

FO•RUM *n.* an assembly for the discussion of questions of public interest. **YOUTH** *n.* the time of being young; early life; the period of life from puberty to the attainment of full growth. **IN •VEST •MENT** *n.* a devoting, using or giving of time, talent, emotional energy, etc., as for a purpose to achieve something; the investing of money or capital in order to secure profitable returns. **FO•RUM** *n.* an assembly for the discussion of questions of public interest. **YOUTH** *n.* the time of being young; early life; the period of life from puberty to the attainment of full growth. **IN •VEST •MENT** *n.* a devoting, using or giving of time, talent, emotional energy, etc., as for a purpose to achieve something; the investing of money or capital in order to secure profitable returns. **FO•RUM** *n.* an assembly for the discussion of questions of public interest. **YOUTH** *n.* the time of being young; early life; the period of life from puberty to the attainment of full growth. **IN •VEST •MENT** *n.* a devoting, using or giving of time, talent, emotional energy, etc., as for a purpose to achieve something; the investing of money or capital in order to secure profitable returns.

Ready by 21™ Indicators

Initial Recommendations to Maryland

by
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“The current system is a reactive one that addresses problem once they have festered and have been exposed; the problems within the children remain.”

— Ehrlich Proposal to Reform Maryland’s Juvenile Services System

Introduction

The challenge of shifting from a reactive system to a proactive approach to provide young people the services supports and opportunities they need to grow and thrive is one faced by states across the country. Central to this challenge is collecting and presenting indicator data in ways that build joint accountability for child and youth outcomes in a proactive manner. At the request of Maryland Advocates for Children and Youth, the Forum for Youth Investment reviewed the Maryland Partnership for Children, Youth and Families’ Child and Family Well-Being Outcomes and Indicators in order to propose possible indicators to monitor the development of youth.

The Forum for Youth Investment, core operating division of Impact Strategies, Inc., is the latest manifestation of more than a decade of efforts to institutionalize a positive public idea about youth — who they are, what they need and what they can do. Karen Pittman and Merita Irby, the Forum’s cofounders, laid the groundwork for the Forum in 1999 when they set up IYF-US, an operating initiative within the International Youth Foundation, building on their experiences in creating America’s Promise, the President’s Crime Prevention Council and the Center for Youth Development and Policy Research. The Forum’s issue-framing work has led to grants, contracts and partnerships with dozens of foundations, national nonprofits,

states and localities interested in strengthening the policies, programs, professionals and practices that contribute to the creation of safe, supportive environments for learning and engagement. In every instance, the Forum’s role is to add value to ongoing work by helping to reframe popular issues, broker and strengthen relationships, synthesize and disseminate existing knowledge, and advocate for a “big picture” approach to tackling tough challenges.

With support from the David and Lucile Packard Foundation and the James Irvine Foundation, the Forum has been working to assist state youth policy makers and advocates in their efforts to develop more coordinated and aligned youth policies. With support from the W.T. Grant Foundation, the Forum has been actively working with researchers to ensure that their work translates into improved policies and practices.



Our Mission

...to increase the quality and quantity of youth investments

and youth involvement by promoting a big picture approach to planning, research, advocacy and policy development among the broad range of organizations that help constituents and communities invest in children, youth and families. To do this, the Forum commits to building connections, increasing capacity and tackling persistent challenges within the allied youth fields.

The Forum approaches tasks such as this one by first creating a framework, and then backing up into the specifics — be they specific policies, indicators or programs. The Forum has found that starting with a carefully constructed framework helps ensure that decisions are made strategically and intentionally. As the Lilly Endowment once said, “Youth development is not a happenstance manner.” Starting from a clear framework is one way to help ensure that indicator selections do not occur in a happenstance manner either. Frameworks also help ensure that there are no “blind spots” — critical areas of a young person’s development which may be unintentionally overlooked.

This working paper begins with the basic questions: “What areas of a young person’s life should be considered? What indicates that a young person is **Ready by 21**[™]?” This section sketches out an overall

framework which will be used throughout the paper. Next, this paper takes a close look at the youth indicators that exist in Maryland's current results work. These indicators are mapped into the overarching frame of **Ready by 21™** to reveal potential gaps. Next, the paper analyzes how well current indicators capture the development of youth, and proposes possible new indicators to round out the current list. Finally, the paper presents a range of ways new indicators could be integrated into the current set. The Forum understands that Maryland undertook a long and commendable process to create their current list, which represents the best thinking of numerous individuals. Any new recommendations must be duly respectful of the existing framework, and must understand that changes must be made inside of a political context. Therefore, this section recommends several different ways to add new indicators while respecting the integrity of the current set.

Question #1: What Areas of a Young Person’s Life Should Be Considered? What Indicates that a Young Person Is Ready by 21TM?

To answer these questions, the Forum first will sketch out a broad framework or lens through which to view a young person’s growth or development. Three things must be taken into consideration:

1. **Developmental Areas.** Education is a critical area of development, but it alone is not enough. As the Ehrlich Proposal for Maryland Department of Juvenile Services points out, “the full range of services — drug treatment, physical health, mental health, social services and education — must be available to the youth from the beginning.”
2. **Ages.** What young people need and are capable of varies greatly as they grow up and pass through various developmental stages.
3. **Goals.** For each developmental area and age period, there are a range of goals which young people, their parents and policy makers can and do pursue, ranging from negative outcomes everyone wants to prevent to positive outcome they wish to promote.

Developmental Areas

In *State Youth Policy: Helping All Youth Grow Up Fully Prepared and Fully Engaged* (Ferber & Pittman, 2002), the Forum reviewed state youth policy frameworks from across the country to discern which youth outcome areas states include¹. Five developmental areas stood out:

- **learning** (developing positive basic and applied academic attitudes, skills and behaviors);
- **thriving** (developing physically healthy attitudes, skills and behaviors);
- **connecting** (developing positive social attitudes, skills and behaviors);
- **working** (developing positive vocational attitudes, skills and behaviors); and
- **leading** (developing positive civic attitudes, skills and behaviors).

These areas are well documented in research (see, for example, National Research Council and Institute of Medicine. (2002). *Community Programs to Promote Youth Development*, and ChildTrends’ *Youth Development Outcome Compendium*).

Ages

What development entails in each of these areas varies greatly across ages. Both research and common sense affirm that each age range is critical. Research and practice are also increasingly demonstrating that the needs of older youth must be attended to as well — we cannot assume that once a young person graduates from high school that they are fully prepared for life.

¹ There are an infinite number of ways to group and present desired outcomes. Many already exist. This particular list is offered simply as one option among many. The bottom line is that whatever list is selected must 1) cover the full range of developmental areas; 2) be memorable and potentially inspirational; 3) link to what research says is important; and 4) create a framework within which organizations and agencies can organize their work.

Different states break down the age ranges in different ways. In this paper we use a basic breakdown:

- early childhood (0- to 5-year-olds);
- elementary (6- to 10-year-olds);
- middle school (11- to 14-year-olds);
- high school (15- to 19-year-olds); and
- young adults (20- to 24-year-olds).






Types of Goals

Work done by the federal government's President's Crime Prevention Council and others has demonstrated the value of grouping goals into five categories. When policy is made directed at young people, it generally focuses on one or more of the following areas:

1. punishment (punishing youth when they harm society);
2. protection (protecting young people from harm);
3. prevention (preventing a range of negative outcomes, from drug abuse to youth violence);
4. promotion (promoting positive outcomes, such as academic success); and
5. participation (ensuring that young people are not just fully prepared, but are fully participating in their communities in positive ways).

Framework for Considering Outcomes and Indicators

AGES: Ready . . . Set . . . GO!

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	Early Childhood (0-to 5-year olds)	Elementary (6-to 10-year-olds)	Middle School (11-to 14-year olds)	High School (15-to 19-year olds)	Young Adults (20-to 24-year olds)
Developmental Areas					
Learning (Basic and Applied Academics)	All young children ready to learn	All children developing basic skills and competencies	All youth are succeeding in school	All young people are fully prepared for higher education or work	All young adults enter workforce or higher education with marketable skills
Thriving (Physical Health)	All young children fully immunized	All children meet physical standards for developmental age	All youth develop proper nutrition, hygiene and exercise routines	All youth are engaged in physical activity and avoid risk-compromising behaviors	All young adults have good health and health habits
Connecting (Social/ Emotional Well-Being)	All young children have appropriate attachment to a significant adult	All children have positive self awareness, ability to express themselves	All youth engage in socially acceptable behavior and have a healthy self-concept	All young people have a sense of Independence as well as positive relationships with those around them	All young adults Foster personal and social growth in the people in their lives
Working (Vocational Career Experience)	All young children have awareness that adults work	All children have positive attitudes toward the employment of adults in their lives	All youth are aware of possible career paths that give them hope and purpose	All young people make a successful transition to adulthood	All young adults are employed with a living wage and benefits
Leading (Civic and Community Engagement)	All young children feel supported by a community around them	All children accept rules and social boundaries	All youth demonstrate attitudes and behaviors of civic responsibility	All young people are Involved in programs to give back	All young adults are making a difference in their community
<p>This framework depicts developmental areas on one side and age ranges on the other, providing a basic structure for articulating a young person’s readiness. Several states use such a basic framework for their indicators work, and it has proven to be a simple yet powerful tool. It should be noted that, for simplicity, this framework does not include the five goal types. Ideally, each of the cells above would be further broken down into each of these five areas.</p>					

Question #2: What Youth Indicators Exist in Maryland’s Current Framework?

Before recommending new youth indicators, the Forum first analyzed which indicators within the existing Maryland framework are relevant to young people.

Maryland’s current framework consists of eight result areas, each of which delineates both a target population (babies, children, families or communities) and outcome area (health, school success, school completion, safety, stability and economic self-sufficiency, readiness to learn or supporting family life). While different terms are used, Maryland’s outcome areas track easily with the outcome areas above. For example, “Healthy Children” tracks to “Thriving (Physical Health),” and “Children Successful in School” tracks to “Learning (Basic and Applied Academics)”.

Reviewing frameworks advanced by other states across the country reveals the importance of using a framework which includes both multiple populations (ages) and outcome areas. Indeed, while states pick different ways to segment the population and to delineate outcome areas, several states select their indicators based on a simple grid with these two dimensions.

The following page maps out Maryland’s current indicators into this overarching framework. From this chart, it is clear that the youth column is far from empty — 15 current indicators relate directly to 15- to 19-year-olds.

Maryland Outcomes and Indicators by Developmental Area and Age

	Developmental Area	Related Maryland Results Areas	Ages					
			Early Childhood (0-5)	Elementary (6-10)	Middle School (11-14)	High School (15-19)	Young Adults (20-24)	
Outcome Area	Learning (basic & applied academics)	Children enter school ready to learn	Number of children entering kindergarten who attended preschool Number of children enrolled in early intervention programs Number of low-income children in head start or pre-kindergarten programs					
		Children successful in school		Absence from school (grades 1-5) Academic performance (grades 3-5)	Absence from school (grades 6-8) Academic performance (grade 8)	Absence from school (grades 9-12) Demonstrated basic skills (grade 11)		
		Children completing school			Dropout rate	Dropout rate High school program completion (grade 12) Graduation/school completion of children with serious emotional disturbances	High school diploma (for people over age 25)	
	Thriving (physical health)	Babies born healthy	Infant mortality Low birth weight Births to adolescents			Births to adolescents (ages 10-14)	Births to adolescents (ages 15-17; 15-19)	
		Healthy children	Immunizations Injuries (ages 0, 1-4) Deaths (ages 0-19)	Immunizations Injuries (ages 5-9) Deaths (ages 0-19)	Deaths (ages 0-19) Injuries (ages 10-14) Substance abuse (grades 6 & 8)	Deaths (ages 0-19) Injuries (ages 15-19) Substance Abuse (grades 10 & 12)		
	Connecting (social/emotional well-being)	Children safe in their families & communities	Abuse or neglect Domestic violence Deaths due to injury (ages 0, 1-4)	Abuse or neglect Domestic violence Deaths due to injury (ages 5-9) Juvenile serious nonviolent offenses (ages 9 & younger)	Abuse or neglect Domestic violence Deaths due to injury (ages 11-14) Juvenile violent offense arrests (ages 10-14) Juvenile serious nonviolent offenses (ages 10-12, 13-14)	Abuse or neglect Domestic violence Deaths due to injury (ages 15-19) Juvenile violent offense arrests (ages 15-17) Juvenile serious nonviolent offenses (ages 15, 16-17)		
	Working (vocational & career experience)	Stable & economically independent families	Child poverty (under age 18) Out of home placements (under age 19) Permanent placements Homeless adults & children	Child poverty (under age 18) Out of home placements (under age 19) Permanent placements Homeless adults & children	Child poverty (under age 18) Out of home placements (under age 19) Permanent placements Homeless adults & children	Single parent households (children under age 18) Homeless adults & children		
	Leading (civic & community engagement)	Communities which support family life						

Question #3: How Well Do Current Indicators Capture the Development of Youth? What New Ones Could Be Proposed?

With a basic framework in place, and with current indicators mapped into it, we can now focus on the question at hand: “How well do current indicators capture the development of youth and what new ones could be proposed?” To undertake this task, we cross-referenced Maryland’s current indicators against two indicator sources:

1. ChildTrends’ *Youth Development Outcomes Compendium*, which provides “a ready resource to identify the range of youth outcomes that programs and communities may seek to affect, maintain or improve,” as well as to “provide a common language and common set of measures for these outcomes,” and to present “evidence about the importance and the malleability or susceptibility to change as a result of programmatic intervention of each outcome”.
2. Youth indicators utilized by other states, as reported in the State Youth Indicators Workshop, April 25–26, 2002, sponsored by the Federal Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.

Based on this review, we list below possible outcome areas and indicators which could be considered to round out the current set.

Learning (Basic and Applied Academics)

Current indicators include school attendance, performance and graduation rates. The breakdown Maryland currently uses for learning — “ready to learn,” “successful in school” and “completing school” — is actually a useful framework for all age groups. Increasingly, research is demonstrating the importance of young people of all ages arriving to school in the morning ready to learn, learning while they are there and completing the curriculum and grade and moving on to the next level. Considering what readiness, success and completion looks like at all levels could lead to adding in school readiness measures for 6- to 18-year-olds, as well as added measures of school grade completion/advancement for 6- to 16-year-olds. School retention rates could be included as well. School success rates could also include older youth (20- to 24-year-olds) with a Basic Skills Inventory (such as that used by the military), and school completion rates could include older youth by tracking college entrance and completion rates. Finally, school success measures could be broadened to include student motivation, engagement and school climate.

Possible areas to add include:

- Ready to Learn (for elementary, middle school, high school and young adults)
- Basic Skills Inventory (for older youth);
- School Retention and Grade Completion Rates (for elementary, middle school, high school, young adults);
- College Entrance and Completion Rates (for older youth); and
- Student Motivation, Engagement and School Climate.

These areas have been widely documented as critical to a young person’s development (see, for example, research review in ChildTrends’ *Youth Development Outcomes Compendium*).

Possible Indicators for Ready to Learn

From Federal Data

- Grade Repetition Measure. National Longitudinal Study of Adolescent Health (Ad Health).

Possible Indicators for School Retention and Grade Completion Rates

From Federal Data

- Educational Attainment Measure. National Longitudinal Survey of Youth, U.S. Department of Labor, 1997.
- Grade Repetition Measure. National Longitudinal Study of Adolescent Health (Ad Health), ongoing, funded by National Institute of Child Health and Human Development and 17 other federal agencies.

Examples from Other States

- Dropout (grades 9–12). Colorado Department of Education; OMNI Research and Training.
- Percent of youth who are high school graduates. Illinois State Board of Education, End of Year Report.
- Percent of youth who receive the GED credential. Illinois State Board of Education, General Educational Development Statistical Report.

Possible Indicators for College Entrance and Completion Rates

Examples from Other States

- Percent of high school graduates who pursue further education. Iowa Department of Education, Bureau of Planning, Research and Evaluation, Basic Educational Data Survey Files.
- Youth planning to attend college. Maine Department of Education.
- Youth satisfaction with colleges/universities. Maine.
- College/University Retention. Maine.
- Bachelor's degree attainment. U.S. Census Bureau, Current Population Survey (Maine).
- Percent of high school graduates who plan to continue education. Massachusetts.
- Percent of graduating high school seniors who continue their education within six months. Vermont Student Assistance Corporation, Senior Survey.

Possible Indicators for Student Motivation, Engagement and School Climate

From Federal Data

- Academic self-concept measure. NELS adaptation of the Self Description Questionnaire II, Funded by the National Center for Education Statistics, U.S. Department of Education, 1988.
- School engagement scale. National Survey of America's Families (parent reporting), and Survey of Program Dynamics (child reporting), 1996.

Examples from Other States

- Commitment to learning. Iowa Youth Survey.
- Caring school climate. Iowa Youth Survey.
- Percent of youth who report that there are many opportunities for students to talk with a teacher one-on-one. Illinois Department of Human Services, Illinois Youth Survey.
- Percent of youth who report they help decide what goes on in their school. Vermont Department of Health, Office of Alcohol & Drug Abuse Programs, and Vermont Department of Education, Youth Risk Behavior Survey.
- Youth perceptions of schools (safety, teachers care, students are respectful). Wyoming Youth Risk Behavior Survey.
- Percent of youth who report feeling safe in their school. Illinois Department of Human Services, Illinois Youth Survey.
- Youth feel safe to/from school (reporting not going to school because felt unsafe at school or on their way to or from school). Maine Youth Risk Behavior Survey, 1999.
- Percent of youth who report enjoying school. Illinois Department of Human Services, Illinois Youth Survey.

Thriving (Physical Health)

Current indicators relate to teen pregnancy, injuries and substance abuse rates. Other physical health-risk behaviors related to youth include:

- eating disorders;
- sexual behavior; and
- births to young adults (20- to 24-year-olds).

Equally important, current indicators measure only undesirable behaviors. Desirable behaviors could be included as well, such as:

- good safety habits;
- adequate exercise;
- healthy diet;
- adequate sleep;
- appropriate weight; and
- enrollment in health insurance

These areas have been widely documented as critical to a young person's development (see, for example, research review in ChildTrends' *Youth Development Outcomes Compendium*).

Potential Indicators for Eating Disorders

Federal Data

- Eating disorders measure. Youth Risk Behavior Surveillance System, National Center for Chronic Disease Prevention and Health Promotion, 2001.

Sexual Behavior

Federal Data

- Sexual behavior measure. National Longitudinal Survey of Adolescent Health (Add Health), 1995, 1996, 1997, ongoing.

Potential Indicators for Good Safety Habits

Federal Data

- Uses a seatbelt, helmet and does not drink or drive or ride with someone who has been drinking measure. Youth Risk Behavior Survey, CDC, 2001.

Possible Indicators for Adequate Exercise

From Federal Data

- Does not smoke, adequate exercise, healthy diet measure. Youth Risk Behavior Survey, CDC, 2001.

Possible Indicators for Healthy Diet

From Federal Data

- Does not smoke, adequate exercise, healthy diet measure. Youth Risk Behavior Survey, CDC, 2001.

Possible Indicators for Adequate Sleep

From Federal Data

- Health status, adequate sleep measure. National Longitudinal Survey of Adolescent Health (Add Health), 1995, 1996, 1997, ongoing.

Possible Indicators for Appropriate Weight

Examples from Other States

- Obesity/overweight. Colorado Department of Public Health and Environment—WIC, Youth Risk Behavior Survey

Possible Indicators for Enrollment in Health Insurance

From Federal Data

- Recent health care exam measure. National Health Interview Survey, National Center for Health Statistics, Centers for Disease Control and Prevention.

Examples from Other States

- Health insurance — for kids, including children with special health care needs. Colorado Department of Health Care Policy and Financing; Child Health Advocates; American Academy of Pediatrics; Colorado Department of Public Health and Environment-Health Care Program for Children with Special Needs.
- Access to dental services. Colorado Department of Health Care Policy and Financing; Colorado Department of Public Health and Environment-Health Care Program for Children with Special Needs.
- Access to school-based health center. Colorado Department Public Health and Environment-Adolescent and School Health.
- Number of youth who have access to quality health care through Illinois KidCare and Medicaid. Illinois Department of Public Aid, Annual Report of Illinois' Children's Health Insurance Place: KidCare.
- Children and youth with health insurance. U.S. Census Current Population Survey (Maine).
- Health care coverage (Percent of 18-year-olds and over who have health care insurance). Maine Department of Human Services, Bureau of Health, 1999 Behavioral Risk Factor Surveillance System.
- Rate of health care providers per 1,000 Children. Maine Department of Human Services, Bureau of Health, Office of Data, Research and Vital Statistics.

Connecting (Social/Emotional Well-Being)

Current indicators relate to abuse and neglect, domestic violence, and juvenile justice rates. Additional components of social/emotional well-being could include:

- safety;
- stable and supportive families;
- relationship with adults (other than parents);
- positive peer relationships;
- mental health;
- cultural sensitivity;
- marriage rates;
- safe and adequate housing/living arrangements; and
- utilization of public transportation

These areas have been widely documented as critical to a young person's development (see, for example, research review in ChildTrends' *Youth Development Outcomes Compendium*).

Possible Indicators for Safety

Examples from Other States

- Percent of youth who are victims of violence. (Illinois).
- Percent of youth who report feeling safe in neighborhood. Illinois Department of Human Services, Illinois Youth Survey.
- Youth living in homeless or emergency shelters. Maine KIDS COUNT Data Book and Maine State Housing Authority
- Community Safety. Communities That Care Survey (Kansas).

Possible Indicators for Stable and Supportive Families

From Federal Data

- Parental monitoring, parental limit setting, parent-youth closeness/intimacy, and family routine measure. National Longitudinal Survey of Youth, 1997, U.S. Department of Labor.

Examples from Other States

- Percent of youth who report parents who notice them when doing good job and let them know about it. Illinois Department of Human Services, Illinois Youth Survey.
- Percent of youth who report parent involvement in schooling. Search Institute with the support of the Vermont Agency of Human Services and Department of Education.
- Percent of youth who report their families provide high levels of love and support. Search Institute with the support of the Vermont Agency of Human Services and Department of Education
- New family index (percentage of stable new families — with the first birth to a mother who has completed high school and who is age 20 or older; and with the father's name recorded on the child's birth certificate).

Possible Indicators for Relationship with Adults (other than parents)

From Federal Data

- Positive relationship with an adult other than a parent measure. National Longitudinal Survey of Adolescent Health (Ad Health), 1995, 1996, 1997, ongoing.

Examples from Other States

- Percent of youth who report positive relationships with adults outside their families. Search Institute with the support of the Vermont Agency of Human Services and Department of Education.
- Percent of youth who report neighbors who are involved positively in their lives. Illinois Department of Human Services, Illinois Youth Survey.
- Youth feeling important (adults in my town or city make me feel important, listen to what I have to say, and care about people my age). Maine Youth Telephone Survey.

Possible Indicators for Positive Peer Relationships

Examples from Other States

- Social competencies. Iowa Youth Survey.

Possible Indicators for Mental Health

From Federal Data

- Mental health measure. National Longitudinal Survey of Youth, 1997, U.S. Department of Labor.
- Feelings scale measure. National Longitudinal Survey of Adolescent Health (Ad Health), 1995, 1996, 1997, ongoing.

Examples from Other States

- Positive identity. Iowa Youth Survey.

Possible Indicators for Cultural Sensitivity

Examples from Other States

- Youth respecting others (respecting the values and beliefs of people who are of a different race or culture than I am; knowing a lot of people of other races; enjoy being with people who are of other races). Maine Youth Telephone Survey.
- Number of student alliances, GBLT support programs and diversity initiatives. Massachusetts Department of Education and Massachusetts Governor's Commission on Gay and Lesbian Youth

Possible Indicators for Safe and Adequate Housing/Living Arrangements

Examples from Other States

- Number of times families move in a year. Colorado Department of Local Affairs — State Demographer; OMNI Research and Training.
- Number of times student has changed schools since kindergarten. OMNI—Colorado Youth Survey (student report).
- Family housing costs. Annual Survey of Maine Citizens and/or Businesses.
- Housing problems. Annual Survey of Maine Citizens and/or Businesses.
- Youth living in homeless or emergency shelters. Maine Kids Count Data Book and Maine State Housing Authority.
- Percent of youth under 18 who live in households versus group quarters. Massachusetts.
- Percent of youth living in households who live with relatives versus nonrelatives. Massachusetts.

Possible Indicators for Utilization of Public Transportation

Examples from Other States

- Utilization of public transportation. Massachusetts Executive Office of Transportation and Construction.

Working (Vocational and Career Experience)

Current indicators relate to poverty rates (which could be broken down by ages), out of home placements, and homelessness. Indicators of youth economic self-sufficiency could include:

- marketable skills;
- productive engagement (in work or education);
- self-sufficiency (livable wage); and
- poverty rates (for elementary, middle school, high school, young adults)

These areas have been widely documented as critical to a young person's development (see, for example, research review in ChildTrends' *Youth Development Outcomes Compendium*).

Possible Indicators for Marketable Skills

Examples from Other States

- Businesses need to provide training. Annual Survey of Maine Citizens and/or Businesses.
- Business satisfaction with colleges/universities. Annual Survey of Maine Citizens and/or Businesses.
- Schools with career-preparation learning results standards. Maine.
- Marketable skills. Wyoming Workforce Development.

Possible Indicators for Productive Engagement (in Work or Education)

From Federal Data

- Employment status measure for young adults. Current Population Survey, Bureau of Labor Statistics and Bureau of the Census.

Examples from Other States

- Percent of high school seniors with aspirations for educational, vocational training or employment. Vermont Department of Education.
- Percent of graduating high school seniors who continue their education within six months. Vermont Student Assistance Corporation, Senior Survey.
- Youth in apprenticeships/internships. Maine Department of Education.
- Number of idle youth (youth in a community who are neither employed nor in school). Colorado, U.S. Census Bureau.
- Number of youth (16- to 29-years-old) who are neither enrolled in school nor working. Iowa.
- Unemployment rate among young adults. Iowa.

Possible Indicators for Self-Sufficiency (Livable Wage)

From Federal Data

- Earnings measure for young adults. Job Opportunities and Basic Skills Training Program, U.S. Department of Health and Human Services.

Examples from Other States

- Jobs that pay a livable wage. Maine Department of Labor
- Marketable skills. Wyoming Workforce Development
- Youth in poverty. U.S. Department of Commerce, Census Bureau, Small Area Income and Poverty Estimate Program (Maine).

Poverty Rates (for Elementary, Middle School, High School, Young Adults)

From Federal Data

- U.S. Census Bureau

Examples from Other States

- Youth in poverty. U.S. Department of Commerce, Census Bureau, Small Area Income and Poverty Estimate Program.

Leading (Civic and Community Engagement)

Currently, Maryland does not include any civic and community engagement outcomes in its lists of outcomes and indicators (Communities Supporting Family Life is to be determined by local jurisdictions). Components of civic and community engagement which could be added include:

- voting rates;
- participation in community organizations;
- community service, engagement and leadership; and
- caring neighborhoods.

These areas have been widely documented as critical to a young person's development (*see, for example, research review in ChildTrends' Youth Development Outcomes Compendium*).

Possible Indicators for Voting Rates

Examples from Other States

- Young adult voting rates. Massachusetts Office of Secretary of State.

Possible Indicators for Participation in Community Organizations

From Federal Data

- Extracurricular Activities Measure. National Household Education Survey — Civic Involvement Module. National Center for Education Statistics, 1999.

Examples from Other States

- Youth programs. Iowa Youth Survey.
- Community sports programs, scouting groups, Boys and Girls Clubs, 4-H Clubs. Communities That Care Survey (Kansas).
- Percent of students participating in youth programs. Vermont Department of Health, Office of Alcohol & Drug Abuse Programs, and Vermont Department of Education, Youth Risk Behavior Survey.
- Youth involvement in activities out side of school. Wyoming Communities That Care Survey.
- Involved in at least one non-academic school activity. OMNI, Colorado Youth Survey.
- Percent of youth who report attachment to their neighborhood. Illinois State Board of Education, Illinois Youth Survey.

Possible Indicators for Community Service, Engagement and Leadership

From Federal Data

- Civic engagement measure. National Household Education Survey — Civic Involvement Module. National Center for Education Statistics, 1999.

Examples from Other States

- Youth opportunity for community involvement (in my family I feel useful and important; I'm given lots of chances to help make my town or city a better place in which to live; students help decide what goes on in my school). Maine Youth Telephone Survey.
- Number of active municipal youth advisory boards. Massachusetts Municipal Association and various.
- Number of youth advisory boards in state, federal and local agencies. Massachusetts Executive Office of Health and Human Services.
- Percent of youth who report they are given useful roles in their community. Search Institute with the support of the Vermont Agency of Human Services and Department of Education.
- Percent of students volunteering in their community. Vermont Department of Health, Office of Alcohol & Drug Abuse Programs, and Vermont Department of Education, Youth Risk Behavior Survey.
- Service to others. Iowa Youth Survey.
- Service clubs. Communities That Care Survey (Kansas).

Possible Indicators for Caring Neighborhoods

Examples from Other States

- Caring neighborhood. Iowa Youth Survey.
- Youth who feel cared for in their community. Maine Youth Telephone Survey.
- Perception of communities as a good place to raise children. Annual Survey of Maine Citizens and/or Businesses.
- Percent of local open space/conservation area. Massachusetts Department of Environmental Management.
- Community values youth. Iowa Youth Survey.
- Perceptions of youth as community assets. Annual Survey of Maine Citizens and/or Businesses.
- Analysis of portrayal of youth in the media. Academic Community.

Question #4: How Could the Proposed Indicators Be Integrated into the Current Framework

There are at least four different ways new indicators could be integrated into the current framework. First, new indicators could be added into a ninth result area: “**Ready by 21**TM — Youth Successfully Transitioning to Adulthood.” Doing so would preserve the integrity of the current set of indicators while providing a more complete picture of the development of young people. It would also send a clear signal that being **Ready by 21**TM is a priority for the state, putting a focus on this important age group and suggesting that young people’s development must be addressed in a coherent and integrated manner.

Second, at the opposite extreme, new indicators could be divided between current result areas. This would allow the current structure of eight results areas to be preserved, but would require additions to the indicators included in most areas. An advantage would be that such an approach would send a clear signal that young people’s development is affected by the full range of settings and people that surround them. A possible disadvantage would be that the development of young people would be overlooked if spread too thinly across existing categories. If this approach was selected, one might also wish to provide a special report on youth which pulls together the youth-related indicators from each category.

Third, new indicators could be divided between the “Communities Supporting Family Life” area, and a ninth result area: “**Ready by 21**TM — Youth Successfully Transitioning to Adulthood.” This would be a “happy medium” between options one and two. Doing so would lessen the number of indicators in any one category, providing a greater balance with current indicators. It would also highlight the critical link between community development, family development and youth development.

Fourth, new indicators could be divided across all outcome areas, while still adding a new **Ready by 21**TM result area. In many ways, this would be the ideal approach, reflecting both the developmental progression all young people must follow in all aspects of their lives and the critical transitions that must be made by 21-year-olds.

Whichever approach is used, various indicators could be combined into indices. For example, an overall “successful transitions” indice could report the percent of young adults who are living on their own in safe and adequate housing/living arrangements, have successfully completed school, and have a job with a livable wage and benefits.

**Option 1: Add New Indicators into a Ninth Result Area:
 “Ready by 21TM — Youth Successfully Transitioning to Adulthood”**

New Outcome and Indicators Are in Bold

Result Area	Indicators
Babies born healthy	Infant mortality Low birth weight Births to adolescents
Healthy children	Immunizations Injuries Deaths Substance abuse
Children successful in school	Absence from school Academic performance Demonstrated basic skills
Children completing school	Dropout rate High school program completion High school diploma Graduation/school completion of children with serious emotional disturbances
Children safe in their homes and communities	Abuse or neglect Deaths due to injury Juvenile violent offense arrests Juvenile serious nonviolent offenses Domestic violence
Stable and economically self-sufficient families	Child poverty Single-parent households Out-of-home placements Permanent placements Homeless adults and children
Children enter school ready to learn	Number of children entering kindergarten who attended preschool Number of children enrolled in early intervention programs Number of low-income children in head start or pre-kindergarten programs
Communities supporting family life	To be determined by local jurisdictions
Ready by 21TM — Youth Successfully Transitioning to Adulthood	Poverty rates (for elementary, middle school, high school, young adults) Safe and adequate housing/living arrangements Health insurance enrollment rates Births to young adults (20- to 24-year-olds) Ready to learn (for elementary, middle school, high school, young adults) Basic skills inventory (for older youth) School retention and grade completion rates (for elementary, middle school, high school and young adults) College entrance and completion rates (for older youth) Student motivation, engagement and school climate Eating disorders Sexual behavior Good safety habits Adequate exercise Healthy diet Adequate sleep Appropriate weight Marriage rates Safety Stable and supportive families Relationship with adults (other than parents) Positive peer relationships Mental health Cultural sensitivity Productive engagement (in work or education) Self-sufficiency (livable wage) Voting rates Participation in community organizations Community service, engagement and leadership Caring neighborhoods Marketable skills Utilization of public transportation

Option 2: Add New Indicators into Existing Areas

New Outcomes and Indicators Are in Bold

Result Area	Indicators
Babies born healthy	Infant mortality Low birth weight Births to adolescents Births to young adults (20- to 24-year-olds)
Healthy children	Immunizations Injuries Deaths Substance Abuse Eating disorders Sexual behavior Good safety habits Adequate exercise Healthy diet Adequate sleep Mental health Appropriate weight Health insurance enrollment rates
Children successful in school	Absence from school Academic performance Demonstrated basic skills Basic skills inventory (for older youth) Student motivation, engagement and school climate
Children completing school	Dropout rate High school program completion High school diploma Graduation/school completion of children with serious emotional disturbances School retention and grade completion rates (for elementary, middle school, high school and young adults) College entrance and completion rates (for older youth)
Children safe in their homes and communities	Abuse or neglect Deaths due to injury Juvenile violent offense arrests Juvenile serious Nonviolent offenses Domestic violence Stable and supportive families Positive peer relationships Cultural sensitivity Safety
Stable and economically self-sufficient families	Child poverty Single-parent households Out-of-home placements Permanent placements Homeless adults and children Poverty rates (for elementary, middle school, high school and young adults) Productive engagement (in work or education) Self-sufficiency (livable wage) Safe and adequate housing/living arrangements Marriage rates Marketable skills
Children enter school ready to learn	Number of children entering kindergarten who attended preschool Number of children enrolled in early intervention programs Number of Low-Income children in head start or pre-kindergarten programs Ready to learn (for elementary, middle school, high school and young adults)
Communities supporting family life	Voting rates Participation in community organizations Community service, engagement and leadership Caring neighborhoods Relationship with adults (other than parents) Utilization of public transportation

Option 3: Add New Indicators into a “Communities Supporting Family Life” Areas, as Well as into Ninth Result Area: “Ready by 21™ — Youth Successfully Transitioning to Adulthood”

New Outcome and Indicators Are in Bold

Result Area	Indicators
Babies born healthy	Infant mortality Low birth weight Births to adolescents
Healthy children	Immunizations Injuries Deaths Substance abuse
Children successful in school	Absence from school Academic performance Demonstrated basic skills
Children completing school	Dropout rate High school program completion High school diploma Graduation/school completion of children with serious emotional disturbances
Children safe in their homes and communities	Abuse or neglect Deaths due to injury Juvenile violent offense arrests Juvenile serious Nonviolent offenses Domestic violence
Stable and economically self-sufficient families	Child poverty Single-parent households Out-of-home placements Permanent placements Homeless adults and children
Children enter school ready to learn	Number of children entering kindergarten who attended preschool Number of children enrolled in early intervention programs Number of low-income children in head start or pre-kindergarten programs
Communities supporting family life	Safety Stable and supportive families Relationship with adults (other than parents) Positive peer relationships Cultural sensitivity Voting rates Participation in community organizations Community Service, engagement and leadership Caring neighborhoods Poverty rates (for elementary, middle school, high school and young adults) Marriage rates Safe and adequate housing/living arrangements Utilization of public transportation
Ready by 21™ — Youth Successfully Transitioning to Adulthood”	Health insurance enrollment rates Births to young adults (20- to 24-year-olds) Basic skills inventory (for older youth) School retention and grade completion rates (for elementary, middle school, high school and young adults) College entrance and completion rates (for older youth) Student motivation, engagement and school climate Eating disorders Sexual behavior Good safety habits Adequate exercise Healthy diet Adequate sleep Mental health Appropriate weight Productive engagement (in work or education) Self-sufficiency (livable wage) Marketable skills

Option 4: Add New Indicators into Existing Areas as well as into Ninth Result Area: “Ready by 21™ — Youth Successfully Transitioning to Adulthood”

Result Area	Indicators
Babies born healthy	Infant mortality Low birth weight Births to adolescents Births to young adults (20- to 24-year-olds)
Healthy children	Immunizations Injuries Deaths Substance Abuse Eating disorders Sexual behavior Good safety habits Adequate exercise Healthy diet Adequate sleep Mental health Appropriate weight Health insurance enrollment rates
Children successful in school	Absence from school Academic performance Demonstrated basic skills Student motivation, engagement and school climate
Children completing school	Dropout rate High school program completion High school diploma Graduation/school completion of children with serious emotional disturbances
Children safe in their homes and communities	Abuse or neglect Deaths due to injury Juvenile violent offense arrests Juvenile serious nonviolent offenses Domestic violence Stable and supportive families Positive peer relationships Cultural sensitivity Safety
Stable and economically self-sufficient families	Child poverty Single-parent households Out-of-home placements Permanent placements Homeless adults and children Productive engagement (in work or education)(for all ages) Self-sufficiency (livable wage) (for all ages) Poverty rates (for elementary, middle school, high school) Marriage rates (for all ages) Safe and adequate housing/living arrangements (all ages) Marketable skills
Children enter school ready to learn	Number of children entering kindergarten who attended preschool Number of children enrolled in early Intervention programs Number of low-income children in head start or pre-kindergarten programs Ready to Learn (for elementary, middle school, high school)
Communities supporting family life	Voting rates (for all ages) Participation in community organizations Community service, engagement and leadership Caring neighborhoods Relationship with adults (other than parents) Utilization of public transportation
Ready by 21™ — Youth Successfully Transition to Adulthood”	Voting rates (for young adults) Ready to learn (for young adults) Marriage rates (for young adults) Productive engagement (in work or education)(for young adults) Self-sufficiency (livable wage) (for young adults) Basic skills inventory (for older youth) Poverty rates (for young adults) School retention and grade completion rates (for elementary, middle school, high school and young adults) College entrance and completion rates (for older youth) Safe and adequate housing/living arrangements (for older youth)