 - 7%	NCVS, SCS
Fears harm or attack at/on way to school		Grades 6 – 12 6%	NCVS, SCS, 2003
Child abuse/neglect	Ages 4-7 – 14 per 1,000 Ages 8-11 – 12 per 1,000	Ages 12-15 – 11 per 1,000 Ages 16-17 – 6 per 1,000	National Child Abuse and Neglect Data System (NCANDS), 2003
Involuntary first sex (among the sexually experienced)		Ages 18-24 – 10%	NSFG, 2002
Psychological and Social Health			
Problem Outcomes			
Socioemotional difficulties		Ages 4-17 Definite or serious difficulties – 5% Minor difficulties – 15% No difficulties – 80%	NHIS, 2003
Problem behaviors	Yes – 7%	Yes – 8%	NSCH, 2003
Positive Outcomes			
Religiosity (How important is religion in your life?)		8th grade Not important – 14% A little important – 23% Pretty or very important – 64% 10th grade Not important – 15% A little important – 23% Pretty or very important – 62% 12th grade Not important – 17% A little important – 24% Pretty or very important – 59%	MTF, 2004
Spirituality Importance of religious faith in shaping daily life Closeness to God		Ages 13-17 Extremely – 20% Very – 31% Somewhat – 31% Not very- 11% Not important at all – 7% Extremely close – 11% Very close – 25% Somewhat close – 35% Somewhat distant – 17% Very distant – 5% Extremely distant – 3% Does not believe in God – 3%	NSYR 2002-2003

Prayer		Many times a day – 16% About once a day – 22% A few times a week – 12% 1-2 times a month – 13% Less than once a month – 7% Never – 15%	
Education and Cognitive Development			NHES, 2001
Achievement			
Reading literacy		Age 15 (proficiency level) Level 3 or above – 58%	PISA, 2003
Math literacy		Age 15 (proficiency level) Level 4 or above – 27%	PISA, 2003
Attainment			
High school dropout rate (status)		Ages 16 to 24 - 9%	CPS, 2004
High school and post-secondary graduation rate		Ages 25-29 High school ore more – 87% Some college or more – 57% Bachelor's degree or more – 29%	CPS, 2004
GED		Ages 18 -24 10%	CPS, 1999
4-year high school completion rate		Average freshmen graduation rate - 73.9	CCD, 2002-2003
Post-secondary enrollment rate		Ages 18-24 (high school completers) 46%	CPS, 2003
Related behaviors			
Ever repeated a grade	Yes – 9%	Yes – 14%	NSCH, 2003
Idle (not working, not in school)		Ages 16-19 - 8%	CPS, 2004
Civic Engagment			
Voting		Ages 18 to 24 (presidential election) – 42%	CPS, 2004
Military service		Ages 18-24 Currently serving – 2% Ever served – 3%	Census PUMS file, 2000
Civic engagement		Ages 15-19 Active member of a group – 23% Worked to solve problem in community in last year – 23% Volunteered in last year – 52%	Keeter, 2002
Knowledge about democracy (bill of rights, due process, civil society)		8th grade Understands purpose of Bill of Rights – 77%	NAEP, 1998

		Understands meaning of Bill of Rights – 58% Understands due process – 31% Understands civil society – 52%	

Census	Decennial Census
CCD	Common Core of Data
CPS	Current Population Survey
ECLS-K	Early Childhood Longitudinal Study, Kindergarten Cohort
FBI	FBI Crime Statistics
Keeter	National survey of 15-25 year olds by Scott Ketter & colleagues
MTF	Monitoring the Future
NAEP	National Assessment of Educational Progress
NCANDS	National Child Abuse and Neglect System
NHES	National Household Education Survey
NHANES	National Health & Nutrition Education Survey
NHIS	National Health Information Survey
NHSDA	National Household Survey of Drug Abuse
NSCH	National Survey of Children's Health
NSFG	National Survey of Family Growth
NSYR	National Study of Youth and Religion
NCVS	National Crime Victimization Survey, School Supplement
PISA	Program for International Student Assessment

Physical Health

Overall Health. Estimates from the 2004 National Health Interview Survey indicate that 84 percent of children ages 0-5 have very good or excellent overall health according to their parents. This is similar to children ages 6-11 (82 percent) and 12-17 (79 percent).[5] Young children ages 0-5 in poor families are less likely to enjoy this level of health compared to children from wealthier families (72 percent compared with 93 percent among those from families at 300 percent or more of poverty). This same pattern is evident at older ages. (This indicator is also reported from the AP Polling data. It is presented here because of the 0-5 data, which were not available from the polling data).

Overweight. The percent of children and youth who are overweight has climbed dramatically since the early 1980s. The most reliable data available, based on medical examination, indicate that the percentage overweight among 6-11 year olds increased from 7 percent to 16 percent between the 1977-1980 period and 1999-2002. Among 12-19 year olds, there was a similar increase from 5 percent to 16 percent. Large increases were experienced for both males and females.

[5] Note that estimates for the same indicator from the America's Promise Poll are a little different than those from the NHIS (90 percent compared to the NHIS estimate of 82 percent for ages 6-11, and 73 percent rather than the NHIS estimate of 79 percent for ages 12-17).

Among males ages 12-19, Mexican Americans are the most likely to be overweight (25 percent), followed by non-Hispanic blacks (19 percent) and non-Hispanic whites (15 percent). Among females in that age group, non-Hispanic blacks were the most likely to be overweight (24 percent) followed by Mexican Americans (20 percent) and non-Hispanic whites (13 percent). Similar patterns exist for the 6-11 age group.

Death Rates. One of the great stories of child and youth health has been the dramatic reduction in infant, child and youth death rates over the last quarter century. Between 1980 and 2003, infant death rates dropped from 1288 per 100,000 to 710 per 100,000, a reduction of 45 percent. Death rates for children ages 1-4 dropped by over 50 percent from 64 to 31 per 100,000. Over the same period death rates for ages5-14 declined by 45 percent to 17 per 100,000 in 2003. Death rates for youth ages 15-19 dropped by over 30 percent between 1980 and 2002 (the latest year for which estimates are available) to 68 per 100,000. In every age group rates were highest for black and American Indian/Alaskan Native children relative to Hispanic, Asian, and non-Hispanic white children. For example, among infants, black rates were 1279 per 100,000 compared with 798 per 100,000 for American Indian/Alaskan Native, 623 per 100,000 for Hispanics, 586 per 100,000 for non-Hispanic whites, and 484 per 100,000 for Asian/Pacific Islanders.

Reductions in teen crash deaths, the leading cause of death among teens ages 15-19, was reduced by a third between 1980 and 2002 from 42 to 28 per 100,000. Rates for males in 2002 were nearly double those of females, at 36 versus 19 per 100,000. Among males, rates were lowest for Asian/Pacific Islanders (19 per 100,000) followed by blacks (24 per 100,000), Hispanics (34 per 100,000), non-Hispanic whites (40 per 100,000) and American Indian/Alaskan Native (50 per 100,000).

Violent Death. Violent death due to homicide and suicide are the number two and three leading causes of death among teens ages 15-19. Reductions in homicide and suicide were relatively modest between 1980 and 2002. However, a closer look reveals that the homicide rate rose dramatically from 1980 to 1995 from 11 per 100,000 to 18 per 100,000, before falling by 50 percent to 9 per 100,000 in 2002. Males are about five times as likely to die from homicide or suicide as females. Black males, with the highest homicide rates, saw their rate drop from 116 per 100,000 in 1990 to 53 per 100,000 in 2002.

Violent Crime and Victimization. Both violent crimes committed by youth and rates of violent crime victimization *of* youth followed a similar pattern, with substantial increases between 1980 and 1993 followed by dramatic declines by 2003. For example, between 1993 and 2003 rates of violent crime victimization of youth ages 12-17 declined from 44 per 1,000 to 18 per 1,000. One potentially worrisome sign, however, is an increase in that rate for the most recent year from 11 to 18 per 1,000. The fear of attack or harm at school (or to and from school) among students in grades six through 12 has also declined substantially since the mid-1990s, from 12 percent to six percent between 1995 and 2003.

Child Maltreatment. The rate of reported cases of child maltreatment, which includes abuse and neglect, declined modestly between 1993 and 1999, but has been stable between 1999 and 2003 at about 12 per 1,000 children ages 0-17. Maltreatment is somewhat higher at younger ages, ranging from 16 per 1,000 for ages 0-3 in 2003, to 14 per 1,000 for ages 4-7, 12 per 1,000 for ages 8-11, 11 per 1,000 for ages 12-15, and 6 per 1,000 for ages 16-17. In

2003, rates of reported maltreatment were highest for non-Hispanic black, Native American, and Pacific Islanders (20, 21, and 21 per 1,000, respectively) and lower among Hispanic (10 per 1,000), non-Hispanic white (10 per 1,000) and non-Hispanic Asian (3 per 1,000).

Involuntary Sex. Sexual violence is another critical threat to child and youth safety, particularly for females. A recent survey in 2002 indicated that, among all women ages 18-24 who had experienced intercourse before age 20, one in ten had experienced involuntary intercourse their first time. Among those whose first experience was before age 14, it was 18 percent; at ages 15-16, 10 percent; and ages 17-19, 5 percent.

Teen Birth, Pregnancy, and STDs. Teen pregnancy and birth rates for females ages 15-17 have dropped dramatically since 1990. Birth rates dropped from 38 to 22 per 1,000 between 1990 and 2004.[6] Reductions in teen birth were most dramatic among black non-Hispanic females, from 85 to 39 per 1,000. Birth rates were also substantially reduced for female white non-Hispanics (23 to 12 per 1,000), Hispanics (66 to 50 per 1,000) and American Indians (49 to 30 per 1,000) and Asian or Pacific Islanders (16 to 9 per 1,000) during that same time period. From 1990 to 2000 (the most recent year for which estimates are available) *pregnancy* rates for ages 15-17 declined by a third from 80 to 54 per 1,000. Birth rates among older teen females ages 18-19 also dropped between 1990 and 2004, though not as dramatically, with overall rates going from 89 to 70 per 1,000.

Sexually transmitted diseases (STDs) represent a significant health risk for sexually active teens. Rates for the two most common STDs among youth ages 15-19 were Chlamydia (1,579 reported cases per 100,000 in 2004) and gonorrhea (443 cases per 100,000 in 2003). Reported cases of gonorrhea have been dropping somewhat since 2000, while rates for Chlamydia have been rising. Reported cases for both diseases are much higher for females than males, and rates are much higher among black teens than among those from other race and Hispanic groups. For example, in 2004 the Chlamydia rate for non-Hispanic black females ages 15-19 was 8,898 per 100,000 compared with 4358 per 100,000 for American Indian and Alaskan Natives, 2810 per 100,000 for Hispanics, 1409 per 100,000 for non-Hispanic whites, and 776 per 100,000 for Asian and Pacific Islanders in the same ages group.

Chronic Limitations. Children with chronic limitations face physical or mental challenges that can make support in the form of the five promises particularly important for their well-being. In 2004, 9 percent of children ages 6-11 and 12-17 were reported by their parents to have a chronic limitation of some sort. Males are somewhat more likely than females to have a chronic limitation at 11 percent versus 6-7 percent for females. In addition, those in poor families are more likely to have a chronic limitation than those in families whose incomes exceed 300 percent of the poverty line.

Tobacco, Alcohol, and Illicit Drugs. After rising in the early 1990s, tobacco use has declined substantially among 8th, 10th, and 12th graders. For example, among 12th grade students, the percent who reported smoking daily rose from 19 percent in 1991 to 25 percent in 1997, and then declined to a low of 14 percent in 2005. Marijuana use followed a similar pattern over the same time period. There have been modest declines since the late 1990s in binge drinking (defined as 5 or more drinks in a row) among these age groups. For example, binge

[6] Teen birth rates for 2004 are preliminary estimates.

drinking in the previous two weeks among 12th grade students declined from 32 percent to 28 percent between 1998 and 2005. Among all young adults ages 18-25 in 2004, 61 percent reported using alcohol in the past month; 41 percent reported binge drinking; 19 percent reported using illicit drugs; and 45 percent reported using some form of tobacco.

Psychological and Social Health

Importance of Religion. Adolescents who are religious are less likely to engage in risky behaviors including drug taking, sexual intercourse, violence and skipping school. They are also more likely than others to engage in positive behaviors including volunteering, sports and exercise, and participate in student government.[7] Among students in the 8th, 10th, and 12th grades in 2004, about six in 10 feel that religion plays a pretty important or very important role in their life, while only 14-17 percent report that it is not important. Black youth are more likely than white youth to report that religion is pretty or very important in their lives (e.g., 80 percent versus 54 percent among 12th graders). In addition, youth from the South and the Midwest are more likely than those from the Northeast to report being pretty or very religious (among 10th graders, for example, 69 percent in the South and 67 percent in the Midwest compared with 45 percent in the Northeast).[8]

Prayer is a core spiritual activity in many religious traditions. In a nationally representative survey of 13-17 year olds, 38 percent reported praying at least daily, and over two-thirds reported praying at least weekly. Only 15 percent report never praying. Females are more likely than males to pray daily (45 percent compared with to 31 percent). Over one third (36 percent) reported feeling very close or extremely close to God. Another 35 percent felt somewhat close; 23 percent felt distant (somewhat, very, or extremely) from God and 3 percent did not believe in God.

Problem Behaviors. Children and youth who exhibit persistent behavior problems like argumentativeness, bullying or meanness, disobedience, or stubbornness and irritability, are more likely to experience difficulties in school and in developing strong and supportive social relationships.[9] (In 2003, parents report that between 7 and 8 percent of children ages 6-17 exhibited two or more of these problem behaviors "usually or always". Those in poor families are more than twice as likely to exhibit such problems as those in families with incomes at or about 300 percent of the poverty line (14 percent versus 6 percent for those ages 12-17).

Educational Achievement

School Readiness: Early Literacy and Cognitive Development. Early literacy and cognitive skills are some of the important predictors of early school success.[10] Estimates for 2001 indicate that, among children ages 3 to 5 how have not yet entered kindergarten, 23 percent recognize all their letters, 53 percent write their first name, 56 percent can count to 20, and

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[7] Smith, Christian and Robert Faris. (2002). *Religion and American Adolescent Delinquency, Risk Behaviors and Constructive Social Activities*. National Study of Youth and Religion. Chapel Hill, NC. http://www.youthandreligion.org/publications/docs/RiskReport1.pdf

[8] Estimates were not available for the West.

[9] N. Eisenberg, R.A. Fabes, S.A. Shephard, B.C. Murphy, I.K. Guthrie, S. Jones, J. Friedman, R. Poulin, and P. Maszk, "Contemporaneous and Longitudinal Prediction of Children's Social Functioning from Regulation and Emotionality," *Child Development 68* (1997): 642-664

[10] School readiness also includes physical, social, and emotional skills, which are not covered here.

71 percent reads or pretends to read. Nearly four in ten (39 percent) has three or more of these skills. In general, girls are more advanced than boys in these skills. Children with highly educated parents have much more likely to have these skills than those whose parents have not graduated high school.

Reading and Math Proficiency. Reading and mathematics are fundamental skills that are strongly related to later success in school and in the labor force.[11] In addition, they are important skills for maintaining international competitiveness in an increasingly globalized economy.[12] A recent international assessment of mathematics and reading literacy skills (2003) indicated that 15-year-olds in the U.S. lagged behind youth in most of the other OECD countries participating in the assessment in their ability to perform complex mathematical tasks needed for a competitive workforce. Among those attaining proficiency level four or higher on the international assessment, the U.S. ranked 23rd out of 29 OECD countries. In the reading assessment, U.S. students made a somewhat better showing, ranking 16th out of 29 in achieving proficiency on complex tasks at level three or higher.

On-time High School Graduation. On-time graduation looks at the percentage of youth who graduate in four years after entering high school as freshman. It is a useful measure of well-being for youth, and also a performance measure for school systems that goes beyond simple dropout rates. According to the most recent estimates from the U.S. Department of Education, nearly three-quarters (73.9 percent) of all public high school freshman graduated four years later in 2002-2003.[13] Across the 50 states, rates ranged from 59.7 percent in South Carolina to 87.0 percent in New Jersey.

High School Completion. Many youth who struggle academically in high school nevertheless do eventually complete their degree. Among young adults ages 25-29 in 2004, about 87 percent had completed high school (including high school equivalency certificates), a percentage which has changed very little since 1980. Rates are much lower among Hispanics (62.4 percent) compared with non-Hispanic blacks (87.9 percent) and non-Hispanic whites (93.3 percent)

GED (or equivalent) Completion. The general education diploma (GED) has grown in significance since the late 1980s. Between 1988 and 1999 (the latest year for which estimates are available) the percentage of young adults ages 18-24 with a GED or equivalent more than doubled from four percent to nine percent.

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[11] Murname, Richard J., Willett, John B., Braatz, M. Jay, and Duhaldeborde, Yves. (2001). "Do Different dimensions of male high school students' skills predict labor market success a decade later? Evidence from the NLSY." *Economics of Education Review 20*: 311-320.
See also Caspi, A., Wright, B.E., Moffit, T.E., & Silva, P.A. (1998). "Childhood Predictors of Unemployment in Early Adulthood." *American Sociological Review, 63* (3), 424-451.
[12] Hanushek, Erik & Kimko, Dennis. Schooling, Labor-Force Quality, and the Growth of Nations. *The American Economic Review, 90*(5): 1184-1208.

[13] Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (20050 *The Averaged Freshman Graduation Rate for Public High Schools from the Common Core of Data: School Years 2001-02 and 2002-03* (NCES 2006-601). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics.

College Enrollment. Since 1980, there has been a substantial increase in the proportion of high school graduates who enroll in college. Between 1980 and 2003, that percentage increased from 32 percent to 46 percent among 18-24 year olds. In the last few years a gender gap has developed in college enrollment levels, with 43 percent of male and 48 percent of female high school graduates ages 18-24 enrolled. In 2003, among high school graduates in that age group, 47 percent of non-Hispanic whites were enrolled in college compared with 14 percent of non-Hispanic blacks and 36 percent of Hispanics.

Post-Secondary Educational Attainment. Higher levels of educational attainment lead to higher income and greater opportunities for advancement. Over the last several decades, in fact, the benefit to additional years of education has been increasing.[14] Between 1980 and 2004, the proportion of young adults ages 25-29 who attained a bachelor's degree or higher increased from 23 percent to 29 percent, and the percentage who completed at least some college rose even more, from 45 percent to 57 percent.

Repeated a Grade. Grade repetition is a clear sign that a child is struggling to meet the academic or social standards needed to advance to the next level in school. Research is less clear on whether holding children back a grade is ultimately beneficial to the child.[15] Among children ages 6-11 in 2003, 8.7 percent had repeated a grade at some point in their lives. For ages 12-17, that percentage increases to 13.7 percent, or more than one in eight. Grade retention is strongly associated with family poverty. Among those ages 12-17, for example, adolescents from families in poverty were over four times more likely to have been held back a grade than those from families with incomes exceeding 300 percent of the poverty line (28.2 percent compared with 6.6 percent).

Idle Youth. A key transition from youth to adulthood is the move from school to work. While most fare well, some teens struggle, spending substantial time both out of school and out of work. In 2004, 8 percent of youth ages 16-19 in the civilian, non-institutionalized population were idle in a given week. Black and Hispanic youth were about twice as likely as non-Hispanic white youth to be idle.[16]

Civic Engagement

Civics Knowledge. In the U.S., civic engagement is certainly enhanced by an adequate understanding of the fundamental democratic and legal principals that frame citizenship rights and activities. These include knowledge about basic rights, legal procedures, and the role of civil society in our democracy. A national assessment of 8th grade students' knowledge of civics, last performed in 1998, revealed that about three-quarters understood

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[14] U.S. Bureau of the Census, Current Population Reports, P60-203, *Measuring 50 Years of Economic Change Using the March Current Population Survey*, U.S. Government Printing Office, Washington, DC, 1998: Figures 1.10 and 1.11. Available at: http://www.census.gov/prod/3/98pubs/p60-203.pdf.

[15] Jimerson, A., Pletcher, S., Graydon, K., Schnurr, B., Nickerson, A., & Kundert, D. (2006). Beyond grade retention and social promotion: Promoting the social and academic competence of students. *Psychology in the Schools, 43 (1),* 85-97.

Jimerson, S.R. (2001). Meta-analysis of grade retention research: Implications for practice in the 21st century. *School Psychology Review, 30,* 420-437.

[16] These estimates do not include anyone in the military or in prison.

the basic purpose of the Bill of Rights, and nearly six in ten (58 percent) understood that individual's rights extended beyond those listed in the Bill of Rights. In addition, over half (52 percent) were able to recognize the difference between activities within civil society and activities of government, and about a third (31 percent) were able to recognize an example of due process.

Voting. At age 18, youth in the U.S. take on the right to exercise that most fundamental expression of civic engagement, the right to vote. Forty-two percent of young adults ages 18-24 voted in the presidential election of 2004. That is up 10 percentage points from the election in 2000 (32 percent), though still below participation levels in 1976, the first presidential election where the minimum voting age was lowered from 21 to 18. In 2004, females ages 18-24 were more likely to vote than males (45 percent compared with 39 percent), and Hispanic young adults were much less likely than black or white young adults to vote (20 percent versus 44 and 43 percent, respectively) due in part to lower rates of voter registration and, very likely, to lower rates of citizenship.

Military Service. Among young adults ages 18-24 in 2000, two percent were currently serving in the armed forces, and three percent had ever served. Males were much more likely to serve than females (5 percent versus 1 percent ever serving). Among males, 7 percent of non-Hispanic blacks had ever served compared to 6 percent of non-Hispanic whites, 4 percent of Hispanics, and 3 percent of Asians.

Outcomes Data from the America's Promise National Polls

Table 12 below shows that adolescents 12-17 years old appear to be doing better on the poll indicators of physical health and civic engagement than they do on indicators of psychological and social health or educational achievement. Children ages 6-11 appear to be doing better than 12-17 year olds on all common outcome measures, across the four domains.

Table 12. Percentage of 6-17 Year Olds with Developmental Outcomes Measured in the America's Promise National Polls

Domain	Indicators	Teen	Preteen
Physical health (5)	♦ **Rating of overall health**	**73%**	**90%**
	♦ **Obesity**		
	♦ **Substance avoidance (12-17)**	**82%**	**---**
	♦ **Violence avoidance**	**59%**	**69%**
	♦ **Safe sexual behavior (15-17 only)**	**77%***	**---**
Psychological and social health (7)	♦ **Sense of purpose (12-17)**	**81%**	**---**
	♦ **Absence of depression (12-17)**	**86%**	**---**
	♦ **Social competence**	**67%**	**60%**
	♦ **Thriving**	**47%**	**57%**
	♦ **Life satisfaction (12-17)**	**57%**	**---**
	♦ **Connectedness**	**62%**	**96%**
	♦ **Infrequent feeling overscheduled (12-17)**	**55%**	**---**
Educational achievement (4)	♦ **School grades**	**36% or 81%****	**54% or 87%****
	♦ **School attendance (12-17)**	**89%**	**---**
	♦ **School engagement**	**37%**	**45%**

	♦ **Everyday workplace skills**	**56%**	**94%**
Civic engagement (3)	♦ **Frequency volunteers**	**60%**	**84%**
	♦ **Average weekly hours volunteers (12-17)**	**52%**	**---**
	♦ **Environmental stewardship (12-17)**	**64%**	**---**

*Asked of 15-17 year olds only (N=983). Among those, 77% either never had intercourse, or had done so only once and used contraception on that occasion.
**Results differ depending on whether "mostly As' or "mostly Bs" is criterion

Physical Health

More than three-quarters of 12-17 year olds describe their overall health as at least very good, say they have not used alcohol, tobacco products, or other illegal drugs in the last 30 days, and have either never had sexual intercourse or have only had it once and used contraception on that occasion. Similarly, 90% of parents of 6-11 year olds say their child's health is very good or excellent. However, adolescents are less likely to avoid violence: less than 6 in 10 say that in the last 12 months they have never bullied someone at school or physically fought or hit someone. Children ages 6-11 are somewhat less likely to engage in bullying, with nearly 7 in 10 not bullying others. But the conclusion cannot be reassuring that, even among 6-11 year olds, about 30% may have bullied somebody at school in the last year.

Psychological and Social Health

The indicators of psychological and social health, and educational achievement, present a somewhat more complicated picture because of how different the landscape of these developmental outcomes can look depending on the standard set for how young people should be doing.[17] But for the indicators used here, it appears that 80% or more of teenagers frequently feel a sense of purpose in their lives, and are not depressed. About 60%-70% are reasonably connected to their families and schools and are not often lonely.

About 60%-67% of 6-17 year olds seem reasonably socially competent in the ways we measured—with teens or parents of 6-11 year olds saying they mostly are generous, respectful, empathetic, and peaceful resolvers of conflict. But only about half seem to be

[17] For example, if they need to say only that they "often" feel good about their life (life satisfaction), then 90% have this indicator. But if they are required to say they "very often" feel good about their life, only 57% have life satisfaction, still a majority but a quite lower level. Or in terms of school engagement, if they only have to say they "often" work up to their ability, 83% can be said to be engaged with school. But if we underscore that working hard is a part of getting academic results by setting the bar higher, and require that students have to say they "very often" work up to their ability, the percentage then defined as engaged with school drops to just 37%. Are 8 in 10 youth sufficiently working up to their ability, or are 4 in 10? Which is the more valid figure? We did not always use the stricter standard. For example, only 40% of teenagers have a sense of purpose if they are required to say they "very" often feel a sense of purpose in their lives. If they need only feel this "often," then 81% have a sense of purpose. Developmentally, if teenagers "often" feel a sense of purpose, that appears quite acceptable for psychological health. One could even argue that "very" often feeling a sense of purpose at such a young age could be related to closing off opportunities and normal exploration, and prematurely focusing one's life path. In contrast, a failure to "very" often work up to one's ability (the school engagement indicator) seems quite consequential right now in the teenager's current life, as well as affecting future opportunities. Setting the higher standard there seems more warranted. In Appendix D, we provide more details on reasons for setting the cutoffs used here, but arguments certainly can be made supporting either a more generous or a stricter standard for a number of these indicators.

thriving in the sense of clearly having a special talent or interest that gives them joy and energy and is an important part of who they are. Younger children seem to be thriving more, in part because we deemed it more important for adolescents than preadolescents to more strongly have this sense of joy and energy-producing special talents and interests. But again, even among the younger children, more than 4 in 10 do not seem to have this element of psychological and social health to the degree we would wish.

About 6 in 10 adolescents say they are *really* satisfied with their lives, saying they very often feel good about their life. Since the average life satisfaction score adolescents report is in the "mostly pleased" range, a relatively high level of satisfaction to be the average (Huebner, Suldo, & Valois, 2005), we used a higher cutoff to suggest above-average positive development. And although recent research suggests most young people are not spending too many hours on structured after-school activities (Mahoney & Eccles, 2005), nearly half in our poll often feel too busy with activities, commitments, and obligations. Including commitments and obligations goes well beyond things such as after-school programs, to include felt reciprocal obligations of the relationships they are in (family, friend, romantic, etc.), academic workloads and deadlines, paid work, and other activities.

The majority of adolescents are connected to family by virtue of contributing 2 or more hours per week to family chores or responsibilities, such as taking care of siblings, and to school by virtue of feeling a sense of belongingness. But among adolescents, nearly 40% do not report these levels of connectedness. Only school connectedness was measured among 6-11 year olds, and as expected, the parents of these younger children almost universally said their children felt they were a part of their school. We allowed school connectedness to be met if teenagers or parents only "agreed" children felt a part of their school, what might be described as a *modestly positive* level of connectedness. If a level of "strongly agreed" were required, describing a substantially positive degree of connectedness, then only one-third of adolescents and half of 6-11 year olds would be so connected to their schools.

Educational Achievement

Only a small minority of adolescents—less than 10%—say they have missed any days of school in the last month, so physically, they are attending. But how much are they paying real attention to what goes on in class, how much effort are they expending? By their own admission, the majority of adolescents—63% of youth ages 12-17—say they do not "very" often work up to their ability at school. That is, only 37% are engaged in school as defined by "very often working up to their ability." Parents of 6-11 year olds are not much more positive about the effort their younger children exert: Only 45% of younger children are described as very often working up to their ability at school.

As with so many other indicators in the domains of psychological and social health, and educational achievement, the standards set make a big difference in the conclusions drawn. If only "often" rather than "very often" working up to one's ability is set as the cutoff, then more than 80% of 6-17 year olds are engaged with school. If one should be expected to work up to one's ability "very often," then only 40% are engaged with school. With what level of school engagement should America be satisfied? What is our vision for our children and youth? We think it should be a high vision, and by those standards, there is much to improve.

One important aspect of this Promise is for students to learn marketable skills. We measured two relational skills often described as important for employability—the ability to communicate well, and to get along with diverse people—and two more "instrumental" skills of growing importance in developed societies—the ability to use computers for word processing and making presentations, and knowing how to budget and save money. For 6-11 year olds, the last two skills were replaced with the instrumental skill of knowing how to "follow instructions."

Adolescents had to say it was "mostly" like them (parents of 6-11 year olds had to say it was mostly like their child) to know how to do these things. Nearly all parents of 6-11 year olds (95%+) said that characterized their child. And more than 80% of adolescents said they could communicate well, get along with diverse people, and use a computer.

But only 59% of adolescents said it was mostly like them to know how to budget and save money, which brought down their overall percentage with everyday workplace skills and created the large difference between them and 6-11 year olds. Is it legitimate to expect such a skill among middle and high school youth? It is perhaps debatable, but the pervasiveness of financial illiteracy among American adults and youth is commonly noted and lamented (Bowman, 2000), and has real consequences for the economy.

The final poll measure of educational achievement was school grades. Again, the level required to "have" this outcome makes a difference in the conclusions drawn about these data. If "mostly As" are required, as signifying excellent or outstanding performance, then only about one-third of teenagers and half of preteens have this outcome. If "mostly Bs" are allowed, in consideration that a B average is supposed to signify at least good or above-average performance, then more than 80% have good grades. Of course, using this latter criterion reveals the "Lake Wobegon" effect, after humorist Garrison Keillor's tongue-in-cheek novel of the same name, in which all of the children in the fictional Minnesota town were above average. One could argue that in an era of grade inflation, mostly As is not an elitist standard but rather a more reasonable criterion than it would be if grades were truly handed out along a normal distribution.

Clearly, there is a mismatch between grades and effort if most young people are not very often working up to their ability (as we described above) and yet most get at least a B average. One apparent conclusion is that "good" grades are too easy to get, thereby diminishing their value as markers of achievement. Adolescents' own responses on items that we discussed earlier measuring the Effective Education Promise provide a possible clue as to why they may be able to get good grades without always expending their best effort: Only 44% say their school culture emphasizes academic achievement through high expectations, challenging schoolwork, and providing academic help when needed. That is, they may not be working up to their ability because the schoolwork is not challenging enough.

Civic Engagement

The majority of 6-17 year olds seem to have at least some civic engagement in their lives. More than 8 in 10 parents of 6-11 year olds say their child has done some kind of volunteering or service project in the last year, suggesting that among elementary-age students, having at least some exposure to service may be on the verge of becoming an

extremely common experience. When more concrete criteria of participation are used for adolescents, the level of reported civic engagement drops, as expected, but it is still considerable: About 6 in 10 adolescents say they volunteer about once a month and do something to protect the environment about weekly. More than half (52%) say their volunteering commitment averages at least 1 hour a week, a level that has been found to differentiate young people both on their engagement in high risk behaviors such as violence and problem substance use and on indicators of thriving, such as getting mostly As at school, and overcoming adversity (Scales & Roehlkepartain, 2004; Scales & Benson, 2005a).

Overall, the majority of young people ages 6-17 seem to be doing relatively well on most of these indicators, but it is often a slim majority. A quite substantial minority of young people, from roughly 25%-45% depending on the indicator, are not achieving these positive developmental outcomes. On both the extant and poll data then, the best answer to the question, "how are young people doing?" seems to be, "it depends what you're looking at."

In a Supplemental Report at the end of this document, further analyses are presented on the extent of these poll-measured outcomes across diverse groups of young people. The poll data seem to reasonably reflect what is known from the extant data about these outcomes patterns, because we find that the poll data also show an unequal distribution of developmental outcomes by age, gender, race/ethnicity, and family income and education.

In the next section of this report, we examine the difference that meeting, partially meeting, and not meeting the Promises might make in whether young people have the positive developmental outcomes measured in the America's Promise national polls.

Section VI

The Links Between the Promises and Positive Developmental Outcomes

The reason for young people to experiences the Promises is to help make their lives better now, and in the future, that is, to put them and/or keep them on a path toward current and later success. So a key question of interest is whether young people who experience higher levels of the Promises also experience higher levels of positive developmental outcomes. The answer appears to be yes.

The national poll results show a **consistent linear trend clearly linking increases in Promises to increases in concurrent well-being**. These trends occur among both 12-17 and 6-11 year olds, with the relation appearing stronger among teenagers than among younger children. On most outcomes, whether analyzed as percentage differences in having a positive outcome or not (see Table 13), or as differences in outcomes means (see Table 14) among those not meeting, only partially meeting, and meeting the Promises (having 0-1, 2-3, and 4-5 Promises, respectively), the differences are quite significant.

Table 13. Percentage of 6-17 Year Olds with Developmental Outcomes, by Level of Promises Met

Outcome	4-5 Promises	2-3 Promises	0-1 Promises
(N)	(12-17= 453) (6-11= 754)	(12-17= 934) (6-11= 1014)	(12-17= 629) (6-11= 251)
Overall Health			
12-17	**87**	**74**	**60**
6-11	**95**	**89**	**77**
Substance avoidance			
12-17	**92**	**82**	**73**
Violence avoidance			
12-17	**80**	**57**	**44**
6-11	**78**	**65**	**56**
Safe sexual behavior			
12-17	**86**	**77**	**71**
Sense of purpose			
12-17	**91**	**84**	**69**
Absence of depression			
12-17	**93**	**88**	**77**
Social competence			
12-17	**81**	**70**	**50**
6-11	**73**	**56**	**36**
Thriving			
12-17	**63**	**50**	**30**
6-11	**68**	**55**	**35**
Life satisfaction			
12-17	**74**	**60**	**38**
Connectedness			
12-17	**79**	**66**	**43**
6-11	**99**	**95**	**87**
Not feeling overscheduled			
12-17	**55**	**53**	**58**
Good grades- mostly As			

12-17	**56**	**33**	**22**
6-11	**63**	**52**	**36**
Good grades- mostly Bs			
12-17	**92**	**82**	**69**
6-11	**93**	**88**	**69**
School attendance			
12-17	**95**	**88**	**83**
School engagement			
12-17	**55**	**37**	**22**
6-11	**54**	**44**	**23**
Everyday workplace skills			
12-17	**76**	**56**	**38**
6-11	**98**	**93**	**85**
Frequency volunteers			
12-17	**75**	**62**	**45**
6-11	**96**	**81**	**63**
Weekly volunteering			
12-17	**70**	**53**	**35**
Environmental stewardship			
12-17	**71**	**63**	**58**

Shaded rows = most consistent linear association between having more Promises and having better developmental outcomes, for <u>both</u> 6-11 and 12-17 year olds.

- The relation of successively increasing levels of Promises to better development appears strongest for <u>both</u> 6-11 and 12-17 year olds on violence avoidance, social competence, thriving,, good grades (especially when getting mostly As is the criterion), school engagement, and frequency volunteering. On these outcomes, for every increase in level of Promises, there is a significant increase in the percentage with the positive outcome.

- The same strong linear difference between successively increasing Promise levels exists on overall health, connectedness, and everyday workplace skills among 12-17 year olds, but less so among 6-11 year olds, mostly because so many younger children have those outcomes, according to their parents' reports, i.e., there is something of a "ceiling effect" for younger children on these outcomes.

- For those outcomes measured only among 12-17 year olds, the Promises-outcomes link is especially strong on safe sexual behavior, sense of purpose, life satisfaction, absence of depression, weekly volunteering, and environmental stewardship.

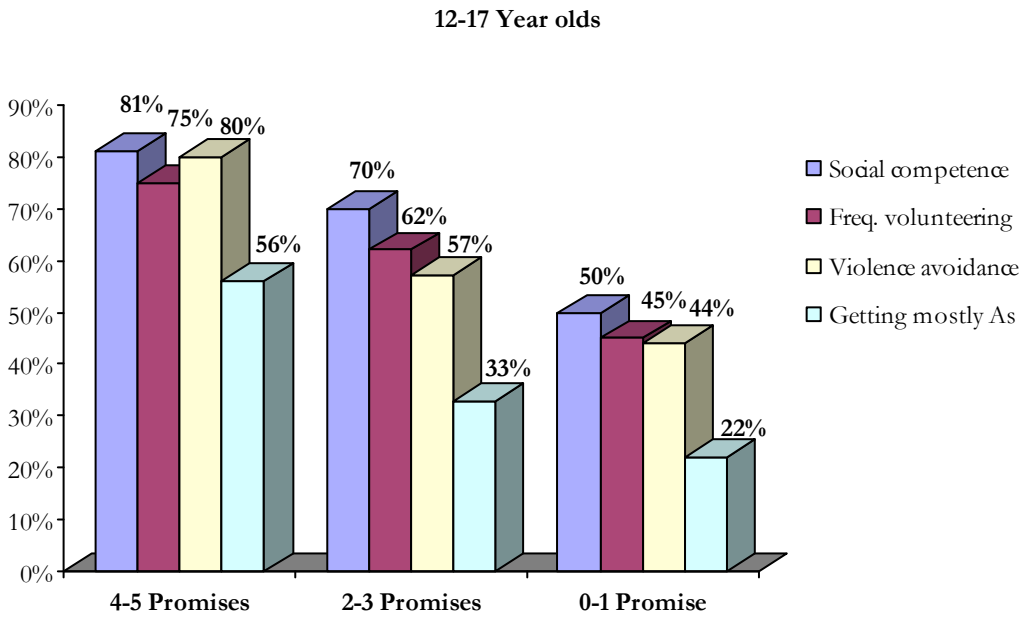
- Even on substance avoidance, the one outcome on which those with the most Promises (4-5) and those only partially meeting the Promises (2-3) were not significantly different, both of those groups of young people still were significantly more likely to avoid substance use than those not meeting the Promises (0-1)

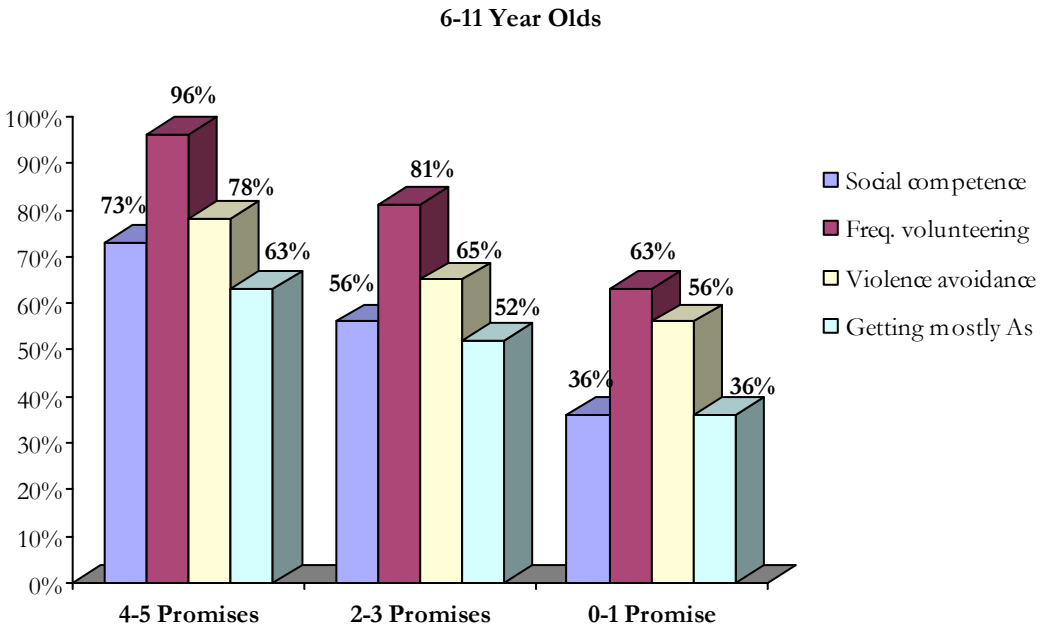
- The overall results show that meeting the Promises by having 4 or 5 of them is associated with the greatest positive development, but <u>even just partially meeting the Promises</u> (having 2-3 of the Promises) <u>is linked to numerous significantly better developmental outcomes than not meeting the Promises</u> (having just 0-1 Promise).

The only outcome measured in the polls in which youth with fewer Promises do somewhat better is not feeling overscheduled, but this is hardly a welcome result, since it is due to their not participating sufficiently in after-school programs, volunteering, and other structured activities that have been linked to positive youth development. Those with 0-1 Promises feel marginally less overscheduled than those who partially met the Promises. But even those not meeting the Promises feel about the same level of overscheduling as those meeting 4-5. We must conclude that those meeting many Promises are very busy, and those meeting few are not nearly as busy with these activities, but either busy with other, less desirable activities, or not busy at all, but less able to manage the commitments they do have. Whatever the reason, feeling overscheduled appears to be characteristic of nearly half of adolescents, regardless of the level of Promises they experience.

Figure 29a and b illustrate these findings linking Promises levels to outcomes by displaying the results for one outcome in each of the four broad domains examined, for each age group of 6-11 and 12-17 year olds: Violence avoidance; social competence; getting mostly As; and frequency volunteering. For example, among 12-17 year olds, 81% of those with 4-5 Promises meet the social competence outcome, versus just 50% of those with 0-1 Promise. Among 6-11 year olds, the difference is even greater, with 73% of those with 4-5 Promises being socially competent, compared with just 36% of those children with only 0-1 Promise.

Figure 29a and b: Percentage of 6-17 Year Olds with Selected Developmental Outcomes, By Levels of Promises Met





Differences in Outcomes Means by Level of Promises Met

Analyzing the outcomes as binary variables, that is, as whether young people "have" or "don't have" them, is convenient for communication, but can sometimes mischaracterize the trends compared to the results found when the full range of data is allowed in the analyses. To check for this possibility, we also conducted analyses of variance (ANOVAs) to compare the differences in mean average scores on each of the outcomes for young people at each of the three levels of Promises met, Promises partially met, and Promises not met. Because many different response scales were used in the polls (e.g., strongly agree to strongly disagree, very often to never, 0 hours a week to more than 5, etc.), we used z-score transformation to standardize all variables to a mean of 0 and standard deviation of 1 so they could be validly averaged and compared.

Table 14 displays these standardized outcomes means by level of Promises, and shows the same significant and consistent linear trend linking higher levels of the Promises to better development as seen with simple frequency cross-tabulations. Tukey multiple comparison tests showed that, for nearly all outcomes, those with 4-5 Promises fared better than those with 2-3 Promises, and those with 2-3 Promises fared better than those with only 0-1 Promise. Only on substance avoidance did the two highest levels of Promises not differ, but both of those groups still were more likely to avoid substances than those not meeting the Promises.

These results suggest that the conceptual and measurement edifice developed for these polls to reflect the AP vision of the Promises has validity; at the least, it supports the theoretical prediction of concurrent co-variation between experiencing the Promises and experiencing well-being. The more Promises young people experience, the better off they are on a host of critical developmental outcomes. These results help make the case for the value of the Promises to the well-being of America's youth, and suggest that an investment is warranted in longitudinal studies that can allow more confident conclusions to be drawn about the

causal *contribution* the Promises can make over time to young people experiencing these positive developmental outcomes.

Table 14. Standardized Means of Developmental Outcomes by Level of Promises Met			
Outcome	**4-5 Promises**	**2-3 Promises**	**0-1 Promises**
(N)	(12-17= 453) (6-11= 754)	(12-17= 934) (6-11= 1014)	(12-17= 629) (6-11= 251)
Overall Health**			
12-17 (F(2,2010)=72.65	**.36**	**.02**	**-.36**
6-11 (F(2,2017)=54.26	**.23**	**-.04**	**-.50**
Substance avoidance**			
12-17 (F(2,2014)=34.80	**.15**	**.06**	**-.22**
Violence avoidance**			
12-17 (F(2,2014)=73.66	**.30**	**.00**	**-.26**
6-11 (F(2,2011)=27.42	**.20**	**-.08**	**-.27**
Safe sexual behavior**			
12-17 (F(2,985)=10.11	**.37**	**.20**	**.09**
Sense of purpose**			
12-17 (F(2,1990)=77.44	**.32**	**.07**	**-.39**
Absence of depression**			
12-17 (F(2,2006)=32.76	**.20**	**.05**	**-.26**
Social competence**			
12-17 (F(2,2014)=95.76	**.27**	**.05**	**-.30**
6-11 (F(2,2019)=108.62	**.23**	**-.06**	**-.46**
Thriving**			
12-17 (F(2,2012)=132.57	**.29**	**.06**	**-.48**
6-11 (F(2,2018)=85.72	**.19**	**-.05**	**-.57**
Life satisfaction**			
12-17 (F(2,2010)=114.54	**.39**	**.08**	**-.46**
Connectedness**			
12-17 (F(2,2014)=113.11	**.25**	**.04**	**-.28**
6-11 (F(2,1991)=94.98	**.32**	**-.10**	**-.60**
Not overscheduled*			
12-17 (F(2,2008)=2.87	**.01**	**-.05**	**.07**
Good grades**			
12-17 (F(2,1998)=95.14	**.44**	**-.01**	**-.36**
6-11 (F(2,1987)=57.04	**.21**	**-.03**	**-.55**
School attendance**			
12-17 (F(2,2010)=18.48	**.20**	**-.01**	**-.17**
School engagement**			
12-17 (F(2,2005)=99.88	**.40**	**.04**	**-.41**
6-11 (F(2,2017)=71.51	**.24**	**-.03**	**-.59**
Everyday work skills**			
12-17 (F(2,2013)=108.80	**.27**	**.02**	**-.27**
6-11 (F(2,2015)=30.92	**.11**	**.01**	**-.29**
Frequency volunteers**			
12-17 (F(2,2007)=64.35	**.32**	**.04**	**-.34**
6-11 (F(2,2019)=141.84	**.28**	**-.09**	**-.49**
Weekly volunteering**			
12-17 (F(2,2007)=72.62	**.10**	**-.18**	**-.53**
Environmental stewardship**			
12-17 (F(2,2006)=13.25	**.17**	**-.00**	**-.14**

** $p \leq .0001$. For all outcomes but substance avoidance, each successive increase in Promises level is related to higher outcome mean.

* $p \leq .05$

The Linkage of Promises and Outcomes Across Diverse Groups of Young People
Diverse groups of young people do not seem to experience comparable levels of the Promises, but preliminary analyses of these poll data suggested that when they do, the association of the Promises with positive developmental outcomes becomes more similar across diversities. That is, having 4-5 of the Promises may be associated with smaller differences in outcomes by age, gender, race/ethnicity, and family income and education levels.

Our impression is preliminary, includes some subsamples with cell sizes less than 100 (therefore, with larger margins of error), and is in need of confirmation with more extensive analyses. But a Supplemental Report at the end of this document treats these issues in more detail, and strongly suggests that these preliminary impressions are warranted. These results are consistent with findings reported for the relation of developmental assets to outcomes among diverse groups of youth (Sesma & Roehlkepartain, 2003; Benson, Scales, Leffert, & Roehlkepartain, 1999). Developmental assets have been shown to be comparably correlated with positive outcomes for all these groups of youth, and so it is not at all surprising that the data suggest the same kinds of relations between the Promises and outcomes across diverse groups of children and youth.

Section VII

The Challenge to America: The America's Promise Findings in Context

Although there is no exact counterpart to the national America's Promise polls, the data we describe here are consistent with reports from other studies, and from trends over time in young people's reports of positive developmental experiences, in suggesting that large percentages of young people, representing tens of millions of our young, do not experience high levels of developmentally nurturing and challenging environments.

It must be said that this developmental picture is drawn with only a limited palette. There are few large-scale or national sources of data on young people's experience of developmental positives that present more than a handful of positive indicators (studies such as the National Longitudinal Study of Adolescent Health, and the National Education Longitudinal study are among the few exceptions), and even when those studies measure apparently similar variables, the operational definitions of the variables they study, the ages of youth involved, and the sampling differences, create results that often are not in harmony across studies, a point well-drawn by the National Research Council's influential report on community programs for youth (Eccles & Gootman, 2002). The relative thinness of the database on the extent of Promises or developmental assets prompted the Federal Interagency Forum on Child and Family Statistics to note that the "current set of indicators may present a gloomier picture" of children's well-being than is accurate, and that new indicators that "reflect the positive developments we desire" for young people need to be developed and included in national data-gathering systems (2001, p. 10). That is, in part, an impetus for an important effort by Child Trends, Search Institute, and others to instill more positive indicators in federal data collection systems, and is a hoped-for use of the indicators developed for these America's Promise polls.

If we examine this developmental landscape by four major contexts for child and adolescent development—family, schools, peers, and community—then most sources converge in the conclusion that family provides perhaps the most consistent positive environment, and community the least. In a recent analysis of the 1997 National Longitudinal Survey of Youth (ages 12-16) and the 1999 National Survey of America's Families (children under 18) conducted by Child Trends (Moore, Chalk, Scarpa, & Vandivere, 2002), the researchers concluded that levels of key family strengths are much more common than is often thought. For example, most adolescents:

- think highly of their parents and want to be like them
- live with a parent who reports being calm and happy most or all the time
- eat dinner together with their families five nights a week
- have mothers who know their friends and teachers and what they're doing when they're not home
- turn to their parents when they have problems.

Such positive data about adolescents' family lives are consistent with our findings, and have been noted for at least the last 25 years (see Gallup Youth Surveys: Parent/teen relations…, 2002; American teens…, 2000; Lyons, 2002). However, not all the news is good. In the Child Trends analysis, fathers had much less knowledge of their children's friends, teachers, and general whereabouts than mothers, and only a minority of either parent knew a lot about the parents of their children's friends. And although a majority of adolescents turn to parents for help with problems, it is only a bare majority (54%). In Search Institute's large data set of more than 200,000 6th-12th graders from more than 300 U.S. communities (Developmental assets: A portrait…, 2001), 70% of adolescents say they get love and support from their families, but only 30% say they have positive family communication and only 34% say parents are strongly involved with their schooling. Our poll results are more positive in some respects, but the questions we asked are somewhat different and so not directly comparable. But areas of concern in the family exist as well. For about 10% of young people ages 6-17 in our polls, or nearly 5 million young people, family is not "always" a safe place. And our results show that from one-third to one-half of young people could benefit from greater parental monitoring, involvement with school, and modeling of positive behaviors, from avoiding smoking to engaging in volunteering.

Schools represent a mixed asset context, in previous research as well as these polls. For example, majorities of young people in the 1999-2000 Search Institute large datasbase experience good boundary-setting in school, do an hour a day of homework, and participate in youth programs, many of which are school-sponsored. But these majorities are slim ones, leaving 40%-50% of students who do *not* experience those assets. In that earlier research too, only 46% said their teachers really cared about them. In our results, far more students (more than 80%) say there are several adults at school who care about them, and that they are treated fairly. Although the questions in the two studies are somewhat different, it is also possible that there has been some improvement in positive school climate since the earlier Search Institute study, a hopeful possibility needing further investigation. On the other hand, less than half of the students in our study say their school culture emphasizes high expectations and challenging schoolwork, a finding in keeping with earlier reports that about half of students usually are bored at school (Cross, 1990; Developmental assets: A portrait…, 2001; Glasgow et al., 1997).

The majority of students do feel safe at school, with 72% of Search Institute's 6th-12th grade sample saying they never worry about being hurt by someone at school and 88% of 8th graders in an even earlier study disagreeing that they feel unsafe there (A profile of the American eighth grader, 1988). But we included bullying in our criteria for safe school, and because of the prevalence of bullying (25% of teens and half of the parents of 6-11 year olds said their child had been bullied in the last year), only 65% of teens and 44% of 6-11 year olds were described as having a safe school in these polls.

The community context may be the weakest in terms of providing key developmental nutrients. For example, our data show that only 52% of teens say they average an hour a week of volunteering. But the true figure may be lower. Data from the Sept. 2003 Current Population Survey (Volunteering in the United States, 2003) suggest only 30% of 16-19 year olds volunteered in the preceding year. In Search Institute's 1999-2000 sample, about 60% participated in structured activities offered by schools and community organizations such as the YMCA or Boys and Girls Clubs, and our polls found that about 75%-80% of 12-17 and

6-11 year olds participate. But when the quality of those activities is factored in, something no other nationally representative study has done, the percentage who say they participate in high quality structured activities drops to 42%.

Much of the source for positive developmental influences comes from adults outside young people's own families. This includes adults with whom they have a formal relationship such as teachers, but also those with whom they have informal relationships, such as neighbors. Although recent research has documented clearly the value of formal mentoring relationships for young people (see for example Rhodes & Roffman, 2003), the more global influence of these "other adult assets" that occur quite naturally in young people's lives is potentially at least as far-reaching but has been less well studied.

Several national studies Search Institute has conducted over the last few years of U.S. adults and adolescents ages 12 to 17, however, provide a sobering perspective. In brief, most adults think it is very important for adults to engage positively with unrelated young people, but only a small minority of adults does so consistently in ways that can promote young people's well-being. For example, although most adults encourage young people outside their families to take school seriously and do well, and teach young people shared values such as equality, honesty, and responsibility, far fewer help unrelated young people with making decisions, or have meaningful conversations with them. Still fewer tell parents when their children do something wrong or good, or discuss their personal values with unrelated young people (Scales, et al. 2003; Scales, Benson, & Mannes, 2002).

Our results showing a higher proportion of youth with "caring adults" may appear to contradict these other data, but our poll items simply asked if young people had a few adults who they thought "cared about" them. These other national data explored such relationships much more extensively and concluded that the active expression of caring, provision of support, and intentional building of functionally-helpful relationships maintained over time with young people is characteristic of only a small percentage of adults. This, of course, is one of the reasons for the value and importance of formal mentoring relationships that provide such high-quality interaction and support stably extended over time.

Trends in Youths' Experience of Positive Developmental Assets

There are very limited quantitative data that suggest trends over time in how common it is for youth to experience positive developmental environments. For example, there are acceptable comparative data from repeats of the same survey for variables similar to the Search Institute developmental assets of *family support, positive family communication, service to others, safety, positive peer influence, religious community*, and aspects of the values assets of *caring* and *equality and social justice*. These developmental assets collectively reflect various aspects of the five Promises. These data suggest that over different periods encompassing all or part of the last 25 years, the assets of service to others, safety (at least school safety), and one aspect of caring have increased, but that positive family communication, one aspect of positive peer influence, and religious community have decreased. Family support and one aspect of equality and social justice appear to have been essentially stable.

Gallup Youth Surveys from 1977-2000 do show that roughly the same proportion of young people across those 25 years—about 54%--say they get along very well with their parents.

But over roughly the same span, there appears to have been a decline in the proportion of 12th graders attending religious services at least once per week, from 41% in 1976 to 33% in 2001 (Trends, 2002). In addition, an indicator of positive peer influence—the proportion of peers for whom getting good grades has great or very great importance—declined from 48% in 1980 to 44% in 2001 (Trends, 2002). Moreover, from 1988-1995, the proportion of parents who say they have "private talks" with their children ages 5-17 at least several times per week dropped from 58% to 53% for mothers, and from 32% to 27% for fathers (Trends, 2002). Young people's sense of safety at school appears to have increased since 1995. In 1995, 12% said they feared being attacked at school or on the way to or from school, but only 6% said this in 2001 (Child Trends DataBank, 2003). In addition, the proportion of young people who say they do volunteer work at least once a month has increased among 8th, 10th, and 12th graders, significantly so for 12th graders. In 1991, 27% of 12th graders volunteered at least once a month, a figure that went up to 35% by 2001 (10th graders went from 26% to 29% and 8th graders from 24% to 28%--Child Trends DataBank, 2003). Finally, two variables that capture elements of the positive values assets of caring and equality and social justice either increased slightly or stayed stable between 1976 and 2001. The proportion of 12th graders who said making a contribution to society was an extremely important goal increased from 18% to 21%, and the proportion who said working to correct inequalities was an extremely important goals stayed essentially the same, at 10% in 1976 and 11% in 2001 (Trends, 2002).

All in all, this brief look at other data on the extent of positive developmental environments and at trends over time, taking into account differences in samples and survey items asked, suggests that our conclusion that significant percentages of young people lack the Promises is well within the landscape of previously reported figures. Similarly, our poll data suggesting a strong association between the Promises and positive developmental outcomes well reflects the scientific literature.

Both studies of single or small numbers of assets, and studies utilizing large numbers of assets, such as Search Institute's framework of 40 developmental assets, repeatedly report significant associations between those assets and numerous positive developmental outcomes, and although longitudinal studies are a minority of that research, they too typically report the same relation of positive environments to subsequent positive development.. For example, in a comprehensive 1999 synthesis of adolescent development studies, Scales and Leffert cited more than 800 research reports finding those connections. In a 2004 update of that synthesis, the authors concluded that despite the plethora of studies in the ensuing five years, those conclusions presented in 1999 about the positive impact assets have on adolescent development still hold. In addition, another more recent review of more than 600 studies related to development during the pre-adolescent or middle childhood years (Scales, Sesma, & Bolstrom, 2004) draws the same conclusions: Greater exposure to positive experiential nutrients, whatever the term used to describe them (e.g., developmental assets, strengths, protective factors, Promises, etc.), is linked with less high-risk behavior such as alcohol and other drug use, violence, and early sexual intercourse, and greater thriving, such as doing well in school, contributing to community, and valuing diversity.

Mobilizing Communities and the Nation for Change

One impediment to the social change required to build more developmentally-attentive communities can be the disconnect between the status of young people and how the public thinks children area doing. In discussing the Promises landscape, we have seen that the condition of most young people's lives is not dire; guaranteeing developmental disaster; but neither is it superb, ensuring developmental thriving. Ten million young people are not meeting the Promises, but about 15 million are. And about 23-24 million are in the middle, doing well on some Promises and not on others. The landscape of developmental opportunity for young people in America is uneven at best.

Although large-scale formal, national, state-level, and community-wide efforts are needed to have the kind of impact on social norms required to fundamentally change this situation, much of the energy for such "big change" efforts comes from the informal, small actions taken by one individual at a time in his or her daily life. Studies repeatedly have shown that the knowledge that "even a little bit can help," that individual effort can make a difference is optimistic and motivates participation in change movements, whereas perceiving problems to be overwhelming and impervious to the modest contribution of individual actions discourages resident involvement. A recent Child Trends comparative analysis of public opinion about children's well-being with actual data on well-being suggests such a disconnect. For example, although teenage childbearing, the proportion of children in poverty and on welfare, and the teenage crime rate all have gone down since the mid-1990s, a majority of the public thinks they have gone up, and that the proportion of children affected by these problems is much higher than it actually is (Guzman, Lippman, Moore, & O'Hare, 2003). This is not to say, of course, that these problems have ceased to be major concerns, only that significant progress has been made on each. But because people are unaware of the successes, they may be less willing to continue investing in the strategies that achieved them, and may be discouraged about the odds of making a real difference in children's lives. And ultimately, as the Child Trends' authors noted, "as long as public perceptions dwell on the negative, policy and program development will tend to focus on addressing negative outcomes, rather than on investing in efforts that can boost positive outcomes, thus missing out on a promising approach to improving the well-being of children and youth" (p. 6).

Central to this needed multi-faceted approach is: "mobilize young people." The point here is that youth themselves, because they developmentally help construct their own environments and because they are resources in their own rights whose actions can mutually enhance their own development and civil society (Lerner, Brentano, Dowling, & Anderson, 2002), must be engaged in a community's actions on behalf of youth. Another strategy is: "activate sectors." The meaning of sectors is the same as Wynn's (1997). It refers to the various organizations and settings that are able to promote youth development, including schools, families, faith-based organizations, neighborhoods, and youth organizations. A third strategy, "engage adults," refers to adults both in their formal roles as citizens, leaders, organization members, and decision makers who can influence the sectors, but also to adults as individuals who by their actions and statements can build children's and youths' developmental assets and help them meet the Promises. Becoming a mentor is a formal illustration of such engagement, but informal interactions can also be important. When many adults demonstrate their respect and appreciation of children and youth and when they actively seek to get to know them, the community becomes more welcoming and more growth-enhancing.

Search Institute has found (Benson, Scales, & Mannes, 2003) that these three strategies are the least developed in American communities. As already noted, the best-known strategy is to develop programs. This is what people know best and understand. Local, state, and federal agencies and non-profit organizations exist to fund and support programs. Making communities better places for children and youth clearly entails creating new programs, ensuring access to existing programs by those with the most to gain from them, and improving programs to boost their capacity to build assets and meet the Promises. However, programs are a necessary strategy, but not sufficient by themselves.

Whether they are called "asset-building communities" or "communities of Promise," or "Communities that Care," healthy communities for child and youth development mobilize people, organizations, institutions, and systems to take action around a shared understanding of positive development. Ultimately, rebuilding and strengthening the developmental infrastructure in a community is not a program run by professionals. It is a movement that creates a community-wide sense of common purpose. It places residents and their leaders on the same team moving in the same direction, and creates a culture in which all residents are expected by virtue of their membership in the community, to promote the positive development of all children and youth.

Conclusions

In the end, our polling data probably paint a rosier picture than may actually be the case. This may partly be due to our not having been able to measure the Promises very deeply in a telephone poll, and in part, as explained at length in Appendix D, because our scoring criteria were for the most part relatively generous while still attempting to reflect with integrity the vision for children and youth put forth by America's Promise. Critiques of the study certainly are warranted based on issues such as the sampling, measurement, and analysis, about the merits of which different observers might disagree. But we believe that when the debate over methodology is over, the results left standing will still be that:

- Millions of America's young people ages 6-17—more than 10 million by our reckoning—are not meeting the Promises, and another 23 million are only partly meeting them. But 15 million young people are meeting the Promises, and in their stories of success lie the hope and energy for change. America needs to do for the millions of less developmentally fortunate young people what we are already doing for those 15 million.

- The Promises as we have defined them are clearly and strongly linked to young people doing better developmentally in their physical health, psychological and social health, educational achievement, and civic engagement. When we allow millions of young people not to fully meet the Promises, we are choosing to decrease their chances of being fully prepared for their lives, now and in the future. We as a nation can make a different choice. Much is known about <u>how</u> to boost assets, protective factors, and Promises in young people's lives (Benson, Scales, Hamilton, & Sesma, 2006; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Eccles & Gootman, 2002). The knowledge technology is there, only awaiting our national commitment to apply it for the benefit of the nation's young people.

- Although all groups of young people need to experience more of all the Promises, there is much work to be done to reduce and eventually eliminate the "Promises gaps" that seem to be present by age, gender, race/ethnicity, and family income and education levels.

Deeper analyses of these data are needed, and future replications of these polls, as well as, ideally, longitudinal studies that more causally link the Promises to outcomes, can provide trend data to help gauge progress in addressing these key findings. But the essential truth of the results is already clear: America is not adequately meeting its promise of access to positive developmental experiences and equity in developmental opportunity for tens of millions of children and youth.

We can do far better, and the proof is in the millions of America's young who <u>are</u> meeting the Promises. It is time to ensure that their good fortune is not simply the accidental luck of a minority, but the destiny of <u>all</u> America's young people. The payoff will be thriving children and youth who are fully prepared for life, and a stronger America, at home and in the world.

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Appendix A
List of America's Promise National Research Council Members

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Appendix B
America's Promise Polls: Sample Demographics

	Percentage of Sample in Demographic Category					
Demographic	**12-17 Year Olds**		**Parents of 12-17**		**Parents of 6-11**	
	Raw	Weighted	Raw	Weighted	Raw	Weighted
Gender						
Female	**49**	**49**	**67**	**52**	**64**	**51**
Male	**51**	**51**	**33**	**48**	**36**	**49**
Grade in school						
6 or <	**5**	**6**	**--**		**--**	
7	**15**	**15**				
8	**17**	**17**				
9	**16**	**16**				
10	**18**	**20**				
11	**16**	**15**				
12	**11**	**11**				
Not in school	**1**	**--**				
Parent age						
34 or <	**--**		**5**	**7**	**25**	**28**
35-44			**41**	**50**	**52**	**50**
45-54			**46**	**37**	**20**	**19**
55+			**7**	**7**	**3**	**3**
Race/Ethnicity						
African American	**9**	**10**	**9**	**10**	**10**	**10**
Asian	**1**	**1**	**1**	**1**	**3**	**2**
Hispanic	**12**	**15**	**7**	**15**	**13**	**18**
Non Hispanic white	**76**	**71**	**82**	**72**	**73**	**69**
Other	**2**	**3**	**1**	**2**	**1**	**1**
Hours/week work at paid job						
0	**78**	**79**	**--**		**--**	
1-4	**7**	**7**				
5-10	**7**	**6**				
>10	**9**	**9**				
Hours/week use computer for games or personal communication						
0	**13**	**15**				
1-2	**29**	**28**				
2-5	**32**	**32**				
>5	**26**	**25**				
Type of school						
Public	**--**		**86**	**87**	**81**	**84**
Religious			**10**	**8**	**13**	**10**
Other Private			**2**	**2**	**3**	**3**
Home Schooled			**2**	**3**	**4**	**4**
Family composition						
% living with both biological parents	**--**		**74**	**70**	**77**	**75**
Bio mom			**11**	**12**	**9**	**9**
Bio dad			**2**	**4**	**1**	**2**
Step			**9**	**10**	**8**	**9**

Other			2	4	5	6
Relationship to target child						
Biological mother	--		62	48	58	46
Biological father			30	43	33	44
Family income						
< 20,000	--		7	11	10	12
20-29,999			6	8	7	8
30,000-49,999			18	23	20	23
50,000-100,000			40	38	39	37
> 100,000			29	21	25	21
Own home	--		88	81	81	78
Mother education						
High school or <	--		27	34	23	27
Some college			28	31	29	31
College grad or >			45	35	49	42
Father education						
High school or <	--		22	26	22	26
Some college			25	28	23	23
College grad or >			54	46	55	51
Residence location						
Urban	--		27	30	31	30
Suburban			55	51	52	52
Rural			18	19	17	19
Primary language English	--		98	96	97	95
Living situation						
Married	--		81	77	81	79
Single			4	5	6	7
Sep/Wid/Div			13	16	10	11
Living Together			2	3	3	4
Employment status						
Full-time	--		68	72	64	69
Part-time			14	10	16	13
Looking			2	3	1	1
Not in labor force			16	15	20	17
U.S. born	--		94	91	92	92
Hurricane victim in last year			10	12	11	10
Katrina	--		36	38	35	40
Rita			17	15	20	15
Age of focus child						
6	--		--		17	18
7					15	15
8					18	19
6-8					50	52
9					15	15
10					17	17
11					18	17
9-11					50	48
12	15	16			--	
13	16	16				
14	18	18				
12-14	48	50				
15	17	17				
16	18	18				

17	**16**	**15**				
15-17	**52**	**50**				
Gender of focus child						
Female	**--**		**--**		**48**	**47**
Male					**52**	**53**
Final N	**2,015**		**2,015**		**2,022***	

*Original N of parents of 6-11= 2,032. Ten cases deleted with inappropriate ages given.

Appendix C
Sampling Methodology

Sample Design

In order to balance the need for meeting sample size requirements of households with children in a specific age range and to ensure adequate representation of minority groups which typically are under-represented in surveys conducted over the telephone, a dual-frame design was developed.

The basic sampling frame used in this study is a Random Digit Dial frame covering all active telephone exchanges in the Continental US, i.e., exchanges with at least 3 or more active numbers and excluding those that are completely dedicated to cellular phones[18]. The RDD frame was further stratified to take advantage of the density and clustering of Hispanic and African American households. For each of the groups (Hispanics and African Americans) three strata of exchanges were created based on the density of households estimated to be of that category in those exchanges (high, medium and low). Survey Sampling Inc. has against each active exchange an estimated percentage of Hispanic and African American households that it appends by overlaying the exchanges on top of most recent census statistics at the census tract level. It is an approximation given that the geography covered by an exchange is different from the geography covered by a census tract, but it is robust enough for developing stratified telephone sampling designs.

By crossing the 3 strata across the two race/ethnic category we had 9 mutually exclusive strata to which each of the exchanges would belong. Since a large part of the high density exchanges are in highly urban areas, to account for higher levels of non working and/or non-contact rates in these exchanges, numbers from these strata were oversampled at a higher rate than the medium or low density strata.

The RDD frame was supplemented by a frame of approximately 65 million listed telephone numbers, in order to boost the overall prevalence of households with a child from 6-17 (to be eligible for this study). This was done by stratifying the listed frame into 3 groups (high, medium, low) based on their probability of having a household with a child either from the 6-11 age range or the 12-17 age range. Survey Sampling Inc. has against each listed telephone number a probability score ranging from 0 to 9 that describes the chance of finding a child in that household in a specific age range. This information is modeled and proprietary to SSI. If the probability score for a specific age range was between 0-4, then Gallup classified it as low. Scores of 5 and 6 were classified as medium and a probability score of 7, 8 or 9 was classified as high. Listed numbers that had been drawn from the RDD frame were removed from the listed frame before a sample was drawn. This ensures that each number has a known probability of being selected.

[18] It is estimated that roughly 4-6% of all households in the US are exclusive cell phone households, according to Bureau of Labor Statistics (2003), Piekarski (2005), and Tucker, Meekins, and Brick (2004).

These samples were purchased from Survey Sampling Inc. of Connecticut. In order to increase the efficiency of the sample, all numbers were put through a screening device to remove non-working numbers, disconnected numbers and those identified as a non-household number. Remaining numbers were formed into replicates that provided representation across all the eligible strata.

Call Design

The criteria for inclusion in this study were that the dialed household had at least one child in the age range of 6-17 years and was a permanent resident of that household. The study used a 10+10 call design. That is, every number received up to 10 calls to establish the eligibility of that household, select an eligible respondent (parent of a child 6-11 or 12-17), and complete the parent interview. At the conclusion of the parent interview, an attempt was made to conduct the child interview if they were home. If not an appointment was made to call back. In addition to the initial 10 calls to complete the parent interview, up to another 10 calls were made to complete the matching interviews with a 12-17 year old in the household. Gallup did not interview a matching child 6-11 years in the household. Approximately 60% of the child interviews were completed right after the parent interview. The rest had a longer call design. Towards the end of fieldwork, as we exhausted the original 10+10 call design, rather than dial fresh numbers and conduct interviews with parents of 12-17 year olds and find a matching child 12-17 in that household, we extended the call design to go beyond 10+10 calls. This was done in conjunction with an incentive to increase response rates. Details of this additional follow up are provided in the Response rate section.

Respondent Selection

In the case of parent interviews, one parent was selected to be interviewed. If the household had only children in the age range of 12-17, one reference child was selected at random from a list of up to 5 eligible children, 12-17 years old in that household. If the household had only children in the age range of 6-11 years, one reference child was selected at random using the "most recent birthday" method. If the household had at least one child both in the 12-17 and 6-11 age groups, then one age range (either 6-11 or 12-17) was selected at random first and then within that age range, one reference child was selected at random.

In the case of households where a child 12-17 years old was selected for interview, parents were first asked for permission to interview the reference child. If the parent refused, then the interview was terminated. 18% of households that had an eligible 12-17 year old child refused permission to interview that child. At the conclusion of the parent interview, an attempt was made to interview the child if they were available at home; if not, an appointment was made to call back. We do not have any elaboration as to reasons for parents refusing permission to interview a 12-17 year old, but they themselves had not refused permission to provide feedback on behalf of that specific child. Data from the SSI, Inc. database on the characteristics of the telephone exchanges of refusing households suggested that refusers were somewhat more likely to come from suburban and higher-income exchanges. Given typical patterns, we would have expected any difference to be that refusers would come from more urban and lower-income exchanges. This latter pattern would be true for "upfront refusals," where gatekeepers are turning down the opportunity to participate at all. In this case, however, parents had been participating, answering several household composition questions, and then declined to give permission for their child to be

interviewed. We can only speculate that refusals here are more to protect the interests of the child than the parents' own interest in refusing.

Response rate

There are many factors that impact the overall study response rate such as: working rate, contact rate, cooperation rate and completion rate. Various aspects of the study design such as call design, time of the year when the study is being conducted, language interviewing capability, and incentives all have an impact on these rates.

For example, the oversampling of highly urban areas has an adverse effect on the working rate and contact rate. By extending our call design to a 10+10 we were able to address both the working rate and contact rate.

On the other hand, budget limitations restricted us to conducting all of the interviews in English, which eliminated households that had language limitations, including Spanish-speaking households. At the end of the study there were over 3000 households that were identified as requiring an interview in Spanish. Conservatively assuming that only 1/4th of them had a child in the age range 6-17 and only half of those households eventually go onto complete the survey, we could have completed another 350 interviews from these households if we had opted to conduct the interviews in Spanish.

During the design stage, we had anticipated that we would be able to complete interviews with parents and matching child 12-17 at a rate of about 80%. That is, in order to complete 2000 matching pairs of 12-17 year olds and their parents, we would have to conduct roughly 2400 parent interviews. However, with the study period falling during the winter holidays, both contact and completion of the child interviews faced significant constraints. Further, to ensure that we didn't end up with too many "parent only" interviews at the end, and to boost the response rate, we decided to have a more extensive follow up with those households where the child had not been contacted even after 10 calls or where the initial contacts had led to a "soft refusal." This follow up included up to 3 more calls with the first call informing the parent or the child selected that there would be a $20 incentive upon the child completing the survey. There were 204 numbers identified to go through this extended call design/incentive experiment. This yielded 66 additional completes. This did not have a significant impact on the response rates but certainly with the limitation in terms of field period, made efficient use of the sample.

The following table shows the overall rates we achieved while completing this study:

	Numbers	Rate
Total Numbers Used	85,574	
Working/rate	57702	62%
Contacted	44171	76%
Cooperated	28387	64%
Qualification (6-17)		23%
Completed (including parent only in the case of 12-17)	6685	90%
Refused	9932	23%

Gallup Response rate		44%
Casro Response rate		45%

Weighting

First the sample was separated into the three sub-components (parent of 12-17, parent of 6-11 and child 12-17). Weights were constructed for each sample separately to adjust for sampling disproportionality, number of eligible 12-17 year olds (in the case of child 12-17), household income, and other demographics such as census region, age, gender, race and ethnicity of respondent.

Weights were constructed in four stages. In the first stage, sampling weights were constructed to correct for oversampling of exchanges that were estimated to have a higher proportion of African American or Hispanic households and the overrepresentation of listed households estimated to have a higher chance of having at least one child in the age range 6-11 or 12-17 years.

In the second stage, sampling weights calculated in step 1 were used to generate the household income distribution. Household income was then adjusted to match most recently available CPS figures. For purposes of calculating this weight, Income was classified into four broad categories: <$20,000, $20-50K, $50-100K and $100k+. The child interviews had the same stage 2 weights as the adult interview in those households.

In the third stage, the adult interviews were corrected for gender and ethnicity of head of household in family households with at least one child in the age range of 6-17. Weights from stage 2 were used to evaluate the Gender x Hispanic distribution (2 x 2 cells) before stage 3 weights were calculated. In the case of child interviews, in addition to stage 2 weights, we corrected for within-household sampling (one 12-17 selected at random from among eligible children in the household), before applying the Gender x Hispanic correction. Gender x Hispanic weights (2 x 2) were computed based on the distribution of 6-17 year olds living in family households in the U.S.

The fourth stage weights were computed to adjust for geography (4 census regions), age (2 categories- 18-44yrs, 45+yrs in the case of adults and 12-14yrs,15-17yrs in the case of child interviews) and race (2 categories-white, others). As before, weights from stage 3 were applied to construct the sample distribution across these 16 cells (4 x 2 x 2). All weights were normalized to ensure that the weighted sample size matched the unweighted sample size. Target information for all demographic variables was obtained from the 2003 CPS- March Supplement.

Finally, the distribution of weights was evaluated for each of the three datasets and extreme weights were trimmed to reduce the impact of weighting. Approximately 3 to 5% of the weights on either end of the tails of the distribution were trimmed. This has a marginal impact on the demographic distributions. Across all the demographic variables that were adjusted, the resulting deviation from trimming is at most 1 to 2% from their respective targets.

Weights to correct for disproportional design or non-response impose a design effect that impacts the standard error of the estimates in comparison to a simple random sample with no weights. For the parent of 6-11 year olds, the estimated design effect after trimming of weights is 1.43 which translates into an increase of 19% in the corresponding standard error. The design effect and resulting increase in standard errors for the parent of 12-17 year olds is 1.64 and 28%, while for the child (12-17yrs old) interviews it is 1.44 and 20% respectively. For results based on each of these samples, one can say with 95% confidence that the margin of sampling error is ±3 percentage points.

When a weight is too large or too small (even if it is appropriate), it has an unnecessarily large impact on the estimate. In surveys where there is no weighting involved (self-weighting samples), the standard error that is produced by statistical software such as SPSS or SAS is adequate for computing an unbiased estimate. However in the presence of weights, the variance in weights themselves adds to the variance in the estimate. That is, the more variable the weights are, the greater the variance of the weighted estimate. If the variance added by the weights is ignored, then the standard errors are likely to be smaller and one could potentially reject the null hypothesis more often than if the true variance were used, including that contributed by the variance in the weights. However, when the weight range gets too large then trimming is used to delete extreme weights (i.e., truncating the weight above a certain number to be equal to the upper bound and weights below a certain number to be at the lower bound). This by definition makes a tradeoff between bias and variance. That is, by trimming the weights, the variance is reduced but some more bias in the estimate is accepted(as a result of not allowing the weights to vary freely). The inflation factor for the standard error helps in calculating a robust estimate of the true variance for any statistic that is calculated based on weights that reflect both the design and the non-response. The effect of weighting as well as trimming of weights will be effectively the same for simple statistics like percentages as it is for means or more complex statistics like an index based on several variables (including continuous variables) or quantiles like percentiles etc.

Some of these complex statistics do not have simple analytical formulae to estimate standard error, in which case it may be advisable to look at sample based estimates that use either jackknife or repeated replication methods. These methods involve drawing several sub-samples from the original sample and estimating the standard error of the statistic in question by combining the variance of the statistic both between samples and within samples. In such a case, the inflation factor would not have to be applied because that would then already be subsumed in the standard error calculation. If the weights had not been trimmed, the standard errors would have increased by 31% in the case of parents 6-11, 38% for the child interviews 12-17 and by 73% in the case of parents 12-17. The tradeoff is that the variables being adjusted to match census statistics would be off between 1 and 2 % at most. The trimming process is likely to have a marginal impact compared to the increase in variance due to unconstrained weights.

Appendix D
Explanation of Scoring Cutoffs

The America's Promise Survey consists of telephone polls conducted among three nationally representative samples during Fall 2005: Adolescents ages 12-17 (N=2,015), the parents of those adolescents (N=2,015), and the parents of children ages 6-11 (N=2,032). The polls were developed by Search Institute, Child Trends, and America's Promise, and conducted by the Gallup Organization. The polls measure 32 indicators of the Five Promises for adolescents (25 indicators for children 6-11), and 19 indicators loosely grouped into four major outcome domains (physical health, social and psychological health, educational achievement, and civic engagement) for adolescents (9 outcomes indicators for children 6-11).

Each of the Promises is comprised of multiple indicators, which in turn are comprised of specific measures as reflected in the actual survey items. Numerous indicators needed to be measured within the approximately 15-minute telephone poll limits; thus, the majority of the indicators are measured with single items.

Several approaches, each with its own advantages and disadvantages, are used to report the results. The first approach is the underlying method typically used as the basis for advanced statistical analyses and scientific communications. The second two approaches "lose" some of the data by collapsing the data into categories or groups. They can be used for more simple analyses and typically communicate the results more clearly to the non-scientific audiences. In the current report, we have focused on approach 3, Promises Index scores.

1. Continuous variables. Promises and outcomes indicators all feature four response categories, such as Strongly Agree, Agree, Disagree, and Strongly Disagree. In the continuous variable approach, frequencies in each of the response categories are reported, and the linkage of each of the response categories with various outcomes is explored. Linear relationships between indicators and outcomes are also explored using indicator scores that are simply summed and meaned. In this approach, there are no designations of groups "high" or "low" in a Promise or outcome.

2. Binary Promises scores. Rather than being treated as a continuous variable, each measure also is considered in light of how well it reflects the America's Promise Vision Statements for each Promise, and the scientific literature related to that Promise. Decision rules or cutoff scores are established to determine whether, based on her or his responses, a young person experiences or does not experience a given indicator. Because the Promises each are comprised of multiple indicators, decision rules also are established that describe how many of the indicators a young person must "have" before she or he can be counted as "having" the Promise. This approach allows for reporting the proportion of young people who have and do not have a given indicator or a given Promise. In addition, linkages are explored between young people who have and do not have each Promise, and the various developmental outcomes indicators measured in the survey.

3. Promises Index scores. Each Promise is comprised of multiple indicators. Binary Promises scores are one way of creating and examining differences between groups based on their experience of the Promises. The Promises Index scores create not just two groups (have or do not have the Promise) but three groups that reflect relatively high, medium, and low levels of the Promises. Decision rules are established that describe how many of the indicators a young person must have in order to be placed into one of those three groups. This approach allows for reporting the proportion of young people who experience relatively high, medium, or low levels of a given Promise, and the linkage between having high, medium, or levels of a Promise, and the various developmental outcomes indicators measured in the survey. Although high levels of the Promises are the goal for all young people, this approach enables an assessment of whether even modest experience of a Promise is associated with relatively better development.

NOTE ON CUTOFF SCORES

The following decision rules or cutoff scores were established to determine whether, based on her or his responses, a young person experiences or does not experience a given Promise or Outcome indicator. These cutoffs were initially developed a priori, before the data were collected, to reflect findings from the research literature and to exhibit reasonable face validity to child and youth-serving practitioners. The cutoffs were generous in allowing youth to satisfy the criteria for being considered to experience an indicator or Promise. For example, in general, they would need to Agree with a statement or say something was experienced Most of the time, rather than having to Strongly Agree or say something was experienced Always.

Early data trends from more than half the target completed sample sizes for each sample (adolescents ages 12-17, parents of those adolescents, and parents of 6-11 year olds) showed that, for a number of indicators, these a priori cutoffs allowed 75%-80% or more of young people to be described as experiencing the Promises indicators. This positive response bias may have occurred in part because of differential response rates among different segments of the population. The raw (i.e., before weighting) samples appeared to over-represent White respondents from intact families with above-average levels of education and affluence. By so limiting the variability of responses, the power is reduced for analyses to link experiencing the Promises to better developmental outcomes.

Making those cutoffs more stringent, to reflect the actual distribution of responses received, creates greater variability and hence allows more robust linkages to be observed between the promises and positive outcomes. Simply, we can say more about the positive benefits of experiencing the Promises. On the other hand, raising the cutoff bar can create standards that better reflect the actual distribution of responses but that may appear too extreme or unreasonable as expectations; that is, they may lose face validity because they are considered unrealistic by practitioners and policy makers.

The cutoffs described here reflect a combination of the original more generous a priori cutoffs—used for the great majority of indicators—and a minority of more stringent (and in

a handful of cases, more generous) revised cutoffs established in light of the preliminary frequency distributions. Given that the great majority of cutoffs are, if anything, more generous than stringent, and given that the raw sample had greater proportions of affluent, more highly-educated families, it is likely that fewer young people across the nation than reported through these data actually experience the Promises and likely as well that the developmental benefits of experiencing the Promises are more significant than can be shown with these data.

Promise 1: Caring Adults

Caring Parents

Youth must AGREE or STRONGLY AGREE that their parents give them help and support when they need it. Although ideally, they should have at least a MOSTLY CLOSE relationship with both parents, a VERY CLOSE relationship with one is an alternative. Likewise, parents of children 6-11 must say they have a VERY CLOSE relationship with their child. Finally, youth must USUALLY or ALWAYS be able to talk with at least one of their parents about problems they may be having with school or friends. Parents of 6-11 year olds must say they communicate with their child VERY or EXTREMELY WELL These criteria describe a parent-child relationship that is supportive, functionally helpful, and emotionally close.

Caring Other Adults:

Caring Relationships with Extended Family Adults

Caring Relationships with School Adults

Caring Relationships with Neighborhood/Community Adults, Including Mentors

The survey asks about the number of school adults, and the number of other adults in the neighborhood or other contexts, who know the youth well and care about him/her, and the number of extended family and school or other community adults youth can talk about problems with. Parents also are asked if the child or youth has a mentor, and if so, how often they "spend time with" the mentor. Although the literature often refers to the importance of young people having "at least one" caring adult (Scales, Benson, Mannes, Hintz, Roehlkepartain, & Sullivan, 2003), this part of the Promise sets the standard higher. To have the overall Caring Adult Promise, young people must report having at least 2-5 adults in at least TWO of these three contexts. If they have a MENTOR with whom they spend time at least ONCE A WEEK, this can substitute for <u>not</u> having either school or community adults.

These criteria describe a youth who has multiple informal, caring, and functionally helpful relationships with adults in more than one developmental context other than the nuclear family, one of which may be a formally supportive and helpful, relatively intensive mentoring relationship with a community adult. These criteria reflect the important principle that redundancy of developmental opportunity throughout the youth's ecology is related to better outcomes than positive experiences in only one context (see Benson, Scales, Hamilton, & Sesma, 2006; Jessor, Turbin, & Costa, 1998; Eccles & Gootman, 2002; Cook, Herman, Phillips, & Settersten 2002), as well as the reality that different children and youth may have differing paths they take to acquire the developmental resource of caring adults.[19]

[19] The original scoring algorithm called for strongly agree on parent support and can always talk about problems. We modified this to at least agree, and can talk at least usually. The original allowed only 39% to have caring parents and 69% to have 3-4 caring adult indicators. Loosening the standard about communication raised caring parents to 50% and caring adults to 73%. Loosening the support indicator to agree instead of strongly agree raised caring parents to 67% and caring adults (3-4 indicators) to 76%.

Promise 2: Safe Places and Constructive Use of Time

Safe Family

Parental Monitoring

Young people need to feel safe in their families. Research also has consistently shown the importance to positive youth development of parental monitoring and boundary-setting (Steinberg, 2001; Hair et al., forthcoming). Two aspects of monitoring are parents accurately knowing where their children are, and knowing who their friends are. To have a safe family, youth must say they ALWAYS feel safe at home, and that their parents know about their whereabouts, knowing EVERYTHING for teens 12-14 and at least MOST THINGS for teens 15-17, and at least MOST THINGS about their friends. "Most things" is the acceptable minimum because it is not likely for the great majority of youth that parents will know "everything" about their friends. For many youth, it could well be argued too that such complete parental knowledge might not be positive developmentally, suggesting too great a constraining of adolescents' growing interest in being more independent. In addition, youth must report that parents know at least "some things"—they cannot report that a parent knows "almost nothing" about either of these aspects of their lives. Such responses would describe a parent who is minimally aware of key dimensions of their child's experience, and thus, especially for youth in more dangerous neighborhoods/communities, not in a good position to promote their safety.

Safe School

Other than the family, school is often considered the most critical developmental context youth experience (National Research Council and Institute of Medicine, 2003), and certainly the place where they spend the most time. Safety is a fundamental element of the school environment. Ideally, no child would ever feel unsafe at school. However, unlike the family, there are at school countless interactions and situations involving ambiguity, degrees of provocation, clashing of cultures, and people who may be relative strangers to each other, all of which can produce, at minimum, some feelings of uncertainty, unease, and anxiety that students might describe as feeling unsafe. But if it is rare for them to feel unsafe, if they usually feel adequately protected at school, despite some level of unease, then it is likely that concerns about safety do not significantly interfere with the child's health or their ability to learn, whereas if they only "sometimes" feel safe, health risks and disruption of learning appear more likely. Thus, "usually" feeling safe, although not ideal, would seem a not unreasonable cutoff. When children go to and from school, whether on public transportation or walking, they can experience the same health risks and disruption of readiness to learn. Thus, students must also report USUALLY or ALWAYS feeling safe going to and from school. The survey also measures a third element of school safety, bullying. If young people even occasionally report a safety threat at school sufficient to be called "bullying," the developmental implications of being bullied (see most recently Rusby, Forrester, Biglan, & Metzler, 2005) are serious enough that youth who feel victimized even "sometimes" are considered to not have a safe school. To have a safe school, students must say they NEVER are bullied.

Safe Neighborhood/Community

Applying the above reasoning, youth must say they USUALLY or ALWAYS feel safe in their after-school programs. Young people who sometimes feel unsafe in those settings

would seem less likely to participate at all, and may, as in school, be less likely to get the most out of the experiences offered. Parents' perceptions supplement youth reports for this indicator. Parents must say they think their child USUALLY or ALWAYS is safe in their neighborhood, and they must AGREE or STRONGLY AGREE that their neighbors "watch out for" each other's children. The latter indicator reflects Sampson et al.'s findings (1997) that informal neighborhood social controls—in this case, an extension of the concept of parental monitoring—are associated with lower perceived and actual crime rates in that neighborhood. Because some children do not participate in after-school programs, they cannot judge whether they feel safe in them. But that youth is judged to have a safe neighborhood/community if her or his parent reports the neighborhood is always safe and strongly agrees that neighbors watch out for each other's children.

Safe Outdoor Play Spaces (6-11 year olds)

Play is the "work" of young children. Safe play spaces are a critical part of a child's physical, cognitive, and socio-emotional development (Hirsh-Pasek & Golinkoff, 2003; Pinderhughes, 2001). To have this indicator, parents of 6-11 year olds must AGREE or STRONGLY AGREE that their nearby park or playground is safe.

Opportunity for Involvement in High Quality Structured Activities

For youth to participate in high quality structured activities, they must perceive those opportunities to be available. Three kinds of structured activities are included in the survey: School and non-school clubs and teams, creative activities, and religious activities. Although it is better for youth to see even one kind of opportunity than none, it is preferable for them to perceive multiple opportunities. Thus, for ALL of the three kinds of activities, they must say YES to whether they have opportunities to participate. Additionally, young people's parents are often a source of suggestion or encouragement to participate in these activities, and usually the providers of whatever costs are entailed. Therefore, parents of both 12-17 and 6-11 year olds must say there are ENOUGH or MORE THAN ENOUGH affordable activities for youth in their community, and they must judge the quality of these programs to be VERY GOOD or EXCELLENT (rather than just fair or poor). Because 12-17 year olds are directly asked to rate the quality of the structured programs in which they participate, their parents' responses are not used in the index.

Frequency of Participation in High Quality Structured Activities

Although opportunity is necessary, it is insufficient to fulfill the Promise: Young people cannot derive developmental benefits unless they actually participate in those high quality structured activities. Previous research has suggested that even a small amount of participation in activities such as youth programs and religious community of from 1-3 hours per week is associated with differences among adolescents in risk behaviors and thriving indicators (Scales, Benson, Leffert, & Blyth, 2000; Benson, Scales, Sesma, & Roehlkepartain, 1999). Thus, the criterion for having this indicator is generous: Youth who say they spend at least 2-5 hours per week in ANY of the three kinds of activities (school and non-school clubs and teams, creative activities, and religious activities), are considered to be participating, as are 6-11 year olds whose parents say they participate at least 2-5 hours per week in any of these activities.

However, participation in a poor quality program is not considered to offer the same benefits as participation in a high quality program. We can ask youth more about the

specific quality of the programs they personally experience, more so than we can ask such details from the parents of 6-11 year olds. Based on an extensive study of evaluations of youth programs (Roth, Brooks-Gunn, Murray, & Foster, 1998; Roth & Brooks-Gunn, 2003), three criteria are used to judge whether the programs young people participate in deserve to be described as positive youth development programs. To have this indicator, youth must respond with a mean of OFTEN or ALWAYS to three questions about how frequently these youth activities a) build the youth's skills, such as teamwork, leadership, and conflict resolution; b) develop warm and trusting relationships between the youth and others; and c) allow the youth to help make decisions. Youth who do not experience these elements at least "often" are not experiencing the kind of high quality positive youth development programs intended in the vision of the Promise of Safe Places and Constructive Use of Time.[20] Similarly, parents of 6-11 year olds must not only say they participate at least 2-5 hours a week, but also must rate the quality of the after-school programs available to their child as at least VERY GOOD if not EXCELLENT.

Promise 3: A Healthy Start and Healthy Development

Regular Checkups and Health Insurance

Three "yes-no" parent survey items measure whether in the last 12 months young people were always covered by health insurance, saw a doctor for a well-child visit, i.e., other than when the youth was sick, and had a visit to a dentist. Some recent guidelines suggest that, for adolescents, an acceptable frequency of well-child care may be up to every 18 months (American Academy of Pediatrics, 2000). A "no" answer to this item may not then necessarily mean a child is receiving poor health care. However, for consistency and simplicity, the criterion was set that, to have this indicator, young people's parents (both for 12-17 and 6-11 year olds) need to say "YES" to all three health care elements—consistent insurance, doctor visit, dentist visit—being experienced in the last 12 months.

Good Nutrition

"Good" nutrition is exceedingly difficult to measure with just a few questions. A basic indication, however, is a young person's exposure to fruits and vegetables (Child Trends, 2005). On a typical day, young people should be eating fruits and vegetables. To be scored

[20] The original scoring required parents to know "everything" about children's whereabouts, yielding only 50% with a safe family, an unrealistically low percentage. Allowing parents to know only "most things" about the wereabouts of 15-17 year olds improves "safe family" to 62%, but that still appeared unrealistically low. Instead, parent knowledge of whereabouts and friends was separated into its own indicator of "parental monitoring." Separating parental monitoring items from feeling safe at home yields a more face valid 89% who say they always feel safe at home, and 67% who meet both elements of the parental monitoring indicator. We also had initially included parent ratings of the quality of their community's after-school programs in the structured activities indicator, but the data results suggest this was an inappropriate approach. Thus, structured activities is measured only by hours youth report plus youth rating of quality, not by adding in parent rating of quality. By hours alone, 75% of youth have structured activities. Adding youth quality ratings, the percentage having drops to 42%. Adding parent perceptions drops the percentage having structured activities to 16%, which is not congruent with research about participation in such activities. Since having high quality activities is the Promise, not just any activities, the 42% seems the most valid figure, even though it means only 42% have the overall Promise, versus 57% if we look only at hours of participation and exclude teens' ratings of program quality.

as having good nutrition, adolescents must report that in a typical day they eat fruits and vegetables at least TWICE.

Daily Physical Activity

The Department of Health and Human Services guidelines recommend that children and youth should participate in at least 60 minutes of moderate intensity physical activity most days of the week, preferably daily (U.S. Department of Health and Human Services and Department of Agriculture, 2005). Thus, to have this indicator, young people must say they have such activity at least 3 DAYS in a typical week, a generous cutoff not as stringent as the federal guidelines.

Recommended Amount of Restful Sleep

Sleep research indicates that adolescents need 9-10 hours of sleep per night (Millman, 2005). Rather than ask about hours, the Promises survey, using the approach of the National Survey of Child Health, more simply asks parents how many nights in a typical week their child gets adequate sleep for someone their age. Given that the NSCH results (Moore, et al., 2006) show 76% of parents say their child gets at least 6 nights of adequate sleep a week, the criterion for having this indicator is set at parents (both for 12-17 and 6-11 year olds) reporting 6 NIGHTS of adequate sleep in a typical week.

Health Education Classes with Comprehensive Content (12-17 year olds))

Exposure to comprehensive health education has been related to a variety of positive outcomes in youth, from lower levels of substance use to reduced pregnancy rates, compared to students experiencing no or less comprehensive programs (Kirby, 2001; Philliber et al., 2001; Symonds, et al., 1997). To have this indicator, youth must say "YES" to the question of whether they had a class in the last year that "focused" on such health issues as alcohol, sexuality, and pregnancy and HIV/AIDS prevention. Children should be experiencing health education throughout their K-12 schooling, but its importance increases at the middle and high school levels, with the greater opportunity for and involvement of young people in behaviors that can compromise their health.

Positive Adult Role Models

Both parents and peers are key wielders of social influence on adolescents, and shaping that influence in a positive way is a cornerstone of effective prevention approaches such as the social development model (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). Parental behaviors are powerful predictors of adolescent behaviors, from the negative, such as alcohol abuse (American Psychological Association, 2002) and smoking (Zill, 1999), to the positive, such as volunteering (Youniss, McClellan, & Yates, 1997). Three modeling issues are measured in the Promises survey. For young people (both 12-17 and 6-11 year olds) to have this indicator, parents must a) say they do NOT smoke, and b) say YES to each of two questions asking whether they have safety rules about things such as bicycle helmets, and whether they have healthy foods in the home.

Peer Influence (12-17 year olds)

Peers generally do not replace parents as behavioral influences, but over adolescence do gain significantly in their importance as models, encouragers, and shapers of adolescent behavior (Collins, Maccoby, Steinberg, Heatherington, & Bornstein, 2000; O'Koon, 1997). Some studies have reported that, even apart from actual behavior, perceptions of peer behavior in

areas such as drinking or sexual activity can affect individual youths as they attempt to conform to an imagined social norm (Manlove et al., 2003; Romer et al., 1994; Haines & Spear, 1996). The Promises survey measures the proportion of a young person's close friends who the young person reports drink alcohol, smoke, or use other drugs. Note that the question refers to *close* friends, not simply any friends, i.e., this question is about the most influential and important of a youth's peers. Even the most responsible youth might have "some" friends in their wider friendship circles who use these substances. Therefore, to be considered to experience a positive peer influence, young people must report for each of the three questions that NONE of their close friends use those substances. In addition, adolescents must say that NONE of their close friends pressure them to use these substances.

Emotional Safety

Bullying and harassment do not always take physical forms. Name-calling, teasing, and taunting, including the use of "hate words," can create a climate in which young people feel disrespected and unsafe. Youth must say that they NEVER feel made fun or picked on because of their race, sexual orientation, or religion. American history provides more than enough examples of the link between verbal harassment on such characteristics and violence committed against racial, religious, and sexual minorities. Perhaps more common, however, is teasing based on how students look, or the clothes they wear (Kosciw, Diaz, Fischer, & Stojanovic, 2005). Although not linked to the same historical record of physical violence, the developmental damage to adolescents can be great from repeated harassment based on their appearance or clothes, coming as it does at the height of their exploration of personal identity and evaluation of self-worth. Some such teasing may be an unfortunate part of growing up, and unlike racial, sexual, or religious harassment, not effectively controllable by awareness education or policies. So, students are still counted as being emotionally safe if SOMETIMES they experience teasing based on appearance or clothes. But if they "usually" or "always" have these experiences, the teasing is considered to be at a frequency that undermines emotional safety.[21]

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[21]Emotional safety was included here rather than in Safe Places, because it is not strictly about a place but refers to feeling emotionally unthreatened everywhere. We also dropped from the original index scoring reports of youth consumption of candy or soda in a typical day. Going from 0 to no more than once to dropping soda altogether changes the percentage with "good nutrition" from 5% (obviously too low), to 25%, to 54%. We chose to drop the item from the index because, without information on total calorie intake, we cannot accurately interpret the negative health impact of soda or candy consumption of "no more than once" in a typical day. We also included in the original scoring of positive adult role models the requirement that parents needed to exercise hard at least 3 days a week. Although that is the recommended level of adults to accrue benefit from exercise, there is no good research suggesting what the right parental exercise cutoff should be for modeling exercise so that children are more likely to engage in it. Thus, we reluctantly dropped the item from the index. Dropping both the parent exercise and the soda/candy items yields 36% who have the Healthy Start Promise, versus 22% if those standards had been retained.

Note that the percentage with positive peer influence also may appear low to some, at 50%. If the cutoff is changed from youth needing to say "none" of their friends use substances to allowing "some" to be acceptable (and keeping "none" required for friends pressuring them to use), then the percentage with the Promise goes up, but this means we are saying it is acceptable for "some" of kids' close friends to use substances, and they still "meet" the Promise. That clearly is inconsistent with our vision for young people, but it also is noteworthy that even then, less than half would meet the Promise.

Promise 4: Effective Education for Marketable Skills and Lifelong Learning

Positive School Climate (12-17 year olds)

Positive school climate comprises multiple dimensions, from caring and fair staff to safety, academic expectations, and parent involvement (Search Institute, 2005; Creemers & Reezigt, 1997; Patrick & Ryan, 2005; McNeely, Nonnemaker, and Blum, 2002; Nord and West, 2001). In this sense, Positive School Climate writ large includes many of the indicators discussed here (and elsewhere, such as in the Caring Adults promise) as if they were separate indicators, when actually they are related to each other and operate complexly together to yield the collective student perception that is "positive school climate" (Whitlock, 2006). However, this specific indicator of positive school climate is focused on student perceptions of fairness. At the most basic level, all other dimensions of climate aside, if MOST or ALL of a student's teachers treat him or her fairly, that student can be considered to experience a respectful school environment that has the potential to engage them and help them achieve. Because the indicator of fairness is a subjective judgment best gleaned from young people themselves, we do not ask this of parents of 6-11 year olds. Although we have implicitly accepted the argument that it is more realistic to expect that only "most" of a child's teachers will treat him or her fairly, ultimately we would hope to have a higher vision and scoring standard—no child should ever have to feel unfairly treated.

School Culture Emphasizes Academic Achievement

Schools with high average levels of achievement, especially high-poverty but high-performing schools, have high expectations of all students (Kannapel & Clements, 2005). In these schools, challenging schoolwork that stretches young people and requires them to grow academically is not reserved for a minority of the "best" students. Rather, all students regularly feel challenged and they are given the help they need to succeed. To be considered to be attending a school with such an achievement-oriented culture, students must say that at least MOST of their teachers have high expectations of them and that at least MOST of their teachers give them challenging schoolwork. In addition, they must say that when they need academic help, it is at least USUALLY available (VERY OFTEN available for parents of 6-11 year olds). Again, the scoring cutoffs allow students to experience these positive aspects of school academic culture the majority of the time, but our ultimate vision is a society in which all children experience high expectations and challenging schoolwork from all their teachers, and always get the academic help they need.

Learning to Use Technology Effectively

In the contemporary school and work worlds, the Internet allows access to far more information than students and workers have ever been able to tap. Success in school and work increasingly calls upon the ability to search, pull, and synthesize (Gardner, 2005) useful information from this vast resource. It is not clear whether a large number of hours of Internet use for schoolwork is indicative of greater skillful immersion in this resource, or inexpert technique that translates to longer hours to do the same work as more skillful surfers. Thus, we use a simple "on-off" criterion, and count 12-17 year old students as learning this skill if they report that in a typical week they use the Internet at least 1 HOUR for doing schoolwork. Children 6-11 have this indicator if their parents AGREE or STRONGLY AGREE that the child is learning useful computer skills.

Youth/Child Reading for Pleasure

A number of studies have found that the degree to which students read for their own pleasure outside of school or name reading as a favorite activity is linked with a variety of positive academic outcomes (Scales, Benson, Sesma, Roehlkepartain, & van Dulmen, in press; Hofferth & Sandberg, 2001), but a study of more than 200,000 middle and high school students reported that only 23% say they read for fun three hours or more a week (Search Institute data, reported in Scales & Leffert, 2004). To have this indicator, adolescents must say that they read in their spare time OFTEN or VERY OFTEN. Parents of children ages 9-11 must give the same responses as adolescents, and parents of children 6-8 must say they READ TO/WITH their child OFTEN or VERY OFTEN.

Friends Value Being a Good Student (12-17 year olds)

As for peers' influence on health risk behaviors, studies frequently find that peers can encourage or undermine an adolescents' likelihood of high academic achievement (Murdock et al., 2000; Zaff et al., 2001; Steinberg, Mounts, Lamborn, & Dornbusch, 1991; Chen & Stevenson, 1995). Research has long found that young people tend to have close friends who resemble them in key ways, such as substance use patterns and school performance (Bukowski & Cillessen, 1998; Moore & Zaff, 2003). Thus, "most" of their close friends can be expected to receive grades similar to a target student's, whether those are good or bad grades. To experience active *encouragement* to do well in school is likely to be less common, even among good students, but it is a form of positive peer influence to be encouraged. Therefore, to have friends who exert a positive influence, students must report that MOST or ALL of their close friends *encourage* them to do well at school.

School Perceived as Relevant and Meaningful (12-17 year olds)

Highly motivated, high performing students may maintain their academic focus regardless of how interesting or useful they perceive their classes to be. But especially for less engaged students, if they feel what they are learning at school has little meaning or importance, their attention and commitment to work and study may flag, and their performance suffer as a result. Studies have reported that up to half of students judge school to be "boring" (Cross, 1990; Glasgow, Dornbusch, Troyer, & Steinberg, 1997; Fredericks et al., 2003), so it is probably unrealistic to expect students to say their schoolwork is "very often" meaningful and important. Sadly, it might even be a reach to suggest that they should say their schoolwork is "often" meaningful and important, but setting a lower criterion hardly holds up an inspiring standard. Thus, students have this indicator if they say their schoolwork is at least OFTEN meaningful and important.

Parents Actively Involved with Child's Education

Parental involvement is a critical element of children's academic success (Epstein, 1995; 1987; National Research Council and Institute of Medicine, 2003). "Involvement" measures often include or focus on parent attendance at school events, but this survey focuses instead on the other commonly–named elements of parental involvement: Parental communication and expectations. Talking with children about the things in general that they experience at school, and specifically about their homework, gives parents a better chance of judging the quality of schooling their children have, monitoring their progress and challenges, and

providing or acquiring the help their children need. To have this indicator, 12-14 year olds must say they talk about school in general DAILY with their parents, and parents must say they talk about homework DAILY with their child. Teens 12-17 must report these conversations occur at least WEEKLY. Parents of 6-11 year olds too must say they have such conversations with their child, about school and about homework, DAILY. In addition, parental expectations set the standards to which students know they should aspire, with low expectations encouraging student apathy and disconnection from school, and high expectations encouraging engagement and involvement. It may currently be unrealistic to expect all students to "finish" a college degree. Only about one-fourth of high school students currently do complete a college degree program (Child Trends DataBank, 2005a), and for many students, a trade or technical school or military training may be the path that best allows the young person to thrive. However, parents' expectations set a standard that underscores for a child how important a value is placed on education. Thus, to have this indicator, parents need to have higher hopes for their children than their children may end up achieving, saying they expect their child or youth to FINISH COLLEGE.

Adult Sources of Guidance about Schooling and Careers (12-17 year olds)

Young people need their parents and other adults outside the family to talk with them about going to college and about how school connects with their future work plans or possibilities. These should be multiple conversations, not something that happens just once. School-business partnerships that expose young people to actual work settings and skills have been associated with a variety of positive concurrent outcomes, including lower levels of substance use, violence, and other high-risk behaviors, and higher attendance, self-reported grades, and other indicators of thriving (Scales, Foster, Mannes, Horst, Pinto, & Rutherford, 2005). The majority of students are not likely to have exposure to such school-business partnerships (Search Institute, 2000). To avoid penalizing other youth for not having this measure, school-business partnerships are counted in the Index only as a substitute for discussing college or career plans with school staff. Thus, to have this indicator, youth must say that they have discussed college or work plans with teachers or other school staff TWICE or MORE. If they do not meet that criterion, they still can have adequate adult guidance if they have had ONE or MORE work-based learning experiences, such as internships at a business AND parents say that they themselves discuss college or work plans with their child, OFTEN for 15-17 year olds, and at least SOMETIMES for ages 12-14.

Opportunities to Learn Social/Emotional Skills (12-17 year olds)

Research consistently suggests that school is, as Ryan, Stiller, and Lynch (1994) put it, an interpersonal as well as a cognitive enterprise. Children with better social skills are more well-liked by teachers and peers, and do better academically, which generally contributes to still greater social competence and achievement in a positive reinforcing spiral (Barber, 2005; Barber and Erickson, 2001; see also review in Scales & Leffert, 2004). Weissberg, Kumpfer, and Seligman (2003) reviewed the literature and concluded that the programs most effective at preventing adolescent problems and encouraging school success integrated social and emotional learning in curriculum and co-curricular activities, from communicating and working well with others to managing conflicts. These programs tried to influence multiple dimensions of development simultaneously in the school setting. To have this indicator, students must say that in the last 12 months they OFTEN or VERY OFTEN have learned at school things such as teamwork, leadership, and resolving conflicts without violence. Opportunities for learning social/emotional skills through formal curriculum also are

important for pre-adolescents, but parents may have quite limited knowledge of their 6-11 year olds' exposure to such opportunities. [22]

Promise 5: Opportunities to Make a Difference through Helping Others

Adult Models of Volunteering
Peer Models of Volunteering (12-17 year olds)

The Promises survey measures role models of volunteering more broadly than just focusing on parents. If parents, other adults young people know well, and a young person's close friends all volunteer, then that young person does not simply experience and example or two of serving, but is instead embedded in a culture of giving that should maximize their opportunities to make a difference. Having such models may be a sufficiently salient experience that it is not necessary for the majority of adults or friends to volunteer, but for at least some to do so. As long as their parents volunteer, then having SOME adults they know well who also volunteer may be seen as, together with the parental influence, constituting an adult environment that pervasively models and encourages contributing, which is what the Vision Statement tries to capture. Thus, youth must report that at least SOME of the adults they know well volunteer. Because of the demonstrated significance of parental volunteering, the youth's parent also must report volunteering an average of 1 HOUR OR MORE per week. Likewise, children 6-11 are considered to have adult models of volunteering if their parent reports they volunteer on average 1 hour or more per week.

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[22] We reluctantly changed the original scoring from "all" teachers needing to treat youth fairly to "most," with the result that the percentage who have the positive school climate indicator went from 47% to 81%. The same change in scoring was instituted for the school culture emphasizes academic achievement indicator. If youth can say "most" teachers instead of all give them challenging schoolwork and have high expectations, and that they "usually" get help when needed, instead of always, then 34% have the indicator, versus 10% with the original cutoffs. For parent involvement, the original used youth report of parent talking about school (daily), parent report of talking with youth about homework (daily), and parent expectation of youth educational attainment (finish college). By these cutoffs, only 48% of youth had "parents actively involved with child's education," a percentage that would strike many as too low. Changing the parent expectations cutoff to youth only attending post-secondary education instead of finishing college lifts the percentage with the indicator only to 51%. However, simple frequencies show that this is one of the few items that, when asked of both parents and youth, produced a large difference between them: 60% of teens, but 80% of parents, said parents talked daily with them about what is going on at school. The incongruence between parent and adolescent perceptions is not unusual. For example, there is only a low association between parent and child reports of parent-child communication about sex (Lefkowitz, 2002). We instead considered that "weekly" communication about school may be acceptable for older teens 15-17, but to retain the "daily" frequency requirement for younger adolescents 12-14. Using teen reports of this item, and the original parent reports of talking about homework and parent expectations, yields 39% who have the Effective Education Promise. We also explored scoring changes in close friends valuing education, and in adult guidance about schooling and careers. Changing either "most" friends value education to "some," or parents talk often with 15-17 year olds (versus very often) and sometimes with 12-14 year olds (versus often) about careers/college, increases the proportion with the Promise. Loosening both indicators in that way yields an additional increase in the Promise met percentage. But retaining "most" close friends as the cutoff is preferable because it signifies a more solid level of peer support for taking school seriously and doing well, and is therefore more consistent with the spirit of the Promise. Allowing the frequency of parental talk about careers/college with youth to loosen somewhat, and still differ between 12-14 year olds and 15-17 year olds, still leaves the required frequency at a meaningful level that appears developmentally appropriate (often for 15-17 year olds and at least sometimes for 12-14 year olds in middle school). Thus, we kept the original standard for close friends valuing education, and allowed a somewhat more generous but still meaningful level of communication for adult guidance on schooling and careers.

Similarly, although it is desirable that adolescents be surrounded by close friends who also volunteer, having SOME close friends who volunteer is considered an adequate level of peer modeling.

Parent Civic Engagement

Family Conversations about Current Events

These indicators measure how often parents vote, as well as how often parents and youth talk about local, national, and world events. The indicators describe the degree to which parents bring an informed and engaged perspective about public affairs to their children's lives. To have these indicators, a child's or youth's parent must ALWAYS vote, and must report that family conversations about current events occur OFTEN or VERY OFTEN.

Youth Given Useful Roles in School and Community

Modeling and conversations about current events and community issues help to promote a prosocial orientation among young people, but the invitation to take action is one of the most powerful stimuli for young people getting involved. Three life contexts which can provide invitations to play useful roles are the family, school, and community, most commonly through religious organizations. To have this indicator, adolescents (or, for 6-11 year olds, their parents) must report that ONE OR MORE of their parents, school, or congregation or other community organization have asked them personally to volunteer or do service projects in the last 12 months. In addition, to have the overall Promise of Opportunities to Make a Difference, young people must have this "given useful roles" indicator. That is, some youth may have four indicators but not be asked to volunteer or serve. We do not consider those youth to have the spirit of adequate "opportunities to make a difference" suggested by the AP Vision statement for this Promise.[23]

OUTCOMES

The America's Promise survey measures 19 outcomes indicators for 12-17 year olds and 9 for 6-11 year olds, grouped under four broad outcome domains: Physical Health, Psychological and Social Health, Educational Attainment, and Civic Engagement. The America's Promise logic model posits that if children and youth experience the Five

[23] We had explored using the cutoff of "most" adults young people know well volunteering. At this cutoff, only 30% have adult models of volunteering (which also includes parents volunteering, which 74% have). Allowing the cutoff to be "some" of the adults they know well, 65% have the adult models of volunteering indicator, and the proportion having the Promise rises. With "most" as the cutoff also for the % of close friends who need to volunteer, only 28% have peer models of volunteering. Loosening that cutoff to "some" close friends volunteer greatly increases to 83% the percentage having peer models of volunteering, and the proportion with the Promise rises to 53%. Because young people choose their close friends, they clearly ought have some of those friends be volunteers, so that volunteering is modeled as a valued activity, and to increase their chances of being invited to join in volunteering. But there is no clear research that suggests that for these positive effects to occur, the majority of a youth's close friends must volunteer. Thus, the cutoff of needing "some" close friends to volunteer seemed an acceptable balance between the vision and research knowledge about this Promise. We also added a rule that, although having 4 (or 5) of the indicators allows the Promise to be met, one of those 4 indicators must be "youth given useful roles in school and community." This prevents a youth from having the "Opportunities to Make a Difference" Promise and yet reporting they have not been asked by school, religious organizations, or parents to volunteer or do a service project, which for most youth are the principal opportunities for making a difference in their communities. This was a technical adjustment that makes no difference in the percentages, since only four youth out of the sample of 2,000 had 4 Promise 5 indicators without "useful roles" being one of them.

Promises at high levels, then they should enjoy better well-being as reflected in these outcome indicators.

For reasons noted in the introduction, we primarily emphasize the individual outcome indicators rather than outcome indexes comprised of multiple indicators, although we do occasionally refer to overall outcomes domains for simplicity of summarization.

Physical Health

Ideally, adolescents should not have serious health problems. They should be of appropriate weight for their height, abstain from or have very limited use of substances, avoid being both a victim and a perpetrator of violence, and either abstain from or have very limited history of sexual intercourse, and use contraception if they do not abstain.

Overall Health

A person's evaluation of their general health status is a good indication of their overall well-being. To have this outcome, adolescents need to describe their health status as VERY GOOD or EXCELLENT. Describing one's health as only "good" may be an acceptable minimum for adults later in life, when chronic health issues normally begin to emerge and some diminution of the standard might be expected. But for adolescents, merely "good" health seems to fall short of what America envisions for its youth.

Obesity

Excessive weight is a health risk for people at all ages, and according to the 2002 National Health and Nutrition Education Survey, about 16% of American adolescents are estimated to be significantly overweight or even obese (Child Trends Databank, 2004). For the America's Promise survey, parents' reports of a child's or youth's height and weight are used to calculate the young person's Body Mass Index (BMI=[weight in pounds/height in inches x height in inches] x 703). For children and youth ages 2-20, BMI's at or above the 95th percentile for their age, as indicated by comparison with standard age and gender-specific growth charts, are considered to indicate clinically meaningful overweight status (Centers for Disease Control and Prevention, 2006). Thus, to have this indicator, we calculated BMI and compared it to growth chart percentiles, and then assigned a young person to underweight, normal, risk of overweight, or overweight status.

Substance Avoidance (12-17 year olds only)

Over the last decade, some progress has been made in reducing the prevalence of substance use among adolescents. For example, daily cigarette use among 10th graders decreased from 18% to 8% between 1996-2005 (Child Trends Databank, 2006a). Use of alcohol, however, has persisted at roughly similar levels over these years, and although use of marijuana and most other illicit drugs has declined among teenagers, there are indications that use of substances such as amphetamines and steroids are on the rise (Johnston et al., 2004). To have this indicator, a high standard is set: An adolescent must report NO alcohol, cigarette/smokeless tobacco, or other drug use during the last 30 days, and NO binge drinking in the last 30 days**.** Note that this criterion about current use does not require an adolescent never to have used any of these substances; that is, it allows for some previous experimentation that some might consider part of expected or normal development. To

have this outcome indicator, however, an adolescent's current pattern must be one of being substance-free.

Violence Avoidance

This indicator includes being both a victim and a perpetrator of violence. Young people should be neither. Although the incidence of most risk behaviors seems to increase with increasing age across adolescence and then decline in young adulthood (Arnett, 2000; Federal Interagency Forum on Child and Family Statistics, 2005), some data suggest that getting into fights is more common among middle-school students than high-school students (Benson, Scales, Leffert, & Roehlkepartain, 1999). To have this indicator, young people must say that over the last 12 months they have NEVER gotten into a physical fight or hit someone, and that they have NEVER been bullied at school over the last 12 months. In addition, parents must report that their child or youth NEVER bullies others.

Sexual and Contraceptive Behavior (asked only of those ages 15 or older)

Fewer young people in 2002—46% of never-married 15-19 year olds (45.5% of females and 45.7% of males)--reported ever engaging in sexual intercourse than the 49% of females and 55% of males who said they had in the early to mid-1990s (Abma, Martinez, Mosher, & Dawson, 2004; Youth Risk Behavior Surveillance…, 2002). Moreover, a majority of young people now report that some form of contraception was used at their last intercourse (Abma, Martinez, Mosher, & Dawson, 2004), a significant improvement over the same time period, with this combination of delayed initiation of intercourse and better use of contraception, credited with a significant decline in the adolescent pregnancy rate over the last two decades (Santelli et al., 2004). Nevertheless, this leaves substantial minorities of adolescents—roughly 35-40%--who have sexual intercourse by age 17; roughly the same proportion did not use contraception at their most recent intercourse. Although there has long been agreement among adolescent health experts that abstaining from sexual intercourse until at least until high school graduation is the most desirable choice for adolescents (National Commission on Adolescent Sexual Health, 1995), our criterion acknowledges that it is quite common among adolescents to have ever had intercourse by age 17, and normative among some groups of adolescents. Thus, to have this indicator, adolescents need to report they have NEVER had intercourse or have done so only ONCE, and if they have had intercourse once, need to report that they or their partner DID use contraception.

Psychological and Social Health

The outcome of Psychological and Social Health comprises both the absence of particular negative states, such as depression, and the presence of positive states, such as social competence, life satisfaction, a sense of purpose, and thriving (American Psychological Association, 2002). Collectively, the indicators for this outcome describe adolescents who feel connected to others. They are beginning to feel their life has a direction or purpose, and overall, they feel good about their life. They may be sad occasionally as part of normal emotional experience, but they are not depressed. They are busy, but do not feel the high anxiety or pressure of feeling significantly overscheduled. They are empathetic, generous, and socially skilled. And they have special talents or interests that are a part of their identity and that they enjoy pursuing.

Purpose (12-17 year olds only)
Life Satisfaction (12-17 year olds only)
Thriving

These three indicators share some common conceptual ground. Damon, Menon, & Bronk (2003) defined purpose as a stable intention to do something that is both meaningful to oneself and consequential to others. Purpose provides a sense of direction to one's life. Scales and Benson (2005) describe thriving as not just adequate development, but optimal development, what has also been called flourishing (Keyes, 2003; Moore & Lippman, 2004). Thriving reflects both a current status of well-being involving the experience of positive energy, meaning, and talents, interests or "sparks", and immersion in environments that support the pursuit of those sparks, as well as a process over time in which young people are on the path to a hopeful future (Scales & Benson, 2005; Benson & Scales, in press). Life satisfaction reflects how globally positive a person evaluates her or his life to be, not the absence of dissatisfaction, with high levels of life satisfaction predicting a variety of positive health, social, and educational outcomes (Huebner, Suldo, & Valois, 2004). Those who are satisfied do not always feel this positive—some "appropriate negativity" appears to be an important part of flourishing (Fredrickson & Losada, 2005)—but the satisfied feel considerably more positivity than not. Together, these indicators describe an adolescent who has identified energizing, meaningful talents and interests that provide a sense of life direction and meaning, and who feels abundantly positive about their lives. On the survey, an adolescent must say they OFTEN or VERY OFTEN feel they have a sense of purpose. To have the thriving indicator, they must say that having a special talent or interest that gives them joy and energy and is an important part of who they are is COMPLETELY LIKE THEM for 15-17 year olds, and at least MOSTLY like them for 12-14 and 6-11 year olds, AND at least 3 or more ADULTS must know about their special talent/interest and help them pursue it. To be scored as having life satisfaction, they must say they VERY OFTEN feel good about their life. <u>These cutoffs are intentionally high in part because previous research suggests a high degree of positive response in self-reports of psychological well-being</u> (see, for example, Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001; Huebner, Saldo, & Valois, 2005; Snyder, 2005)

Social Competence
Connectedness

Many of the indicators selected to reflect the Five Promises speak to the need children and youth have to be embedded in networks of caring adults and peers. If those Promises are consistently delivered, children and youth should feel connected to others. Social competence in terms of behavioral self-control, empathy, and generosity, seems also to be both a precursor and a result of such relationships; socially competent young people attract caring others, and reinforce their social competence in the process (Werner & Smith, 1992). In these measures, we ask parents to assess their child's social skills, how young people contribute to their families, whether they feel like they are a part of their school, and how often they feel lonely. The social competence measures describe a young person who is generous, respectful, empathetic, and who resolves conflicts calmly. To have the social competence indicator, parents must AGREE that their child is generous, and must average saying their child OFTEN or VERY OFTEN exhibits the characteristics of generosity, respectfulness, and empathy. To have the connectedness indicator, young people need to help out around the house or take care of siblings 1 HOUR OR MORE per week, at least AGREE they feel a part of their school, and must feel lonely LESS THAN MONTHLY.

The latter criterion allows for occasional feelings of loneliness that may be an expected part of normal development and identity formation. Feelings of loneliness that occur monthly or more often, however, may be signs of less than acceptable psychological and social health.

Depression (12-17 year olds only)

Although occasional feelings of loneliness or sadness are a normal part of human experience that may be helpful in the development of emotional maturity, persistent emotional states of sadness or hopelessness are neither expected nor healthy. In 2004, 9% of adolescents ages 12-17 reported experiencing a major depressive episode in the past year, defined by a depressed mood and change in function lasting at least two weeks (National Survey on Drug Use and Health, 2005). In addition about 29% of American adolescents report that they are so sad or hopeless every day for two or more weeks in a row that they stopped doing usual activities (Grunbaum, et al., 2004) (and about 5% of young adults ages 18-24 report depressive symptoms (Child Trends Databank, 2006b). Following the Youth Risk Behavior Surveillance Survey, youth have this indicator if they say that over the last 12 months they have NOT been sad or hopeless every day for two weeks or more.

Feeling Overscheduled (12-17 year olds only)

Studies suggest that a considerable minority of adolescents, about 33%-40%, are not involved in any after-school or community activities; and roughly another 20%-25% are involved only minimally, for less than three hours per week (Benson, Scales, Leffert, & Roehlkepartain, 1999; Developmental assets: A portrait…, 2001; Hofferth & Sandberg, 2001). Thus, most of the research, program, and policy attention to children's structured time use has been given to the lack of affordable and high quality program opportunities or young people's lack of participation in them. But both anecdotal reports and some empirical data (Anderson & Doherty, 2005; Roehlkepartain, Scales, Roehlkepartain, Gallo, & Rude, 2002) suggest that for a proportion of young people, perhaps an increasing percentage, the problem is one of overabundant participation and/or too many obligations, leaving either little free time for unstructured exploration and play, or insufficient adolescent choice in how their discretionary time is spent. About 40% of parents in one national survey cited this as a problem that makes parenting more difficult, for example (Roehlkepartain et al., 2002). To have this indicator then, young people need to say that they feel overscheduled only SOMETIMES or LESS OFTEN.

Educational Achievement

School Grades
School Attendance (12-17 only)
School Engagement
Everyday Workplace Skills

Determining what constitutes acceptable educational attainment, and how to measure it, clearly are ongoing subjects of national debate. The three indicators covered in the America's Promise survey are only a basic reflection of a deeper and more complex vision of desirable educational outcomes for young people. Frequent lack of attendance is a hindrance to learning and to performance. Similarly, even if they almost always attend school, students who are so unengaged that they do only enough to get by, who do not work up to their ability, short-change themselves educationally. They also change the tenor of the classes they are in, in the process diminishing the quality of the learning possible for their fellow students. In contrast, students who almost always go to school and who work hard,

up to their abilities, are in a position to learn more and to earn good grades. But students also need to be learning a different kind of curriculum than core academics, including skills that are critical in the workplace, including communication, working with diverse people, money management, and computer literacy (Secretary's Commission…,1991; Organization for Economic Co-operation and Development, 2006). To have these indicators, young people must report that they skipped NO DAYS OF SCHOOL in the last 4 weeks, and that they get at least MOSTLY Bs in school. They have to report (parents' reports are used for 6-11 year olds) that they VERY OFTEN work up their ability. Finally, they must agree that it is at least MOSTLY LIKE THEM to know how to: Communicate well; get along with people of different races, cultures, or religions; use a computer for word processing and making presentations; and make a budget and save money. For 12-14 year olds, because making a budget and saving money arguably are somewhat less critical skills than they are for 15-17 year olds, we allowed the response for that budgeting and saving skill to be at least SOMEWHAT like me. For 6-11 year olds, the everyday workplace skills differ slightly. Their parents must say it is at least MOSTLY LIKE THEIR CHILD to know how to: Communicate well; get along with people of different races, cultures, or religions; and follow instructions. Because only three (6-11) or four (12-17) indicators are used to represent the critical outcome of educational achievement, when we do use indexes, the criterion for "having" this outcome is set high: Young people must have *all the indicators* to be considered to have positive educational achievement. Of course, the key cautionary note here as well is that using only three indicators for an outcome domain index as important and complex as educational achievement is bound to be incomplete and misleading, underscoring our general emphasis that the individual indicators are usually better measures of the outcomes than are these particular indexes.

Civic Engagement

Volunteering

Environmental Stewardship (12-17 year olds only)

In many respects, "civic engagement" when it comes to young people before voting age might reasonably be defined as including their participation in structured after-school and community activities (Keeter, et al., 2005; Eccles and Gootman, 2002; Zaff et al., 2001). Such young people are connected to and thus have the potential to positively influence the various "communities" to which they belong. In the America's Promise logic model, however, that participation in structured activities is viewed as a Promise or input that, in concert with experiencing the other four Promises, helps <u>contribute</u> to the various developmental outcomes. Thus, the major indicator of "civic engagement" in the America's Promise survey is the extent to which young people volunteer. Ideally, they should be volunteering more than occasionally, and at meaningful levels of duration. That is, their volunteering should be a regular part of their lives and not merely episodic, both to accrue what appear to be the positive benefits of helping others (Scales & Benson, 2005a) and to provide a more reliable estimate of civic engagement (Keeter, Jenkins, Zufkin, & Andolina, 2005). In addition, as part of their growing awareness of the health of the physical environment—locally, nationally, and globally—and the role of individual actions in sustaining a healthy environment, adolescents also are asked about how frequently they do things to protect our land, air, and natural resources. Boycotting products or donating money to causes certainly are expressions of civic engagement. However, these are relatively low frequency behaviors among most young people than are environmental concerns, suggesting that asking about the environment may be a more reliable and valid concrete

illustration of civic engagement among young people (see Ketter et al., 2005). To have these indicators, adolescents must report volunteering AT LEAST MONTHLY, AND say they average 1 OR MORE HOURS per week volunteering. They also must report that they personally do something like recycling, or using less water or electricity AT LEAST WEEKLY. If they have *either* of these indicators, they are counted as having the outcome of civic engagement. For 6-11 year olds, it is not developmentally appropriate to expect specific hours of volunteering. Instead, more general evidence of making a contribution to community well-being can suggest that children are developing as resources to others. Thus, "civic engagement" for 6-11 year olds is met if the parent reports that their child did ANY kind of volunteering or service project in the last 12 months.

Appendix E

America's Promise National Polls Item Mapping
12-17 Year Olds

Promise 1: Caring Adults

Indicator	Item #	Item
Caring parents	B1	A. My parents give me the help and support I need.
	B15	Is your relationship with your mother very close, mostly close, somewhat close, or not too close?
	B17	Is your relationship with your father very close, mostly close, somewhat close, or not too close?
	B19	Is your relationship with your stepmother very close, mostly close, somewhat close, or not too close?
	B21	Is your relationship with your stepfather very close, mostly close, somewhat close, or not too close?
	B16	If you were having a problem with school or friends, could you talk to your mother about it?
	B18	If you were having a problem with school or friends, could you talk to your father about it?
	B20	If you were having a problem with school or friends, could you talk to your stepmother about it?
	B22	If you were having a problem with school or friends, could you talk to your stepfather about it?
Caring extended family	B24	Thinking of your grandparents or other adult relatives, how many could you talk to if you were having a problem with school or friends?
Caring school adults	B25	Thinking of your teachers or other adult in your school, how many know you well and care about you?
Caring neighborhood adults	B26	Thinking of all the adults in places other than your family or school, such as your neighborhood, church, or youth organizations, how many know you well and care about you?
Non-family adult to talk to	B27	Thinking of all these adults outside of your family who know you well, how many could you talk to if you were having a problem with school or friends?
Mentor	A7	In the last 12 months, has your child spent time with an adult who has volunteered through an organization to be a mentor to her/him, like someone from Big Brothers/ Big Sisters
	A8	How often did she/he spend time with this person in the last 12 months?

Promise 2: Safe Places

Indicator	Item #	Item
Safe family	B2	A. How often do you feel safe at home?
Parental monitoring	B23	How much do your parents know about… A. Your close friends B. Where you are after school
Safe school	B2	B. How often do you feel safe when you are at school? C. How often do you feel safe going to or from school?

	B12	Over the last 12 months, how many times have you been bullied or pushed around at school or going to and from school?
Safe neighborhood	B2	D. How often do you feel safe in the after-school programs you are in?
	A9	B. How often do you think your child is safe in your community or neighborhood?
	A27	B. In our neighborhood, people watch out for each other's children.
Opportunity for structured activities	B3	G. In an average week, including weekends, are clubs, teams, or organizations available, either in or outside of school, for you to participate in if you want to? H. In an average week, including weekends, are performing or practicing art, music, or drama available, either in or outside of school, for you to participate in if you want to? I. In average week, including weekends, are services or programs at a church, synagogue, mosque, or any place of worship available for you to participate in if you want to?
Frequency of participation in structured activities	B4	Would you say you spend zero hours, up to two hours, two to five hours, or more than five hours a week? A. In clubs, teams, or organizations B. Performing or practicing art, music, or drama C. In services or programs at a church, synagogue, mosque, or any place of worship
	B5	When you spend time in after-school or community programs, how often are you? A. Learning skills like teamwork, leadership, or how to resolve conflicts without violence B. Developing warm and trusting relationships with people C. Allowed to help make decisions

Promise 3: Healthy Start

Indicator	**Item #**	**Item**
Regular check ups & health insurance	A1	Over the past 12 months, A. Was there any time when your child did not have health care coverage B. Did your child see a doctor, nurse, or other health care professional for well-child checkups C. Did your child receive all the routine preventive dental care she/he needed
Good nutrition	B13	In a typical day, how many times do you…? A. Eat a piece or serving of fruit B. Eat vegetables
Daily physical activity	B14	Of the past seven days, how many day did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard?
Recommended amount of restful sleep	A33	During the past seven nights, on how many nights did your child get enough sleep for a child her/his age?
Health education class	B3	B. Over the last 12 months, did you take a class at school that focused on health issues like alcohol, other drugs, and how to prevent pregnancy and HIV or AIDS?
Positive adult role models	A2	Do any adults living in the household use cigarettes, cigars, or

		pipe tobacco?
	A4	Does your family have rules that children should always wear a helmet when riding a bike?
	A5	Does your family have fruits and vegetables available in the home nearly every day?
Peer influence	B34	How many of your close friends… A. Drink alcohol, such as beer or wine B. Smoke cigarettes C. Use other drugs D. Pressure or ask you to drink alcohol, smoke cigarettes, or use drugs
Emotional safety	B2a	G. How often do you get picked on or made fun of for reasons like your face, sexual orientation, or religion H. How often do you get picked on or made fun of for reasons like how you look, or the clothes your wear

Promise 4: Effective Education

Indicator	**Item #**	**Item**
Positive school climate	B34a	Over the last 12 months… C. How many of your teachers have treated your fairly
School culture emphasizes academic achievement	B34a	Over the last 12 months… A. How many of your teachers have had high expectations of you B. How many of your teachers gave you challenging schoolwork
	B2	E. When you need extra help in school, how often is it available for you?
Learning to use technology effectively	B4E	How many hours in an average week, including weekends, do you spend in or outside of school… E. Using the Internet to do schoolwork
Youth reading for pleasure	B2aF	How often do you read for pleasure in your spare time?
Friends value being a good student	B34	How many of your close friends… E. Encourage you to do well at school
School perceived as relevant and motivating	B2aK	How often do you feel that the school work you are assigned is meaningful and important
Parent involvement	B30	How often does one of your parents talk with you about what you are doing in school?
	A17	How often do you… A. Talk with your child about what she/he is doing in school B. Ask your child about her/his homework
	A32	How far do you expect your child to go in her/his education?
Adult guidance on schooling and careers	B9	How often have you discussed college or personal career plans with your teachers, school counselors, or other school staff?
	A11a	E. I discuss college or work plans with my child
Opportunities to learn social/ emotional skills	B2aM	Over the last 12 months, how often have you learned skill sin class like teamwork, leadership, or how to resolve conflicts without violence

Promise 5: Opportunities to Make a Difference

Indicator	Item #	Item
Adult models of volunteering	B35	Of the adults you know well, how many do any kind of volunteer work in the community?
	A19	During an average week, including weekends, how many hours, if any, are YOU involved in volunteering to help others or make your community better?
Peer models of volunteering	B34	How many of your close friends… F. Do any kind of volunteer work in the community, whether or not it if required
Parent civic engagement	A10	When there's an election, do you vote always, usually, sometimes, or never?
Family conversation about current events	A11a	G. My child and I talk about local, national, and world events.
Youth given useful roles	B3C	C. Over the last 12 months, were you personally asked to participate in a volunteer or service project by your school? D. Over the last 12 months, were you personally asked to participate in a volunteer or service project by your religious congregation or some other community organization? E. Over the last 12 months, were you personally asked to participate in a volunteer or service project by your parents?

Appendix F

America's Promise National Polls Item Mapping
6-11 Year Olds

Promise 1: Caring Adults

Indicator	Item #	Item
Caring parent	C32	Is your relationship with your child very close, mostly close, somewhat close, or not too close?
	C33	How well can you and your child talk about things that really matter?
Caring extended family	C32a	Thinking about your child's grandparents or other adult relatives, how many could your child talk to if he/she had a problem with school or friends?
Caring school adults	C30	How many teachers or other adults in your child's school know your child well and care about her/him?
Caring neighborhood adults	C31	Thinking of the adults in places other than your family or school, such as your neighborhood, church, or youth organizations, how many adults know your child well and care about her/him?
Mentor	C5	Over the last 12 months… E. Has your child spent time with an adult who has volunteered through an organization to be a mentor to him/her, like someone from Big Brothers/Big Sisters
	C6	How often did she/he spend time with this person in the last 12 months?

Promise 2: Safe Places

Indicator	Item #	Item
Safe family	C7	A. How often is your child safe at home?
Parental monitoring	C34	How much do you know about… A. Your child's close friends B. Where your child is after school
Safe school	C7	B. How often do you think your child is safe at school? C. How often do you think your child is safe going to or from school?
	C18	How often is your child 'bullied' by classmates?
Safe neighborhood	C7	D. How often do you think your child is safe in your community or neighborhood? E. How often do you think your child is safe in the after-school programs she/he is in?
	C1	D. In our neighborhood, people watch out for each other's children
Safe playground/ park	C1	C. Our neighborhood has safe parks or playgrounds for children to play in during the day
Opportunity for structured activities	C3	In an average week, including weekends, are the following activities available for your child to participate in if she or he wanted to? Include those both in school and outside of school. A. Clubs, teams, or organizations B. Practicing or performing art, music, or drama C. Going to programs or services at a church, synagogue,

		mosque, or any place of worship
Frequency of participation in structured activities	C22	In an average week, including weekends, about how many hours does your child spend in the following activities? Include both time in school and outside of school. A. In clubs, teams, or organizations B. Performing or practicing art, music, or drama C. In services or programs at a church, synagogue, mosque, or any place of worship
	C24	How would you rate the quality of the after-school programs and activities available to your child?

Promise 3: Healthy Start

Indicator	Item #	Item
Regular check ups & health insurance	C5	Over the last 12 months… B. Was there any time when your child did not have health care coverage C. Did your child see a doctor, nurse, or other health care professional for well-child checkups D. Did your child receive all the routine preventive dental care she/he needed
Good nutrition	C38	In a typical day, how many times does your child… A. Eat a piece or serving of fruit B. Eat vegetables
Recommended amount of restful sleep	C39	During the past seven nights, on how many nights did your child get enough sleep for a child her/his age?
Positive adult role models	C2	A. Do any adults living in the household use cigarettes, cigars, or pipe tobacco? C. Does your family have rules that children should always wear a helmet when riding a bike? D. Does your family have fruits and vegetables available in the home nearly every day?
Emotional safety	C9	How often does your child get picked on or made fun of for reasons like her/his race or religion?
	C10	How often does your child get picked on or made fun of for reasons like how she/he looks or the clothes she/he wears?

Promise 4: Effective Education

Indicator	Item #	Item
School culture emphasizes academic achievement	C16	Over the last 12 months, how often has your child's teacher… A. Given her/him challenging schoolwork B. Had high expectations of her/him
	C15	When your child needs extra help at school, how often is it available for her/him?
Learning to use technology effectively	C1	B. My child is learning useful computer skills
Child reading for pleasure	C13	How often do you read to your child?
	C14	How often does your child read in her/his spare time?
Parent involvement	C19	How often do you… A. Talk with your child about what she/he is doing in school B. Ask your child about her/his homework

	C35	How far do you expect your child to go in her/his education?

Promise 5: Opportunities to Make a Difference

Indicator	Item #	Item
Adult models of volunteering	C21	During an average week, including weekends, how many hours, if any, are you involved in volunteering to help others or make your community better?
Parent civic engagement	C8	When there's an election, do you vote always, usually, sometimes, or never?
Family conversations about current events	C12	How often do you and your child talk about local, national, and world events?
Child given useful roles	C4	Over the last 12 months… A. Was your child personally asked to participate in a volunteer or service project by her/his school B. Was your child personally asked to participate in a volunteer or service project by her/his religious congregation or some other community organization C. Was your child personally asked to participate in a volunteer or service project by either you or your child's other parent

Appendix G

Frequency of America's Promise National Poll Indicators by Promise: 12-17 Year Olds

Promise 1: Caring Adults			
Indicator	Definition of indicator	% with indicator	% without indicator
Caring parent	At least agree that parents give support when needed, relationship with at least one parent is very close, can at least usually talk with at least one parent about school or friend problems	67	33
Caring extended family	Youth has at least 2-5 adults in the extended family who care about them	72	28
Caring school adults	2-5 in school who care about them	81	19
Caring neighborhood adults	2-5 in community who care about them	83	17
Non-family adult to talk to	At least 2-5 adults overall whom they can talk with about school or friend problems	79	21
Mentor	Has a formal adult mentor whom they see at least once a week (having a mentor can substitute for not having either the caring school or community adults indicators)	9	91

Promise 2: Safe Places & Constructive Use of Time			
Indicator	Definition of indicator	% with indicator	% without indicator
Safe Family	Youth always feels safe at home	89	11
Parental monitoring	Parents know most things about whereabouts and friends (everything for whereabouts of 12-14, and 6-11 year olds)	65	35
Safe school	Youth at least usually feels safe at school and on way and is never bullied there	65	35
Safe neighborhood	Youth usually feels safe in after-school programs, parents say youth at least usually feels safe in neighborhood and parents at least agree that neighbors watch out for each other's children	73	27
Opportunity for structured activities	Youth has the opportunity to participate in clubs and teams, creative activities, and religious activities	77	23
Frequency of participation in structured activities	Youth reports actually doing some of those activities at least 2-5 hours a week plus says they often get the chance in those activities to: build skills like teamwork, leadership, and conflict resolution, develop warm and trusting relationships, and get to help make decisions	42	58

Promise 3: A Healthy Start & Healthy Development			
Indicator	Definition of indicator	% with indicator	% without indicator
Regular check-ups and health insurance	In last 12 months, youth always covered by health insurance, had a dentist visit, and had a well-child doctor visit	66	34
Good nutrition	Youth eats fruits and vegetables at least twice in a typical day	55	45
Daily physical activity	Youth exercises hard at least 3 days a week	73	27
Recommended amount of restful sleep	Youth gets restful sleep at least 6 nights a week	53	47
Health education class	Youth took a comprehensive health education class in the last year	60	40
Positive adult role models	Parents do not smoke, and have safety and diet rules	51	49
Peer influence	None of youth's close friends use alcohol, tobacco, or other drugs, or pressure youth to use	50	50
Emotional safety	Youth is never picked on because of race, sexual orientation, religion, or because of appearance or clothing	77	23

Promise 4: Effective Education			
Indicator	Definition of indicator	% with indicator	% without indicator
Positive school climate	Most or all teachers treat youth fairly	81	19
School culture emphasizes academic achievement	Most or all teachers have high expectations of youth, and give challenging schoolwork, and youth usually or always gets academic help when needs it	44	56
Learning to use technology effectively	Spends at least 1 hour a week using Internet for schoolwork	43	57
Youth reading for pleasure	Often or very often reads for fun in spare time	43	57
Friends value being a good student	Most or all of close friends encourage doing well in school	61	39
School perceived as relevant and motivating	Schoolwork is often or very often seen as important and meaningful	66	34
Parent involvement	Parents talk about school at least weekly with 15-17 year olds (daily for 12-14) and expect them to finish college	62	38
Adult guidance on schooling and careers	Youth has talked at least twice about careers/college with adults at school, and often (15-17 year olds) or sometimes (12-14 year olds) with parents	74	26
Opportunities to learn social/ emotional skills		71	29

Promise 5: Opportunities to Make a Difference			
Indicator	Definition of indicator	% with indicator	% without indicator
Adult models of volunteering	At least some of the adults a youth knows well volunteer, and their parents volunteer, on average, for an hour a week or more	65	35
Peer models of volunteering	At least some of youth's close friends volunteer	83	17
Parent civic engagement	Parents always vote in local, state, and national elections	61	39
Family conversations about current events	Parents and youth often or very often have conversations about current events	62	38
Youth given useful roles	Youth personally has been asked in last 12 months by either school, religious organization, or parents to volunteer or do a service project	80	20

Appendix H

Frequency of National America's Promise Poll Indicators by Promise: 6-11 Year Olds

Promise 1: Caring Adults			
Indicator	Definition of indicator	% with indicator	% without indicator
Caring parent	Parent says relationship with child is very close, can talk very or extremely well with their child about things that matter	81	19
Caring extended family	Child has at least 2-5 adults in the extended family who care about them	88	12
Caring school adults	Child has 2-5 in school who care about them	91	9
Caring neighborhood adults	2-5 in community who care about them	92	8
Mentor	Child has a formal adult mentor whom they see at least once a week (having a mentor can substitute for not having either the caring school or community adults indicators).	7	93

Promise 2: Safe Places & Constructive Use of Time			
Indicator	Definition of indicator	% with indicator	% without indicator
Safe family	Parent says child is always safe at home	92	8
Parental monitoring	Parents know everything about child's whereabouts and most things about their friends	72	28
Safe school	Parent thinks child is safe at school and on way and is never bullied there	44	56
Safe neighborhood	Parent thinks child is usually safe in after-school programs, and in neighborhood, and parents at least agree that neighbors watch out for each other's children	74	26
Safe playground/park	Parent at least agrees that their neighborhood has safe parks or playgrounds	70	30
Opportunity for structured activities	Parent says child has the opportunity to participate in clubs and teams, creative activities, and religious activities	67	33
Frequency of participation in structured activities	Parent reports child actually does some of those activities at least 2-5 hours a week plus rates the quality of the after-school programs available to their child as at least very good	41	59

Promise 3: A Healthy Start & Healthy Development			
Indicator	Definition of indicator	% with indicator	% without indicator
Regular check-ups and health insurance	In last 12 months, child always covered by health insurance, had a dentist visit, and had a well-child doctor visit	77	23
Good nutrition	Child eats fruits and vegetables at least twice in a typical day	53	47
Recommended amount of restful sleep	Child gets restful sleep at least 6 nights a week	74	26
Positive adult role models	Parents do not smoke, and have safety and diet rules	60	40
Emotional safety	Child is never picked on because of race, sexual orientation, religion, or because of appearance or clothing	74	26

Promise 4: Effective Education			
Indicator	Definition of indicator	% with indicator	% without indicator
School culture emphasizes academic achievement	Parents say teachers often or very often have high expectations of child, and give challenging schoolwork, and that child usually or always gets academic help when needs it	66	34
Learning to use technology effectively	Parents at least agree their child is learning computer skills	91	9
Child reading for pleasure	Child often or very often reads for fun in spare time (9 or older) or is read to (6-8)	82	18
Parent involvement	Parents talk about school daily with child and expect them to finish college	80	20

Promise 5: Opportunities to Make a Difference			
Indicator	Definition of indicator	% with indicator	% without indicator
Adult models of volunteering	Child's parents volunteer, on average, for an hour a week or more	67	33
Parent civic engagement	Parents always vote in local, state, and national elections	58	42
Family conversations about current events	Parents and child often or very often have conversations about current events	51	49
Child given useful roles	Child has participated in some kind of volunteering or service project in the last 12 months.	85	15

KEEPING AMERICA'S PROMISES TO DIVERSE CHILDREN AND YOUTH

A Search Institute-Child Trends Supplemental Report on the Results of the America's Promise National Telephone Polls of Children, Teenagers, and Parents

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Table of Contents

Listing of Tables and Figures

TABLES **Page**

FIGURES

KEEPING AMERICA'S PROMISES TO DIVERSE CHILDREN AND YOUTH

A Search Institute-Child Trends Supplemental Report on the Results of the America's Promise National Telephone Polls of Children, Teenagers, and Parents

In our initial March 2006 report on the results of the America's Promise national telephone polls, preliminary impressions were noted, but limited data were provided, on a number of important questions surrounding the Promises and various developmental outcomes among diverse groups of young people. In this supplemental report, we provide more detailed data that illuminate the extent of the Promises and developmental outcomes among children and youth ages 6-17. In addition, we discuss in more depth the linkage between Promises and outcomes across child and youth gender, age, race/ethnicity, and family income and education, as well as the possible role that the five Promises might play in reducing demographic differences in developmental well-being among these groups of young Americans.

Extent of the Promises Across Demographic Groups

The narrative summaries preceding each of Tables S1-S5 initially were presented in our March 2006 report, and have been slightly revised for this Supplemental Report. Tables S1-S5 are new, now displaying the data on which these observations are based.

Caring Adults

Among 6-11 year olds, the level of caring adults is essentially similar across demographic groups. But for adolescents, age seems to make the most important difference, with 12-14 year olds appearing to experience more Caring Adults than 15-17 year olds.

Table S1. Percentage of Young People with the Caring Adults Promise: By Gender, Age, Race/Ethnicity, Income, and Education

	Met		Partially Met		Not Met	
	12-17	6-11	12-17	6-11	12-17	6-11
Gender						
Female	**75**	**92**	**23**	**9†**	**3†**	*
Male	**77**	**90**	**22**	**8†**	**2†**	*
Age						
6-8		**92**		**8†**		*
9-11		**91**		**9†**		*
12-14	**81**		**17**		**2†**	
15-17	**70**		**27**		**3†**	
Race/Ethnicity						
Non-Hispanic white	**77**	**93**	**21**	**7†**	**2†**	*
African American	**72**	**91**	**26†**	**9†**	**3†**	*
Hispanic	**73**	**86**	**26†**	**14†**	**1†**	*
Income						
Under $20,000	**70**	**87**	**26†**	**13†**	**5†**	*
$20,000-$29,999	**70**	**89**	**28†**	**11†**	**2†**	*
$30,000-$49,999	**78**	**91**	**20†**	**9†**	**2†**	*
$50,000-$99,999	**75**	**92**	**23**	**8†**	**2†**	*
$100,000+	**79**	**94**	**20†**	**6†**	**1†**	**1†**
Mother Education						
High school or less	**73**	**89**	**25**	**11†**	**2†**	*
Some college	**73**	**92**	**23†**	**8†**	**4†**	*

College graduate or >	**77**	**95**	**21**	**5†**	**2†**	*

N for 12-17 = 2,015; N for 6-11 = 2,022
* = < 1%
† = cell size < 100

Safe Places and Constructive Use of Time

For 6-17 year olds generally, race/ethnicity, income, and education seem related to experience of the Safe Places Promise. Young people who are white, and from families with higher incomes and greater levels of education, appear to experience higher levels of Safe Places and Constructive Use of Time. The influence of race/ethnicity and income level on the Safe Places Promise appears especially strong among younger children. Among adolescents, girls and those ages 15-17 appear to have more of this Promise than do boys and younger adolescents ages 12-14.

Table S2. Percentage of Young People with the Safe Places Promise: By Gender, Age, Race/Ethnicity, Income, and Education

	Met		Partially Met		Not Met	
	12-17	6-11	12-17	6-11	12-17	6-11
Gender						
Female	**46**	**33**	**52**	**60**	**2†**	**8†**
Male	**39**	**29**	**57**	**60**	**4†**	**12**
Age						
6-8		**31**		**59**		**10†**
9-11		**30**		**60**		**9†**
12-14	**39**		**58**		**4†**	
15-17	**46**		**52**		**2†**	
Race/Ethnicity						
Non-Hispanic white	**47**	**35**	**50**	**60**	**3†**	**6†**
African American	**30†**	**17†**	**64**	**60**	**6†**	**24†**
Hispanic	**29†**	**25†**	**66**	**60**	**5†**	**15†**
Income						
Under $20,000	**21†**	**20†**	**70**	**55**	**8†**	**24†**
$20,000-$29,999	**30†**	**14†**	**63†**	**65†**	**8†**	**21†**
$30,000-$49,999	**41**	**22†**	**56**	**66**	**3†**	**12†**
$50,000-$99,999	**48**	**34**	**50**	**60**	**3†**	**5†**
$100,000+	**53**	**46**	**46**	**51**	**1†**	**3†**
Mother Education						
High school or less	**32**	**19†**	**19**	**55**	**5†**	**25†**
Some college	**38**	**30†**	**17**	**60**	**4†**	**11†**
College graduate or >	**49**	**35**	**49**	**58**	**2†**	**7†**

N for 12-17 = 2,015; N for 6-11 = 2,022
* = < 1%
† = cell size < 100

A Healthy Start and Healthy Development

Age makes a difference in both age groups on this Promise: Young adolescents and younger children do better on the Healthy Start Promise. Among adolescents, 12-14 year olds do better than 15-17 year olds, and among preadolescents, 6-8 year olds do better than 9-11 year olds. Race/ethnicity seems differently related to Healthy Start in the two age groups, with African Americans doing better among adolescents, and non-Hispanic whites better than

Hispanics among 6-11 year olds. Income above $50,000 a year also seems related to higher levels of the Healthy Start Promise among 6-11 year olds, with a similar but somewhat more mixed relation among teenagers.

Table S3. Percentage of Young People with the Healthy Start Promise: By Gender, Age, Race/Ethnicity, Income, and Education

	Met		Partially Met		Not Met	
	12-17	6-11	12-17	6-11	12-17	6-11
Gender						
Female	**35**	**50**	**58**	**46**	**7†**	**5†**
Male	**36**	**49**	**58**	**47**	**6†**	**6†**
Age						
6-8		**54**		**41**		**5†**
9-11		**44**		**51**		**6†**
12-14	**49**		**47**		**4†**	
15-17	**22**		**69**		**9†**	
Race/Ethnicity						
Non-Hispanic white	**35**	**52**	**59**	**44**	**5†**	**5†**
African American	**42†**	**47†**	**52**	**47†**	**1†**	**7†**
Hispanic	**36**	**42**	**60**	**52**	**1†**	**5†**
Income						
Under $20,000	**29†**	**43†**	**59**	**50**	**12†**	**7†**
$20,000-$29,999	**38†**	**44†**	**57†**	**50†**	**6†**	**6†**
$30,000-$49,999	**29**	**40**	**62**	**52**	**8†**	**8†**
$50,000-$99,999	**38**	**53**	**57**	**43**	**6†**	**4†**
$100,000+	**39**	**57**	**58**	**40**	**3†**	**3†**
Mother Education						
High school or less	**34**	**49**	**57**	**44**	**9†**	**7†**
Some college	**31**	**50**	**59**	**44**	**10†**	**7†**
College graduate or >	**38**	**54**	**58**	**43**	**4†**	**4†**

N for 12-17 = 2,015; N for 6-11 = 2,022
* = < 1%
† = cell size < 100

Effective Education for Marketable Skills and Lifelong Learning

Level of the Effective Education Promise appears to be associated with all of these demographics across ages 6-17. Girls, especially teenagers, appear to score higher on Effective Education than boys do, as do non-Hispanic white children and youth, and those at higher levels of family income and education. Income and education appear to have an especially strong relation to Effective Education among adolescents.

Table S4. Percentage of Young People with the Effective Education Promise: By Gender, Age, Race/Ethnicity, Income, and Education

	Met		Partially Met		Not Met	
	12-17	6-11	12-17	6-11	12-17	6-11
Gender						
Female	**46**	**81**	**51**	**19**	**4†**	*****
Male	**33**	**78**	**61**	**21**	**7†**	**1†**
Age						
6-8		**81**		**18**		*****
9-11		**77**		**22**		**1†**
12-14	**39**		**57**		**4†**	
15-17	**39**		**55**		**6†**	
Race/Ethnicity						
Non-Hispanic white	**42**	**81**	**53**	**19**	**5†**	*****
African American	**34†**	**70**	**63**	**29†**	**3†**	**1†**
Hispanic	**35**	**79**	**60**	**21†**	**6†**	**1†**
Income						
Under $20,000	**31†**	**65**	**61**	**34**	**9†**	*****
$20,000-$29,999	**34†**	**80**	**55†**	**20†**	**11†**	**1†**
$30,000-$49,999	**39**	**71**	**55**	**28**	**7†**	**1†**
$50,000-$99,999	**39**	**83**	**58**	**16**	**3†**	*****
$100,000+	**48**	**88**	**50**	**12†**	**2†**	*****
Mother Education						
High school or less	**34**	**67**	**58**	**33†**	**8†**	**1†**
Some college	**34**	**84**	**61**	**16†**	**5†**	*****
College graduate or >	**48**	**87**	**49**	**13†**	**3†**	**1†**

N for 12-17 = 2,015; N for 6-11 = 2,022

* = < 1%

† = cell size < 100

Opportunities to Make a Difference Through Helping Others

Among younger children, 9-11 year olds have more Opportunities to Make a Difference than do 6-8 year olds. A smaller difference exists between 12-14 and 15-17 year olds. Girls seem to have more of those opportunities. Among 6-17 year olds generally, race/ethnicity, income, and education level matter. Non-Hispanic white adolescents, and both non-Hispanic whites and African Americans among younger children, appear to have more Opportunities to Make a Difference. Especially notable associations are seen between higher levels of income and education, and higher levels of Opportunities to Make a Difference.

Table S5. Percentage of Young People with the Opportunities to Make a Difference Promise: By Gender, Age, Race/Ethnicity, Income, and Education

	Met		Partially Met		Not Met	
	12-17	6-11	12-17	6-11	12-17	6-11
Gender						
Female	**56**	**58**	**39**	**39**	**5†**	**3†**
Male	**50**	**53**	**43**	**42**	**7†**	**4†**
Age						
6-8		**51**		**44**		**5†**
9-11		**60**		**37**		**3†**
12-14	**50**		**43**		**7†**	

15-17	**56**		**39**		**5†**	
Race/Ethnicity						
Non-Hispanic white	**57**	**58**	**39**	**38**	**4†**	**3†**
African American	**43†**	**57**	**48†**	**40†**	**9†**	**3†**
Hispanic	**41**	**46**	**46**	**49**	**14†**	**5†**
Income						
Under $20,000	**36†**	**39†**	**53**	**54**	**11†**	**7†**
$20,000-$29,999	**40†**	**47†**	**51†**	**45†**	**9†**	**7†**
$30,000-$49,999	**48**	**52**	**44**	**46**	**8†**	**2†**
$50,000-$99,999	**56**	**62**	**40**	**34**	**5†**	**4†**
$100,000+	**69**	**62**	**30**	**35**	**2†**	**3†**
Mother Education						
High school or less	**41**	**40**	**48**	**55**	**11†**	**5†**
Some college	**51**	**58**	**43**	**40**	**6†**	**2†**
College graduate or >	**65**	**66**	**33**	**32**	**2†**	**2†**

N for 12-17 = 2,015; N for 6-11 = 2,022
* = < 1%
† = cell size < 100

Developmental Outcomes Across Diverse Groups of Young People in the National Polls
Differences in developmental outcomes by demographic groups are shown in several ways. Table S6 shows percentage differences in the proportion having the outcomes when the outcomes are defined through cutoff rules (described in Appendix D of our March 10, 2006 report) as binary variables (i.e., young people do or do not experience the outcome). Table S7 shows differences in mean outcome levels by demographic groups when outcomes are defined as continuous variables (i.e., young people experience the outcome along a continuous range of possible levels). Tables S9-S13 present not the data but interpretations of those results by gender, age, race/ethnicity, family income, and parent education. These various analyses are summarized below. As has been noted previously, these results by demographics should be taken with caution, because a number of the cell sizes in these analyses are smaller than 100 (sometimes considerably smaller), introducing greater error into these estimates. Additional research with larger sample sizes is needed to confirm these results and to analyze the effects of the interaction of demographics, such as race/ethnicity by income.

Overall, there are fewer differences in outcomes among children ages 6-11 than among adolescents ages 12-17. Where differences occur, however, with very few exceptions they tend to follow the same patterns as those observed for teenagers. *As we describe further below, the majority of these demographic differences in developmental outcomes seem to disappear or become smaller when young people have 4-5 Promises.*

Physical Health
Differences generally favor girls throughout the outcomes, but less so in the physical health category. Among teenagers, in fact, boys are more likely to say they are in very good or excellent health (the reverse is true among 6-11 year olds), although girls are more likely to avoid violence. Middle-school youth are physically healthier than high-high school youth. Although white youth say they are in better health, and both white and Hispanic youth engage in safer sexual behavior than Black youth, African Americans are more likely to avoid substances. Although percentage differences appear meaningful, racial/ethnic differences in

avoiding violence are not statistically significant, perhaps because of relatively small cell sizes in the African American and Hispanic cells. Income above $100,000 is linked to better overall health and avoiding violence. Finally, a mother's college degree is associated with better overall health, violence avoidance, and among teenagers, safe sexual behavior.

Psychological and Social Health

Teenage boys are less likely to report being depressed, and more likely to report life satisfaction. But girls across the ages 6-17 are more likely to be socially competent, to have special talents and interests that give them energy and joy (to thrive), and to be connected to their schools and families. The only age difference among younger children is that 6-11 year olds are more connected than 9-11 year olds. Among teenagers, however, younger teens 12-14 have a greater sense of purpose, more thriving, and more life satisfaction, and are less likely to feel overscheduled. Older teens 15-17 do report being more socially competent than 12-14 year olds.

African American youth have a greater sense of purpose and more life satisfaction than either non-Hispanic whites or Hispanics, and are less likely to feel overscheduled than Hispanics. But white youth are more socially competent and thrive more than others, and report less depression than do Hispanics. Among younger children, the only difference in psychological and social health is that white 6-11 year olds have greater connectedness. Family income above $100,000 is generally associated with greater social competence than among those making $50,000 or less, but making at least $50,000 is linked with better thriving among teenagers and more connectedness across ages 6-17. Mother's education makes a considerable difference in the psychological and social health of *teenagers*, with those whose mothers have college degrees or more reporting lower levels of depression, and more social competence, thriving, life satisfaction, and connectedness. Among 6-11 year olds, the only link of college education to psychological outcome is with connectedness.

Educational Achievement

Across ages 6-17, girls get better grades than boys, are more engaged with school, and have more everyday workplace skills. The younger students in each age group fare better on educational achievement, with 12-14 year olds doing better than 15-17 year olds on grades, attendance, and school engagement, and 6-8 year olds doing better than 9-11 year olds on school engagement and everyday workplace skills. However, older teens do report more everyday workplace skills than 12-14 year olds. Across ages 6-17, white youth have better grades than African Americans, but among teenagers, no better than Hispanics. But both white and African American teenagers report more everyday workplace skills than Hispanic students. Among younger children, whites are more engaged in school than Blacks, and among teenagers, whites have better school attendance than Black students.

Income makes a difference in three of the four education indicators for each age group. For teenagers, family income of $100,000 or more is associated with better grades than all other income groups report and poverty is linked with worse grades than all other income groups, while for 6-11 year olds, the link with better grades occurs with family income above $50,000. Younger children from poor families are less engaged with school than those from families with $50,000 or more income, and poor teenagers attend school less than students in all other income groups. Teenagers from families with $50,000 or more income have more everyday workplace skills than children from families making less than $30,000. Parent

education of at least college graduation is linked to better grades, attendance, and everyday workplace skills for teenagers, but only to better grades for children ages 6-11.

Civic Engagement

Teenage girls volunteer more than boys, both in their overall frequency and their weekly average volunteering. No differences were observed among younger children. Among younger children, however, 9-11 year olds volunteer more than 6-8, whereas no age differences were reported among teenagers. Among teenagers only, white youth report more volunteering than both Hispanic and African American youth, but more environmental stewardship only than African Americans. Poor teenagers volunteer less than all other teens, and poor younger children volunteer less than those from families making $50,000 or more. Environmental stewardship is more common among teenagers from families making $50,000 or more. Finally, for teenagers, mother's college graduation is linked with more environmental stewardship than all other teens, while for younger children ages 6-11, mother's college graduation is linked with more overall volunteering than all other children.

Table S6: Percentage of 6-17 Year Olds with Developmental Outcomes: By Gender and Age, Race/Ethnicity, Income, and Education

	12-17	**6-11**
Overall health		
Male	77	88
Female	69	93
12-14	76	
15-17	70	
6-8		91
9-11		89
Non-Hispanic white	75	93
African American	68	85
Hispanic	65	83
Under $20,000	51	83
$20,000-$29,999	63	85
$30,000-$49,999	72	87
$50,000-$99,999	76	92
$100,000+	83	94
High school or less	66	89
Some college	70	89
College graduate or +	77	89
Substance avoidance		--
Male	82	
Female	82	
12-14	93	
15-17	71	
Non-Hispanic white	81	

African American	92	
Hispanic	82	
Under $20,000	80	
$20,000-$29,999	81	
$30,000-$49,999	82	
$50,000-$99,999	83	
$100,000+	80	
High school or less	81	
Some college	81	
College graduate or +	83	
Violence avoidance		
Male	51	66
Female	67	72
12-14	53	
15-17	65	
6-8		69
9-11		68
Non-Hispanic white	61	69
African American	53	71
Hispanic	54	67
Under $20,000	43	69
$20,000-$29,999	49	62
$30,000-$49,999	54	67
$50,000-$99,999	60	68
$100,000+	73	73
High school or less	53	69
Some college	54	71
College graduate or +	62	68
Safe sexual behavior		--
Male	77	
Female	77	
12-14	not asked of 12-14	
15-17		
Non-Hispanic white	81	
African American	59	
Hispanic	72	
Under $20,000	56	
$20,000-$29,999	75	
$30,000-$49,999	73	
$50,000-$99,999	82	
$100,000+	81	
High school or less	64	
Some college	71	
College graduate or +	81	

Sense of purpose		--
Male	81	
Female	81	
12-14	83	
15-17	79	
Non-Hispanic white	82	
African American	88	
Hispanic	77	
Under $20,000	76	
$20,000-$29,999	75	
$30,000-$49,999	82	
$50,000-$99,999	83	
$100,000+	83	
High school or less	79	
Some college	80	
College graduate or +	82	
Absence of depression		--
Male	87	
Female	84	
12-14	87	
15-17	85	
Non-Hispanic white	87	
African American	85	
Hispanic	81	
Under $20,000	76	
$20,000-$29,999	84	
$30,000-$49,999	84	
$50,000-$99,999	87	
$100,000+	90	
High school or less	81	
Some college	83	
College graduate or +	89	
Social competence		
Male	63	56
Female	70	64
12-14	64	
15-17	69	
6-8		58
9-11		61
Non-Hispanic white	70	62
African American	58	51
Hispanic	59	60

Under $20,000	57	49
$20,000-$29,999	55	68
$30,000-$49,999	64	55
$50,000-$99,999	71	62
$100,000+	74	64
High school or less	61	56
Some college	66	56
College graduate or +	73	63
Thriving		
Male	43	55
Female	52	59
12-14	47	
15-17	48	
6-8		56
9-11		58
Non-Hispanic white	48	58
African American	57	63
Hispanic	39	53
Under $20,000	35	60
$20,000-$29,999	35	57
$30,000-$49,999	49	58
$50,000-$99,999	48	59
$100,000+	51	54
High school or less	43	55
Some college	43	63
College graduate or +	53	61
Life satisfaction		--
Male	60	
Female	55	
12-14	62	
15-17	52	
Non-Hispanic white	56	
African American	69	
Hispanic	51	
Under $20,000	56	
$20,000-$29,999	54	
$30,000-$49,999	54	
$50,000-$99,999	57	
$100,000+	62	
High school or less	54	
Some college	55	
College graduate or +	59	
Connectedness		
Male	65	95

Female	60	97
12-14	63	
15-17	62	
6-8		96
9-11		95
Non-Hispanic white	64	97
African American	60	90
Hispanic	59	94
Under $20,000	61	86
$20,000-$29,999	51	95
$30,000-$49,999	60	95
$50,000-$99,999	63	98
$100,000+	68	98
High school or less	62	87
Some college	58	96
College graduate or +	67	97
Not feeling overscheduled		--
Male	56	
Female	54	
12-14	58	
15-17	52	
Non-Hispanic white	56	
African American	61	
Hispanic	50	
Under $20,000	56	
$20,000-$29,999	47	
$30,000-$49,999	56	
$50,000-$99,999	56	
$100,000+	54	
High school or less	55	
Some college	58	
College graduate or +	53	
School grades		
Male	29	49
Female	43	60
12-14	39	
15-17	33	
6-8		56
9-11		52
Non-Hispanic white	40	58
African American	18	37
Hispanic	34	51

Under $20,000	22	38
$20,000-$29,999	32	48
$30,000-$49,999	32	46
$50,000-$99,999	36	59
$100,000+	51	65
High school or less	26	42
Some college	31	51
College graduate or +	44	58
Attendance		--
Male	90	
Female	87	
12-14	92	
15-17	85	
Non-Hispanic white	90	
African American	85	
Hispanic	86	
Under $20,000	79	
$20,000-$29,999	87	
$30,000-$49,999	89	
$50,000-$99,999	89	
$100,000+	93	
High school or less	83	
Some college	88	
College graduate or +	93	
School engagement		
Male	32	41
Female	42	50
12-14	43	
15-17	32	
6-8		51
9-11		39
Non-Hispanic white	37	47
African American	39	43
Hispanic	37	42
Under $20,000	37	39
$20,000-$29,999	43	40
$30,000-$49,999	33	43
$50,000-$99,999	38	47
$100,000+	39	51
High school or less	39	45
Some college	36	48
College graduate or +	36	46
Everyday workplace skills		
Male	55	92

Female	56	96
12-14	63	
15-17	48	
6-8		95
9-11		93
Non-Hispanic white	59	94
African American	48	96
Hispanic	45	92
Under $20,000	40	89
$20,000-$29,999	45	97
$30,000-$49,999	54	93
$50,000-$99,999	60	94
$100,000+	61	97
High school or less	47	92
Some college	56	93
College graduate or +	61	94
Frequency volunteers		
Male	55	84
Female	65	86
12-14	62	
15-17	58	
6-8		82
9-11		87
Non-Hispanic white	64	85
African American	50	88
Hispanic	47	80
Under $20,000	52	79
$20,000-$29,999	61	82
$30,000-$49,999	61	83
$50,000-$99,999	62	87
$100,000+	63	88
High school or less	56	77
Some college	61	86
College graduate or +	62	89
Weekly volunteering		
Male	47	
Female	57	
12-14	52	
15-17	52	
Non-Hispanic white	57	
African American	36	
Hispanic	39	

Under $20,000	41	
$20,000-$29,999	55	
$30,000-$49,999	49	
$50,000-$99,999	56	
$100,000+	55	
High school or less	45	
Some college	51	
College graduate or +	55	
Environmental stewardship		
Male	63	
Female	64	
12-14	63	
15-17	64	
Non-Hispanic white	64	
African American	66	
Hispanic	54	
Under $20,000	59	
$20,000-$29,999	49	
$30,000-$49,999	59	
$50,000-$99,999	67	
$100,000+	69	
High school or less	58	
Some college	59	
College graduate or +	70	

N for 12-17= 2,015; N for 6-11= 2,022

The Linkage of Promises and Outcomes Across Diverse Groups of Young People
Unfortunately, as expected, we have seen that there are many differences in outcomes by demographics. Young Americans in different demographic groups do not enjoy comparable developmental well-being.

The related critical question then becomes, does having 4-5 of the Promises seem to be associated with smaller differences in outcomes by child and youth age, gender, race/ethnicity, and family income and education levels? That is, does experiencing the Promises at an equivalent level seem to be linked with greater equality across demographic groups in developmental outcomes? Some analyses must be qualified because of limited cell sizes in some of the groups that produce greater error in estimates. But for the majority of outcomes, the answer appears to be yes.

We explored these questions in several ways. We standardized all variables to a mean of 0 and standard deviation of 1, and then conducted a series of ANOVAs comparing mean outcome scores by demographic groups for the whole sample (i.e., everyone, from those with 0 Promises to those with all 5), in order to see if there were significant differences by demographic groups. We then compared these results with a repeated series of the same ANOVAs but only for children and youth who had 4-5 Promises (i.e., satisfying our definition of "meeting" the Promises).

The results are presented in **Tables S7 and S9-S13**. The results showed that when children and youth experience 4 or all 5 Promises, the majority of differences seen by demographic variables among children 6-17—about 60% of demographic differences in outcomes—disappear and about another 18% become smaller (see interpretive summary in **Table S8**). We also conducted stepwise regressions to examine the relative importance of demographics and Promises in predicting outcomes. These analyses, presented in **Tables S14-S15,** confirm that, for the great majority of outcomes, the Promises are more important than demographics (i.e., contribute more to the variance of the outcome) and can compensate for the negative associations of demographics with the outcomes.

In Table S7 below, the "with 4-5 Promises" columns for each age group present the means and F tests only for those analyses where group differences varied from the results obtained for the "whole sample" columns. If those differences were eliminated, smaller, larger, or mixed (some group differences smaller and some larger), the means and F tests are displayed. Means and F tests for the 4-5 Promises group on analyses that produced essentially the "same" results as observed for the whole sample (i.e., neither smaller nor larger group differences) are not reported here.

Careful inspection of the tables reveals two noteworthy issues. First, some of the demographic group differences in outcome means, although no longer statistically significant among those with 4-5 Promises, are still appreciably sizeable. This both illustrates the stubbornness of these inequities in developmental outcomes, and reinforces the repeated admonition in this report that analyses with samples that produce larger cell sizes are needed to confirm these results.

Second, a very small proportion of analyses suggested larger demographic differences among those with 4-5 Promises than the whole sample (i.e., that the Promises might be associated with exacerbating rather than reducing across-group developmental differences). Some of these results might be fluctuations due to the error introduced by some small cell sizes in the analyses. But even in these analyses, most demographic groups actually showed notable improvements in their mean outcomes scores. Some groups simply seemed to have an even larger increase than others in a given positive outcome by virtue of being in the 4-5 Promises group.

Table S7. Mean Differences in Developmental Outcomes of 6-17 Year Olds, by Demographic Groups

	12-17		6-11	
	Whole Sample	With 4-5 Promises	Whole Sample	With 4-5 Promises
Overall health				
Male	.08		-.10	
Female	-.09		.11	
	F(1,2010)=14.64****		F(1,2012)=20.29****	
12-14	.09	**.36**		
15-17	-.09	**.36**		
	F(1,2010)=15.93****	**F(1,509)=.01NS**		
6-8			.06	**.19**
9-11			-.06	**.26**
			F(1,2017)=6.60**	**F(1,752)=1.31NS**
Non-Hispanic white	.05	**.38**	.12	.28
African American	-.12	**.27**	-.34	-.05
Hispanic	-.21	**.31**	-.21	.13
	F(3,1986)=7.24****	**F(3,505)=.29NS**	F(3,1997)=22.68****	F(3,747)=5.24***
Under $20,000	-.39		-.26	.03
$20,000-$29,999	-.26		-.34	-.32
$30,000-$49,999	-.04		-.18	.16
$50,000-$99,999	.05		.09	.20
$100,000+	.22		.29	.41
	F(4,1925)=17.19****		F(4,1930)=25.15****	F(4,726)=7.88****
High school or less	-.12	**.32**	-.12	
Some college	-.08	**.33**	-.05	
College graduate or +	.10	**.36**	-.01	
	F(2,1385)=6.62***	**F(2,344)=.28NS**	F(2,1025)=.99NS	
Substance avoidance			---	
Male	-.02			
Female	.01			
	F(1,2010)=.83NS			
12-14	.20			
15-17	-.19			
	F(1,2014)=128.52****			
6-8				
9-11				
Non-Hispanic white	-.00	**.14**		
African American	.15	**.17**		
Hispanic	-.00	**.15**		
	F(3,1991)=5.49***	**F(3,505)=.30NS**		
Under $20,000	-.14			
$20,000-$29,999	.03			
$30,000-$49,999	.02			
$50,000-$99,999	.01			

$100,000+	.02 F(4,1928)=1.73NS			
High school or less	-.07	*.26*		
Some college	-.01	*.16*		
College graduate or +	.02	*.09*		
	F(2,1389)=1.52NS	*F(2,344)=3.05**		
Violence avoidance				
Male	-.12		-.07	**.18**
Female	.12		.08	**.21**
	F(1,2014)=45.53****		F(1,2006)=10.91**	**F(1,751)=.28NS**
12-14	-.10			
15-17	.10			
	F(1,2014)=31.41****			
6-8			.01	
9-11			-.01	
			F(1,2011)=.42NS	
Non-Hispanic white	.02		.01	*.19*
African American	-.08		-.01	*-.08*
Hispanic	-.03		-.04	*.37*
	F(3,1991)=1.46NS		F(3,1990)=.21NS	*F(3,746)=3.36***
Under $20,000	-.25	.27	-.15	**.14**
$20,000-$29,999	-.13	.36	-.24	**.09**
$30,000-$49,999	-.07	.10	.01	**.19**
$50,000-$99,999	.05	.35	.01	**.16**
$100,000+	.17	.34	.12	**.26**
	F(4,1928)=13.86****	F(4,490)=4.09**	F(4,1922)=4.88**	**F(4,725)=.59NS**
High school or less	-.08	**.29**	.03	
Some college	-.04	**.28**	.05	
College graduate or +	.05	**.25**	.00	
	F(2,1389)=3.62*	**F(2,344)=.15NS**	F(1022)=.45NS	
Safe sexual behavior			---	
Male	.21			
Female	.20			
	F(1,985)=.06NS			
12-14	---			
15-17				
6-8				
9-11				
Non-Hispanic white	.29			
African American	-.17			
Hispanic	.11			

	F(3,979)=14.18****			
Under $20,000	-.16			
$20,000-$29,999	.00			
$30,000-$49,999	.16			
$50,000-$99,999	.30			
$100,000+	.30			
	F(4,943)=11.30****			
High school or less	-.06	.59		
Some college	.09	.17		
College graduate or +	.30	.37		
	F(2,676)=14.09****	F(2,140)=3.67*		
Sense of purpose			---	
Male	-.02			
Female	.02			
	F(1,1990)=.71NS			
12-14	.05	**.37**		
15-17	-.05	**.25**		
	F(1,1990)=5.37*	**F(1,506)=2.53NS**		
6-8				
9-11				
Non-Hispanic white	.00	**.33**		
African American	.22	**.51**		
Hispanic	-.12	**.25**		
	F(3,1969)=5.32***	**F(3,503)=1.59NS**		
Under $20,000	-.13			
$20,000-$29,999	-.03			
$30,000-$49,999	.01			
$50,000-$99,999	.04			
$100,000+	.00			
	F(4,1906)=1.25NS			
High school or less	-.04			
Some college	-.01			
College graduate or +	.01			
	F(2,1377)=.33NS			
Absence of depression			---	
Male	.05	**.26**		
Female	-.06	**.17**		
	F(1,2006)=5.93**	**F(1,508)=1.86NS**		
12-14	.02			
15-17	-.02			
	F(1,2006)=1.2NS			
6-8				
9-11				
Non-Hispanic white	.04			

African American	-.03			
Hispanic	-.12			
	F(3,1984)=3.30**			
Under $20,000	-.27	**.30**		
$20,000-$29,999	-.06	**.34**		
$30,000-$49,999	-.04	**.21**		
$50,000-$99,999	.02	**.22**		
$100,000+	.13	**.18**		
	F(4,1921)=6.10****	**F(4,489)=.37NS**		
High school or less	-.12	**.11**		
Some college	-.08	**.33**		
College graduate or +	.10	**.20**		
	F(2,1385)=6.42*	**F(2,343)=2.01NS**		
Social competence				
Male	-.08	.21	-.09	
Female	.09	.32	.09	
	F(1,2014)=30.81****	F(1,509)=4.80*	F(1,2015)=35.10****	
12-14	-.04			
15-17	.04			
	F(1,2014)=6.25**			
6-8			-.01	
9-11			.01	
			F(1,2019)=.39NS	
Non-Hispanic white	.05	.29	.01	
African American	-.13	.02	-.07	
Hispanic	-.12	.30	.04	
	F(3,1991)=7.12****	F(3,505)=3.12*	F(3,1998)=3.69**	
Under $20,000	-.15	**.18**	-.12	**.26**
$20,000-$29,999	-.30	**.21**	-.03	**.23**
$30,000-$49,999	-.04	**.31**	-.06	**.20**
$50,000-$99,999	.05	**.28**	.04	**.21**
$100,000+	.15	**.31**	.09	**.26**
	F(4,1928)=14.67****	**F(4,490)=.50NS**	F(4,1931)=5.20****	**F(4,726)=.30NS**
High school or less	-.08	**.31**	-.00	
Some college	-.02	**.28**	.02	
College graduate or +	.12	**.26**	.07	
	F(2,1389)=9.69****	**F(2,344)=.14NS**	F(2,1035)=1.02NS	
Thriving				
Male	-.09	**.26**	-.06	**.16**
Female	.01	**.31**	.02	**.23**
	F(1,2012)=6.51***	**F(1,509)=1.15NS**	F(1,2013)=4.77*	**F(1,751)=1.92NS**
12-14	.02	**.31**		
15-17	-.09	**.26**		
	F(1,2012)=8.30*	**F(1,509)=.97NS**		
6-8			-.02	
9-11			-.04	

			F(1,2018)=.34NS	
Non-Hispanic white	-.07	**.30**	-.00	
African American	.06	**.35**	-.02	
Hispanic	-.18	**.26**	-.09	
	F(3,1990)=6.64****	**F(3,505)=1.71NS**	F(3,1998)=1.46NS	
Under $20,000	-.23	**.28**	-.05	
$20,000-$29,999	-.40	**.25**	-.06	
$30,000-$49,999	-.03	**.33**	-.03	
$50,000-$99,999	.00	**.27**	-.00	
$100,000+	.07	**.29**	-.03	
	F(4,1927)=11.30****	**F(4,490)=.22NS**	F(4,1931)=.22NS	
High school or less	-.11	**.31**	-.03	
Some college	-.19	**.24**	.05	
College graduate or +	.05	**.28**	.02	
	F(2,1388)=9.20****	**F(2,344)=.31NS**	F(2,1025)=.76NS	
Life satisfaction			---	
Male	.06	**.41**		
Female	-.07	**.37**		
	F(1,2010)=9.58***	**F(1,509)=.42NS**		
12-14	.10	**.43**		
15-17	-.10	**.33**		
	F(1,2010)=20.98****	**F(1,509)=2.37NS**		
6-8				
9-11				
Non-Hispanic white	-.01	**.39**		
African American	.24	**.41**		
Hispanic	-.16	**.39**		
	F(3,1998)=6.80****	**F(1,505)=.27NS**		
Under $20,000	-.12	.73		
$20,000-$29,999	-.18	.05		
$30,000-$49,999	-.08	.26		
$50,000-$99,999	.03	.43		
$100,000+	.16	.39		
	F(4,1925)=5.63****	F(490)=4.20**		
High school or less	-.08	**.43**		
Some college	-.11	**.35**		
College graduate or +	.09	**.43**		
	F(2,1386)=5.68***	**F(2,344)=.44NS**		
Connectedness				
Male	-.03	**.22**	-.07	**.27**
Female	.03	**.28**	.08	**.37**
	F(1,2014)=3.83*	**F(1,509)=1.59NS**	F(1,1987)=11.78***	**F(1,748)=2.58NS**
12-14	-.02	*.20*		
15-17	.02	*.32*		
	F(1,2014)=1.32NS	*F(1,509)=6.40***		

6-8 9-11			.05 -.05 F(1,1991)=4.94*	**.35** **.29** **F(1,749)=.84NS**
Non-Hispanic white African American Hispanic	.02 -.08 -.05 F(3,1991)=2.20NS		.11 -.33 -.24 F(3,1970)=20.54****	.37 .22 .05 F(3,743)=4.56**
Under $20,000 $20,000-$29,999 $30,000-$49,999 $50,000-$99,999 $100,000+	-.01 -.18 -.02 .01 .08 F(4,1928)=4.80***	*.23* *-.22* *.31* *.29* *.26* *F(4,490)=5.78****	-.37 -.37 -.10 .12 .25 F(4,1908)=24.32=*** *	.22 -.30 .38 .35 .37 F(4,723)=5.30****
High school or less Some college College graduate or +	-.04 -.04 .07 F(2,1389)=4.98**	**.25** **.27** **.25** **F(2,344)=.08NS**	-.37 .03 .11 F(2,1010)=18.67****	**.34** **.39** **.36** **F(2,377)=.10NS**
Not feeling overscheduled Male Female	.02 -.02 F(1,2008)=.92NS		---	
12-14 15-17	.09 -.09 F(1,2008)=15.66****			
6-8 9-11				
Non-Hispanic white African American Hispanic	-.00 .18 -.07 F(3,1986)=4.24**	**-.00** **.39** **-.03** **F(3,505)=3.92**** **(Note 1)**		
Under $20,000 $20,000-$29,999 $30,000-$49,999 $50,000-$99,999 $100,000+	.01 -.02 .01 .00 -.04 F(4,1923)=.17NS			
High school or less Some college College graduate or +	.03 .04 -.05 F(2,1384)=1.19NS			
School grades Male Female	-.14 .15 F(1,1998)=43.43****	.35 .50 F(1,509)=3.83*	-.11 .13 F(1,1983)=28.71****	

12-14 15-17	.07 -.07 F(1,1998)=8.90**			
6-8 9-11			.03 -.03 F(1,1987)=2.09NS	
Non-Hispanic white African American Hispanic	.07 -.39 .03 F(3,1976)=13.83***	.49 .05 .43 F(3,503)=3.75**	.08 -.34 -.08 F(3,1968)=11.63***	**.27** **.07** **.08** **F(3,741)=3.15*Note2**
Under $20,000 $20,000-$29,999 $30,000-$49,999 $50,000-$99,999 $100,000+	-.42 -.08 -.04 .01 .33 F(4,1914)=22.04****		-.46 -.11 -.16 .13 .23 F(4,1904)=25.01****	<u>-.16</u> <u>.38</u> <u>.04</u> <u>.24</u> <u>.33</u> <u>F(4,721)=5.70****</u>
High school or less Some college College graduate or +	-.22 -.13 .16 F(2,1379)=19.36****	**.36** **.29** **.51** **F(2,343)=2.22NS**	-.35 -.04 .09 F(2,1007)=15.33****	-.09 .07 .28 F(2,375)=4.90**
Attendance Male Female	.02 -.02 F(1,2010)=.87NS		---	
12-14 15-17	.09 -.09 F(1,2010)=14.92****	**.23** **.16** **F(1,509)=1.61NS**		
6-8 9-11				
Non-Hispanic white African American Hispanic	.05 -.17 -.11 F(3,1988)=4.49**	**.23** **.21** **.12** **F(3,505)=1.30NS**		
Under $20,000 $20,000-$29,999 $30,000-$49,999 $50,000-$99,999 $100,000+	-.36 -.07 .02 .03 .13 F(4,1925)=9.71****	**.11** **.23** **.29** **.11** **.27** **F(4,490)=2.13NS**		
High school or less Some college College graduate or +	-.21 -.01 .13 F(2,1387)=13.21****	**.12** **.17** **.26** **F(2,344)=1.42NS**		

School engagement				
Male	-.11	.32	-.13	**.19**
Female	.12	.47	.14	**.29**
	F(1,2005)=27.06****	F(1,509)=4.09*	F(1,2012)=38.15****	**F(1,751)=2.54NS**
12-14	.13	.47		
15-17	-.13	.32		
	F(1,2005)=35.18****	F(1,508)=4.62*		
6-8			.13	
9-11			-.14	
			F(1,2017)=39.53****	
Non-Hispanic white	-.00	*.47*	-.00	**.28**
African American	-.04	*.30*	.03	**.11**
Hispanic	.03	*.16*	-.03	**.12**
	F(3,1983)=.57NS	*F(3,504)=2.92**	F(3,1998)=3.58***	**F(3,747)=1.73NS**
Under $20,000	-.08	*-.03*	-.21	**.15**
$20,000-$29,999	.12	*.37*	-.13	**.24**
$30,000-$49,999	-.05	*.25*	-.07	**.20**
$50,000-$99,999	.03	*.53*	.04	**.25**
$100,000+	.09	*.45*	.15	**.28**
	F(4,1921)=1.90NS	*F(4,489)=4.21***	F(4,1928)=6.45****	**F(4,726)=.33NS**
High school or less	-.00			
Some college	-.00		-.06	
College graduate or +	-.00		.05	
	F(2,1383)=.00NS		.01	
			F(2,1025)=1.00NS	
Everyday workplace skills				
Male	-.08	**.24**	-.04	**.10**
Female	.08	**.30**	.04	**.11**
	F(1,2013)=33.15****	**F(1,509)=1.90NS**	F(1,2011)=5.72***	**F(1,748)=.45NS**
12-14	-.04	**.25**		
15-17	.04	**.30**		
	F(1,2013)=9.33**	**F(1,509)=.99NS**		
6-8			.04	**.11**
9-11			-.04	**.10**
			F(1,2015)=6.21**	**F(1,749)=.17NS**
Non-Hispanic white	.05	**.30**	-.00	
African American	-.04	**.13**	.03	
Hispanic	-.19	**.18**	-.03	
	F(3,1991)=11.43****	**F(3,505)=2,21NS**	F(3,1995)=.46NS	
Under $20,000	-.18	-.05	-.14	**.14**
$20,000-$29,999	-.22	.34	.03	**.14**
$30,000-$49,999	-.04	.26	-.02	**.10**
$50,000-$99,999	.06	.31	.01	**.11**
$100,000+	.10	.27	.06	**.09**
	F(4,1928)=13.74****	F(4,490)=3.69**	F(4,1928)=3.95**	**F(4,723)=.47NS**

High school or less	-.08	**.21**	-.06	
Some college	.02	**.25**	.00	
College graduate or +	.05	**.28**	.01	
	F(2,1398)=5.88**	**F(2,344)=.47NS**	F(2,1025)=1.00NS	
Frequency volunteers				
Male	-.11		-.03	
Female	.11		.03	
	F(1,2007)=25.27****		F(1,2015)=2.88NS	
12-14	.00			
15-17	.00			
	F(1,2007)=.00NS			
6-8			-.06	**.26**
9-11			.06	**.30**
			F(1,2019)=13.29****	**F(1,752)=.67NS**
Non-Hispanic white	.09	**.35**	.03	
African American	-.31	**.13**	.01	
Hispanic	-.26	**.22**	-.06	
	F(3,1984)=17.77****	**F(3,505)=1.19NS**	F(3,1998)=6.38****	
Under $20,000	-.22	**.48**	-.18	**.19**
$20,000-$29,999	.01	**.24**	-.12	**.17**
$30,000-$49,999	-.01	**.40**	-.03	**.33**
$50,000-$99,999	.08	**.34**	.04	**.26**
$100,000+	.04	**.26**	.14	**.31**
	F(4,1922)=4.01*	**F(4,490)=.70NS**	F(4,1931)=9.43****	**F(4,726)=1.00NS**
High school or less	-.06		-.23	.08
Some college	-.01		.03	.25
College graduate or +	.02		.16	.37
	F(2,1383)=.69NS		F(2,1025)=26.40****	F(2,378)=6.40**
Weekly volunteering			---	
Male	-.30			
Female	-.12			
	F(1,2007)=20.82****			
12-14	-.24			
15-17	-.18			
	F(1,2007)=1.69NS			
6-8				
9-11				
Non-Hispanic white	-.12	.13		
African American	-.54	-.25		
Hispanic	-.45	.10		
	F(3,1984)=22.09****	F(3,505)=3.04*		
Under $20,000	-.43	**.21**		
$20,000-$29,999	-.14	**-.13**		
$30,000-$49,999	-.26	**.10**		
$50,000-$99,999	-.13	**.14**		
$100,000+	-.16	**.09**		

	F(4,1922)=15.29****	**F(490)=.82NS**		
High school or less	-.29			
Some college	-.23			
College graduate or +	-.19			
	F(2,1383)=1.40NS			
Environmental stewardship			---	
	-.00			
Male	.01			
Female	F(1,2006)=.05NS			
	.02			
12-14	-.02			
15-17	F(1,2006)=.89NS			
6-8				
9-11				
Non-Hispanic white	.05	.19		
African American	-.27	-.30		
Hispanic	-.06	.35		
	F(3,1983)=6.69****	F(3,505)=4.50**		
Under $20,000	-.16	-.51		
$20,000-$29,999	-.29	.27		
$30,000-$49,999	-.13	.07		
$50,000-$99,999	.10	.26		
$100,000+	.10	.18		
	F(4,1924)=9.42****	F(4,490)=5.01***		
High school or less	-.14	**-.10**		
Some college	-.09	**.17**		
College graduate or +	.09	**.19**		
	F(2,1384)=6.83***	**F(2,344)=2.64NS**		

Variables standardized to mean of 0 and standard deviation of 1

In 4-5 Promises columns: **Bold = differences among groups in whole sample eliminated;** yellow = differences smaller than in whole sample; *italics = differences larger than in whole sample;* underlined = some group differences smaller and some larger than in whole sample

**** $p \leq .0001$
*** $p \leq .002$
** $p \leq .01$
* $p \leq .05$

Note 1: The significant F was between African American and "Other"; with N=16, "Other" was ignored in these analyses. The significant whole sample difference between African-American and Hispanic youth disappeared in the post-hoc analyses among those with 4-5 Promises.
Note 2: The overall F remained significant at $p \leq .05$, but Tukey post-hoc tests showed no significant differences between racial/ethnic groups.

Figures S1-S5 illustrate these relations for selected outcomes. These figures plot the standardized means of children and youth in various demographic groups on several outcomes, and then compare the whole sample means with the means for young people in those demographic groups who have 4-5 of the Promises. Figure S1 shows how, with 4-5

Promises, **thriving** differences by income levels among 12-17 year olds disappear. Figure S2 shows the same kind of relation between having the Promises and disappearing differences in **connectedness** among 6-11 year olds. Figure S3 shows the comparable relation for both age groups of the Promises being associated with differences in **everyday workplace skills** between boys and girls being eliminated. Finally, Figures S4 and S5 show that differences in **school grades** by race/ethnicity are still present even among those meeting the Promises, but that the differences are smaller.

Figure S1: Impact of Promises Met on Reducing Standardized Mean Income Level Differences in Thriving, 12-17 Year Olds

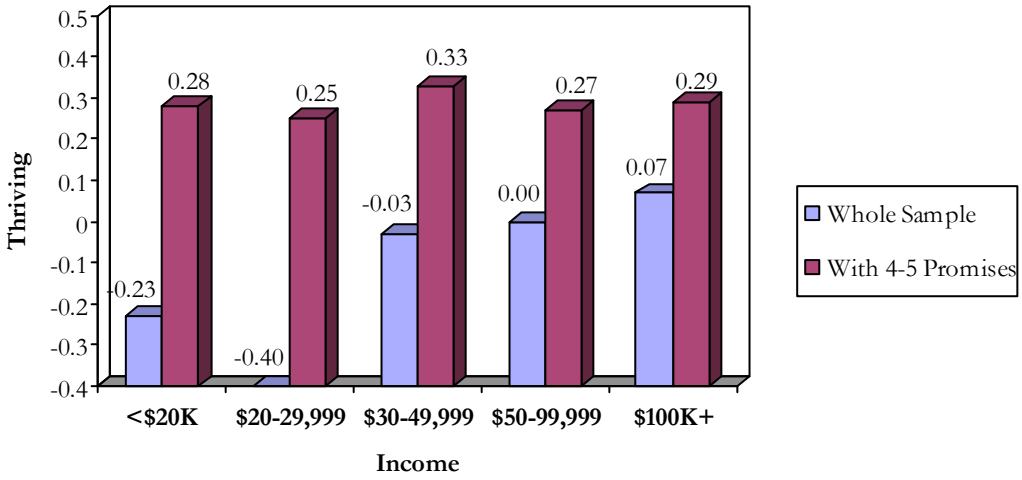


Figure S2: Impact of Promises Met on Reducing Standardized Mean Education Level Differences in Connectedness, 6-11 Year Olds

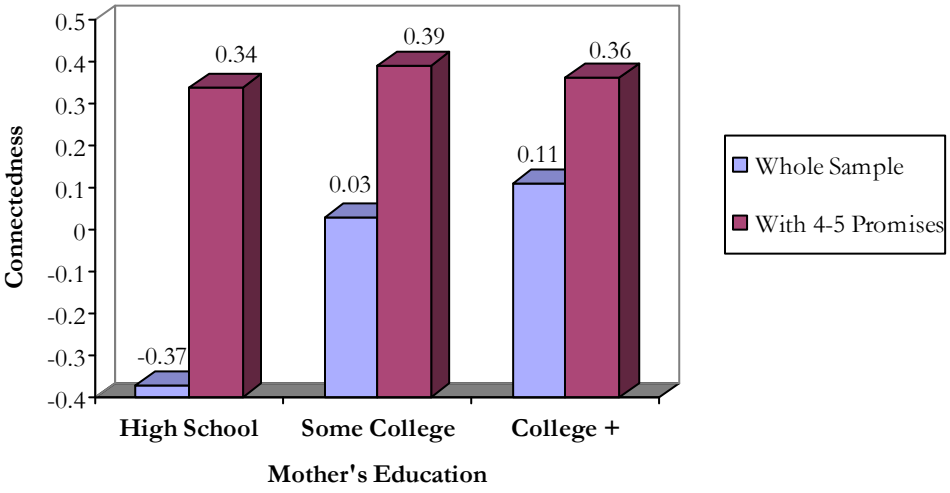


Figure S3: Impact of Promises Met on Reducing Standardized Mean Gender Differences in Everyday Workplace Skills, 6-17 Year Olds

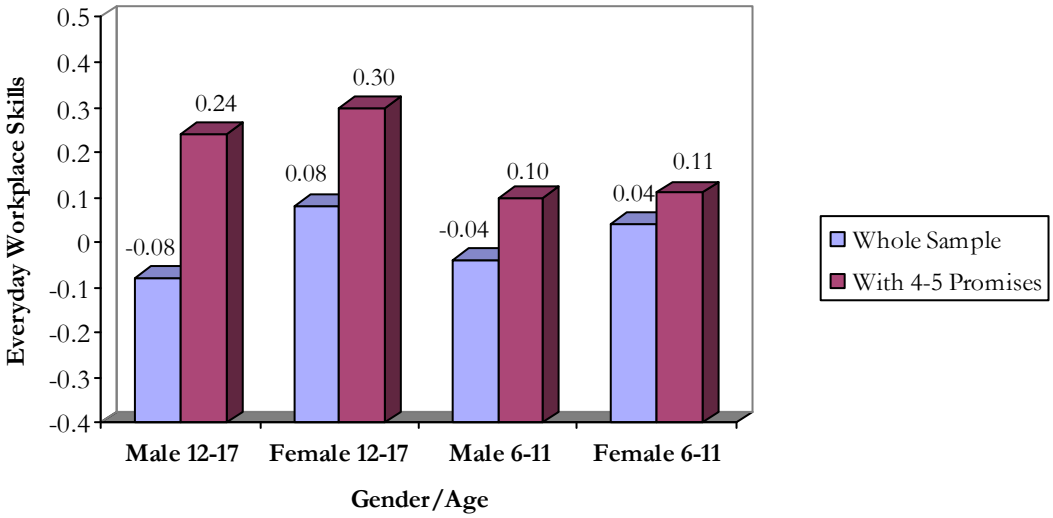


Figure S4: Impact of Promises Met on Reducing Standardized Mean Racial/Ethnic Differences in School Grades, 12-17 Year Olds

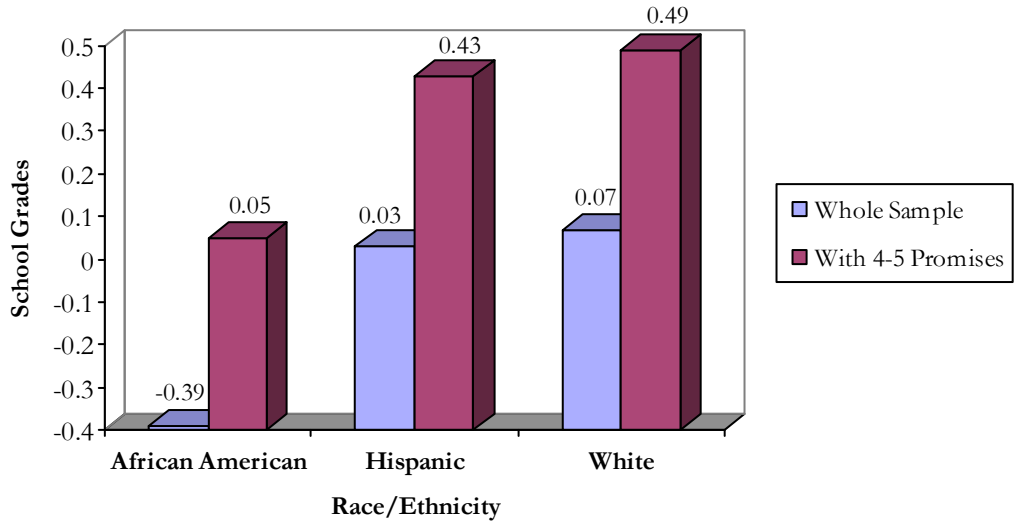
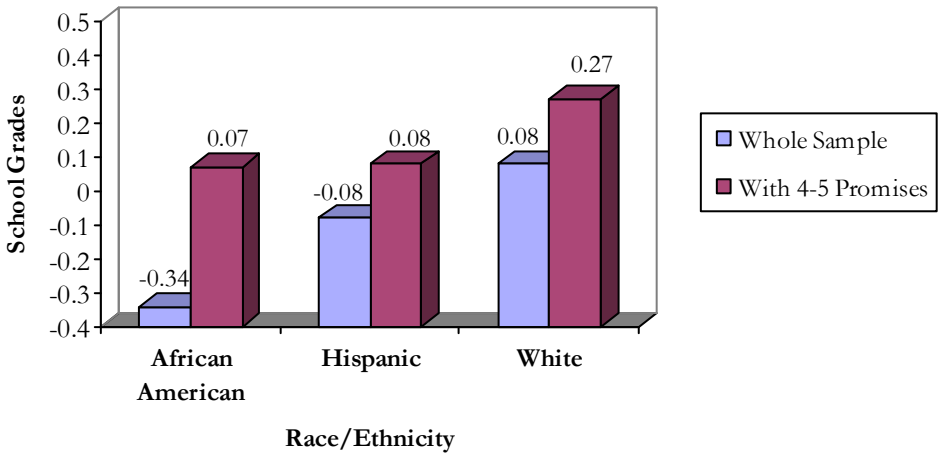


Figure S5: Impact of Promises Met on Reducing Standardized Mean Racial/Ethnic Differences in School Grades, 6-11 Year Olds



Summary of Impact of Meeting Promises on Developmental Outcomes

Five tables, **Tables S9-S13**, summarize in prose the numeric data presented above. The Tables show the impact of experiencing 4-5 Promises on mean scores for each developmental outcome, by the five demographic categories of child and youth gender, age, race/ethnicity, family income, and mother's education level. **Table S8** below summarizes this detailed information displayed in Tables S9-S14 and shows that, across ages 6-17, it appears that having 4-5 Promises eliminates about 60% of the demographic differences in developmental outcomes. Roughly another 18% of demographic differences become smaller among those who have 4-5 Promises in their lives. Thus, *for about three-quarters of these observed demographic differences, meeting the Promises appears to have a positive association toward promoting greater developmental equality for children and youth across gender, age, race/ethnicity, and family income and education levels.*

Table S8. Summary of Impact of Promises Met on Significant Demographic Differences in Outcomes

	12-17					6-11				
	Total #					Total #				
	Sig. Diffs.	Elim.	Smaller	Larger	Mixed	Sig. Diffs.	Elim.	Smaller	Larger	Mixed
Gender	13	5	3	--	--	8	5	--	--	--
Age	12	6	1	1	--	5	4	--	--	--
Race/Ethnicity	15	9	3	1	1	4	2	2	1	--
Income Level	13	6	2	2	1	8	5	2	--	1
Education Level	12	11	1	1	--	3	1	2	--	--
TOTAL	65	37	10	5	2	28	17	6	1	1
%		57%	16%	8%	3%		61%	21%	4%	4%

Table S9. Impact of Promises Met on Reducing Significant Gender Differences in Outcomes

	12-17				6-11		
	Whole Sample	4-5 Promises	Differences		Whole Sample	4-5 Promises	Differences
Overall health	M > F	Same	Same		F > M	Same	Same
Substance avoidance	NS	NS	Same		--	--	--
Violence avoidance	F > M	Same	Same		F > M	NS	**Eliminated**
Safe sexual behavior	NS	NS	Same		--	--	--
Sense of purpose	NS	NS	Same		--	--	--
Absence of depression	M > F	NS	**Eliminated**		--	--	--
Social competence	F > M	f > m	**Smaller**		F > M	Same	Same
Thriving	F > M	NS	**Eliminated**		F > M	NS	**Eliminated**
Life satisfaction	M > F	NS	**Eliminated**		--	--	--
Connectedness	F > M	NS	**Eliminated**		F > M	NS	**Eliminated**
Not feeling overscheduled	NS	NS	Same		--	--	--
School grades	F > M	f > m	**Smaller**		F > M	F > M	Same
Attendance	NS	NS	Same		--	--	--
School engagement	F > M	f > m	**Smaller**		F > M	NS	**Eliminated**
Everyday workplace skills	F > M	NS	**Eliminated**		F > M	NS	**Eliminated**
Frequency volunteers	F > M	Same	Same		NS	NS	Same
Weekly volunteering	F > M	Same	Same		--	--	--
Environmental stewardship	NS	NS	Same		--	--	--

NS= differences not significant

Table S10. Impact of Promises Met on Reducing Significant Age Differences in Outcomes

	12-17				6-11		
	Whole Sample	4-5 Promises	Differences		Whole Sample	4-5 Promises	Differences
Overall health	12-14 > 15-17	NS	**Eliminated**		6-8 > 9-11	NS	**Eliminated**
Substance avoidance	12-14 > 15-17	Same	Same		--	--	--
Violence avoidance	12-14 > 15-17	Same	Same		NS	NS	Same
Safe sexual behavior*	--	--	--		--	--	--
Sense of purpose	12-14 > 15-17	NS	**Eliminated**		--	--	--
Absence of depression	NS	NS	Same		--	--	--
Social	15-17 > 12-	Same	Same		NS	NS	Same

competence	14						
Thriving	12-14 > 15-17	NS	**Eliminated**		NS	NS	Same
Life satisfaction	12-14 > 15-17	NS	**Eliminated**		--	--	--
Connectedness	NS	15-17 > 12-14	Larger		6-8 > 9-11	NS	**Eliminated**
Not feeling overscheduled	12-14 > 15-17	Same	Same		--	--	--
School grades	12-14 > 15-17	Same	Same		NS	NS	Same
Attendance	12-14 > 15-17	NS	**Eliminated**		--	--	--
School engagement	12-14 > 15-17	12-14 > 15-17	**Smaller**		6-8 > 9-11	Same	Same
Everyday workplace skills	15-17 > 12-14	NS	**Eliminated**		6-8 > 9-11	NS	**Eliminated**
Frequency volunteers	NS	NS	Same		9-11 > 6-8	NS	**Eliminated**
Weekly volunteering	NS	NS	Same		--	--	--
Environmental stewardship	NS	NS	Same		--	--	--

* Asked of 15-17 year olds only
NS= differences not significant

Table S11. Impact of Promises Met on Reducing Significant Racial/Ethnic Differences in Outcomes

	12-17				**6-11**		
	Whole Sample	4-5 Promises	Differences		Whole Sample	4-5 Promises	Differences
Overall health	W > H	NS	**Eliminated**		W > B, H	W > B	**Smaller**
Substance avoidance	B > W, H	NS	**Eliminated**		--	--	--
Violence avoidance	NS	NS	Same		NS	H > B	Larger
Safe sexual behavior	W, H > B	Same	Same		--	--	--
Sense of purpose	B > W, H	NS	**Eliminated**		--	--	--
Absence of depression	W > H	Same	Same		--	--	--
Social competence	W > B,H	W > B	**Smaller**		NS	NS	Same
Thriving	W, B > H	NS	**Eliminated**		NS	NS	Same
Life satisfaction	B > W, H	NS	**Eliminated**		--	--	--
Connectedness	NS	NS	Same		W > B,H	W > H	**Smaller**
Not feeling overscheduled	B > H	NS	**Eliminated**		--	--	--
School grades	W, H > B	W > B	**Smaller**		W > B,H	NS	**Eliminated**
Attendance	W > B	NS	**Eliminated**		--	--	--
School engagement	NS	W > H	Larger		W > B	NS	**Eliminated**
Everyday workplace skills	W,B > H	NS	**Eliminated**		NS	NS	Same
Frequency	W > B,H	NS	**Eliminated**		NS	NS	Same

volunteers							
Weekly volunteering	W > B,H	W > B	**Smaller**		--	--	--
Environmental stewardship	W > B	W, H > B	Mixed		--	--	--

NS= differences not significant

Table S12. Impact of Promises Met on Reducing Significant Income Level Differences in Outcomes*

	12-17				6-11		
	Whole Sample	4-5 Promises	Differences		Whole Sample	4-5 Promises	Differences
Overall health	100K > all 50K > poverty, low income	Same	Same		100K > all 50K > under 50 K	Same	**Smaller**
Substance avoidance	NS	NS	Same		--	--	--
Violence avoidance	100K > under 50K	Same	**Smaller**		100 K > poverty 50K > poverty, low income	NS	**Eliminated**
Safe sexual behavior*	Insufficient cell sizes	Insufficient cell sizes	Insufficient cell sizes		--	--	--
Sense of purpose	NS	NS	Same		--	--	--
Absence of depression	Above 30K > poverty	NS	**Eliminated**		--	--	--
Social competence	100K > under 50K 50K > under 30	NS	**Eliminated**		100K > poverty, 30K-50K	NS	**Eliminated**
Thriving	Above 50K > poverty, low income	NS	**Eliminated**		NS	NS	Same
Life satisfaction	100K > under 50K	Poverty > 20K-50K	**Smaller**		--	--	--
Connectedness	20-30K < 50K	20-30K < all	Larger		Above 50K > under 50K	20-30K < all	**Smaller**
Not feeling overscheduled	NS	NS	Same		--	--	--
School grades	100K > all, poverty < all	Same	Same		50K > under 50K	Poverty < all, 30-50K < 100K	Mixed
Attendance	Poverty < all	NS	**Eliminated**		--	--	--
School engagement	NS	Poverty < above 50K	Larger		100K > under 50K 50K > poverty	NS	**Eliminated**
Everyday workplace skills	100K > under 50K, 50K > under 30K	Poverty < all	**Smaller**		100K > Poverty	NS	**Eliminated**
Frequency	Above 50K	NS	**Eliminated**		Above 50K	NS	**Eliminated**

volunteers	> Poverty				> Poverty, 100K > under 50K		
Weekly volunteering	Poverty < all	NS	**Eliminated**		--	--	--
Environmental stewardship	Above 50K > all	Poverty < all	Mixed		--	--	--

NS= differences not significant

* Small cell sizes in some Promises Met x Income Group categories necessitate extreme caution in drawing conclusions from analyses by income groups:

	Under 20K	20-29,999	30K-49,999	50K-99,999	100K+
12-17	28	25	89	200	149
6-11	58	32	121	308	209

When further reduced for "safe sexual behavior" because only 15-17 were asked these questions, cell sizes for those who were both low-income and in the high Promises group were < 10, precluding reporting of these data.

Table S13. Impact of Promises Met on Reducing Significant Mother's Education Level Differences in Outcomes

	12-17				6-11		
	Whole Sample	4-5 Promises	Differences		Whole Sample	4-5 Promises	Differences
Overall health	College+ > all	NS	**Eliminated**		NS	NS	Same
Substance avoidance	NS	College+ > High school	Larger		--	--	--
Violence avoidance	College+ > High school	NS	**Eliminated**		NS	NS	Same
Safe sexual behavior	College+ > all	College+ > Some college	**Smaller**		--	--	--
Sense of purpose	NS	NS	Same		--	--	--
Absence of depression	College+ > all	NS	**Eliminated**		--	--	--
Social competence	College+ > all	NS	**Eliminated**		NS	NS	Same
Thriving	College+ > all	NS	**Eliminated**		NS	NS	Same
Life satisfaction	College+ > all	NS	**Eliminated**		--	--	--
Connectedness	College+ > all	NS	**Eliminated**		College +, Some college > High school	NS	**Eliminated**
Not feeling overscheduled	NS	NS	Same		--	--	--
School grades	College+ > all	NS	**Eliminated**		College +, Some college > High school	College+ > High school	**Smaller**
Attendance	College+, Some college	NS	**Eliminated**		--	--	--

	> High school						
School engagement	NS	NS	Same		NS	NS	Same
Everyday workplace skills	College+ > High school	NS	**Eliminated**		NS	NS	Same
Frequency volunteers	NS	NS	Same		College+ > all, Some college > High school	College+ > High school	**Smaller**
Weekly volunteering	NS	NS	Same		--	--	--
Environmental stewardship	College+ > all	NS	**Eliminated**		--	--	--

NS= differences not significant

Regression data presented in Tables S14 and S15 show that demographics and the number of Promises together typically explain only a small proportion of variance in the developmental outcomes for 12-17 year olds, with 10%-14% explained for most outcomes, and generally a little less for outcomes among 6-11 year olds. Nevertheless, it is noteworthy that for 14 of 18 outcomes for teenagers, or 78% of the outcomes, the number of Promises young people experience explains more variance—between 2 to 12 times more—than is explained by gender, age, race/ethnicity, family income, and parent education. Among 6-11 year olds, the number of Promises is a little weaker a predictor, but still explains more than demographics for 5 of the 9 outcomes, or 56% of the outcomes. With the other data presented earlier, these results are another indication that, although there are inequities in many developmental outcomes by these demographics, having higher numbers of Promises can be a compensatory influence and appears to be associated with more equitable experience of the developmental outcomes across diverse groups of young people.

Table S14. Estimated Coefficients of OLS Regression Models: Developmental Outcomes for 12-17 Year Olds

	Equation 1		Equation 2	
	β	**SE**	**β**	**SE**
Overall health				
Gender	-.07**	.05	-.09****	.05
Age	-.09**	.05	-.05*	.05
Race/Ethnicity	-.02	.03	-.01	.03
Family Income	.17****	.02	.13****	.02
Parent Education	.02	.03	-.01	.03
# of Promises			.23****	.02
R^2		.046		.097
Substance avoidance				
Gender	.02	.04	.00	.04
Age	-.24****	.04	-.22****	.04
Race/Ethnicity	.05	.02	.05*	.02
Family Income	.02	.01	.00	.01
Parent Education	.05	.02	.02	.02
# of Promises			.18****	.01

R^2		.066		.096
Violence avoidance				
Gender	.13****	.04	.11****	.04
Age	.10****	.04	.12****	.04
Race/Ethnicity	.04	.02	.05	.02
Family Income	.16****	.01	.13****	.01
Parent Education	.02	.02	-.01	.02
# of Promises			.21****	.01
R^2		.053		.096
Safe sexual behavior				
Gender	.01	.05	.00	.05
Age				
Race/Ethnicity	-.07	.04	-.06	.04
Family Income	.13***	.02	.11**	.02
Parent Education	.14***	.03	.13**	.03
# of Promises			.11**	.02
R^2		.064		.074
Sense of purpose				
Gender	.01	.05	-.01	.05
Age	.04	.05	-.01	.05
Race/Ethnicity	.03	.03	.04	.03
Family Income	.04	.02	.00	.02
Parent Education	.00	.03	.03	.03
# of Promises			.29****	.02
R^2		.001		.083
Absence of depression				
Gender	-.04	.05	-.05*	.05
Age	-.06*	.05	-.04	.05
Race/Ethnicity	-.01	.03	-.01	.03
Family Income	.10****	.02	.08***	.02
Parent Education	.04	.03	.01	.03
# of Promises			.19****	.02
R^2		.022		.055
Social competence				
Gender	.12****	.04	.09****	.03
Age	.04	.04	.07	.03
Race/Ethnicity	-.05	.02	-.03	.02
Family Income	.14****	.01	.10***	.01
Parent Education	.03	.02	-.01	.02
# of Promises			.29****	.01
R^2		.043		.122
Thriving				
Gender	.04	.05	.01	.04
Age	-.07**	.05	-.04	.04
Race/Ethnicity	.01	.03	.02	.03
Family Income	.09**	.02	.04	.02
Parent Education	.04	.03	-.00	.03
# of Promises			.34****	.01
R^2		.017		.128
Life satisfaction				
Gender	-.06*	.05	-.09****	.05

Age	-.10****	.05	-.06**	.05
Race/Ethnicity	-.02	.03	-.00	.03
Family Income	.08**	.02	.03	.02
Parent Education	.03	.03	-.01	.03
# of Promises			.35****	.01
R^2		.025		.142
Connectedness				
Gender	.05*	.03	.02	.03
Age	.00	.03	.04	.03
Race/Ethnicity	.00	.02	.01	.02
Family Income	.03	.01	-.01	.01
Parent Education	.05	.02	.00	.02
# of Promises			.33****	.01
R^2		.004		.110
Not feeling overscheduled				
Gender	.00	.05		
Age	-.07**	.05		
Race/Ethnicity	.03	.03		
Family Income	-.01	.02		
Parent Education	-.02	.03		---
# of Promises				
R^2		.006		
School grades				
Gender	.16****	.05	.14****	.05
Age	-.08***	.05	-.05*	.05
Race/Ethnicity	.03	.03	.04	.03
Family Income	.16****	.02	.12****	.02
Parent Education	.09***	.03	.05	.03
# of Promises			.28****	.01
R^2		.068		.140
Attendance				
Gender	.00	.05	-.01	.05
Age	-.06**	.05	-.05*	.05
Race/Ethnicity	-.07**	.03	-.07**	.03
Family Income	.11****	.02	.10***	.02
Parent Education	.07***	.03	.05*	.03
# of Promises			.11****	.02
R^2		.038		.049
School engagement				
Gender	.11****	.05	.09***	.05
Age	-.10****	.05	-.07**	.05
Race/Ethnicity	.06*	.03	.07**	.03
Family Income	.08**	.02	.04	.02
Parent Education	-.02	.03	-.07**	.03
# of Promises			.31****	.01
R^2		.027		.118

Everyday workplace skills				
Gender	.13****	.03	.11****	.03
Age	.07**	.03	.10****	.03
Race/Ethnicity	-.03	.02	-.02	.02
Family Income	.13****	.01	.08***	.01
Parent Education	.03	.02	-.01	.02
# of Promises			.30****	.01
R^2		.046		.131
Frequency volunteers				
Gender	.12****	.05	.09****	.05
Age	.00	.05	.03	.05
Race/Ethnicity	-.14****	.03	-.13****	.03
Family Income	.06*	.02	.03	.02
Parent Education	-.01	.03	-.05*	.03
# of Promises			.25****	.01
R^2		.037		.099
Weekly volunteering				
Gender	.10****	.05	.08**	.04
Age	.02	.05	.06*	.04
Race/Ethnicity	-.14****	.03	-.13****	.03
Family Income	.06*	.02	.02	.02
Parent Education	-.01	.03	-.04	.03
# of Promises			.27****	.01
R^2		.039		.111
Environmental stewardship				
Gender	-.02	.05	-.03	.05
Age	-.07**	.05	-.05*	.05
Race/Ethnicity	-.01	.03	-.01	.03
Family Income	.09***	.02	.08**	.02
Parent Education	.06*	.03	.05	.03
# of Promises			.12****	.02
R^2		.023		.036

N for 12-17= 2,015; N for 6-11= 2,022

**** $p \leq .0001$

*** $p \leq .001$

** $p \leq .01$

* $p \leq .05$

Table S15. Estimated Coefficients of OLS Regression Models: Developmental Outcomes for 6-11 Year Olds

	Equation 1		Equation 2	
	β	**SE**	**β**	**SE**
Overall health				
Gender	-.11****	.06	.09**	.06
Age	-.07**	.06	-.05	.06
Race/Ethnicity	-.10***	.04	-.09**	.04
Family Income	.17****	.02	.14****	.02
Parent Education	-.03	.04	-.06	.04
# of Promises			.18****	.02
R^2		.058		.087
Violence avoidance				
Gender	.10**	.06	.07**	.06
Age	-.04	.06	-.01	.06
Race/Ethnicity	.00	.03	.00	.04
Family Income	.14****	.02	.10*	.02
Parent Education	-.04	.04	-.07*	.04
# of Promises			.21****	.02
R^2		.024		.057
Social competence				
Gender	.16****	.04	.12****	.04
Age	.01	.04	.05	.04
Race/Ethnicity	.02	.02	.04	.02
Family Income	.11***	.02	.05	.01
Parent Education	.00	.03	-.05	.03
# of Promises			.33****	.01
R^2		.036		.135
Thriving				
Gender	.08**	.05	.05	.05
Age	-.03	.05	.00	.05
Race/Ethnicity	-.02	.03	-.01	.03
Family Income	.02	.02	-.02	.02
Parent Education	.01	.03	-.03	.03
# of Promises			.27****	.02
R^2		.004		.070
Connectedness				
Gender	.11****	.06	.08	.06
Age	-.08**	.06	-.05	.06
Race/Ethnicity	-.14****	.04	-.12	.03
Family Income	.17****	.02	.12	.02
Parent Education	.08**	.04	.04	.04
# of Promises			.27****	.02
R^2		.097		.162
School grades				
Gender	.15****	.06	.14****	.06
Age	-.05	.06	-.03	.06
Race/Ethnicity	-.01	.04	.00	.04
Family Income	.16****	.02	.13****	.02
Parent Education	.10**	.04	.08	.04
# of Promises			.14****	.02

R^2		.077		.094
School engagement				
Gender	.18****	.05	.15****	.06
Age	-.16****	.05	-.13****	.06
Race/Ethnicity	-.01*	.03	-.00	.03
Family Income	.14**	.02	.10**	.02
Parent Education	-.03	.03	-.06	.04
# of Promises			.20****	.02
R^2		.073		.111
Everyday workplace skills				
Gender	.13****	.04	.11****	.04
Age	-.09**	.04	-.07*	.04
Race/Ethnicity	-.02	.02	-.02	.02
Family Income	.09**	.01	.06	.01
Parent Education	.00	.03	-.02	.03
# of Promises			.17****	.01
R^2		.031		.058
Frequency volunteers				
Gender	.11****	.04	.07**	.04
Age	.03	.04	.07*	.04
Race/Ethnicity	.00	.02	.01	.02
Family Income	.09**	.03	.03	.01
Parent Education	.16****	.03	.11***	.03
# of Promises			.32****	.01
R^2		.060		.151

N for 12-17= 2,015; N for 6-11= 2,022
**** $p \leq .0001$
*** $p \leq .001$
** $p \leq .01$
* $p \leq .05$

Conclusion: Promoting Developmental Quality and Equality

In this Supplemental Report, we have examined the extent of the Promises and developmental outcomes among diverse groups of American children and youth, and explored the linkages between meeting the Promises (having 4-5 of them) and enjoying better development. Caution is warranted because some of the cell sizes in these analyses were smaller than 100, creating more error in the estimates. Moreover, although the results observed are quite consistent with the vast scientific literature that links positive developmental experiences to better subsequent child and adolescent well-being, this study cannot infer a cause and effect relationship between the Promises and the developmental outcomes because we did not follow these young people over time. Such longitudinal studies continue to be needed. Nevertheless, with those limitations in mind, several conclusions appear reasonable.

1. Young people in different demographic groups are not equally likely to meet the Promises. In general, girls have more Promises than boys, 6-8 year olds more than 9-11 year olds and 12-14 year olds more than 15-17 year olds. White youth have more than Hispanic or African American youth. And young people from

families with more income and more education have more Promises than those from less affluent and less highly educated families.

2. Young people in different demographic groups are not equally like to have positive developmental outcomes. Although more varied and therefore less easily summarized than the distribution of Promises across groups, positive developmental outcomes seem to be reported more often among girls, younger children in each of the 6-11 and 12-17 age groups, non-Hispanic whites, young people from families making more than $50,000 a year, and especially those making more than $100,000, and among young people whose mothers graduated from college.

3. When young people in different demographic groups experience 4-5 Promises, the majority of these demographic differences in positive developmental outcomes appear either to disappear or become smaller. In general, children and youth who meet 4-5 of the five Promises seem to be more alike than different in their outcomes. For the majority of outcomes, especially for teenagers, having these Promises contributes more to achieving positive developmental outcomes than does someone's demographic status.

These data remind us that demography is not destiny. If more young people can be helped to experience the Promises, many of the demographic differences in outcomes seen in these analyses may, at the least, become smaller, with the result that developmental well-being will become more equal among all of America's children and youth. We can state this hope as Quality + Equality → Personal and Societal Well-being. Raising the level of the Promises among all young people—promoting *developmental quality*—and making the experience of the Promises more equal across groups—promoting *developmental equality*—are noble and necessary goals that have the potential to strengthen individual young people, their families, their communities, and civil society now and in the future.