

California Friday Night Live Partnership

Youth Development Outcomes Assessment

Analysis of Youth Development Survey Data
2019 – 2020 Program Year



Prepared for the California Friday Night Live Partnership by
Kathleen Tebb, PhD, University of California San Francisco



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SECTION I:
FRIDAY NIGHT LIVE & CLUB LIVE
INTRODUCTION

INTRODUCTION

2019-2020 Youth Development Survey (YDS)

The purpose of this report is to provide a summary of findings from the 2019-2020 annual Youth Development Survey (YDS) of Friday Night Live (FNL) and Club Live (CL) programs throughout California. FNL and CL 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 vital information about the supports and opportunities youth experience in FNL and the impact FNL programs have on youth's lives. The California Friday Night Live Partnership (CFNLP) administers the survey to each county in California on an annual basis toward the end of the school year.

On January 30, 2020, the World Health Organization declared the Coronavirus outbreak (COVID-19) a public health emergency and shortly thereafter, on March 19, 2020 California (like many other states) issued a 'stay at home' order.^{1,2} This statewide "shutdown" had a significant impact on FNL and CL programs. Recognizing the need to provide youth with ongoing support, CFNLP issued immediate guidance encouraging program staff to stay connected to and engaged with their youth. This required an immediate shift from in-person meetings to an on-line virtual approach. CFNLP offered between 2-5 trainings per week, beginning in mid-March, to support programs transition to virtual meetings (for detailed trainings and technical assistance, see <https://fridaynightlive.tcoe.org/technical-assistance>).

Remarkably, most program staff adapted to a new framework demonstrating their ability and continued commitment to connect, engage, and support youth during the COVID-19 pandemic. This successful adaptation is reflected in an impressive number of YDS responses between April and May 2020. While there was understandably a drop in the overall number of survey responses from last year, there was only a very small reduction in responses from FNL programs (from 1,620 in 2019 to 1,573 in 2020). There were variations in the ability to reach out to and engage with youth by county, program type (FNL vs. CL), and program staff. The biggest impact was in CL which dropped from 1,636 in 2019 to 495 responses this year. It is important to note that CL serves younger, middle-school aged youth, who may not have the same capacity, control or access to on-line platforms that older youth may have. In addition, programs that reach youth through schools and who did not have contact information for youth were less likely to be able to contact youth in their programs. It is key to keep in mind this contextual backdrop in reviewing this year's data. To support the interpretation of this year's survey data, the summary of statewide data includes YDS trends over the past six years.

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

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 mid-March through May 2020 to as many youth served in their programs as possible. The survey is anonymous, 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 Standards of Practice (SOP) which aim to provide youth with opportunities, experiences and skills that ultimately steer participants away from unhealthy behaviors while building skills, relationships and community connections. See Box 1 for the SOPs. 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.^{3,4,5} Refer to Appendix I for more information on the range of FNL programs and the evidence-base that serves as its foundation.

Box 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 YDS also assesses 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), specific skills developed through program participation and their attitudes toward alcohol, tobacco and other drugs (ATOD). 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.^a 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?" Consistent with qualitative analyses⁶, to maintain objectivity, open-ended responses are reviewed to identify key themes, then a random subset are randomly coded by two analysts. Inter-coder reliability was 91%. The few discrepancies that were identified, were discussed and resolved by consensus with adjustments to coding guidance as needed.

How the YDS was Developed

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.

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

OVERVIEW OF STATEWIDE FINDINGS

In 2020, the YDS survey was administered in 46 counties across California. A total of 1,573 youth responded to the survey (1,078 were from FNL and 495 were from CL). The average age of FNL youth was 16.4 years and 12.9 years for CL. The following is a summary of the key findings. More detailed findings are presented in the Statewide and County-specific reports.^b

- **Friday Night Live and Club Live 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 (42% in FNL and 34% in CL).
 - ✓ Over half speak languages in addition to or other than English (56.5% in FNL; 53.3% in CL).
 - ✓ Over half reported that they are eligible for the free and reduced lunch program, an indicator of socio-economic status (56% in FNL and 52% in CL), with many reporting not knowing if they qualify (11% in FNL and 22% in CL).
- **Friday Night Live and Club Live programs provide youth development supports and opportunities that young people need to thrive.** Table 1 provides the percentages of strong and sufficient SOP ratings^c for this year.

Table 1 SOP Category	Strong		Sufficient		Combined (Sufficient & Strong)	
	FNL	CL	FNL	CL	FNL	CL
Safe Environment	84%	74%	14%	22%	98%	96%
Caring & Meaningful Relationships	73%	61%	23%	30%	96%	91%
Involvement & Connection to A. Community	73%	68%	23%	25%	96%	93%
Involvement & Connection to B. School	57%	57%	34%	33%	91%	90%
Leadership & Advocacy	83%	72%	15%	22%	98%	94%
Skill Development	68%	55%	28%	34%	96%	89%

^b County reports are generated if a county had 3 or more respondents, but all data is in the state report.

^c See detailed report for how SOP ratings are calculated.

Differences in SOP ratings by participant characteristics:

- **Youth participating in FNL for longer amounts of time and those who reported being eligible for the free and reduced lunch program rated some SOPs significantly higher than their peers.** Bivariate analyses showed that youth who were eligible for free and reduced lunch, those who participated longer in the program (measured by semesters and meeting frequency), and language spoken rated some SOP's higher than their peers (see table 4). However, in multivariate analyses that included gender, race/ethnicity, frequency of participation and free lunch eligibility were included, only frequency of participation remained statistically significant for Safe Environment ($p=.046$), Community Engagement ($p=.013$) and Leadership/Advocacy ($p=.003$). Language spoken remained significant for Community Engagement ($p=.001$) and Leadership/Advocacy ($p=.004$).

Table 4: Differences in SOP ratings by participant characteristics

SOP Category	Free Lunch		# of Semesters		Frequency of Participation		Language	
	No	Yes	1 or less	2 or more	1-2 x /month	1/week or more	English Only	Other Lang
Safe Environment	5.38	5.39	5.17	5.42 ⁺	5.35	5.45 [*]	5.36	5.39
Caring & Meaningful Relationships	5.21	5.24	4.97	5.27 ⁺	5.19 ⁺	5.27	5.18	5.24
Involvement & Connection to A. Community	5.22	5.24	4.97	5.28 ⁺	5.19 ⁺	5.31 ^{**}	5.12	5.30 ⁺
Involvement & Connection to B. School	4.78	5.03 ⁺	4.65	4.98 ⁺	4.91 ⁺	4.95	4.80	5.01 ⁺
Leadership & Advocacy	5.33	5.36	5.07	5.39 ⁺	5.28 ⁺	5.42 ^{**}	5.26	5.38 ^{**}
Skill Development	5.06	5.14	4.85	5.16 ⁺	5.08 ⁺	5.17	5.06	5.13

⁺ $p<0.001$; ^{**} $p<0.01$; ^{*} $p<0.05$

Program Impacts on Alcohol Tobacco and Other Drugs (ATOD)

- **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).** Table 2 shows the percent of FNL YDS respondents who agreed/disagreed with each item. Table 3 presents the percent of CL YDS data.

Table 2: ATOD Item for FNL YDS	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
In FNL, I learn about problems ATOD can cause	65%	28%	6%	1%	1%	0%
Because of FNL I support other youth make healthy choices that don't involve ATOD	53%	39%	7%	0%	1%	0%
My involvement in FNL helps me to decide to do other things instead of using ATOD	56%	33%	8%	1%	1%	1%

Table 3: ATOD Item for CL YDS	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
In CL, we learn reasons why we should not use ATOD	61%	25%	7%	2%	3%	1%
Because of CL I support other youth make healthy choices	36%	41%	14%	5%	2%	2%

STATEWIDE TRENDS OVER THE PAST 6 YEARS

- FNL and CL consistently achieve high ratings for each of the SOPs (see Figures 1-9).

Figure 1: Percent of Youth Who Agree that FNL/CL Provides a Safe Environment^d

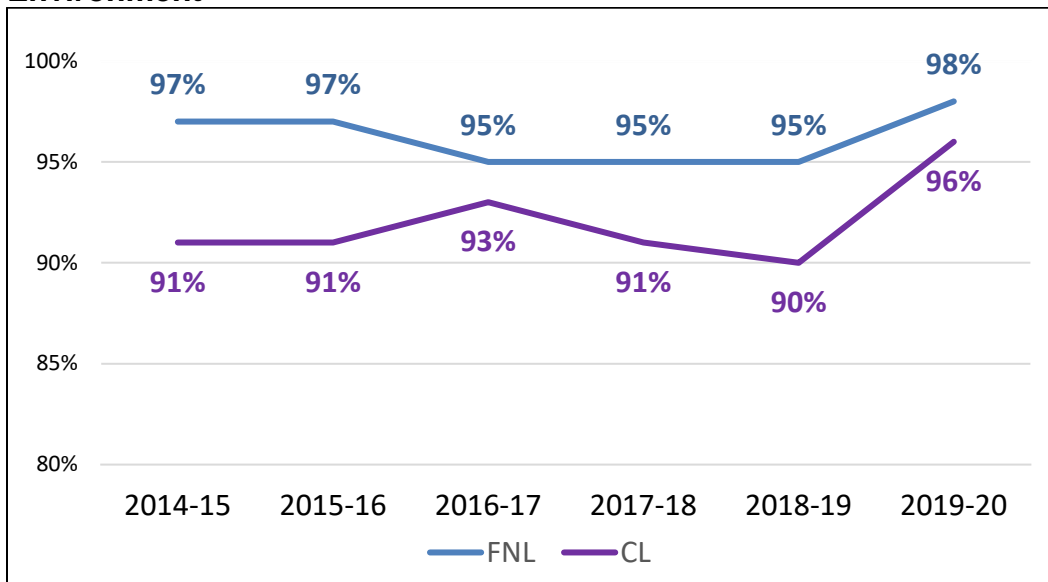
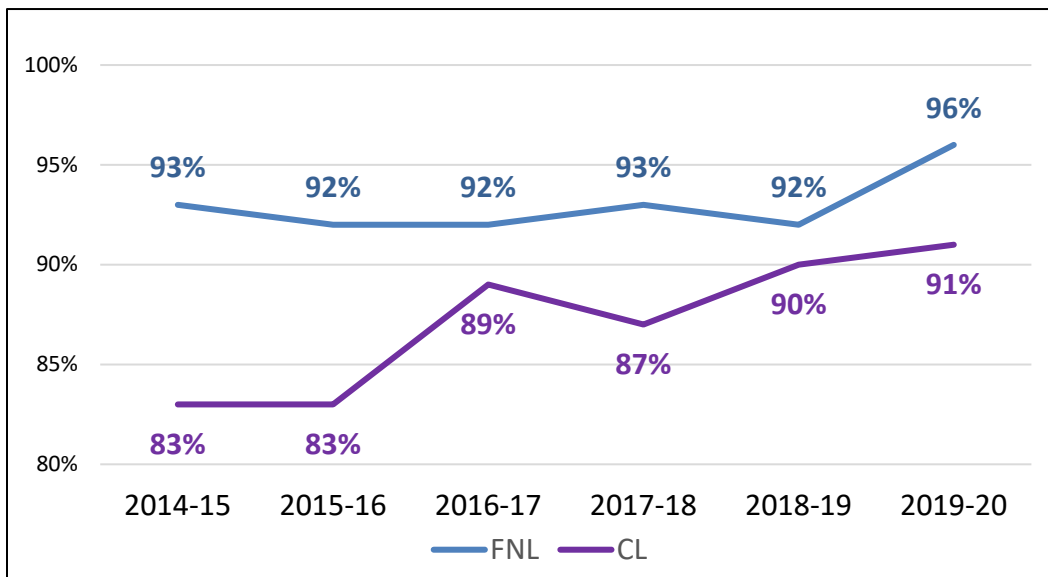


Figure 2: Percent of Youth Who Agree that FNL/CL Provides Caring & Supportive Relationships



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

Figure3: Percent of Youth Who Agree that FNL/CL Provides Opportunities for Community Connection/Engagement

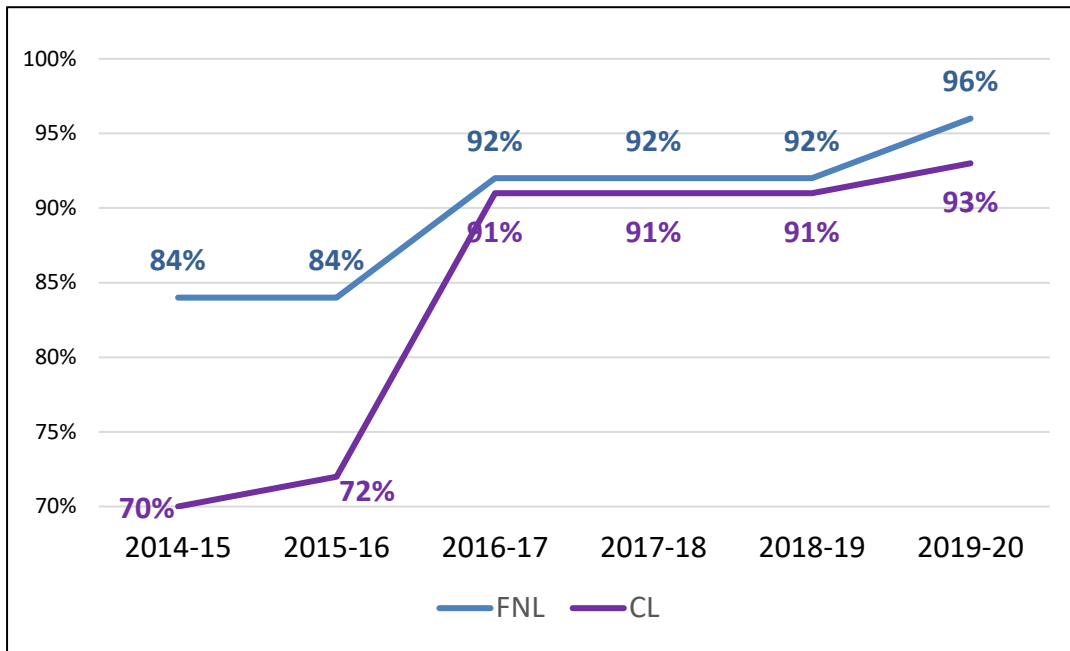


Figure 4: Percent of Youth Who Agree that FNL/CL Provides Opportunities for School Bonding/Engagement

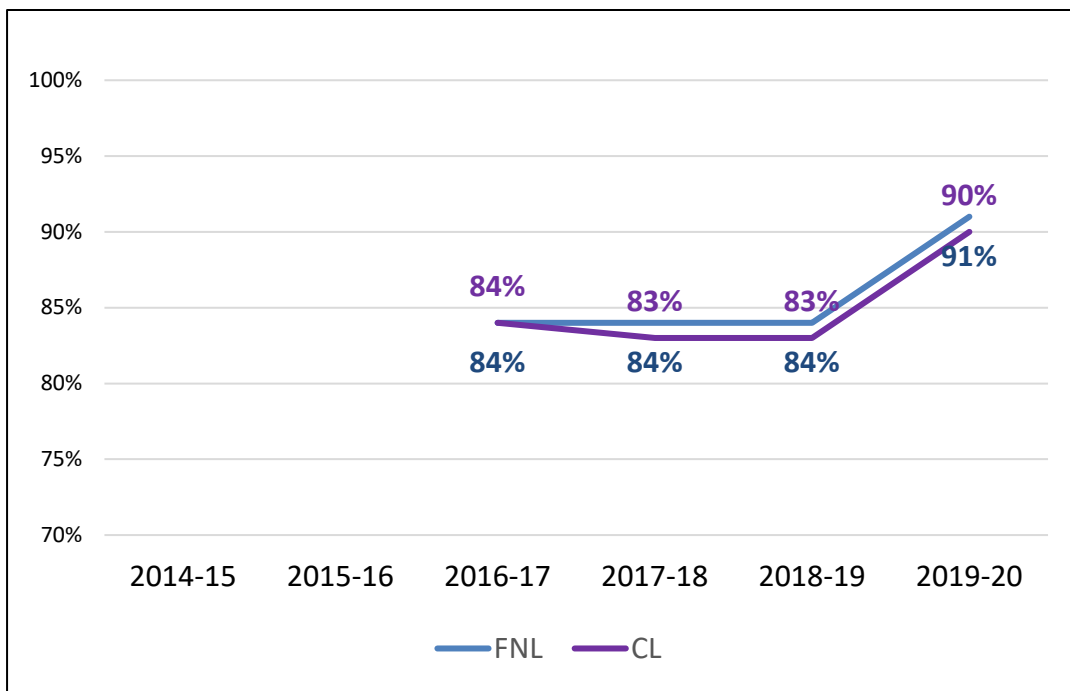


Figure 5: Percent of Youth Who Agree that FNL/CL Provides Opportunities for Leadership & Advocacy

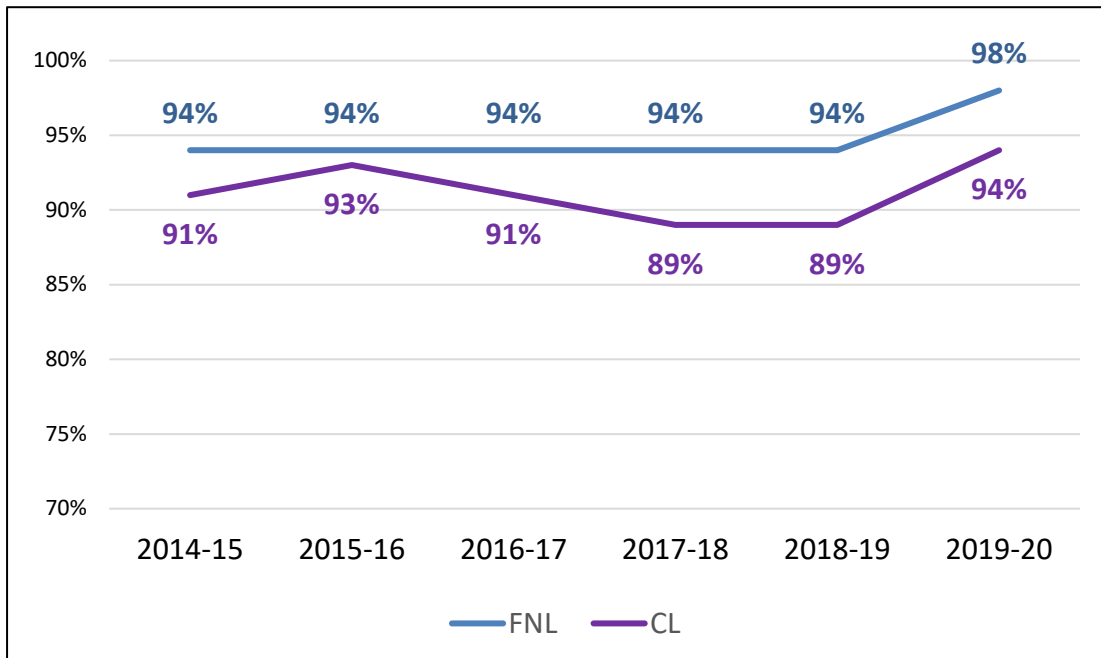
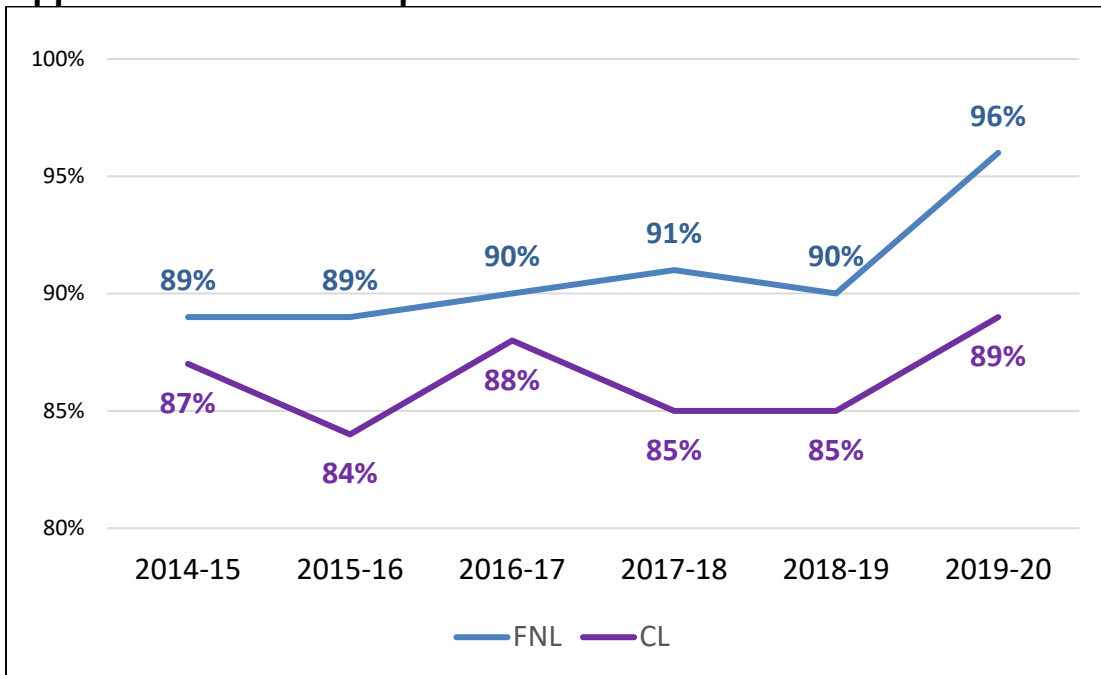


Figure 6: Percent of Youth Who Agree that FNL/CL Provides Opportunities to Develop Skills



Summary

FNL and CL continues to serve diverse youth. Data demonstrate that these programs provide youth with important developmental supports and opportunities that young people need to thrive including: safe and supportive environments, caring relationships, connections with their community and school, leadership and advocacy activities, and the development of valuable skills. There were some variations in SOP ratings by youth characteristic. Specifically, those who participated with greater frequency were significantly more likely to rate Safe Environment, Community Engagement and Leadership/Advocacy higher than their peers. Similarly, those who spoke English and another language or another language only rated Community Engagement and Leadership/Advocacy significantly higher than their peers. There were no other significant differences on SOP ratings by participants' demographics. Youth in FNL and CL also reported that participating in the program increased their knowledge about the harms of ATOD and improved their ability to avoid ATOD. The qualitative findings (responses to open-ended questions) presented in this report provide additional insights into youths' experiences and can aid in the interpretation of quantitative data.

Data across the past six years show consistently strong ratings of each SOP. The current year shows a markedly upward trend; however, this must be interpreted cautiously. This is because youth who were able to complete the survey this year, despite COVID, may have been more engaged with the program which could have biased the overall survey results. Another possible contributing factor to this upward trend could be due to increased efforts to improve program quality. CFNLP has provided each county with site-specific data along with training and technical assistance to drive program reflection and inform ongoing program quality improvement efforts. It will be important to continue these program improvement efforts along with monitoring YDS trends in subsequent years to see how these trends hold up over time.

COVID-19 has presented additional challenges in how programs connect and engage with young people and will likely impact program delivery models moving forward. It will be important to examine both successful strategies and barriers in connecting with youth across the various online platforms to identify best practices as we move into a new and uncertain future.

Using the 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 standards of practice (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 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.
- ***To create 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.
- ***To share data 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.

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 1573 Youth Development Survey (YDS) participants from 41 counties across California. Of these, 1078 came from Friday Night Live (FNL) and 495 came from Club Live (CL). The following table shows the number of participants who responded to the YDS by county and program type (FNL/CL).

County	FNL	CL	Total
Alameda	8	0	8
Amador	7	0	7
Butte	14	0	14
Calaveras	11	9	20
Colusa	13	4	17
Contra Costa	17	5	22
El Dorado	4	45	49
Fresno	79	7	86
Glenn	47	0	47
Lassen	3	0	3
Los Angeles	18	0	18
Marin	19	8	27
Mariposa	4	0	4
Mendocino	3	0	3
Monterey	12	0	12
Napa	14	14	28
Orange	85	3	88
Placer	5	0	5
Plumas	2	0	2
Riverside	73	46	119
Sacramento	70	180	250

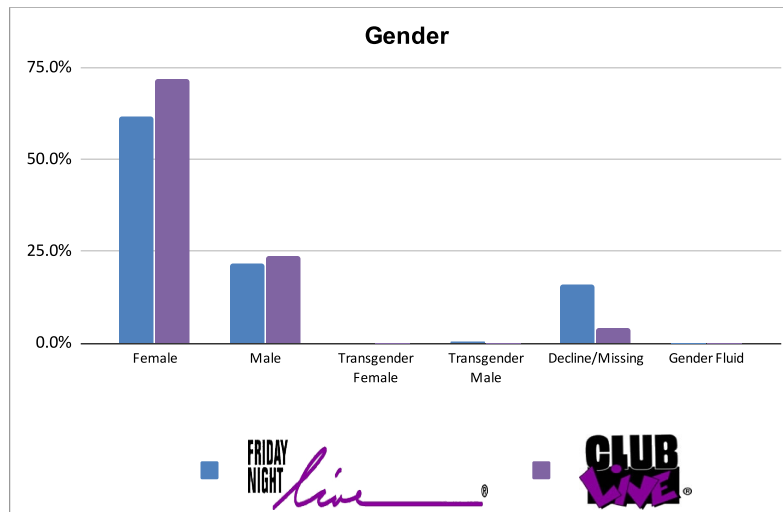
County	FNL	CL	Total
San Bernardino	83	14	97
San Diego	32	17	49
San Francisco	6	0	6
San Joaquin	18	13	31
San Luis Obispo	70	29	99
San Mateo	26	0	26
Santa Barbara	6	10	16
Santa Clara	26	10	36
Santa Cruz	21	7	28
Shasta	60	37	97
Sierra	6	0	6
Solano	59	0	59
Sonoma	3	0	3
Stanislaus	26	0	26
Tehama	10	3	13
Trinity	10	0	10
Tulare	13	0	13
Tuolumne	11	0	11
Ventura	56	17	71
Yolo	27	0	27
TOTAL	1,078	495	1,573

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

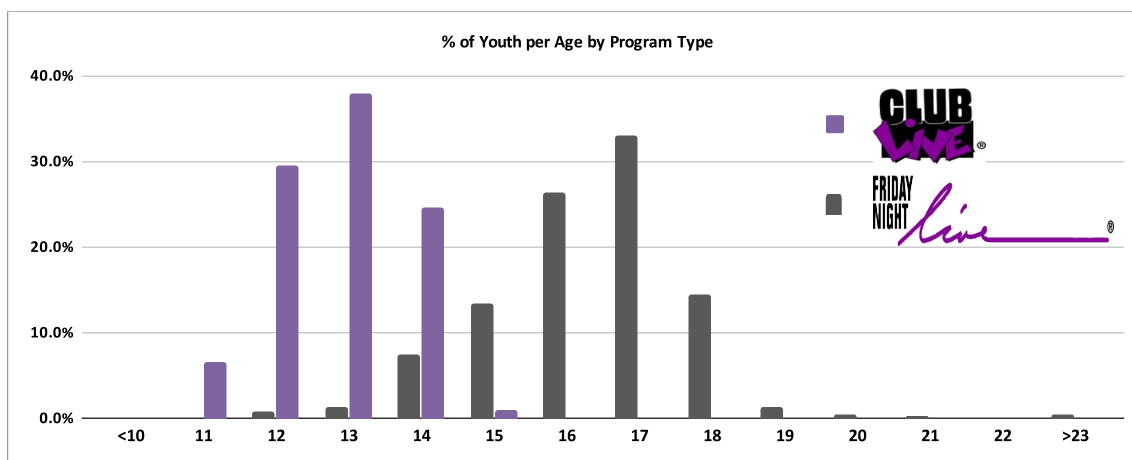
Gender

Gender	FNL	CL
Female	61.6%	72.0%
Male	21.8%	23.7%
Transgender Fem	0.1%	0.0%
Transgender Male	0.5%	0.0%
Decline/Missing	16.0%	4.2%
Gender Fluid	0.0%	0.0%



Age of Participants

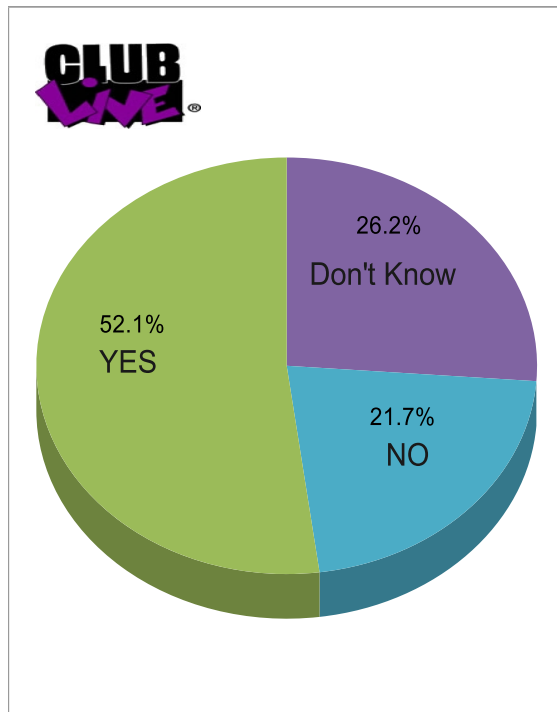
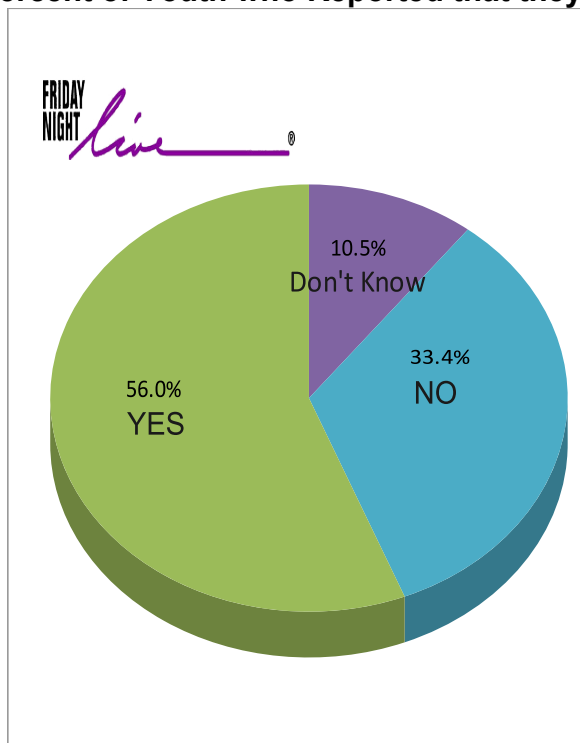
	FNL	Club Live
Average Age (yrs)	16.40	12.86



Socioeconomic Status: Youth Who Qualify for Free/Reduced Lunch

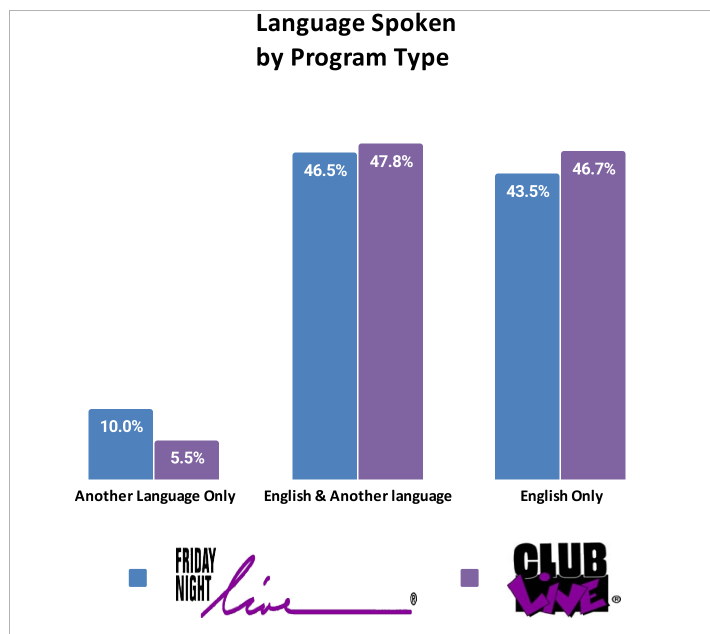
To assess socio-economic status, youth were asked to report if they qualified for free or reduced lunch at school. Effective July 1, 2018, through June 30, 2019, participants from households (size of 4 people) with incomes at or below \$ 46,435 per year may qualify for free or reduced meals. For the 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:



Specific Language Spoken*	FNL (N)	CL (N)
Spanish	435	607
Hmong/Lao	28	9
Vietnamese	25	40
Tagalog	15	25
Punjabi	13	8
Chinese	10	12
Cantonese	6	4
Arabic	5	10
French	5	5
Urdu	3	3
Hindi	3	
Farsi	2	10
Russian	2	10
German	2	7
Japanese	2	1

*This list includes up to 15 of the most frequently reported languages spoken.

Primary Ethnicity

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

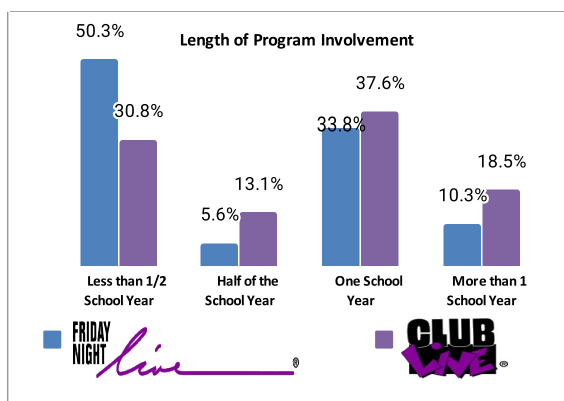
Race/Ethnicity Categories	FNL (%)	CL (%)	The most frequently reported specific race/ethnicities (in order of frequency)
African American / Black	3.7%	5.7%	Mexican
Asian/Pacific Islander	14.5%	11.1%	Vietnamese
Middle Eastern/North African	2.1%	2.1%	Filipino
Hispanic/Latino	42.2%	34.0%	Chinese
Multi-Ethnic	6.0%	7.8%	Central America
Native American	1.6%	3.5%	Indian
White/European	28.6%	30.2%	Korean
Decline/Not Listed	1.2%	5.7%	Caribbean
Don't Know	0.0%	0.0%	Pakistani
Total	100%	100%	Arab
			Japanese
			Thai
			Iranian/Persian

*This list includes up to 13 of 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:

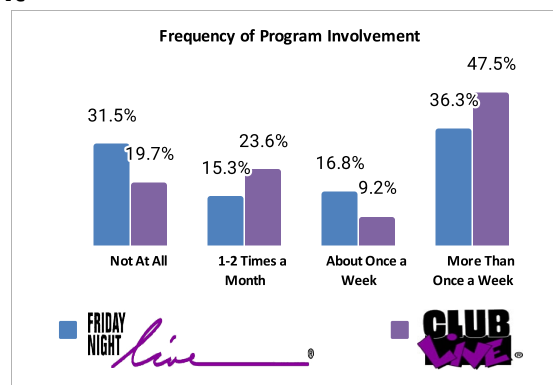
Involvement	FNL	CL
Less than 1/2 School Year	50.3%	30.8%
Half of the School Year	5.6%	13.1%
One School Year	33.8%	37.6%
More than 1 School Year	10.3%	18.5%



Frequency of Program Involvement

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

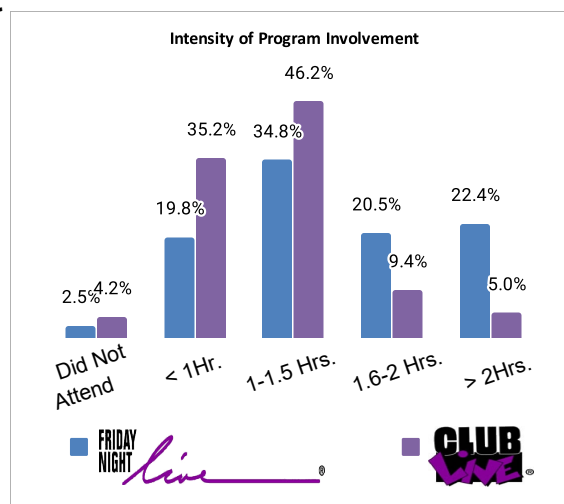
Frequency	FNL	CL
Not At All	31.5%	19.7%
1-2 Times a Month	15.3%	23.6%
About Once a Week	16.8%	9.2%
More Than Once a Week	36.3%	47.5%



Intensity of Program Involvement

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

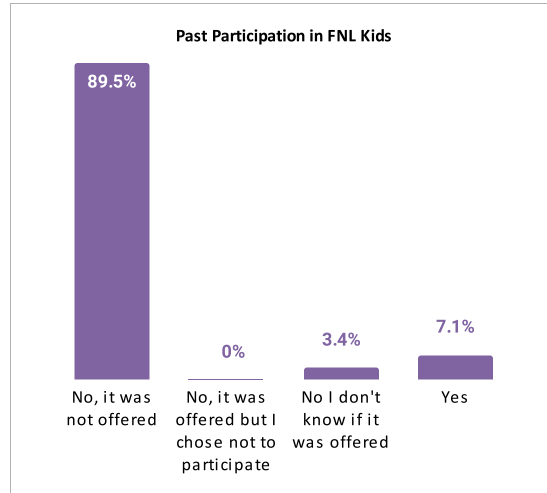
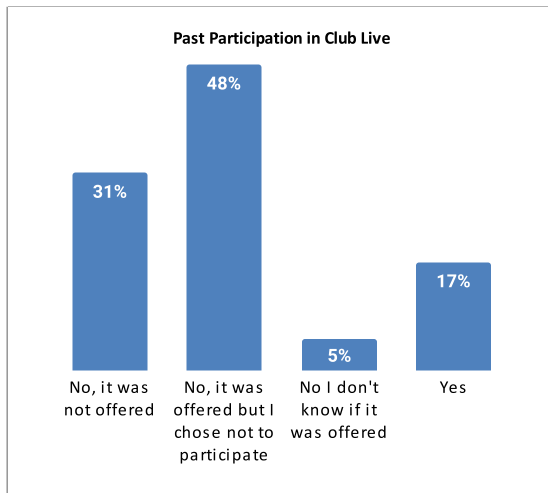
Frequency	FNL	CL
Did Not Attend	2.5%	4.2%
Less Than 1 Hour	19.8%	35.2%
1-1.5 Hours	34.8%	46.2%
1.6-2 Hours	20.5%	9.4%
More than 2 Hours	22.4%	5.0%



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



68% of Club Live youth participated in other clubs or sports this year.

STANDARDS OF PRACTICE (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.”

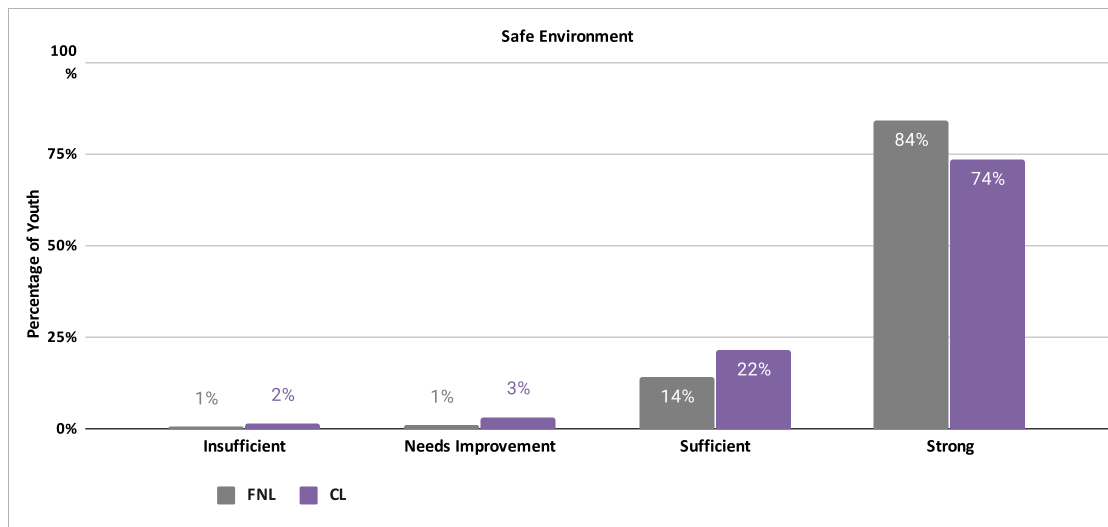
Mean Score=3.0-3.9: scores are in the “Slightly Disagree to Slightly Agree” range, meaning that youths’ experiences of this standard of practice may “Need Improvement.”

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	5.37	5.15
Standard Deviation	0.58	0.72

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



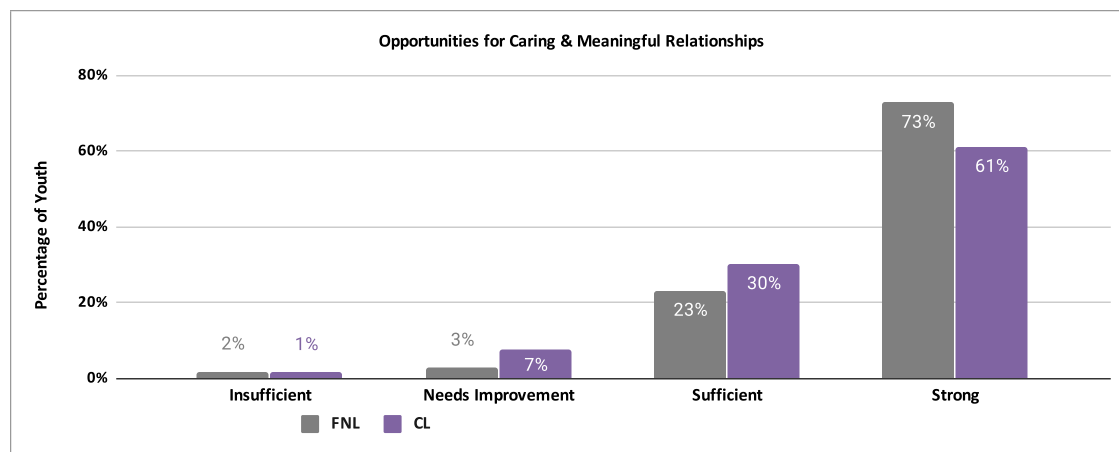
Survey Questions that Measured Safe Environment:

				
	Mean	SD	Mean	SD
1. In FNL/CL, staff and youth treat each other with respect.	5.57	0.69	5.47	0.74
2. In FNL/CL, I can say what I think or feel without being criticized or put down.	5.25	0.83	4.94	1.11
3. FNL/CL provides a space where I feel physically safe.	5.44	0.73	5.31	0.91
4. Youth respect each other's differences (e.g. gender, race, culture, religion, sexual orientation, etc.).	5.52	0.69	5.47	0.82
5. In FNL/CL, I feel accepted for who I am.	5.37	0.73	5.18	1.02
6. In FNL/CL, I learn how to work with people that I don't always agree with.	5.18	0.81	4.93	1.01
7. In FNL/CL, I have opportunities to work with youth and adults to solve conflicts.	5.31	0.77	4.96	0.99

Caring and Meaningful Relationships

	FNL	CL
Mean	5.17	4.97
Standard Deviation	0.7	0.75

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



Survey Questions that Measured Caring & Meaningful Relationships:

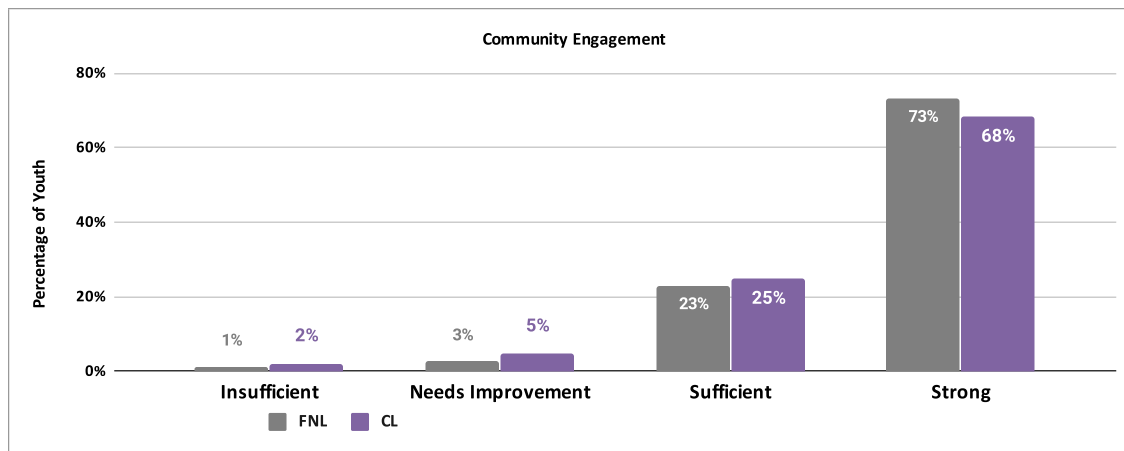
	FRIDAY NIGHT <i>live</i>		CLUB <i>LIVE</i>	
	Mean	SD	Mean	SD
1. In FNL/CL, I feel like others really get to know me.	4.91	1.04	4.77	1.03
2. Through FNL/CL, I have worked closely with youth that come from different backgrounds (e.g. racial/ethnic, religious, economic, gender, or sexual identity).	5.33	0.86	5.05	0.94
3. FNL/CL gives me opportunities to spend time with adults in a positive way.	5.35	0.78	5.08	0.91
4. FNL/CL encourages me to learn about the identities/cultural backgrounds of others.	4.89	1.02	4.78	1.09
5. FNL/CL provides me with opportunities to build new friendships.	5.37	0.79	5.20	0.98
6. I feel like other people in FNL/CL care about me.	5.13	0.91	4.96	1.02
7. There are adults in FNL/CL who care about me.	5.41	0.79	5.38	0.81

Opportunities for Involvement and Connection to Community and School

A. Community Connection/Engagement

	FNL	CL
Mean	5.18.71	5.05
Standard Deviation	0.78	0.75

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



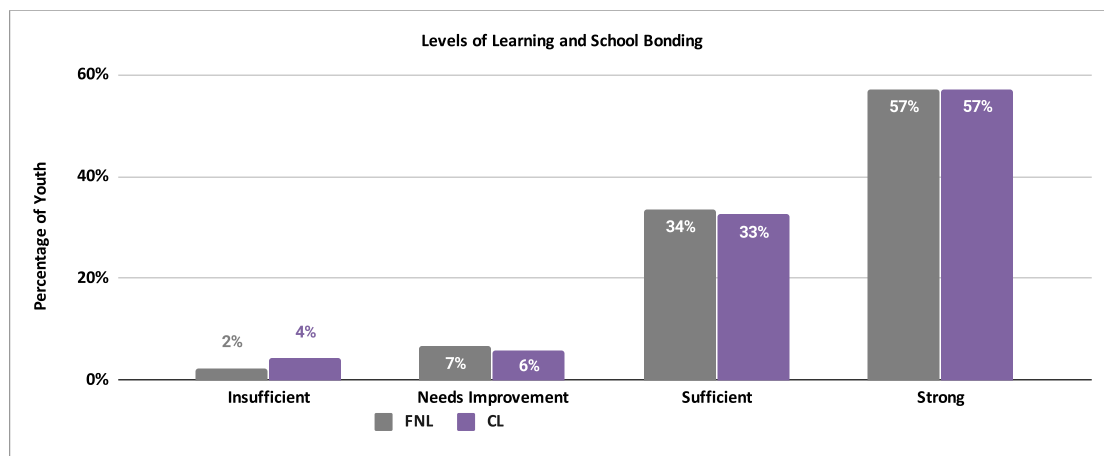
Survey Questions that Measured Community Engagement:

	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.	4.98	0.98	4.96	1.05
2. Through FNL/CL, I have learned a lot about youth groups and activities in my community.	5.17	0.94	4.74	1.12
3. In FNL/CL, youth have opportunities to take action in our community to create positive change.	5.41	0.76	5.45	0.86
4. I work with FNL/CL to make things better in my community.	5.34	0.80	5.14	0.93
5. Because of FNL, I have a better understanding of the strengths and challenges of my community.	5.21	0.82	n/a	n/a
6. Because of FNL, I feel more engaged in my community.	5.16	0.86	n/a	n/a

B. Learning and School Bonding/Engagement

	FNL	CL
Mean	4.93	4.85
Standard Deviation	0.84	0.89

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



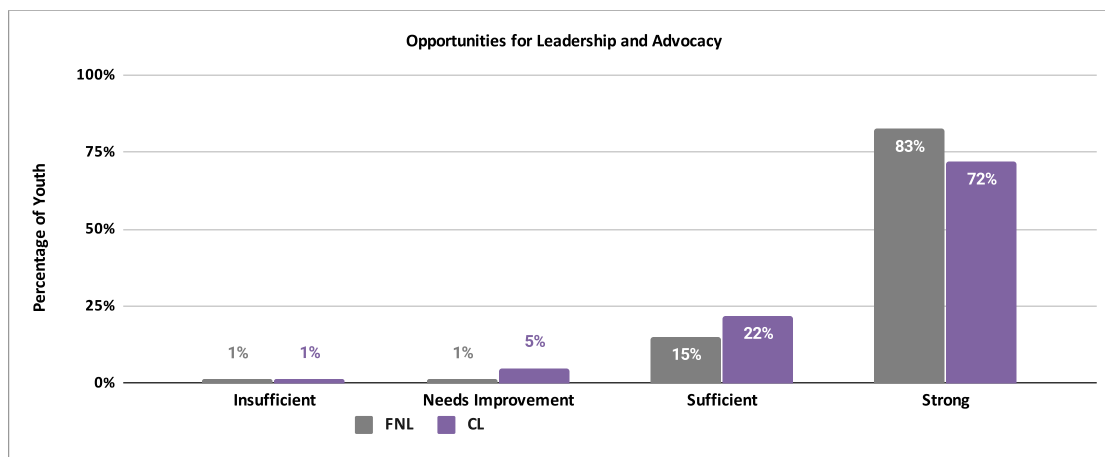
Survey Question that Measured Learning and School Bonding:

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.			
5.11	0.99	4.66	1.15
2. Because of FNL/CL, I am more excited about going to school.			
4.72	1.07	4.77	1.18
3. Through my involvement with FNL/CL, I've learned about opportunities for my future.			
5.02	0.94	4.96	1.01
4. Because of FNL, I am more committed to doing well in school. /Because of CL I want to do well in school.			
4.89	1.00	5.09	1.03



Leadership and Advocacy

	FNL	CL
Mean	5.31	5.12
Standard Deviation	0.67	0.74

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



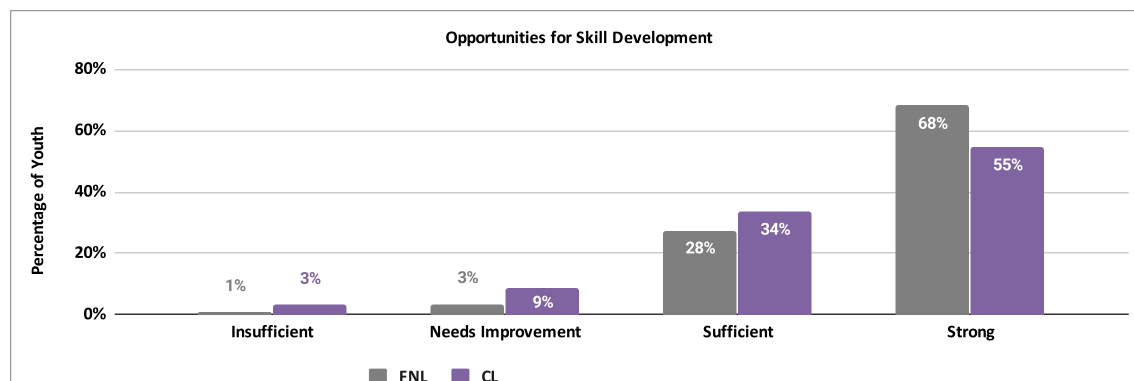
Survey Questions that Measured Leadership and Advocacy

				
	Mean	SD	Mean	SD
1. Youth and adults work together to make decisions in FNL.	5.47	0.79	5.30	0.81
2. In FNL, adult staff provide youth with leadership roles (e.g. planning activities, facilitating meetings, making presentations, etc.).	5.45	0.75	5.29	0.95
3. FNL prepared me to take action in my community.	5.20	0.81	4.95	1.05
4. Because of FNL, I want to take action in my community.	5.21	0.89	4.92	1.01
5. FNL helps me believe I can try new things and take on new challenges.	5.31	0.78	5.06	1.00



Skill Development

	FNL	CL
Mean	5.08	4.8
Standard Deviation	0.69	0.89

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





Survey Questions that Measured Skill Development:

				
	Mean	SD	Mean	SD
1. I've felt challenged to push myself in FNL.	4.85	1.05	4.34	1.34
2. FNL gives me opportunities to use the new skills I am learning.	5.19	0.82	4.97	0.91
3. FNL gives me opportunities to use my leadership skills.	5.34	0.75	5.81	0.96
4. Because of FNL, I know what to do if my peers are teasing or harassing others.	5	0.94	4.97	1.04


Specific Skills that were Developed in FNL and CL:

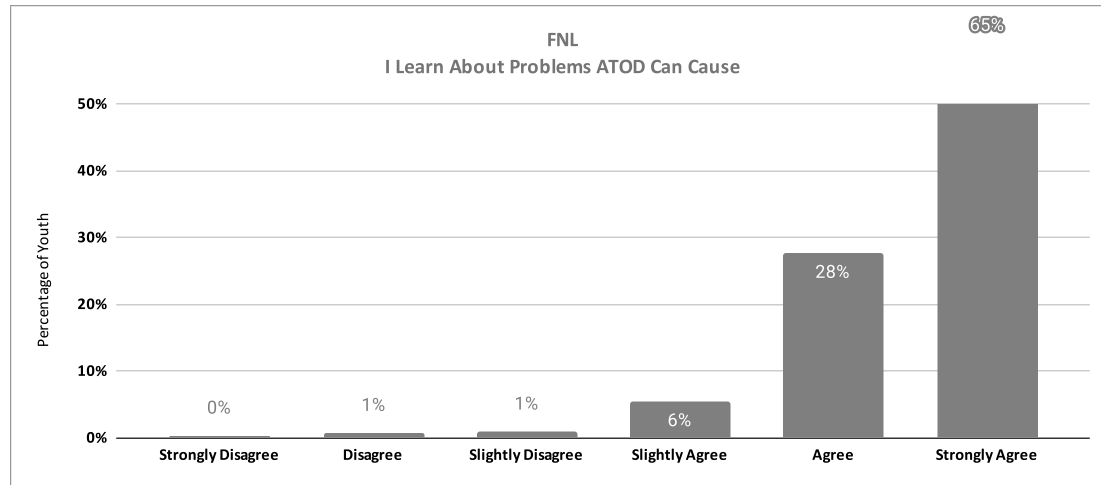
Youth were provided a list of skills and asked if participating in FNL/CL gave them opportunities to build those skills.


Through FNL/CL, I've had an opportunity to build upon the following skills:				
	% Answered Yes	% Stating it was a New Skill	% Answered Yes	% Stated New Skill
1. Planning and organizing my time	83%	34%	77%	38%
2. Active listening (carefully listening and showing the other person that you understand what s/he is saying)	95%	24%	90%	26%
3. Carrying out a plan	91%	36%	86%	46%
4. Examining issues in my community and school	90%	65%	82%	67%
5. Working as part of a group	96%	15%	94%	24%
6. Public speaking	83%	39%	Data is not available for CL. These items were only asked of FNL participants.	
7. Writing skills	50%	14%		
8. Leading a group discussion or meeting	75%	52%		
9. Developing an action plan to address school or community issues	87%	72%		
10. Planning events and activities.	88%	52%		

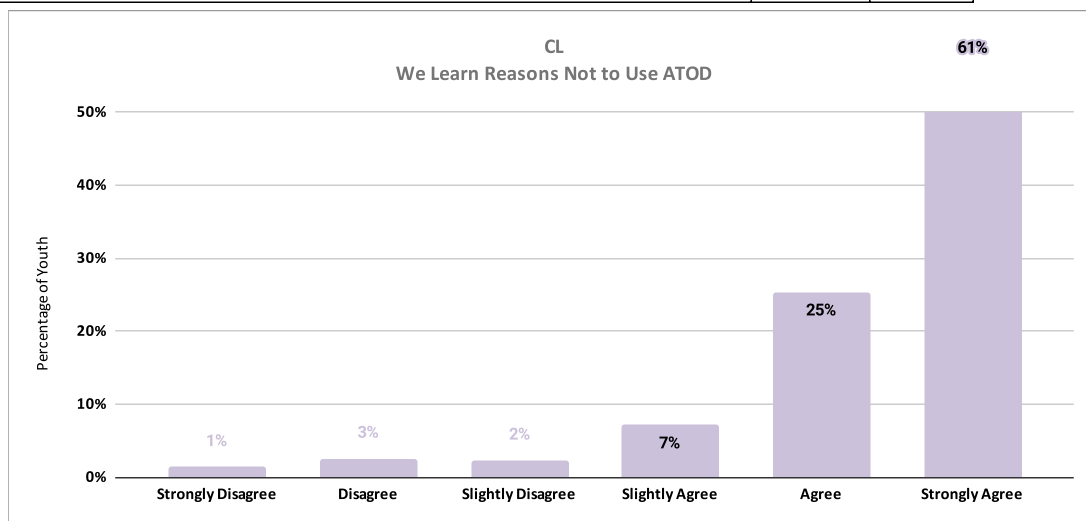
ALCOHOL, TOBACCO, AND OTHER DRUGS

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).

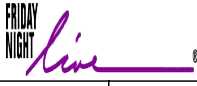

In FNL, I learn about problems alcohol, tobacco and other drugs can cause.		
	Mean	SD
	5.54	0.74

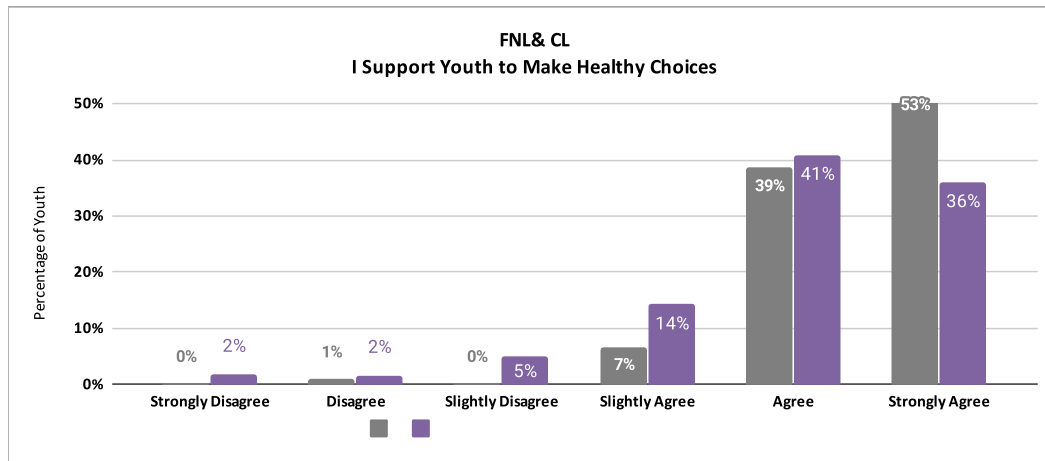



In CL we learn reasons why we we should not use alcohol, tobacco and other drugs.		
	Mean	SD
	5.65	0.65

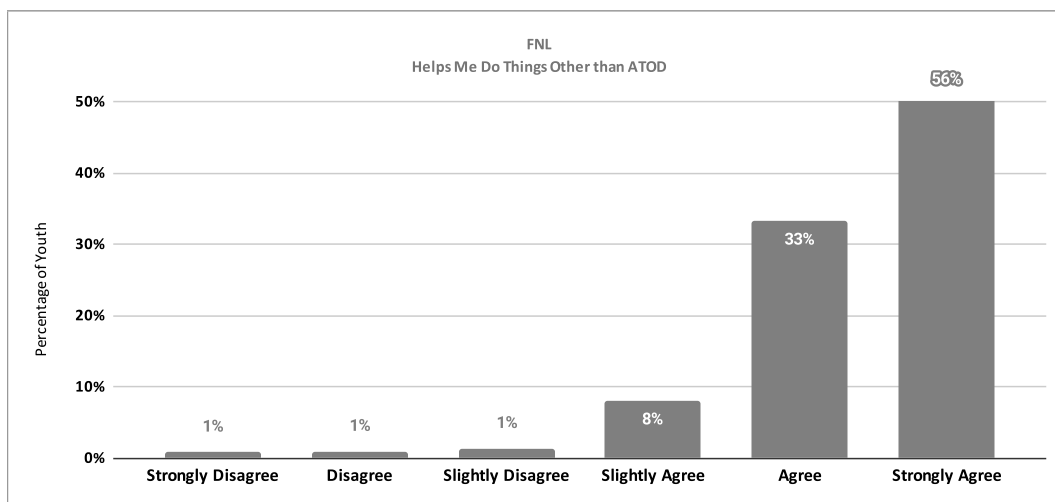


ALCOHOL, TOBACCO, AND OTHER DRUGS (continued)

Because of FNL/CL I support other youth make healthy choices (that don't involve ATOD).				
	Mean	SD	Mean	SD
	5.41	0.77	5.29	0.89



My involvement in FNL helps me decide to do other things instead of using alcohol, tobacco, or other drugs.		
	Mean	SD
	5.39	0.86



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

2019-2020 Youth Development Survey Findings

FNL Serves Diverse Youth Across CA

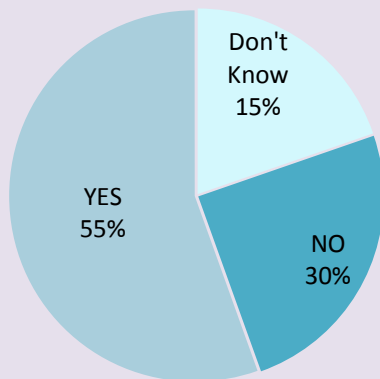
Total YDS Responses
N=1,573

♀ Female: 64.3%
♂ Male: 22.3%
Other/Missing: 13.4%

Race/Ethnicities

African Am. / Black	4%
Asian/Pacific Islander	15%
Middle East/N. African	2%
Hispanic/Latino	42%
Multi-Ethnic	6%
Native American	2%
White/European	29%
Decline/Not Listed	1%

% Eligible for Free/Reduced Lunch



FNL Promotes Resilience

- 96% Formed Caring/Meaningful Relationships in FNL
- 99% Report FNL Supports Community Engagement
- 91% Report FNL Supports School Engagement
- 98% Report FNL Supports Leadership Development
- 98% Report FNL Provides a Safe Environment
- 91% Report Gaining Valuable Skills

Skills Youth Build in FNL:



- 92% Working as Part of a Group
- 88% Active Listening
- 84% Examining Community Issues
- 88% Planning Events/Activities
- 87% Developing an Action Plan
- 75% Time Management & Planning
- 83% Public Speaking

"Being in FNL is really important for me because I am not only helping other people, but myself at the same time. It is a huge blessing to have programs like this."

FNL Reduces ATOD Risk

- 98% of youth learned about problems that alcohol, tobacco and other drugs can cause
- 97% of youth report that involvement in FNL helps to decide to do things instead of using ATOD
- 98% of youth report that they support other youth to make healthy choices

SECTION III: QUALITATIVE FINDINGS

Statewide Qualitative Findings

The YDS asks youth to respond to two open ended questions: “Why is being in the program important to you?” and “What, if anything would you change?”. Participants' responses were reviewed and analyzed according to key themes. The responses to this question provide additional insights into the overall positive ratings of the programs (both FNL and CL) across the SOPs and in raising awareness and skills in avoiding ATOD. Please refer to individual county reports for detailed information on what participants found to be important and what they would change as this varied from county to county.

Friday Night Live& Club Live

Why is being in Friday Night important to you?

A total of 889 of the 1,078 FNL YDS respondents (82%) answered this question and the vast majority of youth who responded to this question stated that the most important part of participating in Friday Night Live was being involved in and making a difference in their communities and schools and helping others. Many participants especially valued the relationships formed and a wide range of skills they developed. A large number of youth also reported that participating helped increase their knowledge of ATOD and its consequences while also providing them with skills and tools to promote healthy lifestyles. The following are participants' quotes that illustrate these themes that occurred in almost every county:

“Friday Night Live has helped shape me into the person I am right now. It has taught me so many life skills that will always stick with me, and it's allowed me to gain a lot of self-confidence and voice to speak about topics that are meaningful to me and my community.” – Ventura County FNL

“It helps me build skills that can help me later in my life like it helped getting me my first job this past summer.” -- Santa Cruz County FNL

“Being in FNL is very important for me because it not only help me with my leadership skills and become a better person. It also helped me make new friends and teamwork because the community itself needs more of people coming together and making the world better.” – Sacramento County FNL

“...I have been involved with FNL throughout all my four years of high school. Since attending my first ever meeting I have felt so comfortable around the adult advisors, other students, and the mission of FNL. It is so important to me because FNL has made me the compassionate and

strong leader who I am today. I deeply care for issues such as drug, alcohol, tobacco, and gambling abuse. I care so much about these issues because FNL has taught me the importance of living a life without abusing or even using any of those products. Not only has FNL personally helped me and educated me, but it has helped me help other youth by being a leader for change in my own high school, community, and even state.” – Los Angeles County FNL

“I hope to pursue a future in public health or a similar field, so being able to experience part of the Health and Human Services department first hand has been really rewarding for me and has given me insight into my future.” – Placer County FNL

“Being in FNL is important to be because I know that I always have a safe space to go to with adults and peers who care about my success. I also know that what I do through this club allows me to benefit others.” – Glenn County

“In the youth council, we are able to spread awareness about the harms of tobacco, vaping, and alcohol products to the younger generation. This is very powerful because by doing this, we hope to save children from addiction and possibly lives from intoxicated driving.” – Tulare County

“Because I get to interact with others and build connections with different people.” – Orange County FNL

“I feel like I have a safe space to learn about problems in my community, actual current problems we face in our town. I’m able to see my friends and collaborate with them on ways to identify these problems and address them.” – Colusa County FNL

“Being in Friday Night Live is important to me because it makes me part of a community and gives me opportunities to help those around me.” – Napa County FNL

What, if anything, would you change?

A total of 839 (78%) of participants responded to this question. Overwhelmingly, youth would not change anything and many of these reiterated how much they valued about their program. Youth who recommended changes suggested raising awareness about the program to increase the number of participants. Others wanted to meet more frequently or for a longer time period in order to participate in activities to help their communities. See individual county reports for specific recommendations.

“Honestly, nothing at all! I like how everyone can work together peacefully and respectfully.” – Fresno County FNL

“I wouldn't change a thing because I personally love and enjoy the way it is.” – San Bernardino County FNL

“I would not change a thing about FNL. The bond, the things we learn, and overall community is something so pure, that nothing needs to be changed.” – Solano County FNL

“Hopefully show that there is always peers that can find a way to get away from all the trouble and stress that other peers have trouble getting away from.” – Marin County FNL

“I want a lot more people to join FNL... it would be awesome to fill a whole class with people that are interested in FNL.” – Calaveras County FNL

“I would make FNL more often, not just every Friday but maybe other days as well.” – Trinity County FNL

Club Live

Why is being in Club Live important to you?

A total of 317 of the 495 CL YDS respondents (64%%) answered this question and similar to FNL participants, CL youth stated that the relationships formed in the program, working on activities that made a difference in their communities/schools and skills they developed were the most important parts of the program. They also reported that CL gave them important information about ATOD issues. A few youth commented on the important approach used in CL that emphasizes youth-voice, leadership and youth-adult partnerships. The following are participants' quotes that illustrate these themes:

“[What] I enjoy the most about Club Live is helping community.” San Joaquin County CL

"I like interacting with other youth members and the adult allies because they all make me feel welcomed and comfortable." – Contra Costa County CL

"I enjoy Club Live a lot but my favorite thing is probably working with other leaders and figuring out ways to help our school and community." – El Dorado County CL

"I enjoyed Club live because all of us wanted to help each other and the school to not do drugs and smoke." – Nevada CL

"What I enjoy the most about Club Live is that it's not just the teachers who tell us what to do, and say, "Ok, here's what to do, you, you and you do it," It's the students who plan out what to do, how to make things, and how to carry out the plan, and the adults help and give us suggestions on how to make things better. There is a balance between student work and adult work. Also, I love creating things in Club Live, about anti-drugs, because I feel that it really has an impact on my community and my school, encouraging students to stay off drugs and make healthier choices." – Riverside County CL

"Learning new activities and developing my leadership skills." San Diego County CL

What, if anything, would you change?

A total of 306 (62%) of participants responded to this question. Similar to FNL respondents, an overwhelming proportion of youth would not change anything. Youth who recommended changes suggested raising awareness about the program to increase the number of participants. Others wanted to meet more frequently or for a longer time period in order to participate in activities to help their communities. Again, it is important to view individual county reports for specific recommendations.

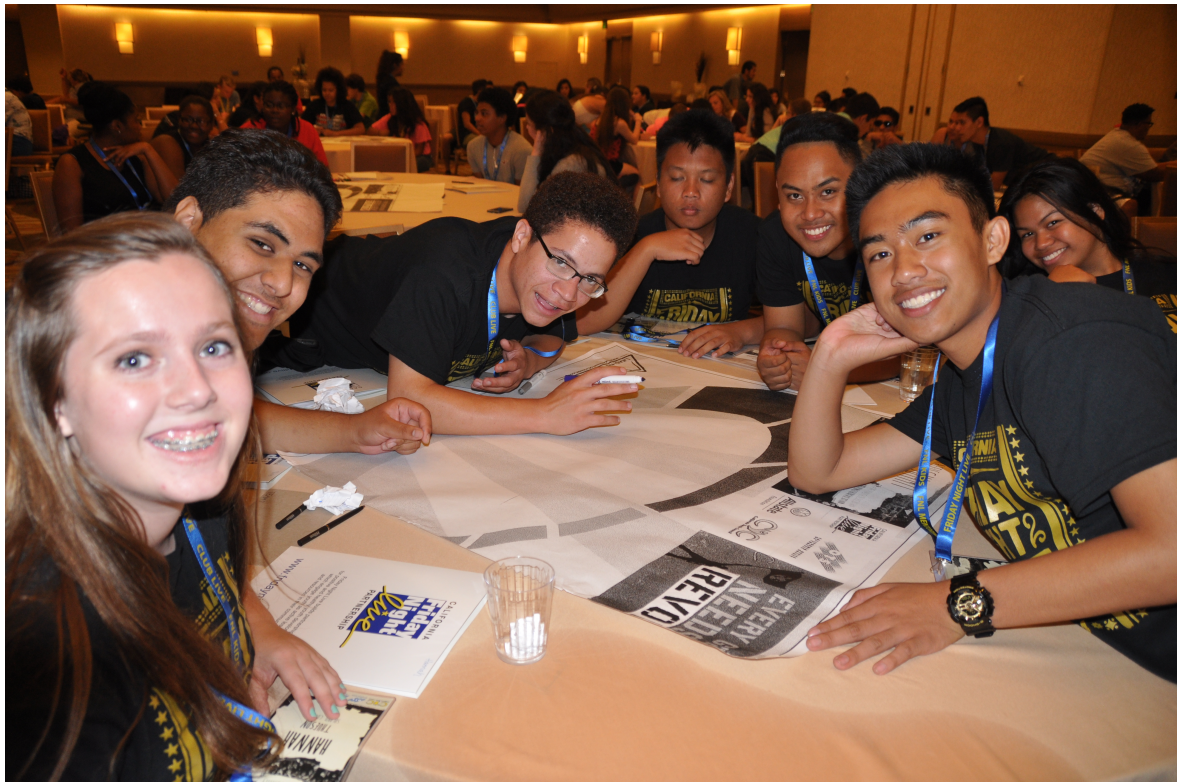
"I like everything about club live I wouldn't change anything." – Tehama County CL

"I like everything about club live I wouldn't change anything." San Luis Obispo County CL

“I wouldn't really want to change anything for Club Live, I think everything is great.” – Santa Barbara CL

“I wished that maybe there would be more funding in Club Live. The knowledge that Club Live gives is really helpful and important.” Santa Clara CL

“To me, Club Live is perfect the way it is right now. The thing that I would change is the amount of members there are. More people should join Club Live.” – Shasta County CL



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Appendix: 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 4-6th 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^{7,8} 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.

CFNLP, the Youth Leadership Institute (YLI), and California Alcohol and Drug Programs (ADP^e) 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

^e ADP is now part of the Department of Health Care Services

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.^{9,10,11} They also examined evaluations of a number of PYD-based interventions which demonstrated positive impacts for youth¹²⁻²¹ that included both short and long term effects²⁰ and resulted in improvements across a number of domains such as tobacco and alcohol initiation^{18,21}, social skills¹⁹, sexual and reproductive health^{15,20}, economic self-sufficiency, responsibility and civic participation.^{15,22} Benefits of this approach extended to the program sites, families and the broader community.²³ 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.²⁴ The key features of effective PYD programs are shown in Figure 2.¹⁴

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:¹⁴

- 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.²⁵