Supplemental Materials for

"A Near-Mint View Toward Integration: Are Adolescents More Inclusive than Adults?"

Table S1

Means, standard deviations, factor loadings, and item-total correlations for each item in Study I

	Adolescent sample				Adult sample			
	M	***SD***	**λ**	***r***	***M***	***SD***	**λ**	***r***
Please, rate how important it is that Italian national programs support policies to foster…								
1. labour market mobility (e.g., immediate access to the labour market, training courses, recognition of academic qualifications)	3.53	0.92	.76	.68	3.72	0.93	.82	.76
2. family reunion (e.g., accommodation, residence period)	3.57	0.93	.78	.70	3.57	0.96	.86	.81
3. education (e.g., access to various education levels, educational guidance, provision of support to learn the language)	3.85	0.98	.85	.78	4.06	0.78	.79	.72
4. health (e.g., health entitlement, information concerning health services)	4.00	0.99	.83	.76	4.03	0.81	.80	.74
5. political participation (e.g., right to vote, membership in political parties)	3.35	1.05	.72	.63	3.23	1.05	.86	.82
6. permanent residency (e.g., economic resources, renewable permit)	3.55	0.96	.80	.73	3.36	1.09	.90	.87
7. access to Italian nationality (e.g., citizenship for immigrant children, dual nationality for first-generation, naturalization requirements)	3.55	0.98	.79	.73	3.32	1.05	.87	.83
8. anti-discrimination (e.g., laws against discrimination, social protection)	3.80	1.06	.76	.69	3.81	1.01	.86	.82

Note. *M* = Mean; *SD* = Standard Deviation; λ = factor loading; *r* = item-total correlation coefficient.

Testing the Psychometric Properties of the AMIP Scale

As a preliminary step, we tested the psychometric properties of the newly developed Attitudes towards Migrant Integration Policies (AMIP) scale. To this end, we first conducted Confirmatory Factor Analyses (CFAs) across the three samples of participants involved in Study II, that is, adolescents, their parents, and teachers. Further, we assessed the convergent validity of the AMIP scale by examining its correlations with affective and cognitive ethnic prejudice. Lastly, we examined whether measurement invariance could be established across the three samples, as well as within each group. Additional data, analysis codes, and outputs can be retrieved from https://osf.io/h84eb/.

Confirmatory Factor Analyses

Building upon the results of the EFAs, the fit of the one-factor model in the three samples was evaluated based on the following criteria. The Comparative Fit Index (CFI) and the Tucker–Lewis Index (TLI) with values higher than .90 and .95 are indicative of an acceptable and very good fit, respectively. The Root Mean Square Error of Approximation (RMSEA) and the Standardized Root Mean Residual (SRMR) with values below .08 and .05 are indicative of an acceptable and very good fit, respectively (Byrne, 2012). Additionally, the RMSEA's 90% confidence interval's upper bound lower than .10 indicates an acceptable fit of the model (Chen et al., 2008). Results are reported in Table S2. As can be inferred, the results of the CFAs indicated that the one-factor solution provided a good fit to the data, with the exception of the RMSEA values, which were above the cutoff of .80 in all three models. Modification indices suggested that adding correlations between two pairs of items would improve model fit. A common reason for error covariance is that items assess overlapping constructs or elements, as was the case for the suggested correlations (Byrne, 2012). Specifically, modification indices suggested a correlation between items 3 and 4, which pertain to the rights of education and health, respectively. These rights can be considered

basic human rights, especially in the Italian legislative system, which provides free education and health service opportunities for all citizens. Moreover, modification indices also suggested a correlation between items 6 and 7, which examine issues of permanent residency and access to nationality. Including these two pairs of error correlations significantly improved the model fit. Thus, these correlations were also retained in the following steps. The factor loadings of the one-factor solution are reported in Figures S1a, S1b, and S1c, for the adolescent, parent, and teacher samples, respectively.

Convergent Validity of the AMIP Scale

To further validate the AMIP scale, we assessed whether individual attitudes toward policies aimed at the integration of people with a migrant background would significantly correlate with their levels of ethnic prejudice. To this end, we examined Pearson's correlations between AMIP scores and affective and cognitive prejudice scores in the total sample, and then separately for each group of participants. Adolescents, parents, and teachers all reported on their levels of affective (i.e., disliking members of ethnic minority groups) and cognitive (i.e., endorsing negative statements and beliefs about ethnic minorities) prejudice levels. For details on the measures employed, see the main manuscript. Results are reported in Table S3. As can be inferred, the AMIP scores displayed significant negative associations with both the affective and cognitive dimensions of prejudice both in the total sample and within each subgroup.

Multigroup Measurement Invariance

Upon confirming the factorial structure of the AMIP scale, we tested whether measurement invariance could be reached both across the three samples and within each group based on specific individual characteristics (i.e., sex, age cohort, ethnic background). To this end, we conducted consequential multigroup CFAs (Van de Schoot et al., 2012). First, we tested the configural models, which function as baseline models. The fit of these

models was evaluated based on the following criteria. The Comparative Fit Index (CFI) and the Tucker–Lewis Index (TLI) with values higher than .90 and .95 are indicative of an acceptable and very good fit, respectively. The Root Mean Square Error of Approximation (RMSEA) and the Standardized Root Mean Residual (SRMR) with values below .08 and .05 are indicative of an acceptable and very good fit, respectively (Byrne, 2012). Additionally, the RMSEA's 90% confidence interval's upper bound lower than .10 indicates an acceptable fit of the model (Chen et al., 2008). In order to establish metric (i.e., constraining factor loadings to be equal across groups) and scalar (i.e., constraining intercepts to be equal across groups) invariance, changes in fit indices from one model to the next (i.e., from the configural to the metric, and from the metric to the scalar) were evaluated (e.g., Cheung & Rensvold, 2002). Specifically, a significant $\Delta\chi_{SB}^2$ (Satorra & Bentler, 2001), and $\Delta CFI \geq -.010$ supplemented by $\Delta RMSEA \geq .015$ (Chen, 2007) are indicative of non-invariance.

Measurement Invariance Across Adolescent, Parent, and Teacher Samples

Consequential multigroup CFAs were performed to assess whether the AMIP scale was invariant across the three groups of participants. Results are reported in Table S4. As can be inferred, full scalar invariance could be established across adolescents and teachers and teachers and parents couples. Conversely, regarding the invariance across adolescent and parent groups, only partial scalar invariance was reached by freeing the intercepts of items 4, 6, and 7. Overall, the minimum requirement to conduct latent mean score comparisons was met across all groups, and therefore we could proceed with the main analyses.

Measurement Invariance Within Groups of Each Sample of Participants

Consequential multigroup CFAs were performed to assess whether the AMIP scale was invariant across sex, age cohorts, ethnic background, and school track groups in the adolescent sample. Results are reported in Table S5. Further, we also assessed whether the measure held invariant across sex and ethnic background groups for parents, and sex groups

for teachers. Results are reported in Table S6. As can be inferred, full scalar invariance could be established across all groups of adolescents, parents, and teachers. Therefore, we could proceed with the latent mean comparison analyses.

Table S2
Fit indices of the Confirmatory Factor Analysis in each group of participants

	Model fit					
Models	χ^2	df	CFI	TLI	SRMR	RMSEA [90% CI]
Adolescent Sample						
One-factor model	207.048	20	.931	.903	.038	.094 [.083, .106]
One-factor model with two error correlations	108.003	18	.967	.948	.029	.069 [.057, .082]
Parent Sample						
One-factor model	310.698	20	.914	.880	.046	.110 [.099, .121]
One-factor model with two error correlations	163.861	18	.957	.933	.036	.082 [.071, .094]
Teacher Sample						
One-factor model	169.133	20	.842	.779	.065	.165 [.143, .189]
One-factor model with two error correlations	69.191	18	.946	.916	.045	.102 [.077, .128]

Note. χ^2 = chi-square; df = degree of freedom; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; SRMR = Standardized Root Mean Square Residual; RMSEA = Root Mean Square Error of Approximation; CI = confidence interval.

Table S3

Convergent validity of the AMIP scale

Total Sample			
	1.	2.	3.
1. Affective ethnic prejudice	-		
2. Cognitive ethnic prejudice	.498***	-	
3. AMIP score	-.424***	-.521***	-
Adolescent Sample			
	1.	2.	3.
1. Affective ethnic prejudice	-		
2. Cognitive ethnic prejudice	.463***	-	
3. AMIP score	-.412***	-.489***	-
Parent Sample			
	1.	2.	3.
1. Affective ethnic prejudice	-		
2. Cognitive ethnic prejudice	.543***	-	
3. AMIP score	-.480***	-.539***	-
Teacher Sample			
	1.	2.	3.
1. Affective ethnic prejudice	-		
2. Cognitive ethnic prejudice	.530***	-	
3. AMIP score	-.420***	-.558***	-

Note. *** $p < .001$

Table S4
Multigroup measurement invariance of AMIP scale across samples

	Model fit						Model comparisons			
Models	χ^2	df	CFI	TLI	SRMR	RMSEA [90% CI]	Models	$\Delta\chi_{SB}^2$	ΔCFI	ΔRMSEA
Adolescents vs. Parents										
Configural (M1)	272.480	36	.961	.940	.033	.076 [.068, .085]				
Metric (M2)	340.994	43	.951	.936	.075	.078 [.071, .086]	M2-M1	73.905 (7)***	-.010	.002
Partial Metric (M2a)	327.840	42	.953	.938	.070	.078 [.070, .085]	M2a-M1	58.348 (6)***	-.008	.002
Scalar (M3)	418.575	49	.939	.931	.081	.082 [.075, .089]	M3-M2a	109.386 (7)***	-.014	.004
Partial Scalar (M3a)	355.738	46	.949	.938	.076	.077 [.070, .085]	M3a-M2a	26.032 (4)***	-.004	-.001
Adolescents vs. Teachers										
Configural (M1)	179.674	36	.962	.941	.033	.078 [.066, .089]				
Metric (M2)	216.076	43	.954	.940	.092	.078 [.068, .088]	M2-M1	36.949 (7)***	-.008	.000
Scalar (M3)	252.220	50	.946	.940	.093	.078 [.069, .088]	M3-M2	36.578 (7)***	-.008	.000
Parents vs. Teachers										
Configural (M1)	240.141	36	.955	.930	.037	.087 [.077, .098]				
Metric (M2)	262.845	43	.952	.937	.062	.083 [.074, .093]	M2-M1	16.634 (7)*	-.003	-.005
Scalar (M3)	280.871	50	.949	.943	.068	.079 [.070, .088]	M3-M2	6.717 (7)	-.003	-.004

Note. M = model; χ^2 = chi-square; df = degree of freedom; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; SRMR = Standardized Root Mean Square Residual; RMSEA = Root Mean Square Error of Approximation; CI = confidence interval; Δ = change in the parameter.
* $p < 0.05$; *** $p < 0.001$

Table S5
Multigroup measurement invariance of AMIP scale within the adolescent samples

	Model fit						Model comparisons			
Models	χ^2	df	CFI	TLI	SRMR	RMSEA [90% CI]	Models	$\Delta\chi_{SB}^2$	ΔCFI	ΔRMSEA
Sex invariance										
Configural (M1)	124.251	36	.968	.950	.031	.068 [.055, .082]				
Metric (M2)	138.290	43	.966	.955	.049	.065 [.053, .075]	M2-M1	10.794 (7)	-.002	-.003
Scalar (M3)	156.289	50	.962	.957	.057	.064 [.052, .075]	M3-M2	15.903 (7)*	-.004	-.001
Ethnic background invariance										
Configural (M1)	138.024	36	.966	.947	.031	.073 [.061, .086]				
Metric (M2)	154.739	43	.963	.951	.052	.070 [.058, .082]	M2-M1	13.558 (7)	-.003	-.003
Scalar (M3)	168.741	50	.960	.955	.055	.067 [.056, .078]	M3-M2	9.975 (7)	-.003	-.003
Age cohort invariance										
Configural (M1)	120.682	36	.969	.952	.030	.067 [.054, .080]				
Metric (M2)	131.887	43	.968	.958	.040	.063 [.051, .075]	M2-M1	6.638 (7)	-.001	-.004
Scalar (M3)	162.342	50	.959	.955	.044	.065 [.054, .077]	M3-M2	35.303 (7)***	-.009	.002
School track invariance										
Configural (M1)	134.331	54	.970	.953	.033	.065 [.051, .079]				
Metric (M2)	155.027	68	.967	.959	.058	.060 [.048, .073]	M2-M1	10.794 (7)	-.002	-.003
Scalar (M3)	191.752	82	.959	.958	.071	.062 [.050, .073]	M3-M2	15.953 (7)	-.004	-.001

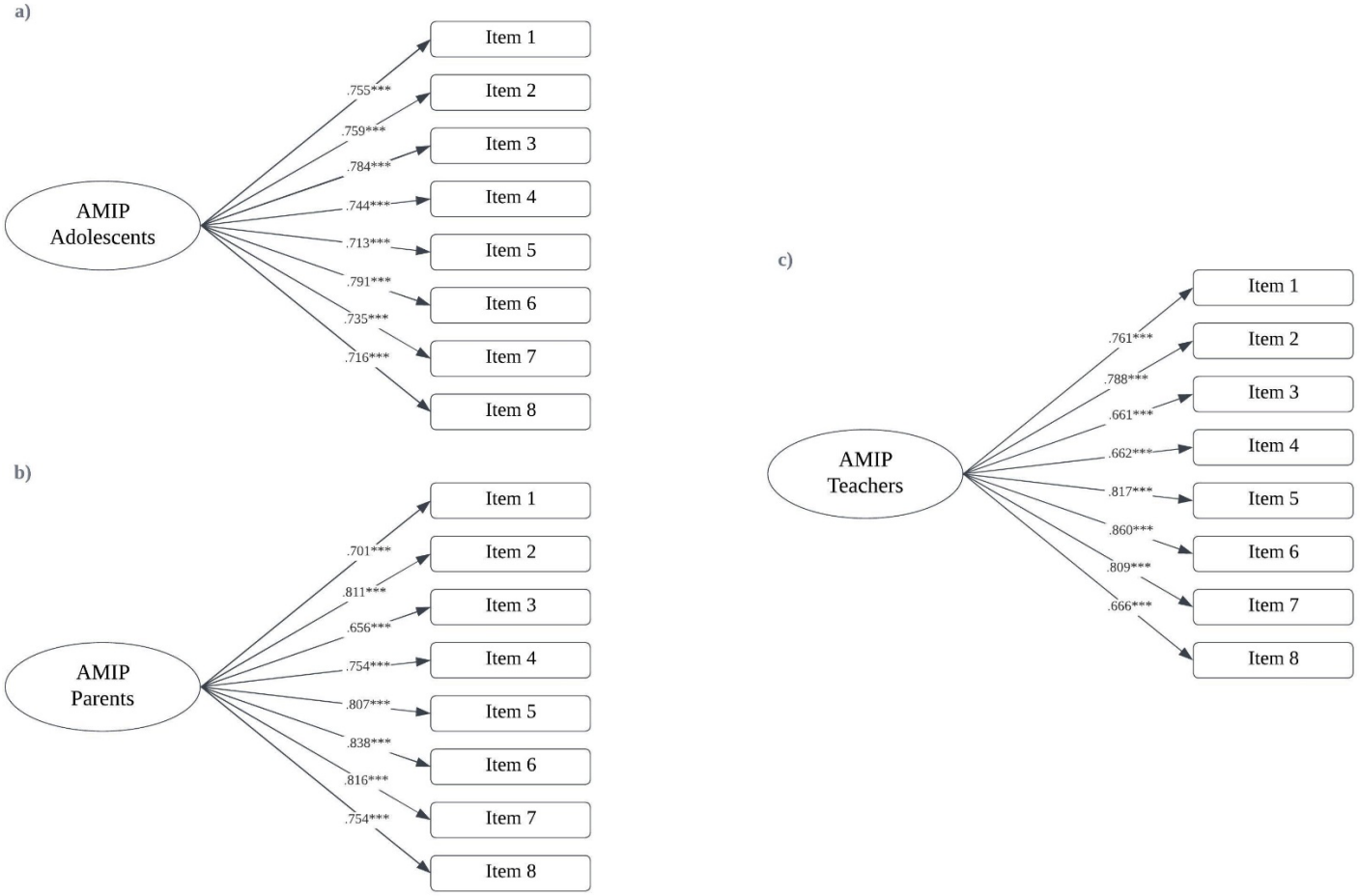
Note. M = model; χ^2 = chi-square; df = degree of freedom; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; SRMR = Standardized Root Mean Square Residual; RMSEA = Root Mean Square Error of Approximation; CI = confidence interval; Δ = change in the parameter.
* $p < 0.05$; *** $p < 0.001$

Table S6
Multigroup measurement invariance of AMIP scale within the parent and teacher samples

	Model fit						Model comparisons			
Models	χ^2	df	CFI	TLI	SRMR	RMSEA [90% CI]	Models	$\Delta\chi_{SB}^2$	ΔCFI	ΔRMSEA
Sex invariance - Parents										
Configural (M1)	195.729	36	.954	.928	.038	.086 [.074, .098]				
Metric (M2)	221.313	43	.948	.933	.074	.083 [.072, .094]	M2-M1	23.940 (7)**	-.006	-.003
Scalar (M3)	250.623	50	.942	.935	.082	.082 [.072, .092]	M3-M2	26.010 (7)***	-.006	-.001
Sex invariance – Teachers										
Configural (M1)	98.493	36	.939	.905	.054	.113 [.086, .140]				
Metric (M2)	106.557	43	.938	.919	.081	.104 [.079, .129]	M2-M1	7.087 (7)	-.001	-.009
Scalar (M3)	113.201	50	.939	.931	.091	.096 [.073, .120]	M3-M2	3.631 (7)	.001	-.008
Ethnic background invariance – Parents										
Configural (M1)	196.766	36	.954	.928	.038	.086 [.074, .098]				
Metric (M2)	205.604	43	.953	.939	.049	.079 [.068, .090]	M2-M1	7.042 (7)	-.001	-.007
Scalar (M3)	225.234	50	.950	.944	.053	.076 [.066, .086]	M3-M2	12.816 (7)	-.003	-.003

Note. M = model; χ^2 = chi-square; df = degree of freedom; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; SRMR = Standardized Root Mean Square Residual; RMSEA = Root Mean Square Error of Approximation; CI = confidence interval; Δ = change in the parameter.
** $p < 0.01$; *** $p < 0.001$

Figure S1.
Standardized factor loadings of the AMIP scale across the adolescent (a), parent (b), and teacher (c) samples



Note. *** $p < 0.001$