EDUCATION POLICY

Moving to Educational Accountability System 2.0

Socioemotional Learning Standards and Protective Environments for Whole Children

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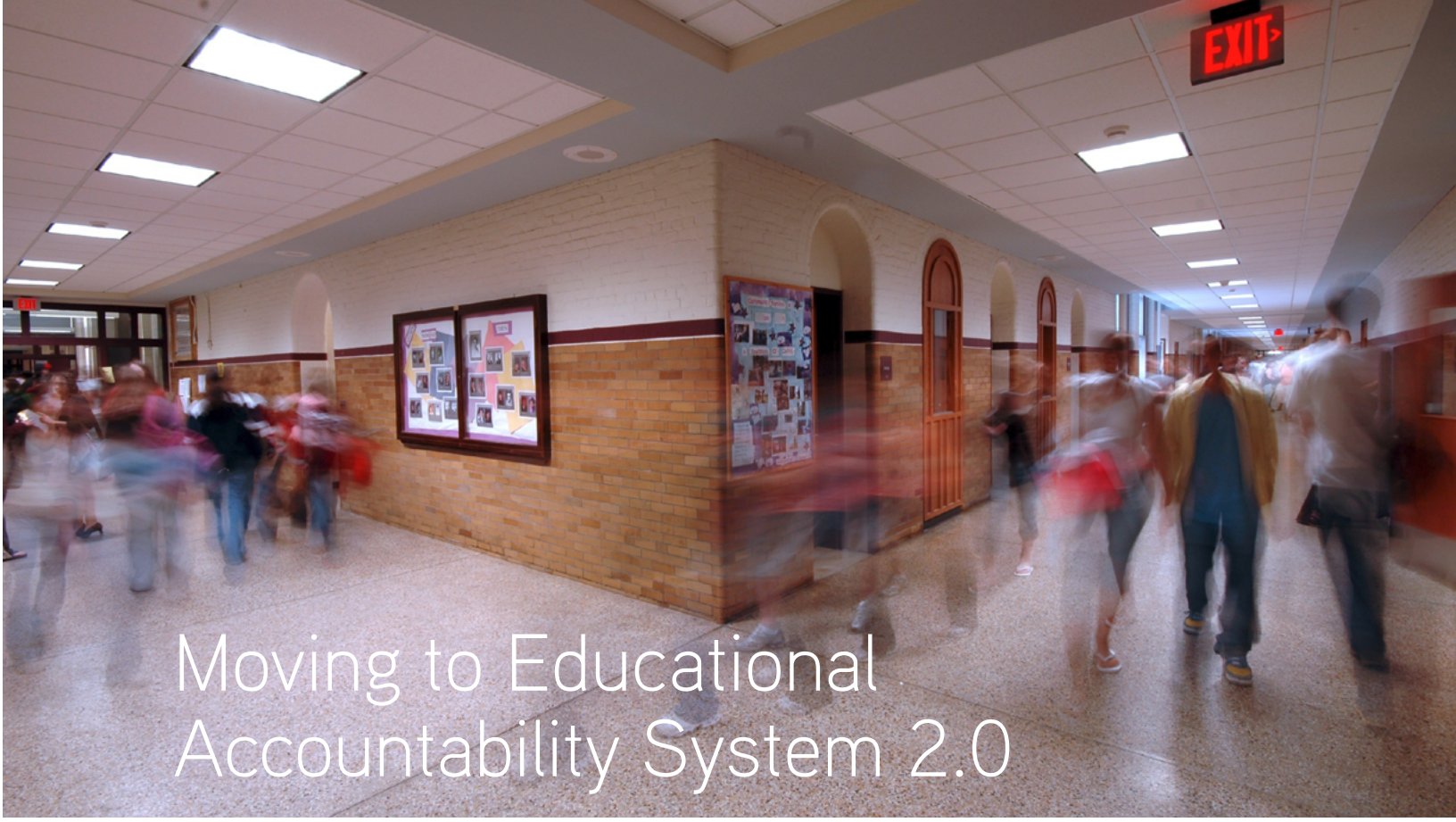


Moving to Educational Accountability System 2.0

Executive Summary

This Report:

- Describes the primary components of state socioemotional learning (SEL) standards and summarizes the reasoning for them.
- Highlights, compares, and contrasts the progress selected states (including New York State) have made in developing and implementing SEL standards.
- Explores the relationship between SEL standards adopted by states, protective environment (family-school-neighborhood), and the well-being outcomes of students.
- Presents several policy options for the development and implementation of effective SEL standards towards education accountability system 2.0. in alignment with the Every Student Succeeds Act (ESSA).

Key Findings and Takeaways:

a. Historically, states have measured the educational progress of their students based primarily, or even solely, on academic proficiency outcomes. A typical example of this is embodied in the federal No Child Left Behind (NCLB) policy.

b. A growing body of research suggests that children's socioeconomic well-being is fundamentally important to their healthy and productive development, and such research evidence implies that college, career, and civic readiness is tied to better socioemotional skills and well-being.

c. Such research, and opportunities under new federal policies such as ESSA, have sparked several states to adopt SEL standards as part of, or in conjunction with, existing or revised academic learning standards.

d. State SEL standards have a common emphasis on intrapersonal, interpersonal, and decision-making skills. They are often scattered and lack connections to academic standards, however, and data are rarely collected in a way that informs school accountability for progress in these areas.

e. State SEL standards tend to focus narrowly on specific skills and competencies, but fail to address learning environment gaps for whole child development. To counteract the effects of poverty and other risk factors, it is crucial to build a protective environment, such as safe and supportive schools, families, and neighborhoods for disadvantaged students.

f. New York State has recently developed K-12 SEL benchmarks for voluntary adoption by school districts, trailing early statewide adopters which use SEL standards for school improvement and accountability. New York State also lags behind other state leaders in terms of creating protective environments and advancing child well-being.

g. Policymakers can take steps to enact meaningful SEL standards and ensure their effective implementation. These steps include: reenvisioning the school accountability policy for whole child development; well-balanced integration of academic and socioemotional learning standards and measures; investment in school/teacher capacity-building and a protective environment for child well-being; and effective partnership between schools, families, and community agencies for interventions (e.g., community school programs). New York State also would benefit from adopting a more systemic reform approach, tracking and supporting statewide measures of school climate and student well-being across the state.

Policy Problems

The balanced development of cognitive and noncognitive skills is crucial not only for well-rounded child development in schools but also for career and life success.[1] Unlike academic learning standards, however, there are rarely comparable "socioemotional learning" (SEL) standards.[2] Here socioemotional learning is an umbrella concept that encompasses students' acquisition and application of age-appropriate intrapersonal, interpersonal, and decision-making skills (e.g., self-efficacy, empathy, resilience). Even when they exist, SEL standards are often scattered and lacking in comprehensiveness; moreover, no state collects data with any systematic assessment tools for SEL. Under the pressure of high-stakes testing policies ("educational accountability 1.0") during the No Child Left Behind Act (NCLB) era, public schools paid more attention to academic performance in core subjects as measured by standardized test scores at the expense of subjects that are not assessed. The Every Student Succeeds Act (ESSA), which replaced NCLB in 2015, gives state policymakers opportunities to redesign educational accountability systems and incorporate nonacademic measures.

While the Common Core State Standards (CCSS) introduced more rigorous curriculum standards and assessments, the full and accurate measurement of academic progress was hindered by a test opt-out movement, particularly in states such as New York that pushed for hasty implementation of the new assessments and standards without adequate support.[3] In response to the pushback, New York has rewritten its CCSS in a more developmentally appropriate and balanced manner, with new emphasis on a play-based approach to early childhood education and a balanced emphasis on reading for both literature and information.[4] Until August 2018, when New York State added socioemotional learning benchmarks for grades K-12, it had SEL standards in place only at the preschool level.[5] It remains to be seen whether and how these state-level policy shifts, along with both revised CCSS and new SEL standards, will be translated into desired classroom practices and student outcomes.

Several trends in school-age child development raise concerns. While young children's academic skills have improved over the last decade, their socioemotional skills have stagnated or declined.[6] Approximately 13 to 20 percent of US children experience a mental disorder, and research and surveillance from 1994 to 2011 shows the increasing prevalence of these conditions.[7] Meta-analysis evidence shows an increase in disruptive behavioral symptoms over the past few decades,[8] although there is no evidence for a similar increase in child or adolescent depression.[9] It is also certainly the case that more young people are being given diagnoses for mental, emotional, and behavioral disorders.[10]

In light of these concerns, this study applies mixed methods to assess states' standards and measures for children's socioemotional learning. Drawing on state policy documents, survey measures, and the National Survey of Children's Health (NSCH) data, the study explores the SEL standards policy movement, and the standards' potential impact and challenges. In light of broad-based educational mission and policy shifts under the ESSA, this study helps fill the knowledge gap in school accountability policy, which currently gives an almost exclusive focus on academic achievement, and it advance our understanding of the ecological systems in which new standards and measures work for whole child development ("educational accountability 2.0") (see Table 1). The premise of this study is that systemic improvement of a child's social ecology — including family, school, and neighborhood environment — should work in tandem with SEL standards and measures, particularly for high-risk children who are vulnerable due to multiple environmental disadvantages.

TABLE 1. **Key Features of Educational Accountability Systems 1.0 and 2.0: Who Are Held Accountable for What and How?**

	1.0 System Features	2.0 System Features
What	Emphasis on academic achievement (ELA and math focus); school report cards on academic proficiency levels and achievement gaps by subgroups (e.g., race, poverty, English Language Learners (ELL) and disability status).	Emphasis on whole-child development (academic achievement, socioemotional well-being and health); school report cards on whole-child development and learning outcomes by subgroups.
How	Heavy reliance on standardized test scores; punitive approach to school and teacher accountability via summative evaluations; school-based academic interventions.	Use of multiple measures (test, survey, observations); supportive approach to school and teacher accountability via formative evaluations; community-based integration of academic and social service interventions.
Who	Schools and teachers working in silos; weak or no involvement of families and communities in school activities.	Shared information and collective responsibility; schools and teachers working in close partnership with families and community agencies.

Research Methods

To examine the status of state standards and policy efforts, as well as the state-level collective impact on children's SEL outcomes, this study is grounded on the ecological systems theory, which looks to understanding SEL in the interrelated context of multiple environments.[11] In this study, child development and learning outcomes are assessed according to the "whole-child approach" that encompasses both academic proficiency and socioemotional well-being, deeming both as central to college, career, and citizenship readiness.[12]

Socioemotional learning, integral to the approach of whole-child education, is defined as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."[13] States' SEL standards focus on the development of students' skills and competencies. However, most of the current standards fail to specify and address the adequacy of the child-learning environment, including educational conditions and opportunities (or lack thereof) in and out of the school setting that promote or restrict desired child-learning outcomes. Our notion of "protective environment (PE)" builds on research evidence on the importance of protective factors that counteract or mitigate the effects of risk factors such as poverty, and thus advocates the critical conditions of successful SEL that promote disadvantaged children's resilience.[14] Our study acknowledges that school standards

alone would never be sufficient for improving children's socioemotional competencies and their well-being and that the whole family-school-community environment and their connections play a crucial role for SEL. Thus, PE requires the creation of crucial learning conditions such as a safe and inclusive school climate and culture as well as family and community support for healthy child development. Our combined construct of SEL and PE is holistic, and it guides the accompanying analysis of state SEL standards development and impact.

Multiple data sources constitute our dataset for descriptive analysis to compare and identify model SEL standards and measures. They consist of 50-state surveys on formal state standards and measures as well as authoritative reports — for example, ones from CASEL[15] and the Center for American Progress.[16] Also, we conducted cross-state comparisons of state-level SEL accountability indicators (e.g., school climate, attitudes and behavior, and mental health problems) to identify model indicators and instruments. Public data were collected from the websites of the state departments of education and key policy organizations. Further, we conducted a critical discourse analysis of state standards and related policy documents to investigate the nature of the SEL-standard movement and used state data for multiple cases to exemplify the developmental phases.

For quantitative analysis, child socioemotional well-being was derived from 2011-12 and 2016 National Survey of Children's Health (NSCH) data (available at http://nschdata.org/). The 2016 survey involved 139,923 households screened for age-eligible children (approximately 2,744 per state), and 50,212 child-level questionnaires completed (approximately 985 per state). Participants (selected child's primary caregivers) completed one of three versions of the survey, depending on the selected child's age: 0-5 years, 6-11 years, and 12-17 years. Positive health items, or "flourishing items" (also known as thriving), provide information on childhood well-being and resilience; flourishing as a concept contains multiple dimensions of physical health, mental and emotional health, caring, empathy, and resilience (see the Appendix). Protective environment (family-school-neighborhood) for child development was also derived from the NSCH data (see the Appendix). In addition, National Assessment of Educational Progress (NAEP) data were used to measure 4th- and 8th-grade students' proficiency rates in reading and math (available at http://www.nces.ed.gov/nationsreportcard).

Correlation and regression analyses were conducted to explore the relationships of student demographics, SEL standards, academic proficiency, and protective environment for child well-being at the state level. We show the profiles of two neighboring states, New York and Massachusetts, to illustrate differences in SEL standards policy and student outcomes.

Research Findings

The Development of SEL Standards and Benchmarks

Undoubtedly, all US states pursue the desired mission of public education systems that formally support both academic and socioemotional learning outcomes. However, the extent and commitment of state efforts to SEL vary. Whereas all 50 states established preschool SEL standards by the end of 2017, only 16 states expect to complete K-12 SEL standards by 2019.[17] Although New York State has recently developed K-12 SEL benchmarks for voluntary adoption, it lags behind some early adopters such as Illinois and Massachusetts in terms of the implementation of SEL standards for school improvement and accountability. In spite of the trend showing state interest in adopting SEL standards, many fewer have actually developed or adopted SEL measures for accountability.

Table 2 shows correlations among all the variables of this study at the state level (N = 50 states). In terms of student demographics, states that adopted SEL standards tend to have relatively fewer racial minorities (r = -.34). But otherwise, there was no systematic pattern in terms of students in poverty or English Language Learners (ELL) for the states that enacted SEL standards (see Table 2). This suggests that state activism toward adopting SEL standards has not been driven by statewide sociodemographic factors. Geographically, the states tend to be scattered across the nation; there is no indication of regional concentration or diffusion pattern either.[18]

TABLE 2. **Correlations among Student Demographics, SEL Policy, and Outcome Variables (N = 50 States)**

	% ELL	% Minority	% Poverty	SEL Standards	Protective Environment	Socioemotional Well-Being
% Minority	.67**					
% Poverty	0.25	.50**				
SEL Standards	-0.11	-.34*	0.09			
Protective Environment	-.38**	-.52**	-.69**	0.16		
Socioemotional Well-Being	-0.19	-0.19	-.44**	0.16	.53**	
Academic Proficiency	-0.22	-.50**	-.74**	0.15	.75**	.55**

NOTE: Correlation coefficient values can range from -1 (perfectly negative relationship) to +1 (perfectly positive relationship). Statistical significance levels are indicated by asterisks.

* Correlation is significant at the 0.05 level (95% confidence).

** Correlation is significant at the 0.01 level (99 percent confidence).

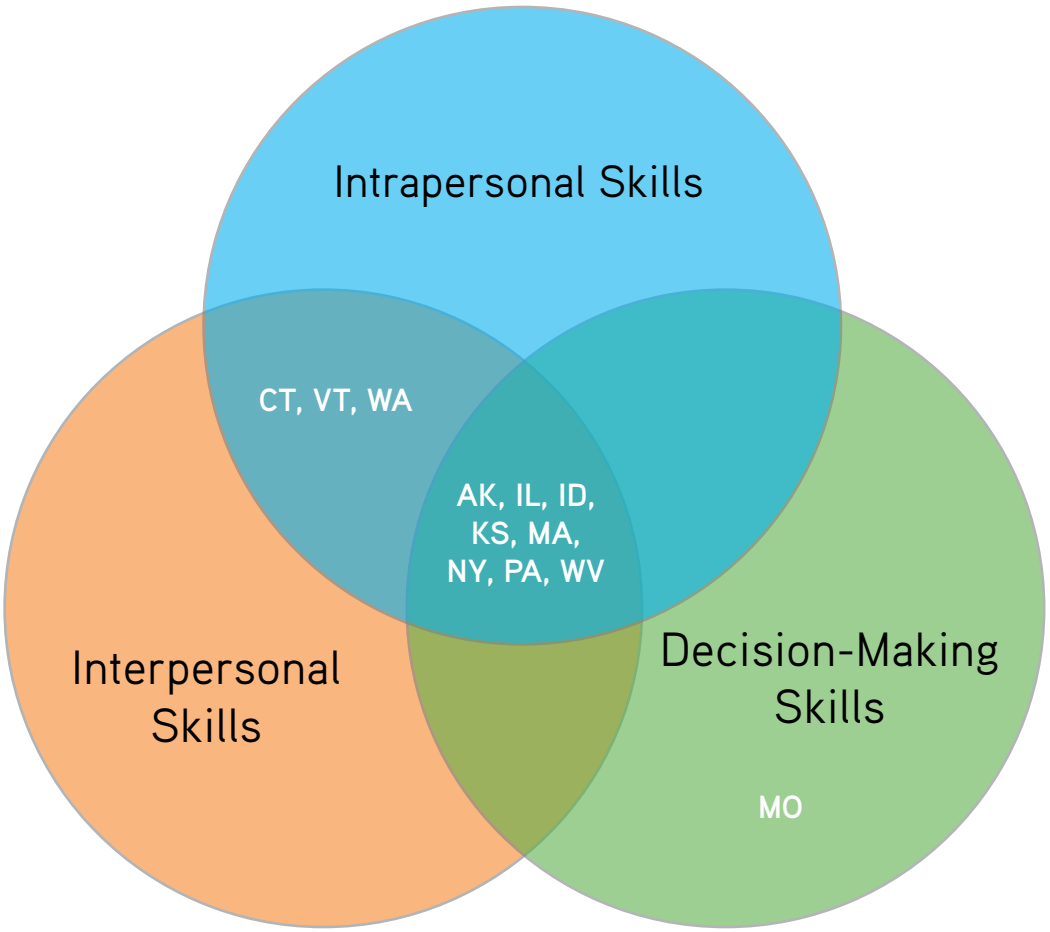
Since the federal government does not dictate or guide a progression of SEL standards development and implementation, there were natural variations among states in terms of this progress. Below we present five phases through which states' SEL standard development movement takes place in continuum (the continuum of SEL standard development is not an existing administrative structure, but instead the authors' grouping for presentation and analysis).

SEL Phase I sets a baseline with preschool standards; all states completed this phase. At SEL Phase II, states disseminate resources that support voluntary SEL implementation in districts and schools through a state website dedicated to the SEL goals. At the time of data analysis in June 2018, 16 states, including New York, were at Phase II. At SEL Phase III, states set new SEL standards for early elementary grades; eight states, including Massachusetts, have arrived at Phase III. Next, at SEL Phase IV, states establish standards for all elementary and secondary school grades. Currently, eight states have accomplished this goal, and eight other states project completion by 2019. SEL Phase V provides a holistic target for states toward expanding the implementation of SEL standards beyond school settings, breaking the boundaries of education, social service, and health agencies for coordinated interventions, and engaging with families and communities as partners. So far, no state has reached Phase V to advance the creation of a fully protective environment for child development and well-being.

Notable in the development continuum is a working partnership among states. One exemplar regards an increasing number of states' involvement in the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s Collaborating States Initiative (CSI) cohorts in creating state conditions toward SEL goals. As a result, despite variations among states, the review of standards reveals common goals around core SEL competencies: intrapersonal skills/self-awareness/self-management, interpersonal skills/social awareness, and decision-making skills (see Figure 1). New York State's recent SEL benchmarks have all three components.

There are some concerns about state implementation measures surrounding SEL standards maintaining fidelity with the SEL mission. For example, Illinois offers a model of good efforts to maintain implementation fidelity to SEL goals. Being at SEL Phase IV, Illinois has aligned SEL standards, indicators, instruments, and interventions

FIGURE 1. **Three Core Components of State SEL Standards**



with the SEL mission. In addition to setting explicit SEL goals in state standards, Illinois measures the SEL goals using instruments like rubrics, where goal-aligned student behavior indicators are listed for each goal at each K-12 grade level. Illinois schools also use parent, teacher, and student surveys (e.g., "5Essentials") to measure school climate in five components: effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction. The instruments reliably predict academic outcomes for both high school and elementary schools and provide individualized, actionable reports for each school. Many schools in Illinois have implemented several evidence-based interventions including the Positive Action (PA) Program and the Positive Behavioral Interventions and Supports (PBIS) framework designed to help students meet SEL goals.

In the academic-achievement-focused school accountability 1.0 framework, SEL issues have long been relegated as concerns exclusive to separate branches of a disjointed system — for example, a state's mental health or special education unit. The case of New York, at SEL Phase II working on K-12 benchmarks that were completed in August 2018, just after our study, helps explain this challenge. In the midst of SEL development, the instrumental "Children's Plan" provides the "collective vision of families, youth, providers, teachers, child care workers, and caring adults promoting

the social and emotional development of all New York's young people."[19] This milestone work acknowledges collaboration in action with state education stakeholders, but still guides the movement in a public-health-oriented framework for child well-being that may not present sufficient articulation of the equity dimension of state SEL goals. This challenge echoes the long-held division regarding whether SEL is viewed as a domain in public health or in education.

A successful progression in SEL standard development is characterized in terms of the state's purposeful, multistakeholder involvement in equity and inclusion. The case of Massachusetts, at SEL Phase III with Pre-K standards, helps in illustrating this feature. First, SEL goals are pushed forward in an intentional intersection with culturally responsive teaching principles. Districts, administrators, and teachers are provided with tools to ensure they advance from "access to SEL" to bias-free "culturally proficient SEL," and on to diversity-drawn-upon "culturally responsive SEL" for deep learning.[20] Accordingly, Massachusetts' 2015 SEL standards for preschool and kindergarten present detailed articulation of the role of culture on intersecting SEL areas.

The Role of Protective Environment for Academic and Socioemotional Learning

There is a systematically positive relationship between academic proficiency and socioemotional well-being measures among the 50 states (see Figure 2). States that have relatively higher levels of academic proficiency as measured by the percentage of students proficient in reading and math assessments as measured by the NAEP assessments in grades four and eight also report significantly higher levels of child socioemotional well-being (r = .55). This holds true regardless of whether states have adopted SEL standards or not. This positive association between academic proficiency and socioemotional well-being suggests that these two educational goals — improving students' cognitive and socioemotional skills — can be complementary and that the states can improve both simultaneously instead of improving one goal at the expense of another.

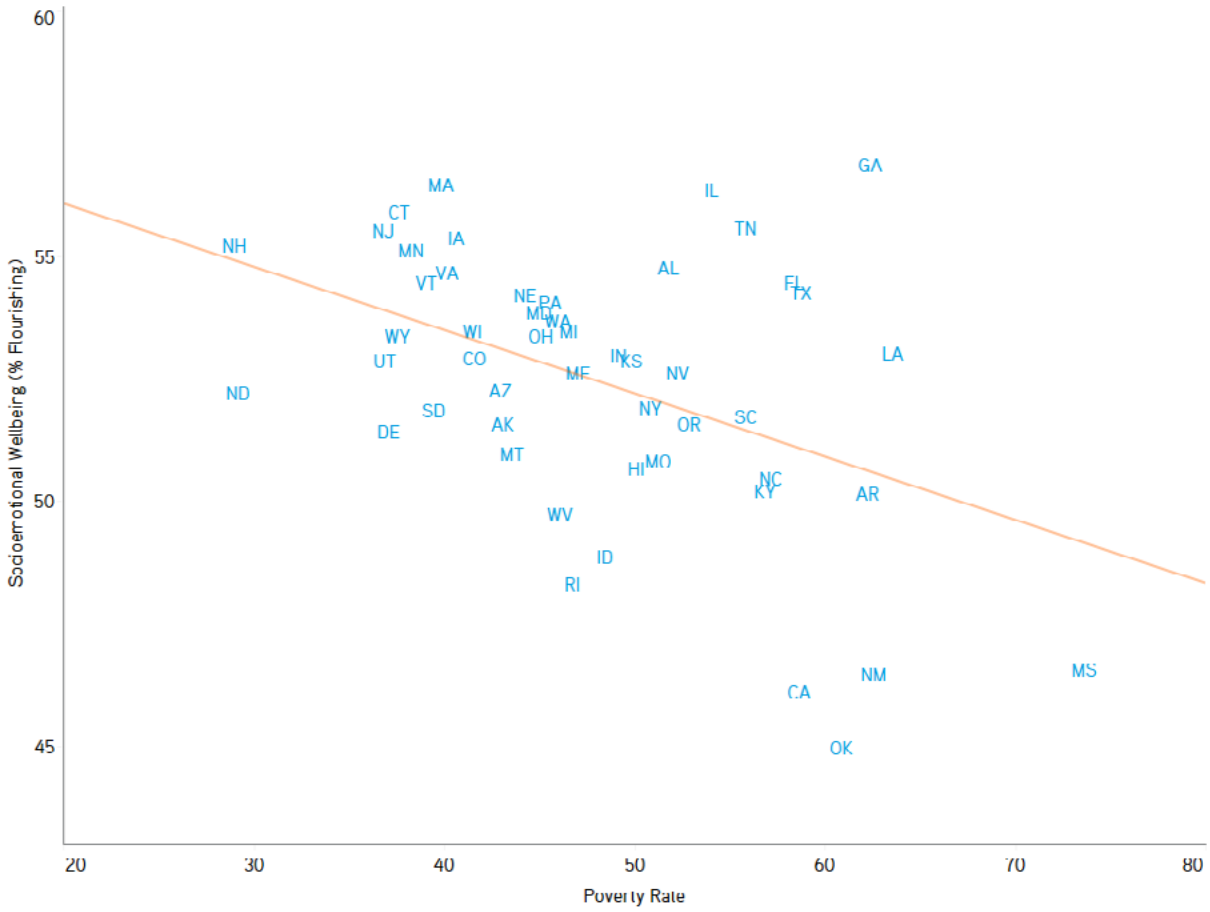
What factors account for the differences between high-performing and low-performing states in terms of both academic proficiency and socioemotional well-being? Which states do a better job in helping children perform well both academically and socioemotionally (i.e., smart and flourishing together)? The answer lies in a protective environment, not student demographics. "Protective environment" measures the quality of family, school, and community conditions in which every child can grow safe and healthy. As shown by the correlations in Table 2, protective environment is significantly and positively associated with both academic proficiency (r = .75) and socioemotional well-being (r = .53). At the same time, protective environment is negatively associated with risk factors including disadvantaged student demographics in schools evidenced by poverty rate percent (r = -.69), racial minority rate percent (r = -.52), and English Language Learners rate percent (r = -.38).

FIGURE 2. **Socioemotional Well-Being vs. Academic Proficiency among 50 States**

NOTE: The states with K-12 SEL standards by the time of this cross-state comparison (up until 2017) are in blue, whereas the states without those standards are in orange. New York State was treated as not having the standards since they added K-12 benchmarks in August 2018, after this data analysis was performed.

Even when we control for demographic risk factors such as child poverty level by matching the states' varying levels of child poverty, protective environment in and of itself stands out as the key driving factor of students' academic proficiency and socioemotional well-being. Figure 3 illustrates a strongly negative relationship between poverty rate and child well-being. But it also shows that poverty alone does not explain everything. There are states which perform significantly better than expected for their poverty rate, shown as being located way above the prediction line in Figure 3 (e.g., Illinois, Massachusetts). In contrast, there are also states that perform either around the average or below expectations based on the child poverty rate (e.g., California, New York). One source of performance differences among states is protective environment. Figure 4 shows a strong positive relationship between protective environment and child well-being.

FIGURE 3. **Socioemotional Well-Being vs. Poverty Rate among 50 States**



NOTE: The prediction line is based on a linear regression model using the poverty rate as the predictor of socioemotional well-being (percent of children flourishing).

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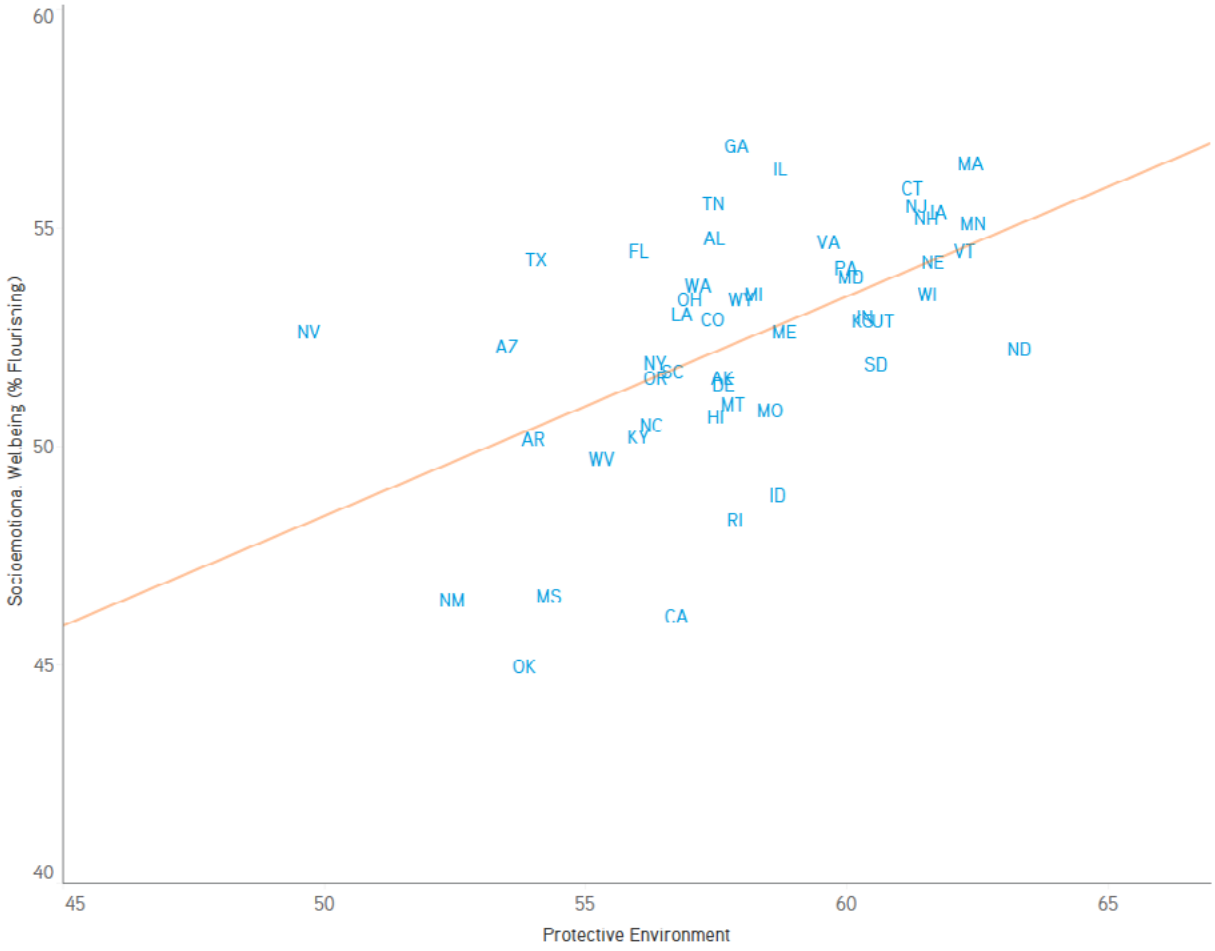
FIGURE 4. **Socioemotional Well-Being vs. Protective Environment among 50 States**



NOTE: The prediction line is based on a linear regression model using the poverty rate as the predictor of socioemotional well-being (percent of children flourishing).

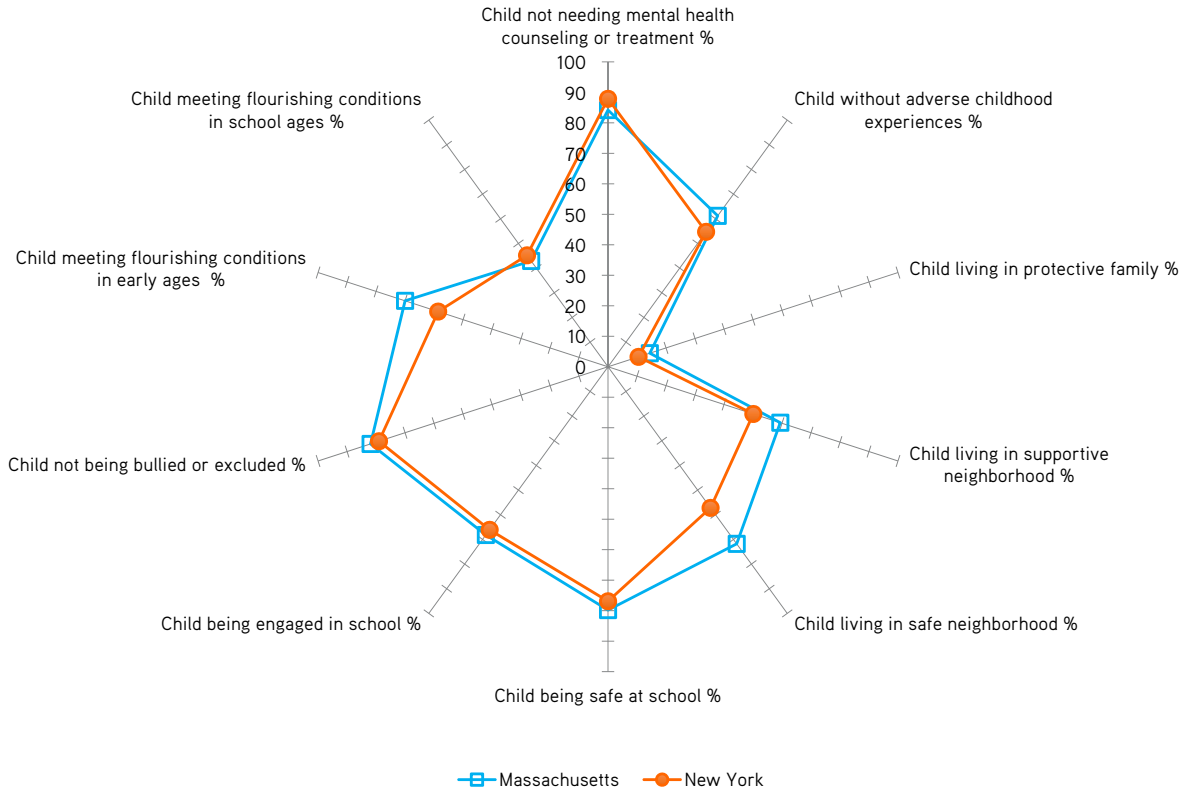
The Role of SEL Standards for Protective Environment and Child Well-Being

While the protective environment measure was positively associated with the child well-being measure, the adoption of SEL standards was not associated with both protective environment and child well-being measures (r = .16). Even when we control for the states' demographic conditions and prepolicy (i.e., before the adoption of SEL standards) measure of child well-being (obtained from 2011 NSCH data), there are insignificant differences between states with SEL standards and states without SEL standards in the postpolicy measure of child well-being (obtained from 2016 NSCH data). This finding suggests that the adoption of SEL standards did not make any difference for child well-being outcomes at the state level from 2011 to 2016. It remains to be seen, however, whether the full-scale implementation of SEL standards helps promote child well-being down the road by helping children develop stronger intrapersonal and interpersonal skills. Although SEL standards alone may not work immediately, they may be able to produce conditions for well-being by improving

children's socioemotional competencies (e.g., resilience) to overcome personal or family adversities and enhance protective environment. Further study of longer-term impacts of the implementation of SEL standards is warranted.

To illustrate differences in child well-being and protective environment between states at different phases of SEL standards adoption and implementation, we review the profiles of two selected states, New York (SEL phase II) and Massachusetts (SEL phase III) in terms of each state's average measures of protective environment and child well-being (see Figure 5). New York State lags behind the nation's leaders, ranking only around the national average in terms of protective environment and child well-being measures. The percentage of children without adverse childhood experiences was 55 percent in New York and 61 percent in Massachusetts (national average = 54 percent). The percentage of children who meet flourishing conditions at early ages was 59 percent in New York and 70 percent in Massachusetts (national average = 65 percent). The percentages of children who live in supportive and safe neighborhoods were 50 percent and 57 percent, respectively, in New York, while corresponding percentages were 59 percent and 72 percent in Massachusetts (national average = 54 percent for supportive neighborhoods and 64 percent for safe neighborhoods). In addition to these differences between the two states, it is worth noting that the overall levels of protective environment and child well-being are not as healthy across the nation.

FIGURE 5. **Profiles of Massachusetts and New York State: Child Well-Being and Protective Family-School-Neighborhood Environment Measures**



Policy Implications and Recommendations

Our study reveals common national policy efforts toward improving students' socioemotional learning and well-being, although the 50 states are at varying phases of SEL standards development. New York State has joined the policy bandwagon, but it trails early leaders in standards implementation. New York's voluntary, add-on approach to the adoption and implementation of SEL standards falls short of follow-through, lacking school accountability measures and interventions.

It could also be argued that it is premature to evaluate any impact of state SEL standards on student outcomes since most states did not put these standards in place until the late 2000s or early 2010s, and state education policy under educational accountability system 2.0 is still in flux. The system may be set in action to support implementation; however, producing desired impacts on child outcomes necessitates quality control and concerted integration among all involved parties. In other words, we cannot change what we do not measure. Further, the lack of school capacity and resources may deter evidence-based interventions for desired changes in classroom practices. Continuing professional development, accompanied with technical support for psychometric tools and interventions, is crucial to measure and improve the outcomes of SEL standards. For systemic changes toward educational accountability system 2.0, New York and other states would need to embrace a new strategic vision for "whole child" development and build support infrastructure for well-coordinated intervention services.

Our study also raises concerns about the chasm between SEL standards, applicable to children while in school, and out-of-school learning environments. While the current SEL standards focus narrowly on child skills and competencies within school settings, they do not ensure educational opportunities and resources in afterschool and out-of-school settings. Poverty and many other risk factors threaten disadvantaged children's academic success and socioemotional well-being, and thus it is crucial to build protective environments, such as safe and supportive family, school, and neighborhood dynamics that collectively counteract those negative influences.

New York State lags behind the nation's leaders in this area, too, ranking only around the national average in terms of protective environment and child well-being measures. This study does not discount the negative effects of risk factors such as students' status as a racial minority, child of poverty, or having a limited English language proficiency, but instead reveals the power of protective factors that help counteract those risk factors and mitigate their negative influences. In other words, cultivating stronger and healthier environments at the state level — providing children with more protective factors in the family-school-neighborhood environment —could help students better overcome their conditions of adversity and beat the odds of school maladjustment or failure. The positive associations between protective environment, academic proficiency, and socioemotional well-being suggest that the states also would benefit from investing in improving the protective environment that would, in turn, improve children's academic and socioemotional learning.

The movement toward adoption of SEL standards and the importance of creating protective environments to help foster child development embraces the concept that "it takes a village to raise a child." Systemic interventions geared towards crossing the conventional boundaries between education and social service have been attempted numerous times across the country, exemplified by the Harlem Children's Zone.[21] While wraparound services are increasingly rendered by or in conjunction with local schools, there is still a need for more research evidence to inform policy and practice.[22] For external funding support, state and local policymakers may pursue broad-based school intervention ideas as part of ESSA Title I set-aside school improvement plans and in proposals for grants under Title IV; existing cost-benefit research suggests a great return on investment of up to $15 in social value and economic benefits for every dollar spent on school-based wraparound services.[23] Building upon federal and state policy initiatives, including new SEL standards, schools can rebuild their programs and practices for improving all children's academic and socioemotional learning outcomes simultaneously, not at the expense of one another.

Appendix

State-Level Indicators of Child's Socioemotional Well-Being and Protective Environment

1. **Socioemotional Well-Being:** This composite index consists of the following indicators.

   Child meeting flourishing conditions in early ages (%): the percentage of children (ages 6 month through 5 years) who met all four flourishing items. For children age 0-5 years, four questions were asked that aimed to capture curiosity and discovery about learning, resilience, attachment with parent, and contentment with life. These were captured through: (1) child is affectionate and tender, (2) child bounces back quickly when things don't go their way, (3) child shows interest and curiosity in learning new things, and (4) child smiles and laughs a lot. The "Definitely true" response to the question indicates the child meets the flourishing item criteria.

   Child meeting flourishing conditions in school ages (%): the percentage of children (ages 6 through 17) who met all three flourishing items. For children age 6-17 years, three questions were asked that aimed to capture curiosity and discovery about learning, resilience, and self-regulation. These were captured through: (1) child shows interest and curiosity in learning new things, (2) child works to finish tasks they start, and (3) child stays calm and in control when faced with a challenge. The "Definitely true" response to the question indicates the child meets the flourishing item criteria.

   Child not needing mental health treatment or counseling (%): the percentage of children (ages 0 through 17) who did not receive and did not need treatment or counseling from a mental health professional during the past 12 months. It is assumed that these two other groups have mental health problems: children who received treatment or counseling from a mental health professional during the past 12 months or children who did not receive needed treatment or counseling from a mental health professional during the past 12 months.

2. **Protective Environment (Family-School-Neighborhood):** This composite index consists of the following indicators.

   Child without adverse childhood experiences (%): the percentage of children (ages 0 through 17) with no adverse childhood experiences from the list of nine adverse childhood experiences (ACEs). The 2016 NSCH includes nine ACEs items: hard to get by on family's income (ACE1); parent or guardian divorced or separated (ACE3); parent or guardian died (ACE4); parent or guardian served time in jail (ACE5); saw or heard parents or adults slap, hit, kick, or punch one another in the home (ACE6); was a victim of violence or witnessed violence in neighborhood (ACE7); lived with anyone who was mentally ill, suicidal, or severely depressed (ACE8); lived with anyone who had a problem with alcohol or drugs (ACE9); and treated or judged unfairly due to race/ethnicity (ACE 10). A response of "somewhat often" or "very

often" to the question "How often has it been very hard to get by on your family's income?" (ACE1) was coded as an adverse childhood experience. The remaining survey items ACE3-ACE10 are dichotomous "Yes/No" response options.

Child living in protective family (%): the percentage of children (ages 0 through 17) who met all age-appropriate criteria for protective family routines and habits. In order to successfully meet the protective family routines and habits summary measure, the following age-specific criteria must be met: (1) no exposure to household smoking (all children ages 0-17); (2) family shares meals on four or more days per week (all children ages 0-17); (3) children watch TV or spent time on computers less than two hours per day (children ages 0-17); (4a) young children are read to every day (children ages 0-5); (4b) school-age children did all required homework (children ages 6-17); (5a) young children were breastfed (children ages 0-5); (5b) parents of school-age children (ages 6-17 years) participate in their children's events or activities.

Child living in supportive neighborhood (%): the percentage of children (ages 0 through 17) who live in supportive neighborhoods. This measure is referred to in various contexts as "neighborhood support," "neighborhood cohesion," and "social capital" — and is derived from responses to three statements: (1) people in my neighborhood help each other out (K10Q30); (2) we watch out for each other's children in this neighborhood (K10Q31); and (3) when we encounter difficulties, we know where to go for help in our community (GOFORHELP). In the 2016 NSCH, children are considered to live in supportive neighborhoods if their parents reported "definitely agree" to at least one of the items and "somewhat agree" or "definitely agree" to the other two items.

Child living in safe neighborhood (%): the percentage of children (ages 0 through 17) whose parents definitely agree that their children are safe in the neighborhood.

Child being safe at school (%): the percentage of children (ages 6 through 17) whose parents definitely agree that their children are safe at school.

Child being engaged in school (%): the percentage of children (ages 6 through 17) whose parents definitely agree that their child cares about doing well in school and doing required homework.

Child not being bullied or excluded (%): the percentage of children (ages 6 through 17) whose parents do not agree that their child is bullied, picked on, or excluded by other children.

ENDNOTES

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