



**2024 - 2025
Program Year**

**FRIDAY
NIGHT
LIVE™**

Youth Development Assessment Outcomes

Analysis of Youth Development Survey Data

**Friday
Night**

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**Orange County
FRIDAY NIGHT LIVE™
PARTNERSHIP**

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SECTION I: INTRODUCTION

Purpose

The intent of this Youth Development Survey (YDS) report is to provide a summary of findings from the 2024-2025 annual YDS of Friday Night Live (FNL) programs, both at the high school and middle school levels, throughout California. Specifically, this report includes information about the supports and opportunities youth partners experience in FNL programs and the impact these programs have on alcohol, tobacco, and other drug (ATOD) prevention efforts. This report also includes YDS statewide trend data from the past eleven years.

Background

FNL builds partnerships for positive and healthy youth development which engage youth as active leaders and resources in their communities. By engaging California youth to improve communities through outreach, education, social action, and advocacy, FNL fosters healthy youth development and empowers young people as changemakers and resources.

Founded in 1984, FNL programs originally promoted alternative activities to prevent underage drinking and driving. In its over 40-year history, the program has evolved and is now rooted in a positive youth development (PYD) framework that is inclusive, comprehensive, and youth-driven. This framework allows FNL programs to promote a multitude of protective factors that ultimately inform young people's choices related to underage drinking, tobacco/cannabis/vaping use, problem gambling, and other issues that put young people at risk, and improve health and developmental outcomes.

Research shows this approach not only improves the lives of young people, but also the communities in which they live.¹ The program is driven by positive youth-adult partnerships that build powerful community connections to create lasting impacts in the lives of young people and their families. Through its success and expansion, FNL is now able to address broader youth-identified issues through evidence-based youth development principles and practices.

Today, FNL programs are implemented in 53 counties throughout California, and engage more than 25,000 youth annually, with chapters in schools, community centers, local agencies, and other nonprofit organizations. FNL is the only youth prevention program specifically named in the California Department of Health Care Services (DHCS) Substance Use Prevention, Treatment, and Recovery Services Block Grant (SUBG) portfolio. County FNL programs are supported by the California Friday Night Live Partnership (CFNLP), housed in the Tulare County Office of Education (TCOE), which provides technical assistance and programmatic support for the continued growth and enhancement of FNL programs.

One of the key tenets of FNL, and its decades-long success, is its continuous involvement in meeting the needs of the young people and communities that are served by the program. In response to youth leaders, adult allies, and staff, the program has recently undergone a three-year long rebranding process that has produced streamlined program definitions and a modernized logo that tells the story of FNL. As the FNL field launches its new logo in July 2025, this report reflects key themes integrated throughout the rebranding efforts:

- The natural movement, evolution, and flow of different paths that individuals can take as they work collectively to effect change.
- Colors that are rooted in the history of the program and convey confidence, imagination, creativity, and growth.
- Visual components that communicate the concept of “more” – a larger story to tell, deeper action, increased community support, and further potential of the program and its participants.
- Shapes that complete each other illustrate a forward path and a sense of “greater than” when young people and the community come together.

The new FNL logo that reflects these key themes is shown in Figure 1.

Figure 1: New FNL Logo



Framework

As noted previously, FNL programs are rooted in a PYD framework and integrate best practices identified in the research literature that have resulted in positive youth outcomes. In brief, a PYD framework is inclusive, holistic, and youth-driven.² It acknowledges that all youth have strengths and values youth as partners through active engagement in the decision-making process of planning and implementing their programs.² PYD represents an important shift from the traditional deficit model that focused on youth as problems using a siloed approach to target specific areas, such as substance use, conduct disorders, antisocial behavior, academic problems, and teenage pregnancy. Prevention programs like FNL go beyond focusing solely on ATOD use prevention and instead adopt a holistic PYD approach that not only addresses the underlying factors that contribute to risky behaviors but, more importantly, builds protective factors that promote the overall well-being of young people.³

PYD-based interventions demonstrated improved outcomes across multiple domains such as substance use, social skills/relationships, sexual and reproductive health, mental health, academic achievement, economic self-sufficiency, responsibility, and civic participation.⁴⁻¹¹ The benefits of PYD approaches extended to the program sites, families, and the broader community.¹ In addition, PYD approaches have been shown to improve mental health both directly by reducing depressive symptoms and indirectly through improving self-regulation, self-efficacy, competence, sense of hopefulness, and self-image.⁷ This is especially critical as youth mental health has become a national emergency.¹² Approximately half of all lifetime cases of mental health problems begin

by age 14¹³, and suicide is the second leading cause of death among adolescents and young adults.¹⁴ Among a national, representative sample of youth, 57 percent of teen girls and 29 percent of teen boys report feeling persistently sad or hopeless.¹⁵ It is important to note that rates of mental health distress are even greater for youth who are at a socioeconomic disadvantage, those from underserved racial/ethnic groups, immigrants, those who live in rural regions, youth who identify as lesbian, gay, bisexual, transgender, or questioning, and for youth who experience complex trauma and chronic environmental or toxic stress.^{7,16-19} The environmental conditions that influence disparities in health and mental health outcomes are largely due to upstream social drivers (sometimes referred to as social determinants of health) that affect the conditions in the environments where people are born, live, learn, work, play, and grow.²⁰ PYD approaches can buffer youth from these adverse effects by empowering them to make healthy choices, develop skills, and build resilience.²¹⁻²³

In addition, PYD is a complement to social emotional learning (SEL). SEL is a process by which youth develop social emotional skills, including self-awareness (i.e., learning to recognize and manage emotions), self-management (i.e., regulation of emotions and behaviors to manage stress, control impulses, self-motivate, and work towards goals), social awareness (i.e., understand people of diverse backgrounds), form positive relationships, and make responsible decisions. Both PYD and SEL approaches support social and emotional skills that promote protective factors, enhance overall well-being, and contribute to a range of healthy behaviors and outcomes rather than approaches that focus on a single health behavior, such as substance use.^{24,25} Both SEL and PYD approaches provide youth with opportunities to learn how to use their social emotional skills in various contexts.

FNL Standards of Practice

Effective PYD programs share several key features. When these features are incorporated into programs, youth experience improvements in both short- and long-term positive developmental outcomes.^{11,26} The Standards of Practice (SOP) are informed by this vast body of research and represent the set of critical supports,

opportunities, and skills that young people need to experience consistently to foster and sustain personal and social competencies, achieve long-term positive developmental outcomes, and steer participants away from unhealthy behaviors while building caring and supportive relationships and community connections. Over the years, operating with these SOP, FNL programs provide youth with safe and inclusive environments, foster opportunities to develop caring, supportive relationships with adults and peers, increase youths' connectedness to school and their community, provide leadership opportunities, and build youth skills. Each SOP is described in more detail in the following section.

Detailed SOP for FNL Programs

Safe Environments. A safe environment is where youth feel physically and emotionally safe.

- Physical Safety – to feel safe physically, free from the risk of harm.
- Emotional Safety – to feel safe emotionally and free to be themselves.

Caring and meaningful relationships with adults and youth. All youth should have opportunities to build caring relationships with peers and adults and this SOP includes the following components:

- Peer Knowledge – to learn about and build relationships with their peers.
- Adult Knowledge/Guidance – to learn about the adult staff/allies and build relationships with them.
- Emotional Support – to feel supported emotionally by others in the program.
- Practical Support – to feel like their practical needs are met by adult staff/allies.
- Sense of Belonging – to feel like they belong and matter to the group and its success.

Youth who have a consistent, caring relationship with a caring, supportive adult are more likely to develop resilience and thrive despite past traumatic exposure, mental illness, or substance abuse.²⁷⁻²⁹ Nearly every study of youth resilience has identified the critical role that caring relationships play in positive developmental trajectories.³⁰⁻³²

Opportunities for Community Engagement and School Connectedness. FNL programs work in partnership with youth and their communities to create opportunities for youth to make meaningful contributions through outreach, education and services, social action, and advocacy. In FNL, youth have opportunities to analyze their communities and are empowered to initiate change strategies to make their communities and institutions within them more responsive to their needs to promote greater equality for themselves and others. This extends beyond traditional “service learning,” where youth volunteer in community service projects, and emphasizes active engagement and critical thinking in analyzing, understanding, and problem-solving community issues with a social justice and equity lens.³³

Schools are an important community context for young people and are included in this SOP. School connectedness reflects youths’ engagement with their school environment, including their peers, teachers, and their overall learning environment. A large body of research demonstrates that strengthening youth connections to school promotes positive outcomes across multiple domains, including academic success, positive³⁴ social relationships, and emotional well-being, and reduces unhealthy risk behaviors.³⁵ Youth who feel a sense of belonging at school have better educational outcomes because they are more likely to attend class and be motivated to learn, which has been associated with higher test scores, grades, graduation rates.³⁶ School engagement/connectedness during adolescence has long-term benefits for increasing educational and occupational success in adulthood.³⁷ Research also shows that school connectedness is linked with better mental health outcomes (e.g., lower levels of depressive symptoms, anxiety, and substance use), a powerful protective factor against unhealthy risk behaviors, and is predictive of resilience.^{34,38} Factors that promote school connectedness include those that foster a sense of belonging for all students, positive relationships with teachers and peers, safe, supportive, and inclusive environments, and opportunities for meaningful participation and contribution.³²⁻³⁴ The process of promoting healthier communities requires broad cross-sector collaborations to address systems issues. This SOP involves the following:

- Knowledge of Community – to learn about their community and its resources.
- Interaction/Interface with the Community – interacting and working with community members.
- Communication with the Community – communicating about the program or youth issues.
- Contribution to the Community – to give back and serve the community.
- School Connectedness – participating in FNL fosters excitement and commitment to school, provides opportunities to learn about options for the future, and creates a sense of belonging to school.
- Decision-Making and Governance – to participate in decision-making and occupy leadership roles, such as staff or board roles.
- Youth Voice – to learn to express their opinions constructively and to hear those of others.
- Action – to act on issues or projects they care about outside of the program, in the community, and at school.

Opportunities to Engage in Interesting and Relevant Skill Building Activities.

- Specific Skills – to develop and build specific skills through program activities.
- Challenging and Interesting Activities – to engage in interesting and challenging activities.

Building skills is of critical importance to positive youth development, and many youth value opportunities to build skills – primarily through fun and engaging activities and while making meaningful contributions to their school and community.

FNL Evaluation

Toward the end of each school year, the CFNLP offers the YDS (and associated reports) to all participating FNL programs at no cost. The YDS is designed to gather valuable information about youth experiences in the FNL programs for high school and middle school age participants. YDS data, reports, and infographics are important tools for FNL programs. They are intended to be used to raise awareness about the FNL program and its impact on youth and the community. Data can be leveraged to

strengthen and forge new partnerships with policymakers, funders, and community partners. YDS data can also inform ongoing program quality improvement efforts (see Appendix for additional quality improvement tools). The CFNLP, in partnership with the evaluator, provides support for FNL programs to engage in ongoing program improvement efforts.

2024-2025 YDS Report

Methods:

The CFNLP administered the survey to each county in California with an FNL program from March 11 through May 18, 2025. The CFNLP and the independent evaluator offered two survey administration webinars for FNL program staff. This administration window is designed to provide program staff sufficient time for survey administration and to survey as many youth in their programs as possible. Youth are informed that the purpose of the survey is to learn about their experiences while participating in the program and to make their program as successful as possible. The survey is anonymous, voluntary and participants can skip any question they do not wish to answer.

The YDS gathers basic demographic information, length and time spent in the program, youth experiences related to each of the five SOP, specific skills gained while in FNL, and their attitudes toward ATOD. Each SOP has multiple questions to provide a more complete assessment of the youth's experience. To assess the SOP and ATOD attitudes, youth are given a set of statements and asked to rate the extent to which they agree with each statement using a six-point Likert agreement scale (ranging from 1=strongly disagree to 6=strongly agree). The survey also asks youth to respond to two open-ended questions. Responses to these questions provide rich texture to the quantitative data and provide insights into local program practices.

DHCS and the State of California's Committee for the Protection of Human Subjects (CPHS) reviewed and approved the YDS survey and administration. CPHS serves as

the Institutional Review Board for the California Health and Human Services Agency. Its role is to ensure that research involving human subjects is conducted ethically and with minimal risk to participants.

Data Analysis:

The independent evaluator downloads YDS data from SurveyMonkey, then cleans and analyzes the data, and reports findings in statewide and county-specific reports.ⁱ

Descriptive data (frequencies, means, and standard deviations) summarize information about the participants' demographics, the length, frequency, and intensity of program involvement, and responses on items to measure each SOP and ATOD attitudes.

To analyze the qualitative data gathered from the two open-ended questions, a coding guide is used to categorize key themes while allowing for the development of additional codes that emerge from the data. Two researchers then review a random subset of the qualitative data and independently code that subset of data. The researchers are blinded to each other's coding. Codes are compared to assess intercoder reliability (i.e., consistency in coding across the two researchers). Any discrepancies in the coding are discussed, resolved, and used to inform any necessary refinements to the coding guidelines. Inter-coder reliability greater than 85 percent is required to code the complete data set. This method strengthens objectivity and reduces bias.³⁹ Qualitative data is analyzed using three types of content analysis: conventional, directed, and summative.⁴⁰ This approach is used to identify patterns and categorize information systematically and objectively. Conventional content analysis utilizes coding categories that are derived directly and inductively from the raw data (participants' responses to each question). Directed content analysis is used to allow themes to emerge from the data. Summative content analysis quantifies the frequency of themes. Illustrative quotes, using the participants' own words, are then selected to further elucidate each theme.

ⁱ County-specific reports are provided if there are more than three survey respondents.

SECTION II: OVERVIEW OF STATEWIDE FINDINGS

OVERVIEW OF STATEWIDE FINDINGS

A total of 3,920 youth responded to the YDS in the 2024-2025 program year. Of these, 2,167 participants were from FNL programs that served high school students and 1,753 were from FNL programs that served middle school students. Surveys came from 47 of the 50 counties that implement FNL programs. The response rates were 79.76% for FNL high school students (generated from 47 counties) and 95.6% for middle school students (generated from 35 counties). The average age of FNL high schoolers was 16.3 years and 13.0 years for middle schoolers. The following is a summary of the key findings.

FNL continues to serve an ethnically, culturally, linguistically, and socio-economically diverse group of youth.

- ❖ Youth are ethnically and racially diverse, with the majority coming from Hispanic/Latino backgrounds (49.6% among high schoolers and 44.6% among middle schoolers). Most youth are from backgrounds other than White/Caucasian (77.1% among high schoolers and 74.5% among middle schoolers).
- ❖ Over half speak languages in addition to or other than English (59.4% among high schoolers; 58.3% among middle schoolers).
- ❖ 28.7% of high schoolers and 22.1% of middle schoolers had a parent/guardian who completed their associate degree or higher (an indicator of socioeconomic status); however, many students did not know the answer to this question.

FNL provides supports and opportunities that young people need to thrive.

- ❖ 98% of high schoolers and 94% of middle schoolers report that FNL provides a safe environment.
- ❖ 98% of high schoolers and 94% of middle schoolers FNL promotes leadership development.
- ❖ 97% of high schoolers and 92% of middle schoolers formed caring and meaningful relationships in FNL.
- ❖ 95% of high schoolers and 93% of middle schoolers report that FNL increased their engagement with their community.
- ❖ 83% of high schoolers and 85% of middle schoolers report gaining valuable skills (e.g., working as part of a group, public speaking, active listening, carrying out a plan, planning and organizing time, etc.).
- ❖ 96% of high schoolers and 88% of middle schoolers report that the skills gained will help them in school.
- ❖ 90% of high schoolers and 81% of middle schoolers report that FNL increased their connectedness to school.
- ❖ 94% of high schoolers and 86% of middle schoolers report that FNL improved their overall mental health.

FNL reduces the risk of ATOD use.

- ❖ 98% of high schoolers and 95% of middle schoolers report learning about ATOD.
- ❖ 98% of high schoolers and 96% of middle schoolers report helping other youth to make healthy choices that do not involve ATOD.
- ❖ 97% of high schoolers report that FNL helps them decide to do other things instead of using ATOD.

Detailed Ratings for Each SOP

Tables 1 and 2 provide the percentages of strong and sufficient ratings for each SOP by program type.

Table 1: High School SOP Ratings Percent Rated as Strong and Sufficient

SOP Category	Strong	Sufficient	Combined (Strong & Sufficient)
1. Safe Environment	72.7%	24.8%	97.5%
2. Caring and Meaningful Relationships	64.2%	32.5%	96.7%
3A. Community Engagement	53.2%	42.2%	95.4%
3B. School Connectedness	41.8%	48.6%	90.4%
4. Leadership and Advocacy	63.3%	34.9%	98.2%
5. Skill Development	80.5%	14.4%	94.9%

Table 2: MS SOP Ratings Percent Rated as Strong and Sufficient

SOP Category	Strong	Sufficient	Combined (Strong & Sufficient)
1. Safe Environment	77.3%	16.3%	93.6%
2. Caring and Meaningful Relationships	65.9%	26.4%	92.3%
3A. Community Engagement	66.8%	26.0%	92.8%
3B. School Connectedness	48.2%	32.5%	80.7%
4. Leadership and Advocacy	75.6%	18.2%	93.8%
5. Skill Development	52.6%	32.6%	85.2%

Tables 3 and 4 provide the percentage of youth who reported developing specific skills by FNL program type. It is important to note that many youth said these were new skills they learned.

Table 3: Percent of FNL High School Youth Who Reported Developing Specific Skills

Type of Skills Gained	%
Working as part of a group	94.7%
Active listening	92.6%
Examining issues in the community	84.8%
Carrying out a plan	85.3%
Planning and organizing my time	80.7%
Planning events/activities	84.5%
Developing an action plan	80.5%
Public speaking	78.2%
Leading group	69.0%
Writing skills	56.2%

Table 4: Percent of FNL Middle School Youth Who Reported Developing Specific Skills

Type of Skills Gained	%
Working as part of a group	91.1%
Active listening	86.1%
Carrying out a plan	77.2%
Examining issues in the community	76.7%
Planning and organizing my time	74.6%

FNL participants experienced opportunities that supported them to learn about and not use ATOD.

Tables 5 and 6 show the distribution of respondents who agreed/disagreed with each ATOD item by program type.

Table 5: Percent of High School Youth Who Agree/Disagree with ATOD items

ATOD Items	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
In FNL, I learn about problems ATOD can cause	60.1%	31.6%	6.4%	0.7%	0.6%	0.7%
Because of FNL, I support other youth to make healthy choices that don't involve ATOD	55.8%	35.9%	6.1%	0.8%	0.7%	0.7%
My involvement in FNL helps me to decide to do other things instead of using ATOD	55.8%	34.1%	7.2%	1.3%	0.8%	0.8%

Table 6: Percent of Middle School Youth Who Agree/Disagree with ATOD items^a

ATOD Items	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
In FNL we learn reasons why we should not use ATOD	54.3%	32.7%	8.1%	2.5%	1.1%	1.3%
Because of FNL, I support other youth to make healthy choices	51.7%	34.7%	9.5%	2.0%	1.0%	1.1%

^a Note middle school youth were only asked these two ATOD items

STATEWIDE TRENDS

FNL participants consistently achieve high ratings for each SOP.

The following figures present the trend data over the past 11 years for each of the SOP. Each data point represents the percentage of youth who agree that they experienced the SOP. Note that community engagement and school connectedness were combined in one category prior to 2017, so only data from 2017-2025 are reported in Figures 4 and 5.

Figure 2: Percent of High School Youth Who Agree that FNL Provides a Safe Environment^b

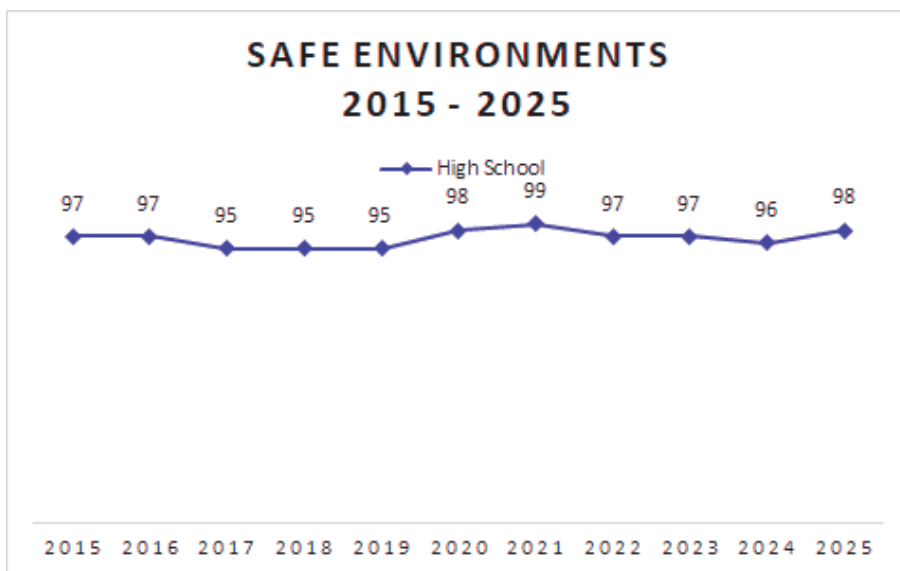
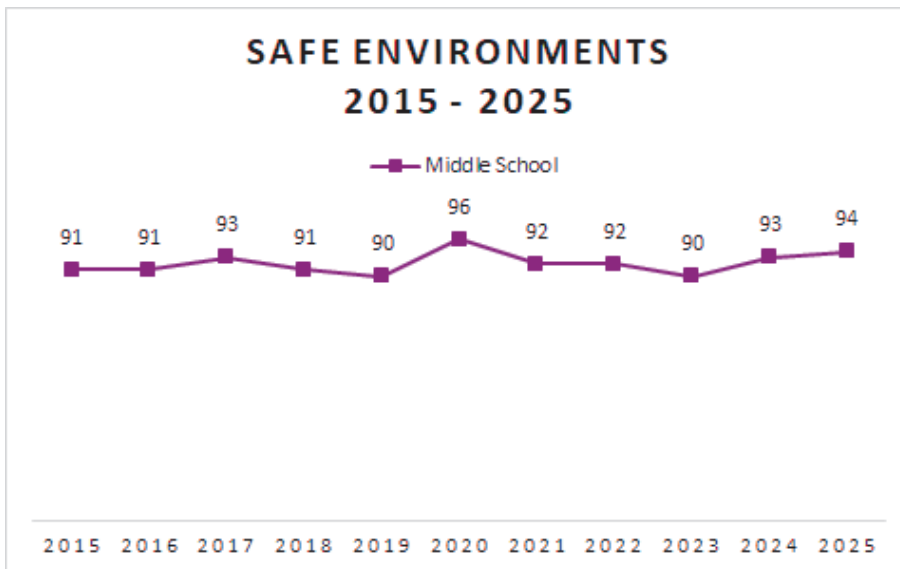


Figure 2: Percent of Middle School Youth Who Agree that FNL Provides a Safe Environment^b



^b Only physical safety was assessed in 2014-15 and 2015-16. Starting in the 2016-17 program year, this was expanded to include items to measure both physical and emotional safety.

Figure 3: Percent of High School Youth Who Agree that FNL Provides Caring and Meaningful Relationships

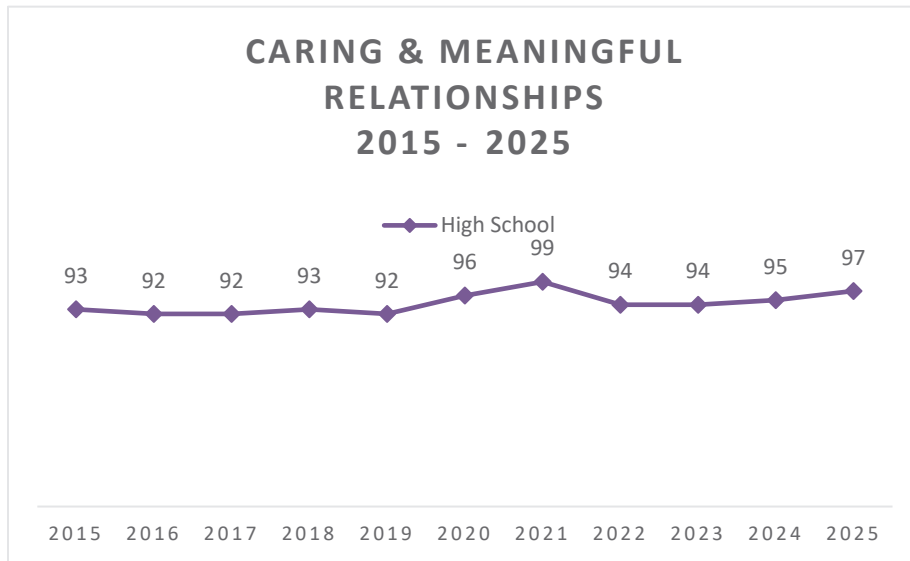


Figure 4: Percent of Middle School Youth Who Agree that FNL Provides Caring and Meaningful Relationships

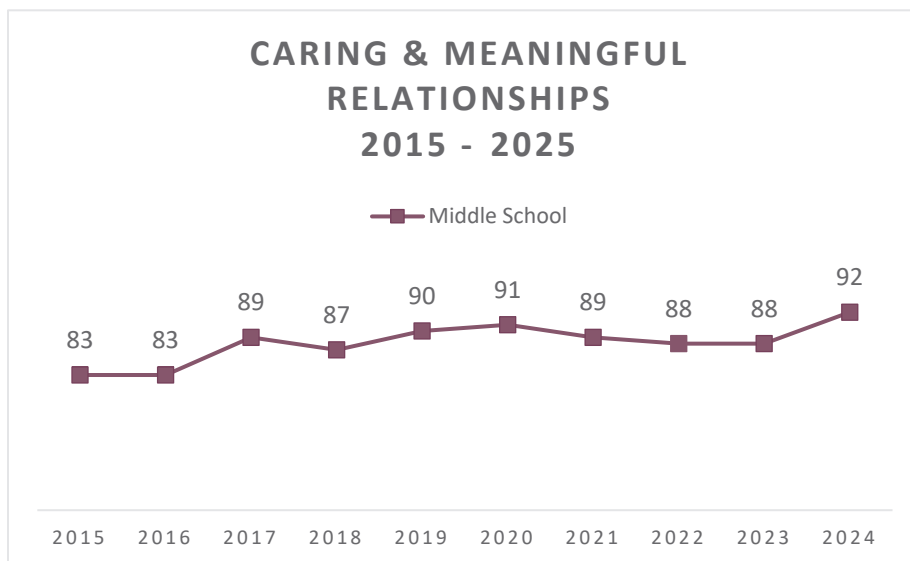


Figure 5: Percent of High School Youth Who Agree that FNL Provides Opportunities for Community Engagement

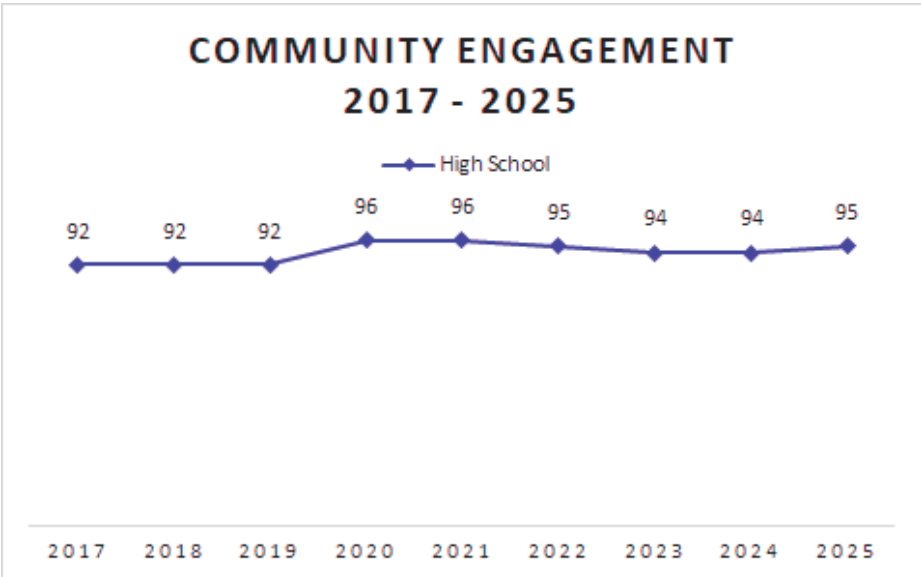


Figure 6: Percent of Middle School Youth Who Agree that FNL Provides Opportunities for Community Engagement

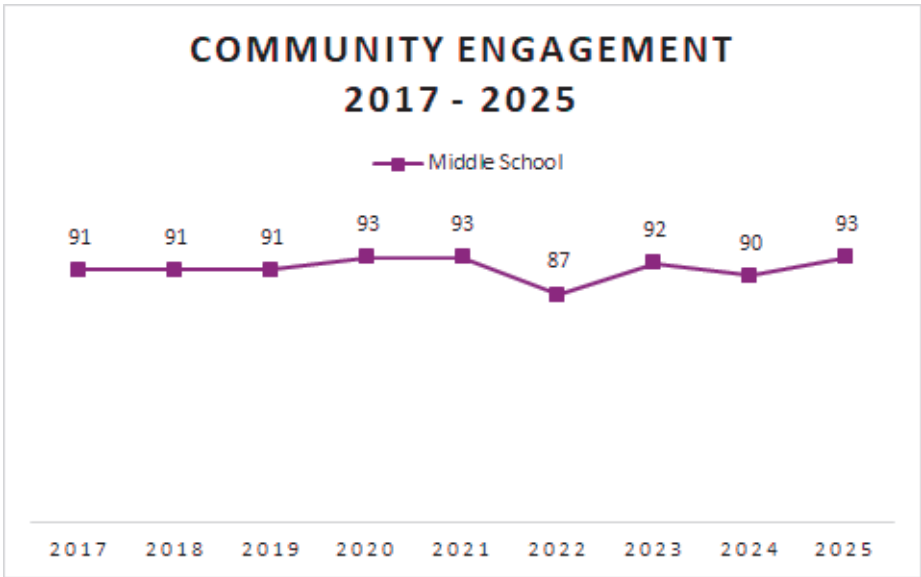


Figure 7: Percent of High School Youth Who Agree that FNL Provides Opportunities for School Connectedness

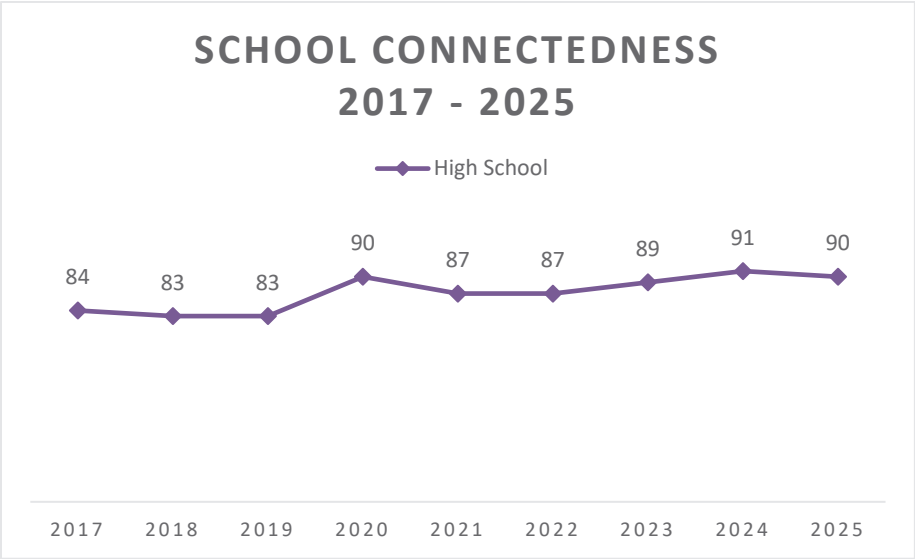


Figure 8: Percent of Middle School Youth Who Agree that FNL Provides Opportunities for School Connectedness

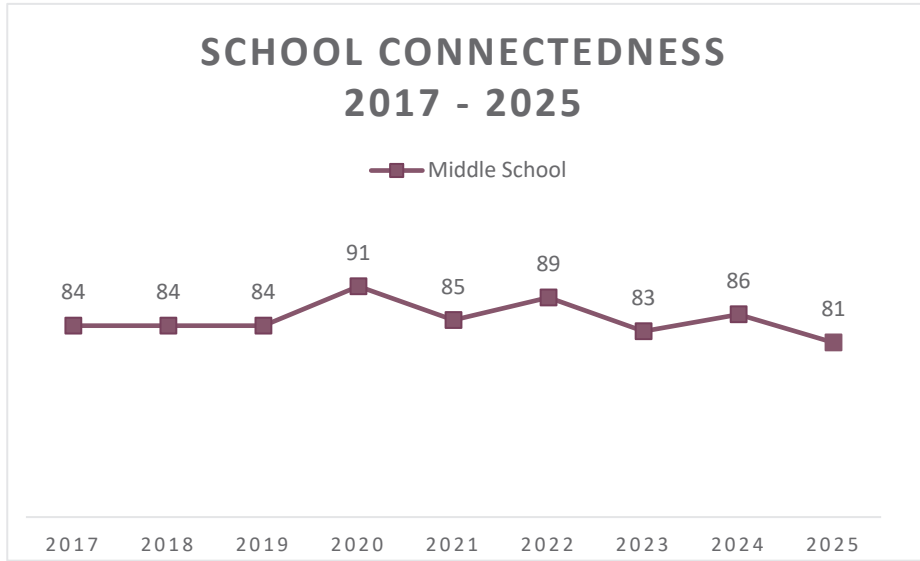


Figure 8: Percent of High School Youth Who Agree that FNL Provides Opportunities for Leadership and Advocacy

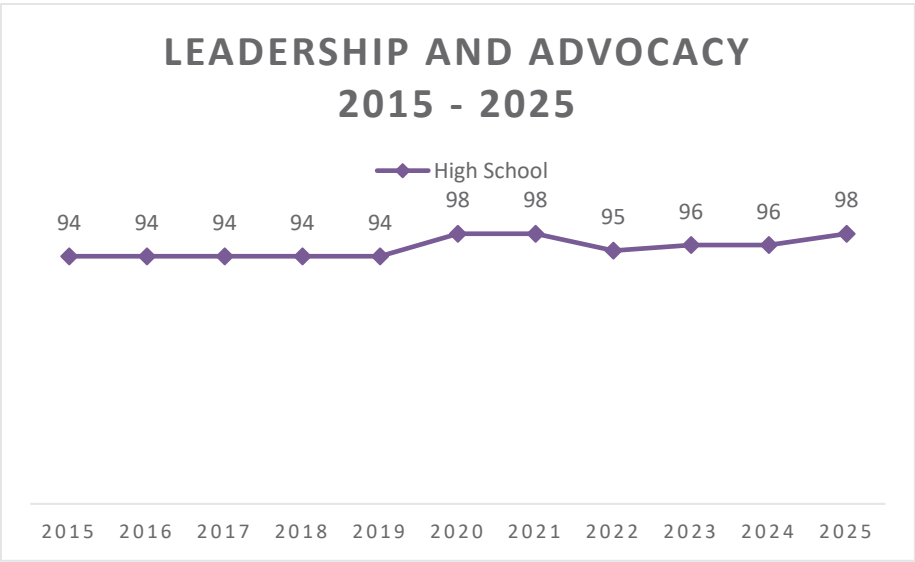


Figure 9: Percent of Middle School Youth Who Agree that FNL Provides Opportunities for Leadership and Advocacy

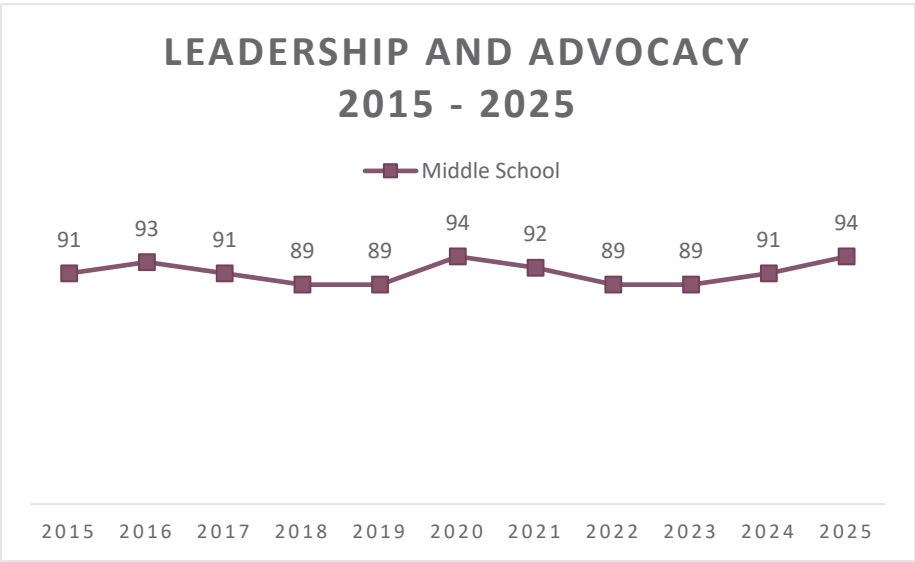


Figure 10: Percent of High School Youth Who Agree that FNL Provides Opportunities to Develop Skills

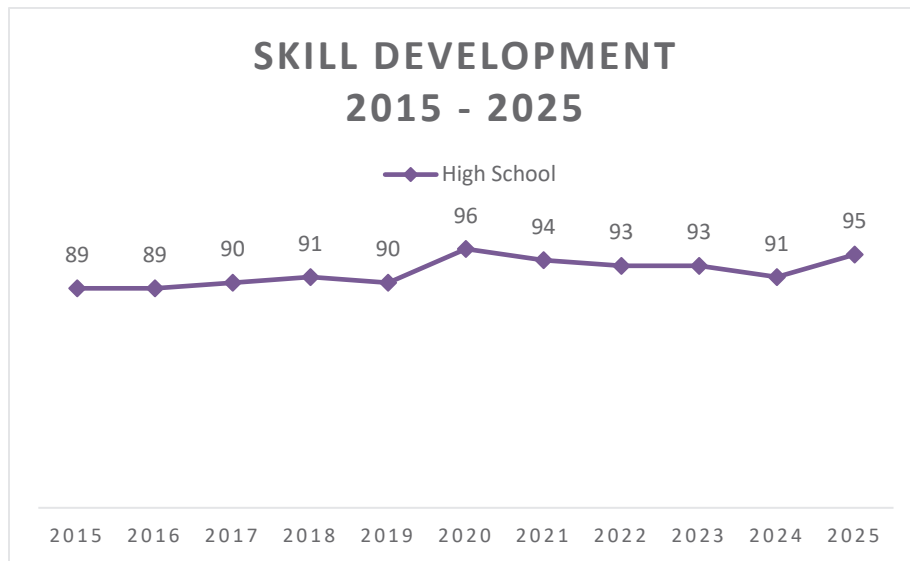
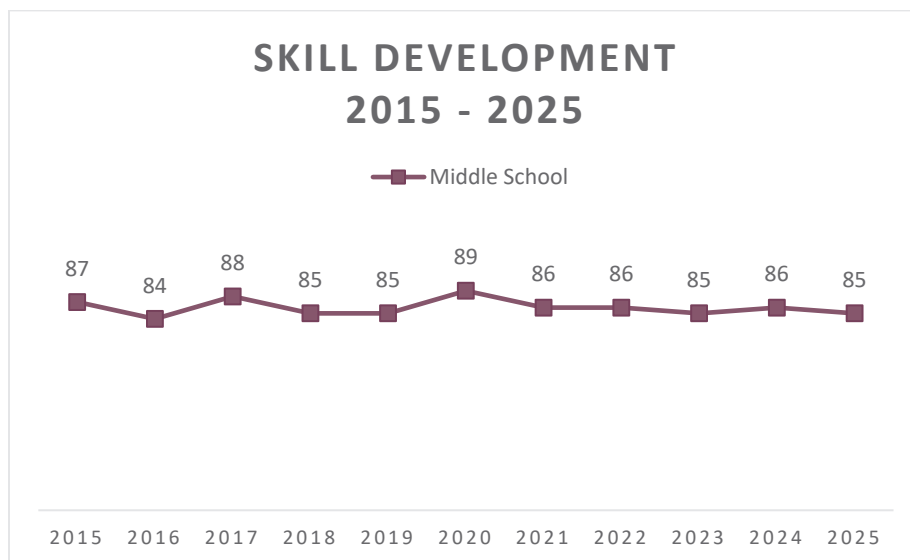


Figure 11: Percent of Middle School Youth Who Agree that FNL Provides Opportunities to Develop Skills



Summary

FNL programs for high school and middle school aged youth are designed to incorporate the best practices of PYD into their programs. This year's YDS results show that these programs continue to create safe environments for youth, provide caring and supportive relationships, make them feel more engaged and connected to their community and school, and provide opportunities to develop leadership, advocacy, and a range of additional skills that support them in school and beyond. Youth in FNL also reported that participating in the program increased their knowledge about the harms of ATOD and improved their ability to help their peers and themselves avoid ATOD use. In looking at trends over the past 11 years, there is considerable consistency in the survey findings across different cohorts with diverse youth, which lends credibility to the data. FNL program supports and opportunities

are particularly important when considering that many adolescents have experienced declines in emotional health, stress, mental health, and substance use.

SECTION III: FNL HIGH SCHOOL RESULTS

PARTICIPANT DEMOGRAPHICS

There were a total of 160 high school Friday Night Live (FNL) Youth Development Survey (YDS) participants from 16 programs in Orange County. The following tables show the number of participants who responded to the YDS.

Orange

Total Participants	160
Number of Chapters	16
Missing chapter name	0

County Chapters

Name	n		
La Quinta High School	30	Magnolia High School	1
Santiago High School	29	Hare High School	1
Cypress High School	18		
Bolsa Grande High School	13		
Savanna High School	11		
Fountain Valley High School	10		
El Modena High School	10		
Gilbert High School	9		
Fairmont Preparatory Academy	9		
Loara High School	8		
Garden Grove High School	4		
Orange County Youth Council	4		
Beckman High School	2		
Kennedy High School	1		

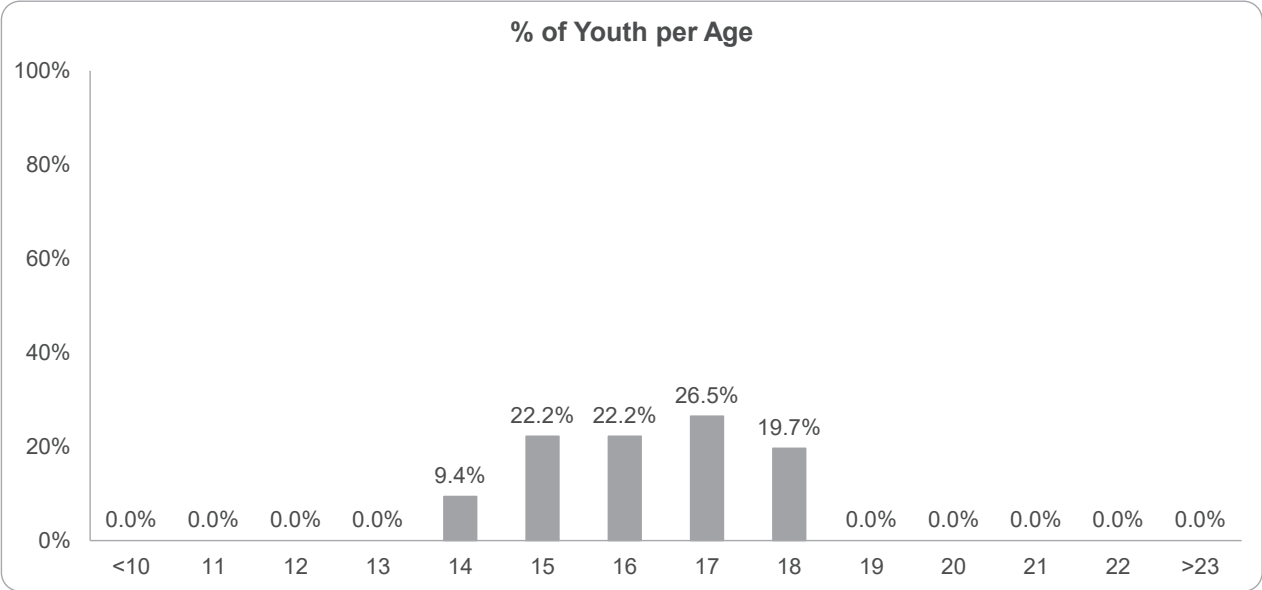
This reports provides basic demographic information for the youth who completed the survey. Demographic data gathered from the YDS include:

- sex at birth
- gender identity
- age
- socioeconomic status
- language spoken by youth's family
- primary race/ethnicity
- length, frequency, and intensity of program involvement
- participation in FNL during middle school

Age of Participants


(n=117)

	Mean
Average Age (years)	16.2



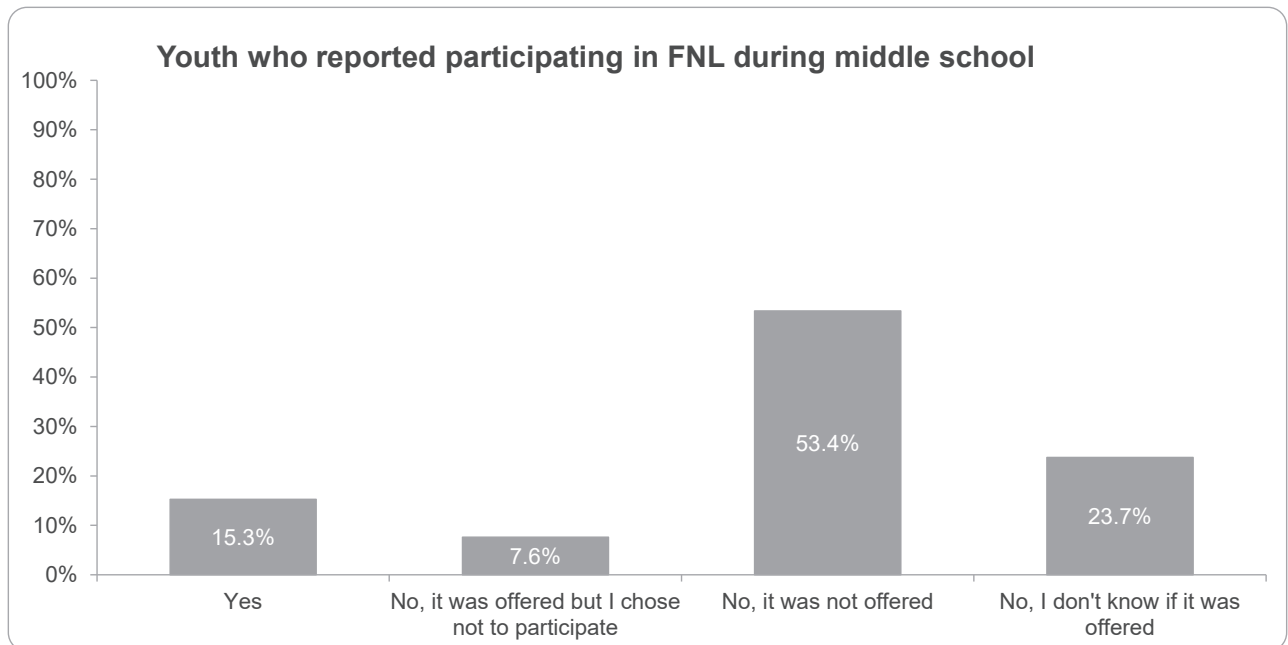
Highest level of education of parent(s)/guardian(s)

To assess socio-economic status, youth are asked to report the highest level of education that either of their parients/guardians received.

Parental Education (n=116) 	
Some high school	15.5%
High school grad or GED	13.8%
Some college or vocational training	12.9%
Associate degree or completed vocational training	7.8%
Bachelor's degree	17.2%
Post-graduate degree	14.7%
Don't know	18.1%
Total	100.0%

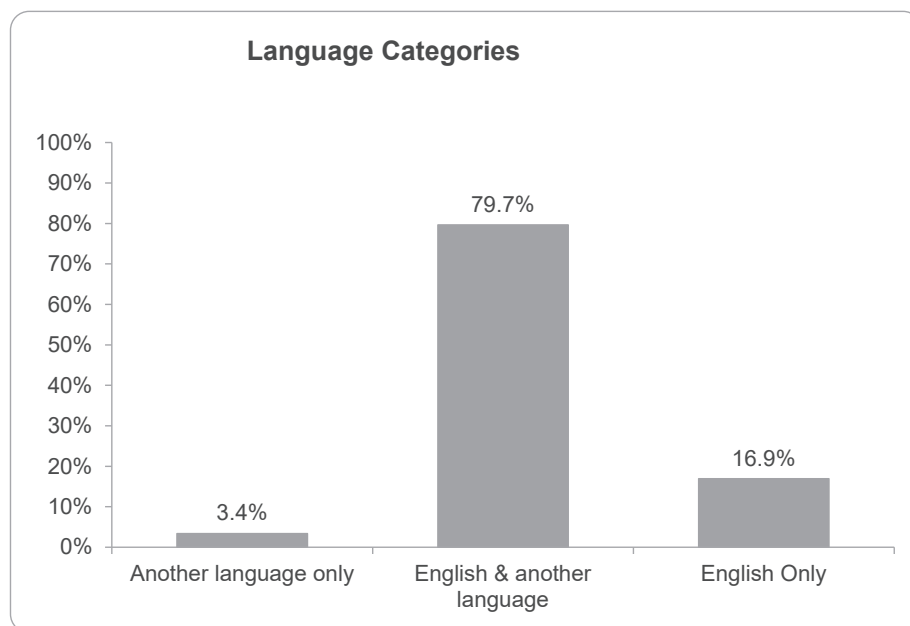
Participation in FNL during middle school

(n=118)



Language

Survey respondents reported which language is spoken by their families (n=118):



Specific Languages Spoken*	N
Vietnamese	29
Spanish	4
Gujarati	3
Mandarin	1
Indonesian, Spanish	1
Bangla, Hindi	1
Tagalog	1
Gujarati, Hindi	1
Viet	1
French, Vietnamese	1
Hebrew	1

*This list includes the most frequently reported languages.

Primary Ethnicity

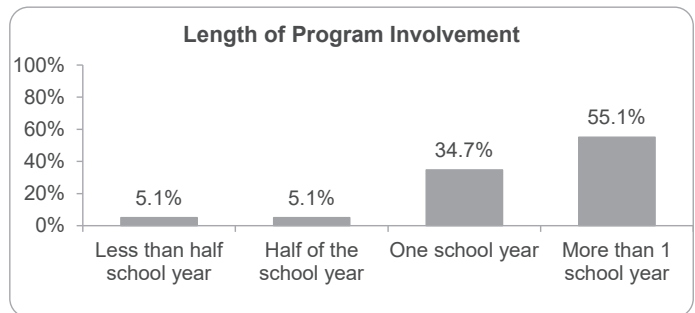
Youth were asked to select the option that best describes their race/ethnicity. They could select as many as apply (categories are in alphabetical order).

Race/Ethnicity Categories (n=115)	FNL
Asian	67.8%
Black/African American	0.0%
Hawaiian/Pacific Islander	0.9%
Hispanic/Latino	21.7%
Middle Eastern/North African	2.6%
Native/Indigenous	0.0%
White/European	7.0%
Prefer not to answer	0.9%

Length of Program Involvement

Youth who took the survey were asked how long they have been involved in the program (n=118):

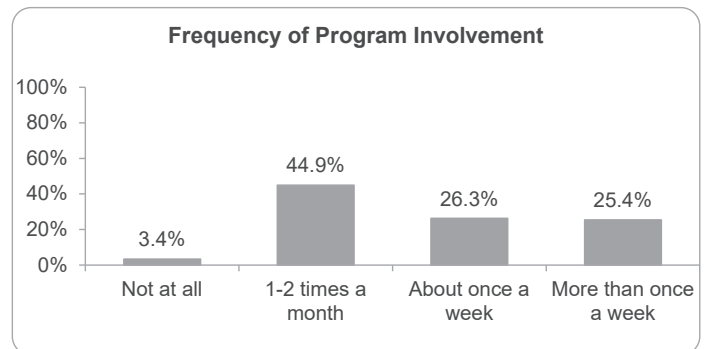
Involvement	FNL
Less than half school year	5.1%
Half of the school year	5.1%
One school year	34.7%
More than 1 school year	55.1%



Frequency of Program Involvement

Youth were asked to report how frequently they participated in FNL activities in the past month (n=118):

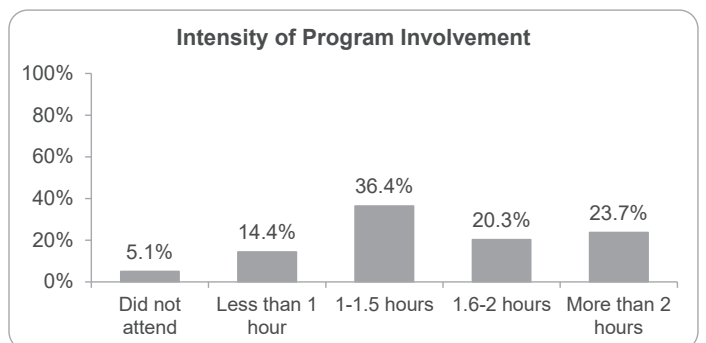
Frequency	FNL
Not at all	3.4%
1-2 times a month	44.9%
About once a week	26.3%
More than once a week	25.4%



Intensity of Program Involvement

Youth who took the survey were asked how long they typically stay at program meetings, events and activities (n=118):

Frequency	FNL
Did not attend	5.1%
Less than 1 hour	14.4%
1-1.5 hours	36.4%
1.6-2 hours	20.3%
More than 2 hours	23.7%



STANDARDS OF PRACTICE

The next set of charts summarize the youth's responses to the questions for the Standards of Practice (SOP): (1) Safe Environments, (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 six-point Likert agreement scale where: 1= Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, and 6=Strongly Agree. Each SOP is assessed with multiple questions. We provide the overall mean and standard deviation (SD) for each SOP category as well as the means and SDs 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. For example, 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 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 SD 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 more detailed information about how young people are experiencing the standards of practice in each 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."

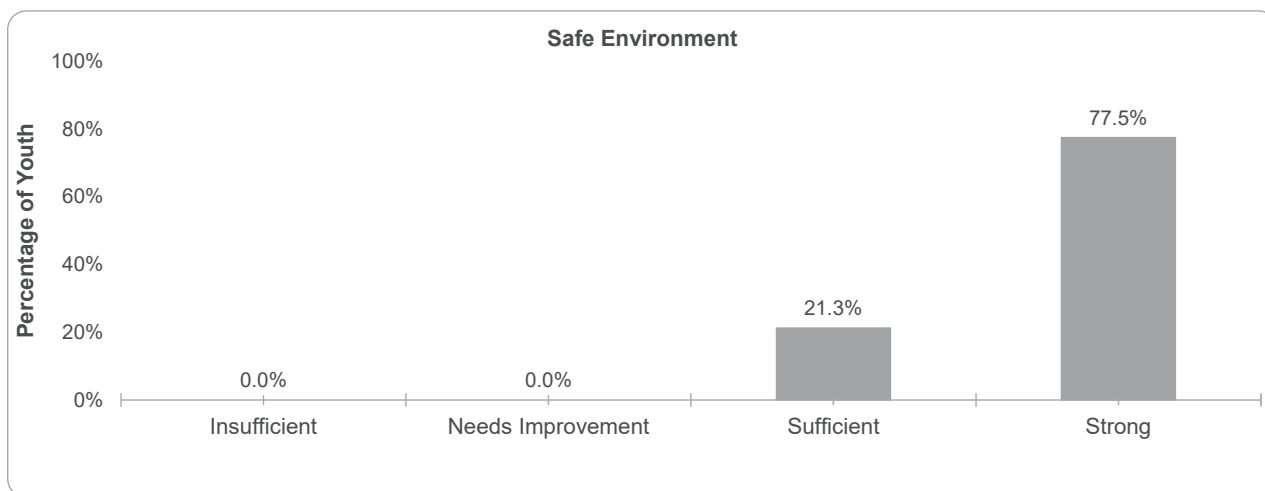
Mean Score=3.0-3.9: scores are in the "Slightly Disagree to Slightly Agree" range, meaning that youths' experiences of this standard of practice may "Need Improvement."

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."

SOP1: Safe Environments -- Youth feel safe physically and emotionally

(n=160)	
Mean	5.60
SD	0.73

Do young people feel like FNL provides a safe environment?



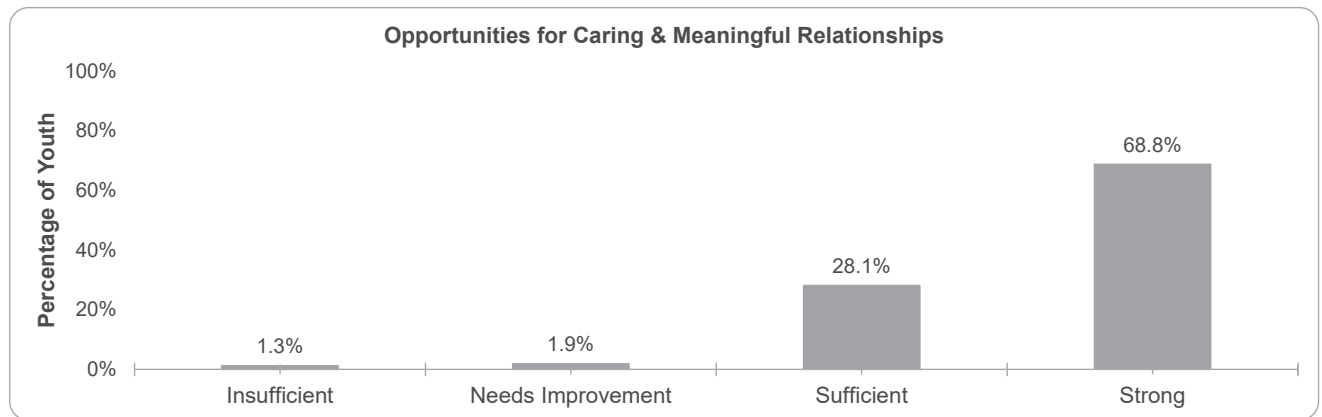
Survey Questions that Measured Safe Environment:

	Mean	SD
1. FNL provides a space where I feel physically safe.	5.64	0.70
2. In FNL, people respect each other's differences (for example: gender, race, culture, religion, nationality, sexual orientation, etc.).	5.63	0.81
3. In FNL, I feel accepted for who I am.	5.54	0.69

SOP2: Caring and Meaningful Relationships

(n=160)	
Mean	5.43
SD	0.85

In FNL, do young people feel that they have the opportunity to develop and build caring and meaningful relationships?



Survey Questions that Measured Caring & Meaningful Relationships:

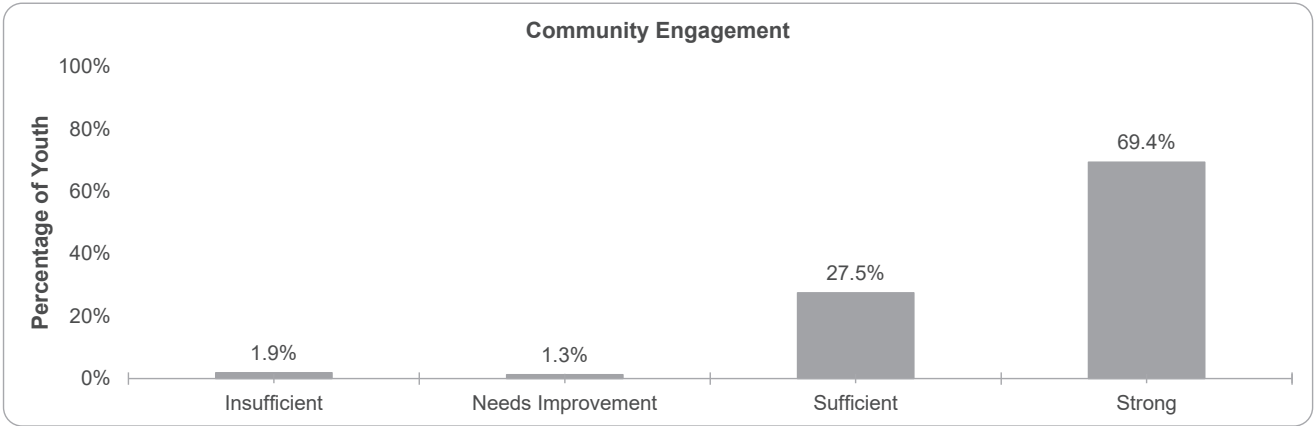
	Mean	SD
1. Through FNL, I have worked with and/or learned about youth that come from different backgrounds (e.g. racial/ethnic, religious, economic, gender, or sexual identity).	5.41	0.91
2. FNL gives me opportunities to spend time with adults in a positive way.	5.41	0.84
3. FNL provides me with opportunities to build new friendships.	5.48	0.77
4. There are adults in FNL who care about me.	5.44	0.88

SOP3: Opportunities for Involvement and Connection to Community and School

A. Community Connection/Engagement

(n=160)	
Mean	5.43
Standard Deviation	0.83

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



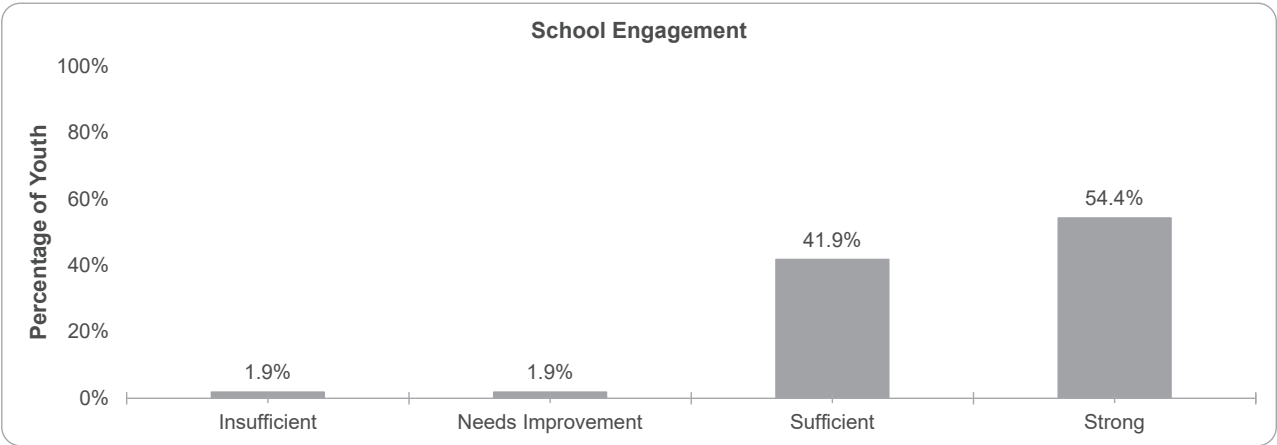
Survey Questions that Measured Community Engagement:

	Mean	SD
1. Through FNL, I have learned a lot about my community.	5.33	0.90
2. In FNL, youth have opportunities to take action in our community to create positive change.	5.53	0.78
3. Because of FNL, I feel more engaged in my community.	5.53	0.81

B. School Engagement

(n=160)	
Mean	5.26
Standard Deviation	0.90

Does being part of your program help youth feel more committed to and egaged in school?



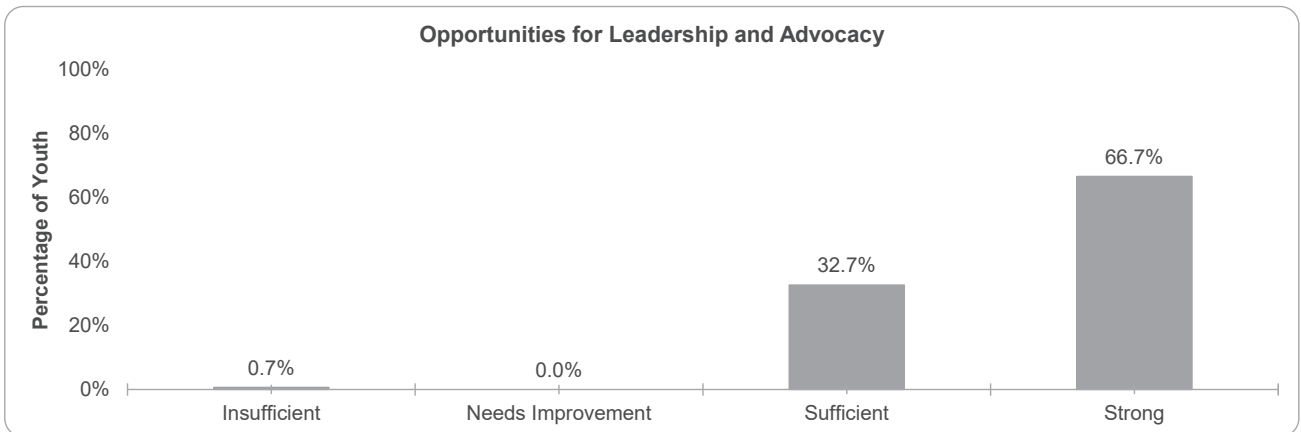
Survey Question that Measured Learning and School Bonding:

	Mean	SD
1. Because of my involvement in FNL, I am more likely to continue my education (e.g. through college/specialized training).	5.34	0.79
2. Because of FNL, I look forward to going to school.	5.01	1.02
3. Because of FNL, I feel like I belong/am more a part of my school.	5.44	0.89

SOP4: Leadership and Advocacy

<i>(n=160)</i>	
Mean	5.53
Standard Deviation	0.69

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



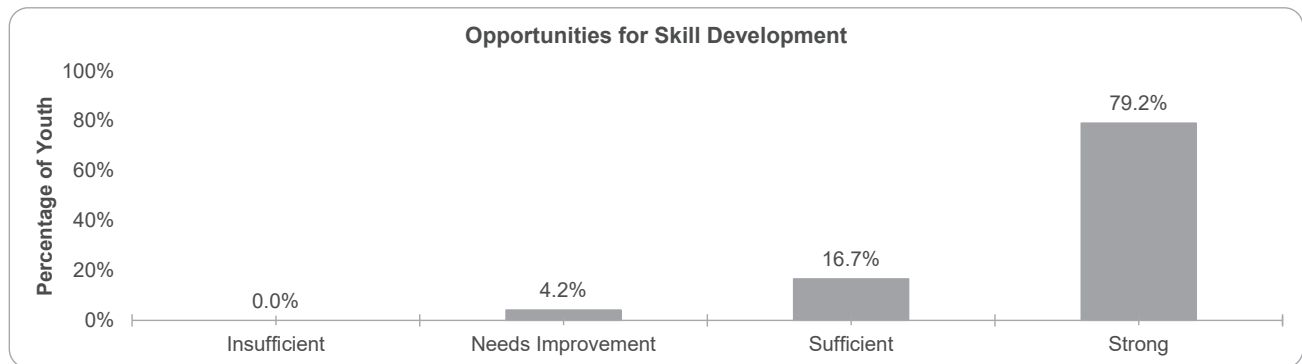
Survey Questions that Measured Leadership and Advocacy:

	Mean	SD
1. Youth and adults work together to make decisions in FNL.	5.56	0.68
2. In FNL, adult staff provide youth with leadership roles (such as planning activities, facilitating meetings, making presentations, etc.).	5.57	0.67
3. FNL provides me with opportunities to share my opinions.	5.47	0.73

SOP5: Skill Development

(n=160)	FNL
Mean	5.37
Standard Deviation	0.83

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



Survey Questions that Measured Skill Development:

	Mean	SD
1. I've felt challenged to push myself in FNL.	5.26	0.91
2. FNL gives me opportunities to use the new skills I am learning.	5.45	0.81
3. The skills I have learned in FNL can help me in school.	5.40	0.77

Specific Skills that were Developed in FNL:

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

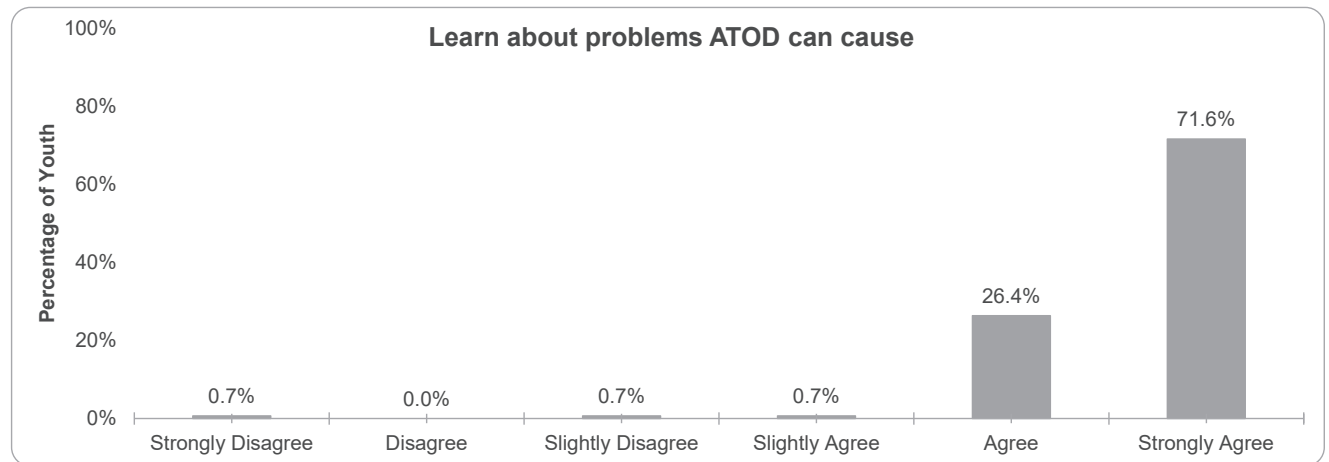
Through FNL, I've had an opportunity to build upon the following skills:	% Yes	% New Skill
Public speaking	81.5%	33.3%
Working as part of a group	93.8%	10.6%
Planning events and activities	79.5%	50.0%
Writing skills	50.4%	20.8%
Planning and organizing my time	87.5%	27.5%
Active listening: carefully listening and showing the other person that you understand what they are saying	89.1%	21.1%
Carrying out a plan	85.8%	30.5%
Leading a group discussion or meeting	71.7%	40.0%
Examining/looking at issues in my community and school	88.5%	52.5%
Developing an action plan to address school or community issues	80.8%	57.4%

ALCOHOL, TOBACCO, AND OTHER DRUGS

The following charts provide information about how FNL impacts youth's attitudes and knowledge about ATOD. 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 ATOD.

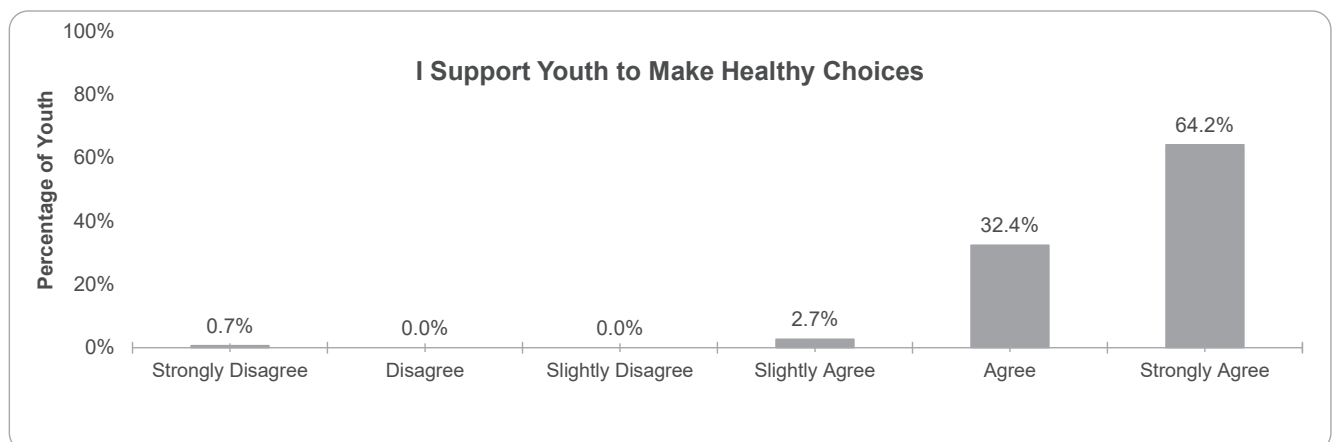
In FNL, I learn about problems ATOD can cause .

(n=148)	FNL
Mean	SD
5.67	0.64



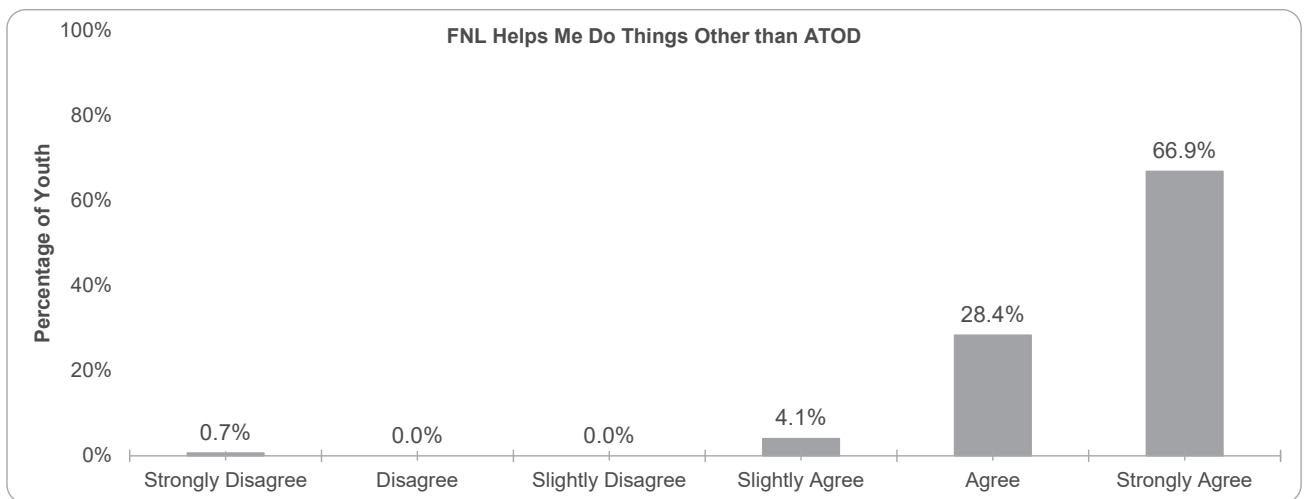
Because of FNL I support other youth make healthy choices (that don't involve ATOD).

(n=148)	FNL
Mean	SD
5.59	0.66



My involvement in FNL helps me decide to do other things instead of using ATOD.

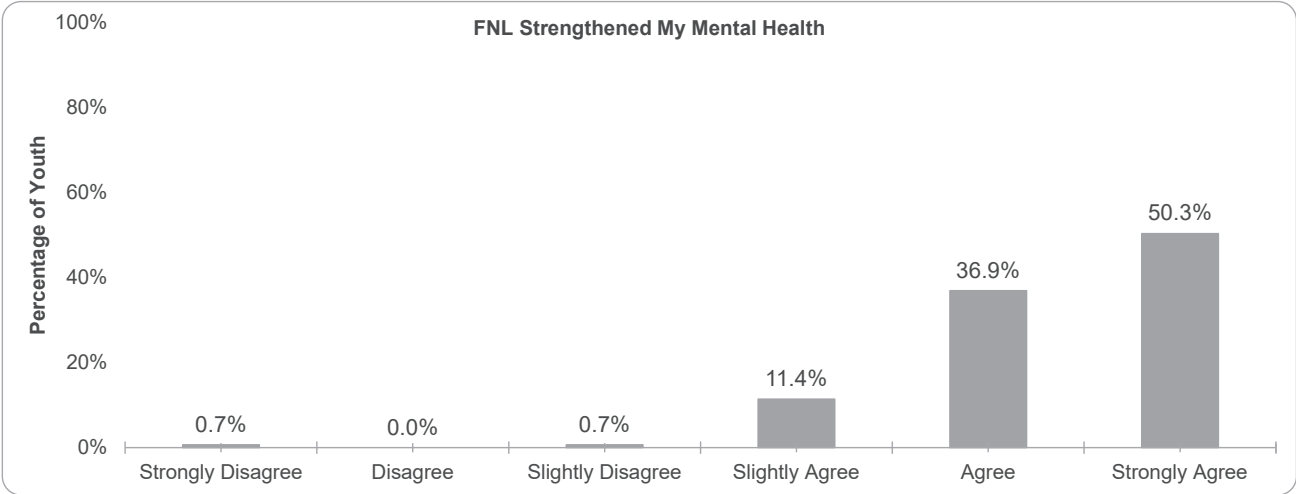
(n=148)	FNL
Mean	SD
5.60	0.68



MENTAL HEALTH

	Mean	SD
Participating in FNL has strengthened my overall mental health.	5.35	0.79

Percent of youth who reported that participating in FNL strengthened their overall mental health.



ORANGE COUNTY FNL HIGH SCHOOL QUALITATIVE RESULTS

The following is a summary of the youth's answers to the two open-ended questions on the YDS for high school FNL participants. The responses to each question were reviewed and analyzed according to key themes. Under each question is a summary of key themes that emerged, along with illustrative quotes. Many of the participants' responses reflected more than one theme.

What did you enjoy the most about FNL? Why?

A total of 121 participants answered this question. Most reported that they enjoyed making a positive difference in their community. Many youth mentioned they valued what they learned, and the skills gained in the program. Several stated that they enjoyed the people in the club, it provided a safe space, and a sense of community. Some said that FNL made them feel more engaged with their community. The following quotes represent these themes.

Making a positive difference in their community: The following quotes represent this theme and do not include every participant's comment that pertains to this theme.

FNL grants my the opportunity to give back to my community and be more engaged with students grades K-12. I am able to host events like RRW, MHW, and so much more in my own school while also hosting events like media literacies and Read-Across America at my respective elementary and middle school.

Because I get to help my community.

Because I want to advocate others about mental health.

Because it's a fun club with a strong community that spreads awareness about substance abuse.

Because the message of anti-drug and substance use is important in a society where drugs have almost been normalized.

Because they all want to help everybody they possibly can. They care in a way other people don't.

Being in FNL has given me the opportunity to be more involved in my community through prevention efforts, working with a team, etc. It has also shaped my career goals as I hope to work in the healthcare field in the future.

Being in FNL is important to me because I can help the community and be apart of something bigger.

Being in FNL is important to me because I had always wanted to help and support my community and the people around me.

Being in FNL is important to me because I had always wanted to help people in my community. FNL helped me create connections and have the motivation to actually bring about my dreams of a safer and cleaner community.

Being in FNL is important to me because I've witnessed victims of substance and alcohol abuse, so it is critical for me to educate others against abuse with prevention possibilities.

Being in FNL is important to me because it encourages youth to make good decisions about their health that will benefit them in the future.

I believe that FNL shines in allowing Youth to engage within their own community of youth to bring about awareness of substance use. And I believe that it's a program that many should try for the sake of experimenting with helping and informing others.

FNL allows me to take action to implement change to better my school and community!

FNL is important to me because I am able to give back to my community. I feel encouraged and motivated as I am surrounded by people who want to do the same. Being in FNL is important to me because it helps teens stay aware of their health.

FNL is important to me because I get to advocate and spread awareness on the effects of drug and alcohol abuse.

FNL is important to me because I want to help others and make school a better place.

FNL spreads mental health and drug awareness to hopefully inform teens about them to avoid it which is important to me in how I strive to be healthy.

I care about FNL's values and want to take part in making a difference in my community.

I got to help people make alternative choices instead of choices that may harm them!

I want to be able to make a difference in my local community. I also want to be able to spread awareness of the negative effects of substance abuse, especially through teenagers.

It gives me a way to make a change in my community and school.

It's fun and I get to make a positive change in the community.

It's important to me because I want to create a community where people are healthy and making good choices.

Being in FNL is important to me because through FNL I feel like I can make an impact in my school and be more involved. I also feel that I can welcome people and be more social through the organization.

Learning and developing skills:

Because I get to learn a lot of new things.

Because it helps me develop social skills.

Because it teaches me the importance of acceptance and teamwork.

Being in FNL has helped me develop my social and organizing skills that no club has ever been able to before.

Being in FNL has taught me to take leadership and improve my communication skills by speaking up and working with new people.

Being in FNL is important to me because I get to learn how to use my voice for the better of my community.

Being in FNL is important to me because it allows me to have more knowledge on tobacco and drug use.

Being in FNL is important to me since it helps me develop important life skills and allows me to spread a positive message.

FNL allows me to educate myself and others on pressing issues for people of my age.

FNL is important to be because it taught many ways to develop skills in being confident and also to spread drug awareness since many people in my life struggle with this.

FNL is important to me as I develop my leadership skills and learn to build on other people's ideas.

FNL is important to me because I enjoy the community I've built in FNL: the power they give to the youth to stand for themselves and the values everybody is willing to hear and discuss about. I enjoy FNL because it has a lot of organizations that collaborate with them, and it has a lot of transferable skills.

FNL is important to me because in that club I get to learn about so many things about addiction and I want to help my peers out.

FNL is important to me because it helps me build important life skills that carry over to the future such as public speaking and team building.

FNL is important to me because it helps me learn about drug and substance abuse.

FNL is important to me because it promotes awareness on the use of substance and drugs. Along with that our club also hosts a lot of fun service events that allow me to build connections and leadership skills. Amongst the many clubs here, FNL has one of the greatest impact.

FNL is important to me because it teaches me understanding and awareness.

FNL just makes me happy and [it] educated me and others about alcohol abuse.

FNL teaches me how to socialize.

I learn a lot of leadership opportunities in my community and spread awareness.

I think the important [thing] to me is have some good relationships and I have learned great skills I never learned before [such] as planning my time, active listening, etc. Therefore, being in FNL is important to me.

I want to be part of a community and learn about something new.

It helped me learn more about drug and alcohol usage, encouraging me to help spread awareness and how people can avoid it.

It helps me become my own person, giving me the opportunity to develop and devote myself to a purpose that provides others with important information.

It helps me communicate with others and learn about how dangerous drugs can be and why we should encourage others to not use it.

It's important to me because it's a class where I learn skills.

The people, safe space, and sense of community:

It helped me get out of my own personal bubble and really connect with others.

Because I feel so connected to this group of people and I love our advocacy!

Being in FNL is important to me because it gives me a safe space in which I can learn how to help others with substance use prevention.

Being in FNL is important to me because it is a place where I feel safe to express my ideas and work toward a healthier community. Being in FNL makes me feel more connected to my peers and community.

I feel like this group allows us to explore and express ourselves in many different ways and forms.

It builds a community.

It gives me a sense of belonging.

It gives me an environment where I feel like myself and I can continue being myself without any restriction or bad influence.

It is a good group to be a part of, and I like what they stand for.

FNL is important to me because I'm allowed to make new friends.

I made friends in this club and it is fun.

It helps [me] to connect more with my friends and fellow students.

It's filled with good people that make me want to be better myself, especially when I don't treat myself the way I should be treated.

Greater engagement with the broader school and community:

FNL made me feel a part of the school and community that I live in.

Because it gives me the space to be involved in school and the community.

Being in FNL is important to me because it allows me to be more involved in my community and create new friendships!

It is important to me because it gives me more opportunity to connect with my community also to do and try new things that i haven't before it is honestly a good way to make new friends as well.

Because it's the reason I feel more involved in school and the community.

Being in FNL allowed me to connect with the younger community, which is why I value participating in this club.

Helps me become more intertwined in the community.

It allows me to engage with my community.

Other comments were as follows:

Because it enables me to become a better leader and more empathetic human being

Because it is everything I stand and advocate for.

Because it is fun.

Being apart of FNL is important to me because I've been able to grow with FNL. FNL has kept me away from the negative impacts of life and has helped me overcome many obstacles. FNL has also given me multiple opportunities I would've never found without FNL's help.

Being in FNL is important to me because it helps me become a better person than I was before.

FNL is important to me because of my personal feelings toward drug and alcohol abuse.

FNL plays a significant role in my high school life because it allows me to become a better person.

I personally follow and support the goals and messages of FNL

I'm not sure.

It is fun.

It supports a cause I feel deeply about.

It's really fun.

What, if anything, would you change about FNL?

Of the 110 participants who answered this question, the overwhelming majority said they would not change anything about FNL. Several youth suggested more activities, events and trips with a few suggesting changes to the activities. Some participants expressed a desire for there to be increased collaboration with and connections to other FNL chapters and schools across the county. A few mentioned that they would like there to be more participants in FNL. There were several additional recommendations.

Nothing to change about FNL:

Honestly nothing, I say it's perfect the way it is.

Honestly, I don't think it needs to improve.

Honestly, I just joined FNL around a year, so I see everything is very good and [it] makes me feel comfortable because I never feel that before.

I do not think I would change anything!

I would change nothing, I love it the way it is.

I would not change [it] for I want to always be part of FNL.

I wouldn't change anything about FNL!

*Nothing, it's great.
There is nothing I would change about FNL!*

More activities, events, and trips:

Nothing [but] more events.

Host more engaging activities.

I think FNL is great, but I'd love to do more fun events or activities that get more students involved.

I want to have more events both within school and without to make new connections and make us more known.

I would change the projects up.

I would have even more events and workshops where students and advisors can attend!

I'd like more activities engaging with the community in my FNL chapter.

More activities and different trivia questions

More projects :3

I would add more events that promote positivity and drug free.

I would have us do more events that engage and educate the public more.

I would hope that FNL allows students to go on more trips.

I would like more in person events!

I would try to make the events a bit more entertaining.

I wouldn't change much except for its events.

More field trips and that's it.

More field trips!

I would like it if FNL meetings had more presentations with club leaders talking.

I would like socials to bond with my community.

I would love to have more socials because I think it's important for us to know others in the club.

Greater collaboration/connections with other FNL chapters and schools in the community:

I wish there was a system for reaching out to other FNL chapters, not just at the end-of-year ceremonies or big field trips. For example, a schedule where chapters can meet and have fun with other chapters.

I would increase the connection between FNL chapters in the same county. I believe additional county bonding events rather than just the county-wide trainings would really make FNL more engaging and get more people involved.

I would want to teach more about the drugs awareness aspect of it, like more types of drugs and more direct organizations to get kits or supplies (ex: Fentanyl helper kits) for my clubs.

Maybe more collaboration [between] different clubs.

More bonding events with different schools that's in Orange County.

More connections!

I wish there was a system for reaching out to other FNL chapters, not just at the end-of-year ceremonies or big field trips. For example, a schedule where chapters can meet and have fun with other chapters.

I would increase the connection between FNL chapters in the same county. I believe additional county bonding events rather than just the county-wide trainings would really make FNL more engaging and get more people involved.

More participants in the program:

Get people to be involved.

Have more people join.

I would change their approach on getting students to join.

I would strongly advocate for more outreach so that new faces and fresh voices can join FNL so that members can meet new people. If everyone already knows each other, the program loses some of its impact on the community.

I'd make more opportunities for more students to engage.

More meetings and participation.

More people to join.

I would strongly advocate for more outreach so that new faces and fresh voices can join FNL so that members can meet new people. If everyone already knows each other, the program loses some of its impact on the community.

The following were additional comments/recommendations:

I only wish that FNL were available more within my school district (Garden Grove Unified School District). I would have loved to join a club such as Friday Night Live earlier on in Highschool, and I can think of others in my life who would be eager to join as well.

I wish we could have more conversation about the intersectionality between race/gender and mental health.

I would change the prizes FNL gives out. Personally, I think giving away things like pencils and bracelets is kind of lame, perhaps giving away snacks like gummies would be more popular and would be more of an incentive for youth to participate in FNL activities.

I would change the prizes they offer when completing an activity.

I would have more off-campus in person meetings.

I would like it if FNL meetings had more presentations with club leaders talking.

I would want more communication, training, and activity from my chapter. I want my chapter to be able to make a difference, but I want to learn how to effectively lead my team.

I would want to teach more about the drugs awareness aspect of it, like more types of drugs and more direct organizations to get kits or supplies (ex: Fentanyl helper kits) for my clubs.

More educational stuff for parents.

Promote Gavin Kim.

Promote more engagement.

The president's [behavior].

High School

"Being [a part] of FNL allows me to have new experiences, meet new people, make meaningful memories, develop new skill[s], and get outside of my comfort zone."

Youth Characteristics



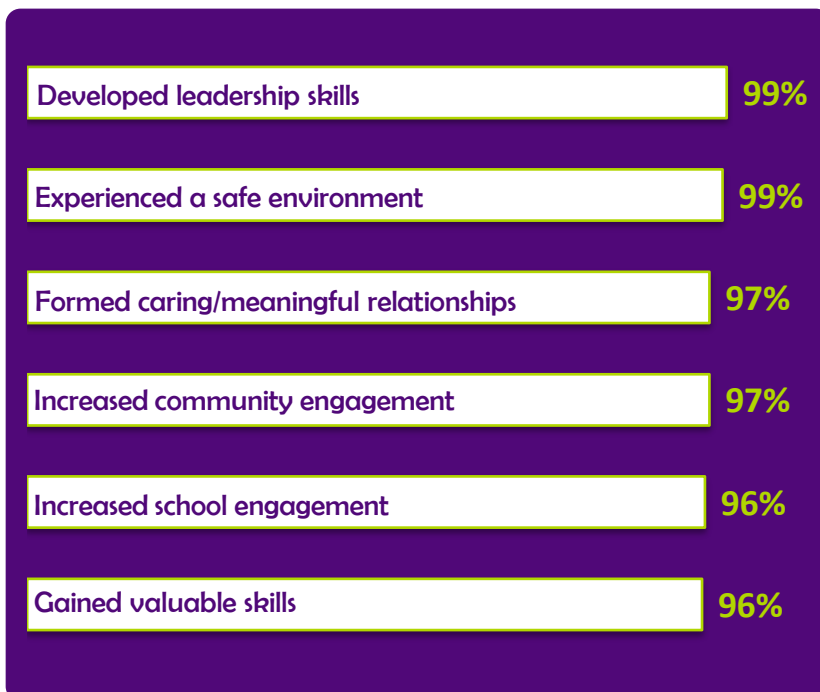
99% of participants report they gained skills that will help them in school

Specific Skills Youth Gained:

- 94% Working as part of a group
- 89% Active listening
- 88% Examining issues in community
- 88% Planning and organizing my time
- 86% Carrying out a plan
- 82% Public speaking
- 81% Developing an action plan
- 80% Planning events and activities
- 72% Writing skills

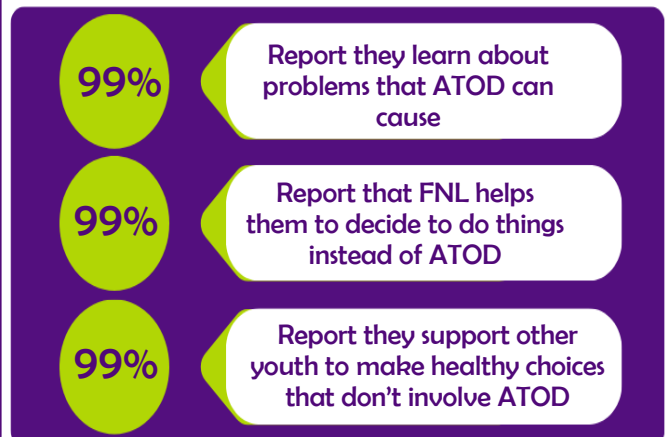
"FNL is important to me as I get to be part of the change/difference that a community needs."

FNL Promotes Positive Youth Development:



99% of participants report that FNL has strengthened their mental health

FNL Reduces Risk of Alcohol, Tobacco, and Other Drug (ATOD) Use:



SECTION IV: FNL MIDDLE SCHOOL RESULTS

PARTICIPANT DEMOGRAPHICS

There were a total of 66 Friday Night Live (FNL) middle school Youth Development Survey (YDS) participants from 8 chapters in Orange County. The following tables show the number of participants who responded to the YDS.

Orange

Total Participants	66
Number of Chapters	8
Participants missing chapter name	0

County Chapters

Name	n
Lake Intermediate School	14
McGarvin Intermediate School	9
Ralston Intermediate School	9
Brookhurst Jr. High School	9
Explore Prime Academy	9
Beatty Middle School	8
Utt Middle School	7
Parks Jr. High School	1

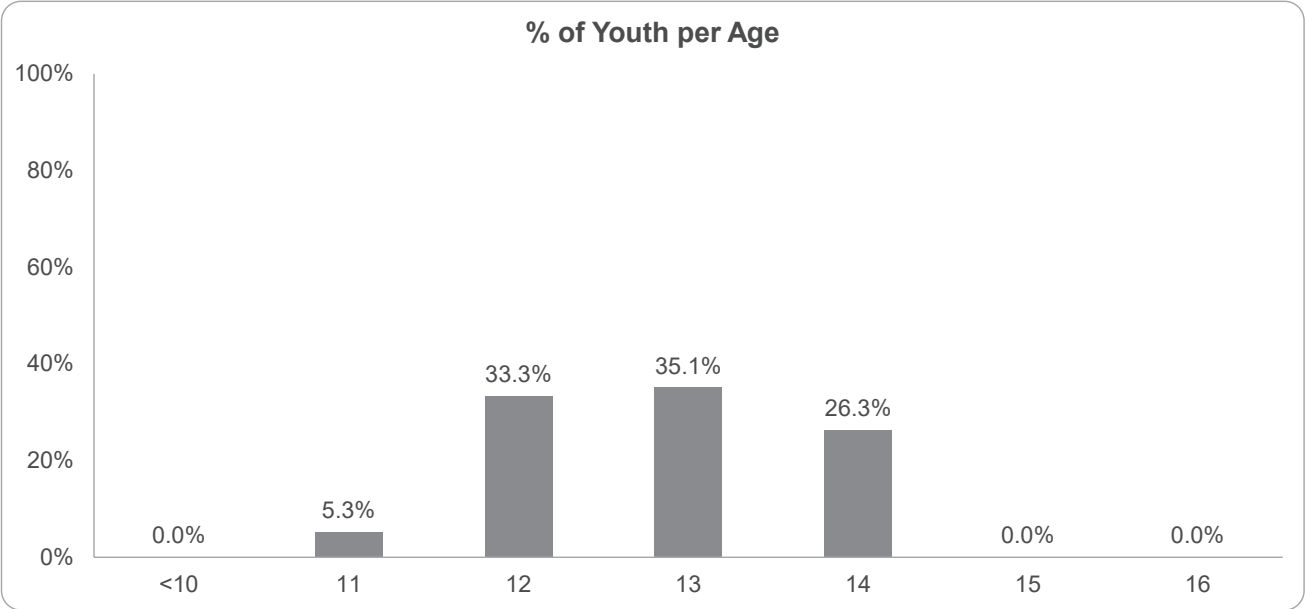
This reports provides basic demographic information for the youth who completed the survey. Demographic data gathered from the YDS include:

- age
- socioeconomic status
- language spoken by youth's family
- primary race/ethnicity
- length, frequency, and intensity of program involvement
- participation in FNL during elementary school

Age of Participants


(n=57)

	Mean
Average Age (years)	12.8



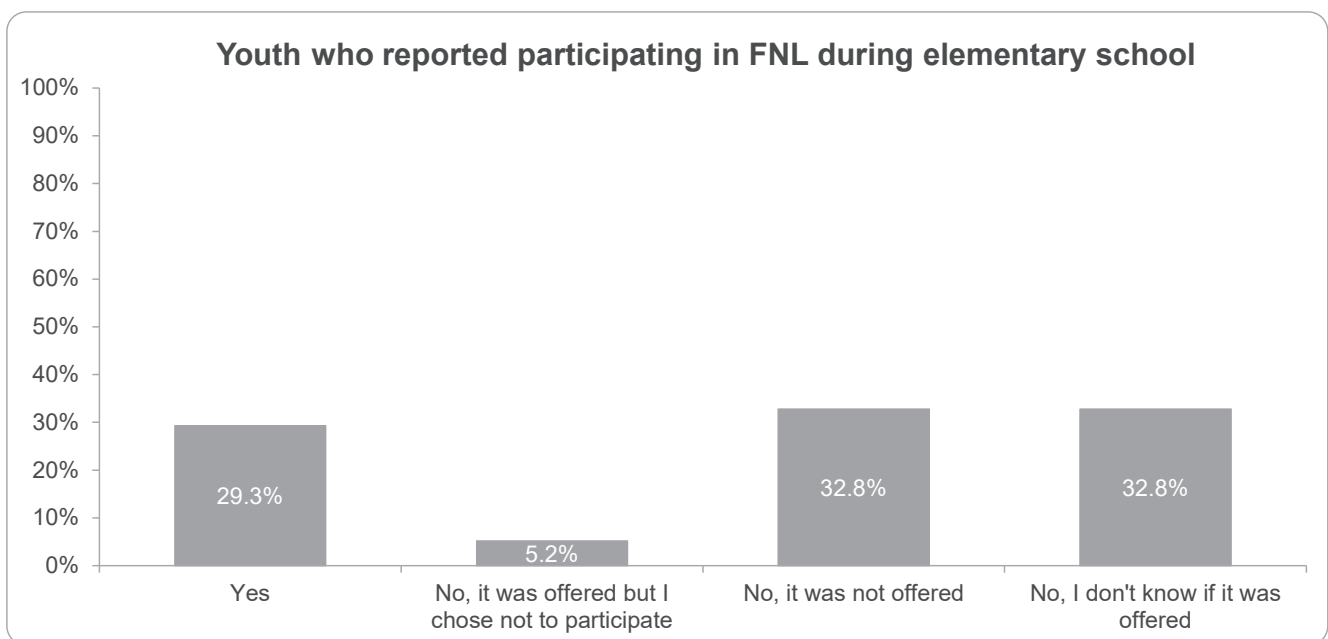
Highest level of education of parent(s)/guardian(s)

To assess socio-economic status, youth are asked to report the highest level of education that either of their parients/guardians received.

Parental Education (n=57) 	
Some high school	7.0%
High school grad or GED	8.8%
Some college or vocational training	14.0%
Associate degree or completed vocational training	1.8%
Bachelor's degree	10.5%
Post-graduate degree	17.5%
Don't know	40.4%
Total	100.0%

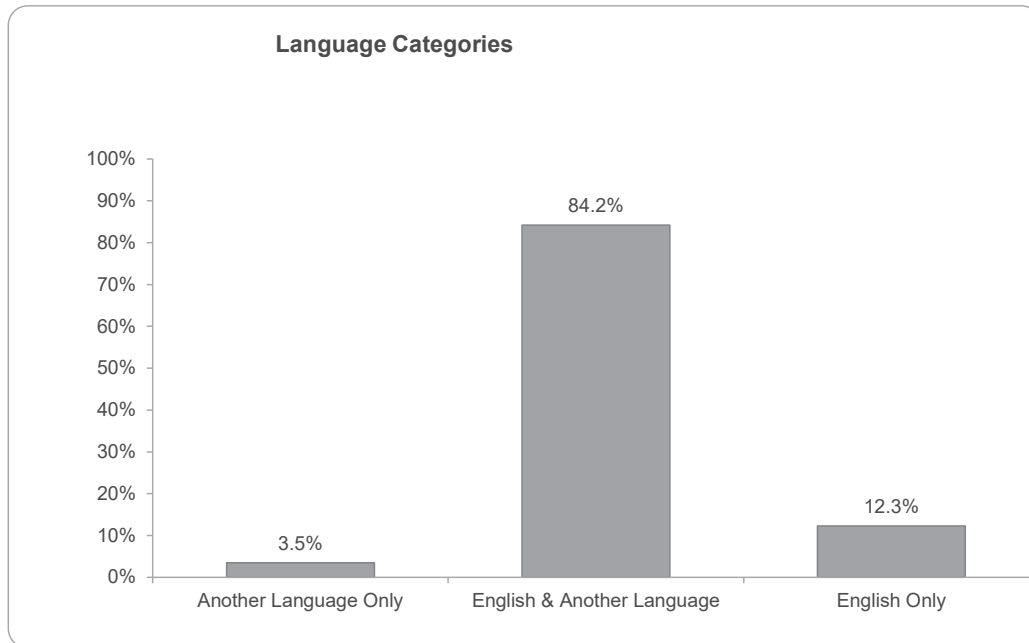
Participation in FNL during elementary school

(n=58)



Language

Survey respondents reported which language is spoken by their families (n=57):



Specific Languages Spoken*	N
Spanish	17
Vietnamese	10
Tagalog	2
Arabic	1

*This list included the most frequently reported languages spoken.

Primary Ethnicity

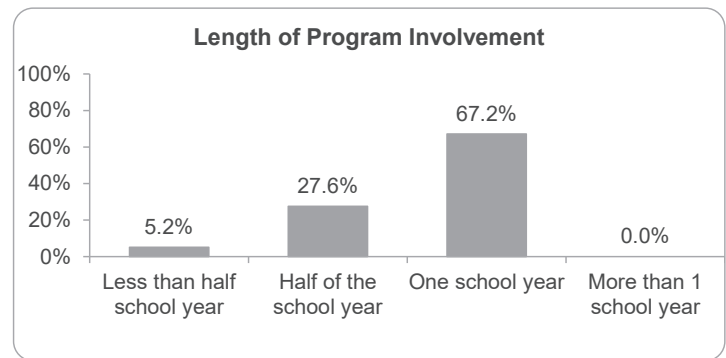
Youth were asked to select the option that best describes their race/ethnicity. They could select as many as apply (categories are in alphabetical order).

Race/Ethnicity Categories (n=49)	(%)
Asian	44.9%
Black/ African American	0.0%
Hawaiian/ Pacific Islander	0.0%
Hispanic/ Latino	44.9%
Middle Eastern/ North African	2.0%
Native/Indigenous	0.0%
White/European	4.1%
Prefer not to answer	4.1%

Length of Program Involvement

Youth who took the survey were asked how long they have been involved in the program (n=58):

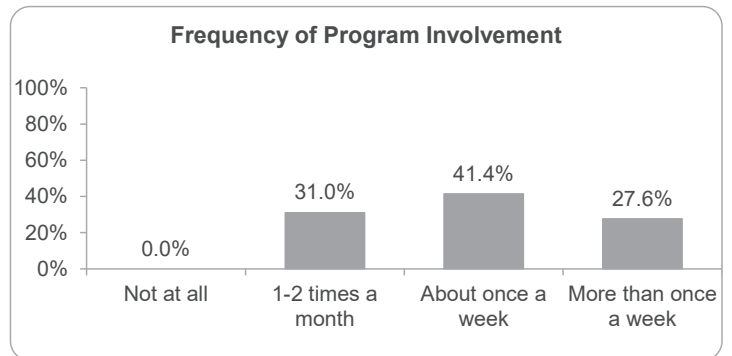
Involvement	%
Less than half school year	5.2%
Half of the school year	27.6%
One school year	67.2%
More than 1 school year	0.0%



Frequency of Program Involvement

Youth were asked to report how frequently they participated in FNL activities in the past month (n=58):

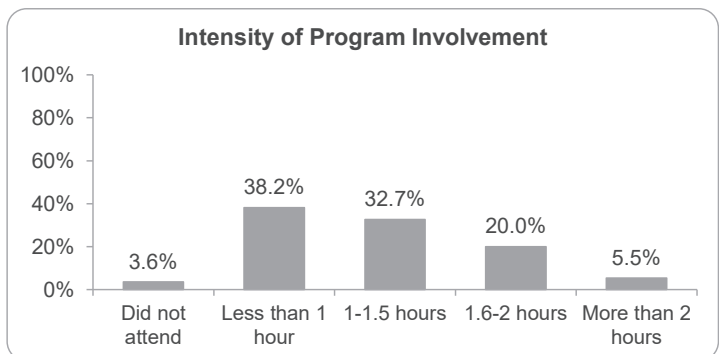
Frequency	%
Not at all	0.0%
1-2 times a month	31.0%
About once a week	41.4%
More than once a week	27.6%



Intensity of Program Involvement

Youth who took the survey were asked how long they typically stay at program meetings, events and activities (n=55):

Frequency	%
Did not attend	3.6%
Less than 1 hour	38.2%
1-1.5 hours	32.7%
1.6-2 hours	20.0%
More than 2 hours	5.5%



STANDARDS OF PRACTICE

The next set of charts summarizes the youth's responses to the questions for the Standards of Practice (SOP): (1) Safe Environments, (2) Caring and Meaningful Relationships, (3) Community and School Engagement/Connectedness, (4) Leadership and Advocacy, and (5) Skill Development. Youth are asked to answer each question using a six-point Likert agreement scale where: 1 = Strongly Disagree, 2 = Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Agree, and 6 = Strongly Agree. Each SOP is assessed with multiple questions. We provide the overall mean and standard deviation (SD) for each SOP category as well as the means and SDs 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. For example, 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 SD is a measure of how spread out a group of answers are. The larger the SD, 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 SD 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 more detailed information about how young people are experiencing the SOP in each 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 SOP are "Strong."

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

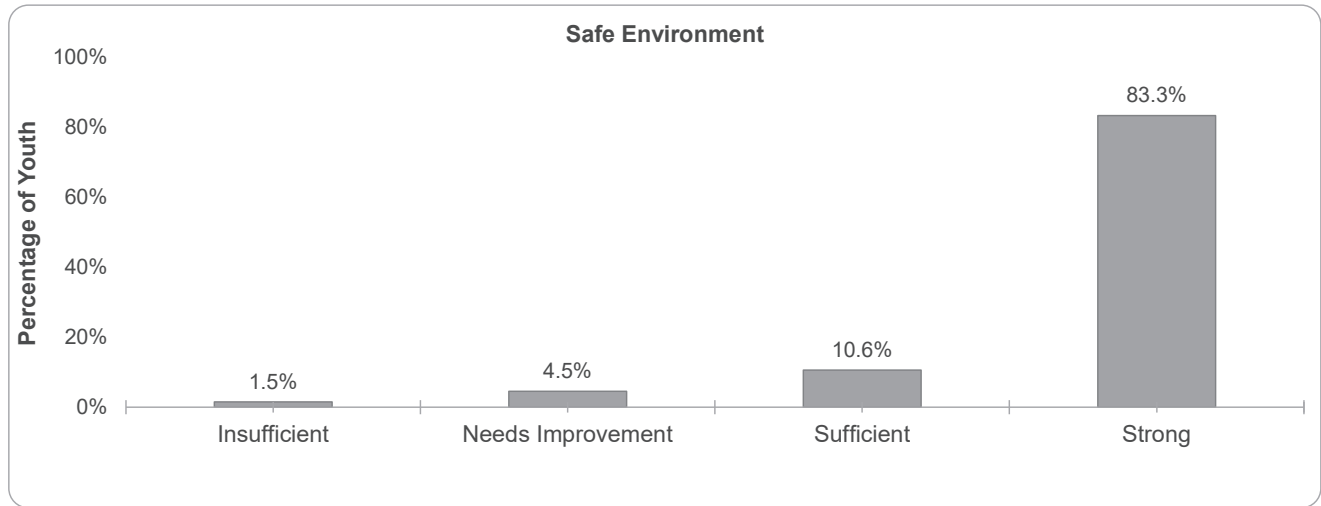
Mean Score = 3.0-3.9: scores are in the "Slightly Disagree to Slightly Agree" range, meaning that youths' experiences of this SOP may "Need Improvement."

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

SOP1: Safe Environments -- Youth feel safe physically and emotionally

(n=66)	
Mean	5.33
SD	0.70

Do young people feel like CL provides a safe environment?



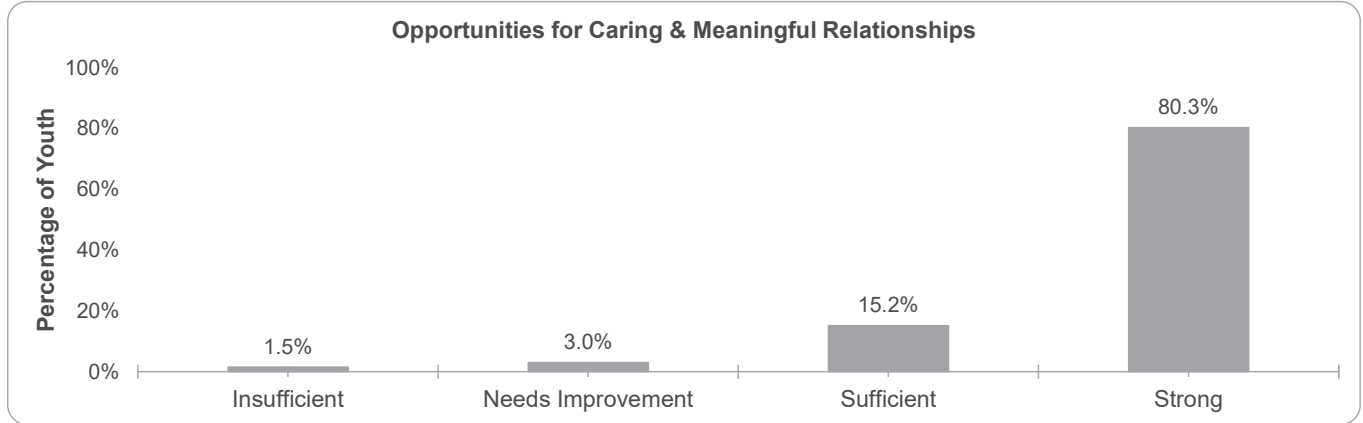
Survey Questions that Measured Safe Environment:

	Mean	SD
1. FNL provides a space where I feel physically safe.	5.32	0.76
2. In FNL, youth respect each other's differences (e.g., gender, race, culture, religion, sexual orientation, etc.).	5.42	0.95
3. In FNL, I feel accepted for who I am.	5.23	0.86

SOP2: Caring and Meaningful Relationships

(n=66)	
Mean	5.16
SD	0.68

In CL, do young people feel that they have the opportunity to develop and build caring and meaningful relationships?



Survey Questions that Measured Caring & Meaningful Relationships:

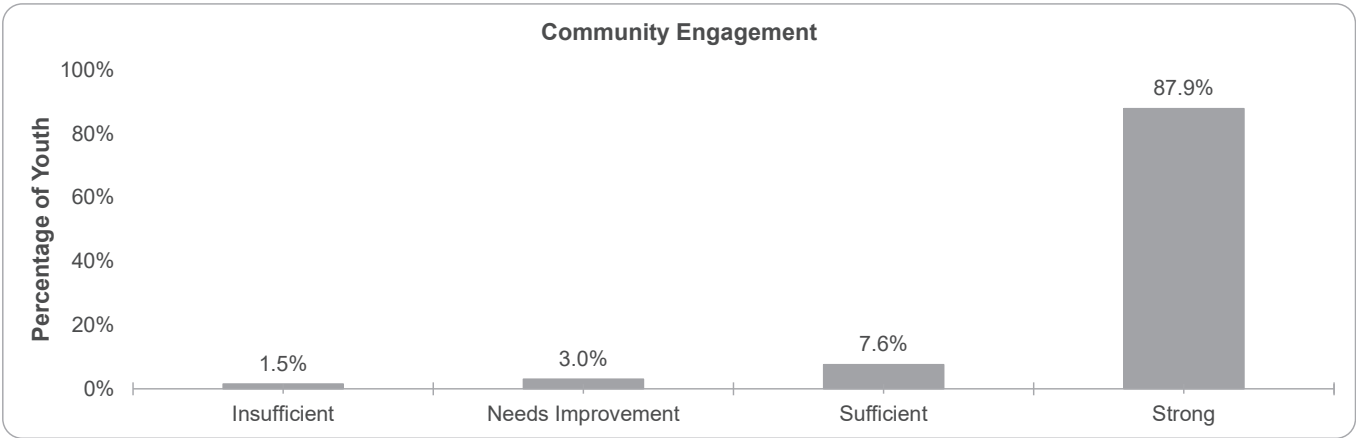
	Mean	SD
1. Through FNL, I have worked with and/or learned about youth that come from different backgrounds (e.g., racial/ethnic, religious, economic, gender, or sexual identity).	5.05	0.91
2. FNL gives me opportunities to spend time with adults in a positive way.	5.17	0.75
3. FNL provides me with opportunities to build new friendships.	5.14	0.99
4. There are adults in FNL who care about me.	5.32	0.83

SOP3: Opportunities for Involvement and Connection to Community and School

A. Community Connection/Engagement

(n=66)	
Mean	5.26
SD	0.68

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



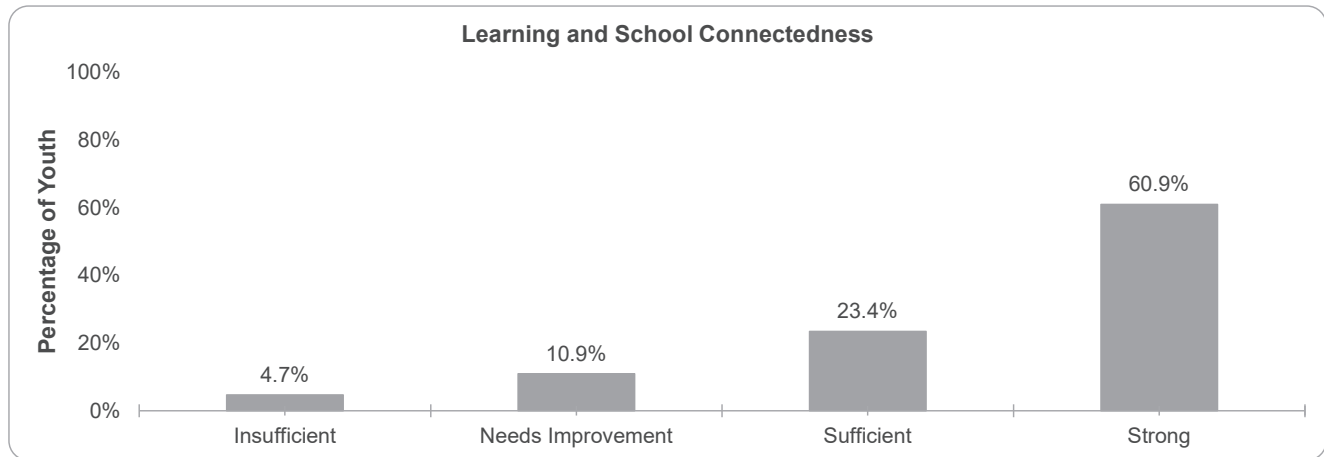
Survey Questions that Measured Community Engagement:

	Mean	SD
1. In FNL, we participate in events in the community.	5.23	1.00
2. Through FNL, I have learned a lot about other youth groups and activities in my community.	5.05	0.94
3. In FNL, we try to make things better in the community or school.	5.49	0.66

B. Learning and School Engagement/Connectedness

(n=66)	
Mean	4.90
SD	1.24

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



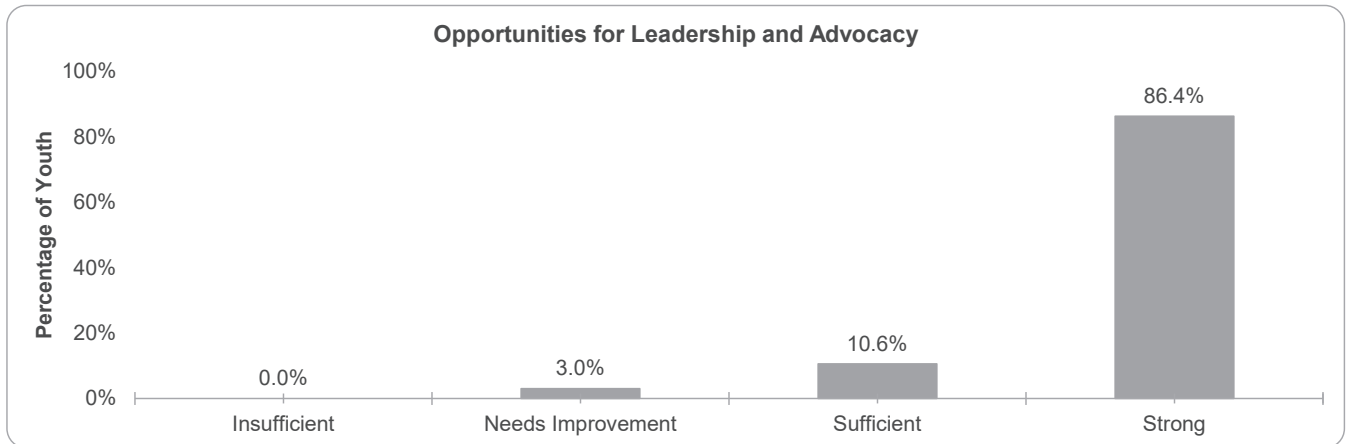
Survey Question that Measured Learning and School Connectedness:

	Mean	SD
1. Because of my involvement in FNL, I feel more prepared for high school.	5.03	0.99
2. Because of FNL, I look forward to going to school.	4.76	1.18
3. Because of FNL, I feel like I belong/am more a part of my school.	4.90	0.95

SOP4: Leadership and Advocacy

(n=66)	
Mean	5.32
SD	0.59

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



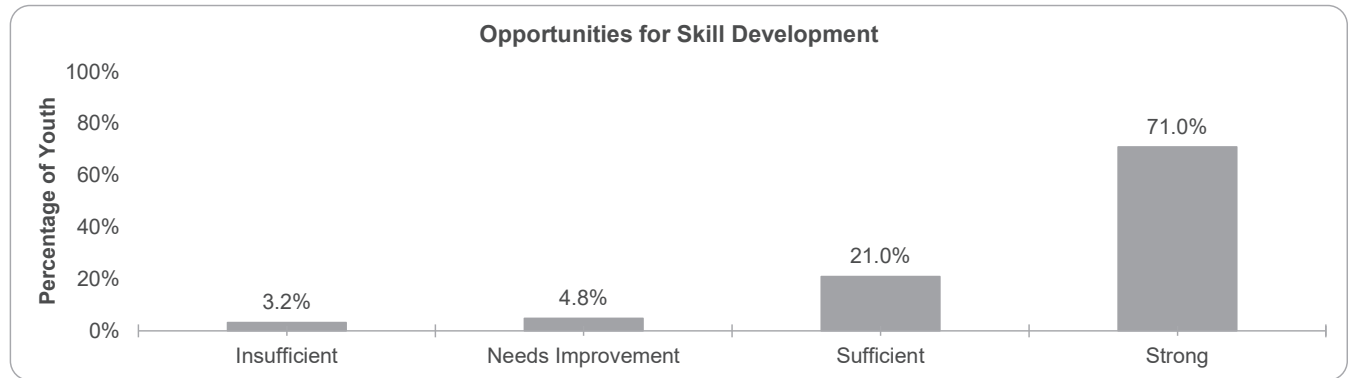
Survey Questions that Measured Leadership and Advocacy:

	Mean	SD
1. Youth and adults work together to make decisions in FNL.	5.39	0.58
2. In FNL, adult staff provide youth with leadership roles (e.g., planning activities, facilitating meetings, making presentations, etc.).	5.38	0.83
3. FNL provides me with opportunities to share my opinions.	5.16	0.91

SOP5: Skill Development

(n=66)	
Mean	5.02
SD	1.46

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



Survey Questions that Measured Skill Development:

	Mean	SD
1. I've felt challenged to push myself in FNL.	4.77	1.16
2. FNL gives me opportunities to use the new skills I am learning.	5.21	0.88
3. The skills I have learned in FNL can help me in school.	5.06	0.93

Specific Skills that were Developed in FNL:

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

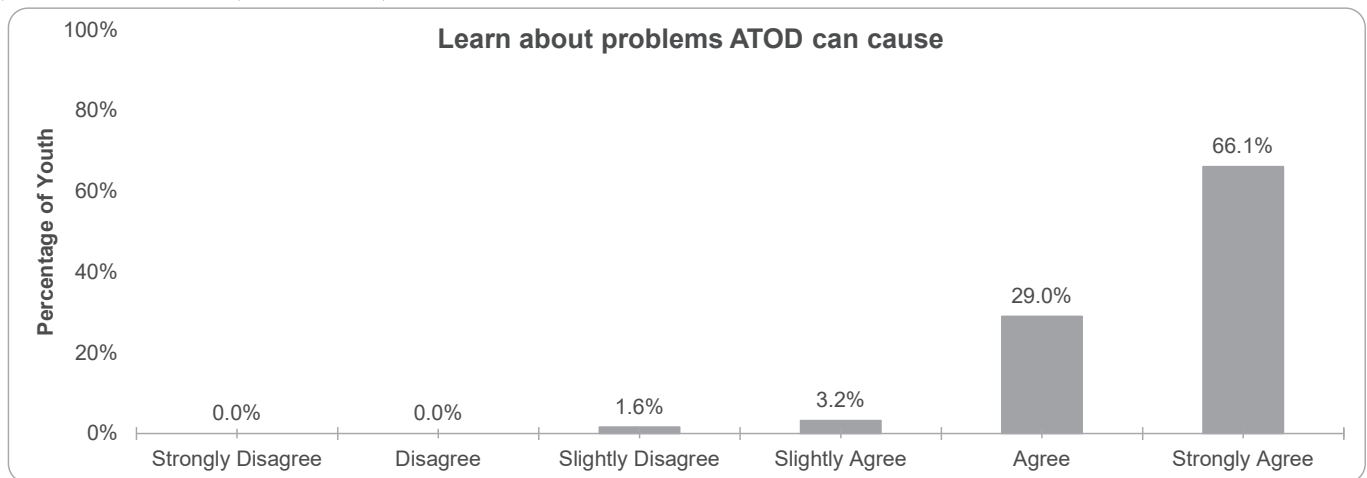
Through FNL, I've had an opportunity to build upon the following skills:	% Yes	% New Skill
Working as part of a group	94.7%	18.9%
Active listening	91.1%	29.4%
Planning and organizing my time	90.7%	35.4%
Carrying out a plan	89.5%	42.9%
Looking at issues in my community and school	89.5%	40.0%

ALCOHOL, TOBACCO, AND OTHER DRUGS

The following charts provide information about how CL impacts youth's attitudes and knowledge about ATOD. 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 ATOD.

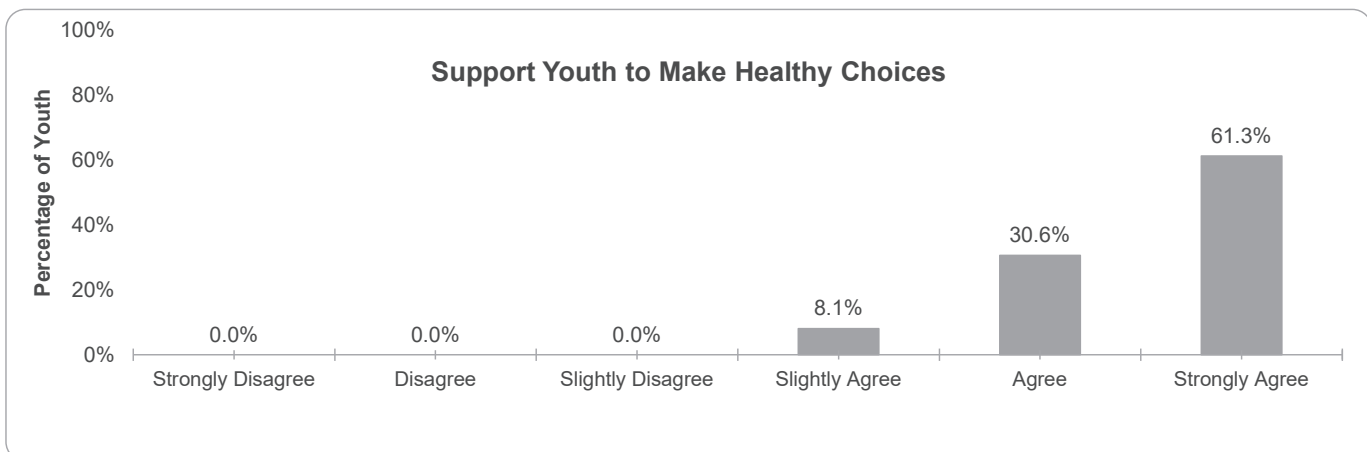
In FNL, I learn about problems ATOD can cause.

(n=62)	FNL
Mean	SD
5.60	0.63



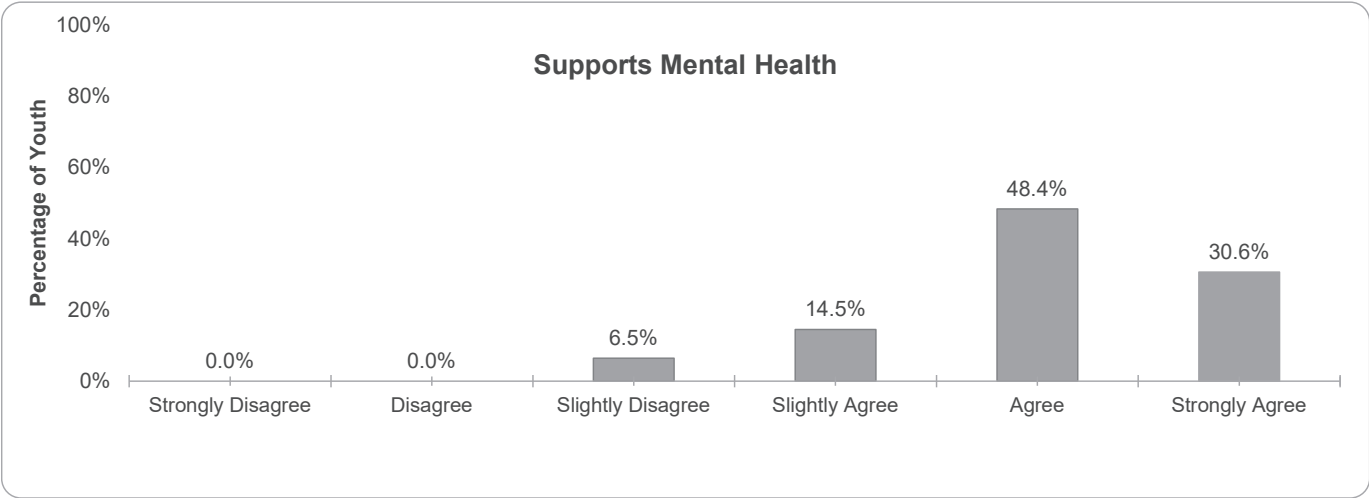
Because of FNL I support other youth make healthy choices (that don't involve ATOD).

(n=62)	FNL
Mean	SD
5.53	0.64



MENTAL HEALTH

	Mean	SD
Participating in FNL has strengthened my overall mental health.	5.03	0.84



ORANGE COUNTY FNL MIDDLE SCHOOL QUALITATIVE RESULTS

The following is a summary of the youth's answers to the two open-ended questions on the YDS for middle school FNL participants. The responses to each question were reviewed and analyzed according to key themes. Under each question is a summary of key themes that emerged, along with illustrative quotes. Many of the participants' responses reflected more than one theme.

Why is being in FNL important to you?

A total of 55 participants answered this question. Throughout the comments, many youth mentioned the program was important for multiple reasons. Most of the participants said the program was important because of what they learned, especially about alcohol, tobacco, and other drugs, and skills they gained. Many participants shared that the club provided a safe space where they could be themselves, be part of a community, experience caring relationships and make friends. Several shared that it was important to make a positive difference in their community. Some commented that the program was helpful for their personal growth. Additional participants valued the activities and some youth who said that the program was fun but did not provide additional details. The following are a few quotes that represent these themes.

Knowledge and skills gained:

Because it helps my social skills.

Because of the skills it teaches me.

Being in CL is important to me because I like working together, planning events, and learning/improving my skills.

Being in CL is important to me because it has shown me skills necessary for the future.

Being in CL is important for me because I can learn to be a better leader and hold fun events for my school.

Being in CL is important to me because it teaches [about] bad stuff about tobacco, and drugs and more and why not to use them.

CL is fun to be in because there is a lot of activities about don't vape or use any tobacco products. It teaches us how to stay away from it.

CL is important to me because I learn skills throughout the year.

I get to learn [about] how drugs are bad and make events.

It helped me communicate with other schools.

It is important to me because I get to learn about no to do bad stuff and I get to speak with others.

It is important to me because it teaches us something new and something to learn.

It taught me how to act more mature, focus better in class, and be a leader.

It's important to be in CL because it allows me to interact with others and participate in activities that allows others to see and be aware about drugs and tobacco and other stuff.

To learn and influence.

Making a positive difference in their community and school:

It is important to me because I now realize that my community has many spots for improvement that I want to help with. It also keeps me from being stuck at home.

Being in CL is important to me because I believe that I can make a difference with students' mental and physical health. CL helps me inform students about their health physical and mental.

Because it is a very fun activity which helps others in the school.

I can make the school a better place.

I get to be involved at school and teach youth about alcohol and drug awareness.

It helps me help others.

Because you can help people.

Being in CL is important to me because I make an impact in the community.

Being in CL is important to me because it helped me see what a community can truly be and how to help it grow.

Being in CL is important to me as it allows me to socialize with peers more. I also enjoy helping and doing things for my school.

CL is important to me because it is the people who join because they want to make the world to stop doing drugs.

CL is important to me because it spreads awareness and shows that mental health is also important.

CL is important to me because I have always had mental health struggles, and being in CL allows me to help other students feel included.

CL is important to me because I will tell people to do good things.

CL is important to me because it helps the school.

CL is important to me because it is a space where you can have fun while helping your community.

Honestly, CL lets me do something useful, important, or supportive during my lunch time.

It is important because we help others to prevent drugs and tobacco.

It is important to me because I like to help people be better.

So, when CL is over, I can teach the things we learned to other people.

Safe space where they could be themselves, be part of a community, experience caring relationships and make friends:

CL is important to me because it shows people care and want to make improvements.

It allows me to meet new people.

It's fun because I can work in group with my friends.

It's important to me because I get to meet new people.

Being a part of Utt makes me feel like I belong and that I matter. It also makes me feel like I can do more than what I think.

Being in CL makes me feel happy because I like working with a group.

Being in CL is important to me because I want to be involved in my school and because it feels safe too.

It is important to me because I get to express myself and I feel safe and comfortable.

It made me feel like a team.

Additional comments:

CL is important since it teaches me about certain things that teens like me can go through without the proper support.

It gives new opportunities that allow me to strive.

I get to plan stuff.

I had something to do.

It makes me more part of the school body.

It's not important to me. It just feels like an extra club.

What, if anything, would you change about FNL?

Of the 53 participants who answered this question, most (n=42) said they would not change anything about the program, and seven additional youth said they did not know what they would change. The specific recommendations and additional comments are listed below.

Nothing to change about FNL:

CL is already great and does not need any changes.

I would not change anything.

I wouldn't change a thing!

I wouldn't change anything about it.

I wouldn't change anything. It's great.

NA, I would change absolutely nothing about CL!

No, I feel like CL is fine.

Nothing because I love it.

Nothing.

Nothing. What's to change, I love it.

There is nothing I would change about CL.

There's really nothing (more food please).

The following were additional comments/recommendations:

How many people attend CL.

I love CL. However, I would prefer to do things in staff-selected groups. More times than not, people in CL have their own cliques and it becomes difficult to put myself out there and enjoy all of CL.

I want CL to be more strict about the people who are in it.

I wish more people would be involved with CL, so that the community would be benefiting even more!

I would change the activities that we host to ones that are more focused [on] fun ways to promote positive mental health.

I would have more meetings and even more hands-on activities.

I would like to change the way that certain people in the school act because 38% of 6th graders act grown and disrespectful so o feel like there should be a strict rule of 6th graders back talking and disrupting.

I would want to add more activities.

Maybe more events.

What we do because most of the time we do nothing.

Middle School

Youth Characteristics

"Being in FNL is important to me because I am able to build on my leadership skills, learn about drug, alcohol, and tobacco-related issues, and build new relationships and friendships."

Asian:
45%

Black/
African
American:
0%

Hawaiian/
Pacific
Islander:
0%

Hispanic/
Latino:
45%

Middle
Eastern/
N. African:
2%

Native/
Indigenous:
0%

White/
European:
4%

Not
reported:
4%

of Responses

66 surveys
8 chapters

Languages Spoken

88% English and/or
another language

12% English Only

94%

of participants report they gained skills
that will help them in school

Specific Skills Youth Gained:

95% Working as part of a group

91% Active listening

91% Planning and organizing my time

89% Carrying out a plan

89% Looking at issues in my community and
school

*"FNL helps me be better prepared for leadership
roles in high school or higher education."*

94%

of participants report that FNL has
strengthened their mental health

FNL Promotes Positive Youth Development:

Increased school engagement 84%

Gained valuable skills 92%

Experienced a safe environment 94%

Formed caring & meaningful relationships 95%

Increased community engagement 95%

Developed leadership skills 97%

FNL Reduces Risk of Alcohol, Tobacco, and Other Drug (ATOD) Use:

98%

In FNL, I learn about problems
ATOD can cause.

100%

Because of FNL I support other
youth make healthy choices
(that don't involve ATOD).

SECTION V: REFERENCES

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SECTION VI: APPENDICES

APPENDIX A: USING YOUR YDS DATA

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:

- ***To assess how effectively programs are applying the youth development SOP.***
- ***To help guide self-assessment and inform 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 are 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 this often is the most overlooked step. 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 critical to the success of local programs.
- ***To create opportunities for county and provider 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.
- ***To share data with important stakeholders*** (policymakers, funders, community leaders, schools, other community partners, etc.) to raise awareness about FNL programs and how they benefit youth. Survey data can also be used to inform efforts to 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.

APPENDIX B: GLOSSARY OF TERMS

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

Convenience Sample - In general, convenience samples use individuals who 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 were not surveyed or (b) randomly selected to take the survey, the survey results may not apply to all youth in FNL programs. When looking at the results of the YDS, 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 – The average of a data set. The mean is calculated by adding all of the individual respondent's ratings on a given item together and then dividing that sum by the total number of respondents.

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 youth. When looking at survey results, it is important to consider how well the group of youth who participated in the survey represents all FNL youth and whether there are any groups not included in the survey results. For example, did some chapters choose not to 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. Thus, higher standard deviations indicate that youths' responses varied more, while lower standard deviations indicate that youths' responses varied less.