Youth Engagement, Motivation, and Beliefs (Individual Youth Level)
Survey Codebook, April 2016
For administration in Youth Development Programs (6th – 12th grades)

Note: For this measure, scales are formed by averaging across items to produce domain-level scores in the following areas. Five domains are youth ratings of their own skills and beliefs, and the other three capture youth experiences in programs. This document provides variable names (useful for scoring), descriptions, and response options for each item. Source information and scale statistics are also provided where available.

Youth Skills and Beliefs

- **Academic Identity:** Associating oneself with successful school behaviors and outcomes

- **Future Orientation:** Setting short- and long-term goals and making plans to reach them; Feeling hopeful and optimistic about the future

- **Self-Management:** Assessing and regulating feelings, emotions and behaviors

- **Mindsets:** Having self-efficacy beliefs and persevering through challenges

- **Interpersonal Skills:** Respecting other people's feelings and ideas; collaborating effectively

- **Cultural Identity:** Knowledge of, and attachment to, one's cultural and ethnic identity

Program Experiences

- **Academic Behaviors (program effects, retrospective):** Perceived program impact on school effort, habits, and engagement

- **Self-Management (program effects, retrospective):** Perceived program effects on emotional and behavioral regulation

- **Belonging and Engagement:** Sense of belonging in the program context, and engagement in program activities

Academic Identity

[Associating oneself with successful school behaviors and outcomes]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*			
N = 361*	*M* = 3.39	*SD* = 0.728	*α* = 0.849
Variable	**Description**		**Coding**
AI_DoingWell	Doing well in school is an important part of who I am		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
AI_GoodGrades	Getting good grades is one of my main goals		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
AI_Pride	I take pride in doing my best in school		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
AI_College	Getting a college education is important to me		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
AI_HardWorker	I am a hard worker when it comes to my schoolwork		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
AI_Learn	It is important to me to learn as much as I can		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

Scale items are influenced by similar items on various school climate surveys; in particular the Chicago Public Schools' My Voice, My School Student Survey program (University of Chicago Consortium on Chicago School Research, 2015)

*Scale statistics are based on a pilot administration of this survey in April-May of 2015; Item means, standard deviations, and Cronbach's alpha statistic (α) are calculated using SPSS. All are averaged across scale items for respondents who provided valid answers for all items within the scale.

Future Orientation

[Setting short- and long-term goals and making plans to reach them; Feeling hopeful and optimistic about the future]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*		
N = 298*	*M* = 3.24	*SD* = 0.75	*α* = 0.788

Variable	Description	Coding
FO_GoodThings	I expect good things to happen to me	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
FO_Excited	I feel excited about my future	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
FO_TrustFuture	I trust my future will turn out well	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
FO_HaveGoals	I have goals in my life	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
FO_SetGoals	If I set goals, I take action to reach them	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
FO_MakePlans	I make step-by-step plans to reach my goals	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

Hope items are taken from the Hope Scale for Teenagers; Goal-directed behavior items are taken from the Goal Orientation Scale for Teenagers; both were developed for Child Trends' Flourishing Children's project (Lippman et. al., 2012)

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Self-Management

[Assessing and regulating one's feelings, emotions and behaviors]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*		
N = 102*	*M* = 2.95	*SD* = 0.846	*α* = 0.729

Variable	Description	Coding
SM_Stop	I can stop myself from doing something I know I shouldn't do	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SM_Sad	When I'm sad, I do something that will make me feel better	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SM_Temper	I can control my temper	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SM_Stress	I can handle stress	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SM_CalmDown	I can calm myself down when I'm excited or upset	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SM_NewSolution	When my solution to a problem is not working, I try to find a new solution	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SM_PastChoices	I think of my past choices when making new decisions	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

Items adapted from the Adolescent Self-Regulatory Inventory (Moilanen, 2007) and from an impact study of the Youth Program Quality Intervention (Smith et. al., 2012)

*Scale statistics are based on a pilot administration of this survey in April-May of 2015; Item means, standard deviations, and Cronbach's alpha statistic (α) are calculated using SPSS. All are averaged across scale items for respondents who provided valid answers for all items within the scale.

Mindsets

[Having self-efficacy beliefs and persevering through challenges]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*		

	N = 462*	*M* = 3.11	*SD* = 0.783	*α* = 0.786
Variable	**Description**			**Coding**
MS_Finish	I finish whatever I begin			"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
MS_StayPositive	I stay positive when things don't go the way I want			"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
MS_GiveUp	I don't give up easily			"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
MS_TryThings	I try things even if I might fail			"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
MS_SolveProblems	I can solve difficult problems if I try hard enough			"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
MS_GoodJob	I can do a good job if I try hard enough			"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
MS_StayFocused	I stay focused on my work even when it's boring			"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

Items adapted from the Patterns of Adaptive Learning scales (Midgely et. al., 2000), the Grit Scale for Children (Duckworth & Quinn, 2009), and from the Implicit Theories of Intelligence scale (Blackwell, Trzesniewski, & Dweck, 2007)

*Scale statistics are based on a pilot administration of this survey in April-May of 2015; Item means, standard deviations, and Cronbach's alpha statistic (α) are calculated using SPSS. All are averaged across scale items for respondents who provided valid answers for all items within the scale.

Interpersonal Skills

[Respecting other people's feelings and ideas; collaborating effectively]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*			
N = 359*	*M* = 3.22	*SD* = 0.753	*α* = 0.796
Variable	**Description**		**Coding**
IS_Listen	I listen to other people's ideas		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
IS_GroupWork	I work well with others on group projects		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
IS_FeelBad	I feel bad when someone gets their feelings hurt		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
IS_Respect	I respect what other people think, even when I disagree		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
IS_HelpOut	I try to help when I see someone having a problem		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
IS_AffectOthers	When I make a decision, I think about how it will affect other people		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

Items adapted from Child Trends' Flourishing Children's project's Empathy scale (Lippman et. al., 2012) and from a civic outcomes measure for elementary students (Chi, Jastrzab, & Melchior, 2006)

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Cultural Identity

[Knowledge of, and attachment to, one's cultural and ethnic identity]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*		
*N = * *	*M =*	*SD =*	*α =*

Variable	Description	Coding
CI_Traditions	I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
CI_Belonging	I have a strong sense of belonging to my own ethnic group	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
CI_Meaning	I understand pretty well what my ethnic group membership means to me	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
CI_DoneThings	I have often done things that will help me understand my ethnic background better	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
CI_Talked	I have often talked to other people in order to learn more about my ethnic group	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
CI_Attachment	I feel a strong attachment towards my own ethnic group	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

Items from the revised version of the Multi-Ethnic Identity Measure (MEIM-R) (Phinney & Ong, 2007).

*This scale is new to YDEKC in 2016.

Academic Behaviors (retrospective, program effects)

[Perceived program impact on school effort, habits, and engagement]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*		
N = 355* *M* = 2.94 *SD* = 0.902 *α* = 0.891		
Variable	**Description**	**Coding**
ABR_SchoolInterest	This program has helped me to become more interested in what I am learning in school	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
ABR_SchoolRelevancy	This program has helped me to connect my schoolwork to my future goals	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
ABR_BetterSchool	This program has helped me to do better in school	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
ABR_CompleteWork	This program has helped me to complete my schoolwork on time	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
ABR_BetterWork	This program has helped me do a better job on my schoolwork	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

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Self-Management (retrospective, program effects)

[Perceived program impact on school effort, habits, and engagement]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*

N = 64*	*M* = 2.79	*SD* = 0.965	*α* = 0.895
Variable	**Description**		**Coding**
SMR_Stress	This program has helped me to handle stress		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SMR_Temper	This program has helped me get better at controlling my temper		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SMR_Feelings	This program has helped me learn that my feelings affect how I do in school		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SMR_Patient	This program has helped me to be more patient with others		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SMR_CalmDown	This program has helped me learn how to calm myself down when I'm excited or upset		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SMR_StayFocused	This program has helped me get better at staying focused on my work		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
SMR_Stop	This program has helped me to stop doing something when I know I shouldn't do it		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

Items adapted from the Adolescent Self-Regulatory Inventory (Moilanen, 2007) and from an impact study of the Youth Program Quality Intervention (Smith et. al., 2012)

*Scale statistics are based on a pilot administration of this survey in April-May of 2015; Item means, standard deviations, and Cronbach's alpha statistic (α) are calculated using SPSS. All are averaged across scale items for respondents who provided valid answers for all items within the scale.

Belonging and Engagement

[Sense of belonging in the program context, and engagement in program activities]

Prompt: **This survey is confidential.** *Read each of the following statements and decide how true they are for you.*		
N = 352*	*M* = 3.42	*SD* = 0.719	*α* = 0.909

Variable	Description	Coding
BE_FitIn	I fit in at this program	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
BE_FeelProud	I feel proud to be part of my program	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
BE_Adults	The adults in this program take the time to get to know me	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
BE_Relevancy	What we do in this program will help me succeed in life	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
BE_Excited	There are things happening in this program that I feel excited about	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
BE_NewIdeas	This program helps me explore new ideas	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
BE_NewSkills	This program helps me build new skills	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
BE_Important	What we do in this program is important to me	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
BE_Challenging	What we do in this program is challenging in a good way	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true

Notes:

Items adapted from several measures of youth belonging in youth development programs (e.g. Anderson-Butcher & Conroy, 2002; Smith et. al., 2012).

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