Appendices

- 40 Developmental Assets
  (Search Institute)

- Youth Worker Methods Series –
  (Weikart Center for Youth Program Quality)

- Developmental Relationships
  (Search Institute)

- Strategies Guided by Best Practice for Community Mobilization
  (Advocates for Youth)

- Themes of HCHY Community Initiatives
  (Search Institute)

- School Climate and Connectedness Survey
  (Association of Alaska School Boards)

- Grading Grown-Ups Alaska Sample Survey
  (Association of Alaska School Boards)

- Community/Adult Support Survey for Youth
  (Association of Alaska School Boards)

YOUTH DEVELOPMENTAL ASSETS

External Assets	**SUPPORT**	1. **Family support:** Family life provides high levels of love and support. 2. **Positive family communication:** Parents and youth communicate positively; youth is willing to seek advice and counsel from parents and extended family. 3. **Other adult relationships:** Youth receives support from three or more non-parent adults. 4. **Caring neighborhood and community:** Youth experiences caring neighborhood and community. 5. **Caring school climate:** School provides a caring, encouraging environment. 6. **Parent involvement in school:** Parents are actively involved in helping child succeed in school.
	EMPOWERMENT	7. **Community values youth:** Youth believes that community adults value young people. 8. **Youth have useful roles:** Youth are taught and given useful roles in community life. 9. **Volunteers in community:** Youth gives one hour or more per week to serving in the community. 10. **Safety:** Youth feels safe in home, school, and neighborhood/ community.
	BOUNDARIES AND EXPECTATIONS	11. **Family boundaries:** Family has clear rules and consequences and monitors youth's whereabouts. 12. **School boundaries:** School provides clear rules and consequences. 13. **Neighborhood boundaries:** Neighbors take responsibility for monitoring youth's whereabouts. 14. **Adult role models:** Parents, Elders, and other adults model positive, responsible behavior. 15. **Positive peer influence:** Youth's close friends model responsible behavior. 16. **High expectations:** Parents and teachers encourage youth to do well.
	CONSTRUCTIVE USE OF TIME	17. **Creative and cultural activities:** Youth is involved three or more hours per week in activities that include music, arts, crafts or cultural activities. 18. **Youth programs:** Youth spends one hour or more per week in sports, clubs, or other organizations at school or in the community. 19. **Religious community:** Youth is involved in one or more hours per week in religious services or spiritual activities. 20. **Time at home:** Youth is out with friends "with nothing special to do" two or fewer nights per week
Internal Assets	**COMMITMENT TO LEARNING**	21. **Achievement motivation:** Youth is motivated to do well in school. 22. **School engagement:** Youth is actively engaged in learning. 23. **Homework:** Youth reports doing one or more hours of homework per day. 24. **Bonding to school:** Youth cares about his or her school. 25. **Reading for pleasure:** Youth reads for pleasure three or more hours per week.
	POSITIVE VALUES	26. **Caring:** Youth places high value on freely helping other people. 27. **Equality and social justice:** Youth places high value on promoting equality and reducing hunger and poverty. 28. **Integrity:** Youth acts on convictions and stands up for beliefs. 29. **Honesty:** Youth tells the truth even when it is not easy. 30. **Responsibility:** Youth accepts and takes personal responsibility. 31. **Restraint:** Youth believes it's important not to be sexually active, use alcohol or drugs.
	SOCIAL SKILLS	32. **Planning and decision-making:** Youth has skills to plan ahead and make responsible choices. 33. **Interpersonal skills:** Youth has empathy, sensitivity, and friendship skills. 34. **Cultural competence:** Youth knows and is comfortable with people of different cultural, racial, and ethnic backgrounds. 35. **Resistance skills:** Youth can resist negative peer pressure and dangerous community influences. 36. **Peaceful conflict resolution:** Youth seeks to resolve conflict without violence.
	POSITIVE IDENTITY	37. **Personal power:** Youth feels in control over "*many things that happen to me.*" 38. **Self-esteem:** Youth reports having high self-esteem. 39. **Sense of purpose:** Youth reports that "*my life has a purpose.*" 40. **Positive view of personal future:** Youth is optimistic about his or her personal future.

Association of Alaska School Boards,
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The Youth Work Methods

are powerful strategies for working with young people, bringing together over fifty years of experience and the latest research in positive youth development. These **interactive** and **hands-on courses** provide participants with practical skills that are geared to improve the quality of interactions with youth.

The Methods are **a key part of the Youth Program Quality Intervention (YPQI)**, a comprehensive system for integrating assessment and training. After gathering data from a Youth Program Quality Assessment (PQA) and creating a plan for improvement through participation in a Planning with Data training, program managers can choose to offer trainings to program staff that are aligned to their improvement plan.
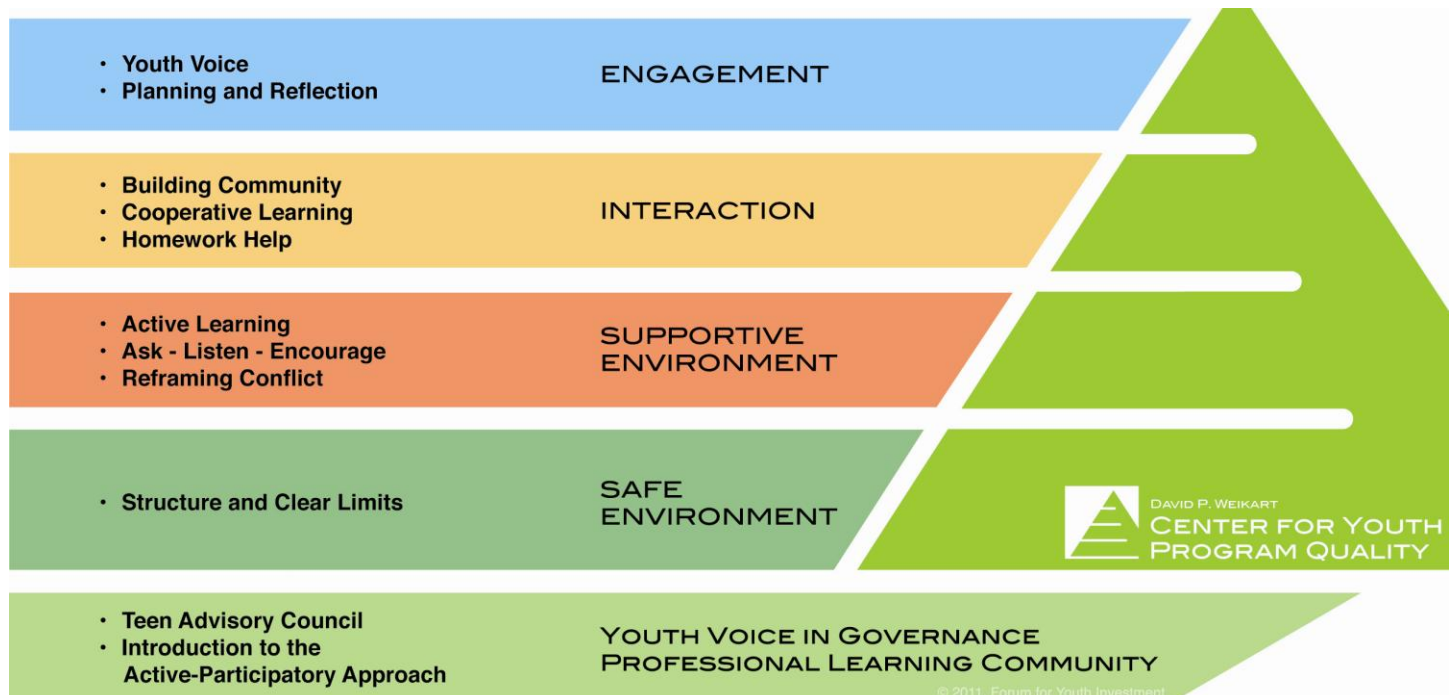
The workshops in the Youth Work Methods series are **aligned with the Youth PQA**. After gathering data from a program self-assessment and creating a plan for improvement, program managers can choose to offer trainings to program staff that are **aligned to their improvement plan**. Descriptions of each course appear on the reverse side of this sheet.

Live trainings are the best way to experience the Methods. Live workshops are typically two to three hours in length, and are delivered by regional trainers who have completed the Weikart Center's Training of Trainers course. To sign up for our next Training of Trainers, visit www.cypq.org/events.

If you cannot attend a live training, the guidebooks are an excellent resource for self-guided learning. The books are full of explanations, case studies, research, extensions, applications for your program, and activities you can use immediately.

Watch a video at www.cypq.org/methods2011 about recent updates to the Methods materials and the benefits of new online modules that accompany the guidebooks and live trainings.

Interactive, self-paced online courses provide you with another way to experience the Methods. These online courses are not intended to replace live training, but rather to provide a blended delivery method for live training participants. The online courses could also be used to extend introduction of this content to a much larger audience of afterschool practitioners. Take one today!

· Youth Voice · Planning and Reflection	**ENGAGEMENT**
· Building Community · Cooperative Learning · Homework Help	**INTERACTION**
· Active Learning · Ask - Listen - Encourage · Reframing Conflict	**SUPPORTIVE ENVIRONMENT**
· Structure and Clear Limits	**SAFE ENVIRONMENT**
· Teen Advisory Council · Introduction to the Active-Participatory Approach	**YOUTH VOICE IN GOVERNANCE** **PROFESSIONAL LEARNING COMMUNITY**

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Introduction To The Active-Participatory Approach

Youth programs can be optimized for youth needs, motivation, and engagement. The Active-Participatory Approach to youth work was designed to address these goals. This youth-centered approach is the foundation for the Youth Work Methods Series.

Active Learning

Do you know the difference between active learning and "hands-on" learning? Giving youth materials is just the beginning. This interactive workshop introduces strategies for incorporating active learning, and helps participants create more powerful learning opportunities for youth.

Session Flow | Active Engagement | Skill-Building

Ask-Listen-Encourage

Do you communicate with youth in a way that makes them feel supported and heard? This workshop introduces communication techniques that help you build more supportive, youth-centered relationships. Participants learn how to ask effective questions, to listen actively to youth, and offer youth encouragement rather than praise.

Encouragement | Interaction with Adults | Adult Partners

Building Community

Do you know what it takes to build an emotionally and physically safe space for youth? Building an emotionally safe community of peers and adults is essential for youth to learn and develop as individuals. This interactive workshop will introduce participants to a variety of activities designed to support the community building process.

Emotional Safety | Warm Welcome | Belonging

Cooperative Learning

Do the youth in your program have opportunities to work together in groups, teaching and learning from each other? Cooperative learning is an excellent way to nurture youth leadership, build community, and keep things fun. This interactive workshop will equip participants with grouping strategies and ways to think about building cooperative learning into any program offering.

Collaboration | Belonging | Leadership

Homework Help

This course focuses on making homework help time effective by helping youth get organized, by providing an atmosphere that helps youth focus on their work, and by building a supportive relationship with youth. These elements help participants reconsider Homework Help as an opportunity to build relationships and nurture positive growth, beyond getting the work done.

Planning And Reflection

Are you engaging youth in the critical life skills of planning and reflection? Are you ready to be more intentional about including planning and reflection strategies into your daily activities but not sure where to start? This workshop introduces participants to powerful and easy to use methods that promote youth engagement in planning, implementing, and evaluating activities and projects.

Planning | Reflection

Reframing Conflict

What role do you play in conflict situations in your program? Do you know how to turn a conflict situation into an opportunity for growth? This interactive workshop introduces participants to a step-by-step model for reframing conflict as well as general principles of conflict resolution.

Reframing Conflict | Managing Feelings

Structure And Clear Limits

How do you prevent chaos in a youth environment without stifling the positive energy of youth? Youth need structure and clear limits in order to feel safe. This interactive workshop helps participants analyze the level of structure in their programs and practice identifying and maintaining clear limits.

Safe Environment Domain | Session Flow | Child-Centered Space

Youth Voice

Are you providing young people with authentic, meaningful choices throughout your program? Does your program reflect the input of the youth involved? Research shows that quality programs incorporate youth input at both activity and organizational levels. This workshop will emphasize the importance of offering real choices and meaningful participation to youth, and nurturing youth leadership. This interactive workshop is focused on providing meaningful choice within activities and opportunities for youth input within the youth program itself.

Choice | Leadership | Adult Partners | Responsibility

Teen Advisory Council

This is a collaborative project of the Weikart Center and the Neutral Zone teen center. It emerged from an exciting two-year venture called the Youth Driven Space initiative (www.youthdrivenspace.org). A goal of this initiative was to learn about the key ingredients for creating dynamic youth-driven programs for teens. We learned that one of the best ways to make a space youth-driven is to support a teen advisory council!

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The Developmental Relationships Framework

Imagine what would happen if we could surround young people – in their families, schools, programs and neighborhoods – with the kinds of relationships through which they develop character strengths such as positive identity, agency, and commitment to community. That is the objective of the Developmental Relationships Project, a multiyear initiative through which Search Institute is conducting research and developing solutions that will help organizations that serve young people start and strengthen close connections in their lives. The Project began in 2013 with the creation of the Developmental Relationships Framework, which has since been the basis of several quantitative and qualitative studies and has been shared with thousands of practitioners and parents across the country. Based on that research and feedback, we have revised the Framework, which is summarized below.

Elements	Actions	Definitions
1. Express Care Show me that I matter to you.	• **Be dependable**	Be someone I can trust.
	• **Listen**	Really pay attention when we are together.
	• **Believe in me**	Make me feel known and valued.
	• **Be warm**	Show me you enjoy being with me.
	• **Encourage**	Praise me for my efforts and achievements.
2. Challenge Growth Push me to keep getting better.	• **Expect my best**	Expect me to live up to my potential.
	• **Stretch**	Push me to go further.
	• **Hold me accountable**	Insist I take responsibility for my actions.
	• **Reflect on failures**	Help me learn from mistakes and setbacks.
3. Provide Support Help me complete tasks and achieve goals.	• **Navigate**	Guide me through hard situations and systems.
	• **Empower**	Build my confidence to take charge of my life.
	• **Advocate**	Defend me when I need it.
	• **Set boundaries**	Put in place limits that keep me on track.
4. Share Power Treat me with respect and give me a say.	• **Respect me**	Take me seriously and treat me fairly.
	• **Include me**	Involve me in decisions that affect me.
	• **Collaborate**	Work with me to solve problems and reach goals.
	• **Let me lead**	Create opportunities for me to take action and lead.
5. Expand Possibilities Connect me with people and places that broaden my world.	• **Inspire**	Inspire me to see possibilities for my future.
	• **Broaden horizons**	Expose me to new ideas, experiences, and places.
	• **Connect**	Introduce me to more people who can help me develop and thrive.

How Has the Framework Been Tested?

The original framework grew out of focus groups with youth, parents, educators, youth workers, and others as well as a review of the literature. Since then, we have:

- Introduced the framework to thousands of educators, youth workers, and parents;

- Conducted in-depth interviews and focus groups with youth in different settings; and

- Examined student-teacher and parent-child relationships (including youth-parent pairs) through national* and pilot studies.

What Have We Learned So Far?

Several themes are emerging across the studies we have conducted to date:

- Developmental relationships are associated with multiple character strengths, including motivation to learn and personal responsibility, after controlling for demographic factors.

- Young people are least likely to experience sharing power and expanding possibilities.

- Sharing power is the area most strongly associated with multiple positive outcomes.

- Youth experiencing financial strain are less likely to experience developmental relationships.

- Youth with strong relationships are more resilient in the face of stress and trauma.

What Questions Remain to Be Examined?

Numerous critical questions drive Search Institute's research agenda moving forward.

- How are developmental relationships consistent and unique across *cultures and contexts?*

- How are *different relationships* (e.g., parent, teacher, peer, mentor) developmental in different ways? How do these different relationships complement each other?

- To what extent do developmental relationships *contribute to character strengths* in domains of identity, agency, and commitment to community, which in turn predict success in school, work, and other areas of life?

- What *intensity* and *longevity* is needed for developmental relationships to have an impact?

What's Next?

Research and Development: The heart of Search Institute's research and development agenda is to build a robust understanding of developmental relationships through *mixed-methods studies* with diverse populations of youth, examining relationships with parents, peers, mentors, teachers, and other caring adults.

In addition to mixed-methods observational studies (including longitudinal), we seek opportunities to conduct *experimental studies* to test the hypothesis that developmental relationships are key variables in effective interventions to address inequities and improve youth outcomes.

Improvement Solutions: Search Institute works with schools, youth organizations, and community coalitions to understand and strengthen relationships in young people's lives using the strategies and tools of improvement science. We are currently piloting two solution packages:

- *The REACH Process,* which focuses on strengthening relationships in schools as catalysts for students' academic motivation.

- *Keep Connected,* which focuses on strengthening parent-youth relationships as young people enter middle school.

* The first national study of developmental relationships is *Don't Forget the Families: The Missing Piece in America's Efforts to Help All Children Succeed* (www.search-institute.org/dff).

Strategies Guided by Best Practice for Community Mobilization

STRATEGIES FOR ORGANIZATIONAL SUCCESS

INTRODUCTION

Advocates for Youth is one of five national partners funded by the Centers for Disease Control and Prevention (CDC) under the Teenage Pregnancy Prevention: Integrating Services, Programs and Strategies through Community-Wide Initiatives program. The CDC envisions that sustainable teen pregnancy prevention initiatives will be anchored in a community when its leaders ("grass tops"), its citizens ("grass roots"), and its youth are fully engaged in mobilizing the community, educating stakeholders, implementing evidence-based interventions, and increasing access to youth-friendly, contraceptive and reproductive health care. Advocates for Youth coordinates and provides leadership and support on the Community Mobilization and Sustainability component of the Initiative.

WHAT IS COMMUNITY MOBILIZATION?

Community mobilization is essentially a process for reaching out to different sectors of a community and creating partnerships in order to focus on, and ultimately address, a pressing issue such as teen pregnancy. Community mobilization supports teen pregnancy prevention efforts by empowering community members and groups to take action to facilitate change. This includes mobilizing necessary resources, disseminating information, generating support, and fostering cooperation across public and private sectors in the community. Mobilization efforts are often described in the literature as "building community or collaborative partnerships," "community engagement or involvement," or "coalition building." Though some of these terms refer to specific structures, the underlying goal of engaging a wide-range of community members to create and implement a shared vision is the same: "Community partners implement [a] community action plan by pooling and leveraging resources, including skills, funds, and other assets. This process, known as "mobilization," should enhance the ability of the community as a whole to address teen pregnancy."

STRATEGIES GUIDED BY BEST PRACTICES

Drawing from the research, this document summarizes 14 key strategies that are based on best practices in community mobilization, collaborative partnerships, and coalition-building. Part A grantees will find that many of these strategies overlap with best practices for engaging key stakeholders and best practices for working in diverse communities.

COMMUNITY MOBILIZATION:

The goal of this component is to successfully mobilize and support three community partner teams: the Core Partner Leadership Team comprised of "grass tops" decision makers and gatekeepers at the local, county and state level who ensure financial, policy and resource support; the Community Action Team comprised of "grassroots" local community influencers – highly respected community members who provide support for culture change, and the Youth Leadership Team comprised of community youth who build participation in programs, promote use of services, and offer support for culture change. By providing resources, training, and technical support, Advocates for Youth helps build the capacity of Part A grantees to establish these fully functioning and highly effective groups of "change agents" and develop strong leaders who are able to effectively manage all aspects of the initiative.

Note: Some Part A grantees may use other terms to refer to their participating "teams," however the function and membership of the groups are generally the same across grantees.

1. SECURE STRONG LEADERSHIP [2, 3, 4, 5, 6, 7, 8]

✓ Engage strong leadership with community member support to drive the community-wide efforts. Strong leaders can include both individuals who take on the work and the organization(s) that spearhead collaborative efforts. Lead organizations should possess a number of key characteristics including: the will to serve as the leader of the community mobilization effort over a significant period of time; the capacity to provide both infrastructure

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and human resources; financial stability; the ability to garner and manage financial resources, and the respect and support of the community.

✓ Ensure that individuals and organizations in leadership positions have adequate support and resources.

2. ESTABLISH A FORMAL STRUCTURE [3, 4, 6, 9]

✓ Develop a formal structure that can effectively lead community change efforts. This structure serves six essential functions: providing overall strategic direction, facilitating dialogue between partners, managing data collection and analysis, handling communication, coordinating community outreach, and mobilizing funding.

✓ Establish key structures and develop guiding documents to help facilitate the coordination of community-wide efforts. These may include specific committees (such as steering committees and subcommittees dedicated to a certain issue or strategy), organizational charts, codified rules of operation (such as bylaws), policy statements adopted by the partnership, and formal letters of agreement for those who lead, organize, and participate in the community-wide effort.

3. ENGAGE DIVERSE ORGANIZATIONS, COMMUNITY LEADERS, AND RESIDENTS [6,10 ,11 ,12 ,13 ,14]

✓ Engage stakeholders who are most likely to support evidence-based teen pregnancy prevention efforts. Engage young people, parents, educators, health care providers, and community-based organizations. Reach out to organizations and key players that are outside of the "usual suspects" (such as sexuality educators or family planning centers). This includes religious leaders, businesses, policy makers, media personalities, and others who have significant influence in the community.

4. ENSURE AUTHENTIC PARTICIPATION AND SHARED DECISION MAKING [8 ,11 ,15 ,16]

✓ Support a sense of commitment and ownership of the vision and plan for the community-wide effort by establishing clear roles and responsibilities for all group members, developing shared decision making processes, and ensuring that community members are in key decision-making roles.

5. ENSURE AUTHENTIC AND PRODUCTIVE ROLES FOR YOUNG PEOPLE [17, 18, 19]

✓ Engage young people in all aspects of program planning, development, implementation, and evaluation. Provide training on how to effectively develop youth-adult partnerships. Create opportunities for both youth and adults to share decision making. Be sure to carve out specific roles for both groups based in part on their age and prior experiences.

✓ Remember to consider the practical challenges of involving young people such as scheduling meetings after school and on weekends, providing transportation, and offering meals as incentives for attendance.

6. DEVELOP A SHARED VISION [8, 9, 20, 21, 22, 23]

✓ Create a shared understanding of the goals of the community partnership by drafting a written mission statement specific to the collaboration. Though this statement may share aspects with the mission guiding the lead organization and/or its partners, making it distinct and different can help unify a vision. Once the mission statement has been agreed upon, be sure to make all partners aware of it so that everyone is working toward the same goal.

7. CONDUCT A NEEDS ASSESSMENT [2,13, 22, 23, 24, 25]

✓ Build a solid understanding of the current state of teen pregnancy and sexual health in the community by conducting an environmental scan and community mapping process. Use a variety of techniques such as surveys, focus groups, and interviews with residents and key stakeholders. Compile data on adolescent sexual behavior rates, teen birth rates, health factors, school data, and information on out-of-school or youth at high risk as well as knowledge, attitudes, perceptions and behaviors. Assess what is already available to young people by gathering information on community-based, school system, youth development, and family planning / health center resources.

✓ The needs assessment research will inform the direction of the mobilization effort by serving as the basis for creating a strategic plan, program activities, internal communication plans, and public education campaigns. Be sure to clearly define the community that the partnership is designed to serve whether it is by geographic location or other population characteristics.

8. CREATE A STRATEGIC PLAN [22, 25, 26, 27, 28]

✓ Draft a strategic plan that lays out the partnership's goals (the explicit ways that community partners are going to address the problems identified in the needs assessment) and objectives (the activities that will be carried out in pursuit of the goal). The strategic plan should identify the social, structural, and individual changes that will lead to reductions in teen pregnancy and birth rates.

- Social changes include increased public will; greater community leadership capacity; increased and high quality community participation, and supportive community norms.

- Structural changes include changes made by institutions such as schools, health departments, and family planning centers and/or changes in policies and practices that support individual behavior change.

- Individual changes include shifts in knowledge, skills, and behaviors among both youth and adults.

✓ Ensure that goals and objectives are SMART (specific, measurable, achievable, realistic, and time-framed).

9. IMPLEMENT MUTUALLY REINFORCING STRATEGIES [20, 23, 25, 26, 29]

✓ Decide on the activities that participants —whether individuals or organizations— will undertake to support the goals and objectives enumerated in the strategic plan. Identify a range of key strategies aimed toward youth – such as implementing evidence-based sexuality education programs in schools or improving access to youth friendly family planning services – as well as key strategies that support the overall mobilization effort. For example, develop strategies that will improve stakeholder participation, develop local leadership, and improve resource mobilization.

✓ Remember to reevaluate these activities as conditions in the community change or new funding becomes available.

10. CREATE A FUNDRAISING STRATEGY [12, 22, 23]

✓ Explore a wide range of funding opportunities to ensure that the strategies and activities can continue beyond the life of the original funding cycle. Consider diverse funding sources including foundation grants, gifts from individual donors, and in-kind donations from organizations and business in the area. Focus on local resources whenever possible.

✓ Consider drafting standard fundraising language that can be used for a variety of "asks." Make sure to include the best argument for why the community partnership is important as well as your mission, goals, objectives, strategies, and plans for evaluation. Don't forget to add specific information about the community from the needs assessment.

11. ESTABLISH EFFECTIVE CHANNELS FOR INTERNAL COMMUNICATION [3, 9, 14, 21, 30]

✓ Ensure a constant flow of information by adopting formal communication strategies that allow for frequent, deliberate, and productive exchanges between partners.

✓ Consider appointing a skilled communicator to the role of "relationship manager" and putting this person in charge of continually informing members about what the partnership, the committees, the subcommittees, and even individual members are doing to advance the mission and strategic plan.

12. EDUCATE THE COMMUNITY [13, 23, 31, 32]

✓ Educate and inspire the community by holding forums, engaging local media, designing public service announcements, creating billboard campaigns, drafting letters to the editor, launching web-based and social media campaigns, or holding home health parties, parent meetings, roundtables, and conferences. The goal of public education campaigns is to generate awareness, motivate action, encourage funding, and keep the community focused on the issue at hand.

✓ Remember to tailor the messages to the community, incorporate data from the needs assessment, and chose spokespeople who resonate with the intended audience.

13. CONDUCT PROCESS AND OUTCOME EVALUATIONS [23, 25, 33]

✓ Decide in advance how the partnerships are going to define success and remember that there is often a long delay between when a partnership begins its activities and when there is a measurable impact on youth in the community (such as a reduction in teen birth rates). Set key benchmarks and progress points along the way.

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✓ Design both process and outcome evaluations and decide on the intervals at which each will be conducted. Process evaluations will help determine, for example, how many community members have participated in each activity and whether the activity was carried out as originally planned. Outcome evaluations will assess whether the partnership resulted in expected changes in the community.

14. EVALUATE THE COMMUNITY MOBILIZATION EFFORT SEPARATELY [4, 5, 23, 29, 34]

✓ Conduct an evaluation to help determine the impact of the mobilization effort – that is, whether the partnership was successful in building leadership, shifting norms in the community, harnessing community buy-in, and mobilizing financial resources. Evaluate the partnership by looking at the quality of the strategic plan, level of member participation, total number of actions implemented, satisfaction of members and staff, collaboration of members and member agencies, members' knowledge of the problem at hand, perceived ownership and empowerment of members, partner mobilization and maintenance, and team functioning.

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MISSION

Established in 1980 as the Center for Population Options, Advocates for Youth champions efforts to help young people make informed and responsible decisions about their reproductive and sexual health. Advocates believes it can best serve the field by boldly advocating for a more positive and realistic approach to adolescent sexual health.

OUR VISION: THE 3RS

Advocates for Youth envisions a society that views sexuality as normal and healthy and treats young people as a valuable resource.

The core values of Rights. Respect. Responsibility.® (3Rs) animate this vision:

RIGHTS Youth have the right to accurate and complete sexual health information, confidential reproductive and sexual health services, and a secure stake in the future.

RESPECT Youth deserve respect. Valuing young people means involving them in the design, implementation and evaluation of programs and policies that affect their health and well-being.

RESPONSIBILITY Society has the responsibility to provide young people with the tools they need to safeguard their sexual health, and young people have the responsibility to protect themselves from too-early childbearing and sexually transmitted infections (STIs), including HIV.

SOME RELATED PUBLICATIONS FROM ADVOCATES FOR YOUTH

Ensuring Organizational Sustainability:

      A Guide for State Teen Pregnancy Prevention Organizations

Hot Potatoes: Keeping Cool in the Midst of Controversy

Talking Points on Science-Based Approaches and Programs

See the complete library of publications at **www.advocatesforyouth.org/publications**

Advocates
for Youth
Rights. Respect. Responsibility.

25 Themes Across the HC•HY Community Initiatives

1. **Orientation Shift:** A shift from deficits (negative) to strengths (positive) in individuals' thinking or actions/behavior about or toward children and youth.
2. **All Kids:** The focus of Assets should be on all youth, not just youth that are troubled.
3. **Anybody & Everybody:** One does not have to be in a position of authority, of a particular status, or have special abilities to build or share assets or personal stories.
4. **Everyone's Responsibility:** Everyone is responsible for playing a role in promoting healthy youth development and building a positive community.
5. **Doing With, Not Providing For**: References to youth or adults being engaged in solving problems or participating in constructive activities, as opposed to being recipients of services or programming.
6. **Keep It Simple, Keep It Small:** Keeping focused on the simplicity of assets in order for people to not feel overwhelmed.
7. **It's Simple, But**... Assets are simple, doable things that people can do with little extra effort. However, there may be barriers or difficulties that keep people from engaging in asset-building activities.
8. **Little Things Count**: Small efforts are necessary and move things forward in the initiative.
9. **Parent Support**: Statements by initiative members addressing the need to support parents in their efforts, often juxtaposing this to the typical "blame the parents" model. .
10. **Key Bridges:** Critical connections across sectors facilitated by a key individual, organization, or group.
11. **Adults Too:** References to adults needing developmental assets, just as youth do.
12. **Movement Not A Program:** References to the initiative being larger that just a program and more of a social movement.
13. **Common Language:** Acknowledgement of the asset framework providing a positive language that allows everyone to understand the work of the initiative.
14. **New Norm:** New norm is the perspective and vision of working toward a community that naturally builds assets. Asset building becomes normative.
15. **Branding**: Participants of the initiative talk about a name and some visual representation that identifies the initiative, typically for the purpose of enhancing the initiative's visibility to the public.
16. **Guiding Stories & Symbolic Representation**: Sharing of common or symbolic stories that represent or organize the work, experiences, or history of an initiative. Symbols initiative participants use to describe or represent the initiative. Visual representation of the initiative through art or images.
17. **Change As We Lear**n: Initiatives learn from their successes, challenges, and mistakes which results in making a shift in direction or action on the basis of new insight or perspective. Gaining knowledge and experience sheds new light on difficult processes, procedures, and other challenges.
18. **Impact/Assess**: References to assessing the depth and sustainable effect of the initiative on the community or society.
19. **Shared Learning:** Sharing experiences of asset building and social change for the purpose of capacity building, exchanging ideas, and sharing knowledge within and across initiatives.
20. **Media Fierce:** Strong emphasis placed on the role of the media in the initiative, including the importance of understanding how the media shapes people's perspectives on youth and how the media can be used to enhance the work of the initiative.
21. **Sector Connection:** Specific ways in which sectors connect with the initiative and each other.
22. **Spread Control**: References to the initiative's work being too broad, too big, and needing to make some decisions as to what things need to be honed down and where the initiative expends its efforts.
23. **Youth Strategic:** Thoughtful actions and ideas carried out or recommended by youth.
24. **Youth Aspirations:** The initiative helps youth develop their dreams. There is an emphasis on learning, discovery and building a knowledge base. Youth reference learning or preparing for later asset development and life work.
25. **Youth Value:** A demonstrated genuineness by members of the initiative, community, or different sectors toward youth that is marked by engaging, empowering, listening, valuing, soliciting, and respecting youth's opinions, ideas, feedback, and efforts.

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2016 AASB School Climate and Connectedness Survey STUDENT Grade 6-12

We want to know what you think about your school.
Your answers are confidential and anonymous. Please do your best to answer truthfully.
This survey is voluntary. You do not have to answer any question you do not want to answer,
but we hope you will answer them all.
Your answers will help make your school a better place.

BACKGROUND INFORMATION

For each of the following questions, select the answer that best describes you:

1. What grade are you in?

o6   o7   o8   o9   o10   o11   o12

2. Are you a   o Male   oFemale

3. Which group describes you best (You may mark more than one)
oAlaska Native   oAmerican Indian   oAsian   oBlack or African American
oHispanic or Latino   oNative Hawaiian or Other Pacific Islander   oWhite

4. Is there an adult who really knows what you do with your free time?   oYes   oNo

5. Do you have someone outside of school who can help you with your homework?   oYes   oNo

6. Is there a language other than English spoken in your home?   oYes   oNo

7. What grades do you usually get?
oMostly A's   oMostly B's   oMostly C's   oMostly D's and F's

8. During the past year, how many days did you miss (skip) school without permission?
oNever   oLess than once a month   oOnce a month or more

9. **Outside of school and home**, I know at least one adult I can talk to, if I have a problem.
oStrongly Agree   oAgree   oDisagree   oStrongly Disagree

10. **Outside of school and home**, I know at least one adult who encourages me to do my best.
oStrongly Agree   oAgree   oDisagree   oStrongly Disagree

11. During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching; tutoring; mentoring; helping the environment; or doing other volunteer activities?

o 0 hours   o About 1 hour   o About 2-3 hours   o About 4 hours or more

12. During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)
o 0 hours   oAbout 1 hour   o About 2-3 hours   o About 4 hours or more

ABOUT MY SCHOOL

How much do you agree or disagree with each of the following statements? When you answer, think about how you are most of the time.

	Strongly Agree	Agree	Agree some, Disagree some	Disagree	Strongly Disagree
13. Students in this school help each other, even if they are not friends.		0	0	0	0
14. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.	0	0	0	0	0
15. At school, there is a teacher or some other adult who will miss me when I'm absent.	0	0	0	0	0
16. There are lots of chances for students in my school to talk with teachers one-on-one.	0	0	0	0	0
17. I have given up on school.	0	0	0	0	0
18. At this school, students are encouraged to work to the best of their abilities.	0	0	0	0	0
19. Students in this school treat each other with respect.	0	0	0	0	0
20. I try hard to do well in school.	0	0	0	0	0
21. I want very much to get more education after high school.	0	0	0	0	0
22. In my school, students are given a chance to help make decisions.	0	0	0	0	0
23. I can name at least five adults who really care about me.	0	0	0	0	0
24. Other adults at school besides my teachers know my name.	0	0	0	0	0
25. Students are involved in helping to solve school problems.	0	0	0	0	0
26. When students see another student being picked on, they try to stop it.	0	0	0	0	0
27. Adults in my community encourage me to take school seriously.	0	0	0	0	0
28. This school is a welcoming place for families like mine.	0	0	0	0	0
29. Adults in my community know what goes on inside schools.	0	0	0	0	0
30. Adults in my community support this school.	0	0	0	0	0
31. Lots of parents come to events at my school.	0	0	0	0	0
32. Most students in this school talk with their parents about what they are studying in class.	0	0	0	0	0
33. This school does not involve parents in most school events or activities.	0	0	0	0	0
34. Teachers and other adults at this school believe that all students can do good work.	0	0	0	0	0

	Strongly Agree	Agree	Agree some, Disagree some	Disagree	Strongly Disagree
35. I am safe at school.	0	0	0	0	0
36. Students at this school are often teased or picked on.	0	0	0	0	0
37. This school is being ruined by bullies.	0	0	0	0	0
38. This school is badly affected by crime and violence in the community.	0	0	0	0	0
39. My teachers treat me with respect.	0	0	0	0	0
40. When students break rules, they are treated fairly.	0	0	0	0	0
41. My teachers are fair.	0	0	0	0	0
42. Most students in this school like to put others down.	0	0	0	0	0
43. Our school rules are fair.	0	0	0	0	0
44. The principal asks students about their ideas.	0	0	0	0	0

ABOUT ME

Please let us know how easy or difficult each of the following are for you:

	Very Easy	Easy	Difficult	Very Difficult
45. Knowing the emotions I feel.	0	0	0	0
46. Knowing ways I calm myself down.	0	0	0	0
47. Knowing what my strengths are.	0	0	0	0
48. Knowing when my feelings are making it hard for me to focus.	0	0	0	0
49. Being patient even when I'm really excited.	0	0	0	0
50. Finishing tasks even if they are hard for me.	0	0	0	0
51. Setting goals for myself.	0		0	0
52. Doing my schoolwork even when I do not feel like it.	0	0	0	0
53. Being prepared for tests.	0	0	0	0
54. Getting through something even when I feel frustrated.	0		0	0
55. Learning from people with different opinions than me.	0	0	0	0
56. Knowing what people may be feeling by the look on their face.	0	0	0	0
57. Knowing when someone needs help.	0	0	0	0
58. Respecting a classmate's opinions during a disagreement.	0	0	0	0
59. Getting along with my classmates.	0	0	0	0
60. Thinking about what might happen before making a decision.	0	0	0	0
61. Knowing what is right or wrong.	0	0	0	0

In the past 12 months, how many times have you personally seen other students do these things at your school or school events?

	0 times	1-2 times	3-6 times	7-12 times	More than 12 times
62. Under the influence of drugs (such as meth, heroin, cocaine, etc.)	0	0	0	0	0
63. Under the influence of marijuana.	0	0	0	0	0
64. Under the influence of alcohol (such as wine, beer, liquor, such as vodka or whiskey)	0	0	0	0	0
65. Destroy things (such as school property, or people's personal items).	0	0	0	0	0
66. Get into fights with other students	0	0	0	0	0
67. Steal things (such as taking things from the school or other people.	0	0	0	0	0
68. Threaten or bully other students	0	0	0	0	0
69. Carry weapons (such as knives or guns)	0	0	0	0	0

MISCELLANEOUS SECTION

	0	1 or 2	3 to 5	6 to 9	10 to 19	20 to 29	All 30
70. During the past 30 days, on how many days do you think **most students** in your school had at least one drink of alcohol?	0	0	0	0	0	0	0
71. During the past 30 days, on how many days do you think the **average student** in your school had at least one drink of alcohol?	0	1 or 2 0	3 to 5 0	6 to 9 0	10 to 19 0	20 to 29 0	All 30 0
72. In the past 12 months, on average, how often have you seen or heard a message saying MOST students don't drink alcohol?	Never 0	Once or Twice 0	A few times a year 0	A few times a month 0	A few times a week 0	Everyday or almost every day 0	Several times a day 0

(ALASKA) GRADING GROWNUPS SURVEY

Grading Grownups is a public opinion phone survey of adult's perceptions, beliefs and actions to support the community's children and youth. The Association of Alaska School Boards (AASB) adapted the national survey conducted by the Search Institute, to fit Alaska's population. The survey was part of the assessment and evaluation of AASB's statewide Developmental Asset's initiative known as the Alaska Initiative for Community Engagement, or AK-ICE. The survey was administered statewide and within several school districts between 2002-2011. The Anchorage adult population was sampled at four intervals during that timeframe. Each survey was slightly modified, based on the activities of the local Asset initiative.
In general the areas addressed are as follows:

Community Support for Youth
How much do you agree or disagree with the following statements?
- Adults in my community think that it is important to support youth.
- Adults in my community reach out to support youth.
- Adults in the community know what goes on inside of the schools.
- How do adults feel about the schools in your community?

How often do adults in your community do the following things with youth who <u>do not live</u> in the adult's household
- Have conversations with youth that allow adults and youth to get to know one another?
- Help youth think through possible good and bad consequences of their decisions?
- Teach youth values such as respect, honesty, and responsibility?
- Act as a mentor or advisor to youth?
- Encourage youth to take school seriously and do their best work?
- Preserve and pass down traditions and values of their own culture or religion?
- Teach youth respect for all people regardless of race, culture, or religion?
- Ask youth their opinions about issues that will affect youth?
- Show youth the importance of helping others by volunteering?
- Engage in sports, outdoor, artistic, or cultural activities together with youth?

Individual Support for Youth
How often in the past year have you been able to do (voluntarily without being paid) these things with youth who live outside of your home.
- Donated money or materials to support youth-related activities *for young people?(Examples: Donating to sports teams, youth culture group, or other extracurricular activity, Donating materials for a teen center or skateboard park, Buying raffle tickets, Buying ads in programs)*
- Provided a meal or a warm, safe place to hang out to a young person in need*?*
- Talked with a young person about things that were bothering him or her?
- *Intervened with or on behalf* of a young person who was getting into trouble (cutting school, vandalizing, using alcohol or other drugs) or seemed depressed? [Intervened: talked to the kid, told the family, told the school, told the VPSO]
- Taught "life skills" such as getting along with others, solving problems, managing feelings, making good decisions, money management, or survival or subsistence skills?
- Volunteered at school or school-related activities?
- Volunteered to coach, taught or supported physical activities such as NYO (Native Youth Olympics), basketball, mushing, or any other individual or team sports?
- Engaged in artistic activities such as dancing, drawing, making handicrafts, music, plays, or storytelling with youth*?*
- Taught cultural activities or passed down cultural traditions and values with youth?
- Taught youth the importance of helping others, serving the community or volunteering?
- Provided youth with formal or informal faith-based instruction or guidance on a volunteer basis (for example, teaching Sunday school)?
- Acted as a "formal" or "official" mentor to a young person where you received training on how to mentor and guide youth? (For example, through school, Big Brothers Big Sisters, or faith organization)

Youth and Media
- In the last *three* months, have you seen or heard any positive news stories about youth?
- In the last month, have you seen or heard any positive news stories about youth?
- Do you think there are enough positive stories about Alaskan youth on radio, TV and in newspapers?

Perceptions of Youth
- Alaskan teenagers generally act responsibly.
- Teenagers in my community generally act responsibly.
- Alaskan teenagers are often friendly and helpful.
- Teenagers *in my community* are often friendly and helpful
- Alaskan teenagers volunteer, provide services or get involved positively in their community.
- Teenagers *in my community* volunteer, provide services, or get involved positively in our community.
- Today's teenagers will make Alaska a better place in the future.
- Alaskan teenagers are often intolerant of other cultures and races.
- In general what are your feelings towards youth, 13-19 years old?
- I believe, in the next five years, the quality of life will be better for the youth in my community.

Awareness of Resources (related to the Alaska Initiative for Community Engagement)
- Have you ever heard of youth developmental assets?
- Have you ever heard of *Helping Kids Succeed - Alaskan Style*?
- Have you ever heard of the Alaska Initiative for Community Engagement (or Alaska ICE)?
- Have you ever heard of Spirit of Youth?
- Have you ever heard of the Youth Friendly Business Program?
- Have you ever heard of the Anchorage Youth Development Coalition

A complete copy of the Grading Grown-Up surveys or Anchorage district reports may be available from the Association of Alaska School Boards.

Anchorage Community Adult Support Survey for Youth (2011)

In 2011 the *Alaska Grading Grownups* phone survey was significantly adapted and renamed, *the Community Adult Support Survey*. Ivan Moore Associates contacted a representative sample of 270 adults through both landline and mobile telephone numbers. The American Institutes of Research analyzed the results and compared them to previous year surveys. The 2011 survey added several questions related to family support, neighborhood support and adult's own direct supports to youth. The following is a summary of the eight domains of the Anchorage Community Adult Support Survey for Youth.

I. **Family Supports**
    - During the past 12 months, how often were you able to attend the events or activities your children have participated in?
    - Regarding your children's friends, would you say that you have met all of their friends, most of their friends, or none of their friends?
    - During the past 7 days, how many days did all family members who live in your household eat a meal together?
    - How well can you and your children share ideas or talk about things that really matter?

II. **Neighborhood supports**
    - People in my neighborhood help each other out.
    - There are people I can count on in this neighborhood.
    - Adults watch out for the children in this neighborhood.
    - If neighborhood children are outside playing and got hurt or scared, there are adults nearby who I trust that will help them.

III. **Adult perceptions youth in their community**
    - Teenagers in my community generally act responsibly.
    - Teenagers in my community are often friendly and helpful.
    - Teenagers in my community volunteer, provide services, or get involved positively in our community.
    - Alaskan teenagers are often intolerant of other cultures and races.

IV. **Youth Portrayals in the Media**
    - In the past 3 months, have you seen or heard any positive news stories about youth?
    - In the past month, have you seen or heard any positive news stories about youth?
    - Do you think there are enough positive stories about Alaskan youth on radio, TV, and in newspapers?

V. **Adults Perception of *General* Community Support for Youth**
    - Have conversations with youth that allow adults and youth to get to know one another.
    - Help youth think through possible good and bad consequences of their decisions.
    - Teach youth values such as respect, honesty, and responsibility.
    - Act as a mentor or advisor to youth.
    - Encourage youth to take school seriously and do their best work.
    - Teach youth respect for all people regardless of race, culture, or religion.
    - Ask youth their opinions about issues that will affect youth.
    - Show youth the importance of helping others by volunteering.
    - Engage in sports, outdoor, artistic, or cultural activities together with youth.
    - Preserve and pass down traditions and values of their own culture or religion.

VI. **Adults Direct Support for Youth in Anchorage**
- Waved and said hello to young people in your neighborhood.
- Learned the names of young people in your neighborhood.
- Donated money or materials to support youth-related activities.
- Provided a meal or a warm, safe place to hang out to a young person in need.
- Talked with a young person about things that were bothering him or her.
- Intervened with or on behalf of a young person who was getting into trouble (cutting school, vandalizing, using alcohol or others drugs) or seemed depressed.
- Taught "life skills" such as getting along with others, solving problems, managing feelings, making good decisions, money management, or survival or subsistence skills.
- Volunteered at school or school-related activities.
- Volunteered to coach, taught or supported physical activities such as Native Youth Olympics, basketball, mushing, or any other individual or team sports.
- Engaged in artistic activities such as dancing, drawing, making handicrafts, music, plays, or storytelling with youth.
- Taught cultural activities or passed down cultural traditions and values with youth.
- Taught youth the importance of helping others, serving the community or volunteering.
- Provided youth with formal or informal faith-based instruction or guidance on a volunteer basis.
- Let a young person stay at your home, when they did not have another safe place to stay.
- In the past year, have you been a formal mentor for a young person?

VII. **Adult perceptions youth risk behaviors**
Respondents were asked a series of questions regarding their perceptions of the prevalence of alcohol use among youth, the risks of alcohol use to youth and adults, and the risks of marijuana use to youth and adults.

VIII. **Awareness of specific youth development based resources**
- Have you ever heard of the book Helping Kids Succeed, Alaskan Style?
- Have you ever heard of the Anchorage Youth Development Coalition?
- Have you ever heard of Spirit of Youth?
- Have you ever heard of Youth Developmental Assets?
- Have you ever heard of the Anchorage United for Youth initiative, or AUY?
- Have you ever heard of a website for teens called ¿Qué Pasa Anchorage?
- Have you ever listened to the weekly radio program Kids These Days, or used their website?

The full report (Anchorage Community Adult Support Survey for Youth 2011) is available from the **Association of Alaska School Boards**. It was conducted in partnership with several youth-serving Anchorage organizations, under a grant from the US Department of Education.