SCHOOL OF SOCIAL WORK
UNIVERSITY *of* WASHINGTON

King County
Best Starts for
KIDS

TABLE OF CONTENTS

Acknowledgments

This report outlines the results of Phase 2 of a four-year community-engaged evaluation project with Best Starts for Kids (BSK) grantees, UW School of Social Work, and King County Best Starts for Kids. The following people and organizations have been valuable partners in the conceptualization, planning, and implementation of this project.

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Executive Summary

Introduction

From 2018 through 2021, King County Best Starts for Kids (BSK) partnered with the University of Washington School of Social Work (UWSSW) to develop and validate a youth protective and promotive factor survey for the Youth Development (YD) and Stopping the School to Prison Pipeline (SSPP) strategy areas.

A key goal of this project is to identify the incremental indicators of "success" that can positively improve youth health, educational outcomes, and well-being. Details on phase one of this project (the foundational survey development work) can be found in the 2018 - 2019 BSK Youth Development Measurement Project report. The following report outlines the second phase of the project.

Our guiding evaluation questions are:

1   How should this survey be refined to better reflect the intersectional identities and experiences of BSK participants?

2   To what extent is the revised survey reliable and valid for the diverse young people served by BSK programs in the SSPP and YD strategy areas?

Phase two includes:

Developing the Youth Measurement Tool Committee (YMTC)	Refining the survey based on Phase 1 results	Testing the changes to the survey	Recommendations & 'next steps' for the BSK youth development measurement project
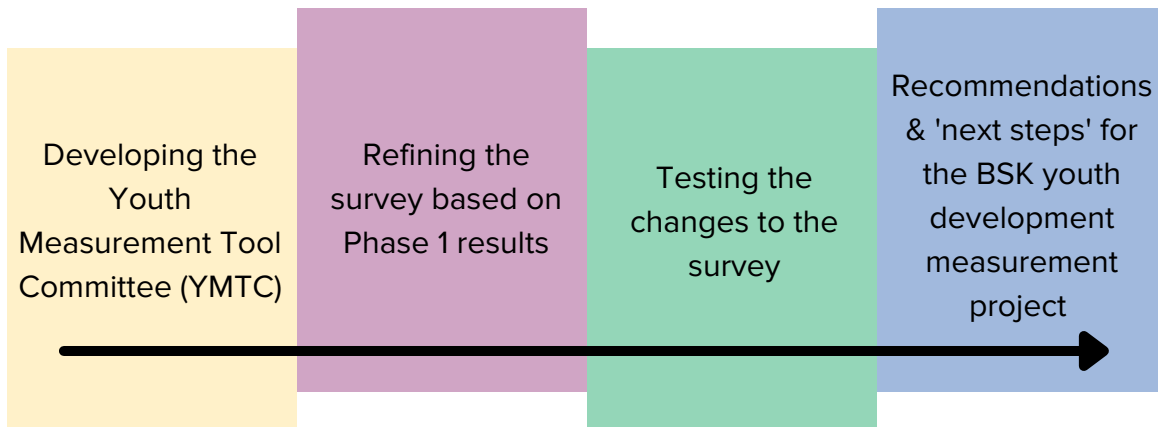
(1) Developing the YMTC

The YMTC was developed in 2020. The committee included seven BSK-funded organizations (including program staff and youth participants), UWSSW researchers, which included researchers from Colorado State University School of Social Work and the University of Houston Graduate College of Social Work, and BSK evaluation and strategy area leads. The committee's purpose was to ensure the youth survey reflected youth and community voices. We met virtually via zoom from May 2020 - November 2021.

(2) Refining the Survey

The YMTC reviewed the results of the Phase 1 pilot and conducted qualitative research to inform changes. We conducted six focus groups and collaboratively analyzed the data. The results informed all proposed changes to the survey tool. Ultimately, the committee made decisions using a modified consensus model.

(3) Testing the Survey

All SSPP and YD BSK providers were invited to participate in the pilot. A total of 535 young people from 41 programs participated. The survey included a total of 39 questions about the following constructs: Racial, Ethnic, and Gender Identity (REGID) (10 questions); Social Emotional Development (SED) (13 questions); Program Environments (PE) (12 questions); and Health and Well-being (HW) (4 questions).

We tested the survey across four key psychometric qualities: (1) item functioning, (2) reliability, (3) construct validity and (4) criterion validity.

We refer to constructs when discussing the groups of questions in the survey, such as the construct of social emotional development or the sub-construct of self-awareness.

Item Functioning:
The quality of questions based on their statistical properties

Reliability:
Measures internal consistency and how close our survey reflects the true score for each construct. It is measured with Chronbach's alpha.

Validity:
Whether the survey measures what we think it is meant to measure and whether it is measuring something that matters.

There are many types of validity. We examined construct validity (whether the questions group together as we intended) and criterion validity (whether the survey is related to the well-being of young people).

Construct:
A group of related ideas.

Overall, we found the survey to be reliable and valid, with a few areas where further research is needed. We found evidence that most questions on the survey functioned well. Most of the scales were reliable with a few exceptions, and the constructs we proposed were supported by the data with minor changes. We also found evidence of criterion validity, meaning that the scales are related to various measures of health and well-being and, therefore, can be treated as intermediate indicators of health and well-being.

There were a few problem areas to note. We found that (1) the gender identity scale was unreliable for youth from various racial backgrounds, and (2) LGBTQ youth interpreted racial, ethnic, and gender identity scales differently than other youth (scalar non-invariance). Additionally, (3) the self-awareness scale was unreliable for youth of various racial groups, and (4) there were high means for the adult support and expectation scale indicating potential problems with ceiling effects. Overall, these problems are minor and do not prevent the survey from being used for the intended purposes.

(3) Recommendations to BSK

- Additional research must be conducted to improve the gender identity scale with gender-diverse young people.. Additionally, it is important to incorporate programs that serve disabled youth and disabled youth themselves into future survey development and testing.
- YMTC suggestions should be implemented for the next iteration of the survey and retested with another validation process.
- A routine process to revise and update the survey should be implemented to be in line with the motivations of this project to create a survey that is community-driven. Communities are ever-evolving, as are the language and ideas relevant to youth.
- The survey should be implemented with programs in a modular fashion to choose the scales that apply to their program model. We also recommend providing options for alternative data collection strategies alongside the survey so that stories of program success can be considered, especially if these are better suited to the program model of each organization.

(4) Conclusion

A quality survey is culturally relevant, centered in a commitment to racial and social justice, and psychometrically sound. The community-based participatory process of developing and testing the survey significantly improved the quality of the youth development survey for BSK. That being said, there are some significant limitations, as outlined above. We recommend that BSK adopt the final recommendations of the YMTC and dedicate resources to explore further how this tool can be transformed with youth and service providers that are gender diverse and disabled. We also note that constructions of "success" in the youth development field are not static. BSK can continuously reflect and improve upon the survey as community context and perspectives shift.

Introduction

Best Starts for Kids (BSK) is a voter-approved initiative in King County, Washington to support every baby born or child raised in King County to reach adulthood happy, healthy, safe, and thriving. In 2018, BSK partnered with a team of researchers from the University of Washington School of Social Work (UWSSW) to develop and validate a youth development survey that reflected the communities served by this initiative. This survey is specifically designed for BSK's Youth Development (YD) and Stopping the School to Prison Pipeline (SSPP) strategy areas.

These strategy areas were selected to participate in survey development because they share a focus on youth ages 12-24 and on developing positive racial/cultural identity, leadership skills, and socioemotional well-being. Phase 1 of the survey development process occurred between September 2018 through December 2019. This report focuses on Phase 2 of this process, which occurred between January 2020 and December 2021.

Goals and Objectives

The goals and objectives of this project were 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. A protective approach to youth development emphasizes the importance of buffering risk through protection, support, and intervention. A promotive approach focuses on the developmental assets of youth, which can also prevent the occurrence of risk. The selection of this framework was informed by the BSK/UW shared values of understanding youth and their communities as being powerful and having many assets that facilitate youth health and well-being, which contrasts standardly utilized, deficit-based assumptions of youth.

With this combined protective and promotive factor framework, we aimed to create a survey via a practice-informed research approach, meaning that we integrate practice experience and knowledge with scientific inquiry and exploration. Specifically, this work is rooted in the principles of community-based participatory research (Branom, 2012). Youth program participants and adult service providers are partners in the survey development testing process.

Phase 1 Overview

In Phase 1 of the project, BSK, youth, and staff of BSK-funded organizations identified three focus areas for the survey to measure the impact of their programs: (1) racial, ethnic, and gender identity development (REGID), (2) social emotional development (SED), and (3) program environments. REGID refers to programs creating opportunities 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. SED refers to how young people understand who they are, the importance of developing healthy, positive relationships with others while also considering other individuals' feelings and perspectives, and having a positive mindset to succeed at their goals. Program environments refer to qualities and characteristics of the youth program environment that facilitate REGID, SED, and youth leadership. The Phase 1 Report further details the community-based conceptualization of these terms.

After the first pilot test, we found that the survey was largely reliable and valid but had some limitations. First, (1) the Racial Identity development questions had low reliability for Black youth, meaning Black youth did not answer consistently. Second, the (2) Social Emotional Development and Enabling Environment scales were understood differently by young people who speak languages other than English at home. Additionally, (3) young people who needed help completing the survey understood the Racial, Ethnic, and Gender Identity questions differently from those who did not need help. Findings from Phase 1 also highlighted the (4) need for increased youth and service provider participation in the survey development process, increased clarity on some of the core constructs, exploration of a modular survey format, and other ways to make the survey more customizable for providers' diverse program populations.

Phase 2 Evaluation Questions

Given what we learned from Phase 1, the evaluation questions driving Phase 2 included:

1 How should this survey be refined to better reflect the intersectional identities and experiences of BSK participants?

2 To what extent is the revised survey reliable and valid for the diverse young people served by BSK programs in the SSPP and YD strategy areas?

Project Timeline

Project Design

July/August 2020
- YMTC Kickoff
- Project Preparations

September 2020
- Form Project Teams
- Develop Research Questions & Project Focus

October 2020
- Finalize Qualitative Data Collection Strategy
- Recruit Research Participants

Data Collection & Analysis

November - December 2020
- Collect Qualitative Data

January 2021
- Qualitative Data Analysis & Survey Development

February 2021
- Finalize Survey
- Create Survey Distribution Plan
- Open tool to organizations

Pilot Test & Analysis

March - May 2021
- Ongoing Recruitment & Survey Distribution

June - September 2021
- Data Analysis & Digestion
- Share Results

October - November 2021
- Committee Makes Final Changes & Recommendations

December 2021
- Share Final Results w/ BSK

How to Read This Report

- Pages 10-20 discuss the research methodologies we used to develop and test this survey, including how our Youth Measurement Tool Committee was formed

- We begin discussing the results of our qualitative research and quantitative testing of the tool on page 21

- For each section (REGID, SED, and PE) we report:
  - Major issues/challenges/open questions from Phase 1 of the BSK measurement project
  - Goals for that section of the survey for Phase 2 of the project
  - Findings from the qualitative focus groups
  - Changes that were made from the Phase 1 survey to the Phase 2 survey
  - Results of the psychometric testing
  - Discussion of strengths and areas of concern
  - Recommendations

- We conclude with reflections on the project as a whole and some recommendations for further measurement development/testing

Methodological Approach

To improve upon the work from Phase 1, we included a participatory committee of BSK community members in Phase 2.

Youth Measurement Tool Committee

At the end of Phase 1, we identified the need for increased BSK community participation in survey development, analysis, and interpretation. To improve the quality and usefulness of the survey, we adopted a participatory evaluation approach (Cousins & Whitmore, 1998) and convened the Youth Measurement Tool Committee (YMTC). The YMTC included program staff from BSK-funded service providers and youth program participants. Together, this committee:

- Revised survey questions based on Phase 1 limitations
- Developed qualitative research questions to address Phase 2 survey revisions
- Designed and conducted focus groups with non-committee BSK youth program participants to understand their perspectives about the Phase 2 revisions
- Revised the survey again based on what we learned from the youth focus group sessions
- Administered a pilot test of a revised survey
- Explored the results of the pilot test
- Made final survey recommendations to King County

The committee served as research partners and decision-makers throughout the exploratory qualitative work, quantitative testing, and creating final recommendations for the survey. We met 1-2 times per month throughout 2020 and 2021. All key decisions were made using a modified consensus decision-making model.

Recruitment

UWSSW worked with BSK's evaluation staff to invite BSK-funded provider staff and young people onto the committee. UWSSW and BSK screened invitees for diversity in program type (short-term, long-term, drop-in, etc.), program focus area (arts, identity development, community development, etc.), and youth participant identities (particularly age, race, ethnicity, sexual identity, and gender). In total, seven BSK-funded providers participated in the committee. That included 10 service provider staff from 7 organizations and 13 youth program participants. BSK program managers, strategy leads, and evaluation leads participated in the committee.

Youth Measurement Tool Committee
Subcommittees

For the first half of Phase 2, we worked in subcommittees so that YMTC members could build upon their interests and expertise in a specific area of youth development. The subcommittee topics were based on the results from Phase 1, including (1) racial, ethnic, and gender identity (REGID); (2) social and emotional development (SED); and (3) program environments (PE). Each subcommittee had representation from at least two organizations and one UWSSW researcher to facilitate the process. The subcommittees were responsible for discussing Phase 1 results and revising survey questions based on identified limitations, developing focus group questions, interpreting focus group data, and preparing recommendations for the larger committee to vote on.

Focus Groups

The YMTC conducted six focus groups with BSK youth program participants in January 2021. The goals of these focus groups were to (1) refine the definitions and questions included in the survey and (2) to understand better how young people define health and well-being. The YMTC decided to focus on health and well-being broadly because a secondary goal of this project was to see how the survey results relate to other aspects of young people's lives. However, in Phase 1, health and well-being constructs (e.g., attendance, grades, mental health, etc.) were selected by the BSK and the UWSSW teams. Thus, in this process, the goal was to understand better the aspects of health and well-being young people viewed as most important. Elevating these young people's voices was vital because it helped to ensure the survey was relevant to their interests and needs. This information also ensures the survey can provide meaningful information about BSK program participants.

Recruitment

To recruit for these focus groups, BSK evaluation, and strategy area leads and UWSSW reached out to program staff in the YD and SSPP strategy areas to invite them to participate. Providers who agreed to participate then worked with the BSK and UWSSW teams to recruit potential young people for the focus group sessions. Interested youth participants completed a demographic survey. Their responses were used to assign them to a focus group that reflected each group's sampling frame based on the survey's limitations and revisions. We conducted two focus groups with youth who identified as Black/African American, three focus groups with youth who were racially and ethnically diverse. One focus group was for younger youth (ages 11-14). Across all six focus groups, a total of 30 young people participated across 9 BSK programs. The table in Appendix A provides an overview of youth participant demographics.

Data Collection

A semi-structured interview guide was developed to conduct each focus group. Questions focused on each construct of the survey (e.g., REGID, SED, PE) and were created by the members of each corresponding YMTC subcommittee. Each subcommittee presented its questions to the larger committee, and the final protocol was approved by the entire YMTC using the decision-making process. Each focus group session included 5-7 young people and two facilitators and an observer/note-taker from the YMTC committee. UWSSW offered a training session for all YMTC members interested in facilitating focus groups and observing and taking notes.

YMTC Analysis

The UWSSW researchers transcribed the data from the focus groups. The data was organized into sections based on the guiding research questions from each subcommittee. UWSSW researchers conducted the first round of thematic analysis, coding in-vivo (Saldaña, 2014) so that the words of youth research participants were preserved for second-order analysis with the YMTC. Then, UWSSW researchers walked each subcommittee through further qualitative analysis. The committees utilized the results of these analyses to propose changes to the survey so that questions would more closely reflect the definitions and understandings of BSK youth. These subcommittee proposals were presented to the larger YMTC committee, discussed, and voted on. Recommendations and changes to the survey questions based on focus group findings are discussed in each section below.

Phase 2 Pilot Study

Data Collection Strategy

Once the survey was revised based on what we learned from the focus group sessions, all BSK-funded providers in the YD and SSPP strategy areas were invited to participate in a pilot study of the survey. UWSSW partnered with the Survey Research Division (SRD) of the UW Social Development Research Group to facilitate data collection from young people. SRD worked with BSK YD and SSPP strategy leads to provide a survey link to the service provider staff. SRD provided technical assistance to providers that needed additional support with administering the survey by designing data collection strategies suited to each organization. Young people were provided $15 for completing the survey. The YMTC was informed of progress with the pilot, and they made many suggestions to improve the ease of recruitment and motivate participation. One such suggestion was for participants to be entered into a raffle, and five young people won drawings for $100.

A total of 535 participants completed the survey from 41 organizations:
26 from YD (n=349), and 15 from SSPP (n=180).

Phase 2 Pilot Participant Demographics: Race
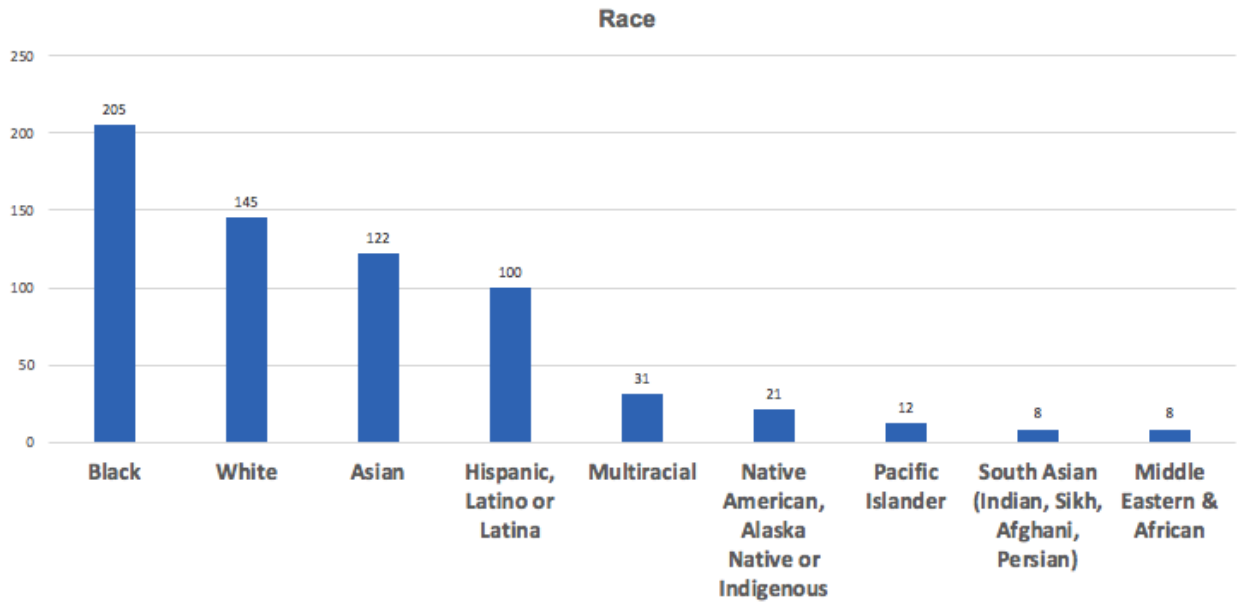
Race

Race

Black	205
White	145
Asian	122
Hispanic, Latino or Latina	100
Multiracial	31
Native American, Alaska Native, or Indigenous	21
Pacific Islander	12
South Asian (Indian, Sikh, Afghani, Persian)	8
Middle Eastern & African (Arab, Middle Eastern, African, West Africa, North Africa)	8

< 5 youth reported a race not represented such as "I am human" or "race is a construct."

Phase 2 Pilot Participant Demographics: Ethnicity

Ethnicity

Black or African American	155
White	130
Mexican, Mexican American, or Chicano	81
Another Hispanic, Latino(a), or Spanish Origin	38
Vietnamese	38
Other Asian	34
Somali	26
Other Black or African American	24
Cham	19
Filipino	18
Ethiopian	17
Asian Indian	16
Chinese	14
Southeast & East Asian (Cambodian, Indonesian, Malay, Montagnard, Thai, Southern Thai, Siamese, Zomi, Taiwanese)	13
Other African (Egyptian, Kenyan, Cameroonian, South Sudanese, Fulani, Gambian, Oromo, North African)	11
Central American, Native American, & Caribbean (Jamaican, Haitian, Garifuna, Honduran, Yucatecan, Panamanian, Native American)	10
South Asian (Afghani, Persian, Nepali, Pakistani, Punjabi, Sikh)	9
Pacific Islander (including Marshallese)	8
European (Danish, French, Italian, German, Scandinavian, Spanish, Ashkenazi Jew)	8
Middle Eastern (Turkish, Arab, Syrian, Yemeni, Jewish)	8
Another identified Ethnicity	8
Salvadorean	6
Cuban or Puerto Rican	5
Japanese	5
Korean	5
Eritrean	5

Ethnicities with less than 5 youth are suppressed to protect confidentiality. These included:

Myi, Samoan, Other Pacific Islander, Native Hawaiian, Earthling

One youth said, "This question is extremely insensitive to those who have been subjected to forced breeding and legalized rape and don't have access to their ethnic backgrounds - N/A"

## *Phase 2 Pilot Participant Demographics: Home Language*

Home Language

English	464
Spanish	97
Vietnamese	33
Somali	28
South Asian (Bengali, Gujarati, Hindi, Kannada, Marathi, Nepalese, Punjabi, Tamil, Urdu)	15
Cham	13
Chinese	10
Arabic	8
Swahili	8
Another Language (Garifuna, French, ASL)	8
Amharic	7
Central & East Africa (Congolese, Lingala, Oromo)	7
Tigrinya	6
Philippine (Cebuano, Ilocano, Tagalog)	6
Persian (Farsi, Dari)	6
West African (Fulani, Mandinka, Soninke, Bambara)	6
SE Asia and Oceania (Zomi, Indonesian, Thai, Karen, Paluan, Marshallese)	6
Europe and Turkey (German, Portuguese, Russian, Swedish, Turkish)	6

Garfuna, French, and ASL were aggregated to protect confidentiality due to less than 5 youth in each category.

Some youth were counted more than once, if they reported more than one language was spoken in their home

Phase 2 Pilot Participant Demographics: Sexual Orientation

Sexual Orientation
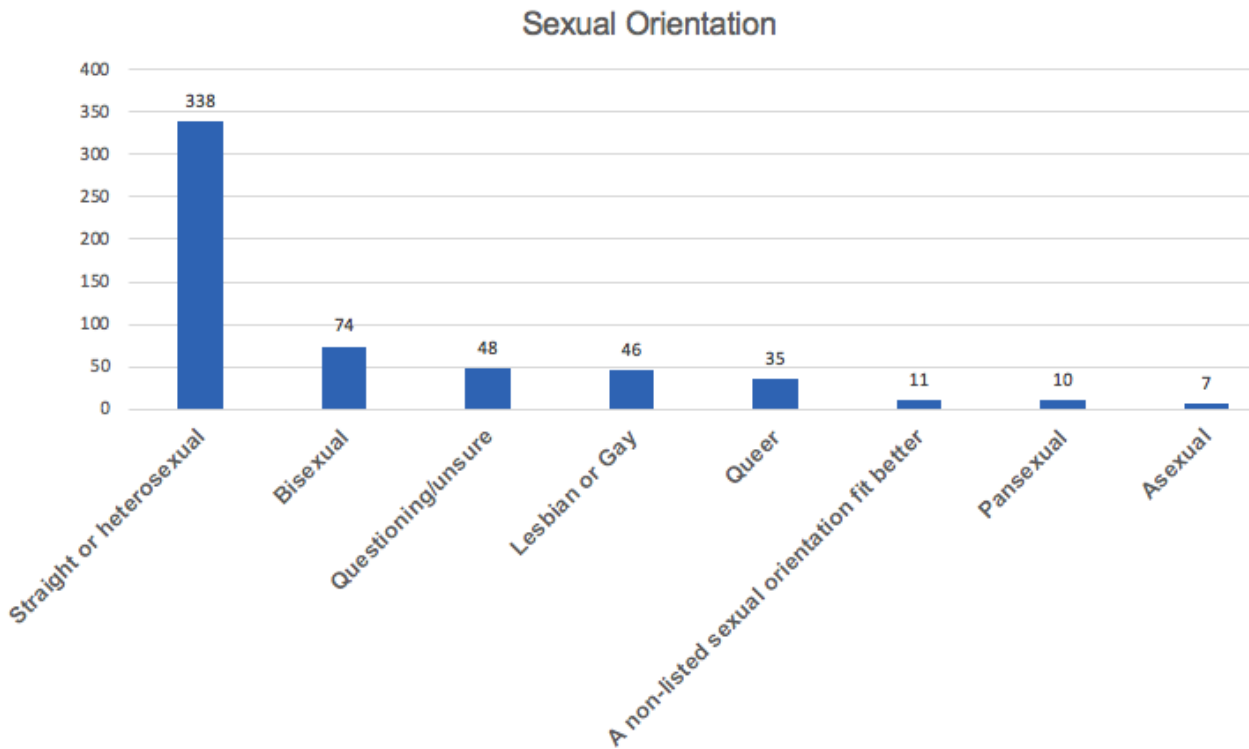
Sexual Orientation

|	
Straight or heterosexual	338
Bisexual	74
Questioning/unsure	48
Lesbian or Gay	46
Queer	35
A non-listed sexual orientation fit better	11
Pansexual	10
Asexual	7

11 youth indicated a sexual orientation that was not provided as a survey option. These included:

Biromantic, Diamoric, Omnisexual.

Others used the response box to indicate they did not understand the question, clarify their orientation, or express they did not have a sexual orientation.

Phase 2 Pilot Participant Demographics: Gender
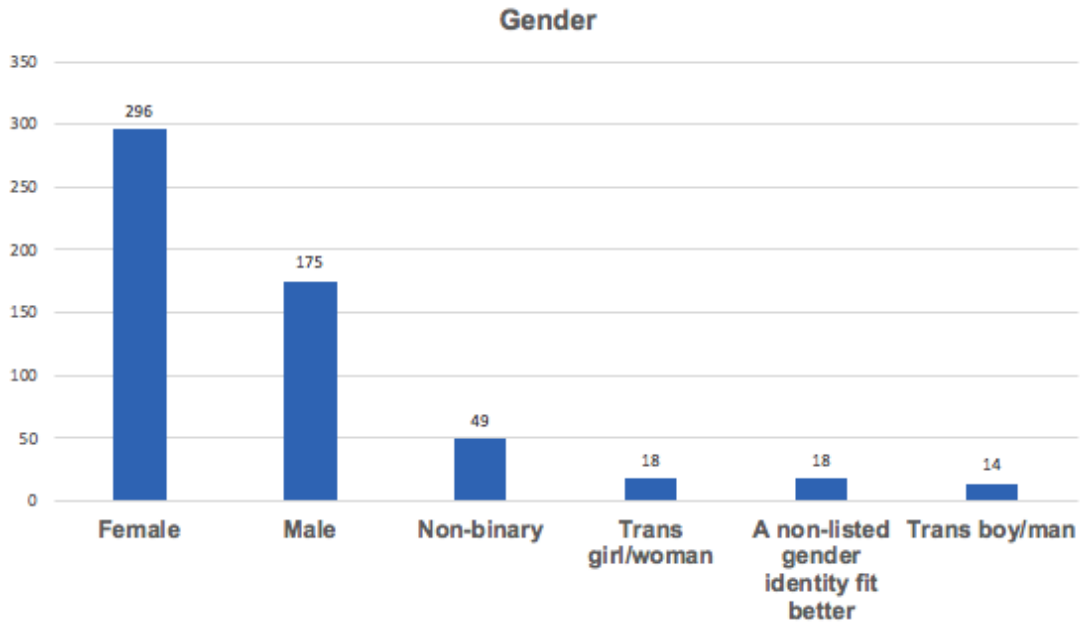
Gender

Female	296
Male	175
Non-binary	49
Trans girl/woman	18
A non-listed gender identity fit better	18
Trans boy/man	14

18 youth indicated a gender that was not provided as a survey option. These included:

Demigender, demiboyflux, genderfaun, genderqueer, questioning/unsure, Non-binary trans masc, omnigender, queer, & she/they

Steps to Analyzing Survey Data

Step 1: Do the questions have a good distribution? (item functioning)

The first step is to examine the distribution of each survey item, which includes looking at the extent to which the survey responses are normally distributed. We look for items that are normally distributed, so that they can do a better job of picking up differences in scores among young people. If scores are too high at the start, they are unlikely to pick up growth or changes in young people.

Step 2: Did the questions group together as we expected? (reliability and construct validity)

We check to see if the questions group together as we planned. We first check the reliability of each proposed scale by testing for Chronbach's alpha, a measure of internal consistency. If Cronbach's alpha is low (below 0.6), it means that young people answered differently to questions within each scale, and an average score on the scale will be unreliable. We also check for the fit of the data to our proposed model using confirmatory factor analysis (CFA), which is a way to check for construct validity. Construct validity looks at how much the survey questions align with the survey tool's constructs, or focus areas as planned. Results from this analysis suggest necessary changes based on the degree of misfit.

Step 3: Do young people from different identities think about the questions in the same way? (invariance testing and reliability)

We then check to see whether young people from different identities think about the questions differently. We test this in two different ways based on race, gender, age, and whether young people indicated they needed extra help on the survey. We first examine the reliability of each scale for each identity group. Then we conduct a series of tests to measure invariance, which looks at how our proposed model fits the data for each identity group.

Step 4: Do the questions relate to important youth health and well-being indicators? (i.e., Is there evidence of validity?)

Finally, we examined each question group to see if it relates to longer-term outcomes as we expected. We included a series of health and well-being questions on the survey to check for validity. We conduct a series of regressions to see if question groups are associated with each aspect of well-being. In these analyses, we account for the fact that young people in programs are likely more similar to each other than young people who attend different programs and include demographic control variables of age, gender, and race. We also tested whether the COVID-19 pandemic affected the associations since we were curious whether COVID might affect the validity of the testing done during these difficult times. These analyses are described on pages 24, 36, and 42.

Definition of Key Terms in Survey Development

Reliability measures internal consistency and how close our survey reflects the true score for each construct. It is measured with Chronbach's alpha.

Confirmatory Factor Analysis   is a method for testing whether questions group together in constructs as planned. It tests whether data fit the proposed model, a measure of construct validity.

Invariance Testing examines whether the way items group together (factor structure), the way questions are related to each construct (factor loadings), and whether the relative means of each question are the same or different across groups.

Validity is about whether the survey measures what we think it is meant to measure and measuring something that matters. There are many types of validity. We examined construct validity (whether the questions group together as we intended) and criterion validity (whether the survey is related to the well-being of young people).

YMTC Results Roadmap

Overarching Project Questions

- How should the survey be refined to better reflect the intersectional identities and experiences of BSK participants?
- To what extent is the revised survey reliable and valid for the diverse young people served by BSK programs in the SSPP and YD strategy areas?

Guiding Evaluation Questions

Racial, Ethnic & Gender Identity Development
How should the definition of terms and survey questions about racial, ethnic, and gender identity be revised to reflect the lived and BSK program-related experiences and perceptions of racially, ethnically, and gender diverse program participants?

Page 20

Social Emotional Development
How should SED questions be revised to reflect the sociocultural context and developmental stage of young people in a local community-based initiative?

Page 31

Program Environment
How should the program environment questions be revised to ensure cultural relevance and improve the ability of the survey to be responsive to change over time?

Page 42

Well-Being
How are health and well being defined and understood by BSK program leaders and participants?

Page 49

Racial, Ethnic, and Gender Identity

Phase 2 Evaluation Question

How should the definition of terms and survey questions about racial, ethnic, and gender identity be revised to reflect the lived and BSK program-related experiences and perceptions of racially, ethnically, and gender diverse program participants?

Phase 2 Overview

Areas of Concern from Phase 1

Phase 1 findings highlighted three main areas of concern with the REGID section of the survey. First, (1) young people from similar backgrounds responded to these questions differently. In particular, the questions about Racial and Ethnic Identity had low reliability among Black youth and the questions about Gender Identity had low reliability among cisgender youth. Second, (2) young people who needed help with completing the survey responded differently to the REGID questions than youth who did not need help. Third, (3) Racial and Ethnic Identity questions overlapped, meaning that young people understood race and ethnicity as interrelated ideas.

Phase 2 Subcommittee Goals

To address these areas of concern, the REGID subcommittee sought to (a) learn more about why Black youth understand race and ethnicity differently; (b) address the overlap between racial and ethnic identity, and (c) improve the questions focused on gender identity for cisgender youth to make them more meaningful. As part of this process, the REGID subcommittee decided to revise the definitions of racial, ethnic, and gender identity because it was agreed upon that the survey questions adequately captured the different aspects of identity, yet the definitions were confusing and likely made it difficult to understand the questions that followed.

In Phase 1, the definitions of these concepts are reviewed on the next page.

Phase 1 Subcommittee Definitions of Identity

Racial Identity

In this country, historically, race is based on someone's skin color and shared physical characteristics, and has typically been assigned to particular groups. 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

Ethnic Identity

Ethnicity is tied to where people come from. People who identify with the same ethnic group often share the same traditions, foods, languages, and religious practices. Some names of different ethnicities include:

- Eritrean, Somali, Ethiopian, African American
- Cambodian, Khmer, Filipino, Korean, Chinese, Japanese
- Vietnamese, Taiwanese, Asian-American
- Mexican, Cuban, Salvadorian, Panamanian, Honduran, CostaRican
- Samoan, Native Hawaiian, Polynesian, Marshallese, Chamorro
- Native American, American Indian, Alaskan Native

Gender Identity

A person's gender identity is based on how they identify with being a man, woman, neither, both, trans or another gender(s).

Focus Group Findings: REGID

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Focus Group Questions

The following questions guided the exploration of these definitions, and other related ideas, during the youth focus group sessions:

- **What thoughts or ideas do you have about the definition of racial identity?**
  - What racial group do most people identify you as?
  - What does the term historically mean to you in this definition?
  - In the definition of racial identity, what does the phrase, "assigned to particular groups" mean to you?
  - Based on what we have talked about, how would you edit this definition, if at all?

- **What thoughts or ideas do you have about the definition of ethnic identity?**
  - What ethnic group do most people identify you as?
  - Based on what we have talked about, how would you edit this definition, if at all?
  - Do you think including definitions and questions on the tool about racial and ethnic is confusing? Why or why not?

- **What thoughts or ideas do you have about the definition of gender identity?**
  - In the definition of gender identity, how do you define the term transgender?
  - Based on what we have talked about, how would you edit this definition, if at all?

Focus Group Findings: REGID

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Racial Identity

Regarding race, focus group participants talked about their racial identity in terms of how other people viewed them, which they felt was an imposed or socially ascribed identity. One participant explained, "most people identify me as multiracial when I'm not necessarily. I just have a lighter skin tone." Although participants talked about their racial and ethnic identity interchangeably, they generally understood racial identity to be "most commonly known for someone's skin color" and how groups of people have been referred to and treated historically, as one participant stated, "If it was like the 1800s they'd be like, oh, you're Black." Although participants recognized the historical nature of race in America and how it has shaped differential experiences for people of color from different groups, discussion regarding the diversity of Black experiences did not fully emerge. Yet, participants identifying as Black did discuss various ways in which they identify racially and ethnically, including "African American," "Black," "BlAfrican," or with their specific cultural group/tribe. Thus, when it came to the racial identity definition, participants felt it adequately captured how they define it, yet suggested it be revised to include "Other" and "Bi-racial" as options, and to expand the the example names for the "Asian" and "Black" racial categories to ensure it fully captured how those groups are referred to:

I feel like having a part that says 'other' and then being able to specify what exactly I am is better than having to choose between two that sort of identifies me but doesn't completely identify who I am."

I think, maybe creating an Asian American category because I feel like there are a lot of Asian people that are born and raised in America, similar to Black people like for the African American category. So I feel like maybe 'Asians' could be Asian Americans."

"I think for like Black, if you added a slash and put 'African American.' Because there's like a lot of African communities and you know, they mostly identify with African American."

Focus Group Findings: REGID

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Ethnic Identity

Concerning ethnicity, focus group participants understood ethnicity as a person's skin color, ancestry, and place of birth. For instance, some mentioned, "I kind of think about homeland," "like where someone's born," and "just by the color of your skin." However, some participants were still unclear of what their ethnic identity was or "really didn't feel tied to any ethnicity because [their] family is from a lot of different places."

Others mentioned that while they may share the same ethnicity as others, not all people part of their ethnic group "share the same traditions." Nevertheless, participants generally liked the definition of ethnic identity. For many, it needed to be separated from race because they felt that their ethnicity was the most common way they defined themselves. Participants thus only suggested the example ethnic groups listed be expanded to include other ethnic groups. The following quotes highlight their perspective:

"I think [the definition is] good because many people that I've met don't know the difference between race and ethnicity."

"So like there's race and then that's like what people categorize you as and then there's ethnicity that more closely identifies you, I guess."

"For a lot of people I know it's confusing, but I think you just have to learn it…. because there is a difference between ethnicity and race and people just need to understand it."

Gender Identity

Focus group participants generally perceived the gender identity definition to capture their understanding of the term. For instance, one participant expressed, "Let's say I'm a female but I feel like I'm a male. I identify myself with the male." Another participant expressed, "if you say you're a boy right or something. You'd want to be transgender to be a girl." Nevertheless, participants felt the definition captured their understanding of gender identity. Participants, therefore, had no requested changes to the gender identity definition.

Changes to Phase 1 Survey: REGID

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 To ensure the survey reflected the experiences and perceptions of the focus group participants, the YMTC revised the Phase 1 racial identity and ethnic identity survey definitions. The REGID subcommittee also further discussed the gender identity definition and expressed that the definition should use the terms "male" and "female" as opposed to "man" and "woman," to add "non-conforming" and "two-spirit" because "gender identity can be the same or different as one's sex assigned at birth." They also felt it was important to align the definition with best practices for representing gender identity on surveys and other documents (American Psychological Association, 2021; DeChants et al., 2021). After reviewing the definitions and questions as a whole, the subcommittee also thought it was important to add an "exploration" question to the gender identity section to capture if they are actively engaged in determining their gender identity (i.e., "I have explored different aspects of my gender identity."). These changes are included below.

Phase I Definition

Racial Identity
In this country, historically, race is based on someone's skin color and shared physical characteristics, and has typically been assigned to particular groups. 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

Phase 2 Definition

Racial Identity
In this country, race is historically based on someone's skin color and shared physical characteristics, and has typically been assigned to particular groups. For some people their race and ethnicity might be the same, for others, they might be different. Some example names of different races include:
- Asian / Asian American / Asian
- Indian
- Black / African American
- Hispanic or Latina/Latino
- White
- Native American, American Indian/Alaskan Native or Indigenous
- Pacific Islander
- Multiracial or Bi-Racial

Phase I Definition

Ethnic Identity
Ethnicity is tied to where people come from. People who identify with the same ethnic group often share the same traditions, foods, languages, and religious practices. Some names of different ethnicities include:
- Eritrean, Somali, Ethiopian, African American
- Cambodian, Khmer, Filipino, Korean, Chinese, Japanese
- Vietnamese, Taiwanese or Asian-American
- Mexican, Cuban, Salvadorian, Panamanian, Honduran, CostaRican
- Samoan, Native Hawaiian, Polynesian, Marshallese, Chamorro
- Native American, American Indian, Alaskan Native

Gender Identity
A person's gender identity is based on how they identify with being a man, woman, neither, both, trans or another gender(s).

Phase 2 Definition

Ethnic Identity
Ethnicity is linked to where people come from. People who identify with the same ethnic group often share the same traditions, foods, languages, and religious practices. Some example names of different ethnicities include:
- Eritrean, Somali, Ethiopian, African American
- Cambodian, Khmer, Filipino, Korean, Chinese, Japanese
- Vietnamese, Taiwanese or Asian-American
- Mexican, Cuban, Salvadorian
- Panamanian, Honduran, Costa Rican
- Samoan, Native Hawaiian, Polynesian, Marshallese, Chamorro
- Native American, American Indian, Alaskan Native
- Romanian, French, Polish, Jewish, Scandinavian, Scottish, German, Danish

Gender Identity
A person's gender identity is based on how they identify with being male, female, a blend of both, gender non-conforming, or two-spirit. This identity may or may not be the same as a person's sex at birth or how others see them, and cannot be known simply by looking at them.

Phase 2 Pilot Findings: REGID

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Step 1: Did the questions have a good distribution? (item functioning)

We found that the questions in this section had properties of a quality survey. They had good enough distributions, with means around 4 and standard deviations around 1.

Step 2. Did the questions group together as we expected? (reliability and construct validity)

We found that overall, the REGID scales had good reliability (α=.85 for Ethnic Identity, α=.872 for Racial Identity, and α=.615 for Gender Identity). The model almost fit the data well enough as proposed (CFI=.913, TLI=.870, RMSEA=.129; CFI and TLI should be between .90 and 1, RMSEA should be below .10), but modification indices suggested that it would fit better if the question "My ethnicity is an important part of who I am" was allowed to group with both Racial Identity and Ethnic Identity (CFI=.985, TLI=.976, RMSEA=.056). We discussed with the YMTC the option of keeping the question with only the ethnic identity scale versus appearing on both Racial and Ethnic Identity scales. The committee elected to include the question on both scales, as described below.

Step 3. Do young people from different identities think about the questions in the same way? (invariance testing and reliability)

We found that the Ethnic Identity and Racial Identity scales were sufficiently reliable across all identities tested. The Gender Identity scale had low reliability for Latinx (α=.59), White (α=.55), Multiracial (α=.58), LGBTQ (α=.493) and youth in High School (α=.58), suggesting that young people with these identities interpreted this part of the survey differently. It means that creating a mean score of gender identity will have bias in it due to these differences. We found that the Racial, Ethnic and Gender Identity scales were invariant to race, gender, age, and whether survey help was needed, which is a sign that the survey is functioning well for young people with these identities. There was evidence of scalar non-invariance for LGBTQ-identified youth, meaning that youth who identified as LGBTQ may interpret the survey slightly differently. Specifically, scalar invariance means there are differences in the relative means of the questions. Scalar invariance is a strict form of invariance, and while it would be ideal to have a fully invariant survey, it is not necessary for our purposes. Issues of non-invariance can introduce bias into any analyses conducted with the survey.

Step 4: Do the questions relate to important indicators of youth health and well-being? (criterion validity)

<u>Mental Health</u>. We found that Racial, Ethnic, and Gender identity were significantly associated with mental health indicators. Specifically, having more positive racial identity (OR=.737, p<.001), ethnic identity (OR=.816, p<.05), and gender identity (OR=.654, p<.001) reduced the odds of meeting criteria for further diagnostic evaluation of major depressive disorder. Similarly, racial identity (OR=.71, p<.003) and gender identity (OR=.76, p<.002) reduced the odds of meeting the criteria for further diagnostic evaluation of generalized anxiety disorder (GAD). Ethnic Identity was not significantly associated with GAD. This finding suggests that positive racial, ethnic, and gender identity are connected to mental health in important ways.

<u>Grades.</u> We also found that Gender Identity was associated with a higher likelihood of better grades (standardized β=-.08, p<.017), but not Racial or Ethnic Identity. The Racial, Ethnic, and Gender Identity scales were not significantly associated with school attendance.

<u>Health and Well-Being</u>. Lastly, we found Health and Well-being (i.e., safety, physical health, community connections/networks) to be associated with all three identity constructs: Racial Identity (standardized β=.346, p<.001), Ethnic Identity (standardized β=.365, p<.001), and Gender Identity (standardized β=.366, p<.001).

Strengths

Health and Well-being (i.e., safety, physical health, community connections/networks) were associated with all three identity constructs: Racial Identity (standardized β=.346, p<.001), Ethnic Identity (standardized β=.365, p<.001), and Gender Identity (standardized β=.366, p<.001).

Areas of Concern

The finding of non-invariance for youth who identify as LGBTQ needs further investigation for the REGID scales. It may be that this finding captures a substantive difference in how LGBTQ youth interpret the survey since the means on the items differ from youth who do not identify as LGBTQ. It may also be an issue of having too small a sample size to adequately represent of LGBTQ youth's (n = 197) experiences. While we believe this finding will have minor implications in the functioning of the survey, it will be essential to note when conducting analyses using survey data and the potential for bias to be introduced into analyses

The survey review team also made a mistake in programming the survey such that the newly developed gender identity question was not included on the pilot. This likely impacted the quality of the Gender Identity scale since having three questions on a scale always operates better statistically. This was also a major concern in that it did not honor the work of the REGID subcommittee. We also found issues with the reliability of the Gender Identity scale for youth of many different identities. This finding speaks to the fact that additional work is needed to develop further the gender identity scale that is inclusive of youth of various gender identities.

YMTC Recommendations

The main point of discussion with the YMTC was about what to do with the question "My ethnicity was an important part of who I am" which was related to both racial and ethnic identity. We discussed the pros and cons of removing the question to make distinct constructs versus including it as part of the racial identity and ethnic identity question groups. Removing this question is the choice most methodologists would make based on the statistical findings, ignoring the content of the questions. It also simplifies the reporting of racial and ethnic identity as separate constructs. On the other hand, including the question on both scales captures some of the complex ideas of racial and ethnic identity that are strongly linked. As one YMTC member expressed, "To bow out of complexities because they are messy or hard, the rationale just doesn't make sense to me…. The [complexities] are not a bad thing….There is underlap and overlap and all of that stuff. I say keep the question."

> RECOMMENDATION: The group agreed that it was critical to include the question on both question groups because this is one small way that the survey can capture the complexity of racial and ethnic identity.

There was strong consensus among the YMTC that ignoring this complexity was unjust, and the injustice would disproportionately harm Black, Indigenous, and other communities of color. YMTC members characterized the importance of including the question on both constructs as an issue of integrity and character. Including the question on both racial and ethnic identity means that future survey iterations will need to account for this. When reporting means of racial and ethnic identity, it should be noted that these constructs include an overlapping question ("My ethnicity was an important part of who I am") and are therefore related to each other.

For Future Analysis

 When conducting any statistical analysis of the data, it will be crucial to include this overlap in models. One of the best approaches is structural equation modeling as it will allow an analysis to model the question as cross-loading on two constructs (i.e., race and ethnicity). If this analysis isn't conducted, it will be important to keep in mind that the question will have extra weight since it needs to be included on two constructs. It will also be important to communicate this information to BSK programs using the survey to avoid confusion with interpreting the findings.

Social and Emotional Development

Phase 2 Evaluation Question

How should SED items be revised to reflect the sociocultural context and developmental stage of young people in a local community-based initiative?

Phase 2 Overview

Areas of Concern from Phase 1

Phase 1 findings highlighted three main areas of concern with the SED section of the survey. First, (1) concerns related to the cultural relevance of the survey questions in the context of the populations served by BSK emerged. Second, there was (2) little confidence that the results would repeat or improve if a second pilot was administered with the same questions. Third, (3) based on statistical analysis, the SED constructs (e.g., agency, emotional regulation, interpersonal skills, future orientation, mindsets, personal responsibility, social and civic values) were reduced from seven to two, including: "Personal Goals and Responsibility" and "Interpersonal Skills and Values." Since significant changes were required to achieve a sufficiently fitting model, we had less confidence in the replicability of the results.

Phase 2 Subcommittee Goals

To address these concerns, the SED subcommittee sought to:

(a) determine the best sub-areas of SED to include on the survey, as the names of the previous sub-area were driven by the data collection process; and to

(b) revise and add questions in this section to ensure it is culturally meaningful in the context of BSK.

Focus Group Findings: SED

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Focus Group Questions

- What does a positive relationship mean to you?
  - How does your culture influence how you interact with other people?
  - What has your culture taught you about building a positive relationship with others?
  - How important is having positive relationships to your social emotional development?
- How do the following questions match up with your understanding of what it means to build positive relationships:
  - Do you feel comfortable communicating with people you don't know or new people you meet?
  - I work to build positive relationships.
  - If I do something wrong, I take responsibility for my actions.
  - I try to help when I see someone having a problem.
  - I think about what I say before I say it and if it will affect other people.
- All of us belong to many communities. Community can mean your racial or ethnic group, your religious group, people who share your gender identity, your school community, or the neighborhood you live in. Community is a space where relationships are built and maintained. Do these questions reflect what is important to you about your community? Why or why not?
  - I have a responsibility to improve my community.
  - It is important to me to make a positive difference in my community.
  - I have the ability to make a positive difference in my community.
- What does it mean to you to be self-aware?
  - How does your culture influence how you see yourself?
  - How does your culture play a role in you being self-aware?
  - What ways has your culture taught you about expressing (feeling/emotions) yourself?
  - How important is self-awareness to your social emotional development?

Three primary themes emerged from the focus group sessions related to participants' understandings and experiences of health and well-being.

Positive Relationships

With regards to the term "positive relationships," focus group participants generally understood it as (1) respecting/being mindful of people's boundaries, (2) having empathy for one another, and (3) growing together. The following quotes from the focus group participants help to illuminate these findings:

"If there's room for both people to grow. If you don't feel like you can't do something because of the other person. And, if you feel like you're good alone but you're even better because you have that relationship. I feel like that's pretty positive."

"Being able or respecting each other's boundaries and not crossing them. Like, if you say you don't like something or you say no to something they respect that and they don't question it. You know, because there's lots of people who pressure you to do things you don't want to or invalidate your feelings for something."

"You're talking to friends like why they would do this like that? That is so mean. So, if everyone looks at themselves and reflect, I feel like situations like that would not happen as much because people would be like, oh, what I said, really would hurt this person. So, I would like phrase it differently, or I wouldn't say it at all."

"Having self-awareness can create a positive relationship because you're understanding what someone else may."

Focus group participants also agreed that the positive relationship questions make sense and capture how they understand positive relationships. For instance, some felt that they had to actively engage in the process of building a positive relationship with others. One participant expressed that they were "shy" and didn't feel "comfortable" communicating with new people. Yet, they also said that they try to "get out of their comfort zone" to build positive relationships:

"I think Question B ['I work to build positive relationships'] is important because it's true. When people don't think about what they say, then you end up, you know, losing a lot of friends. Yesterday my friends, we stopped hanging out with this kid because he just can't think before he says things and he ends up saying super offensive things and I know I need to work on that a lot of times I offend people on accident because I don't think about what I say, and I don't know it's just more personal for me."

Community

Focus group participants understood the term "community" as a place that a person can belong to, feel included, have others whom they can relate to and connect with, and feel accepted for who they are. The importance of acceptance and inclusion in the community was an important theme that emerged as a key aspect of these young people's developmental processes. Some focus group participants expressed:

""I think [community] feels like you belong... I think it just might be like you relate to people in your community and like they relate to you and just like you feel good when you're in your community and you don't feel left out."

"I feel like [the BSK Program] does a really good job with connecting us and making sure that our differences are not like put down."

Multiple Communities

Focus group participants acknowledged that they have multiple communities that are important to their lives. They perceived belonging to more than one community as a positive, yet complicated experience. For instance, participants expressed:
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"So, for example, I live not in the richest community, and I go to a private school where there's a lot of richer people. So, it's weird, like with friends and stuff because it seems like I fit in with both, but not with both at the same time. I almost feel a little bit stuck in the middle."

"So I think for me, I have like two different types of friends like home friends and school friends because I live in a neighborhood community and a friend community. Right? So in my friend community, I feel like they always try to build me up. Like if I am thinking negatively about myself, they'll always tell me to try to do better, or like that I'm doing okay and like I don't want to worry about something too much".

Self Awareness

With regards to Self-Awareness, focus group participants understood this term to mean how a person thinks of themself and knowing who you are. The following quotes from focus group participants help to illuminate these findings:

"Self-awareness is about understanding who you are."

"To be self-aware is to know what you're feeling, to know yourself, to know like your mind knows your body, to know who you are, and have awareness of what you're doing and who you are."

"I think it means, it's like knowing who you are, as a person, basically, and just knowing your backgrounds, and who you are as a person. Like your ethnicity and your sexual identity basically."

Culture

Focus group participants also perceived culture to play an important role in shaping a young person's social and emotional development. For example, many participants talked about their families and the cultural pressures and influences in response to questions about culture and expressing themselves. Two focus group participants expressed:

"I mean, for me, my culture does give me a sense of confidence because I know where I come from, I know where my family comes from and my ancestry. I'm like sure of that and I'm self-aware of that."

"So I feel like this applies to Asian households, but like mental health is not really talked about. I talk about this with my Asian friends too. I feel like the prime example is one interaction, she [friend] had with her mom where she was talking about a friend who was depressed and then her mom was like, 'what do you mean if you work hard, you don't have time to be depressed.' Oh my gosh, and, I was like, because as a child I wasn't ever really moody and I got angry easily, but I had a time freshman year where I was really like sad about something and I would try to bring it up to my family and they'd be like, 'what do you mean you're sad everyone gets sad' and I was like, you don't understand. And then I got even more sad because she said that, but I'm fine now. So, I guess I got over it. I feel like it makes you a lot more tough. Being in a more traditional Asian household, you know just don't be sad. And I'm like, what do you mean! So, yeah."

Question Feedback

Generally, focus group participants perceived the self-awareness questions to capture important aspects of their lived experiences and perceptions of youth's social and emotional development. Yet, for the question asking, "I can easily name the skills I am good at," some participants found themselves comparing their abilities to those of their peers. For the question asking, "I am aware of my moods and feelings," participants expressed that some people are "born differently" in ways that make it hard to be aware of their feelings. They, therefore, wondered how this question applies to young people with different abilities/disabilities. The following quotes help illuminate these findings:

"I'm unsure…. I know the things I'm good at but then there's always someone better. And then I start comparing and then I don't want to list it [what I'm good at] anymore because I know people are better than me on it and like it makes me really self-conscious when I think about it."

"The only reason why I'm not aware of my feelings is because I was born differently."

Changes to Phase 1 Survey: SED

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To ensure the survey reflected the experiences and perceptions of the focus group participants, the Phase 1 survey was revised to include four new sub-areas of SED (i.e., self-awareness, mindsets, relationships, and community) and their associated questions. These changes are included below.

Questions tested in Phase I

Personal Goals and Responsibility
1. When I make a decision, I think about how it will affect my future.
2. I work towards my goals even if I experience problems.
3. I am hopeful about my future.
4. When I set goals, I take action to reach them.

Interpersonal Skills and Values
1. I try to help when I see someone having a problem.
2. I have a responsibility to improve my community.
3. I think about how my behavior will affect other people.
4. I take action to make sure that all people are treated fairly no matter what they look like or where they are from.

Questions Tested in Phase 2

Self-awareness
1. I know my limits and I know what I can do.
2. I know my strengths and weaknesses.
3. I know how to stand up for myself.
4. I know who I am and the things that I like.
5. I think about how other people would feel before I do something.

Mindsets
1. I believe that I can do something I put my mind to.
2. I still work on my goals even if things get hard.
3. My ability to succeed is something I can change with effort.
4. When I make a decision, I think about how it will affect my future.

Continued

Questions tested in Phase I

None in Phase I

None in Phase I

Questions Tested in Phase 2

Relationships

1. I feel comfortable with talking to people I don't know.
2. I work to understand and respect other people's feelings.
3. I care about having good relationships with others.
4. If I do something wrong, I take responsibility for my actions.
5. I try to help when I see someone having a problem.

Community

All of us belong to many communities. Community can mean your racial or ethnic group, your religious group, people who share your gender identity, your school community, or the neighborhood you live in. Community is a space where relationships are built and maintained.

1. It is important to me to make a positive difference in my community.
2. I like to be involved in my community.
3. I have a community that I belong to and feel a part of.

Phase 2 Pilot Findings: SED

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Step 1: Did the questions have a good distribution? (item functioning)

We found that the questions in the SED section had properties of a quality survey. They had good enough distributions, with means around 4 and standard deviations around 1.

Step 2. Did the questions group together as we expected? (reliability and construct validity)

We found that the scales had overall good reliability (Self-awareness α=.68, Mindsets α=.75, Relationships α=.76, Community α=.80). Findings from the initial confirmatory factor analysis suggested that adjustments were required (CFI=.865, TLI=.847, RMSEA=.066). Some questions had low factor loadings, suggesting that they did not fit with the scale as proposed. After discussing findings with the YMTC, we removed the question "I feel comfortable with talking to people I don't know" from the Relationships scale, "When I make a decision, I think about how it will affect my future" from the Mindsets scale, and the questions "I know my limits and I know what I can do" and "I think about how other people would feel before I do something" from the Self-awareness scale. The fit of the final model was adequate (CFI=.935, TLI=.922, RMSEA=.053). The YMTC also had recommendations for new wordings for questions to be tested in the future.

Step 3. Do young people from different identities think about the questions in the same way? (invariance testing and reliability)

The Mindsets, Relationships, and Community scales had good reliability for all identity groups tested. The Self-awareness scale had low reliability for Latinx (α=.53), White (α=.46), Multiracial (.58), and Native Hawaiian or Pacific Islander (α=.58) youth, males (α=.58), middle school students (α=.55) and for young people who needed help with the survey (α=.54). We found no evidence of non-invariance across identity groups, suggesting that young people think about the survey similarly.

Step 4: Do the questions relate to important indicators of youth health and well-being? (criterion validity)

Mental Health. We found that more positive scores on the Self-Awareness scale were associated with decreased odds of meeting criteria for further diagnostic evaluation for both major depressive disorder (OR=.418, p<.001) and generalized anxiety disorder (OR=.366, p<.001). Increases on the Mindsets scale were also associated with decreased odds of meeting criteria for further diagnostic evaluation of major depressive disorder (OR=.491, p<.001). No other associations with mental health indicators were found.

Grades. We found that Mindsets (Standardized β=-.293, p<.001), Relationships (Standardized β=-.280, p<.001), and Community (Standardized β=-.256, p<.001) were significantly associated with the likelihood of getting better grades. We found no associations with attendance.

Health and Well-being. We found that all SED subscales were associated with increased Health and Well-being (i.e., safety, physical health, community connections/networks) (Self-Awareness standardized β=.515, p<.001; Mindsets standardized β=.555, p<.001, Relationships standardized β=.469, p<.001, Community standardized β=.47, p<.001).

Strengths

The questions in the SED section were completely rewritten based on the work of the subcommittees. The fact that the model fits the data with few changes speaks to the importance of developing a survey with those engaged in BSK programs. We also resolved nearly all past issues with unreliability and non-invariance for young people who needed help taking the survey.

Areas of Concern

The Self-Awareness scale had issues with reliability for young people from many identity groups, suggesting that this scale needs more work. The reliability issues with the Self-Awareness scale suggest additional validation work is needed for the scale to be meaningful for youth from different identities. Using the scale as it is currently formed will introduce uncertainty into any analysis. Since we found important associations of Self-Awareness with important indicators of well-being in the validity testing, we can conclude that the noise caused by unreliability is not problematic. The YMTC had suggestions for improvement outlined below.

YMTC Recommendations

 With regards to the "Community" sub-area of the SED section, the YMTC had no recommendations, meaning the three questions added to the Phase 2 survey reflected their understanding of community and what is important to them. For the "Relationships" sub-area, YMTC members discussed reasons why the newly developed question, "I feel comfortable with talking to people I don't know" did not fit well. Members reflected that culturally, they have been taught to not talk to people that are "not family, not part of our circle." Members also pointed out that it could be a safety issue for some young people to talk with strangers, and that the question "doesn't really relate to relationships." One member explained, "I'm very shy and I have a hard time talking with people but I can still build positive relationships."

> RECOMMENDATION: The YMTC voted to drop this item from the survey.

For "Mindsets," YMTC members discussed options for dealing with the question "When I make a decision, I think about how it will affect my future." Members pointed out that young people might not think about smaller decisions, noting that "Not everybody thinks about their future and every decision that they make." The committee voted to drop the item, but also discussed recommendations for improving it if BSK program managers chose to keep it. The question could specify "when I make a BIG decision..." or include examples related to going to college or a job.

> RECOMMENDATION: The YMTC voted to drop this item from the survey.

For "Self-Awareness," YMTC members discussed why young people from different identity groups might have responded differently to the questions and how to handle the questions that did not load on to the self-awareness construct, including "I know my limits and I know what I can do" and "I think about how other people would feel before I do something." In response to the former, one member pointed out that, "People come from different cultures but just because you grow up or live in a certain area might not mean that your family or culture values are not the same... Some of us are more traditional versus some of us are more Americanized." Members pointed out that it's easier to know the things you don't like, suggesting revisions of the question to be: "I know who I am, the things that I like and don't like" or "I know my boundaries and where I stand" or "I know what I can do."

> RECOMMENDATION: The YMTC voted to remove the limits question and rewrite the second question about thinking about how one's actions affect others. The suggested rewritten questions were..."I care about how my actions affect other people" or "I am aware how my actions affect other people" or "I think about how my actions make other people feel."

Program Environments

Phase 2 Evaluation Question

How should the program environment questions be revised to ensure cultural relevance and improve the ability of the survey to be responsive to change over time?

Phase 2 Overview

Areas of Concern from Phase 1

Phase 1 findings highlighted two main areas of concern with the PE section of the survey:

- This group of questions had low variance, meaning that young people tended to answer positively. The survey would not be sensitive to changes or improvements made by programs to support young people better.
- How young people responded uncovered different understandings/interpretations of the questions that were asked, particularly among young people who spoke languages other than English at home.

Phase 2 Committee Goals

To address these questions, the PE subcommittee sought to determine how to make the PE questions (a) more sensitive to program improvements and (b) more culturally relevant to BSK program participants. In particular, Phase 1 findings pointed to two survey questions that needed to be explored further and potentially revised. These included:

- "In this program the adults understand and value my culture."
- "In this program the adults believe in all of us and expect us to do our best."

Instead of first revising these questions, the PE subcommittee decided to explore these Phase 1 survey questions with the focus group participants to help revise them.

Focus Group Findings: Program Environments

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Focus Group Questions
- What does it mean when someone 'respects' your culture?
  - What does it mean when someone 'values' your culture?
  - Is there a better word to explain how youth want adults in their programs to relate to their cultures?
- How do youth want to be held accountable by adults in their programs? (e.g., when completing a program, task, for actions, etc.)
  - How do youth want to hold the adults in their programs accountable?

Two primary themes emerged from the focus group sessions related to participants' understandings and experiences of positive program environments.

Program Culture

In thinking about how organizations can positively relate to young people's cultures in programs, the YMTC explored how other youth thought about "valuing" culture versus "respecting" culture. The focus group participants generally perceived both words to communicate acceptance, inclusion, admiration of someone's culture, treating cultures equally, actively learning about other people's cultures, not forcing assimilation, and being open. However, participants also said that the word "value" felt like a more profound appreciation of someone's cultural identity and acknowledged diversity's importance. On the other hand, participants perceived the word "respect" as the absence of stereotyping and cultural appropriation. The following quotes from focus group participants help to illuminate these findings.

"I would say [value and respect] are different…I feel like respecting would be to not negatively impact or think about it, but to value it would be if you choose to incorporate it in like what you do, how you dress. [In respect] you are really like, it's another level of appreciation for culture."

"Valuing is different. It's being open-minded to [my culture] because I had a teacher in high school, who, although he was white, he did his best to my class and classmates as Latinos. And he did his best to incorporate articles on our culture and stuff…"

"For me, respecting my culture would be kind of like, not stereotyping it…and I think that would be like not making assumptions and not making comments that are pretty arrogant."

Accountability

Focus group participants also perceived healthy accountability from adults to include goal setting, giving regular feedback, being accountable to people rather than rules or tasks, and helping young people develop responsibility around the program space. However, focus group participants seemed to struggle with identifying ways to hold the adults in their programs accountable. In analyzing the focus group data, the YMTC PE subcommittee added the importance of feeling like young people are part of a team, providing ideas - but not being too harsh, encouraging participation throughout program activities and operations, and making sure activities are relevant to what young people are interested in. The following quotes represent how focus group participants understood accountability:

"So, I just really like it when adults say like, 'hey, it's you. I'm going to step back and you guys work together to create this thing.' Then it's because it's what we want to create. It's what we want it to be. It's leaving it up to me to pull through. I feel like that's good; but also like the reminders of getting back together every week to work on things and like being in a supportive environment also helps me to be accountable for my own work."

"[Accountability is] like telling you what you need to work on, or like what you did wrong but, like in a nice way."

Changes to Phase 1 Survey: Program Environments
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Concerning focus group findings and YMTC discussions, the committee proposed the following changes to the two PE survey questions discussed previously:

Phase 1 PE Survey Questions

In this program, the adults underderstand and value my culture.

In this program, the adults believe in all of us and expect us to do our best.

Phase 2 PE Survey Questions

In this program, the adults value my culture.

In this program, the adults believe in all of us and encourage us to try our best.

Phase 2 Pilot Findings: Program Environments

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Step 1: Did the questions have a good distribution? (item functioning)

Questions in this section had a distribution similar to the distribution found in the Phase 1 pilot. The construct Opportunities to Explore Racial, Ethnic, and Gender Identity had the best distribution with means between 3.81 and 3.61. The construct Adult Support and Expectations had high means, ranging from 4.45-4.54. These high means would make it difficult for the survey to pick up change over time, a similar finding from the Phase 1 Pilot. These questions are still useful for two reasons. The first is to set an important minimum bar for programs and provide useful information for program improvement. The second is that they still have evidence of being valid as they relate to important outcomes (see Step 4).

Step 2. Did the questions group together as we expected? (reliability and construct validity)

Questions in this section are largely grouped as we expected, with three exceptions. The question "In this program, how often do you participate in activities that help you understand your gender identity?" was removed from the Opportunities to Explore Racial, Ethnic, and Gender Identity" section because it did not fit with the other questions. Therefore this question group became "opportunities to explore racial and ethnic identity." The question "In this program, how often do you hear from adults that you are doing a good job?" was removed from the survey because it did not fit well with the other questions in the group, Adult Support and Expectations. The question "In this program, the adults listen to my thoughts and ideas" was moved from the Peer and Adult Relationships construct to the Adult Support and Expectations construct. After these changes, the model fit the data well (CFI=.935, TLI=.922, RMSEA=.053).

The scales created had sufficient reliability, with Chronbach's alpha above .8, which exceeds the minimum of .6. Reliability estimates are as follows: Opportunities to Explore Racial and Ethnic Identity: α= .80; Adult Support and Expectations α=.85; Peer and Adult Relationships α=.81.

Step 3. Do young people from different identities think about the questions in the same way? (invariance testing and reliability)

We found that across all identity groups, students interpreted items similarly such that relaibilities by group were all above .6. We also found no evidence of non-invariance, as the model fit the data similarly for all identity groups.

Phase 2 Pilot Findings: Program Environments

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Step 4: Do the questions relate to important indicators of youth health and well-being? (criterion validity)

Mental Health. The Opportunities to Explore Racial and Ethnic Identity scale was significantly associated with both the PHQ2 (OR=.719, p<.003) and the GAD2 (OR=.752, p<.013). This finding indicates that youth who have more opportunities to explore racial and ethnic identity in their programs are less likely to meet criteria for further diagnostic evaluation for either generalized anxiety disorder or major depressive disorder. The other two scales in PE were not associated with the mental health outcomes.

Grades. We found the PE constructs were all significantly associated with better grades: Opportunities to Explore Racial and Ethnic Identity (Standardized β=-.256, p<.01), Adult Support and Expectations (Standardized β= -.295, p<.001), Peer and Adult Relationships (Standardized β=-.243, p<.001).

Health and Well-being. All PE scales were also significantly associated with health and well-being (i.e., safety, physical health, community connections/networks): Opportunities to Explore Racial and Ethnic Identity (Standardized β=.379, p<.001), Adult Support and Expectations (Standardized β=.428, p<.001), Peer and Adult Relationships (Standardized β=.52, p<.001).

Strengths

The questions created by the YMTC performed well in the Phase 2 Pilot Test. These changes resolved all issues from the Phase 1 PE section Pilot Test, with one exception. Young people across identities perceiving the PE scales similarly is a major strength of this survey, suggesting that the PE scales will be meaningful for young people from a wide variety of racial and ethnic backgrounds and various genders, ages, and ability levels.

Areas of Concern

The questions from this section of the survey still showed high means, making it difficult for the Adult Support and Expectations and Peer and Adult Relationships part of the survey to detect change over time. This is called a ceiling effect and occurs when scores on the survey are near the top of the distribution, making it difficult for programs to do even better than they are already doing. Though there are possible ceiling effects, these questions will still be useful to show the strengths of programs by noting how well they are doing. Instead of reviewing means of scales, it might be more helpful to focus on bringing up any low scores, which would frame high scores as a baseline with a goal of having most young people respond in the positive (4 or 5).

YMTC Recommendations

Gender Identity

The YMTC believed that this question ("In this program, how often do you participate in activities that help you understand your gender identity?") was important and wanted to know more about why it didn't fit in the PE section of the survey like we theorized it would. Nearly all of the committee members agreed that gender identity development is an integral part of youth identity development and that it is important to consider alongside racial and ethnic identity development. For example, one young program participant shared, "I feel like this question does fit in for this category [meaning opportunities to explore identity] but maybe making it its own little section. I think it would be better since the other questions are about race and culture, and families. I feel like it didn't fit but is an important question to have."

> RECOMMENDATION: We identified this as an important area for more research and voted unanimously to keep the question but move it into a different sub-construct area on the survey.

Adult Encouragement

The YMTC members had diverse opinions about the wording of the question "In this program, how often do you hear from adults that you are doing a good job?". One member shared:

> "...Good job could be very empty and it is part of how it is interpreted...So when an adult tells you that you are doing a good job what does that mean?....it's more about the intrinsic understanding of what you do brings value, it's 'good,' how you act. You behavior, thoughts, and feelings might not be aligned with that."
>
> ...

Another member countered this comment by sharing:

> "I hear what you all are saying as you're talking about the good job being pretty empty at times, but the other made me think, do some of the people have the same meaning. When I think about my program and the youth that I work with they don't hear that a lot... I think of saying it to someone that doesn't really hear it a lot - it can be validating to think that it is a good job. There may be some people hearing this very often, but there may be ones that are not hearing it a lot. In our program we're working with youth that aren't really involved or in other programs."

Another YMTC member agreed with this point by stating:

> "You would need for people to tell you good job and acknowledge your hard work. And for young youth to hear that. Or they might think they're not doing it right or giving it your all. You don't know what the person is really thinking until you hear their feedback...we want to see that people acknowledge them. So saying good job is like an acknowledgement. When I hear 'good job' I think like, "'that's me! I guess I did it!'"

YMTC Recommendations

Ultimately the YMTC committee believed that encouragement and validation were captured in another survey question ("In this program, the adults believe in all of us and encourage us to try our best") and felt like it was best to remove questions where possible to make the survey more concise.

> RECOMMENDATION: YMTC recommends that this question be removed from the survey.

Health and Well-Being

Phase 2 Evaluation Question

How are health and well-being defined and understood by BSK program leaders and participants?

Phase 2 Overview

Areas of Concern from Phase 1

Health and Well-Being questions piloted in Phase 1 of the YMTC survey included questions that were not rooted in local understandings of these concepts. In particular, Phase 1 questions centered on school and program attendance, academic performance, and employment status. Examples included:

- *Putting them all together, what were your grades like last year?*
- *What is your employment status?*

These questions did not fully align with many communities' ideas of health and well-being.

Phase 2 Committee Goals

Although the YMTC did not believe the Phase 1 questions fully aligned with many communities' ideas about health and well-being, they wanted to keep the questions centered on emotional well-being and belonging. The Phase 2 questions therefore continued to utilize the PHQ-2 (Kroenke et al., 2003) and GAD-2 (Plummer et al., 2016), screening tools for clinical depression and anxiety, which includes questions such as

- *Over the last 2 weeks, how often have you been bothered by feeling nervous, anxious, or on edge?*
- *Over the last 2 weeks, how often have you been bothered by feeling down, depressed, irritable, or hopeless?*

The PE subcommittee and YMTC as a whole therefore sought to: (1) understand whether Phase 1's health and well-being questions aligned with how participants thought about health and well-being. Dually, it aimed to (2) evaluate what new items may need to be developed in order to more accurately capture youth's' cultural and developmental understandings of well-being.

Focus Group Findings: Health and Well-Being

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Focus Group Questions

- What does it mean to be well in your community? Family? School? Job? Long term?
- What does a "well"/healthy community look like to you? Family? School? Job? Long term?
- How has COVID impacted your life? How has COVID impacted the way you interact with youth programs, organizations or clubs?

Three primary themes emerged from the focus group sessions related to participants' understandings and experiences of health and well-being.

Wellness as Relative to What the Community Sees as Healthy

Focus group participants emphasized that wellness is culturally constructed, and as a result can mean different things to different communities. For instance, some participants related wellness to things like preserving their language or having strong intergenerational relationships. One participant expressed:

> "[Wellness means] not losing our language,so that's one way. It helps us to have our elders be more involved...and [wellness is] helping our families that we have in Honduras that were affected by the hurricanes and stuff. Like that's another thing."

Other participants noted that even physical indicators of wellness can be culturally-situated, and that there was not a single indicator that can measure physical wellness for all communities.

Additionally, physical health was understood not just as something that is maintained by individuals, but by their larger community as well. For instance, one focus group participant explained:

> "In my culture, how you look kind of portrays your health. So if I haven't been eating much lately and I look a little bit skinnier than usual, a lot of people in my community will point that out and be like, 'you should eat more.' And they'll make an effort to feed me more themselves...But also it's important that you're eating well. Sleep well. They comment so much on eye bags it's ridiculous."

Belonging in Community

Focus group participants also discussed different ways that youth-serving programs can foster a sense of belonging and help them feel like they are part of a supportive community.

This included feeling "respected for your character and values,", comfortable in their relationships, feeling included in program-related activities, supported, and judged.

"So, a well community to me means like a community that's connected and helps one another and others to grow and be successful in life and stuff like that."

"In my community…there are programs for [youth of color] to gather. They're not so well known and they don't really have that many people in them. But I would say even though the population [in my neighborhood] is a bit more diverse, it's still predominantly white. In my program…the majority of [youth] are brown, diverse I guess. And everybody will feel comfortable and like you belong."

Basic Needs

Focus group participants also understood wellness as having their basic needs met, such as physical and emotional health and safety, food, housing, and financial stability. The following quotes illuminate their understanding of wellness as having their basic needs met.

"First thing that comes to mind is well-being in terms of like on a physical level - eating, sleeping, exercise."

"I think what it means to be healthy and well and in community is to have somewhere where you can sleep. So, like a house and you have enough to eat. You have enough money to support yourself and your family. I think that's part of being healthy and well."

"[Being well] is to not be in a situation where you think you may get hurt or you might be threatened in a certain way in your community."

"My school isn't like the most funded or underfunded school either, but there are many cases where I have friends who have to put their education on hold. They have responsibilities to do and jobs and they can't meet deadlines and stuff…even if the teachers try to be flexible. But [wellness] would be if everyone could choose what they want. Like if everyone could order things that are important to them themselves - like school. I feel like that's the goal. For our community that's like all doing well is."

Changes to Phase 1 Survey: Health and Well-Being

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YMTC discussions on integrating focus groups findings elicited a number of key recommendations on expanding survey questions to focus on basic needs and safety, physical health, and community connections/networks. However, as mentioned above, members felt that questions from Phase 1 focused on depression and anxiety should remain as part of the survey.

Expand Survey Questions to Focus on Basic Needs and Safety

Central to the YMTC discussions of the focus group findings and expanding the number of survey questions was a commitment to adding questions that better captured focus group participants' understanding of health and well-being as being safe and having basic needs met (e.g., food, housing, financial). A YMTC member also expressed, "We can't talk about wellness if youth don't have a safe community and safe caregivers. If participants are vulnerable to being harmed, things like school don't matter as much." Based on these findings and discussions the YMTC proposed the following new question focused on health and well-being:

> QUESTION ADDED: "I feel safe and comfortable in the places I spend most of my time (e.g., work, school, home)."

Expand Survey Questions to Focus on Physical Health

In response to findings from the focus group sessions that uncovered physical health as a key way in which participants understood health and well-being, the YMTC chose to add a new survey question specifically related to a respondent's physical health practices:

> QUESTION ADDED: "I take care of my body by eating healthy, exercising, and getting enough sleep."

Changes to Phase 1 Survey: Health and Well-Being

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Expand Survey Questions to Focus on Community Connections/Networks

Focus group participants and YMTC members understood connection to community and the presence of reliable, supportive relationships (both peer and adult) as central to youth wellness. One YMTC member expressed, "[We should] add in a larger community lens. These things are not separate - school, community, overall wellness." The YMTC therefore proposed the following two new questions based on the focus group findings and committee discussion:

> *QUESTION ADDED: "People in my community make me feel welcomed."*

> *QUESTION ADDED: "I have reliable and consistent people in my life who provide me support and have my best interests in mind."*

Keep Questions Focused on Depression and Anxiety

Themes related to Phase 1 Health and Well-Being questions (e.g., school performance, attendance, anxiety/depression) did not emerge during the Phase 2 youth focus group sessions. However, these themes were perceived as important indicators of health and well-being by the YMTC members. In particular, some members felt strongly about keeping these questions, in addition to adding new ones, as they perceived them to offer valuable information that may help BSK providers tailor future programming to meet emerging needs (e.g., mental health, study skills, etc.). As a result, no original health and well-being questions were removed in Phase 2. Many of the new items that were added were adapted from the Well-being Tool for Youth (WIT-Y) (Anu Family Services, 2016).

Phase 2 Pilot Findings: Health and Well-Being

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Well-Being, Academics, and Mental Health

For this part of the analysis, the steps taken varied from the previous steps since we were not aiming to answer the same questions with the analysis. Instead we focused on examining the distributions across Mental Health, Attendance, and Grades only.

- Mental Health. Findings revealed that 36% of young people surveyed met criteria for further diagnostic evaluation for generalized anxiety disorder and 32% met criteria for further diagnostic evaluation of major depressive disorder.

- Attendance. Approximately 71.5% of young people surveyed attended school "Always" or "Most of the Time."

- Grades. Approximately 77.2% of young people surveyed reported "Mostly" getting As or Bs in school.

COVID-19 Impact on Health and Well-Being

The impact of COVID-19 on the health and well-being of focus group participants also emerged as a salient theme during the focus group sessions. For instance, some young people expressed that they were experiencing increased isolation and loneliness, lower motivation and mental health as a result of the shift to online school and program formats and loss of in-person community and connections The UWSSW research team therefore opted to include a COVID-19 scale to account for focus groups participants' perspectives regarding the impact of COVID-19 on their health and well-being. Including questions related to the impact of COVID-19 allowed us to test whether COVID-19 affected how young people answered the survey; an important question for the future use of the survey. Survey findings revealed that 34% of young people surveyed reported they were "Very" or "Extremely" affected by COVID-19. The table on the following page provides an overview of the impact of COVID-19 on young people.

Phase 2 Pilot Findings: COVID-19

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Impact of COVID 19

COVID-19

	N	Percent	Percent of Cases
I have had COVID-19	62	5.4%	12.0%
Someone in my family had COVID-19	192	16.7%	37.1%
I know someone who died from COVID-19	145	12.6%	28.0%
Someone in my family lost their job or works less hours because of the pandemic	208	18.1%	40.2%
I was not affected very much by the COVID-19 pandemic	135	11.7%	26.1%
My family is concerned we will lose our housing because of the pandemic	44	3.8%	8.5%
Getting an education has been much harder because of the pandemic	233	20.2%	45.0%
I was not affected very much by the COVID-19 pandemic	133	11.5%	25.7%
Total	**1152**	**100.0%**	**222.4%**

The questions in the table above were used to conduct validity tests, which are described in Step 4 of the previous analyses. We also created a scale that combined the new Health and Well-Being questions into a single scale. This scale had sufficient reliability with α=.76.

COVID-19 Impact on Survey Results

To examine whether young people's experiences with COVID-19 might have impacted their responses on the survey, we conducted a series of tests that included a COVID-19 index variable in all models of validity testing. Specifically, this variable adds up the number of ways that young people had experienced issues related to COVID-19. For example, if a young person had COVID-19 themselves, and was worried about losing their housing, they would score a 2. If they had five different ways they experienced issues related to COVID-19, then they would score a 5. In this way, we measured the severity of different ways that young people were affected by COVID-19.

We included the COVID-19 index variable in all models regressing variable groups (racial identity, self-awareness, etc.) on the four measures of Health and Well-Being (PHQ2 - depression, GAD2 - anxiety, grades, and well-being). We looked to see if including the COVID-19 index variable changed the relationship of the variable groups to the Health and Well-Being measures. These models account for young people attending programs and include control variables of age, gender, and race. We found that in nearly all cases, the COVID-19 index was significantly associated with the measure of Well-Being, over and above the relationship of each variable group with measures of Well-Being. We also found that most associations between variable groups and measures of Well-Being remained unchanged after the COVID-19 index was included.

These findings suggest that while COVID-19 significantly impacted the young people's lives, it did not affect how they answered the survey. However, there were two exceptions to this. First, (1) the relationship between Mindsets and meeting criteria for further diagnostic evaluation of generalized anxiety disorder became significant once the COVID-19 index was included in the model. This suggests that experiences related to COVID-19 might have influenced whether Mindsets were associated with anxiety. Second, (2) the relationship between the "opportunities to explore racial and ethnic identity" scale with grades was no longer statistically significant. This suggests that COVID-19 may have impacted this relationship as well. Overall, because the majority of tests were unaffected by including COVID-19 in the model, we can conclude that the survey should still be valid after the COVID-19 pandemic has less of an impact on young people's lives, should that day ever come.

YMTC Recommendations: Health and Well-Being

Physical Well-Being

The results from the Health and Well-Being construct were discussed with the YTMC by first examining how young people responded to the Health and Well-Being questions. Overall, young people generally responded to some of the questions by selecting that they "Agree" or "Strongly Agree." However, for the last question, "I take care of my body by eating healthy, exercising, and getting enough sleep," young people responded that they "Neither agree nor disagree." This led the YMTC into a discussion about sharing their initial reactions. For instance, one member shared, "I think people are stuck because they don't know what to do about the options that are there or in between about certain questions." In addition, this member suggested making this one question into the following three questions to make it easier to answer: (1) "I take care of my body when I eat healthy," (2) "I take care of my body when I sleep;" and (3) "I take care of my body when I exercise."

Other members also shared the following:

> "That question ['I take care of my body by eating healthy, exercising, and getting enough sleep'] feels the most outside someone's control."

> "Is it enough to just say 'I take care of my body' and allow care to mean different things for different people?"

Social and Academic Well-Being

In addition, the YTMC discussed the school and academic well-being findings. Generally, most young people responded that they "Always" attended school over the last month, and their previous year's grades were "Mostly" A's. For the discussion, YTMC reflected on if the school and academic well-being questions were reflective of how health and well-being is understood by BSK providers and participants. One member stated, "Sometimes it [grades] is the least determining factor about how students are doing in school, academic, or otherwise." Another member responded by saying, "Grades don't reflect your mental health. We get As, so on the survey, it looks like we're doing great, but we really aren't. I think that grades really don't have anything to do with your mental health or well-being at all." In terms of recommendations, it was noted that "One question asked about the last month, and the other question asked about the last year." A YMTC member therefore suggested that both questions in this section changed to reflect the same time frame, such as "one month" or "one year."

YMTC Recommendations

COVID-19 Impact

YTMC members also shared their initial reactions to the question, "How have you been impacted by the pandemic?" Overall the YTMC members felt that the first question, "I was not affected very much by the COVID-19 pandemic," was confusing and not as meaningful as the other questions. The YTMC engaged in a continued discussion about their initial reactions, and some wondered how extensive the COVID-19 questions survey could be. For example, one member stated, "I feel like there is a depth of information that we could ask about this issue that is related to many different things… home life, people's access to resources for medical, food and housing." In great consensus, the YTMC shared that they can't help but think about the many factors external to the BSK Initiative that young people might also experience.

Lastly, YTMC discussed the extent to which the young people's responses to the survey were influenced by COVID-19. Generally, young people responded that COVID-19 "Moderately" affected how they answered the questions. One member stated, "Moderately affected is not very specific and doesn't provide much depth about how their life was really affected." Another member expressed that this question does not provide helpful information about the part of the survey they had the most trouble with as a result of COVID-19. Some YTMC members thus suggested the following changes to the question: (1) "How did COVID-19 affect how you responded to this survey?" or (2) "How has COVID-19 affected your life?"

Limitations

While the findings from the Phase 2 Pilot are very promising, there are a number of limitations to discuss regarding the survey development process, and therefore to the survey itself.

Lack of Representation of Gender Diversity and Disability on the YMTC

This lack of representation adversely impacted the quality of the survey. As discussed above, the gender identity section of the survey did not operate well, suggesting that further development with gender diverse communities is needed. We had good representation of gender diversity in the sample of young people who responded to the survey, but the process would have benefited from having young people and program leaders with diverse gender identities. It was also an important limitation that a question on gender identity designed by the community was not included in the pilot ("I have explored different aspects of my gender identity"). Moreover, the Pilot 2 findings which revealed that gender identity was unreliable for youth from different racial groups suggests that the intersectional experiences of gender identity were not well captured by the survey. We also learned from the process of implementing the survey with BSK providers that programs that serve young people with a disability had greater difficulty or were prevented from administering the survey because these young people's disabilities were not taken into account from the beginning stages of the survey development process. Again, we had representation of young people with disabilities who took the survey, but not on the YTMC. Including the voices of gender diverse and disabled young people on the YMTC would result in a strong survey that is more applicable for young people with these identities.

Focus Groups as the Main Qualitative Data Collection Activity

While the focus group sessions helped to uncover the nuanced ways in which participants understood and applied the survey questions to their lives, the addition of interviews could have strengthened the study, allowing for more triangulation across data sources. Nevertheless, the inclusion of the YMTC Committee in Phase 2, which included adults and young people from BSK providers, helped to augment the data collected during the focus group sessions as we were able to gain multiple perspectives about the survey and the survey development process.

Convenience Sampling to Identify Focus Group Participants

The use of a convenience sampling approach (sampling based on who opts-in to participate or responds to the request) to recruit young people for the focus group sessions was another limitation, as the focus group participants' experiences and perspectives about the survey may not fully not reflect those of all BSK participants. Given the number of BSK providers and participants, using a probability sampling approach (e.g., simple random sampling, systematic random sampling, stratified random sampling) could help to strengthen qualitative data collection activities, and ultimately findings, as all BSK providers and participants would have an equal chance of being included in qualitative data collection activities.

Small Sample Sizes of Some Identity Groups

While we were able to conduct most of our analyses without any difficulty, some groups of young people, based on their small sample sample sizes, needed to be aggregated to obtain results. Aggregating identities is always problematic. In an ideal world, we would be able to conduct the analyses by ethnicity, but this was not possible due to the sample sizes and diversity of the sample. As a result, the low reliability of the Self-awareness scale will need to be revised to better account for younger youth and some groups of youth of color. It is unknown if the Self-awareness scale was unreliable for these groups, or whether the small sample size is the reason for unreliable results.

Moving and Removing Survey Questions

Since some questions needed to be moved to different constructs or removed as part of the confirmatory factor analysis (CFA) process, it will be important to reconfirm the model with future iterations of the survey. Additionally, ceiling effects on the Program Environment scales of "adult support and expectations" and "peer and adult relationships" will limit the survey's ability to meaningfully capture change over time.

Phase 2 Pilot Test Implementation Challenges

There were several limitations to the pilot implementation. The support we had from the Survey Research Division (SRD) was critical for this pilot, as programs needed a lot of support to recruit youth to complete the pilot survey, especially given the challenges COVID-19 posed. During the pilot, the electronic survey also experienced a botnet attack which caused us to have to close the survey for a few days while the data was cleaned up and measures to prevent future attacks were designed and implemented. After this point we included program codes (a random word matched to a program) given to BSK provider staff to disseminate to youth taking the survey to support matching youth to programs and confirm the data quality. Since names were not collected, not being able to track youth who completed the survey made recruitment difficult, but this was necessary to protect their identities.

Generalizability to other Diverse Populations and Contexts Not Considered

It is important to note that we did not design the survey with generalizability in mind, and the diversity of the sample to match other regions in the country or the world. However, because the survey includes a sample that is very diverse with respect to race, ethnicity and gender, and was reliable and invariant in most respects, it may be applicable in other contexts since there are so few surveys designed with community or that were specifically designed to be reliable and valid with youth of color.

Recommendations

Considering the findings and limitations discussed above, we offer several recommendations to BSK regarding survey development and implementation. First, we recommend that BSK adopt the recommended changes to the survey. Second, we recommend that BSK commit to a continuous survey improvement process by routinely reflecting on and improving this tool's relevance to the BSK community. Most immediately, we recommend that BSK further develop the current survey with more racially, ethnically and gender-diverse, dis/abled youth and service providers. We offered more detailed recommendations below focused on survey development and implementation that are inclusive of the qualitative and quantitative findings and the YMTC Committee and UWSSW research team perspectives.

Survey Development Recommendations

Recommendations from YMTC

All results were reviewed with the YMTC, and they had a number of recommendations for further improvements to the survey. There were two types of recommendations made by the YMTC. In the first type, we used our decision making model to decide how to move forward with altering the survey from the original survey piloted. For every question removed or moved, the decision making process was utilized. At least one question was voted on to be moved or removed in each of the three main construct areas. These types of changes are all reflected in the final survey found in Appendix B and in the final analyses conducted and reported throughout the report.

The second recommendation type referred to changes regarding the wording of some questions. In particular, questions that did not group together as expected were discussed by the YMTC to determine if the constructs still matched their intended meaning, and if any important information was lost by questions being moved or removed. These recommendations could not be implemented before the Phase 2 Pilot, as they were learnings that resulted from the Phase 2 Pilot findings. Changes to the wording of questions will need to be retested as to their effect on the validation process of the survey. Wording changes were suggested for some questions in the Social Emotional Development (SED), Program Environment (PE) and Health and Well-being (HW) sections of the survey.

Recommendations from Statistical Analysis

Significant changes were made to each section of the survey from Phase 1 to Phase 2, which resulted in an overall better survey that is now valid and reliable for most BSK participants. Specifically, we revised some questions and definitions based on the focus group findings and YMTC discussion, which helped to improve the functionality of the survey. Perhaps the most important indicator of the survey's potential is the fact that all sections of the survey are linked to at least two measures of health and well-being. Despite the issues raised by the YMTC about the new health and well-being scale, all sections of the survey were strongly linked to health and well-being based on the statistical analysis.

In the Racial, Ethnic, and Gender Identity Development (REGID) section, wording changes were made based on the subcommittee's work and analysis of the youth focus group data. The Racial and Ethnic identity scales worked well for youth from different identities, which was a major improvement from Phase 1. The gender identity scale still requires significant work, and the finding of scalar non-invariance for LGBTQ identified youth needs to be further investigated.

The SED section of the survey was nearly completely rewritten based on YMTC feedback. The revised version of the survey operated very well and required few changes to achieve a well fitting model. There were some issues of reliability on the Self-awareness scale, as it had low reliability for some identity groups.

The PE section of the survey also operated well with minor adjustments to the model proposed by the YMTC. This section of the survey was reliable and invariant to identity groups. The only issue that arose in this section was the problem of ceiling effects, where change over time might be difficult to detect because the means are already so high. On the other hand, the finding of high means suggests that young people perceive that their programs are already doing very well on average. We recommend that these questions are still very useful for practice improvement, as programs can use the data to set goals around having all youth feel like they have opportunities to explore their racial and ethnic identity, build relationships with peers and adults, and feel supported by adults.

Recommendations for Further Survey Development

This project aimed to center 'community perspective' in developing and testing a survey for youth development programs funded by BSK. However, 'community' is not static, and the perspectives of people within any community will be diverse and ever-evolving. As such, we recommend that BSK take a continuous improvement approach to their evaluation practice, and be committed to consistently centering diversity and community in measurement development/implementation.

Most immediately we suggest that BSK further test, and potentially modify the survey in partnership with gender-diverse and dis/abled BSK community members. One of the most valuable findings from this project was that the survey is more reliable and valid when diverse communities are engaged in the process. Yet, we did not specifically work with gender-diverse or dis/abled community members. In a conversation with one BSK provider that serves dis/abled youth, we learned how the survey fell short for these young people and needs to be revised to meet the needs. Similarly, our findings suggest that the gender identity section of the survey needs significant improvement. As such, trans and non-binary youth should be at the table for discussions regarding this section of the survey.

Recommendations for Further Survey Implementation

Modular Survey

Based on feedback from the YMTC, we recommend that the survey be made available to BSK providers in a modular format. This means that programs would have the choice as to whether they used all the scales on the survey. Having this flexibility allows providers to tailor how lengthy the survey is and which constructs their program models are most aligned to. For example, a provider might opt to use the Ethnic Identity scale and not the Racial Identity scale because ethnicity is more relevant and meaningful given their culture, whereas including the Racial Identity scale might be confusing to the young people they serve. As part of this modular design, it would be important to keep the questions together for each scale, as that is how they were tested and validated. This means that if there were one question programs wanted to exclude, the validation for the whole scale would no longer be valid.

Alternative Evaluation Strategies

While not a direct result of the survey development process, the YMTC discussed the importance of having the option to utilize methods beyond the survey for evaluation. These strategies can include digital and narrative storytelling, reflective visual and/or audio arts-based methods, and more. Alternative evaluation strategies capture the stories and nuances of how BSK providers support the development of young people in a way that a survey never could.

Dedicated Support for Future Data Collection

If BSK is interested in implementing the survey with all participants in the Stopping the School to Prison Pipeline and Youth Development strategy areas in the future, it will be important to have a dedicated person to support data collection efforts. This might include an internal person or working with SRD to administer the survey. We make this recommendation recognizing the crucial role that SRD played in coordinating with BSK providers and supporting them to find ways to get the survey to their participants. It was also a very heavy lift to manage all of the incentives and coordinate with BSK provider staff from 50 programs.

Lessons Learned, Challenges, and Successes

Lessons Learned from Developing and Testing the Survey

In reflecting on our experiences in undertaking this survey development project, we offer a few lessons learned for others who may embark upon survey development and testing processes like this one.

Issues of race and racial justice need to be at the forefront of measurement

Indicators of "success" for youth development are not neutral. At least in part, they are informed by the cultural values, norms, and assumptions of those who develop and test them. As such, youth development surveys can reflect racially and socially just ideas of youth development, but they also can reflect damaging or racially inequitable ideas. Communities of color must be involved in conducting any research for/about Black, Indigenous, and youth of color to recognize the long history of problematic relationships between researchers and communities. Considering how their race intersects with other aspects of their identity (e.g., ethnicity, gender, sexual orientation, dis/ability status, etc.) and shapes their experiences, perspectives, and outcomes is also crucially important.

Community-engaged survey development processes create better quality surveys!

By engaging adults and young people of color from BSK providers in the survey development and testing process through the YMTC, we were able to improve the strength and quality of the survey. Specifically, the subcommittee process and small and large group discussions helped us to have deep conversations about the constructs, questions, and survey findings in ways that challenges assumptions among youth development among researchers, grant-makers, and program and policy decision makers. The survey now more closely reflects local community ideas of best practice and was psychometrically stronger than the survey tested in Phase 1.

Further inquiry is needed to better understand within/between group differences regarding conceptualizations of race and ethnicity

During Phase 1 and Phase 2 of this project, differences in how race and ethnicity are defined and understood emerged as an important finding. As discussed previously, findings from the Phase 1 pilot revealed that young people identifying as Black responded differently to questions about racial and ethnic identity, which resulted in low reliability and overlap between the racial and ethnic identity scales. While changes to the survey during Phase 2 helped to account for these differences, the qualitative findings from both phases illuminated the nuanced ways in which Black youth understand race and ethnicity, with some identifying as "African American," "Black," "BlAfrican," or with their specific cultural group/tribe. The YMTC also discussed these findings wherein some members also felt that the concept of race was not relevant to Indigenous communities, meaning Indigenous youth may not fully understand the questions being asked on the Racial Identity scale. The committee discussed potentially removing these questions, however, decided to keep them given historical and current race-relations in the United States that consistently affect some groups, namely Black communities. In all, these discussions and project findings highlight the need to investigate further the differences and similarities in how race and ethnicity are understood and experienced among adults and young people participating in BSK.

Relationships are key

Spending the time to get to know each individual involved in community-engaged and participatory research and evaluation processes and building authentic relationships is crucial for the success of any project, including this one. It takes time to get to know everyone's social location and build trust that the needs and opinions of the community will be honored. This was important when engaging folks through the YMTC. Although COVID-19 restricted the YMTC meetings to Zoom, check-ins before starting the meetings, the subcommittee structure, and using a talking circle to discuss aspects of the survey helped to build closer relationships as YMTC members had an opportunity to be heard by all members and to connect in small groups.

Reflexivity among all participants is a must

Reflexivity is the personal reflection on one's positionality and how it influences the space one takes up, the perceptions one has, and the privilege or oppression one has experienced, which all in turn influence the opinions that one forms. In this way, being reflexive about one's social location in society is a core element of what participants bring to the table for designing the research process, engaging in the analysis, and interpreting the results. We built reflection points into the YMTC process that helped facilitate ongoing reflexivity of the decision-making process and for committee members.

Successes of Community-Engaged Evaluation Practice with BSK

The following are some key successes we experienced by utilizing a community-engaged approach to developing and testing the survey with BSK service providers, participants, and staff.

A Better Quality Survey

Being a community-based project increased diversity among young people participating in the Phase 2 pilot, specifically regarding age, ethnicity, and race, which contributed to richness of insight. Through this process, we were able to develop a psychometrically stronger survey that also more closely aligned with the BSK community's conceptualizations of what "success" looks like in their youth development practice. This included survey items that were more directly rooted in racial and social justice.

Increasing Personal and Organizational Capacity

Adults and young people from BSK-funded programs reported they were able to personally learn from the diversity of age, race, ethnicity, experience, and ways of knowing. The adults specifically reported that they felt that participating in the survey development and testing process increased their capacity for research and evaluation within their organization. They also believed that this tool can help them measure their impact and better communicate their accomplishments to funders.

Increasing Connection Between BSK & Provider Organizations

Adults from the BSK providers participating in the YMTC also reported that this project increased transparency of the survey-development and implementation process. It also helped foster authentic interest and trust in the survey, as well as appreciation for how it could be a useful tool for programs. Youth and adults also reported that they felt "heard" in this process. BSK staff reported that this project helped them feel more connected to the work that the BSK community was doing, and that they gained insights that have positively impacted the way they can advocate for organizations' perspectives throughout King County.

Increasing Skills and Insights of Researchers

This project allowed university-based researchers to develop their skills and knowledge of community-engaged and participatory approaches to research and evaluation. We were also impacted by the ideas and perspectives of the adults and young people from BSK providers and staff, and have applied insights into other areas of our professional work.

Challenges of Community-Engaged Evaluation Practice with BSK

The following list includes challenges we experienced in using a community-engaged approach to develop and test the survey with BSK providers, participants, and staff.

Maintaining Participation among YMTC members

Given the range of program and school times, scheduling a time for all YMTC members to meet was a challenge. As a result, attendance ebbed and flowed throughout the project period (August 2020 - December 2021). Given that the committee only met for an hour and half twice per month, when nearly all committee members attended the scheduled meetings, it was often difficult to make sure everyone's voices were consistently heard throughout the process. There was also some turnover among adult and youth participants, wherein some perspectives were lost and some new members needed to be oriented to the complex work we had done together before their arrival.

Navigating Power Dynamics

Power dynamics essentially refer to the unwritten rules for how we engage and interact with each other. Given that research and evaluation projects have not traditionally engaged community members as co-researchers, researchers/evaluators are often able to control the research/evaluation process and the decisions resulting from them. We attempted to address this dynamic by including the YMTC as part of Phase 2 of the project. However, because these individuals were not included as co-researchers from the start of this project (Phase 1) navigating power dynamics proved to be challenging. For instance, because the YMTC had been brought on during Phase 2 and given the late start date due to COVID-19, the UWSSW team organized and facilitated each meeting without much input from the YTMC. It is therefore likely that some YMTC members did not fully see themselves as co-researchers throughout the process, which led to some important discussions about the decisions being made about the survey development and testing process as well as the survey itself.

Time Constraints

Due to the COVID-19 pandemic, the project had a six-month delay of the start date. Additionally, the long nature of the project presented challenges. Some moments felt like a "slog" to some participating in the process. It was also hard to maintain energy and motivation among the UWSSW team and YMTC members, while at other moments it felt like decisions were being made very quickly. YMTC members therefore felt like there was not enough time to reflect fully on the decisions they were making.

Maintaining Confidentiality

It is critical that the confidentiality of BSK participants be maintained, as any government organization having data on youth could be potentially harmful. This is especially true for youth who are themselves or whose families are immigrants, and requiring any identifying information may deter participation. This may create challenges for providing incentives for participants in the survey or connecting youth data over time, but is a necessary burden of doing a survey that does not cause harm.

Pandemic-Related Challenges

The COVID-19 pandemic impacted this project in several ways. The pandemic affected the YMTC members' capacity, health, stress, and led to a number of unexpected events or delays. Also, not being able to meet in-person affected the quality of connection and participation at times.

Conclusions

The BSK youth development survey was developed and tested through a partnership of racially and ethnically diverse BSK-funded programs, youth program participants, BSK evaluation staff, and university researchers.

- We conducted qualitative inquiry into some of the issues and limitations of the Phase 1 pilot test. Specifically, we critically examined the incremental indicators of "success" across racial identity development, social and emotional development, and program environments.

- We aimed to root conceptualizations of "success" in community values of racially and socially just youth development.

- We re-designed the survey accordingly and conducted a Phase 2 pilot test. We tested the survey with 535 youth across 41 programs.

- The survey respondents were racially, ethnically, and gender diverse.

- We tested the survey across 4 key psychometric qualities: (1) item functioning, (2) reliability, (3) construct validity, and (4) criterion validity.

- Overall, we found the survey to be reliable and valid. As a result, we feel confident that this BSK youth development survey can help BSK-funded programs, and other programs that serve racially and ethnically diverse youth, communicate the quality of their impact on positive youth development.

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Appendices

Appendix A
Phase 2 Focus Group Demographics

n=30		#	%
Age	11-13	5	
	14-17	19	
	18+	6	
Race *(all reported in respondents' own words)*	Black & Latinx	*	▾
	Black & White	*	
	Black or African American	9	27%
	Asian	7	23%
	Asian & White	*	
	Latinx/Latina/Hispanic	8	
	White	*	
Gender	Non-binary	*	
	Young Woman (trans and cis)	21	
	Young Man (trans and cis)	*	
	Undisclosed	*	
Ethnicity *(all reported in respondents' own words)*	African American, Garifuna, Thai, Mexican, Mexicana, Mexican American, Mexican/Costa Rican, Mexican/Panamanian, Indian, Vietnamese Chinese, Vietnamese, Cambodian, Romanian, Korean, Chinese &White, Cameroon/Nigerian, South Sudanese, Ethiopian, Asian, Black, Black & White		

* Note: Demographic groups with 5 or less young people are suppressed to maintain confidentiality.

Appendix B
Summary of Survey Changes

Construct	Final Phase 1	Final Phase 2
Racial Identity	In this country, historically, race is based on someone's skin color and shared physical characteristics, and has typically been assigned to particular groups. 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	In this country, race is historically based on someone's skin color and shared physical characteristics, and has typically been assigned to particular groups. For some people their race and ethnicity might be the same, for others, they might be different. Some example names of different races include: • Asian/Asian American/Asian • Indian • Black/African American • Hispanic or Latina/Latino • White • Native American, American Indian/Alaskan Native or Indigenous • Pacific Islander • Multiracial or Bi-Racial
	1. My race is an important part of who I am 2. I have a strong connection to my race 3. It is important to have relationships with people I look up to who are the same race as me	1. My race is an important part of who I am 2. I have a strong connection to my race 3. It is important to have relationships with people I look up to who are the same race as me
Ethnic Identity	Ethnicity is tied to where people come from. People who identify with the same ethnic group often share the same traditions, foods, languages, and religious practices. Some names of different ethnicities include:	Ethnicity is linked to where people come from. People who identify with the same ethnic group often share the same traditions, foods, languages, and religious practices. Some example names of different ethnicities include:

Construct	Final Phase 1	Final Phase 2
	o Eritrean, Somali, Ethiopian, African-American o Cambodian, Khmer, Filipino, Korean, Chinese, Japanese, o Vietnamese, Taiwanese or Asian-America o Mexican, Cuban, Salvadorian, Panamanian, Honduran, Costa o Rican etc. o Samoan, Native Hawaiian, Polynesian, Marshallese, Chamorro o Native American, American Indian, Alaskan Native	● 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 ● Romanian, French, Polish, Jewish, Scandinavian, Scottish, German, Danish, etc.
	1. I spend time trying to find out more about my ethnicity. 2. I talk to other people in order to learn more about my ethnicity. 3. I do things that will help me understand my ethnicity better.	1. I spend time trying to find out more about my ethnicity. 2. I talk to other people in order to learn more about my ethnicity. 3. I do things that will help me understand my ethnicity better. 4. My ethnicity is an important part of who I am.
Gender Identity	A person's gender identity is based on how they identify with being a man, woman, neither, both, trans or another gender(s). These questions are about your gender identity.	A person's gender identity is based on how they identify with being male, female, a blend of both, gender non-conforming, or two-spirit. This identity may or may not be the same as a person's sex at birth or how others see them, and cannot be known simply by looking at them.
	1. I understand what my gender identity means to me 2. I feel positive about my gender identity.	1. I understand what my gender identity means to me 2. I feel positive about my gender identity. 3. I have explored different aspects of my gender identity***
***Due to a mistake by the analysis team, this question was not tested as planned.		

Construct	Final Phase 1	Final Phase 2
Social Emotional Learning		
Personal Goals and Responsibility	1. When I make a decision, I think about how it will affect my future. 2. I work towards my goals even if I experience problems. 3. I am hopeful about my future. 4. When I set goals, I take action to reach them.	
Interpersonal Skills and Values	1. I try to help when I see someone having a problem. 2. I have a responsibility to improve my community. 3. I think about how my behavior will affect other people. 4. I take action to make sure that all people are treated fairly no matter what they look like or where they are from.	
Self-Awareness		1. I know my strengths and weaknesses. 2. I know how to stand up for myself. 3. I know who I am and the things that I like.
Mindsets		1. I believe that I can do something I put my mind to. 2. I still work on my goals even if things get hard. 3. My ability to succeed is something I can change with effort.
Relationships		1. I work to understand and respect other peoples' feelings. 2. I care about having good relationships with others. 3. If I do something wrong, I take responsibility for my actions.

Construct	Final Phase 1	Final Phase 2
		4. I try to help when I see someone having a problem.
Community		All of us belong to many communities. Community can mean your racial or ethnic group, your religious group, people who share your gender identity, your school community, or the neighborhood you live in. Community is a space where relationships are built and maintained. Do these questions below reflect what is important to you about your community? 1. It is important to me to make a positive difference in my community. 2. I like to be involved in my community. 3. I have a community that I belong to and feel a part of.
	Program Environments	
Opportunities to explore racial, ethnic and gender identity	1. 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. 2. In this program, how often do you have opportunities to explore your race and culture? 3. In this program, how often do you participate in activities that help you understand your gender identity? 4. In this program, how often do you have opportunities to share your culture and family background?	1. 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. 2. In this program how often do you have opportunities to explore your race and culture? 3. In this program how often do you have opportunities to share your culture and family background? 4. ~~In this program, how often do you participate in activities that help you understand your gender identity?~~

Construct	Final Phase 1	Final Phase 2
Opportunities to explore gender identity		1. In this program, how often do you participate in activities that help you understand your gender identity?
Adult Support and Expectations	1. In this program the adults believe in all of us and expect us to do our best. 2. In this program the adults understand and value my culture. 3. In this program, how often do you see the adults make an effort to support all young people? 4. In this program, how often do you hear from adults that you are doing a good job?	1. In this program the adults believe in all of us and encourage us to try our best. 2. In this program the adults value me for who I am. 3. In this program how often do you see the adults make an effort to support all young people? 4. In this program the adults listen to my thoughts and ideas.
Peer and Adult Relationships	1. In this program, how often do you build positive relationships with other young people who attend this program? 2. How well does the program help us learn to solve conflicts with each other? 3. How well does the program help you feel comfortable talking about problems you having at home or school? 4. How well does the program help you build positive relationships with adults?	1. In this program how often do you build positive relationships with other young people who attend this program? 2. In this program, we learn to solve conflicts with each other. 3. In this program, how often do you feel comfortable talking about problems you are having at home or at school? 4. How often does this program help you build positive relationships with adults?
Health and Well-Being		
Health and Well-Being		1. I feel safe and comfortable in the places I spend most of my time (e.g. work, school, home). 2. I take care of my body by eating healthy, exercising and getting enough sleep.

Construct	Final Phase 1	Final Phase 2
		3. People in my community make me feel welcomed. 4. I have reliable and consistent people in my life who provide me support and have my best interests in mind.
PHQ2	In the last 2 weeks, how often have you been bothered by the following problems? 1. Little interest or pleasure in dong things 2. Feeling down, depressed or hopeless	In the last 2 weeks, how often have you been bothered by the following problems? 1. Little interest or pleasure in dong things 2. Feeling down, depressed or hopeless
GAD2	In the last 2 weeks, how often have you been bothered by the following problems? 1. Feeling nervous, anxious or on edge 2. Not being able to stop or control worrying	In the last 2 weeks, how often have you been bothered by the following problems? 1. Feeling nervous, anxious or on edge 2. Not being able to stop or control worrying
Academics	1. During the past 4 weeks, how many whole days of school have you missed because you skipped or had an unexcused absence? 2. Putting them all together, what were your grades like last year?	1. Over the last month, how often have you attended school? 2. Putting them all together, what were your grades like last year?