

Investigating Out-of-School Time Experiences: Background, Attitudes, Values, and Beliefs

Michael C. Rodriguez, Yukiko Maeda, & Taeho Jung
University of Minnesota

Minnesota Youth Development Research Group

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ABSTRACT

The role of out-of-school time (OST) in the development of healthy well-adjusted youth is increasingly a priority – perhaps its contribution to academic achievement is supporting such recognition (particularly in today’s educational accountability environment). Research on OST participation has largely focused on participation rates, gender and ethnic differences, and community-specific contexts. Through the use of three large databases (over 160,000 teens collectively), we were able to evaluate OST participation vis-à-vis background characteristics and personal characteristics, including attitudes, values, and beliefs. This included both school-related and OST activity participation given factors such as self-concept, parental and community support, school safety, attitudes toward school, community support.

Perspectives

“What do you call a regularly recurring block of time full of discretionary opportunity, choice, and flexibility? For young people, it’s out-of-school time—time away from school—and it occurs on weekends, school holidays, evenings, early mornings, late afternoons, and in the summertime. It’s a time when youth can be constructively engaged and learning or struggling with trouble or simply bored” (Center for 4-H Youth Development, 2004). Out-of-school time (OST) is becoming a more prominent topic in the youth development literature as it is being recognized as an asset in the arsenal of youth as they navigate their personal and social developmental pathways.

Recent research on brain development has provided a strong basis for the role of OST participation: Important brain circuitry is developing well into adolescence. This implicates adolescence as an important time to explore interests, build relationships with adults, and engage in skill-developing activities. “When adolescents are left alone with extended periods of unstructured, unsupervised time, important developmental opportunities are not only missed, they are lost. Young people *need* responsible and caring adults in their lives to act as ‘surrogate prefrontal cortexes’ to effectively support their brain development journey” (Walsh, 2005, p.2).

“Recruiting students to participate regularly in after-school programs is a marketing challenge. A critical first step in selling after-school programs is helping youth and their families understand the benefits of frequent participation” (Lauver & Little, 2005, para. 4). There are strong examples of successful approaches to attracting and sustaining youth participation in OST programs, including direct communication with youth and parents, meeting the schedules and time needs of youth, and several staff and program-related characteristics (Lauver, 2004).

A recent study involving two large databases (the Panel study of Income Dynamics and the National Survey of American families) looked at participation trends by family income and ethnic background (Wimer, et. al, 2006). Results from such studies are consistent with what we would expect: youth from families with higher incomes participate in OST activities at a higher rate than those from families with lower incomes. Youth from lower income families were more likely to participate in after-school tutoring programs. Finally, for most OST programs and activities, Latinos were the most underrepresented, followed by Black youth.

Larson (2004) found that for most young people, over half of their waking hours are available to them to do with what they want. He found that this free-time is typically spent watching television (over 2 hours per day), talking, and playing (increasingly computer and video games). Larson also found, in agreement with the research of others, that a large part of available time is unstructured.

Measuring participation has been a challenge in the field (Simpkins Chaput, 2004). Simpkins Chaput argued that at least three dimensions are important, including intensity (amount of time spent in participation), duration (length of participation), and breadth (variety of activities).

The question, then, is: Does participation matter? Simpkins (2003) selected 10 high-quality outcome-based studies on OST participation from a set of 75 studies and evaluations to identify evidence-based outcomes of participation. Among them, she found that participation matters for academic success (test performance, attendance, school completion, homework completion, and grades) and for social development (number and quality of friendships, optimism, pro-social behavior). Two factors that were found to be important included age (participation is higher among older children) and SES (with similar findings as Wimer, et al., 2006).

Rarely is there a clear evidence-based argument developed when designing an OST program. Typically program developers are responding to a perceived need or trying to remedy poor results of school or community-based outcomes. Too often, program design is poorly conceived and evaluations are misdirected because of poor program design. Research and evaluation in the entire arena of youth development is quite limited, particularly for ethnic minority youth (McLoyd, 1998; Rodriguez & Morrobel, 2004). A logic model approach to OST program evaluation was developed by the Harvard Family Research Project, specifying relevant elements of the program, outcomes, and evaluation methods (Coffman, 2003). The role of specific youth characteristics were found nowhere in this model. Motivating conditions and causes were identified (including conditions of parent employment, limited supervision of children, low academic performance, limited adult-youth relationships), excluding personal characteristics such as motivation, self-perceptions, goals, values, and beliefs.

We seem to know more about program elements than about the youth with whom we work – honestly, those of us that work directly with youth know them quite well. Rarely does what we know to be important find its way into the measurement devices of evaluators and researchers (and we consider ourselves to be among that group). Our hope is to begin looking at existing databases to begin an examination of these personal characteristics and behavioral choices, including participation in OST programs, extra-mural school-related activities, or unfortunate risky behaviors.

Objectives

This study will involve secondary data analysis of existing databases. Each of these datasets contain information related to OST activities of youth in various contexts as well as other background characteristics of youth and families, including demographic information and rarely captured information on related behaviors, attitudes, values, and beliefs about themselves and others.

Three primary questions are to be answered by analyzing the existing databases:

1. What are young people currently doing during Out-of-School Time?
2. How do personal and family-related factors affect participation in OST opportunities?
3. Is there an association between participation in OST opportunities and risky behavior? Is this also a function of background and personal characteristics?

Methods

The analyses will be conducted consistently across each database: (1) identification of what youth are doing when not in school, (2) identification of the characteristics that distinguish those youth that do versus do not participate in OST opportunities, and (3) investigate the relations between participation in various types of OST activities and other related outcomes (e.g., self-report of school success, educational goals, other milestones, personal and social attitudes and values, etc.) available in each dataset. Three researchers independently reviewed the content of each database, identified relevant variables, and categorized them into: (1) school-based activities; (2) OST activities; (3) personal values ranging from altruistic to self-serving values; (3) attitudes and beliefs including issues such as school, family, community, and personal self-perceptions; and (4) demographic information including gender, age, ethnicity, language, and parental involvement.

The placement of questions into a specific category was made based on consensus among the four researchers. The final set of questions identified to create each scale (e.g., attitude toward school) were evaluated through an analysis of internal consistency. Reliabilities of resulting scale scores were adequate to strong, generally well above .80.

Data Sources

This study involves secondary data analysis of existing databases, including (1) the Minnesota Student Survey (MSS) of the Minnesota Department of Education including over 130,000 students in middle and high school; (2) the Childcare Use Study data from the Department of Human Services and Wilder Research including 1363 households with children; and (3) the Attitude and Behavior dataset from Search Institute (SI) of Minneapolis, MN, including over 28,000 adolescents.

2004 Minnesota Student Survey (MSS). The MSS is administered every three years, most recently in the spring of 2004. During each administration year, all operating public school districts are invited to participate. The administration of the MSS is highly encouraged, but voluntary. In 2004, 301 school districts (88%) participated with a total of 131865 students from grades 6, 9, and 12. Among public school students across the state, participation rates were 77% of students in 6th grade, 73% of 9th grade, and 49% of 12th grade. Some items were deemed inappropriate for students in 6th grade and were not asked on the 6th grade form, including questions about gambling, drinking and driving, use of narcotics and other serious drugs, and sexual behavior. Results from the MSS are provided by public school students in Minnesota via local public school districts or alternative educational programs and managed by the Minnesota Student Survey Interagency Team, including the MN Departments of Education, Health, Human Services, Public Safety, and Corrections. More complete information is available online at http://education.state.mn.us/mde/Learning_Support/Safe_and_Healthy_Learners/Minnesota_Student_Survey

Search Institute Profiles of Student Life: Attitudes and Behaviors (A&B). The A&B survey was developed in 1989, with major revisions made in 1996. The 156-item survey provides an aggregate portrait of the 40 Developmental Assets as experienced by 6th-12th grade youth. The detailed information of this survey can be obtained from <http://www.search-institute.org/surveys/ab.html>. The descriptive analyses were conducted using the data collected from 37187 Minnesota youth in 1999, 2000, and 2002.

MN 2004 Household Child Care Survey (HCCS). In 1999, the Minnesota Department of Children, Families and Learning (Department of Education) initiated and funded a statewide survey of child care usage. This study investigated questions about the nature of child care, cost,

parent perceptions of quality, access, and issues related to parent employment. Since then, there have been many changes in the arena of public policy regarding child care, including a move of state child care programs from the Department of Education to the Department of Human Services (DHS). DHS elected to reassess the state of child care in Minnesota and funded a survey to be conducted in 2004-2005. The Child Care Use in Minnesota Study (Chase, et al., 2005) was conducted employing the 2004 HCCS. Wilder Research conducted telephone surveys with 1363 randomly selected families using child care with children 12 and younger, with a response rate of 67%. The survey was conducted between May 2004 and March 2005 and in English, Hmong, Somali, and Spanish. More information about the survey can be found online at <http://www.wilder.org/childcaredata2004.0.html>

The focus of the HCCS was to investigate the reasons families choose various child care arrangements, barriers to use, cost and parental capacity to pay for child care, quality and stability of care, and parent satisfaction with current arrangements. In this study, “child care” was defined as “how children spend time when they are not with a parent or at school during the two weeks prior to the survey. It includes all times during the day or night” (Chase, et al., 2005, p. 14). The forms of child care included were wide ranging, including home-based care by family, friends, and neighbors; licensed home-based care; center-based care; organized activities including clubs and sports; and self care by the child. The survey also included questions about the presence and activities of older children in the household and summer-time activities. These topics were the focus for the reanalysis completed here for the Applied Research Collaborative on Youth Development.

The three agencies who house the datasets (Minnesota Department of Education, Department of Human Services and Wilder Research, and Search Institute) are collaborators in the Applied Research Collaborative on Youth Development with the University of Minnesota and Youth Community Connections. The secondary analysis of existing databases is part of a larger research agenda investigating the supply, demand, participation, and impact of OST programming.

Results

2004 Minnesota Student Survey

The MSS database contains responses from 48,131 students in each of grade 6; 49,210 in grade 9, and 34,521 in grade 12; ethnic minority students make up 22% in grade 6, 20% in grade 9 and 13% in grade 12; 50% are male. The following provides a sample of activity participation: 51% OST clubs or organizations, 58% church-related activities, 33% volunteer in community service, 62% work for pay, 52% spend 6 or more hours per week just hanging out, 40% spend 6 or more hours watching TV each week.

Table 1
MSS Ethnicity Participation by Grade

Race/Ethnicity	Grade		
	6 th	9 th	12 th
American Indian	2%	1%	1%
Black or African American	5%	5%	3%
Hispanic or Latino	3%	3%	2%
Asian American or Pacific Islander	5%	5%	4%
White	69%	77%	85%
Don't Know	9%	3%	2%

For comparison purposes, statewide race and ethnicity demographics were obtained from the NCES Common Core of Data during 2003-2004 (the same year as the current data). These results are reported in Table 1.2. In NCES data reported by the state, the mixed-race category was not used, nor was “I don’t know” an option. Based on these results, the MSS sample possibly under-represents American Indian students, Black students, and Hispanic students. It is possible that these differences are represented in the Mixed-Race category; unfortunately, these differences will be hidden when analyses are done by race/ethnicity.

Table 2
Statewide Race/Ethnicity Demographics 2003-2004

Race/Ethnicity	Grade		
	6 th	9 th	12 th
American Indian	2%	2%	2%
Black or African American	8%	7%	7%
Hispanic or Latino	5%	4%	3%
Asian American or Pacific Islander	5%	5%	5%
White	80%	81%	83%

Source: NCES (2007).

Table 3
School Related Activities

<i>During the school year, how many hours in a typical week do you spend doing the following?</i>		Grade					
		6th		9th		12th	
		Male	Female	Male	Female	Male	Female
		%	%	%	%	%	%
Homework or study	0 hours	7%	4%	12%	5%	19%	5%
	1-2 hours	50%	47%	41%	33%	42%	34%
	3-5 hours	24%	28%	26%	31%	23%	32%
	6-10 hours	12%	14%	14%	21%	10%	18%
	11-20 hours	4%	5%	5%	8%	4%	9%
	21 hours or more	3%	3%	3%	3%	2%	2%
Band, choir, orchestra, music lessons, or practicing voice or an instrument	0 hours	51%	32%	65%	49%	71%	63%
	1-2 hours	30%	40%	14%	21%	9%	12%
	3-5 hours	12%	18%	10%	16%	8%	12%
	6-10 hours	4%	6%	6%	10%	6%	9%
	11-20 hours	2%	3%	2%	3%	3%	3%
	21 hours or more	2%	2%	2%	2%	2%	1%
Activities-Clubs or organizations outside of school	0 hours	56%	46%	55%	44%	54%	42%
	1-2 hours	21%	28%	20%	25%	21%	28%
	3-5 hours	12%	15%	12%	15%	13%	16%
	6-10 hours	6%	6%	7%	9%	7%	8%
	11-20 hours	2%	2%	4%	5%	3%	4%
	21 hours or more	2%	2%	2%	2%	2%	2%
Activities-Playing sports on a school team	0 hours	54%	57%	44%	45%	53%	60%
	1-2 hours	15%	17%	8%	8%	6%	5%
	3-5 hours	14%	13%	11%	11%	7%	6%
	6-10 hours	9%	7%	16%	18%	12%	12%
	11-20 hours	4%	3%	13%	14%	15%	14%
	21 hours or more	5%	2%	8%	4%	6%	3%

Source: MSS Interagency Team (2004).

Table 4
Out-of-School Activities

During the school year, how many hours in a typical week do you spend doing the following?		Grade					
		6th		9th		12th	
		Male	Female	Male	Female	Male	Female
		%	%	%	%	%	%
Activities-Other physical activities	0 hours	16%	18%	17%	20%	21%	23%
	1-2 hours	30%	38%	25%	35%	25%	35%
	3-5 hours	23%	24%	24%	25%	26%	25%
	6-10 hours	14%	12%	16%	12%	16%	11%
	11-20 hours	8%	5%	9%	5%	7%	4%
	21 hours or more	9%	4%	8%	3%	5%	2%
Attending services, groups, or programs at a church, synagogue, or mosque	0 hours	44%	36%	44%	35%	56%	45%
	1-2 hours	38%	40%	35%	38%	31%	38%
	3-5 hours	12%	16%	14%	19%	8%	12%
	6-10 hours	3%	4%	4%	5%	3%	4%
	11-20 hours	1%	1%	1%	1%	1%	1%
	21 hours or more	2%	2%	2%	1%	1%	1%
Activities-Reading for pleasure	0 hours	31%	18%	53%	34%	52%	33%
	1-2 hours	42%	44%	28%	38%	29%	40%
	3-5 hours	15%	20%	10%	15%	11%	17%
	6-10 hours	6%	10%	4%	7%	5%	6%
	11-20 hours	3%	4%	2%	3%	2%	2%
	21 hours or more	3%	4%	2%	2%	1%	1%
Activities-Watching TV or videos	0 hours	3%	4%	3%	4%	5%	5%
	1-2 hours	25%	33%	18%	25%	20%	27%
	3-5 hours	29%	30%	28%	32%	30%	35%
	6-10 hours	20%	18%	24%	23%	24%	21%
	11-20 hours	11%	8%	14%	10%	12%	8%
	21 hours or more	12%	6%	13%	6%	9%	3%
Activities-Playing computer or video games	0 hours	9%	22%	11%	28%	21%	49%
	1-2 hours	33%	43%	27%	33%	29%	31%
	3-5 hours	24%	19%	24%	19%	22%	12%
	6-10 hours	16%	9%	18%	11%	14%	5%
	11-20 hours	8%	4%	10%	5%	7%	2%
	21 hours or more	10%	3%	11%	3%	7%	1%

Source: MSS Interagency Team (2004).

Table 4 (Cont.)
Out-of-School Activities

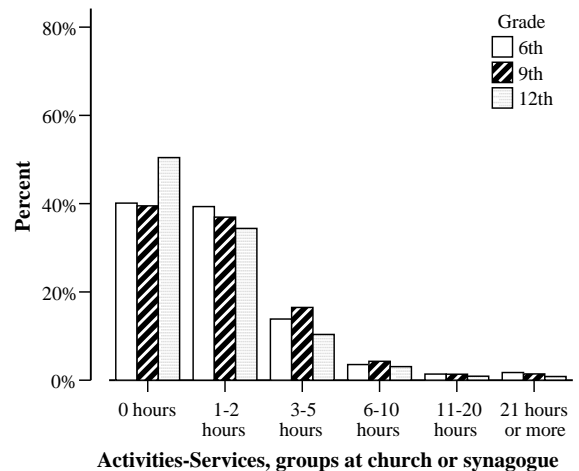
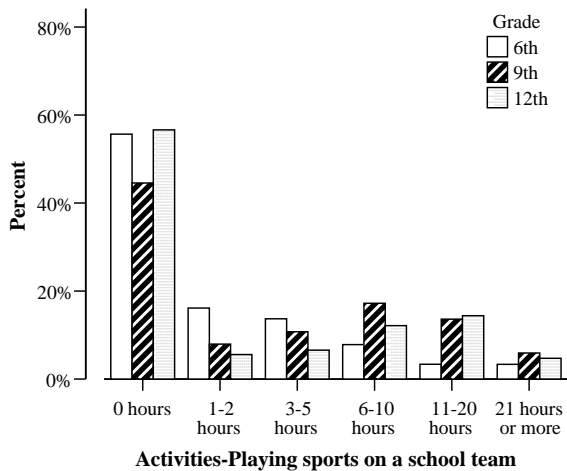
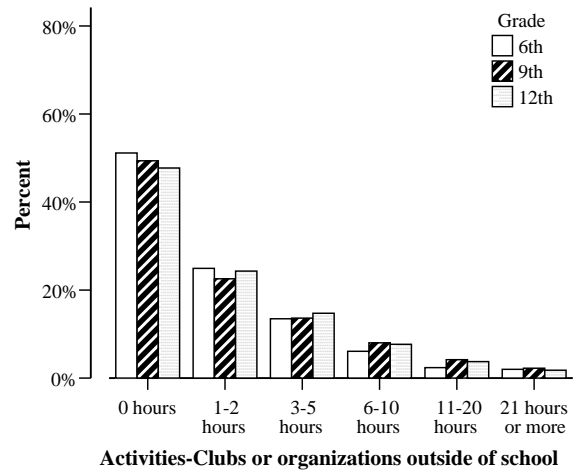
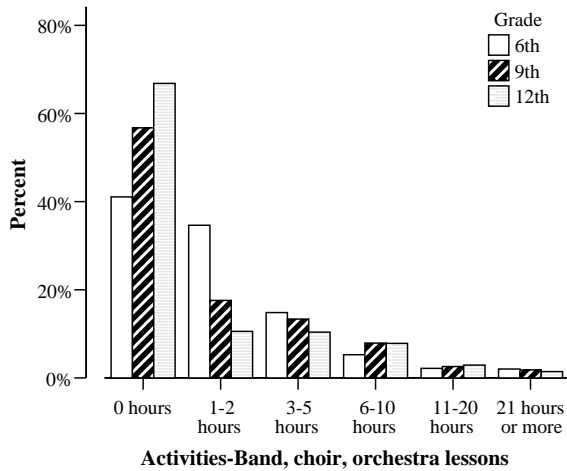
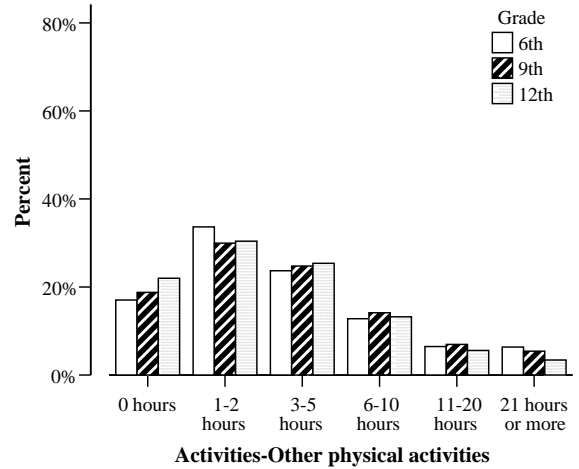
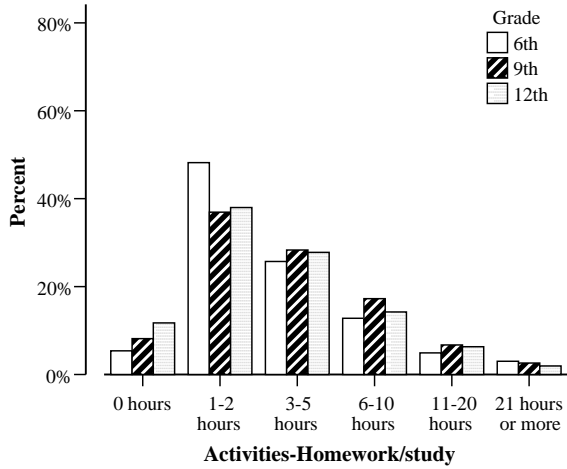
<i>During the school year, how many hours in a typical week do you spend doing the following?</i>		Grade					
		6th		9th		12th	
		Male	Female	Male	Female	Male	Female
		%	%	%	%	%	%
Activities-Volunteer work or community service	0 hours	73%	66%	73%	64%	70%	54%
	1-2 hours	19%	24%	18%	25%	20%	31%
	3-5 hours	5%	6%	5%	7%	6%	11%
	6-10 hours	2%	2%	2%	2%	2%	3%
	11-20 hours	1%	1%	1%	1%	1%	1%
	21 hours or more	1%	1%	1%	1%	1%	1%
Chores at home/babysitting for family	0 hours	22%	11%	24%	11%	33%	18%
	1-2 hours	45%	43%	42%	40%	41%	46%
	3-5 hours	19%	27%	20%	28%	17%	23%
	6-10 hours	8%	11%	8%	12%	5%	8%
	11-20 hours	3%	4%	3%	5%	2%	3%
	21 hours or more	3%	4%	3%	4%	2%	2%
Work for pay (including babysitting for others)	0 hours	50%	36%	49%	36%	28%	20%
	1-2 hours	28%	29%	21%	24%	7%	7%
	3-5 hours	13%	20%	13%	21%	8%	10%
	6-10 hours	6%	9%	8%	11%	12%	17%
	11-20 hours	2%	3%	5%	5%	22%	29%
	21 hours or more	2%	2%	4%	3%	22%	17%
Activities-Hanging out	0 hours	10%	7%	7%	4%	5%	3%
	1-2 hours	23%	22%	16%	14%	10%	10%
	3-5 hours	25%	28%	24%	24%	21%	23%
	6-10 hours	18%	20%	21%	24%	24%	28%
	11-20 hours	10%	11%	14%	16%	19%	21%
	21 hours or more	14%	12%	19%	17%	22%	16%

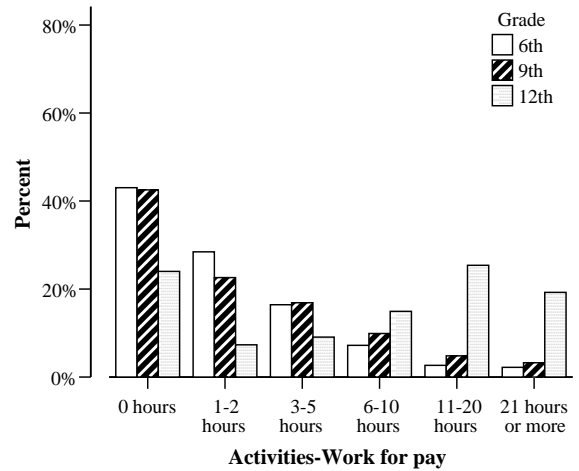
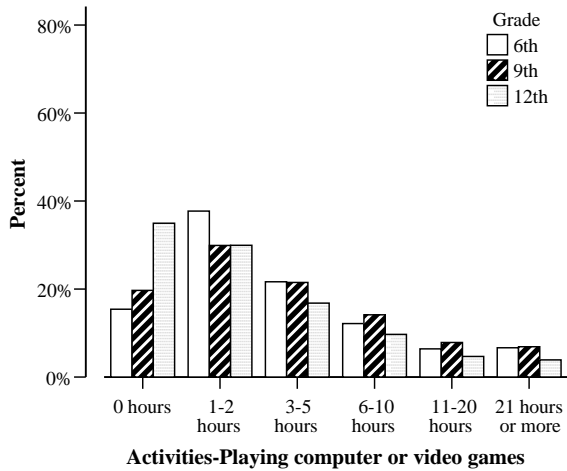
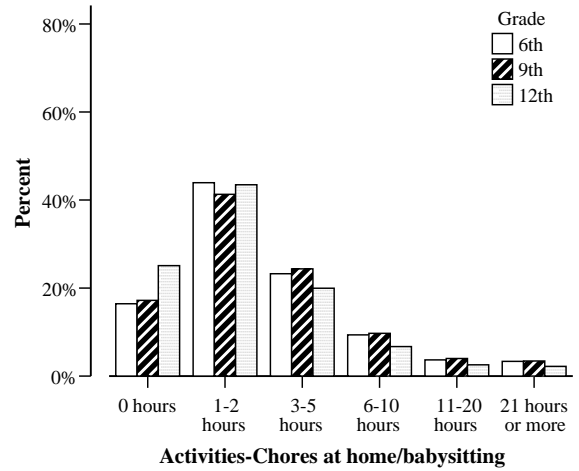
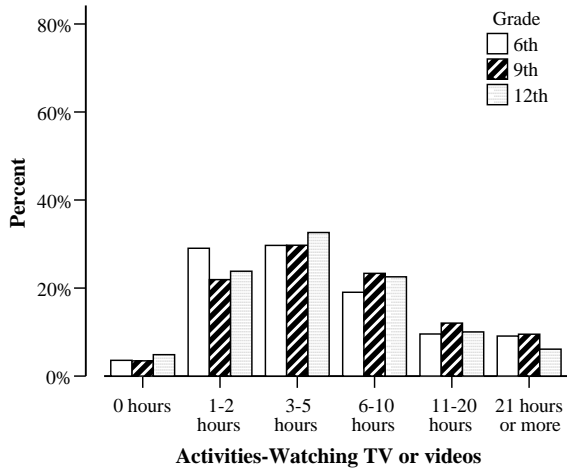
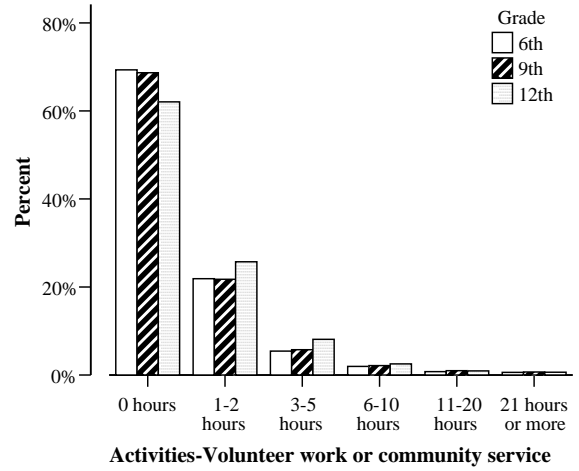
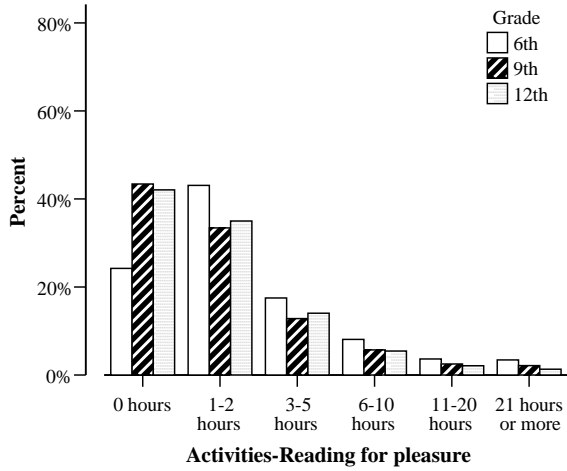
Source: MSS Interagency Team (2004).

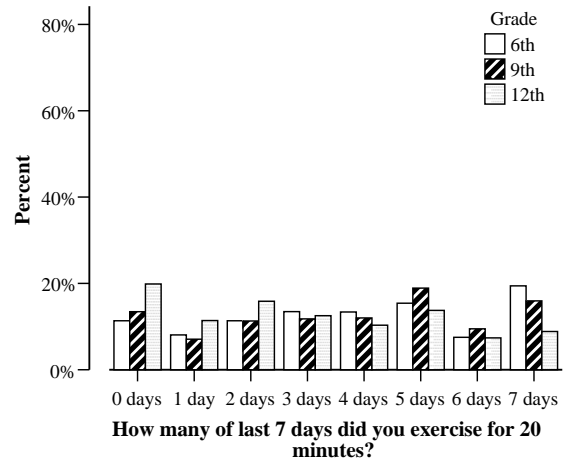
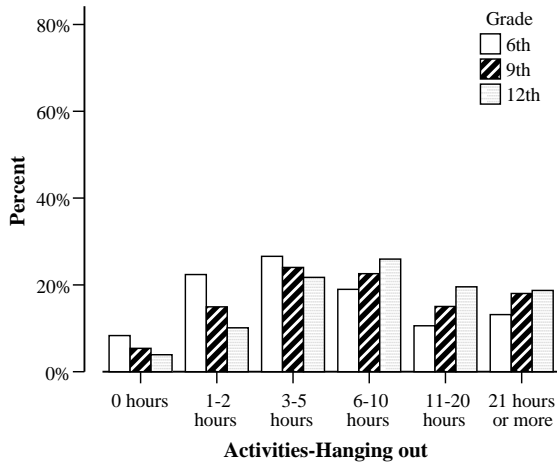
Table 5
Presence of Caring Others

<i>How much do you feel ...</i>		Grade					
		6th		9th		12th	
		Male	Female	Male	Female	Male	Female
		%	%	%	%	%	%
... friends care about you?	Not at all	3%	2%	4%	1%	3%	1%
	A little	10%	8%	10%	7%	8%	5%
	Some	20%	13%	24%	14%	20%	14%
	Quite a bit	39%	31%	41%	32%	41%	35%
	Very much	28%	47%	22%	46%	28%	44%
... teachers or other adults at school care about you? *	Not at all	5%	3%	10%	8%	7%	4%
	A little	13%	11%	21%	21%	19%	18%
	Some	21%	21%	32%	35%	35%	36%
	Quite a bit	33%	35%	27%	27%	28%	32%
	Very much	28%	30%	10%	9%	10%	11%
... church or spiritual leaders care about you? *	Not at all	17%	12%	22%	17%	24%	19%
	A little	11%	10%	12%	12%	14%	14%
	Some	16%	16%	19%	19%	20%	21%
	Quite a bit	24%	26%	25%	26%	23%	25%
	Very much	32%	37%	23%	25%	19%	21%
... police officers care about you?	Not at all	12%	8%	28%	23%	32%	25%
	A little	13%	11%	22%	23%	26%	29%
	Some	17%	16%	24%	26%	25%	29%
	Quite a bit	24%	26%	17%	19%	12%	13%
	Very much	33%	39%	9%	9%	5%	5%
... other adults in your community care about you?	Not at all	9%	6%	17%	15%	17%	14%
	A little	17%	13%	24%	24%	26%	26%
	Some	25%	23%	31%	31%	33%	33%
	Quite a bit	29%	31%	20%	22%	18%	20%
	Very much	21%	26%	8%	9%	7%	7%

Source: MSS Interagency Team (2004).







Gender and Race Differences in Participation

Participation in Band, Choir, Orchestra, and other music lessons is much higher among females in grades 6 and 9 among all ethnic groups, with nearly no gender difference in grade 12, except for White students (10% more females participate than males). Differences between White student participation and non-White student participation are much higher among grade 6 students, with a slight drop in grade 9, and a larger drop in grade 12. In grade 6, over 20% fewer American Indian, Black, and Hispanic students participate (11% fewer Asian students) compared to White students. In grade 12, these figures drop in half to about 10% fewer students compared to White students (no difference in participation among Asian students).

Participation in clubs or organizations outside of school is higher among females in all grades among all ethnic groups, except for American Indian students in grade 12 (males are slightly more likely to participate). In almost each case, the gender difference was highest among White students (females participating at a higher rate than males). Differences between White student participation and non-White student participation increases slightly in grade 9, but is fairly consistent between grades 6 and 12, except among Asian students. Asian students participated at a lower rate in grade 6 than White students (difference between Asian and White participation was 14%), whereas in grade 12, more Asian students participated (difference in participation was 5%).

Participation in school sports is higher among males in nearly all ethnic groups, with a much larger difference found in grade 12 than grade 6. In grade 6, Asian males and females participate at the same rate; however, their participation is 20% less than that of White students (the largest race/ethnic gap in grade 6). In grade 9, White males and females participate at the same rate, but non-White students participate at a much lower rate than White students, ranging from 16% difference for American Indian students to 25% difference among Asian students. In grade 12, the race/ethnic differences are much less than grade 9, with Black students participating at the same rate as White students. Finally, we note that the gender difference is largest among Black students at each grade, with 10% more males participating in grade 6 and 24% more participating at grades 9 and 12.

The values reported in Table 6 are Cramér’s Phi values, indicating the magnitude of relation between each activity and either gender or race. This is based on a Chi-Square test of a relation between one ordinal variable (participation in a given activity) and a categorical variable (gender or race). Since the sample size is so large, every gender and race difference is statistically significant ($p < .001$). Cramér’s Phi is considered a measure of practical significance and can be interpreted much like a correlation; values essentially range from 0 (no difference in participation) to 1.0 (full participation by one group and no participation by the other). Values below .20 are considered quite small, while values at .20 to .40 are considered small but meaningful. In the case of the MSS, even quite small values can make a difference for hundreds of students. For this purpose, it seems appropriate to consider values of .10 or greater to indicate important differences, regardless of sign.

The sign on each value indicates the “direction” of the difference. For Males, negative values indicate those activities in which males participate less (than females); whereas positive values indicate those activities in which males participate more (than females).

For White, negative values indicate those activities in which white students participate less (than non-white students); whereas, positive values indicate those activities in which white students participate more (than non-white students). Notice two things in each column: (1) where there are negatives, indicating Males or White students participate less; and (2) where there are values greater than .10 (regardless of sign), indicating important differences.

Table 6
Practical Differences in Participation for Male (v. Female) and White (v. non-White) Students

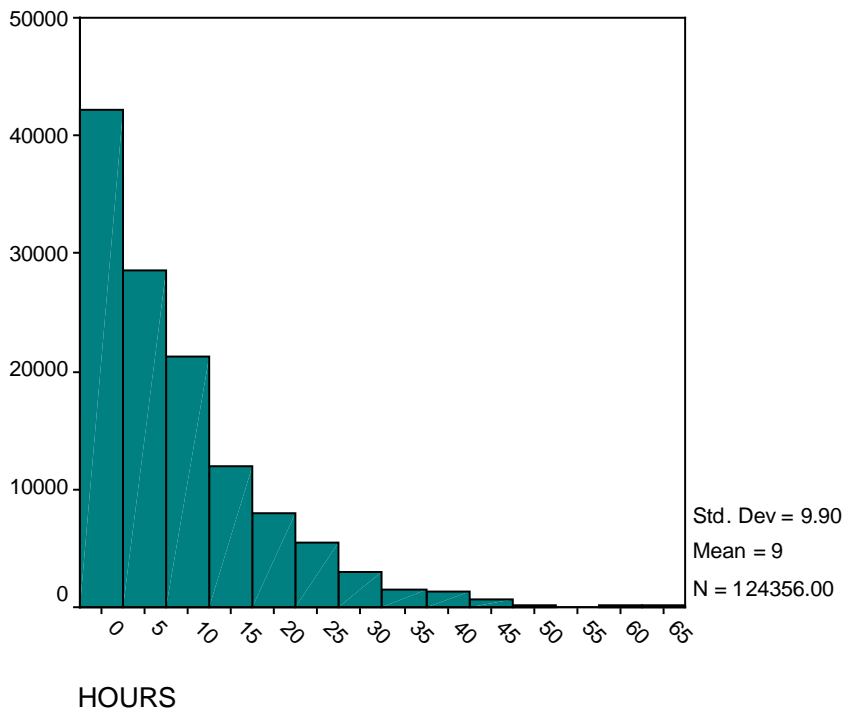
Activity	Male	White
22a Homework/study	-.18	.10
22b Band, choir, orchestra lessons	-.16	.09
22c Clubs or organizations outside of school	-.11	.07
22d Playing sports on a school team	.07	.14
22e Other physical activities	.16	.11
22f Services, groups at church or synagogue	-.10	.12
22g Reading for pleasure	-.18	-.03
22h Watching TV or videos	.14	.08
22i Playing computer or video games	.29	-.04
22j Volunteer work or community service	-.11	-.07
22k Chores at home/babysitting	-.18	-.10
22l Work for pay	-.15	.10
22m Hanging out	-.08	.12
23 Do you use a computer at home?	-.02	.17
30 How many of last 7 days did you exercise for 20 minutes?	.15	.08

A Closer Look at Three Activities

Participation in three activities were particularly interesting, including amount of time spent participating in (a) band, choir, orchestra, or other music lessons; (b) clubs or organizations outside of school; and (c) playing sports on a school team. A total time spent on these three activities was estimated by converting the ordinal scale into a quasi-interval scale by taking the

midpoint for each rang of hours (from 0 to 21 hours as can be seen in the above tables) and summing across the three activities.

The resulting total number of hours ranged from 0 to 63, with a mean of 8.7 hours, a median of 5.5 hours; 25% reported 1.5 hours or less, 50% reported 5.5 hours or less, and 75% reported 13.5 hours or less. The figure below represents the distribution of number of hours spend on these three activities per week.



Number of hours spent in music activities, clubs outside of school, and playing school sports.

Participation versus no participation

The participation in these three activities were recoded into no participation (zero hours total across the three activities) or at least some participation in at least one of the three activities. About 22% of all students reported no participation in the three activities whereas 78% reported some participation in at least one activity. The relation between participation (v. no participation) and several other characteristics was examined.

Participation in Three Activities by Gender and Race/Ethnicity

Participation in at least one of the three activities was higher among females of each ethnic group in grade 6 and varied by ethnic group in grades 9 and 12 Table 7, 8, and 9). We find the largest gender differences among Asian students in each grade (females participating at a higher rate; 13% more in grade 6, 10% more in grades 9 and 12). We also see a large gender difference among American Indian students in grade 12, with 11% more males participating than females. Ethnic differences overall are higher in grades 6 and 9 (14%-17% fewer non-White students participating than White students in grade 6; 15%-21% fewer non-White students

participating in grade 9). This ethnic gap between White and non-White students is reduced in grade 12; 4%-10% fewer non-White students participating.

Table 7
6th Grade Involvement in Three Core Activities by Race and Gender

Frequency table for the involvement in the three activities

Grade: 6th

Race-categories as appear on the tables		Gender				Total	
		Male		Female		Count	% within Gender
		Count	% within Gender	Count	% within Gender		
American Indian	No involvement at all	192	33.4%	125	24.6%	317	29.2%
	At least one of these 3 activities	383	66.6%	384	75.4%	767	70.8%
	Total	575	100.0%	509	100.0%	1084	100.0%
Black or African American	No involvement at all	425	33.1%	328	28.4%	753	30.8%
	At least one of these 3 activities	860	66.9%	828	71.6%	1688	69.2%
	Total	1285	100.0%	1156	100.0%	2441	100.0%
Hispanic or Latino	No involvement at all	294	35.0%	235	28.6%	529	31.8%
	At least one of these 3 activities	546	65.0%	588	71.4%	1134	68.2%
	Total	840	100.0%	823	100.0%	1663	100.0%
Asian American or Pacific Islander	No involvement at all	447	39.1%	297	25.9%	744	32.5%
	At least one of these 3 activities	697	60.9%	848	74.1%	1545	67.5%
	Total	1144	100.0%	1145	100.0%	2289	100.0%
White	No involvement at all	3233	19.4%	1852	11.2%	5085	15.3%
	At least one of these 3 activities	13411	80.6%	14703	88.8%	28114	84.7%
	Total	16644	100.0%	16555	100.0%	33199	100.0%
Mixed race (checked more than one race/ethnicity)	No involvement at all	330	24.0%	331	18.6%	661	21.0%
	At least one of these 3 activities	1043	76.0%	1444	81.4%	2487	79.0%
	Total	1373	100.0%	1775	100.0%	3148	100.0%

Table 8
9th Grade Involvement in Three Core Activities by Race and Gender

Frequency table for the involvement in the three activities

Grade: 9th

Race-categories as appear on the tables		Gender				Total	
		Male		Female		Count	% within Gender
		Count	% within Gender	Count	% within Gender		
American Indian	No involvement at all	150	42.6%	113	35.4%	263	39.2%
	At least one of these 3 activities	202	57.4%	206	64.6%	408	60.8%
	Total	352	100.0%	319	100.0%	671	100.0%
Black or African American	No involvement at all	368	31.3%	398	36.8%	766	33.9%
	At least one of these 3 activities	808	68.7%	684	63.2%	1492	66.1%
	Total	1176	100.0%	1082	100.0%	2258	100.0%
Hispanic or Latino	No involvement at all	283	37.3%	252	38.8%	535	38.0%
	At least one of these 3 activities	475	62.7%	397	61.2%	872	62.0%
	Total	758	100.0%	649	100.0%	1407	100.0%
Asian American or Pacific Islander	No involvement at all	467	38.5%	359	28.7%	826	33.5%
	At least one of these 3 activities	747	61.5%	894	71.3%	1641	66.5%
	Total	1214	100.0%	1253	100.0%	2467	100.0%
White	No involvement at all	4011	21.9%	2844	14.4%	6855	18.0%
	At least one of these 3 activities	14344	78.1%	16900	85.6%	31244	82.0%
	Total	18355	100.0%	19744	100.0%	38099	100.0%
Mixed race (checked more than one race/ethnicity)	No involvement at all	319	27.3%	382	25.8%	701	26.4%
	At least one of these 3 activities	851	72.7%	1101	74.2%	1952	73.6%
	Total	1170	100.0%	1483	100.0%	2653	100.0%

Table 9
12th Grade Involvement in Three Core Activities by Race and Gender

Frequency table for the involvement in the three activities

Grade: 12th		Gender					
Race-categories as appear on the tables		Male		Female		Total	
		Count	% within Gender	Count	% within Gender	Count	% within Gender
American Indian	No involvement at all	36	31.3%	43	42.2%	79	36.4%
	At least one of these 3 activities	79	68.7%	59	57.8%	138	63.6%
	Total	115	100.0%	102	100.0%	217	100.0%
Black or African American	No involvement at all	169	29.3%	198	38.4%	367	33.6%
	At least one of these 3 activities	408	70.7%	318	61.6%	726	66.4%
	Total	577	100.0%	516	100.0%	1093	100.0%
Hispanic or Latino	No involvement at all	129	37.3%	140	37.8%	269	37.6%
	At least one of these 3 activities	217	62.7%	230	62.2%	447	62.4%
	Total	346	100.0%	370	100.0%	716	100.0%
Asian American or Pacific Islander	No involvement at all	264	36.0%	210	26.4%	474	31.0%
	At least one of these 3 activities	469	64.0%	586	73.6%	1055	69.0%
	Total	733	100.0%	796	100.0%	1529	100.0%
White	No involvement at all	4269	29.7%	3641	24.4%	7910	27.0%
	At least one of these 3 activities	10099	70.3%	11274	75.6%	21373	73.0%
	Total	14368	100.0%	14915	100.0%	29283	100.0%
Mixed race (checked more than one race/ethnicity)	No involvement at all	127	28.9%	164	30.6%	291	29.8%
	At least one of these 3 activities	313	71.1%	372	69.4%	685	70.2%
	Total	440	100.0%	536	100.0%	976	100.0%

Grades

Self-reported grades were converted from letter grades to numeric values on the 4.0 scale. Students who participated in at least one activity reported an average GPA of 3.0 (B average) compared to those who did not participate in any of the three activities who reported an average GPA of 2.5 (a mix of Bs and Cs).

Alcohol Use

Students who participated in at least one activity were less likely to report alcohol use in the past year in each grade, compared to students who do not participate in the three activities. At grade 6, fewer students reported use of alcohol than older grades, with a 20% drop in use as a function of involvement from 15% (nonparticipants) to 12.1% (participants). In grade 12, more students reported alcohol use overall, with a 14% drop in use from 71.9% (nonparticipants) to 62.1% (participants).

Table 10
Involvement in Three Core Activities and Alcohol Use by Grade

				Have you had any alcoholic beverages in the past year		Total
				No	Yes	
6th	Involvement (Two categories)	No involvement at all	Count	6739	1185	7924
			% within Involvement (Two categories)	85.0%	15.0%	100.0%
	At least one of these 3 activities	No involvement at all	Count	31805	4364	36169
			% within Involvement (Two categories)	87.9%	12.1%	100.0%
	Total	No involvement at all	Count	38544	5549	44093
			% within Involvement (Two categories)	87.4%	12.6%	100.0%
9th	Involvement (Two categories)	No involvement at all	Count	4326	4719	9045
			% within Involvement (Two categories)	47.8%	52.2%	100.0%
	At least one of these 3 activities	No involvement at all	Count	20786	15003	35789
			% within Involvement (Two categories)	58.1%	41.9%	100.0%
	Total	No involvement at all	Count	25112	19722	44834
			% within Involvement (Two categories)	56.0%	44.0%	100.0%
12th	Involvement (Two categories)	No involvement at all	Count	2498	6380	8878
			% within Involvement (Two categories)	28.1%	71.9%	100.0%
	At least one of these 3 activities	No involvement at all	Count	9046	14847	23893
			% within Involvement (Two categories)	37.9%	62.1%	100.0%
	Total	No involvement at all	Count	11544	21227	32771
			% within Involvement (Two categories)	35.2%	64.8%	100.0%

Drug Use

Students who participated in at least one activity were less likely to report drug use in the past year in each grade, compared to students who do not participate in the three activities. At grade 6, fewer students reported drug use than older grades, with a 35% drop in use as a function of involvement from 7.4% (nonparticipants) to 4.8% (participants). In grade 12, more students reported drug use overall, with a 40% drop in use from 41.2% (nonparticipants) to 24.6% (participants).

Table 11
Involvement in Three Core Activities and Drug Use by Grade

Involvement (Two categories) * Have you used any of these other drugs in the past year Crosstabulation

Grade				Have you used any of these other drugs in the past year		Total
				No	Yes	
6th	Involvement (Two categories)	No involvement at all	Count	7258	580	7838
			% within Involvement (Two categories)	92.6%	7.4%	100.0%
		At least one of these 3 activities	Count	34271	1725	35996
			% within Involvement (Two categories)	95.2%	4.8%	100.0%
	Total		Count	41529	2305	43834
			% within Involvement (Two categories)	94.7%	5.3%	100.0%
9th	Involvement (Two categories)	No involvement at all	Count	5906	2873	8779
			% within Involvement (Two categories)	67.3%	32.7%	100.0%
		At least one of these 3 activities	Count	29221	5876	35097
			% within Involvement (Two categories)	83.3%	16.7%	100.0%
	Total		Count	35127	8749	43876
			% within Involvement (Two categories)	80.1%	19.9%	100.0%
12th	Involvement (Two categories)	No involvement at all	Count	5123	3595	8718
			% within Involvement (Two categories)	58.8%	41.2%	100.0%
		At least one of these 3 activities	Count	17777	5808	23585
			% within Involvement (Two categories)	75.4%	24.6%	100.0%
	Total		Count	22900	9403	32303
			% within Involvement (Two categories)	70.9%	29.1%	100.0%

Sexual Activity

Students who participated in at least one activity were less likely to report ever having sexual intercourse in each grade, compared to students who did not participate in the three activities. At grade 9, fewer students reported ever having sexual intercourse as a function of involvement, with a 45% drop in experience from 30.5% (nonparticipants) to 16.7% (participants). In grade 12, more students reported experience overall, with a 30% drop in experience from 61% (nonparticipants) to 42.6% (participants).

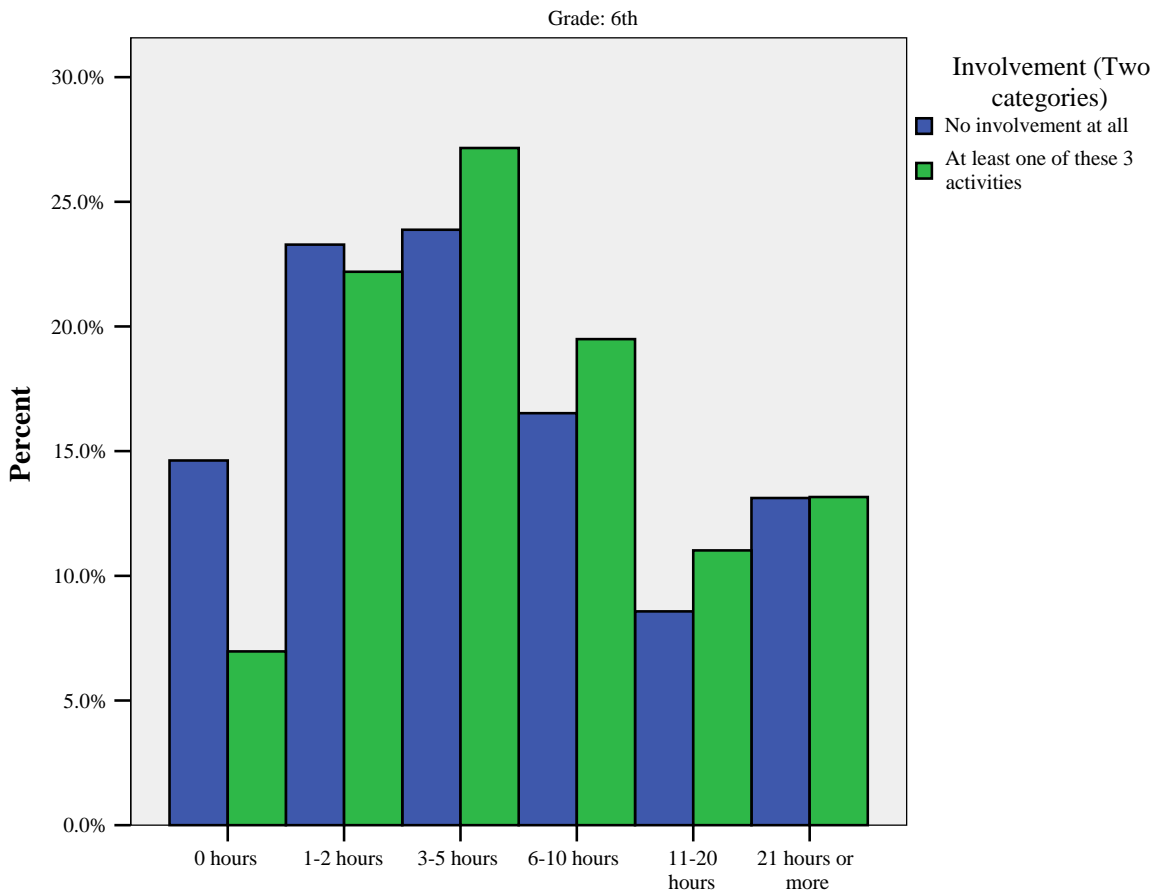
Table 12
Involvement in Three Core Activities and Sexual Activity by Grade

Involvement (Two categories) * Ever had sexual intercourse Crosstabulation

Grade				Ever had sexual intercourse			Total
				No	Once or twice	Three times or more	
9th	Involvement (Two categories)	No involvement at all	Count % within Involvement (Two categories)	5823 69.5%	1013 12.1%	1546 18.4%	8382 100.0%
		At least one of these 3 activities	Count % within Involvement (Two categories)	28321 83.3%	2686 7.9%	2989 8.8%	33996 100.0%
	Total	Count % within Involvement (Two categories)	34144 80.6%	3699 8.7%	4535 10.7%	42378 100.0%	
12th	Involvement (Two categories)	No involvement at all	Count % within Involvement (Two categories)	3310 39.0%	895 10.6%	4274 50.4%	8479 100.0%
		At least one of these 3 activities	Count % within Involvement (Two categories)	13328 57.4%	1928 8.3%	7969 34.3%	23225 100.0%
	Total	Count % within Involvement (Two categories)	16638 52.5%	2823 8.9%	12243 38.6%	31704 100.0%	

Hanging out and Involvement

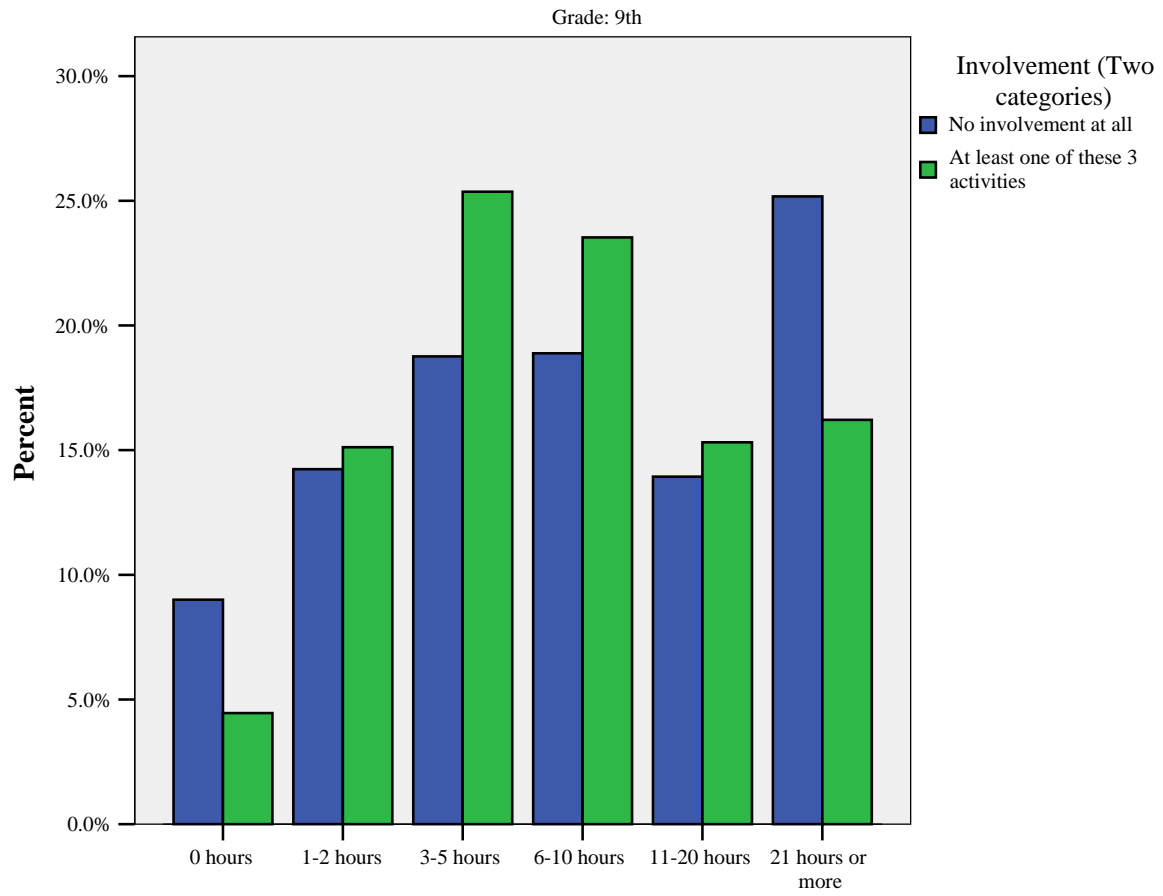
The notion of “hanging out” was of particular interest as an indicator of time spent with peers without adults in unstructured activities. The exact statement was “During the school year, how many hours in a typical week do you spend hanging out?” Whether this was uniformly interpreted by all students is difficult to assess with existing data.



Students who are involved (in at least one of three activities) tend to report “hanging out” more frequently than students not involved. This may, among other things, help us understand the notion of “hanging out” – students who are involved in activities are likely to have more opportunities to “hang out” either before or after activities.

This trend can be seen also in grades 9 and 12; however, with a difference seen at the “21 hours or more” level of hanging out. Students who are not involved tend to report a much higher level of hanging out.

Considering both results, it appears that “hanging out” is not a constant – it may indicate different things for different students. It is not clear that this indicates unsupervised or unstructured time.



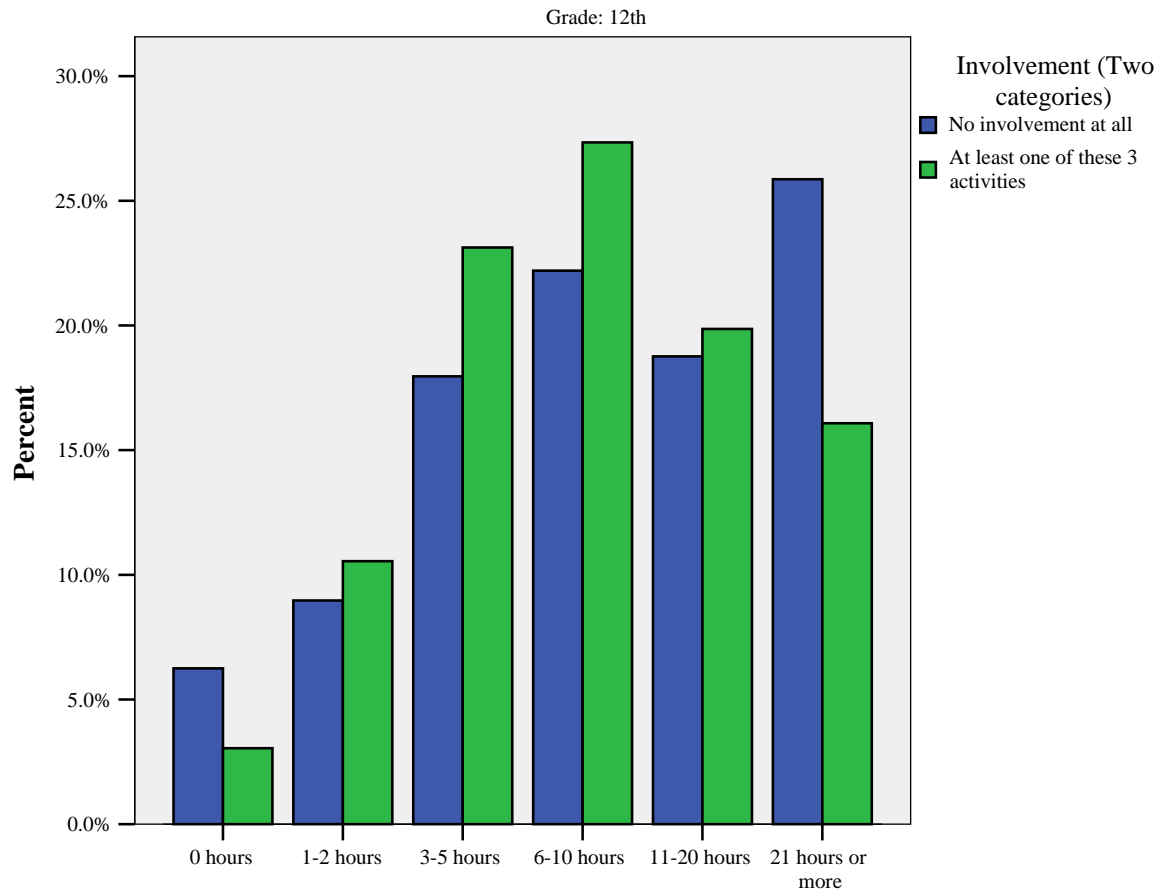


Table 13
Grade 6 Hanging-Out Rates by Ethnicity and Gender

Activities-Hanging out

Grade: 6th

Race		Gender				Total	
		Male		Female		Count	% within Gender
		Count	% within Gender	Count	% within Gender		
American Indian	0 hours	51	9.4%	36	7.3%	87	8.4%
	1-2 hours	117	21.5%	94	19.0%	211	20.3%
	3-5 hours	126	23.1%	124	25.0%	250	24.0%
	more than 5 hours	251	46.1%	242	48.8%	493	47.4%
	Total	545	100.0%	496	100.0%	1041	100.0%
Black or African American	0 hours	115	10.1%	100	9.3%	215	9.7%
	1-2 hours	242	21.3%	218	20.2%	460	20.8%
	3-5 hours	308	27.1%	293	27.2%	601	27.2%
	more than 5 hours	470	41.4%	466	43.3%	936	42.3%
	Total	1135	100.0%	1077	100.0%	2212	100.0%
Hispanic or Latino	0 hours	84	10.7%	82	10.4%	166	10.6%
	1-2 hours	205	26.2%	214	27.1%	419	26.6%
	3-5 hours	189	24.1%	194	24.6%	383	24.3%
	more than 5 hours	305	39.0%	300	38.0%	605	38.5%
	Total	783	100.0%	790	100.0%	1573	100.0%
Asian American or Pacific Islander	0 hours	256	23.4%	214	19.4%	470	21.4%
	1-2 hours	293	26.7%	323	29.3%	616	28.0%
	3-5 hours	238	21.7%	279	25.3%	517	23.5%
	more than 5 hours	309	28.2%	288	26.1%	597	27.1%
	Total	1096	100.0%	1104	100.0%	2200	100.0%
White	0 hours	1427	8.8%	862	5.3%	2289	7.1%
	1-2 hours	3703	22.9%	3459	21.3%	7162	22.1%
	3-5 hours	4129	25.5%	4776	29.4%	8905	27.5%
	more than 5 hours	6915	42.8%	7167	44.1%	14082	43.4%
	Total	16174	100.0%	16264	100.0%	32438	100.0%
Mixed race (checked more than one race/ethnicity)	0 hours	114	8.6%	80	4.6%	194	6.4%
	1-2 hours	258	19.5%	300	17.4%	558	18.3%
	3-5 hours	310	23.4%	453	26.2%	763	25.0%
	more than 5 hours	644	48.6%	896	51.8%	1540	50.4%
	Total	1326	100.0%	1729	100.0%	3055	100.0%

Table 14
Grade 9 Hanging-Out Rates by Ethnicity and Gender

Activities-Hanging out

Grade: 9th

Race		Gender					
		Male		Female		Total	
		Count	% within Gender	Count	% within Gender	Count	% within Gender
American Indian	0 hours	21	6.5%	11	3.5%	32	5.0%
	1-2 hours	44	13.5%	33	10.6%	77	12.1%
	3-5 hours	64	19.7%	53	17.0%	117	18.4%
	more than 5 hours	196	60.3%	215	68.9%	411	64.5%
	Total	325	100.0%	312	100.0%	637	100.0%
Black or African American	0 hours	96	9.1%	97	9.6%	193	9.4%
	1-2 hours	157	15.0%	128	12.7%	285	13.8%
	3-5 hours	223	21.2%	248	24.6%	471	22.9%
	more than 5 hours	574	54.7%	537	53.2%	1111	53.9%
	Total	1050	100.0%	1010	100.0%	2060	100.0%
Hispanic or Latino	0 hours	70	9.6%	63	10.0%	133	9.8%
	1-2 hours	108	14.8%	115	18.3%	223	16.4%
	3-5 hours	161	22.1%	143	22.7%	304	22.4%
	more than 5 hours	391	53.6%	309	49.0%	700	51.5%
	Total	730	100.0%	630	100.0%	1360	100.0%
Asian American or Pacific Islander	0 hours	153	13.1%	157	12.7%	310	12.9%
	1-2 hours	227	19.4%	307	24.8%	534	22.2%
	3-5 hours	279	23.8%	296	23.9%	575	23.9%
	more than 5 hours	513	43.8%	478	38.6%	991	41.1%
	Total	1172	100.0%	1238	100.0%	2410	100.0%
White	0 hours	1063	5.9%	589	3.0%	1652	4.4%
	1-2 hours	2917	16.3%	2570	13.2%	5487	14.6%
	3-5 hours	4381	24.4%	4868	24.9%	9249	24.7%
	more than 5 hours	9582	53.4%	11496	58.9%	21078	56.3%
	Total	17943	100.0%	19523	100.0%	37466	100.0%
Mixed race (checked more than one race/ethnicity)	0 hours	60	5.3%	50	3.4%	110	4.2%
	1-2 hours	155	13.7%	188	12.9%	343	13.2%
	3-5 hours	236	20.8%	291	19.9%	527	20.3%
	more than 5 hours	684	60.3%	933	63.8%	1617	62.3%
	Total	1135	100.0%	1462	100.0%	2597	100.0%

Table 15
Grade 12 Hanging-Out Rates by Ethnicity and Gender

Activities-Hanging out

Grade: 12th

Race		Gender				Total	
		Male		Female		Count	% within Gender
		Count	% within Gender	Count	% within Gender		
American Indian	0 hours	11	9.8%	2	2.0%	13	6.2%
	1-2 hours	14	12.5%	10	10.1%	24	11.4%
	3-5 hours	22	19.6%	21	21.2%	43	20.4%
	more than 5 hours	65	58.0%	66	66.7%	131	62.1%
	Total	112	100.0%	99	100.0%	211	100.0%
Black or African American	0 hours	51	9.5%	72	15.3%	123	12.2%
	1-2 hours	74	13.8%	94	20.0%	168	16.7%
	3-5 hours	133	24.8%	112	23.8%	245	24.3%
	more than 5 hours	279	52.0%	193	41.0%	472	46.8%
	Total	537	100.0%	471	100.0%	1008	100.0%
Hispanic or Latino	0 hours	31	9.3%	33	9.2%	64	9.2%
	1-2 hours	48	14.3%	48	13.4%	96	13.9%
	3-5 hours	76	22.7%	87	24.3%	163	23.5%
	more than 5 hours	180	53.7%	190	53.1%	370	53.4%
	Total	335	100.0%	358	100.0%	693	100.0%
Asian American or Pacific Islander	0 hours	59	8.4%	66	8.4%	125	8.4%
	1-2 hours	122	17.4%	154	19.7%	276	18.6%
	3-5 hours	149	21.3%	204	26.1%	353	23.8%
	more than 5 hours	370	52.9%	359	45.8%	729	49.2%
	Total	700	100.0%	783	100.0%	1483	100.0%
White	0 hours	584	4.2%	309	2.1%	893	3.1%
	1-2 hours	1293	9.2%	1384	9.4%	2677	9.3%
	3-5 hours	2912	20.8%	3305	22.4%	6217	21.6%
	more than 5 hours	9220	65.8%	9773	66.2%	18993	66.0%
	Total	14009	100.0%	14771	100.0%	28780	100.0%
Mixed race (checked more than one race/ethnicity)	0 hours	30	7.2%	19	3.6%	49	5.2%
	1-2 hours	34	8.1%	52	9.8%	86	9.1%
	3-5 hours	74	17.7%	108	20.4%	182	19.2%
	more than 5 hours	281	67.1%	350	66.2%	631	66.6%
	Total	419	100.0%	529	100.0%	948	100.0%

Table 16
Correlation Between Hanging Out and Involvement in Three Core Activities (non parametric)

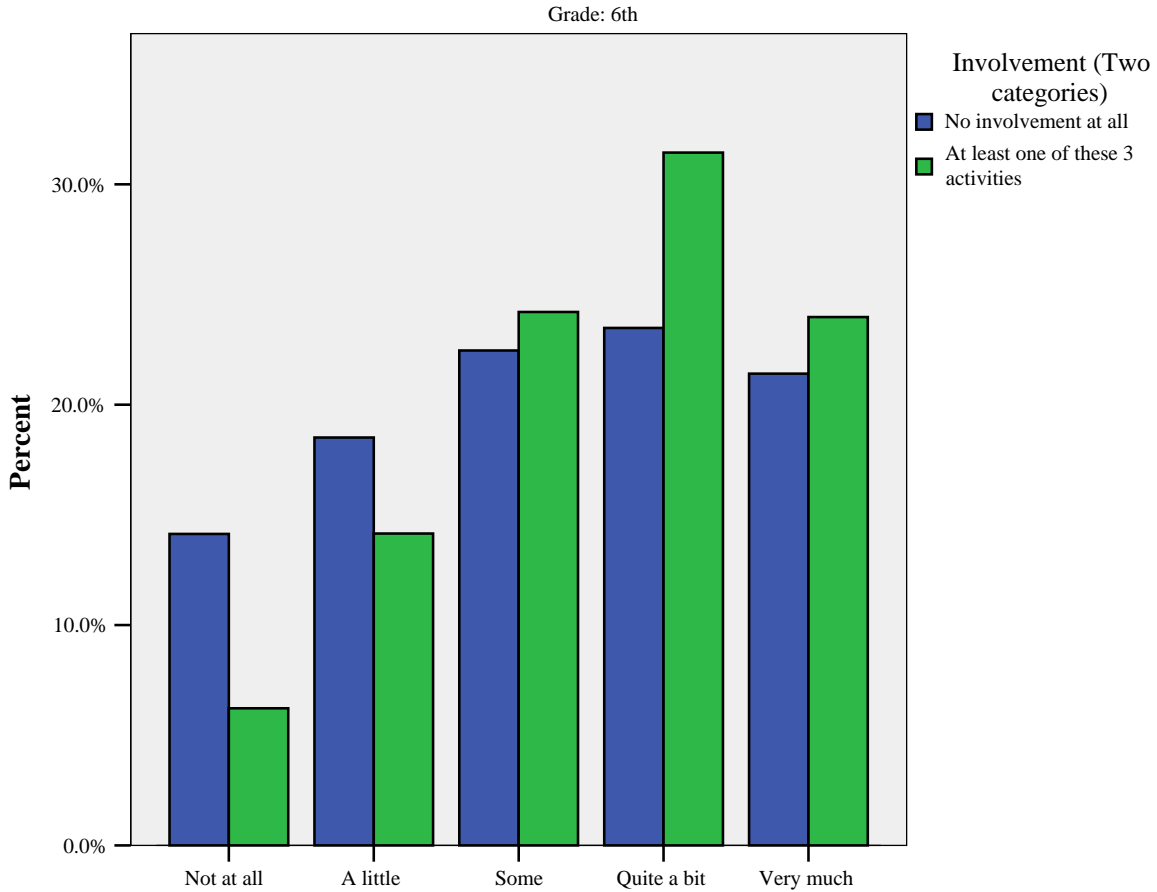
Correlations

Grade				Activities-Hanging out	Involvement (Two categories)
6th	Spearman's rho	Activities-Hanging out	Correlation Coefficient	1.000	.067**
			Sig. (2-tailed)	.	.000
			N	46580	46580
		Involvement (Two categories)	Correlation Coefficient	.067**	1.000
			Sig. (2-tailed)	.000	.
			N	46580	48131
9th	Spearman's rho	Activities-Hanging out	Correlation Coefficient	1.000	-.034**
			Sig. (2-tailed)	.	.000
			N	48078	48078
		Involvement (Two categories)	Correlation Coefficient	-.034**	1.000
			Sig. (2-tailed)	.000	.
			N	48078	49210
12th	Spearman's rho	Activities-Hanging out	Correlation Coefficient	1.000	-.066**
			Sig. (2-tailed)	.	.000
			N	33775	33775
		Involvement (Two categories)	Correlation Coefficient	-.066**	1.000
			Sig. (2-tailed)	.000	.
			N	33775	34521

** . Correlation is significant at the 0.01 level (2-tailed).

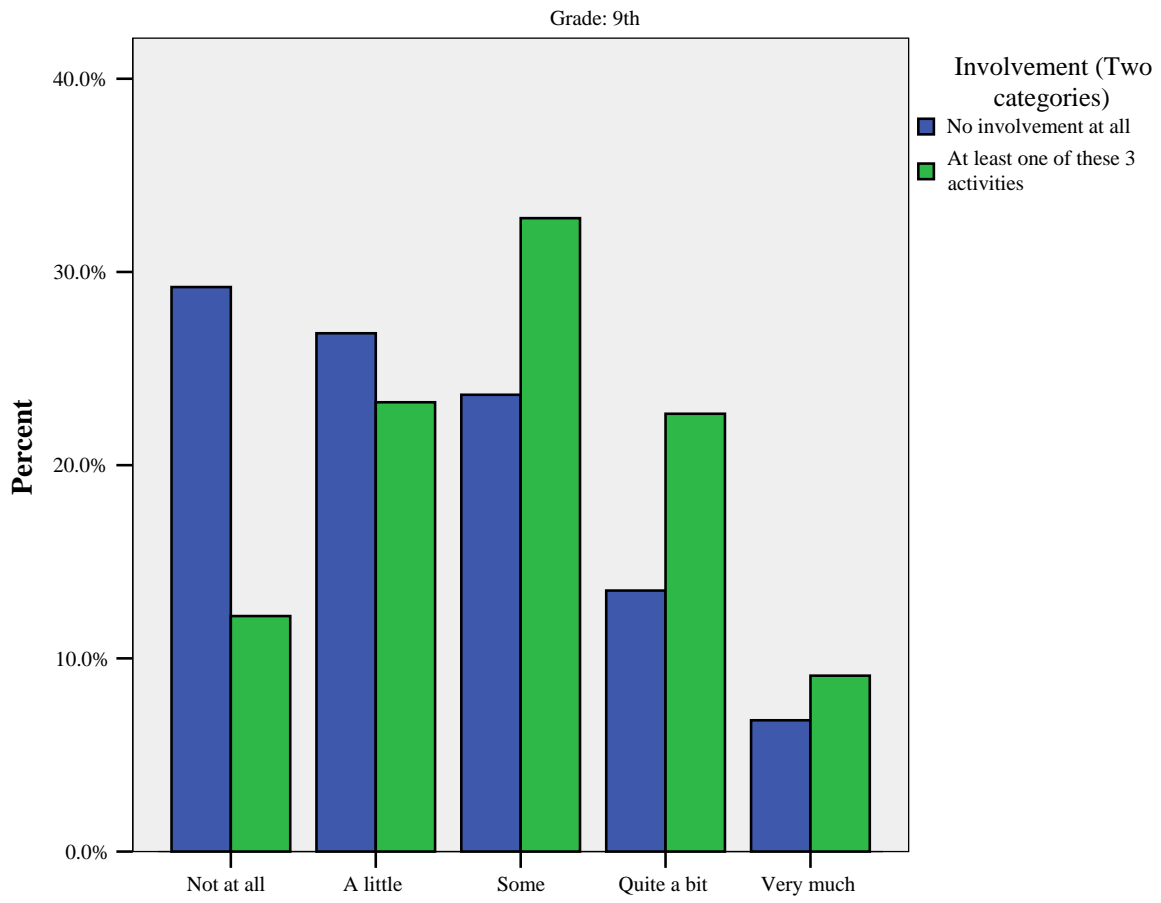
The correlations between hanging out (6 levels) and involvement (dichotomous) are small across the grades. However, we find a shift in direction. Among 6th grade students, there is a positive relation among hanging out and involvement, whereas among 12th grade students, there is a negative relation indicating that involved students spend less time hanging out.

How much do you feel other adults in your community care about you?



Students who are involved are more likely to report to feel cared for by other adults in the community. This trend is a bit more pronounced in grades 9 and 12.

In addition, students in 6th grade are much more likely to feel cared for by other adults than students in 9th and 12th grade overall.



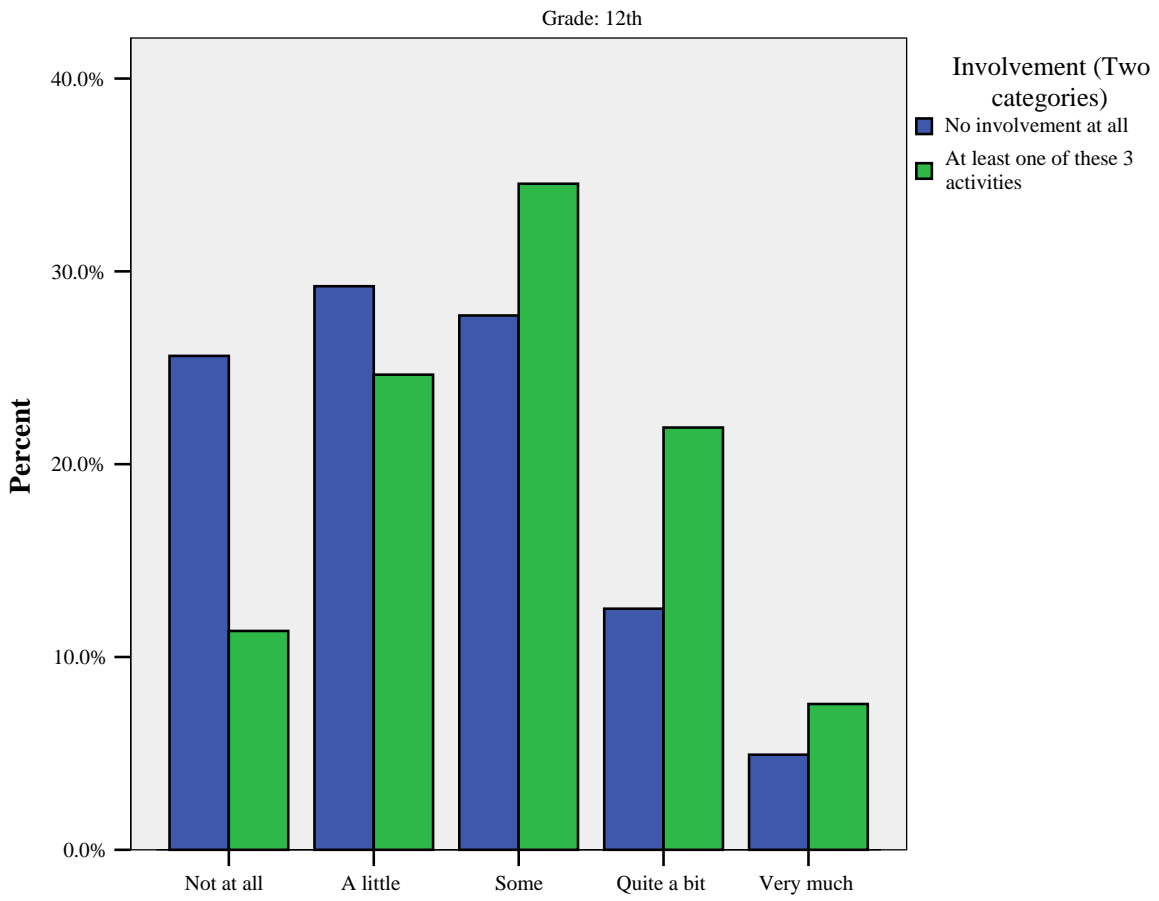


Table 17
Grade 6 Perceptions by Ethnicity and Gender

Other adults in your community care about you

Grade: 6th

Race-categories as appear on the tables		Gender					
		Male		Female		Total	
		Count	% within Gender	Count	% within Gender	Count	% within Gender
American Indian	Not at all	80	15.4%	48	10.0%	128	12.8%
	A little	96	18.5%	73	15.3%	169	17.0%
	Some	120	23.1%	103	21.5%	223	22.4%
	Quite a bit	118	22.7%	112	23.4%	230	23.1%
	Very much	105	20.2%	142	29.7%	247	24.8%
	Total	519	100.0%	478	100.0%	997	100.0%
Black or African American	Not at all	156	14.7%	145	14.1%	301	14.4%
	A little	191	18.0%	172	16.8%	363	17.4%
	Some	226	21.3%	191	18.6%	417	20.0%
	Quite a bit	205	19.3%	235	22.9%	440	21.1%
	Very much	283	26.7%	283	27.6%	566	27.1%
	Total	1061	100.0%	1026	100.0%	2087	100.0%
Hispanic or Latino	Not at all	114	14.9%	82	10.6%	196	12.7%
	A little	136	17.8%	114	14.7%	250	16.2%
	Some	147	19.2%	147	19.0%	294	19.1%
	Quite a bit	174	22.7%	183	23.6%	357	23.2%
	Very much	194	25.4%	248	32.0%	442	28.7%
	Total	765	100.0%	774	100.0%	1539	100.0%
Asian American or Pacific Islander	Not at all	140	13.2%	109	10.2%	249	11.7%
	A little	200	18.9%	155	14.5%	355	16.7%
	Some	227	21.4%	266	25.0%	493	23.2%
	Quite a bit	264	24.9%	277	26.0%	541	25.5%
	Very much	228	21.5%	259	24.3%	487	22.9%
	Total	1059	100.0%	1066	100.0%	2125	100.0%
White	Not at all	1140	7.2%	739	4.6%	1879	5.9%
	A little	2579	16.2%	1928	12.0%	4507	14.1%
	Some	4100	25.8%	3731	23.3%	7831	24.5%
	Quite a bit	4847	30.5%	5391	33.6%	10238	32.1%
	Very much	3223	20.3%	4233	26.4%	7456	23.4%
	Total	15889	100.0%	16022	100.0%	31911	100.0%
Mixed race (checked more than one race/ethnicity)	Not at all	155	12.0%	167	9.9%	322	10.8%
	A little	224	17.4%	305	18.1%	529	17.8%
	Some	292	22.7%	370	21.9%	662	22.3%
	Quite a bit	343	26.7%	466	27.6%	809	27.2%
	Very much	273	21.2%	378	22.4%	651	21.9%
	Total	1287	100.0%	1686	100.0%	2973	100.0%

Table 18
Grade 9 Perceptions by Ethnicity and Gender

Other adults in your community care about you

Grade: 9th

Race-categories as appear on the tables		Gender					
		Male		Female		Total	
		Count	% within Gender	Count	% within Gender	Count	% within Gender
American Indian	Not at all	90	28.2%	71	23.6%	161	26.0%
	A little	82	25.7%	67	22.3%	149	24.0%
	Some	82	25.7%	78	25.9%	160	25.8%
	Quite a bit	30	9.4%	43	14.3%	73	11.8%
	Very much	35	11.0%	42	14.0%	77	12.4%
	Total	319	100.0%	301	100.0%	620	100.0%
Black or African American	Not at all	245	25.4%	268	27.6%	513	26.5%
	A little	231	24.0%	223	22.9%	454	23.5%
	Some	248	25.7%	208	21.4%	456	23.6%
	Quite a bit	135	14.0%	137	14.1%	272	14.0%
	Very much	105	10.9%	136	14.0%	241	12.4%
	Total	964	100.0%	972	100.0%	1936	100.0%
Hispanic or Latino	Not at all	189	27.2%	155	25.2%	344	26.2%
	A little	171	24.6%	154	25.0%	325	24.8%
	Some	191	27.5%	175	28.4%	366	27.9%
	Quite a bit	84	12.1%	79	12.8%	163	12.4%
	Very much	60	8.6%	53	8.6%	113	8.6%
	Total	695	100.0%	616	100.0%	1311	100.0%
Asian American or Pacific Islander	Not at all	328	29.4%	281	23.7%	609	26.4%
	A little	253	22.6%	322	27.1%	575	25.0%
	Some	281	25.2%	299	25.2%	580	25.2%
	Quite a bit	153	13.7%	187	15.8%	340	14.8%
	Very much	102	9.1%	98	8.3%	200	8.7%
	Total	1117	100.0%	1187	100.0%	2304	100.0%
White	Not at all	2440	14.0%	2279	11.9%	4719	12.9%
	A little	4112	23.5%	4594	23.9%	8706	23.7%
	Some	5689	32.6%	6171	32.1%	11860	32.3%
	Quite a bit	3816	21.8%	4456	23.2%	8272	22.6%
	Very much	1415	8.1%	1706	8.9%	3121	8.5%
	Total	17472	100.0%	19206	100.0%	36678	100.0%
Mixed race (checked more than one race/ethnicity)	Not at all	258	23.8%	331	23.2%	589	23.5%
	A little	250	23.1%	409	28.7%	659	26.3%
	Some	327	30.2%	364	25.5%	691	27.5%
	Quite a bit	164	15.1%	227	15.9%	391	15.6%
	Very much	84	7.8%	95	6.7%	179	7.1%
	Total	1083	100.0%	1426	100.0%	2509	100.0%

Table 19
Grade 12 Perceptions by Ethnicity and Gender

Other adults in your community care about you

Grade: 12th

Race-categories as appear on the tables		Gender					
		Male		Female		Total	
		Count	% within Gender	Count	% within Gender	Count	% within Gender
American Indian	Not at all	24	22.9%	29	29.6%	53	26.1%
	A little	26	24.8%	27	27.6%	53	26.1%
	Some	32	30.5%	22	22.4%	54	26.6%
	Quite a bit	16	15.2%	11	11.2%	27	13.3%
	Very much	7	6.7%	9	9.2%	16	7.9%
	Total	105	100.0%	98	100.0%	203	100.0%
Black or African American	Not at all	118	23.8%	142	30.4%	260	27.0%
	A little	122	24.6%	109	23.3%	231	24.0%
	Some	132	26.7%	98	21.0%	230	23.9%
	Quite a bit	73	14.7%	62	13.3%	135	14.0%
	Very much	50	10.1%	56	12.0%	106	11.0%
	Total	495	100.0%	467	100.0%	962	100.0%
Hispanic or Latino	Not at all	96	29.2%	92	26.2%	188	27.6%
	A little	90	27.4%	77	21.9%	167	24.6%
	Some	79	24.0%	98	27.9%	177	26.0%
	Quite a bit	41	12.5%	47	13.4%	88	12.9%
	Very much	23	7.0%	37	10.5%	60	8.8%
	Total	329	100.0%	351	100.0%	680	100.0%
Asian American or Pacific Islander	Not at all	197	29.5%	164	21.8%	361	25.4%
	A little	166	24.9%	201	26.7%	367	25.8%
	Some	176	26.4%	218	28.9%	394	27.7%
	Quite a bit	83	12.4%	119	15.8%	202	14.2%
	Very much	45	6.7%	52	6.9%	97	6.8%
	Total	667	100.0%	754	100.0%	1421	100.0%
White	Not at all	2023	14.8%	1772	12.1%	3795	13.4%
	A little	3588	26.3%	3758	25.7%	7346	26.0%
	Some	4568	33.4%	4971	34.0%	9539	33.7%
	Quite a bit	2600	19.0%	3105	21.3%	5705	20.2%
	Very much	883	6.5%	1004	6.9%	1887	6.7%
	Total	13662	100.0%	14610	100.0%	28272	100.0%
Mixed race (checked more than one race/ethnicity)	Not at all	80	19.6%	119	23.3%	199	21.7%
	A little	114	27.9%	129	25.2%	243	26.4%
	Some	121	29.7%	130	25.4%	251	27.3%
	Quite a bit	67	16.4%	94	18.4%	161	17.5%
	Very much	26	6.4%	39	7.6%	65	7.1%
	Total	408	100.0%	511	100.0%	919	100.0%

Table 20
Correlation between Involvement and Feeling Cared For by Other Adults by Grade

Correlations

Grade				Involvement (Two categories)	Other adults in your community care about you
6th	Spearman's rho	Involvement (Two categories)	Correlation Coefficient Sig. (2-tailed) N	1.000 . 48131	.093** .000 45563
		Other adults in your community care about you	Correlation Coefficient Sig. (2-tailed) N	.093** .000 45563	1.000 . 45563
9th	Spearman's rho	Involvement (Two categories)	Correlation Coefficient Sig. (2-tailed) N	1.000 . 49210	.177** .000 46825
		Other adults in your community care about you	Correlation Coefficient Sig. (2-tailed) N	.177** .000 46825	1.000 . 46825
12th	Spearman's rho	Involvement (Two categories)	Correlation Coefficient Sig. (2-tailed) N	1.000 . 34521	.190** .000 33075
		Other adults in your community care about you	Correlation Coefficient Sig. (2-tailed) N	.190** .000 33075	1.000 . 33075

** . Correlation is significant at the 0.01 level (2-tailed).

The correlations are small between involvement (dichotomous) and feeling cared for by other adults (5 levels). The larger correlations among 9th and 12th grade students indicate the pronounced relation between involvement and feeling cared for.

The values reported in Table 21 are Cramér’s Phi values, indicating the magnitude of relation between each activity and either gender or race.

Table 21
Practical Differences in Sense of Being Cared For by Others

	Male	White
39a Friends care about you	-.22	.14
39b Teachers/other adults at school care about you	-.05	.09
39c Church or spiritual leaders care about you	-.07	.09
39d Police officers care about you	-.07	.12
39e Other adults in your community care about you	-.05	.12

For each question, males perceive themselves to be cared for less than do females (each value is negative). The largest difference in sense of being cared for is with respect to friends. Males sense that their friends care about them far less than do females. In general, males do not perceive others to care about them as much as do females.

White students perceive themselves to be cared for more than do non-white students (each value is positive). For three of the questions, concerning friends, police officers, and other adults in the community, the differences in perceptions of being cared for are large enough ($\geq .10$) to be considered important, again, all are more positive for white students than for non-white students. In general, white students perceive others to care about them more than do non-white students.

Search Institute Profiles of Student Life: Attitudes and Behaviors

The SI database includes 3500-6600 students in each grade between 6 and 12, with about 26% ethnic minorities. The following provides a sample of activity participation: 68% have provided leadership in an organization, 32% OST clubs or organizations, 67% church-related activities, 53% volunteer, 47% spend more than 2 nights per week hanging out with friends, 74% spend more than 7 hours per week watching TV, 65% spend 1 hour or more at home without an adult on an average school day (14% spend more than 4 hours a day).

Table 22
Sample Description by Gender and Grade

		GRADE							Total	
		6TH	7TH	8TH	9TH	10TH	11TH	12TH		
GENDER	MALE	Count	1753	2555	2808	3261	3037	2446	2118	17978
		% within GRADE	49.6%	50.6%	49.6%	48.9%	48.4%	48.4%	46.5%	48.9%
	FEMALE	Count	1778	2492	2858	3404	3234	2612	2439	18817
		% within GRADE	50.4%	49.4%	50.4%	51.1%	51.6%	51.6%	53.5%	51.1%
Total		Count	3531	5047	5666	6665	6271	5058	4557	36795
		% within GRADE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 23
Sample Description by Ethnicity and Grade

		GRADE							Total	
		6TH	7TH	8TH	9TH	10TH	11TH	12TH		
RACE	AMERICAN INDIAN	Count	114	169	106	119	103	51	38	700
		%	3.2%	3.3%	1.9%	1.8%	1.6%	1.0%	.8%	1.9%
	ASIAN	Count	179	240	392	399	408	348	296	2262
		%	5.1%	4.8%	6.9%	5.9%	6.5%	6.9%	6.5%	6.1%
	BLACK	Count	256	411	532	775	600	418	385	3377
		%	7.2%	8.1%	9.4%	11.6%	9.5%	8.3%	8.5%	9.2%
	HISPANIC	Count	136	175	202	214	197	156	104	1184
		%	3.8%	3.5%	3.6%	3.2%	3.1%	3.1%	2.3%	3.2%
	WHITE	Count	2611	3732	4040	4757	4635	3837	3518	27130
		%	73.8%	73.9%	71.2%	70.9%	73.8%	75.8%	77.7%	73.6%
	MULTI-RACIAL	Count	244	324	400	444	340	249	185	2186
		%	6.9%	6.4%	7.1%	6.6%	5.4%	4.9%	4.1%	5.9%
Total		Count	3540	5051	5672	6708	6283	5059	4526	36839
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Attitudes/Values/Perceptions

Seventy-four survey items that are measuring students' attitudes/values/perceptions were first identified and then categorized into 7 groups (i.e., Altruistic values, School attitudes, family attitudes, Personal attitudes, Community attitudes, Self perception and others, and Other adult supports). Each category contains 4 to 13 survey items. Each item was based on a 5-point scale. The summed score of all items within each scale was computed for further analyses.

The Altruistic Values scale (coefficient alpha = .90) was built with 13 statements based on the question "How important is each of the following to you in your life?", including (for example) helping other people, helping to reduce hunger in the world, helping to make sure that all people are treated fairly, speaking up for equality, doing what I believe is right even if my friends make fun of me, telling the truth even when it's not easy, accepting responsibility for my actions when I make a mistake or get in trouble, and doing my best even when I have to do a job I don't like. Low scores indicate strong altruistic values; high scores indicate weak altruism

School attitude (alpha = .80) was based on 12 items including: my teachers really care about me, I get a lot of encouragement at my school, I feel bored at school, I care about the school I go to, students help decide what goes on in my school, students in my school care about me. Family attitude (alpha = .82) was based on 9 items including: I get along with my parents, my parents give me help and support when I need it, my parents often tell me they love me, in my family I feel useful and important, I have lots of good conversations with my parents. Personal attitude (alpha = .81) was based on 8 items including: on the whole I like myself, at times I think I am no good at all, all in all I am glad I m me, when I am an adult I'm sure I will have a good life (something of a self-esteem measure). Community attitude (alpha = .78) was based on 7 items, including: In my neighborhood there are a lot of people who care about me, adults in my town make me feel important, adults in my town listen to what I have to say, in my town I feel like I matter to people, if one of my neighbors saw me do something wrong he or she would tell one of my parents.

The self perceptions of others scale (alpha = .83) was based on 13 items asking students to think about people who know them well and how they would rate the responding student on each (from "not at all like me to very much like me"). These statements included: knowing how to say "no" when someone wants me to do things I know are wrong, caring about other people's feelings, saving my money for something special rather than spending it all right away, giving up when things get hard for me, feeling really sad when one of my friends is unhappy, being good at making and keeping friends, knowing a lot about people of other races, being good at planning ahead. Reflecting on how others might rate ones' self on such statements is a way of getting at how one hopes others see him or herself, a sort of self-perception give the reflection off others.

Finally, the other adult support scale (alpha = .75) was based on 4 statements following the question "How many adults have you known for two or more years who...?": give you lots of encouragement whenever they see you, you look forward to spending time with, spend a lot of time helping other people, talk with you at least once a month (on a scale of 0, 1, 2, 3 or 4, 5 or more).

Table 24
Inter-correlations among Attitudes/Values/Perceptions

	Altruistic	School attitude	Family attitude	Personal attitude	Community attitude	Self perceptions /others
School attitude	-.54					
Family attitude	-.43	.54				
Personal attitude	-.25	.41	.50			
Community attitude	-.42	.62	.54	.42		
Self perceptions /others	.63	-.53	-.45	-.41	-.43	
other adult support	.28	-.31	-.38	-.35	-.38	.36

Altruistic values were strongly correlated with self-perceptions of others, indicating that this self-perception scale is closer to hopeful impressions upon others. Altruistic values is also negatively moderately correlated with three of the four attitude scales (-.42 to -.54) and less so (but still negative, -.25) with personal attitude.. We believe that students with high levels of altruistic values tend to be disappointed in schools, families, communities and themselves—altruistic values are other-minded and selfless, suggesting a high expectation of behavior that is perhaps not realized in schools, communities and families.

Other adult support was moderately correlated with self-perceptions of others, suggesting that stronger impressions of others in a positive sense tend to be found among students with a higher level of other adult support. However, those with higher levels of other adult support tend to be more negative in their school, family, community, and personal attitudes.

Table 25: Correlations Between Attitude/Values/Perception and Behaviors

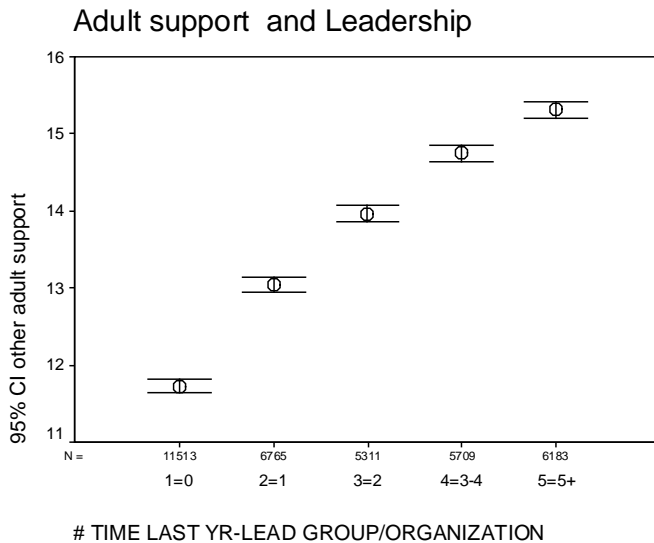
		Behavior	Attitudes Toward...				Values/ Perceptions		
	Item#	Item description	School	Family	Personal	Community	Altruistic	Self perceptions	Adult support
IN SCHOOL	31*	# DAYS LAST 4 WK SKIPPED/DITCHED SCHOOL	.26	.20	.12	.19	-.22	-.21	-.11
	33*	FREQ-COME TO CLASS W/O PAPER/PEN/PENCIL	-.22	-.14	-.16	-.12	.21	.27	.12
	34*	FREQ-COME TO CLASS W/ HOMEWORK UNDONE	-.30	-.23	-.22	-.21	.24	.30	.14
	35*	FREQ-COME TO CLASS W/O BOOKS	-.21	-.15	-.15	-.12	.19	.22	.10
	61	# HR AVG WK-NON-SPORT SCH CLUB/ORG	-.15	-.12	-.10	-.15	.19	.21	.18
IN & OUT OF SCHL	55	# TIME LAST YR-LEAD GROUP/ORGANIZATION	-.14	-.16	-.23	-.18	.17	.25	.29
	60	# HR AVG WK-PLAY/HELP ANY SPORT TEAM	-.14	-.17	-.20	-.20	.11	.18	.24
	130	# NIGHTS/WK-GO TO ORGANIZED ACTIVITIES	-.21	-.19	-.16	-.24	.23	.24	.28
OUT OF SCHOOL	56*	# TIME LAST YR-STOLE SOMETHNG FROM STORE	.27	.21	.14	.21	-.28	-.26	-.10
	57*	# TIME LAST YR-GOT IN POLICE TROUBLE	.25	.19	.11	.20	-.25	-.25	-.09
	58*	# TIME LAST YR-HIT/BEAT UP SOMEONE	.23	.18	.14	.17	-.22	-.25	-.09
	59*	# TIME LAST YR-VANDALISM	.30	.20	.12	.22	-.31	-.28	-.09
	62	# HR AVG WK-NON-SPORT NON-SCH CLUB/ORG	-.12	-.12	-.09	-.16	.17	.16	.15
	63	# HR AVG WK-READ FOR FUN	-.20	-.16	-.09	-.14	.25	.27	.15
	64	# HR AVG WK-RELIGIOUS PROG/GRP/SERVICES	-.19	-.22	-.13	-.23	.30	.23	.24
	65	# HR AVG WK-VOLUNTEER HELP OTHERS	-.18	-.16	-.07	-.23	.26	.24	.20
	66	# HR AVG WK-HELP FRIENDS/NEIGHBORS	-.14	-.12	-.07	-.17	.20	.22	.21
	67	# HR AVG WK-ARTS PRACTICE/LESSONS	-.17	-.14	-.08	-.16	.22	.23	.17
	94*	# TIME LAST YR-AT PARTY W/ KIDS DRINKING	.31	.20	.05	.25	-.30	-.20	.01
	95*	# TIME LAST YR-DROVE CAR AFTER DRINKING	.22	.16	.06	.15	-.24	-.21	-.03
	96*	# TIME LAST YR-RODE CAR DRIVER DRINKING	.23	.21	.14	.19	-.23	-.23	-.04
	118*	# TIME LAST YR-IN GROUP VS GROUP FIGHT	.19	.15	.12	.14	-.18	-.20	-.06
	119*	# TIME LAST YR-HURT SOMEONE=NEED DOCTOR	.20	.14	.08	.15	-.19	-.19	-.06
	120*	# TIME LAST YR-USE WEAPON=STEAL SOMETHNG	.15	.12	.09	.11	-.14	-.14	-.06
	139*	# TIME LAST YR-CARRY KNIFE/GUN PROTECTN	.19	.14	.09	.16	-.18	-.16	-.06
	140*	# TIME LAST YR-THREATENED HURT SOMEONE	.29	.23	.14	.25	-.28	-.26	-.06
	141*	# TIME LAST YR-GAMBLED	.22	.11	.00	.15	-.26	-.21	.02
	100*	FREQ LAST MONTH-SAD/DEPRESSED	-.20	-.29	-.53	-.24	.03	.11	.14
	101*	# TIME TRIED KILL SELF	.18	.26	.35	.21	-.07	-.13	-.10
	102*	# TIME HAD SEXUAL INTERCOURSE	.22	.17	.05	.20	-.23	-.17	-.04
	131	# NIGHTS/WK-GO HANG OUT W/ FRIENDS	.14	.06	-.02	.08	-.15	-.08	.06
	147	# HR AVG SCH DAY-WATCH TV/VIDEOS	.07	.06	.08	.08	-.10	-.15	-.07
148	# HR AVG SCH DAY-AT HOME W/O ADULT	.15	.18	.11	.15	-.12	-.12	-.03	
19	# HR AVG SCH DAY-DO HOMEWORK OUTSIDE SCH	-.27	-.17	-.08	-.15	.32	.31	.11	
99	# TIME AVG WK-WHOLE FAMILY EATS DINNER	-.23	-.35	-.18	-.27	.16	.18	.19	

The four attitude scales had very different relations to a wide range of behavioral indicators. These varied by attitude and by behavior. Leading a group, playing sports, and participating in organized activities were all weakly correlated with the four attitudinal scales (and all negatively), indicating that students with more positive attitudes were less likely to participate.

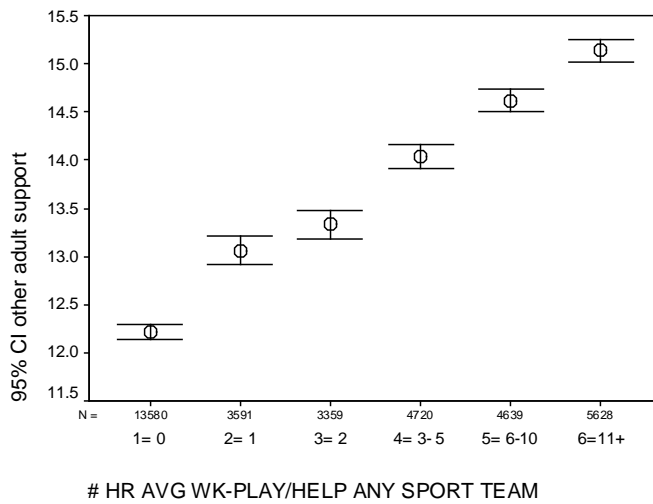
Regarding these three types of involvement, altruistic values and self-perceptions were positively correlated, but also weakly. Adult support provided the largest correlations with involvement (.24 to .29).

Similarly regarding attitudes, all four attitude scales were negatively correlated (although weakly) with participation in religious programs, volunteer activities, and time spent helping friends and neighbors. Again, values were more positively correlated with these types of involvement (.20 to .30).

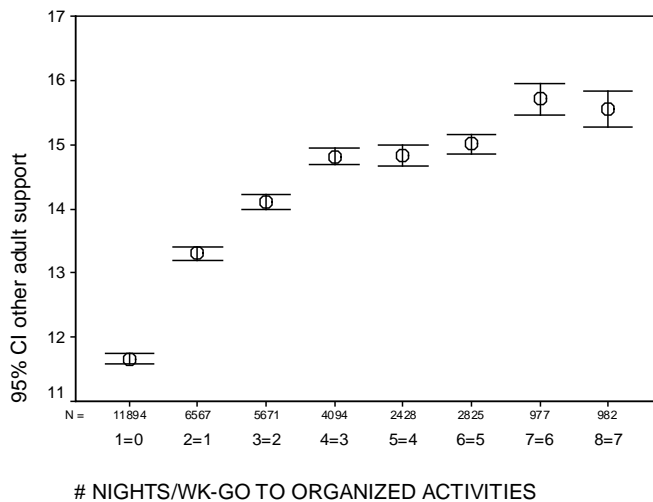
One particularly interesting factor for this study was the role of adult support. We took a closer look at the stronger relations between adult support and level of participation in several activities. These relations are largely as one might expect. Students who perceive higher levels of adults support also report higher levels of opportunities to lead an organization, play sports, and participate in organized activities. The charts below indicate the 95% confidence intervals around the mean score on the adult support scale given each level of participation.



Adult support and Sports

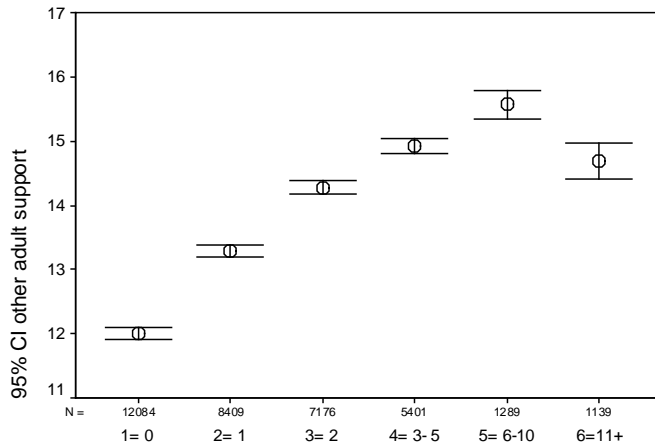


Adult support and Activities



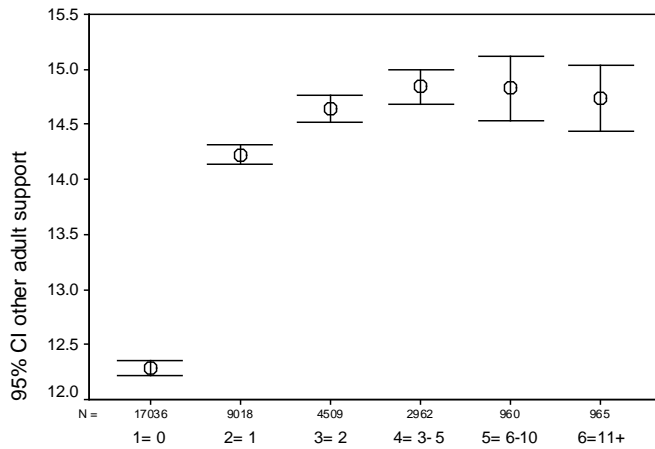
The relation between sense of adult support and three additional activities was examined below, including participation in religious activities, volunteer activities, and time spent helping friends and neighbors. For each of these activities, there is a strange occurrence at the highest level of participation and sense of adult support—the level of perceived adult support is lower – and actually asymptotes for volunteer time. However, note that these are all high levels of perceived adult support. For example, regarding time spent volunteering, there is a high level of perceived adult support for those volunteering 1 hour per week or more, with little differences in those volunteering 2 hours or more each week.

Adult support and Religious Activities



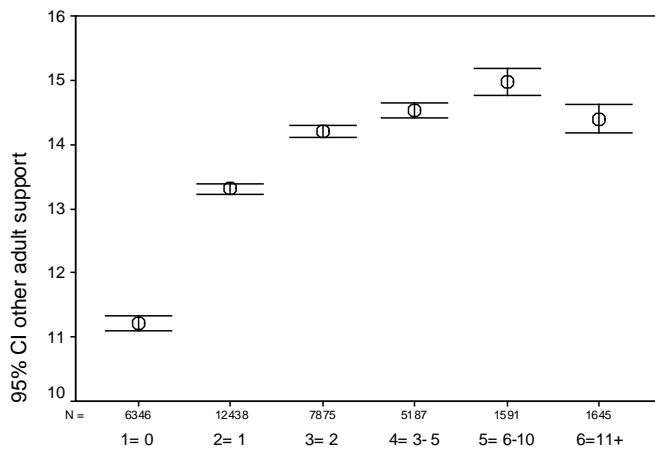
HR AVG WK-RELIGIOUS PROG/GRP/SERVICES

Adult support and Volunteer



HR AVG WK-VOLUNTEER HELP OTHERS

Adult support and Helping



HR AVG WK-HELP FRIENDS/NEIGHBORS

MN 2004 Household Child Care Survey

From the childcare database, we find compelling responses. Most parents believe that by age 12, children can be left alone to care for themselves on a regular basis. Of parents with children 5 years old or younger, 53% reported to leave their child at home in the care of another person at least once in the previous two weeks, 10% were cared for by an older sibling, most of whom were 18 or younger (30% were between ages 10 and 14). Of children ages 6 to 12, less than 2% ever participated in an overnight camp during the summer; 28% participate in after-school care (11 hours per week on average); 25% are taken care of by older siblings (7-8% of 6 and 7 year olds, 45% of 11 and 12 year olds); 51% participate in community-based youth programs at similar rates between ages 6 and 12; 23% take care of themselves after school (more so among older children).

The data were collected from 1363 households in MN. The number of the children at each household ranged from 1 to 8. The average number of children was 1.8. This included only families with children 12 years old or younger participating in some form of child care.

Time Spent Home Alone

Parents were asked: "In your neighborhood, at what age do you think a child could be left to care for himself or herself on a regular basis?"

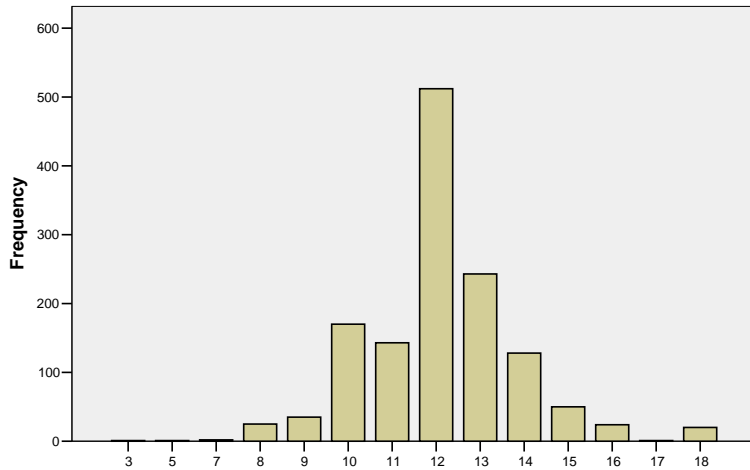
Nearly all parents (1355) responded to the question. The most frequent answer to this question was that at the age of 12 (including about 37.8% of total response), a child could be left to care for him/herself. Nearly 66% believed that children 12 years or younger could be left alone.

Table 26

n your neighborhood, at what age do you think a child could be left to care for himself or herself on a regular basis?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.1	.1	.1
	5	1	.1	.1	.1
	7	2	.1	.1	.3
	8	25	1.8	1.8	2.1
	9	35	2.6	2.6	4.7
	10	170	12.5	12.5	17.3
	11	143	10.5	10.6	27.8
	12	512	37.6	37.8	65.6
	13	243	17.8	17.9	83.5
	14	128	9.4	9.4	93.0
	15	50	3.7	3.7	96.7
	16	24	1.8	1.8	98.5
	17	1	.1	.1	98.5
	18	20	1.5	1.5	100.0
	Total	1355	99.4	100.0	
Missing	Dont know	8	.6		
Total		1363	100.0		

In your neighborhood, at what age do you think a child could be left to care for himself or herself on a regular basis?



Older Siblings Caring for Children from 0 to 5 Years Old

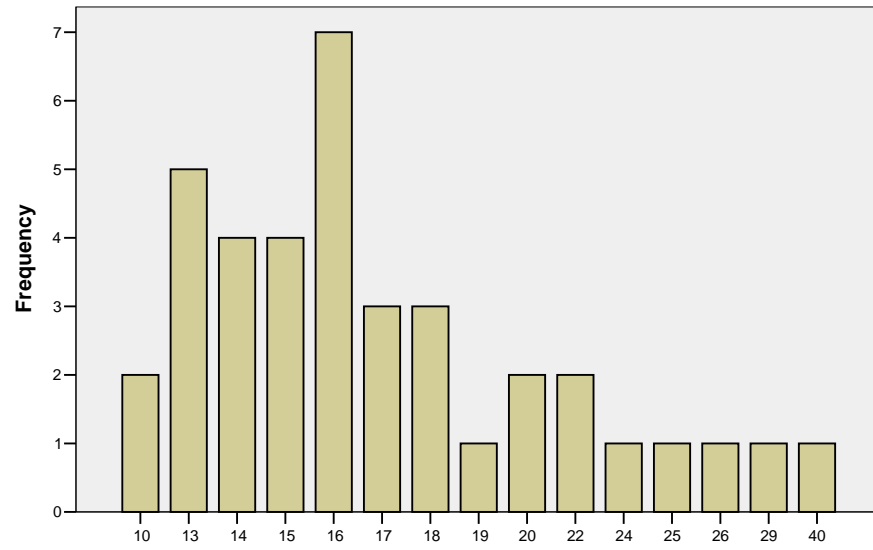
Of 711 children zero to five years old, 377 children (53%) had child care in their parents house in the previous two weeks. Of those, 38 (5%) were taken care of by older siblings. The age of older siblings caring for the young child ranged from 10 to 40. In all, nearly 74% of the older siblings were 18 years old or younger; nearly 40% were 15 years old or younger.

Table 27

What age is the older sibling?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	2	.3	5.3	5.3
	13	5	.7	13.2	18.4
	14	4	.6	10.5	28.9
	15	4	.6	10.5	39.5
	16	7	1.0	18.4	57.9
	17	3	.4	7.9	65.8
	18	3	.4	7.9	73.7
	19	1	.1	2.6	76.3
	20	2	.3	5.3	81.6
	22	2	.3	5.3	86.8
	24	1	.1	2.6	89.5
	25	1	.1	2.6	92.1
	26	1	.1	2.6	94.7
	29	1	.1	2.6	97.4
	40	1	.1	2.6	100.0
	Total		38	5.3	100.0
Missing	System	673	94.7		
Total		711	100.0		

What age is the older sibling?



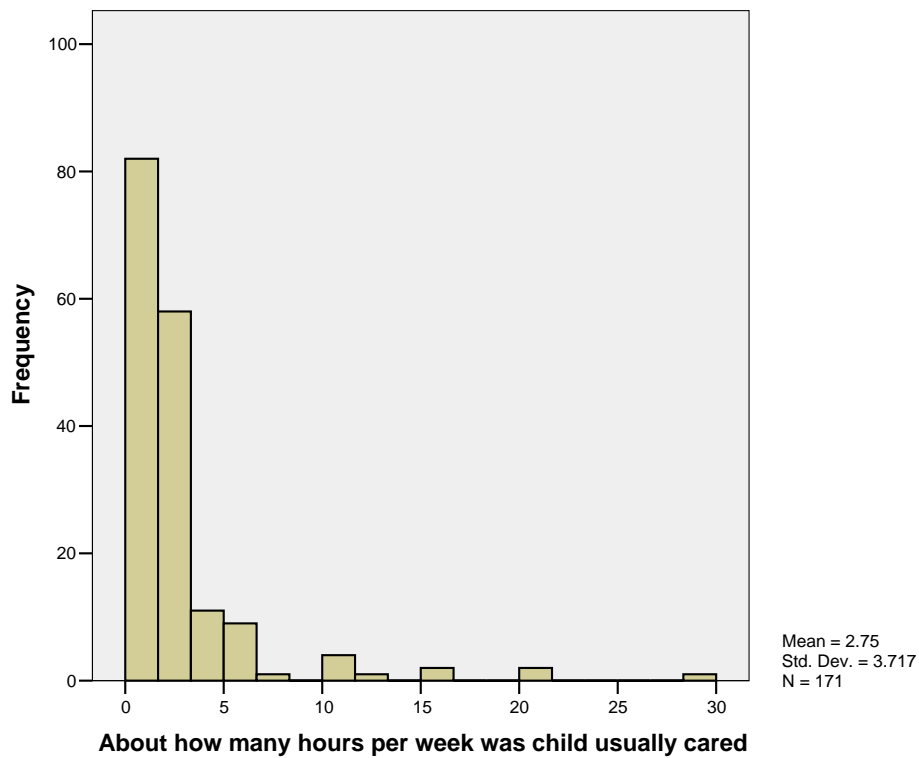
Participation in Supervised Activities of Children from 0 to 5 Years Old

The question was asked about the participation of young children in supervised activity during previous two weeks. Of children ages zero to five (711), 171 children (24.1%) had participated in supervised activities. The participation rate was also examined by age group. As age level increases, the participation rate increased. Those children who participated in supervised activities spent 2.75 hours, on average, in such activities.

Table 28

Did child have supervised activities or lessons at a recreation center, library, church, camp a sports facility, or an organized summer program, such as a recreation program or summer camp?

Selected Child's Age	Valid					
	Yes		No		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0	2	2.2	87	97.8	89	100.0
1	10	9.6	94	90.4	104	100.0
2	32	22.5	110	77.5	142	100.0
3	31	23.0	104	77.0	135	100.0
4	57	39.6	87	60.4	144	100.0
5	39	40.2	58	59.8	97	100.0



Overnight Camps Participation of Children from 6 to 12 Years Old

In all, 652 children were between 6 and 12 years old. Of those, 189 children's data were collected during the Summer (June 17th to Sept. 14th). Among the 189 children, 8 (4.2%) attended an overnight camp during the summer.

Before & After-School Care Participation of Children from 6 to 12 Years Old

Of 584 children in this age group with responses, 182 children (31.2%) participated in before- or after-school care. On average, they spent 11.3 hours per week in care outside of the home. (The minimum was 1 hour and the maximum was 50 hours).

Table 29

Did child attend a program that provided before-school or after school care outside your home (Summer: Attend day care or group care center)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	182	27.9	31.2	31.2
	No	402	61.7	68.8	100.0
	Total	584	89.6	100.0	
Missing	System	68	10.4		
Total		652	100.0		

Older Siblings Caring for Children from 6 to 12 Years Old

In addition, 335 children (51.4%) in this age group had child care or babysitting in their own home by someone other than a parent. Of those, 162 children (48.4%) were taken care of by older siblings. The age of older siblings who took care of these target children ranged from 10 to 30 years old. Nearly 88% of the older sibling caretakers were 18 years old or younger; nearly 56% were 15 years old or younger.

Table 30

Did child have child care or babysitting in your home or the child's or parent's home by someone other than you or the child's other parent?

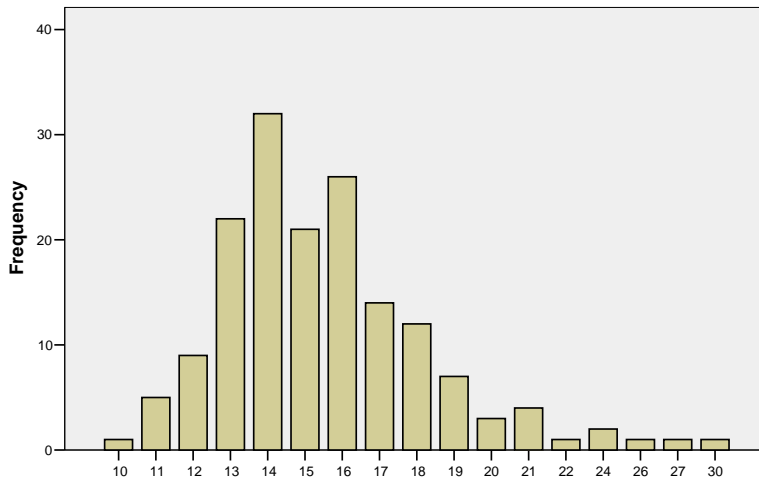
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	335	51.4	51.4	51.4
	No	317	48.6	48.6	100.0
	Total	652	100.0	100.0	

Table 31

What age is the older sibling?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	.2	.6	.6
	11	5	.8	3.1	3.7
	12	9	1.4	5.6	9.3
	13	22	3.4	13.6	22.8
	14	32	4.9	19.8	42.6
	15	21	3.2	13.0	55.6
	16	26	4.0	16.0	71.6
	17	14	2.1	8.6	80.2
	18	12	1.8	7.4	87.7
	19	7	1.1	4.3	92.0
	20	3	.5	1.9	93.8
	21	4	.6	2.5	96.3
	22	1	.2	.6	96.9
	24	2	.3	1.2	98.1
	26	1	.2	.6	98.8
	27	1	.2	.6	99.4
	30	1	.2	.6	100.0
	Total	162	24.8	100.0	
Missing	System	490	75.2		
	Total	652	100.0		

What age is the older sibling?



Participation in Supervised Activities of Children from 6 to 12 Years Old

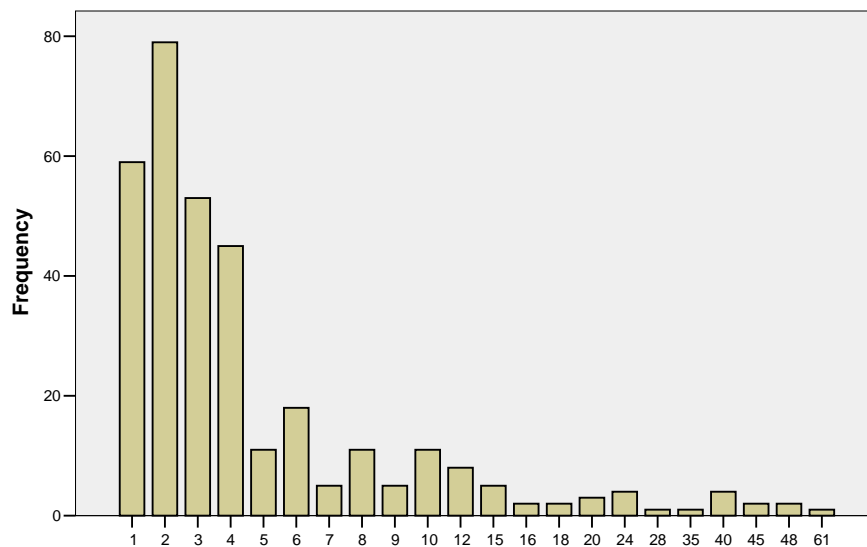
In all, 332 children (50.9%) out of the 652 children in this age range attended supervised activities during the previous two weeks. Participation was also examined by age, which showed no significant trend across ages. On average, the children who attended the activities spent 5.6 hours in the activity, with some spending well over 20 hours per week. Participation was also examined by age, which showed no significant trend across ages.

Table 32

Did child attend supervised activities or lessons at a recreation center, library, church, c
gym, a sports facility, or an organized summer program, such as a recreation program
summer day camp?

Selected Child's Age		Frequency	Percent	Valid Percent	Cumulative Percent
6	Valid Yes	58	54.2	54.2	54.2
	No	49	45.8	45.8	100.0
	Total	107	100.0	100.0	
7	Valid Yes	37	45.1	45.1	45.1
	No	45	54.9	54.9	100.0
	Total	82	100.0	100.0	
8	Valid Yes	42	51.2	51.2	51.2
	No	40	48.8	48.8	100.0
	Total	82	100.0	100.0	
9	Valid Yes	58	49.2	49.2	49.2
	No	60	50.8	50.8	100.0
	Total	118	100.0	100.0	
10	Valid Yes	47	49.0	49.0	49.0
	No	49	51.0	51.0	100.0
	Total	96	100.0	100.0	
11	Valid Yes	39	47.6	47.6	47.6
	No	43	52.4	52.4	100.0
	Total	82	100.0	100.0	
12	Valid Yes	51	60.0	60.0	60.0
	No	34	40.0	40.0	100.0
	Total	85	100.0	100.0	

About how many hours per week was child usually cared for there?



Self Care of Children from 6 to 12 Years Old

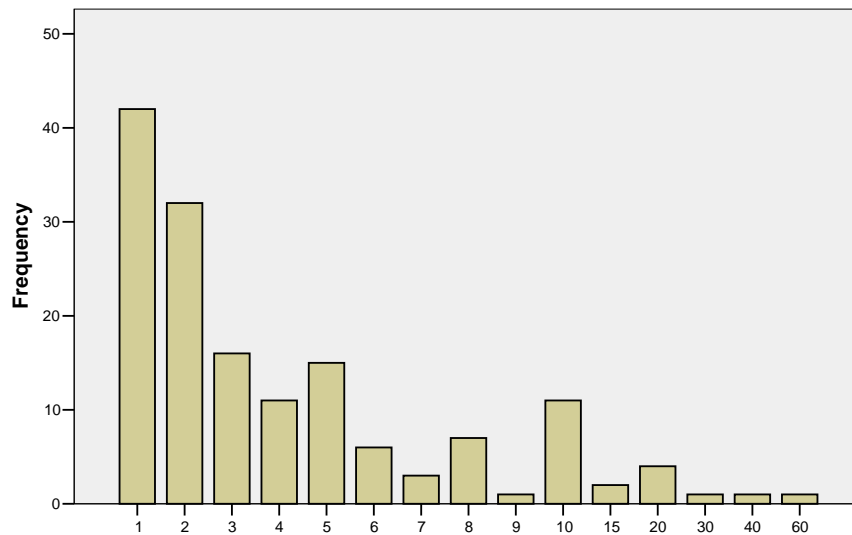
On the other hand, 153 children (23.5%) in this age group took care of themselves alone on a regular basis. Upon further examination, as age level increased, the frequency of self-care increased. They spent 1.77 hours alone, on average.

Table 33

During the past 2 weeks did child take care of himself/herself (or stay alone with a brother or sister who is 12 or younger) on a regular basis even for a small amount of time?

Selected Child's Age			Frequency	Percent	Valid Percent	Cumulative Percent
6	Valid	Yes	7	6.5	6.5	6.5
		No	100	93.5	93.5	100.0
		Total	107	100.0	100.0	
7	Valid	Yes	7	8.5	8.5	8.5
		No	75	91.5	91.5	100.0
		Total	82	100.0	100.0	
8	Valid	Yes	7	8.5	8.5	8.5
		No	75	91.5	91.5	100.0
		Total	82	100.0	100.0	
9	Valid	Yes	23	19.5	19.5	19.5
		No	95	80.5	80.5	100.0
		Total	118	100.0	100.0	
10	Valid	Yes	33	34.4	34.4	34.4
		No	63	65.6	65.6	100.0
		Total	96	100.0	100.0	
11	Valid	Yes	38	46.3	46.3	46.3
		No	44	53.7	53.7	100.0
		Total	82	100.0	100.0	
12	Valid	Yes	38	44.7	44.7	44.7
		No	47	55.3	55.3	100.0
		Total	85	100.0	100.0	

About how many hours per week did child usually care for himself/herself?



Discussion

Educational Significance

The state of Minnesota has a long tradition of being a good place to raise a family. A strong educational system and positive learning outcomes is one basis for this recognition, but opportunities outside of school are deemed important as well. The state recently embraced the call to enrich the lives of young people through out-of school-time (OST) opportunities. The Minnesota Commission on OST developed recommendations focused on building an intentional approach to engaging young people in developmental opportunities. In its work, it confirmed six core commitments: (1) meet the developmental needs of children and youth; (2) take a positive asset-based approach to child and youth development; (3) ensure access for all to high-quality, developmental opportunities, (4) create and support youth/adult partnerships in non-school opportunities; (5) require accountability at program, community, and state levels; and (6) support OST opportunities through a combination of family, provider, and public contributions. (MCOST, 2005)

The analysis of existing data can support these core commitments. Through greater understanding of participation in OST programming given personal and family characteristics of youth, we can begin to better inform policy making, program design, and evaluation strategies. As a secondary outcome of this research, we can begin to evaluate various modeling techniques and their potential for supporting valid and meaningful inferences and decisions.

Future Analyses

Each database presented a unique set of variables and circumstances requiring a separate analytical modeling approach. However, this was seen as strengthening the overall picture of results. As an example, hierarchical cluster analysis was conducted with one database to cluster students based on the level of engagement in OST and school-based activities. In this way, we could evaluate the presence of certain typologies of activity involvement vis-à-vis background characteristics. Discriminant analysis could be used to predict membership in a specific typology given background and personal characteristics.

To a certain extent, this project was a way to explore various methodologies and data modeling techniques to assess the value of each for answering specific questions – the idea here is to describe the nature of the data, specify the research question, and then apply appropriate modeling techniques that provide evidence or information regarding each question.

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