JOHN W. GARDNER CENTER
for Youth and Their Communities

Positive Youth Development in Redwood City

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Introduction

This study informs two Redwood City 2020 environmental initiatives: the Community Youth Development Initiative (CYDI) and the Drug and Alcohol Abuse Prevention Partnership (Prevention Partnership). These initiatives are both community collaboratives and are comprised of many of the same youth serving partner organizations, making them inextricably linked. CYDI's goals are to ensure that all youth in the community are served by organizations that implement positive, asset-based approaches, and that these organizations work together to help youth in Redwood City grow and thrive. Prevention Partnership's goals are to increase the community's capacity to support alcohol and drug (AOD) prevention, increase youth connectedness to their school, families and community, and decrease youth desire for and access to AOD through new policies and social norms. Prevention Partnership is premised on the notion that "primary prevention for young people involves simultaneously reducing psychological and physical health problems and enhancing social competence (e.g. empathy, communication and relationship skills) and health."[1]

This study focuses on these initiatives' common outcome of building the community's capacity to provide positive youth development opportunities and experiences for youth. Incorporating youth and adult partner perspectives, the report explores positive youth development in Redwood City. Specifically, we examine (1) how Redwood City youth and adults perceive youth development settings, (2) behaviors and attitudes of Redwood City youth toward healthy lifestyle choices, and (3) ways in which CYDI and Prevention Partnership partner organizations support positive youth development in the community.

The report synthesizes qualitative and quantitative data from a variety of surveys and interviews with Redwood City School District (RCSD) and Sequoia High School (SHS) youth and CYDI and Prevention Partnership partners. The main findings from this synthesis are:

- Youth throughout Redwood City reported overall physical safety and yet many also expressed concerns about specific physical safety issues, such as bullying and gang violence.

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[1] Weissberg, R.P., Kumpfer, K.L., & Seligman, M.E.P. (2003). Prevention that works for children and youth: An introduction. *American Psychologist, 58* (6/7) 425-432.

- Most elementary school students in after-school programs felt that peers and adult leaders cared about them. Fewer middle school students reported feeling this way in after-school programs.

- Most elementary school students in after-school programs felt they were in respectful environments where students did not make fun of each other and did not say mean things. Fewer middle school students reported feeling this way in after-school programs.

- Many students reported opportunities to stretch and deepen their thinking in school and fewer reported those same opportunities in after-school settings.

- Many youth reported having voice and choice in their activities; youth leaders engaged in youth-adult partnerships felt efficacious in their efforts to make a difference in their community. Youth and adults noted that for youth-adult partnerships to be successful, adults needed to be accessible and genuinely interested in connecting with youth, and youth needed to feel respected by adults. Successful youth-adult partnerships were characterized by trusting relationships, shared leadership, mutual recognition of each others' experiences and skills, and a focus on legitimate community issues.

- Sequoia High School students identified drug and alcohol prevention/education, suicide and depression, bullying and homophobia, and sexual and reproductive health (including teen pregnancy) as key issues in their school.

- Most partners aimed to connect youth with adults by providing opportunities to collaborate on projects, engaging adults as mentors, and facilitating youth-adult dialogue. Adult partners reported challenges to engaging youth as leaders in their programs, including a lack of necessary staff skills to engage youth in meaningful ways, difficulty recruiting youth who have enough free time and leadership skills, and a lack of appropriate opportunities to engage youth as partners.

Data Sources and Methodology

In this study, we gathered data from multiple perspectives at the community level to understand the environmental nature of CYDI and Prevention Partnership. The data we accessed were from two primary role groups: (1) youth participants in both school settings and in after-school programs, and (2) community youth service providers. Currently, no data on this topic are systematically collected from teachers or from parents and families. Using available sources, we synthesized data from five annual youth surveys, one adult service provider survey, and interviews and focus groups conducted with both youth and adults. Following are specific data sources (unless otherwise noted, the data were collected by John W. Gardner Center researchers):

1) *RCSD youth development practices and motivation survey* of 2,632 RCSD middle school students;

2) *RCSD after-school survey* of about 950 elementary and middle school students in five RCSD After School Education Safety (ASES)-funded after-school programs; this survey is conducted by RCSD in collaboration with Public Profit;

3) *SHS needs assessment survey* of 890 SHS students; this survey is conducted by SHS Youth Advisory Board staff and students;

4) *SHS CFY 10th grade survey* of 82 10th grade students who completed SHS's Center for Youth (CFY) program (a two-week drug and alcohol program taught in most 10th grade classes); this survey is conducted by CFY staff;

5) *CYDI and Prevention Partnership survey* of 36 partner organizations;

6) *Focus groups* with 10 youth involved in CYDI and Prevention Partnership initiatives; and

7) *Interviews* with seven CYDI and Prevention Partnership adult partners.

Appendix 1 provides further detail about each data source.

Study Limitations

There are several limitations to this study, including that each data source emphasizes different aspects of youth development (e.g. just two of the surveys inquire about healthy behaviors). Furthermore, it is not always appropriate to compare data across surveys because of differences in the ways questions are asked and the respondents who answer; for example, we would expect that students would have different views about their in-school and after-school experiences because the goals and strategies of these settings vary. Another challenge is that some surveys are conducted by partner organizations and in these cases, we are less familiar with data design and collection procedures. Many survey questions have also not been scientifically tested to ensure that they measure the intended issue. The response rates and sample sizes in some data sources are too small to allow for generalizations to the larger population. In many cases, findings are informed by either quantitative or qualitative data, but rarely both. In addition, key perspectives about youth development, including those from families, teachers, and in-school elementary students are currently unavailable.

Findings: Youth and Adult Perceptions of Positive Youth Development Settings

"Youth development" describes both an approach that institutions and programs take when working with youth and a set of characteristics that youth might embody. Researchers, teachers, parents, and community members typically agree that young people need to develop a range of skills and competencies to become healthy and successful adults. A positive youth development approach emphasizes the need for youth to build core assets across the physical, intellectual, social, and emotional domains as opposed to simply "fixing" their deficits. This approach also calls for youth to have access to opportunities where they can be involved in meaningful and high-quality programs and activities in their community. According to the National Research Council and the Institute of Medicine,[2] eight features of a young person's environment are likely to promote positive development:[3]

1) Physical and psychological safety,
2) Supportive relationships,
3) Opportunities to belong,
4) Opportunities for skill building,
5) Support for efficacy and mattering,

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[2] Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academies Press.

[3] This study includes data that inform the first five features.

6) Positive social norms,
7) Appropriate structures, and
8) Integration of family, school and community efforts.

As part of this study, we looked at how youth experience these features in their in-school and out-of-school environments.

Physical and Psychological Safety

What youth experience in optimal settings:
Safe, health-promoting facilities and safe,
structured peer group interactions which support
positive communications strategies and problem
solving.

About 90% of adult partners reported that their programs provided youth with physically and emotionally safe environments.[4]

A high proportion of youth reported feeling safe, and yet many elementary and middle school students also reported that they were concerned about getting beaten up or have been bullied, intimidated, or threatened at school. However, most elementary and middle school students felt confident that adult leaders could handle conflicts. One-third of high school students were concerned about gang involvement at SHS.

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Physical and Psychological Safety

Adult service provider perspective

- **Provided safe environments:** about 90%

Youth perspective

- **Felt safe:** 80% (Elem. After-School), 70% (Mid. After-School), 93% (High In-School)
- **Worried about getting beaten up:** 34% (Elem. After-School), 22% (Mid. After-School)
- **Have been bullied, intimidated or threatened at school:** 18% (High In-School)
- **Reported that students brought weapons**: 17% (Elem. After-School), 16% (Mid. After-School)
- **Confident that adult leaders would stop someone from hurting them:** 88% (Elem. After-School), 74% (Mid. After-School)
- **Concerned about gang involvement in school:** 33% (High In-School)

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Supportive Relationships

What youth experience in optimal settings: Warm and caring staff who provide support and guidance, and who are responsive to youth goals, needs, and concerns. Youth feel a sense of connection to peers and adults in the program, and clear communication is modeled and encouraged.

Nearly all CYDI organizational partners reported that their staff helped youth build positive relationships, supported youth in reaching their potential, demonstrated an interest in youth's lives, built trusting relationships with youth, gave full attention to youth when they were speaking, and responded to youth needs.

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[4] Throughout this report, we present data from specific questions and aggregate responses from multiple questions with similar topics. When we use "about" to describe data, it means we have averaged across multiple questions.

On the other hand, students had varying perceptions about their relationships with peers and adults. Generally, most elementary after-school students (76%) felt that peers and adult leaders cared about them. Fewer middle school students (49%) reported feeling cared for in after-school programs. For middle school students, even fewer felt cared for *in* school (34%). Elementary students were also more likely than middle school students to think adult leaders listened to them and could help them with a problem. These findings are reflective of research suggesting that as youth move into adolescence, they desire more freedom from adults and want to play a role in decision-making but often experience few of these opportunities.[5] The decline in students' sense of supportive relationships as they enter adolescence is also consistent with research indicating that students tend to exhibit lower satisfaction with school as they get older.[6]

> **Supportive Relationships**
>
> *Adult service provider perspective*
> - **Staff were caring / responsive / supportive:** about 90%
>
> *Youth perspective*
> - **Felt cared for by peers and leaders:** 76% (Elem. After-School), 49% (Mid. After-School), 34% (Mid. In-School)
> - **Thought leaders listened to them:** 88% (Elem. After-School), 58% (Mid. After-School)
> - **Felt comfortable approaching leaders for help or advice:** about 79% (Elem. After-School), about 61% (Mid. After-School)
> - **Had an adult at school or in the community who they could go to for help:** 79% (Center For Youth (CFY) students)

Youth leaders engaged in CYDI and Prevention Partnership initiatives reported that adults played an important role in helping them navigate available programs and resources and often suggested a specific club or activity that would uniquely benefit them. One young person indicated that adults could do more to support youth in finding programs that are meaningful for them by, "recommending where they should go because sometimes you can't find [opportunities] yourself and need someone to help guide you."

Opportunities to Belong

What youth experience in optimal settings: *Meaningful social involvement in group projects, activities, and events regardless of gender, race, ethnicity, sexual orientation, or disabilities. Staff demonstrate and model cultural competence, treat youth equitably, address comments or issues that could alienate individual youth, and intentionally build connections between different peer networks.*

Nearly all CYDI partners agreed that their staff respected participants' cultural background, promoted acceptance of diversity among participants, and intervened to address discriminatory behavior or language. Most partners (81%) said that they provided youth with opportunities to share their culture with others. Slightly fewer partners (about 70%) reported that they provided opportunities for English learners to use their home language and supported English language development through program activities.

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[5] Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage environment fit on young adolescents' experiences in schools and in families. *American psychologist*, 48(2), 90.

[6] Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academies Press.

Opportunities to Belong

Adult service provider perspective

- **Provided youth with opportunities to share their culture:** 81%
- **Provided opportunities for English learners to use their home language / supported English language development through program activities:** about 70%

Youth perspective

- **Felt their program or class promoted a respectful environment:** 83% (Elem. After-School), 64% (Mid. After-School), 73% (Mid. In-School)

Similar to the findings with supportive relationships, younger students more commonly felt that they were in environments that promoted mutual respect than older students. For example, 83% of elementary students but only 64% of middle school students felt their after-school program promoted a respectful environment where students did not make fun of each other and did not say mean things. As mentioned above, adolescence is a time when youth find discrepancy between their desire for independence and the level of autonomy afforded to them in school environments. However, adolescence is also a period when relationships with nonparental adults and peers take on increased meaning because adolescents are seeking support from adults outside of the home and peer acceptance.[7]

Youth engaged in CYDI and Prevention Partnership initiatives reported becoming involved in these initiatives because they felt welcomed, comfortable, valued, and respected; they were most likely to participate when they were personally invited, either by trusted adults (e.g. teachers) or by peers. These reasons are consistent with research showing that students are more likely to engage when they have a sense of belonging.[8]

Opportunities for Skill Building

What youth experience in optimal settings: Opportunities to learn and grow across developmental domains.

As one might expect, students in in-school settings seemed to be more likely to have opportunities to stretch and deepen their thinking (i.e. feel challenged) than those reporting on after-school settings. For example, 73% of RCSD middle schools students felt challenged in school. Non-Latino students were more likely to feel challenged than Latino students in school. Meanwhile, 62% of elementary and 39% of middle school students in

Opportunities for Skill Building

Youth perspective

- **Had opportunities to stretch and deepen their thinking (i.e. felt challenged):** 62% (Elem. After-School), 39% (Mid. After-School), 73% (Mid. In-School)

after-school programs felt challenged. Again, we would expect students to have disparate perspectives on their in-school and out-of-school experiences because these settings are inherently different.

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[7] Roeser, R.W., Eccles, J. S.,&Sameroff, A. J. (1998). Academic and emotional functioning in early adolescence: Longitudinal relations, patterns, and prediction by experience in middle school. *Development and Psychopathology*, 10, 321–352.

[8] Catalano, R.F., Haggerty, K.P., Oesterle, S. et al. (2004). The importance of bonding to school for healthy development: Findings from the Social Development Research Group. *Journal of School Health*, 74(7), 252-261.

Youth leaders involved with CYDI and Prevention Partnership agreed that they have built new skills, including communication and research skills, along with increased confidence through their work as partners with CYDI and Prevention Partnership. One student described the skill building opportunities in the following way: "[Being involved] gave me the confidence to know that I have the ability to do certain things. I know I can get out there and I shouldn't be afraid to put myself out there in other situations and use my voice and speak out [about] what I think."

Support for Efficacy and Mattering

What youth experience in optimal settings: *Adults who take them seriously, support them in making their own decisions, and provide opportunities for them to make a real difference in their community.*

Support for Efficacy and Mattering

Adult service provider perspective

- **Sought youth input / provided them with choices:** about 85%
- **Taught youth about community resources / provided youth opportunities to better their communities:** about 85%

Youth perspective

- **Given choices about the content and process for their activities:** about 84% (Elem. After-School), about 69% (Mid. After-School)
- **Asked to share their feelings and ideas:** 73% (Elem. After-School), 63% (Mid. After-School)
- **Learned about their community / how to make it better:** about 75% (Elem. After-School), about 73% (Mid. After-School)

Adult partners valued youth voice and leadership and provided youth with meaningful opportunities to be engaged in decision-making processes. Most partners (about 85%) sought youth input about how to improve program services and provided them with choices about what they do and learn. Partners also reported that youth worked directly with adults to help plan and run events, lead activities at family nights, and provide peer support. Some partners had structures in place that provided youth with formal leadership opportunities, such as youth commissions and youth advisory boards.

Youth leaders involved with CYDI and Prevention Partnership generally agreed that they had opportunities to give direct input and felt positively about the level and nature of their involvement in partner initiatives. For example, some youth became "secret shoppers" to assess the physical and emotional safety at a number of local youth programs and shared the feedback with programs. One young person explained that adult providers wanted the youth perspective and sought out students who "were interested in actually getting out there and doing something."

Adult partners were also focused on developing youth-adult partnerships as a strategy for youth development, which is consistent with strategies recommended for supporting youth's sense of efficacy and mattering. In focus groups and interviews, adults and youth reported that the following conditions facilitated successful youth-adult partnerships:

- Adults were genuinely interested in connecting with youth and should benefit from relationships with youth;
- Adults were accessible and available to youth;
- Adults viewed youth as the "experts" on youth-related matters;
- Youth had a sense that adults respected them;
- Youth and adults established a strong trusting relationship for their work to be productive;

- Youth and adults were committed to collaboration and shared leadership and recognized that each member has different experience and skills to contribute;
- Adults helped guide youth work and took on more facilitative roles as youth honed their leadership skills; and
- The work was "real," and not seen as contrived; it focused on a legitimate community issue and was genuinely meaningful to all participants.

Connecting youth to other community resources and opportunities is another strategy for supporting youth efficacy and mattering. About 85% of CYDI partners reported that their programs and staff worked with youth to become more familiar with community resources and provided them with opportunities to positively contribute to their communities. About three-quarters of elementary and middle school students in after-school programs believed that they learned more about their community, how to make it better, and how to find what they need in their neighborhood.

Findings: Sequoia High School Students' Behaviors and Attitudes Toward Healthy Choices

Primary prevention for young people involves simultaneously reducing psychological and physical health problems and enhancing social competence and health. Common indicators of psychological and physical health include attitudes and behaviors towards substance abuse, adolescent pregnancy, sexually transmitted infections (STI), and depression.

At the time of this survey (fall 2011), about one-third of student respondents to a SHS survey had used drugs, alcohol, or cigarettes within the school year; about one-third had used more than once a month and students were most likely to consume alcohol and marijuana. AOD usage increased with student age—about one quarter of freshman and about a half of senior respondents used AOD. A total of 18% of SHS respondents felt pressured to use AOD although the majority of sophomores who completed a survey after participating in Center for Youth (CFY) program classes felt confident in their ability to resist AOD, even under pressure from peers. It is important to note that the CFY survey had a low response rate, which limits our ability to draw conclusions and parallels to other surveys.

At the time of the survey, one-quarter of all student respondents had been or were sexually active, but like AOD usage, sexual activity increased with age—43% of seniors were

Youth Behaviors and Attitudes Toward Healthy Choices

Alcohol and other drug (AOD) use

- **Used AOD**: 35% (24% of SHS freshmen, 45% of SHS seniors)
- **Felt pressured to use AOD**: 18% (SHS students)
- **Could stay safe / avoid AOD when friends were using AOD:** About 90% (CFY students)

Sexual health

- **Sexually active**: 25% (13% SHS freshmen, 43% SHS seniors)
- **Knew where to get condoms:** 90% (SHS students), 98% (CFY students)
- **"Never" or "sometimes" used condoms:** 26% (SHS students)

Mental health

- **Have felt so depressed that they considered hurting themselves**: 25% (SHS students)
- **Actually hurt themselves:** 39% of those who have been depressed (SHS students)
- **Sought help**: 49% of those who have been depressed (SHS students)

sexually active, compared with 13% of freshmen. The majority of sophomores who completed a survey after participating in CFY program classes thought it was important to talk to their sexual partner about preventing pregnancy and STIs, and about using condoms. The majority also knew where to get tested and treated for STIs, and where to get birth control or condoms. However, about one-quarter of sexually active students had not used condoms on a consistent basis. The majority of CFY sophomores also reported that they would feel comfortable abstaining from sex, even if they felt pressure from their partner.

Data suggest that depression may be an issue among high school students at SHS. About one-quarter of student respondents had felt so depressed that they considered hurting themselves; about 40% of those who felt depressed said they had actually hurt themselves. About half of student respondents who felt depressed had sought help. When asked what issues the Youth Advisory Board at the Sequoia Teen Resource Center should target, 53% of SHS student respondents indicated "drug and alcohol prevention/education" and 45% indicated "suicide and depression." About 40% of students also indicated "bullying and homophobia" and 38% indicated "sexual and reproductive health (including teen pregnancy)."

Findings: Partners' Efforts to Support Positive Youth Development

Almost all CYDI partners reported that youth development practices within programs and among staff were very strong. Nearly all partners agreed that their programs helped youth build positive peer relationships, provided youth with an emotionally and physically safe environment, stimulated youth intellectually to support school success, and helped young people to become more familiar with community resources. About 70% of partners reported that they provided opportunities for English learners to use their home language and also supported English language development through program activities.

Partners reported that they valued youth voice and believed that young people had a positive and meaningful influence on their organizations. However, about half of partners reported obstacles to engaging youth as leaders in their programs. Current challenges cited included a lack of necessary staff skills to engage youth in meaningful ways, difficulty recruiting youth who have enough free time and leadership skills, and a lack of appropriate opportunities to engage youth as partners.

Nearly all partners reported that staff in their programs developed strong relationships with youth, strove to model positive youth-adult partnerships, and provided youth with opportunities to collaborate on projects with adults from the community. Most partners aimed to connect youth with caring adults in the community; they did this by providing opportunities to collaborate on projects, engaging adults as mentors, and facilitating youth-adult dialogue. Half of partners reported that their organization trained adults on how to partner with youth and one-third trained youth on how to partner with adults.

Conclusion and Considerations for Practice and Further Research

This study explored positive youth development in Redwood City by providing data on three issues: 1) how Redwood City youth perceived youth development settings, 2) attitudes and behaviors of Redwood City youth toward healthy lifestyle choices, and 3) ways in which CYDI and Prevention Partnership partner organizations supported the positive development of youth in the community. We

examined data from multiple quantitative and qualitative surveys, interviews and focus groups conducted with youth and adults in Redwood City between 2010 and 2012. We found preliminary evidence suggesting that youth environments in Redwood City have some features shown to promote positive youth development. Although these data provide an array of perspectives, we were limited in our ability to draw conclusions because the data were collected in different ways, had inconsistent measures, asked different questions, and had varying sample sizes and response rates.

Nonetheless, the study does suggest that CYDI and Prevention Partnership's work is aligned with literature that recommends integration between youth development and prevention program strategies to provide young people with the knowledge *and* motivation to prevent negative health outcomes.[9] In many communities, programs to reduce young people's engagement in risky behaviors are fragmented, intermittent, short-term, and problem-focused. For example, many prevention programs equip young people with the sexual health knowledge, skills, and services they need, but many youth still lack the *motivation* to avoid engagement in sexual activity. By contrast, many youth development programs provide young people with the motivation to achieve a healthy adulthood but do not provide young people with the sexual health knowledge, skills, and services they need to avoid unintended pregnancy or STIs. Through CYDI and Prevention Partnership, Redwood City is demonstrating how communities can work together to meet the needs of young people by focusing on their strengths and assets rather than the "problem" behaviors they demonstrate. Going forward, youth development providers could also consider how they can better understand and support youth's mental health needs, which, according to the most recent SHS needs assessment survey, may be a critical issue among Sequoia High School students. Redwood City's environmental initiatives are also demonstrating that successful youth development requires community partnerships.

Because youth develop within the contexts of family, school, peers, and community, youth development practitioners must involve representatives from all of these groups in planning, designing, implementing, and evaluating program activities. This study did not incorporate any data from families because there are little data on their perspective. One consideration for CYDI, Prevention Partnership, and other Redwood City partners is how they can effectively engage community members, particularly parents and families, in their youth development initiatives, and how to collect data on these perspectives.

This study also suggests that CYDI and Prevention Partnership's strategy to work through youth-adult partnerships to promote youth leadership and youth voice is helping youth find meaningful ways to be engaged in their community. Data from interviews and focus groups, along with observations of CYDI and Prevention Partnership initiatives (e.g. corner store makeovers), suggest that youth engaged in partnerships with adults are developing fundamental life skills and experiencing a sense of self-worth, efficacy, and connectedness that may ease their transition to adulthood. Currently, we do not have data suggesting that these youth leaders are more likely to make healthy choices than their less-engaged peers; collecting these data would be beneficial. In addition, Prevention Partnership and other initiatives could consider how they can scale their youth-adult partnership-focused work to reach more

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[9] Paglario, S, Klindera, K. (2001). *Youth Development: Strengthening Prevention Strategies*. Washington DC: Advocates for Youth.

youth and adults in the community and how they might better train youth and adults to work together and provide them with more meaningful opportunities to do so.

The challenge that adult partners have experienced in recruiting and engaging youth with enough free time and leadership skills could suggest that CYDI and Prevention Partnership have reached a limited pool of youth. Understanding more about these youth, including their background characteristics (e.g. gender, socio-economic status), involvement in other activities in and out of school, academic profile, and level of family involvement in school and extra-curricular activities, could paint a picture of what engaged youth look like. It could also indicate whether the same youth are involved in multiple youth leadership activities simultaneously. Identifying whether certain characteristics, attitudes, or behaviors are prevalent among these youth could help youth service providers more effectively target their recruitment efforts. Partners might also consider evaluating the reach and effectiveness of their youth leadership training. JGC's upcoming analysis of a survey administered to all students at SHS will begin to look at this issue by examining how students access programs and services at SHS and the characteristics of these students.

Finally, given the limitations of data sources and their lack of comparability in some cases, it is critical to gather more data that can "round out" what currently exists. For example, understanding how schools and other youth development organizations are currently promoting safety, and learning more about students' specific concerns about safety may help to provide a clearer picture of this issue and guide the community to develop strategies to improve how settings facilitate safety. It may also be helpful to collect data regarding elementary and middle school students' attitudes and behaviors toward healthy lifestyle choices, and youth's perspectives on how they are experiencing the three features of positive youth development settings for which we did not have data: positive social norms,[10] appropriate structures,[11] and integration of family, school and community efforts. Comparing youth and adult perspectives through common measures and through more in-depth questions might also yield more nuanced and helpful perspectives. These steps to increase data availability, consistency, and generalizability may improve JGC's ability to draw conclusions and help to inform Redwood City's strategies to improve positive youth development.

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[10] The extent to which youth experience a consistent program or organizational "culture," with consistent rewards, consequences, values and morals, and obligations.

[11] The extent to which youth experience appropriate limits, clear and consistent rules and expectations, continuity and predictably, and age-appropriate monitoring.

Appendix 1: Data Sources Details

Data source name	Sample (n)	% Response rate	Respondent type	Grade level	Data collection period	Agency responsible for data collection	Frequency of administration	Applicable measures	Data limitations
Redwood City School District (RCSD) after-school survey	937-965	About 86% of students actively involved in their after-school program	Student	Elementary and Middle	Spring 2011	RCSD in collaboration with Public Profit	Semi-annually in the fall and spring	Attitudes about sense of safety, relationships, belongingness, skill building, efficacy in after-school activities	Sample limited to schools and programs with After School Education and Safety (ASES) funding; sample skewed towards students who attend programs frequently
RCSD motivation survey	2632	96%	Student	Middle (6-8th grade)	Spring 2011	John W. Gardner Center (JGC)	Annually in the spring	Attitudes about relationships, skill building in classrooms	Survey has limited measures
Sequoia High School (SHS) needs assessment survey	890	44%	Student	High	Fall 2011	SHS Youth Advisory Board staff & students	Annually in the fall	Attitudes, knowledge and behaviors about safety, mental and sexual health, AOD usage	Survey measures have not been validated
Center For Youth (CFY) survey	82	About 15%	Student	High (10th grade)	Spring 2012	CFY staff	Annually; before and after student completes CFY program	Knowledge, attitudes and behaviors about sexual health and AOD usage	Low response rate; surveys use measures that haven't been validated

Data source name	Sample (n)	% Response rate	Respondent type	Grade level	Data collection period	Agency responsible for data collection	Frequency of administration	Applicable measures	Data limitations
CYDI and Prevention Partnership provider survey	36 organizations; 69 individuals	61% of organizations; 45% of individuals	Adult provider	N/A	Spring 2012	JGC	Annually in the spring	Attitudes about youth development practices and organizational supports	Survey is limited to a specific group of youth providers
SHS focus groups	10	N/A	Student	High	Winter 2011	JGC	Annually in the fall/winter	Attitudes towards and experiences with youth-adult partnerships	Small sample; questions have a narrow focus
CYDI and Prevention Partnership provider interviews	7	N/A	Adult provider	N/A	Winter 2011	JGC	Annually in the fall/winter	Attitudes towards and experiences with youth-adult partnerships	Small sample; questions have a narrow focus