

**Indicators of Youth Well-being  
Expanded Resource List, November 2004**

**[www.forumforyouthinvestment.org/forumfocus.htm](http://www.forumforyouthinvestment.org/forumfocus.htm)**

The expanded list of resources is organized into four sections:

- I. Key resources for local and state indicator development
- II. Additional background reading, resources and recent studies
- III. State resources
- IV. National studies, surveys and reports using positive youth indicators

**I. Key resources for local and state indicator development**

**Child Trends** has created a series of useful tools for state and local practitioners.

The Child Trends DataBank is an electronic resource for tracking the latest national trends and research on over 80 key indicators of child and youth well-being, including over a dozen positive social indicators. [www.childtrends.databank.org](http://www.childtrends.databank.org).

The electronic *Child Indicator Newsletter* shares new developments in scientific research and data development with an emphasis on implications for users at the local, state and national levels.

[www.childtrends.org/\\_catdisp\\_page.cfm?LID=0F761B03-F725-41B6-8D70417D547FAD5B](http://www.childtrends.org/_catdisp_page.cfm?LID=0F761B03-F725-41B6-8D70417D547FAD5B)

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Child Trends. (2004). *Indicators of Child, Family, and Community Connections: Companion Volume of Related Papers*. Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, US Department of Health and Human Services. Retrieved October 28, 2004, from <http://aspe.hhs.gov/hsp/connections-papers04>.

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Moore, K.A., & Lippman, L. (Eds.). (in press). *Conceptualizing and Measuring Indicators of Positive Development*. The Search Institute Series on Developmentally Attentive Community and Society, Vol. 3. New York, NY: Kluwer.

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The Center for Information and Research on Civic Learning and Engagement (CIRCLE). (n.d.). *Civic Engagement Indicators*. College Park, MD: CIRCLE. Retrieved October 1, 2004, from [www.civicyouth.org/practitioners/Core\\_Indicators\\_Page.htm](http://www.civicyouth.org/practitioners/Core_Indicators_Page.htm).

## II. Additional background reading, resources and recent studies

### DEFINITIONS

To clarify the differences among accountability measures, the following definitions are adapted from the Fiscal Policies Studies Institute.

**Outcomes** (goals or results) are conditions of well-being for whole populations (children, adults, families or communities.) Examples: healthy children, children ready for school, children succeeding in school, strong families. They are not about programs or agency services, since no single action by any one agency can create the improved results we want and need.

**Indicators** (or benchmarks) are measures which help quantify the achievement of the outcome or result. Examples: third grade reading scores help quantify whether children are succeeding in school, percent of youth volunteering helps quantify youth choosing healthy behaviors.

**Performance Measures** are measures of how well programs and agencies are working. They report whether the clients or customers of the service are better off. These measures are sometimes referred to as *client or customer* results (versus *community population* results). They typically answer: How much did we do, how well did we do it, is anyone better off?

*Outcomes and indicators are about the ends; strategies and performance measures are about the means to get there. Processes that fail to make these crucial distinctions often mix up ends and means.*

Fiscal Policy Studies Institute  
[www.resultsaccountability.com](http://www.resultsaccountability.com)

Annie E. Casey Foundation. (2004). *KIDS COUNT Web site*. Baltimore, MD: Annie E. Casey Foundation. Retrieved October 1, 2004, from [www.aecf.org/kidscount](http://www.aecf.org/kidscount).

Bernard, B. (2003). *California Healthy Kids Survey. Module B. Resilience and Youth Development*. San Francisco, CA: WestEd. Retrieved October 28, 2004, from [www.wested.org/pub/docs/chks\\_surveys\\_summary.html#module\\_b](http://www.wested.org/pub/docs/chks_surveys_summary.html#module_b).

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The Forum for Youth Investment. (2003, November). "A Portfolio Approach to Youth Policy." *Forum Focus*, 1(3). Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Retrieved October 1, 2004, from [www.forumforyouthinvestment.org/focus/focusv1i3nov03.pdf](http://www.forumforyouthinvestment.org/focus/focusv1i3nov03.pdf).

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National Research Council and Institute of Medicine. (2004). *Children's Health, the Nation's Wealth: Assessing and Improving Child Health*. Committee on Evaluation of Children's Health, Board on Children Youth and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academies Press. Retrieved October 1, 2004, from <http://books.nap.edu/books/0309091187/html/index.html>.

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### **III. State Resources**

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#### IV. National studies, surveys and reports using positive youth indicators

	<b>National Studies, Surveys &amp; Reports Using Positive Youth Indicators</b>	<b>Sample Positive Indicator Areas</b>
<b>National Longitudinal Studies</b> Studies following single cohort over time	<b>National Survey of Families &amp; Households</b> (1987) <a href="http://www.ssc.wisc.edu/nsfh/home.htm">www.ssc.wisc.edu/nsfh/home.htm</a>	Family relationships, rules and interactions, out-of-school and religious activities, academic expectations
	<b>National Longitudinal Survey of Adolescent Health</b> (1995) <a href="http://www.cpc.unc.edu/addhealth">www.cpc.unc.edu/addhealth</a>	Family and peer relationships, school environments, out-of-school and religious activities
	<b>National Longitudinal Survey of Youth</b> (1997) <a href="http://www.bls.gov/nls/nlsy97.htm">www.bls.gov/nls/nlsy97.htm</a>	Employment information, parent relationships and expectations, out-of-school activities
	<b>National Education Longitudinal Surveys</b> (1988 & 2002) <a href="http://www.nces.ed.gov/surveys/nels88">www.nces.ed.gov/surveys/nels88</a> <a href="http://www.nces.ed.gov/surveys/els2002">www.nces.ed.gov/surveys/els2002</a>	School effectiveness, structural and climate issues, expectations and achievement, parent involvement, school-to-work transition
	<b>4-H Study of Positive Youth Development</b> (2002) <a href="http://www.ase.tufts.edu/4hstudy_pyd">www.ase.tufts.edu/4hstudy_pyd</a>	Competence, confidence, character, connection, caring and contribution
<b>National Trend Data</b> On going surveys with representative data	<b>Monitoring the Future</b> (1975– ) <a href="http://www.monitoringthefuture.org">www.monitoringthefuture.org</a>	Citizenship, activism, academics, jobs, future goals, media use, out-of-school activities, parental involvement, religious involvement
	<b>Surveys US Census Bureau, Survey of Income and Program Participation</b> (1994– ) <a href="http://www.sipp.census.gov/sipp">www.sipp.census.gov/sipp</a>	Family rules and interactions, out-of-school activities, academic expectations and achievement
	<b>National Household Education Surveys</b> (1996– ) <a href="http://nces.ed.gov/nhes">http://nces.ed.gov/nhes</a>	Civic involvement, family involvement
	<b>National Survey of Children’s Health</b> (2003– ) <a href="http://www.cdc.gov/nchs/about/major/slaits/nsch.htm">www.cdc.gov/nchs/about/major/slaits/nsch.htm</a>	Emotional health, family rules and interactions, out-of-school activities, media use, perceptions of neighborhood
<b>National Reports</b> Summaries of studies and surveys	<b>Trends in the Well-Being of America’s Children and Youth</b> (2003) <a href="http://www.aspe.hhs.gov/hsp/03trends">www.aspe.hhs.gov/hsp/03trends</a>	Life goals, religious involvement, parental involvement, voting behaviors, academic proficiency
	<b>A Child’s Day: 2000</b> <a href="http://www.census.gov/prod/2003pubs/p70-89.pdf">www.census.gov/prod/2003pubs/p70-89.pdf</a>	Family interactions, support and expectations, out-of-school activities
	<b>A Statistical Portrait of Well-being in Early Adulthood</b> (2004) <a href="http://www.childtrendsdatbank.org/PDF/Young%20Adults%20Brief.pdf">www.childtrendsdatbank.org/PDF/Young%20Adults%20Brief.pdf</a>	Citizenship, voting, religiosity