

IOWA YOUTH SURVEY (IYS)
TREND REPORT
1999 and 2002

State of Iowa

Prepared By:

Fitzgerald Partners, LLP
6035 24th Ave.
Vinton, IA 52349

Prepared For:

Iowa Department of Public Health,
Division of Health Promotion, Prevention and Addictive Behaviors

Iowa Youth Survey Analysis Contract: 5883YS01

May, 2003

TABLE OF CONTENTS

	Page
I. List of Tables.....	4
II. List of Figures.....	5
III. Acknowledgments.....	7
IV. Important Information About This Report.....	8
A. What Can I Do with The Results Reported?.....	8
B. What Data Are Included in This Report?.....	8
C. Profile of Level of Participation in the State.....	9
D. Specific Report Content.....	11
E. How Do I Identify Significant Changes?.....	14
F. Some Additional Cautions When Interpreting the Results Reported.....	14
V. Iowa Youth Development Domains and Related Constructs.....	16
A. Secure and Supportive Family.....	16
1. Positive Family Relationships.....	17
2. Family Involvement and Support.....	18
3. Parental/Guardian Boundaries.....	19
4. Positive Parental/Guardian Norms.....	20
B. Safe and Supportive School Climate.....	21
1. School Expectations/Boundaries.....	22
2. Safe (Nonviolent) School Environment.....	23
3. School Perceived to be Safe.....	24
4. School Staff/Student Support.....	25
5. Positive Student Norms.....	26
6. Social Pressure to Use Substances Limited.....	27
C. Safe and Supportive Community.....	28
1. Positive Community Adult Norms.....	29
2. Positive Community Peer Norms.....	30
3. Youth Access to Substances Limited.....	31
4. Safe Neighborhood.....	32
5. Supportive Neighborhood.....	33
6. Alcohol/Drug Free Places Available.....	34
D. Healthy Youth – Avoidance of Risky Behavior.....	35
1. Suicide Risk Avoidance.....	36
2. No Current (Past 30 Days) Alcohol Use.....	37
3. No Current (Past 30 Days) Tobacco Use.....	38
4. No Current (Past 30 Days) Illegal Drug Use.....	39
5. Substance Use Risk Awareness.....	40
6. Violent/Aggressive Behavior Avoidance.....	41
7. Gambling Avoidance.....	42

TABLE OF CONTENTS (Cont'd)

	Page
E. Socially Competent Youth.....	43
1. Empathy.....	44
2. Self-Confidence.....	45
3. Self-Esteem.....	46
4. Acceptance of Diversity.....	47
5. Positive Values.....	48
6. Peer Pressure Resistance.....	49
F. Youth Successful in School.....	50
1. Commitment to School/Learning.....	50
G. Youth Prepared for a Productive Adulthood.....	51
1. Positive Work Ethic.....	51
H. Youth Engaged In/Contribute to Community.....	52
1. Helping Others.....	52
VI. Appendix A – Data Profile of Iowa Youth Development Results Framework Constructs: Total Valid and Percent Missing for Each Construct Based on Weighted Data.....	53

LIST OF TABLES

Table		Page
1	Iowa Youth Survey (IYS) Level of Participation.....	10
2	Profile of Weighting Used in Weighted State Total Data.....	11
3	Data Profile of Iowa Youth Development Results Framework Constructs: Total Valid and Percent Missing for Each Construct Based on Weighted Data.	53

LIST OF FIGURES

Figure		Page
1.0	Constructs in SECURE AND SUPPORTIVE FAMILY Domain: Iowa Trends (Percent Weighted State Total Scoring 1 or 2 on all Questions in Each Construct).....	16
1.1	Positive Family Relationships Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	17
1.2	Family Involvement and Support Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	18
1.3	Parental/Guardian Boundaries Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	19
1.4	Positive Parental/Guardian Norms Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	20
2.0	Constructs in SAFE AND SUPPORTIVE SCHOOL CLIMATE Domain: Iowa Trends (Percent Weighted State Total Scoring 1 or 2 on all Questions in Each Construct).....	21
2.1	School Expectations/Boundaries Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	22
2.2	Safe (Nonviolent) School Environment Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	23
2.3	School Perceived to be Safe Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	24
2.4	School Staff/Student Support Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	25
2.5	Positive Student Norms Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	26
2.6	Social Pressure to Use Substances Limited Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	27
3.0	Constructs in SAFE AND SUPPORTIVE COMMUNITY Domain: Iowa Trends (Percent Weighted State Total Scoring 1 or 2 on all Questions in Each Construct).....	28
3.1	Positive Community Adult Norms Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	29
3.2	Positive Community Peer Norms Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	30
3.3	Youth Access to Substances Limited Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	31
3.4	Safe Neighborhood Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	32
3.5	Supportive Neighborhood Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	33
3.6	Alcohol/Drug Free Places Available Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	34

LIST OF FIGURES (Cont'd)

Figure		Page
4.0	Constructs in HEALTHY YOUTH – AVOIDANCE OF RISKY BEHAVIOR Domain: Iowa Trends (Percent Weighted State Total Scoring 1 or 2 on all Questions in Each Construct).....	35
4.1	Suicide Risk Avoidance Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	36
4.2	No Current (Past 30 Days) Alcohol Use Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	37
4.3	No Current (Past 30 Days) Tobacco Use Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	38
4.4	No Current (Past 30 Days) Illegal Drug Use Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	39
4.5	Substance Use Risk Awareness Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	40
4.6	Violent/Aggressive Behavior Avoidance Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	41
4.7	Gambling Avoidance Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	42
5.0	Constructs in SOCIALLY COMPETENT YOUTH Domain: Iowa Trends (Percent Weighted State Total Scoring 1 or 2 on all Questions in Each Construct).....	43
5.1	Empathy Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	44
5.2	Self-Confidence Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	45
5.3	Self-Esteem Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	46
5.4	Acceptance of Diversity Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	47
5.5	Positive Values Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	48
5.6	Peer Pressure Resistance Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	49
6	YOUTH SUCCESSFUL IN SCHOOL DOMAIN - Commitment to School/Learning Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	50
7	YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD DOMAIN - Positive Work Ethic Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	51
8	YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY DOMAIN - Helping Others Trends, Iowa: Weighted State Total; Unweighted 6 th , 8 th and 11 th Grades, Male, Female and 8 th to 11 th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions).....	52

ACKNOWLEDGMENTS

The data used in this report were obtained from the 1999 and 2002 Iowa Youth Surveys (IYS). The successful completion of these surveys was made possible by the combined efforts of many individuals and organizations concerned about the health and well-being of Iowa's adolescents. The individuals and organizations involved in this collaborative effort are too numerous to mention in detail, but they include individuals from the State's universities, State and local government agencies, youth organizations, youth service providers and private enterprise. Finally, the good faith efforts of Iowa's school administrators, classroom teachers and students who volunteered to participate in the 1999 and 2002 surveys ensured that there would be data to analyze.

Funding for the 1999 data collection effort was provided by: The Higher Plain, Inc. (with major funding provided by the U.S. Department of Education, Iowa Statewide Data Project, grant # S184G980007); the Iowa Department of Education; Iowa Department of Public Health, Division of Health Promotion, Prevention and Addictive Behaviors (formerly Division of Substance Abuse and Health Promotion); Office of Drug Control Policy (formerly Governor's Alliance on Substance Abuse), and Department of Human Rights, Criminal and Juvenile Justice Planning and Statistical Analysis Center. Funding for the 2002 data collection effort was provided by the Iowa Departments of: Education; Human Rights, Criminal and Juvenile Justice Planning and Statistical Analysis Center; Public Health, Division of Health Promotion, Prevention and Addictive Behaviors (formerly Division of Substance Abuse and Health Promotion); Office of Drug Control Policy (formerly Governor's Alliance on Substance Abuse), and Iowa Workforce Development.

Several individuals from various Iowa organizations were instrumental in creating the youth development constructs described in this report. Again, the several organizations and individuals involved in this collaborative effort are too numerous to mention in detail, but they include individuals from the Youth Policy Institute of Iowa (a special recognition must be given to Ms. Carol Behrer who was largely responsible for coordinating the effort to identify the youth development constructs described in this report); Iowa Department of Public Health, Division of Health Promotion, Prevention and Addictive Behaviors; Iowa Department of Human Rights, Criminal and Juvenile Justice Planning and Statistical Analysis Center; Iowa Department of Education; Iowa Workforce Development, and Office of Drug Control Policy.

Funding for this report was provided by: The Iowa Departments of Education; Human Rights, Criminal and Juvenile Justice Planning and Statistical Analysis Center; Public Health, Division of Health Promotion, Prevention and Addictive Behaviors; Office of Drug Control Policy and Iowa Workforce Development (Iowa Youth Survey Analysis Contract: #5883YS01).

IMPORTANT INFORMATION ABOUT THIS REPORT

What Can I Do With The Results Reported?

This Iowa Youth Survey (IYS) State of Iowa Trend Report provides a graphic, summary, descriptive profile of changes in the youth development related needs of Iowa's adolescents from 1999 to 2002. These data help assess changes in the relative strengths and weaknesses of our schools, families, communities and adolescents from the perspective of those students enrolled in 6th, 8th, and 11th grade, as well as those age 14 to 18 enrolled in alternative school programs. The data can be used to help State level planners identify the relative needs of Iowa's youth, obtain the resources necessary to develop programs that respond to those needs and, as similar data are collected over time, assess the outcomes of those programs. This State report can also be used as a standard against which to compare similar reports based on county, school districts or other geographical and institutional based subdivisions that might be produced. Finally, the IYS data can be combined with information from other sources to create a more comprehensive overview of positive youth development needs and any changes in them through time.

What Data Are Included in This Report?

All of the data analyzed and discussed in this report come from the 1999 and 2002 Iowa Youth Surveys. The data gathering procedures were nearly identical in the 1999 and 2002 surveys, but there were some differences between them that could have a significant impact on comparisons between the two years. First, while the 1999 IYS did not seek the participation of nonpublic (including parochial) schools (one small State University operated laboratory school was included in the 1999 survey and it is included in the 1999 data for this report), the 2002 IYS did. Procedural errors in distributing the questionnaires to the students left it impossible to differentiate between some public and nonpublic school participants in the 2002 survey in four school districts. As a consequence it is not possible to identify the actual number of public school or nonpublic school participants in the 2002 IYS. The 2002 IYS does, however, include data from something over 2,200, and less than 3,000, nonpublic school students.

An analysis of the data from those who could clearly be identified as private school students in the 2002 survey did indicate that, in some instances, they differed significantly from their public school counterparts in 2002 on the constructs/questions included in this report. Still, at most they make up no more than 3% of the total students included in the 2002 survey and as a consequence their presence or absence has a very limited impact on the results of any comparisons based on the total number of students included in each survey year. Given that there is no way to accurately separate all the public from nonpublic school students in the 2002 survey, that their presence or absence would have little impact on the 1999 and 2002 comparisons included in this report, that more nonpublic school students are likely to be included in future survey years and that this will make the results of this report compatible with the previously released separate State survey reports (The 1999 and 2002 State of Iowa Youth Survey Reports are available at: <http://www.state.ia.us/dhr/cjip>), it seemed most appropriate to include both the public and nonpublic school students from both surveys in this report.

The data gathering instruments for the 1999 and 2002 surveys were also nearly identical. The 2002 questionnaire did include 10 new questions, but these additions were made in such a way (always put at the end of any series of questions or placed by themselves) that they would not be expected to have

any significant impact on the data collected. In any event, the questions and response categories used as data for this report were identical in the two surveys.

Both questionnaires were self administered questionnaires that rely on each student's ability to read (a few students did have the questionnaires read to them) and honestly respond to each question. Such self-reported behaviors and attitudes/beliefs are always subject to falsification, either intentionally (denial, boasting or just mischievousness) or unintentionally (mistakenly filling in the wrong circle, misreading, etc.). The questionnaires in both years were reviewed for evidence that would support a claim that the respondent had little or no intention of making an honest effort to complete them. This evidence consisted of such things as inconsistent responses (e.g., indicating use of substances on one question but denying ever using them on another), improbable responses (e.g., using every illegal drug every day) and patterned responses (answering a series of questions in exactly the same way). There were a total of 27 such validity checks and less than 1% (126 in 1999 and 122 in 2002) failed 5 or more of the 27 validity checks. These questionnaires were deleted from the 1999 and 2002 IYS data files used to produce this report, leaving 85,301 usable questionnaires in the 1999 IYS data file and 96,849 in the 2002 IYS data file.

Finally, for three constructs [No Current (Past 30 Days) Alcohol Use, No Current (Past 30 Days) Tobacco Use and No Current (Past 30 Days) Illegal Drug Use] missing data were included. If any data were missing from a questionnaire on an individual question or from any one question in the combination of questions used to measure any of the other constructs, that questionnaire was not included in the analyses for that particular question/construct. As the number of questions included in a construct increased and as the constructs included questions closer to the end, rather than beginning, of the questionnaire, the percent of missing data increased. As many as 14% of all the participating students from one survey year were excluded from the analyses of one construct that contained several questions near the end of the questionnaire. The 6th grade students, because they were less likely than their counterparts to complete the whole questionnaire, were most likely to have some missing data (as high as 20% on those questions near the end of the questionnaire). While missing data certainly could have an impact on the results reported, the apparent cause for the presence of the larger proportions of missing data cases does seem to make it plausible to assume that those students with missing data are not in any systematic way different from those with complete data. Still, Table 3 in Appendix A contains the percent missing on each construct and it should be consulted to assess the level of likelihood that a "missing data" generated bias might be introduced into the analyses. In those instances where there is a large percentage of missing data cases, some consideration must be given to the possibility that biases have been introduced and any differences observed between the 1999 and 2002 students on those constructs might be due to those biases rather than real changes.

Profile of Level of Participation in the State

All schools in both survey years were asked to complete a census (100%) of their public school enrollment in grades 6, 8 and 11, as well as those age 14-18 enrolled in alternative programs. Participation, however, was voluntary (the school districts, the students' parents/guardians and the students within each school district could opt not to participate) and the schools varied in the extent to which they succeeded in obtaining a census in both years. A comparison of the school districts participating in the 1999 and 2002 surveys also identifies some differences. In 1999 329 of Iowa's 375 public school districts participated and in 2002 349 of Iowa's 371 public school districts and 49 of 178 nonpublic schools participated. Further, some school districts that participated in 1999 did not

participate in 2002 and some not participating in 1999 did participate in 2002. Students from districts that participated in both years, as well as those from districts that participated in only one of the two years, are included in this analysis.

The Iowa Department of Education (IDE) does not have complete records of alternative school enrollment in either 1999 or 2002 and therefore there is no way of knowing the proportions of alternative school students participating in the surveys. If a school district did survey these students in either year, their data are included in this report.

IDE does have enrollment figures for regular public and private (including parochial) schools. As noted in the previous section, the 1999 IYS included very few private school students while the 2002 survey included over 2,200 students from private schools. IDE 6th, 8th and 11th grade total enrollment figures for regular public school students in 1999 and all regular (public and private) school students in 2002 by grade, together with the corresponding number and percent participating in the two surveys, are provided in Table 1 below.

Table 1. Iowa Youth Survey (IYS) Level of Participation

Grade	1999			2002		
	Public School Enrollment	Number Completing 1999 IYS	Percent Completing 1999 IYS	Total School Enrollment	Number Completing 2002 IYS	Percent Completing 2002 IYS
6	35,856	27,171	76	40,033	32,163	80
8	38,003	30,248	80	40,142	32,919	82
11	37,886	26,082	69	40,127	30,335	76

While there are differences in participation rates, a large majority of the targeted students in each of these grades did participate in both surveys and, as a consequence, they are most likely quite representative of the students enrolled in these grades in Iowa.

The proportions of participating students in the different grades in the two survey years are, however, somewhat different from their corresponding enrollment proportions and these differences present a significant potential for bias in the state totals for each year. For example, given that 11th graders are much more likely to be substance users than either 6th or 8th graders, the under representation of 11th graders in both survey years has the potential to produce a biased estimate (lower than actual rate of substance use) for the total of the 6th, 8th and 11th grade populations. A statistical weighting procedure is used in this report to minimize the potential for this kind of bias. The proportion of students enrolled in each grade in each year is divided by the proportion of students actually participating in each survey year. This decimal is the weighting factor used to weight the data and it is used to generate the “weighted state total” figures used in this report. Students in the IYS samples who did not report a grade in school are included in this report and assigned a weight of 1. Table 2 on the next page provides a descriptive profile of the weights used for the remaining students in each survey year.

Table 2. Profile of Weighting Used in Weighted State Total Data

Grade	Proportion Enrolled in 1999	Proportion in 1999 IYS	1999 Weight	Proportion Enrolled in 2002	Proportion in 2002 IYS	2002 Weight
6	32.09	32.54	0.986	33.28	33.70	0.988
8	34.01	36.22	0.939	33.37	34.50	0.967
11	33.90	31.23	1.085	33.36	31.80	1.049

While several other minor differences in the data gathering procedures and the groups compared undoubtedly exist, none are expected to have a significant impact on the results presented in this report.

Specific Report Content

The analyses in this report are based on constructs included in The Iowa Youth Development Results Framework.

Iowa Youth Development Results Framework constructs. These constructs are the product of an interactive process that began with a committee of State planners identifying hypothetical constructs and accompanying measures derived from the IYS. They were then subjected to additional theoretical consideration and empirical testing, with the results used to revise the constructs and measures, which were then reviewed and tested again and so on, until a consensus was reached on the content of each construct. A youth development model emerged that included a total of 32 core youth development constructs (measured by various combinations of 122 questions from the 1999 and 2002 surveys) organized in eight key domains. Each construct is measured by one or more identical questions from the two surveys.

The Iowa Youth Development Results Framework domains and their associated constructs are listed on the following page.

IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK: DOMAINS (IN BOLD CAPS) AND ASSOCIATED CONSTRUCT(S)

SECURE AND SUPPORTIVE FAMILY

- Positive Family Relationships
- Family Involvement and Support
- Parental/Guardian Boundaries
- Positive Parental/Guardian Norms

SAFE AND SUPPORTIVE SCHOOL CLIMATE

- School Expectations/Boundaries
- Safe (Nonviolent) School Environment
- School Perceived to be Safe
- School Staff/Student Support
- Positive Student Norms
- Social Pressure to Use Substances Limited

SAFE AND SUPPORTIVE COMMUNITY

- Positive Community Adult Norms
- Positive Community Peer Norms
- Youth Access to Substances Limited
- Safe Neighborhood
- Supportive Neighborhood
- Alcohol/Drug Free Places Available

HEALTHY YOUTH – AVOIDANCE OF RISKY BEHAVIOR

- Suicide Risk Avoidance
- No Current (past 30 days) Alcohol Use
- No Current (past 30 days) Tobacco Use
- No Current (past 30 days) Illegal Drug Use
- Substance Use Risk Awareness
- Violent/Aggressive Behavior Avoidance
- Gambling Avoidance

SOCIALLY COMPETENT YOUTH

- Empathy
- Self-Confidence
- Self-Esteem
- Acceptance of Diversity
- Positive Values
- Peer Pressure Resistance

YOUTH SUCCESSFUL IN SCHOOL

- Commitment to School/Learning

YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD

- Positive Work Ethic

YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY

- Helping Others

To make the results of the analysis for these constructs consistent and this report more user-friendly, the full range of possible responses to each question included in all the constructs was collapsed into three categories (0, 1 and 2), with 2 representing the most desirable response(s), 1 the next most desirable, and 0 the least desirable from a positive youth development perspective. For example, the response options provided in the 1999 and 2002 questionnaires for the question “I have a happy home” were assigned these scores: “strongly agree” a score of 2, “agree” a score of 1 and “disagree” and “strongly disagree” a score of 0. The response options provided for the question “In the last 12 months, did you make a plan about how you would attempt suicide” were assigned these scores: “no” a score of 2 and “yes” a score of 0. The questions and response scores used to measure each construct are included with each figure in the report.

Results are reported in figures, with bar graphs representing the percent of respondents who scored 1 or 2 on all the questions used to assess a particular construct. The bars are presented in groups of two, one of the pair (the light bar) representing 1999 and the other (dark bar) representing 2002 IYS data. The relative heights of the two bars in each pair represent changes, if any, from 1999 to 2002 for the specified construct. The number printed at the top of each bar is the percent of respondents scoring 1 or 2 for that year on that particular construct. For those domains comprised of more than one construct, the first figure includes bar graphs for the weighted state total data for each construct within that particular domain. A separate figure follows for each construct included in the domain and it contains a repeat of the weighted state total data for the construct and unweighted 6th grade, 8th grade, 11th grade, male and female data, and 8th to 11th grade quasi panel data for the same construct. For those domains comprised of only one construct, there is only one figure for each domain/construct. This figure contains bar graphs including the weighted state total data and unweighted 6th grade, 8th grade, 11th grade, male and female data, and 8th to 11th grade quasi panel data.

The first figure for domains having more than one construct can be used to assess the relative strengths and weaknesses of each of the positive youth development needs (constructs) included in that domain from survey to survey. In the remaining figures the first six pairs of bars can be used to assess differences, if any, between the 1999 and 2002 survey respondents on the weighted state total and the unweighted 6th, 8th, 11th, male and female subpopulations. Any differences in the relative heights of these bars may be considered generation trends, in that the bars represent different sets of students defined in the same manner in different years (for example, two different groups of students in the 8th grade 3 years apart). These six pairs of bars may also be used to identify subpopulations of adolescents showing greater need for improvement in particular constructs. For example, males or 8th graders may have relatively lower percents than the other subpopulations or they may show more or less improvement from 1999 to 2002. The last set of bars in these figures, which include data for the 8th to 11th grade quasi panel, can be used to assess maturation trends, that is, changes, if any, that take place as “the same” group of students moves from 8th to 11th grade.

It should be noted that the 8th to 11th grade quasi panel analyses only approximate a panel research design. A panel design requires that the same group of subjects (in this case, the same group of individual students) be observed or questioned at different points in time. The IYS questionnaire does not contain individual respondent identifiers, so those individual 8th graders in the 1999 IYS who also completed the IYS in 2002 as 11th graders could not be selected out for a panel analysis. It is likely safe to assume that most 1999 8th graders are 11th graders in 2002, but not every 1999 8th grade student would be in 11th grade in 2002 and not every 2002 11th grader was in 8th grade in 1999. Also, not every school district participated in both the 1999 and 2002 surveys and even some of those

districts that did participate in both years did not always include both their 8th and 11th grade students. Given these conditions, a two stage selection process was used in order to approximate a “true” panel design. First, only those students from school districts that reported at least some returns from both 8th and 11th graders in both 1999 and 2002 were included in these analyses. Second, from the 11th grade students in this group of school districts, only those 2002 11th graders who reported on their questionnaires that they had been in the same school district 3 or more years were included. The 8th and 11th grade quasi panel results are based on a comparison of this group of 2002 11th graders with the 1999 8th graders selected in the first stage.

How Do I Identify Significant Changes?

Given that the data are based on an incomplete census and on self-report questionnaires, the reported results should be regarded as having some margin of error (noise). While the large number of students responding to each question and the census design make statistical tests of significance of dubious appropriateness, for the total populations differences as small as 0.1% would be statistically significant. Still, a more conservative interpretation of the results seems appropriate and it is recommended that a difference of at least 1.0% be considered the minimum to identify a real difference. Smaller differences may represent real differences, however, especially if such differences occur in the same direction over several observations (a possibility if future surveys are completed) and/or they can be corroborated by other sources of data.

Some Additional Cautions When Interpreting the Results Reported

First, it is important to remember that the data presented are based on the students’ perceptions of themselves and their environment, and these perceptions may or may not accurately correspond with their real selves or environment. A case can be made that people behave in response to what they perceive to be real, but in any event both perception and reality are important and changing one may lead to changes in the other.

As you examine the figures on the following pages, please note that the vertical scale of the graphs sometimes varies from one figure to the next. These adjustments were necessary to make any differences in the 1999 and 2002 bar heights readily visible and to include at least the list of questions and response codes for each construct on the same page as each graph. Of course, the vertical scale differences do not change the data represented in the graph (percent scoring 1 or 2 to all questions), but they do change the visual impressions of the data. As a consequence, it is important to pay attention to the numbers on the percent scale (left side of graph) and to the actual percentages reported at the top of each bar.

Several different procedures for presenting the Iowa Youth Development Results Framework data were explored, and all had advantages and disadvantages. The percent of respondents scoring 1 or 2 on all the questions was judged to be the most desirable way of presenting this data. A high proportion of students scoring 1 or 2 on all the questions in a construct is certainly an encouraging result. One should not, however, necessarily take such a finding as evidence that there is no room for improvement in the positive youth development need which that construct represents. It is quite probable that there are several respondents who did not respond in the most desirable way (i.e., who score 1, rather than 2) included in that high percentage. Also, a relatively low percentage scoring 1 or 2 on all questions should not necessarily be a cause for excessive concern. It may well be that a negative response to only one question in a multi-question construct is primarily responsible for this

low percentage, and on every other question in the construct the students' responses are positive. Further, in terms of identifying changes (positive or negative), it is the difference between years rather than the relative size of the proportion of students meeting the score criterion in any one year that is of most significance. The bottom line is that while the differences in the percentage of students who meet the qualifying criteria (score 1 or 2 on all the questions in a construct) can be used to assess the relative needs among these constructs, there is likely to be plenty of room for improvement in meeting any of the 32 positive youth development needs and goals represented by these constructs.

The youth development domain/construct labels included in this report are common to a wide range of youth development related theories and models and they can be measured in many different ways. The list of questions, responses and response scoring procedures that accompany each figure tell exactly how these domains/constructs were measured in this report, and that may or may not be the same as they are measured in other youth development related data. Any comparison of this Iowa data with any other data (national or state) that might be based on similar labels should be approached with caution and the actual measures used in each data base carefully compared and assessed for compatibility.

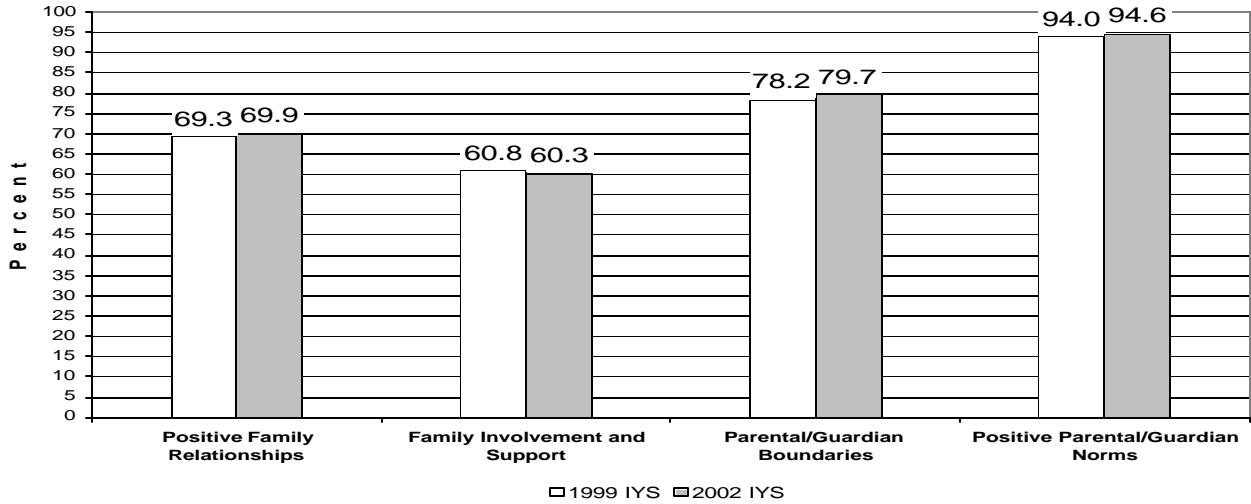
It must also be remembered that the youth development constructs presented in this report are summary measures based on the responses to one or some combination of questions that appear in both the 1999 and 2002 Iowa Youth Surveys. No matter how or what combinations of questions may be used to summarize the 1999 and 2002 IYS data or how the responses are scored, those combinations will to one degree or another provide an incomplete information base. In order to identify more specific needs, the data in this trend report will often need to be supplemented by comparisons based on the individual questions included in the multi-question constructs, as well as by examination of the full range of responses to each question. For example, the Substance Use Risk Awareness construct in this report provides a summary measure of the extent to which Iowa students are aware of substance use risks in total, but not the level of risk awareness for specific substances. The total score provides an overall view but does not identify which specific areas of risk awareness are in most need of improvement. In order to allocate scarce resources in the most efficient manner possible, a comparison of the responses to each question in the 1999 and 2002 surveys would be necessary. The 1999 and 2002 State of Iowa Youth Survey Reports are available at: <http://www.state.ia.us/dhr/cjpp>.

Finally, the results framework and constructs described in this report should also be viewed as a work in progress. As the positive youth development knowledge base grows, new constructs may need to be added and/or the current constructs revised. New and/or alternative means of measuring the current constructs may be developed, including additions to or revisions of the questions in the 1999 IYS questionnaire. Also, new data sources may be identified that could be used in lieu of, or as complements to, the IYS data presented in this report.

IOWA YOUTH DEVELOPMENT DOMAINS AND RELATED CONSTRUCTS

Secure and Supportive Family

Figure 1.0 Constructs in Secure and Supportive Family Domain: Iowa Trends
(Percent Weighted State Total Scoring 1 or 2 on All Questions in Each Construct)

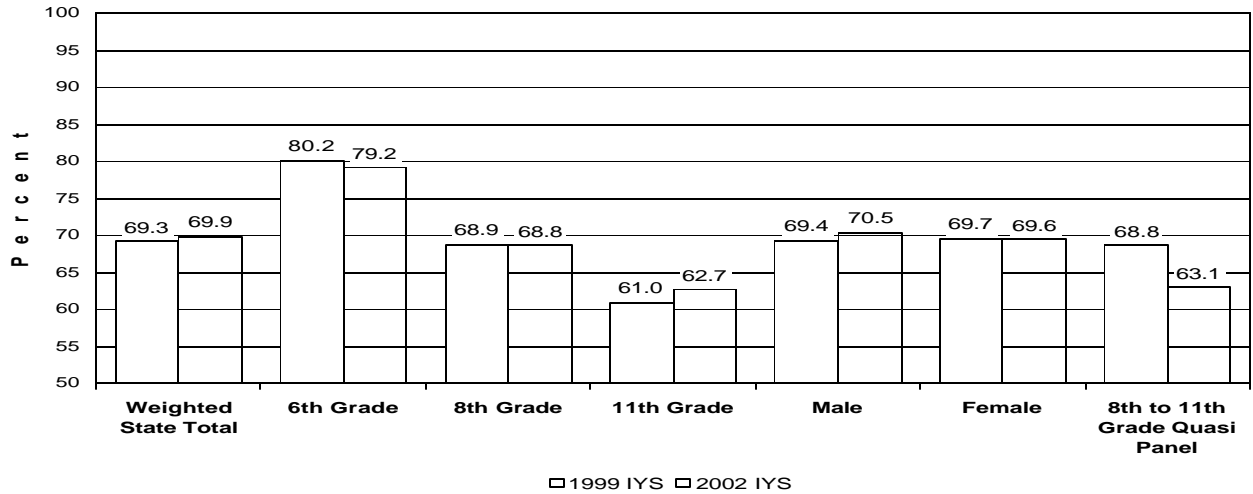


The 4 questions included in the Positive Family Relationships construct are: I have a happy home; I feel very close to at least one of my parents/guardians; I can talk about the things that bother me or I don't understand with someone in my home, and I can get help and support when I need it from someone in my home. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0. The 6 questions included in the Family Involvement and Support construct are: A parent/guardian knows where I am and who I am with, especially in the evenings and on the weekends; A parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home on time, etc.); A parent/guardian generally finds out if I have done something wrong, and then punishes me; When I am doing a good job, someone in my home lets me know about it; Someone in my home helps me with my school work, and At least one of my parents/guardians goes to school activities that I am involved in. An "always" response is assigned a score of 2, "often" or "sometimes" a score of 1 and "never" a score of 0. The 2 questions in the Parental/Guardian Boundaries construct are: If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action and In my home there are clear rules about what I can and cannot do. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0. The 6 questions in the Positive Parental/Guardian Norms construct share the same stem (How wrong would your parents/guardians feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin) without their permission; Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a party where kids under 21 were using alcohol, and Go to a party where kids were using drugs. A "very wrong" or "wrong" response is assigned a score of 2, "a little wrong" or "don't know" a score of 1 and "not wrong at all" a score of 0.

All of the constructs in the Secure and Supportive Family domain show positive trends, except for Family Involvement and Support, which also appears to be the one most in need of improvement, at least as measured here. Only one trend, Parent/Guardian Boundaries, exceeds the recommended 1% minimum difference threshold however. The percent for positive Parent/Guardian Norms is quite high in both survey years, but the cautions discussed in the introduction should be kept in mind when interpreting high (or low) percentages.

Positive Family Relationships.

Figure 1.1 Positive Family Relationships Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

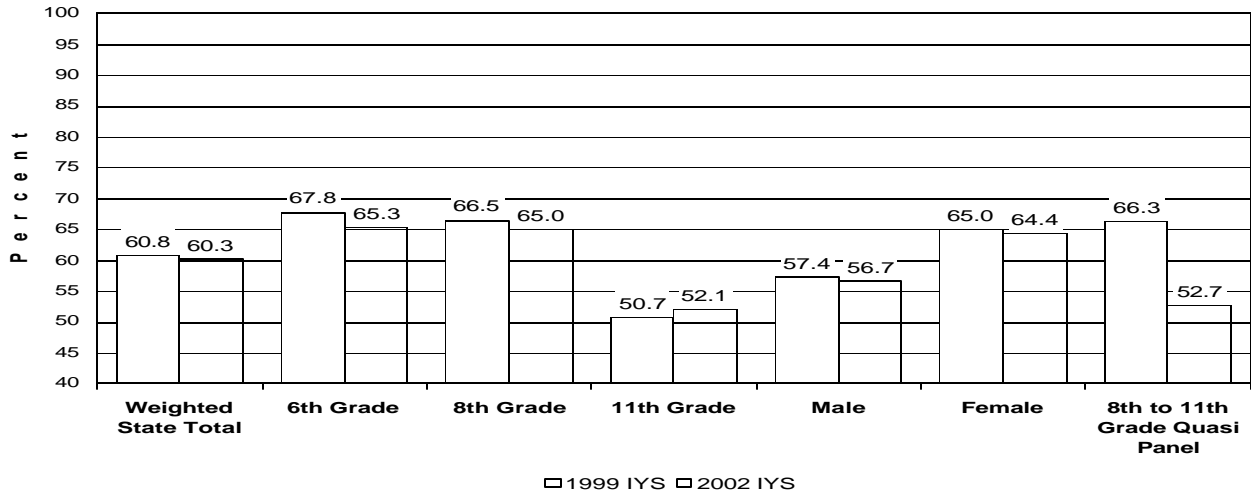


The 4 questions included in the Positive Family Relationships construct are: I have a happy home; I feel very close to at least one of my parents/guardians; I can talk about the things that bother me or I don't understand with someone in my home, and I can get help and support when I need it from someone in my home. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0.

The generation trends for Positive Family Relationships (see the first six pairs of bars in the figure) are mixed, some positive and some negative. Two of the positive trends (for males and 11th graders) and one negative trend (for 6th graders) reach the 1% real difference criterion. The higher the grade, the lower are the percents on this measure of Positive Family Relationships in both survey years. There are negligible differences between males and females in both survey years. The decline from 1999 to 2002 in the quasi panel data (the last pair of bars in the graph) indicates these adolescents perceive a decline in the quality of family relationships as they move from the 8th to the 11th grade.

Family Involvement and Support.

Figure 1.2 Family Involvement and Support Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

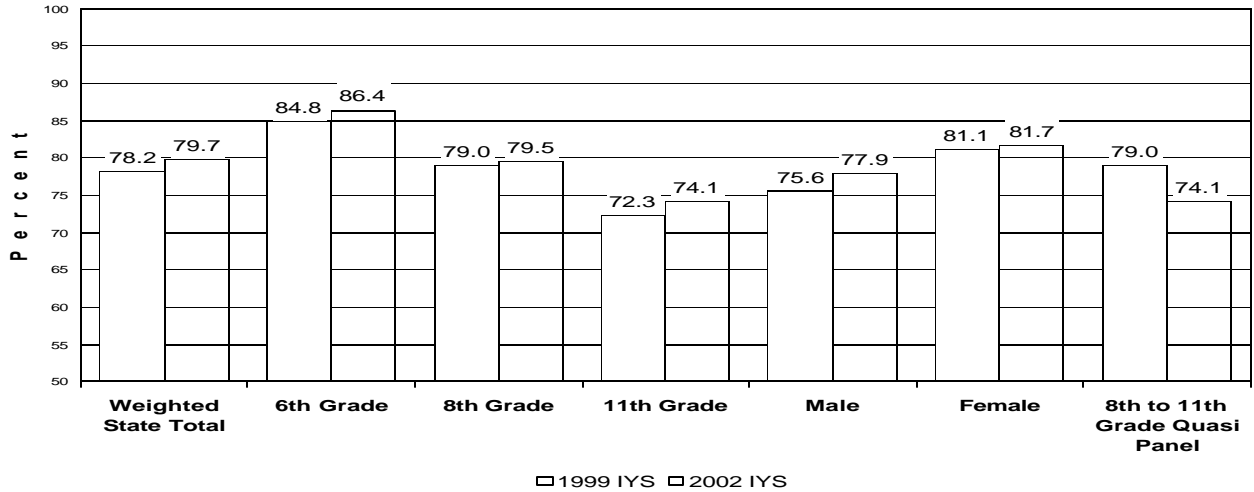


The 6 questions included in the Family Involvement and Support construct are: A parent/guardian knows where I am and who I am with, especially in the evenings and on the weekends; A parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home on time, etc.); A parent/guardian generally finds out if I have done something wrong, and then punishes me; When I am doing a good job, someone in my home lets me know about it; Someone in my home helps me with my school work, and At least one of my parents/guardians goes to school activities that I am involved in. An “always” response is assigned a score of 2, “often” or “sometimes” a score of 1 and “never” a score of 0.

The trend for 11th graders is positive and exceeds the 1% real difference threshold, but their percents are also the lowest in both survey years. Otherwise, the generation trends for the Family Involvement and Support construct are negative, with two (the 6th and 8th graders) showing real differences (1% or greater) between the 1999 and 2002 surveys. Males show lower percents than females in both years and there is a substantial decline when 8th graders and 11th graders are compared. This negative change is also reflected in the quasi panel data, where the decline is quite substantial, perhaps reflecting the increasing independence of students as they move from early into mid adolescence, and the decreasing ability of parents/guardians to assist them with their homework as their academic classes become more advanced.

Parental/Guardian Boundaries.

Figure 1.3 Parental/Guardian Boundaries Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

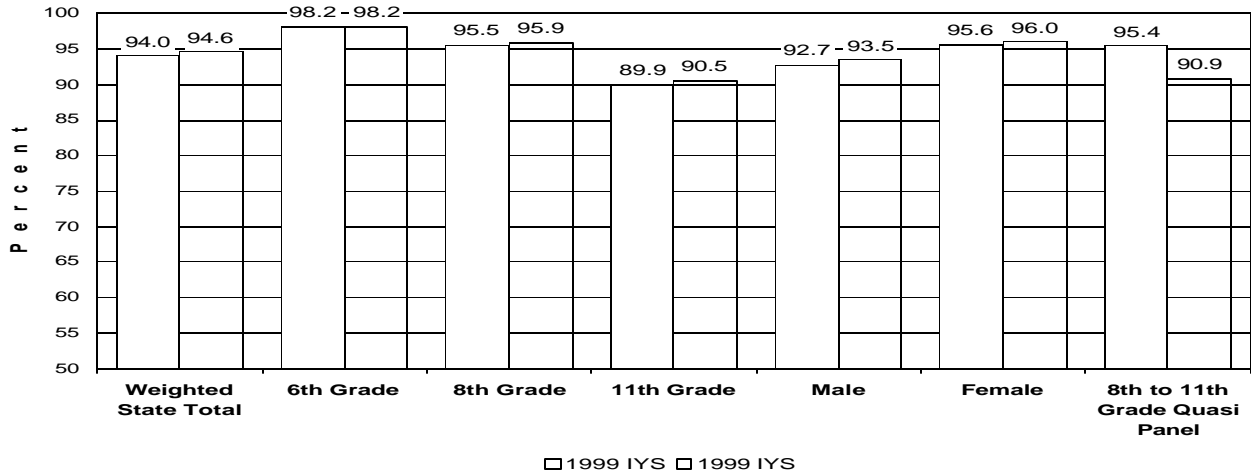


The 2 questions in the Parental/Guardian Boundaries construct are: If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action and In my home there are clear rules about what I can and cannot do. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0.

The trends in the generation change data for Parent/Guardian Boundaries are all positive and, except for the 8th graders and females, exceed the 1% real difference criterion. The percents for males are lower than those for females in both survey years. In the quasi panel data, the decline from 8th to 11th grade is also substantial, but arguably not as large as might be expected. Perhaps parents are managing to maintain boundaries reasonably well, at least as perceived by their children, during a sometimes difficult transition period for adolescents and their families.

Positive Parental/Guardian Norms.

Figure 1.4 Positive Parental/Guardian Norms Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

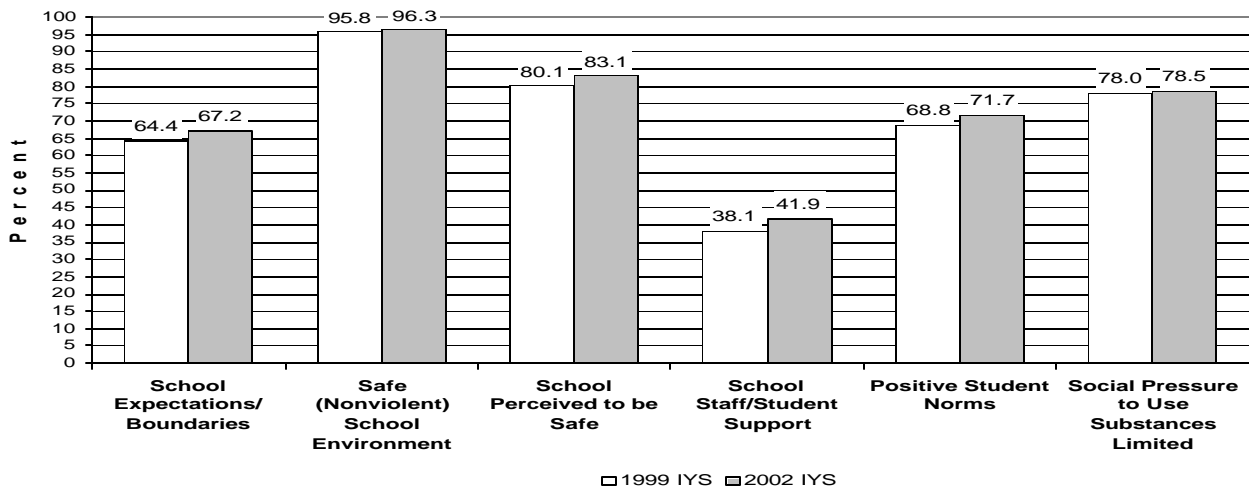


The 6 questions in the Positive Parental/Guardian Norms construct share the same stem, How wrong would your parents/guardians feel it would be for you to: Drink beer, wine or hard liquor (for example vodka, whiskey, gin) without their permission; Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a party where kids under 21 were using alcohol, and Go to a party where kids were using drugs. A “very wrong” or “wrong” response is assigned a score of 2, “a little wrong” or “don’t know” a score of 1 and “not wrong at all” a score of 0.

Bearing in mind the cautions discussed in the introduction concerning high percentages in these graphs, the percents for the Positive Parental/Guardian Norms construct are encouragingly high in both survey years and the trends are generally positive, though small. The percent for 11th graders is the smallest among the subpopulations in both survey years. The percents are smaller for males than for females in both survey years. The decline from 8th to 11th grade in the quasi panel might be expected as students grow older, but it is perhaps less dramatic than might be expected.

Safe and Supportive School Climate

Figure 2.0 Constructs in Safe and Supportive School Climate Domain: Iowa Trends (Percent Weighted State Total Scoring 1 or 2 on All Questions in Each Construct)

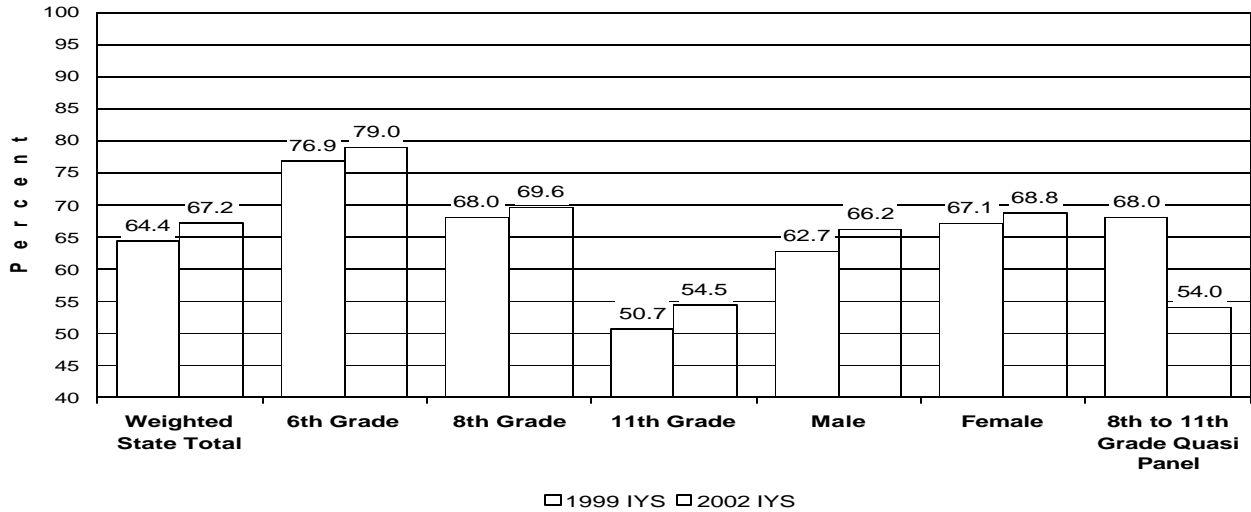


The 5 questions included in the School Expectations/Boundaries construct are: There are clear rules about what students can and cannot do; The school principal and teachers consistently enforce school rules; If I skipped school at least one of my parents/guardians would be notified; Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period, and My school lets a parent/guardian know if I've done something wrong. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0. The 2 questions in the Safe (Nonviolent) School Environment construct share the same stem (In the past 12 months, how often have you): Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property and Been threatened or injured by someone with a weapon (like a gun, knife or club) on school property. A "none" response is assigned a score of 2, "1 or 2 times" a score of 1 and "3-5 times" or "6 or more times" a score of 0. The 1 question in the School Perceived to be Safe construct is: I feel safe at school. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0. The 6 questions in the School Staff/Student Support constructs are: My teachers care about me; My teachers are available to talk with students one-on-one; My teachers notice when I am doing a good job and let me know about it; Students in my school treat each other with respect; My school lets a parent/guardian know if I'm doing a good job; There is at least one adult at school that I could go to for help with a problem. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0. The 6 questions included in the Positive Student Norms construct share the same stem [How wrong would most of the students in your school (not just your best friends) feel it would be for you to]: Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a Party where kids under 21 were using alcohol; Go to a party where kids were using drugs. A "very wrong" or "wrong" response is assigned a score of 2, "a little wrong" or "don't know" a score of 1 and "not wrong at all" a score of 0. The 4 questions included in the Social Pressure to Use Substances Limited construct share the same stem [Would you be more or less likely to be popular (respected or cool) with the other students in your school, if you]: Smoked cigarettes; Drank alcoholic beverages; Smoked marijuana, and Used any other illegal drug. A "less popular" or "a lot less popular" response is assigned a score of 2, "wouldn't change my popularity" a score of 1 and "a lot more popular" or "more popular" a score of 0.

The trends for all the constructs in the Safe and Supportive School Climate domain are positive and all but two [Safe (Nonviolent) School Environment and Social Pressure to Use Substances Limited] meet the 1% real difference criterion. The School Staff/Student Support construct shows the lowest percents and the Safe (Nonviolent) School Environment the highest percents in both years.

School Expectations/Boundaries.

Figure 2.1 School Expectations/Boundaries Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

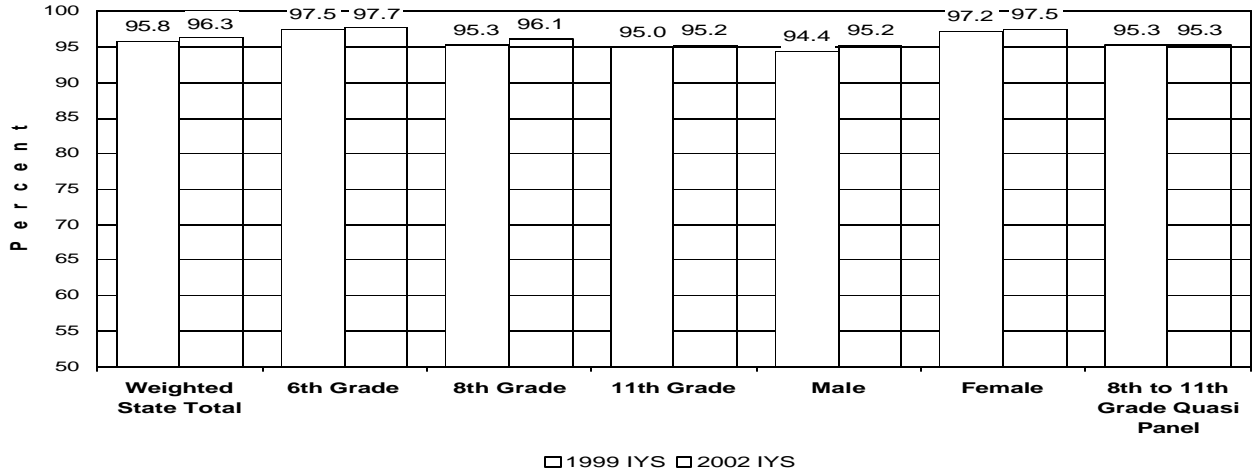


The 5 questions included in the School Expectations/Boundaries construct are: There are clear rules about what students can and cannot do; The school principal and teachers consistently enforce school rules; If I skipped school at least one of my parents/guardians would be notified; Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period, and My school lets a parent/guardian know if I've done something wrong. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0.

The generation trends (the first six pairs of bars in the graph) for the School Expectations/Boundaries construct are all positive and substantial. The percents are lowest for 11th graders in both survey years and decline when 6th and 8th graders are compared as well. The percents for males are lower than for females in both survey years. The change in the quasi panel data (the last pair of bars) is negative and very substantial.

Safe (Nonviolent) School Environment.

Figure 2.2 Safe (Nonviolent) School Environment Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

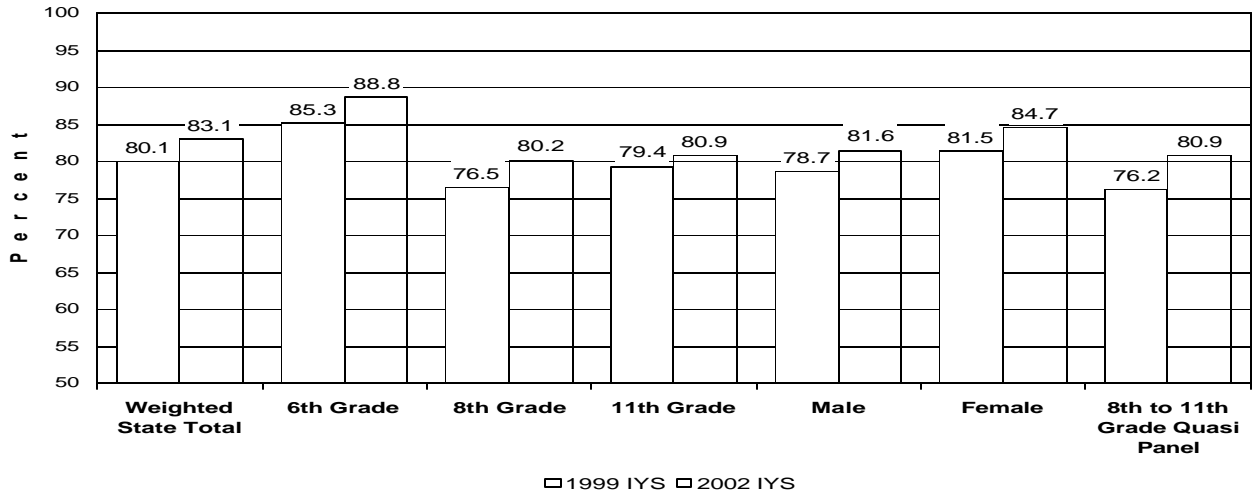


The 2 questions in the Safe (Nonviolent) School Environment construct share the same stem (In the past 12 months, how often have you): Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property and Been threatened or injured by someone with a weapon (like a gun, knife or club) on school property. A “none” response is assigned a score of 2, “1 or 2 times” a score of 1 and “3-5 times” or “6 or more times” a score of 0.

The generation percents for the Safe (Nonviolent) School Environment construct are quite high in both survey years and the trends are uniformly positive, though none reaches the 1% real difference threshold. The percents are higher on this measure for females than males in both survey years. The 8th and 11th grade percents are the same for the quasi panel group.

School Perceived to be Safe.

Figure 2.3 School Perceived to be Safe Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

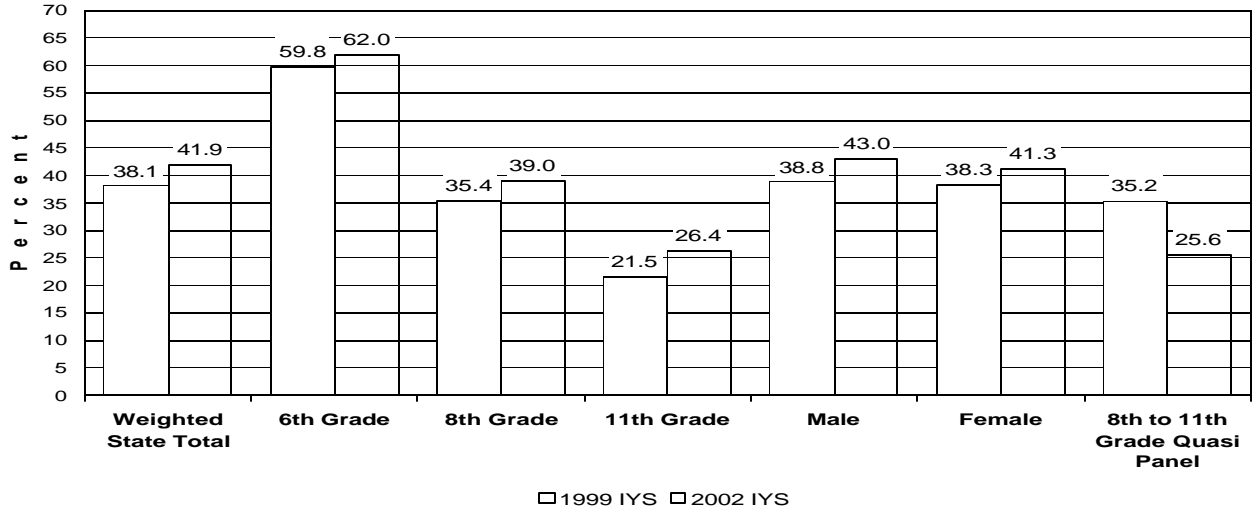


The 1 question in the School Perceived to be Safe construct is: I feel safe at school. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

The School Perceived to be Safe generation trends are all positive and substantial. A higher proportion of females than of males report they feel safe at school. The 8th graders report feeling safe least often, compared to the other grades, in both survey years, though the difference between the 2002 8th graders and the 2002 11th graders is quite small. The quasi panel data show a similar, encouragingly positive, increase in the percent of students who see their school environment as safe as they moved from 8th to 11th grade.

School Staff/Student Support.

Figure 2.4 School/Staff Student Support Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

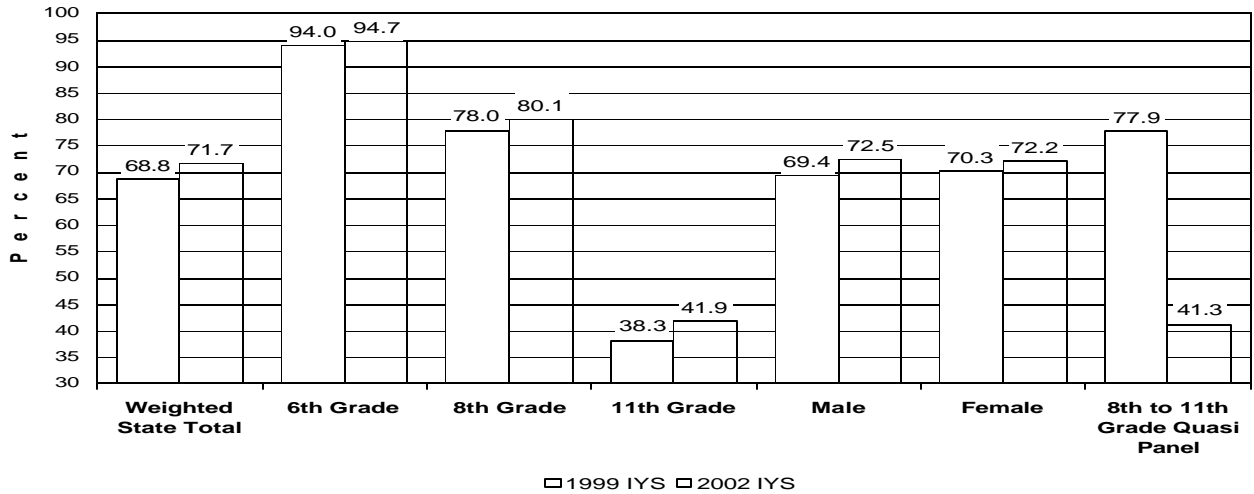


The 6 questions in the School Staff/Student Support construct are: My teachers care about me; My teachers are available to talk with students one-on-one; My teachers notice when I am doing a good job and let me know about it; Students in my school treat each other with respect; My school lets a parent/guardian know if I'm doing a good job, and There is at least one adult at school that I could go to for help with a problem. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0.

The School/Staff Student Support generation trends are clearly and substantially positive for the total population and all the subpopulations. There is a steady, substantial decline in both survey years when 6th, 8th and 11th graders are compared, with the sharpest decline apparent between the 6th and 8th graders. Male and female percents are quite similar in 1999, but differ somewhat in the 2002 survey, with the male percent higher than the female on this measure. The decline between 8th and 11th grade in the quasi panel data is substantial.

Positive Student Norms.

Figure 2.5 Positive Student Norms Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

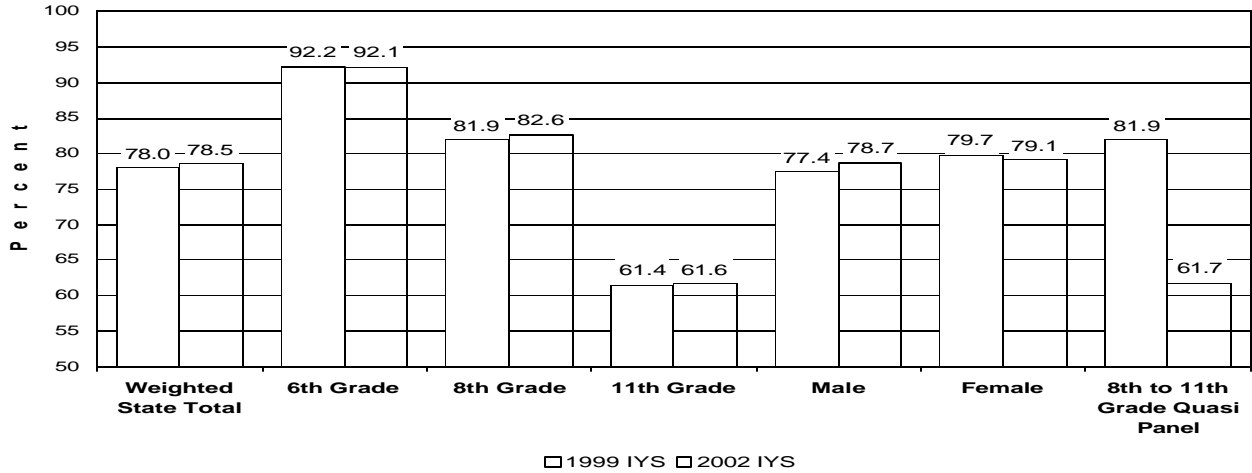


The 6 questions included in the Positive Student Norms construct share the same stem [How wrong would most of the students in your school (not just your best friends) feel it would be for you to]: Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a Party where kids under 21 were using alcohol; Go to a party where kids were using drugs. A “very wrong” or “wrong” response is assigned a score of 2, “a little wrong” or “don’t know” a score of 1 and “not wrong at all” a score of 0.

The generation trends for the Positive Student Norms construct are positive and all except the 6th grade changes exceed the 1% real difference threshold. The differences between males and females are small. The grade differences are large, especially from 8th to 11th grade. The quasi panel data also show a large decline for students going from 8th to 11th grade.

Social Pressure to Use Substances Limited.

Figure 2.6 Social Pressure to Use Substances Limited Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

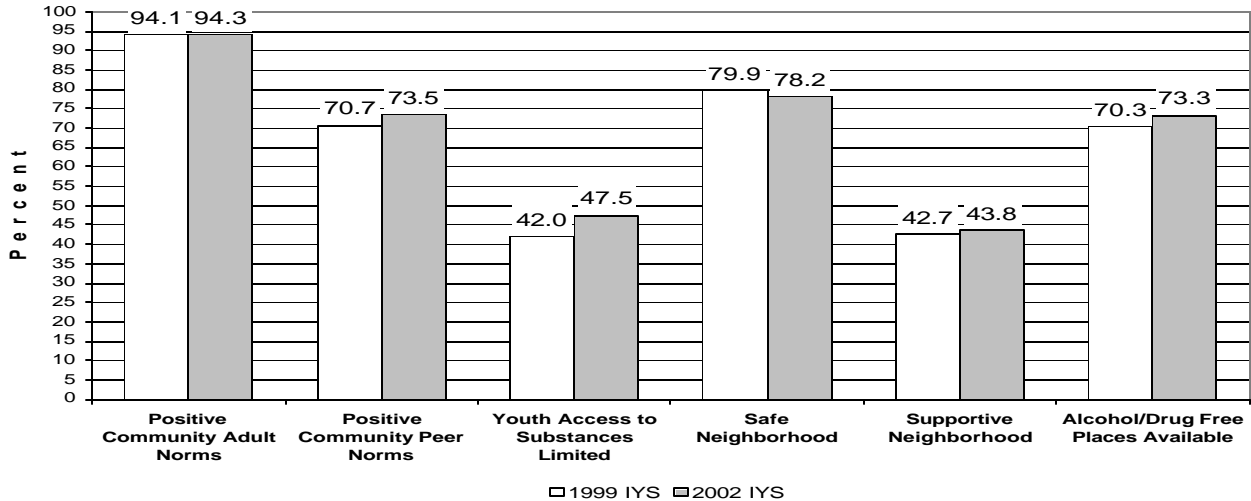


The 4 questions included in the Social Pressure to Use Substances Limited construct share the same stem [Would you be more or less likely to be popular (respected or cool) with the other students in your school, if you]: Smoked cigarettes; Drank alcoholic beverages; Smoked marijuana, and Used any other illegal drug. A “less popular” or “a lot less popular” response is assigned a score of 2, “wouldn’t change my popularity” a score of 1 and “a lot more popular” or “more popular” a score of 0.

The only change reaching the 1% real difference threshold in the generation data for the Social Pressure to use Substances Limited construct is for males and the trend for this subpopulation is positive. Males have a lower percent than females in the 1999 survey, but are nearly the same in the 2002 survey. The sharp decline as students in the quasi panel move from 8th to 11th grade indicates the perceived popularity of substance users goes up.

Safe and Supportive Community

Figure 3.0 Constructs in Safe and Supportive Community Domain: Iowa Trends
(Percent Weighted State Total Scoring 1 or 2 on All Questions in Each Construct)

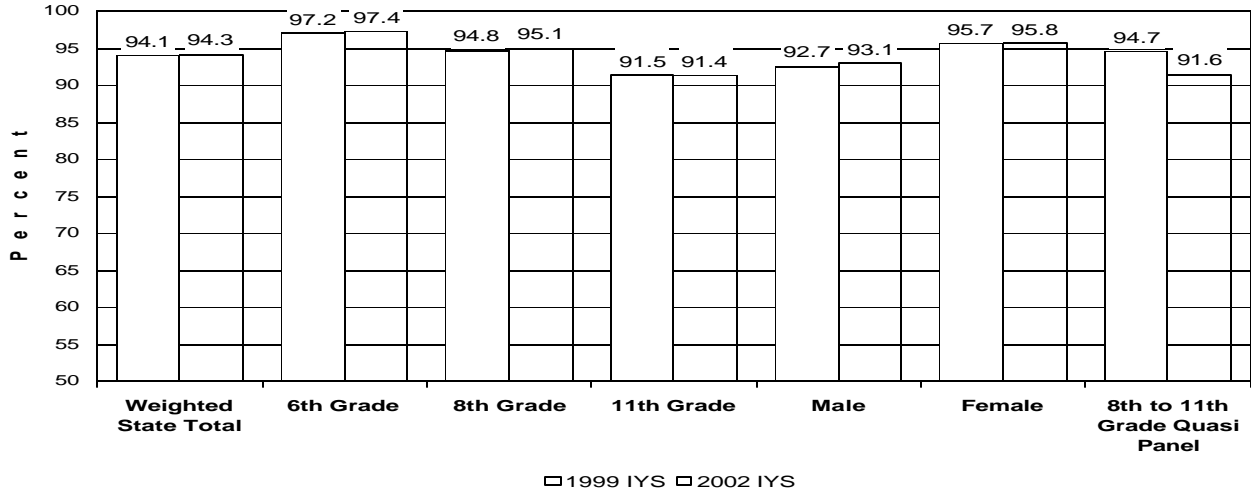


The 6 questions included in the Positive Community Adult Norms construct share the same stem (How wrong would most adults in your neighborhood and/or community feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a Party where kids under 21 were using alcohol; Go to a party where kids were using drugs. A “very wrong” or “wrong” response is assigned a score of 2, “a little wrong” or “don’t know” a score of 1 and “not wrong at all” a score of 0. The 6 questions included in the Positive Community Peer Norms construct share the same stem (Thinking of your best friends, how wrong would most of them feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a Party where kids under 21 were using alcohol; Go to a party where kids were using drugs. A “very wrong” or “wrong” response is assigned a score of 2, “a little wrong” or “don’t know” a score of 1 and “not wrong at all” a score of 0. The 6 questions included in the Youth Access to Substances Limited construct share the same stem (In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following): Cigarettes; Alcoholic beverages (beer, wine or liquor); Marijuana (pot, grass, hash, bud, weed); Methamphetamines (crank, ice); Amphetamines other than methamphetamines (like stimulants, uppers, speed); Any other illegal drug (cocaine, etc.). A “very hard” response is assigned a score of 2, “hard” or “don’t know” a score of 1 and “easy” or “very easy” a score of 0. The 2 questions included in the Safe Neighborhood construct are: My neighborhood is a safe place to live and In my neighborhood there are lots of fights, crime, or illegal drugs. A “strongly agree” response to the first question is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0. A “strongly disagree” response to the second question is assigned a score of 2, “disagree” a score of 1 and “agree” or “strongly agree” a score of 0. The 6 questions included in the Supportive Neighborhood construct are: If someone in my neighborhood or community saw me do something wrong, they would tell one of my parents (or adults who live with me); Adults in my community care about people my age; My neighbors get along well with each other; Adults in my neighborhood or community let me know they are proud of me when I do something well; Adults in my neighborhood or community help me when I need help, and Adults in my neighborhood or community spend time talking with me. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0. The 1 question included in the Alcohol/Drug Free Places Available construct is: There are enough places for kids my age to go that are alcohol and drug free. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

With the exception of Safe Neighborhood, the generation trends for the six constructs in the Safe and Supportive Community domain are positive and all but one (Positive Community Adult Norms) are substantial. The Youth Access to Substances Limited and the Supportive Neighborhood constructs yield the lowest percentages and the Positive Community Adult Norms construct gets the highest proportions in both survey years.

Positive Community Adult Norms.

Figure 3.1 Positive Community Adult Norms Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

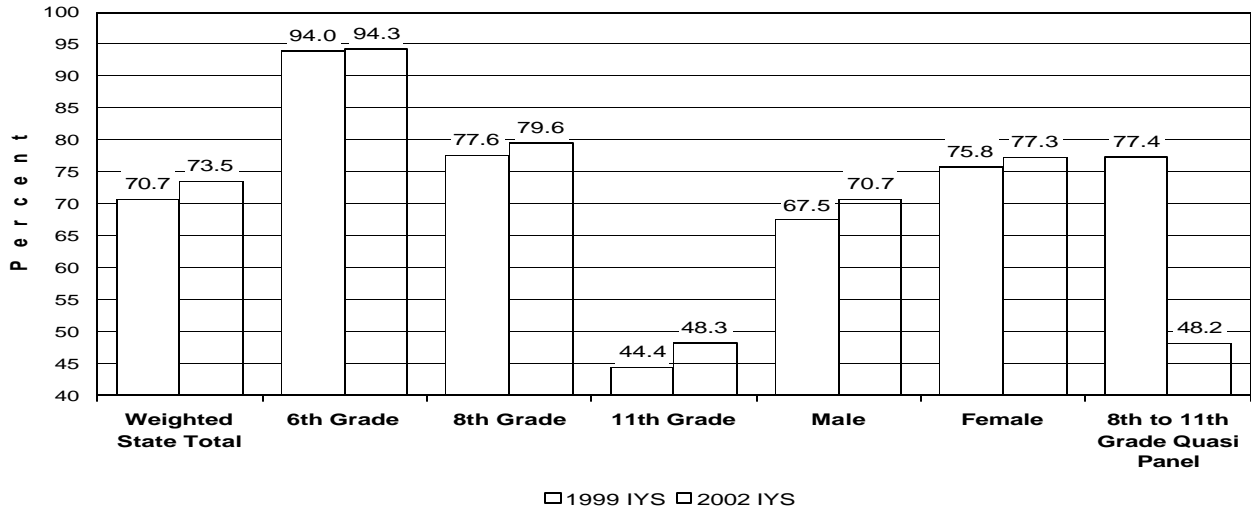


The 6 questions included in the Positive Community Adult Norms construct share the same stem (How wrong would most adults in your neighborhood and/or community feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a Party where kids under 21 were using alcohol; Go to a party where kids were using drugs. A “very wrong” or “wrong” response is assigned a score of 2, “a little wrong” or “don’t know” a score of 1 and “not wrong at all” a score of 0.

The percents for both survey years in the Positive Community Adult Norms construct are quite high, the general pattern largely mimicking the Positive Parental/Guardian Norms construct profile (See figure 1.4). The generation trends are positive, except for 11th graders, but only slightly so. There is a gradual decline in the percents for both surveys as 6th, 8th and 11th graders are compared. The quasi panel data show a decline that exceeds the 1% real difference threshold.

Positive Community Peer Norms.

Figure 3.2 Positive Community Peer Norms Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

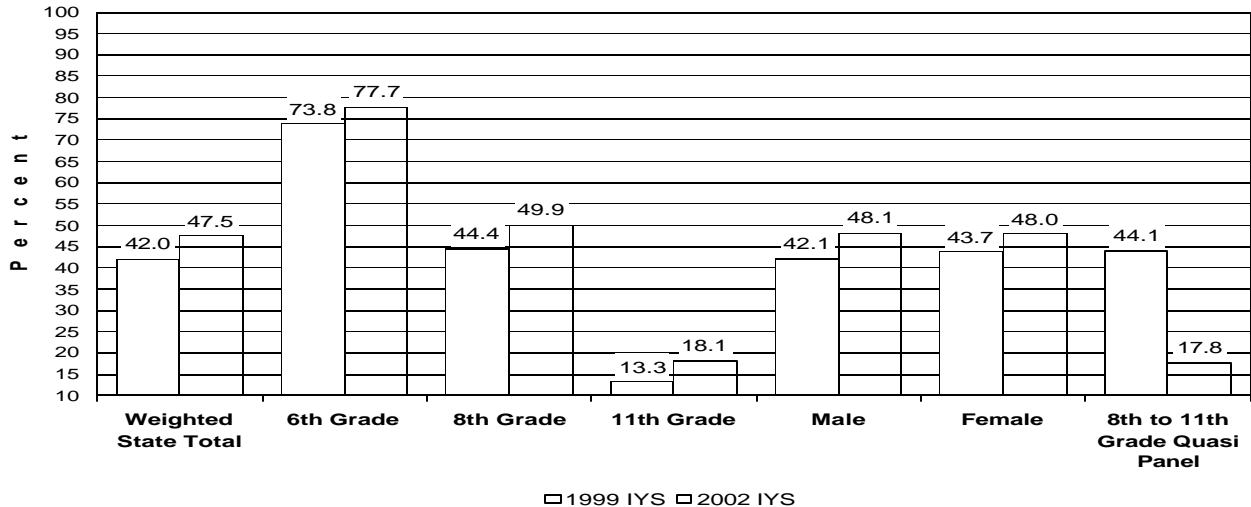


The 6 questions included in the Positive Community Peer Norms construct share the same stem (Thinking of your best friends, how wrong would most of them feel it would be for you to): Drink beer, wine or hard liquor (for example vodka, whiskey, gin); Smoke cigarettes; Smoke marijuana; Start a physical fight with someone; Go to a Party where kids under 21 were using alcohol; Go to a party where kids were using drugs. A “very wrong” or “wrong” response is assigned a score of 2, “a little wrong” or “don’t know” a score of 1 and “not wrong at all” a score of 0.

While the generation trends for Positive Community Peer Norms are all positive, the respondents’ perceptions of peer norms, with the exception of the 6th graders, are substantially less positive than their perception of adult norms (See Figure 3.1). The proportion of males who say their friends disapprove of substance use and violence is smaller than that of females. The proportion of 11th graders who say their friends disapprove of substance use and violence is dramatically lower than that for their 6th and 8th grade counterparts. The quasi panel data also show a very substantial decline in the percent of students who perceive their friends as disapproving of substance use and violence from 8th to 11th grade.

Youth Access to Substances Limited.

Figure 3.3 Youth Access to Substances Limited Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

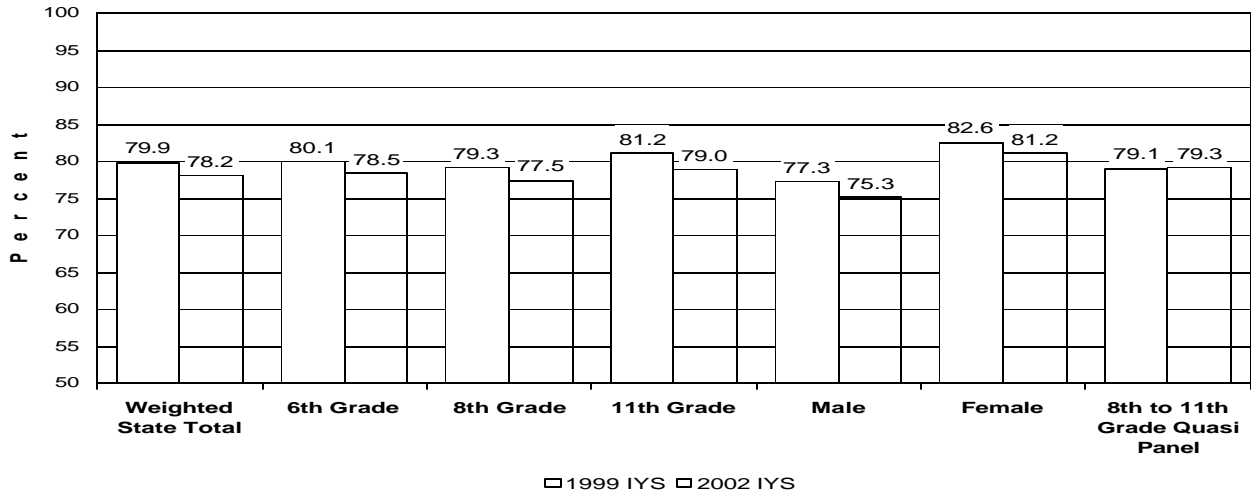


The 6 questions included in the Youth Access to Substances Limited construct share the same stem (In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following): Cigarettes; Alcoholic beverages (beer, wine or liquor); Marijuana (pot, grass, hash, bud, weed); Methamphetamines (crank, ice); Amphetamines other than methamphetamines (like stimulants, uppers, speed); Any other illegal drug (cocaine, etc.). A “very hard” response is assigned a score of 2, “hard” or “don’t know” a score of 1 and “easy” or “very easy” a score of 0.

The generation trends for the Youth Access to Substances Limited construct are all positive and substantial. There is a steady and substantial decline when 6th, 8th and 11th graders from both survey years are compared, with a low proportion of 11th graders perceiving access to substances as limited. As might be expected, the quasi panel data suggest that a considerably higher proportion of 11th grade students find access to alcohol, tobacco and illegal drugs much less limited than they did in the 8th grade.

Safe Neighborhood.

Figure 3.4 Safe Neighborhood Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

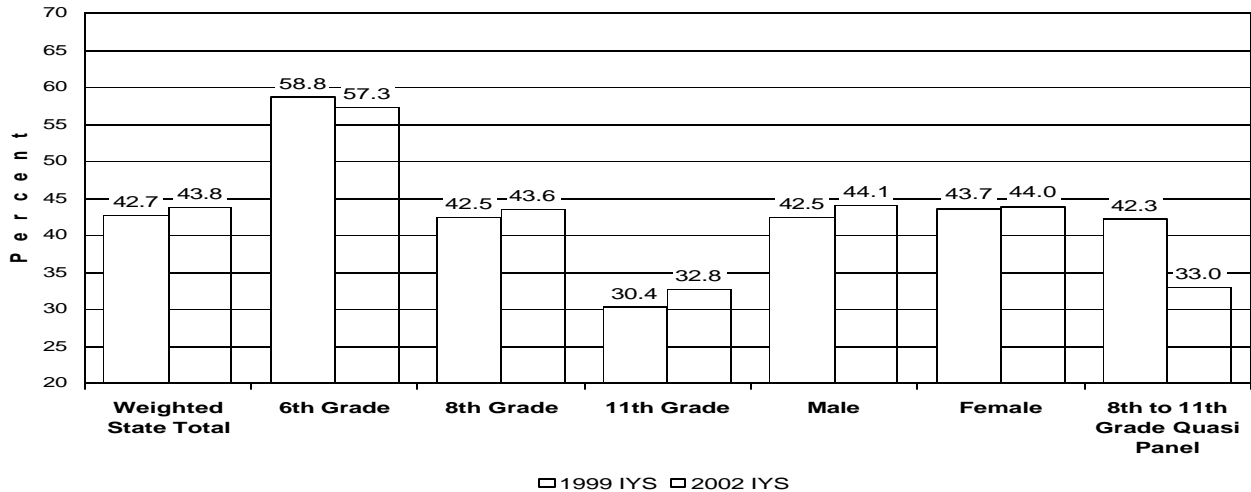


The 2 questions included in the Safe Neighborhood construct are: My neighborhood is a safe place to live and In my neighborhood there are lots of fights, crime, or illegal drugs. A “strongly agree” response to the first question is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0. A “strongly disagree” response to the second question is assigned a score of 2, “disagree” a score of 1 and “agree” or “strongly agree” a score of 0.

The generation trends for the Safe Neighborhood construct are all negative and substantial. Among the subpopulations, males are less likely than females to perceive they have a safe neighborhood and 8th graders report feeling less safe more often than do the 6th or 11th graders. Interestingly, the quasi panel data show a negligible positive change.

Supportive Neighborhood.

Figure 3.5 Supportive Neighborhood Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

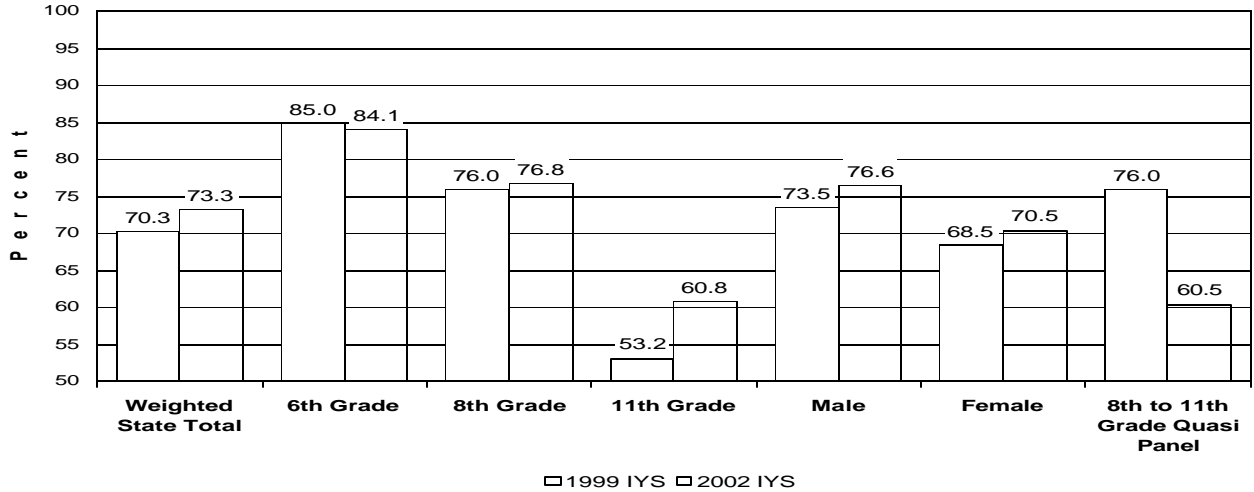


The 6 questions included in the Supportive Neighborhood construct are: If someone in my neighborhood or community saw me do something wrong, they would tell one of my parents (or adults who live with me); Adults in my community care about people my age; My neighbors get along well with each other; Adults in my neighborhood or community let me know they are proud of me when I do something well; Adults in my neighborhood or community help me when I need help, and Adults in my neighborhood or community spend time talking with me. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

With the exception of the 6th graders, the generation trends for Supportive Neighborhood are positive and, with the exception of the females, all of the positive trends are substantial. The overall pattern in the figure is similar to that for the School/Staff Student Support construct (see Figure 2.4). There is a steady and substantial decline as 6th, 8th and 11th graders in both surveys are compared. The males show a substantial positive generation trend and the females a smaller positive trend. The quasi panel data indicate a substantial decline in the proportion of students who see their neighborhood as supportive as they move from 8th to the 11th grade.

Alcohol/Drug Free Places Available.

Figure 3.6 Alcohol/Drug Free Places Available Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

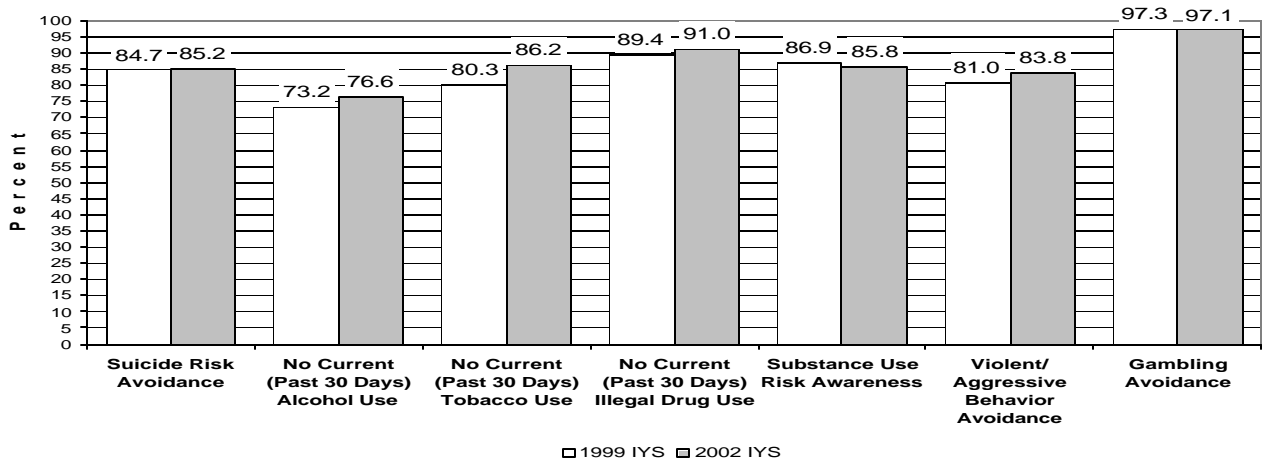


The 1 question included in the Alcohol/Drug Free Places Available construct is: There are enough places for kids my age to go that are alcohol and drug free. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

With the exception of the 6th graders, the generation trends for Alcohol/Drug Free Places Available are positive, especially so for 11th graders. The proportion of respondents who see alcohol/drug free places as readily available declines steadily in both survey years when the 6th, 8th and 11th graders are compared. Smaller proportions of females than of males in both surveys say substance free places are in adequate supply. The quasi panel data show a substantial decline.

Healthy Youth – Avoidance of Risky Behavior

Figure 4.0 Constructs in Healthy Youth - Avoidance of Risky Behavior Domain: Iowa Trends (Percent Weighted State Total Scoring 1 or 2 on All Questions in Each Construct)

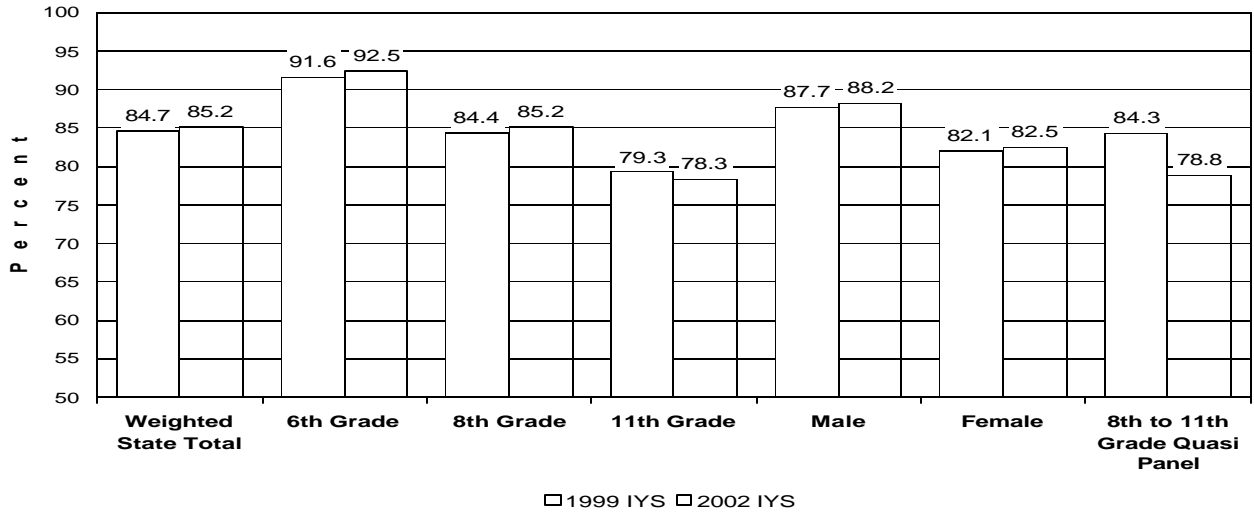


The 2 questions included in the Suicide Risk Avoidance construct are: In the last 12 months, did you make a plan about how you would attempt suicide and Have you ever tried to kill yourself. A “no” response to the first question is assigned a score of 2 and “yes” a score of 0. A “no” response to the second question is assigned a score of 2 and “yes, once,” “yes, twice,” or “yes, 3 or more times” a score of 0. The 2 questions included in the No Current (Past 30 Days) Alcohol Use construct are: During the last 30 days, on how many days did you have 5 or more drinks of alcohol (glasses, bottles or cans of beer; glasses of wine, liquor, mixed drinks) in a row, that is within a couple of hours and In the past 30 days, on how many days have you: had at least one drink of alcohol (glass, bottle or can of beer; glass of wine, liquor or mixed drink). A 1 or more days response to either question was assigned a score of 0 and any other combination of responses (including missing data) was assigned a score of 2. The 4 questions included in the No Current (Past 30 Days) Tobacco Use construct are: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day; In the past 30 days, on how many days have you smoked cigarettes; In the past 30 days, on how many days have you smoked cigars, and If you have ever used any of the substances below, on how many of the last 30 days have you: Used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco). Any response that indicated tobacco use on any of the 4 questions (smoking less than 1 cigarette, or more, per day in response to the first question or a 1 or more days response to the 2nd, 3rd or 4th questions) was assigned a score of 0 and any other combination of responses (including missing data) was assigned a score of 2. The first 5 of the 7 questions included in the No Current (Past 30 Days) Illegal Drug Use construct share a common stem (In the past 30 days, on how many days have you): Used marijuana (pot, grass, hash, bud, weed); Sniffed glue, breathed the contents of gases or sprays in order to get high; Used methamphetamines (crank, ice); Used cocaine (coke, rock, crack); Used amphetamines other than methamphetamines (like stimulants, uppers, speed). The last 2 of the 7 questions share a common stem (If you have ever used any of the substances below, on how many of the last 30 days have you): Taken steroid pills or shots without a doctor’s prescription and Taken any other illegal drug (like barbiturates, heroin, hallucinogens) without a doctor’s prescription. Any indication of drug use on any of the 7 questions (1 or more days in response to any of the 7 questions) was assigned a score of 0 and any other combination of responses (including missing data) was assigned a score of 2. The 7 questions included in the Substance Use Risk Awareness construct share a common stem [How much do you think you risk harming yourself (physically or otherwise) if you]: Drink 3 or more drinks (glasses, cans or bottles of beer; glasses of wine, liquor or mixed drinks) of alcohol nearly every day; Smoke cigarettes every day; Smoke marijuana once a week; Take methamphetamines (crank, ice) once a week; Take cocaine once a week; Take amphetamines other than methamphetamines (like stimulants, uppers, speed) once a week; Use any other illegal drug once a week. A “great risk” or “moderate risk” response is assigned a score of 2, “slight risk” or “don’t know” a score of 1 and “no risk” a score of 0. The 7 questions included in the Violent/Aggressive Behavior Avoidance construct share a common stem (In the past 12 months, how often have you): Carried a gun, knife, club or other weapon to school; Been disciplined at school for fighting, theft or damaging property; Damaged property just for fun (like breaking windows, scratching a car, etc.); Beaten up on or fought someone because they made you angry; Used a weapon, force or threats to get money or things from someone; Verbally threatened to physically harm someone; Stolen something. A “none” response to the first and fifth questions is assigned a score of 2 and a “1 or 2 times,” “3-5 times,” or “6 or more times” response a 0. For the remaining questions a “none” response is assigned a score of 2, “1 or 2 times” a score of 1 and “3-5 times” or “6 or more times” a score of 0. The 3 questions in the Gambling Avoidance construct are: If you have gambled (like buying lottery tickets, betting on the outcome of sports events, card games, or horse/dog races) in the past 12 months, how much money did you usually bet; Has the money you spent gambling led to financial problems, and Has the time you spent gambling led to problems in your family, work, school, or personal life. A response to the first question of “I never gamble” or “less than 5 dollars” is assigned a score of 2; “5 to 10 dollars,” “11 to 25 dollars,” or “26-50 dollars” a score of 1 and “more than 50 dollars” a score of 0. A response to the remaining questions of “I never gamble” or “no” is assigned a score of 2 and “yes” a score of 0.

The construct trends in this domain are positive, except for Substance Use Risk Awareness and Gambling Avoidance. Overall, the percents are high in both survey years, with No Current (Past 30 Days) Alcohol Use lowest and Gambling Avoidance highest.

Suicide Risk Avoidance.

Figure 4.1 Suicide Risk Avoidance Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

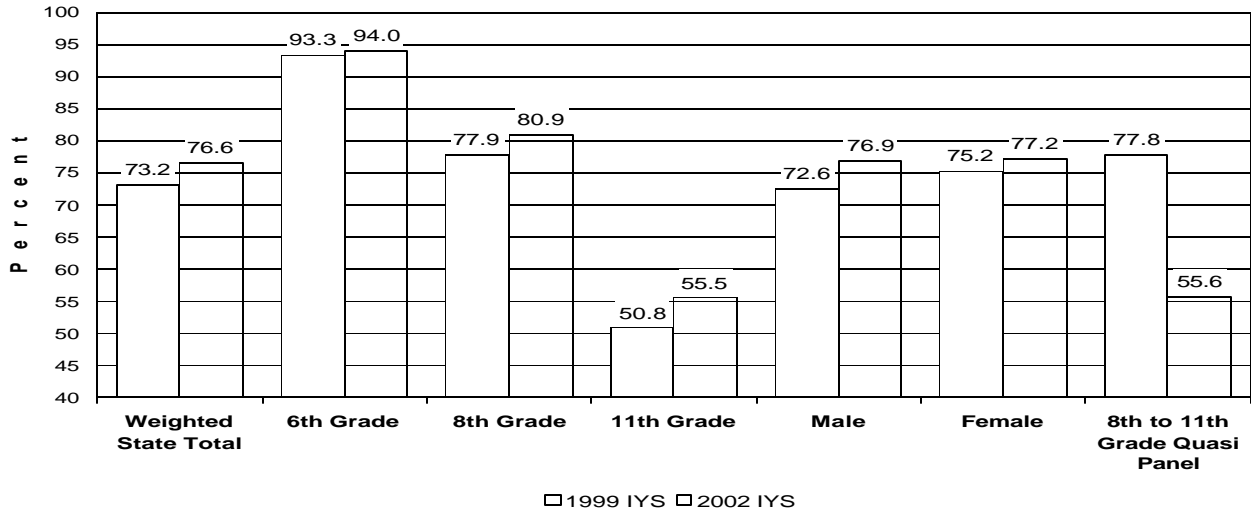


The 2 questions included in the Suicide Risk Avoidance construct are: In the last 12 months, did you make a plan about how you would attempt suicide and Have you ever tried to kill yourself. A “no” response to the first question is assigned a score of 2 and “yes” a score of 0. A “no” response to the second question is assigned a score of 2 and “yes, once,” “yes, twice,” or “yes, 3 or more times” a score of 0.

With the exception of the 11th graders, whose trend is negative and just meets the 1% real difference criterion, all of the generation trends in the Suicide Risk Avoidance construct are positive but negligible. In general, they are not as large as one might hope. The proportions showing suicide risk avoidance decline as 6th, 8th and 11th graders from both surveys are compared. The proportion of females showing suicide avoidance is lower than that for males. The quasi panel data show a substantial negative trend.

No Current (Past 30 Days) Alcohol Use.

Figure 4.2 No Current (Past 30 Days) Alcohol Use Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

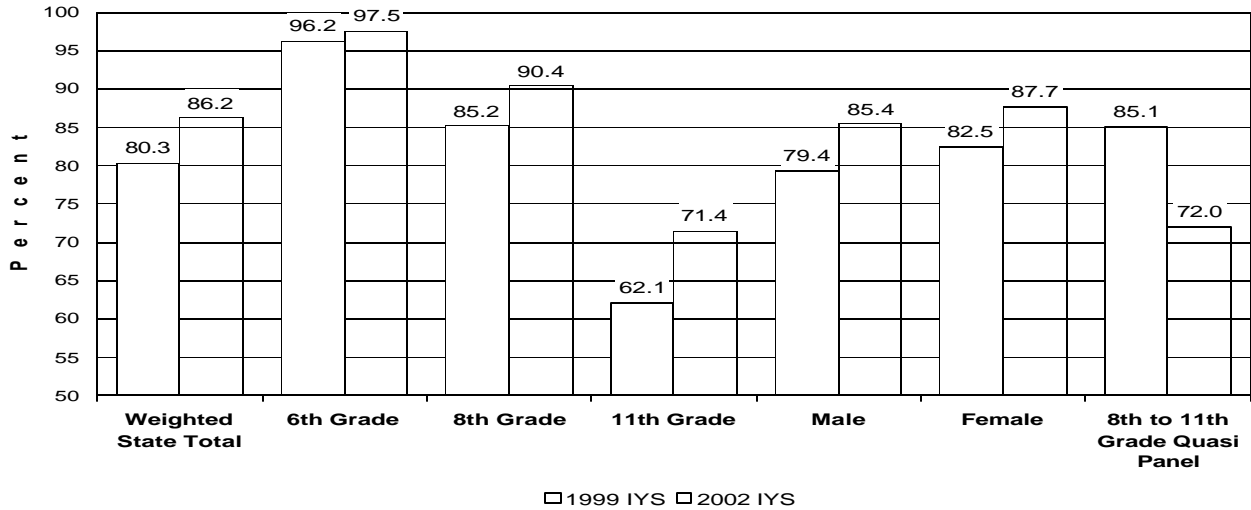


The 2 questions included in the No Current (Past 30 Days) Alcohol Use construct are: During the last 30 days, on how many days did you have 5 or more drinks of alcohol (glasses, bottles or cans of beer; glasses of wine, liquor, mixed drinks) in a row, that is within a couple of hours and In the past 30 days, on how many days have you: had at least one drink of alcohol (glass, bottle or cans of beer; glass of wine, liquor or mixed drink). A 1 or more days response to either question was assigned a score of 0 and any other combination of responses (including missing data) was assigned a score of 2.

The generation trends for No Current (Past 30 Days) Alcohol Use are all positive and all but the 6th graders' are substantial. Alcohol avoidance declines steadily and pretty dramatically in both survey years as 6th, 8th and 11th graders are compared. The proportions of males who have avoided alcohol for the past 30 days are smaller than for females in both surveys, but the difference between them in 2002 is considerably smaller than the difference in 1999. As might be expected, the quasi panel data show a very substantial increase in the proportion of students reporting current alcohol use (i.e., a decline in the proportion reporting alcohol use avoidance) as students move from the 8th to the 11th grade. The general patterns in this figure are similar to those in the following two figures (4.3 and 4.4) also pertaining to current substance use. No current use decreases most for alcohol (shown in this figure), next most for tobacco (figure 4.3) and least for illegal drugs (figure 4.4) in the 6th, 8th and 11th grade comparisons, as well as in the panel data.

No Current (Past 30 Days) Tobacco Use.

Figure 4.3 No Current (Past 30 Days) Tobacco Use Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

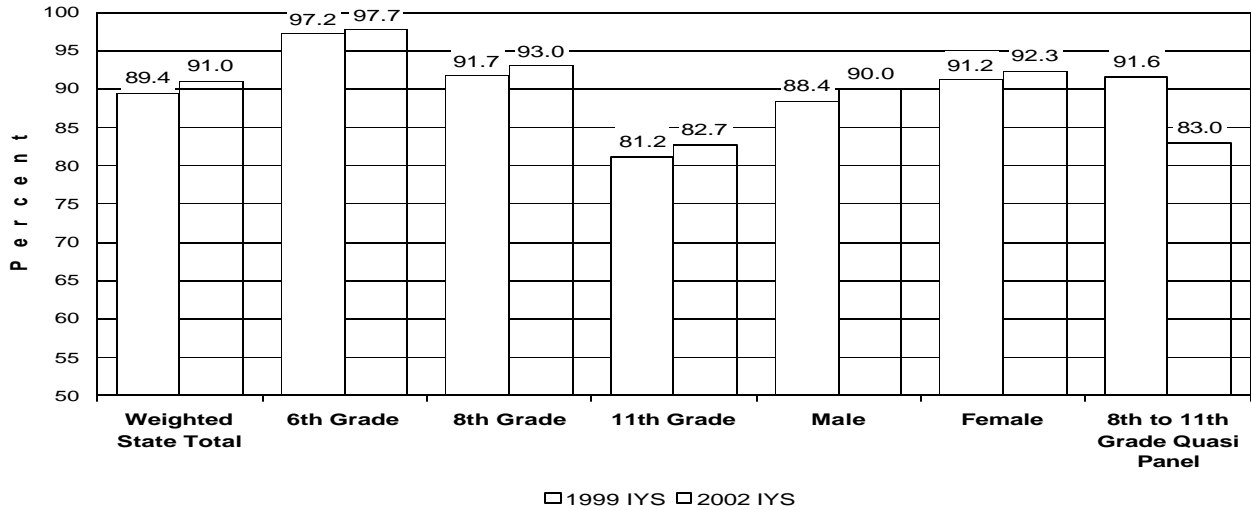


The 4 questions included in the No Current (Past 30 Days) Tobacco Use construct are: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day; In the past 30 days, on how many days have you smoked cigarettes; In the past 30 days, on how many days have you smoked cigars, and If you have ever used any of the substances below, on how many of the last 30 days have you: Used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco). Any response that indicated tobacco use on any of the 4 questions (smoking less than 1 cigarette, or more, per day in response to the first question or a 1 or more days response to the 2nd, 3rd or 4th questions) was assigned a score of 0 and any other combination of responses (including missing data) was assigned a score of 2.

All of the generation trends for No Current (Past 30 Days) Tobacco Use are both positive and large, especially so for the 11th graders, indicating the proportion of adolescents using tobacco is declining. Tobacco avoidance, however, declines steadily and pretty dramatically in both survey years in the 6th, 8th and 11th grade comparisons. The proportion of males who have avoided tobacco for the past 30 days is somewhat smaller than for females in both surveys. The quasi panel data show a very substantial increase in the proportion of students reporting current tobacco use (i.e., a decline in the proportion reporting tobacco use avoidance) as students move from the 8th to 11th grade.

No Current (Past 30 Days) Illegal Drug Use.

Figure 4.4 No Current (Past 30 Days) Illegal Drug Use Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

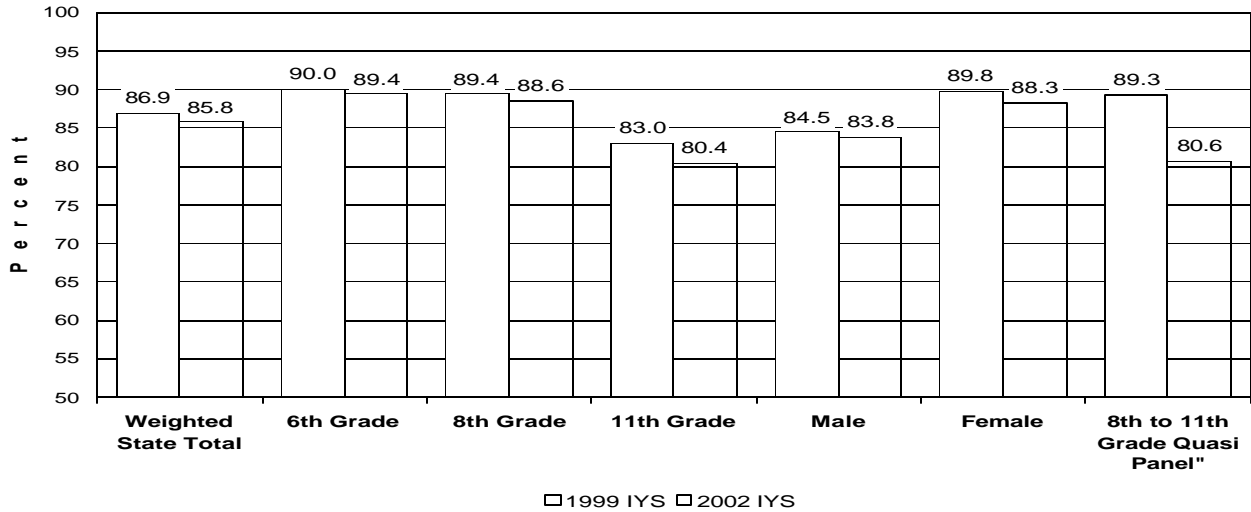


The first 5 of the 7 questions included in the No Current (Past 30 Days) Illegal Drug Use construct share a common stem (In the past 30 days, on how many days have you): Used marijuana (pot, grass, hash, bud, weed); Sniffed glue, breathed the contents of gases or sprays in order to get high; Used methamphetamines (crank, ice); Used cocaine (coke, rock, crack); Used amphetamines other than methamphetamines (like stimulants, uppers, speed). The last 2 of the 7 questions share a common stem (If you have ever used any of the substances below, on how many of the last 30 days have you): Taken steroid pills or shots without a doctor's prescription and Taken any other illegal drug (like barbiturates, heroin, hallucinogens) without a doctor's prescription. Any indication of drug use on any of the 7 questions (1 or more days in response to any of the 7 questions) was assigned a score of 0 and any other combination of responses (including missing data) was assigned a score of 2.

As in the previous two figures, the generation trends for No Current (Past 30 Days) Illegal Drug Use are positive. The trend differences are smallest here, compared with the alcohol and tobacco data, perhaps because the proportions reporting avoidance of illegal drugs is quite high in both surveys and all subpopulations. There is a decline in illegal substance use avoidance as 6th, 8th and 11th graders are compared in both surveys and a higher proportion of females than of males report avoiding illegal drugs. As one might expect, the quasi panel data indicate that drug use goes up (avoidance goes down) as students move from 8th to 11th grade.

Substance Use Risk Awareness.

Figure 4.5 Substance Use Risk Awareness Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

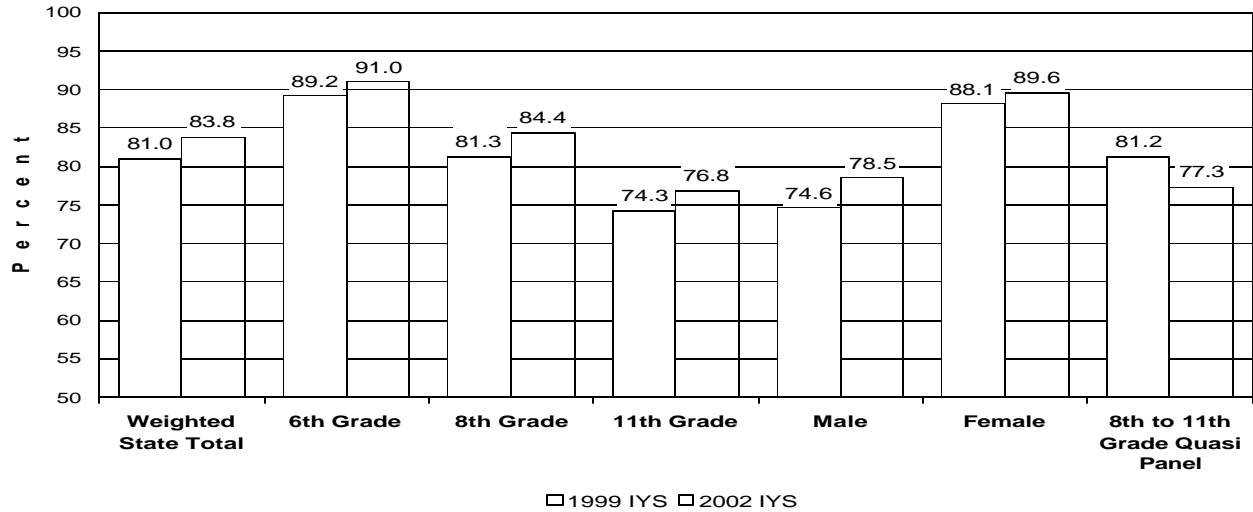


The 7 questions included in the Substance Use Risk Awareness construct share a common stem [How much do you think you risk harming yourself (physically or otherwise) if you]: Drink 3 or more drinks (glasses, cans or bottles of beer; glasses of wine, liquor or mixed drinks) of alcohol nearly every day; Smoke cigarettes every day; Smoke marijuana once a week; Take methamphetamines (crank, ice) once a week; Take cocaine once a week; Take amphetamines other than methamphetamines (like stimulants, uppers, speed) once a week; Use any other illegal drug once a week. A “great risk” or “moderate risk” response is assigned a score of 2, “slight risk” or “don’t know” a score of 1 and “no risk” a score of 0.

The generation trends for the Substance Use Risk Awareness construct are uniformly negative, with those for the weighted total, 11th graders and females exceeding the 1% real difference threshold. A higher proportion of females than of males is risk aware. Among the grade subpopulations, there are negligible differences between 6th and 8th graders, with the proportion of 11th graders showing risk awareness is lowest in this grade in both surveys. The quasi panel data indicate that risk awareness goes down as students move from the 8th to the 11th grade, though in both cases over 80% see substance use as at least moderately risky.

Violent/Aggressive Behavior Avoidance.

Figure 4.6 Violent/Aggressive Behavior Avoidance Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

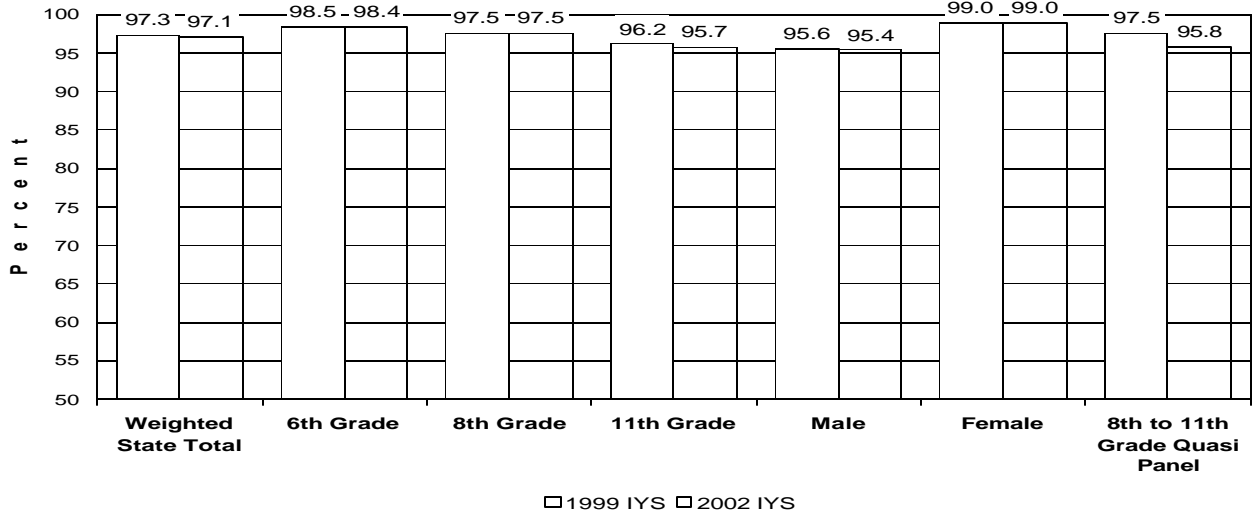


The 7 questions included in the Violent/Aggressive Behavior Avoidance construct share a common stem (In the past 12 months, how often have you): Carried a gun, knife, club or other weapon to school; Been disciplined at school for fighting, theft or damaging property; Damaged property just for fun (like breaking windows, scratching a car, etc.); Beaten up on or fought someone because they made you angry; Used a weapon, force or threats to get money or things from someone; Verbally threatened to physically harm someone; Stolen something. A “none” response to the first and fifth questions is assigned a score of 2 and a “1 or 2 times,” “3-5 times,” or “6 or more times” response a 0. For the remaining questions a “none” response is assigned a score of 2, “1 or 2 times” a score of 1 and “3-5 times” or “6 or more times” a score of 0.

The generation trends for the Violent/Aggressive Behavior Avoidance construct are positive and substantial. A substantially higher proportion of females than of males reports avoidance in both surveys. Avoidance declines in both surveys as 6th, 8th, and 11th graders are compared. The quasi panel data indicate a decrease in the proportion avoiding violent/aggressive behavior as the students move from 8th to 11th grade.

Gambling Avoidance.

Figure 4.7 Gambling Avoidance Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

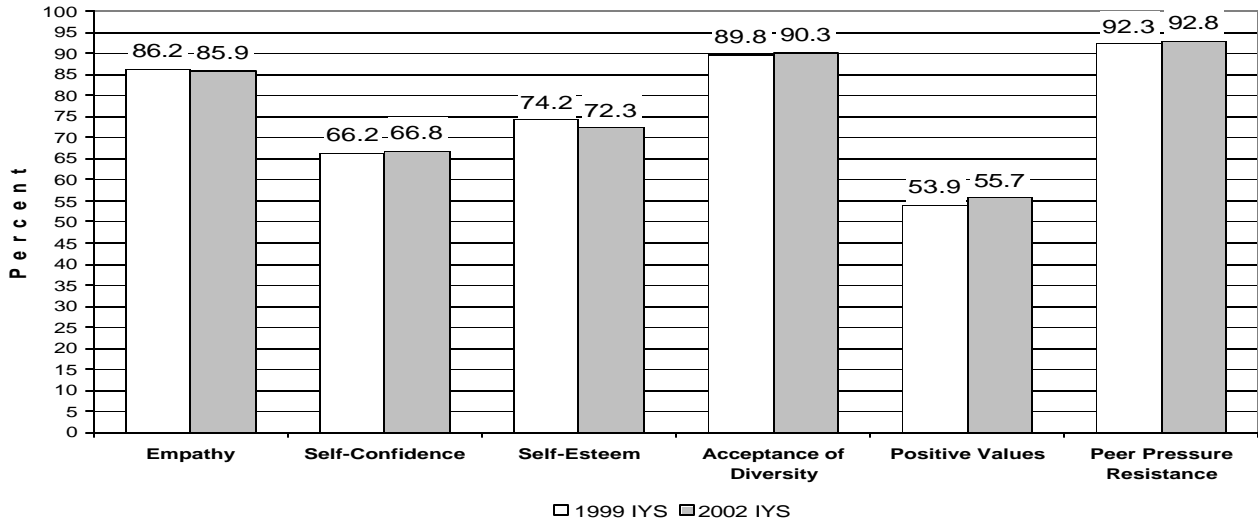


The 3 questions in the Gambling Avoidance construct are: If you have gambled (like buying lottery tickets, betting on the outcome of sports events, card games, or horse/dog races) in the past 12 months, how much money did you usually bet; Has the money you spent gambling led to financial problems, and Has the time you spent gambling led to problems in you family, work, school, or personal life. A response to the first question of “I never gamble” or “less than 5 dollars” is assigned a score of 2; “5 to 10 dollars,” “11 to 25 dollars,” or “26-50 dollars” a score of 1 and “more than 50 dollars” a score of 0. A response to the remaining questions of “I never gamble” or “no” is assigned a score of 2 and “yes” a score of 0.

None of the generation trends for the Gambling Avoidance construct reach the 1% difference threshold, and gambling avoidance is quite high in both years. The 11th graders and males, compared to their counterparts, show somewhat lower percents in both survey years. The quasi panel data show a decline in gambling avoidance as students progress from the 8th to the 11th grade.

Socially Competent Youth

Figure 5.0 Constructs in Socially Competent Youth Domain: Iowa Trends
(Percent Weighted State Total Scoring 1 or 2 on All Questions in Each Construct)

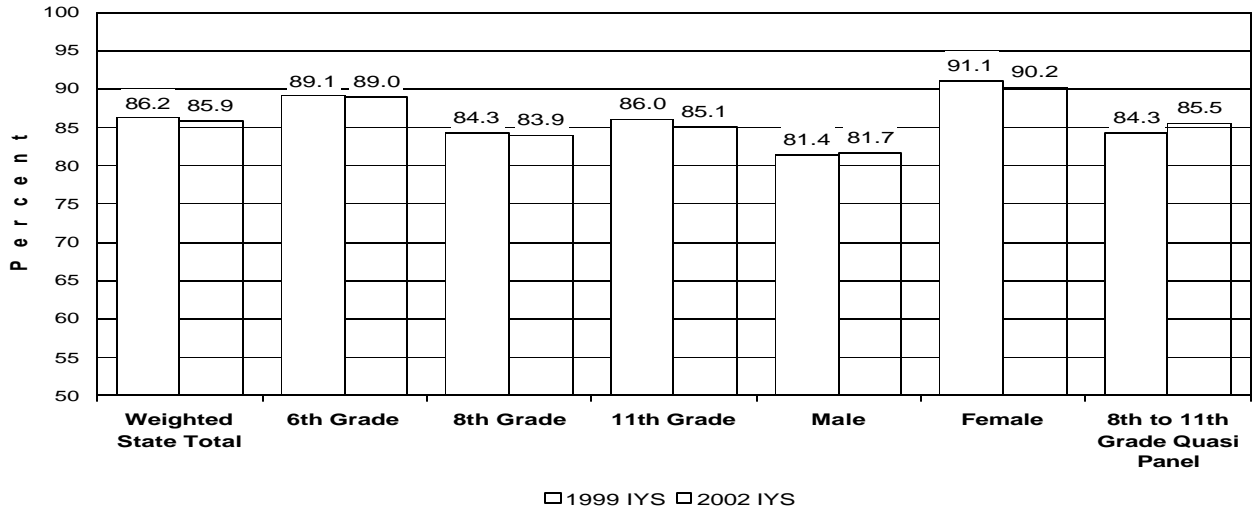


The 3 questions in the Empathy construct are: It is important to help other people; I care about other people’s feelings, and I feel sorry for people who have things stolen or damaged. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0. The 4 questions included in the Self-Confidence constructs are: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; When I have problems, I am good at finding a way to fix them, and I think things through carefully before I make a decision. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0. The 1 question included in the Self-Esteem construct is: I feel I do not have much to be proud of. A “strongly disagree” response is assigned a score of 2, “disagree” a score of 1 and “agree” or “strongly agree” a score of 0. The 2 questions included in the Acceptance of Diversity construct are: I am accepting of those different than myself (racially, culturally, socio-economically) and It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0. The 4 questions included in the Positive Values construct are: Violence is the worst way to solve problems; It is against my values to have sex as a teenager; It is important to tell the truth, and It is against my values to use alcohol and drugs as a teenager. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0. The 1 question included in the Peer Pressure Resistance construct is: I can say “no” when someone wants me to do things I know are wrong or dangerous. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

In the Socially Competent Youth domain, the Positive Values construct shows the largest positive generation trend (and the lowest percents in both surveys). The Self-Esteem construct shows a negative generation trend. The remaining constructs show mixed and negligible generation changes. The Peer Pressure Resistance, Acceptance of Diversity, and Empathy constructs show the highest percents in both surveys.

Empathy.

Figure 5.1 Empathy Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

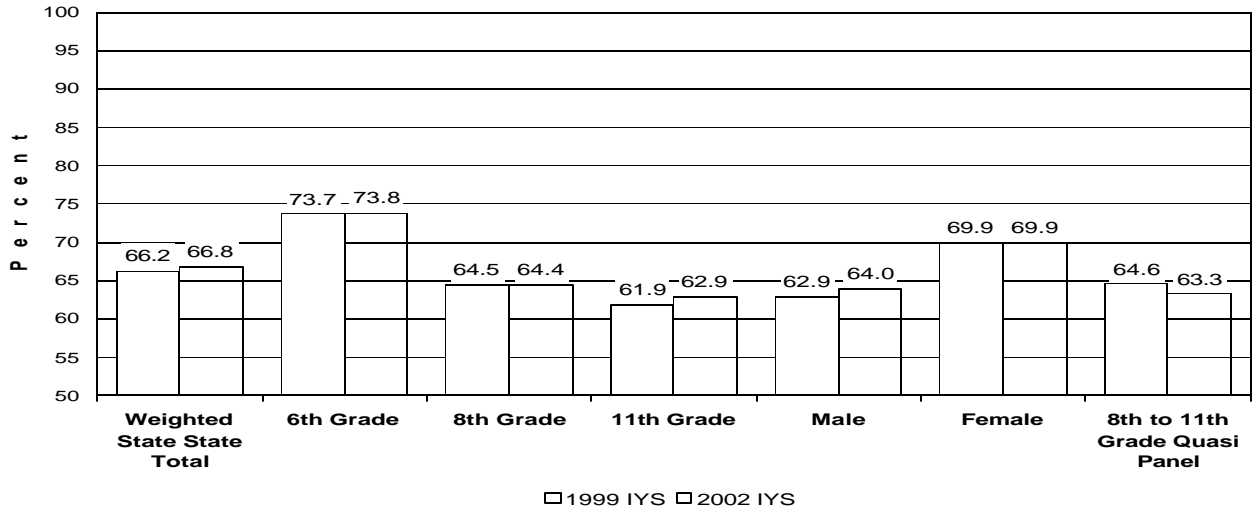


The 3 questions in the Empathy construct are: It is important to help other people; I care about other people's feelings, and I feel sorry for people who have things stolen or damaged. A "strongly agree" response is assigned a score of 2, "agree" a score of 1 and "disagree" or "strongly disagree" a score of 0.

Except for males, the generation trends are negative for the Empathy construct, but none reaches the 1% real difference criterion. A substantially higher proportion of females than of males report empathetic attitudes in both surveys. Comparing the three grades, the percents decline from 6th to 8th grade, but then rise from 8th to 11th grade in both surveys. The quasi panel data also indicate that empathy increases as students move from 8th to 11th grade.

Self-Confidence.

Figure 5.2 Self-Confidence Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

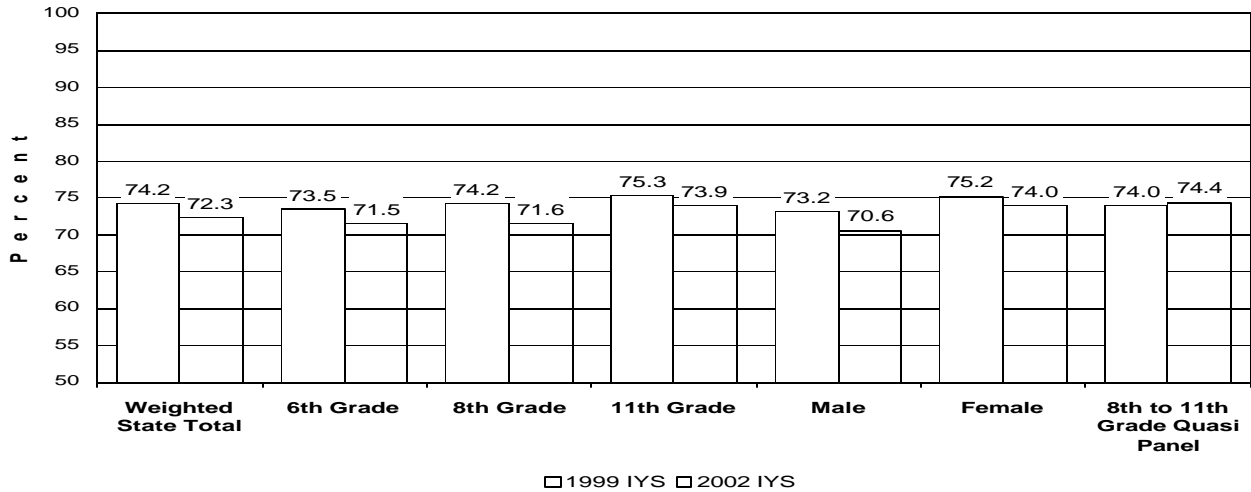


The 4 questions included in the Self-Confidence constructs are: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; When I have problems, I am good at finding a way to fix them, and I think things through carefully before I make a decision. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

Two generation trends, the 11th grade and male subpopulations, in the Self-Confidence construct reach the 1% real difference threshold and both are positive. A higher proportion of females than of males reports feeling self-confident. Among the grade subpopulations, the percents decline fairly sharply when 6th and 8th graders are compared, but decline less sharply in the 8th to 11th grade comparison. The quasi panel data indicate a decline in the proportion reporting self-confidence as students move from the 8th to the 11th grade.

Self-Esteem.

**Figure 5.3 Self-Esteem Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel
(Percent Scoring 1 or 2 on All Questions)**

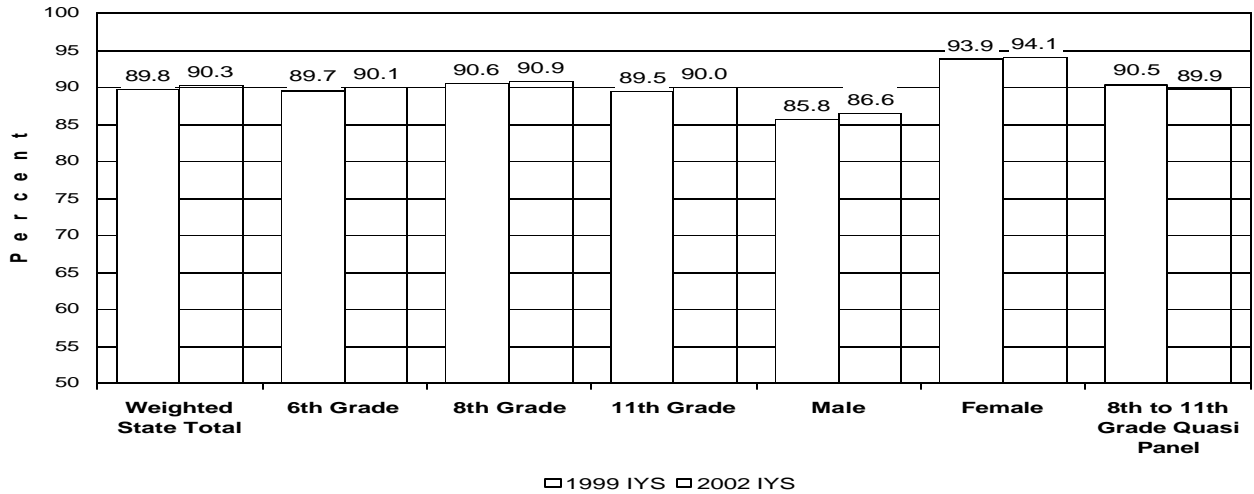


The 1 question included in the Self-Esteem construct is: I feel I do not have much to be proud of. A “strongly disagree” response is assigned a score of 2, “disagree” a score of 1 and “agree” or “strongly agree” a score of 0.

The generation trends for Self-Esteem are uniformly negative and substantial. Among the grade subpopulations, the proportion of those reporting higher self-esteem rises modestly in both surveys as the 6th, 8th and 11th grades are compared. Also in both surveys, a somewhat larger proportion of females than of males report feelings of higher self-esteem. The quasi panel data reveal a negligible positive change.

Acceptance of Diversity.

Figure 5.4 Acceptance of Diversity Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

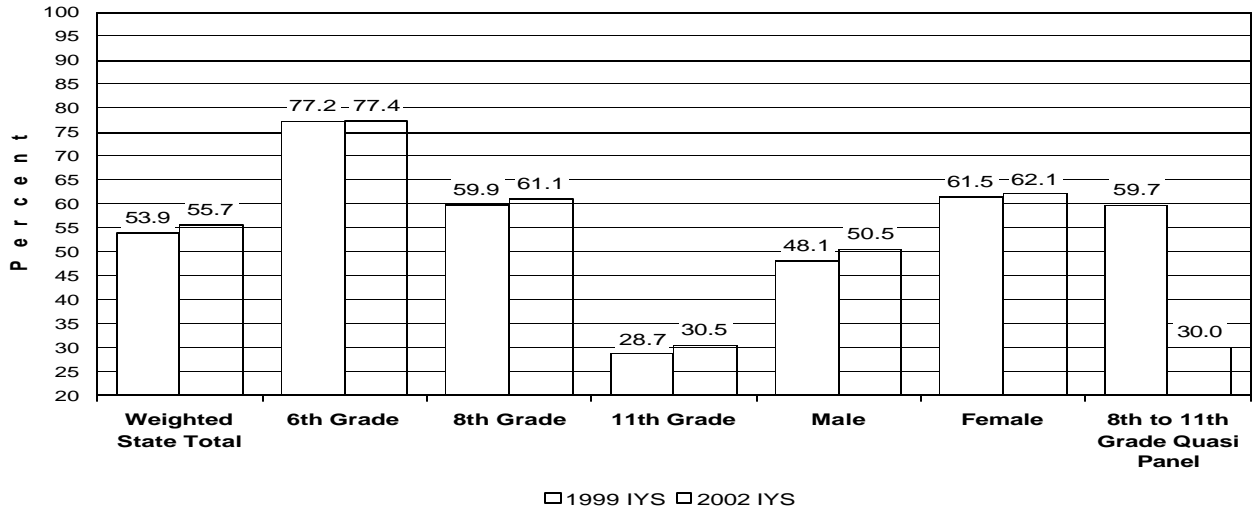


The 2 questions included in the Acceptance of Diversity construct are: I am accepting of those different than myself (racially, culturally, socio-economically) and It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

None of the generation trends in the Acceptance of Diversity construct meets the 1% real difference criterion, but they are all positive. The proportion of females reporting acceptance of diversity is higher than the proportion for males in both surveys. The differences among the grade subpopulations are quite small. There was a negligible decline in the quasi panel data.

Positive Values.

Figure 5.5 Positive Values Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)

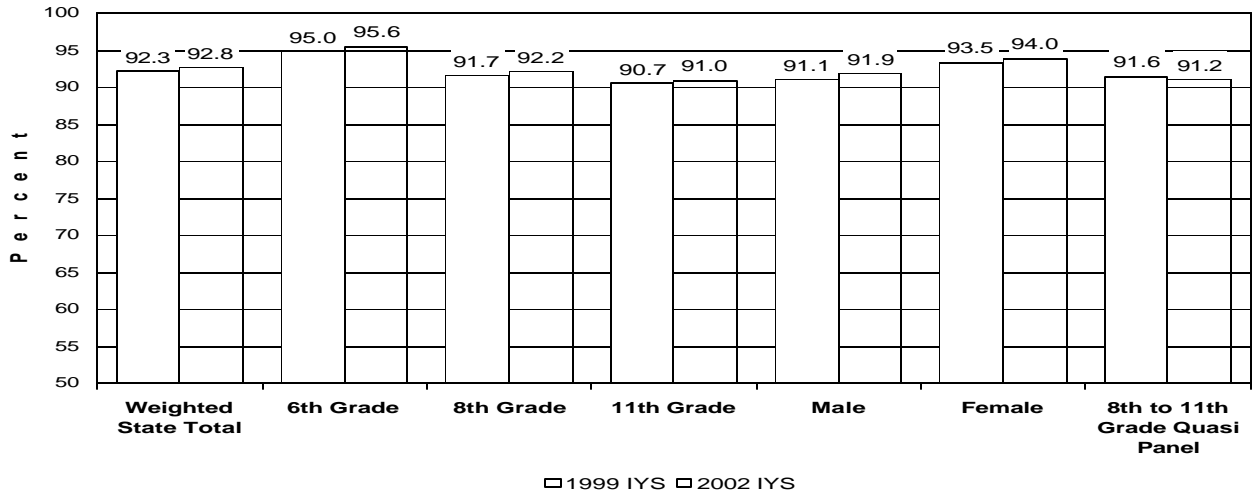


The 4 questions included in the Positive Values construct are: Violence is the worst way to solve problems; It is against my values to have sex as a teenager; It is important to tell the truth, and It is against my values to use alcohol and drugs as a teenager. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

The generation trends for the Positive Values construct are positive and, except for the 6th graders and females, exceed the 1% real difference threshold. Comparing 6th, 8th and 11th graders in both surveys, the proportion reporting positive values goes down, and rather precipitously for 11th graders, as the grade goes higher. A higher proportion of females than of males report positive values. The quasi panel data show a sharp decline in the proportions reporting positive values as students move from 8th to 11th grade.

Peer Pressure Resistance.

Figure 5.6 Peer Pressure Resistance Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)



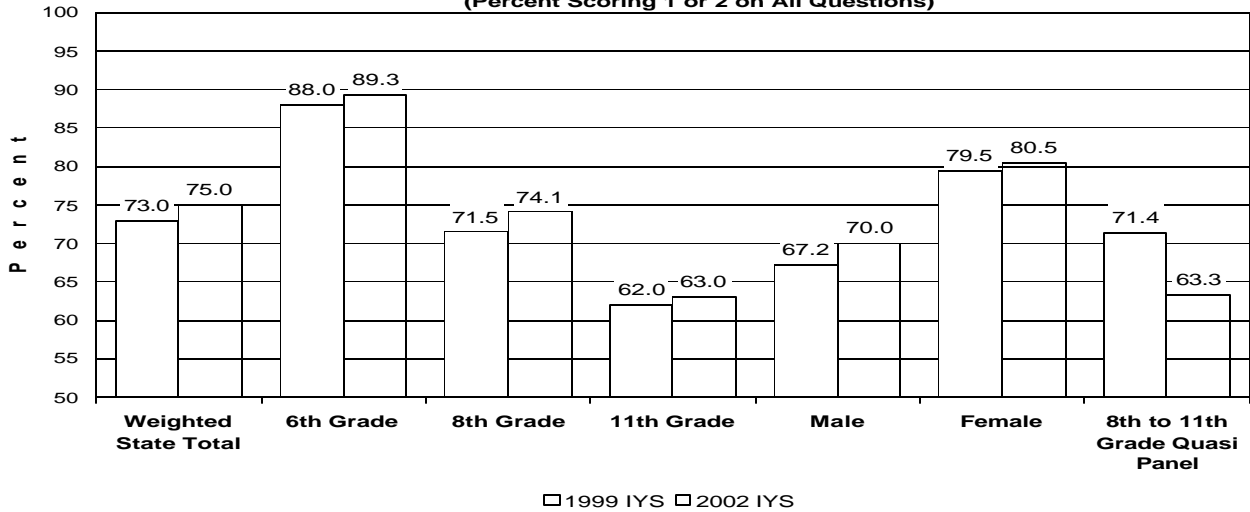
The 1 question included in the Peer Pressure Resistance construct is: I can say “no” when someone wants me to do things I know are wrong or dangerous. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

All of the percents for the Peer Pressure Resistance construct are quite high and all the generation trends are positive, though none reaches the 1% real difference threshold. There is a decline in both surveys as 6th, 8th and 11th graders are compared, with the largest decline between 6th and 8th grade. A somewhat higher proportion of females than of males reports resistance. The quasi panel data show a negligible decline.

Youth Successful in School

Commitment to School/Learning.

**Figure 6 YOUTH SUCCESSFUL IN SCHOOL DOMAIN - Commitment to School/Learning Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel
(Percent Scoring 1 or 2 on All Questions)**



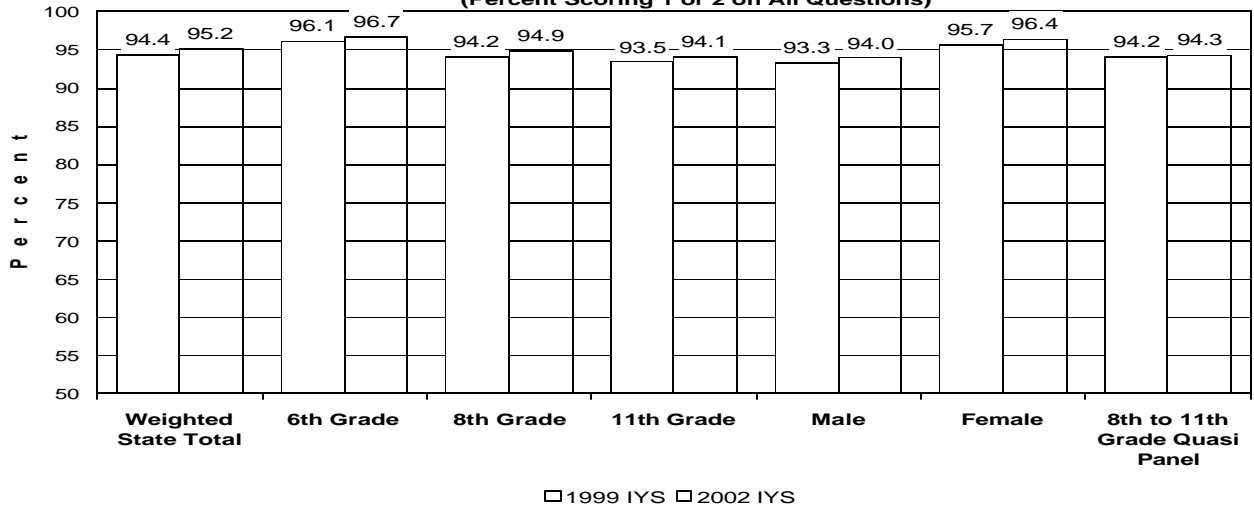
The 1 construct (Commitment to School/Learning) in the Youth Successful in School domain includes 4 questions: I care about my school; I try to do my best in school; I plan to finish high school, and I do the homework that is assigned. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

The generation trends for the Youth Successful in School domain and the Commitment to School/Learning construct are all positive, and all meet the 1% real difference threshold. There is a steady decline in both surveys in the proportion of those who report commitment to school/learning as 6th, 8th and 11th graders are compared. A higher proportion of females than of males reports commitment to school/learning. The quasi panel data show a large decline on this domain/construct (increased need) as students move from 8th to the 11th grade.

Youth Prepared for a Productive Adulthood

Positive Work Ethic.

Figure 7 YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD DOMAIN - Positive Work Ethic Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)



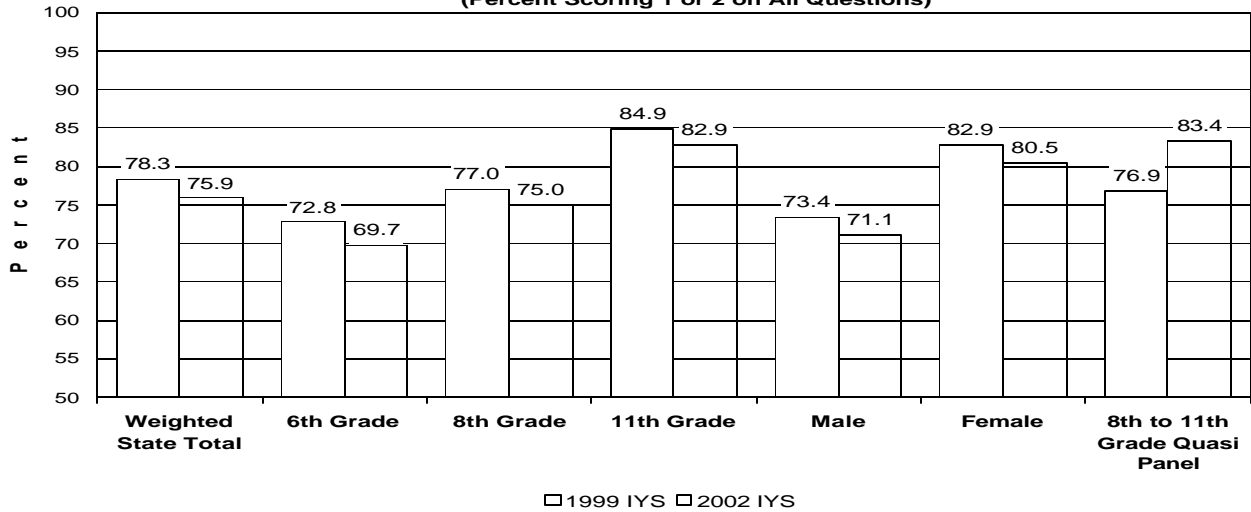
The 1 construct (Positive Work Ethic) in the Youth Prepared for a Productive Adulthood domain includes 1 question: I believe that working hard now will make my life successful in the future. A “strongly agree” response is assigned a score of 2, “agree” a score of 1 and “disagree” or “strongly disagree” a score of 0.

The percents are uniformly high on the Youth Prepared for a Productive Adulthood domain and Positive Work Ethic construct. The generation trends are positive, but none reaches the 1% real difference criterion. The proportions decline slightly as the grade goes up and they are somewhat higher for females than for males in both surveys. The quasi panel data show a negligible increase.

Youth Engaged In/Contribute to Community

Helping Others.

Figure 8 YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY DOMAIN - Helping Others Trends, Iowa: Weighted State Total; Unweighted 6th, 8th and 11th Grades, Male, Female and 8th to 11th Grade Quasi Panel (Percent Scoring 1 or 2 on All Questions)



The 1 construct (Helping Others) in the Youth Engaged In/Contribute to Community domain includes 1 question: On the average during the school year, how many hours per week do you spend: Helping friends, neighbors, or others (including volunteer activities). A “3-5 hours,” “6-10 hours,” or “11 or more hours” response is assigned a score of 2, “1-2 hours” a score of 1 and “0 hours” a score of 0.

The generation trends for the Youth Engaged in/Contribute to the Community domain and the Helping Others construct are all negative and all reach the 1% real difference criterion. The proportion of students reporting helping others goes steadily up as the 6th, 8th and 11th graders are compared. A substantially higher proportion of females, than of males, reports helping others. Consistent with the generation grade differences (1999 8th graders and 2002 11th graders), the panel data show a large increase as 8th graders become 11th graders.

APPENDIX A

Table 3. Data Profile of Iowa Youth Development Results Framework Constructs: Total Valid and Percent Missing for Each Construct Based on Weighted Data.

IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK DOMAINS AND CONSTRUCTS	1999 Total Valid	2002 Total Valid	1999 Percent Missing ¹	2002 Percent Missing ²
SECURE AND SUPPORTIVE FAMILY				
Positive Family Relationships	77,433	88,335	9.2	8.8
Family Involvement and Support	75,989	87,332	10.9	9.8
Parental/Guardian Boundaries	78,841	90,536	7.6	6.5
Positive Parental/Guardian Norms	77,659	89,660	8.9	7.4
SAFE AND SUPPORTIVE SCHOOL CLIMATE				
School Expectations/Boundaries	78,388	90,169	8.1	6.9
Safe (Nonviolent) School Environment	84,087	95,675	1.4	1.2
School Perceived to be Safe	80,298	91,987	5.9	5.0
School Staff/Student Support	78,654	89,284	7.8	7.8
Positive Student Norms	79,308	91,733	7.0	5.3
Social Pressure to Use Substances Limited	81,562	93,641	4.4	3.3
SAFE AND SUPPORTIVE COMMUNITY				
Positive Community Adult Norms	76,636	87,280	10.1	9.9
Positive Community Peer Norms	80,713	91,226	5.4	5.8
Youth Access to Substances Limited	76,678	88,419	10.1	8.7
Safe Neighborhood	77,009	88,664	9.7	8.5
Supportive Neighborhood	73,058	83,899	14.3	13.4
Alcohol/Drug Free Places Available	76,563	88,313	10.2	8.8
HEALTHY YOUTH – AVOIDANCE OF RISKY BEHAVIOR				
Suicide Risk Avoidance	83,195	94,838	2.5	2.1
No Current (past 30 days) Alcohol Use	85,291	96,863	0.0	0.0
No Current (past 30 days) Tobacco Use	85,291	96,863	0.0	0.0
No Current (past 30 days) Illegal Drug Use	85,291	96,863	0.0	0.0
Substance Use Risk Awareness	80,874	90,865	5.2	6.2
Violent/Aggressive Behavior Avoidance	83,023	94,783	2.7	2.1
Gambling Avoidance	83,982	95,474	1.5	1.4
SOCIALLY COMPETENT YOUTH				
Empathy	83,303	94,886	2.3	2.0
Self-Confidence	81,244	92,440	4.7	4.6
Self-Esteem	82,385	93,893	3.4	3.1
Acceptance of Diversity	81,883	93,806	4.0	3.2
Positive Values	79,302	90,734	7.0	6.3
Peer Pressure Resistance	83,158	94,498	2.5	2.4
YOUTH SUCCESSFUL IN SCHOOL				
Commitment to School/Learning	78,681	88,815	7.7	8.3
YOUTH PREPARED FOR A PRODUCTIVE ADULTHOOD				
Positive Work Ethic	83,450	95,177	2.2	1.7
YOUTH ENGAGED IN/CONTRIBUTE TO COMMUNITY				
Helping Others	82,745	93,923	3.0	3.0

¹Based on weighted total of 85,291

²Based on weighted total of 96,863