



Youth Development

Statewide

Survey Results



2022 – 2023 Program Year



Photo courtesy of Mariposa County Friday Night Live



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**SECTION I:
INTRODUCTION
and
OVERVIEW OF STATEWIDE FINDINGS**

INTRODUCTION

Purpose of the Youth Development Survey Report

The purpose of this Youth Development Survey (YDS) report is to provide a summary of findings from the 2022-2023 annual YDS of FNL and CL programs throughout California. This report provides a summary of information about the supports and opportunities youth experience in FNL and CL programs and the impact these programs have on youth's lives.

Overview of the California Friday Night Live Partnership and its Programs

Friday Night Live (FNL) programs were established in 1984 with the original, specific focus of reducing underage impaired driving. Through its success and expansion, it has evolved to address broader youth-identified issues through evidence-based youth development principles and practices. The program is driven by positive youth-adult partnerships that build powerful community actions to create lasting impacts in the lives of young people and their families. FNL programs are implemented in 49 counties with chapters in schools, community centers, local agencies, and nonprofit organizations. The range of FNL programs now includes:

- FNL for high school students,
- Club Live (CL) is geared toward middle school students,
- FNL Kids (FNLK) is focused on students in grades four through six,
- Friday Night Live Mentoring (FNL M) provides peer-to-peer mentoring between high school-aged youth and middle school-aged youth, and
- California Youth Council (CYC) is a statewide group of high school and college-aged leaders who are committed to raising awareness on youth issues.

FNL strongly believes that a youth development framework, that is inclusive, comprehensive, youth-driven, and founded on current research, will improve the lives of young people and the communities in which they live.

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

FNL Programs are Founded on the Positive Youth Development Framework and Informed by a Strong Evidence Base

FNL programs build partnerships for positive and healthy youth development, which engage youth as active leaders and resources in their communities. FNL programs are

based on a positive youth development (PYD) framework and integrate best practices identified in the research literature that have resulted in positive youth outcomes. In brief, a PYD framework^{1,2} is inclusive, holistic, youth-driven, 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. PYD represents an important shift from the traditional deficit model that focused on youth as problems using a siloed approach to target one or two specific areas, such as substance use, conduct disorders, antisocial behavior, academic problems, and teenage pregnancy.³ PYD approaches have also fostered resilience in children exposed to violence.⁴ They also provide a protective effect for youth who experience complex trauma and chronic environmental stress, often from living in over-burdened communities with limited resources and supports.^{5,6} PYD approaches empower young people to make healthy choices, develop skills, and build resilience. By fostering PYD, prevention programs, including those aimed at preventing and reducing alcohol, tobacco, and other drug (ATOD) use among young people, go beyond focusing on the specific topic of substance use prevention. Instead, these programs adopt a holistic approach that addresses underlying factors that contribute to risky behaviors and promote the overall well-being of young people.⁷

With regards to mental health, approximately half of all lifetime cases of mental health problems begin by age 14, and 75% begin before age 24.⁸ The mental health crisis among youth in the US is a national emergency that has been exacerbated by the COVID-19 pandemic.^{9,10} Suicide is now the second leading cause of death among adolescents and young adults, with rates of mental health morbidity being significantly higher.¹¹ PYD approaches have a buffering effect against mental health problems across diverse samples by directly reducing depressive symptoms and indirectly through improving self-regulation, self-efficacy, competence, sense of hopefulness, and self-image.^{12,13,14,15}

To ensure that FNL programs incorporate the best PYD practices, the CFNLP, the Youth Leadership Institute, and leaders from DHCS worked collectively to identify the practices and characteristics of programs that contribute to PYD and prevention (as described in the following section and in Box 1). This effort included an extensive literature review of seminal youth development research involving prospective and 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) that predicted positive youth outcomes^{16-18,19-22} and evaluations of effective PYD-based interventions.^{16,23,24} Effective PYD programs share several key features (see Box 1).¹⁸ When these features are incorporated into programs, youth experience improvements in both short- and long-term positive developmental outcomes.^{16,18} Specifically, PYD-based interventions demonstrated improved outcomes across multiple domains such as substance use²⁵⁻²⁷, social skills/relationships^{28,29}, sexual and reproductive health^{30,31}, mental health^{5,32,33}, academic achievement³⁴, economic self-sufficiency, responsibility, and civic participation^{35,36}. The benefits of PYD approaches extended to the program sites, families, and the broader community.³⁷

Box 1. KEY COMPONENTS OF EFFECTIVE PYD PROGRAMS

Positive youth outcomes have been linked to PYD programs that provide the following supports and opportunities:

- Physical and psychological safety and security,
- A developmentally appropriate structure with clear expectations for behavior, opportunities to make decisions to participate in governance and rulemaking, and take on leadership roles as one matures and gains more expertise,
- Emotional and moral support,
- Opportunities to experience supportive adult relationships and 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 to feel 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.

Standards of Practice for FNL Programs

The comprehensive review and synthesis of this vast body of research resulted in the development of a complete set of Standards of Practice (SOP) for FNL programs (See Box 2). SOP 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, achieve long-term positive developmental outcomes, and steer participants away from unhealthy behaviors while building caring and supportive relationships and community connections. Each SOP is described in more detail in the following section.

Box 2. 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 in and connection to the community and school,
- Opportunities for leadership and advocacy, and
- Opportunities to engage in skill-building activities.

Detailed SOP for FNL Programs

FNL programs are designed so that youth participants will experience the following:

- **A Safe Environment** 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.
- **Opportunities to Build Caring and Meaningful Relationships with Peers and Adults.**
 - 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.^{38,39} Nearly every study of youth resilience has identified the critical role that caring relationships play in positive developmental trajectories.⁴⁰

- **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^a. 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.⁴¹

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 the overall learning environment. A large body of research demonstrates that strengthening youth

^a Advocacy within the FNL context includes meetings with stakeholders and elected officials where youth and youth partners educate them on issues facing their peers, conducting community education (e.g., town hall meetings and presentations), and other empowering activities.

connections to school promotes positive outcomes across multiple domains, including academic success, positive social relationships, and emotional well-being, and reduces unhealthy risk behaviors.⁴² 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, and graduation rates.⁴³ This has a positive upward effect as it helps foster a sense of purpose, increases academic and career goals, and youth are more likely to persevere when faced with challenges in order to achieve their goals. 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.^{22,44} 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.^{45,46} This SOP involves the following components:

- 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.

FNL recognizes that the process of promoting healthier communities requires broad cross-sector collaborations to address systems issues. 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's 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.

- **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.

The Youth Development Survey (YDS)

Toward the end of each school year, the CFNLP offers the YDS (and associated reports) to all participating FNL and CL programs at no cost. The YDS is designed to gather valuable information about youth experiences in the FNL programs (both FNL and CL). Participants are asked to respond to statements that measure each of the five SOP. Each SOP has multiple questions to accurately reflect the youth’s overall experience; questions pertaining to each SOP vary, contributing to a more complete measurement of the SOP. Youth respond to statements using a 6-point Likert rating scale ranging from strongly disagree to strongly agree. The survey also asks questions regarding youth attitudes toward ATOD, basic demographic information, and the duration of their participation in the program. 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.

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.

The YDS was first created in 1996 and has been refined to reflect the growth of the FNL system and to integrate the latest youth development research. 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 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 counties and (2) a “younger” version for Club Live (CL) members. In 2016-2017, the CFNLP convened a workgroup to review the YDS. The workgroup was comprised of FNL leadership, representatives from FNL programs, and experts in program evaluation, PYD, and survey design. The review resulted in survey improvements aimed at capturing data that is most meaningful to program stakeholders and audiences and includes items that accurately reflect the multiple dimensions of each SOP while removing any items that

were no longer relevant or duplicative. The revised survey was reviewed by workgroup members and pilot-tested with youth to ensure it was “youth-friendly,” and that youth could understand and respond appropriately to each survey item.

2022-2023 YDS Report

Methods:

The CFNLP administered the survey to each county in California with an FNL or CL program from March 22 through May 24, 2023. Administering the YDS is a required component of the FNL Members in Good Standing (MIGS) process. 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. At a minimum, each county, or their designated provider contracted to receive DHCS start-up funding, is required to administer the survey to at least 80% of their MIGS demonstration chapter. The CFNLP and the independent evaluator offered two survey administration webinars (March 1 and March 14, 2023) for FNL program staff. FNL program staff was instructed to administer the online survey to as many youth served 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. They are also informed that the survey is anonymous, voluntary, and youth can skip any question they do not wish to answer.

The YDS takes approximately 20 minutes to complete and is available in English and Spanish. It gathers basic demographic information, length and time in the program, youth experiences related to each FNL SOP, specific skills gained, and ATOD attitudes. 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.

There are a few changes to note for this year’s survey. Race/ethnicity and gender identity items have been updated. To comply with state regulations⁴⁷, the YDS includes a sexual orientation question. As a proxy for socioeconomic status, the survey now asks about the highest level of education of the parent/guardian. In addition, the following survey items were added/changed:

- Through FNL, I have worked with and/or learned about youth that come from different backgrounds (racial/ethnic, religious, economic, gender, or sexual identity).
- Because of FNL, I feel like I belong/am more a part of my school.
- Skills I have learned in FNL can help me in school.

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:

Data are cleaned and analyzed by an independent evaluator, and findings are presented in statewide and county-specific reports.^b Descriptive data (frequencies, means, and standard deviations) summarize information about the FNL/CL 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, two researchers reviewed a subset of qualitative data to identify and code key themes that emerged within each question. Once the coding guidance was developed, the researchers dual-coded a random subset of data to assess intercoder reliability (i.e., consistency in coding across the two researchers). The researchers were blinded to each other's coding, and codes were compared to identify, discuss, and resolve any discrepancies and inform revisions to the coding guidelines. Inter-coder reliability greater than 85% was required before coding the complete data set. Data were summarized in two ways. Summative content analysis quantified the frequency of keywords that represent each theme. A range of illustrative quotes were selected to capture the participants' own words and further elucidate each theme.⁴⁸

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

Overview of Statewide Findings

A total of 2,751 youth responded to the YDS in the 2022-2023 program year. Of these, 1,499 participants were from FNL programs, and 1,252 were from CL. Surveys came from 43 of the 49 counties that implement FNL programs. The average age of FNL youth was 16.2 years, and 12.9 years in CL. The following is a summary of the key findings.

FNL and CL continue 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 (46% in FNL and 36% in CL). In both programs, approximately 70% are from backgrounds other than White/Caucasian.
- ✓ Most speak languages in addition to or other than English (71% FNL; 44% CL).
- ✓ 28% of FNL youth and 26% of CL youth had a parent/guardian who completed their associate degree or higher (an indicator of socioeconomic status).

FNL and CL provide supports and opportunities that young people need to thrive.

- ✓ 97% of youth report that FNL provides a safe environment; 90% in CL.
- ✓ 97% of youth report adults in FNL care about them; 94% in CL.
- ✓ 96% of youth report FNL promotes leadership development; 89% in CL.
- ✓ 94% of youth formed caring and meaningful relationships in FNL; 88% in CL.
- ✓ 94% report FNL increased their engagement with their community; 92% in CL.
- ✓ 93% of FNL participants and 85% of CL 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 FNL participants and 87% of CL report that the skills gained will help them in school.
- ✓ 89% report FNL increased their connectedness to school; 83% in CL.

FNL and CL reduce the risk of ATOD use.

- ✓ 97% of FNL and 95% of CL youth report learning about ATOD.
- ✓ 97% of youth in FNL and 94% in CL report helping other youth to make healthy choices that do not involve ATOD.
- ✓ 96% of youth report that FNL helps them decide to do other things instead of using ATOD.

Detailed Ratings for Each SOP

Table 1 provides the percentages of strong and sufficient ratings for each SOP.

Table 1: SOP Ratings % Strong and Sufficient

SOP Category	Strong		Sufficient		Combined (Sufficient and Strong)	
	FNL	CL	FNL	CL	FNL	CL
1. Safe Environment	78.8%	62.0%	18.4%	27.6%	97.2%	89.6%
2. Caring and Meaningful Relationships	70.5%	55.5%	23.7%	32.6%	94.2%	88.1%
3. Community and School Connection						
A. Community Engagement	69.6%	65.2%	24.5%	26.6%	94.1%	91.8%
B. School Connectedness	57.9%	52.3%	31.1%	30.9%	89.0%	83.2%
4. Leadership and Advocacy	73.8%	58.5%	21.7%	30.5%	95.5%	89.0%
5. Skill Development	62.5%	47.5%	30.3%	37.2%	92.8%	84.7%

Table 2 provides the percentage of youth who reported developing specific skills. It is important to note that many youth said these were new skills they learned.

Table 2: Percent of Youth who Reported Developing Specific Skills

Type of Skills Gained	FNL	CL
Working as part of a group	95%	89%
Active listening	92%	86%
Examining issues in the community	50%	79%
Carrying out a plan	86%	76%
Planning and organizing my time	80%	73%
Planning events/activities	85%	
Developing an action plan	84%	
Public speaking	78%	
Leading group	73%	
Writing skills	57%	

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

Table 3 shows the distribution of FNL respondents who agreed/disagreed with each ATOD item.

Table 3: Percent of FNL Youth who Agree/Disagree with ATOD items

ATOD Item for FNL YDS	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
In FNL, I learn about problems ATOD can cause	58.7%	31.4%	6.8%	1.3%	0.9%	0.9%
Because of FNL, I support other youth to make healthy choices that don't involve ATOD	49.5%	38.3%	9.1%	1.4%	1.0%	0.7%
My involvement in FNL helps me to decide to do other things instead of using ATOD	51.2%	35.3%	9.8%	1.3%	1.3%	1.1%

Table 4 presents the CL participants' responses to the two ATOD items.

Table 4: Percent of CL Youth who Agree/Disagree with ATOD items

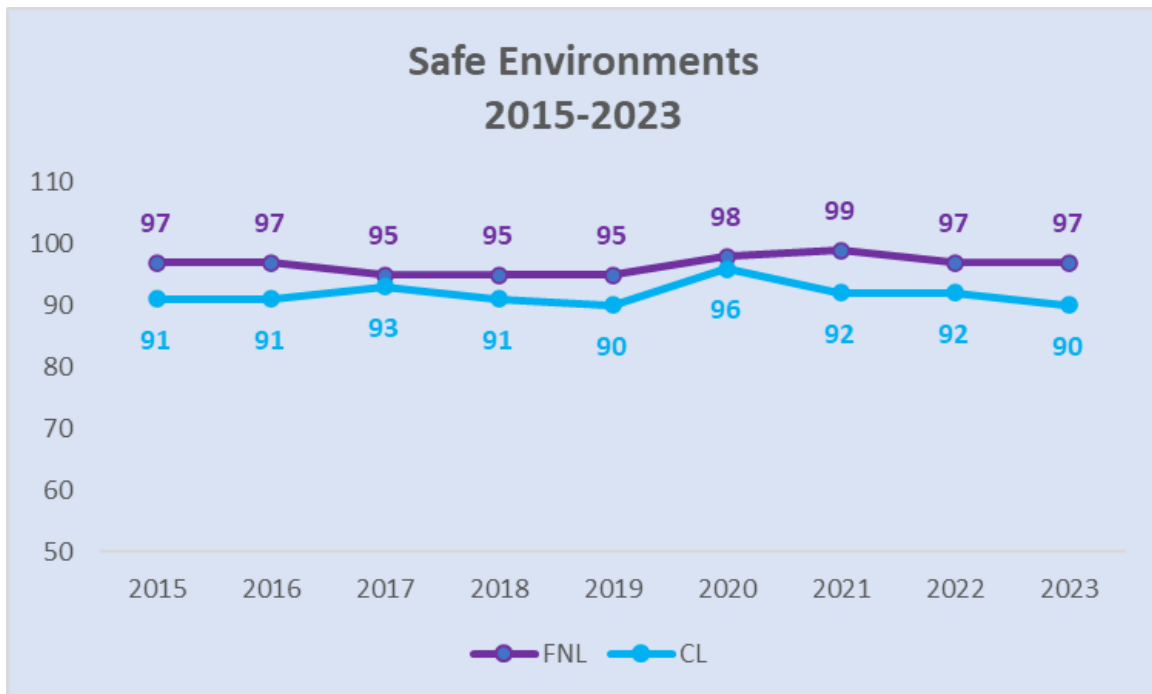
ATOD Item for CL YDS	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
In CL, we learn reasons why we should not use ATOD	62.0%	26.5%	6.4%	2.0%	1.7%	1.4%
Because of CL, I support other youth to make healthy choices	34.8%	45.0%	13.9%	2.8%	1.7%	1.8%

Statewide Trends Over the Past 9 Years

FNL and CL consistently achieve high ratings for each SOP.

The following figures present the trend data over the past nine years on each of the SOP. Community engagement and school connectedness were combined in one category prior to 2017, so only data from 2017-2023 are reported in Figures 3 and 4.

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



^c 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 2: Percent of Youth Who Agree that FNL/CL Provides Caring and Meaningful Relationships

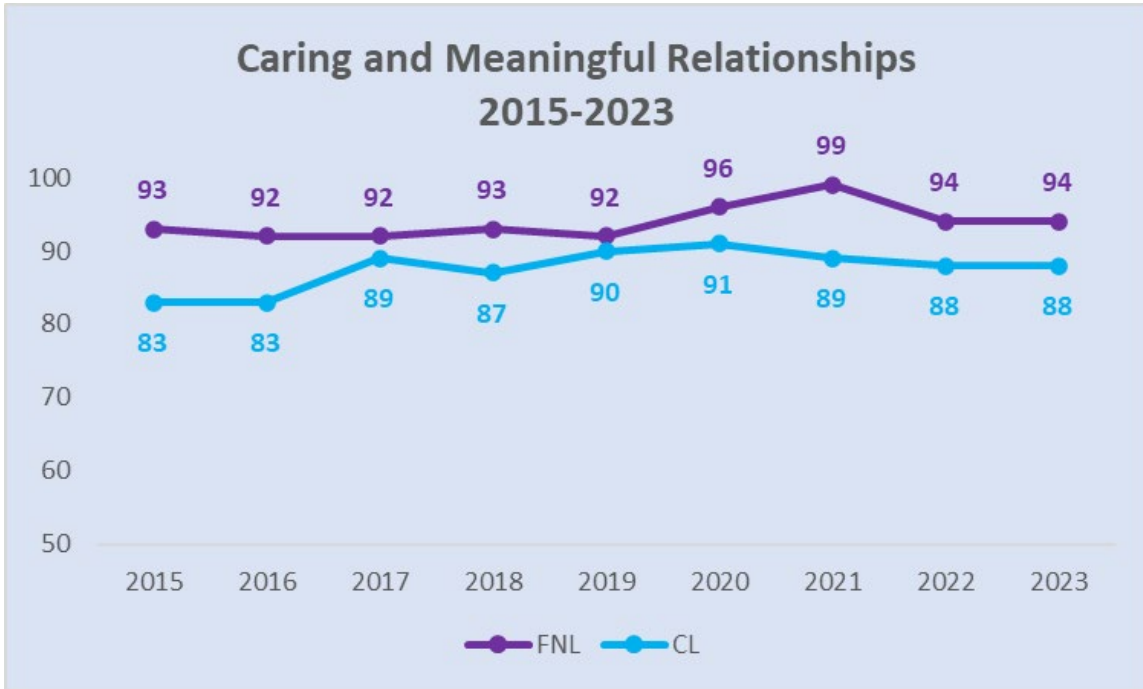


Figure 3: Percent of Youth Who Agree that FNL/CL Provides Opportunities for Community Connection/Engagement

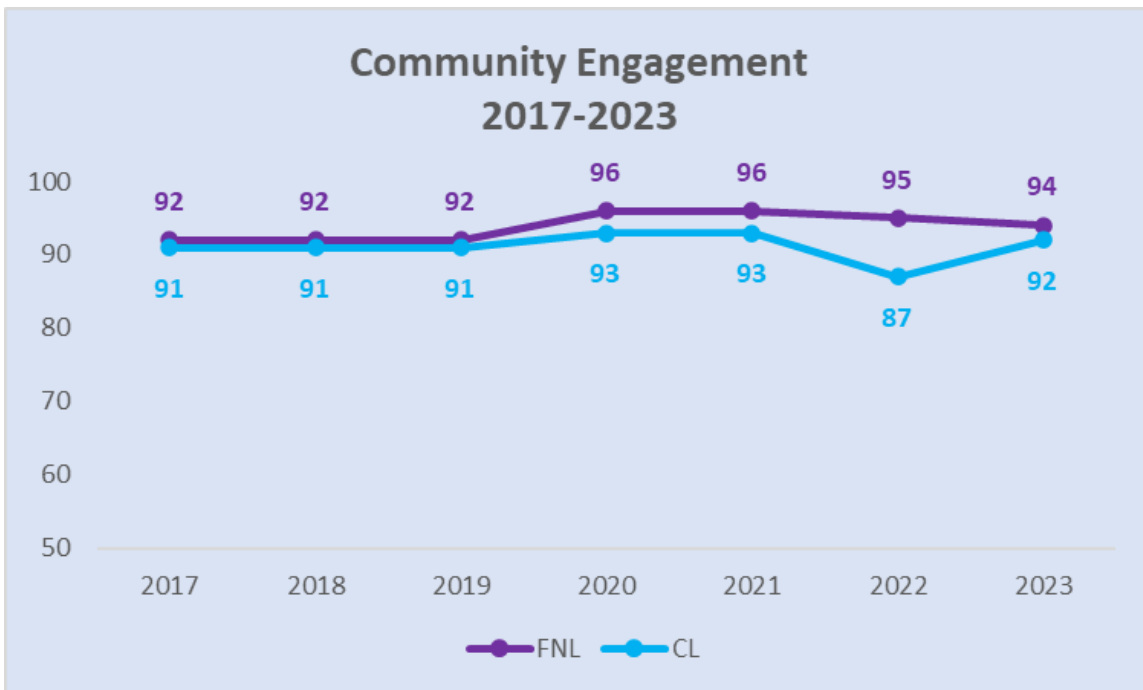


Figure 4: Percent of Youth Who Agree that FNL/CL Provides Opportunities for School Connectedness/Engagement

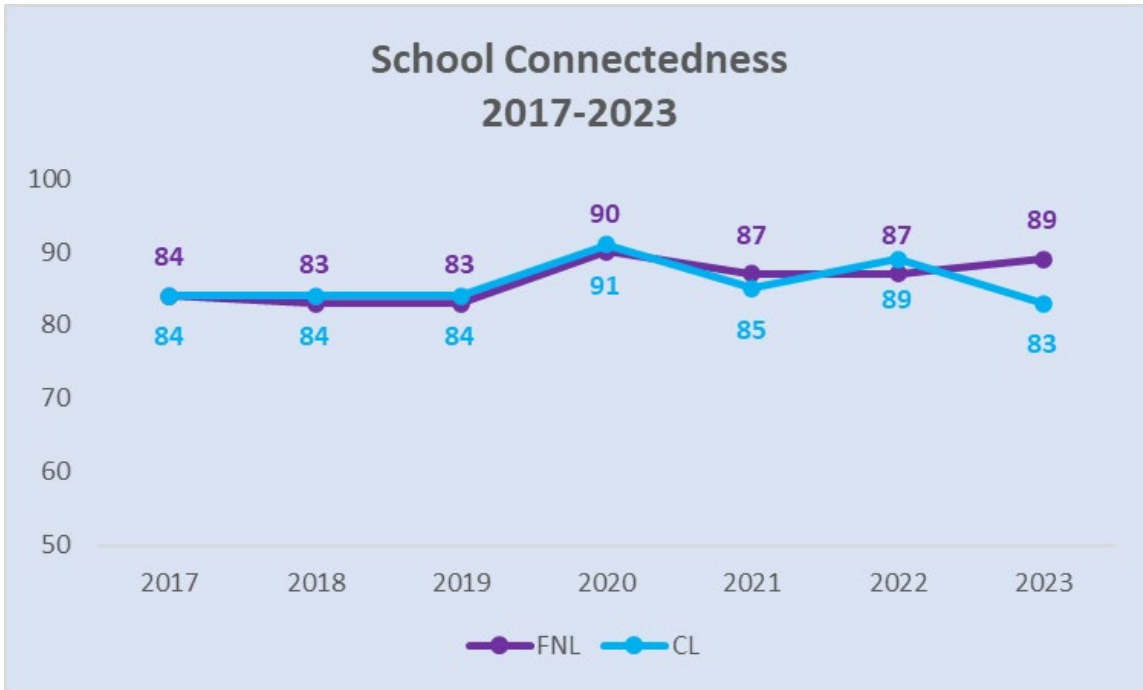


Figure 5: Percent of Youth Who Agree that FNL/CL Provides Opportunities for Leadership and Advocacy

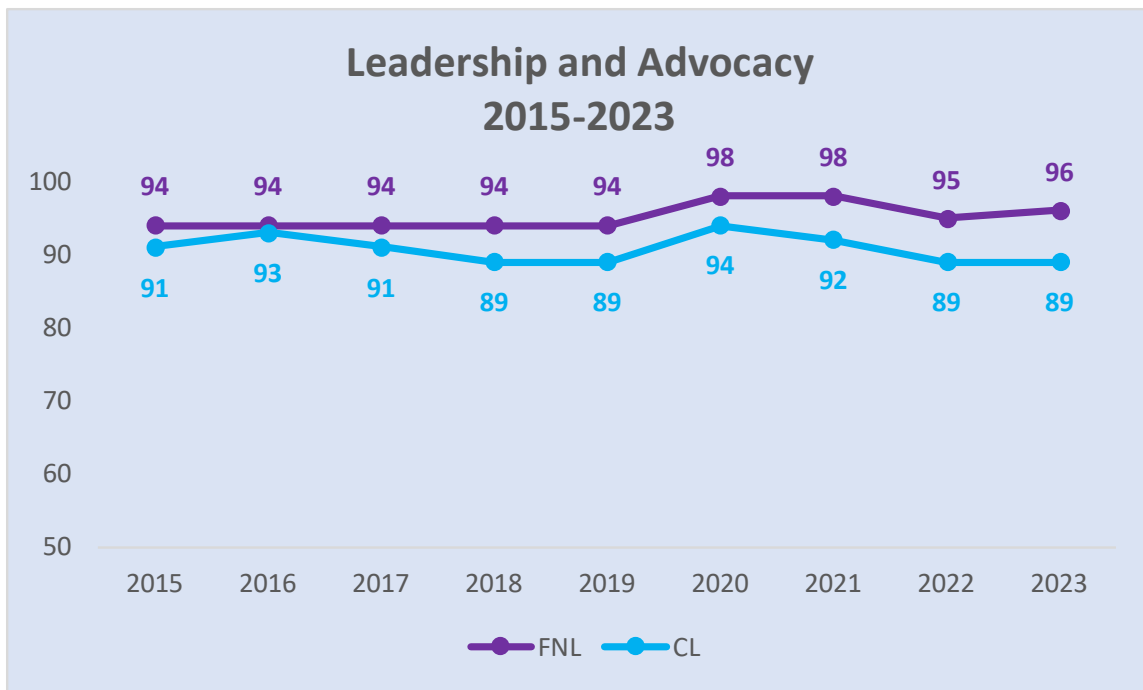
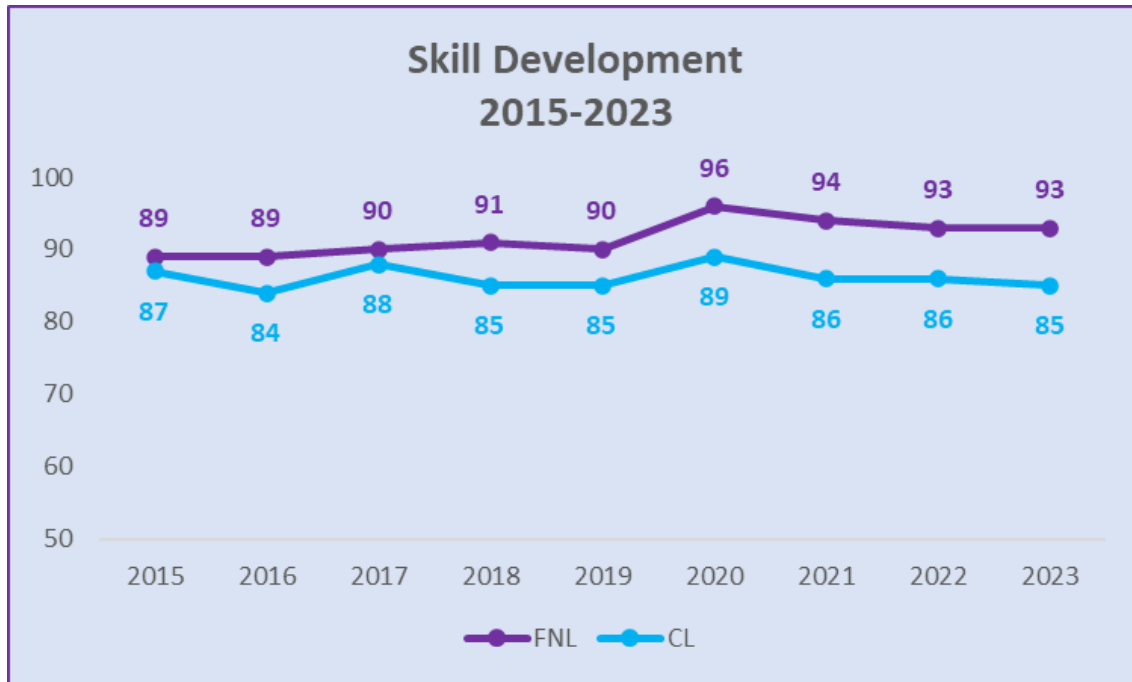


Figure 6: Percent of Youth Who Agree that FNL/CL Provides Opportunities to Develop Skills



Summary

FNL and CL 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 and CL 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 nine years, there is considerable consistency in the survey findings across different cohorts with diverse youth, which lends credibility to the data. FNL and CL program supports and opportunities are particularly important when considering that many adolescents have experienced declines in emotional health, stress, mental health, and substance use.^{9,10}

SECTION II: YDS Statewide FNL Results

PARTICIPANT DEMOGRAPHICS

There was a total of 1,499 FNL YDS participants from 42 counties throughout the state. The following table shows the number of participants who responded to the YDS.

Statewide	#
Total Participants	1,499
Number of Programs	165
Number missing program site name	186



Counties

Name	#	Name	#	Name	#
Sacramento	123	Solano	35	Trinity	15
Monterey	118	El Dorado	32	Orange	14
San Bernardino	109	Yolo	32	Butte	13
San Diego	100	Los Angeles	30	Humboldt	13
Glenn	80	Sonoma	25	Tuolumne	13
Fresno	77	Kern	22	Mariposa	11
San Joaquin	70	San Francisco	22	San Mateo	11
Napa	62	Amador	19	Calaveras	10
Shasta	60	Colusa	19	Santa Barbara	10
Stanislaus	53	Santa Clara	18	Mendocino	8
Santa Cruz	49	Sierra	18	Ventura	6
San Luis Obispo	48	Tehama	18	Kings	5
Riverside	46	Modoc	17	Marin	5
Sutter Yuba	44	Placer	17	Lassen	2

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

- sex at birth
- gender identity
- age
- sexual orientation
- socioeconomic status
- languages spoken
- primary race/ethnicity
- length, frequency, and intensity of program involvement
- past participation in CL

Sex at Birth

(n=1246)

Sex	FNL
Female	64.9%
Male	35.1%

Current Gender Identity

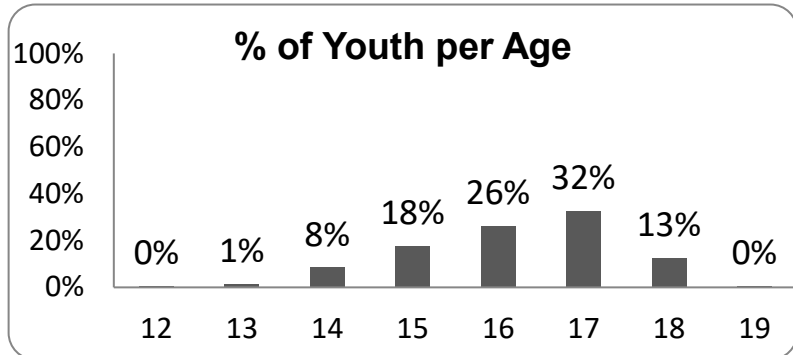
(n=1254)

Gender	FNL
Female	59.7%
Male	34.2%
Gender Fluid	1.6%
Gender Non-binary	1.4%
Transgender	0.6%
Two-Spirit	0.1%
Prefer Not to Answer	1.3%
Other (not specified)	0.1%
Don't know	1.0%
TOTAL	100%

Age of Participants

(n=1263)

	FNL
Average Age (yrs)	16.2



Sexual Orientation


(n=1212)

	FNL
Straight	70.7%
Bisexual	12.4%
Lesbian/Gay	3.2%
Queer	2.6%
Questioning	1.2%
Two-Spirit	0.0%
Prefer not to answer	6.2%
Don't know	3.8%
Other	0.2%
Total	100%

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

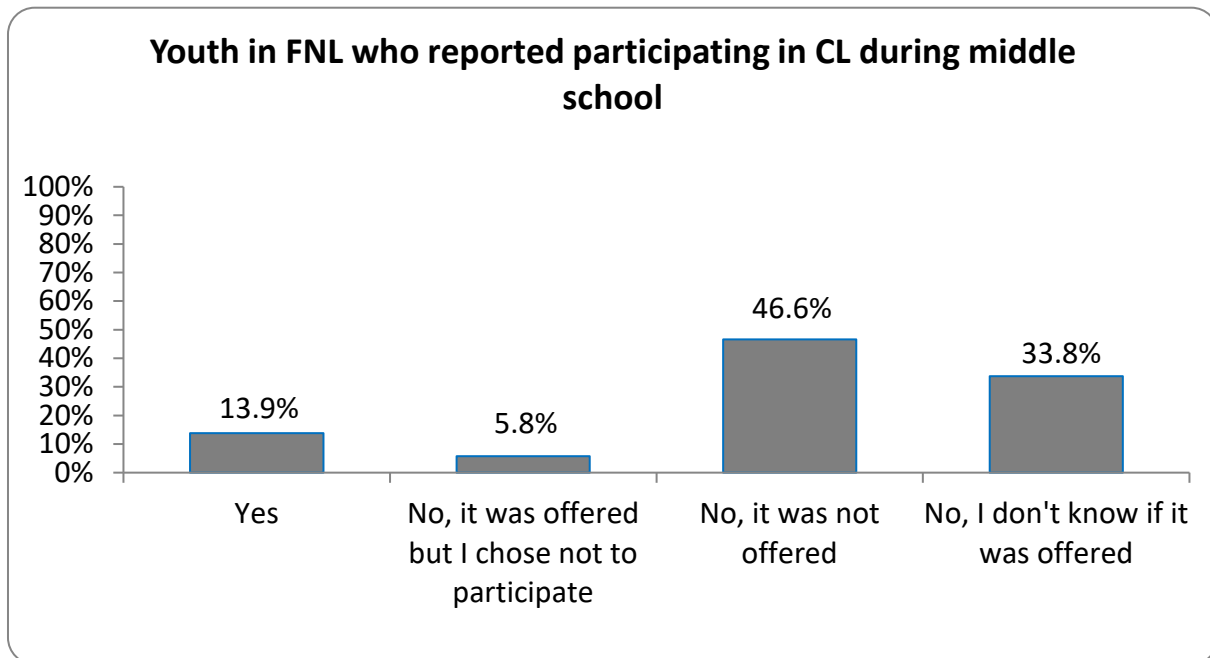
To assess socioeconomic status, youth are now asked to report the highest level of education that either of their parents/guardians received. Free/reduced lunch eligibility is no longer used as an SES indicator. In the 2022–23 school year according to Education Code (EC) 49501.5, California requires K-12 schools to provide two meals (breakfast and lunch) making it the first state to implement a statewide Universal Meals Program for school children.

<https://www.cde.ca.gov/ls/nu/sn/cauniversalmeals.asp>

Parental Education (n=1301) 	
Some high school	19.6%
High school grad or GED	22.8%
Some college or vocational training	12.8%
Associate degree or completed vocational training	5.1%
Bachelor's degree	11.7%
Post-graduate degree	10.8%
Don't know	17.1%
Total	100.0%

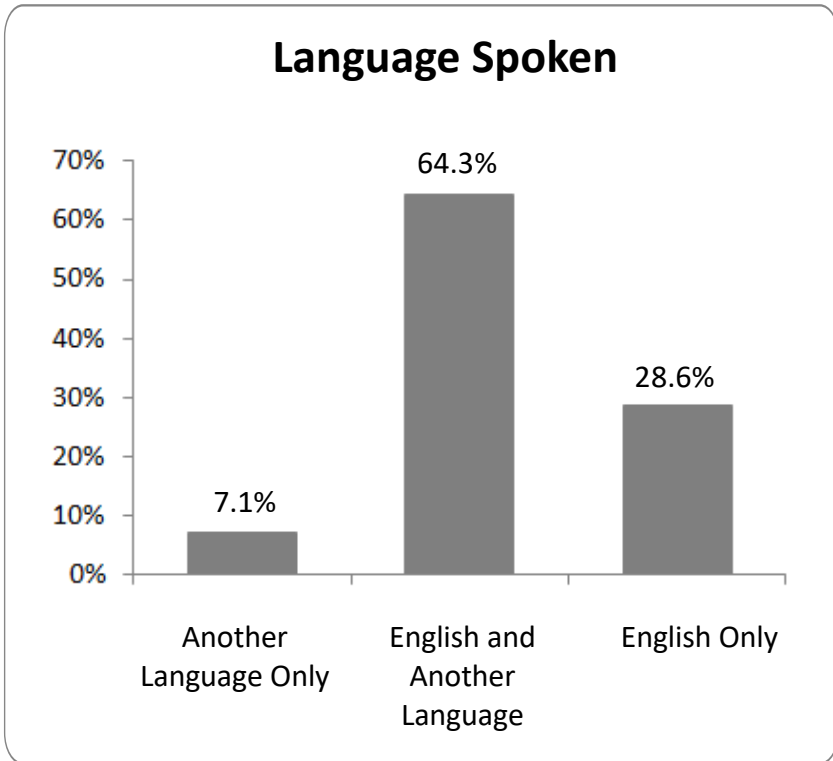
Previous Participation in CL Programs

(n=1314)



Language

Survey respondents reported which language is spoken by their families (n=1291):



Specific Language(s) Spoken*	FNL
Spanish	410
Tagalog	15
Hmong	12
Punjabi	10
Chinese - Mandarin	6
Chinese - Cantonese	6
Vietnamese	4
Arabic	4
Korean	3
locano	3
Pit River	3
Hindi	3

*This list includes the top 12 reported language(s) spoken.

Primary Race/Ethnicity

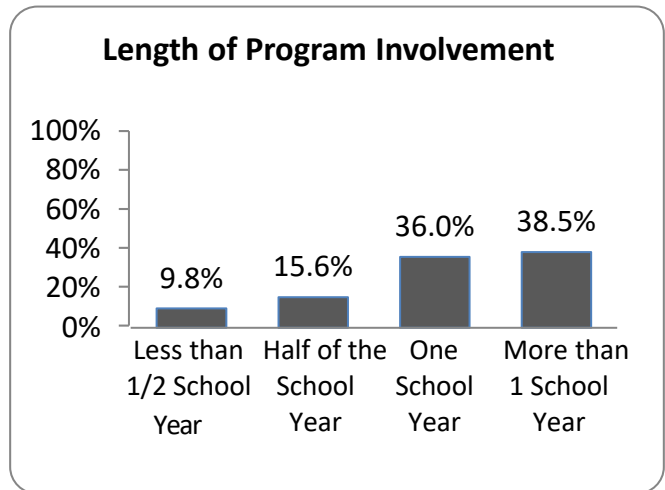
Youth were asked to select the option that best describes their race/ethnicity. They could select as many as apply.

Racial/Ethnic Categories (n=1555)	(%)
Hispanic/Latino	45.8%
White/European	27.6%
Asian	10.9%
Black/African American	6.6%
Native/Indigenous	3.7%
Hawaiian/Pacific Islander	1.8%
Middle Eastern/N. African	1.4%
Prefer not to answer	2.2%
Total	100%

Length of Program Involvement

Youth who took the survey were asked how long they have been involved in the program (n=1321):

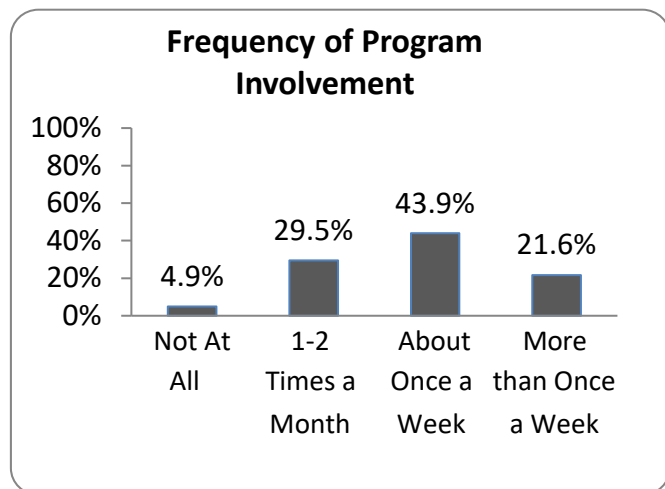
Involvement	FNL
Less than 1/2 School Year	9.8%
Half of the School Year	15.6%
One School Year	36.0%
More than 1 School Year	38.5%



Frequency of Program Involvement

Youth were asked to report how frequently they participated in FNL activities in the past month (n=1318):

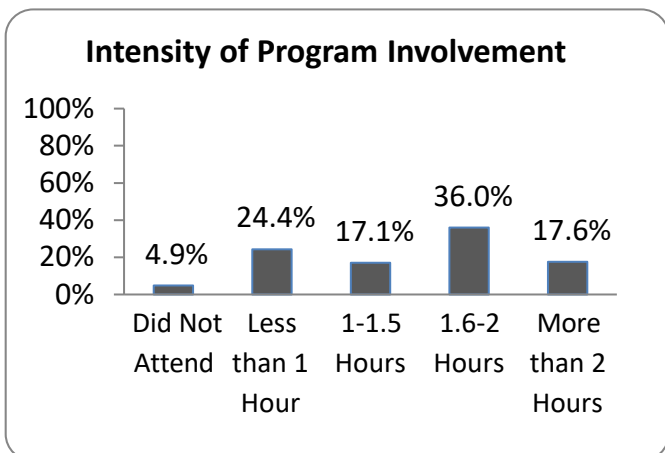
Frequency	FNL
Not At All	4.9%
1-2 Times a Month	29.5%
About Once a Week	43.9%
More than Once a Week	21.6%



Intensity of Program Involvement

Youth who took the survey were asked how long they typically stay at program meetings, events, and activities (n=1313):

Intensity	FNL
Did Not Attend	4.9%
Less than 1 Hour	24.4%
1-1.5 Hours	17.1%
1.6-2 Hours	36.0%
More than 2 Hours	17.6%



STANDARDS OF PRACTICE (SOP)

The next set of charts summarize the youth's responses to the questions in each 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 for each SOP category as well as the means and standard deviations (SD) for each of the individual items within the SOP. The mean score is the average of all the responses for 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 experienced 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 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 SOP in each program, charts are provided that show the percentage of youth who report that their opportunities to experience each SOP 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 youth's experiences of this SOP are "Strong."

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

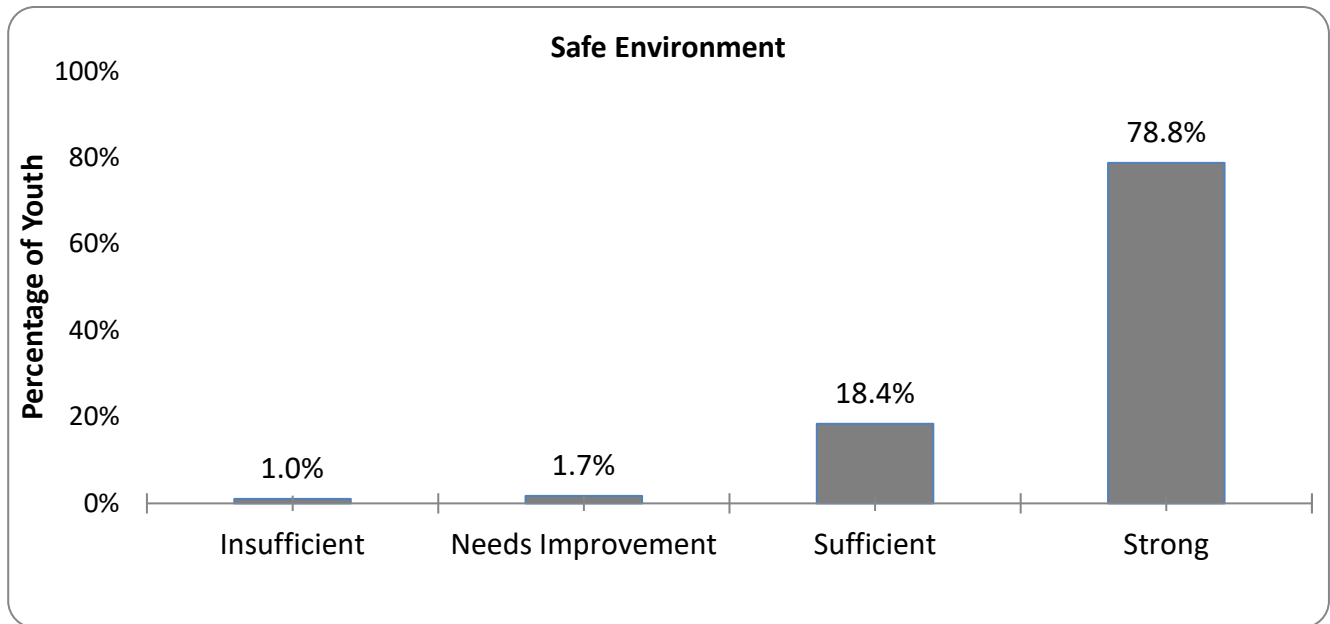
Mean Score=3.0-3.9: scores are in the "Slightly Disagree" range, meaning that youth's experiences of this SOP may "Need Improvement."

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

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

(n=1500)	FNL
Mean	5.28
Standard Deviation	0.20

Do young people feel like FNL provides a safe environment?



Survey Questions that Measured Safe Environment:

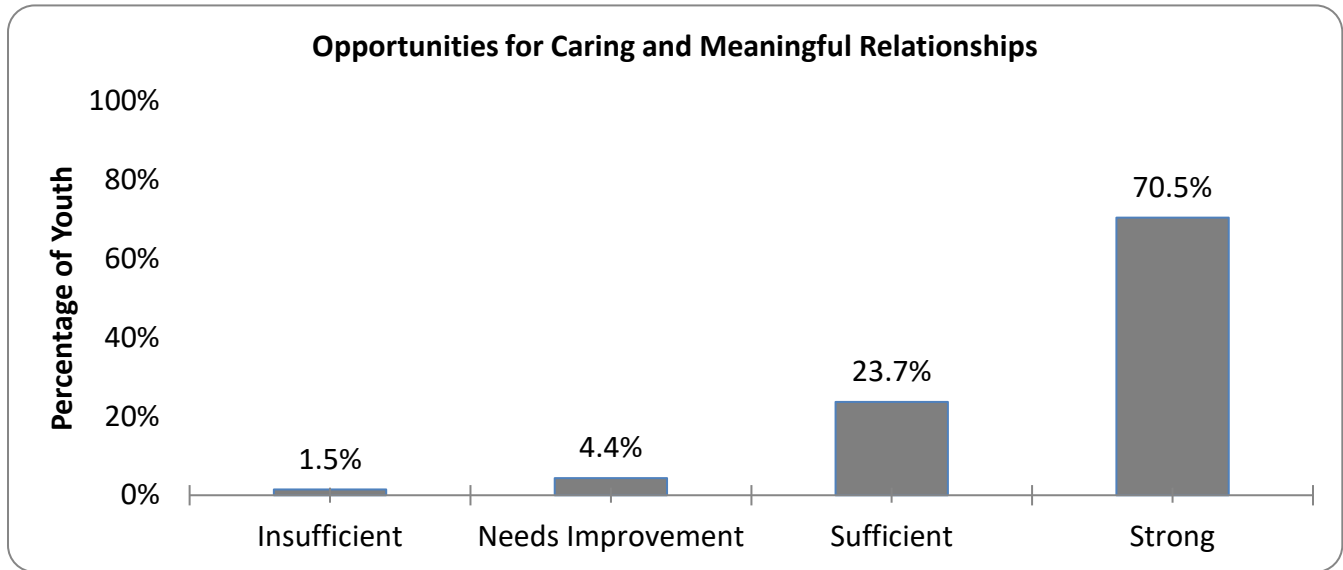


	Mean	SD
1. In FNL, staff and youth treat each other with respect.	5.42	0.20
2. In FNL, I can say what I think or feel without being criticized or put down.	5.17	0.19
3. FNL provides a space where I feel physically safe.	5.38	0.20
4. In FNL, youth respect each other's differences (e.g., gender, race, culture, religion, sexual orientation, etc.).	5.36	0.20
5. In FNL, I feel accepted for who I am.	5.30	0.20
6. In FNL, I learn how to work with people that I don't always agree with.	5.03	0.19

SOP2: Caring and Meaningful Relationships

(n=1500)	FNL
Mean	5.12
Standard Deviation	0.20

Do young people feel that they have the opportunity to develop and build caring and meaningful relationships?



Survey Questions that Measured Caring and Meaningful Relationships:



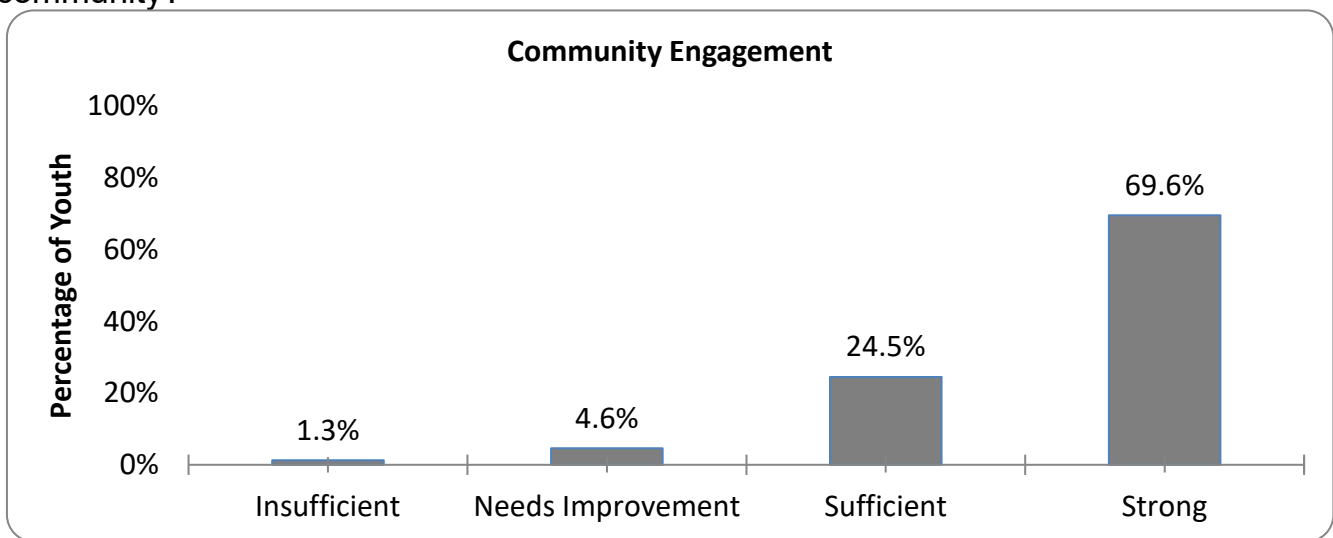
	Mean	SD
1. In FNL, I feel like others really get to know me.	4.89	0.19
2. Through FNL, I have worked with and/or learned about youth that come from different backgrounds (e.g., racial/ethnic, religious, economic, gender, or sexual identity).	5.01	0.19
3. FNL gives me opportunities to spend time with adults in a positive way.	5.21	0.20
4. FNL provides me with opportunities to build new friendships.	5.26	0.20
5. There are adults in FNL who care about me.	5.31	0.20

SOP3: Opportunities for Involvement and Connection to Community and School

A. Community Connection/Engagement

(n=1500)	FNL
Mean	5.12
Standard Deviation	0.20

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



Survey Questions that Measured Community Engagement:

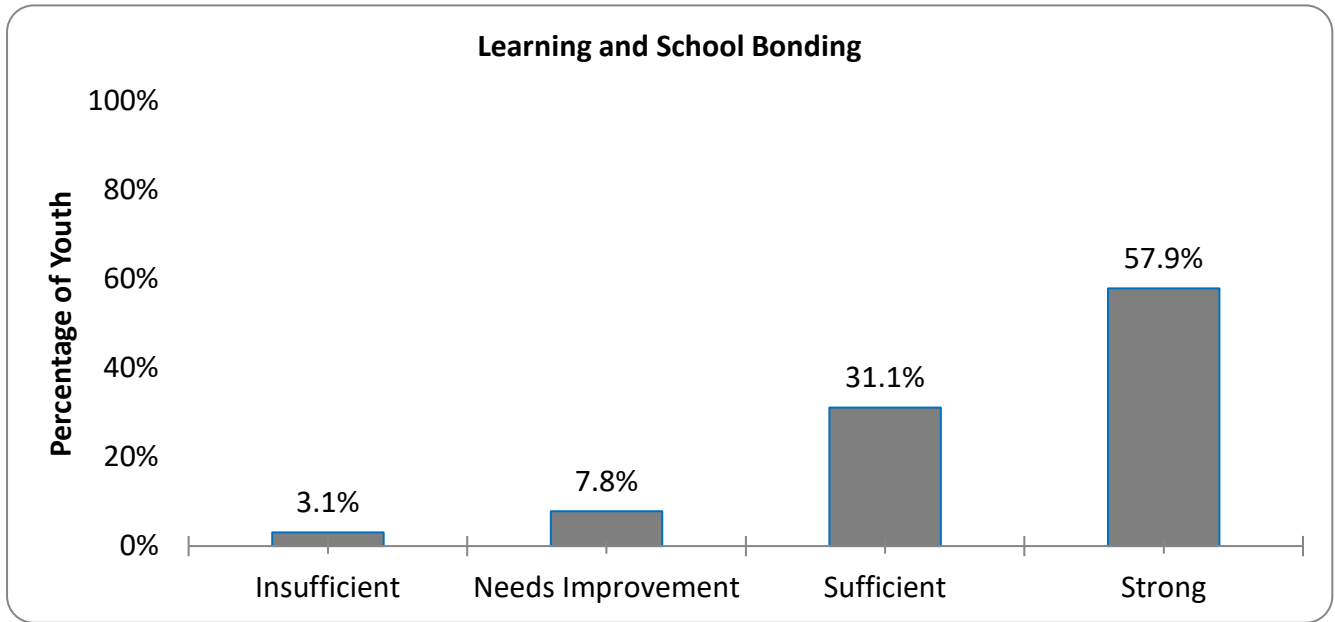


	Mean	SD
1. FNL participates in events that take place in the larger community.	4.98	0.19
2. Through FNL, I have learned a lot about youth groups and activities in my community.	5.12	0.20
3. In FNL, youth have opportunities to take action in our community to create positive change.	5.26	0.20
4. I work with FNL to make things better in my community.	5.19	0.20
5. Because of FNL, I have a better understanding of the strengths and challenges of my community.	5.12	0.19
6. Because of FNL, I feel more engaged in my community.	5.08	0.19

B. Learning and School Bonding/Engagement

(n=1500)	FNL
Mean	4.91
Standard Deviation	0.18

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



Survey Questions that Measured Learning and School Bonding:

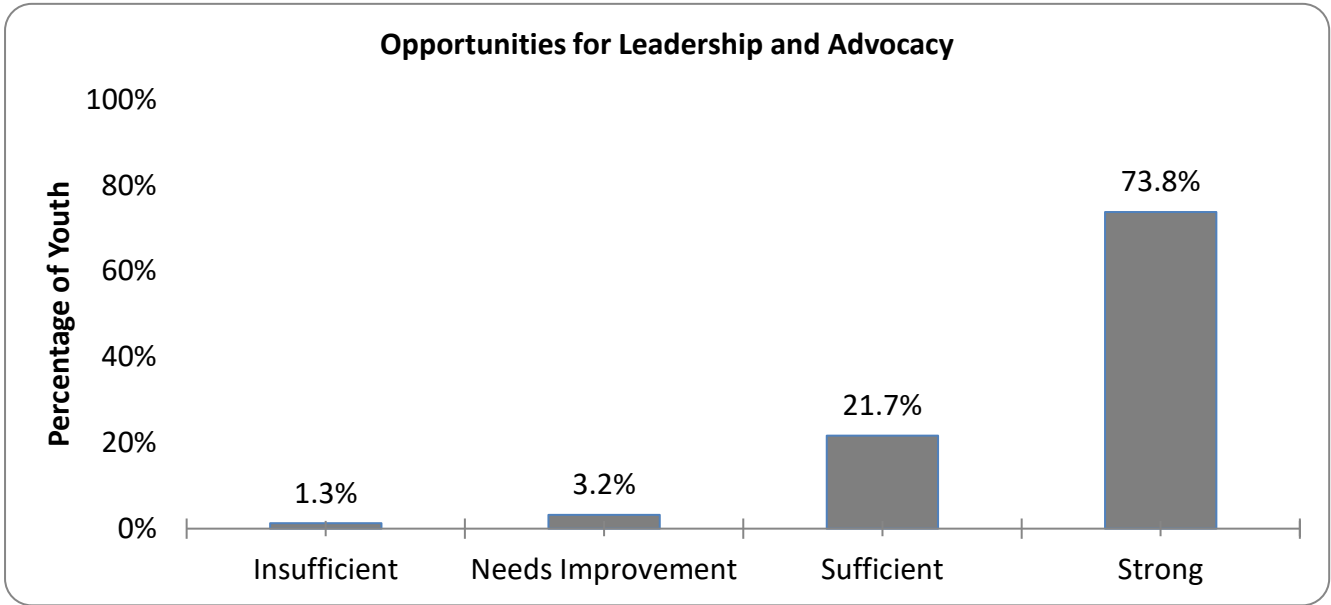


	Mean	SD
1. Because of my involvement in FNL, I am more likely to continue my education (e.g., through college/specialized training).	4.99	0.19
2. Because of FNL, I am more excited about going to school.	4.69	0.18
3. Through my involvement with FNL, I've learned about opportunities for my future.	4.99	0.19
4. Because of FNL, I am more committed to doing well in school.	4.80	0.18
5. Because of FNL, I feel like I belong/am more a part of my school.	5.06	0.19

SOP4: Leadership and Advocacy

(n=1500)	FNL
Mean	5.19
Standard Deviation	0.20

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



Survey Questions that Measured Leadership and Advocacy:

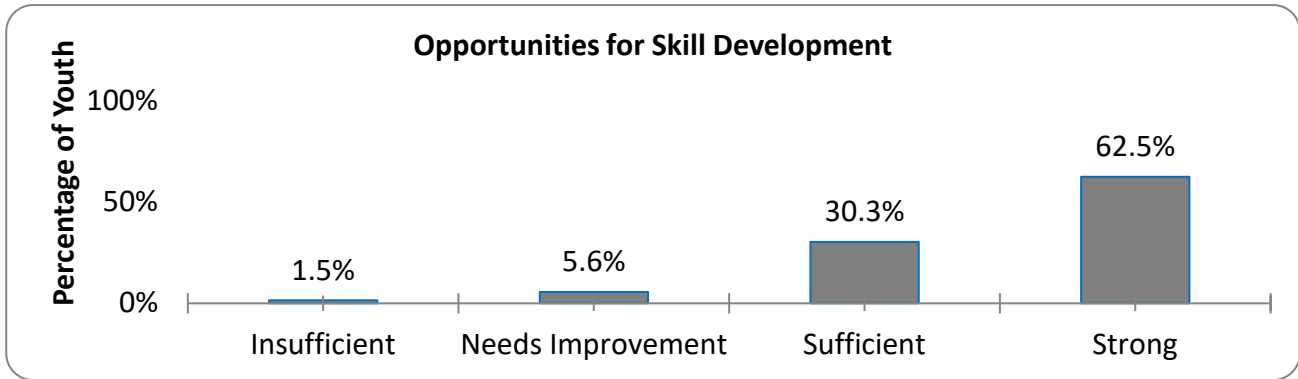


	Mean	SD
1. Youth and adults work together to make decisions in FNL.	5.30	0.20
2. In FNL, adult staff provide youth with leadership roles (e.g., planning activities, facilitating meetings, making presentations, etc.).	5.27	0.20
3. FNL prepared me to take action in my community.	5.10	0.19
4. Because of FNL, I want to take action in my community.	5.07	0.19
5. FNL helps me believe I can try new things and take on new challenges.	5.19	0.19

SOP5: Skill Development

(n=1500)	FNL
Mean	5.01
Standard Deviation	0.19

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



Survey Questions that Measured Skill Development:

FRIDAY NIGHT <i>live</i>	
Mean	SD
4.67	0.18
5.08	0.19
5.21	0.19
4.96	0.18
5.16	0.19

1. I've felt challenged to push myself in FNL.	4.67	0.18
2. FNL gives me opportunities to use the new skills I am learning.	5.08	0.19
3. FNL gives me opportunities to use my leadership skills.	5.21	0.19
4. Because of FNL, I know what to do if my peers are teasing or harassing others.	4.96	0.18
5. The skills I have learned in FNL can help me in school.	5.16	0.19

Specific Skills that were Developed in FNL:

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

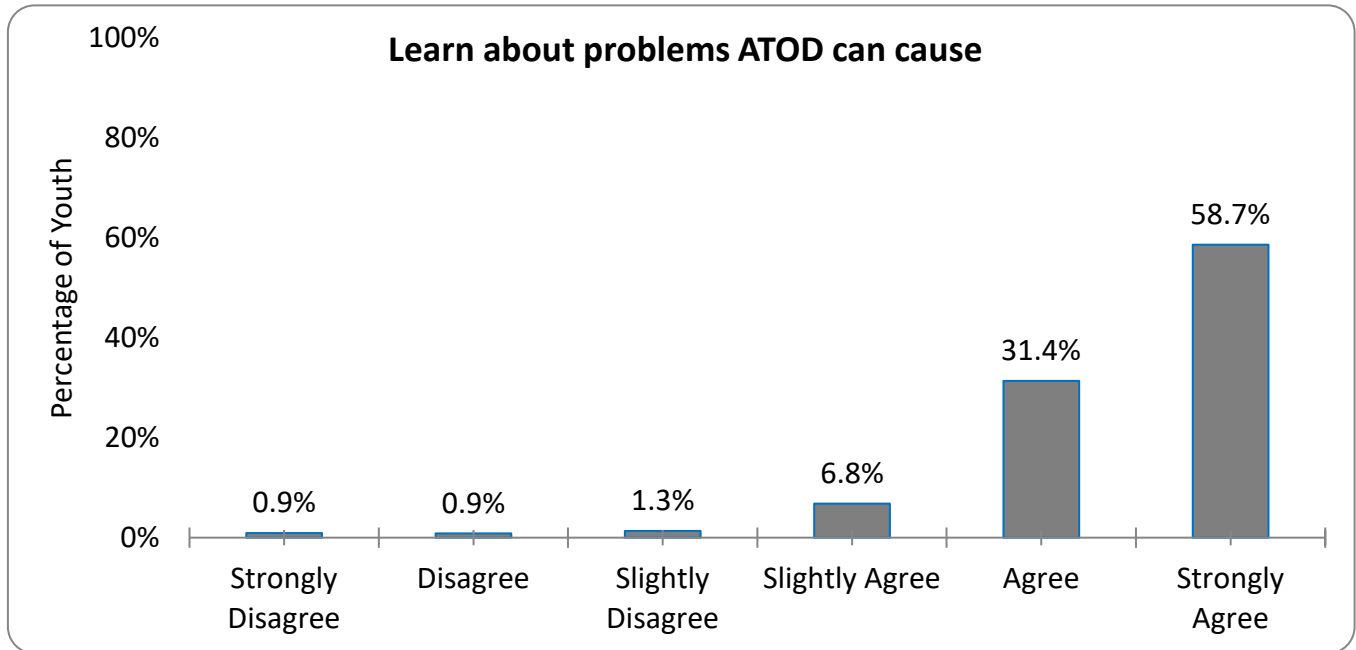
FRIDAY NIGHT <i>live</i>		
Through FNL, I've had an opportunity to build upon the following skills:	% Yes	% New Skill
Public speaking	78%	39%
Working as part of a group	95%	21%
Planning events and activities	85%	48%
Writing skills	57%	19%
Planning and organizing my time	80%	33%
Active listening: carefully listening and showing the other person that you understand what they are saying	92%	26%
Carrying out a plan	86%	35%
Leading a group discussion or meeting	73%	48%
Examining issues in my community and school	50%	57%
Developing an action plan to address school or community issues	84%	62%

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 (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.

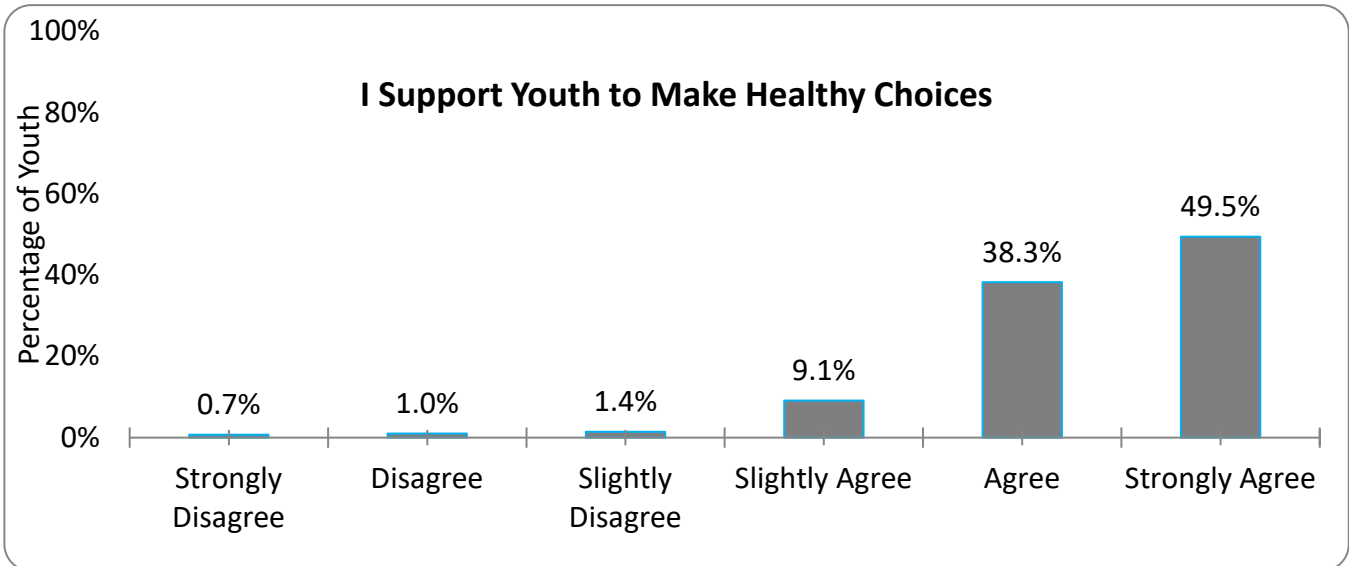
In FNL, I learn about problems ATOD can cause.

(n=1408)	FNL
Mean	5.43
Standard Deviation	0.20



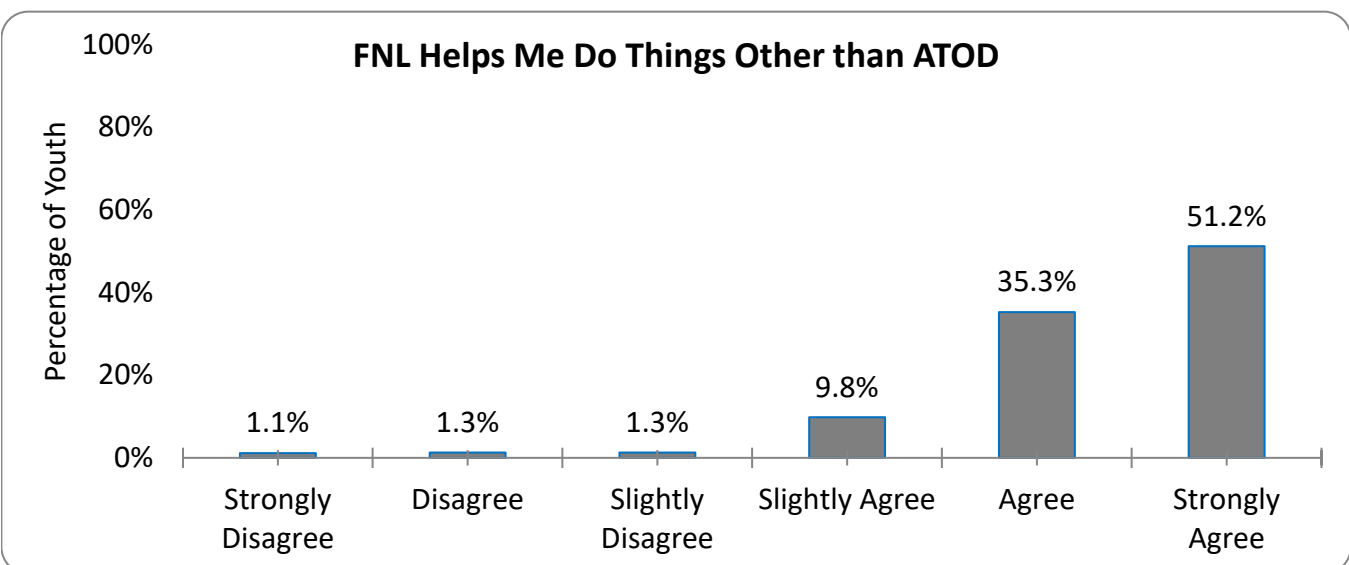
Because of FNL, I support other youth to make healthy choices, that don't involve ATOD.

(n=1393)	FNL
Mean	5.32
Standard Deviation	0.20



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

(n=1404)	FNL
Mean	5.30
Standard Deviation	0.20





FRIDAY NIGHT LIVE (FNL) Makes a Difference for Youth and Communities Statewide



2022-2023 YOUTH DEVELOPMENT SURVEY FINDINGS

FNL Serves Diverse Youth

N=1,499 FNL SURVEY RESPONDENTS

Mean Age = 16.2 years

GENDER IDENTITY

Female	59.7%
Male	34.2%
Gender Fluid	1.6%
Gender Non-binary	1.4%
Transgender	0.6%
Two-Spirit	0.1%
Prefer Not to Answer	1.3%
Other (not specified)	0.1%
Don't know	1.0%

RACE/ETHNICITY

Hispanic/Latino	45.8%
White/European	27.6%
Asian	10.9%
Black/African American	6.6%
Native/Indigenous	3.7%
Hawaiian/Pacific Islander	1.8%
Middle Eastern/N. African	1.4%
Prefer not to answer	2.2%

PARENTAL EDUCATION

% of youth whose parent or guardian has an associate degree or above **28%**

FNL Promotes Positive Youth Development

97% Report FNL Provides a Safe Environment

97% Report Adults in FNL Care About Me

96% Report FNL Supports Leadership Development

94% Formed Caring/Meaningful Relationships in FNL

94% Report FNL Increased Community Engagement

93% Report Gaining Valuable Skills in FNL

89% Report FNL Increased School Connectedness

FNL Builds Skills

(% who report working on specific skills)

95% Working As Part of a Group

85% Planning Events and Activities

80% Planning and Organizing My Time

78% Public Speaking

57% Writing Skills



96% Report skills learned can help them in school.

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

% of youth who agree with each statement

97%

In FNL, I learn about problems ATOD can cause.

97%

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

96%

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

"I've enjoyed countless things about FNL. One of the things I enjoyed most is that everyone gets to participate in helping the community, and it gives a person opportunities to be a sort of leader in their community as well."

STATEWIDE FRIDAY NIGHT LIVE QUALITATIVE RESULTS

The following is a summary of the youth's responses to the two open-ended questions on the YDS for FNL. The responses were reviewed and analyzed according to key themes. Any individual youth could have a comment that reflected more than one theme; thus, the totals do not always add up to the number of responses. Under each question is a summary of key themes that emerged, along with illustrative quotes.

In interpreting these data, it is important to note that while there are some cross-cutting themes for programs across California, counties with greater numbers of respondents can skew the data. In addition, there are variations in themes at the county-level. Thus, it is important to examine the qualitative data for individual counties to better understand what youth enjoy most about their program participation and recommendations for improvement.

Why is being in Friday Night Live important to you?

Of the 1,499 FNL YDS respondents, 1,234 answered this question, and of these, 20 stated they did not know. Of the remaining 1,214 respondents, most (43%) said that helping others in their community and school was important to them. This was followed by 19% who reported they liked learning things in the program, especially regarding ATOD. Another 18% stated they gained valuable skills, 17% stated that the relationships and friendships made in the program were important to them, and another 17% shared that their participation made them feel engaged in or more connected to their community and school. An additional 13% stated that participation helped them with their personal growth and development. A few youth stated they liked the safe, supportive, and inclusive environment (5%) and that it was an overall fun and positive experience (5%). Two percent stated that they liked "everything" about FNL.

Making a positive difference in the community. Most youth (43%) said that FNL was important because they were able to make a positive difference in their community, especially by raising awareness and engaging in ATOD prevention strategies.

"It is important because it allows me to contribute to the community and learn about the dangers of drugs."

"Being in FNL is important to me because I want to help other people make healthier decisions."

"It gives me purpose and makes me feel like I can make a difference."

"I love the opportunity to create change around my campus and community!"

"It made me feel like I made an impact on our school and community."

"Being in FNL is important to me to make a change in school and my community."

“FNL is important to me because I like being involved in taking steps toward improving our community and preventing teens from doing drugs.”

“It helps me to know how to help those who I know struggle with nicotine. It also helps me to be more engaged in the community.”

“Being in FNL is important to me because I enjoy knowing that I am working towards positive change in my community.”

“I get to help out people by bringing awareness to people about the dangers of underage drinking and drugs.”

“It is important to me because I want to help people make better choices.”

“Because helping out the future generation matters.”

“I get to work with the community and make a difference. FNL is a great way to spread awareness and positive messages.”

“It is important to me because I want to see people in my community have a fun and safe time in high school. Through FNL, I feel I am able to educate people about safer decisions they can make and better my community.”

Learning. Nearly one-fifth (19%) reported they liked learning things in the program, especially regarding ATOD.

“Because it helps me to understand different topics and to be more informed.”

“Because it helps me understand that there are consequences to smoking and drinking.”

“It gives me the opportunity to gain new knowledge.”

“I get to learn more about the uses of drugs and alcohol.”

“I like to learn important topics.”

“To learn more about how to be treated and how to excel and succeed in life.”

“I learned many things that will help me now and in the future. It is important to expand our knowledge to a larger level. Which is why FNL is important to me as well as others.”

“Me ayuda a saber más de mi comunidad, y aprendo a cuidarla. (It helps me to know more about my community, and I learn to take care of it).”

“I think it’s important because I can learn more about my community and school. I learned and also shared the things I learned with others when brought up in a conversation.”

“It is educational.”

“It’s important to me because I learn about the consequences of drug/alcohol use and how to help others who fall down that path.”

Gaining valuable skills. Approximately 18% valued the skills they gained in the program.

"It helps me step out of my comfort zone."

"FNL is important to me because I have had so many opportunities to show leadership, dedication, and be a role model. Being involved in FNL makes me want to see a better change in my community and my town. I have learned new skills such as communication and patience."

"It's important because there are so many opportunities to grow from it and gain so many new skills."

"It helps with building leadership skills, and it makes me less nervous to do public speaking."

"It has built my self-confidence when it comes to public speaking."

"It has shown me more coping mechanisms."

"It helps me develop new skills."

"It helps me develop social skills with my peers."

"They teach kids how to be leaders."

"Because I get to learn important skills like planning and more."

"Because it helps me be more social and work on my skill development."

"Because it helps me develop skills that are useful for me to use currently in and in the future."

"I learn skills in working with others, and I am given opportunities to practice and apply those skills."

"I think that FNL is important to me because it has helped me a lot with my social skills and has helped me be open-minded, and I think that it is also important to me because I think that we need to start talking about problems that are harming our community that are involving our peers and students from our community."

"It has helped me gain valuable skills for the future."

Caring/meaningful relationships. Just over 17% stated they valued relationships, making friends, and working with other youth and the people in the program.

"It's important because it helps me build long-lasting relationships with others as well as help me improve my community."

"Being around other people who are positive makes me feel like a positive person!"

"Because I get to meet new people."

"I love FNL because it has wonderful people that are kind, sweet, and beautiful. And they are like a family to me."

"It helps me connect with others."

"It is important to me because I feel like I have made new friends here, and everybody accepts everybody for who they are."

"It is important to me because I have built a deep connection to all the members of FNL. Without being in FNL, I would have never met some of my closest friends and experienced the fun of helping out the community."

"It helped me make friends."

"It is important because it helps me form important relationships."

"Because it allows me to learn and connect with adults."

"Because I can be social and myself and make new friends."

Engaged in community/school connectedness. Several youth (17%) stated that participating in FNL increased their connection to their community and school. It gave them a sense of belonging.

"FNL is important to me because it is a club which I can be a part of my school."

"It helps me to be more engaged in the community."

"It's important because it's gotten me more involved with my community and school."

"To be a part of friends and a bigger community."

"Because it gives me a sense of community."

"It makes me feel like I belong."

"It offers me a community where I can be supported, and I can support."

"Being in FNL is important to me because it has helped me become more involved in both my school and community."

"It's important because it's gotten me more involved with my community and school."

"FNL is important to me because I feel a part of something while I'm there."

"Before I had joined FNL, I felt kind of lost and like I didn't fit in anywhere. When I had joined, that thought disappeared from me completely. The peers, the adults, and just the whole community makes me feel happy and safe."

"[It] makes me feel a part of a great team to prevent and get to try new things with others."

"This allows me to connect with other students in the school."

"Being at Valley Oak, I felt disconnected from other people in our community. FNL allowed me to bridge that gap."

"Being in FNL is important to me because it makes me feel like a part of my community even more. I see a lot of drug abuse and alcohol abuse in Fairfield and at school, and it makes me very sad to see it. I feel that by contributing to advocating for healthy [habits],

I can save at least some people from addiction or from abusing drugs or alcohol, to begin with."

"Because I enjoy being part of a group and feeling part of a community!"

Personal growth. Approximately 13% of the respondents commented that FNL fostered personal growth.

"FNL has given me an environment that has allowed me to grow as a leader and a person."

"It's helped me grow as a person."

"It is fun and helps me to be comfortable with who I am."

"FNL is important to me because it helps me express who I am."

"It helps better my character by having a productive environment."

"Being in FNL is important to me because I feel like I'm heard."

"It's important to me because it changed my life. It helped me take a new, better path."

"It's important to me because it shows me ways to be a better person for myself and others."

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

Of the 1,499 survey respondents, 1,194 answered to this question, and 39 stated they did not know. Of the remaining 1,128 respondents, the overwhelming majority (88%) said they would not change anything. Of those who recommended changes, some (11%) wanted more (or, in some cases, different) activities. Others (11%) suggested having more people involved in the program. A few respondents (7%) suggested wanting longer or more frequent meetings. It is important to carefully examine the responses that are provided in the individual county-level reports to inform program quality improvement efforts.

Nothing. Most respondents (88%) stated they would not change anything about the program because they felt it was an excellent program as it is.

"I wouldn't change anything."

"Nothing, I love FNL!"

"I would not change anything about FNL. FNL is one of the best opportunities I have ever experienced!"

"I wouldn't change anything."

"I wouldn't change it. I like it the way it is."

"I wouldn't change a thing. FNL has truly inspired me and changed my lifestyle and perspective on life."

"I wouldn't change anything about our FNL program. It is amazing and fulfilling."

"I wouldn't change much. It's perfect as it is."

"Nothing, it was a great experience."

"Nothing. I think it's an amazing organization."

"No cambiaría nada, está bien. [I wouldn't change anything, it's good.]"

More or different activities. Several respondents (11%) suggested more or different activities.

"More activities."

"More fun activities."

"I would prefer more games and make it more interesting."

Expand the number of youth who participate in the program. Approximately 11% of respondents suggested expanding the program with more people and/or more advertising of the program.

“I would try to make more announcements about the club so that more people join.”

“I would want to change the awareness of the FNL program throughout the whole school by addressing the changes/events we are making/planning with the whole school, so more students will be interested in joining.”

“More participation.”

“Getting more people.”

“Trying to get more people to join.”

“If there was anything I would change, it would be to make it more well-known.”

More meetings/time. An additional seven percent of respondents stated they wanted more time to meet.

“More meetings.”

“More time to meet so we can do more stuff.”

“Longer meetings.”

SECTION III: YDS Statewide CL Results

PARTICIPANT DEMOGRAPHICS

There was a total of 1,252 CL YDS participants from 31 counties throughout the state. The following table shows the number of participants who responded to the YDS.

Statewide	#
Total Participants	1,252
Number of Programs	114
Participants missing program site name	130



Counties

Name	#	Name	#	Name	#
Sacramento	331	Modoc	26	San Mateo	6
Shasta	135	Calaveras	23	Tuolumne	5
Kern	103	Napa	23	Lassen	4
Fresno	76	Santa Clara	21		
Colusa	47	Sierra	21		
Nevada	44	Tehama	19		
San Luis Obispo	43	Stanislaus	16		
El Dorado	39	San Bernardino	14		
San Diego	38	Mariposa	13		
San Joaquin	38	Marin	12		
Ventura	36	Humboldt	11		
Santa Cruz	32	Riverside	9		
Monterey	29	Amador	6		
Glenn	26	Mendocino	6		

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

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

Sex at Birth

(n=1026)

Sex	CL
Female	61.7%
Male	38.3%

Current Gender Identity

(n=1054)

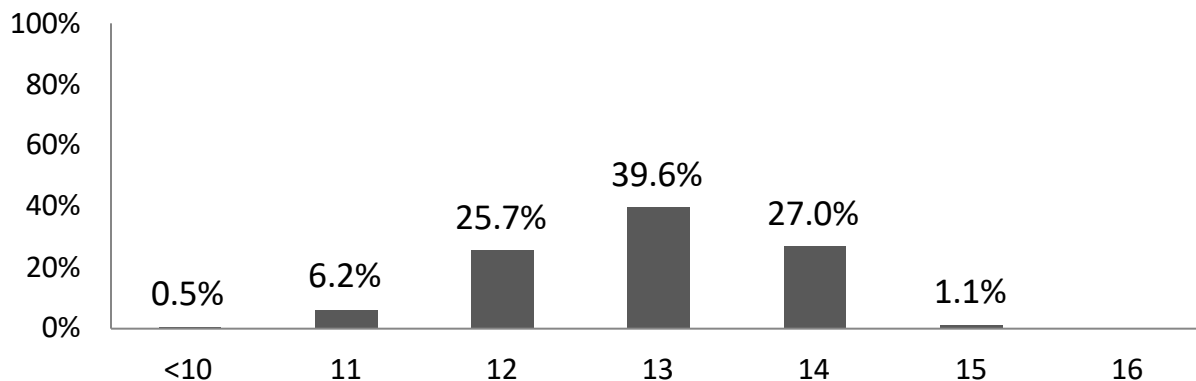
Gender	CL
Female	52.7%
Male	35.5%
Gender Non-binary	2.2%
Transgender	1.5%
Gender Fluid	1.2%
Two-Spirit	0.1%
Prefer not to answer	2.8%
Don't know	1.8%
Other	2.3%
TOTAL	100%

Age of Participants

(n= 1064)

	CL
Average Age (yrs)	12.9

% of Youth per Age by Program Type




Sexual Orientation

(n= 1047)

	CL
Straight	63%
Bisexual	9%
Lesbian/Gay	3%
Questioning	3%
Queer	1%
Two-Spirit	0%
Prefer not to answer	8%
Don't know	6%
Other	6%
Total	100%

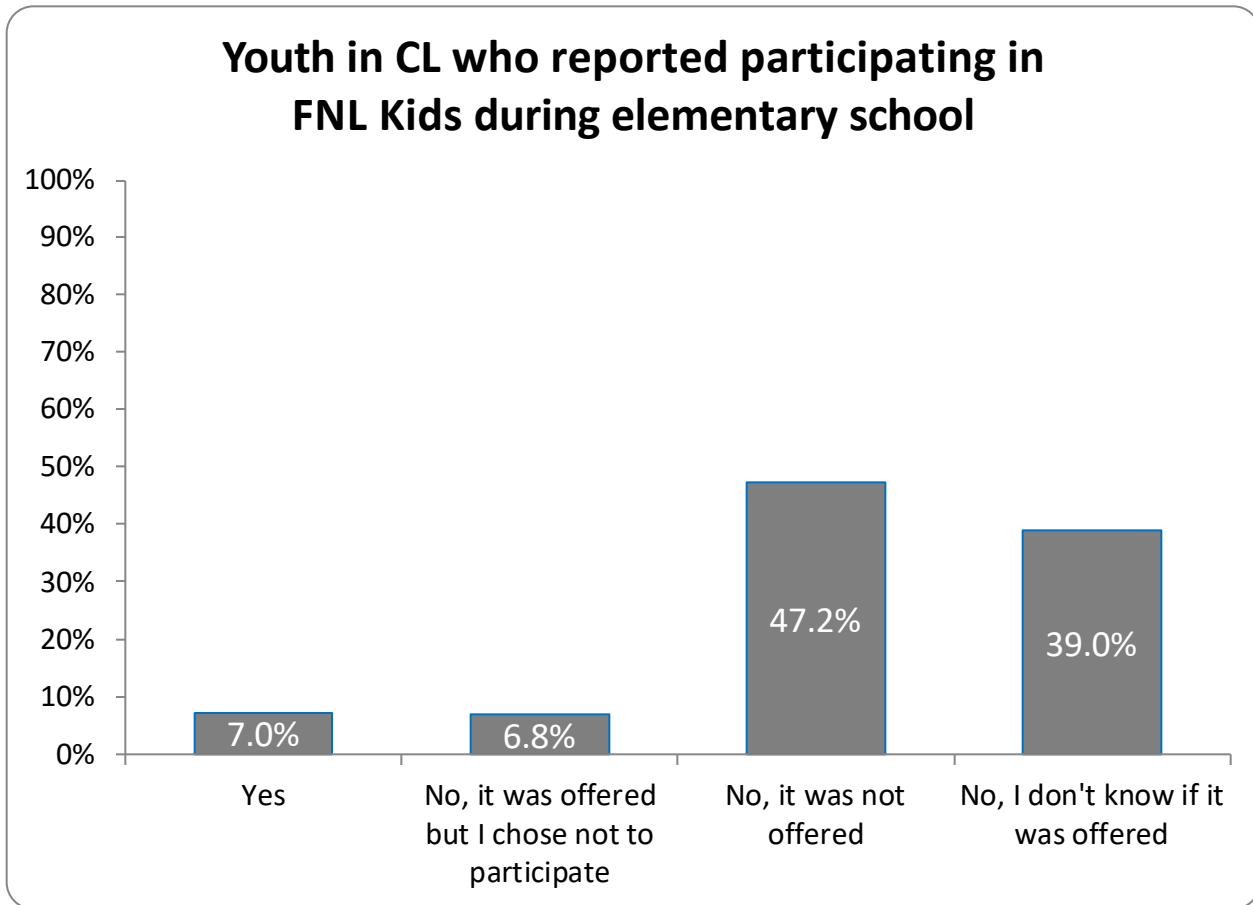
Highest level of education of parent(s)/guardian(s)

To assess socioeconomic status, youth are now asked to report the highest level of education that either of their parents/guardians received. Free/reduced lunch eligibility is no longer used as an SES indicator. In the 2022–23 school year according to Education Code (EC) 49501.5, California requires K-12 schools to provide two meals (breakfast and lunch) making it the first state to implement a statewide Universal Meals Program for school children. <https://www.cde.ca.gov/ls/nu/sn/cauniversalmeals.asp>

Parental Education (n=1101) 	
Some high school	11.8%
High school graduate or GED	11.9%
Some college or vocational training	10.4%
Associate degree or completed vocational training	4.6%
Bachelor's degree	7.9%
Post-graduate degree	13.7%
Don't know	39.6%
Total	100%

Previous Participation in FNL Kids Programs

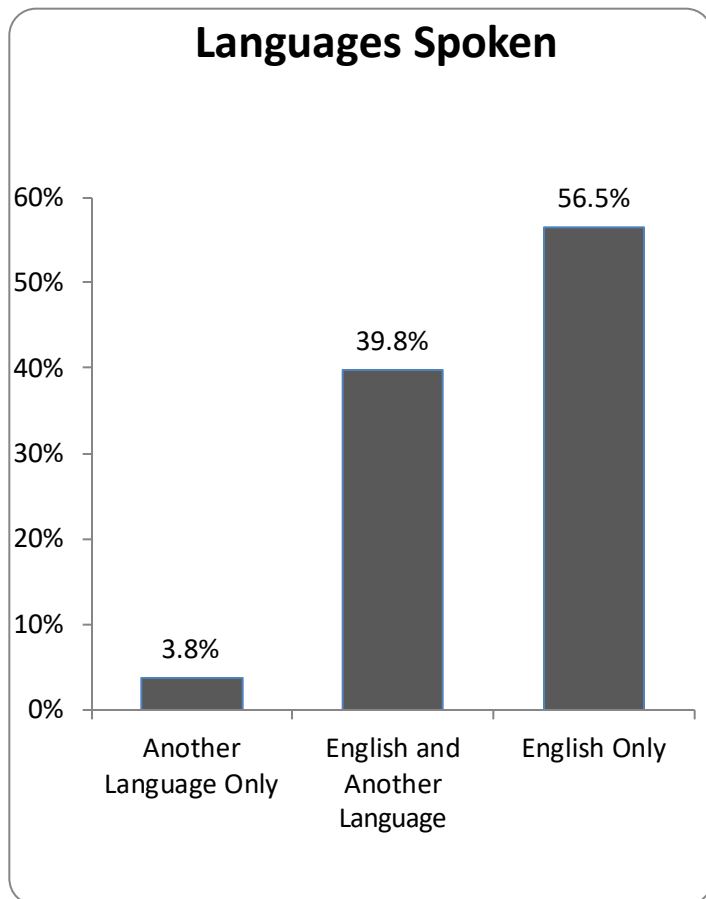
(n=1139)



Respondents who participated in other sports or clubs (n=1132): **61.4%**

Language

Survey respondents reported which language is spoken by their family.



Specific Languages Spoken*	
Spanish	219
Hmong	11
Khmer	6
Pit River	4
Tagalog	4
Malayalam	4
Russian	3
Punjabi	3
Chinese	3
Urdu	3
Telugu	3

*This list includes the top 12 reported languages spoken.

Primary Ethnicity

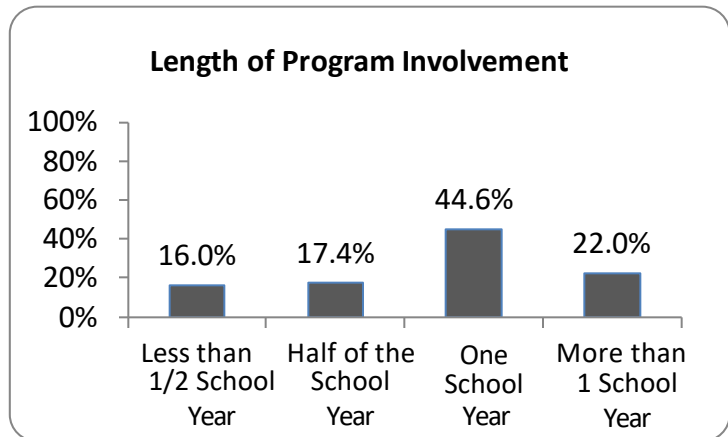
Youth were asked to select the options that best describes their race/ethnicity. They could select as many that apply.

Race/Ethnicity Categories (n=1329)	(%)
Hispanic/Latino	36.0%
White/European	25.6%
Asian	11.4%
Black/African American	7.8%
Native/Indigenous	6.4%
Hawaiian or Other Pacific Islander	3.4%
Middle Eastern/North African	1.3%
Prefer not to answer	8.1%

Length of Program Involvement

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

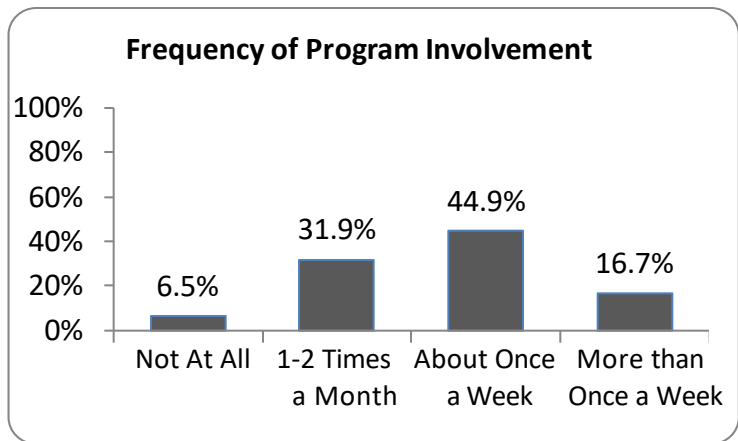
Involvement	CL
Less than 1/2 School Year	16.0%
Half of the School Year	17.4%
One School Year	44.6%
More than 1 School Year	22.0%



Frequency of Program Involvement

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

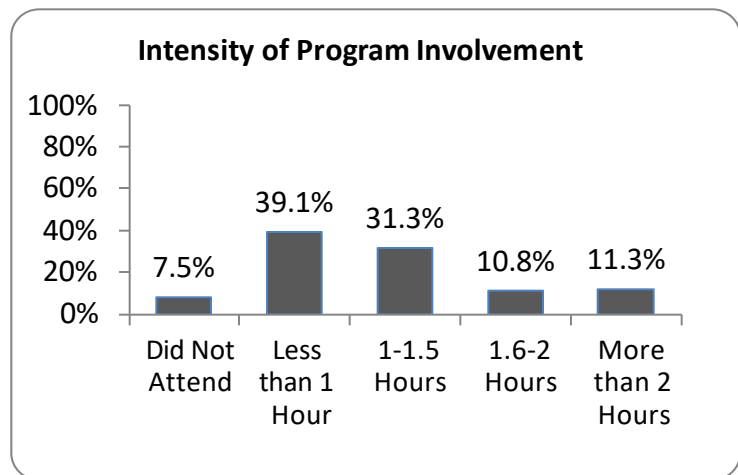
Frequency	CL
Not At All	6.5%
1-2 Times a Month	31.9%
About Once a Week	44.9%
More than Once a Week	16.7%



Intensity of Program Involvement

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

Intensity	CL
Did Not Attend	7.5%
Less than 1 Hour	39.1%
1-1.5 Hours	31.3%
1.6-2 Hours	10.8%
More than 2 Hours	11.3%



STANDARDS OF PRACTICE (SOP)

The next set of charts summarize the youth's responses to the questions in each 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 for each SOP category as well as the means and standard deviations (SD) for each of the individual items within the SOP. The mean score is the average of all the responses for 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 experienced 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 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 SOP in each program, charts are provided that show the percentage of youth who report that their opportunities to experience each SOP 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 youth's experiences of this SOP are "Strong."

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

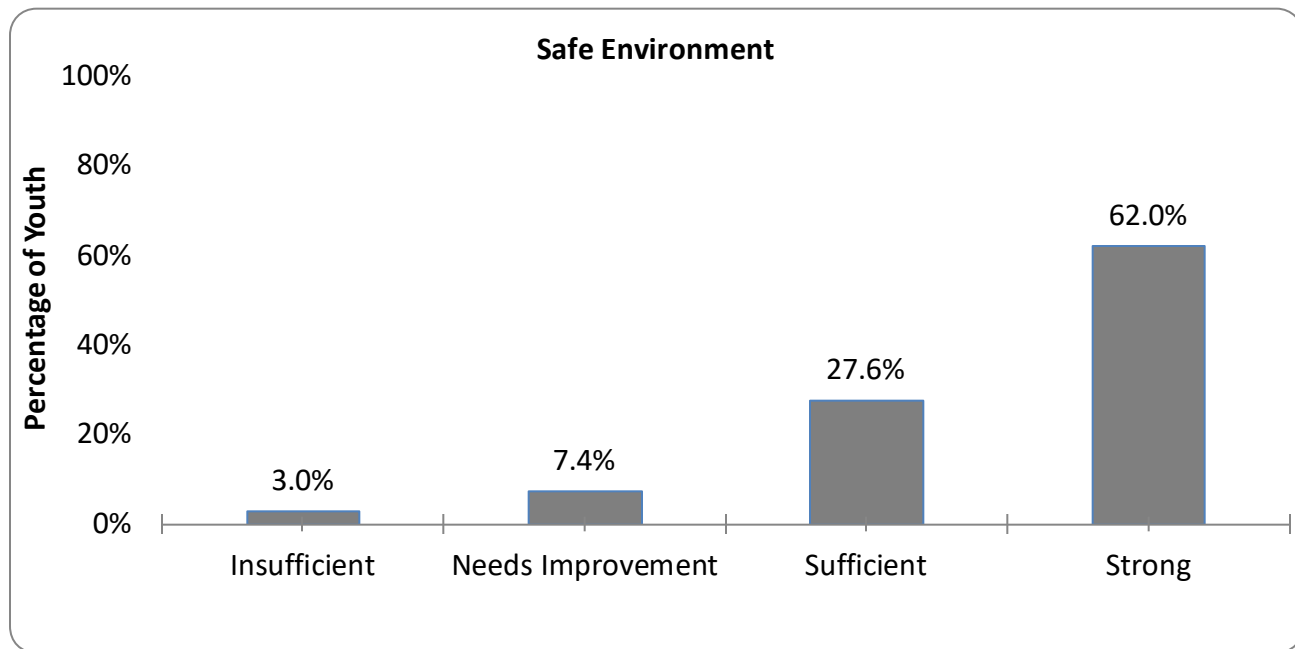
Mean Score=3.0-3.9: scores are in the "Slightly Disagree" range, meaning that youth's experiences of this SOP may "Need Improvement."

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

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

(n=1220)	CL
Mean	4.94
Standard Deviation	0.17

Do young people feel like CL provides a safe environment?



Survey Questions that Measured Safe Environment:

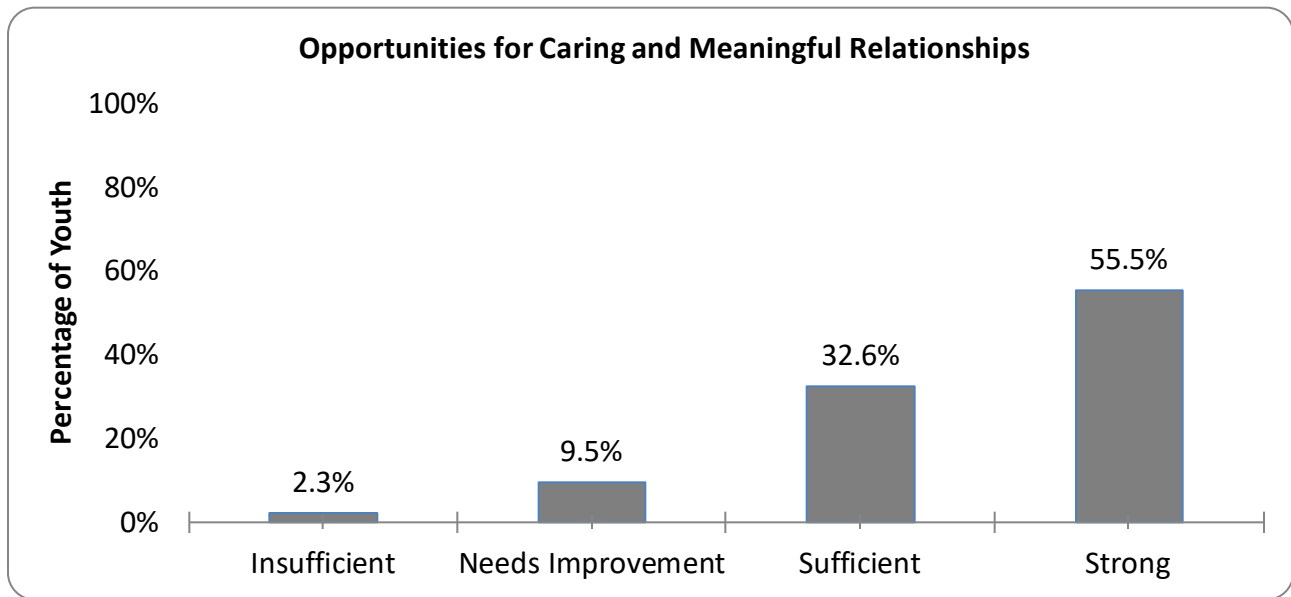


	Mean	SD
1. In CL, staff and youth treat each other with respect.	5.18	0.18
2. In CL, I can say what I think or feel without being criticized or put down.	4.75	0.17
3. CL provides a space where I feel physically safe.	5.05	0.17
4. In CL, youth respect each other's differences (e.g., gender, race, culture, religion, etc.).	5.13	0.18
5. In CL, I feel accepted for who I am.	4.98	0.17
6. In CL, I learn how to work with people that I don't always agree with.	4.67	0.16
7. In CL, we learn ways to deal with problems with other people.	4.87	0.17

SOP2: Caring and Meaningful Relationships

(n=1249)	CL
Mean	4.84
Standard Deviation	0.17

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:



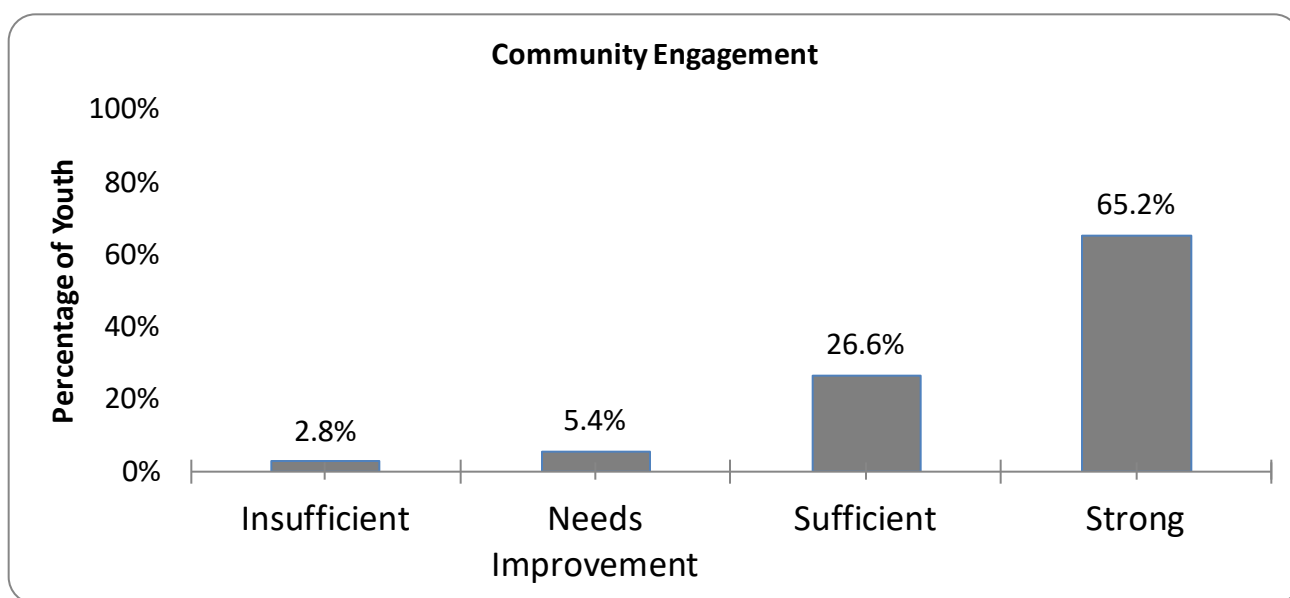
	Mean	SD
1. In CL, I feel like others really get to know me.	4.49	0.16
2. In CL, I get to spend time with young people who are different from me.	4.89	0.17
3. CL gives me opportunities to spend time with adults in a positive way.	4.91	0.17
4. CL provides me with opportunities to make new friends.	4.89	0.17
5. There are adults in CL who care about me.	5.10	0.18

SOP3: Opportunities for Involvement and Connection to Community and School

A. Community Connection/Engagement

(n=1250)	CL
Mean	4.99
Standard Deviation	0.17

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



Survey Questions that Measured Community Engagement:

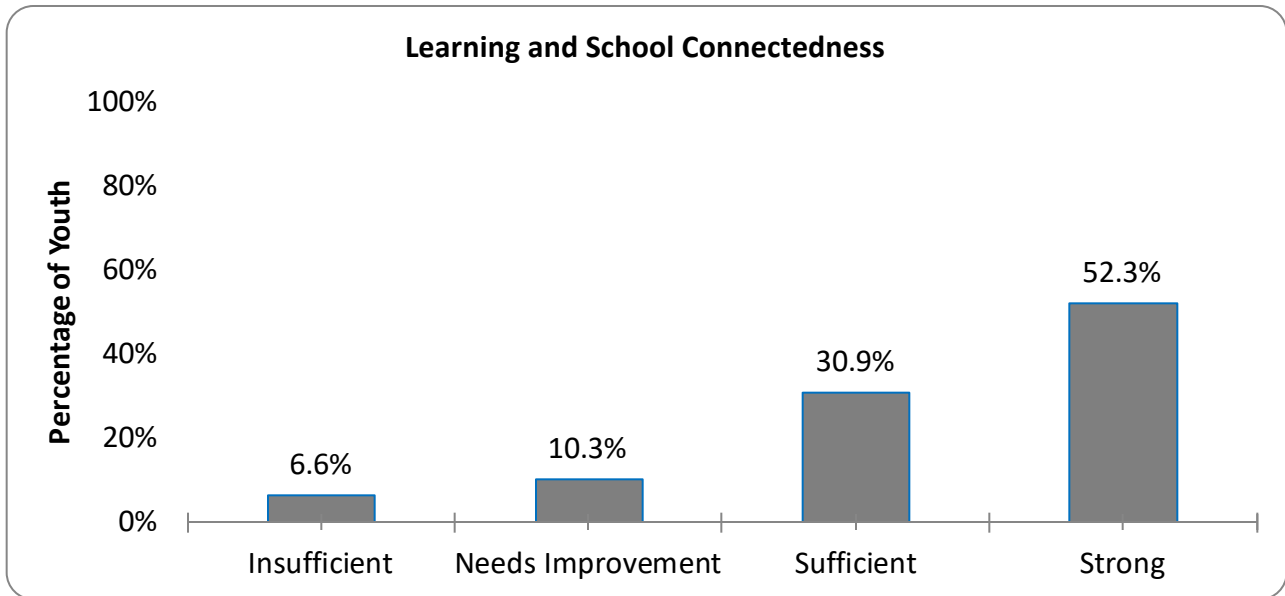


	Mean	SD
1. In Club Live, we participate in events in the community.	5.01	0.18
2. Through CL, I have learned a lot about other youth groups and activities in my community.	4.67	0.17
3. I work with Club Live to make things better in my community.	4.95	0.17
4. In CL, we try to make things better in the community or school.	5.31	0.19

B. Learning and School Connectedness/Engagement

(n=1200)	CL
Mean	4.72
Standard Deviation	0.16

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



Survey Questions that Measured Learning and School Connectedness:

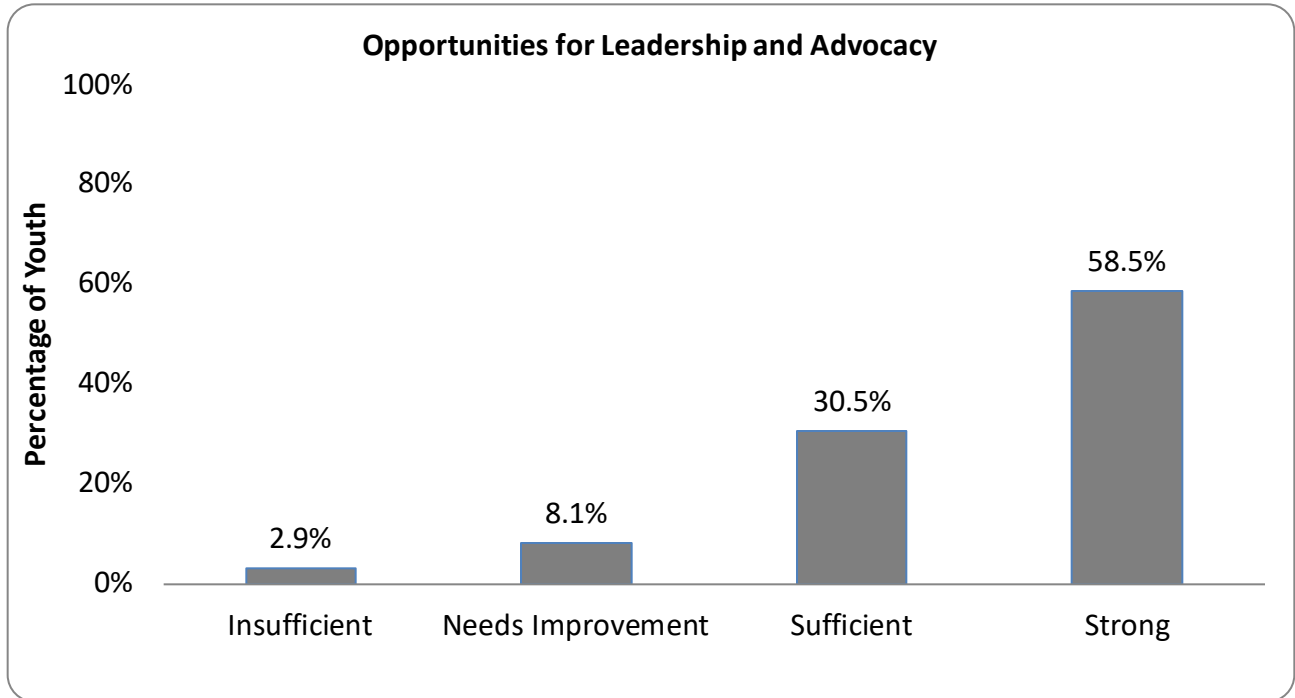


	Mean	SD
1. Because of CL, I feel more prepared for high school.	4.60	0.16
2. Because of CL, I am more excited about going to school.	4.51	0.16
3. Through my involvement with CL, I've learned about opportunities for my future.	4.87	0.17
4. Because of CL, I want to do well in school.	4.90	0.17
5. Because of CL, I feel like I belong/am more a part of my school.	4.76	0.16

SOP4: Leadership and Advocacy

(n=1230)	CL
Mean	4.87
Standard Deviation	0.17

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



Survey Questions that Measured Leadership and Advocacy:

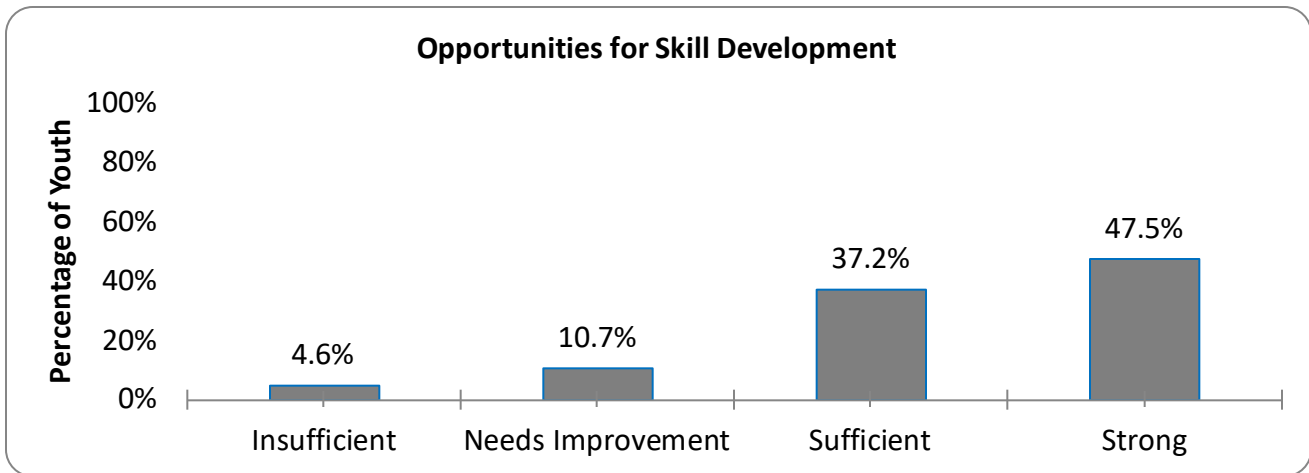


	Mean	SD
1. Youth and adults work together to make decisions in CL.	5.07	0.18
2. In CL, adult staff make sure that youth in my program have the chance to be a leader (e.g., planning activities, leading meetings, etc.)	5.03	0.17
3. CL prepared me to take action in my community.	4.80	0.17
4. Because of CL, I want to take action in my community.	4.66	0.16
5. CL helps me believe I can try new things and take on new challenges.	4.83	0.17

SOP5: Skill Development

(n=1230)	CL
Mean	4.70
Standard Deviation	0.16

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 CL.	4.21	0.15
2. CL gives me opportunities to use the new skills I am learning.	4.79	0.17
3. CL gives me opportunities to use my leadership skills.	4.90	0.17
4. Because of CL, I know what to do if my peers are teasing or harassing others.	4.82	0.17
5. The skills I have learned in CL can help me in school.	4.89	0.17

Specific Skills Developed in CL:

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

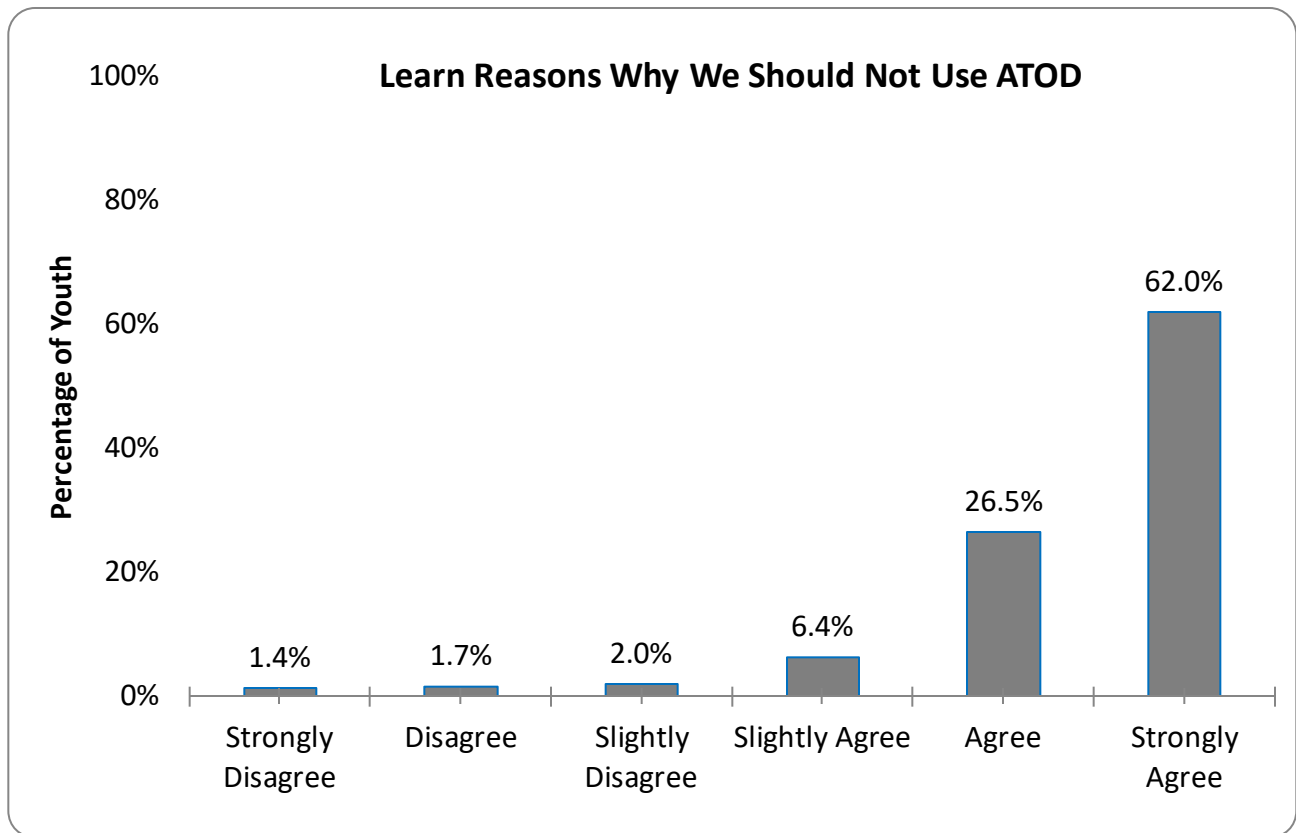
Through CL, I've had an opportunity to build upon the following skills:	% Yes	% New Skill
1. Planning and organizing my time	73%	47%
2. Active listening (carefully listening and showing the other person that you understand what s/he is saying)	86%	37%
3. Carrying out a plan	76%	45%
4. Looking at issues in my community and school	79%	58%
5. Working as part of a group	89%	36%

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 (ATOD). For each item, the means and SDs 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.

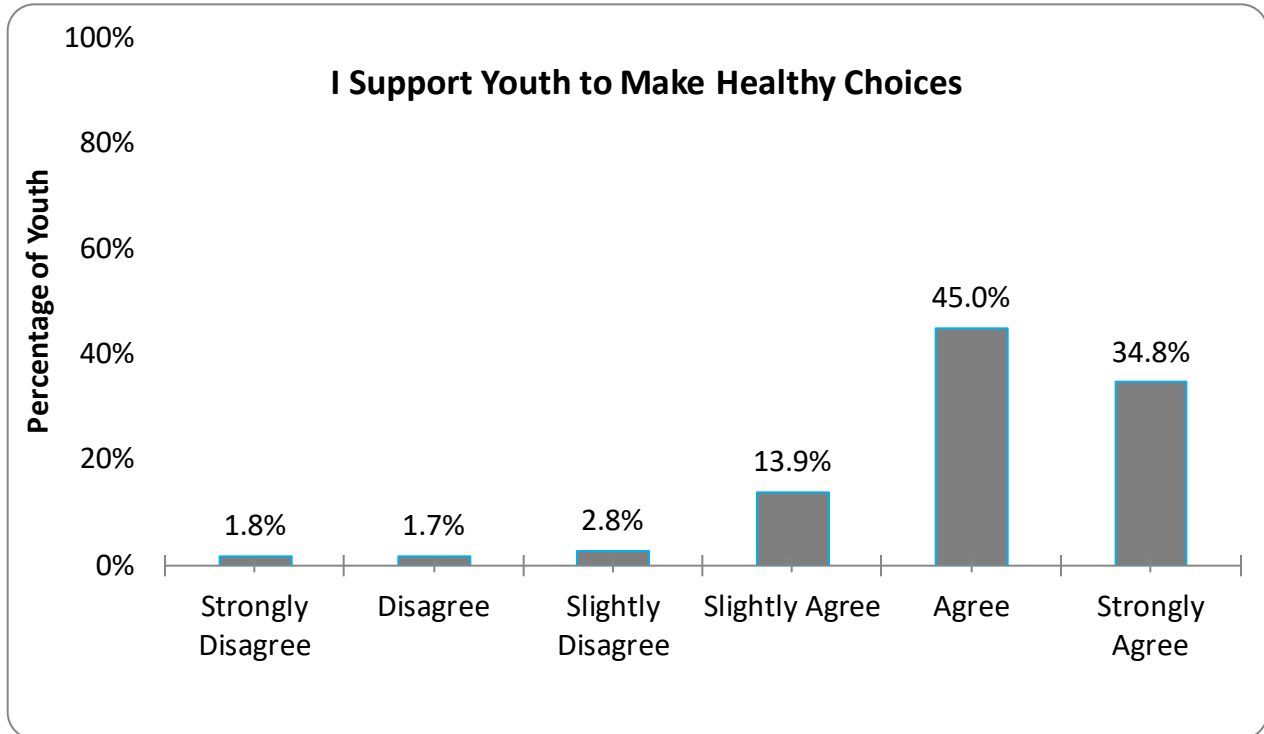
In CL, we learn reasons why we should not use ATOD.

(n=1180)	CL
Mean	5.41
Standard Deviation	0.18



Because of CL, I support other youth to make healthy choices.

(n=1175)	CL
Mean	5.03
Standard Deviation	0.17





CLUB LIVE (CL) Makes a Difference for Youth and Communities Statewide



2022-2023 YOUTH DEVELOPMENT SURVEY FINDINGS

CL Serves Diverse Youth

N = 1,252 CL SURVEY RESPONDENTS
Mean Age= 12.9 years

GENDER IDENTITY

Female	52.7%
Male	35.5%
Gender Fluid	2.2%
Gender Non-binary	1.5%
Two-Spirit	1.2%
Transgender	0.1%
Prefer not to answer	2.8%
Other (not specified)	2.3%
Don't know	1.8%

RACE/ETHNICITY

Hispanic/Latino	36.0%
White/European	25.6%
Asian	11.4%
Black/African American	7.8%
Native/Indigenous	6.4%
Hawaiian/Pacific Islander	3.4%
Middle Eastern/N. African	1.3%
Prefer not to answer	8.1%

PARENTAL EDUCATION

% of youth whose parent or guardian has an associate degree or above **26%**

CL Promotes Positive Youth Development

- 94%** Report Adults in CL Care About Me
- 92%** Report CL Increased Community Engagement
- 90%** Report CL Provides a Safe Environment
- 89%** Report CL Supports Leadership Development
- 88%** Formed Caring/Meaningful Relationships in CL
- 85%** Report Gaining Valuable Skills in CL
- 83%** Report CL Increased School Connectedness

CL Builds Skills (% who report working on specific skills)

- 89%** Working as Part of a Group
- 86%** Active Listening
- 79%** Examining Community Issues
- 76%** Carrying out a Plan
- 73%** Time Management and Planning



87% Report skills learned can help them in school.

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

% of youth who agree with each statement

95%

In CL, we learn reasons why we should not use ATOD.

94%

Because of CL, I support other youth to make healthy choices.

"The thing I enjoyed the most about CL is how involved you are. You are involved in making decisions with both adults and peers. You are involved in your school community and are able to truly make an impact."

STATEWIDE CLUB LIVE QUALITATIVE RESULTS

The following is a summary of the youth's answers to the two open-ended questions on the YDS for CL. 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.

In interpreting these data, it is important to note that while there are some cross-cutting themes for programs across California, counties with greater numbers of respondents can skew the data. In addition, there are variations in themes at the county-level. Thus, it is important to examine the qualitative data for individual counties to better understand what youth enjoy most about their program participation and recommendations for improvement.

What did you enjoy the most about Club Live? Why?

Of the 1,252 survey respondents from across California, 146 did not answer this question, and 22 said they did not know what to say. Of the remaining 1,084 responses, 13% said they valued the people and friendships made in CL, 13% enjoyed the activities the most, and another 13% stated it was a fun and positive experience. Many youth also valued helping others in their school and community (11%). There were several other aspects youth liked about the program, including what they learned (9%), the safe and inclusive space where they felt accepted and could be themselves (5%), and the skills they developed (2%). Two percent stated they liked everything about CL. It is important to note that in any given program, the proportion of each theme may vary.

Caring Relationships/Friendships: Approximately 13% said that friendships and relationships developed in CL were the most important aspects of the program.

"I enjoyed the people in CL because they helped me grow as a person."

"Because it helps me get to know other people at school."

"The people because they are so nice."

"I enjoy the people I hang out with and the fun we have here with all the staff."

"I enjoy meeting new people. I met so many new people, and now they're my friends."

"I loved how accepting and sweet all the adults were and how they helped me out of my shell."

"The community, the support, the staff."

"I enjoy that everyone is really nice, and I feel like it has really helped me get used to middle school."

"I enjoyed working together with the whole class the most because it made me feel connected."

"The teacher and the students."

"The one thing I enjoyed most was building a bond with everyone."

"Making new friends. It was very exciting to meet new people!"

"Interacting with my classmates and learning more since I got to interacting with my classmates, which [I] usually don't do."

"I enjoyed working with different people in new situations."

Activities and Events: An additional 13% reported the events, activities, and experiences as an important part of the program. Several of the respondents stated they enjoyed the activities because they were fun, built positive relationships among students and staff, provided important information or skills, energized them, and motivated them to go to school."

"The games because I can be with other people and get to know others."

"The games. They were entertaining and made me want to go to school."

"I love all the fun games we play every week and how we get to know each other more and more every week."

"I liked the lunch activities because it gave me a chance to experience different things and why I shouldn't make certain bad choices."

"I enjoyed being part of the activities that went on. Like, the myth or fact on alcohol."

"I enjoyed doing games and activities to learn more about appropriate drug and alcohol usage."

"What I enjoy about CL are the activities we do because it gets us more energized to do things."

"The thing I most enjoyed about CL was hosting the drug-free events."

"I liked the activities we did with the rest of the school."

"I enjoyed making the posters to spread awareness."

"I enjoyed doing the lip sync competition and going places that are fun and educational."

Fun/positive experience: Another 13% reported that CL was a fun and positive experience.

"It's fun, and it's nice to talk to others."

"Everybody has fun."

"It's fun to be in."

"It was a really fun experience, and I enjoyed being in a club that was educational and helped young kids while still having fun. I think that CL is super fun, and it also helps people too, which is why it is such a good club."

"It's entertaining."

"I enjoy all the fun moments we have."

Helping Community/Others: Approximately nine percent of the respondents felt that helping their community or helping others was their favorite part of the program.

"Getting to help the community."

"I like that I am a part of something and get to help my people and community."

"Working in the community and feeling like you're a part of something."

"I enjoyed collaborating with my peers and working together to solve problems at our school."

"The involvement of CL in the community because I feel like I'm making a difference."

"We learn how to be good citizens in the community."

"I enjoyed being a part of changing my school for the better."

"I enjoyed planning events as a group to help our community."

"The thing I enjoyed the most about CL is how involved you are. You are involved in making decisions with both adults and peers. You are involved in your school community and are able to truly make an impact."

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

Of the 1,252 survey respondents from across the state of California, 1,067 answered this question (85%). Most youth who responded (58%) would not change anything. The next most frequent theme was regarding activities, which occurred in approximately 13% of the responses. Some respondents (6%) liked the program so much that they wanted more or longer meetings. Since the frequency of additional themes was four percent or less for the entire data set, it is important to carefully examine youth responses that are provided in the individual county-level reports to inform program quality improvement efforts.

Would not change anything: Of those who answered this question, well over half of the youth (58%) stated that they would not change anything about the program.

“Nothing.”

“Honestly, nothing.”

“I wouldn’t change anything about CL because it is perfect, and the members are perfect just the way it is!”

“No, I would not. It’s perfect the way it is.”

“I don’t think I’d change ANYTHING about CL. It’s a welcoming club that I’m glad to be a part of.”

“I would not change anything about CL because it’s fun the way it is and something I look forward to every Wednesday morning.”

“Nothing, because it is awesome.”

I would change nothing about CL because it’s the best program you can be in [while in] middle school.”

“¡Nada, todo me parece perfecto! [Nothing, everything seems perfect!]”

“Nothing; I love everything about everyone and everything.”

“I don’t think I would change anything. It’s really fun and engaging.”

“Nothing, CL is excellent.”

Activities: Approximately 13% made suggestions for the activities, with most requesting that there be more activities and events.

“More activities.”

“More interactive events.”

“The activities, I want there to be more activities.”

“[I would change nothing], but more activities.”

“I would want more activities where students across the county meet up more often and get to know each other so we can truly make a change with our ideas.”

“What I would change is I would add more activities and more things for us to do for our community and our school.”

“There should be more activities with the school.”

More time or more meetings: Some respondents (6%) said they would like more time and or meetings. Many of them indicated they wanted more or longer meetings to do more activities and events in their community and school.

“How long the meetings are, I would make them longer or more frequent.”

“More meetings.”

“Having more time.”

“Meeting more than one day a week.”

“How much time there is. Our meetings are a bit too short to do a lot of stuff.”

“I would make the meetings longer and even more involved with the community and school.”

SECTION IV: References

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SECTION IV: 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 CL and 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/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 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/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 FNL/CL 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.