

BSK YOUTH DEVELOPMENT MEASUREMENT PROJECT

2018 - 2019 REPORT

King County Best Starts for Kids & University of Washington School of Social Work



This report was prepared for the King County, Department of Community and Human Services
Best Starts for Kids Evaluation Team.

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Tiffany Jones, PhD, MSW, MFT | Colorado State University
Charles Lea III, PhD, MSW | University of Houston
Angie Malorni, MPA | University of Washington
Henry Joel Crumé, MSW | University of Washington
Kristin McCowan, MSW | University of Washington

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Tiffany Jones is the corresponding author and can be reached at Tiffany.Jones@colostate.edu .

EXECUTIVE SUMMARY

Best Starts for Kids (BSK) has partnered with researchers from the University of Washington School of Social Work (UW) to develop and validate a youth promotive and protective factor measurement tool for its Youth Development (YD) and Stopping the School to Prison Pipeline (SSPP) strategy areas. A key goal of this project is to identify existing and new incremental indicators of “success” that can positively improve youth health, well-being and educational outcomes. The work was guided by five overarching questions:

Table 1	<i>Youth Development Measurement Project Guiding Questions</i>
Question 1	What are the incremental indicators of success and well-being that providers and young people participating in BSK programming think are most important to social, emotional and identity development?
Question 2	What measures currently exist to measure social emotional development, ethnic, racial and gender identity, and enabling environments?
Question 3	What problems do young people participating in BSK programming identify with existing measures of social and emotional development, ethnic, racial and gender identity, and enabling environments, and what revisions do they recommend?
Question 4	What are the psychometric properties of this survey? Is it reliable and valid? To what extent does the survey measure the constructs as designed?
Question 5	Will this survey serve as a protective and promotive factor tool as currently designed? Are survey constructs related to outcomes as intended? Do they serve as intermediate outcomes?

To answer **question one**, we engaged with BSK-funded sites and the BSK evaluation team to develop core constructs for the survey. The project began by reviewing the BSK framework and the strategy area logic models. The stated strategy areas and pre-identified indicators of success, as defined by BSK, created a basic foundation on which we began our work with grantees. Next, we reviewed 32 provider logic models. We used this information to map out the strategies, outcomes and results of the grantees on to the BSK framework. This led to the development of our core constructs (i.e., measurement areas): (1) Social and Emotional Development, (2) Racial, Ethnic and Gender Identity Development, and (3) Enabling Environments. We conducted interviews with program leaders (6 organizations) and focus

groups with youth participants (n=25) to better understand how these core constructs are defined in their local contexts. We found that identity development was critical for all participants, but youths' own identities had a large influence on how they define and prioritize racial, ethnic, cultural and gender identity. For all youth, the way that programs fostered their identity development was central to how they perceived programs to support their well-being. Organizational leaders largely reflected the young people's sentiments but tended to have more nuanced understandings in their definitions of race, ethnicity and culture. Leaders discussed the strong importance they place on building relationships with youth and creating a positive social environment that helps youth to navigate bicultural or gender diverse identities.

To answer **question two**, we conducted an assessment of the of the landscape of existing in the domains of interest. We started our review with the core constructs identified by sites and integrated their perspectives with peer-reviewed literature. We also conducted a thorough review of the ways these constructs are currently are measured, psychometric properties of the tools, other strengths and limitations. We found that few measures were designed for the context of BSK program evaluation, and that few measures integrated an understand of racial and social justice into their measures. Additionally, very few measures of social and emotional development considered cultural differences and environmental influences, and no enabling environment measures explicitly focused on cultural competence or supporting racial or ethnic identity development. We therefore pooled items that we found that were able to be changed, in order to construct a measurement tool better suited to the goals, needs, and perspectives of BSK and program leaders and young people engaged in the initiative. We then drafted a youth development survey to be vetted with a sample of youth participating in BSK programming.

To answer **question three**, we used the pre-test methodology of cognitive interviewing, the process of administering draft survey questions while collecting additional verbal information about the survey responses. Specifically, we sought to better understand young people's perspectives concerning (1) the cultural responsiveness and developmental appropriateness of the identified survey questions, (2) the range of information the survey questions elicit, and (3) how youth make judgements with respect to their answers. In total, we conducted three rounds of cognitive interviews with 41 youth of color aged 11 to 24. We found that the young people found a number of the questions across the construct areas as vague and confusing and had varying interpretations of the terms and definitions included in the survey. Specifically,

some young people struggled with the definitions provided for racial and ethnic identity or found it difficult to understand the differences, while others found these differences supremely important given their racial and ethnic identity. This tension was reflected in the need to balance the literacy levels and nuance of survey questions, as development and literacy levels varied among participants.

To answer **questions four and five**, the survey was pilot tested, and all current BSK-funded programs were asked to participate. The final sample consisted of 319 young people from 31 programs. With these responses, we analyzed question quality and the fit of the model we proposed to the data. Using confirmatory factor analysis, we removed 16 questions for a final survey length of 28 questions (not inclusive of demographic, outcome or program dosage items) with eight scales in three domains. The final domains and constructs (and sub-constructs) are as reported in Figure 1.

Figure 1: Final Phase I Survey Constructs

- Enabling Environments (EE):
 - Opportunities to explore racial, ethnic and gender identity
 - Adult support and expectations
 - Relationships with peers and adults
- Social and Emotional Development (SED):
 - Personal Goals and Responsibility
 - Interpersonal Skills
- Identity Development (ID):
 - Racial Identity Development
 - Ethnic Identity Exploration
 - Gender Identity Development

The survey was largely valid and reliable, but we did identify a few problem areas. The biggest problem was the small sample size (n=319) which significantly limited the power of analyses and which analyses we were able to conduct. All findings must be interpreted with this limitation in mind. We found that (1) the racial identity scale had low reliability for Black youth, (2) the social emotional development and enabling environment scales are interpreted differently by young people who speak languages besides English at home, and (3) young people who needed help on the survey also interpreted the racial, ethnic and gender identity questions differently compared to those who did not need help. These issues are not insurmountable but must be taken into account when interpreting results. We recommend additional qualitative exploration with young people and organizations to further refine the survey.

In response to **question five**, we found that enabling program environments are significantly related to the social, emotional and identity development of young people in BSK programs. In this test of our logic model, each aspect of enabling program environments including *Opportunities to explore racial, ethnic and gender identity, Adult support and*

expectations, and *Relationships with peers and adults* were significantly associated with each SED and identity development construct. This finding is promising, given our small sample size. However, *Relationships with peers and adults* was not significantly associated with gender identity development. In turn, we also found that both SED constructs were significantly associated with lower odds of skipping school and higher self-reported grades. We did not find that young people who attended programs longer had higher levels of social, emotional or identity development, however given the small sample size, these tests are underpowered to detect an effect.

Overall, the survey is a good start and can provide valuable information about how programs function to support young people and provide evidence that BSK programs do in fact play an important role in promoting the development of young people. We did have significant limitations that constrained our ability to draw conclusions from our findings. The biggest limitation was the small sample size of 319 young people. We cannot be sure the problems we found with invariance and reliability are due to the small sample size. We also cannot be sure that null findings are not simply a result of small sample, limiting our power to detect effects. Regardless, we found some evidence that the constructs as measured serve as intermediate protective and promotive factors for the diverse young people attending BSK programs.

Next Steps

Given the strengths and limitations of the current BSK Youth Development Survey, the next steps are to (1) increase provider and youth participation in survey development and communication and messaging about the project (2) use qualitative methods to better understand how well-being and long term outcomes are defined locally and address cross-cultural applicability issues (3) determine the strengths and limitations of using a modular survey, customizable for organizations' diverse attendees, and (4) reach more young people to re-test the survey and conduct additional analysis.

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GOALS & OBJECTIVES

Best Starts for Kids (BSK) has partnered with a team from the University of Washington School of Social Work (UW) to develop and validate a youth protective factor measurement tool for its Youth Development (YD) and Stopping the School to Prison Pipeline (SSPP) strategy areas. A key goal of this project is to identify existing and new incremental indicators of “success” that can positively improve youth health, well-being and educational outcomes. We focus on measuring both promotive and protective factors, to the exclusion of risk factors, to avoid the deficit centered narratives about marginalized youth. Additionally, a protective approach to youth development emphasizes the importance of buffering risk through protection, support and intervention, and a promotive approach focuses on the developmental assets of youth, which can also prevent the occurrence of risk. Thus, the selection of this framework was informed by the BSK/UW shared values of racial and social justice.

With this combined protective and promotive factor framework, we aimed to create a measurement tool via a practice-informed research approach, meaning that we integrate practice experience and knowledge with scientific inquiry and exploration. BSK-funded programs are understood as content experts, and their ideas, perspectives and practices shape the creation of the measurement tool. This work was initially guided by the following evaluation questions:

Question 1: *What are the incremental indicators of success and well-being that providers and young people attending BSK programming think are most important to social, emotional and identity development?*

Question 2: *What measures currently exist to measure social emotional development, ethnic, racial and gender identity, and enabling environments?*

To answer this first set of questions, we:

- Collected and reviewed logic models from all funded programs, looking for short, mid and long-term indicators of success.

- Interviewed a select set of program leaders and staff about program history, context, values, conceptualizations of success and what social, emotional and identity development looks like in their work.
- Conducted focus groups with youth about what they perceive to be important to their development.
- Conducted an extensive review of existing social, emotional, ethnic, racial and gender and identity measures.

Based on our results, we created and tested a pilot measurement tool for BSK-funded sites.

During and after the administration of the pilot survey, we explored the following questions:

Question 3: *What problems do young people participating in BSK programming identify with existing measures of social and emotional development, ethnic, racial and gender identity, and enabling environments, and what revisions do they recommend?*

Question 4: *What are the psychometric properties of this survey? Is it reliable and valid? To what extent does the survey measure constructs as designed?*

Question 5: *Will this survey serve as a protective and promotive factor tool as currently designed?*

To answer this set of questions, we:

- Conducted cognitive interviews with program participants across different program contexts
- Conducted Item Quality Analysis, Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA), examined scale reliabilities, measurement invariance testing, and analyses exploring association between scales and with outcomes related to behavioral health and academics.

The steps of each process will be outlined in this report, along with our results. All study procedures were reviewed and approved by the University of Washington Institutional Review Board.

Question 1

What are the incremental indicators of success and well-being that providers and young people participating in BSK programming think are most important to social, emotional and identity development?

To answer question 1, we reviewed BSK's grant-related documents, BSK's own logic model, organization logic models, conducted interviews with program leaders and facilitated focus groups with youth program participants.

LOGIC MODEL REVIEW

GUIDING QUESTION

- What indicators of success and well-being do providers identify as part of their logic model?

PARTICIPANT SUMMARY

In total, we reviewed 32 provider logic models, BSK's own overarching strategy logic model and definitions of strategy areas from BSK. The logic models spanned the Youth Development, Stopping the School to Prison Pipeline and School Partnership strategy areas, and were all in the logic model format provided by BSK.

METHODS

Logic models were completed by grantees as part of the BSK grant-making process. Thirty-two (32) of these logic models were sent from BSK to the UW researchers. We reviewed the logic models for (1) stated program strategies, (2) stated program results and (3) short-term and long-term outcomes.

RESULTS

The stated strategies on the logic models mirrored the strategy areas as defined by BSK: (1) mentoring, (2) youth leadership and engagement opportunities, (3) healthy and safe relationships, and (4) activities that promote positive identity development.

BSK Strategy Area Definitions

Mentoring

BSK defined mentoring as being a formal process of support or formal development of a mentor/mentee relationship. Activities such as training, problem solving support, and organized mentor/mentee activities were cited as examples. BSK described were seen as having immediate and life-long benefits to both mentees and mentors, especially around addressing the achievement and opportunity gaps and for intergenerational mentoring for LGBTQ youth and youth with disabilities.

Youth Leadership & Engagement Opportunities

BSK asserted that when young people have a sense of agency, a voice in their lives, and are able to make decisions for themselves and contribute to the health and success of their community, they are more likely to have positive outcomes in school and life. Engaging young people in leadership opportunities in various ways in the community is essential in order for young people to develop confidence, independent thinking, purpose and healthy connections to their community. They emphasized the importance of this work for young people from refugee and immigrant communities, LGBTQ young people, young people of color, young people in the foster care system, young people with developmental and other disabilities, and youth involved with various systems.

Healthy & Safe Relationships.

BSK emphasized the importance of shaping lifelong norms for relationships in adolescence. This includes learning how to identify, form, and build healthy and safe relationships with peers provides young people with the tools they need to surround themselves with people who will be positive influences on their life choices. Strategies aimed at supporting healthy and safe relationships were assumed to be responsive to the diversity of families and communities in King County including racial, ethnic, cultural, LGBTQ, immigrant and ability communities.

Activities that Promote Positive Identity Development.

BSK asserted the importance of pride, sense of belonging and feeling like one is a valued part of a community on self-confidence, mental health and wellbeing. The programs within this strategy create the environment for young people to explore and strengthen their connection to racial, ethnic, linguistic, and/or cultural heritage as well as the many other factors that contribute to identity including gender, sexual orientation, and ability.

The structure of the logic model template, provided from BSK to grantees, asked sites to report strategies, results and outcome in aggregate; so direct links from strategy to result to outcome could not be made. Table 1 outlines all of the responses that were included on the 32 provider logic models provided by BSK.

Table 1. Logic Model Summary		
Strategies ⇒	Short-Term Outcomes ⇨	Results
1. Mentoring 2. Youth Leadership & Engagement Opportunities 3. Healthy & Safe Relationships 4. Activities that Promote Positive Identity Development	<ul style="list-style-type: none"> • Lower Rate of Suicide Attempts • Lower Rate of Adolescent Birth • Physical Activity • Positive Social-Emotional Development • Success Beyond School or Employment • Excellent or Very Good Mental and Physical Health • Not Using Illegal Substances • Positive Self-Regard of Social Identity • Resilience • Belief in Ability to Succeed • Increased Optimism/Optimistic Vision for the Future • Increase Confidence • Flourishing • Youth Have an Adult to Turn To • Strong Family Relationships • Strong Peer Relationships • Strong School Relationships • Youth Live in Supportive Neighborhoods • Youth are Not Justice System Involved • No School Failure • Youth are Not Suspended or Expelled • Youth Not Chronically Absent • Good Grades • College Success • On-time High School Graduation • Youth/Young Adult in School or Working • Civic Activity 	<ul style="list-style-type: none"> • Physical & Emotional Health • Hopeful, Optimistic, Compassionate, Curious, Resilient, Strong Identity • Supportive Community & Social Networks • Ability to Form and Sustain Caring, Committed Relationships • Success in School and Workplace • Service to Community or Society • Strong Thriving Families

UW worked to conceptually link the BSK and provider outcomes with results. This crosswalk is shown on Table 2.

Table 2. BSK Logics Model and Provider Results Crosswalk
<p>Physically and emotionally healthy</p> <ul style="list-style-type: none"> • Lower rate of suicide attempts • Lowering rate of adolescent birth • Physical activity • Positive social-emotional development • Success beyond school or employment • Excellent or very good mental and physical health • Not using illegal substances
<p>Hopeful, optimistic, compassionate, curious, resilient, strong identity</p> <ul style="list-style-type: none"> • Positive self-regard of social identity • Resilience • Belief in ability to succeed • Increased optimism/ optimistic vision for the future • Increase confidence • Flourishing
<p>Supportive community and social networks</p> <ul style="list-style-type: none"> • Youth have an adult to turn to • Strong family relationships • Strong peer relationships • Strong school relationships • Youth live in supportive neighborhoods • Youth are not justice system involved
<p>Ability to form and sustain caring, committed relationships</p> <ul style="list-style-type: none"> • Strong family relationships • Strong peer relationships • Strong school relationships
<p>Success in school and workplace</p> <ul style="list-style-type: none"> • No school failure • Youth are not suspended/expelled • Youth not chronically absent • Good grades • College success • On-time High School Graduation • Youth/young adult in school or working
<p>Service to community or society</p> <ul style="list-style-type: none"> • Civic Activity • Success beyond school and workplace
<p>Strong thriving families</p> <ul style="list-style-type: none"> • Supportive neighborhoods

This crosswalk served as a ‘jumping off point’ for our interviews and focus groups with providers. Given that the language on the logic models were provided by BSK in the grant-

making process, we went into youth program focus groups and program leader interviews with the goal of defining these outcomes and results in provider's own words. It is important that we better understand their theories of change and indicators of success from their own perspectives.

Secondly, we noted a number of deficit-based, versus strengths-based, short-term outcomes on the provider logic models. Namely: (1) Youth are not justice system involved, (2) No school failure, (3) Youth are not suspended or expelled, (4) Youth are not chronically absent and (5) Not using illegal substances. Given that this project has committed to using a protective and promotive framework, these outcomes were de-emphasized in the next phase of the evaluation.

PROGRAM LEADER INTERVIEWS

GUIDING QUESTION:

- How do providers define and prioritize the incremental indicators to the success and well-being of young people attending their programs?

PARTICIPANT SUMMARY

We reached out to 13 organizations, requesting an interview from a program leader or staff. Six (6) interviews were successfully arranged. Participating sites included: Gender Diversity, Good Shepherd, Rainier Beach Action Coalition, Cham Refugee Community and the Coalition for Refugees from Burma.

METHODS

All interviews were conducted by members of the UW evaluation team between October 20, 2018 and December 20, 2018. Sites were identified and referred by BSK staff, with the intention of getting a range of program types and foci (art, SEL, racial and gender identity development, tutoring, etc), structure (drop-in, short-term enrollment programs, ongoing enrollment programs, etc), and racial/ethnic/gender/social identity of youth participants.

Using the logic model and landscape assessment as a general guide, an interview protocol was developed (see Appendix 2.1). Questions covered the staff and program leader's personal and professional background, the organization's history, the community context, visions of success, and an exploration of central survey themes. Interviews were transcribed and coded

thematically using the software Dedoose by two UW evaluators. To maintain confidentiality, the quotes are anonymized.

RESULTS

Social and Emotional Development

Many of the key incremental indicator of success identified by BSK and provider logic models prioritized social and emotional development. Thus, using an interview approach, we explored the program leader and staff interpretations of interpersonal skills, future orientation, social and civic engagement, personal responsibility, agency and emotional regulation. Generally, program leaders understood social and emotional development as the personal skills young people need for life-long success. For instance, one program leader explained:

“I think social-emotional development would be how somebody who, a youth, acquires whatever it is that the need to acquire. The skill, everything, to engage with the world as it is, confidently and considerately. So, knowing their own power, and be knowing their abilities and responsibilities. So, stepping into the world in a mindful way. And whatever that is for each person, there's no one single way, but just understanding your own self, and understanding the world around you and being able to engage with it in a meaningful way.”

Interpersonal Skills

A number of skills and experiences relating to relationships, belonging, interpersonal conflicts and more. In particular, there was a lot of emphasis on “...*healthy relationships with others...*”. As one program leader put it:

“Just there were a lot of youth who didn't have a belonging. And were kinda, I wouldn't call it anti-social, but they would just be on their own and try to do things on their own, which wasn't always the right choices. But for us to be here and them coming to us, I feel like that's social development. And emotionally we're here as a support system. So I feel in that sense, we do.”

With respect to building healthy relationships between youth and adults in the program, staff looked at whether youth “kept coming back” or come more often to the program space as a sign of success. With respect to building peer relationships, program leaders highlighted thoughtfulness, responsibility, listening and active consideration for others’ needs.

“Often times they are some of the most considerate, thoughtful, responsible youth that I’ve encountered so they step into informing each other about the guidelines at each group, the facilitator doesn’t do that. So, they are mindful and they are like if multiple people are talking, one of them steps in and says ‘You know what we should listen to this person’ and ‘This person is new’ and stuff like that. Most of them actively tend to do it and it’s not something ... we set the guidelines but it is what they already do but the other things are what we kind of center our activities around like jest, possibility and agency and engaging and interpersonal skills and all of that and thinking toward the future and all of that.”

Program leaders also saw public speaking, social networking and social engagement in learning and professional spaces as important for interpersonal skills. There was an emphasis on supporting young people in learning how to engage.

Future Orientation

Program leaders also viewed future orientation as an important component of social and emotional development. They commonly defined future orientation as being hopeful and optimistic about one’s future, wherein one participant expressed, “*“I’m a big hope person so I would say future orientation, having a sense of hopefulness and optimism about the future.”*” Program leaders saw this work as doing frequent check-ins with the young people and helping youth expand their understanding of what they could be, identify what they want to be and better understand what work needs to happen to get there.

A number of program leaders also felt that building youth-adult partnerships, or opportunities for youth leadership was an important part of future orientation. One group highlighted that way that youth leadership development is not only important for the success of the young person, but also important for the success of the broader community and organizing efforts.

“I think that's really key for us in terms of being a neighborhood development organization and how we gotta have some succession and some sustainability and that requires us to see young people as that next generation to take things on. As opposed to us just trying to do it all for 'em 'cause they're gonna have to do it.”

In summary, program leaders thought about future orientation as both individual mindsets and goal setting, but also as youth leadership and intergenerational partnership.

Personal Responsibility

Personal responsibility was largely understood as “*accountability*”, or young people working with the “*logical consequences*” of their decisions, both positive and negative. In particular, program leaders viewed the skills or behaviors associated with personal responsibility as a young person being able to evaluate the consequences of certain decisions. For instance, when describing how they often engage with youth who are faced with important decisions, one program leader explained:

“Here's something that might happen and here's an option.” Like, what works? What matches? What's going to happen? If this happens first, what's the next thing that's going to happen?”

The idea of personal responsibility also brought up the significant pressures and responsibilities that youth face in their daily lives, and the toll it can take on their social and emotional wellbeing. They balance responsibilities at home, at work, in school, with friends and with their out-of-school time programs. The weight and balance of these responsibilities can be “*too much*” and can result in youth “*... coming back here [to the program] just spent, just toasted.*” One program leader also described the ways in which cultural scripts or elements play into the ideas and expectations of responsibility for/by young people.

“You've got the cultural elements. If you use [Student Name] as an example. We try to put money in their pocket. But when [they] get [their] check, [they] got to turn the whole thing over to the household. And at some point, they're down with that, but at some point it's like, how is that affecting - sort of social emotional growth? Just kind of tamping down as parents. But that's a cultural thing.”

The interviews largely illustrated that the standards or indicators of personal responsibility are different when we take into account cultural norms, as well as account for the different levels of stress and responsibility that youth may have as a result of structural inequities.

“There's another case of a young lady in our program. Actually all three of her sisters were in the program. And she's the oldest, and they're all girls. Dad's like, you're all working up in here. I don't care 'cause we got to bring it in. I don't care where you go. Go down there to ... Construction is booming. Go down there and learn how to be a forklift driver. So slightly built young lady with a hijab, going down to learn how to ... Getting hammered by the instructors. Getting hammered by her coworkers and then coming back here just spent, just toasted. This happened to be a space that she could let out and feel better about herself. But then they leave here and gotta go back. So it's ever present and we just gotta up our game on it.”

Social and Civic Values

Social and civic values were understood as being deeply connected with interpersonal skills, future orientation and personal responsibility. To program leaders, it meant engaging in one's communities (including at school and in work), planning for their communities' future, and orienting one's mind towards their own social responsibility for social change. Success was described as *“they can say man this is why we see the responsibility for our communities important for the lives of others.”*

Agency

Program leaders understood youth agency to be both an individual and collective construct. On an individual level, it is a young person figuring out what they are good at, what they want to do and having space to decide how they want to participate in something. On the collective level, *“then whatever it [youth's passion and participation] is, it needs to in turn affect other people.”* Program staff focused on the importance of youth-adult partnerships in the program space to supporting youth *“finding power in their voice”*. Agency is also understood as self-advocacy, or knowing one's self and having power to advocate for what one needs.

Emotional Regulation

Emotional regulation was understood to be important among program leaders participating in an interview. For instance, one participant explained, *“I think if kids can learn how to deal with their emotions, they will interact with people differently”*. But most noted the importance of a trauma-informed approach to emotional regulation and skill building.

“A lot of these kids got so much trauma, pain that they don't know how to deal with their emotions. And then when you talk about learning, how can you learn when you coming to class and I'm angry, I'm pissed off, I'm hungry, my dad's in prison and we ain't got no money, I'm undocumented, all of that. Right? So they can trap into their emotions and then learn how to interact with themselves and people around them.”

As such, program leaders see providing a support system, and building community, as being critical for emotional regulation.

“I think it's very difficult to be in a socially and emotionally appropriate space, personally, when we are isolated. Even for myself... when I had been isolation, you can tend to stand how I process my emotions and how I view the world warped. Because, I how view the world, it is warped. How do I then engage with it as warped? I feel a lot of the youth, when they feel alone, they actually wouldn't want to engage with the world. They are isolated, and because of that, they want to stay isolated because of their experiences that they have, which are not often affirming...They're able to find work through all the notions that they have, emotionally, about the world, about themselves by just engaging with each other in different ways, and different formats, and different spaces, they just build the skills as well. So, they adjust. Not only they view the world differently, they also view themselves differently. They also acquire the skill to engage with the world and present themselves in more confident, more present ways.

Identity Development

Racial and Ethnic Identity Development

Some program leaders understood race and ethnicity as two distinct aspects of one's identity. Noting that race and ethnicity are separate ideas, some program leaders reflected on the ways race is *“A construct that someone is trying to create to limit you”* and that ethnicity is

one's "cultural origin, historical origin, ancestral origin of peoples, and that being something that's a little more real for us than just the black, white, yellow, brown kind of designation." At the same time, there was an acknowledgement that race and ethnicity were not equally salient for all youth, noting that "it's a very individual experience" and "...it's pretty fluid when we talk about it."

Staff conceptualize racial and ethnic identity development as happening in their programs in a number of ways. For some, positive racial and ethnic identity development is a natural and organically integrated part of how that organization operates. Others are trying to better incorporate conversations about racial identity into their work but note that in a predominantly white setting it doesn't often happen or can feel uninviting to the youth of color who may be a minority. For instance, one program leader explained:

"But, in general, engaging with communities [of color] is something that we only started doing, and it's a new process, because our experience is predominantly white. I [staff of color], through personal experience, can tell you that it is not too inviting. So, I can begin to understand that there's ways that needs to be done. And that is some of what I do, and plan to do as well."

One program leader who works for an organization run by staff of color for youth of color, expressed that they do feel some hesitation about engaging with the politicized aspects of racial identity development. They explained, "We're very protective about what we're saying to them. We're not trying to start no "Black Lives Matter" no Black revolution. No, I'm just being honest." But at the same time emphasized the importance of empowerment and solidarity for youth of color broadly. Though positive racial and ethnic identity can look different for different communities, the program leader noted that youth of color are in such a minority in predominantly white contexts, that they need to support the positive racial and ethnic identity of all youth of color.

"I didn't want to come into a school and say this is for black boys, when I know that there is another young man of color here that need this same empowerment as a young male of color. So, yeah. And in the context of here you have to be careful with that, because we know there's not just, there's only 3%, 4% black. So, you have to be careful trying to even get into that context...So, were just very sensitive of what we talk about and make sure we're showing love regardless of what."

Program leaders also viewed positive racial and ethnic identity development as being important for success, *“And one of the main things for us is having someone who understands you and are able to find resources that are culturally appropriate is a key to getting to the success.”* This included in job-training and placement, academic support and tutoring, and building social networks.

In day-to-day activities, positive racial and ethnic identity development includes trauma-informed care, mental health support and conversations about life.

“I’m working with them in their circle-keeping to have really strategic questions that they’re asking and that we’re not in the circle just to socialize but we got to not only build comradery but we got to be able to talk about our realities in life, and part of that is our race and ethnic identities.”

While supporting youth through difficulties was mentioned by all, some program leaders also invite joy and fun into their racial and ethnic identity work. They use events, campaigns, games, food and congregation to celebrate their communities.

Gender and Sexual Identity Development

Aside from the organizations that emphasize gender and sexual identity development as their main mission, some program leaders were reticent to engage with gender and sexual identity in their work. In particular, some expressed that given the young people’s cultural and religious backgrounds, some youth may not fully understand questions about gender and sexual identity development outside of those contexts. One program leader therefore described their engagement with gender and sexual identity as *“...call it acceptance, kind of a state of acceptance”* and described their approach as a necessity of the social, legal and political context they are in, rather than an important part of identity development:

“I guess we tend to approach it through the legal lens that we’ve gotta function in, non-profit, neighborhood based, operating within the laws of the country, and so recognizing that there’s a space for folks with gender or sexual needs.”

Another says that they talk about relationships, but do not bring up gender identity or sexual orientation, claiming, *“they’ve never come up with those issues and asked me about it.”* This demonstrates that work around gender and sexual identity is not an intentional part of their social identity development work and they are suggesting that gender identity and sexual orientation are outside of one’s central identity development.

As noted above, religious and other cultural norms, were cited as a source for their hesitation to engage in the exploration and development of queer, gender non-conforming and trans identity. For instance, on program leader expressed:

“Personally I’m a person of faith, so from a biblical standpoint it [youth talking about their non-binary, trans or gender non-conforming or queer identity] would be something that I would question but at the same time we’re still taught to love, and I don’t want the fact that I might not agree for people to get mixed up with the fact that I don’t love you or think you don’t need to be included.”

Another program leader expressed a desire to be able to support their youth along the lines of gender and sexual identity, though they still seem hesitant to normalize conversations about gender and sexual identity development.

The information gathered from program leaders is one part of the story. The youth participants of BSK-funded programs were also invited to define these key outcome and results.

YOUTH FOCUS GROUPS

GUIDING QUESTIONS:

- How do young people define and prioritize the incremental indicators to the success and well-being of attending the programs?
- What aspects of identity do youth perceive to be important to their development? Do these perspectives vary by social identity?
- Do youth perceive racial, ethnic, and/or gender identity development as an important part of their program-related experiences? Why or why not?

PARTICIPANT SUMMARY

As part of the youth focus group component, 26 young people from 5 organizations participated in a focus group session. Sixty-one percent (61%) of participants were youth of color, 38% identified as trans or a non-binary gender, and 34% were immigrants or refugees. Details of participants demographics are not reported to protect their confidentiality.

METHODS

A sample of five organizations serving racially, ethnically, and gender diverse youth between the ages of 11-24 were first identified, then organizational staff identified 5 to 7 potential youth participants participant in a focus group session. A semi-structured interview protocol was used in all focus groups (see Appendix 2.2). Each focus group session was audio recorded, professionally transcribed, and analyzed for themes using qualitative coding software package, Dedoose.

RESULTS

Social and Emotional Development

Similar to the program leader interviews, we explored the young people's definitions and interpretations of key social and emotional skills, including interpersonal skills, future orientation, social and civic engagement, personal responsibility, and agency. The findings from the focus groups showed that nearly all SED constructs were important to include as part of the survey. However, young people interpersonal skills, personal responsibility, social and civic values, and future orientation were identified as the most important constructs of SED.

With regards to **interpersonal skills**, focus group participants identified good communication, honesty, boundaries, respecting pronouns, and accountability as characteristic of healthy relationships with adults and peers. Communication was identified as a critical trait that fostered healthy relationships, as many focus participants viewed this as helping them to gain a better sense of an individuals' character and intentions, which helped them to feel safe when engaging. For instance, when describing important aspects of interpersonal skills, two young people explained:

I think it's very important to communicate, even something that's simple, 'cause, you know, people think of communication as something like ABC, one, two, three, it is, but some folks think of it as an algebraic expression....Like, I just appreciate communication because communication shows me that you'll be honest, right. Because I think honesty is also important, and honesty kind of ties into communication I mean, you know. In my personal experience. But yeah, like, I don't even know if I can be homies with somebody who can't communicate. Like, nah.

There has to be a good sense of communication. What our needs are. Like, I need to be in a space that's inclusive. I need to be in a space that is healthy, that has boundaries as well, that like... okay, these are the boundaries that I'm comfortable with and that you shouldn't really push, and that if they are pushed then I wouldn't feel comfortable in this space.

Focus group participants prioritized empathy and the ability to practice understanding as important indicators of success – believing this leads to deeper connection. For example, when asked to describe a person that has positive social and emotional skills, one young person explained:

You can present yourself as someone who is very approachable but if you don't have an understanding of what they're telling you, I don't think that's positive social skills. You have to be able to put yourself in their shoes or have them put themselves in your shoes and really understand them. Because being presentable is like dressing nice or saying, 'Hi, hello,' you know, any of that body posture. But understanding is deeper...its more positive than just presenting yourself as is.

Concerning **personal responsibility**, focus group participants viewed this construct as a collective endeavor. They talked about successful indicators of personal responsibility being accountable to your actions and to show up for your community, in which one youth explained, “*Being accountable is like being responsible for your actions and I feel like within a community, how you participate is your responsibility.*” Unlike program leaders who saw interdependence as an interpersonal skill, youth saw interdependence as a part of personal responsibility. For instance, one young person explained:

That you have to do something that other people are depending on you to do, that maybe even only you can do and it benefits the community as a whole

Throughout the focus groups sessions, the young people also discussed the importance of developing **social and civic values** as part of their experience in BSK programming. In particular, youth emphasized leadership engagement opportunities where they talked about the importance adults engaging them in decision making processes. Some participants perceived opportunities to develop these types of skills to help them feel empowered and a sense of belonging as they are participating in programming. For instance, two youth explained:

They ask for our opinions every day, at the end of it all. They ask us if there's, because we're the pilot group, so I guess if anything we have the most say. Just because we're the pilot group, so if anything goes wrong we can say, this and that was wrong, and that would help the next group that will come in. So, if anything I believe we have the biggest say and the biggest voice in this whole program. [...] in the first couple weeks the seating arrangement, I didn't like it cause I wasn't able to see everyone, so I brought that up [...] and [Program leader] changed the seating arrangement so we could all see everyone and it actually worked better because they gave him more space in the room. That's just one of the things.

We do feel empowered but to like put us in this opportunity to get our voices heard and like put us out there. Like that's really big for me is like he and a lot of other like other adults in this program like want to see young people flourish and want to see young people succeed and in doing so, like they give us opportunities to shine and let our gifts like be present.

Other young people talked specifically about their program's flat leadership model where youth are viewed as the next generation of leaders. The young people talked about this model not only contributing to their success in the program but their success in life more generally. For instance, two young people explained:

The adults in the program very adamant on like intergenerational leadership. And that's like things that I really love, to hear from adults. Like they really like want to push for the younger generation to be able to like take this work and be able to move forward with it because I think like, once you get to a certain age, of course you love what you've done, but you don't want to do it forever. You kind of want to pass the baton. I don't know where that could have used two different, but they kind of want to like pass the baton on share a bit off of their plate, because I think it's not good to be like too selfish with like work and I haven't, like for me, I haven't seen that like a lot of folks have like passed on like jewels and wisdom onto me that I can be able to take on for my life.

A lot of, I don't like to say older folks either at a lot of the older folks in our elders give us that platform. Like I know like [Program Leader] has definitely like passed on like skills to telling people including me, which will take us further not only in the program but also in life.

In addition to leadership opportunities, focus group participants also viewed community engagement as a key aspect of social and civic values. It was especially important for these young people to engage in advocacy and community activities with folks who they trust and are like-minded because they saw this as helping them to make the biggest impact as it relates to their social and civic endeavors. For instance, one young person explained:

For me, when I connect to my community, more things could get done. So, you know, I could organize for myself, but, like, if I know other folks who are really with the cause and really want to organize and do stuff.. you know I'd rather partner with folks that mean a lot to me or folks that I really appreciate so that we can do the work together then maybe that work could be bigger... So you know, a lot of things that we accomplish is because of our teams, not because of one particular person.

With respect to **future orientation**, youth focused on more tangible and mid-range outcomes – like job or college readiness. Focus group participants perceived the development of life skills as an important aspect of their social and emotional development, because many saw these skills as helping to prepare them for the future. For instance, in describing how the program helps them to build positive social and emotional skills, one young person explained:

They give us the opportunity to interact with other people. Like last week we had a mock interview, which kind of prepared us to see what we were putting ourselves into ... for our futures and stuff. [This experience] made me realize that social skills are actually important when it comes to this type of thing [interviewing].

Racial, Ethnic, and Gender Identity Development

During the focus group sessions, we also explored the meanings young people ascribed to the identity constructs (racial, ethnic, and gender) and their perceptions of regarding the program qualities and characteristics that support positive identity development. The young people generally had a shared understanding of race, ethnicity and gender. They all described the ways that social identity is “*a very individual experience*” and “*is pretty fluid when we talk about it,*” and understood identity development as being nested within a community context, and at the center of everything they do.

With regards to **racial and ethnic identity**, like the program leaders, young people often used these terms vernacularly interchangeably. When asked to elaborate with respect to what racial and ethnic identity meant to them, participants articulated that they viewed ethnic identity as related to their familial background, citing examples including linguistic diversity, cultural values and religious practices. For example, one youth reported that ethnic identity was “[*the*] *way we live and act ... clothes we wear and the food we eat.*” Racial identity for youth was more narrowly focused on physical appearance and social standing. For example, one youth described racial identity as, “*outward appearance ... physical characteristics*” and “*how you fit into society ... how society treats you.*”

Young people perceived racial and ethnic identity development as an important part of their program-related experiences and overall identity development, because many perceived their engagement in activities surrounding these construct areas to help them to preserve and maintain their racial and ethnic cultures, especially in such a White dominant context. For instance, two young people explained:

“I think it’s [cultural identity development] important, ... because you don’t want your culture to be lost within ... this melting pot of culture [America].”

It's [culture] just all passed to you like that, just especially if they have the foods. They have all the foods I ask for, we eat halal foods, it's like they have halal foods for us that's with our culture so it's like kind of helping to keep our culture.

Other young people viewed these activities that facilitate positive racial and ethnic identity development to help them develop relationships with other young people from different racial and ethnic groups. This was important for some youth, especially given their diverse school, neighborhood, and program and peer contexts they often found themselves in. For instance, when describing the program's culture, one young person explained:

A mixture of different races and ethnicities getting along together. Having us talk to each other, make sure everybody raises something. We all will do things.[...]You could say team up [with a group] that you're comfortable with [...]. We get to express how we feel and we don't care how we look, what race are we, we can just, we talked to each other like we're blood brothers.

Focus group participants also highlighted the importance of having a support network (outside of their family) to explore their racial and ethnic cultures, since there may be some values, interests or identities that their families may not fully understand – and they want a more open space to explore and question. For instance, one young person explained:

“My parents, they come, a majority of my family, parents, we come from refugees... Like they don't know how to support us, but just saying that, oh, just go to school and get a degree, you know. But sometimes that just not the route for certain people...But they don't understand that ...So getting that emotional support within the home is kind of hard in a way. Even though they still love you and care for you but sometimes support system is kind of important too. It really plays a big role.”

Concerning racial identity, specifically, some focus group participants described how this particular aspect of their social identity can be constraining given the reality of prejudice and discrimination. They therefore expressed that program-related activities that provided content that helped them understand and navigate their everyday racialized experiences to be critical to

their identity development because it better prepares them to handle racism and discrimination, while also better preparing them as social justice activists. This included work around self-care, self-advocacy, teaching others and inviting others to action. Two young people explained:

“Yes, [racial identity development is important] because they teach us about real life situations, how to handle racism and all that. It teaches us how to be a leader. To know how to act in the moment when something's going on.

“So if we, as an organization ...we know that there's a plenitude of so many identities ... like, there's so many different people on these streets out here. How can we ... be inclusive and be accepting? I had trouble when I was younger ... like struggling with [my gender] identity and that whole thing.... I had to cultivate my own safe spaces just to feel that sense of security, and to know ... you can come in here [organization] and you can be yourself.... It makes it [the activism] way more easier

Gender identity, which was defined as one’s internal sense of being a man, woman, neither, both or another gender (distinctive of their sex), closely matched focus group participants ideas and understanding of this construct. For instance, some participants described it as “*what you want people to call you*”, “*what you feel most comfortable in*” and “*how one presents to the world.*” They perceived gender identify development as an important aspect of their program-related experiences and overall development, yet they saw this as a choice that could change overtime. For instance, one young personal explained:

“Gender is a spectrum ranging from feminine to masculine, and people can identify anywhere on or off that spectrum, and the spectrum is something that is learned, yes, and it's put in place by the cultures that we live in. But we can choose where we fit into that spectrum.

While many viewed their gender as a choice, they often also viewed this to intersection with and influence other aspects of their identity, such as their race. For instance, one young person explained:

“I know a lot of people whose gender is directly linked to other pieces of their identity, and it's important to them that it's not seen as like, you have your gender, and you have your race, and you have your ethnicity, and you have this and this and this, because keeping all of those different categories really separate erases a lot of the ways in which different social structures are connected.

As noted above, except for organizations that focuses on gender identity development, program leaders struggled with their own transphobic biases. Some expressed a basic tolerance for young people expressing themselves, but did not actively support or invite gender identity development in their programming. This lack of intersectional understanding highlights the importance and opportunity for adult development (not just youth development) and that they can stand to learn from the young people they work with too. Interestingly enough, when we talked to youth, they expressed still feeling supported in exploring gender identity – raising questions about how the overall program environment may buffer adult biases.

Summary

This section provided a brief description of how youth define and prioritize incremental indicators of success and well-being within their programs. Overall, young people perceived interpersonal skill development and personal relationships as highly important indicators of success well-being of attending the programs. Good communication, honesty, boundaries, respecting pronouns and accountability characterized healthy relationships among the youth that participated in the focus groups. Additionally, youth found that being involved in decision making processes were important leadership opportunities that aligned with their social and civic values. The development of life skills that support their short and long-term goals were also identified as critical to their futures. Identity development was critical for all participants, but youths' own identities had a large influence on how they define and prioritize racial, ethnic, cultural and gender identity. For racial identity, youth discussed the salience of race to inequality and how society treats them as a result. While many young people described the process of navigating stereotypes, discrimination and racism as challenging, that the act of processing their feelings about their experiences majorly influenced their social and emotional development. Gender diverse youth reported that their experience of their gender identity was a choice that could change moment to moment. For all youth, the way that programs fostered their identity development was central to how they perceived programs supported their well-being. Organizational leaders largely reflected the young people's sentiments but tended to have more nuanced understandings in their definitions of race, ethnicity and culture. Leaders discussed the strong importance they place on building relationships with youth and creating a positive social environment that helps youth to navigate bicultural or gender diverse identities.

Gaining a better understanding of the program leader and youths individual experiences within their programs proved instrumental in better understanding how the identified incremental indicators of success and well-being are defined and understand among individuals facilitating and participating in BSK programming. This is was especially important to understanding the program elements that facilitate the young people's development, and how we can be inclusive of youths' various social identities and cultural backgrounds in the tool we are developing. With this enhanced understanding and community informed definitions of our construct areas, we next sought to conduct a review of existing measures among the identified constructs to explore whether and to what extent these measures adequately meet the goals and perspectives of BSK and program leaders and youth.

Question 2

What measures currently exist to measure social and emotional development, ethnic, racial and gender identity, and enabling environments?

To answer this question, we conducted a thorough landscape assessment of existing measures. The complete report was submitted to the BSK Evaluation team in December of 2018, and is attached to this document as **Appendix 3**.

LANDSCAPE ASSESSMENT

GUIDING QUESTIONS:

- What measures currently exist to measure social emotional development, ethnic, racial and gender identity, and enabling environments?
- Do the existing measures align to the priorities and definitions of BSK incremental indicators as defined by providers and young people?
- What are the strengths and limitations of existing measures?
- Do any existing measures meet a minimum bar for inclusion in the survey?
- Which surveys are changeable, and can be used as part of the BSK survey?

METHODS

Our initial strategy to search for measures within each domain of the survey varied based on the state of the literature. Our goal was to evaluate the quality of the measures and appropriateness of available measures for use in our pilot test. Below we describe our approach to the review of measures for each domain.

Ethnic-Racial Identity Development (ERSID)

In the case of the ERSID construct area, a scoping review of the literature was conducted using the keywords racial identity, ethnic identity, cultural identity, identity. We prioritized literature that included measures of ethnic and racial identity and studies reporting on the psychometric properties and strengths and limitations of these measures, constructs, and questions.

Social Emotional Development.

In this domain, we conducted a scoping review, and largely relied on the many existing reviews of measurement strategies of social emotional learning (Deighton, 2014; Gokiert 2014; Haggerty, et al., 2011; Halle, et al., 2016; Humphrey et al., 2011; Jenkins, et al., 2014). Areas where current conceptualizations of SEL do not cover the constructs sufficiently and conducted a more expansive review of measures. This was the case for the *Agency* and *Social and Civic Values* constructs, and an extensive literature review of each of these areas was conducted. Keywords used to search for measures in the *Agency* construct included agency, empowerment, self-advocacy and self-efficacy. Keywords used to search for measures in the *Social and Civic Values* construct included community engagement, civic engagement, social development, social values and civic values.

Enabling Environments

For the Enabling Environments construct area, we conducted a scoping literature review of measures. Keywords used include: youth program environment, enabling environment and youth-centered spaces. A useful framework for Enabling Environments was offered by the organization, Youth Power, who had an ‘enabling environment’ construct defined within a broader positive youth development framework (Youth Power, 2018). Their key words included: bonding, prosocial involvement & norms, support, value & recognition, youth-responsive services & policies and safety. In addition to key word searches, we conducted a grey literature search on the internet, as there are many organizations that provide services for evaluating programs.

Criteria for measure inclusion:

- Can be completed by youth, school or program staff.
- Is available in English language.
- Designed for youth ages 10-18.
- Measures constructs or sub-constructs related to above definitions.
- Scale has been used in last 20 years, even if it was developed prior.
- At least one subscale can or has be used for universal assessment of protective or promotive factors (rather than clinical screening or diagnosis or in indicated treatment)

This phase resulted in a total of 51 measures reported in the landscape assessment report. The best measures were then selected and further evaluation was conducted as to their applicability to the BSK context. We report on the details of each measure considered for the pilot test in the Landscape Assessment, a document created for BSK as a first step of this project, and included in the Appendix 3. With consultation from BSK, we considered using existing measures wholesale or constructing a survey using existing items that are free and available for use without restriction. The results section below explains the items selected as part of the Landscape Assessment, and how the items from surveys were used to construct our pilot survey.

RESULTS

Racial and Ethnic Identity

We reviewed studies testing seven survey instruments measuring racial and ethnic identity. Among the seven surveys reviewed, three were selected for inclusion in our list of measures to be considered for inclusion in our pilot test: the Multigroup Ethnic Identity Measure - Revised (MEIM-R), the Ethnic Identity Scale (EIS), and the Cross Racial Identity Scale (CRIS). The three surveys selected all emphasize protective and/or promotive factors in youths' identity development and offer strong assessment items for a diversity of youth.

The MEIM-R was selected due to its brevity and well-established validity and consistency with youth from diverse ethnic, racial, and gender groups. The MEIM-R was also one of the few measures available that was designed for youth who were of various ethnic identities. The MEIM-R is a six item measure, including two three-item subscales – ethnic identity exploration and ethnic identity commitment. This instrument is easy to administer, affirms the constructs of racial and ethnic identity as we learned about from youth and organizational leaders, is widely accessible, and has sufficient psychometric properties. All items were included in our first round of cognitive interviews as part of our process of building the survey.

Gender Identity Measures

We reviewed eight gender identity measurement instruments recently evaluated by Shulman, Holt, Hope, MocarSKI, Eyer, and Woodruff (2017) for inclusion. One measure, the Gender Identity Reflection and Rumination Scale (GRRS), met the construct criteria we

developed, and seven were excluded due to poor fit. The seven excluded instruments were not applicable outside of the specific gender population they were designed for, and many had measurement limitations. Details of all measures evaluated are included in Appendix 3. The Gender Identity Reflection and Rumination Scale (GRRS) was included because it offers a short, clear means of evaluating how people conceptualize their gender identity in both positive and negative ways, that meets the criteria for the gender identity construct we have developed. Specifically, the GRRS measures positive ways people think about their gender as “reflection,” and negative ways a person thinks about their gender as “rumination” (Bauerband & Galupo, 2014; Shulman et al., 2017) The GRRS includes 15 items that measure three factors: reflection, rumination, and preoccupation with other’s perceptions [of a respondent’s gender]. As we are focused on protective and promotive factors, we considered the wording and concepts in the reflection subscale. The specific items included in this measure were not included in the survey we pre-tested with youth in cognitive interviews, but the concepts and definitions were used to develop the two items on gender identity.

Social Emotional Development Measures

There were a large number of surveys designed to measure different aspects of social and emotional development. Of the 28 surveys reviewed in phase 1, we determined that 10 met criteria for further review. Many of the SED measures that were potential fits were proprietary and required training and/or needed to be used in their entirety (SAYO, YAPS, CYRM). We determined in consultation with BSK not to use this group of surveys as the training required posed a barrier, or they did not align to the construct areas developed in partnership with youth and organizational leaders. Rather, we elected to use the free and available surveys to create an item bank from which we drew items aligning to the construct areas. Surveys included in this item bank were the YDEKC Motivation and Engagement and Beliefs survey (YDEKC), the Youth Experiences Scale 2.0 (YES), Grit Scale, Washoe County School District Social Emotional Competence Survey (WCSD-SEC), the Youth Civic and Character Measure Toolkit (YCCMT), and the Communities that Care Survey (CTC). Items were aligned to construct areas and selected to provide coverage of the various components of SED as defined by youth and organizational leaders.

Enabling Environments Measures

We reviewed 11 surveys that account for enabling environments, or program structure and climate, opportunities for meaningful engagement and caring and supportive relationships. We determined that eight met criteria for inclusion and further review. Of these eight scales, five were repeats of measures from the SED section, (YDEKC, YAPS, YCCMT, YES, CTC). The strength of these four measures is that their social environmental measures are aligned to the individual level protective and promotive factors they measure. There are two scales related to racial socialization and respect. The racial socialization measure is more closely aligned to our definition of positive program culture and climate, but the racial respect measure has some important ideas we considered for item development. We also included the YPQA; it is an observational tool, however, the constructs covered are highly aligned to our definitions and it is widely used for program quality improvement in the region and thus its constructs are familiar to program leaders.

We used a similar strategy with EE constructs as we did with SED. We created an item bank from protective and promotive factor items included on the scales that were free and able to be edited. The SAYO measure was ultimately excluded as it required training and additional funding and infrastructure. The resulting item bank was aligned to EE construct areas and items were selected or written based on the wording and/or ideas from the available measures.

Based on the reviewed surveys, we created a draft survey covering all construct areas that was initially over 200 items long. We worked with BSK to reduce this item count to 49, with a goal of creating a survey that takes no longer than 10 minutes. Decisions were made to include and revise items to best match the definitions created by young people and organizational leaders. The initial survey was circulated among BSK staff for revisions in early 2019. Additional items about youths' demographics were included for the purposes of testing the survey's functioning within subpopulations of youth attending BSK programs. We also included items related to educational outcomes, mental health outcomes and dosage so that validity of the survey could be evaluated. These items were largely the standard items used by BSK in other contexts. This survey was then fully evaluating using cognitive-pretesting techniques as described in the next section. The final survey is included in Appendix 2.4, and Appendix 2.5 includes a map of the sources of final items included in the pilot.

Question 3

What problems do young people participating in BSK programming identify with existing measures of social and emotional development, ethnic, racial and gender identity and enabling environments, and what revisions to they recommend?

COGNITIVE INTERVIEWS

Following the identification of valid and reliable measurement tools that are aligned to the priorities and definitions of BSK incremental indicators defined by providers and young people, an initial draft of the BSK Youth Development Survey was developed. The survey was divided into three sections: (1) social and emotional development, (2) ethnic, racial and social identity and (3) enabling environments, and included a total of 49 questions. To develop the survey, we included questions from surveys selected during the landscape assessment process and selected questions that aligned with BSK priorities and based on providers and young people definitions. For construct areas where no measures/questions were available, the research team drafted questions. We also included some demographic questions and items that King County has used on surveys with other grant-funded organizations and youth participants (see Appendix 2.4). As such, in this section, we discuss the process we used (i.e. cognitive interviewing) to evaluate and refine survey questions and response options.

GUIDING QUESTIONS

- What problems do young people with different racial/ethnic backgrounds and gender and sexual identities identify with the questions and response options included in a youth development survey?
- What revisions do young people suggest for questions and response options identified as problematic? Why?

PARTICIPANT SUMMARY

From January through March of 2019, we conducted 41 interviews with young people across five BSK-funded organizations to evaluate and refine the BSK Youth Development Measurement tool. All organizations who participated serve primarily youth of color and are led

by staff of color. Youth self-reported their age, grade, gender, race, ethnicity, sexual orientation, how long they have been in the program and the languages they speak at home. Ninety seven percent of participants identified as youth of color. Of these, 15% were Asian, 20% were Black, 27% were Hispanic or Latinx, 17% identified at mixed race. Many ethnicities were represented in the sample, including African, Cham, Chicano, Black, Mexican, Mixed, and White. Youth ranged in age from 11 to 24, with a mean age of 16. Half of the sample identified as male, half as female, and no participants identified as another gender. Not all youth reported their sexual orientation, of those who did, 53% were straight or heterosexual and 5% reported that they were bisexual, gay or queer. The length of time that participants attended program ranged from less than a month to over a year. Thirty four percent attended their program for 1-6 months, 24% attended for 6-11 months, and 29% reported attending their program for more than a year. The languages that youth spoke at home included Arabic, Cham, Vietnamese, Cambodian, English, Marshallese, Spanish, and Khmer. Some details of youths' demographics have not been reported to protect their confidentiality.

METHODS

We used the pre-test methodology of cognitive interviewing to evaluate and refine the youth development measurement tool. Cognitive interviewing is the process of administering draft survey questions while collecting additional verbal information about the survey responses. The verbal information generated from this process is used to evaluate the quality of the response and/or to help determine whether the question is generating the information the survey intends. Responses generally consist of survey participants' (1) elaborations regarding how they constructed their answers, (2) explanations of what they interpret the question to mean, (3) reports of any difficulties they had answering, and (4) anything else that sheds light on the broader circumstances that their answers were based on (Beatty & Willis, 2007, p. 288). On top of this basic information from cognitive interviews, we also covered three priority areas, including:

- **Cultural responsiveness.** Of primary interest for the cognitive interviews was to collect information about the cross-cultural applicability and cultural responsiveness of the proposed items. To accomplish this goal, we asked youth from different genders and racial/ethnic backgrounds to develop a better understanding about how they interpret the meaning of the questions, taking into account their cultural values and ethnic/racial

socialization processes. This process helped us understand youth perspectives on the relative importance of survey constructs for their well-being. Understanding how youth from different racial, ethnic and cultural backgrounds interpret questions was particularly important for the evaluate and refine the racial and ethnic identity scales in order to determine their cross-cultural applicability. Additionally, we assessed the degree to which the social-emotional development skills align with the cultural values of youth from diverse racial and ethnic backgrounds.

- **Question difficulty.** Another important issue we explored through the cognitive interview process is that of question difficulty. Question difficulty is a term from “item response theory” that is related to ceiling effects, which asserts that if most young people respond in the positive range of responses to the question, the question will not provide useful information since it will be bounded by ceiling effects. Questions that are more “difficult” to answer in the positive have more variance and are subsequently more likely to be able to show growth. We therefore asked young people for their perspectives on the range of possible responses for a given question, and how to make question and response options more “difficult” to respond to positively.
- **Developmental Appropriateness.** Since BSK strategy areas cover a large range of development ages, it was also important to know how young people from different stages of development understand survey questions. We also assessed the degree to which younger youth understand the complexity of the concepts of identity and how they understand and perceive their social environment. In addition, since youth increase the depth and complexity of their social-emotional skills and competencies as they develop, we sought to understand the ages at which our social-emotional development skills are relevant and developmentally applicable.

With these priority areas in mind, we conducted three rounds of cognitive interviews with young people across the five BSK-funded organizations. The first round included young people from Cham Refugee Community, the second included young people from Para Los Ninos, Safe Futures Youth Center, Good Shepherd Youth Outreach, and Rainier Beach Action Coalition, and

the third included young people from Para Los Ninos, Safe Futures Youth Center, and Good Shepherd Youth Outreach. Following each round of interviews, we revised the survey questions based to better reflect the young people's understandings, perceptions, and recommendations.

Recruitment

To recruit the BSK-funded organizations, we worked closely with King County staff members to identify provider organizations that represented the diversity of youth being served through the BSK initiative. Specifically, since positive racial, ethnic and cultural identity development are central features of the survey, recruitment for the cognitive interviewing was catered towards organizations that center racial, ethnic or cultural identity development in their work. We also sought to include organizations that serve youth across middle, high school and young adult ages. Once the organizations were identified, we worked closely with program leaders to recruit their youth participants and to identify a date, time, and location in the community to conduct the interviews.

Data Collection

To conduct the interviews, we used a structured interview guide that included probes about the survey questions and terms, and a space for the interview to write observational notes while the young person completed sections of the survey (see Appendix #). All interviews were conducted by members of the UW evaluation team, audio recorded with participants permission, and professionally transcribed. Interviews were transcribed and coded thematically by two UW evaluators.

Analysis

To analyze the data, we used a thematic analysis approach (and coded the interviews in Dedoose, a web-based software analyzing qualitative data. We also developed data matrices of problems young people identified with the survey questions and response options to facilitate analysis and interpretation of the data. The research team also engaged in memoing throughout this process to explore our analytic decisions and interpretations, and to be present to our own biases that emerged (Charmaz, 2006).

RESULTS

Below is a summary of major points discussed, general issues the young people raised with respect to each item and a record of decisions made. To maintain confidentiality, the quotes are anonymized.

Social and Emotional Development

We use the term social-emotional development (SED) to highlight that a young person’s social and emotional skills develop over time and are fostered and cultivated in multiple contexts beyond the school setting. Below we discuss the young people’s perceptions and recommendations of the SED questions included on the initial draft of the youth development survey, which consists of six sub-construct areas, including (1) Interpersonal Skills; (2) Personal Responsibility; (3) Mindsets; (4) Social and Civic Values, (5) Agency; and (6) Future Orientation.

Interpersonal Skills are defined as the ability to develop and sustain healthy relationships with others, to understand the feelings of others, and to respect and perspectives of others, especially those from backgrounds different from one’s own. It includes the ability to have empathy for others, express emotions in a positive way, as well as the skills it takes to maintain conversations, listening, work with others and resolve conflict. Three questions were included on the youth development survey to assess for interpersonal skills.

Table 3: *Question changes resulting from cognitive interviews.*

		Original		Revision	
		Question	Response Option	Question	Response
1	One of my strengths is building positive relationships with other people	Strongly Disagree; Disagree; Agree; Strongly Agree	I find it difficult to build positive relationships with people	Never; Rarely; Sometimes; Almost Always; Always	
2	When I make a decision, I think about how it will affect other people	Strongly Disagree; Disagree; Agree; Strongly Agree	I think about how my behavior will affect other people	Never; Rarely; Sometimes; Almost Always; Always	

3	I try to help when I see someone having a problem	Strongly Disagree; Disagree; Agree; Strongly Agree	<i>No change</i>	Never; Rarely; Sometimes; Almost Always; Always
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As noted above, questions 1 and 2 were revised based on the cognitive interviewing process. With regards to **Question 1**, participants generally understood this question as having positive relationships with their family and friends, which was often based on respect, empathy, accountability, and effective communication. For instance, one young person explained, *“a lot of my relationships or friendships are very communicative.... Whenever we even feel like there’s something that has to be addressed, we communicate that with each other and we have a conversation.”* However, since most youth answered this question in the positive (Agree or Strongly Agree), we flipped the question direction to make it more difficult so as to help add variance in how the young people responded.

Concerning **Question 2**, participants thought of the term “decisions” as broadly relating to how their actions affect others and make them feel. For example, when asked to describe what types of decisions they thought of when reading this questions, one young person explained, *“Whether it’s getting food for my family, I think about how it’s going to affect them because they will have food”*. Another young person explained, *“Making sure I’m including everyone; not leaving anyone out of in any sort of way.”* In understanding these perspectives, and because this question seeks to understand the young people's actions that relate to other people, their interpersonal responsibilities, and ability to empathize, the term “behavior” was used instead of “decisions” as this term better gets at empathy and factors external to the young person (both conscious and unconscious).

The **response options** for all three questions were revised to a 5-point scale from a 4-point scale because most participants answered in the positive (Agree or Strongly Agree). This shift attempts to ensure more variance in the young people’s responses as the omission of the midpoint option, such as “sometimes”, on the 4-point scale can exaggerate survey respondents’ true feelings toward the question, and therefore distort findings.

Personal Responsibility refers to the ability to make positive choices about one’s behavior that take into account ethics, safety and social norms. This includes the ability to weigh choices and consequences, to solve social problems, and to manage stress, set goals and regulate impulses and emotions in such a way that youth are able to make good choices about their

behavior. One question was included on the youth development survey to assess for personal responsibility.

Original		Revision		
Question	Response Option	Question	Response Option	
4	If I do something wrong, I take responsibility for my actions.	Strongly Disagree; Disagree; Agree; Strongly Agree	<i>No change</i>	Not At All True; Somewhat True; Mostly True; Completely True

No changes were made to **Question 4** following the cognitive interviews because participants perceived taking responsibility as owning up or accepting the consequences of your actions. For instance, when asked what it means to “take responsibility for your actions,” one young person explained, “*Take ownership of my actions and to be okay with knowing that I’ve done something. The responsibility also doesn’t have to always be negative.*” When asked of responsibility in the family context, people thought of chores of taking care of siblings. The **response option**, however, for this questions was changed from a 4-point scale to a 5-point scale to increase variance in how the young people respond, as one participated expressed: “*I would have answered differently if they had a ‘neutral’ or ‘sometimes’ category because sometimes I do not [take responsibility for my actions] too much. I just like push it away kind of.*”

Mindsets refer to youths’ beliefs in their ability to learn as being changeable, their ability and tendency to set long term goals and to stick to these goals. Mindsets includes aspects of academic tenacity, growth mindset and grit, and refers to psychological aspects of youth related to their attitudes and beliefs about themselves that influence youth approach to their own academic or goal-oriented efforts, and difficult or long-term goals. Two questions were included on the youth development survey to assess for mindsets.

Original		Revision		
Question	Response Option	Question	Response Option	
5	I keep working toward my goals even if I experience problems	Strongly Disagree; Disagree; Agree; Strongly Agree	I work towards my goals even if I experience problems.	Never; Rarely; Sometimes; Almost Always; Always

6	My ability to succeed is something that I can change with effort.	Strongly Disagree; Disagree; Agree; Strongly Agree	<i>No change</i>	<i>No change</i>
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Although participants reported no issues with **Questions 5**, the question was revised to reflect the new 5-point frequency scale response option (i.e., Never, Rarely, Sometimes, Almost Always, Always). No changes were made to **Question 6** as participants showed understanding of the question’s intent when asked to describe the meaning of the question in their own words. For instance, one young person described, “*This question relates to my abilities as a student. Maybe I’m not doing the best in that class, but I can change that with extra effort and more studying.*”

Social and Civic Values refers to building strong social ties (including relationships outside of the family) and connecting with communities to build a sense of social responsibility, concern for the lives of others, which in turn, supports the development of a social justice orientation. Five questions were included on the youth development survey to assess for social and civic values.

Original		Revision		
	Question	Response Option	Question	Response Option
7	In America, a person’s race, ethnicity and gender limits the opportunities available to them	Strongly Disagree; Disagree; Agree; Strongly Agree	<i>Deleted</i>	<i>Deleted</i>
8	I have a responsibility to improve my community.	Strongly Disagree; Disagree; Agree; Strongly Agree	<i>No change</i>	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree
9	I take action to make sure that all people are treated fairly, regardless of what they look like or where they are from.	Strongly Disagree; Disagree; Agree; Strongly Agree	I take action to make sure that all people are treated fairly, no matter what they look like or where they are from.	Never; Rarely; Sometimes; Almost Always; Always

10	It is important to me to make sure that all people are treated fairly, regardless of their gender.	Strongly Disagree; Disagree; Agree; Strongly Agree	<i>Deleted</i>	<i>Deleted</i>
11	It is important to me to make sure that all people are treated fairly, regardless of their ability level.	Strongly Disagree; Disagree; Agree; Strongly Agree	<i>Deleted</i>	<i>Deleted</i>

With regards to social and civic values, most participants perceived them to mean having concern for the lives of others and their communities. **Question 7** was therefore deleted because, while many participants did believe that one’s race, ethnicity, and gender can determine the opportunities available to them, many did not perceive this question to capture how they understood their social and civic responsibilities. **Question 8** thus emerged as a better question that captured these values, because when asked what came to mind when reading this question, one young person, for example, mentioned, “*how to make a difference, like how to change the community.*” Participants also perceived equity to be an important aspect of their social and civic values. For instance, when asked to describe **Question 9** using their own words, two young people explained:

“Being treated fairly is like everyone is able to get the same resources they need, the same information, the same learning that they need to be successful.... That’s important to me because if I’m able to do well because I have these things and you’re not because you don’t, but you’re just as capable of doing what I am, then something’s wrong there cause you should be able to use what I have to help you, too.”

“So, basically treating everybody the same if you can. Giving equal opportunities to people and not favoring people because of, for whatever reason, if it’s gender, race, or whatever creed they have that you might relate to. Unbiased.”

Question 10 and **Question 11** were therefore deleted because participants felt that the phrase “regardless of what they look like or where they are from” in Question 9 captured the diversity these questions attempted to cover. However, Question 9 was changed as some participants felt that the term “no matter” better reflected their perceptions than “regardless.” The **response option** for Questions 8 and 9 was also shifted to a 5-point frequency scale to ensure variance in how the young people respond.

Agency relates to the individual characteristic of self-efficacy, or the perceived ability to exert control over events that impact one’s life, and the relationship of youth to social systems and structures. The latter focuses on the degree to which youth are empowered to interface with their environment, resources and power-sharing opportunities. Two questions were included on the youth development survey to assess for agency.

Original		Revision	
Question	Response Option	Question	Response Option
12	I speak up for myself when I need something.	<i>No change</i>	Never; Rarely; Sometimes; Almost Always; Always
13	It is important to me to make a positive difference in my community.	<i>No change</i>	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

As displayed above, no changes were made to **Question 12** or **Question 13** as participants did not perceive them as problematic. The **response option**, however, for these questions were changed from a 4-point scale to a 5-point scale to ensure variance in how the young people respond.

Future Orientation refers to youths’ expectations and dreams about the future, leading to the tendency for youth to set short- and long-term goals, and the ability to make plans to reach those goals. It also includes having a sense of hopefulness and optimism about the future. Three questions were included on the youth development survey to assess for future orientation.

Original		Revision	
Question	Response Option	Question	Response Option
14	If I set goals, I take action to reach them	When I set goals, I take action to reach them.	Never; Rarely; Sometimes; Almost Always; Always
15	I am hopeful about my future.	<i>No Change</i>	Not At All True; Somewhat True; Mostly True; Completely True

16	When I make a decision, I think about how it will affect my future.	Strongly Disagree; Disagree; Agree; Strongly Agree	<i>No Change</i>	Not At All Like Me; A Little Like Me; Somewhat Like Me; A Lot Like Me; Very Much Like Me
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Overall, participants did not see the future orientation questions as problematic. The **response option** for all three questions, however, was changed from a 4-point scale to a 5-point scale to ensure variance in how the young people respond. **Question 14** was therefore slightly revised to reflect the new frequency response questions. No changes needed to be made to **Question 15** and **Question 16**.

Ethnic, Racial, and Gender Identity Development

Ethnic Identity can be defined as the personal sense of ethnic group membership that involves identifying oneself as a member of an ethnic group, having knowledge of and a personal investment in an ethnic group, seeking information and experiences relevant to one’s ethnicity, engaging in ethnic practices and social interactions (e.g., speaking the language, eating the food), feeling comfortable with one’s ethnicity and having positive feelings about one’s group membership, having cultural values and beliefs, and the importance and salience attributed to one’s ethnic identity over time and in relation to another prominent group identity (i.e., American). Six questions were included on the youth development survey to assess for ethnic identity development.

	Original	Revision
	<p><u>Ethnicity or Cultural Identity Definition</u> In this country, people come from a lot of different cultures and family backgrounds. Ethnicity has to do with where your family comes from and the traditions from your family. Every person is born into an ethnic group, or sometimes two or more groups, but people differ on how important their ethnicity or culture is to them and how they feel about it. These questions are about your ethnic or cultural group or groups.</p> <p><u>Please fill in:</u></p>	<p><u>Ethnic Identity Definition</u> In this country, people come from a lot of different cultures with different traditions, food, languages and religious practices. These differences refer to their ethnicity. Some names of different ethnicities include:</p> <ul style="list-style-type: none"> • Eritrean, Somali, Ethiopian, African-American • Cambodian, Khmer, Filipino, Korean, Chinese, Japanese, Vietnamese, Taiwanese or Asian-America

	In terms of ethnic group(s), I consider myself to be: _____		<ul style="list-style-type: none"> • Mexican, Cuban, Salvadorian, Panamanian, Honduran, Costa Rican etc. • Samoan, Native Hawaiian, Polynesian, Marshallese, Chamorro • Native American, American Indian, Alaskan Native <p>These questions are about your ethnicity.</p> <p>Please fill in: In terms of ethnicity, I consider myself to be: _____</p>	
	Question	Response Option	Question	Response Option
17	I have spent time trying to find out more about my ethnic or cultural group, such as its history, traditions, and customs.	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I spend time trying to find out more about my ethnicity.	Never; Rarely; Sometimes; Almost Always; Always
18	I have often talked to other people in order to learn more about my ethnic or cultural group.	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I talk to other people in order to learn more about my ethnicity.	Never; Rarely; Sometimes; Almost Always; Always
19	I have often done things that will help me understand my ethnic or cultural background better.	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I do things that will help me understand my ethnicity better.	Never; Rarely; Sometimes; Almost Always; Always
20	I have a strong sense of belonging to my ethnic or cultural group	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I feel like I fit in with other people who have the same ethnicity as me.	<i>No change</i>
21	I understand pretty well what my ethnic or cultural group membership means to me	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	<i>Deleted</i>	<i>Deleted</i>
22	I feel a strong attachment towards my own ethnic or cultural group.	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I feel that my ethnicity is an important part of who I am?	<i>No change</i>

The **ethnic identity definition** was revised because many participants expressed that the definition was too long and complex. Some were also confused by the use of both ethnic and culture, and expressed that one should be used and examples should be provided. For instance, one young person stated, *“I think if you do give examples, then they [survey participants] would probably understand it [the term ethnicity] better because ... there’s so many.”* The examples of ethnicities included in the revised definition were recommended by the participants.

Participants did not perceive any problems with **Question 17**, **Question 18**, and **Question 19**. However, to ensure variance in how the young people respond, the response option for these questions were changed from a 4-point scale to a 5-point frequency scale. The questions were therefore slightly revised to reflect this change. The term “ethnic or cultural group/background” was also replaced with “ethnicity.” With regards to **Question 20**, while some participants understood the phrase “strong sense of belonging to my ethnic or cultural group” to mean, *“where you’re from ... your family ... your people,”* others felt it was complex. For instance, when asked if they thought any questions in the ethnic identity section was unclear, one young person replied, *“I guess this one [Question 20] ... strong sense of belonging to an ethnic group.... It’s just kind of confusing like personally. I just have to think about it.”* The phrase, “sense of belonging,” was therefore replaced with “feel like I fit in,” because many participants used this phrase when asked what the term belonging meant to them.

Question 21 was deleted because many participants were unsure what the question was asking. In particular, many were confused by the use of the term “group membership” in reference to their ethnic identity. For instance, one young person explained, *“The whole group membership thing reminds me of like when you sign up for the gym ... and in order to become a member of planet fitness you have to pay money.”* Many participants also found the term “pretty well” to be vague. Moreover, participants also found the term “strong attachment” to be confusing in reference to their ethnic identity. **Question 22** was therefore revised to reflect their recommendations.

Racial Identity refers to the extent to which an individual identifies with their race and believes that their belonging to a racial group is a salient reference in their lives. It entails their belief about both the importance and meaning of race to their personal identity. Five questions were included on the youth development survey to assess for racial identity development.

		Original		Revision	
		<p><u>Racial Identity Definition</u> In this country, people are divided into racial groups based on how they look, especially their skin color and facial type. Every person is a member of at least one racial group, but people differ on how important their racial identity or identities are to them or how they feel about it. For some people, their racial group and their ethnic or cultural group might be the same, for others, they might be different. These questions are about your racial group.</p> <p><u>Please fill in:</u></p> <p>In terms of racial group(s), I consider myself to be:</p> <hr/> <hr/>		<p><u>Racial Identity Definition</u> In this country, a person's race is based on how they look, especially their skin color and physical features. For some people, their race and ethnicity might be the same. For others, they might be different. Some names of different races are:</p> <ul style="list-style-type: none"> • Asian • Black • Hispanic or Latina/Latino • White • Native American, American Indian/Alaskan Native or Indigenous • Pacific Islander • Multiracial <p>These questions are about your race.</p> <p><u>Please fill in:</u></p> <p>In terms of race, I consider myself to be:</p> <hr/> <hr/>	
	Question	Response Option	Question	Response Option	
2 3	My race is an important part of who I am.	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	<i>No change</i>	<i>No change</i>	
2 4	I have a strong sense of belonging to my racial group	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I do not feel like I fit in with other people who are the same race as me.	<i>No change</i>	
2 5	I have a clear sense of what my race means to me.	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I have a strong connection to my race.	<i>No change</i>	

2 6	During a typical week, I think about race and racial issues many, many times.	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	During a typical week, I think about race and racial issues.	Never; Once in a While; Sometimes; Almost Everyday; Everyday
2 7	It is important to have relationships with people I look up to who are the same race as me.	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	<i>No change</i>	<i>No change</i>

The **racial identity definition** was revised because many participants expressed that the definition was too long and complex. Participants also suggested that a list of examples of racial groups will be important to include, as many often were confused about what to include for their ethnic and racial identity because some identified with multiple groups. For instance, one young person expressed:

“I feel like for me, it’s [deciding which identity to include is] a little bit more difficult because I have two different cultural backgrounds and I have two different races. I’m more close with one than the other side because I don’t know much about the other.”

With regards to the questions, participants did not perceive **Question 23** or **Question 27** as problematic. Given participants concerns with the use of the phrase, “strong sense of belonging,” **Question 24** was revised to reflect their recommendations. The term “racial group” was also replaced with “race” given their concerns about the use of the term “group membership.” **Question 25** was also revised because many participants were unclear of what the phrase “clear sense” meant in this question. For instance, one young person mentioned, “*I don’t know what it’s asking,*” when asked to describe this question in their own words. Lastly, **Question 26** was revised because the phrase, “many, many times,” was confusing for many participants. The **response option** for this question was also revised to a 5-point frequency scale to add variance in how young people respond.

Gender Identity Development refers to one’s internal sense of being a man, woman, neither, both or another gender, and is distinct from sex that is assigned at birth. Two questions were included on the youth development survey to assess for gender identity development.

		Original		Revision	
		<p><u>Gender Identity Definition</u> A person’s gender identity is based on how much they identify with being a man, woman, neither, both, trans or other gender(s). This is based on how people see themselves and what they call themselves or identify as. Every person has a gender identity, but people differ on how important their gender is to them and how they feel about it. These questions are about your gender identity.</p> <p><u>Please fill in:</u> In terms of gender identity, I consider myself to be:</p> <hr/>		<p><u>Gender Identity Definition</u> A person’s gender identity is based on how they identify with being a man, woman, neither, both, trans or other gender(s). These questions are about your gender identity.</p> <p><u>Please fill in:</u> How do you identify your gender:</p> <hr/>	
		Question	Response Option	Question	Response Option
28	I have a clear sense of what my gender group membership means to me at this time in my life	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I understand what my gender identity means to me.	<i>No change</i>	
29	I feel positive about my gender identity at this point in my life	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree	I feel positive about my gender identity.	Never; Rarely; Sometimes; Almost Always; Always	

Like the ethnic and racial identity definitions, the **gender identity definition** was revised because many participants expressed that the definition was too long and complex. **Question 28** was revised because many participants were unclear of what the phrase “clear sense” meant in this question. **Question 29** was also revised because the phrase “at this point in my life” appeared to make some participants feel that they had to make a definitive decision about their gender identity at this particular point in their life (i.e., taking the survey). For instance, one young person who changed their response to this question from “Agree” to “Strongly Agree,” expressed: “*I think I’m pretty positive. I think I know at this point in my life at least, ‘cause that’s what it [the question] says.*” The **response option** to this question was also changed to a 5-point frequency scale to add variance in how young people respond.

Enabling Environments

For the BSK project, we use the term ‘enabling environments’ to describe a set of program-level constructs that can buffer risk factors and promote positive development. These constructs include: (1) program structure and climate, (2) meaningful opportunities and (3) caring and supportive relationships. In addition to these construct areas, we also included questions that focus on the ways in which the program environment promotes social-emotional and ethnic, racial and gender identity development.

Program Structure and Climate refers to organization/program policies and practices, shared decision-making and physical and psychological safety. Two questions were included on the youth development survey to assess for program structure and climate.

Original		Revision		
	Question	Response Option	Question	Response Option
30	In this program, adults have high expectations of all young people who attend regardless of their race, culture, ethnicity, gender or ability.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, the adults believe in all of us and expect us to do our best	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree
31	In this program, young people have lots of chances to help decide things like activities and rules.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you decide things like activities and rules.	Never; Rarely; Sometimes; Almost Always; Always

Question 30 was revised as some participants felt that the term “no matter” better reflected their understanding of this question than “regardless.” Moreover, when describing how adults in their programs show they have high expectations of them, many participants described the importance adults believing in their potential no matter their background. For instance, one young person explained, “*I say I strongly agree with this one when I say they have high expectations, they believe we can be the best we can possibly be and it doesn’t matter where we come from.*” The question was therefore changed to reflect their perceptions. **Question 31** was revised to reflect the revision made to the **response option**, which was changed for both questions.

Engagement in Meaningful Opportunities refers to the active participation in meaningful and purposeful program activities, events and interactions. Four questions were included on the youth development survey to assess for engagement in meaningful opportunities.

	Original		Revision	
	Question	Response Option	Question	Response Option
32	What we learn in this program helps me to make progress towards my future goals	Strongly Disagree; Disagree; Agree; Strongly Agree	How well does this program help you make progress towards your goals?	Very Bad; Bad, Okay; Good, Very Good
33	This program has helped me to think about who I am and who I want to be.	Strongly Disagree; Disagree; Agree; Strongly Agree	How well does the program help you learn more about who you want to be?	Very Bad; Bad, Okay; Good, Very Good
34	There are lots of chances to build positive relationships with other young people who attend this program.	Strongly Disagree; Disagree; Agree; Strongly Agree	How well does the program help you build positive relationships with adults?	Very Bad; Bad, Okay; Good, Very Good
35	In this program, there are lots of chances to share my culture and family background.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you have chances to share your culture and family background.	Never; Rarely; Sometimes; Almost Always; Always

The **response option** for **Question 32**, **Question 33**, **Question 34**, and **Question 35** were revised to a 5-point frequency scale to help add variance in how the young people respond. As such, each question was slightly changed to reflect the new response option scale. Questions were also revised to make them more simple to read and to change tense.

Caring and Supportive Relationships includes secure relationships, high expectations, respect and modeling. Secure relationships emphasize bonding, encouragement and support. High expectations refer to the establishment and maintenance of expectations that are clear, prosocial, and appropriate to the youth in that program. Respect includes respect for one’s racial and social identity. Racial respect is the recognizing of self-worth, honoring one’s racial origins and appreciation of the contributions made by youth, their families and racial identity groups as a whole. Modeling refers to prosocial behaviors (empathy, sharing, helping others, respecting

others cooperating, comforting others and being inclusive). Seven questions were included on the youth development survey to assess for caring and supportive relationships.

Original		Revision		
	Question	Response Option	Question	Response Option
36	In this program, the adults make an effort to support all young people.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you see the adults make an effort to support all young people.	Never; Rarely; Sometimes; Almost Always; Always
37	The adults in this program understand and value my culture.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, the adults understand and value my culture.	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree
38	Every time I participate in this program adults show that they care about me.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you feel like the adults in this program care about you?	Never; Rarely; Sometimes; Almost Always; Always
39	When I'm feeling upset or sad, the adults in this program help me with my emotions.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you get help from adults when you are sad or upset?	Never; Rarely; Sometimes; Almost Always; Always
40	There are lots of chances to build positive relationships with adults in this program.	Strongly Disagree; Disagree; Agree; Strongly Agree	How well does the program help you build positive relationships with adults	Very Bad; Bad, Okay; Good, Very Good
41	I feel comfortable talking to the adults in this program about problems I am having with friends, at home, or at school.	Strongly Disagree; Disagree; Agree; Strongly Agree	How well does the program help you feel comfortable talking about problems you are having at home or at school.	Very Bad; Bad, Okay; Good, Very Good
42	Adults in this program always tell me when I do a good job.	Strongly Disagree; Disagree;	In this program, how often do you hear from adults that you are doing a good job?	Never; Rarely; Sometimes; Almost Always; Always

		Agree; Strongly Agree		
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The **response option** for **Question 36** through **Question 42** was revised to a 5-point scale to help add variance in how the young people respond. As such, each question was slightly changed to reflect the new response option scale. Questions were also revised to make them easier to read and to change tense.

Social-Emotional and Ethnic, Racial and Gender Identity Development Supports. As noted above, the achievement of a positive identity is consistently linked to normative development and positive adjustment among youth populations. Additionally, social environments that complement and encourage strengths of the individuals are known to boost positive development. We therefore included seven questions on the youth development survey to assess for the ways that the program environments promote social and emotional and racial, ethnic, and gender identity development.

Original		Revision		
	Question	Response Option	Question	Response Option
43	In this program, I have many role models who are part of the same racial, ethnic or cultural group as me.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, I have many mentors who are part of the same racial or ethnic group as me	Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree
44	In this program, I have many opportunities to explore to my race and ethnicity or culture.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you have opportunities to explore your race and culture?	Never; Rarely; Sometimes; Almost Always; Always
45	In this program, I have learned about my race and ethnicity or culture by doing things such as attending events, working on projects, reading books or articles, searching the internet, or discussing current events	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, I have learned about my race and ethnicity by doing things such as attending events, talking with others, reading, searching the internet, or discussing current events.	Strongly Disagree; Disagree; Neither Agree nor Disagree;

				Agree; Strongly Agree
46	In this program, I have participated in activities that have helped me understand my gender identity.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you participate in activities that help you understand your gender identity?	Never; Rarely; Sometimes; Almost Always; Always
47	In this program, we learn to build positive relationships with adults and peers.	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you build positive relationships with other young people who attend this program?	Never; Rarely; Sometimes; Almost Always; Always
58	In this program, we learn how to solve conflicts with each other.	Strongly Disagree; Disagree; Agree; Strongly Agree	How well does this program help us learn to solve conflicts with each other?	Very Bad; Bad, Okay; Good, Very Good
49	In this program, I learn how to work with people that are different than me (race, culture, ethnicity, gender or ability)	Strongly Disagree; Disagree; Agree; Strongly Agree	In this program, how often do you work with people that are different than you (race, culture, ethnicity, gender or ability)?	Never; Rarely; Sometimes; Almost Always; Always

Questions 43 was revised because participants felt the term ‘mentor’ was a better word to use than “role model,” because they saw a mentor as representing someone they knew intimately and had a personal relationship with. For instance, one young person explained:

“A role model is someone that you want to be like. I use role models for sports, like yea, that's my role model. I want to be like that person.... Where it seems like a mentor is someone you have a personal relationship with.”

Question 44 and **Question 45** were also revised, as youth felt the term “cultural” was a better term to use in this question than ethnicity. The phrase, “talking with others,” was also added to Question 55 as many participants emphasized the importance of people-to-people learning. The **response option** for all questions in this section were changed from a 4-point scale to a 5-point scale to add variance in how young people respond, and some were specifically

changed to assess for frequency. **Question 46, Question 47, Question 48, and Question 49** were therefore revised so that the questions were appropriate for the response options provided.

Summary

In sum, across the construct areas, several problems related to the issues tested by cognitive interviews emerged, including (1) vague and confusing questions, (2) varying interpretation of terms and definitions, and (3) mismatch between survey questions and response options. Specifically, some young people struggled with the definitions provided for racial and ethnic identity or found it difficult to understand the differences, while others found these differences supremely important given their racial and ethnic identity. For example, youth who identified as ethnically Somali found the difference with being racially Black to be extremely important. This tension was reflected in the need to balance the literacy levels and nuance of survey questions, as development and literacy levels varied among participants. Additionally, what was incomprehensible to some, offered important nuance to others especially with respect to the definitions and questions for racial and ethnic and gender identity, as well as questions related to their social and emotional development and program experiences.

Overall, the young people's input was critical to developing a survey that is meaningful and well understood by young people from highly diverse racial and ethnic backgrounds. Since many questions included on the initial draft were rewritten or developed from scratch, the cognitive interviewing helped us to vet and refine the questions to ensure the questions and definitions were culturally responsive, developmentally appropriate, and difficult enough to add variance across the different groups of young people participating in the initiative. Moreover, since a key goal of this project is to develop a "short" survey that can be completed by a young person in approximately 10-15 minutes, this process helped to eliminate problematic questions they young people identified. We this revised survey, we then began to work with the BSK evaluation team and provider organizations to recruit youth to pilot test the survey. The next section describes the results from the pilot test of this initial survey, particularly concerning its psychometric properties, validity and reliability, and measurement invariance.

Question 4

What are the psychometric properties of this survey? Is it reliable and valid? To what extent does the survey measure constructs as designed?

The survey items described above were tested in a pilot survey. RedCap was used as the survey platform, and a public link to the survey was disseminated to all organizations by BSK program staff. All organizations in the PYD and SSPP strategy areas were asked to provide the survey to the young people who attend their program. For programs with a drop-in format, it was suggested that they ask youth who attend on one or two sessions to complete the survey. Some organizations had difficulty with access to electronic devices or the internet, so paper surveys were provided to those organizations and entered by BSK staff.

The survey included a consent page, and participants were required to consent to move forward in the survey. Total respondents who consented included 395 unique cases, however, 76 cases were excluded due to having missing values on all items. Participants were asked to create a self-generated ID, which entails asking questions that only the young person would know the answer to so that the same self-generated ID can be used to link surveys in the event of a future survey while maintaining the confidentiality of youth. The self-generated ID questions included: *What are the two numbers of the day you were born?; What year were you born?; What are the last two letters of your first name?;* Participants were also asked to select their program from a drop down menu. Among the 319 valid cases 291 identified the program they participated in, and 24 reported “other,” “unknown,” or did not report a program. Eleven programs had more than ten young people respond to the survey. The sample demographics are reported in Table 4. The sample was quite diverse, with the largest racial group represented being Black. Young people self-defined their racial, ethnic and gender group and were able to select a racial and ethnic group category. Categories with fewer than 5 young people were collapsed or suppressed to protect their confidentiality. The range of responses to specific demographic category was included where possible. While there are many analyses that we can do with this sample size, our power is limited to detect a signal with this sample size. The small sample size is major limitation of this pilot test.

Table 4: Survey Participant Demographics

Characteristic	n	%
Gender Identity		
Female	166	52.0
Male	97	30.4
Trans/Nonbinary/Something else fits better	8	2.5
Missing	48	15.0
Racial Identity		
Black or African American	109	34.2
Hispanic, Latino, Latina or Latinx	52	16.3
Asian or Asian American	37	11.6
Multiracial	37	11.6
White or European American	36	11.3
Native Hawaiian or Pacific Islander	7	2.2
Native American, Alaska Native, or Indigenous	5	1.6
Missing	36	11.3
Ethnic Identity		
Black or African American	78	24.5
Mexican, Mexican American, or Chicano	46	14.4
White or European	36	11.3
East African (e.g. Somali, Ethiopian, Oromo)	32	10.0
Southeast Asian (e.g. Vietnamese, Cham, Filipino, Cambodian)	29	9.1
Latin American & Caribbean (e.g. Cuban, Puerto Rican, Peruvian, Colombian, Salvadoran)	10	3.1
Indigenous & Pacific Islander	10	3.1
Indian Subcontinent	9	2.8
Multiple Ethnicities	9	2.8
Middle Eastern & North African (e.g. Iraqi, Moroccan)	7	2.2
West African (e.g. Senegalese, Guinean)	6	1.9
East Asian (e.g. Chinese, Korean, Japanese)	*	1.3
Missing	43	13.5
Sexual Orientation		
Straight or heterosexual	217	68.0
Questioning/unsure	20	6.3
Bisexual	19	6.0
Queer	10	3.1
Something else fits better	8	2.5
Lesbian or Gay	*	1.3
Missing	41	12.9
Primary language spoken at home		
English Only	137	42.9
English & Another Language	100	31.3
Other (Not English) Language(s) Only	35	10.9
Spanish Only	13	4.1
Missing (did not indicate home language)	34	10.7
Grade level		
5 th Grade	7	2.2
6 th Grade	6	1.9
7 th Grade	14	4.4
8 th Grade	43	13.5

9 th Grade	33	10.3
10 th Grade	51	16.0
11 th Grade	37	11.6
12 th Grade	29	9.1
College or University	12	3.8
Missing	87	27.3

* N sizes less than 5 have been suppressed to protect participant confidentiality.

GUIDING QUESTIONS:

- What are the psychometric properties of the survey? Is it reliable and valid? To what extent does the survey measure the constructs as designed?

METHODS

Item Quality Assessment. To assess the psychometric properties of the survey we analyzed the distributions of items using the mean, standard deviation, skewness and kurtosis statistics. These statistics describe the quality of the items. Items with lower means, higher standard deviations and with lower skewness and kurtosis scores are higher quality in that they capture more variance and that variance is more evenly distributed among response options. Items with means that are too high (generally above 4 on a 5 point scale) have low variance, suggesting that young people do not differ very much in their responses and that the item is not doing a good job to distinguish between the different experiences young people are having that the item is attempting to capture. In addition, items with high means are likely to have ceiling effects, meaning that they will be unlikely to detect change over time since there is not much room for improvement.

Confirmatory Factor Analysis. Next we used confirmatory factor analyses (CFA) to determine whether the measurement model we proposed fits the data we collected in the pilot. Based on the correlation between items, CFA tests our theory of how constructs are related to each other. Fit statistics are used to determine whether the measurement model sufficiently fits the data. All CFA models were run separately for the racial, ethnic and gender identity constructs and the social emotional development and enabling environment constructs due to the small N sizes of our sample and because the construct areas are theoretically separate. In some construct areas we also had to use exploratory factor analysis techniques to distill the survey items into more cohesive constructs.

Reliability was assessed using Cronbach's alpha to determine whether final scales resulting from the CFA are sufficiently internally consistent. Alphas above .70 are considered sufficient.

Measurement invariance. A series of multiple group models were tested to examine whether the measurement model varies across different youth identities. This is an important step in determining whether youth interpret the items similarly regardless of their different intersectional identities. The identities we tested included race, gender, sexual orientation, grade level, home language, grades, program dosage, and whether the needed help on the survey. A measure that does have evidence for measurement non-invariance across groups runs the risk of introducing bias into analyses of progress that take an average for all students. Measurement invariance testing was conducted in Mplus using multiple group modeling. Model fit indices (CFI; Cheung & Rensvold, 2002) were used to determine whether there are significant detriments to model fit if parameters are held equal across groups. We tested for configural, metric and scalar invariance. Configural invariance is found when the factor structure is the same across student identities. Metric invariance is found when the factor loadings are similar across groups. Scalar invariance is found when the factor means are the same across groups (Cheung & Rensvold, 2002).

RESULTS

The findings from the pilot study confirm that the BSK protective and promotive factor survey is largely valid and reliable. The main construct areas were supported by the pilot study, we found evidence of construct validity (from the CFA), that the survey was largely understood in similar ways by youth across the developmental span of the sample. We found some evidence cross-cultural reliability for most scales and have identified some problem areas. The survey was reduced to 29 items through the analysis process outlined below. There are some remaining problems with the survey discussed below.

Item Quality Assessment. Survey item descriptive statistics are reported in Tables 5-7. Most items had positive characteristics, were not overly skewed and did not display excessive kurtosis. The main problem was that item means were often inflated. Where possible, items with

high means were excluded from final scales. All excluded items and their descriptive statistics are reported in Table 8.

Table 5: Item descriptive statistics for final racial, ethnic and gender identity survey scales

Items	N	M	SD	Y_1	S.E.	Y_2	S.E.
Racial identity scale							
My race is an important part of who I am.	309	4.30	.95	-1.51	.14	2.09	.28
I have a strong connection to my race.	315	3.97	1.02	-.91	.14	.36	.27
It is important to have relationships with people I look up to who are the same race as me.	311	3.96	1.03	-.82	.14	.24	.28
Ethnic identity scale							
I spend time trying to find out more about my ethnicity.	304	3.27	1.12	-.04	.14	-.69	.28
I talk to other people in order to learn more about my ethnicity.	308	3.35	1.17	-.23	.14	-.65	.28
I do things that will help me understand my ethnicity better.	307	3.43	1.09	-.38	.14	-.34	.28
Gender identity scale							
I understand what my gender identity means to me	295	4.48	.75	-1.88	.14	4.74	.28
I feel positive about my gender identity.	301	4.63	.67	-1.84	.14	2.81	.28

Note. N=319 | Response options range from 1-5, higher values indicate stronger agreement. Y_1 = Skewness, Y_2 = Kurtosis.

Table 6: Item descriptive statistics for final social and emotional development survey scales

Items	N	M	SD	Y_1	S.E.	Y_2	S.E.
Personal goals and responsibility scale							
When I make a decision, I think about how it will affect my future.	318	3.86	.96	-.38	.14	-.66	.27
I work towards my goals even if I experience problems.	318	3.98	.82	-.32	.14	-.68	.27
I am hopeful about my future.	318	3.34	.81	-.98	.14	.08	.27
When I set goals, I take action to reach them.	319	3.93	.79	-.19	.14	-.72	.27
Interpersonal skills and values							
I try to help when I see someone having a problem.	319	3.86	.80	-.17	.14	-.43	.27
I have a responsibility to improve my community.	318	3.98	.79	-.39	.14	-.15	.27
I think about how my behavior will affect other people.	317	3.93	.95	-.60	.14	-.16	.27
I take action to make sure that all people are treated fairly no matter what they look like or where they are from.	319	4.20	.84	-.74	.14	-.14	.27

Note. N=319 | Response options range from 1-5, higher values indicate stronger agreement. Y_1 = Skewness, Y_2 = Kurtosis.

Table 7: Item descriptive statistics for final enabling environments scales

Items	N	M	SD	γ_1	S.E.	γ_2	S.E.
	Opportunities to explore racial, ethnic, and gender identity scale						
In this program I have learned about my race and ethnicity by doing things such as attending events, talking with others, reading, searching the internet, or discussing current events.	294	3.88	.99	-.80	.14	.35	.28
In this program, how often do you have opportunities to explore your race and culture?	292	3.54	1.12	-.48	.14	-.35	.28
In this program, how often do you participate in activities that help you understand your gender identity?	293	3.39	1.24	-.40	.14	-.71	.28
In this program, how often do you have opportunities to share your culture and family background?	292	3.69	1.04	-.42	.14	-.49	.28
	Adult support and expectations scale						
In this program the adults believe in all of us and expect us to do our best.	296	4.57	.62	-1.21	.14	.82	.28
In this program the adults understand and value my culture.	295	4.37	.76	-1.17	.14	1.60	.28
In this program, how often do you see the adults make an effort to support all young people?	291	4.55	.72	-1.59	.14	2.37	.29
In this program, how often do you hear from adults that you are doing a good job?	291	4.29	.90	-1.32	.14	1.72	.29
	Relationship scale						
In this program, how often do you build positive relationships with other young people who attend this program?	291	4.19	.98	-1.18	.14	.92	.29
How well does the program help us learn to solve conflicts with each other?	287	4.24	.70	-.50	.14	-.40	.29
How well does the program help you feel comfortable talking about problems you are having at home or at school?	286	4.20	.89	-.97	.14	.48	.29
How well does the program help you build positive relationships with adults?	287	4.40	.75	-1.05	.14	.75	.29

Note. N=319 | Response options range from 1-5, higher values indicate stronger agreement.

Table 8: Unused Survey Items

Items	N	M	SD	γ_1	S.E.	γ_2	S.E.
I find it difficult to build positive relationships with people	317	3.51	1.03	-.51	.14	-.02	.27
I speak up for myself when I need something	316	3.83	.95	-.33	.14	-.75	.27

My ability to succeed is something that I can change with effort	318	4.21	.75	-.87	.14	1.30	.27
If I do something wrong, I take responsibility for my actions	317	4.03	.86	-.64	.14	.08	.27
It is important to me to make a positive difference in my community	319	4.16	.77	-.66	.14	.53	.27
I do not feel like I fit in with other people who are the same race as me	312	3.59	1.21	-.45	.14	-.77	.28
During a typical week, I think about race and racial issues	313	3.22	1.09	-.05	.14	-.51	.28
I feel that my ethnicity is an important part of who I am	306	4.14	.93	-1.06	.14	.83	.28
I feel like I fit in with other people who have the same ethnicity as me	308	3.75	.97	-.59	.14	.31	.28
In this program, I have many mentors who are part of the same racial or ethnic group as me	294	3.91	.99	-.91	.14	.68	.28
In this program, how often do you work with people that are different than you (race, culture, ethnicity, gender or ability)?	290	4.02	1.00	-.93	.14	.54	.29
In this program, how often do you decide things like activities and rules?	291	3.70	.96	-.34	.14	-.20	.29
In this program, how often do you feel like the adults in this program care about you?	293	4.61	.70	-1.93	.14	3.86	.29
In this program, how often do you get help from adults when you are sad or upset?	288	4.03	1.17	-1.14	.14	.49	.29
How well does the program help you make progress towards your goals?	287	4.34	.70	-.77	.14	.09	.29
How well does the program help you learn more about who you want to be?	287	4.36	.75	-.95	.14	.50	.29

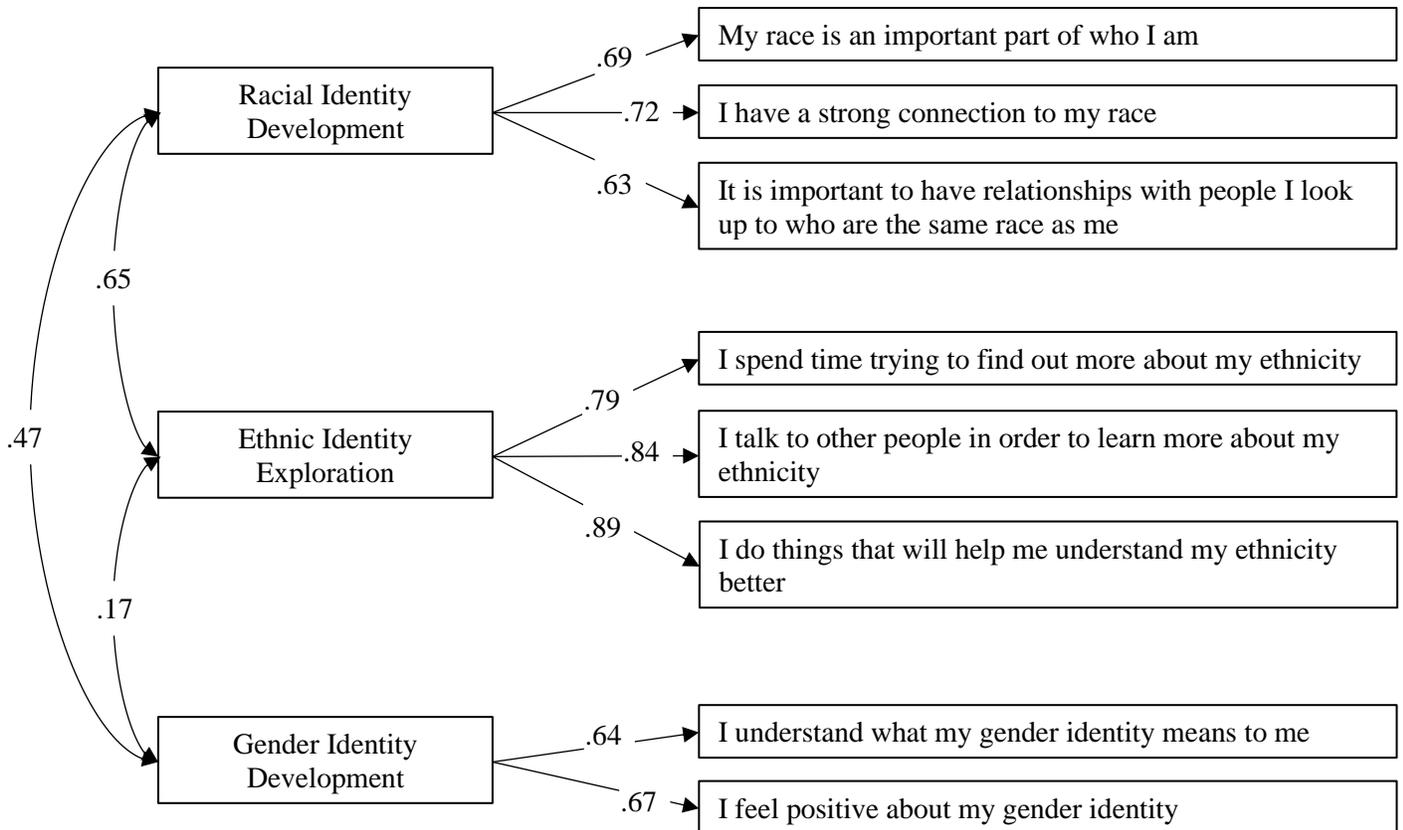
Note. N=319 | Response options range from 1-5, higher values indicate stronger agreement.

Confirmatory Factor Analysis

Racial, Ethnic and Gender Identity. The adequacy of the measurement model was assessed using CFA. Significant revisions to the survey constructs were required to reach adequate fit. For the racial, ethnic and gender identity CFA, we found that items “*I do not feel like I fit in with other people who are the same race as me*” did not fit well with the items, likely because it was the one negatively worded item. We also found that the item “*During a typical week, I think about race and racial issues*” did not fit well with the racial identity items and was dropped from the scale. We also found that the items “*I feel like I fit in with other people who have the same ethnicity as me*” and “*I feel that my ethnicity is an important part of who I am*”

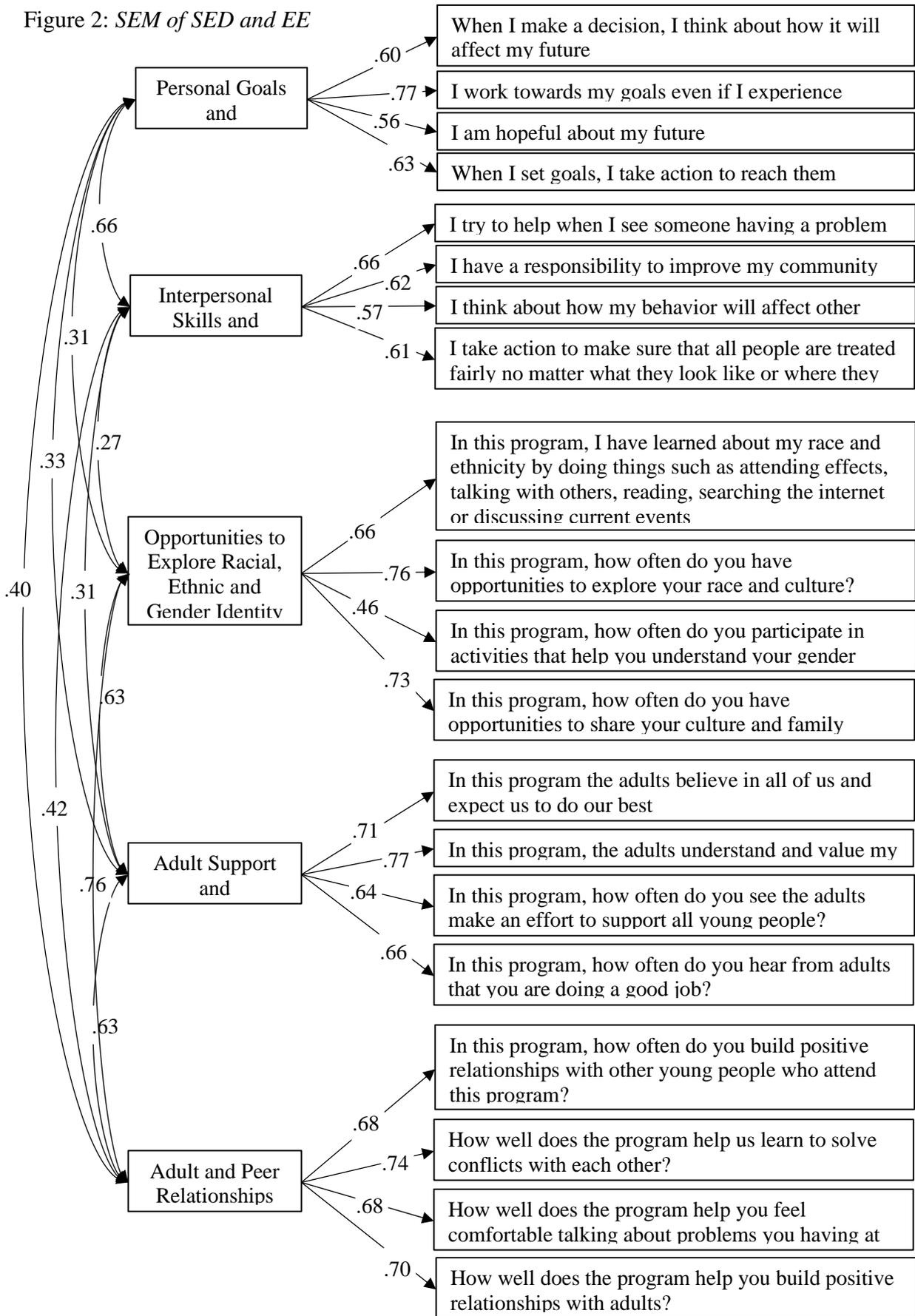
cross loaded with racial identity development. We considered two options of what to do about the misfit of these items, the first being that the cross loadings would need to be included in all subsequent analyses. However, this would not be feasible for BSK purposes, so we decided instead to drop the items. Dropping these items effectively changed the meaning of the original MEIM-R scale, and includes only the ethnic identity exploration subconstruct. Given our conversations with young people and program leaders about the importance of including racial identity along with ethnic identity, we decided to drop these items over dropping the racial identity scale, despite their high correlation ($r=.65$). Upon making these changes, the measurement model fit the data well as indicated by fit statistics (CFI=.99, TLI=.99, RMSEA: .036). Items in the final measurement model are indicated in Table 9. The final measurement model is displayed in Figure 1.

Figure 1: Measurement model of racial, ethnic and gender identity.



Social Emotional Development and Enabling Environments. The measurement model of the SED and EE constructs required significant changes to establish an adequate fitting model. High intercorrelations among variables suggested that many items were measuring highly similar constructs. We used exploratory factor analysis to suggest the number of factors supported by the data, which suggested that five factors fit the data. We removed items with high means and used modification indices to suggest changes to the factors. The fit of the final model was sufficient (CFA=.92, TLI=.91, RMSEA=.05). The final model had two factors that described different aspects of social and emotional development. We named the first SED factor *Personal goals and responsibility* and the second *Interpersonal skills and values*. The enabling environments constructs also changed slightly from our proposed model. We again had to remove many items with high means and high correlations. We named three constructs: *Opportunities to explore racial, ethnic and gender identity*, *Adult support and expectations*, and *Relationships with adults and peers*.

Figure 2: SEM of SED and EE



Scale Reliabilities. Once the items that constitute scales were finalized in the CFA process, descriptive statistics for each scale are reported in Table 9 and reliabilities were run for each scale and reported in Table 10. The reliability of each scale across the whole sample was sufficient (ranging from $\alpha=.60-.88$). However, given the diversity of the sample and our goal of creating a survey that is understood and relevant to young people from various cultural, racial and ethnic backgrounds, we tested reliability within groups. These results are also reported in Table 10, and suggest a few problems with the survey.

Table 9: Final survey scales descriptive statistics.

Scales	N	M	SD	γ_1	S.E.	γ_2	S.E.
Racial, Ethnic, & Gender Identity							
Racial Identity	315	4.08	0.80	-1.02	0.14	0.82	0.27
Ethnic Identity	310	3.35	1.01	-0.32	0.14	-0.38	0.28
Gender Identity	302	4.56	0.61	-1.54	0.14	2.16	0.28
Social and Emotional Development							
Personal Goals and Responsibility	319	3.78	0.63	-0.31	0.14	-0.59	0.27
Interpersonal Skills and Values	319	3.99	0.62	-0.43	0.14	-.177	0.27
Enabling Environments							
Opportunities to Explore Racial and Ethnic Identity	298	3.68	0.75	-0.26	0.14	-0.48	0.28
Adult Support and Expectations	297	4.44	0.59	-1.27	0.14	1.41	0.28
Peer and Adult Relationships	295	4.26	0.66	-0.96	0.14	0.68	0.28

Note. N=319 | Response options range from 1-5, higher values indicate stronger agreement.

Table 10: *Fina scale means and reliabilities by survey demographic groups.*

		Racial Identity	Ethnic Identity	Gender Identity	Personal Goals and Responsibility	Interpersonal Skills and Values	Opportunities to Explore Racial and Ethnic Identity	Adult Support and Expectations	Relationships
Sample	<i>Mean</i>	4.08	3.59	4.56	3.78	3.99	3.68	4.44	4.26
	<i>Reliability</i>	0.71	0.85	0.60	0.72	0.70	0.72	0.77	0.77
Gender									
Female	<i>Mean</i>	4.19	3.71	4.56	3.83	4.09	3.72	4.55	4.31
	<i>Reliability</i>	0.67	0.84	0.48	0.68	0.67	0.75	0.78	0.77
Male	<i>Mean</i>	4.09	3.54	4.60	3.76	3.83	3.73	4.35	4.21
	<i>Reliability</i>	0.70	0.84	0.67	0.76	0.74	0.74	0.75	0.77
Trans, Nonbinary, or something else	<i>Mean</i>	3.08	2.70	4.28	3.44	4.15	3.08	4.11	4.25
	<i>Reliability</i>	0.84	0.84	0.84	0.65	0.63		0.72	0.89
Race									
Asian	<i>Mean</i>	4.16	3.83	4.66	3.89	4.12	3.55	4.51	4.43
	<i>Reliability</i>	0.67	0.84	0.47	0.52	0.54	0.74	0.62	0.54
Black	<i>Mean</i>	4.32	3.74	4.65	3.86	4.06	3.92	4.50	4.33
	<i>Reliability</i>	0.49	0.82	0.67	0.69	0.68	0.72	0.76	0.78
Latinx	<i>Mean</i>	4.19	3.61	4.52	3.59	3.77	3.58	4.41	4.01
	<i>Reliability</i>	0.70	0.75	0.78	0.78	0.70	0.66	0.84	0.80
Multiracial	<i>Mean</i>	3.98	3.44	4.58	3.79	4.05	3.55	4.41	4.30
	<i>Reliability</i>	0.65	0.89	0.24	0.79	0.76	0.75	0.76	0.83
AIAN	<i>Mean</i>	4.40	3.52	4.40	3.90	3.55	3.68	4.60	4.30
	<i>Reliability</i>	0.82	0.94		0.24	0.79	0.82	0.52	
Hawaiian/Pacific Islander	<i>Mean</i>	4.19	3.82	4.79	3.79	4.11	3.94	4.79	4.65
	<i>Reliability</i>	0.96	0.95	0.76	0.74	0.87	0.65	0.92	0.39
White	<i>Mean</i>	3.10	2.88	4.13	3.68	4.10	3.27	4.23	4.17
	<i>Reliability</i>	0.83	0.83	0.48	0.69	0.75	0.43	0.80	0.75

Sexual Orientation									
Straight or Heterosexual	<i>Mean</i>	4.19	3.67	4.63	3.80	3.99	3.74	4.45	4.24
	<i>Reliability</i>	0.68	0.85	0.62	0.74	0.71	0.74	0.73	0.77
LGBQ+	<i>Mean</i>	3.69	3.25	4.26	3.65	4.07	3.45	4.41	4.31
	<i>Reliability</i>	0.80	0.83	0.43	0.63	0.73	0.57	0.86	0.77
Grade Level									
Elementary and Middle School	<i>Mean</i>	4.03	3.59	4.51	3.83	4.08	3.62	4.48	4.33
	<i>Reliability</i>	0.77	0.85	0.53	0.71	0.65	0.70	0.74	0.76
High School and up	<i>Mean</i>	4.22	3.53	4.56	3.65	3.85	3.77	4.51	4.18
	<i>Reliability</i>	0.72	0.88	0.72	0.72	0.70	0.68	0.67	0.74
Program Dosage									
More than a year	<i>Mean</i>	4.05	3.57	4.50	3.79	4.00	3.74	4.50	4.43
	<i>Reliability</i>	0.78	0.87	0.80	0.64	0.76	0.61	0.77	0.78
Less than a year	<i>Mean</i>	4.10	3.60	4.56	3.77	4.01	3.66	4.43	4.20
	<i>Reliability</i>	0.70	0.84	0.48	0.75	0.70	0.74	0.77	0.76
Grades in School									
A's or B's	<i>Mean</i>	4.11	3.64	4.50	3.87	4.09	3.64	4.51	4.30
	<i>Reliability</i>	0.79	0.87	0.53	0.69	0.64	0.69	0.78	0.76
C's, D's or F's	<i>Mean</i>	3.99	3.36	4.55	3.53	3.73	3.74	4.38	4.20
	<i>Reliability</i>	0.59	0.79	0.77	0.77	0.74	0.75	0.77	0.82
Help on the Survey									
Did not need any help	<i>Mean</i>	4.05	3.56	4.55	3.81	4.06	3.66	4.45	4.28
	<i>Reliability</i>	0.75	0.85	0.62	0.73	0.71	0.71	0.78	0.80
Needed some help	<i>Mean</i>	4.20	3.68	4.51	3.65	3.77	3.76	4.43	4.21
	<i>Reliability</i>	0.67	0.82	0.49	0.69	0.68	0.72	0.73	0.64

Gender Identity. The two gender identity items were perceived differently by young people (correlations are reported rather than reliability since there are only two items) from different racial backgrounds, but was high among young people who identify as trans, genderfluid, or another non-binary gender ($\alpha=.84$). These discrepancies might be related to the different meanings and roles for folks of different genders that may be culturally based. This means that we cannot make generalizations of the meaning and importance of gender identity across young people from different racial groups.

Racial Identity. We also found that among Black youth, the reliability of the survey was low. We further investigated this finding, since it was largely Black youth who discussed the importance of racial identity as important to be included alongside ethnic identity. We found differences in reliability on the racial identity scale for Black youth who speak a language other than English at home ($\alpha=.61$) compared to Black youth who always speak English at home ($\alpha=.49$). The issues of reliability for Black youth make it unwise to compare the racial identity scales across racial groups since the scale is measuring something different for youth from different racial backgrounds. It is possible that the small sample size is at fault for these low reliability scores. Regardless, this is an area in need of further study.

Measurement Invariance. We ran a series of multiple group models to test for measurement invariance. Normally we would strive to achieve scalar invariance, which suggests that the number of factors, the factor loadings, and the factor means are consistent across groups. However, due to our small sample size, we lowered our standard of achieving metric invariance, which means that the number of factors and factor loadings are consistent across groups. Configural invariance is insufficient, which would indicate the number of factors is consistent across groups but not the factor loadings or means. We tested a number of characteristics of youth that may influence how they interpret items, including their race (black or non-black), gender (male vs. female and cisgender vs trans or another non-binary gender), sexual orientation (straight vs. not straight), school level (elementary and middle vs high school), age (below or above age 14), program dosage (more or less than a year), school grades (As and Bs or C D or F grades), whether they needed help on the survey (yes or no) and whether they always spoke English at home (yes or no). Results are reported in Table 11.

Racial, Ethnic and Gender Identity Scales Invariance Testing. We found evidence of scalar invariance on the Racial, Ethnic and Gender Identity scales across sexual orientation, race, school level, program dosage, and home language. We found evidence of metric invariance across grades, gender. We found evidence of configural invariance by whether young people needed help on the survey, suggesting that the factor loadings and means for young people who needed help on the survey were significantly different compared to those who didn't need help. This type of invariance can bias estimates that compare means for young people who needed vs. didn't need help on the survey. It is not a fatal problem in the survey, but must be accounted for when making generalizations about the surveys and may influence the results on these scales for particular programs with higher proportions of young people who needed help on the survey.

Social Emotional Development and Enabling Environment Scales Invariance Testing. We found evidence for scalar invariance by sexual orientation, school level, and grades on this set of scales. We found evidence for metric invariance by race, gender, program dosage and whether young people needed help on the survey. We found evidence of configural invariance for home language, suggesting that young people who speak a language other than English at home perceive these items differently compared to young people who always speak English at home. This finding is critical given our focus in this project on a survey that is cross-culturally applicable. This will need to be a main area of focus for Phase II of this project.

These statistical analyses were able to determine which items were functioning relatively better than others, leading us to reduce the length of the survey to 29 items. We were also able to create scales with sufficient psychometric properties, supporting the measurement model we proposed. However, we were significantly hampered in our analyses by our small sample size of 320 youth. We are unable to determine if the problems we found, especially in areas where young people interpret the survey differently, are related to sample size or problems in the survey design. Despite these issues, we did find evidence of construct validity, and proceeded to the next question of whether the scales are protective or promotive. Results need to be interpreted with caution, knowing that there are issues with the racial identity scale which had low reliability for Black youth, the SED and EE scales for those who speak another language at home, and unreliability of the gender identity scale.

Table 11: *Fit of configural, metric and scalar invariance models and differences between models*

	Racial, Ethnic & Gender Identity Scales						Social Emotional Development and Enabling Environment Scales							
	<i>Configural</i>		<i>Metric</i>		<i>Scalar</i>		<i>Invariance</i>	<i>Configural</i>		<i>Metric</i>		<i>Scalar</i>		<i>Invariance</i>
	<i>Fit</i>	<i>Fit</i>	<i>Diff.</i>	<i>Fit</i>	<i>Diff.</i>	<i>Fit</i>		<i>Fit</i>	<i>Diff.</i>	<i>Fit</i>	<i>Diff.</i>			
Male vs Female	χ^2	192.59	205.25	12.65	214.87	22.27	Scalar	537.75	564.44	26.68	608.08	70.33	Metric	
	df	64	71	7	78	14		358	374	16	390	32		
	CFI	0.87	0.86	-0.01	0.86	-0.01		0.90	0.89	-0.01	0.87	-0.02		
Cis- vs Trans-	χ^2	240.33	242.79	2.47	268.46	28.13								
	df	64	71	7	78	14								
	CFI	0.84	0.84	0.004	0.82	-0.01								
Straight vs. LGBQ +	χ^2	212.071	216.935	4.864	228.32	16.249		579.382	589.068	9.686	613.545	34.163		
	df	64	71	7	78	14		358	589.068	231.068	613.545	255.545		
	CFI	0.863	0.865	0.002	0.861	-0.002		0.88	0.883	0.003	0.878	-0.002		
Black vs Not Black	χ^2	191.054	221.316	30.262	233.744	42.69		600.454	630.401	29.947	660.907	60.453		
	df	64	71	7	78	14		358	378	20	390	32		
	CFI	0.885	0.864	-0.021	0.859	-0.026		0.87	0.862	-0.008	0.854	-0.016		
EL/MS vs. HS/CL	χ^2	177.92	188.201	10.281	205.333	27.413		532.948	546.388	13.44	554.647	21.699		
	df	64	71	7	78	14		358	374	16	390	32		
	CFI	0.889	0.886	-0.003	0.876	-0.013		0.869	0.871	0.002	0.877	0.008		
Less than 1 Year vs. + 1 Year	χ^2	225.317	239.951	14.634	246.17	20.853		578.593	606.625	28.032	629.614	51.021		
	df	64	71	7	78	14		358	374	16	390	32		
	CFI	0.859	0.853	-0.006	0.853	-0.006		0.882	0.876	-0.006	0.872	-0.01		
As and Bs vs. Cs, Ds or Fs	χ^2	176.929	185.507	8.578	193.139	16.21		611.172	630.311	19.139	651.456	40.284		
	df	64	71	7	78	14		358	374	16	390	32		
	CFI	0.893	0.891	-0.002	0.891	-0.002		0.838	0.836	-0.002	0.833	-0.005		
Survey Help vs. No Survey Help	χ^2	232.35	246.09	13.74	257.04	24.68		634.02	664.57	30.55	693.05	59.03		
	df	64	71	7	78	14		358	374	16	390	32		
	CFI	0.86	0.85	-0.006	0.85	-0.009		0.86	0.85	-0.007	0.84	-0.014		

Note. Due to sample size limitations, invariance testing was not possible for gender minority respondents.

Question 5

Will this survey serve as a protective and promotive factor tool as currently designed? Are survey constructs related to outcomes as intended? Do they serve as intermediate outcomes? Do young people who attend programs longer rate themselves as higher on the SED and ERGID scales?

GUIDING QUESTIONS:

- Will this survey serve as a protective and promotive factor tool as currently designed? Are survey constructs related to outcomes as intended? Do they serve as intermediate outcomes?

Scales were created for each protective and promotive factor including *racial identity, ethnic identity exploration, gender identity, personal goals and responsibility, interpersonal skills and values, opportunities to explore racial, ethnic and gender identity, adult support and expectations, and adult and peer relationships*. We analyzed the potential for scales to serve as protective factors in three different ways.

- 1.) In a series of regressions, we explored the role that enabling program characteristics (*opportunities to explore racial, ethnic and gender identity, adult support and expectations and adult and peer relationships*) play in fostering individual level skills and identities (*racial identity, ethnic identity exploration, gender identity, personal goals and responsibility, interpersonal skills and values*).
- 2.) Since the scales are highly correlated, we estimated a series of structural equation models to examine the complex relationships among the program and individual level variables.
- 3.) In a second series of regressions, we examined the extent to which individual promotive factors as measured are related to mental health and school outcomes. The distributions and descriptive statistics of the outcome variables including youth reported GPA, days of skipped school, and the need for further assessment of generalized anxiety disorder symptoms or depressive symptoms (as measured by the GAD2 and PHQ2) are reported in Table 12.

Table 12: *Descriptive statistics of outcomes and program dosage*

	n	%
Weekly program participation		
1 Day	126	39.5
2-3 Days	77	24.1
4-5 Days	50	15.7
0 Days	14	4.4
6-7 Days	14	4.4
Missing	38	11.9
Unexcused school absences in last thirty days		
No Unexcused Absences	165	51.7
Unexcused Absences	117	36.7
Missing	37	11.6
Meets criteria for further diagnostic assessment of generalized anxiety disorder		
No further diagnostic evaluation for generalized anxiety disorder is warranted	213	66.8
Further diagnostic evaluation for generalized anxiety disorder is warranted	71	22.3
Missing	35	11.0
Meets criteria for further diagnostic assessment of major depressive disorder		
No further diagnostic evaluation for major depressive disorder is warranted	222	69.6
Further diagnostic evaluation for major depressive disorder is warranted	62	19.4
Missing	35	11.0
Self-reported grades in most recent academic term		
Mostly A's	92	28.8
Mostly B's	83	26.0
Mostly C's	41	12.9
Mostly D's	11	3.4
Mostly E's or F's	13	4.1
Missing	79	24.8

• *Note:* For self-reported grades, N=240 | Traditional 4.0 GPA Scale: Mean=2.958; SD=1.108

METHODS

The relationship of enabling program environments to social, emotional and identity development. To estimate the unique protective effect of each aspect of program environments, regressions accounting for clustering within programs were estimated. We used Mplus v8 and the type=complex command to account for variance related to young people being nested within programs. We included covariates of gender (female, non-binary with male as referent), race (Asian, Black, Latinx, Multiracial, AIAN, and Pacific Island with White as referent), and age

(with a range of 11-25). Maximum likelihood estimation was used with robust standard errors, and the outcome was modeled as a continuous scale.

Structural equation models of enabling environments' influence on social, emotional and identity development to account for correlations among model variables. Path models that modeled the correlations among the three enabling environment variables and the individual level variables were estimated in Mplus v8. All variables are scales that summarize each young persons' responses across the items within each scale, and these variables were assumed to be continuous variables. Nesting of individuals within programs was accounted for using type=complex in Mplus. A series of sensitivity tests were run to examine the robustness of the results, including testing the effect of control variables, imputing missing data on exogenous variables, and comparing estimates the estimates of unsaturated models.

The relationship of social, emotional and identity development on school and mental health outcomes. We ran a series of regression models accounting for clustering of young people in programs and including covariates of gender (female, non-binary with male as referent), race (Asian, Black, Latinx, Multiracial, AIAN, and Pacific Island with White as referent), and age (11-25). The outcomes of the models included whether young people met criteria for further evaluation of generalized anxiety disorder (GAD2) or depression (PHQ2), whether they had skipped school in the past year, and what they reported their grades to be. We modeled all outcomes as logistic regressions except for grades which was modeled as a continuous outcome using maximum likelihood.

GUIDING QUESTION:

- Do young people who attend programs longer rate themselves as higher on the SED and ERGID scales?

Since we only have one time point of data, rather than assess change over time, we examined the extent to which young people who have been attending programs longer or more frequently report that they have higher levels of social, emotional and identity development, less likelihood of mental health or attendance problems, or better grades. To analyze the effect of the length of time young people attend programs and the effect of the frequency of their program attendance, we took two approaches.

1. We first examined the main effect of the years a young person has been attending the program and the frequency of program attendance per week on the social, emotional and identity development, and on the outcome variables (GAD2, PHQ2, school attendance and grades). These analyses were run in Mplus accounting for the nesting of young people in programs. Individual variables were modeled as continuous scales, and outcome variables were modeled as binary outcomes with logistic regression except in the case of grades which was modeled as continuous.
2. We examined the moderating effect of the number of years a young person has attended a program on the relationship between the enabling environment of the program on social, emotional and identity development. This involved testing the effect of an interaction term multiplying the dosage variable by the enabling environment variables and regressing the result on the identity variables. A binary dosage variable of having been in the program more or less than one year was used for ease of interpretation.

RESULTS

GUIDING QUESTIONS:

- Will this survey serve as a protective and promotive factor tool as currently designed? Are survey constructs related to outcomes as intended? Do they serve as intermediate outcomes?

Enabling environments constructs of *opportunities to explore racial, ethnic and gender identity, adult support and expectations and adult and peer relationships* were all associated with the development of individual social, emotional and identity development, with results reported in Table 13. *Opportunities to explore racial, ethnic and gender identity* was significantly associated with *racial, ethnic, gender identity* as well as *personal goals and responsibility and interpersonal skills and values*. Similarly, *adult support and expectations* was associated with all aspects of individual level social, emotional and identity development. *Relationships with adults and peers* was associated with racial and ethnic identity development but not gender identity development. *Relationships with adults and peers* was also associated with personal goals and responsibility and interpersonal skills and values. All analyses accounted for the clustering of

young people in programs, and adjusted for demographic covariates including gender, race and age. Given the strength of these associations, we can conclude that enabling program environments are important protective and promotive factors that foster young peoples' social, emotional and identity development.

Table 13: *Associations of enabling environments scales with social, emotional, and identity development*

	Racial Identity Development			Ethnic Identity Exploration			Gender Identity Development			Personal Goals and Responsibility			Interpersonal Skills and Values		
	β	s.e.	p	β	s.e.	p	β	s.e.	p	β	s.e.	p	β	s.e.	p
Opportunities to Explore Racial, Ethnic and Gender Identity	0.28	0.08	0.00	0.33	0.07	0.00	0.17	0.06	0.01	0.21	0.07	0.00	0.25	0.06	0.00
Age	-0.06	0.04	0.14	0.05	0.07	0.45	0.06	0.06	0.34	0.11	0.05	0.02	0.12	0.06	0.04
Female	0.08	0.05	0.12	0.13	0.07	0.05	-0.01	0.05	0.83	0.06	0.06	0.35	0.20	0.09	0.02
Trans and Non-binary genders	-0.20	0.07	0.01	-0.08	0.07	0.25	-0.07	0.08	0.39	-0.11	0.07	0.11	0.13	0.05	0.01
Black	0.05	0.04	0.19	-0.02	0.07	0.74	0.01	0.04	0.78	0.14	0.05	0.01	-0.07	0.08	0.38
Latinx	0.15	0.07	0.03	0.10	0.06	0.12	0.17	0.05	0.00	0.04	0.06	0.48	-0.01	0.06	0.81
Asian	0.28	0.07	0.00	-0.01	0.08	0.95	0.21	0.07	0.00	0.00	0.07	0.99	-0.15	0.09	0.09
Multiracial	0.16	0.07	0.02	0.02	0.07	0.74	0.13	0.06	0.03	-0.13	0.07	0.09	-0.23	0.08	0.00
Pacific islander	-0.07	0.06	0.23	-0.03	0.05	0.63	-0.02	0.08	0.83	-0.02	0.08	0.86	0.09	0.08	0.26
AIAN	0.00	0.08	0.98	-0.01	0.07	0.92	0.14	0.05	0.00	0.00	0.07	0.98	0.05	0.06	0.39
Else	0.09	0.07	0.20	0.04	0.08	0.67	0.09	0.06	0.14	0.06	0.06	0.31	0.05	0.06	0.41
Adult Support and Expectations	0.32	0.06	0.00	0.30	0.08	0.00	0.21	0.07	0.00	0.20	0.08	0.01	0.21	0.08	0.01
Age	-0.04	0.04	0.38	0.03	0.03	0.28	0.08	0.06	0.22	0.13	0.05	0.01	0.14	0.06	0.02
Female	0.03	0.05	0.55	0.20	0.13	0.12	-0.05	0.05	0.34	0.02	0.05	0.64	0.17	0.08	0.04
Trans and Non-binary genders	-0.21	0.07	0.00	-0.49	0.29	0.09	-0.07	0.08	0.34	-0.13	0.08	0.09	0.11	0.05	0.03
Black	0.05	0.04	0.17	-0.04	0.44	0.92	0.01	0.04	0.81	0.14	0.05	0.01	-0.06	0.08	0.45
Latinx	0.14	0.07	0.04	0.24	0.16	0.14	0.16	0.06	0.00	0.04	0.07	0.61	-0.02	0.06	0.68
Asian	0.32	0.06	0.00	0.12	0.16	0.47	0.23	0.07	0.00	0.03	0.07	0.64	-0.10	0.08	0.19
Multiracial	0.18	0.07	0.01	0.11	0.17	0.52	0.15	0.05	0.01	-0.11	0.07	0.12	-0.21	0.07	0.00
Pacific islander	-0.08	0.06	0.16	-0.15	0.23	0.54	-0.02	0.08	0.77	-0.02	0.09	0.80	0.08	0.08	0.31
AIAN	-0.03	0.08	0.73	-0.10	0.44	0.82	0.12	0.05	0.01	-0.01	0.07	0.85	0.03	0.06	0.58

Else	0.08	0.08	0.32	0.07	0.45	0.88	0.09	0.07	0.20	0.05	0.05	0.33	0.04	0.05	0.44
Adult and Peer Relationships	0.24	0.06	0.00	0.16	0.06	0.01	0.09	0.06	0.14	0.26	0.07	0.00	0.25	0.07	0.00
Age	-0.08	0.05	0.10	0.06	0.07	0.42	0.07	0.06	0.28	0.09	0.05	0.05	0.11	0.06	0.07
Female	0.04	0.06	0.44	0.11	0.07	0.11	-0.01	0.04	0.75	0.04	0.05	0.51	0.18	0.08	0.02
Trans and Non-binary genders	-0.27	0.08	0.00	-0.15	0.08	0.05	-0.10	0.08	0.22	-0.15	0.07	0.04	0.09	0.05	0.06
AIAN	0.06	0.03	0.08	-0.01	0.09	0.94	0.02	0.04	0.61	0.14	0.05	0.00	-0.06	0.08	0.46
Asian	0.13	0.06	0.05	0.08	0.06	0.16	0.18	0.06	0.00	0.03	0.07	0.65	-0.03	0.06	0.68
Black	0.31	0.06	0.00	0.05	0.08	0.52	0.26	0.07	0.00	0.04	0.07	0.61	-0.10	0.09	0.26
Latinx	0.18	0.06	0.01	0.05	0.07	0.53	0.15	0.06	0.01	-0.08	0.07	0.26	-0.18	0.07	0.02
Multiracial	-0.08	0.06	0.19	-0.04	0.07	0.58	-0.02	0.08	0.75	-0.02	0.09	0.86	0.08	0.08	0.28
Pacific islander	-0.03	0.08	0.72	-0.02	0.09	0.80	0.13	0.05	0.01	-0.02	0.08	0.78	0.03	0.06	0.65
Else	0.07	0.07	0.36	0.01	0.08	0.92	0.09	0.07	0.19	0.06	0.06	0.32	0.05	0.05	0.38

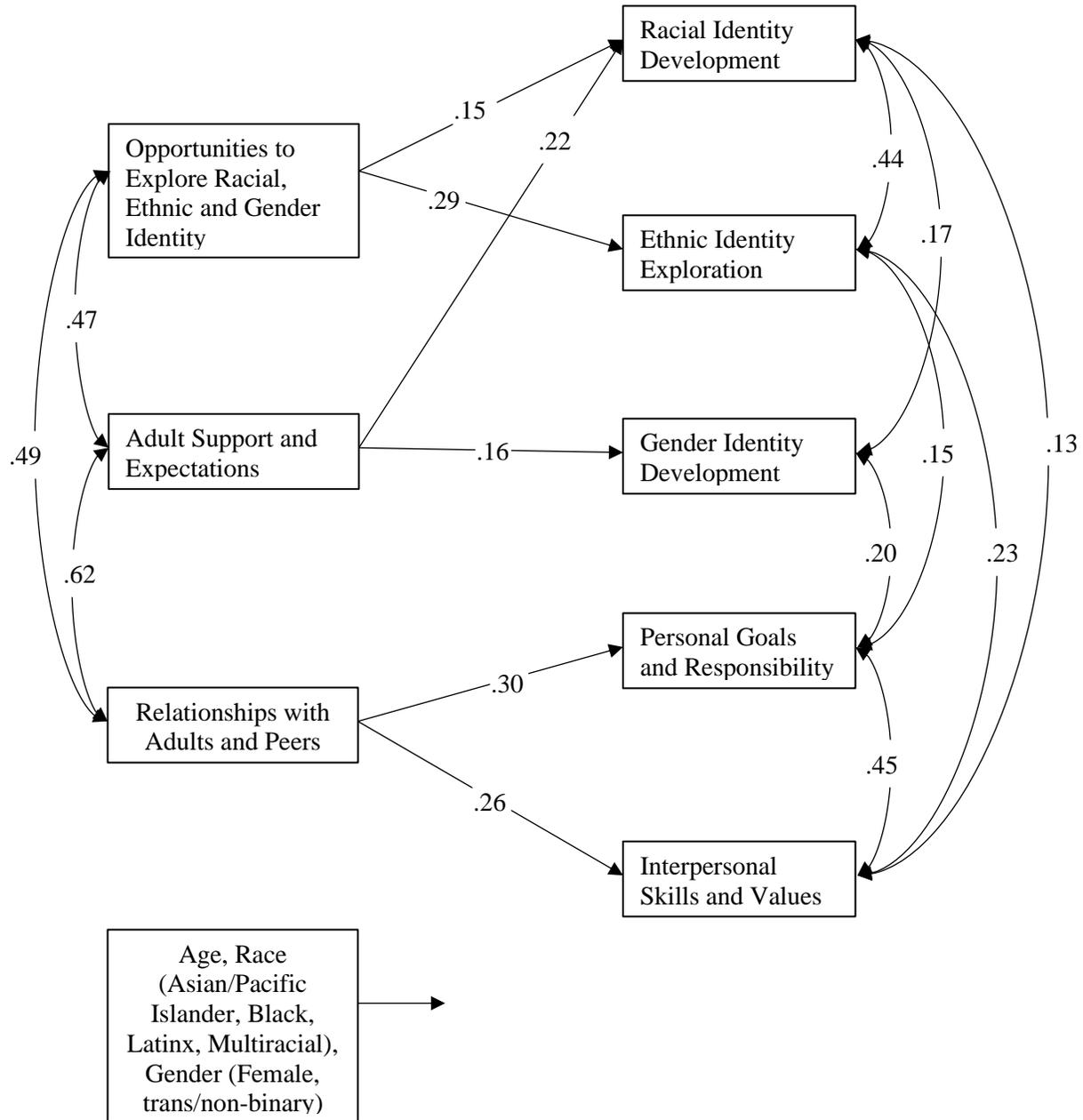
Note: Significant associations are bolded.

Because both the enabling environments measures and the racial and ethnic and social emotional development variables were correlated, we thought it important to estimate a model that accounts for these correlations. Doing so allows us to tease apart the unique effects of the environmental variables over and above these correlations, and is a more robust test of the theory of change underlying our survey development process - namely, that program environments are play a pivotal role in fostering the development of young people and that their functioning should be included in any program evaluation strategy. Figure 3 reports results of the final structural equation model. We report the model estimate and fits based on the model that uses type=complex to account for clustering of young people within programs. Sensitivity tests were used to test the robustness of the model, given the modeling challenges posed by the small sample size. First, saturated models that did not control for program clustering were compared to unsaturated models, where the non-significant paths were removed in order to determine the detriments to fit. The fit remained largely the same, as did the model pathways coefficients. Then, models control for nesting of young people in programs were run. These models are over-identified, since we have only 37 programs, some of which had only one or two respondents. Again, coefficients were compared and the differences in estimates of the paths of interests did not change more than .05 standardized units. Then control variables were regressed on all variables. In only one case did the significance of the pathways of interest change. When gender (female and trans/nonbinary genders) were included as dummy variable in the model, the pathway from opportunities to explore racial, ethnic and gender identity became no longer significant. In all other cases, the changes to model estimates changed no more than .05 standardized units. Imputing endogenous variables was also used as a sensitivity test of the robustness of the model, given the number of missing variables on the demographic variables. Again, estimates and fit remained largely unchanged. The final model reports standardized units, and controls for gender, race, age and the nesting of young people in programs.

The final model demonstrates the significant correlations among the enabling environments variables. *Opportunities to explore racial, ethnic and gender identity* is correlated with *adult support and expectations* at $r=.47$ and with *Relationships with adults and peers* at $r=.49$, while *adult and support and expectations* are correlated at $r=.62$. Accounting for these correlations allows us to see the unique effects of each of the enabling environment variables. *Opportunities* is related to *racial identity development* and *ethnic identity exploration* as expected, above and

beyond its correlation with other model variables. *Adult support and expectations* is related to *racial identity development* and *gender identity development*. Relationships with adults and peers is related to the two SED construct areas of *personal goals and responsibility* and *interpersonal skills and values*. All of these relationships are significant, and fall in the middle range of effect sizes. The correlations among individual level variables shows that while the concepts measures are related to each other, they also represent distinct aspects of development for young people. The main takeaway from this analysis is that each of the enabling environments constructs plays a unique role in promoting positive development in young people, above and beyond the ways in which each is connected. This analysis also provides some support for the construct validity of the constructs measured, as the constructs are related to each other but uniquely important.

Figure 3: Structural equation model of theorized pathways of the role of enabling environments on social, emotional, and identity development.



We were interested in testing the question as to whether the protective and promotive factors as measured were related to longer term outcomes such as behavioral health or academic outcomes. We ran a series of regressions to assess the main effect of each protective and promotive factor on each outcome. We found no evidence that any enabling environment or individual social, emotional or identity development variable was related to mental health

problems. We found no evidence that enabling environments or identity development variables were related to the odds of having skipped school or self-reported GPA. We did find evidence that reporting higher levels of personal goals and responsibility and interpersonal skills and values was significantly associated with lower odds of skipping school (OR= .54, $p < .001$) and higher self-reported grades ($\beta = .24$, $p < .001$). These findings suggest that SED is more directly related to grades compared to other protective and promotive factors we assessed. While no other associations with outcomes were found, this may be due to the low sample size, measuring the wrong outcome variables, that other factors are indeed responsible for mental health outcomes, or that the positive effects of program participation are either not strong enough to have an effect or that their effects will not be immediately observable.

Our results are encouraging in that the scales have evidence that they serve as protective and promotive factors for young people. Especially important is the connection between enabling program environments and youths' social emotional and identity development. While our results did not show a relationship between any of our measured constructs and mental health outcomes, the connection between SED and school outcomes is promising. Our findings raise questions about the outcomes that are most important to youth and their communities. In our phase II project, it will be important to ask about community definitions of success and well-being. It will also be important to increase our sample size, as our power to detect effects was severely limited.

Table 18: Associations of social, emotional and identity development on outcomes

	GAD2 dx			PHQ2 dx			Any MH dx			Any skipped school			GPA			
	(Diagnosis)			OR	s.e.	p	OR	s.e.	p	OR	s.e.	p	β	s.e.	p	
	OR	s.e.	p													
Racial Identity																
Development	1.02	0.20	0.94	1.19	0.22	0.43	0.88	0.22	0.54	1.11	0.18	0.56	0.11	0.09	0.23	
Age	1.08	0.06	0.23	1.02	0.08	0.80	1.02	0.07	0.73	0.93	0.05	0.14	0.09	0.08	0.25	
Female	3.84	0.40	0.00	1.23	0.35	0.55	2.08	0.34	0.03	1.03	0.24	0.89	0.27	0.05	0.00	
Trans and Non-binary genders	8.17	0.77	0.01	3.82	0.71	0.06	3.03	0.71	0.12	0.70	0.54	0.51	0.11	0.05	0.02	
Asian	1.80	0.61	0.34	1.03	0.56	0.96	1.31	0.57	0.64	0.22	0.53	0.01	0.03	0.07	0.68	
Black	1.05	0.64	0.94	1.02	0.42	0.96	0.82	0.51	0.71	0.81	0.28	0.46	-0.22	0.11	0.04	
Latinx	0.38	0.62	0.12	0.13	1.06	0.05	0.38	0.65	0.14	1.13	0.29	0.67	-0.35	0.10	0.00	
Multiracial	1.28	0.64	0.70	1.17	0.48	0.74	1.28	0.58	0.67	0.71	0.46	0.45	-0.17	0.08	0.04	
AIAN	0.00	0.71	0.00	0.00	0.65	0.00	0.00	0.63	0.00	0.70	0.99	0.71	-0.03	0.05	0.56	
Pacific Islander	1.38	0.78	0.68	0.54	0.96	0.52	1.12	0.72	0.87	*	0.68	0.00	-0.21	0.11	0.06	
Ethnic Identity																
Exploration	1.28	0.15	0.09	1.25	0.12	0.07	1.16	0.15	0.31	0.96	0.13	0.77	0.12	0.07	0.06	
Age	1.07	0.07	0.30	1.01	0.08	0.89	1.02	0.07	0.79	0.93	0.05	0.13	0.08	0.08	0.33	
Female	3.70	0.40	0.00	1.19	0.34	0.61	1.99	0.34	0.04	1.06	0.24	0.80	0.26	0.06	0.00	
Trans and Non-binary genders	8.95	0.73	0.00	3.71	0.67	0.05	3.45	0.70	0.08	0.66	0.52	0.42	0.11	0.05	0.03	
Asian	1.47	0.56	0.49	0.98	0.55	0.98	1.02	0.52	0.98	0.25	0.51	0.01	0.03	0.07	0.68	
Black	0.89	0.57	0.84	1.05	0.45	0.92	0.64	0.50	0.37	0.93	0.30	0.82	-0.20	0.09	0.03	
Latinx	0.32	0.55	0.04	0.13	1.04	0.05	0.31	0.61	0.05	1.27	0.30	0.42	-0.35	0.10	0.00	
Multiracial	1.12	0.60	0.86	1.16	0.44	0.74	1.06	0.53	0.91	0.78	0.47	0.61	-0.16	0.07	0.03	
AIAN	0.00	0.63	0.00	0.00	0.62	0.00	0.00	0.57	0.00	0.81	0.96	0.82	-0.02	0.05	0.63	
Pacific Islander	1.21	0.75	0.80	0.53	1.04	0.54	0.90	0.74	0.89	*	0.69	0.00	-0.20	0.11	0.06	
Gender Identity																
Exploration	1.19	0.26	0.50	1.34	0.31	0.34	1.27	0.27	0.38	0.89	0.21	0.58	-0.05	0.07	0.52	

Age	1.08	0.06	0.24	1.02	0.08	0.84	1.02	0.07	0.76	0.93	0.05	0.16	0.09	0.08	0.23
Female	3.89	0.40	0.00	1.28	0.37	0.51	2.08	0.35	0.04	1.05	0.25	0.86	0.27	0.06	0.00
Trans and Non-binary genders	8.36	0.81	0.01	3.59	0.73	0.08	3.41	0.73	0.09	0.65	0.51	0.40	0.10	0.05	0.06
Asian	1.67	0.56	0.36	1.03	0.67	0.96	1.03	0.59	0.96	0.26	0.59	0.02	0.09	0.07	0.20
Black	0.98	0.57	0.97	1.06	0.56	0.92	0.64	0.53	0.39	0.96	0.33	0.91	-0.13	0.08	0.13
Latinx	0.36	0.56	0.07	0.14	1.06	0.06	0.31	0.65	0.07	1.30	0.32	0.42	-0.29	0.10	0.00
Multiracial	1.21	0.59	0.75	1.17	0.54	0.77	1.05	0.54	0.92	0.80	0.51	0.67	-0.12	0.08	0.11
AIAN	0.00	0.72	0.00	0.00	0.75	0.00	0.00	0.65	0.00	0.81	0.95	0.83	-0.01	0.04	0.88
Pacific islander	1.27	0.75	0.75	0.53	1.02	0.53	0.87	0.75	0.86	*	0.70	0.00	-0.18	0.10	0.09
Personal Goals and Responsibility	0.67	0.24	0.09	1.07	0.22	0.76	1.04	0.17	0.83	0.54	0.20	0.00	0.24	0.07	0.00
Age	1.09	0.07	0.17	1.02	0.08	0.82	1.02	0.07	0.74	0.94	0.05	0.26	0.04	0.07	0.54
Female	4.03	0.41	0.00	1.25	0.37	0.55	2.05	0.35	0.04	1.13	0.26	0.64	0.27	0.06	0.00
Trans and Non-binary genders	7.00	0.75	0.01	3.50	0.68	0.06	3.33	0.67	0.07	0.51	0.49	0.17	0.15	0.06	0.01
Asian	1.86	0.55	0.26	1.19	0.59	0.77	1.16	0.54	0.79	0.24	0.55	0.01	0.06	0.06	0.31
Black	1.10	0.55	0.86	1.22	0.49	0.68	0.71	0.49	0.49	0.94	0.32	0.84	-0.17	0.08	0.02
Latinx	0.36	0.54	0.06	0.16	1.06	0.08	0.34	0.65	0.10	1.12	0.32	0.72	-0.28	0.09	0.00
Multiracial	1.30	0.59	0.66	1.32	0.47	0.55	1.16	0.52	0.78	0.75	0.49	0.56	-0.14	0.07	0.04
AIAN	0.00	0.64	0.00	0.00	0.67	0.00	0.00	0.59	0.00	0.88	0.90	0.88	-0.01	0.04	0.69
Pacific islander	1.34	0.78	0.71	0.63	0.98	0.63	1.01	0.73	0.99	*	0.64	0.00	-0.18	0.11	0.09
Interpersonal Skills and Values	0.74	0.38	0.42	1.02	0.26	0.94	1.12	0.27	0.67	0.61	0.21	0.02	0.17	0.05	0.00
Age	1.09	0.06	0.17	1.02	0.08	0.80	1.02	0.07	0.77	0.94	0.05	0.25	0.06	0.08	0.45
Female	4.21	0.36	0.00	1.25	0.36	0.54	1.99	0.34	0.04	1.22	0.26	0.44	0.24	0.06	0.00
Trans and Non-binary genders	9.05	0.76	0.00	3.38	0.70	0.08	3.17	0.69	0.09	0.76	0.50	0.60	0.08	0.05	0.14
Asian	1.87	0.55	0.25	1.19	0.60	0.77	1.15	0.55	0.80	0.25	0.55	0.01	0.05	0.06	0.39
Black	1.08	0.56	0.89	1.22	0.49	0.68	0.71	0.49	0.49	0.91	0.32	0.77	-0.17	0.08	0.03

Latinx	0.36	0.56	0.07	0.15	1.04	0.07	0.35	0.64	0.10	1.12	0.33	0.73	-0.29	0.09	0.00
Multiracial	1.31	0.60	0.65	1.32	0.47	0.55	1.16	0.52	0.78	0.75	0.50	0.57	-0.14	0.08	0.07
AIAN	0.00	0.74	0.00	0.00	0.65	0.00	0.00	0.57	0.00	0.61	0.95	0.60	0.00	0.04	0.96
Pacific islander	1.40	0.74	0.65	0.62	0.97	0.63	1.00	0.73	1.00	*	0.70	0.00	-0.19	0.11	0.08
Opportunities to Explore Racial, Ethnic and Gender Identity	1.02	0.22	0.94	1.47	0.24	0.10	1.21	0.23	0.40	0.69	0.16	0.02	-0.07	0.06	0.27
Age	1.08	0.06	0.22	1.01	0.08	0.87	1.02	0.07	0.76	0.93	0.05	0.15	0.09	0.08	0.24
Female	3.85	0.40	0.00	1.27	0.36	0.50	2.07	0.35	0.04	1.07	0.25	0.80	0.27	0.06	0.00
Trans and Non-binary genders	8.16	0.77	0.01	4.17	0.70	0.04	3.60	0.72	0.08	0.57	0.51	0.27	0.09	0.05	0.09
Asian	1.82	0.54	0.27	1.14	0.58	0.83	1.13	0.54	0.82	0.25	0.57	0.01	0.08	0.06	0.18
Black	1.06	0.56	0.92	1.01	0.45	0.99	0.64	0.49	0.37	1.10	0.29	0.74	-0.12	0.08	0.13
Latinx	0.39	0.56	0.09	0.14	1.00	0.05	0.32	0.62	0.07	1.34	0.33	0.37	-0.29	0.09	0.00
Multiracial	1.29	0.60	0.67	1.25	0.45	0.62	1.12	0.53	0.83	0.81	0.48	0.65	-0.12	0.08	0.11
AIAN	0.00	0.64	0.00	0.00	0.58	0.00	0.00	0.54	0.00	0.90	0.91	0.91	0.00	0.05	0.96
Pacific islander	1.39	0.75	0.66	0.52	1.05	0.53	0.91	0.77	0.91	*	0.71	0.00	-0.17	0.09	0.07
Adult Support and Expectations	0.93	0.21	0.72	0.73	0.27	0.24	0.75	0.23	0.21	1.05	0.23	0.84	-0.01	0.08	0.86
Age	1.08	0.06	0.23	1.02	0.08	0.83	1.02	0.07	0.74	0.93	0.05	0.13	0.09	0.08	0.25
Female	3.90	0.41	0.00	1.34	0.38	0.45	2.18	0.36	0.03	1.04	0.26	0.89	0.27	0.06	0.00
Trans and Non-binary genders	7.95	0.76	0.01	3.16	0.68	0.09	3.09	0.68	0.10	0.67	0.50	0.42	0.10	0.05	0.05
Asian	1.83	0.54	0.26	1.24	0.60	0.72	1.20	0.54	0.73	0.24	0.56	0.01	0.08	0.06	0.23
Black	1.08	0.55	0.89	1.27	0.48	0.61	0.74	0.47	0.52	0.90	0.31	0.74	-0.15	0.08	0.07
Latinx	0.39	0.55	0.08	0.16	1.07	0.08	0.34	0.65	0.10	1.24	0.31	0.49	-0.30	0.09	0.00
Multiracial	1.30	0.59	0.66	1.35	0.48	0.54	1.18	0.52	0.76	0.76	0.49	0.58	-0.13	0.07	0.08
AIAN	0.00	0.65	0.00	0.00	0.67	0.00	0.00	0.58	0.00	0.78	0.95	0.79	-0.01	0.04	0.86
Pacific islander	1.44	0.73	0.62	0.71	0.96	0.72	1.12	0.76	0.88	*	0.68	0.00	-0.18	0.10	0.06

Adult and Peer Relationships	0.85	0.16	0.31	0.82	0.18	0.26	0.85	0.17	0.36	0.91	0.22	0.69	-0.01	0.07	0.86
Age	1.08	0.06	0.20	1.03	0.08	0.69	1.03	0.06	0.60	0.93	0.05	0.14	0.10	0.08	0.22
Female	3.87	0.40	0.00	1.36	0.38	0.41	2.23	0.35	0.02	1.04	0.26	0.89	0.28	0.06	0.00
Trans and Non-binary genders	7.96	0.77	0.01	3.99	0.72	0.05	3.79	0.70	0.06	0.63	0.51	0.37	0.11	0.05	0.03
Asian	1.86	0.56	0.27	1.50	0.61	0.50	1.40	0.54	0.54	0.23	0.55	0.01	0.09	0.06	0.12
Black	1.07	0.57	0.90	1.51	0.45	0.36	0.85	0.44	0.70	0.86	0.31	0.63	-0.12	0.08	0.11
Latinx	0.38	0.57	0.09	0.18	1.07	0.11	0.39	0.64	0.14	1.14	0.31	0.67	-0.28	0.09	0.00
Multiracial	1.29	0.60	0.67	1.58	0.51	0.36	1.35	0.54	0.58	0.72	0.48	0.50	-0.12	0.07	0.12
AIAN	0.00	0.66	0.00	0.00	0.65	0.00	0.00	0.58	0.00	0.75	0.96	0.76	0.00	0.05	0.96
Pacific islander	1.48	0.74	0.60	0.82	0.98	0.84	1.25	0.72	0.76	*	0.70	0.00	-0.17	0.10	0.07

Note. * estimates unreliable due to small N and outliers.

GUIDING QUESTION:

- Do young people who attend programs longer rate themselves as higher on the SED and ERGID scales?

We found no main effect of either the length of time a young person had been attending the program, or the frequency of program attendance per week on any of the tested with one exception. Higher frequency of program attendance per week was associated with higher grades. Results of all analyses are reported in Table 14. Due to the high number of tests, we would expect some associations to occur by chance, reducing our confidence in this one result.

We found no evidence of any moderation of dosage increasing the effect of enabling environments on social, emotional or identity development. The fact that we found evidence of the null hypothesis in this series of tests is unsurprising. Our small sample size and the fact that interaction tests are notoriously underpowered means that the effect of dosage would have had to have been quite large for these tests to find a significant effect. In future pilot tests, a larger sample size would increase power to detect moderation.

These tests of the effects of dosage were intended to help us understand whether young people who attend BSK programs longer have improved SED or identity development. We did not find evidence of an effect of dosage or any effect of dosage moderation. However, further testing is required with a larger sample size. In addition, these tests do not replace the need for our survey to be able to detect change over time. Further testing is needed to assess whether this survey is sufficient to measure growth in youth protective and promotive factors over time.

Table 14: *Main effects of dosage variables on individual development and outcomes.*

	Racial identity Development			Ethnic Identity Exploration			Gender Identity Development			Personal Goals and Responsibility			Interpersonal Skills and Values		
	β	se	p	β	se	p	β	se	p	β	se	p	β	se	p
Days/week	0.15	0.07	0.04	0.18	0.10	0.06	0.03	0.08	0.72	0.01	0.08	0.86	-0.07	0.08	0.35
Years in program	-0.01	0.07	0.93	0.02	0.09	0.82	-0.03	0.07	0.64	0.05	0.05	0.36	0.08	0.08	0.33

	GAD2 dx			PHQ2 Dx			Any MH diagnosis			Any skipping school			GPA		
	OR	se	p	OR	se	p	OR	se	p	OR	se	p	β	se	p
Days/week	1.08	0.24	0.73	1.03	0.17	0.88	0.98	0.18	0.90	1.26	0.19	0.18	-0.12	0.10	0.23
Years in program	0.97	0.12	0.81	0.97	0.11	0.81	0.99	0.13	0.93	0.96	0.07	0.61	0.13	0.07	0.05

Discussion

Program leaders and young people participating in the interview and focus group sessions often defined social and emotional development as self-awareness, self-actualization, healthy relationships, thinking positively about and planning for the future, and school and community engagement, especially those that include opportunities for youth leadership. Program leaders often explained that they attempted to prioritize or foster these skills by helping young people build caring and supportive relationships with their peers and adults, developing active listening skills, having regular check-ins, and helping youth to engage with and navigate community spaces. However, some program leaders and young people identified cultural elements, such as caring for younger siblings or providing financial support to the household, as negatively impacting the young people's ability to develop and enhance their social and emotional skills. Nevertheless, the findings revealed that program leaders and young people perceived all of the SED constructs as important to measure for the youth development survey. In particular, interpersonal skills, agency, social and civic values, and future orientation emerged as the most important constructs of SED.

Findings from the program leader interviews and youth focus groups also revealed that the constructs of racial and ethnic identity are often used vernacularly interchangeably and may be conflated under casual consideration with cultural identity more broadly. However, when asked to elaborate with respect to what racial and ethnic identity meant to them, participants made substantive differentiations. In particular, racial identity was commonly defined as a social construct that is based on one's physical characteristics, while ethnic identity was defined or based on one's cultural or family background, citing examples including linguistic diversity, cultural values and religious practices. Given the different ways in which these individuals defined and understood racial and ethnic identity, it is likely that the ways in which the organizations prioritized or fostered opportunities to support racial and ethnic identity development varied. For instance, some program leaders mentioned that ethnic identity development supports are naturally and organically integrated as part of their programming, as they have staff members who share the same racial/ethnic background and experiences as the

young people being served and promote cultural events and celebrations, food, games, and campaigns. Other program leaders, who mentioned that their they served a mix of White youth and youth of color, often explained that they are attempting to make these constructs a core focus of their programming. Conversely, program leaders who primarily serve youth of color expressed that they are intentional in how they foster opportunities for racial identity development because they view empowerment, solidarity, and resistance as key elements of this process. Despite these differences, all participants viewed these constructs as important for the youth development survey.

With regards to gender, while some program leaders and young people commonly defined gender identity as “*what you want people to call you,*” “*what you feel most comfortable in,*” and “*how one presents to the world,*” these definitions did not resonate with all. For instance, most program leaders expressed that gender identity was very rarely discussed as part of their programming, because some felt these conversations were inappropriate and uncomfortable given some youths’ religious affiliations and beliefs, and because of their own lack of readiness to engage youth in these conversations. Some participants also viewed gender identity as a “*choice*”, and not important for school-age children in Kindergarten through third grade. The conflicting values and understandings of gender identity pose significant challenges for measurement. On one hand, open-ended self-identification is important for self-expression, but on the other hand, some participants feared that young people may be completely unfamiliar with the prompt of “gender identity.” Nevertheless, program leaders and young people saw this construct as an important aspect of one’s identity development.

The cognitive interview process also revealed important findings about the questions included on the first draft of the youth development survey. Among the initial 49 questions across the five construct areas, 34 were revised and 4 were deleted. Questions were commonly revised because most students answered them in the positive (i.e. Agree or Strongly Agree). We therefore changed the response option from a 4-point scale to a 5-point scale to help add variance in how the young people responded. Some questions included a frequency response option, wherein questions were revised to align with the options available. Additionally, some young people had a difficult time with understanding the meaning of words and the context in which they were used. These included terms such as “decision” (Question 2), “ethnic or cultural group” (question 17-22), “strong sense of belonging” (Questions 21 & 24), “strong attachment”

(Question 22), “clear sense” (Question 25 & 28), and “role model” (Question 43). These questions were therefore revised with terms the young people suggested and terms and phrases they used when restating the questions in their own words. The definitions of ethnic, racial and gender identity were also revised because participants perceived them as very long and complex. The young people also often conflated ethnic and racial identity and recommended that examples of each be provided to ensure all young people are able to understand the meaning of these terms. Among questions that were deleted, most young people misunderstand the determination of the scope of the question and or did not perceive them as relevant to their social-emotional and identity development. Overall, the questions that remained appeared to be perceived culturally relevant and developmentally appropriate by the young people participating in a cognitive interview.

We found that one of the biggest challenges with this project was the implementation of the pilot study. There were a number of challenges identified by organizations, ranging from access to electronic devices and the internet to making the survey accessible to young people across ability levels and languages. These, as well as many others that have likely not been named, led to a low turnout for our pilot, and a final sample size of 319. This small sample size limits our power to conduct all analyses, especially ones trying to understand how young people from different backgrounds interpret the survey, a main goal of this project. The unsaid challenges to the process likely have to do with simply not having the time or organizational capacity, but may also lie in the cultural mismatches of the survey and idea of evaluation in and of itself, and the longstanding mistrust of communities that we are working and researchers and governmental organizations.

Despite these challenges, we found the survey to be largely reliable and valid with some caveats. The low reliability of the racial identity scale, the non-invariance of the racial, ethnic and gender identity scales for young people who needed help on the survey and the non-invariance of the SED and EE scales by home language represent areas where further exploration is needed. These problems with the survey limit our ability to make generalizations across these constructs for different groups. That said, we did find evidence that enabling program environments do promote the development of social, emotional, and identity development, and that these individual characteristics as measured are related to lower odds of skipping school and increased self-reported grades on average. Questions remain about how racial, ethnic and identity

operate as protective factors and how each of the facets of identity is differentially important and differentially understood for young people from diverse identities. Given our findings thus far, we are hopeful that we are on a positive path towards developing a stronger survey, and have identified the areas where further research can strengthen the survey.

An area we believe that deserves additional probing and research is the role of programs in providing not just opportunities to develop racial, ethnic and gender identities, but critical consciousness about those identities. Learning more about young people's level of consciousness about their identity represents a missing piece in how we have understood identity thus far. Having a strong racial identity, for instance, is even more protective if you can also understand the ways in which the oppression and privileges of different racial groups in the U.S. play in creating and sustaining societal and individual problems. A focus on critical consciousness thus helps to develop a better understanding of how youth of color frame and understand themselves in a racialized society. Moreover, including some aspect of critical consciousness solves a problem we discussed earlier with regards to what it means for white youth to have a strong racial identity. Strong white racial identity is only a positive thing if that identity is also an anti-racist identity. Including aspects of critical consciousness on a survey will therefore help us more deeply understand how racial and ethnic identity matter cross-culturally, and also provide another avenue to understanding how programs are supporting young people's social and civic values.

In thinking about protective and promotive nature of the core constructs and the potential benefits they can have on young people's development and well-being, we attempted to connect the intermediate indicators of success to important longer-term outcomes such as grades and mental health. While the selection of these outcomes was based on our promotive and protective factor framework, we wondered the extent to which we were using the right outcomes to determine long term impacts.

These aforementioned challenges point to the important recognition that no one or set of measures can fully account for the diversity of young people being served through a large community-based initiative. Given this, in the process of developing and validating a youth survey, it is important specific about the ways in which these constructs align with the social and cultural contexts of these programs. We have considered all of these points in our development of recommendations in the form of next steps.

Limitations

While the research process to develop the youth development survey yielded several important findings, some limitations are noteworthy. First, with regards to the qualitative components (i.e., program leader interview, youth focus groups, cognitive interviews), the recruitment process which was largely based on convenience sampling approach, wherein individuals are selected to participate because of their convenient accessibility and proximity. Although, we provided inclusion criteria to King County staff members to ensure those being identified represented the diversity of organizations funded by BSK and youth served, this sampling approach makes the research process subject to selection bias. It is therefore likely that the data collected may not fully represent the experiences and perspectives of all adults and young people engaged in the BSK Initiative. There are also a number of limitations to discuss in the quantitative analyses conducted. Low sample size was a major challenge, lowering power to detect change. Analyses as presented in this report are only able to detect medium to large effect sizes (depending on the specific analyses). There are also instances where multiple testing may lead us to draw conclusions about analyses that are spurious but a result of the likelihood of type I error increasing the more tests are conducted.

Next Steps

To address the limitations of the current survey and to move forward with next steps, we have included a few recommendations below. These are the areas a next phase this youth measurement development project might consider.

1. **Increase Community Engagement.** To more actively include providers and young people as part of the survey development process, we recommend convening a Youth Measurement Tool Committee. This committee might support with survey refinement and determining processes for collecting additional data and feedback from providers and young people. A key task for this committee might be to review the findings from the initial pilot study to gain a better understand of their perceptions of the findings and how they might be used by programs for improvement efforts.
2. **Increase Communication and Messaging** with providers, community members and young people about the goals and process involved with the Youth Development Measurement Project. This might involve discussing this project at each contact with providers; a task that might be undertaking by a Youth Measurement Tool Committee. Because these committee members will likely be from the local community and/or part of the BSK Initiative, it will be critical for the committee to support the project in getting the word out for participation as well as helping the research team problem solve many of the challenges with survey administration in a community context. It will also be important that the committee share their own concerns and challenges with the pilot survey and help us to collect information about how to improve the survey and administration process with the entire group of BSK grantees involved.
3. **Use Qualitative Methods to Vet and Refine the Youth Development Survey.**
 - a. *Defining long-term outcomes of well-being* that are consistent with the values and needs of the diverse providers and young people who are part of BSK is a critical step to the survey development process. This project was largely focused on identifying short-term or intermediate outcomes of success (e.g., social-emotional and racial and ethnic identity development), but to completely assess the survey validity it will be important to include measures of outcomes that are

also community defined. We selected academic outcomes of self-reported grades and self-reported days of skipped school and used the validated measures of anxiety and depression (GAD2 and PHQ2). However, it is best practice to have communities determine long term definitions of growth and well-being. Thus, obtaining the perspective of the Youth Measurement Tool Committee members, providers, and young people through interviews, focus groups, and/or listening sessions might help with defining culturally congruent long-term outcomes of well-being that are developed from the bottom-up.

- b. ***Addressing issues related to culture.*** To address many of the issues we found in the survey related to culture, additional conversations with providers and young people in the form of interviews and/or focus groups are important to better understanding and incorporating their ideas and perspectives about the cultural meanings of constructs, especially social and emotional development, and ways that programs can support the development of critical consciousness. At the item level, conducting cognitive interviews with youth participants might also be important to refine survey questions to ensure they align with the ways in which young people define and understand racial/ethnic identity and to further understand the ways racial and ethnic identity function as a protective and promotive factor in the lives.
4. **Re-Test Youth Development Survey.**
 - a. ***Consider a modular survey, customizable for organizations' diverse attendees.*** Based on our findings, youth from diverse racial, ethnic and gender groups have different expectations on what their programs might be supporting them with. For example, an organization working with a specific ethnic group (as many BSK organizations do) might be better suited to use the entire MEIM-R which studies ethnic identity specifically. Alternatively, organizations with gender diverse youth might want to include a more complete survey of gender identity development than our current 2-item scale includes. Thus, given the diverse provider and youth participant backgrounds and needs, a modular survey could be designed with a skip pattern so that young people would be able to opt out of answering survey scales that are not applicable to them. We think that this is the best method for

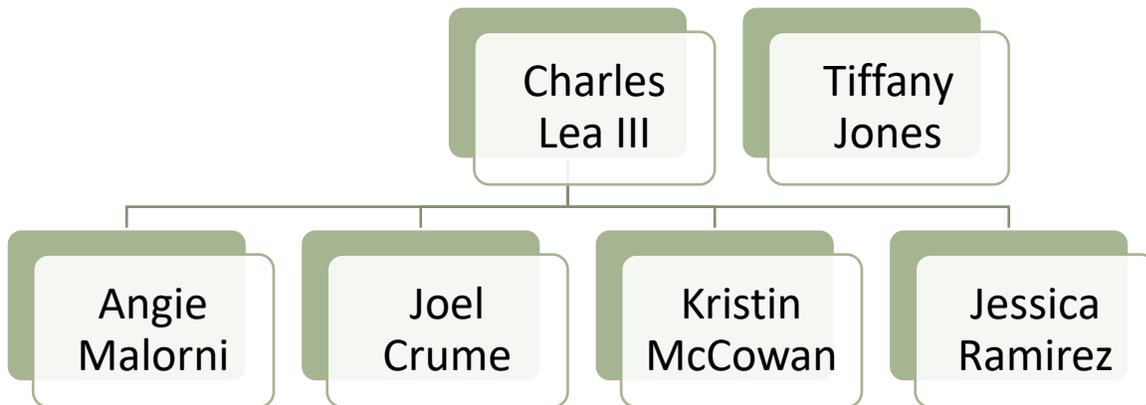
balancing the benefits of having a survey that is the same for all youth with the understanding that some scales that measure crucial aspects of identity for some youth might be counter to the cultural practices or religious beliefs of another group(i.e. gender identity or sexual orientation identity).

- b. ***Increase sample size.*** In order to effectively determine the reliability and validity of the survey, and to say something meaningful about its findings, we recommend recruiting a minimum of 800 youth to complete the survey for the re-test. Many of the problems with the current survey may simply be a matter of the small sample size of respondents. With additional power to detect effects, we may find that many of the problems with the survey disappear. This strategy would indicate that our focus moving forward needs to be on the administration of the survey and putting energy into supporting organizations to make this as quick and easy of a process as possible. Our recommendations to reach this target are the following:
 - 1) We have contracted with the Survey Research Division for the data collection in our next phase of work. Their expertise on reaching hard to reach populations and connecting with folks on the ground will be a valuable asset and help us.
- c. ***Test the survey's ability to detect change over time.*** The main goal of this survey is to eventually be able to show whether programs are making an impact in improving youth outcomes. In order to do this, we will need multiple survey administrations where youth attendees can be matched to their previous responses. We will need to plan for this in the next survey administration, and will plan to test whether any youth from the re-test pilot can be matched to their response in the next administration.

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1.0 UW Evaluation Team Structure/Staffing



Charles Lea, III, PhD, MSW

Assistant Professor at UW School of Social Work from September 2017 to June 2019. Assistant Professor at University of Houston July 2019 to present. Worked on BSK project from June 2018 to present, completing: planned and supervised qualitative data component, including program leader interviews, youth focus groups, and cognitive interview data collection, analysis and interpretation and writing; helped plan and implement pilot test, and supported with interpreting results from measurement testing.

Tiffany Jones, PhD, MSW, MFT

Post-Doctoral Researcher at UW School of Social Work from June 2018 – August 2019; Assistant Professor at Colorado State University August 2019 – Present. Worked on BSK project from June 2018 to present, completing: Landscape assessment, methodological development planning, supported in focus group data collection, conducted cognitive interviews, planned and supervised all quantitative analysis, conducted all outcomes analyses.

Angie Malorni, MPA

Doctoral student at UW School of Social Work from September 2017 – Present. Worked on BSK project from June 2018 to November 2019. Completed: landscape assessment, methodological development planning, conducted program leader interviews and coded program leader data, conducted youth focus groups, scheduled, conducted and coded cognitive interviews, supported measurement testing and co-wrote final report.

Joel Crume, MSW

Doctoral student at UW School of Social Work from September 2016 – Present. Worked on BSK project from September 2018 to present, contributing to landscape assessment, focus groups, conducted and coded cognitive interviews and quant analyses

Kristin McCowan, MSW

Doctoral student at UW School of Social Work since September 2015 – Present. Provided support on BSK project from to March 2019 to the present; Contributions included planning, coding, analyzing and reporting on the youth focus groups. Kristin also supported planning, and interpreting the quantitative analyses included in this report.

Jessica Ramirez, MSW

Doctoral student at UW School of Social Work from September 2018 – Present. Worked on BSK project from July 2019 to September 2019. Completed coding of the cognitive interviews.

Priority areas for organizations

- 79%** agreed that **racial and ethnic identity development** was a priority in their organization
- 66%** said **gender identity and sexual orientation development** were important to their organizations mission and/or service model.
- 62%** agree **the top two program priorities** were to **promote a positive and youth-centered program culture** and that **program policies and practices are racially, culturally, and socially responsive.**

Ethnic identity is:

Cultural factors that include a common sense of ancestry, tradition, aesthetics and values, religious identity, linguistic background, political interests, geography, ancestry, and community.

- Ethnic identity includes one's sense of cultural identity, attitudes towards one's own group and relationship to other groups and includes behavior patterns specific to one's ethnic group
- Ethnic identity may or may not be related to one's country of origin
- Must be self-identified
- May not be apparent to others

Racial Identity is:

Race is a social construct based originally on skin color, physical appearance and class, that is a result of historical systems of power. Racial identity is the group that one chooses to identify with and is informed by community and family value systems, but also influenced by society.

- Can include multiple racial identities
- "Racial identity is a social-political-historical construction of skin color as both a self and other assigned determination"
- "Includes a high-level of shared ancestral and cultural belonging [and] collective heritage"
- "Race is construct, but if we play this game, it is really how white people see you, or how you want to be seen by others"

Social and Emotional Development is:

"The skills and capacity to define and navigate a complex internal emotional landscape while connecting at various depths with others in social relationships at one-on-one, group, community and broader social scales in a manner that encourages and invites all into self-determined, liberatory connection that expands everyone's ability to find meaning, support and well-being."

- A collective effort, with children learning from many different adults in their lives
- Understood in cultural, historical and social context
- Meant to give young people tools to confront and create strategies to address the legacy of oppression in their lives
- Unpacking trauma and learning social norms of a safe space
- 5 respondents use the CASEL competencies: Self-awareness, relationship skills, self-management, social awareness, and responsible decision making. 13 additional respondents described skills aligned to at least one CASEL competency
- Add to CASEL: Awareness of intersectional identities of race, gender and culture. Positive self-worth/positive identity, self-determination

What is missing? Credible messengers, economic identity, relationships, post-secondary readiness, cultural understanding, story-telling, circle keeping, community organization, leadership, parent involvement, and more...

Demographics

Race

African American or Black, Asian American, White, Latinx or Hispanic, Pacific Islander, Native American or Indigenous,

Add: Select all that apply

First Nations, Alaska Native, Non-US indigenous; Multiracial, mixed race, bi-racial; African, East African, 1- or 2- generation African immigrant; Middle Eastern; South Asian; Disaggregated Asian American

Gender

Transgender, cisgender -Female, cis-gender Male, Gender non-conforming, Non-binary

Add: Select all that apply

Genderqueer, Agender, Womxn, Man, 2 spirit, Genderfluid, Third gender

Sexual Orientation

Gay or Lesbian, bisexual, heterosexual/straight, pansexual, asexual, questioning

Add: Select all that apply

Queer, Demisexual, Graysexual,

Ethnicity or Country of Origin

Suggestion to separate Ethnicity and Country of origin:

Cham, Somali, Congolese, Mexico, Afghanistan, Burma, Bhutan, Ethiopia, Eritrea, Iraq, Somalia, African American, Hispanic, East African, Pacific Islanders, Pakistan, Central or South American, Zimbabwean

Survey Administration

40% do not have reliable access to an electronic device

Challenges

- Accessible language
- Delivery system and deadlines
- Needs to be short and engaging, encourage youth that their opinion counts
- Some questions could be problematic before trust is built
- Teens don't like email
- Some firewalls in organizations prevent survey program use on internet
- Ability challenges - communication in a wide variety of ways

Concerns on Identifying youth

- Safety in the community
- Immigration, DACA
- Privacy violation
- Concern about some parent/guardians not knowing youth's sexual orientation
- Youth may answer more honestly if survey is anonymous
- No names or addresses, concern about youth dropping out of program if this info is asked for

Suggestions for confidentiality

- Use unique identifying number
- QR code or app?
- Don't ask for identifiers, or minimal data only
- codenames

2.1 Program Leader Interview Protocol

BEST STARTS FOR KIDS (BSK) 5-24 YOUTH MEASUREMENT VALIDATION PROJECT Organization/Program Lead Interview Protocol

INTRODUCTION

Hello and thanks so much for being a part of this conversation today! My name is [INSERT NAME] and I am a member of the University of Washington School of Social Work team that is collaborating with Best Starts for Kids (BSK) to develop a youth protective factor survey for the its Youth Development, Stopping the School to Prison Pipeline, and Trauma-Informed and Restorative Practices in Schools strategy areas. The aim of this project is to create some measures that will allow us to hear from youth about whether and how BSK-funded organizations and programs support their identity and social and emotional development.

We are coming to you because you are the experts in working with youth on these issues. This is your program, so we want to develop measures that reflect your values and goals. We want to make sure that we are on the right track, and that the questions on the survey that will be developed from this process are relevant to organizations and programs that are part of the BSK Initiative.

INTERVIEW STRUCTURE

We will begin the interview by asking you to share a little about yourself and [INSERT NAME OF PROVIDER ORGANIZATION/PROGRAM]. Next, we will pose some questions to hear your thoughts and ideas about some of the terms being considered for the survey and what they mean in the context of your [ORGANIZATION/PROGRAM]. We will conclude with some questions regarding your preferences and recommendations about how to best administer the survey to youth. We will also record our conversation today to make sure we do not miss anything that you tell us. We think it is very important that we capture your ideas accurately. Are you okay with us recording? [IF NO, TAKE DETAILED NOTES OF RESPONSES]

We appreciate your willingness to share your ideas and want to remind you that although we may present some organization/program-level findings from this work to the BSK leadership, most of the findings will be at a broad level looking across the organizations/programs participating in this phase of the project. The research team will also keep the audio files on a secure server, and what you say today will not be linked to your name in any way. So, feel free to be honest in your responses. We also want to let you know that your participation in completely voluntary. That means you can stop the interview at any time.

Additionally, because the information we are collecting through this process is important to community-based organizations and programs nationwide, we hope to share what we find with other researchers working to address positive youth development in real-life contexts. If this occurs, we will work closely with BSK staff members to provide opportunities for folks to review or participate on any publications that result from this work. However, please know that you or your [ORGANIZATION/PROGRAM] will never be identified by name, and your responses will be presented together with the responses of other organization/program leaders.

Do you have any questions?

DISCUSSION QUESTIONS

BACKGROUND

- Can you start by telling me a little about yourself and how you arrived at this organization/program and position?
 - Educational background/professional experiences
 - Length of time at current organizational/program and position

ORGANIZATION/PROGRAM OVERVIEW

- Can you tell me a little about your organization/program history? Structure? Culture?
 - Mission, years operation in King County, etc.
 - Service model/approach
 - Specific BSK funded activities
 - Characteristics and experiences of youth served
 - Characteristics and experiences of staff
- What does success look like for your program? For the young people you serve?

EMERGING INDIVIDUAL-LEVEL CONSTRUCTS

Ethnic, Racial, and Social Identities

- How does your organization/program engage with or talk about **racial** and/or **ethnic identity**?
 - Is talking about racial or ethnic identity an important part of your program?
 - Does your program distinguish between racial and ethnic identity?
 - How does your organization/program engage with or talk about **gender identity**?
 - How does your organization/program engage with or talk about **sexual identity**?
 - How, if at all, is your organization/program structured to facilitate positive *Ethnic Identity* development? *Racial Identity* development? *Gender Identity* development? *Sexual Identity* Development?
 - Mission
 - Service model/approach (e.g., programs, activities, etc.)
 - Staff characteristics and experiences
 - Does your organization/program have any components that educate and support youth related to issues of racial and social justice (e.g., racism, sexism, bias, discrimination, etc.)? If so, what does this look like?
- What comes to mind when you think about **Social-Emotional Development**? Please explain?

Social and Emotional Development

- How, if at all, is your organization/program structured to facilitate social-emotional development?
 - Mission
 - Service model/approach (e.g., programs, activities, etc.)
 - Staff characteristics and experiences

SED DEFINITIONS HANDOUT: We are considering measuring some of the different aspects of social-emotional development. They include **Interpersonal Skills, Mindsets, Personal Responsibility, Social and Civic Values, Agency, and Future Orientation**

- Which of these specific skill areas and attitudes are most important to your organization/program? Why?
- Do the definitions of these skill areas and attitudes capture how you engage with or talk about them in the context of your organization/program? Why or why not?

ENABLING ENVIRONMENT CONSTRUCTS

Program Structure and Climate

- How would you describe your organization/program climate?
 - What do you do to promote a positive climate?
- How do you share decision-making with youth?
 - How are decisions made within the program?
 - How are decisions made about the program?

Caring and Supportive Relationships

- How do staff in your organization/program go about building relationships with youth?
- What kind of expectations do you have for youth in the organization/program? How do you reinforce these expectations?

Engagement in Meaningful Opportunities

- How do you make program activities relevant to the young people in your program?
 - What are some aspects your program that makes an activity 'meaningful' to youth?
 - How do you assess whether program activity is 'meaningful'?
 - How do these meaningful activities impact youths engagement? Development?

CLOSING

- Do you have additional ideas to share about anything we did and didn't discuss today?
 - Do you have any questions for us?
 - Thank You!
-

2.2 Youth Focus Group Protocol

BEST STARTS FOR KIDS (BSK) 5-24 YOUTH MEASUREMENT VALIDATION PROJECT

Youth Focus Group Protocol

INTRODUCTION

Hello and thanks so much for being a part of this conversation today! You have been asked to participate in this group conversation because we are trying to develop a survey that will help us learn more about [INSERT NAME OF ORGANIZATION/PROGRAM], and other youth programs like it throughout the County! Your participation is important because your responses let your organization/program leaders know how they are doing, especially about whether you feel like this program gives you the support you need to learn about yourself and how to work with others.

To do this, we are going to ask you to share your thoughts and ideas about a few terms and that are being considered for the survey to make sure we are on the right track. However, before we get into the details of what we are going to discuss today, we want to introduce ourselves, meet you all, and as a group set some ground rules for the conversation.

[INTRODUCTIONS OF RESEARCH STAFF AND STUDENTS]

FOCUS GROUP STRUCTURE

We have a short amount of time, so we want you to know that we might have to cut off the conversation to leave time for all the things we hope to cover. We will begin by posing some questions and taking notes to record your ideas about some of the terms included in the survey and how you think this program helps you. We will also record our conversation today to make sure we do not miss anything that you tell us. We think it is very important that we capture your ideas accurately. Is everyone okay with us recording?

We appreciate your willingness to share your ideas and want to remind you that what you say today will not be linked to your name in any way. So, feel free to be honest in your responses. However, if we learn that you intend to harm themselves or others, we must report that to the authorities. We also want to let you know that your participation is completely voluntary. That means you can leave at any time. To thank you for your time today, we have snacks to share and a gift card for each of you to say thanks.

DISCUSSION QUESTIONS

INTRODUCTION

- Can everyone say a name they would like to go by in this session (it can be anything!) and what brings you to this organization/ program?

EMERGING INDIVIDUAL-LEVEL CONSTRUCTS

First, we want to better understand how you define and understand a few terms being considered for the survey

IDENTITY DEVELOPMENT

- What does the term **Ethnic Identity** mean to you? Why?
- What does the term **Racial Identity** mean to you? Why?
- What does the term **gender identity** mean to you? Why?
- What does the term **sexual identity** mean to you? Why?
- Does this program help you to build any of these identities? If so, how?
- Is it important to you to have a positive sense of each of these identities? Why or why not?

SOCIAL-EMOTIONAL DEVELOPMENT

- What does it mean to develop positive social skills? Why?
 - How do you know when someone is skilled socially?
- What does it mean to develop positive emotional skills? Why?
 - How do you know when someone is skilled emotionally?
- How does this organization/program help you to develop positive social skills? Emotional skills?
- Are the social and emotional skills that you need to be successful in this program different than at home? Or at school? Why or why not?
- Are there aspects of your identity that impacts your ability to develop positive social and emotional skills? Why or why not?

ENABLING ENVIRONMENT CONSTRUCTS

Next, we will ask a few questions about your experience in and opinions about the [INSERT NAME OF ORGANIZATION/PROGRAM].

- How would you describe the culture and climate of this program? (1) organization/program policies & practices, (2) shared decision-making and (3) physical and psychological safety
 - What does it feel like to come to this program?
 - Are you involved in making decisions about how the program runs?
 - How have youth shaped this program?
 - Do you feel safe in this program. Why or why not?
 - How do staff help you to feel safe?
 - What kind of **voice do you have in shaping this program**?
 - How do staff **share decision-making** within the program?
- Do the staff make program **activities relevant to your own life experiences**? If so, how?
 - What makes an activity meaningful?
 - How do these meaningful activities influence your engagement in the program? Development (identity and social-emotional)?
- Can you describe your relationships with the staff in this organization/program?
 - (1) secure relationships, (2) high expectations, (3) respect and (4) modeling
 - How do they go about building relationships with youth?
 - What **expectations** do the staff have of you? How do they reinforce these expectations?
 - Are the staff here **role models** for you? What do they do that you look up to or admire?
 - How do staff help you **address the challenges you face** while participating in the program? Outside of the program?
 - How do you know when program **staff respect and value you**?

- **CLOSING**

- Does anyone have any additional ideas to share about anything we did and didn't discuss today? Does anyone have any questions for us?
- Thank You!

2.3 Cognitive Interviewing Protocols

a. Protocol 1

BEST STARTS FOR KIDS (BSK) 5-24 YOUTH MEASUREMENT VALIDATION PROJECT

Youth Cognitive Interview Protocol

INTRODUCTION

Hello and thanks so much for being a part of this conversation today! You have been asked to participate in this interview because we are trying to develop a survey that will help us learn more about [INSERT NAME OF ORGANIZATION/PROGRAM], and other youth programs like it throughout the County! Your participation is important because your responses will help shape the kind of information your program collects about your experience here.

To do this, we are going to ask you to fill out a draft of the survey and share your ideas about the questions we are asking. We have a few goals for our conversation today.

1. First, we want to make sure that the survey questions make sense to you.
2. Second, we want to make sure that the questions relate to you and are asked in a way that respects and honors your culture and family background.
3. Third, we want to make sure we ask questions that include topics that are important to you and your experience in this program.

We hope to record our conversation with you today to make sure we do not miss anything that you tell us. We think it is very important that we capture your ideas accurately. Is it okay with you to record our conversation?

We appreciate your willingness to share your ideas and want to remind you that what you say today will not be linked to your name in any way. So, feel free to be honest in your responses. However, if we learn that you intend to harm themselves or others, we must report that to the authorities. We also want to let you know that your participation is completely voluntary. That means you can leave at any time. To thank you for your time today, we have snacks to share and a gift card to say thanks.

Date of Interview	
Youth Name:	
Organization/Program Name:	
Audio Recording No.	

SECTION 1: SOCIAL AND EMOTIONAL DEVELOPMENT

We are going to ask you to fill out a short survey. We will be going through it in three different sections. I will hand you the sections one at a time. Let's start with section 1.

- Circle the answer that is most true for you.
- There are no right answers, just do the best you can
- I also want to ask you to think out loud. You might say “I’m not sure what this means...” or “That is hard to answer...” or anything else that comes to mind as you are filling out the survey.

	Section 1	Notes on Verbal & Non-Verbal Behaviors
1	One of my strengths is building positive relationships with other people	
2	When I make a decision, I think about how it will affect other people	
3	I try to help when I see someone having a problem	
4	If I do something wrong, I take responsibility for my actions.	
5	I keep working toward my goals even if I experience problems	
6	My ability to succeed is something that I can change with effort.	
7	In America, certain groups (racial, ethnic, gender identities) have fewer chances to get ahead.	
8	I have a responsibility to improve my community.	
9	It is important to me to make sure that all people are treated fairly.	
10	I speak up for myself when I need something.	
11	I can make a positive difference in my community.	
12	If I set goals, I take action to reach them	
13	I am hopeful about my future.	
14	When I make a decision, I think about how it will affect my future.	

<p>OBSERVE. Did the respondent:</p> <ul style="list-style-type: none"> • Need you to repeat any part of the question? • Any difficulty with words? • Have any difficulty using the response options? • Ask for clarification or qualify their answer? • Other observations? 	<p>NOTES:</p>
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SECTION 1: SPECIFIC PROBES

1. Are there any questions in this section that you thought were confusing or difficult to answer?

2. For questions #1, what does the term “**positive relationships**” mean to you? Why? [LEXICAL]
 - a. Can you give me an example of what a positive relationship looks like in your life?

3. For question #2, what types of “**decisions**” do you think of when you read this question? Why? [LEXICAL, INCLUSION/EXCLUSION, TEMPORAL]

4. For question #4, what does it mean to “**take responsibility for your actions**”? Why? [LEXICAL]
 - a. What does the term responsibility mean in your family? [CULTURE]

5. For question #6, can you tell me in your own words what this question is asking? [LEXICAL]

6. For question #9, can you tell me in your own words what this question is asking? [LEXICAL]
 - a. What comes to mind when you think of the term “**fairly**” in this question?

SECTION 2: ETHNIC, RACIAL AND SOCIAL IDENTITIES

Now, we are going to ask you to fill out a short survey. We will be going through it in three different sections. I will hand you the sections one at a time. Here is Section 2.

- Circle the answer that is most true for you.
- There are no right answers, just do the best you can
- I also want to ask you to think out loud. You might say “I’m not sure what this means...” or “That is hard to answer...” or anything else that comes to mind as you are filling out the survey.

In this country, people come from a lot of different cultures and there are many different words to describe the different backgrounds or ethnic groups that people come from. Every person is born into an ethnic group, or sometimes two or more groups, but people differ on how important their ethnicity is to them, how they feel about it, and how much their behaviors is affected by it. These questions are about your **ethnic group** and how you feel about it or react to it.

Please fill in:

In terms of ethnic group(s), I consider myself to be
 ..._____

	Section 2 (ethnic identity)	Notes on Verbal & Non-Verbal Behaviors
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15	I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.	
16	I have often talked to other people in order to learn more about my ethnic group.	
17	I have often done things that will help me understand my ethnic background better.	
18	I have a strong sense of belonging to my ethnic group	
19	I understand pretty well what my ethnic group membership means to me	
20	I feel a strong attachment towards my own ethnic group.	

In this country, people are divided into populations or racial groups on the basis of various sets of physical characteristics like their skin color and facial type. Every person is a member at least one racial group, but people differ on how important their racial identity or identities are to them, how they feel about it, and how much their behaviors is affected by it. For some people, their racial group and their ethnic group might be the same, for others, they might be different. These questions are about your **racial group** and how you feel about it or react to it.

Please fill in:

In terms of racial group(s), I consider myself to be
 ..._____

	Section 2 (racial identity)	Notes on Verbal & Non-Verbal Behaviors
21	My racial group membership is an important part of who I am.	
22	I have a strong sense of belonging to my racial group	
23	I have a clear sense of what my racial group membership means to me.	
24	During a typical week, I think about race and racial issues many, many times.	
25	I seek out role models who are the same race as me.	

How people see themselves and what they call or label themselves refers to their gender identity. This is based on how much they align or don't align with being a man, woman, neither, both or other gender(s) Every person has a gender identity, but people differ on how important their gender is to them, how they feel about it, and how much their behavior is

affected by it. These questions are about your **gender identity** and how you feel about it or react to it..

Please fill in:

In terms of gender identity, I consider myself to be
 ..._____

	Section 2 (gender identity)	Notes on Verbal & Non-Verbal Behaviors
26	I have a clear sense of what my gender group membership means to me at this time in my life	
27	I feel positive about my gender identity at this point in my life	

<p><u>OBSERVE. Did the respondent:</u></p> <ul style="list-style-type: none"> • Need you to repeat any part of the question? • Any difficulty with words? • Have any difficulty using the response options? • Ask for clarification or qualify their answer? • Other observations? 	<p><u>NOTES:</u></p>
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SECTION 2 SPECIFIC PROBES

7. Can you tell me in your own words what the definition of **ethnic identity** is saying?
 [LEXICAL]

a. Do you think it would be helpful to include examples of different ethnic identities here?
 What are some examples you suggest?

8. In the definition of ethnic identity, what does the term “**culture**” mean to you?[LEXICAL]

9. Can you tell me in your own words what the definition of **racial identity** is saying?
 [LEXICAL]

a. Do you think it would be helpful to include examples of different racial identities here?
 What are some examples you suggest?

10. Can you tell me in your own words what the definition of **gender identity** is saying?
 [LEXICAL]

a. Do you think it would be helpful to include examples of different gender identities here?
 What are some examples you suggest?

11. Are there any questions in this section that you thought were confusing or difficult to answer?

12. Do you think it is important to include the term “**group membership**” in this section when referring to ethnic and racial groups? Why or why not? [LEXICAL, JUDGEMENT]

13. For question #21, can you tell me in your own words what this question is asking? [LEXICAL, JUDGEMENT]

14. For question #25, what does the term “**role models**” mean to you? Why?
 a. Who is a role model in your life? Why? [LEXICAL, TEMPORAL, RETRIEVAL, JUDGEMENT,]

SECTION 3: ENABLING ENVIRONMENTS

We are going to ask you to fill out a short survey. We will be going through it in three different sections. I will hand you the sections one at a time. Here is the last section

- Circle the answer that is most true for you.
- There are no right answers, just do the best you can
- I also want to ask you to think out loud. You might say “I’m not sure what this means...” or “That is hard to answer...” or anything else that comes to mind as you are filling out the survey.

	Section 3	Notes on Verbal & Non-Verbal Behaviors
28	In this program, I have many role models who are part of the same racial or ethnic group as me.	
29	In this program, I have many opportunities to participate in activities that have exposed me to my race or ethnicity.	
30	In this program, I have learned about my race and ethnicity by doing things such as attending events, reading (books, magazines, newspapers), searching the internet, or discussing current events	
31	In this program, I have participated in activities that have helped me understand my gender identity.	
32	In this program, we learn to build positive relationships with adults and peers.	
33	In this program, we learn how to solve conflicts with each other.	
34	In this program, I learn how to work with people that are different than me (race, culture, ethnicity, gender or ability)	
35	In this program, adults have high expectations of all youth who attend regardless of their race, ethnicity, gender or ability.	

36	In this program, youth have lots of chances to help decide things like activities and rules.	
37	In this program, the rules and expectations are clear and applied fairly	
38	In this program, adults help me to feel safe.	
39	What we learn in this program helps me to set goals for my future.	
40	This program has helped me to think about who I am and who I want to be.	
41	I look forward to participating in the activities and events happening in this program.	
42	There are lots of chances to build positive relationships with other youth who attend this program.	
43	In this program, there are lots of chances to share my culture and family background.	
44	In this program, the adults make an effort to support all youth.	
45	The adults in this program understand and value my culture.	
46	I can tell the adults in this program really care about me.	
47	When I'm feeling upset or sad, the adults in this program help me with my emotions.	
48	There are lots of chances to build positive relationships with adults in this program.	
49	I feel comfortable talking to the adults in this program about problems I am having with friends, at home, or at school.	
50	Adults in this program give me encouragement and praise when I do something well.	

<p>OBSERVE. Did the respondent:</p> <ul style="list-style-type: none"> • Need you to repeat any part of the question? • Any difficulty with words? • Have any difficulty using the response options? • Ask for clarification or qualify their answer? • Other observations? 	<p>NOTES:</p>
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SECTION 3 SPECIFIC PROBES

15. Are there any questions in this section that you thought were confusing or difficult to answer?
16. For question #30, do the examples “attending events, reading (books, magazines, newspapers), searching the internet, or discussing current events” represent how you learn about your race and ethnicity in this program? Do you have examples to suggest? [LEXICAL, JUDGEMENT]
17. For question #34, what does the term “**different**” mean to you? Why? [LEXICAL]
a. Can you give me an example of a time when you learned how to work with someone different than you?
18. For question #35, What does the term “**high expectations**” mean to you in your in life? How do adults show you that they have high expectations? [LEXICAL]
19. For question #37, what does it mean for adults to apply the rules fairly? [LEXICAL]
a. Do you think it is important for this question to ask specifically about how rules are applied fairly based on a person's race, ethnicity, or gender? Why or why not? [CULTURE]
20. For question #38, what does it mean for you to feel safe in your life? What do adults do to help you feel safe? [LEXICAL, CULTURE]
21. For question #40, can you tell me in your own words what this question is asking? [LEXICAL]
22. For question #43, can you tell me in your own words what this question is asking? [LEXICAL]
a. Do you think “racial and ethnic group traditions” or “family background or family traditions” is a better term to use than culture? ? Why? [LEXICAL, CULTURE]
1. Do you have anything to share that we didn't discuss today? Do you have any questions for me?

BEST STARTS FOR KIDS (BSK) 5-24 YOUTH MEASUREMENT VALIDATION PROJECT

Youth Cognitive Interview Protocol

INTRODUCTION

Hello and thanks so much for being a part of this conversation today! You have been asked to participate in this interview because we are trying to develop a survey that will help us learn more about [INSERT NAME OF ORGANIZATION/PROGRAM], and other youth programs like it throughout the County! Your participation is important because your responses will help shape the kind of information your program collects about your experience here.

To do this, we are going to ask you to fill out a draft of the survey and share your ideas about the questions we are asking. We have a few goals for our conversation today.

1. First, we want to make sure that the survey questions make sense to you.
2. Second, we want to make sure that the questions relate to you and are asked in a way that respects and honors your culture and family background.
3. Third, we want to make sure we ask questions that include topics that are important to you and your experience in this program.

We hope to record our conversation with you today to make sure we do not miss anything that you tell us. We think it is very important that we capture your ideas accurately. Is it okay with you to record our conversation?

We appreciate your willingness to share your ideas and want to remind you that what you say today will not be linked to your name in any way. So, feel free to be honest in your responses. However, if we learn that you intend to harm themselves or others, we must report that to the authorities. We also want to let you know that your participation is completely voluntary. That means you can leave at any time. To thank you for your time today, we have snacks to share and a gift card to say thanks.

Date of Interview	
Youth Name:	
Organization/Program Name:	
Audio Recording No.	

SECTION 1: SOCIAL AND EMOTIONAL DEVELOPMENT

We are going to ask you to fill out a short survey. We will be going through it in three different sections. I will hand you the sections one at a time. Let's start with section 1.

- Circle the answer that is most true for you.
- There are no right answers, just do the best you can
- I also want to ask you to think out loud. You might say "I'm not sure what this means..." or "That is hard to answer..." or anything else that comes to mind as you are filling out the survey.

	Section 1	Notes on Verbal & Non-Verbal Behaviors
1	One of my strengths is building positive relationships with other people	
2	When I make a decision, I think about how it will affect other people	
3	I try to help when I see someone having a problem	
4	If I do something wrong, I take responsibility for my actions.	
5	I keep working toward my goals even if I experience problems	
6	My ability to succeed is something that I can change with effort.	
7	In America, a person's race, ethnicity and gender limits the opportunities available to them.	
8	I have a responsibility to improve my community.	
9	I take action to make sure that all people are treated fairly, regardless of what they look like or where they are from.	
10	I speak up for myself when I need something.	
11	It is important to me to make sure that all people are treated fairly, regardless of their gender.	
12	It is important to me to make a positive difference in my community.	
13	If I set goals, I take action to reach them	
14	I am hopeful about my future.	
15	When I make a decision, I think about how it will affect my future.	
16	It is important to me to make sure that all people are treated fairly, regardless of their ability level.	

<p><u>OBSERVE. Did the respondent:</u></p> <ul style="list-style-type: none"> • Need you to repeat any part of the question? • Any difficulty with words? • Have any difficulty using the response options? • Ask for clarification or qualify their answer? • Other observations? 	<p><u>NOTES:</u></p>
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SECTION 1: SPECIFIC PROBES

1. Are there any questions in this section that you thought were confusing or difficult to answer?

2. Were there any questions you would answered differently if there were a middle category labeled “Sometimes” or “Neutral”? Why?

3. For question #7, can you tell me in your own words what this question is asking? [LEXICAL]
 - a. Do you have suggestions on how to better phrase this question?

4. For question #9, can you tell me in your own words what this question is asking? [LEXICAL]
 - a. Would it be better to say “race, culture or ethnicity” instead of “what they look like or where they are from”?

5. For question #16, can you tell me in your own words what this question is asking?
 - a. What comes to mind when you think of the term “ability” in this question?

SECTION 2: ETHNIC, RACIAL AND SOCIAL IDENTITIES

Now, we are going to ask you to fill out a short survey. We will be going through it in three different sections. I will hand you the sections one at a time. Here is Section 2.

- Circle the answer that is most true for you.
- There are no right answers, just do the best you can
- I also want to ask you to think out loud. You might say “I’m not sure what this means...” or “That is hard to answer...” or anything else that comes to mind as you are filling out the survey.

Ethnicity or Culture Definition

In this country, people come from a lot of different cultures and family backgrounds. Ethnicity has to do with where your family comes from and the traditions from your family. Every person is born into an ethnic group, or sometimes two or more groups, but people differ on how important their ethnicity or culture is to them and how they feel about it. These questions are about your **ethnic or cultural group or groups**.

Please fill in:

In terms of ethnic group(s), I consider myself to be
 ..._____

	Section 2 (ethnic identity)	Notes on Verbal & Non-Verbal Behaviors
17	I have spent time trying to find out more about my ethnic or cultural group, such as its history, traditions, and customs.	

18	I have often talked to other people in order to learn more about my ethnic or cultural group.	
19	I have often done things that will help me understand my ethnic or cultural background better.	
20	I have a strong sense of belonging to my ethnic or cultural group	
21	I understand pretty well what my ethnic or cultural group membership means to me	
22	I feel a strong attachment towards my own ethnic or cultural group.	

Racial Identity Definition

In this country, people are divided into racial groups based on how they look, especially their skin color and facial type. Every person is a member of at least one racial group, but people differ on how important their racial identity or identities are to them or how they feel about it. For some people, their racial group and their ethnic or cultural group might be the same, for others, they might be different. These questions are about your **racial group**.

Please fill in:

In terms of racial group(s), I consider myself to be
 ... _____

	Section 2 (racial identity)	Notes on Verbal & Non-Verbal Behaviors
23	My race is an important part of who I am.	
24	I have a strong sense of belonging to my racial group	
25	I have a clear sense of what my race means to me.	
26	During a typical week, I think about race and racial issues many, many times.	
27	It is important to have relationships with people I look up to who are the same race as me.	

Definition of Gender Identity

A person's gender identity is based on how much they identify with being a man, woman, neither, both, trans or other gender(s). This is based on how people see themselves and what they call themselves or identify as. Every person has a gender identity, but people differ on

how important their gender is to them and how they feel about it. These questions are about your **gender identity**.

Please fill in:

In terms of gender identity, I consider myself to be
 ..._____

	Section 2 (gender identity)	Notes on Verbal & Non-Verbal Behaviors
28	I have a clear sense of what my gender group membership means to me at this time in my life	
29	I feel positive about my gender identity at this point in my life	

<p><u>OBSERVE. Did the respondent:</u></p> <ul style="list-style-type: none"> • Need you to repeat any part of the question? • Any difficulty with words? • Have any difficulty using the response options? • Ask for clarification or qualify their answer? • Other observations? 	<p><u>NOTES:</u></p>
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SECTION 2 SPECIFIC PROBES

6. Are there any questions in this section that you thought were confusing or difficult to answer?

7. Can you tell me in your own words what the definition of **ethnic or cultural identity** is saying? [LEXICAL]
 - a. What are some examples of different ethnic or cultural identities you suggest we include here?
 - b. In the definition of ethnic and cultural identity, what does the term “**culture**” mean to you? [LEXICAL]

8. Can you tell me in your own words what the definition of **racial identity** is saying? [LEXICAL]
 - a. What are some examples of different racial identities you suggest we include here?

9. Can you tell me in your own words what the definition of **gender identity** is saying? [LEXICAL]
 - a. What are some examples of different gender identities you suggest we include here?

10. In question #20, what does the term “**strong sense of belonging**” mean to you?

11. In question #22, What does the term “**attachment**” mean to you?

12. For question #25, can you tell me in your own words what this question is asking?
 a. Do you think it would be better to use the words “mentor” or “role model” for question #25? Why? [LEXICAL, TEMPORAL, RETRIEVAL, JUDGEMENT,]

SECTION 3: ENABLING ENVIRONMENTS

We are going to ask you to fill out a short survey. We will be going through it in three different sections. I will hand you the sections one at a time. Here is the last section

- Circle the answer that is most true for you.
- There are no right answers, just do the best you can
- I also want to ask you to think out loud. You might say “I’m not sure what this means...” or “That is hard to answer...” or anything else that comes to mind as you are filling out the survey.

	Section 3	Notes on Verbal & Non-Verbal Behaviors
30	In this program, I have many role models who are part of the same racial, ethnic or cultural group as me.	
31	In this program, I have many opportunities to explore to my race and ethnicity or culture.	
32	In this program, I have learned about my race and ethnicity or culture by doing things such as attending events, working on projects, reading books or articles, searching the internet, or discussing current events	
33	In this program, I have participated in activities that have helped me understand my gender identity.	
34	In this program, we learn to build positive relationships with adults and peers.	
35	In this program, we learn how to solve conflicts with each other.	
36	In this program, I learn how to work with people that are different than me (race, culture, ethnicity, gender or ability)	
37	In this program, adults have high expectations of all young people who attend regardless of their race, culture, ethnicity, gender or ability.	
38	In this program, young people have lots of chances to help decide things like activities and rules.	
39	What we learn in this program helps me to make progress towards my future goals	
40	This program has helped me to think about who I am and who I want to be.	

41	There are lots of chances to build positive relationships with other young people who attend this program.	
42	In this program, there are lots of chances to share my culture and family background.	
43	In this program, the adults make an effort to support all young people.	
44	The adults in this program understand and value my culture.	
45	Every time I participate in this program adults show that they care about me.	
46	When I'm feeling upset or sad, the adults in this program help me with my emotions.	
47	There are lots of chances to build positive relationships with adults in this program.	
48	I feel comfortable talking to the adults in this program about problems I am having with friends, at home, or at school.	
49	Adults in this program always tell me when I do a good job.	

<p><u>OBSERVE. Did the respondent:</u></p> <ul style="list-style-type: none"> • Need you to repeat any part of the question? • Any difficulty with words? • Have any difficulty using the response options? • Ask for clarification or qualify their answer? • Other observations? 	<p><u>NOTES:</u></p>
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SECTION 3 SPECIFIC PROBES

15. Are there any questions in this section that you thought were confusing or difficult to answer?

16. Were there any questions you would answered differently if there were a middle category labeled "Sometimes" or "Neutral"? Why?

17. For question #30, who are you thinking of when you responded to this question and why?

a. Do you think it would be better to use the words "**mentor**" or "**role model**" for question #30? Why? [LEXICAL, TEMPORAL, RETRIEVAL, JUDGEMENT,]

18. For question #37, should we make separate questions for race, culture and ethnicity, one for gender, and one for ability?

19. For question #39, can you tell me in your own words what this question is asking?

- a. Should we say “make progress” or “take steps” towards your future goals? Why?
20. For question #49, can you tell me in your own words what this question is asking?
- a. Should we include the word “always?” Why or why not?
- b.

SECTION 4: Demographics

We are going to ask you to fill out a short survey. We will be going through it in three different sections. I will hand you the sections one at a time. Here is the last section

- **Circle the answer that is most true for you.**
- **There are no right answers, just do the best you can**
- **I also want to ask you to think out loud. You might say “I’m not sure what this means...” or “That is hard to answer...” or anything else that comes to mind as you are filling out the survey.**

Section 4		
50	How long have you been participating in this program?	<input type="radio"/> Less than a month <input type="radio"/> 1-3 months <input type="radio"/> 4-6 months <input type="radio"/> More than 6 months
51	Generally, how often do you attend this program per week?	<input type="radio"/> 0 Days <input type="radio"/> 1 Day <input type="radio"/> 2-3 Days <input type="radio"/> 4-5 Days <input type="radio"/> 6-7 Days
52	During the past 4 weeks, how many whole days of school have you missed because you skipped or “cut”?	<input type="radio"/> 0 days <input type="radio"/> 1 day <input type="radio"/> 2 days <input type="radio"/> 3 days <input type="radio"/> 4–5 days <input type="radio"/> 6–10 days <input type="radio"/> 11 or more
53	Over the last 2 weeks, how often have you been bothered by feeling nervous, anxious, or on edge?	<input type="radio"/> Not at all <input type="radio"/> Several days <input type="radio"/> More than half the days <input type="radio"/> Nearly everyday
54	Over the last 2 weeks, how often have you been bothered by not being able to stop or control worrying?	<input type="radio"/> Not at all <input type="radio"/> Several days <input type="radio"/> More than half the days <input type="radio"/> Nearly everyday
55	How often have you felt like not doing your usual activities?	<input type="radio"/> Not at all <input type="radio"/> Several days <input type="radio"/> More than half the days <input type="radio"/> Nearly everyday

56	Over the last 2 weeks, how often have you been bothered by feeling down, depressed, irritable, or hopeless?	<input type="radio"/> Not at all <input type="radio"/> Several days <input type="radio"/> More than half the days <input type="radio"/> Nearly everyday
57	Putting them all together, what were your grades like last year?	<input type="radio"/> Mostly As <input type="radio"/> Mostly Bs <input type="radio"/> Mostly Cs <input type="radio"/> Mostly Ds <input type="radio"/> Mostly Fs
58	What is your age? [Fill in the blank]	_____
59	What grade are you in? [Fill in the blank]	_____
60	What language do you speak at home?	<input type="radio"/> English <input type="radio"/> Chinese <input type="radio"/> Russian <input type="radio"/> Somali <input type="radio"/> Spanish <input type="radio"/> Vietnamese <input type="radio"/> Another language: (Specify):_____
65	Do you currently identify as...? Mark ALL that apply	<input type="radio"/> Male (cis-gender) <input type="radio"/> Female (cis-gender) Trans girl/woman <input type="radio"/> Trans boy/man <input type="radio"/> Non-binary <input type="radio"/> Questioning/unsure of my gender identity <input type="radio"/> Something else: (Specify)_____
66	Do you consider yourself to be...? Mark ALL that apply	<input type="radio"/> Straight or heterosexual <input type="radio"/> Lesbian or Gay <input type="radio"/> Bisexual <input type="radio"/> Questioning/unsure <input type="radio"/> Queer <input type="radio"/> Something else: (Specify):_____
67	What is your race or ethnicity? Circle all that apply.	<ul style="list-style-type: none"> • Mexican, Mexican American, or Chicano, • Cuban or Puerto Rican • Another Hispanic, Latino(a), or Spanish Origin (please specify)_____ • Asian Indian

		<ul style="list-style-type: none"> • Chinese • Filipino • Japanese • Korean • Vietnamese • Other Asian (please specify)_____ • Black or African American • Somali • Ethiopian • Other Black or African American (please specify)_____ • Native Hawaiian • Pacific Islander • Samoan • Other Pacific Islander (please specify)_____ • White • Other race: (please specify)_____
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<p><u>OBSERVE. Did the respondent:</u></p> <ul style="list-style-type: none"> • Need you to repeat any part of the question? • Any difficulty with words? • Have any difficulty using the response options? • Ask for clarification or qualify their answer? • Other observations? 	<p><u>NOTES:</u></p>
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SECTION 4 SPECIFIC PROBES

21. Are there any questions in this section that you thought were confusing or difficult to answer? Please explain.
 - a. Do you have concerns about any of the questions in this section? Why or why not?
 - b. Do you find any of the questions in this section offensive? Why or why not?
22. For question #65, can you say in your own words what the question is asking?
 - a. Do you think it is important that we include all of the choices listed? Why or why not?
23. For question #66, do you understand what this question is asking?
 - a. Do you think we should ask young people your age this question? Why or why not?
24. Do you understand how to fill out question #67 for yourself?
 - a. Do you think other young people your age would also be able to fill it out?
25. Do you have anything to share that we didn't discuss today? Do you have any questions for me?

Appendix 2.4 Pilot Survey Paper Version
Best Starts for Kids Survey

Welcome to the Best Starts for Kids Survey Project!

We are a team of researchers at the University of Washington. We are trying to learn more about what "success" in your program looks like, and how we can measure it. This includes things like leadership skills, social and civic values and racial identity development. If you agree to answer these questions, you will be asked to fill out a 10-15 minute long survey. There are no risks in participating in this project. You will not receive any direct benefits from participating, but the information you give us will improve a survey that this program can use to measure your successes. If you don't want to take this survey, you don't have to participate. You can ask any questions about the study. If you have a question later you can call us at the numbers below or email us.

Researchers:

Charles Lea, PhD, MSW
 Assistant Professor, School of Social Work
 chlea@uw.edu
 (206) 616-6190

Tiffany M. Jones, PhD, MSW, MFT
 Research Scientist, School of Social Work
tjones03@uw.edu
 (814) 440-5682

I agree to take part in this study and answer the survey.	<input type="radio"/> Yes <input type="radio"/> No
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What program do you attend?		
<input type="radio"/> API Chaya <input type="radio"/> Arts Corps <input type="radio"/> Atlantic Street Center <input type="radio"/> City of Shoreline Youth Outreach Leadership Opportunity <input type="radio"/> Coalition for Refugees from Burma <input type="radio"/> Friends of the Children Seattle <input type="radio"/> Gage Academy of Art <input type="radio"/> Gender Diversity <input type="radio"/> Glover Empower Mentoring	<input type="radio"/> Skyway Solutions <input type="radio"/> Society of St. Vincent de Paul <input type="radio"/> STEM Paths Innovation Network <input type="radio"/> The Mockingbird Society <input type="radio"/> The Trail Youth <input type="radio"/> Urban Native Education Alliance <input type="radio"/> Treehouse <input type="radio"/> World Mind Creation Academy <input type="radio"/> Y-Scholars at Tyee High School <input type="radio"/> Young Women Empowered	<input type="radio"/> POCAAN (People of Color Against AIDS Network) <input type="radio"/> Safe Futures <input type="radio"/> Multiservice Center <input type="radio"/> Northwest Network <input type="radio"/> The Dove Project Youth Eastside Services <input type="radio"/> The Arc of King County <input type="radio"/> Lifewire <input type="radio"/> Southlake High School <input type="radio"/> Good Shepherd Youth Outreach <input type="radio"/> Black Star Line African Family

<ul style="list-style-type: none"> ○ Greater Maple Valley Community Center ○ Institute for Community Leadership ○ Lambert House ○ Latino Community Fund of WA ○ New Horizons Ministries ○ Para Los Ninos de Highline 	<ul style="list-style-type: none"> ○ Vietnamese Friendship Association ○ Community Passageways/UW ○ Community Network Council ○ 4 Culture/Creative Justice ○ Living Well Kent Collaborative ○ Cham Refugees Community 	<ul style="list-style-type: none"> ○ Na'ah Illahee Fund ○ Urban League ○ Rainier Beach Action Coalition ○ Other ○ Unknown
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Self-Generated Identifier – Survey ID		
What are the two numbers of the day you were born? <i>For example, if you were born on the 3rd day of June, select 03.</i>		
What year were you born? <i>For example: If you were born in 2003, enter 2003.</i>		
What are the last two letters of your first name? <i>For example: If your name is David you would enter ID. If you name is Jamie, you would enter IE.</i>		

Social and Emotional Development	
<i>Survey Item</i>	<i>Response Options</i>
I try to help when I see someone having a problem.	<ul style="list-style-type: none"> ○ Never ○ Rarely ○ Sometimes ○ Almost Always ○ Always
I have a responsibility to improve my community	<ul style="list-style-type: none"> ○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree
I think about how my behavior will affect other people.	<ul style="list-style-type: none"> ○ Never ○ Rarely ○ Sometimes ○ Almost Always ○ Always
I find it difficult to build positive relationships with people	<ul style="list-style-type: none"> ○ Never ○ Rarely ○ Sometimes ○ Almost Always ○ Always

I take action to make sure that all people are treated fairly no matter what they look like or where they are from.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
When I make a decision, I think about how it will affect my future.	<input type="radio"/> Not at all like me <input type="radio"/> A little like me <input type="radio"/> Somewhat like me <input type="radio"/> A lot like me <input type="radio"/> Very much like me
I work towards my goals even if I experience problems.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
I am hopeful about my future.	<input type="radio"/> Not at all true <input type="radio"/> Somewhat true <input type="radio"/> Mostly true <input type="radio"/> Completely true
I speak up for myself when I need something.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
My ability to succeed is something that I can change with effort.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
If I do something wrong, I take responsibility for my actions	<input type="radio"/> Not at all like me <input type="radio"/> A little like me <input type="radio"/> Somewhat like me <input type="radio"/> A lot like me <input type="radio"/> Very much like me
When I set goals, I take action to reach them.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
It is important to me to make a positive difference in my community.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree

Racial Identity	
<i>Survey Item</i>	<i>Response Options</i>
<p>In this country, a person's race is based on how they look, especially their skin color and physical features. For some people their race and ethnicity might be the same, for others, they might be different. Some names of different races include:</p> <ul style="list-style-type: none"> - Asian - Black - Hispanic or Latina/Latino - White - Native American, American Indian/Alaskan Native or Indigenous - Pacific Islander - Multiracial <p>These questions are about your race. Please Fill in the blank: In terms of race, I consider myself to be ...</p>	<p>Fill in the blank</p>
<p>My race is an important part of who I am.</p>	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
<p>I do not feel like I fit in with other people who are the same race as me.</p>	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
<p>I have a strong connection to my race.</p>	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
<p>During a typical week, I think about race and racial issues.</p>	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once in a while <input type="radio"/> Sometimes <input type="radio"/> Almost every day <input type="radio"/> Every day
<p>It is important to have relationships with people I look up to who are the same race as me.</p>	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree

Ethnic Identity	
<i>Survey Item</i>	<i>Response Option</i>
<p>In this country, people come from a lot of different cultures with different traditions, food, languages and religious practices. These differences refer to their ethnicity. Some names of different ethnicities include:</p> <ul style="list-style-type: none"> - Eritrean, Somali, Ethiopian, African-American - Cambodian, Khmer, Filipino, Korean, Chinese, Japanese, Vietnamese, Taiwanese or Asian-America - Mexican, Cuban, Salvadorian, Panamanian, Honduran, Costa Rican etc. - Samoan, Native Hawaiian, Polynesian, Marshallese, Chamorro - Native American, American Indian, Alaskan Native <p>These questions are about your ethnicity. Please fill in the blank: In terms of ethnicity, I consider myself to be ...</p>	Fill in the blank
I spend time trying to find out more about my ethnicity	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
I feel that my ethnicity is an important part of who I am	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
I talk to other people in order to learn more about my ethnicity.	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
I do things that will help me understand my ethnicity better.	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
I feel like I fit in with other people who have the same ethnicity as me.	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree

Gender Identity	
<i>Survey Item</i>	<i>Response Options</i>
A person's gender identity is based on how they identify with being a man, woman, neither, both, trans or other gender(s). These questions are about your gender identity. How do you identify your gender?	Fill in the Blank
I understand what my gender identity means to me.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
I feel positive about my gender identity.	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always

Section 3: Enabling Environments	
<i>Survey Item</i>	<i>Response Options</i>
In this program ... I have many mentors who are part of the same racial or ethnic group as me.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
In this program ... I have learned about my race and ethnicity by doing things such as attending events, talking with others, reading, searching the internet, or discussing current events.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree
In this program ... The adults believe in all of us and expect us to do our best.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree
In this program ... The adults understand and value my culture.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree
In this program, how often do you ... Have opportunities to explore your race and culture?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always

	<input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>Participate in activities that help you understand your gender identity?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>Work with people that are different than you (race, culture, ethnicity, gender or ability)?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>Decide things like activities and rules?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>Have opportunities to share your culture and family background?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>See the adults make an effort to support all young people?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>Feel like the adults in this program care about you?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>Hear from adults that you are doing a good job?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>Get help from adults when you are sad or upset?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always
<p>In this program, how often do you ...</p> <p>Build positive relationships with other young people who attend this program?</p>	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always

How well does the program ... Help us learn to solve conflicts with each other?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good
How well does the program ... Help you make progress towards your goals?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good
How well does the program ... Help you feel comfortable talking about problems you are having at home or at school?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good
How well does the program ... Help you learn more about who you want to be?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good
How well does the program ... Help you build positive relationships with adults?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good

Section 4: Demographics	
<i>Survey Item</i>	<i>Response Options</i>
Did anyone help you read the survey questions?	<input type="radio"/> Yes, they helped me with a few words. <input type="radio"/> Yes, they helped me read a few questions <input type="radio"/> Yes, they helped me read most of the questions <input type="radio"/> No
Did anyone help you read the survey because it was in English?	<input type="radio"/> Yes <input type="radio"/> No
How long have you been participating in this program?	<input type="radio"/> Less than a month <input type="radio"/> 1-3 months <input type="radio"/> 4-6 months <input type="radio"/> 6 months to 1 year <input type="radio"/> 1-3 years <input type="radio"/> 3 or more years

Generally, how often do you attend this program per week?	<input type="radio"/> 0 Days <input type="radio"/> 1 Day <input type="radio"/> 2-3 Days <input type="radio"/> 4-5 Days <input type="radio"/> 6-7 Days
During the past 4 weeks, how many whole days of school have you missed because you skipped or had an unexcused absence?	<input type="radio"/> 0 days <input type="radio"/> 1 day <input type="radio"/> 2 days <input type="radio"/> 3 days <input type="radio"/> 4-5 days <input type="radio"/> 6-10 days <input type="radio"/> 11 or more
Over the last 2 weeks, how often have you been bothered by feeling nervous, anxious, or on edge?	<input type="radio"/> Not at all <input type="radio"/> Several days <input type="radio"/> More than half the days <input type="radio"/> Nearly everyday
Over the last 2 weeks, how often have you been bothered by not being able to stop or control worrying?	<input type="radio"/> Not at all <input type="radio"/> Several days <input type="radio"/> More than half the days <input type="radio"/> Nearly everyday
How often have you felt like not doing your usual activities?	<input type="radio"/> Not at all <input type="radio"/> Several days <input type="radio"/> More than half the days <input type="radio"/> Nearly everyday
Over the last 2 weeks, how often have you been bothered by feeling down, depressed, irritable, or hopeless?	<input type="radio"/> Not at all <input type="radio"/> Several days <input type="radio"/> More than half the days <input type="radio"/> Nearly everyday
What is your age?	Fill in the blank:
Are you currently attending school?	<input type="radio"/> Yes <input type="radio"/> No
<i>(if yes to are you currently attending school)</i> What grade are you in?	Fill in the blank:
<i>(if yes to are you currently attending school)</i> Putting them all together, what were your grades like last year?	<input type="radio"/> Mostly As <input type="radio"/> Mostly Bs <input type="radio"/> Mostly Cs <input type="radio"/> Mostly Ds <input type="radio"/> Mostly Es or Fs
<i>(if no to are you currently attending school)</i> What is your employment status?	<input type="radio"/> Working Full Time <input type="radio"/> Working Part Time <input type="radio"/> Internship <input type="radio"/> Vocational or Training Program <input type="radio"/> Not currently working or participating in a job

	<ul style="list-style-type: none"> ○ Program
<p>What language do you speak at home? Check ALL that apply.</p>	<ul style="list-style-type: none"> ○ English ○ Spanish ○ Somali ○ Chinese ○ Korean ○ Another Language. Please specify.
<p><i>(if “another language” was selected)</i> What language do you speak at home? Please specify.</p>	<p>Fill in the blank:</p>
<p>How do you identify your gender? Check ALL that apply</p>	<ul style="list-style-type: none"> ○ Male ○ Female ○ Trans girl/woman ○ Trans boy/man ○ Non-binary ○ Something else fits better. Please specify.
<p>How do you identify your gender? Please specify. <i>(if something else fits better” was selected)</i></p>	<p>Fill in the blank:</p>
<p>How do you describe your sexual orientation? Check ALL that apply.</p>	<ul style="list-style-type: none"> ○ Straight or heterosexual ○ Lesbian or Gay ○ Bisexual ○ Questioning/unsure ○ Queer ○ Something else fits better. Please Specify.
<p><i>(if “something else fits better” was selected)</i> How do you identify your sexual orientation? Please specify.</p>	<p>Fill in the blank:</p>
<p>What is your race? Check ALL that apply</p>	<ul style="list-style-type: none"> ○ Asian ○ Black ○ Hispanic, Latino or Latina ○ Multiracial ○ Native American, Alaska Native or Indigenous ○ Pacific Islander ○ White ○ Something else fits better: Please Specify.
<p><i>(if “something else fits better” was selected)</i> How do you identify your race? Please specify.</p>	<p>Fill in the blank</p>
	<ul style="list-style-type: none"> ○ Mexican, Mexican American, or Chicano, ○ Cuban or Puerto Rican ○ Another Hispanic, Latino(a), or Spanish Origin (please specify) ○ Asian Indian

<p>What is your ethnicity? Check ALL that apply.</p>	<ul style="list-style-type: none"> <input type="radio"/> Chinese <input type="radio"/> Filipino <input type="radio"/> Japanese <input type="radio"/> Korean <input type="radio"/> Vietnamese <input type="radio"/> Other Asian (please specify) <input type="radio"/> Black or African American <input type="radio"/> Somali <input type="radio"/> Ethiopian <input type="radio"/> Other Black or African American (please specify) <input type="radio"/> Native Hawaiian <input type="radio"/> Pacific Islander <input type="radio"/> Samoan <input type="radio"/> Other Pacific Islander (please specify) <input type="radio"/> White <input type="radio"/> Other race (please specify)
<p><i>(if an option with "please specify" was selected)</i> How do you identify your ethnicity? Please Specify.</p>	<p>Fill in the blank:</p>

Appendix 2.5: Item Sources

Social and Emotional Development		
<i>Survey Item</i>	<i>Response Options</i>	Adapted or Drawn from:
I try to help when I see someone having a problem.	<ul style="list-style-type: none"> • Never • Rarely • Sometimes • Almost Always • Always 	YDEKC
I have a responsibility to improve my community	<ul style="list-style-type: none"> • Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree 	YCCMT
I think about how my behavior will affect other people.	<ul style="list-style-type: none"> • Never • Rarely • Sometimes • Almost Always • Always 	YCCMT, YES 2.0, YDEKC
I find it difficult to build positive relationships with people	<ul style="list-style-type: none"> • Never • Rarely • Sometimes • Almost Always • Always 	UW Created
I take action to make sure that all people are treated fairly no matter what they look like or where they are from.	<ul style="list-style-type: none"> • Never • Rarely • Sometimes • Almost Always • Always 	YCCMT
When I make a decision, I think about how it will affect my future.	<ul style="list-style-type: none"> • Not at all like me • A little like me • Somewhat like me • A lot like me • Very much like me 	YCCMT
I work towards my goals even if I experience problems.	<ul style="list-style-type: none"> • Never • Rarely • Sometimes • Almost Always • Always 	YDEKC, YES 2.0
I am hopeful about my future.	<ul style="list-style-type: none"> • Not at all true • Somewhat true • Mostly true • Completely true 	YCCMT

I speak up for myself when I need something.	<ul style="list-style-type: none"> • Never • Rarely • Sometimes • Almost Always • Always 	UW Created
My ability to succeed is something that I can change with effort.	<ul style="list-style-type: none"> • Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree 	Grit Scale
If I do something wrong, I take responsibility for my actions	<ul style="list-style-type: none"> • Not at all like me • A little like me • Somewhat like me • A lot like me • Very much like me 	YCCMT
When I set goals, I take action to reach them.	<ul style="list-style-type: none"> • Never • Rarely • Sometimes • Almost Always • Always 	YDEKC, WCSD-SEC,
It is important to me to make a positive difference in my community.	<ul style="list-style-type: none"> • Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree 	YCCMT,

Racial Identity		
<i>Survey Item</i>	<i>Response Options</i>	<i>Adapted or Drawn from</i>
In this country, a person's race is based on how they look, especially their skin color and physical features. For some people their race and ethnicity might be the same, for others, they might be different. Some names of different races include: - Asian - Black - Hispanic or Latina/Latino - White - Native American, American Indian/Alaskan Native or Indigenous - Pacific Islander - Multiracial	Fill in the blank	Definition inspired by MEIM-R, program leader interviews, and youth focus groups. Written by UW team to follow structure of all identity sections.

These questions are about your race. Please Fill in the blank: In terms of race, I consider myself to be ...		
My race is an important part of who I am.	<ul style="list-style-type: none"> ● Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree 	MEIM-R
I do not feel like I fit in with other people who are the same race as me.	<ul style="list-style-type: none"> ○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree 	MEIM-R
I have a strong connection to my race.	<ul style="list-style-type: none"> ○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree 	MEIM-R
During a typical week, I think about race and racial issues.	<ul style="list-style-type: none"> ○ Never ○ Once in a while ○ Sometimes ○ Almost every day ○ Every day 	CRIS
It is important to have relationships with people I look up to who are the same race as me.	<ul style="list-style-type: none"> ○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree 	MEIM-R

Ethnic Identity		
<i>Survey Item</i>	<i>Response Option</i>	<i>Adapted or Draft from:</i>
In this country, people come from a lot of different cultures with different traditions, food, languages and religious practices. These differences refer to their ethnicity. Some names of different ethnicities include: - Eritrean, Somali, Ethiopian, African-American - Cambodian, Khmer, Filipino, Korean, Chinese, Japanese, Vietnamese, Taiwanese or Asian-America	Fill in the blank	MEIM-R (revised based on cognitive interviews)

<p>- Mexican, Cuban, Salvadorian, Panamanian, Honduran, Costa Rican etc. - Samoan, Native Hawaiian, Polynesian, Marshallese, Chamorro - Native American, American Indian, Alaskan Native These questions are about your ethnicity. Please fill in the blank: In terms of ethnicity, I consider myself to be ...</p>		
<p>I spend time trying to find out more about my ethnicity</p>	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always 	<p>MEIM-R</p>
<p>I feel that my ethnicity is an important part of who I am</p>	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree 	<p>MEIM-R</p>
<p>I talk to other people in order to learn more about my ethnicity.</p>	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always 	<p>MEIM-R</p>
<p>I do things that will help me understand my ethnicity better.</p>	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always 	<p>MEIM-R</p>
<p>I feel like I fit in with other people who have the same ethnicity as me.</p>	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree 	<p>MEIM-R</p>

Gender Identity		
<i>Survey Item</i>	<i>Response Options</i>	<i>Adapted or drawn from</i>
A person's gender identity is based on how they identify with being a man, woman, neither, both, trans or other gender(s). These questions are about your gender identity. How do you identify your gender?	Fill in the Blank	Definitions written to reflect structure of MEIM-R, based on focus group with young people
I understand what my gender identity means to me.	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree 	Items inspired by Gender Identity Reflection and Rumination Scale (GRRS), written by UW team to follow structure of previous identity sections
I feel positive about my gender identity.	<ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always 	Items inspired by Gender Identity Reflection and Rumination Scale (GRRS), written by UW team to follow structure of previous identity sections

Section 3: Enabling Environments		
<i>Survey Item</i>	<i>Response Options</i>	
In this program ... I have many mentors who are part of the same racial or ethnic group as me.	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree 	EIS
In this program ... I have learned about my race and ethnicity by doing things such as attending events, talking with others, reading, searching the internet, or discussing current events.	<ul style="list-style-type: none"> <input checked="" type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree 	EIS
In this program ... The adults believe in all of us and expect us to do our best.	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree 	CTC & Racial Respect Scale
In this program ...	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree 	EIS Inspired

The adults understand and value my culture.	<input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree	
In this program, how often do you ... Have opportunities to explore your race and culture?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	EIS Inspired
In this program, how often do you ... Participate in activities that help you understand your gender identity?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	EIS inspired
In this program, how often do you ... Work with people that are different than you (race, culture, ethnicity, gender or ability)?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	Inspired by YES 2.0
In this program, how often do you ... Decide things like activities and rules?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	CTC/YES 2.0
In this program, how often do you ... Have opportunities to share your culture and family background?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	EIS
In this program, how often do you ... See the adults make an effort to support all young people?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	CTC/YDEKC/YES 2.0 inspired
In this program, how often do you ... Feel like the adults in this program care about you?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	CTC/YDEKC/YES 2.0 inspired
In this program, how often do you ... Hear from adults that you are doing a good job?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	CTC
In this program, how often do you ...	<input type="radio"/> Never <input type="radio"/> Rarely	YDEKC

Get help from adults when you are sad or upset?	<input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	
In this program, how often do you ... Build positive relationships with other young people who attend this program?	<input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Almost Always <input type="radio"/> Always	YES 2.0/YDEKC
How well does the program ... Help us learn to solve conflicts with each other?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good	YES 2.0
How well does the program ... Help you make progress towards your goals?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good	YES 2.0
How well does the program ... Help you feel comfortable talking about problems you are having at home or at school?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good	CTC/YDEKC
How well does the program ... Help you learn more about who you want to be?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good	YES 2.0
How well does the program ... Help you build positive relationships with adults?	<input type="radio"/> Very bad <input type="radio"/> Bad <input type="radio"/> Okay <input type="radio"/> Good <input type="radio"/> Very Good	CTC/YDEKC

- All Demographics were from BSK suggestions in consultation with Kristin Moore

Appendix 3.0 Landscape Assessment

Best Starts for Kids Youth Development Measurement Project

Landscape Assessment DRAFT

Prepared by

Charles Lea III, PhD, MSW

Tiffany Jones, PhD, MSW, MFT

Angela Malorni, MPA

University of Washington
School of Social Work



UNIVERSITY
of WASHINGTON

BSK Youth Development Measurement Project

Best Starts for Kids (BSK) has partnered with a team from the University of Washington School of Social Work (UW) to develop and validate a youth protective factor measurement tool for its Youth Development (YD) and Stopping the School to Prison Pipeline (STPP) strategy areas. A key goal of this project is to identify existing and new incremental indicators of “success” that can positively improve youth health, well-being and educational outcomes.

The following is a landscape assessment for the Best Starts for Kids’ Youth Development Measurement Project. This report summarizes literature relevant to BSK’s strategy areas, defines the core domains that serve as the foundation for the measurement tool, and reviews the quality and relevancy of some existing measures related to youth development. In Section 1, we will explore the core domains of the BSK measurement project. These domains serve as our initial framework for measuring effectiveness of BSK’s YD and STPP strategy and a starting place for our review of the literature. A review and discussion of relevant measurement tools for each of the construct areas is discussed in Section 2. Section 3 highlights recommendations that have emerged.

This document is intended for internal-use with Best Starts for Kids (BSK) staff

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Section 1:

Developing a Framework and Core Constructs

Our Process

The UW team began the landscape review process with the Youth Development Strategy area. The Youth Development strategy contains four program areas: (1) mentoring, (2) youth leadership & engagement, (3) healthy & safe relationships and (4) positive identity development. The majority of youth served by these programs are generally between the ages of 11 and 18. BSK identified a number of outcome priorities that spanned these four domains, including: cultural identity development, mindset, future orientation, interpersonal skills, social support, self-advocacy, self-management, personal responsibility, belonging and social/civic values. The UW team met with BSK staff who are central to the research and evaluation efforts to clarify measurement goals with respect to each of the initial construct areas. All YD grantee logic models and relevant BSK strategy documents were reviewed by the UW team for commonalities among the intermediate protective and promotive factors identified by grantees. So far, three focus groups have been conducted with youth, and three interviews with staff, from grantee organizations. Our initial impressions from the information generated in these sessions shaped our understanding of the domains and the definitions of the constructs.

Our Framework

We focus on measuring both promotive and protective factors, to the exclusion of risk factors, to avoid the deficit centered narratives about marginalized youth. This decision was informed by the BSK/UW shared values of racial and social justice. A protective approach to youth development emphasizes the importance of buffering risk through protection, support and intervention. A promotive approach to youth development focuses on the developmental assets of youth, which can also prevent the occurrence of risk (Kia-Keating et al. 2011). Risk factors are qualities or attitudes within youth and aspects of the social environment in the family, peer, school and community domains that are known to correlate with or cause increases in the likelihood of a negative youth outcome, or decrease the likelihood of a positive youth

outcome (Kia-Keating et al., 2011). With this combined protective and promotive factor framework, we present a set of core domains for the BSK measurement project.

1.1. Core Constructs

The UW team integrated the logic model review, initial outcome areas provided by BSK staff and the protective and promotive framework to identify three overarching domains: *Ethnic, Racial and Social Identity Development* (ERSID), *Social and Emotional Development* (SED), and *Enabling Environments* (EE). A survey of the literature, organizational interviews and focus groups were done for each domain. Through this process, working definitions and constructs were formed. A brief summary for each domain is below.

1.1.1 Ethnic, Racial and Social Identity Development

The achievement of a positive identity is consistently linked to normative development and positive adjustment among youth populations. In particular, research has found that youth who develop a healthy sense of identity to have positive psychosocial, academic, and health-related outcomes and experiences (Bezonsky et al., 2007; Coll et al, 1996; Meeus, 1996). Additionally, because identity development is a complex and dynamic life-long process that is amenable to personal and social influences, other aspects related to a young person's life, such as their ethnicity, race, gender and sexual orientation, also play an influential role in their identity development processes and related outcomes (Neblett et al., 2012; Williams et al., 2012). For instance, studies find strong ethnic and racial group identification to be associated with having a positive self-esteem (Smith & Silva, 2011), academic achievement (Adelabu, 2008; Byrd & Chavous, 2009; Hughes et al., 2009; Perry 2008), and increased behavioral health, such as less drug use (Kulis et al., 2012; Marsiglia et al., 2001). The development of a positive identity is critically important for racial/ethnic minority youth, because these youth are exposed to increased experiences of discrimination during the adolescent period (Fisher et al. 2000; Galliher, 2011; Rivas-Drake, 2011; Sellers et al., 2006). As such, ethnic, racial and social identity development (ERSID) are constructs closely related to BSK measurement goals.

The below categories are defined based on the literature. Though we are in the beginning of the qualitative data collection process, it has become clear that the understanding of racial and cultural identity is highly variable based on youth's

identities, and the separation between the constructs of ethnic and racial identity is less important than youths' sense of their own culture.

Ethnic Identity can be defined as “the subjective sense of ethnic group membership that involves self-labeling, sense of belonging, preference for the group, positive evaluation of the ethnic group, ethnic knowledge, and involvement in ethnic group activities” (Coakley, 2007, p. 225). It entails identifying oneself as a member of an ethnic group, having knowledge of and a personal investment in an ethnic group, seeking information and experiences relevant to one’s ethnicity, engaging in ethnic practices and social interactions (e.g., speaking the language, eating the food), feeling comfortable with one’s ethnicity and having positive feelings about one’s group membership, having cultural values and beliefs, and the importance and salience attributed to one’s ethnic identity over time and in relation to another prominent group identity (i.e., American). The key components of the ethnic identity construct, or rather the ways in which ethnic identity is manifested include: (1) *Self-Categorization and Labeling*; (2) *Commitment and Attachment*; (3) *Exploration*; (4) *Ethnic Behaviors*; (5) *Evaluation and Ingroup Attitudes*; (6) *Values and Beliefs*; and (7) *Ethnic Identity and National (or American) Identity* (Phinney & Ong, 2007). Studies examining the impact of these components on the positive development of youth of color find a positive ethnic identity to be associated with a range of improved outcomes, such as self-esteem (Bracey et al., 2004; Jones & Galliher, 2007; Romero & Roberts, 2003), academic achievement (Adelabu, 2008; Chang & Le, 2010; Worrell, 2007), and less involvement risky behaviors (Corneille & Belgrave, 2007; Kulis et al., 2012; Marsiglia, et al, 2001).

Racial Identity has commonly been defined as the “collective identity of any group of people socialized to think of themselves as a racial group” (Coakley, 2007, p. 225; Helms & Cook, 1999). More specifically, it refers to the extent to which an individual identifies with their race and believes that their belonging to a racial group is a salient reference in their lives. It entails their belief about both the importance and meaning of race to their personal identity (Cross, 1971, Coakley & Helm, 2001; Thompson, 1995; Sellers et al. 1997). Key components of racial identity as a construct thus include: (1) *Racial Salience* (relevance to self-concept); (2) *Centrality* (normatively defines self with racial group); (3) *Ideology* (beliefs, opinions, and attitudes regarding actions of racial group members); and (4) *Public Regard* (affective and evaluative judgement of racial group) (Sellers et al 1997). Like ethnic identity, the development of a positive racial identity is associated with a range of improved outcomes among youth of color, including self-esteem (Mandara et al., 2009; Caldwell et al., 2002), academic engagement and success (Murry et al., 2009; Oyserman et al., 2001; Sandoval et al., 1997), and less drug use and engagement in HIV prevention strategies (Marsiglia et al. 2001; Cadwell et al., 2004);

Measurement Challenge: Ethnic and racial identities differ widely in the ways they have been defined and studied (Coakley, 2007; Helms, 2007; Phinney, 1990, Phinney & Ong, 2007; Rivas-Drake et al. 2014). Ethnicity and race are both socially constructed concepts whose definitions and meanings have changed over time. Neither term has a clear, objective, generally agreed upon scientific definition, and empirical findings related to ethnic and racial identity are difficult to synthesize and interpret because of the different ways these concepts have been conceptualized and measured. In particular, ethnic identity has been studied largely in reference to one's sense of belonging, to an ethnic group, that is, a group defined by one's cultural heritage, including values, traditions, and often language, On the other hand, the study of racial identity has focused on responses to racism, and racial identity measures assess experiences related to internalized racism (Phinney & Ong, 2007).

Given this measurement challenges, during the interviews and focus groups we explored the meanings BSK organization/program leaders and youth participants ascribed to these concepts and their perceptions regarding the organization/program qualities and characteristics that support positive ethnic and racial identity development. Emerging findings revealed that the constructs of racial and ethnic identity are often used vernacularly interchangeably and may be conflated under casual consideration with cultural identity more broadly. However, when asked to elaborate with respect to what racial and ethnic identity meant to them, youth made substantive differentiations that largely accord with the definitions explicated above. Youth articulated that they viewed ethnic identity as related to their familial background, citing examples including linguistic diversity, cultural values and religious practices. For example, one youth reported that ethnic identity was “[*the*] way we live and act ... clothes we wear and the food we eat.” Racial identity for youth was more narrowly focused on physical appearance and social standing. For example, one youth described racial identity as, “*outward appearance ... physical characteristics*” and “*how you fit into society ... how society treats you.*” Organization/program leaders also shared these sentiments, as one leader expressed:

“It's been hard honestly [to define racial and ethnic identity], because they're definitely different in my opinion ... I think for racial identity, if I were looking from the youth's perspective, I would say their concept of racial identity is primarily based on outward appearances. They define racial categories based on physical characteristics. I think ethnic identity, if I were thinking from our youth's perspective, is more closely tied to nationality and religion.”

These emerging findings support the conceptualization of racial and ethnic identify as distinct, yet interrelated, constructs and support the definitions developed.

Gender Identity refers to one's internal sense of being a man, woman, neither, both or another gender, and is distinct from sex that is assigned at birth (Trans Student Educational Resources, 2018; GLSEN, 2018). Terminology can differ based on the

context and experience of the individual, but it is important that youth can freely express themselves, self-identify and that their gender expression is respected by staff and other youth.

This definition of gender identity closely matched some of the young people's ideas about gender identity. For instance, some youth described it as *“what you want people to call you”*, *“what you feel most comfortable in”* and *“how one presents to the world”*. However, this understanding from the literature of gender identity did not resonate with all youth or staff. For one organization, gender identity was *“very rarely discussed”* because some leaders felt these conversations were inappropriate and uncomfortable given some youths' religious affiliations and beliefs, and because of their own lack of readiness to engage youth in these conversations. For instance, one leader who operates an afterschool program that is designed for ethnically diverse youth expressed:

“I think one challenge for me personally, just because I'm not a very religious person that, I don't necessarily feel comfortable starting those conversations with students who are on a spectrum of religious kind of conservatism, and I just feel like it's not necessarily my place as an educator when we're talking about reading, writing, english, science, to be bringing up those conversations. And I know it's critically important, because we do have students that self identify as gay and lesbian, but I have not had a student self identify as queer, non-forming ... or anything like that. And we have not integrated that conversation into our programming.”

Gender identity was also seen as a *“choice”*, and not important for school-age children in Kindergarten through 3rd grade. The conflicting values and understandings of gender identity pose significant challenges for measurement. On one hand, open-ended self identification is important for self-expression, but on the other hand some youth may be completely unfamiliar with the prompt of *“gender identity”*.

Sexual Identity refers to a person's psychical, romantic and emotional attraction to others. Sexual orientation is distinct from gender identity. A person of any gender identity can be straight, bisexual, lesbian, gay, asexual, pansexual, queer or another orientation (Trans Student Educational Resources, 2018). At this time, we have opted not to include scales about sexual identity. We recognize this as a limitation to our work and the importance of intersectionality. However, based on our conversations with BSK staff, organizational leaders and youth, it is clear that cultural, racial and ethnic identity are the most important social identity to cover and have opted to direct the most effort to this area. This topic is open to discussion and we are happy to talk about options for including scales related to sexual identity and other aspects of social identity of importance to BSK grantees.

1.1.2 Social and Emotional Development

Social and emotional development (SED) is a cornerstone of positive youth development. Research demonstrates that (SED) is crucial to youth success in school and foundational for behavioral and mental health across the life course (Barblett et al., 2010). In particular, youth who are skilled socially and emotionally can easily develop strong bonds with prosocial peers and adults, are able to regulate their own emotions and respond positively to the emotions of others, practice responsible decision-making, and are more likely to be engaged in their communities. We use the term SED to highlight that a young person's social and emotional skills develop over time, and are fostered and cultivated in multiple contexts beyond the school setting. Below we discuss key components of SED as a measurable domain, including (1) Interpersonal Skills; (2) Mindsets; (3) Personal Responsibility; (4) Social and Civic Values, (5) Agency; and (6) Future Orientation.

Interpersonal skills are defined as the ability to develop healthy relationships with others, to understand the feelings of others, and to respect and perspectives of others, especially those from backgrounds different from one's own (CASEL, 2018; Denham & Brown, 2010; Elias, 2006). It includes the ability to have empathy for others, expression emotions in a positive way, as well as the skills it takes to maintain conversations, listening, work with others and resolve conflict (Denham & Brown, 2010). Meaningful connection with adults and peers is an essential part of youth thriving and has been linked with a wide range of positive youth outcomes, including improvements in academic success (Durlak et al, 2011; Denham & Brown, 2010), reduced rates of depression, and reduced rates of substance abuse (Chapman et al. 2017; Mayberry et al. 2009; Nilsen et al. 2013). Interpersonal skills represent a wide range of skills, and can include aspects of social competence, social awareness, relationship skills and aspects of self-awareness.

Mindsets refers to youths' beliefs in their ability to learn as being changeable, their ability and tendency to set long term goals and to stick to these goals (Dweck, Walton & Cohen, 2014; West et al., 2015). Mindsets includes aspects of academic tenacity, growth mindset and grit, and refers to psychological aspects of youth related to their attitudes and beliefs about themselves that influence youth approach to their own academic or goal oriented efforts, and difficult or long-term goals. Improving students learning mindsets has been shown to influence sustained gains in students' grades (Dweck et al., 2014; Farrington et al., 2012).

Personal Responsibility refers to the ability to make positive choices about one's behavior that take into account ethics, safety and social norms. This includes the ability to weigh choices and consequences, to solve social problems, and to

manage stress, set goals and regulate impulses and emotions in such a way that youth are able to make good choices about their behavior (CASEL, 2018; Denham, et al., 2010). Personal responsibility also considers a moral and ethical lens about youths' choices and behavior, and the ability to see how their choices affect others and the social order and well-being of the community. In this way, personal responsibility builds on the other constructs skill sets (Denham et al, 2010).

Social and Civic Values refers to building strong social ties (including relationships outside of the family) and connecting with communities to build a sense of social responsibility, concern for the lives of others, which in turn, supports the development of a social justice orientation (Ludden, 2011; Youniss et al. 1997; Chapman et al. 2017; Hurtes & Allen, 2001). Developing civic values and motivation for community engagement is important for positive youth development (Ludden, 2011; Hurtes & Allen, 2001). There is no single term that fully captures this important developmental area, but lessons can be drawn from literature regarding social engagement, social participation, civic engagement and pro-social behavior (Braun-Lewensohn, 2016; Marzana et al. 2001). Common subconstructs include: value development (individual, in-group and universal), identity development, attitudes on social responsibility, self-efficacy and initiative (Prancer et al. 2007; Braun-Lewensohn, 2016; Einfield & Nathaniel, 2013; Chapman et al. 2013; Hurtes & Allen, 2001).

Agency includes two sub-constructs that are relevant to BSK's program outcomes. The first relates to the individual characteristic of self-efficacy, or the perceived ability to exert control over events that impact one's life (Minter & Pritzker, 2017 ; Scheffert, Horntvedt, & Chazdon, 2009; Valois & Zullig, 2013; Morton & Montgomery, 2013; Einfield & Nathaniel, 2013). This personal sense of agency is believed to be a foundation for goal setting, problem solving, choice making, motivation and persistence (Bandura, 2012, as cited in Minter & Pritzker, 2017; Browder, Wood, Test, Karvonen & Algozzine, 2001). The second youth understanding of agency refers to the relationship of youth to social systems and structures. This includes the degree to which youth are empowered to interface with their environment, resources and power-sharing opportunities. Examples includes youth-adult partnerships in programs, shared decision-making, access to information and resources, self-advocacy and social support networks (Poteat, Calzo & Yoshikawa, 2016; Krauss, Collura, Zeldin, Ortega & Abdullah, 2014; Jones & Gragg, 2012). Both personal and structural agency are important for social and emotional development.

Future Orientation refers to youths' expectations and dreams about the future, leading to the tendency for youth to set short- and long-term goals, and the

ability to make plans to reach those goals. It also includes having a sense of hopefulness and optimism about the future (YDEKC, 2016; Kerpelman et al., 2008). Future orientation is known to be a protective factor for adolescents, reducing depressive symptoms (Hamilton et al., 2015) and is related to education attainment (Kerpelman, et al., 2008). Stronger future orientation has been found to be reduce the likelihood of using marijuana, alcohol or other drugs, among adolescents (Robbins & Bryan, 2004; Stoddard & Pierce, 2016). Future orientation is salient for adolescents, across racial, ethnic, and gender groups, with similarly high aspirations for short- and long-term achievement widely shared. For example, the average high school senior—regardless of racial, ethnic or gender identity—has a goal of attending college, and share similarly high aspirations for professional success in their future (Chang, Chen, Greenberger, Dooley, & Heckhausen, 2006).

Emerging findings from the interviews and focus groups showed that nearly all SED constructs were important to measure for the youth protective factor survey. In particular, interpersonal skills, agency, social and civic values, and future orientation were most important constructs of SED. For instance, two different organization/program leaders expressed:

“I would say future orientation, having a sense of hopefulness and optimism about the future.... And then the youth adult partnerships [agency]. I think that's really key for us in terms of being a neighborhood development organization and how we gotta have some succession and some sustainability and that requires us to see young people as that next generation to take things on.... We do value quite a bit about connecting with communities [social and civic values]. We use social media as a way to do that. And that's kind of a benchmark program. So we created freedom that so young people can help change the narrative of their community from the inside out. But then also engage the community and to create pathways for them to be involved in kind of what's happening here.”

“I think that self-efficacy, youth-adult partnerships [agency]. We really try and ... especially self-advocacy skills, self-advocacy without being impulsive or demanding. Setting long-term and short-term goals [future orientation], the mindsets, the ability and tendency, because actually, one of the activities today is to set grade goals for the rest of this quarter. Weigh choices and consequences, regulate impulses, yeah. And then strong emotional ties, or maybe healthy relationships would be better [interpersonal skills].”

However, it is important to note that the SED construct has been the least thoroughly covered during the interviews and focus group discussions compared to ERSID and EE. Additional analyses are needed to connect these initial thoughts on the definitions and role of SED with that of enabling environments. It is noteworthy

that the conversation about SED was immediately connected to the things adults do in programs (in contrast to much of the research literature).

Measurement Challenge: There is no consensus on the definition or operationalization of SED. Terms such as “non-cognitive”, “21st Century skills” and “soft skills” have abounded (Duckworth & Yeager, 2015), and the fuzziness of these terms has created confusion among practitioners and researchers alike as to what is important about and what constitutes social emotional development (Bablett, et al., 2010; Humphrey, et al., 2011). It is important to note that many of the constructs of SED overlap or reinforce one another. For example, goal-setting is an important indicator of future orientation, agency, personal responsibility and mindsets. Meaningful connection and strong social ties are important for interpersonal skills and social/civic values. Concern for the needs of others can be seen in interpersonal skills, personal responsibility and social/civic values. Motivation, persistence and grit are common within the literature on both mindsets and agency. This overlap is a known problem in the field of SEL, and currently there is no consensus on how to address it (Jones et al., 2016).

1.1.3. Enabling Environment

Considering the importance of context for a protective and promotive approach to youth development, it is crucial that environment - specifically program environment - is included as a domain for measurement. Existing research focused solely on individual factors often does not take into account the structural barriers that result from institutionalized racism and other forms of oppression. In this way, surveys solely focused on individual traits and choices can inadvertently reinforce these systems by not holding social environments accountable. By including measures of the environment, we highlight the important role that programs can play in buffering youth against these larger issues. Second, social environments that complement and encourage strengths of the individuals are known to boost positive development (Doyle Lynch, Ferris, Burkhard, Wang, Hershberg & Lerner, 2016). For the BSK project, we use the term ‘enabling environments’ to describe a set of program-level constructs that can buffer risk factors and promote positive development. These constructs include: program structure and climate, meaningful opportunities and caring and supportive relationships.

Program Structure and Climate refers to (1) organization/program policies & practices, (2) shared decision-making and (3) physical and psychological safety. Organization/ program policies and practices are youth-centered and culturally, racially, socially and gender-responsive. This means that the policies and practices can adapt to meet the developmental, cultural, racial and gender-based needs of the youth

in the program (Hyson & Taylor, 2011; Copple & Bredekamp, 2009; Youth Power, 2018). Especially for youth of color, it is important that program structure and climate support racial socialization, or “the process of transmitting rules, regulations, skills, values, history and knowledge about culture and race relations from one generation to another” (Wilson, Foster, Anderson & Mance, 2009, p. 104; DeGruy, Kjellstrand, Briggs & Brennan, 2012). Shared decision-making is widely recommended in the literature and contributes to youth feeling valued, respected and recognized in the program space. The practice of sharing program decision-making with youth has also been linked to participant motivation, problem-solving efficacy, expression efficacy and empathy (Akiva, Cortina & Smith, 2014). Physical and psychological safety refers to the program’s ability to create a safe physical space, facilitate effective conflict resolution/management, respond appropriately to bullying, and to care for the emotional well-being of youth.

Engagement in Meaningful Opportunities refers to the active participation in meaningful and purposeful program activities, events and interactions (Pittman et al. 1993). Engagement can be measured by the extent to which youth find the program enjoyable, interesting and challenging and is a critical factor in linking youth programs to positive outcomes (Greene et al., 2013). In the context of BSK, this also includes activities that support racial socialization as defined above.

Caring and Supportive Relationships includes (1) secure relationships, (2) high expectations, (3) respect and (4) modeling. Secure relationships emphasize bonding, encouragement and support (Hyson & Taylor, 2011; Howes & Ritchie, 2002; Hamre & Pianta, 2001; Palermo et al. 2007). It is also important that there is establishment and maintenance of expectations that are clear, prosocial, and appropriate to the youth in that program (Hyson & Taylor, 2011). Respect includes respect for one’s racial and social identity. Racial respect is the recognizing of self-worth, honoring one’s racial origins and appreciation of the contributions made by youth, their families and racial identity groups as a whole (DeGruy, Kjellstrand, Briggs & Brennan, 2012). With respect to modeling, it is important for staff to model prosocial behavior, which refers to a set of feelings and actions towards others. Some examples of prosocial behaviors include: empathy, sharing, helping others, respecting others cooperating, comforting others and being inclusive (Hyson & Taylor, 2011).

1.2. Measurement Challenges Across Core Constructs

Our review has surfaced a number of significant challenges when developing and validating measures for *Racial-Ethnic and Social Identity Development (ERSID)*, *Social and Emotional Development (SED)*, and *Enabling Environments (EE)*. Our intention in

developing this list is to be clear about the measurement challenges, plan and adjust for these challenges as best we can. Below we summarize these challenges and our current thinking on how we will address each.

1.2.2. Adolescent Development

The constructs relevant to youth vary significantly as youth grow up. The stages of identity development and social emotional maturity are vastly different at elementary school compared to high school.

- **The social and emotional skill sets required of youth of different ages vary as significantly across development.** Consequently, measures of social and emotional development likely need to be adapted to capture the additional complexity and nuance in skills that are expected of adolescents compared to school age youth (Campbell, 2016; Denham, et al., 2009). Many scales relating to social and civic values are designed for older youth (high school age), not as much for middle school age youth.
- **The strength of one's ethnic and racial identity increases with age,** wherein different components of ethnic and racial identity constructs have been shown to follow different developmental courses from early adolescence to young adulthood (French et al., 2006; Hughes et al., 2011; Phal & Way, 2006; Syed & Azmitia, 2009). Ethnic identity is complex and dynamic and changes over time, so it must be considered with reference to its formation and variation. However, little is known from prior studies regarding the role and function age-related changes have on ethnic and racial identity development (Phinney & Ong, 2007).

Next Steps:

1. *It will not be possible to develop a single survey of SED or ERSID that is developmentally tailored to youth served by all BSK grantees. We will focus on developing a survey for the age group of 11-14, and assess its applicability to other age groups through cognitive interviews and invariance testing.*
2. *In cognitive interviews, focus on development and the meaning and lexile level of SED and ERSID constructs for youth of different ages and ability levels will be important to parse.*

1.2.3. Diversity of Social Identities and the Relevance of Constructs

- **Cultural Relevance of SED.** Researchers have pointed out major concerns that some ways of measuring social and emotional development are culturally biased (Barblett et al., 2010; Gregory & Fergus, 2017; Hoffman, 2009; Yates et al., 2008). Emotional expression and social connection are highly integrated with culture - the extent to which internally regulating one's emotions versus verbally expressing emotions is directly related to one's cultural norms (Yates et al., 2008). It is critical to understand the cultural frames of the measures and how these complement or contradict the cultural frames of youth themselves (Barblett et al., 2010). It is a well-known problem that behavior that is outside of what is considered "normal" for the white middle class is often considered "abnormal" or "deviant"; and many have criticized the traditional approach to social emotional learning as being based on the values and norms of the White middle class (Barblett et al., 2010; Hoffman, 2009). Some consider traditional SEL approaches to be "colorblind" in that, as mainstream SEL currently conceptualized, it does not consider power, privilege and cultural difference (Gregory & Fergus, 2017). This is an area where obtaining the perspectives of youth, particularly youth of color, is critical for developing a measure that does a better job of recognizing the cultural overtones of social emotional development.
- **A majority of the measures reviewed did not have sufficient sample diversity.** For ethnic and racial identity development, few studies have addressed the particular experiences of multi-ethnic, multiracial or multicultural youth (Rivas-Drake et al, 2014). Most research on racial identity has been conducted with Black youth, and to a lesser extent, White youth, (Helms, 1990), and typically with college students (Phinney & Ong, 2007). In the case of SED, many measures have included diverse samples, but have not addressed potential differences in perceptions of SED of among students from different identities.
- **Linguistic diversity.** It is critical that both SED and ERSID assessments are conducted in the languages that youth and families are most comfortable. Language proficiency is key to accurate assessment of progress, and it is possible that assessment results will be biased if youth are provided the opportunity to take the assessment in their preferred language (White et al., 2011; Yates et al., 2008; White et al. 2011). While we recognize how important language is to SED assessment, unfortunately, language adaptation is out of the scope of this project. Language adaptation involves much more than translating surveys, but also back-translation and analyses to ensure equivalence across

versions. We will explore surveys that are already translated with the research supporting their equivalence.

- **The measurement of group or collective identity does not distinguish between general and group specific issues related to ethnic or racial identity** (Coakley, 2007; Phinney & Ong, 2007). Ethnic and racial identity constructs may therefore not function the same way for different groups because each ethnic and racial group has unique issues to deal with in the development and enactment of a group identity. Additionally, some of the subscales of existing measures of racial identity are in fact measures of Black identity rather than of racial identity generally. We will consider a modular survey so that scales are can be selected within the survey based on the youth for whom they are appropriate (See the MDP for details). These issues will be more fully evaluated when examining items for testing

Next Steps:

1. *We will be careful to highlight this shortcoming of our measurement tool, and be careful about conclusions that can be drawn as a result.*
2. *Compare the use of generic measures that are applicable to all groups to a modular approach during cognitive interviews.*
3. *The topic of cultural relevance of SED will be a major topic for investigation during youth focus groups and cognitive interviews.*

1.2.4. Importance of Context

Social emotional skills that are relevant are also context dependent (Campbell, 2016). This poses a particular challenge for BSK's measurement goals, as the skills and behaviors considered to be socially and emotionally competent are very different in school settings, compared to out of school activities, leadership oriented programs, or programs with a strong physical activity component. Particular to the ERSID construct area, there is a limited understanding of the role and influence of contextual mechanisms (moderators) on ethnic and identity development, which can more clearly delineate how these identities are related to adjustment within specific ethnic and racial groups. (Phinney & Ong, 2007; Rivas-Drake et al., 2014). Ethnic and racial identity components may operate differently depending on the outcome of interest and the social and cognitive demands of everyday contexts in which these identities are expressed (Rivas-Drake et al., 2014). Relatedly, it is also important to consider the bidirectional relationship of youth social emotional skill development and their interaction with the social environments of BSK programming. Programs provide the foundation for youth to develop social and emotional skills, where program staff

model social emotional skills and support relationship development. Thus, it will be important to understand the social environmental characteristics of the program or school that youth are learning social and emotional skills, motivating our goal to build out the *Enabling Environments* construct area with the input from youth and organizational leaders.

Next Steps :

- 1. Obtaining youth perspectives through focus groups and interviews on the factors in their social environments that are related to BSK programming and the most influential will be critical to developing a quality measure for EE.*
- 2. In a future project, it might be useful to examine relationships between EE, SED and ERSID. We will do preliminary analyses of correlations among constructs to assess measure validity as part of this project. A multilevel structural equation model would*

1.2.5. General Measurement Challenges

- **Self-report vs. multiple informants.** Questionnaires asking students and teachers to report on student skills, attitudes, and behaviors are fast, cheap, reliable and often predictive of other important outcomes (i.e. academics, mental health, etc.; Duckworth & Yeager, 2015). Self-reflection and cognitive processing are skill sets that are required to make a judgement call at one's skill levels, thus, students with low social emotional skills might not be very good raters of their own social and emotional skills. This is one reason to consider the benefits of having multiple informants, potentially parents, teachers or program staff, rate student skill levels. Having multiple informants generally leads to a stronger assessment. Youth are generally the best raters of their own attitudes and beliefs, but in some cases, the act of completing a survey may not provide a good representation of their skills level. For example, self-awareness is a required skill to rate one's own skill level and progress on skill building. Therefore, having youth report on their own self awareness, a construct important to social emotional development, may not be a reliable method for youth low in self awareness to assess their own skill level (Duckworth & Yeager, 2015). Parent reports on youth social emotional development are known to be biased by parents' own mental states and skills in observation and reflection, as well as under-reporting of problem behavior to demonstrate their parenting skill (Carter, et al., 2004).

For ERSID, students are the best raters of their own experience and we are specifically interested in their perceptions of their identities and how their

experiences have been shaped by their identities. For EE, it may be useful to have multiple informants about the social environment, as each observer offers a different perspective. That said, it may be that what matters most are youths' experiences of programs, since they are the recipients of program content and it is their perceptions and experiences that is most likely to influence their progress on outcomes and well-being.

- **Additional research is needed on whether it will be possible to compare SED outcomes across programs due to the issue of reference bias.** The state of literature on measuring SED and related non-cognitive skill sets in students is such that comparisons of student skill sets aggregated to the school or program level may not be meaningful (West, et al., 2016; Duckworth & Yeager, 2015). While current measures of SED are correlated with state test scores, attendance, and test score gains (West, et al., 2016). However, schools where students are measured as having better SED do not have higher test score gains compared to other schools. Researchers suggest that this paradox is largely explained by reference bias (West et al., 2016; Duckworth & Yeager, 2015). Reference bias refers to the way that youth compare their own skills to the other youth in their social context to make a judgement as to their own skill level. For example, a student who is asked to rate themselves on whether the item “I can calm myself down when I get frustrated or upset” is “like me”, they have to compare themselves to the youth around them to infer how a person who is good at calming themselves down might act. Thus, if a social context (school or program) does a good job at fostering social emotional development, youth will be surrounded by other who have a higher on average level of SED, raising the bar for how youth rate themselves. This dynamic creates significant challenges for measuring skill sets within students, and making comparisons across programs or schools untrustworthy. To the extent possible with our data, we will use the strategies of West et al. to examine whether our data shows evidence of reference bias. We will also consult with our statistical expert on methods for controlling for reference bias, if such a strategy is possible.
- **Limitations for program evaluation.** Many of the tools we are investigating have never been used in a program evaluation context. Measures that have strong psychometric properties might still be poorly suited for evaluation purposes, as they might not have sufficient variance to show progress (ceiling or floor effects), or might not be sensitive to change within students or programs. It is very common to have ceiling effects on these types of measures

(Naftzger, 2016), making it very difficult for programs to show progress, if students are already reporting very positive perspectives on the survey.

Next Steps:

1. *We have determined that it is not feasible to include multiple informants at this time. We will instead be mindful to report on the limitations of relying on youth perception data alone.*
2. *Further research is needed on the issue of reference bias and the extent to which it will be an issue for all of our analyses.*
 - *Programs cannot be compared to each other on how well they facilitate SED growth in youth. Comparisons of student skills across programs or schools will not be useful until better strategies for addressing reference bias are developed by the larger research landscape. Rather than make comparisons in SED across program, results should instead be analyzed for within student growth across BSK program area. This will allow BSK make statements about SED growth for students across the landscape of BSK programming.*
 - *We will need to analyze whether the problem of reference bias will be applicable to the ERSID construct area.*
 - *Within program growth student progress can be analyzed using pre- and posttest without any issues of reference bias.*
 - *It may be possible to control for some of the reference bias effects by including measures of the quality of the social environment of the program or school, but this is an empirical question requiring further investigation.*
3. *We have specifically looked at measure purpose as part of the review outlined below. Due to the known issues of ceiling effects, measures designed for pre- post-testing and that have provided information on the evaluation of ceiling effects were prioritized. Once we have a survey ready for cognitive interviews, it will be important to ask for youth opinions about what growth in each construct area would look like.*

Section 2:

Survey Landscape

We conducted our review of surveys in three phases. For each area of focus for measurement, a slightly different approach was used to assess the landscape of available measures. Below is an outline of the steps in the landscape review process.

2.1. Survey Landscape Review Process

Phase 1:

Our initial strategy to search for measures within each domain of the survey varied based on the state of the literature. Below we describe our approach to the review for each domain.

Ethnic-Racial Identity Development. In the case of the ERSID construct area, a systematic review of the literature was conducted using the keywords racial identity, ethnic identity, cultural identity, identity.

Social Emotional Development. In this domain, we conducted a scoping review, and largely relied on the many existing reviews of measurement strategies of social emotional learning (Deighton, 2014; Gokiart 2014; Haggerty, et al., 2011; Halle, et al., 2016; Humphrey et al., 2011; Jenkins, et al., 2014). Areas where current conceptualizations of SEL do not cover the constructs sufficiently and conducted a more expansive review of measures. This was the case for the *Agency* and *Social and Civic Values* constructs, and an extensive literature review of each of these areas was conducted. Keywords used to search for measures in the *Agency* construct included agency, empowerment, self-advocacy and self-efficacy. Keywords used to search for measures in the *Social and Civic Values* construct included community engagement, civic engagement, social development, social values and civic values.

Enabling Environments. For the *Enabling Environments* construct area, we conducted a scoping literature review of measures. Key words used include: youth program environment, enabling environment and youth-centered spaces. A useful framework for Enabling Environments was offered by the organization, Youth Power, who had an ‘enabling environment’ construct defined within a broader positive youth development framework (Youth

Power, 2018). Their key words included: bonding, prosocial involvement & norms, support, value & recognition, youth-responsive services & policies and safety. In addition to key word searches, we conducted a grey literature search on the internet, as there are many organizations that provide services for evaluating programs.

Criteria for measure inclusion:

- Can be completed by youth, school or program staff.
- Is available in English language.
- Designed for youth ages 10-18.
- Measures constructs or sub-constructs related to above definitions.
- Scale has been used in last 20 years, even if it was developed prior.
- At least one subscale can or has been used for universal assessment of protective or promotive factors (rather than clinical screening or diagnosis or in indicated treatment)

This phase resulted in a total of 51 measures reported in Appendix A1.

28 Social Emotional Development measures

9 Racial or Ethnic Identity measures

7 Gender Identity measures

11 Enabling Environment measures (4 repeats of SED measures)

Phase 2:

We then further refined the list of potential measures by examining logistical issues (defined below), psychometric quality, construct alignment and coverage, and representation of youth of diverse identities in samples used for development and testing.

1. **Logistics.** We found that practical issues were the first step of the selection process. Many surveys required a master's degree to purchase administer and score. These measures would not be feasible to use for our purposes.
2. **Psychometric quality.** The initial criteria for psychometric quality of the measures based on the psychometric tests reported. The tests reported and appropriate varied based on the intended use for the survey. We examined reliability (internal consistency and test-retest reliability), validity (content validity, construct validity, convergent validity, predictive validity and sensitivity and specificity; based on Halle et al., 2010), item functioning, and measurement invariance.
3. **Construct alignment.** The second criteria will be based on the rating scales of how well the measure covers the constructs as we have defined

them so far, based on the logic model review, literature review, focus groups and conversations with BSK staff. The following rating scale will be used:

- 1= Poorly aligned to construct definition
- 2= Moderately aligned to construct definition
- 3= Well aligned to construct definition

Phase 3:

The process of Phase 3 resulted in a final list of 19 measures that we are considering. Below is the final list broken down by construct area.

- 3 Ethnic and Racial Identity Development Scales
- 10 Social Emotional Development Scales
- 1 Gender Identity Scale
- 8 Enabling Environment Scales (4 repeats of SED measures)

In this final stage of the review process, we took a deeper dive into each measure we are considering using. We report on the intended use of the survey and degree to which it had been tested for over-time change, whether the content of the survey included measures of protective and/or promotive factors, who was the survey reporter (youth, family, school or program staff), and whether the survey could be changed at all. We also report on who is represented in the sample, as it is critical to the goals of BSK that the perspectives of youth of color are central. We also report the extent to which measures recruited youth from diverse social identities including gender, religious, ethnic, and sexual minorities. The list of measures is included in Appendix A2.

2.2. Survey Landscape Findings

2.2.1 Ethnic, Racial and Social Identity Measures

We reviewed studies testing seven survey instruments measuring racial and ethnic identity. Among the seven surveys reviewed, three were selected for inclusion: the Multigroup Ethnic Identity Measure - Revised (MEIM-R), the Ethnic Identity Scale (EIS), and the Cross Racial Identity Scale (CRIS). The three surveys selected all emphasize protective and/or promotive factors in youths' identity development, and offer strong assessment items for a diversity of youth.

The MEIM-R was selected due to its brevity and well established validity and consistency with youth from diverse ethnic, racial, and gender groups. The MEIR-R is a six item (two three-question subscales) instrument that is easy to administer, affirms

the constructs of racial and ethnic identity we developed, and is widely accessible. The EIS also offers a clear and concise measurement instrument that can be applied with youth from diverse ethnic and racial backgrounds. The other survey we selected for inclusion is the CRIS. While the CRIS does not have the broad utility of the MEIM-R or EIS—due to it being specifically designed to measure racial attitudes of African American or Black youth—it offers a theoretically grounded and validated measure for use with adolescents and young adults that accords well with the construct of racial identity. It has been used effectively with college students and adolescents and touches on relevant ways young African Americans view themselves in the context of racial group membership that shapes their understandings of the development of racial identity.

Among the surveys we reviewed the were not selected, the Black Racial Identity Attitude Scale - Form B (REIS-B) was assessed, but excluded due to low internal consistency in the reviewed study, and its relative age. Moreover, it is very similar to the CRIS, but the CRIS has been shown to more consistently assesses similar constructs of Black identity. The Adolescent Survey of Black Life (ASBL) was reviewed and found to have relatively low psychometric properties. Likewise, the African Self-Consciousness Scale (ASCS) was reviewed and found to have low levels of consistency, and, differing results with respect to the number of factors found among similar studies testing its validity. Lastly, the Cortes, Rogler, and Malgady's bicultural scale (CRM-BS) was reviewed and found to offer a short, effective and consistent measure for cultural identity specific to the measurement of acculturation to mainstream U.S. culture among immigrant populations in the United States. It was excluded because this focus does not fit the constructs of racial and ethnic identity we are aiming to evaluate.

2.2.2 Gender Identity Measures

We reviewed eight gender identity measurement instruments recently evaluated by Shulman, Holt, Hope, Mocariski, Eyer, and Woodruff (2017) for inclusion. One measure, the Gender Identity Reflection and Rumination Scale (GRRS), met the construct criteria we developed, and seven were excluded due to poor fit. Among the seven excluded instruments were the Gender Minority Stress and Resilience Scale (GMRS) (Testa, Habarth, Peta, Balsam, & Bockting, 2015); the Strength of Transgender Identity Scale (STIS) and the Transgender Community Belongingness (TCB) (Barr, Budge, & Adelson, 2016); the Transgender Adaptation and Integration Measure (TG AIM) (Sjoberg, Walch, & Stanny, 2006); the Transgender Congruence Scale (TCS) (Kozee, Tylka, & Bauerband, 2012); the Transgender Positive Identity Measure (T-PIM) (Riggle & Mohr, 2015); and, the Transsexual Voice Questionnaire

for Male-to-Female Transsexuals (TVQMTF) (Dacakis, Davies, Oates, Douglas, & Johnston, 2013).

These seven instruments were excluded due to issues related to non-transferability outside the specific populations they were designed for and due to measurement limitations. For instance, the GMRS measures nine constructs and includes 58 items, making its scoring process complex and limiting its viability for this project. The STIS is primarily focused on measuring “gender dysphoria,” which is not the focus we seek to understand the construct of gender identity. The TG AIM is specifically geared toward assessing goals for gender confirming transitions, and the TCB measures people’s sense of belonging specifically within the trans community. The TCS is focused specifically on the congruence or incongruence between desired or identified gender and people’s current expression of gender. And, the TVQMTF specifically relates to how trans women understand their gender identity (Shulman et al., 2017).

The Gender Identity Reflection and Rumination Scale (GRRS) was included because it offers a short, clear means of evaluating how people conceptualize their gender identity in both positive and negative ways, that meets the criteria for the gender identity construct we have developed. Specifically, the GRRS measures positive ways people thinks about their gender as “reflection,” and negative ways a person thinks about their gender as “rumination” (Bauerband & Galupo, 2014; Shulman et al., 2017) The GRRS includes 15 items that measure three factors: reflection, rumination, and preoccupation with other’s perceptions [of a respondent’s gender]. For example, respondents are asked, “I think that I will never be able to present my gender the way I want” (Bauerband & Galupo, 2014; Shulman et al., 2017).

2.2.3 Social Emotional Development Measures

There were a large number of surveys designed to measure different aspects of social and emotional development. Of the 28 surveys reviewed in phase 1, we determined that 10 met criteria for phase 2 of our review process. Surveys were excluded largely due to the fact that they were not aligned to our definitions of the constructs within the SED domain. Many were excluded because they required certain qualifications to administer, were meant for screening or diagnosis, or were largely deficit focused. The remaining 10 surveys have different degrees of covering constructs. Not a single survey covers all the SED constructs of interest, but a few

come close (YDEKC, YES, YAPS, SAYO). Others cover constructs not well measured by other surveys. The Grit survey is only applicable to the mindsets construct. The Youth Civic Engagement Survey does the best job covering the agency and civic engagement constructs. The CTC survey measures social environmental protective factors in the family, school and community. The WS-SEL is probably the single best survey measuring self-reported interpersonal skills and personal responsibility.

2.2.5 Enabling Environments Measures

We reviewed 11 surveys that account for enabling environments, or program structure and climate, opportunities for meaningful engagement and caring and supportive relationships. Measures were excluded in phase two of the review process for two main reasons. First, many of the measures did not cover our construct areas or were primarily deficit focused. Second, some measures from the grey literature did not report any psychometric testing, therefore their quality was unable to be evaluated. We arrived at a final list of 8 measures, and four of the SED measures included scales for measuring the social environments of programs. Both sets of scales were reviewed and are outlined in the appendix.

The four SED measures that include scales of the program environment are the YDEKC survey, Youth and Program Strengths Survey (YAPS), Youth Civic and Character Measures Toolkit (YCCM), and Youth Experiences Scale (YES). The strength of these four measures is that their social environmental measures are aligned to the individual level protective and promotive factors they measure. There are two scales related to racial socialization and respect. The racial socialization measure is more closely aligned to our definition of positive program culture and climate, but the racial respect measure has some important ideas we might consider for item development. We also included the SAYO which likely has scales of interest to our work but we would need to follow up with the developer for additional information. While we cannot use the YPQA specifically since it is an observational tool rather than a youth self report tool, we included in our list because we think it is important to examine the constructs measured by this widely used evaluation tool.

2.3. Survey Design Plan

In order to make decisions on the final measures to be used in cognitive interviewing and ultimately pilot testing, we recommend an in-person meeting where all surveys from the list included in the appendix are reviewed for their merit and

alignment with BSK goals. Copies of all surveys included on the final list included in this document will be provided. The UW SSW team will facilitate a discussion about the decisions that need to be made. The next phase of our strategy moving forward will need to be determined by examining the surveys and the items and scales they contain. Then, a final list of items can be used to develop our cognitive interviewing protocol, and our pilot testing administration plan can be finalized.

Two strategies for measure selection and development emerged from our review of available surveys. These strategies are largely applicable to the SED and EE domains. The Ethnic, Racial and Gender identity scales are free and adaptable, therefore we would add one or more of those scales to the option we select for survey development, as described below.

1. **Option 1:** The first strategy is to put a series of existing proprietary surveys together. Surveys with strong psychometric properties that have been re-tested in multiple communities are generally ones that are associated with a research organization who charges for the use of the survey, or they require that they administer the survey themselves (Example: Search Institute's YAPS survey). Most of these organizations had an option to add questions to the survey. For example, we could work with the Search Institute to add a scale on Racial and Ethnic Identity to their Youth and Program Strengths Survey. If we choose this strategy, we would contact the organization about adding additional questions to the survey that they would administer using their proprietary system and provide us with the data (and/or reports).
 - **Pros:** This option would reduce the amount of additional testing required on our part, allow us to rely on previous psychometric testing of the measure, and utilize the existing systems for data collection.
 - **Cons:** We may lose control of the data, which could be problematic for grantees who were already concerned about data privacy. We could not change the surveys to better suit the language and needs of the community.
2. **Option 2:** We could use the subset of surveys that are not proprietary that authors are open to changing as an item bank. We would then need to work in conjunction with BSK staff to hone the list of items to a manageable number of items for cognitive testing and subsequently pilot testing.
 - **Pros:** This would allow the greatest flexibility in the survey design process, which would result in a survey more closely aligned to the language and priorities of the local grantees and youth.
 - **Cons:** Changing the scales would potentially make the psychometric testing previously conducted on scales less applicable. This would be most problematic at the construct and domain level. Item level

psychometrics would likely be maintained. Additional scrutiny and a deeper validation process will also be required.

Section 3:

Summary and next steps

This landscape assessment began by describing the development of a protective and promotive framework and outlined the definitions of the core constructs that will guide the BSK YD measurement project. The core constructs are *Ethnic, Racial and Social Identity Development* (ERSID), *Social and Emotional Development* (SED), and *Enabling Environments* (EE). ERSID includes ethnic, racial, and other social identities like gender and sexual orientation. SED includes six aspects of social and emotional development: interpersonal skills, mindsets, personal responsibility, social and civic values, agency and future orientation. Enabling environments, an important for this measurement project, will include measures for assessing positive program community, leadership and engagement.

After laying down the conceptual framework, the UW team collected and analyzed relevant measures. Each measure went through an assessment of its relevance, quality and other psychometric considerations. A summary of the results from this process can be found in the Appendix (A1 & A2). In addition to the recommendations that were discussed in Section 1.2, below are a few general recommendations that the UW team will be considering in our next steps of the BSK YD measurement project:

1. One of our biggest challenges will be to develop a measure that balance the various aspects of identity, while getting at the group specific issues that we know to be linked to systemic racism and the outcomes that most BSK programs are attempting to mitigate. We are learning from youth about the importance of identity development, but that the aspects of youths' identity that are important to them and that their programs are helping them to develop are variable based on their background and social identities. Since identity development is a crucial aspect of the BSK evaluation plan as defined by BSK staff, organizational leaders and youth, we are considering ways to make a modular survey that can be both flexible and responsive to the priorities of specific communities.
2. Our next step is to develop a survey bank of items to be tested with cognitive interviews and ultimately pilot test in the new year.

In conclusion, we have our work cut out for us. We hope the process we have outlined in this report will lead to a valid, reliable survey that will serve the needs of BSK for evaluation and reporting purposes, that will ultimately survey to improve youths' experiences in programs and youth outcomes in King County.



APPENDIX



(A1) Appendix 1: Survey Review

Racial & Ethnic Identity Surveys	Inclusion	Year	Open Access	Reporter	Reporter Age Range	Purpose
	Y = Yes N = No	Year Tested	\$=Fee O=Open F= Free	Y=Youth S=School, P=Prog Staff F=Families	Grades Tested	S=Screening R=Research
MEIM Multigroup Ethnic Identity Measure	N	2003	F	Y	9-CL	R
MEIM Multigroup Ethnic Identity Measure	N	2016	F	Y	9-CL	R
MEIM Multigroup Ethnic Identity Measure	N	1992	F	Y	9-CL	R
MEIM-R Multigroup Ethnic Identity Measure Revised	Y	2007	F	Y	9-CL	R
MEIM-R Multigroup Ethnic Identity Measure - Revised	Y	2015	F	Y	9-CL	R
EIS Ethnic Identity Scale	Y	2011	F	Y	Teens College	R
ASBL The Adolescent Survey of Black Life	N	1999	F	Y	6-10	R
CRIS Cross Racial Identity Scale	Y	2011	F	Y	College	R
CRM-BS Cortes, Rogler, and Malgady's bicultural scale	N	2009	F	P	Adult	R
REIS-B Black Racial Identity Attitude Scale - Form B	N	1994	\$	Y	College	R
ASCS African Self-Consciousness Scale	N	2008	O	Y	College	R

Gender Identity Surveys	Inclusion	Year	Open Access	Reporter	Reporter Age Range	Purpose
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	Y = Yes N = No	Year Tested	\$=Fee O=Open F= Free	Y=Youth S=School, P=Prog Staff F=Families	Grades Tested	S=Screening R=Research
GRRS Gender Identity Reflection and Remuneration Scale	Y	2014	O	Y	CL- Adults	S R
GMRS Gender Minority Stress and Resilience Scale	N	2015	F	Y	Adult	R
STIS Strength of Transgender Identity Scale	N	2016	F	Y	Adults	S R
TG AIM Transgender Adaption and Integration Measure	N	2006	F	Y	Adults	S R
T-PIM Transgender Positive Identity Measure	N	2015	O	Y	Adults	S R

Youth Social Emotional Development Surveys	Inclusion	Year	Open Access	Reporter	Reporter Age Range	Purpose
	Y = Yes N = No	Year Tested	\$=Fee O=Open F= Free	Y=Youth S=School, P=Prog Staff F=Families	Grades Tested	S=Screening R=Research P=Program eval. or pre- post
BASC-3 Behavior Assessment System for Children	N	2007	\$	Y, S, F	PreK-12	S
BERS-2 Behavioral and Emotional Rating Scale Youth Rating Scale 2Ed	N	2004	\$	Y, S, F	5-12	S
CBCL Child Behavior Check List, from ASEBA System	N	1960/1991	\$	Y, F, S	5-12	S
CTC Communities that Care Youth Survey	Y	2002	O	Y	6-12	S, P, R
DAP Developmental Assets Profile	N	n/d	\$	S	6-12	S, P
DESSA	N	n/d	\$	S, F	K-8	S, P, R

Devereux Student Strengths Assessment						
EQI-YV Bar-On Emotional Quotient Inventory: Youth Version	N	2000	\$	Y	K-12	S, R
ERC Emotion Regulation Checklist	N	n/d	F	F, S	6-12	S
MESSY-II Matson Evaluation of Social Skills with Youngsters	N	1983/2010	O	F/S	PreK-12	S
YDEKC MEB Motivation, Engagement & Beliefs Survey	Y	2016	O	Y	4-12	P
PTM-R Prosocial Tendencies Measure - Revised	N	1981/2002	O	Y	6-CL	R
RASP Resiliency Attitudes and Skills Profile	N	2001	O	Y, S, F	6-12	R S
SDQ Strengths and Difficulties Questionnaire	N	n/d	F	Y, S, F	5-12	S R P
SEI Social Empathy Index	N	2012	O	Y	College	R
SEQ-C Self-Efficacy Questionnaire for Children	N	2001	O	Y	5-12	S, R
SSBS-2 School Social Behaviors Scale, 2Ed	N	n/d	\$	S	K-12	S
SSIS Social Skills Improvement System Rating Scales	N	n/d	\$	Y, S, F	3-12	R S
YSRS Youth Social Responsibility Scale	N	n/d	O	Y	10-12	R S
YCCM Youth Civic and Character Measures toolkit	Y	2015	O	Y	4-12	R
YOQ Youth Outcomes Questionnaire	N	1990/2010	\$	Y	PreK-12	P
GRIT Grit Scale	Y	2015	O	Y	5-12	R

RSCA Resiliency Scale for Children and Adolescents	N	2006	\$	Y	4-12	S
WS-SEL Whatcom County SEL Survey	Y	2018	O	Y	5-11	S
ARQ Adolescent Resilience Questionnaire	N	2011	O	Y		S R
A&B Attitudes and Behaviors Scale (A&B; Search Institute)	N	n/d	\$	Y		S
REACH REACH Survey (Search Institute)	N	n/d	\$	Y		S R
YAPS Youth and Program Strengths Survey (YAPS; Search Institute)	Y	n/d	\$	Y		S
CYRM Child and Youth Resilience Measure	Y	2013	F	Y	4-CI	R
CHKS - RYDM & SEH California Healthy Kids Surveys	N	2018	Only open to CA	Y	6th-12th	P

Enabling Environments Scales	Inclusion	Year	Open Access	Reporter	Reporter Age Range	Purpose
	Y = Yes N = No	Year Tested	\$=Fee O=Open F= Free	Y=Youth S=School, P=Prog Staff F=Families	Grades Tested	S=Screening R=Research P=Program eval. or pre-post
SORS-A Scale of Racial Socialization for Adolescents	Y	1994	F	Y	mean 14.6 years	R
RRS Racial Respect Scale	Y	2001	F	Y	age 14-18	R
YPQA Youth Program Quality Assessment	Y	2012	F	P	5th-12th	P
B&CE Belonging and Cognitive Engagement Scales	N	2012	F	Y	5th-12th	P

SAYO-Y Survey of Academic and Youth Outcomes	Y	2007	\$	Y	4th-12th	P
SFBYS San Francisco Beacons Youth Survey	N	1998	F	Y	6th-8th	R
AOM-OT Afterschool Outcome Measures Online Toolbox	N	2015	\$	Y P	3rd-12th	P R
Repeats from SED measures that include EE						
YCCM Youth Civic and Character Measures toolk	Y	2015	O	Y	4th-12th	R
YDEKC PQ Motivation, Engagement & Beliefs Survey, Program Quality Subscales	Y	2016	O	Y	4th-12th	P
YAPS Youth and Program Strengths Survey (YAPS; Search Institute)	Y	n/d	\$	Y	6th-12th	S
YES Youth Experiences Scale	Y	2005	F	Y	9th-12th	P

(A2) Appendix 2: Summaries of Surveys Meeting Criteria

Below contains a summary of the measures that met our criteria and needs. We report on whether there is a cost associated with the measure, and whether or not the measure can be changed. There were varying degrees of specificity about whether and how measures could be adapted. Many of the measures used primarily for research and found in academic journals did not specify how they can be used. Most of the time, we will be able to adapt these measures as long as we cite the authors. Once we select final measures, we will reach out to authors to confirm. For each measure we also report on the age range and the purpose the measure was designed for, as well as any demographics described in the articles about the measures. Finally, constructs listed are the names that the authors used to describe each domain or construct measured.

Ethnic and Racial and Social Identity Development Scales

Survey Name: *Multigroup Ethnic Identity Measure - Revised (MEIM-R)*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured
The measure is available for non-commercial use with no charge.	Ages 13-18	Research: Assesses affiliation with one's	<ul style="list-style-type: none"> This instrument has been validated for use with multiple samples of ethnically and racially 	<ul style="list-style-type: none"> Exploration (learning about one's ethnic group and to participate in cultural practices of one's ethnic group) Commitment (positive affirmation of

		ethnic group	diverse youth	one's sense of commitment to his or her ethnic group)
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Strengths: The MEIM-R is a short, six item (two three-question subscales) instrument with established reliability and validity for adolescents across ethnic and gender groups. It is easy to administer and measures core constructs related to the development of ethnic and racial identity.

Weaknesses: The MEIM-R only measures ethnic identity. It does not address racial identity. Moreover, multiple studies have found that the MEIM-R, and measurements of ethnic identity in general, is more salient among youth of color than other ethnic/racial groups. Furthermore, the MEIM-R offers only a snapshot of a youth's ethnic identity, and longitudinal data is needed to understand how a youth's ethnic identity changes and is cultivated throughout his or her adolescent development.

Psychometric properties: Multiple studies have found the MEIM-R to have strong reliability (with Cronbach's alphas for each construct over .75, and combined over .80) and good test-retest reliability. The MEIM-R has been validated in multiple studies with diverse ethnic groups, with adjusted goodness-of-fit indexes (AGFIs) and comparative fit indexes (CFIs) consistently over .90, and root-mean-square residuals (RMSEA) less than .05.

Note: Each of the six items on the MEIM-R is scored on a 5-point scale with responses ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). Higher scores indicate greater sense of affirmation in one's ethnic group and greater engagement in the cultural practices of one's ethnic group. The MEIM-R is easily obtained online and can be used free of charge. It is available in english, but might be adapted in other languages.

Main articles:

Brown, S. D., Hu, U., Kirsten, A., Mevi, A. A., Hedderson, M. M., Shan, J., & Ferrara, A. (2014). The Multigroup Ethnic Identity Measure—Revised: Measurement invariance across racial and ethnic groups. *Journal of counseling psychology, 61*(1), 154.

Ong, A. D., Fuller-Rowell, T. E., & Phinney, J. S. (2010). Measurement of ethnic identity: Recurrent and emergent issues. *Identity: An International Journal of Theory and Research, 10*(1), 39-49.

Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of counseling Psychology, 54*(3), 271.

Ponterotto, J. G., & Park-Taylor, J. (2007). Racial and ethnic identity theory, measurement, and research in counseling psychology: Present status and future directions. *Journal of Counseling Psychology, 54*(3), 282.

Simmons, C., Worrell, F. C., & Berry, J. M. (2008). Psychometric properties of scores on three Black racial identity scales. *Assessment, 15*(3), 259-276.

Umaña-Taylor, A. J. (2011). Ethnic identity. In *Handbook of identity theory and research* (pp. 791-809). Springer, New York, NY.

Yoon, E. (2011). Measuring ethnic identity in the Ethnic Identity Scale and the Multigroup Ethnic Identity Measure-Revised. *Cultural Diversity and Ethnic Minority Psychology, 17*(2), 144.

Survey Name: *Ethnic Identity Scale (EIS)*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured
The measure is available for non-commercial use with no charge.	Teens and Young Adults	Research: Assesses affiliation with one's ethnic group	<ul style="list-style-type: none"> This instrument has been validated for use with multiple samples of ethnically and racially diverse youth 	<ul style="list-style-type: none"> Exploration (learning about one's ethnic group) Affirmation (positive self-esteem associated with one's ethnic group) Resolution (participation in group activities and socialization within one's ethnic group)

Strengths: The EIS has been tested and validated among high school and university students and results suggest that it supports the constructs of ethnic and racial identity we have developed. The EIS examines ethnic identity using three components that relate to how youth perceive their ethnic identity, their self-esteem related to their ethnic identity, and their experiences of familial and community socialization within their ethnic identity. The EIS is applicable for use with youth from multiple ethnic backgrounds and offers a clear and concise instrument for evaluating a complex multifaceted construct.

Weakness: The EIS includes seventeen items, of which seven are reverse scored. With younger adolescents, the wording of EIS choices may be somewhat confusing, causing some of the scoring to suggest they youth were unclear about answering reverse-scored items (White, Umaña-Taylor, Knight, & Zeiders, 2011).

Psychometric Properties: The EIS has been tested in multiple settings and has strong test-retest reliability. In the reviewed study (Umaña-Taylor, Yazedjian, & Bámaca-Gómez, 2004) the EIS showed strong reliability coefficients and internal consistency: alphas for exploration, affirmation, and resolution constructs were .91, .86, and .92, respectively (Umaña-Taylor et al., 2011). Fit indices suggested adequate model fit (GFI = .86, CFI = .91, RMSEA = .09).

Main articles:

Umaña-Taylor, A. J., Yazedjian, A., & Bámaca-Gómez, M. (2004). Developing the ethnic identity scale using Eriksonian and social identity perspectives. *Identity: An International Journal of Theory and Research, 4*(1), 9-38.

White, R. M., Umaña-Taylor, A. J., Knight, G. P., & Zeiders, K. H. (2011). Language measurement equivalence of the Ethnic Identity Scale with Mexican American early adolescents. *The Journal of early adolescence, 31*(6), 817-852.

Survey Name: *Cross Racial Identity Scale (CRIS)*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured
The CRIS is available for non-commercial use with no charge, but adaptations have not been validated.	Older teens; Adults	Research: Assess attitudes regarding racial identity in relation to one's racial group.	<ul style="list-style-type: none"> This instrument has been validated and shown to be effective in assessing African American or Black racial identity among young adults. 	<ul style="list-style-type: none"> Preencounter Assimilation Preencounter Miseducation Preencounter Self-Hatred Immersion–Emersion Anti-White Internalization Afrocentricity Internalization Multiculturalist Inclusive

Strengths: The CRIS was designed to evaluate the racial attitudes of Black Americans. It offers theoretically grounded and validated measures for use with African American adolescents and adults that provides a salient idea of how people view themselves in relation to their racial group membership. It has been used effectively with college students and touches on relevant ways young people view themselves and their racial group membership that shape understandings of racial and ethnic identity.

Weaknesses: The CRIS has been shown to be a strong instrument for assessing African American or Black racial identity, but was not designed for and has not been used for other racial groups. Its test-retest have been strong, but the sample sizes test have been small. Additionally, the CRIS has generally been used with African American college students who may differ from their non-college educated peers in significant ways with respect to racial and ethnic identity.

Psychometric properties: The internal consistency of the CRIS has been supported across multiple studies, with Cronbach's alpha estimates ranging between .70 and .8, and good test-retest reliability. Convergent validity has been established with ethnic and racial identity, and Vandiver et al. (2002) demonstrated discriminant validity. CRIS fit indexes support its six construct model, with confirmatory factor analysis (CFA) findings (Worrell et al., 2011) reported of: NNFI Robust = .947, CFI Robust = .952, SRMR = .059, and RMSEA Robust = .038.

Note: The CRIS is a self-administered survey that measures how people identify themselves racially in relation to their racial group. The CRIS is composed of 30 items with six subscales of five items each. Responses are reported on a seven-point Likert scale ranging from “Strongly Disagree” (1) to “Strongly Agree” (7), with averages computed for each of the five subscales. The CRIS was designed specifically to test a model of nigrescence among Black or African American adolescents and young adults. The CRIS should be used as a whole, and adaptations have not thoroughly been validated. It is available in English.

Main articles:

Simmons, C., Worrell, F. C., & Berry, J. M. (2008). Psychometric properties of scores on three Black racial identity scales. *Assessment, 15*(3), 259-276.

Vandiver, B. J., Cross Jr., W. E., Worrell, F. C., & Fhagen-Smith, P. E. (2002). Validating the Cross Racial Identity Scale. *Journal of Counseling psychology*, 49(1), 71.

Worrell, F. C., Mendoza-Denton, R., Telesford, J., Simmons, C., & Martin, J. F. (2011). Cross Racial Identity Scale (CRIS) scores: Stability and relationships with psychological adjustment. *Journal of Personality Assessment*, 93(6), 637-648.

Worrell, F. C., & Watson, S. (2008). A confirmatory factor analysis of Cross Racial Identity Scale (CRIS) scores: Testing the expanded nigrescence model. *Educational and Psychological Measurement*, 68(6), 1041-1058.

Worrell, F. C., Vandiver, B. J., Schaefer, B. A., Cross Jr., W. E., & Fhagen-Smith, P. E. (2006). Generalizing nigrescence profiles: Cluster analyses of Cross Racial Identity Scale (CRIS) scores in three independent samples. *The Counseling Psychologist*, 34(4), 519-547.

Worrell, F. C., & Gardner-Kitt, D. L. (2006). The relationship between racial and ethnic identity in Black adolescents: The cross racial identity scale and the multigroup ethnic identity measure. *Identity*, 6(4), 293-315.

Worrell, F. C., Vandiver, B. J., Cross Jr., W. E., & Fhagen-Smith, P. E. (2004). Reliability and structural validity of cross racial identity scale scores in a sample of African American adults. *Journal of Black Psychology*, 30(4), 489-505.

Yoon, E. (2011). Measuring ethnic identity in the Ethnic Identity Scale and the Multigroup Ethnic Identity Measure-Revised. *Cultural Diversity and Ethnic Minority Psychology*, 17(2), 144.

Gender Identity

Survey Name: ***Gender Identity Reflection and Rumination Scale (GRRS)***

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured
The measure is available for non-commercial use with no charge.	Adults	Research and Therapeutic settings	· This instrument has been validated for use with multiple samples of adults	<ul style="list-style-type: none"> · Reflection (positive ways a person views their gender identity) · Rumination (negative ways a person views their gender identity) · Other's Perceptions (how a person view

				how others view their gender identity)
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Strengths: The Gender Identity Reflection and Rumination Scale (GRRS) offers a short clear means of evaluating how people conceptualize their gender identity in both positive and negative ways. The GRRS measures positive ways a person thinks about their gender as “reflection,” and negative ways a person thinks about their gender as “rumination” (Shulman, Holt, Hope, Mocariski, Eyer, & Woodruff, 2017). The GRRS includes 15 items that measure three factors: reflection, rumination, and preoccupation with other’s perceptions [of a respondent’s gender]. For example, respondents are asked, “I think that I will never be able to present my gender the way I want” (Bauerband & Galupo, 2014; Shulman et al., 2017).

Weaknesses: The GRRS is intended for use with individuals who have gender identities outside of a binary, male/female, scope. Additionally, beyond its initial studies (Bauerband & Galupo, 2014; Galupo & Bauerband, 2016) it has not been reevaluated, and thus the test-retest validity of the measure is unknown.

Psychometric properties: Bauerband and Galupo’s (2014) psychometric evaluation of the GRRS found strong internal consistency reliability ($\alpha = .89$) and an adequate fit in their confirmatory factor analysis, supporting a three-construct model: CFI=.918, SRMR=.064, RMSEA=.076, 90% CI [.062, .091]. The original study found good construct validity, and correlations consistent across GRRS subscales ($r=.35$ to $.50$) (Bauerband & Galupo, 2014; Shulman et al., 2017).

Note: The GRRS is available online at <https://mdsoar.org/handle/11603/1926> in the appendix of file TSP2012Bauerband.pdf (Shulman et al., 2017).

Main articles:

Bauerband, L. A., & Galupo, M. P. (2014). The gender identity reflection and rumination scale: Development and psychometric evaluation. *Journal of Counseling & Development, 92*(2), 219-231.

Galupo, M. P., & Bauerband, L. A. (2016). Sexual Orientation Reflection and Rumination Scale: Development and psychometric evaluation. *Stigma and Health, 1*(1), 44.

Shulman, G. P., Holt, N. R., Hope, D. A., Mocariski, R., Eyer, J., & Woodruff, N. (2017). A review of contemporary assessment tools for use with transgender and gender nonconforming adults. *Psychology of sexual orientation and gender diversity, 4*(3), 304.

Social Emotional Development Scales and Surveys

Option 1 SED measures:

Survey Name: *Youth and Program Strengths Survey & Developmental Assets Profile (YAPS)*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured
\$300 per 100 surveys No adaptations allowed, would need to contact Search Institute re: online administration	6th-12th grade	Assess program effects and change over time within youth	<ul style="list-style-type: none"> ● Race/Ethnicity: No information provided. 	<ul style="list-style-type: none"> ● Physical and psychological safety ● Appropriate structure ● Developmental Relationships ● Opportunities to belong ● Positive social norms ● Support of Efficacy and mattering ● Opportunities for skill building ● Integration of family, school, & community efforts ● Program dosage and tenure

Strengths: Combined program quality measures with developmental assets and focused solely on protective and promotive factors at the individual level (as opposed to risk factors). Strong psychometrics, based on theory of developmental assets. Includes measures related to program environment, that are aligned to theory and constructs measured at the individual level.

Weaknesses: Not validated to measure change over time. Survey is proprietary and cannot be changed. If we use this survey, we may need to also use the Search Institute’s system of administration. This may impact our ability to protect youth information.

Psychometric properties: Sufficient reliabilities across most scales, test-retest reliability was strong, evidence of external validity as internal assets accounted for 18% of variance in grades, was related to fewer high risk behaviors, correlation with thriving indicators was strong ($r \approx .6$; Search Institute, 2015). Program quality measures were associated with increased odds of positive emotions, hopeful purpose, avoiding violence, civic engagement and school success). Examined in 8 communities across the country.

Notes: Need to use the Search Institute’s website for survey administration.

Main article(s): Search Institute (2015) Technical Overview of the Youth and Program Strengths Survey. Minneapolis, MN. Available: www.search-institute.org.

Survey Name: *Survey of Academic and Youth Outcomes - Youth Survey*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
Tools is free, but training cost \$ and is required to receive the survey	4th-12th grade	Program evaluation for diverse sets of programs. Designed for pre-post	<ul style="list-style-type: none"> No information available. Main focus of research has been with urban youth. 	<ul style="list-style-type: none"> Sense of competence as a learner Sense of competence socially Future planning - talk to an adult Future expectations Future planning - my actions Program experiences

Strengths Constructs are highly aligned and include program experiences linked to constructs. Designed exactly for our context - meant for program evaluation with pre- and post- tests of diverse sets of programs.

Weaknesses Concern regarding why no psychometrics have been published in a peer reviewed journal, only reports through the National Institute on Out-of-School time. No information on psychometrics without contacting developers. No information about actual items.

Psychometric Properties Details were unable to be found. Reports refer to articles on psychometric testing that were not available on the internet. We would need to reach out to the developers for more information.

Note: One article was found that used subscales of the SAYO-Y (Anyon et al., 2018). It may be worth exploring with the survey authors whether this is allowable.

Main Article(s):

Masri J.E., Sethi, J. (2015) Survey of Academic and Youth Outcomes (SAYO-Y) Data Report. Retrieved from: <https://www.louisvillebloccs.org/wp-content/uploads/FINAL-SAYO-Y-SPRING15-REPORT.pdf>

Anyon, Y., Kennedy, H., Durbahn, R., & Jenson, J. M. (2018). Youth-Led Participatory Action Research: Promoting Youth Voice and Adult Support in Afterschool Programs. *Afterschool Matters*, 27, 10-18.

<https://www.niost.org/Training-Descriptions/survey-of-afterschool-youth-outcomes-youth-survey-sayo-y>
<https://www.rand.org/education/projects/assessments/tool/2008/survey-of-academic-and-youth-outcomes-youth-survey.html>

Survey Name: *Child and Youth Resilience Measure (CYRM)*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
Free but NOT Adaptable	9-23	Research	<ul style="list-style-type: none"> Country of origin reported rather than race or ethnicity: The Gambia 5.6% 	<ul style="list-style-type: none"> Individual <ul style="list-style-type: none"> Personal Skills Peer support

			<ul style="list-style-type: none"> ● Russia 5.6% ● Tanzania 5.2% ● India 4.1% ● Northern Canada 4.1% ● Southern Canada 8.5% ● South Africa 4.1% ● Palestine 8.4% ● China 23.7% ● Southern US 7.6% ● Israel 7.6% ● Colombia 5.7% 	<ul style="list-style-type: none"> ○ Social skills ● Caregiver <ul style="list-style-type: none"> ○ Psychological caregiving ○ Physical caregiving ● Context <ul style="list-style-type: none"> ○ Spiritual ○ Education ○ Cultural
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Strengths: Covers many construct areas well. Short, and strengths based. Measure context in a way very different than other surveys. Strong consideration of how to design survey sensitive to cultural difference and purposely chose items that had supporting research to show they were valued across cultures. Highly diverse sample from across the globe (11 countries, including the US and Canada).

Weaknesses: No information on ability to detect change over time.

Psychometric properties: Well fitting measurement model, reliability of all scales adequate (Cronbach’s alpha range from .66-.84). Items “Is getting an education important to you” and “Do you know how to behave in different social situations” were retained despite low variance due to importance placed on these ideas in qualitative interviews. No reports of invariance testing.

Note: Available in many other languages.

Main article(s): Resilience Research Centre. (2016) The Child and Youth Resilience Measure (CYRM) Child version. User’s Manual: Research.

Ungar & Liebenberg (2011). Assessing Resilience Across Cultures Using Mixed Methods: Construction of the Child and Youth Resilience Measure. *Journal of Mixed Methods Research* 5(2) 126-149.

Option 2 SED Measures

Survey Name: *Grit Scale*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
Free & Adaptable	10-18	Research	<ul style="list-style-type: none"> ● Race/Ethnicity: Adolescent sample N=279 7th-11th graders. 58% White, 20% Black, 	<ul style="list-style-type: none"> ● Grit <ul style="list-style-type: none"> ○ Consistency of Interest ○ Perseverance of Effort

			<p>16% Asian, 4% Hispanic, and 1% other ethnicities.</p> <ul style="list-style-type: none"> • Two samples of West Point graduates (2008 & 2010): 75% White, 7% Asian, 7% Hispanic, 7% Black, 1% American Indian, 2% other ethnicities. • 2005 National Spelling Bee Final Round participants n=190. Race/Ethnicity not reported, but participants are from U.S., Canada, New Zealand, Guam, Jamaica, Puerto Rico, Virgin Islands, The Bahamas, and Samoa. • Ivy League Undergraduates 	
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Strengths: Able to be adapted, short survey available (8 or 12 items) and strong psychometrics. Based on strong theory and associations with long term outcomes such as academic success and behavioral health (Duckworth & Gross, 2014; Duckworth & Yeager 2015)

Weaknesses: Unknown whether survey is sensitive to within-youth change over time. Covers only the mindsets construct, would need to be used in conjunction with other surveys. Though tested in at least 5 different populations, the cultural relevance is unknown. Some of the items are measuring strengths, but are worded in a negative fashion. This increases survey quality, but may appear to be deficit oriented items. Scale is constructed with two sub-constructs. This will make the scoring and results interpretation more difficult.

Psychometric properties: Good reliability (Cronbach’s alpha range from .70-.82). Correlated with Big 5 personality traits (as a measure of concurrent validity). Well fitting CFA. Found that factor structure did not vary by gender, no reports of invariance testing for different racial or ethnic groups. Shown to have good test-retest reliability. Tested in multiple samples.

Note: NA

Main article(s): Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, 23(5), 319-325.

Survey Name: *Washoe County School District Social Emotional Competence Survey WCSD-SEC*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
Free & Adaptable	10-18	Contin-	<ul style="list-style-type: none"> • Race/Ethnicity not reported 	<ul style="list-style-type: none"> • Relationship skills

Need to follow up with authors for details on survey adaptation		uous improvement;	in article. ● Race of district reported	<ul style="list-style-type: none"> ● Social skills ● Responsible decision making ● Self awareness ● Self management <ul style="list-style-type: none"> ○ Aligned to CASEL competencies, not clear if constructs .
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Strengths: Developed as part of research-practice partnership with Washoe County School District, CASEL, and University of Illinois-Chicago. Incorporated youth and educator perspectives to develop items (one of the few that did), students provided feedback to help with issues of ceiling effects. Designed for use as continuous improvement measure. Short, with 17 core items. Tested for elementary school comprehension.

Weaknesses: Ceiling effects improved, but still an issue. Concurrent validity unknown, the measure has not yet been compared to other SEL measures. no info on how race or cultural differences is addressed. Not clear from articles reviewed whether within-student change over time was assessed

Psychometric properties: Item Response Theory (IRT) used to evaluate psychometric quality focused largely at the item level. IRT is a different approach to measure validation, therefore no CFA was reported. Significant effort focused on exploring and improving ceiling effects, including qualitative focus groups with youth and practitioners. No information on invariance across groups provided, no information on student characteristics reported.

Note: Unknown if available in other languages.

Main article(s): Davidson, L. A., Crowder, M. K., Gordon, R. A., Domitrovich, C. E., Brown, R. D., & Hayes, B. I. (2018). A continuous improvement approach to social and emotional competency measurement. *Journal of Applied Developmental Psychology*, 55, 93-106.

SED Measures that Contain Some Scales related to Enabling Environments

Survey Name: *Youth Civic and Character Measure Toolkit*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured
Free to use & adapt Authors request that they be informed	9-18	Research	<ul style="list-style-type: none"> ● Race/Ethnicity: 50% White, 30% Hispanic/Latinx, 10% Black, 7% Asian, 4% AIAN, 2% Native Hawaiian or Pacific Islander, 8% Another race. ● 40% of youth were 1st or 2nd generation immigrants. 	<ul style="list-style-type: none"> ● Civic Beliefs & Values ● Civic Behaviors ● Civic Skills ● Civic Socialization ● Character Strengths <ul style="list-style-type: none"> ○ Future-mindedness ○ Gratitude ○ Humility ○ Leadership

			<ul style="list-style-type: none"> • 5 Elem., 5 Middle & 5 High Schools in CA, MN, & WV 	<ul style="list-style-type: none"> ○ Perseverance ○ Personal Responsibility ○ Respect ○ Spirituality ○ Teamwork ○ Thrift
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Strengths: This survey captures constructs that few other surveys we found do, including Social and Civic Values, Personal Responsibility, and Future Orientation. Scale psychometrics were all tested separately so that they can be easily taken apart, we recommend we use items or whole scales from this survey to capture these constructs. Since scale psychometrics are reported by scale, it will be easy to use just the scales of interest without losing psychometric quality. Contains measures of civic socialization and civic behaviors, which could be applied to program activities.

Weaknesses: Designed and used for research purposes, unknown whether scales will be sensitive to change over time. Basic psychometric tests conducted, no reports on measurement invariance and extent of ceiling/floor effects unknown.

Psychometric properties: All scales were reliable, most scales had sufficient fit, though the fit of many scales was not able to be tested due to being just identified. It is unknown if any measurement invariance testing was conducted.

Note: Also contains Parent version in both English and Spanish.

Main article(s): Syvertsen, A. K., Wray-Lake, L., & Metzger, A. (2015). Youth civic and character measures toolkit. Minneapolis, MN: Search Institute.

Survey Name: *Communities that Care Survey*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
Free Need to follow up with authors about adaptation	6th-12th grade	Assess program effects and change over time within youth	<ul style="list-style-type: none"> • No race/ethnicity reported in Arthur et al., 2002 (main survey validation paper). Subsequent analyses have included youth from diverse racial and ethnic groups. 	<ul style="list-style-type: none"> • Community domain <ul style="list-style-type: none"> ○ Opportunity & rewards for prosocial involvement • School domain <ul style="list-style-type: none"> ○ Opportunity & rewards for prosocial involvement • Family domain <ul style="list-style-type: none"> ○ Opportunity & rewards for prosocial involvement ○ Attachment • Individual domain <ul style="list-style-type: none"> ○ Religiosity

				<ul style="list-style-type: none"> ○ Belief in the moral order ○ Social skills & Sociability ○ Prosocial peer attachment ○ Resilient Temperament
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Strengths: Measures protective factors across ecological levels, including community, school, family and individual characteristics and attitudes. Used for a similar context as BSK as it is meant to measure program effectiveness of a range of different programs within the CTC intervention system. CTC helps communities identify the risk and protective factors in their community that need specific intervention, communities then select evidence based programs to address areas of need. In this way, the CTC survey is used to evaluate program effectiveness across the range of programs selected by each community, which differ community to community. The CTC survey has been shown to find community level intervention effects (Hawkins et al., 2008). Based on the social development model, a theory of positive youth development.

Weaknesses: The CTC survey is largely focused on risk factors, and it is unclear the extent to which the protective factors measured are ones that would be identified by diverse cultural and racial communities. The measure was largely focused on risk factors for youth substance use and delinquent behavior, therefore associations of scales with positive outcomes (such as well-being, academic success) is unknown.

Psychometric properties: Most scales had good reliability (Cronbach’s alpha above .7), measure found to be invariant across ethnic groups, but not grade level.

Note: Has been adapted for use in Chile and Colombia.

Main article(s): Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, R. F., & Baglioni, A. J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review*, 26, 575-601.

Survey Name: *YDEKC Motivation, Engagement and Beliefs Survey*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
Free & Adaptable	4th-12th grade	Assess program effects and change over time within youth	<ul style="list-style-type: none"> ● Not included in Naftzger report. 	<ul style="list-style-type: none"> ● Individual Level <ul style="list-style-type: none"> ○ Academic Identity ○ Mindsets ○ Self-management ○ Interpersonal skills ● Program level <ul style="list-style-type: none"> ○ Academic Behaviors ○ Self management ○ Belonging and Engagement

Strengths: Covers many construct areas well. Tested and found to be able to detect change in youth in bottom 50th percentile of each scale over time. Nearly all scales correlated with positive outcomes as expected

Weaknesses: Scales characterized by strong ceiling effects, and as such, change over time was only detectable in lower 50th percentile of youth respondents. Theoretical backing is not clear.

Psychometric properties: Extensive psychometric testing but only in one sample. Measurement model fit the data adequately. Strong ceiling effects as evidenced by 78-90% of youth reported “mostly true” or “completely true” categories for positive mindsets, self management and interpersonal skills.. Strong internal consistency (Cronbach's alpha ranged from .81 to .92). Correlation of sample who took the survey at both time points was moderate ($r=.33-.28$) for the whole sample, and lower ($r=.1$) for the bottom 50th percentile, for whom there was a significant increase in scores between the two time points measured. No invariance testing reported.

Note: NA

Main articles: Naftzger, N. (2016) Motivation, Engagement and Beliefs Survey Validation Report. American Institutes for Research.

Survey Name: *Youth Experiences Scale 2.0*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
Free & adaptable, but this would need to be confirmed with authors	7th-12th grade	Research, used in one intervention test with a control group	<ul style="list-style-type: none"> ● 1822 from “diverse” high schools, urban, suburban and rural. ● 118 youth, 18% African American, 9% Hispanic/Latino, 70% White. 	<ul style="list-style-type: none"> ● Personal development: Identity work, Initiative, Basic Skills ● Interpersonal development: Teamwork and social skills, Positive relationships, Adult networks and Social Capital ● Negative Experiences: stress, inappropriate adult behavior, negative influence, social exclusion, negative group dynamics

Strengths: Designed for assessing experiences and personal growth resulting from program participation. Aligns to many SED constructs. Includes a general identity measure. Has been used to test intervention and was able to detect differences between control and intervention conditions.

Weaknesses: Program experiences are primarily measures through negative rather than positive experiences. Primarily used for youth sports participation research.

Psychometric Properties: Evaluated in 3 different samples. Evidence of construct validity via well fitting CFA models. Items rewritten based on youth feedback and focus groups. No discussion of invariance testing,

Note: Translated into Portuguese

Main Article(s):

Hansen D.M., (2005) The Youth Experience Survey 2.0: Instrument Revisions and Validity Testing. Unpublished report.

Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of self-reported developmental experiences. *Journal of research on adolescence, 13*(1), 25-55.

Gomes, A. R., & Marques, B. (2013). Life skills in educational contexts: testing the effects of an intervention programme. *Educational Studies, 39*(2), 156-166.

Enabling Environments Measures

Survey Name: *Racial Socialization Scale*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
Free	14-18	Research	<ul style="list-style-type: none"> ● 236 Black Youth, ● 200 Youth in juvenile justice facilities 	<ul style="list-style-type: none"> ● Spiritual or religious coping ● Cultural pride reinforcement ● Extended family caring ● Racism awareness teaching

Strengths Shown to be a protective factor, Black youth with increased scores of racial socialization are less likely to be involved in violence. Developed specifically for Black youth. While framed in the initial measure as a task of Black families, the construct could be adapted to consider the role of programs.

Weaknesses Has not used to measure change over time. Little information about item quality and variance reported. May not be applicable to other racial or ethnic groups.

Psychometric Properties Sufficient fitting CFA suggests construct validity. Evidence for adequate reliability. A replication of the survey in another population yielded low reliabilities on subscales, such that the total scale was used instead of the subscales (DeGruy et al., 2011). Unknown if construct is applicable to other racial or ethnic groups.

Note: NA

Main Article(s):

Stevenson Jr, H. C. (1994). Validation of the scale of racial socialization for African American adolescents: Steps toward multidimensionality. *Journal of Black Psychology, 20*(4), 445-468.

DeGruy, J., Kjellstrand, J. M., Briggs, H. E., & Brennan, E. M. (2012). Racial respect and racial socialization as protective factors for African American male youth. *Journal of Black Psychology, 38*(4), 395-420.

Survey Name: *Racial Respect Scale*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
F	14-18	Research	<ul style="list-style-type: none"> ● 200 African American boys, 100 were incarcerated, 100 were recruited from a community based PYD program 	<ul style="list-style-type: none"> ● Societal respect ● Family respect ● Peer respect

Strengths Measures Black youth’s experiences of being respected generally and as African Americans. Shown to be a protective factor for Black youth, youth who perceive that they are respected are less likely to be involved in violence (DeGruy et al., 2011). The scale is probably best used to develop items more specific to the program or buffering experiences of the program.

Weaknesses This scale is more of an individual-level measure than a program-level measure, and items may not be directly related to program experiences. It is unclear the extent to which the scales are aiming to measure youth’s experiences or attributions about the program environment versus their individual attitudes. This distinction seems important for the purposes of program evaluation.

Psychometric Properties Acceptable internal consistency and scale reliability. Exploratory factor analysis conducted to determine constructs. Unknown if construct is applicable to other racial or ethnic groups.

Note: NA

Main Article(s):

DeGruy Leary, J. D., Brennan, E. M., & Briggs, H. E. (2005). The African American adolescent respect scale: A measure of a prosocial attitude. *Research on Social Work Practice, 15*(6), 462-469.

DeGruy, J., Kjellstrand, J. M., Briggs, H. E., & Brennan, E. M. (2012). Racial respect and racial socialization as protective factors for African American male youth. *Journal of Black Psychology, 38*(4), 395-420.

Survey Name: *Youth Program Quality Assessment*

Cost & Adaptability	Age Range	Purpose	Sample Representation	Constructs Measured (only protective factors listed)
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See note.	5th-12th grade	Program evaluation	●	<ul style="list-style-type: none"> ● Safe Environment ● Supportive Environment ● Interaction ● Engagement
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Strengths The YPQA is widely used locally, therefore the constructs would be familiar to grantees. We are including this measure as an example of how program quality has been operationalized. Strong psychometric qualities of the observational measures.

Weaknesses Designed to be an observational tool, we would need to reframe constructs to write new items. Belonging and cognitive engagement is theorized (with subsequent empirical testing) to be the outcome of interest as a result of a quality program. This difference highlights the issue with translating an observational tool to be a youth report survey, since we are thinking of engagement as a way that youth report on the program quality.

Psychometric Properties Evidence for construct validity, concurrent validity, predictive validity. The psychometric qualities would not apply to the new measure we would need to develop based on the observational areas identified by the YPQA.

Notes: Text of user agreement: “You agree to the following terms when you download the PDFs for the Program Quality Assessments. You do not have permission to sell copies of the PQAs. You do not have permission to make any derivative materials using any part of the content within without explicit written permission from the Forum for Youth Investment. You are permitted to print, copy, and share the tool within your organization or program, so long as the End User License Agreement on the back page of the tool remains intact.” **It is unclear if this means we can use constructs to derive self report items.**
Translated into Spanish.

Main Article(s):
Smith, C., Akiva, T., Sugar, S. A., Lo, Y. J., Frank, K. A., Peck, S. C., Cortina, K. S. & Devaney, T. (2012). Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention study. Washington, DC: Forum for Youth Investment

(A3) Appendix 3: Literature References

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(A4) Appendix 4: Survey References

BERS-2 Behavioral and Emotional Rating Scale, 2nd Edition

Epstein, M. H., Mooney, P., Ryser, G., & Pierce, C. D. (2004). Validity and reliability of the Behavior and Emotional Rating Scale (2nd Edition): Youth Rating Scale. *Research on Social Work Practice, 14*, 358-367.

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Epstein, M. H., & Sharma, H. M. (1998). *Behavioral and Emotional Rating Scale: A strength based approach to assessment*. Austin, TX: PRO-ED.

Harniss, M. H., Epstein, M. H., Ryser, G., & Pearson, N. (1999). The Behavioral and Emotional Rating Scale: Convergent validity. *Journal of Psychological Assessment, 17*, 4-14.

CBCL: Child Behavior Check List from the Achenbach System of Empirically Based Assessment (ASEBA) System

Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for the ASEBA School-Age Forms & Profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, and Families.

CTC: Communities that Care Youth Survey

Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, R. F., & Baglioni, A. J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review, 26*, 575-601.

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DAP: Developmental Assets Profile

The Collaborative for Search Institute. (2005). *Developmental assets profile user manual*. Minneapolis, MN: Search Institute.

DESSA: Devereux Student Strengths Assessment

Naglieri, J., LeBuffe, P., & Shapiro, V. (2011). Universal screening for social-emotional competencies: A study of the reliability and validity of the DESSA-mini. *Psychology in the Schools, 48*(7), 660-671. doi:10.1002/pits.20586

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- EQI-YV: Bar-On Emotional Quotient Inventory: Youth Version**
Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory (EQ-i): Technical manual*. Toronto, Ontario, Canada: Multi-Health Systems.
- ERC: Emotion Regulation Checklist**
Shields, A., & Cicchetti, D. (1997). Emotion regulation among school-age children: The development and validation of a new criterion Q-sort scale. *Developmental psychology*, 33(6), 906.
- MESSY: Matson Evaluation of Social Skills with Youngsters**
Matson, J. L. (1990). *Matson evaluation of social skills with youngsters*. IDS Publishing Corporation.
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