

CALIFORNIA FRIDAY NIGHT LIVE PARTNERSHIP

# YOUTH DEVELOPMENT

# OUTCOMES ASSESSMENT

ANALYSIS OF YOUTH DEVELOPMENT SURVEY DATA  
2018-2019 PROGRAM YEAR



Prepared for the California Friday Night Live Partnership by  
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# SECTION I: FRIDAY NIGHT LIVE & CLUB LIVE INTRODUCTION

## INTRODUCTION

### *Overview of the California Friday Night Live Partnership and its Programs*

Friday Night Live (FNL) programs were established in 1984 and have been implemented in nearly all of California's 58 counties. FNL programs have evolved and expanded over time to include: (1) Friday Night Live (FNL) for high school students, (2) Club Live (CL) for middle school students, (3) FNL kids for youth in the 4-6<sup>th</sup> grades, and (4) Friday Night Live Mentoring, a structured, one-to-one mentoring model with high school students as mentors and middle school students as mentees. All FNL programs are founded in an evidence-based, positive youth development (PYD) framework<sup>1,2</sup> to increase protective factors and reduce risk factors to support the healthy development of young people. Fostering caring supportive relationships, through youth-adult partnerships and peer-to-peer support is foundational to FNL programs. All youth have strengths, are valued as partners and are actively engaged in the decision-making process of planning and implementing their programs. FNL programs work with youth and their communities to create opportunities for youth to make meaningful contributions to their programs and to improve the health of their communities through community outreach, education and services, social action, and advocacy. As a result, youth in FNL experience the necessary supports and opportunities to develop the relationships, skills, competencies, values, and connections that enable them to thrive. FNL recognizes that the process of promoting healthier communities requires broad cross sector collaborations to address system issues and promote public health policies. FNL programs are an integral part of each county's Substance Use Disorder (SUD) prevention strategic plan that is used to guide county-wide prevention efforts. Using the federal Substance Abuse Mental Health Services Administration, Strategic Prevention Framework planning process, each county in the state enlists community participation to assess SUD-related problems, identify factors that contribute to these problems, establish prevention goals and objectives, select and implement prevention strategies, and evaluate their effectiveness. The projects that FNL youth develop and implement contribute toward achieving the identified goals of each county.

The California Friday Night Live Partnership (CFNLP) provides the leadership and field support needed for continued growth and enhancement of FNL programs. CFNLP was created by the California Department of Alcohol and Drug Programs, now called the California Department of Health Care Services (DHCS), and the California Office of Traffic Safety. DHCS contracts with the Tulare County Office of Education (TCOE) to operate CFNLP.

***Friday Night Live Programs Operate According to Five Standards of Practice which are founded in an evidenced-based, Positive Youth Development Framework***

All FNL programs operate according to five FNL Youth Development Standards of Practice (SOP) which are founded in a positive youth development (PYD) framework (see Figure 1). FNL SOPs represent the set of critical supports, opportunities and skills that young people need to experience on a consistent basis to foster and sustain personal and social competencies in youth and to achieve long term positive developmental outcomes.<sup>3,4,5</sup>

**FIGURE 1.**

**FNL YOUTH DEVELOPMENT STANDARDS OF PRACTICE**

*Young people involved in FNL will experience the following:*

- A physically and emotionally safe environment
- Caring and meaningful relationships with adults and youth
- Opportunities for involvement and connection to community & school
- Opportunities for leadership and advocacy, and
- Opportunities to engage in skill-building activities

The California Friday Night Live Partnership (CFNLP), the Youth Leadership Institute (YLI), and California Alcohol and Drug Programs (ADP<sup>1</sup>) worked collectively to identify the practices and characteristics of settings that contribute to positive youth development and prevention outcomes. This effort included an extensive literature review of seminal youth development research involving prospective, longitudinal studies of children and adolescents. This body of research identified risk and protective factors across multiple contexts (i.e. family, peer, school and community) which predicted positive youth outcomes.<sup>6,7,8</sup> They also examined evaluations of a number of PYD-based interventions which demonstrated positive impacts for youth<sup>9-21</sup> that included both short and long term effects<sup>22</sup> and resulted in improvements across a number of domains such as tobacco and alcohol initiation<sup>18,23</sup>, social skills<sup>19</sup>, sexual and reproductive health<sup>15,20</sup>, economic self-sufficiency, responsibility and civic participation.<sup>15,24</sup> Benefits of this approach extended to the program sites, families and the broader community.<sup>25</sup> A PYD approach to intervention efforts represented an important shift away from the traditional, deficit model that targeted specific “problem” behavior(s) such as substance abuse, conduct disorders, delinquent and antisocial behavior, academic failure, and teenage pregnancy.<sup>26</sup>

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<sup>1</sup> ADP is now part of the Department of Health Care Services

The key features of effective PYD programs are shown in Figure 2.<sup>14</sup>

**FIGURE 2.**

**KEY FEATURES OF EFFECTIVE PROGRAMS**

Positive youth outcomes have been linked to PYD programs that provide the following supports and opportunities for youth:<sup>14</sup>

- Physical and psychological safety and security;
- Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions to participate in governance and rule-making and to take on leadership roles as one matures and gains more expertise;
- Emotional and moral support;
- Opportunities for adolescents to experience supportive adult relationships;
- Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors;
- Opportunities to feel a sense of belonging and feeling valued;
- Opportunities to develop positive social values and norms;
- Opportunities for skill building and mastery;
- Opportunities to develop confidence in one's abilities to master one's environment (a sense of personal efficacy);
- Opportunities to make a contribution to one's community and to develop a sense of purpose; and
- Strong links between families, schools and broader community resources.

When these key features are incorporated into programs, youth experience the necessary supports, opportunities, and relationships to foster positive developmental outcomes. The SOPs for FNL programs were also based on the shared features of effective PYD programs. It is important to hold youth programs accountable to these standards as a way to assess how well these programs are preparing youth for *future* success.<sup>27</sup>

***Purpose of this YDS Report***

The purpose of this report is to provide a summary of findings from the 2018-2019 annual Youth Development Survey (YDS) of FNL and CL programs throughout California. FNL programs are continually evolving and adapting to the latest trends and issues affecting youth, responding to current prevention and youth development research, and addressing the unique needs of each community served. The YDS is an important part of this process as it gathers important information about the supports and opportunities youth experience in FNL and the impact FNL programs have on youth's lives. Data from this report can be shared with important stakeholders (policy makers, funders, community leaders, schools, other community partners, etc.) to raise awareness about CL and FNL programs and how they benefit youth. Survey data

can also be used to inform efforts improve the quality and effectiveness of FNL programs. Youth participation in reviewing and presenting findings from the YDS is strongly encouraged and it is important to engage youth in planning ongoing program improvement efforts. For additional guidance on how to use the data in this report, see Appendix Reflection and Action.

### ***Evaluating FNL's Efforts to Promote Positive Youth Development: Overview of the Youth Development Survey (YDS)***

The evaluation approach incorporates four main strategies: assessing the application of evidence-based youth development practices; addressing the program requirements; building local evaluation capacity; and emphasizing continuous program improvement. More specifically, the evaluation process provides the following information and opportunities:

- ***Information about how effectively programs are applying the youth development standards of practice (SOP).*** The assessment is designed to measure how effectively programs are integrating the 5 youth development SOP, and ultimately steering participants away from unhealthy behaviors while building skills, relationships and community connections.
- ***Information to help guide self-assessment and program improvement efforts.*** Program staff and youth participants are encouraged to utilize the results from the youth development survey to help guide program improvement efforts and provide “course correction.” Technical assistance and support is available to programs to help identify strategies and practices that could be implemented to address survey results. This step—translating the evaluation results into practical recommendations—is perhaps the most important stage of an evaluation or assessment; yet, it is the step most often overlooked. Capacity building of program staff and youth and implementation of interactive tools to create opportunities for youth to reflect on survey results and identify strategies to enhance experiences for all youth, is a critical to the success of local programs.
- ***Opportunities for county staff, advisors and youth to build local evaluation capacity.*** Through the assessment process, stakeholders have the opportunity to participate in and learn about program assessment. One goal of this process is to build local capacity in evaluation and assessment so that these activities can ultimately be integrated into program models and conducted in an ongoing way at the local or program level.

The YDS was first created in 1996 and is continually refined to reflect the growth and development of the FNL system and to integrate the latest youth development research. For instance, in 2002-03, the YDS was expanded to address the requirements of the No Child Left Behind Act and the Safe and Drug Free Schools and Communities (SDFSC) legislation. In 2004, the survey was revised as part of a scientific validation process conducted by the Youth Leadership Institute's evaluation team and a researcher from the University of California, Berkeley. In the spring of 2005, the survey was adapted to meet the needs of younger participants in the FNL system. The result was two versions of the survey: (1) for FNL/FNL Mentoring counties and (2) a “younger” version for Club Live (CL) members and protégés. In 2012-13, there was a focus on administering the YDS in all FNL “Roadmap” chapters. These are

chapters that are implementing the FNL process with fidelity and are required to administer the survey to meet FNL “Members in Good Standing” requirements. This additionally helped to ensure that each county participated in the survey.

In 2016-2017, the CFNLP convened a workgroup to review the FNL Youth Development Survey. The workgroup was comprised of FNL leaders from the field and experts in program evaluation, positive youth development and survey design. The review resulted in modifications to improve the survey so that it captures data that is most meaningful to program stakeholders and audiences; includes a sufficient number of items to capture the multiple dimensions of each SOP while removing any items that were no longer relevant; and improve item wording so it would be more “youth-friendly”. The revised survey was reviewed by members of the workgroup and pilot tested with youth to ensure youth were able to understand and respond appropriately to each survey item.

**Methods:**

Administering the YD Survey is required for all FNL Counties. The CFNLP and the independent evaluator conducted webinars for FNL program staff on how to administer the survey. FNL program staff was instructed to administer the on-line survey between March and May, 2019 to as many youth served in their programs as possible. The survey is confidential, voluntary and youth can skip any question they do not wish to answer.

The survey gathers basic demographic information about the youth and the length and duration of their participation in the program. Program participants are also asked to respond to statements that reflect each of the five SOPs, attitudes toward Alcohol, Tobacco and Other Drugs (ATOD), the extent to which program participation supports their connection to school and academic success and the extent to which the program provides opportunities for youth to learn about and work with youth from different backgrounds (e.g. culture, race/ethnicity, gender, economic, sexual identity/orientation). Youth respond to statements using a 6pt Likert rating scale ranging from strongly disagree to strongly agree. In addition, there are two open-ended questions to provide youth with an opportunity to share why the program is important to them and what if anything they would change to improve the program.

**Data Analysis:**

Data are analyzed by an independent evaluator and findings are presented in a statewide report and county specific reports.<sup>2</sup> Each report provides basic descriptive information about the FNL/CL participants who completed the survey, the length, frequency, and intensity of program involvement, and a summary of responses used to measure each SOP and ATOD item (with means and standard deviations). The report concludes with a summary of participants’ responses to two open-ended questions: “Why is being in FNL important to you?” and “What if anything would you change?”

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<sup>2</sup> County-specific reports are provided if there are more than three survey respondents.

## OVERVIEW OF STATEWIDE FINDINGS

In 2019, the YDS survey was administered in 46 counties across California. A total of 3,173 youth responded to the survey (1,521 were from FNL and 1,625 were from CL). The following is a summary of the key findings. More detailed findings are presented in the Statewide and County-specific reports.<sup>3</sup>

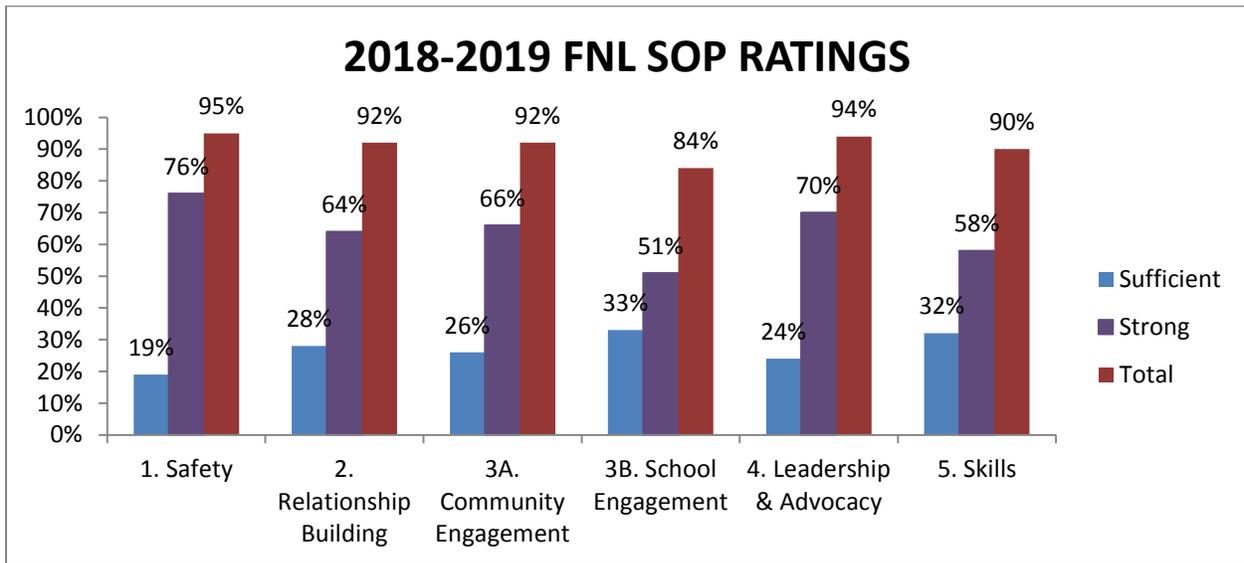
- **Friday Night Live and Club Live continues to serve an ethnically, culturally, linguistically, and socio-economically diverse group of young people.**
  - ✓ Youth are ethnically and racially diverse with the majority of youth coming from Hispanic/Latino backgrounds (43% in FNL and 38% in CL).
  - ✓ Over half of youth speak languages in addition to English (53% in FNL; 55% in CL).
  - ✓ Many youth report they are eligible for the free and reduced lunch program (an indicator of socio-economic status) with 61% of FNL participants reporting being eligible and 51% in CL. These are likely conservative estimates as many youth report not knowing whether or not they qualify.
  
- **Friday Night Live and Club Live programs provide important youth development supports and opportunities young people need to thrive.**<sup>4</sup> Table 2 provides the distribution of sufficient and strong ratings for each SOP for the current year.
  - ✓ 95% of youth report FNL provides a physically and emotionally safe environment
  - ✓ 92% of youth report FNL provides sufficient to strong opportunities to develop caring relationships with peers and adults
  - ✓ 92% of youth report FNL provides sufficient to strong opportunities for community engagement
  - ✓ 84% of youth report FNL provides sufficient to strong opportunities for school bonding/ engagement
  - ✓ 94% of youth report FNL provides sufficient to strong opportunities for leadership development
  - ✓ 90% of youth report FNL provides sufficient to strong opportunities to develop skills that are useful for school and life

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<sup>3</sup> County reports were only generated if a county had 4 or more respondents but all data is in the state report.

<sup>4</sup> Mean Score=5.0 and above are in the “Agree to Strongly Agree” range, meaning that youths’ experiences of this SOP are “Strong.” Mean Score=4.0-4.9 are in the “Slightly Agree to Agree” range, meaning that youths’ experiences of this SOP are “Sufficient.” Mean Score=3.0-3.9 are in the “Slightly Disagree to Slightly Agree” range, meaning that youths’ experiences of this SOP may “Need Improvement.” Mean Score=2.9 and below are in the “Strongly Disagree to Slightly Disagree” range, meaning that youths’ experiences of this SOP are “Insufficient.”

**Table 2. Distribution of FNL SOP ratings (Sufficient, Strong and Combined) for 2018-19**

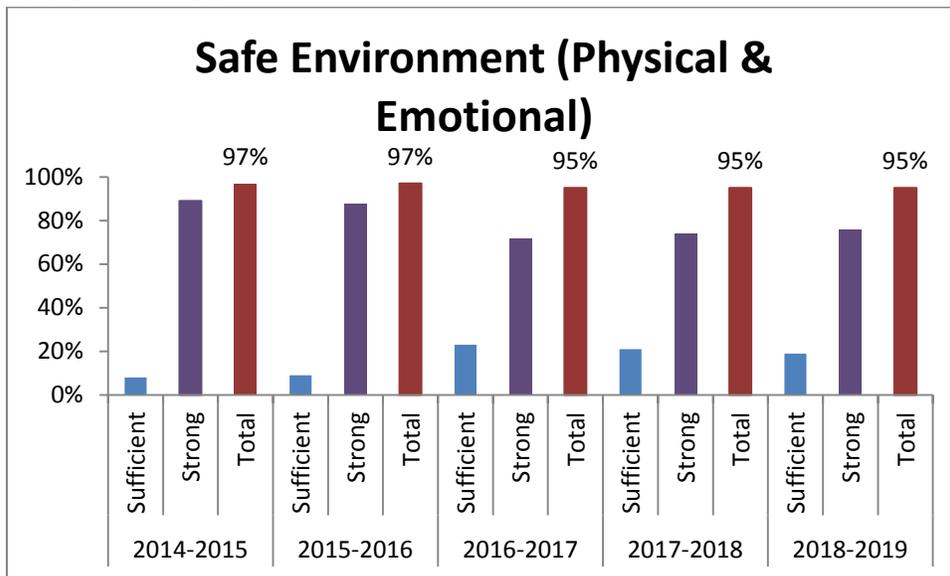


The mean ratings and standard deviations for each SOP is provided in Table 3. Youth were asked the extent to which they agree/disagree with several statements to assess each SOP using a 6 point rating scale where Strongly Disagree =1, Slightly Disagree =2, Disagree=3, Slightly Agree=4, Agree=5 and Strongly Agree=6.

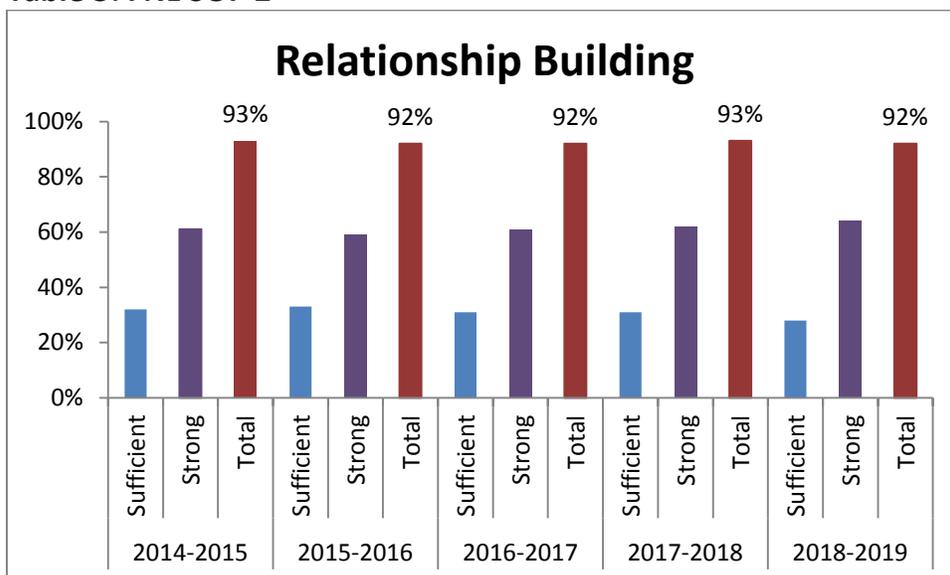
| Table 3. Standard of Practice (SOP)                       | FRIDAY NIGHT <i>live</i> |      | CLUB <i>LIVE</i> |      |
|---|--------------------------|------|------------------|------|
|   | Mean                     | SD   | Mean             | SD   |
| A physically and emotionally safe environment             | 5.44                     | 0.78 | 5.00             | 0.84 |
| Caring and meaningful relationships with adults and youth | 5.03                     | 0.76 | 4.83             | 0.87 |
| Opportunities for involvement and connection to community | 5.05                     | 0.78 | 4.95             | 0.84 |
| Opportunities for involvement and connection to school    | 4.73                     | 0.96 | 4.76             | 1.00 |
| Opportunities for leadership and advocacy                 | 5.13                     | 0.76 | 4.94             | 0.89 |
| Opportunities to engage in skill-building activities      | 4.90                     | 0.83 | 4.74             | 0.88 |

- **Friday Night Live and Club Live programs have been consistently been achieving high scores on each of the SOPs.** Tables 4-9 present the data from the past 5 years for each of the SOPs.

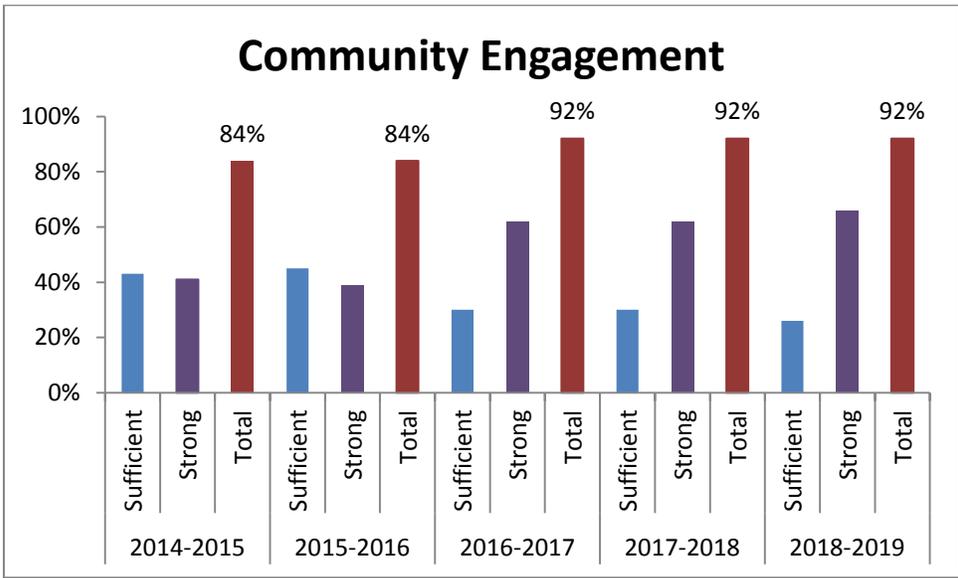
**Table 4: FNL SOP 1**



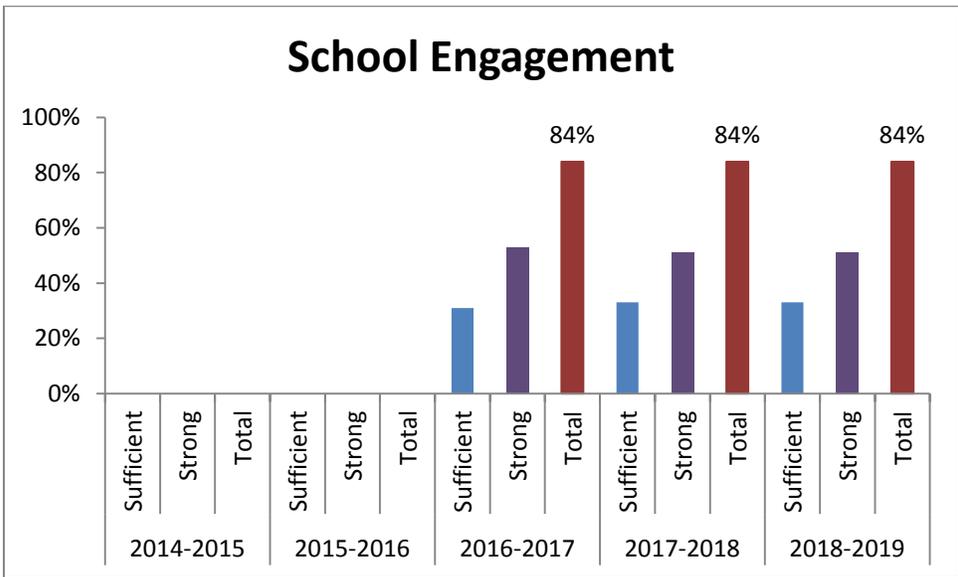
**Table 5: FNL SOP 2**



**Table 6: FNL SOP 3A**



**Table 7 FNL SOP 3B<sup>5</sup>**

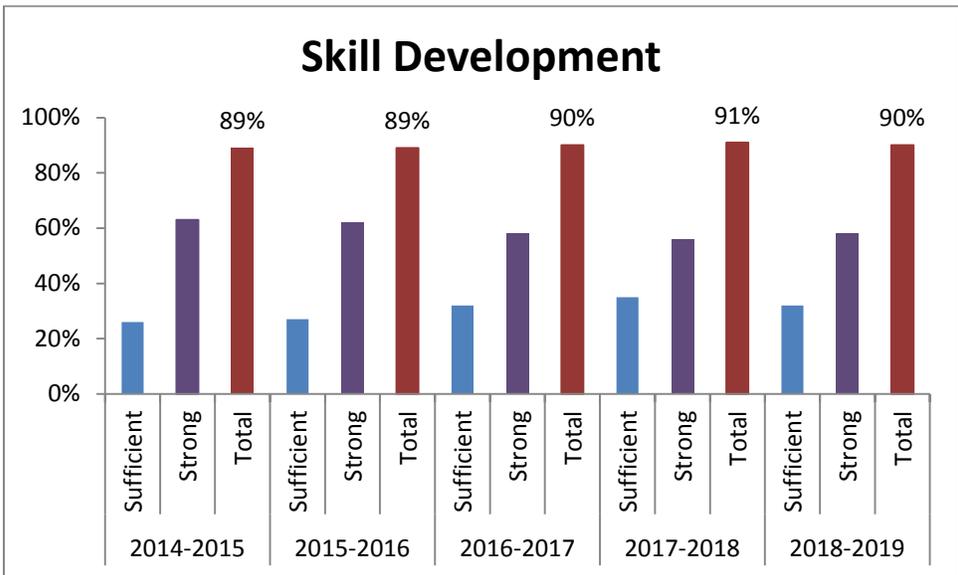


<sup>5</sup> School engagement was separated out from community engagement in the YDS survey beginning in the 2016-2107 program year.

**Table 8: FNL SOP 4**



**Table 9: FNL SOP 5**



- **Friday Night Live and Club Live participants experienced opportunities in their programs that supported them to learn about and not use alcohol, tobacco, and other drugs (ATOD).**
  - ✓ In FNL, **96%** youth agree (slightly agree to strongly agree) that they learn about problems that alcohol, tobacco and other drugs can cause.
  - ✓ In CL, **94%** of youth agree that they learn reasons why we should not use alcohol, tobacco and other drugs.
  - ✓ **95%** of youth in FNL and **77%** of youth in CL agree that because of FNL/CL they support other youth make healthy choices (that don't involve ATOD).
  - ✓ **95%** of youth in FNL agree that involvement in FNL helps to decide to do other things instead of using alcohol, tobacco, and other drugs.

## GLOSSARY OF TERMS

The following are helpful definitions for words that appear in this report:

**Convenience Sample** - In general, convenience samples use individuals that are readily available instead of individuals randomly selected from the entire program or community of interest. It is a practical approach when limited resources and little time are available. However, if (a) all youth participating in FNL/CL were not surveyed or, (b) randomly selected to take the survey, the survey results may not apply to all youth in FNL/CL programs. When looking at the results of the Youth Development Survey, look at the number of youth reporting from each county and the demographic information from the survey participants. If any groups are missing, the survey results may be biased.

**Mean** – Each youth development standard of practice is reported as a mean score, which is the average of all the answers to one or more survey questions that measure that standard of practice. For example, 7 survey questions were used to measure youths’ Community Engagement. If 400 youth participated in the survey, then the Community Engagement mean score reflects the average response of all 400 youth on those 7 questions.

**Missing** – The number of youth who did not answer a survey question.

**n** – The number of youth who answered a survey question.

**Sample** – This term refers to the group of youth who participated in the Youth Development Survey. Depending on how many youth participated in the survey and how they were chosen, the survey results for this group of youth may or may not apply to all FNL/CL youth. When looking at survey results, it is important to consider how well the group of youth who participated in the survey represents all of FNL/CL youth and whether there are any groups not included in the survey results. For example, did some chapters choose to not participate due to barriers such as low attendance or low reading ability?

**Standard Deviation** -- This is a measure of how spread-out a group of answers to one or more survey questions are. The larger the standard deviation, the more spread-out the answers are. For example, while looking at the Community Engagement mean score (see “Mean” above) for the 400 youth who participated in the Youth Development Survey, it may be important to know if most of their answers to the survey questions were right around the average or if their answers tended to vary. The standard deviation provides that information. Higher standard deviations indicate that youths’ responses varied more, while lower standard deviations indicate that youths’ responses varied less.

# SECTION II: RESULTS

## PARTICIPANT DEMOGRAPHICS

There were a total of 419 Youth Development Survey (YDS) participants from San Bernardino County. Of these, 157 came from Friday Night Live (FNL) and 262 came from Club Live (CL). The following table shows the number of participants who responded to the YDS by school/program name and program type (FNL/CL).

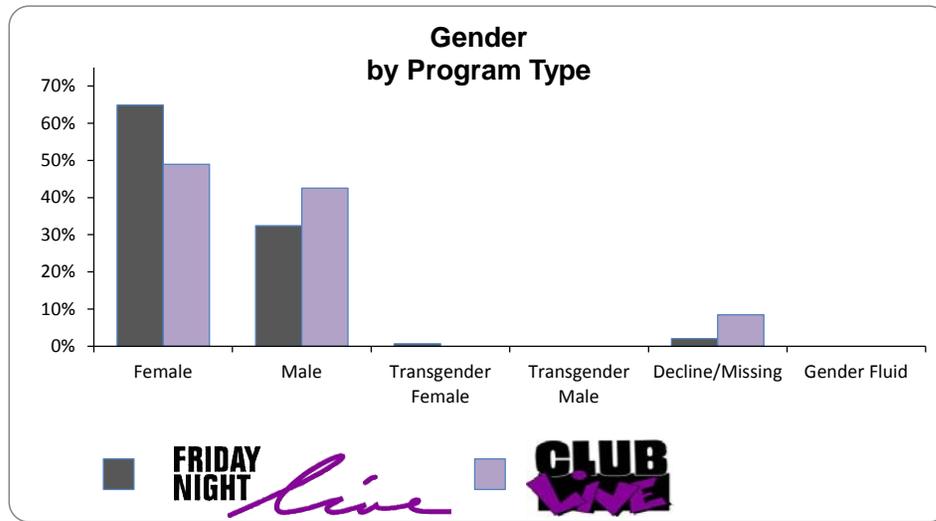
| School/Program Name | FNL        | CL         |
|---------------------|------------|------------|
| Bloomington         | 25         | 0          |
| New Hope SB         | 20         | 0          |
| Citrus Valley High  | 19         | 0          |
| A.B.Miller High     | 16         | 0          |
| Granite Hills High  | 14         | 0          |
| Cerrano High        | 14         | 0          |
| Colton High         | 11         | 0          |
| Chaparral           | 10         | 0          |
| Oakview Cont.       | 10         | 0          |
| New Hope Ranch      | 10         | 0          |
| Buena Vista         | 5          | 0          |
| Teen Center         | 1          | 0          |
| Foothills STEM      | 0          | 140        |
| Ramona              | 0          | 48         |
| Woodcrest           | 0          | 26         |
| Chino               | 0          | 13         |
| Golden Valley       | 0          | 13         |
| Magnolia            | 0          | 8          |
| Lucern Valley       | 0          | 7          |
| Cobalt Institute    | 0          | 6          |
| Missing             | 2          | 1          |
| <b>TOTAL</b>        | <b>157</b> | <b>262</b> |

This reports provides basic demographic information for the youth who completed the survey. Demographic data gathered from the YDS include:

- gender
- age
- socioeconomic status
- language spoken by youth's family
- primary race/ethnicity
- length of program involvement
- frequency of program involvement
- intensity of program involvement
- past participation in an FNL program

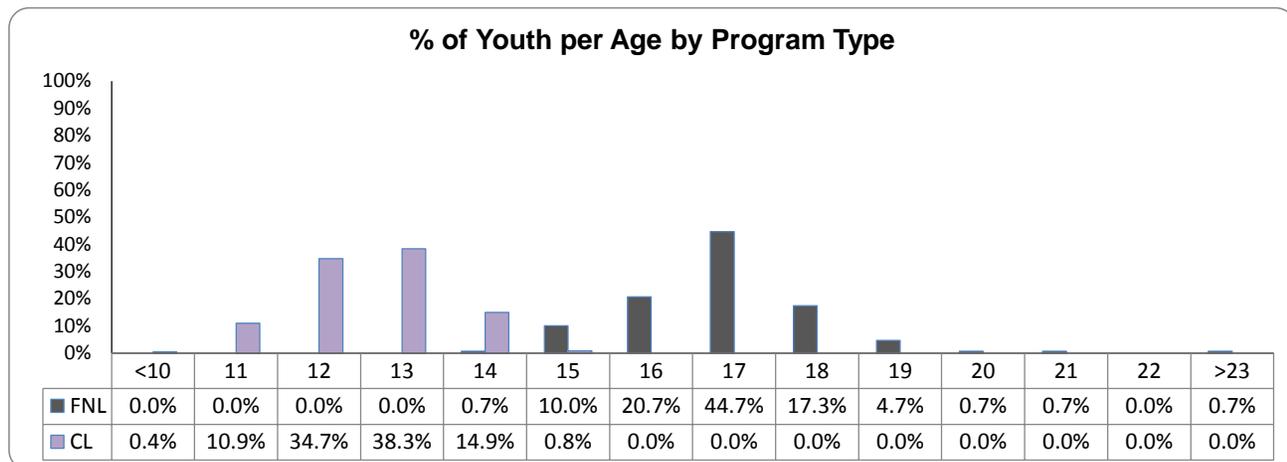
# Gender

| Gender             | FNL<br>n=151 | Club Live<br>n=249 | Total |
|--------------------|--------------|--------------------|-------|
| Female             | 64.9%        | 49.0%              | 58.5% |
| Male               | 32.5%        | 42.6%              | 41.2% |
| Transgender Female | 0.7%         | 0.0%               | 0.3%  |
| Transgender Male   | 0.0%         | 0.0%               | 0.0%  |
| Decline/Missing    | 2.0%         | 8.4%               | 0.3%  |
| Gender Fluid       | 0.0%         | 0.0%               | 0.0%  |



# Age of Participants

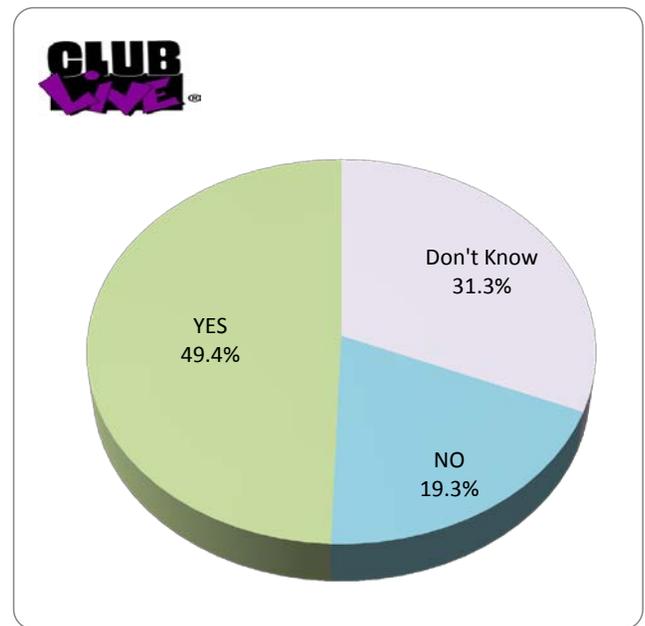
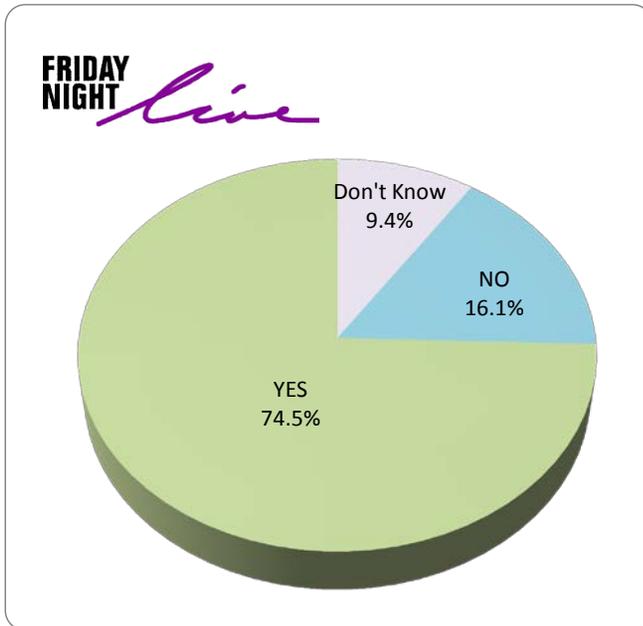
|                   | FNL   | Club Live |
|-------------------|-------|-----------|
| Average Age (yrs) | 16.93 | 12.59     |



## Socioeconomic Status: Youth Who Qualify for Free/Reduced Lunch

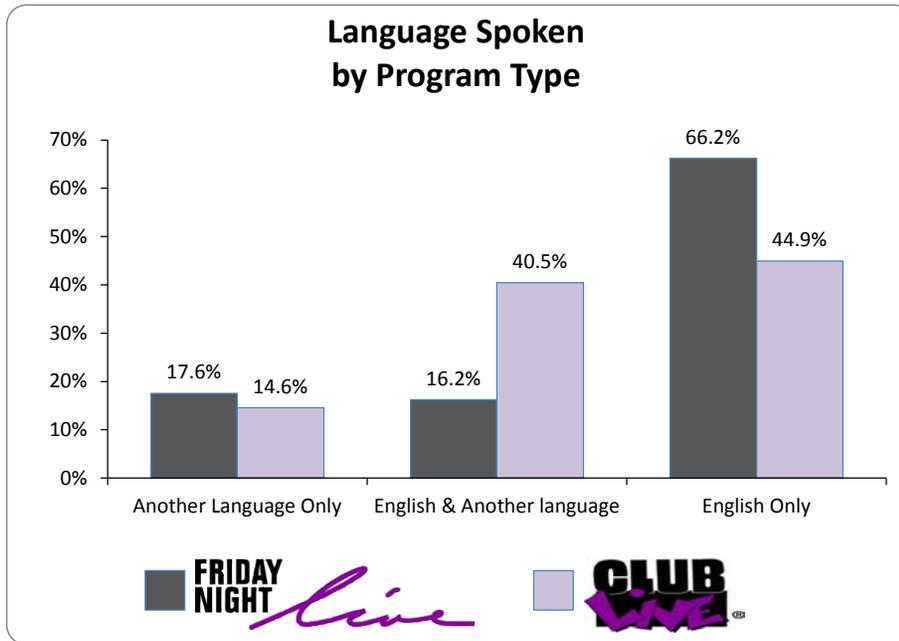
To assess socio-economic status, youth were asked to report if they qualified for free or reduced lunch at school. Effective July 1, 2018, through June 30, 2019, participants from households (size of 4 people) with incomes at or below \$ 46,435 per year may qualify for free or reduced meals. For the full list of income eligibility guidelines, go to: <https://www.cde.ca.gov/ls/nu/rs/scales1819.asp>.

### Percent of Youth who Reported that they Qualify for Free Reduced Lunch



## Language

Survey respondents reported which language is spoken by their families:



| Language   | FNL (N) | CL (N) |
|------------|---------|--------|
| Spanish    | 45      | 127    |
| Vietnamese | 1       | 3      |
| Creole     | 0       | 2      |
| Tagalog    | 0       | 1      |
| Portuguese | 0       | 1      |
| Mandarin   | 0       | 1      |
| Hawaiian   | 0       | 1      |

This list includes the most frequently reported languages.

## Primary Ethnicity

Youth were asked to select the option that best describes their ethnicity or cultural background and then their specific ethnicity.

| Race/Ethnicity Categories    | FNL (%) | CL (%) |
|------------------------------|---------|--------|
| African American / Black     | 8.3%    | 5.6%   |
| Asian/Pacific Islander       | 4.5%    | 7.8%   |
| Middle Eastern/North African | 1.3%    | 0.4%   |
| Hispanic/Latino              | 59.2%   | 49.6%  |
| Multi-Ethnic                 | 3.8%    | 8.6%   |
| Native American              | 1.9%    | 2.2%   |
| White/European               | 19.1%   | 15.3%  |
| Decline/Not Listed           | 1.9%    | 10.4%  |
| Don't Know                   | 0.0%    | 0.0%   |
| Total                        | 100%    | 100%   |

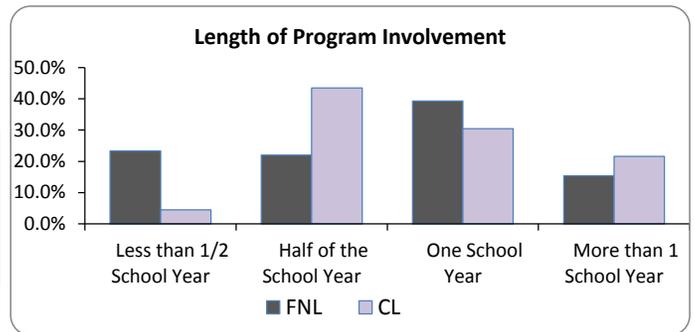
| Specific Race/Ethnicities Listed* | FNL (N) | CL (N) |
|-----------------------------------|---------|--------|
| Polish                            | 1       | 0      |

\*This list includes the most frequently reported race/ethnicities.

## Length of Program Involvement

Youth who took the survey were asked how long they have been involved in the program:

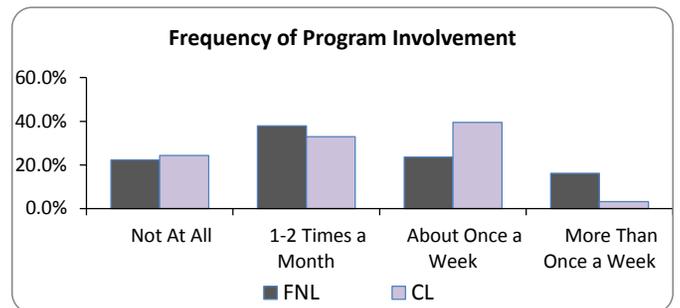
| Involvement               | FNL   | CL    |
|---------------------------|-------|-------|
| Less than 1/2 School Year | 23.3% | 4.5%  |
| Half of the School Year   | 22.0% | 43.5% |
| One School Year           | 39.3% | 30.5% |
| More than 1 School Year   | 15.3% | 21.5% |



## Frequency of Program Involvement

Youth were asked to report how frequently they participated in FNL/CL activities in the past month:

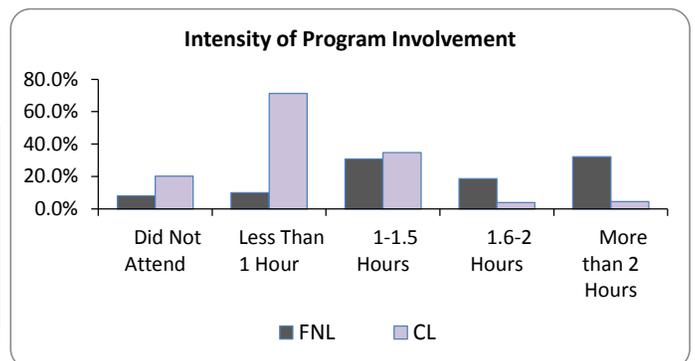
| Frequency             | FNL   | CL    |
|-----------------------|-------|-------|
| Not At All            | 22.3% | 24.3% |
| 1-2 Times a Month     | 37.8% | 32.9% |
| About Once a Week     | 23.6% | 39.5% |
| More Than Once a Week | 16.2% | 3.3%  |



## Intensity of Program Involvement

Youth who took the survey were asked how long they typically stay at program meetings, events and activities:

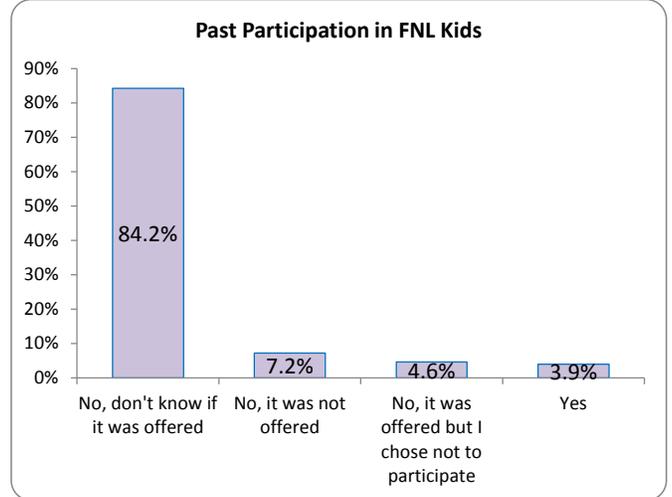
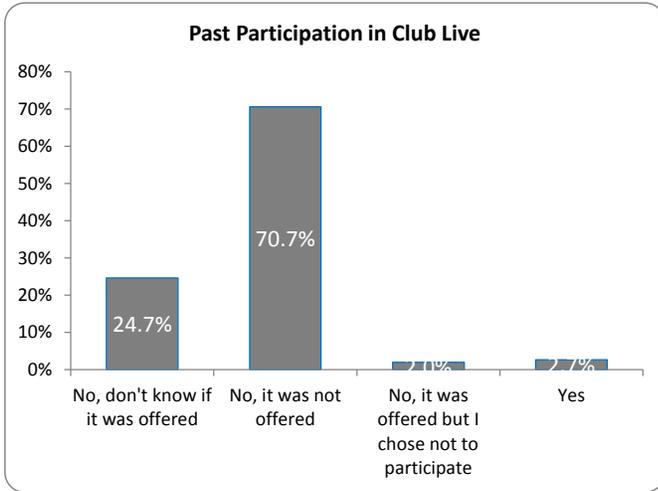
| Frequency         | FNL   | CL    |
|-------------------|-------|-------|
| Did Not Attend    | 8.1%  | 20.2% |
| Less Than 1 Hour  | 10.1% | 71.3% |
| 1-1.5 Hours       | 30.9% | 34.8% |
| 1.6-2 Hours       | 18.8% | 3.9%  |
| More than 2 Hours | 32.2% | 4.5%  |



## Previous Participation in FNL Programs

Youth in FNL who reported participating in CL during middle school

Youth in CL who reported participating in FNL Kids in elementary school



Percent of Club Live youth who participate in other clubs or sports:

54%

## STANDARDS OF PRACTICE (SOP)

The next set of charts summarize youths' responses to the questions in each of the five standards of practice (SOP): (1) Safe Environment, (2) Caring and Meaningful Relationships, (3) Community and School Engagement, (4) Leadership and Advocacy, and (5) Skill Development. Youth are asked to answer each question using a 6 point Likert agreement scale where: 1= Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree. Each SOP is assessed with multiple questions. We provide the overall mean and standard deviation for each SOP category as well as the means and standard deviations for each of the individual items within the SOP.

The mean score is the average of all of the responses for all of the questions within the SOP. If the mean score for Community Engagement is 4.5, this indicates that young people reported, on average, that they "Slightly Agree" to "Agree" that they experience opportunities to connect and engage with the community through your program.

The standard deviation (SD) is a measure of how spread out a group of answers are. The larger the standard deviation is, the more spread out the answers are. For example, if 10 youth respond to the item "My program has helped to create some kind of positive change in the community" on a scale from 1 (Strongly Disagree) to 6 (Strongly Agree) the mean (or average) response might be a 3, which is right in the middle. If the standard deviation is small, most of the responses are close to the mean (in this case 3). However, if the SD is large, there is more range in the responses with some youth answering with a 1 and others a 5 or 6, yet the average of those scores is still in the middle of the scale in this case 3.

Finally, to give you more detailed information about how young people are experiencing the standards of practice in your program, charts are provided that show the percentage of youth who report that their opportunities to experience each standard of practice are "Strong," "Sufficient," "Needs Improvement," or "Insufficient." The categories were chosen as follows:

Mean Score=5.0 and above: scores are in the "Agree to Strongly Agree" range, meaning that youths' experiences of this standard of practice are "Strong."

Mean Score=4.0-4.9: scores are in the "Slightly Agree to Agree" range, meaning that youths' experiences of this standard of practice are "Sufficient."

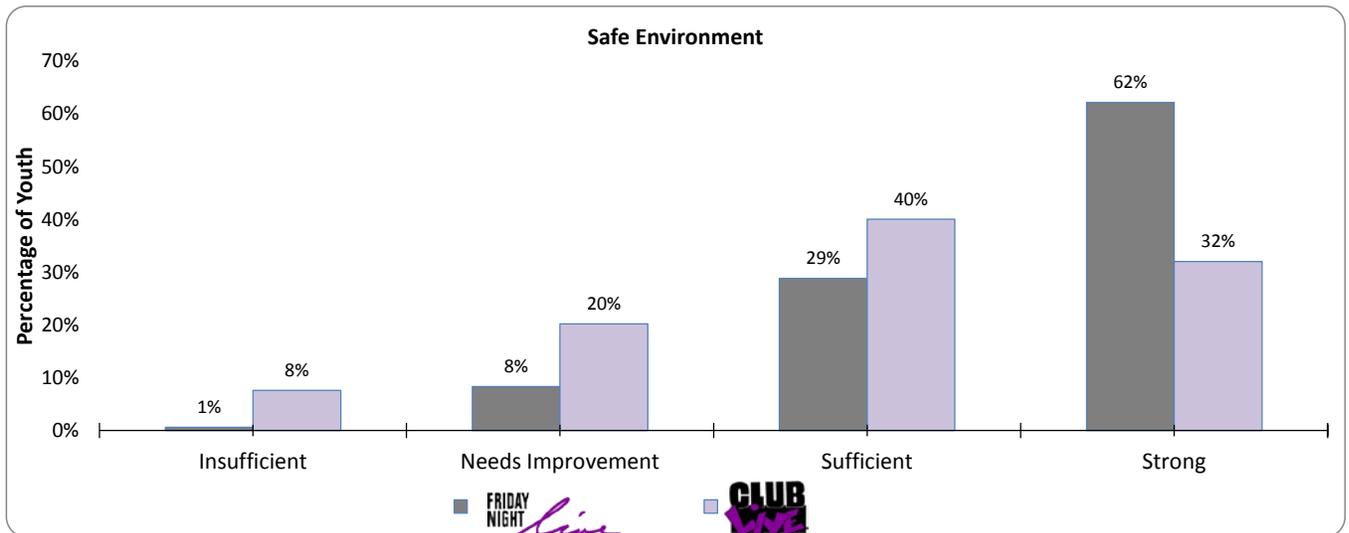
Mean Score=3.0-3.9: scores are in the "Slightly Disagree to Slightly Agree" range, meaning that youths' experiences of this standard of practice may "Need Improvement."

Mean Score=2.9 and below: scores are in the "Strongly Disagree to Slightly Disagree" range, meaning that youths' experiences of this standard of practice are "Insufficient."

## Safe Environment: Youth feel safe physically and emotionally

|                    | FNL  | CL   |
|--------------------|------|------|
| Mean               | 5.03 | 4.39 |
| Standard Deviation | 0.71 | 0.94 |

Do young people feel like FNL/CL provides a safe environment?



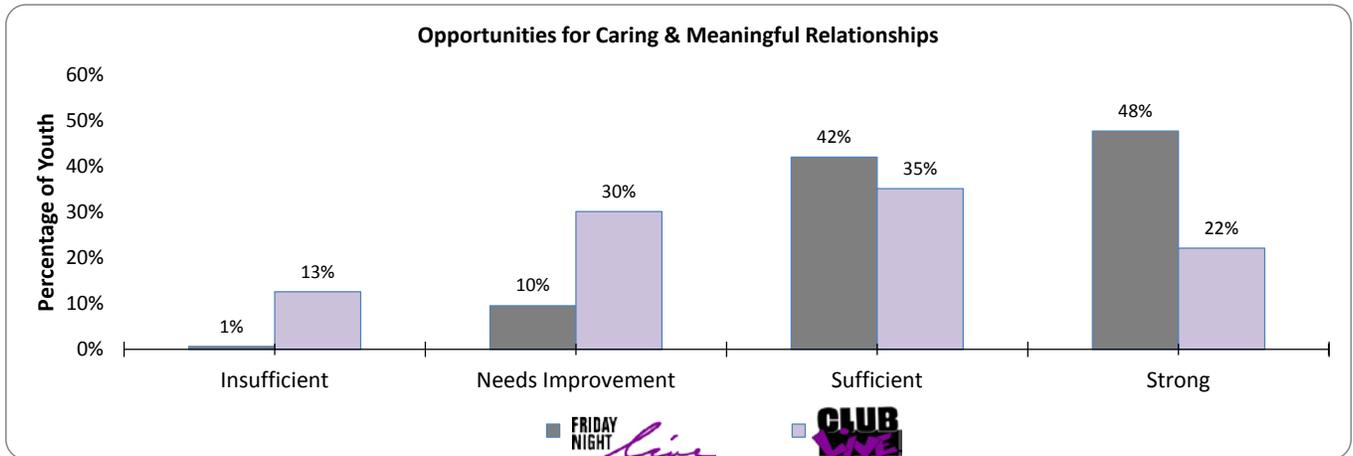
### Survey Questions that Measured Safe Environment:

|   | FRIDAY NIGHT <i>live</i> |      | CLUB <i>LIVE</i> |      |
|---|--------------------------|------|------------------|------|
|   | Mean                     | SD   | Mean             | SD   |
| 1. In FNL/CL, staff and youth treat each other with respect.  | 5.33                     | 0.73 | 4.80             | 1.12 |
| 2. In FNL/CL, I can say what I think or feel without being criticized or put down.                          | 4.87                     | 1.14 | 4.09             | 1.36 |
| 3. FNL/CL provides a space where I feel physically safe.  | 5.03                     | 0.91 | 4.46             | 1.30 |
| 4. Youth respect each other's differences (e.g. gender, race, culture, religion, sexual orientation, etc.). | 5.14                     | 0.85 | 4.81             | 1.20 |
| 5. In FNL/CL, I feel accepted for who I am.   | 5.05                     | 0.96 | 4.32             | 1.40 |
| 6. In FNL/CL, I learn how to work with people that I don't always agree with.                               | 4.91                     | 0.99 | 4.08             | 1.40 |
| 7. In FNL/CL, I have opportunities to work with youth and adults to solve conflicts.                        | 4.85                     | 0.95 | 4.22             | 1.26 |

## Caring and Meaningful Relationships

|                    | FNL  | CL   |
|--------------------|------|------|
| Mean               | 4.83 | 4.06 |
| Standard Deviation | 0.69 | 0.98 |

Do young people feel the program provides opportunities to develop and build caring and meaningful relationships?



### Survey Questions that Measured Caring & Meaningful Relationships:

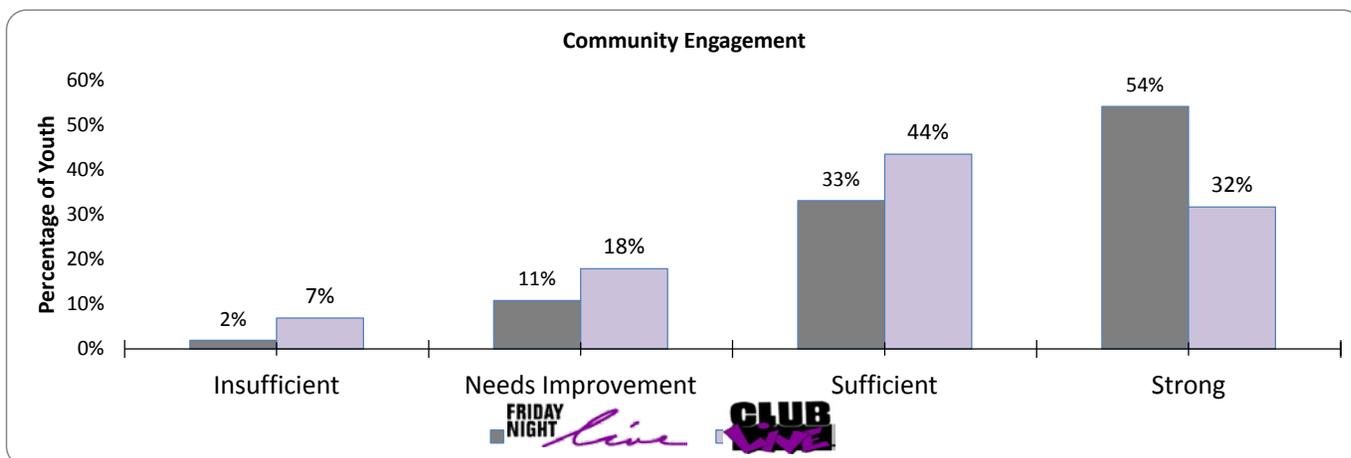
|   | FRIDAY NIGHT <i>live</i> |      | CLUB <i>LIVE</i> |      |
|---|--------------------------|------|------------------|------|
|   | Mean                     | SD   | Mean             | SD   |
| 1. In FNL/CL, I feel like others really get to know me.   | 4.46                     | 1.11 | 3.68             | 1.38 |
| 2. Through FNL/CL, I have worked closely with youth that come from different backgrounds (e.g. racial/ethnic, religious, economic, gender, or sexual identity). | 4.92                     | 1.01 | 4.34             | 1.34 |
| 3. FNL/CL gives me opportunities to spend time with adults in a positive way.   | 5.01                     | 0.80 | 4.18             | 1.30 |
| 4. FNL/CL encourages me to learn about the identities/cultural backgrounds of others.   | 4.75                     | 1.00 | 3.98             | 1.34 |
| 5. FNL/CL provides me with opportunities to build new friendships.  | 5.04                     | 0.98 | 4.05             | 1.48 |
| 6. I feel like other people in FNL/CL care about me.  | 4.72                     | 1.04 | 3.85             | 1.39 |
| 7. There are adults in FNL/CL who care about me.  | 4.98                     | 0.93 | 4.37             | 1.32 |

## Opportunities for Involvement and Connection to Community and School

### A. Community Connection/Engagement

|                    | FNL  | CL   |
|--------------------|------|------|
| Mean               | 4.84 | 4.36 |
| Standard Deviation | 0.77 | 0.95 |

Do young people have opportunities to engage with and develop connections in their community?



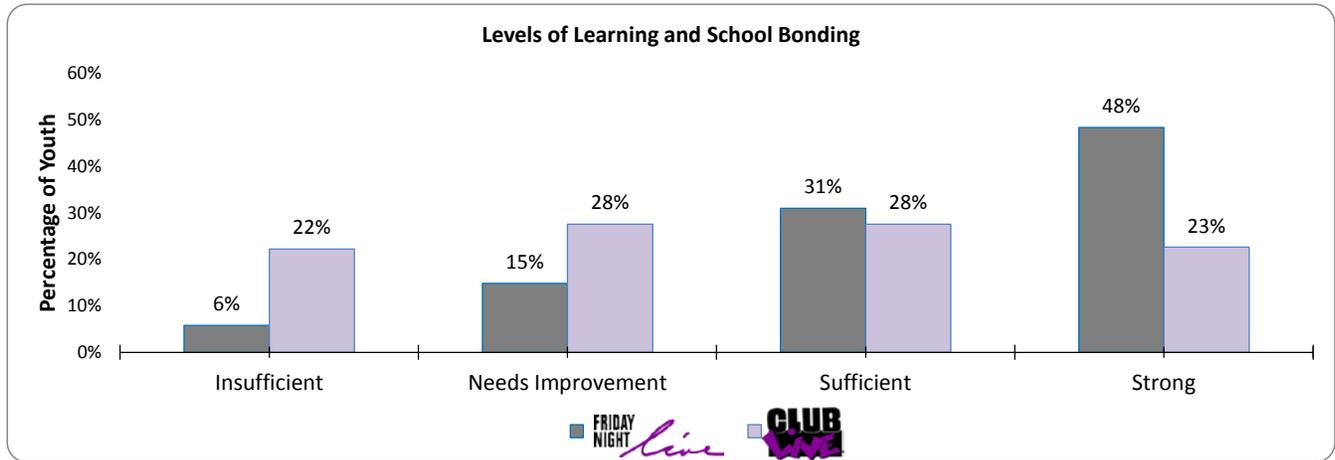
#### Survey Questions that Measured Community Engagement:

|   | FRIDAY NIGHT <i>live</i> |      | CLUB <i>live</i> |      |
|---|--------------------------|------|------------------|------|
|   | Mean                     | SD   | Mean             | SD   |
| 1. FNL/CL participates in events that take place in the larger community.                         | 4.90                     | 0.88 | 4.46             | 1.34 |
| 2. Through FNL/CL, I have learned a lot about youth groups and activities in my community.        | 4.72                     | 0.97 | 3.82             | 1.40 |
| 3. In FNL/CL, youth have opportunities to take action in our community to create positive change. | 5.08                     | 0.93 | 4.98             | 1.08 |
| 4. I work with FNL/CL to make things better in my community.                                      | 4.87                     | 1.03 | 4.18             | 1.27 |
| 5. Because of FNL, I have a better understanding of the strengths and challenges of my community. | 4.82                     | 1.11 | n/a              | n/a  |
| 6. Because of FNL, I feel more engaged in my community.   | 4.61                     | 1.10 | n/a              | n/a  |

## B. Learning and School Bonding/Engagement

|                    | FNL  | CL   |
|--------------------|------|------|
| Mean               | 4.66 | 3.78 |
| Standard Deviation | 0.98 | 1.25 |

Does being part of your program help youth feel more excited about and committed to school?



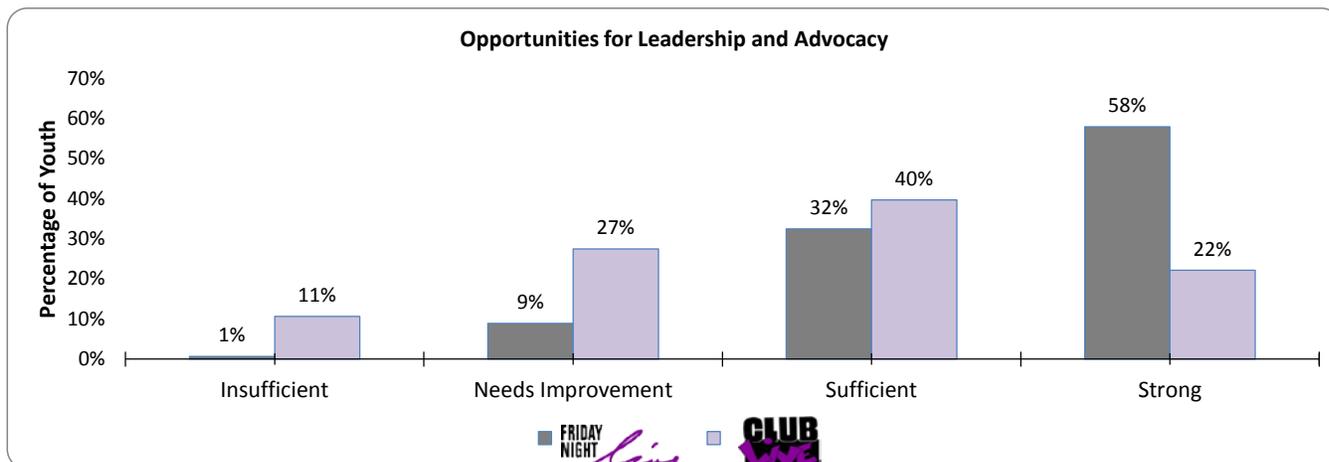
Survey Question that Measured Learning and School Bonding:

|  | FRIDAY NIGHT <i>live</i> |      | CLUB <i>LIVE</i> |      |
|--|--------------------------|------|------------------|------|
|  | Mean                     | SD   | Mean             | SD   |
| 1. Because of my involvement in FNL, I am more likely to continue my education (e.g. through college/specialized training)./Because of CL, I feel more prepared for high school. | 4.89                     | 1.09 | 3.50             | 1.57 |
| 2. Because of FNL/CL, I am more excited about going to school.   | 4.33                     | 1.26 | 3.40             | 1.72 |
| 3. Through my involvement with FNL/CL, I've learned about opportunities for my future.   | 4.75                     | 1.16 | 4.04             | 1.39 |
| 4. Because of FNL, I am more committed to doing well in school./Because of CL I want to do well in school.   | 4.68                     | 1.14 | 4.26             | 1.44 |

## Leadership and Advocacy

|                    | FNL  | CL   |
|--------------------|------|------|
| Mean               | 4.97 | 4.14 |
| Standard Deviation | 0.78 | 1.03 |

Do young people have the opportunity to build their leadership skills in your program?



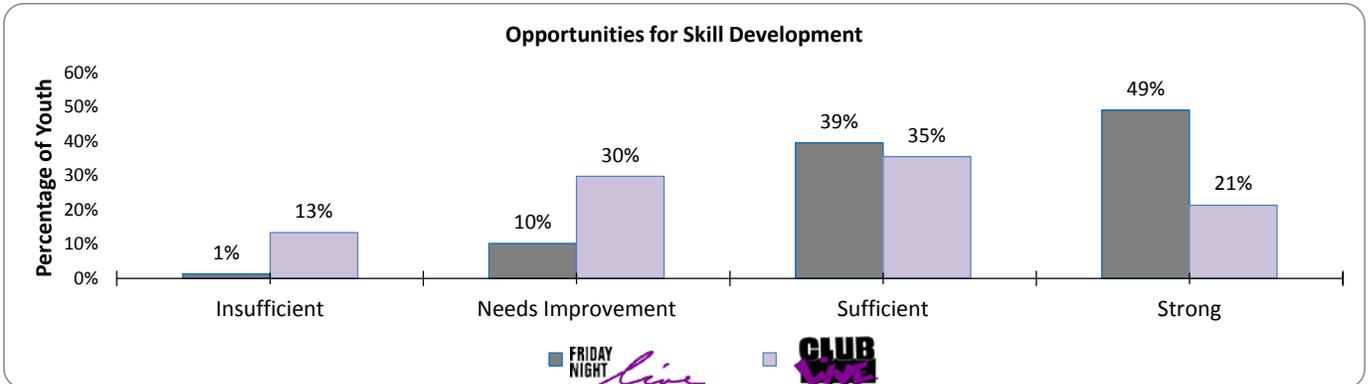
### Survey Questions that Measured Leadership and Advocacy:

|   | FRIDAY NIGHT <i>live</i> |      | CLUB <i>live</i> |      |
|---|--------------------------|------|------------------|------|
|   | Mean                     | SD   | Mean             | SD   |
| 1. Youth and adults work together to make decisions in FNL.   | 5.19                     | 0.80 | 4.54             | 1.21 |
| 2. In FNL, adult staff provide youth with leadership roles (e.g. planning activities, facilitating meetings, making presentations, etc.). | 5.03                     | 1.00 | 4.28             | 1.42 |
| 3. FNL prepared me to take action in my community.  | 4.87                     | 1.04 | 4.01             | 1.28 |
| 4. Because of FNL, I want to take action in my community.   | 4.77                     | 0.99 | 3.84             | 1.37 |
| 5. FNL helps me believe I can try new things and take on new challenges.  | 4.89                     | 1.08 | 4.04             | 1.48 |

## Skill Development

|                    | FNL  | CL   |
|--------------------|------|------|
| Mean               | 4.79 | 3.96 |
| Standard Deviation | 0.83 | 1.03 |

Do young people have the opportunity to build their leadership skills in your program?



### Survey Questions that Measured Skill Development:

|   | FRIDAY NIGHT <i>live</i> |      | CLUB <i>LIVE</i> |      |
|---|--------------------------|------|------------------|------|
|   | Mean                     | SD   | Mean             | SD   |
| 1. I've felt challenged to push myself in FNL.                                    | 4.36                     | 1.27 | 3.43             | 1.45 |
| 2. FNL gives me opportunities to use the new skills I am learning.                | 4.97                     | 0.96 | 4.06             | 1.24 |
| 3. FNL gives me opportunities to use my leadership skills.                        | 5.06                     | 0.93 | 4.08             | 1.34 |
| 4. Because of FNL, I know what to do if my peers are teasing or harassing others. | 4.79                     | 1.08 | 4.3              | 1.34 |

### Specific Skills that were Developed in FNL and CL:

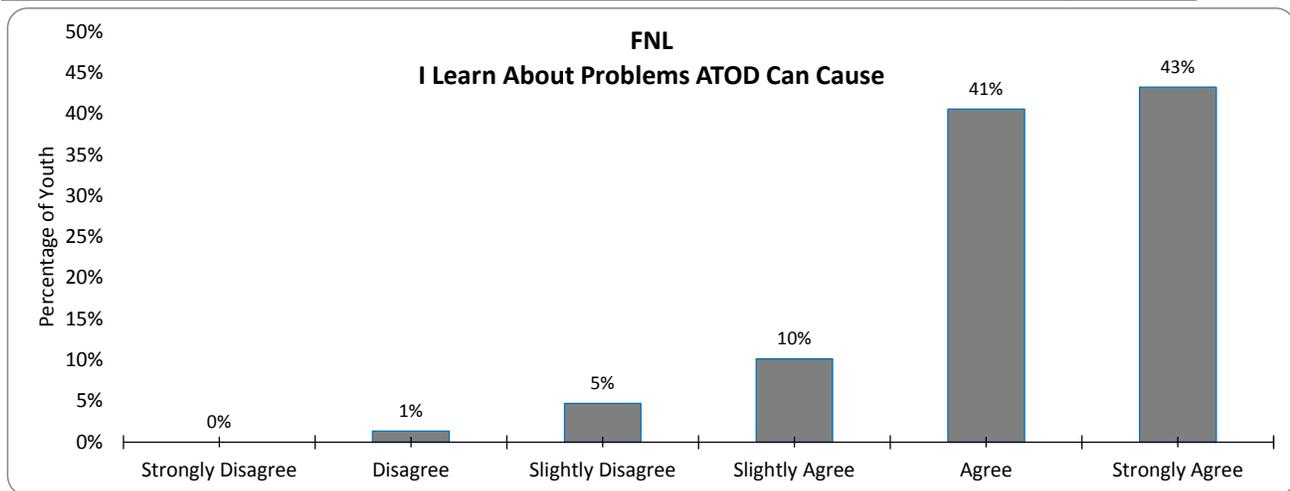
Youth were provided a list of skills and asked if participating in FNL/CL gave them opportunities to build those skills.

|  | FRIDAY NIGHT <i>live</i> |                              | CLUB <i>LIVE</i>   |                    |
|--|--------------------------|------------------------------|--|--------------------|
|  | % Answered Yes           | % Stating it was a New Skill | % Answered Yes   | % Stated New Skill |
| <b>Through FNL/CL, I've had an opportunity to build upon the following skills:</b>                             |                          |                              |  |                    |
| 1. Planning and organizing my time   | 71%                      | 31%                          | 44%  | 32%                |
| 2. Active listening (carefully listening and showing the other person that you understand what s/he is saying) | 86%                      | 26%                          | 70%  | 28%                |
| 3. Carrying out a plan   | 76%                      | 40%                          | 58%  | 36%                |
| 4. Examining/looking at issues in my community and school  | 76%                      | 63%                          | 61%  | 49%                |
| 5. Working as part of a group  | 87%                      | 17%                          | 75%  | 25%                |
| 6. Public speaking   | 63%                      | 31%                          | Data is not available for CL. These items were only asked of FNL participants. |                    |
| 7. Writing skills  | 48%                      | 22%                          |  |                    |
| 8. Leading a group discussion or meeting   | 66%                      | 41%                          |  |                    |
| 9. Developing an action plan to address school or community issues   | 73%                      | 54%                          |  |                    |
| 10. Planning events and activities.  | 83%                      | 41%                          |  |                    |

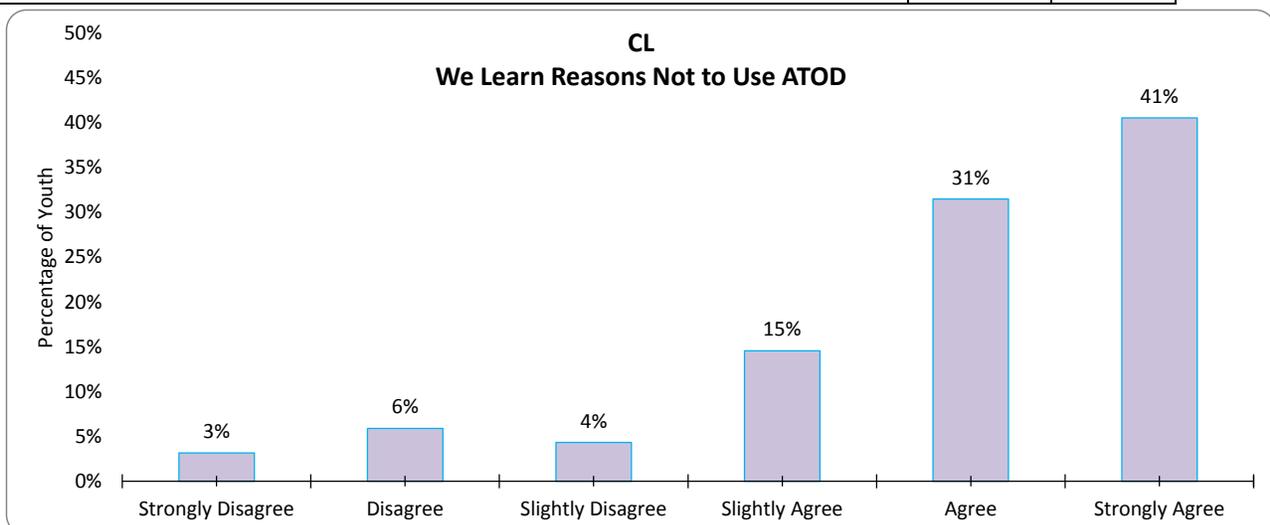
# ALCOHOL, TOBACCO, AND OTHER DRUGS

The following charts provide information about how FNL impacts youth's attitudes and knowledge about Alcohol, Tobacco, and Other Drugs. For each item, the means and standard deviations are provided in a table followed by a graph showing the percentages of young people who reported whether they "Strongly Disagree," "Disagree," "Slightly Disagree," "Slightly Agree," "Agree," or "Strongly Agree" with statements about Alcohol, Tobacco, and Other Drugs (ATOD).

|  |                                 |           |
|--|---------------------------------|-----------|
| In FNL, I learn about problems alcohol, tobacco and other drugs can cause. | <b>FRIDAY NIGHT <i>live</i></b> |           |
|  | <b>Mean</b>                     | <b>SD</b> |
|  | 5.20                            | 0.90      |

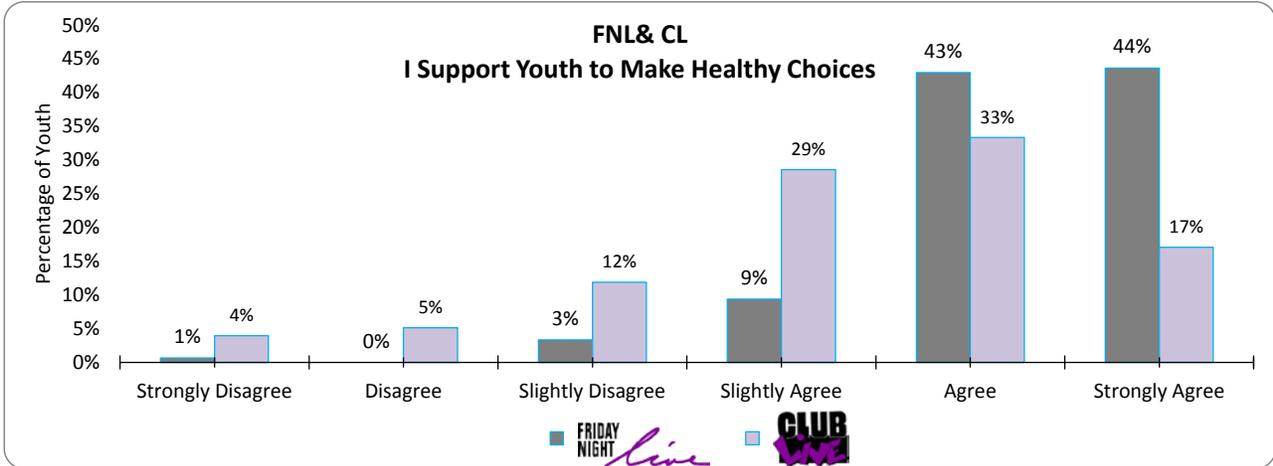


|   |                         |           |
|---|-------------------------|-----------|
| In CL we learn reasons why we we should not use alcohol, tobacco and other drugs. | <b>CLUB <i>live</i></b> |           |
|   | <b>Mean</b>             | <b>SD</b> |
|   | 4.87                    | 1.32      |

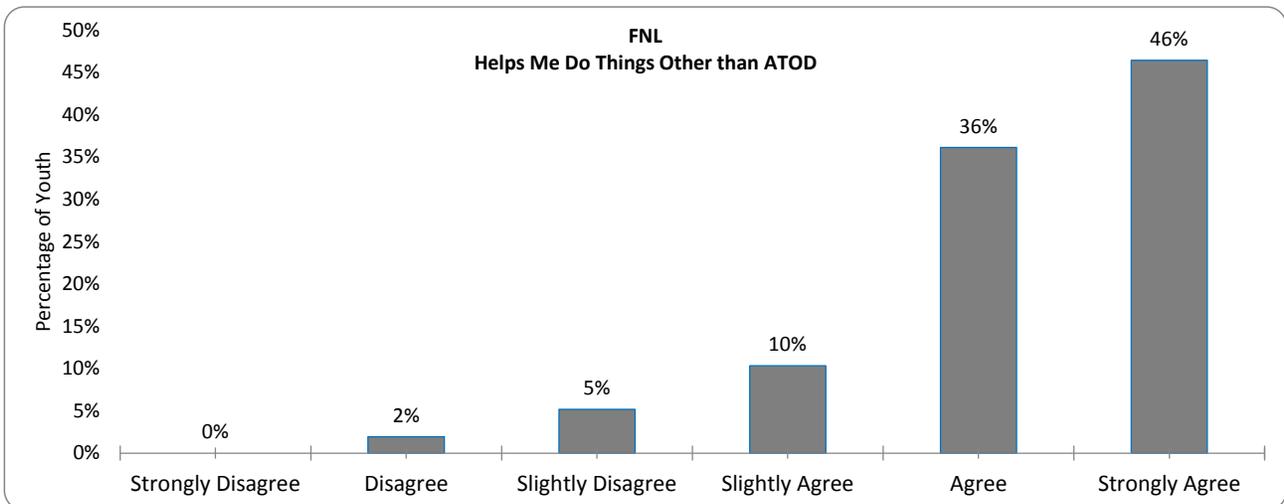


## ALCOHOL, TOBACCO, AND OTHER DRUGS (continued)

|   |             |           |             |           |
|---|-------------|-----------|-------------|-----------|
| Because of FNL/CL I support other youth make healthy choices (that don't involve ATOD). |             |           |             |           |
|   | <b>Mean</b> | <b>SD</b> | <b>Mean</b> | <b>SD</b> |
|   | 5.25        | 0.85      | 4.33        | 1.26      |



|   |             |           |
|---|-------------|-----------|
| My involvement in FNL helps me decide to do other things instead of using alcohol, tobacco, or other drugs. |             |           |
|   | <b>Mean</b> | <b>SD</b> |
|   | 5.20        | 0.96      |



# Friday Night Live (FNL) Makes a Difference for Youth & Communities

2018-2019 Youth Development Survey Findings

## FNL Serves Diverse Youth

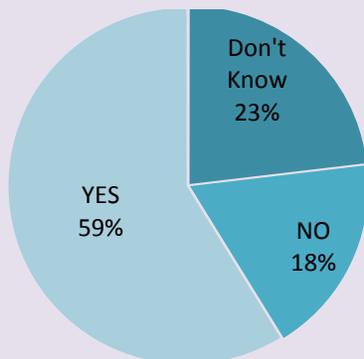
San Bernardino County  
N=419



### Race/Ethnicities

|                        |     |
|------------------------|-----|
| African Am. / Black    | 8%  |
| Asian/Pacific Islander | 4%  |
| Middle East/N. African | 1%  |
| Hispanic/Latino        | 59% |
| Multi-Ethnic           | 4%  |
| Native American        | 2%  |
| White/European         | 19% |
| Decline/Not Listed     | 2%  |

### % Eligible for Free/Reduced Lunch



## FNL Promotes Resilience

90% Formed Caring/Meaningful Relationships in FNL

87% Report FNL Supports Community Engagement

79% Report FNL Supports School Engagement

90% Report FNL Supports Leadership Development

91% Report FNL Provides a Safe Environment

89% Report Gaining Valuable Skills

## Skills Youth Build in FNL:



- 92% Working as Part of a Group
- 88% Active Listening
- 84% Examining Community Issues
- 83% Planning Events/Activities
- 73% Developing an Action Plan
- 75% Time Management & Planning
- 63% Public Speaking

*"FNL is important to me because it allows me to improve on skills, make new friends and help my community become more aware of things such as drugs and alcohol."*

## FNL Reduces ATOD Risk

100% of youth learned about problems that alcohol, tobacco and other drugs can cause

93% of youth report that involvement in FNL helps to decide to do things instead of using ATOD

96% of youth report that they support other youth to make healthy choices

FNL recognizes all youth have strengths, values youth as partners, and actively engages youth in the decision-making, planning and implementation of activities that enhance our communities.

# SECTION III: QUALITATIVE FINDINGS

## **San Bernardino County**

The following is a summary of youth participant's answers to the two open ended questions on the Youth Development Survey. Participants' responses were reviewed and analyzed according to key themes. Any individual youth could have a comment that reflected more than one theme; thus, the totals do not always add up to the number of responses.

### ***Friday Night Live***

#### ***Why is being in Friday Night Live important to you?***

A total of 135 youth responded to this question.

**Most youth expressed the multi-faceted benefits of FNL – that it provides youth with a safe and supportive environment, where youth form caring relationships, develop and practice a range of skills and have opportunities to engage in their communities and make a positive difference. The following quotes exemplify what many youth expressed:**

“It is important to me because it allows me to improve on skills and make new friends as well with helping my community become more aware with things such as drugs and alcohol.”

“Being in FNL is important to me because it gave me a space to talk about problems in my community and allowed me to be around like minded individuals.”

“It helped realized things about myself and taught me new skills and traits that are great for helping out people and our whole community.”

“I have learned so many important life skills and have built lifelong friendships with people I necessarily would not talk to.”

**While most youth expressed benefits in multiple areas, the following are counts for specific themes that emerged.**

**Over 1/2 (n=59) responded that making a difference and being involved in the community was the most important part of the program.**

“It's important to me because they helped us get an important message out to inspire others.”

“To help out in my community and get involved in my school.”

“We advocate thing that make my community better.”

“I feel as if it is important to participate in helping one's community and to be a part of something bigger than myself.”

“I like to make a difference in my school.”

"I love knowing I'm helping someone do better, and I love giving people all my positivity."

**Just under half of the responses (n=54) mentioned that building skills, knowledge and personal growth were the best parts of FNL.**

"They teach me new things and life skills."

"It allows me to build upon my knowledge of helping those struggling with substance abuse."

"It betters my speaking skills and gives me an opportunity to express my opinion."

"It helped realized things about myself and taught me new skills and traits that are great for helping out people and our whole community."

"It is important to me because I learn new things."

"Being in FNL is important to me because it provides learning experiences and leadership and power in addressing issues."

"It is a good opportunity to meet new people and prepares you to be a leader."

**Many people (n=18) reported that developing relationships, the supportive people and friendships in FNL were the most important part of the program.**

"FNL is very important to me because I get to know the rest of the class better."

"Friday Night Live is important because you get to learn new things and meet new people."

"I have learned so many important life skills and have built lifelong friendships with people I necessarily would not talk to."

"It helps to bring us together."

"It's important to me because I met people I never met before."

"It's important to me because it brings me out of my comfort zone & I also get to interact with new people."

"There is an individual there who really has passion for what he does and he is a lot of positive energy."

"You learn new things like being safe and creating new friendships and learn you're not alone and have others who care."

**Many youth (n=12) commented on the importance the program had in helping them make healthy choices and avoid ATOD.**

"Because it makes me realize that drugs and alcohol aren't cool."

“It motivates me to do things that don't involve alcohol & drugs.”

“Being in FNL is important to me because it helps people and gives us a perspective of people who use drugs and why it's bad.”

“FNL shows me I can go far in life without depending on drugs and alcohol.”

“It was important because it shows how important it showed me how underage drinking and driving.”

“Makes me want to make good choices.”

“This is important because it helps people understand what drugs and alcohol can do to someone.”

**An additional 7 youth emphasized the importance of the safe and supportive environment that FNL provides.**

“Being in FNL is important to me because it gave me a space to talk about problems in my community and allowed me to be around like minded individuals.”

“It helps me feel welcomed.”

“It helps me learn and grow with people who support me.”

“It is important to me because I feel included.”

“You learn new things like being safe and creating new friendships and learn you're not alone and have others who care.”

**Several youth stated that the program gave them a sense of hope and made a difference in their lives.**

“They help me so much I don't know how I'm just thankful.”

“It helps me cope with what I am going through.”

“They make me feel like I have a purpose in life.”

“It shows us there is a way to make it out of our current situation and make something of our lives.”

**A few youth made general comments about the overall value of the program.**

“Because it's a whole new thing for me and this school means a lot to me because it makes me feel happy.”

“It is important because it is something to look forward to.”

“It's cool.”

“Something new to me and it was fun to participate in.”

### ***What, if anything, would you change about Friday Night Live?***

**Of the 128 participants who responded, half (n=64) said they would not change anything at all about the program. An additional five youth stated that they “didn’t know”.**

“I wouldn't change anything.”

“Honestly, no [I wouldn't change anything] because I loved every aspect of this club. I always felt welcomed, cared for, and interested.”

“It is a great community resource and help.”

“I don't think I would change anything.”

“I love the program I would not change anything.”

**Many youth (n=19) expressed an interest in more activities, events and trips.**

“I would add in more activities that reach out further than just students.”

“I would add more FNL events we could participate in.”

“If I would change anything about FNL I would have more events to participate in.”

“Longer, more activities.”

“More group activities to get to know each other.”

“More public speaking opportunities.”

“More time to plan events. Be more effective in the communities.”

**Several youth (n=13) expressed a greater involvement – especially with other schools.**

“Be more involved with schools.”

“Have the schools interact more with each other!!!”

“I want to have more sponsors, campaigns and getting more connections of people that can talk about their experience.”

“I would change the isolation of it. FNL, while being a huge group, leaves the chapters to do their own projects. While this is nice, I think it would be more helpful to have more influence in the schools themselves.”

“I would probably change the way we are in the group to be more involved.”

“I just wish it was the whole school getting involved.”

“More group involvement within the community and across the region.”

“The one thing I would change about FNL is I think chapters should be able to mingle more so we can share ideas.”

**Several youth (n=13) made suggestions for organizational improvements.**

“Being more organized with meetings.”

“Get all the schools more on the same page and only FNL members go to events so everyone is respectful and open minded and knows what is going on with the program.”

“I would change the restrictions, allow the school to make more important choices and support them.”

“I would let the students take a little more control but not all.”

“If I could change about FNL is more organization skills.”

“Involving everyone in decisions.”

“More diversity in people who hold offices.”

“Better communication.”

**Five youth suggested more/longer meetings.**

“I would change the amount of meeting we have to make because I enjoy them.”

“I would have it more days a week.”

“More classes offered in more schools.”

**Four additional participants recommended that the program be expanded to include more participants.**

“Have more people join.”

“I wouldn't change anything, but I would like to see more people join and actually get involved in these types of events and activities.”

“It should get better and bigger.”

## ***Club Live***

### ***Why is being in Club Live important to you?***

**A total of 231 youth responded to this question. Of these, 5 stated that they “did not know”. The remaining comments are presented by theme.**

**Activities:** Most of the participants (n=81) stated that the activities, games and trips were the most important part of the program. They mentioned enjoying a wide range of activities. Youth stated they helped them meet new people, build relationships and skills and get involved with helping their community.

“I enjoy the activities because it helps us interact with our school.”

“What I enjoy about Club Live is how we all work together.”

“I enjoy the questions and caring about us. Because it's more important to take care about us.”

“I enjoy the talks we have every time we meet and the ted talk videos.”

“I enjoyed getting involved and planning events. I enjoyed these because I was able to help out my school.”

“I enjoyed making the hashtags for our school with other people.”

“I enjoyed the smoke out because it was really fun.”

“I enjoyed the string web activity.”

“I enjoyed watching the ted talks. I enjoyed watching them because the people shared the journey they went on to reach where they are now.”

“I liked being able to work with others and going outside of campus.”

“What I enjoyed most about Club Live is the bullying activity we did to try to stop or prevent bullying.”

“I liked the tricycles because it was challenging and fun.”

“I liked when we planned events or did "projects.”

“I liked working together to show other kids how alcohol and drugs are bad for you.”

“Making a Red Ribbon Poster, because I got to participate in a school activity.”

“The animal because it made me feel better and I was confident in my test.”

“The fact that we got to do activities with people we really don't know.”

“The most one I enjoy was when we talk about harassment because you know when people feel bad.”

“The tally of how many distracted drivers there was because it sounded cool.”

“We made a poster with a hashtag about safe driving and I enjoyed it.”

“What I enjoy most was safe driving.”

**Building friendships:** Many participants (n=65) reported that building relationships, working together as part of a group and spending time together was the best part of the program.

“Being able to talk about problems I'm having or other people I know problems.”

“Being and getting to know new people.”

“Getting to talk to friends about issues. Knowing they understand because everyone goes through things and feel empty.”

“I enjoy the most about Club Live is how we work in groups and get to know new people.”

“The thing that I enjoy the most about Club Live is that we get to work as a team because it makes things more fun and easier.”

“I enjoyed getting to know other people and learning about them.”

“I enjoyed how the staff and students are nice and respectful.”

“I enjoyed how we got to work as a group.”

“Working together and making new friends.”

“I enjoyed that we could meet new people and get to express my feelings.”

“Meeting crew leader because it was cool.”

“Meeting new kids, I don't have many friends.”

“Meeting new people. I get to see people in the inside more than the outside.”

“My favorite part of Club Live is working with other people and making new friends. I also like knowing I am doing something good for my community.”

“The thing I enjoyed the most about Club Live is getting to know more about my peers and learning how drugs can harm us.”

“The thing I enjoyed the most is meeting the new people in my crew.”

**Learning New Things and Developing Skills:** A large proportion of youth (n=45) stated that the most important part of the program was learning new things and the skills they developed.

“I enjoyed being able to share my opinion and use my leadership skills, since we normally don't get to go into detail about those things.”

“I enjoyed learning about distracted driving and watching presentations my peers made.”

“I enjoyed the most about club live is a lot of responsibility because I can get smarter every time.”

“I enjoyed the time when we tested on what we learned.”

"I learned about the different ways that we can do something right. It can help in my future."

"What I enjoyed the most was the steak out. I enjoyed this because it was a fun way to learn about not smoking."

"I like learning how to keep myself safe and aware because I want to know just in case it happens to me."

"I liked how we all shared our ideas as a group because I learned how to get out of my comfort zone and share my ideas."

"Learning about not to drive while using your phone."

"Learning about ways to help keep my community safe."

"Listen to peoples stories because it got me to look at the world in the different way."

"The thing I enjoyed the most about Club Live is getting to know more about my peers and learning how drugs can harm us."

"What I enjoyed the most about Club Live was putting our team-working skills into play and creating a magnificent idea because our ideas could make a difference in the school and community by transforming their way of thinking of certain things so that they could make the correct choices."

"While in Club Live I was able to participate in many things but what I enjoyed the most was learning how to respect others and putting ourselves in someone else's shoes."

**Helping others and Making a Positive Difference in their Community:** Several youth (n=20) reported that learning about their community, being involved and making a difference were the most important parts of the program.

"How we could help the school and different ways to help people."

"I enjoy how we get to do cool/interesting things for our school/community. We get to include everyone with good grades or not."

"I enjoyed getting involved and planning events. I enjoyed these because I was able to help out my school."

"I enjoyed most was being part of a club and being able to participate and kind of speak up for our school."

"I enjoyed my ability to help people improve their health."

"I like it because I can keep people from distracted driving."

"What I enjoy most about Club Live is that they help encourage kids not do drugs."

**Safe Environment:** A few youth (n=11) commented that Club Live provided a safe environment where they felt accepted and could be and/or express themselves.

“What I enjoyed about Club Live is that if you said something nobody will judge you and we also got to work together.”

“I enjoyed talking to others because I feel safe and encouraged to talk.”

“I enjoyed that we could speak freely and not be judged.”

“I felt like it was a safe environment where I can share my view points and opinions.”

“I like that I am secure.”

**Fun and Food and Fun:** A total of 6 youth commented that the club was fun and 1 additional participant liked the food.

**Everything:** A few youth (n=4) stated they liked everything about the program.

**Nothing and/or Not Engaged:** A small proportion of the responses (n=16) indicated that they did not like the program and/or were not engaged.

“Honestly I really don't enjoy Club Live. I rather just get on with the school day.”

“I didn't enjoy anything more than anything. It was all the same.”

“I didn't enjoy it, I found it as a boring everyday class.”

“I didn't really do Club Live.”

“I didn't really do it, but I didn't like it when I did.”

### ***What, if anything, would you change about Club Live?***

**A total of 224 youth responded to this question.**

**Nothing to change:** Almost half (n=100) stated they would not change anything about the program and four responded “don't know”.

“Nothing Club Live is perfect the way it is.”

“I wouldn't change anything about Club Live.”

“I wouldn't change anything about Club Live it seems good and cool. And I like it.”

“Nothing, I like it just the way it is right now.”

“I wouldn't change anything because they teach us a lot of things.”

“I wouldn't change anything it's a great program.”

“Nothing because the activities are good and education about the topic.”

“Nothing it's a great program.”

“Nothing, everything was perfect and good.”

**More Meetings/Times:** An additional 18 youth liked the program so much that they wanted more or longer meetings.

“Have longer times in our projects and spend longer time together.”

“I would add more days so we could do more.”

“I would change it so it would be more times throughout the school year.”

“I would change the fact that they need more time or time manage what we are doing that day.”

“I would change the time we need more than 30 minutes. We also need to meet up more.”

“I wouldn't really change anything just to have it more often.”

“I'd make more times for events.”

“Maybe more meetings.”

“What I would change is having more than one activity in a month.”

**More Activities and Events** were suggested by 18 participants.

“I would have more events.”

“I would like to do more activities then the power points that are shown.”

“I'd make more times for events.”

“If I was able to change Club Live I would have them visit this ASB more to give new ideas for activities to do.”

“One thing that I would change is doing more activities.”

“Plan and do a lot more events.”

**More Fun or Interactive:** A total of 9 youth recommended making the club “more fun” but did not provide specific recommendations. An additional 10 youth stated it should be “more hands-on” or interactive.

“What I would want to change is our activities and to make Club Live more interactive.”

“I would change the activities we do by making the students more involved instead of just them coming up and getting something.”

**Organizational Improvements:** Ten participants made the following suggestions to improve the organization/structure of the club.

“I found that Club Live was, though a great concept, unorganized. My group hardly learned and built on skills. Teachers need to be given more instructions to max the experience.”

“I want to change how crowded it is when we meet.”

“I would change about Club Live is being the smartest student and get good grades.”

“I would change our groups for Club Live.”

“I would change that student get the opportunity to have at least 2 to 3 people they want in their club.”

“I would change who I get to work with because my friends are just a little more enjoyable.”

“I would let the crews mix with other crews.”

“I would make Club Live more open, maybe teach others, have lessons other than ASB.”

“I would separate each grade level.”

“Make the events more consistent.”

**Club Focus:** Ten participants made recommendations about the focus of the club.

“I would change club live to be less basic because what they talk about and there plan on what to do is really similar to other programs.”

“I would change how simple it is. It is like every other plan/community project to stop distracted driving.”

“I would change more of the content that we learn because mostly everyone knows about it.”

“I would change the topics. Learning about one topic for half a year is boring.”

“I would try to make the content less basic because many of the things we learned are constantly being showed down our throats by other programs.”

“Not being as sad.”

“The way we work with each other and what we talk about.”

**Greater Awareness of Club Live:** A few participants (n=9) indicated there should be more awareness about the club and a need to improve how the club is perceived.

“As of now, Club Live only addresses ideas and makes events for our school. In my opinion, we should reach out towards other people outside of school to spread our ideas, words, and facts.”

“I think the students at Woodcrest should learn about Club Live not just ASB because during the activities students seemed confused on what Club Live is.”

“I would change how kids react when they see this club.”

“I would change just how much they could relate to the other students like issues that could happen.”

**Other Comments:** There were a number of other comments that did not fit into any particular theme and are listed as follows:

“Change is good.”

“I might enjoy it if it was changed.”

“I would change how we have to wait long for them to allow us to record data.”

“I would change that they make us talk in front of everyone.”

“I would change that we would have little kids go to crew to because then they would know the bad and good.”

“Make it more kid friendly, or not as strict.”

“Maybe she can let the students talk a little more, express our opinions.”

“Stop trying to be "hip and cool"

“There are many things that are good about Club Live but they can add student speakers show can relate to us even more.”

“To pick your own crew and friends and teacher.”

**Fewer/shorter meetings** was suggested by 6 participants.

**Everything:** A handful of youth (n=5) stated they would change “everything” about the club and/or would not like to participate.

# APPENDIX: REFLECTION AND ACTION

Produced by Kathleen Tebb, PhD., University of California San Francisco for the California Friday Night Live Partnership with funding provided by the California Department of Health Care Services

# Using Your Youth Development Outcomes for Action

## Step 1: Reflect on Data

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After you have reviewed survey results, take some time to reflect on the following questions and write down your thoughts.

- What are the data telling you about your program?
- What reflects your own experience and what surprises you?
- How do the results compare to previous results (if you are aware of them)?
- What could have been influencing the results?
  - What agency/organizational policies or practices could be influencing the results?
  - What characteristics of the participating sites could be influencing the results?
  - What program features might be influencing the results?
  - What else?
- What else do you want to know?

## Step 2: Prepare and Take Action

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Now that you have reflected on the data and have gained a better understanding of what the data mean, what comes next?

### **Make sure to involve stakeholders in the conversation**

Engaging multiple stakeholders will ensure that your youth development data are used to create maximum impact. Below are suggestions for bringing your data to key stakeholders:

#### Youth and Chapters

- Review results at chapter meetings, and explore what the data are saying about the program experience. What do we know about participants' experience of each youth development standard of practice? What skills are young people practicing and which ones are they not practicing? Who is the program serving? What are young people's ideas about program strengths and challenges?
- Seek out youth recommendations and ideas to address areas identified to strengthen.
- Develop a plan to implement recommendations and determine what is attainable.

#### Adult Allies and Advisors

- Discuss results at your Advisor Trainings and/or other Advisor meetings.
- Host tabletop discussions regarding how Advisors can support each standard of practice.

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- Brainstorm program improvement strategies that address areas you'd like to strengthen.

#### Program Managers/AOD Administrators

- Share your County Report with program managers and your Alcohol and Other Drug Administrator.
- Host annual meetings with staff in your department to review/present program results.
- Encourage use of localized youth development data in reports and evaluation plans.

#### Broader Community/Funders

- Utilize results in funding proposals and grant reports to demonstrate youth development outcomes for young people.
- Include key results in program promotional and outreach material.

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### **Develop an Action Plan**

Once results have been shared and change strategies have been identified, work in partnership with key stakeholders (or a designated workgroup) to develop an action plan to address those areas. It is critical to establish stakeholder buy-in due to the likelihood that roles and responsibilities will shift.

For example, some strategies may:

- Require reallocation of budget resources and staff;
- Relate to program activities and agency practices that will require other kinds of changes for which agency manager support is necessary; and/or
- Require additional funding resources or new partnerships.

Be certain to ensure that your action planning process includes the following:

- Specific recommendations to address the identified priorities;
- Key players (i.e., a responsible person or people (point person) and designated action plan team from above);
- Timeframe for accomplishing the recommendation strategy;
- Indicators to guide ongoing assessment in order to measure: (1) whether your recommendation has been implemented and (2) whether it has had an impact; and an
- Evaluation plan to measure those indicators and where you will find the data (for program improvement projects, some data sources might be regular group reflections or next year's youth development survey results).

Below are some pointers for engaging in recommendation development.

# Recommendation Development

## Brainstorming Exercise to Get Started

Now that you have reflected on your data, what ideas do you and your stakeholders have about moving from where things are to the ideal?

### 1. Imagine Something Different:

- Draw a visual that depicts where things are now, based on your findings, and one that shows your ideal. Represent in a visual way what reality looks like right now. For example, maybe half of the youth you surveyed feel like other FNL youth really get to know them (reality now) versus all of them feeling like youth in their chapter really get to know them (your ideal).

### 2. Linking your findings to recommendations:

- Compare the two visuals and identify the key differences. Once you have identified the key differences you will focus your brainstorming on the key areas and on how to bring reality closer to the ideal through concrete recommendations for change. You don't have to get specific in this stage- you need to identify the general strategies. You will need to bring in stakeholders and do some research to get the specifics of your recommendations. For example, you might reach out to CFNLP or other FNL counties to identify strategies for deeper relationship building.
- Give each change strategy (or multiple strategies) to a small group. Have each group brainstorm various ways you could address each strategy.

Once you have a few good ideas, you can present them to stakeholders to get their ideas and input.

### 3. Making sure your recommendations are SMART

**GETTING IT RIGHT:** Use the worksheet below to assess your final recommendations. It is a good idea to review it before you meet with stakeholders to have a sense of where you want to end up.

## Finalizing Your Recommendations

**Instructions:** Write down your recommendations in the spaces provided. Next, assign a letter grade (i.e. B+, D, etc.) that reflects how well you think your goal answers the question. By the end of the worksheet, you should feel a stronger sense of whether your action goal makes sense to your group. You'll also have some ideas and questions to follow up on.

|   |  |  |  |
|---|--|--|--|
| Action Goal   |  |  |  |
| <b>RECOMMENDATIONS</b>                                |  |  |  |
| Does it address our goal and the roots of our issue?  |  |  |  |
| Is it Specific?                                       |  |  |  |
| Is it Measurable?                                     |  |  |  |
| Is it Achievable and winnable?                        |  |  |  |
| Is it Realistic? Do we have the resources and allies? |  |  |  |
| Is it Timely? Do we have enough time?                 |  |  |  |
| Is it enough? Will it make a real difference?         |  |  |  |

Once your group has identified the set of recommendations that is SMART, you will need to think about the best way to report your findings and advocate for your recommendations.

## **Tracking Progress**

It is critical to set up a tracking system to gauge progress once recommendations are adopted. Establish indicators and concrete targets and assign a point person to track progress. Some of this work may have been done in your action plan.

- What will be different if your recommendations are implemented? (Go back to your Ideal drawing)
- What will you be looking at and tracking to gauge progress moving forward? What are reasonable indicators to use? Who will track them?
- How will you stay in touch with recommendation implementers to support their efforts and hold them accountable? You could hold a follow-up meeting to follow up on the commitments made by stakeholders.

## **Celebrate**

Congratulations! You have completed a process that few people ever do, whether they are youth or adults. At this final stage, it is important to:

- Acknowledge and thank the people that supported your efforts.
- Celebrate your hard work. Plan a celebration to honor each other and what you have all accomplished.

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