THE DEVELOPMENT OF EMPOWERMENT AND LEADERSHIP

AMONG YOUTH INVOLVED IN ASSET MAPPING

By

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A thesis submitted in partial fulfillment of
the requirements for the degree of

MASTER OF ARTS IN HUMAN DEVELOPMENT

WASHINGTON STATE UNIVERSITY
Department of Human Development

DECEMBER 2006

To the faculty of Washington State University:

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TIFFANY A. WIGEN find it satisfactory and recommend that it be accepted.

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(Chair)

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ACKNOWLEDGEMENTS

I would like to acknowledge the following graduate students who offered their assistance and encouragement throughout the process of completing my thesis: Samantha Senich, Sara Winkelman, Brianne Hood, Katie Maucione, Katie Preprezny, and Leslie Booren. I would like to thank my thesis committee for their time, effort, and support. A special thanks to Dr. Deborah Handy for offering her qualitative methodology expertise, and for going out of her way to make herself available. Finally, I would like to acknowledge the work of my advisor, Dr. Kathleen Boyce Rodgers. I could not have done this without her dedication, vision and patience.

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Abstract

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December 2006

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Research shows that youth have too few opportunities to engage in their community, develop a sense of empowerment, or develop and practice leadership skills and characteristics. This qualitative study examines existing data to better understand the development of empowerment and leadership among high school youth involved in youth asset mapping. As part of an evaluation of a community empowerment project, interviews were conducted with high school youth from three sites and with adults who were either directly or indirectly involved with the youth asset mapping projects. Interviews consisted of focus groups, telephone interviews, and in-person interviews. The findings suggest that a sense of empowerment was partially developed through participation in the youth asset mapping projects. Leadership skills and characteristics appeared to have been developed through involvement in youth asset mapping. The role of the facilitator also influenced the development of empowerment and leadership. Unanticipated themes such as cultural barriers between youth and adults, passion/motivation of youth, and adult recognition of youth emerged as components of adult-youth partnerships that are necessary to address to foster the development of empowerment and leadership among youth.

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Dedication

I would like to dedicate my thesis to my parents, my Auntie, and Samantha Senich for their

unconditional love, support, and encouragement throughout this challenging process. I also

dedicate my thesis to my husband for his patience, and for reminding me to breathe and laugh.

THE DEVELOPMENT OF EMPOWERMENT AND LEADERSHIP

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CHAPTER ONE

Introduction

What does it mean to have a sense of empowerment or leadership? What do youth think empowerment and leadership mean? Most importantly, what kinds of experiences do youth need to increase their sense of empowerment and to develop leadership skills and characteristics? The answers to these questions are important when communities are considering ways to support and promote positive development among their youth. When communities provide opportunities for youth to develop leadership skills and characteristics, and increase their sense of empowerment, it creates a win-win situation. Youth are given the opportunity to learn and practice skills that can help them optimize their potential, and communities benefit because these youth are more likely to make positive contributions within the community (Mannes, Roehlkepartain, & Beson, 2005).

Background Information

This study uses existing data that were collected for an evaluation of a larger community empowerment project to explore the development of empowerment and leadership among youth. The empowerment project was funded by the state governor's Juvenile Justice Advisory Committee through a delinquency prevention grant. High school and middle school students in a city in Washington State participated in the project. The three project goals were: (a) To actively engage youth in community projects to enhance their connectivity to their school and neighborhood, and to increase their personal assets (e.g., care for others, sense of empowerment and personal competence); (b) to engage adults in the community to provide resources that build

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youth assets in the Five Promise [1] areas (through mentoring, non-school hour opportunities, healthy behavior, workforce preparation, and volunteer opportunities); (c) to create a replicable model project to develop sustained community Youth Empowerment Zones.

In the present study, I will examine only data that originated from those individuals who were involved in the three high school projects. These data include phone interviews with teachers, principals, a superintendent, grant writers, and community members. The data set also includes focus groups with students and individual interviews with three students who were directly involved in mapping assets in their community (Youth Asset Mapping). Further details about participants are provided in the methods section (to view interview questions, see Appendix B). The middle school students, their facilitators, and their principals were not included in this study because the middle school projects did not include asset mapping and varied greatly in what they planned, executed and documented.

Youth Asset Mapping (YAM)

Asset mapping is a procedure whereby local resources, attitudes, and risk and protective factors in the community are assessed with the intention of using collected data to stimulate change and discourse on youth issues. High school youth from three schools were engaged in youth asset mapping as part of a larger community empowerment project. The students had the opportunity to collect data within three contexts that influence youth development: (1) the peer context, (2) adult attitudes towards youth, and (3) the actual resources in a community that can support or hinder positive youth development. With their adult leader, youth determined which context they were most interested in, and then focused their energy toward conducting their research project. Site one students collected data in all three contexts. Site two students collected

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[1] America's Promise is a nonprofit organization that assists communities in mobilizing support for positive youth development. In the Five Promise areas: mentoring, safety in non-school hours, health, workforce preparation, and volunteerism (see Appendix A).

data within the peer context and on adult attitudes towards youth. Site three students collected data on the actual resources in their community that supported or hindered positive youth development.

It is important to note here that the interest for this study is not in the data that the youth collected. The purpose of this study is to examine whether or not the youth gained a sense of empowerment and/or developed leadership skills in the process of participating in youth asset mapping, and to better understand this development if it did occur.

The theoretical framework for the Youth Asset Mapping project was based on the Search Institute's 40 Developmental Assets (see Appendix C), and the Five Promises delineated by America's Promise (see Appendix A). Youth at site one performed multiple data collection processes including a random digit-dialed telephone survey, cataloging of community resources, interviews of personnel at identified resources (e.g., businesses, retailers), and observational data collection of physical characteristics of the neighborhood area to assess safety issues (e.g., abandoned buildings, neighborhood blight, crosswalks, access to safe places). Two groups of participants also administered the Search Institute Profile of Attitudes and Behaviors survey to students in their school. Data from multiple sources were disseminated by youth to school personnel, community leaders, and the public and served as a catalyst for community discussion around building community capacity to support youth in the areas of mentoring opportunities, safety, health, workforce preparation, and volunteerism.

General Overview of Empowerment and Leadership

Within the Search Institute's developmental assets framework (described in further detail in the literature review), empowerment is considered an external asset. To develop a sense of empowerment adolescents must have one or more of the following assets: a feeling that they are

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valued within their community, believing that they have useful roles in their community, participation in community service at least one hour a week, and feeling safe in their home, school, and neighborhood (Leffert, Benson, Scales, Sharma, Drake, & Blyth, 1998; Benson, Leffert, Scales & Blythe, 1998; Mannes, et al., 2005). Out of all of the Search Institute's asset categories that contribute to positive youth development, empowerment is the category with the least amount of empirical research (Leffert et al., 1998). This lack of available research on youth empowerment adds to the value of the current study.

Having a sense of empowerment can motivate people to try out leadership roles. In addition, when a person has the opportunity to practice being a leader and feels competent in that role, that experience or contribution can increase his or her sense of empowerment (Rich, Edelstein, Hallman, & Wandersman, 1995). Leadership can take on many forms. For some, the thought of being a leader may feel overwhelming. Leadership is often viewed as a large and complex task that requires a lot of responsibility. Those who feel that such a "job" is too much for them may never consider themselves as leaders. Many people do not realize is that leadership can be observed in a variety of ways. An adolescent who sets a good example for his or her younger sibling has demonstrated leadership. Likewise a teenager who persuades a friend to attend class has demonstrated leadership (van Linden & Fertman, 1998). It is possible that if more youth understood that they are already demonstrating leadership in a number of ways, or that there are many ways to be a leader, this could build their confidence and empower them to take on additional leadership roles.

One way for youth to develop leadership skills and increase their sense of empowerment is by participating in youth programs. A key component of such programs for youth is the facilitator, and the facilitator's ability to provide support and share power (Camino, 2000a).

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Research has shown that a balance of power between youth and the facilitator is ideal. For example, a facilitator who keeps all of the power and control can diminish youth's sense of ownership in the process, making the youth feel as though they did not play significant roles. On the other hand, a facilitator who burdens the youth with all of the power and control may leave them feeling overwhelmed and helpless (Larson et al., 2004; Camino, 2005). Ideally, effective facilitators will share power and control with youth by welcoming their ideas, assigning them important tasks, and providing them with skills as well as with opportunities to practice those skills (Larson et al., 2004).

If a young person is given the opportunity to try out different roles, gain useful knowledge and skills at a developmentally appropriate level, have their voice heard, and discover their potential as a leader, he or she is more likely to make a positive contribution to their community and society (Dworkin, Larson, & Hansen, 2003). The good news is that youth want opportunities to learn and practice new skills that will help them to be successful in the future. The bad news is that there are not enough opportunities for youth to develop and practice leadership skills within their communities (Leffert et al., 1998). The skills that youth develop are influenced by the opportunities that are provided for them (Leffert et al., 1998; Eccles & Gootman, 2002). Without opportunities to develop and practice leadership skills and increase their sense of empowerment, youth may never discover what they are truly capable of accomplishing. In addition, these youth may never discover the influence that they could potentially have on their peers and their community (Eccles & Gootman, 2002; van Linden, & Fertman, 1998)**.**

The aim of my research is to better understand how involvement in community research influences youth's perception of themselves and their community. Using existing qualitative data

that were collected for evaluation of a larger community research project, this study will explore

two main questions: How does involvement in youth asset mapping encourage feelings of

empowerment and leadership? And, in what way does the role or characteristics of an adult

leader facilitate students' sense of ownership, empowerment, and leadership during the process

of asset mapping? Two conceptual frameworks guide the analysis of the data: four types of

empowerment proposed by Rich et al. (1995; formal, intrapersonal, instrumental, and

substantive) and participant's demonstration of leadership as defined by the Five Cs (confidence,

character, competence, connectedness and contribution; Pittman & Ferber, 2001). These

frameworks are described in detail in the literature review that follows.

CHAPTER TWO

Literature Review

Empowerment

Interest in empowerment has steadily increased across various disciplines. Along with this increased interest have come various definitions of empowerment (Perkins & Zimmerman, 1995). A generally consistent definition of empowerment is "a process by which people gain control over their lives, democratic participation in the life of their community, and critical understanding of their environment" (Perkins & Zimmerman 1995, p. 569). It has also been suggested that the term empowerment can have a different meaning to each individual (Foster-Fishman et al., 1998; Boehm & Staples, 2002). For example, in a focus group with single parents, teenagers, and active community members, there were different ideas about what it meant to be empowered. One participant explained that he felt empowered when he had the money to pay for something that they needed. A teenage participant described empowerment as being free to do what you want, without the limitations and constraints that other's influence might have on an individual (Boehm & Staples, 2002). Because of the varying interpretations of empowerment, it is important to define the construct so that participants in a study perceive empowerment in the same way that the researcher does (Perkins & Zimmerman, 1995).

Empowerment may be conceptualized as having two components: processes and outcomes. Empowerment processes may involve participation in decision making within a community organization, mutual leadership and control within a group of individuals working toward a common goal, and having access to government and community resources. Empowerment outcomes are the result of a person's participation. For example, if the process is to organize a peaceful protest regarding a problem in a community, the outcomes might be to

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create awareness, develop networks within the community, and increase individuals' sense of self-efficacy (Perkins & Zimmerman, 1995).

Four types of empowerment have been proposed by Rich and colleagues (1995). These forms of empowerment include: formal, intrapersonal, instrumental, and substantive empowerment. Although the four forms are related to each other, it is possible to have one type of empowerment and not another. These forms of empowerment can be related to individual and community empowerment (Rich, et al., 1995).

According to Rich and colleagues (1995), there is a difference between reactive empowerment and proactive empowerment. A person who experiences reactive empowerment may feel as though they did not have a choice but to take action. Proactive empowerment is pursued by choice and a person may be inspired to take action. The former scenario can result in a person feeling defeated despite his or her sense of empowerment. This person may have felt forced to devote his or her time and effort into gaining knowledge and skills to protect themselves or their community from harm. For example, if a nuclear power plant within a community is emitting hazardous waste into the local environment, community members may feel forced to act to protect their health. In contrast, a person who engages in proactive empowerment is more likely to have positive feelings about his or her experience because he or she does not feel as though they were forced into the situation (Rich et al., 1995). When community members choose to create a neighborhood garden to add to the aesthetic quality of a run-down community, they are engaging in proactive empowerment.

Formal Empowerment

Formal empowerment is an external source of empowerment that does not come from within a particular group or individual, but is granted by the power holders to individuals or

groups. Formal empowerment occurs when institutions such as governments, churches, and businesses provide citizens with opportunities to be involved in decision-making processes (Rich, et al., 1995). Formal empowerment may come from the school board, school principals, or the city council when they allow parents and youth to have a voice in how resources are distributed for youth programs.

Intrapersonal Empowerment

Intrapersonal empowerment is an internal source of empowerment. It is how a person perceives his or her level of competence, control, and ability to effect civic change (Rich et al., 1995). This form of empowerment relates to Bandura's (1995) concept of self-efficacy, which he defines as the "belief in one's capabilities to organize and execute the course of action required to manage prospective situations" (p.2). The development of self-efficacy requires a person to be challenged in some way (Bandura, 1994). A person who actively participates in civic activities such as volunteering is likely to have some level of intrapersonal empowerment that motivates him or her to participate to begin with. However, this form of empowerment can also be a result of participation or contribution. Therefore, participation and the development of intrapersonal empowerment may be a circular process whereby a person can increase his or her level of intrapersonal empowerment through participation or vice versa. In addition, formal empowerment may lead to intrapersonal empowerment if it gives one a sense of self-confidence in a given situation (Rich et al., 1995).

Instrumental Empowerment

Instrumental empowerment is also an internal source of empowerment and is described as a person's ability to participate in and influence others in civic decision making processes. This ability is based on the knowledge, skills and resources that a person has at their disposal (Rich et

al., 1995). A person with a high level of instrumental empowerment is also likely to have a high

sense of civic-efficacy, which is defined as a person's "readiness and willingness to assume

citizenship responsibilities" (Task Force, 1992). Such individuals are likely to maximize

opportunities presented through formal empowerment because they possess the knowledge,

skills, and resources to influence others. Instrumental empowerment could be observed in a

program where youth are provided with knowledge and skills and are given opportunities to

present this knowledge to stakeholders in the community.

Substantive Empowerment

Substantive empowerment is a form of external empowerment that is obtained by solving

problems and accomplishing the desired outcome (Rich et al., 1995). Formal institutions such as

churches, governments, and businesses have to work hand-in-hand with citizens to facilitate

substantive empowerment because citizens are not empowered unless they have a sense of

ownership of the decision making process (Rich et al., 1995). For example, a group of

adolescents may decide that tearing down an abandoned building in their neighborhood would

benefit the morale of their community; however, they must gain the approval of city officials.

Success at achieving their outcome would be an example of substantive empowerment because it

required cooperation from formal institutions such as the city council, in order to accomplish the

desired outcome.

Empowerment Research

Youth asset mapping is a form of empowerment research. Empowerment research aims

to combine the strengths, resources, and competencies of participants, researchers, and policy

makers through collaboration (Small, 1995; Perkins & Zimmerman, 1995). The research

methodology preferred is generally qualitative because the nature of empowerment research is

highly contextual, seeks to give participants a voice, and searches for answers as to why and how certain processes occur; quantitative methods are acceptable as long as they do not jeopardize these goals of empowerment research (Small, 1995).

Participatory action research (PAR) is one form of empowerment research that has been in existence since the 1970s (Pain, 2004). PAR was originally developed for international research with the goal of bridging the gap between researchers and community members in order to collaboratively identify and solve local problems (Krasny & Doyle, 2002). This research approach has grown in popularity over the past decade in both the public health and social science arenas (Gosin, Dustman, Drapeau, & Harthun, 2003). PAR is considered an educational process involving research, problem solving, discussion, and application of the new knowledge gained through research (Matysik, 2000). Community input is an important component of PAR because it provides a sense of ownership by community members of both the research its outcomes (Gosin et. al, 2003).

An example of participatory action-research, called Photovoice, engages and empowers participants by having them take pictures of what concerns them in their community (Wang et al., 2004). For example, one teenager took a picture of a bullet hole in the side of the bus that he rides. This teenager presented his photograph to policy makers, journalists, and health officials. He explained that he always knows that he's riding a different bus when the bullet holes are in different places (Wang et al., 2004). The visual representation of concerns is then used to create discussion of issues with fellow community members and policy makers, and to promote positive change within the community (Wang et al., 2004). Photovoice was first used in China with a group of village women who took pictures within their villages. The pictures inspired the women to question the reason for the conditions of their village (Wang, et al., 2004). The village women

discussed their pictures and questions with policymakers to promote change within their

community (Wang, et al., 2004). Youth asset mapping is similar to Photovoice in that both

approaches take a critical look at what is present and lacking in the community; both create

awareness of issues for community members and policy-makers and strive to generate positive

change within the community.

Challenges of PAR

There are three challenges in conducting PAR: (a) defining community, (b) addressing

issues of power between researchers and participants, and (c) identifying levels of community

involvement (Gosin et al., 2003). When conducting PAR, it is important to define what is meant

by "community" because such definitions vary by geography, interests, or social boundaries

(Gosin et al., 2003).

The second challenge of PAR refers to the amount of power that researchers share with

participants. When researchers share power with community members, community members

gain a sense of ownership in the change process (Gosin et al., 2003). This is one of the

components necessary for what Rich and colleagues (1995) refer to as substantive

empowerment. When researchers encourage the involvement of community members, they

express the attitude that community input is valuable to the researchers.

The third challenge described by Gosin et al. (2003) is to identify levels of community

involvement, and address the importance of all partners who will benefit from the action

research. By recognizing that there are multiple levels of community involvement, researchers

can seek input and contribution from members of each level. The input from a variety of

community members allow members at each level of community involvement to have a sense of

ownership in the process. The best way to ensure that each partner benefits is by each partner contributing their area of expertise or skill to the project (Gosin et al., 2003).

PAR Challenges Applied to Current Study

For the youth in this study, community was defined by each participating site to include students within their high school and the surrounding neighborhoods of the high school. The issue of power is relevant to the present study because the amount of resources one has can determine how powerful he or she is, or how powerful others perceive he or she to be (Gosin, et al., 2003). In general, youth have less power than adults. The participating facilitators, administrators, and adult workers all had varying amounts of knowledge, skills and resources, but because of their adult status, these participants had more power than the youth. Examination of how power was shared with the students by the adults involved in this project is of particular interest for understanding substantive empowerment that might be present in youth asset mapping. In the present study, the students, facilitators, administrators, and adult workers can all offer their resources and skills to benefit all parties, as well as the community.

Youth Involved with PAR

Youth involvement in action research is a recent yet growing phenomenon (Matysik, 2000). For example, in a combined qualitative and quantitative study of the impact of youth involvement in PAR, a group of high school freshmen worked together to create change in their community. To begin, the freshmen brainstormed a list of problems in their school or community and then narrowed down the problems to two top priorities: school lunch satisfaction and services for the elderly in their community.

The students learned how to develop and administer surveys to their peers and to senior citizens in their community (instrumental empowerment). The students set a goal to create

awareness about their findings. Publishing articles and giving presentations were the mechanisms chosen by the students to create awareness. Unfortunately, the school principal would not allow the students to publish articles in the school newspaper (formal empowerment); they did however, have the opportunity to present their findings to their peers and school staff (formal empowerment, substantive empowerment). As a result, improvements were made to their school cafeteria and activities were coordinated for teens and elderly to interact with one another. The successful problem solving and the willingness on the part of school staff for the students to have a part in the decision-making process is an example of what can lead to substantive empowerment (Matysik, 2000).

As a result of their PAR experience, the freshmen reported feeling more confident (intrapersonal empowerment) and having more knowledge and skills (instrumental empowerment). The researcher leading this study observed that the youth demonstrated responsibility, empowering behaviors, and empathy towards adults. Furthermore, it was observed that this project was considered more practical and rewarding by some of the youth compared to their actual school work. For example, one of the students in this study excelled in the project but failed the school year (Matysik, 2000).

This study (Matysik, 2000) provides evidence that the four forms of empowerment (Rich et al., 1995) can be demonstrated through the processes involved in participatory action research. The results of the project that the freshmen participated in suggest that formal empowerment might be a key factor in determining the outcomes for projects guided by youth.

Models for Understanding Youth Development

Positive Youth Development

Positive youth development (PYD) is the process whereby individuals develop the internal and external assets necessary to function adequately in society (Leffert et al., 1998; Benson et al., 1998; Mannes et al., 2005; Small & Memmo, 2004). Empowerment is one of the developmental assets that contribute to positive youth development. For youth to become empowered, they need to acquire skills and characteristics that will allow them to serve in useful roles in their community (Bensen et al., 1998; Leffert et al., 1998; Mannes et al, 2005). Developing leadership skills and characteristics, and having experiences to practice those skills, can empower youth to serve their community.

Based on past research on youth development, the Search Institute has created an extensive list of 40 developmental assets that are described as either external or internal. External assets are positive experiences that adults and institutions provide for youth. The external assets fall under the following four categories: support, empowerment, boundaries and expectations, and constructive use of time. Internal assets are the positive qualities and characteristics that nurturing adults can help youth to develop. The internal assets also fall into four categories: commitment to learning, positive values, social competencies, and positive identity (Leffert, et al., 1998; Benson, et al., 1998; Mannes et al., 2005; Kurtines et al., 2003).

Although it is not necessary for youth to have all of these assets, the more assets a young person has, the more likely it is that the young person will experience positive youth development. In addition, having more assets in one category could potentially make up for the lack of assets in a different category. Ideally one would have assets from each of the external and

internal categories to foster the development of a well-rounded individual (Mannes et al., 2005; Eccles & Gootman, 2002).

The PYD framework focuses on the strengths of adolescents as opposed to their weaknesses (Lerner, Almerigi, &Theokas, 2005). Instead of taking the traditional "storm and stress" perspective that assumes that adolescence is a time permeated by negativity (Steinmetz, 1999), the PYD approach considers youth to be valuable community partners in decision making (Small & Memmo, 2004). The field of PYD, which emerged in the 1980s, discovered the importance of involving youth in civic engagement, developing leadership skills, and viewing youth as personifying hope and potential (Small & Memmo, 2004). Empowerment of youth is considered an integral part of the PYD approach.

The PYD perspective is supported by developmental systems models that assume that adolescent development is not based on genetics alone, and that there is a bidirectional relationship between systems that is mutually influential (Bronfrenbrenner, 1979; Lerner et al., 2005a; Lerner et al., 2005b). For example, an adolescent is influenced by the opportunities afforded to him or her by their school, family, neighborhood, and his or her community, and this influence is likely to affect these systems in return.

Empowerment and PYD

Constructivists argue that a person's level of empowerment is determined by his or her construction of reality based on past experiences (Foster-Fishman et al., 1998). Thus, because of different experiences in individuals' lives, empowerment takes on a different meaning for individuals. For example, adolescents who have not had the opportunity to voice their opinions and concerns about their community are likely to feel empowered when given the chance to do so. On the other hand, adolescents who have experienced this opportunity may not feel as

empowered in that situation as adolescents who have not. For such adolescents, observing a change in their community as a result of voicing their opinions and concerns may be more likely to increase their sense of empowerment. According to the constructivist approach, individual realities can change and shift over time (Foster-Fisherman et al., 1998). Because adolescents are in a period of rapid development and change, an experience that is empowering to an adolescent at one point in their life might not be as empowering for them at a later time.

Leadership

Providing youth with opportunities to develop leadership skills and characteristics is one way to empower youth and promote PYD. A leader has been defined as a person who can communicate his or her thoughts and feelings effectively while influencing others to act on their beliefs (van Linden & Fertman, 1998). A more general definition is offered by Wheatley (2001): "anyone who wants to help" (p. 16). According to Wheatley (2001) a true leader wants to help to make their community or world a better place, not to boost their own ego, image, or resume.

Leadership skills can begin to develop before the age of five but can be acquired much more rapidly in adolescence (van Linden & Fertman, 1998). According to Zeldin and Camino (1999), there are five areas of competency that need to be developed by youth for them to become leaders: communication, teamwork, personal identity, professionalism, and project management. Too often, adults and adolescents are mistaken about what it means to be a leader, and because of this, many leaders go unnoticed. Leaders are not limited to those who hold positions of power, but instead can be identified through actions (van Linden & Fertman, 1998). For example, a teenager who organizes a basketball game or who discourages a friend from engaging in risky behavior has demonstrated leadership.

Characteristics that both adults and adolescents use to describe what a leader might possess including the following: being tall, physically fit, attractive, self-confident, wealthy, intelligent, popular, having the desire to excel, and hardworking (van Linden & Fertman, 1998). Similarly, Morris (1992) compared student leaders, average adolescents, at-risk adolescents, and "early school leavers". The student leaders were those who held president, vice-president, or treasurer positions within the Student Representative Councils at their schools. The 281 randomly selected adolescent leaders scored higher on levels of intelligence and achievement motivation compared to groups of students who were classified as average (n = 90), at-risk (n = 40), or early school leaver (n = 42). The student leaders were also likely to come from well-educated families (Morris, 1992). This study, along with other studies that look at student leadership, demonstrates that there are no gender differences regarding those adolescents who are considered leaders and those who aspire to leadership positions (Morris, 1992; Singer, 1990; Karnes & McGinnis, 1996).

Leadership is relevant to empowerment research because through leadership experiences, youth can gain a sense of empowerment. Likewise, a young person who seeks out leadership opportunities or is willing to try out a leadership role is likely to already have some level of empowerment (Rich et al., 1995). Ideally youth would feel confident in their leadership abilities and use their skills to influence their peers and community by empowering them to create positive change.

Five Cs

The Five Cs model proposed by Pitman and Ferber (2001) is used as a framework to define leadership in the present study. The Five Cs are described as confidence (having self-worth and a sense of mastery), character (demonstrating responsibility, having a sense of

spirituality or self-awareness), connectedness (having a sense of safety and structure, membership and belonging), competence (possessing knowledge, skills, behaviors) and contribution, which is described as participating and having influence over others (Pittman & Ferber, 2001). Five Cs are similar to the necessary areas of competency (Zeldin & Camino, 1999) listed above. Communication, teamwork, professionalism, and project management could all fall under any or all of the Five Cs. For example, teamwork requires contribution; professionalism and project management require competence and are likely to require some level of confidence; personal identity can be related to character.

These Five Cs are viewed as the positive developmental outcomes that occur as a result of youth having opportunities to learn, work, play, and contribute, having both early and ongoing investments throughout life, and having investments that lead them to outcomes such as academic success, vocational skills, physical health, personal/social responsibility (Pitman & Ferber, 2001). Whereas Pittman and Ferber (2001) view the Five Cs as positive developmental *outcomes*, developmental systems models and constructivists view these as both predictors and outcomes. For this study, some youth may already possess some or all of the Five Cs. For others, these characteristics may result from their involvement in YAM.

The Five Cs framework emerged from a discussion among youth development advocates and researchers who held a consensus meeting 2000. It was determined at this meeting that the assets necessary for positive youth development include caring and compassion, character, competence, and connection (Eccles & Gootman, 2002). Pittman and Ferber (2001) later substituted "caring and compassion" with "contribution."

Lerner et al. (2005b) proposed a variation to this model whereby the development of the Five Cs lead to a sixth C (contribution). In Lerner's (2005b) model, the first five Cs consist of

competence, confidence, connection, character, and caring/compassion. According to Lerner et al. (2005b), contribution consists of two parts: action and ideology. When a young person engages in behaviors that coincide with the Five Cs, he or she is not only contributing to themselves, but also society. This contribution involves both his or her actions and the belief that these actions are part of their moral and civic duty (Lerner et al., 2005b). A comparison of the two models reveals only slight differences in how the concepts are presented, but not major or fundamental differences. For example, Ferber indicates:

> There is not a great deal of difference among them -- just slightly different ways of presenting the same things. For example, the 5 C's includes caring/compassion within "character." So in this case, the differences are pretty subtle, and don't represent fundamental differences. The importance is having some way of quickly summarizing the full range of positive developmental attributes we are striving to promote, so we can present an alternative to solely focusing on the negative things we wish to prevent [sic] (T. Ferber, personal communication, December 13, 2005).

This paper uses Pittman and Ferber's (2001) Five Cs model as a guiding framework for leadership development.

Pedagogical Approaches

Pedagogical approaches can play a role in supporting positive youth development. The nature of the activities provided for the youth as well as the characteristics of the facilitator are important pieces of this approach and must therefore be considered in any research that engages adults and youth together (Hara, 1995). Discussion of pedagogical approaches is relevant to this study because youth were guided by an adult facilitator in their asset mapping process. Because little research has examined youth asset mapping, I draw from literature on adult-youth partnerships and service learning.

Adult-Youth Partnerships

In 1974, the National Commission on Resources for Youth proposed a model for youth-adult partnerships. This partnership would involve youth and adults working together in their communities, with both bringing to the table their personal experiences and qualities (Camino, 2000a). The difference between youth-adult partnerships and parent-child or student-teacher relationships is the equal playing field. Equal decision making power makes the adult-youth relationship especially unique (Camino, 2000a). Despite the decades that have passed since this model was advocated, there are still many challenges and barriers involved with youth-adult partnerships. Although youth seek autonomy and freedom within these partnerships, they are dependent upon the knowledge, resources, power, and experience of the adults with whom they are in partnership (Camino, 2000a; Zeldin McDaniel, Topitzes, & Lorens, 2001). There are a multitude of benefits for both youth and adults who are in partnership with each other, but unfortunately the two parties do not always know how to work together (Camino, 2000b; Zeldin et al., 2001). Below is a description of the challenges, barriers, keys to success, and the benefits involved with adult-youth partnerships.

Challenges and Barriers

Youth desire meaningful roles and tasks that increase their feelings of self-importance. Meaningful roles include decision-making opportunities and working in partnership with adults in their community. These roles and tasks have to be given to youth by the adults, because it is the adults who hold the power and resources (Zeldin et al., 2001). The institutional power that adults hold is exactly the formal empowerment needed by youth to aid in their development of intrapersonal, instrumental, and substantive empowerment (Rich et al., 1995).

There are several reasons why adults may be reluctant to hand over important roles to youth. First, some adults do not feel empowered themselves within the roles that they play. These adults might be hesitant or feel threatened by sharing opportunities that they do have with the youth in their community (Zeldin et al., 2001; Camino, 2000a). The second reason that adults may be reluctant to partner with youth is the stereotype that youth do not desire or are not capable of fulfilling what are typically adult roles. A third reason why adults may be turned off by youth-adult partnerships is that adults may have the belief that youth should be protected from adult business and simply enjoy their youth (Camino, 2000a).

In addition to the views of adults and their hesitation to assign youth important roles, there are other barriers to youth-adult partnerships. For example, there are youth who do not want to get involved because they do not believe that their voice really matters (Zeldin et al., 2001). Another barrier is created when youth are invited to participate, yet they do not have the appropriate guidance and coaching along the way. Often times, adults and youth are uncomfortable around each other and make each other nervous (Zeldin et al., 2001). Also, youth and adults operate on different schedules. Youth cannot attend meetings and conference calls that are during school hours, and they do not always have transportation available to take them to these events (Zeldin et al., 2001).

Keys to Success

There are three skills that are crucial for youth and adults to develop for successful youth-adult partnerships: communication, teamwork, and coaching (Camino, 2000a). Communication between youth and adults can help to overcome stereotypes that each group has about the other. Communication can also help to clarify the goals, expectations, experience, and ability of each

person. Interestingly, adults often find communicating with youth more challenging than youth find communicating with adults (Camino, 2000a).

Teamwork involves being flexible, respecting differences, understanding, and nurturing of youth development (Camino, 2000a). For example, youth benefit when adults allow them to solve problems on their own at a slower pace, even though that adult may believe that he or she could get the job done more efficiently. This patience and understanding that adults can demonstrate allows youth to gain experience and skills that they would not otherwise have if the adult did the task for them.

Adults tend to play the coaching role because they have experience, knowledge and resources that youth sometimes lack (Camino, 2000a). Youth appreciate this coaching as long as it supports their autonomy and leadership (Zeldin et al., 2001). Research has shown that the level of control maintained by that an adult facilitator who works with youth can have a big impact on how the youth feel about a program, the extent to which the youth feel empowered, their sense of ownership of a project, and their sense of accomplishment (Larson, et al., 2004).

Youth, however, do not always see their sense of empowerment determined by the involvement of their facilitator. In a study of youth who were involved in various activities, it was found that when asked directly, youth claimed that the adult facilitators of the activities that they were involved in were not the agents of their development. The youth considered themselves responsible for their own personal development (Dworkin et al. 2003). For example, Boehm and Staples (2002) conducted a study that looked at social workers' ideas of empowerment. Single parents, teenagers, elderly, and activists who were clients of these social workers participated in this study. Teenagers credited their own life experiences, and not the role of their social worker, for their personal sense of empowerment. However, the social workers

believed that they helped their clients obtain and recognize the power that they have (Boehm & Staples, 2002). These findings suggest that youth-guided programs may be successful because adolescents view themselves as the necessary agent of their positive development, despite the role or contribution of the adult partner.

Although youth who participate in organized activities may view themselves as the agents responsible for their own development, and not a product of their adult facilitator's actions, it is the adult facilitators who create the environments that support positive youth development (Larson et al., 2004). Adult facilitators who are too controlling or who do not allow the youth to be responsible for important jobs may hinder the youth's sense of ownership and accomplishment (Larson et al, 2004). On the other hand, facilitators who take a "hands off" approach can create an overwhelming and discouraging environment for youth (Larson et al., 2004; Camino, 2005).

There is a tendency for adult facilitators to assign every important task to the youth involved in the partnership (Camino, 2005). The positive aspect of this situation is that it demonstrates one of the essential characteristics that make a good facilitator: respect (Warihay, 1992). Facilitators who engage in this practice reveal that they trust their student's ability to get the job done (Warihay, 1992). However, interviews with youth in this situation suggest that youth prefer some guidance from the adults that they are working with. Youth are not trained, nor do they have the experience, to handle all of the responsibility of adult-youth partnerships. As a result, they may end up disappointing adults who overestimate their capability (Camino, 2005). When an adult observes that youth's abilities may have been overestimated, the adult facilitator should practice one of the other essential characteristics of an effective facilitator: self-disclosure (Warihay, 1992). Self-disclosure refers to a facilitator's willingness to share their

thoughts and feelings with the group in such a way that it contributes to the progress of the project (Warihay, 1992).

A challenge that occurs most often with adult-youth partnerships is when the adults give up their power under the assumption that the power can only be held by either the youth or the adults as opposed to a relationship of equality (Camino, 2005). To avoid this scenario, an adult facilitator must be observant and be willing to confront the group. An observant facilitator pays close attention to what is being said and the general tone of the group (Warihay, 1992). For example, in this situation, the general tone of the group may be one of discouragement as a result of the youth having more power than they know what to do with. Confronting refers to the ability of the facilitator to immediately address the inconsistencies between what group members commit to and what they actually follow through with (Warihay, 1992). Inconsistencies are likely to occur when youth feel obligated to take on power roles and later realize that they are not capable of following through.

Benefits

The benefits for youth who are involved in positive adult-youth partnerships are substantial. For example, these partnerships are linked to an increase in self-esteem, communication and leadership skills, an increased sense of trust in adults, as well as a decrease in risky behaviors (Camino, 2000b; Bailey & Lazarus, 2001; Kirby & Coyle, 1997). The benefits for adults involved in adult-youth partnerships are quite similar to the Five Cs of positive youth development (Zeldin et al., 2001). Through these partnerships, adults gain a sense of competence as a result of the knowledge and skills that they gain through working with youth. Zeldin et al. (2001) found that the adults they studied gained confidence because they felt as though they

were making better decisions after sharing decision making power with youth. The adults in their study also felt a stronger connection to their community after working in partnership with youth.

Nurturance of adult development through adult-youth partnerships is often ignored because the focus of PYD is most often on nurturing youth development (Camino, 2005). Too often in adult-youth partnerships, youth are viewed as the resources for creativity and energy while the adults bring their life experience into the partnership. Realistically, youth bring their own life experiences to the partnership and adults can be creative and energetic as well. Ideally, both parties learn and grow from working together (Camino, 2005). Larson et al. (2004) found that when there is a balance between youth and adult guidance, the adults essentially provide scaffolding (Larson et al., 2004; Zeldin et al., 2001). Such scaffolding is consistent with Vygotskian theory that when adults guide youth and provide them with tools (knowledge, skills, competencies) that build on the knowledge that youth already have, they are scaffolding the learning of youth. For example, when adults are aware of youth's developmental stage and what they are potentially capable of, they can challenge the youth just enough so that they learn and grow in a developmentally appropriate manner (Marion, 2003). Through the process of scaffolding, adults keep youth within their "zone of proximal development."

Ideally, efforts to engage youth in action research will provide a balance between an adult-driven program and a youth-driven program. The youth need to rely on the skills, knowledge, and connections of their adult facilitator/partner to learn the research process. In order for the facilitators to teach these specific skills, however, some component of the program must be adult-driven. In youth asset mapping, youth can choose what it is that they want to research, conduct the research, and present results with adult guidance. If youth have an active

role in directing and carrying out the research, it is expected that they would gain a sense of ownership and empowerment.

Service Learning

Service learning is providing opportunities that link classroom lessons to service activities (van Linden & Fertman, 1998). Consistent with the premises of PYD, service learning supports positive youth development in many ways: (1) it facilitates the development of external and internal assets, (2) it focuses on the strengths of adolescents by assuming that the youth can make a valuable contribution within the community, and (3) it exemplifies the idea that youth are community partners that need to be involved in community activities and decision making.

Service learning allows students to apply what they learn in the classroom by addressing the needs in their community (Friesen, Whitaker, & Piotrowicz, 2004). There are two categories of service learning: structured and unstructured. A structured service learning experience is one where a facilitator organizes the activities involved and leads discussion about the service learning experiences. An example of an unstructured service learning experience is where students are asked to complete a required amount of service hours outside of class on their own. Unstructured service-learning is likely to lead students to engage in what McLellan and Youniss (2003) refer to as functionary services (filing, organizing) that do not stimulate personal reflection of the experience. Students benefit more both cognitively and emotionally and have a more positive outlook towards the experience when service-learning programs are structured (McLellan & Youniss, 2003). Youth who engage in structured community development programs feel better about the value of their contribution, and as a result, feel as though they can make a difference in their community than those who participate in unstructured service learning (McLellan & Youniss, 2003).

Summary of the Literature

The studies reviewed here demonstrate the links among leadership, empowerment, and positive youth development. Learning and applying leadership skills can be an empowering experience, and both leadership opportunities and feelings of empowerment facilitate positive youth development. Research also shows that the role that adults play in an adult-youth partnership can impact both tangible results (published articles, presentation opportunities), and intangible results (confidence, feelings of empowerment, connection to the community). The current study will contribute to our understanding of what youth need from adults to become leaders and feel empowered.

Research Questions

The research questions for this study include the following: How does involvement in youth asset mapping encourage adolescents' feelings of empowerment (formal, intrapersonal, instrumental, substantive)? How does the involvement of youth asset mapping influence the development of leadership skills and characteristics (confidence, character, competence, connectedness, contribution)? How might the four types of empowerment influence the development of leadership skills (Five Cs)? And in what way does the role or characteristics of the adult leader facilitate students' sense of ownership, empowerment and leadership? To answer these questions, the presence of recurring themes in the interview data will be explored.

CHAPTER THREE

Method

This chapter will review the reasons for utilizing qualitative methodology in the analysis

of the data, discuss issues of reliability and validity, and explain the qualitative analysis

procedures utilized. Table One, Figure One, and the appendices are provided to enhance the

reader's understanding of the procedures used.

Qualitative Methodology

A qualitative approach was used in this evaluation because it was presumed that the most

effective way to learn about feelings of empowerment and leadership was to obtain information

about the participants' perceived experiences, opinions, motivations, thoughts and feelings about

their involvement in community research (asset mapping). This section employs the framework

of Lincoln and Guba (1985) because these authors developed extensive guidelines for addressing

internal and external validity within qualitative research.

Guidelines for Establishing Trustworthiness

Researchers should ask themselves four useful questions during the research process: (1)

How confident can I be that the findings are true (truth value)? (2) How confident can I be that

the findings will apply in other settings (applicability)? (3) How likely is it that the findings

would be replicated with similar subjects within a similar context (consistency)? (4) How

confident can I be that the findings were established by the subjects and not my own biases, and

interests (neutrality; Lincoln & Guba. 1985)?

Truth Value. The quantitative researcher will respond to the question regarding truth

value by considering internal validity. Internal validity refers to the extent that the manipulation

of an independent variable can influence the variation of a dependent variable in a controlled

environment. Threats to internal validity include but are not limited to the following: history

(other events that take place during the time of the study), maturation (normal development of

the subject over the course of the study), testing (the influence that the first test taking experience

has on the second testing experience), instrumentation (changes in the measurement instruments

or the observers) (Lincoln & Guba, 1985).

Within qualitative research, the concept of credibility is used to establish the truth value

(Lincoln & Guba, 1985). Credibility is established by having the findings approved by

participants in the study, and by implementing the study in a way that it is likely that the findings

will be considered credible. The qualitative researcher does not utilize controls or randomization

to answer research questions. Instead there is an assumption that reality is made up of human

mental constructions. Truth value is demonstrated by accurately representing these multiple

constructions.

The act of representing multiple constructions of reality within the findings and

interpretation is a reconstruction itself that has to be approved of by the original sources of

construction (participants; Lincoln & Guba, 1985). This approval is referred to as member

checking and is one part of establishing credibility. Member checking can be as simple as an

interviewer repeating back to the interviewee what he or she understood as the answer to the

question. This allows the interviewee to verify that his or her thoughts are being accurately

recorded. The second component to establishing credibility is increasing the probability that the

findings will be considered credible by outsiders. One way to do this is through triangulation.

Triangulation refers to the use of different sources, methods, theories or researchers, to better

understand the truth within the findings. The assumption is that if more than one person says the

same thing (multiple sources), or more than one researcher interprets the data in the same way, it is probable that the findings are accurate (Lincoln & Guba, 1985).

Accountability. The question of accountability is responded to in quantitative research with the consideration of external validity. External validity is the extent to which the findings can be generalized to other situations (Lincoln & Guba, 1985). The qualitative researcher is not concerned with generalizing findings to the greater population because sample sizes are often small and are of a specific population. Instead, transferability is the term used to answer the question of accountability. The responsibility of the qualitative researcher is to allow for transferability by describing the sample as completely as possible. This ensures the possibility that the research design can be applied in the future to a similar setting (Lincoln & Guba, 1985).

Consistency. To answer the question of consistency, quantitative researchers consider reliability. Reliability is demonstrated by replicating a study under similar conditions and ending up with the same outcome (Lincoln & Guba, 1985). From a qualitative perspective, change is part of the research process. Therefore, dependability is used to respond to the question of consistency. Dependability is established by taking into account instability factors and design factors that lead to change. For example, during the course of a series of interviews, a particular interview may illuminate questions that the researcher had not previously considered asking. If the qualitative researcher feels that these questions are important to the study, the researcher may change the format of future interviews. One way to demonstrate dependability is through an inquiry auditor. The inquiry auditor is an outside observer who examines the research process, as well as the interpretation of the findings to verify that the study was dependable (Lincoln & Guba, 1985).

Neutrality. To answer the question of neutrality, the quantitative researcher uses the term objectivity. Objectivity refers to the extent to which an inquiry is free of value, opinion and assumptions (Lincoln & Guba, 1985). Within quantitative methodology, it is the responsibility of the researcher to be objective. Within qualitative research, the emphasis of objectivity is put on the data (Lincoln & Guba, 1985). The question then becomes is the data confirmable? To demonstrate confirmability, an inquiry auditor examines the interpretation of the findings to confirm that the findings are indeed supported by the data (Lincoln & Guba, 1985).

Application of Guidelines

Lincoln and Guba's (1985) techniques for establishing trustworthiness (credibility, transferability, dependability, confirmability) were utilized to address threats to validity in the data used for this study. To ensure credibility, opportunity for triangulation was built into the data collection by interviewing multiple sources: the students, facilitators, adult workers, and administrators. This was done to determine the consistency and accuracy of the information that was shared. For example, if a student described his or her level of control in the project, the data were consulted to see if this statement was confirmed by other students, the facilitator of that project, administrators, or other adult workers. For this study, triangulation was demonstrated by having different investigators examine the interpretation of data for consistency.

The second technique used to maintain credibility of data was member checking (Lincoln & Guba, 1985). The interviewers continuously checked with the interviewees to make sure that they correctly understood the information that was being shared. For example, the interviewers practiced active listening by periodically repeating back to the participant a summary of what they heard them say.

To address transferability in this study, the sample is described in as much detail as possible without compromising the confidentiality of the participants. Dependability and confirmability were ensured by having inquiry auditors examine the process of how the interviews and focus groups were conducted, transcribed, and analyzed; inquiry auditors examined the findings to confirm that they were supported by the data (Lincoln & Guba, 1985).

Data Collection

The data for this study were derived from three student focus groups, three individual interviews with former student participants, and nineteen adult interviews conducted as part of a larger project evaluation between fall 2003 and summer 2004. Semi-structured, open-ended interviews were used to collect data from each participant. A general set of questions or topics was used (see Appendix B), but the interviewer allowed room for two-way conversation as well. Interviews typically lasted 30 to 40 minutes but ranged from 20 to 90 minutes. Each interview was audio tape recorded and transcribed verbatim. All interviews were transcribed so as to maintain confidentiality of each participant; any identifying information was omitted.

Participants

Student Participants. The first student focus group, held at site one in 2003, consisted of eight female high school students and one male student across grade levels 9-12. Eight of these students were Caucasian, and one self-identified as "other." The second focus group, also held at site one in 2004, consisted of six high school seniors. All six students were white; two were male, and four were female. Two student participants from site one were interviewed in person in the year after their participation in the project. The project ended early at site two so no focus group was held at this school. A telephone interview was completed with the student leader at

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this school the year following her participation in the project. The third focus group, held at site three in 2004, consisted of eight high school student females of all grade levels (9-12).

Each focus group (sites one and three) consisted of one interviewer and the student participants. The facilitator of each project was present in the classroom that the focus groups were held in but did not participate in the focus group. All of the facilitators involved with the empowerment project were female.

Adult Participants. Nineteen adult interviews were analyzed for this study. These participants were three facilitators, two principals, one superintendent, three grant writers, four project administrators (one project administrator provided two interviews), and five community members. A snowball sampling method was used to locate adults who were known to be connected with or exposed to the project in some way. Each person interviewed was asked if they knew of others who would be important for the interviewers to speak with about the project. From this procedure, 65 names were generated. Letters were sent out from the evaluator to each of these contacts requesting an interview.

Between December 2003 and December 2004, 30 interviews were completed (three participants gave a second interview). Only interviews with youth and adults involved with, or who had knowledge of the asset mapping projects were selected for this analysis. Because the middle school students did not participate in asset mapping, interviews with adults who were involved with the middle schools were not included.

Analytic Procedure

The following qualitative analysis for this study is based on the procedures outlined by Strauss and Corbin (1991). The analysis utilized the processes of open and axial coding (described later in this chapter), but did not proceed to the process of generating a grounded theory. Grounded theory refers to formulating a theory by studying a specific topic and allowing a theory to emerge (Strauss & Corbin, 1991). Grounded theory was not generated in this study for the following reasons: lack of sufficient data to complete axial coding for all categories, inability to return to the sites to conduct additional interviews and fill in missing data, lack of additional sources of data to substantiate/triangulate identified results, and because identifying a grounded theory was not necessary to answer the research questions. Strauss and Corbin (1991) recommend ending the analysis process after axial coding if grounded theory is not going to be developed.

The interview data used for this study were collected as part of an evaluation of a youth empowerment program. All of the interviews had been transcribed prior to the beginning of this study. Because existing data were used, thorough readings of all the interviews were necessary prior to data analysis to understand the participants, the range of questions, and the types of information that were gathered.

Nvivo

Nvivo is a software program that was utilized to assist in the analytic process. Nvivo is distributed by QSR International to support qualitative researchers with coding and analyzing processes. Within Nvivo, the data were separated into nodes (categories, phenomena) and child nodes (subcategories, phenomena). This step of the analytic procedure is referred to as open

coding. Open coding involves identifying, naming and sorting the main ideas within the data into categories (Strauss & Corbin, 1991).

Open Coding Process

The procedures followed during the open coding phase include the following: asking questions about the data, making comparisons based on similarities and differences between passages within the data, and categorizing the data by labeling and grouping the passages (Strauss & Corbin, 1991). Categories (themes) identified in the open coding process can be unanticipated, coming directly from the data themselves, and anticipated, based on concepts identified in professional literature and also emerging from the data. Both types of themes were utilized in this analysis. The anticipated themes were integral to the information needed to respond to the research questions. The absence or presence of these themes responds directly to the questions posed (see Appendix B for a complete list of interview questions). These themes are: empowerment (*formal*, *intrapersonal*, *instrumental*, *substantive*), the Five Cs (*confidence*, *character*, *connectedness*, *competence*, *contribution*), and adult-youth partnerships (*adult-student balance, facilitator qualities*).

The unanticipated themes that emerged from the data included the following: adult instrumental empowerment, YAM context, community context, challenges, other context, meaningful work, transferability, benefits of the program, didn't get big picture, and passion/motivation. The emergence of these categories enriched the findings and helped explain the contexts that supported or hindered the development of empowerment and leadership among youth (see Table 1 for a complete list of themes).

Table 1

Nvivo Categories (Themes)

Free Nodes (Categories with few passages)	Tree Nodes and Child Nodes (Main categories and subcatgories)	Case Nodes (Categories separated by source)
Small Groups	**Anticipated**	Students
	Five Cs	
Stakeholders	Confidence	Facilitators
	Character	
Enrolling Others	Connectedness	Principals
	Competence	
	Contribution	Superintendent
	Empowerment	
	Formal	Grant Writers
	Intrapersonal	
	Instrumental	Project Administrators
	Substantive	
	Adult-youth partnerships	Community Members
	Adult/Student balance	
	Adult Qualities	
	Unanticipated	
	Adult Instrumental Emp.	
	Understanding of youth emp.	
	Understanding of asset bldg.	
	YAM Context	
	Lack of Training	
	Advice for Future	
	Goals and Objectives	
	Community Context	
	Adult Views	
	Parent Involvement	
	Opportunities Needed	
	Site one mindset	
	Challenges	
	Cultural Barriers	
	Time	
	Money/Resources	
	Student turnover	
	Employee turnover	
	Priorities	
	Organization	
	Other context	
	Meaningful Work	
	Transferability	
	Benefits of the Program	
	Didn't Get Big Picture	
	Passion/Motivation	

Anticipated Themes

The empowerment model of Rich and colleagues (1995) helped to examine across sites the varying types of empowerment that assisted or hindered implementation of youth asset mapping, and subsequently, empowerment that may have resulted from it. For example, we might expect that students who had more opportunities to learn and apply their knowledge would have developed more leadership skills and would be more likely to have had feelings of empowerment. In addition, we might expect that students who had *formal empowerment* (from facilitator, principal, community members) would have been more likely to develop or strengthen the Five Cs characteristics, as well as the other forms of empowerment (*intrapersonal*, *instrumental*, and *substantive*).

Based on the empowerment and positive youth development literature, it was expected that youth would express feelings of empowerment as a result of learning and applying new skills throughout the project, and from accomplishing their goals (Rich et al., 1995). It was also anticipated that youth would be more likely to contribute to their projects and their community after gaining leadership skills and characteristics (Lerner, 2005b). These expectations come from the assumption that learning and being able to apply new skills would lead to an increase in *confidence*, *intrapersonal empowerment*, and *instrumental empowerment*. In addition, based on Pittman and Ferber's (2001) model, it was expected that once youth had experienced *contributing* to their community they would feel more *connected* to their community. This contribution and connection to community was expected to develop character. The development of character was anticipated to motivate future contribution.

Based on the Camino (2000) and Zeldin et al. (2001) literature, there were many expectations regarding adult-youth partnerships. It was expected that the development of

empowerment and leadership skills would be facilitated or hindered by the adults who are in partnership with youth. In addition, it was anticipated that the development of empowerment and leadership skills would be facilitated or hindered by the perception the community holds about youth. This expectation is derived from the idea that it is the *formal empowerment* (schools, churches, businesses, local government, etc.) that provides opportunities for youth to learn and apply new skills such as leadership, research, teamwork, and communication. It was anticipated that if the community perceives youth negatively, there would be less opportunity for youth in that particular community. In addition, it was expected that the level of *substantive empowerment*, or results that the youth were able to create, would influence their motivation to contribute in the future.

Based on the literature on adult-youth partnerships (Camino 2000a; Zeldin et al., 2001), it was anticipated that youth who shared control with their facilitators would express more feelings of empowerment. For example, a facilitator who shares responsibility with youth is likely to set up a scenario where the youth feel that they have a valuable and meaningful role in the project. In addition, the youth may feel as though their *contribution* is necessary to create the desired results.

An additional expectation was that the qualities of the facilitator would influence youth's level of enthusiasm for the project. For example, a facilitator who is enthusiastic about working with youth and about the project was expected to motivate youth to contribute. On the other hand, a facilitator who was not enthusiastic about the project was expected to hinder youth's motivation to participate.

All other themes that emerged were unanticipated. A prevalent theme that emerged from the data that had not been expected was that there were cultural barriers between adults and youth. For example, the different language that they use, the structure of their days, their preferences for a work environment, and transportation resources, are all challenges that were present during this project. Other categories emerged as well and are discussed later in further detail.

Theme Identification and Coding

The anticipated and unanticipated themes described above were identified through the process of open coding. The following passages, descriptions, and explanations are provided to demonstrate how themes were identified and coded. For example, below is a statement that originated from a student interview and was coded under an anticipated theme, *intrapersonal empowerment*:

> Probably the main thing I learned about myself was that even though I was young, like I was only 17, I was in high school, that I really do have the power to make a difference….I just learned that even though we're young and people may say that we don't have a voice, I couldn't even vote yet….So, basically just that, I know that I have the power to change things even though I'm only 17-18-years-old.

The subcategories for the anticipated theme Five Cs included the following: *confidence*, *character*, *connectedness*, *competence*, and *contribution*. Below is a statement from a student that was coded as *connectedness*:

> I value the community a lot more now that I know things about it…I've always liked my community, just because it's where I grew up in. But until I took the time to research it and find out it's history, I never really appreciated it…I really appreciate, you know the people that live in the community, adults that live in the community…there are a lot of them that are constantly trying to improve it and constantly trying to, especially for P, give P a better name. And I just, I value it, I appreciate it a lot more. And it's all just because I took the time to really sit down and focus on what aspects make it. I guess.

Here we can see this participant's connectedness and sense of value of the community.

Adult-youth partnerships was a theme that was anticipated based on past literature. The subcategory items that support the development of the *adult-youth partnerships* were also anticipated based on past literature, these categories include the following: *facilitator and student balance*, and *facilitator qualities*. Below is a statement from a facilitator that was coded under *adult and student balance*; it and illustrates how an adult might facilitate student involvement:

> Well you know, most of it was steered by S [student]. And she's the one that pretty much chaired the whole thing. I facilitated as far as making sure there was classroom and time and scheduling that way. But I didn't have a lot of contact as far as, you know, S was pretty much in charge of everything.

Adult instrumental empowerment was an unanticipated theme that emerged directly from the data. Originally, the anticipated theme of *instrumental empowerment* focused on the students. However, the data revealed that the adults had varying levels of understanding of the terms "youth empowerment" and "asset building." This realization justified the formation of the a*dult instrumental empowerment* theme. Below is a statement from an adult that was coded as *adult instrumental empowerment*:

> I understand the assets. I mean there's 42 assets I think. Somewhere in there, 41, 42, assets. Well, they're key factors in, in helping the youth or any child be successful in, any walk of life, in terms of school, community involvement to just citizenship. When you have those support systems you're just more of a productive member.

YAM context and *community context* were unanticipated themes that emerged directly from the data. The data revealed that these themes explained the unique contexts within which the asset mapping projects took place. The following subcategory items support the development of the *YAM context* category: lack of training, advice for the future, administration change, facilitator beliefs, students, facilitators, principals, superintendent, grant writers, project

administrators, and community members. Below is a statement that originated from an adult; it

was coded under the lack of training subcategory of *YAM context*:

> Really, I haven't had any asset training. I think, I have a lot of leadership training. Things that I have had a lot of experience with that. I think that's where, I you know, picked up on it. But I did all my own looking on the internet, really, of what were the 40 developmental assets, what is it, what do you need to do this, and even looking up trying to find activities that could incorporate the 40 developmental assets.

The following subcategory items support the development of the *community context*

category: adult views, parent involvement, opportunities needed, and site one mindset. Below is

an excerpt that illustrates a student's perception of the community, and was coded as site one

mindset:

> …a lot of people don't know anything about…they think like there's a cycle, I'm gonna graduate high school maybe. I'm gonna go to the fast food, or drive a truck. I'm not saying that is bad or anything but its just like just a constant cycle of [how] their mindset is and how they're supposed to live. What part of the community they are in. The lower part, hard working you know, blue collar. Its just a mindset everyone has so it's really hard for people to be anything else.

Interviewees were asked about the challenges involved in implementing the program and

the benefits of the project. From responses to these interview questions, two unanticipated

themes were identified: challenges and benefits of the program. The following subcategory items

support the development of the unanticipated theme *challenges*: cultural barriers, time,

money/resources, student turnover, employee turnover, priorities, and organization. Below is an

excerpt from an adult interview that was coded as cultural barriers. In this excerpt, the adult

participant refers to cultural challenges and differences in trying to work with youth.

> You, there's not a whole lot of talk in the community as well as from the leadership as to what's going on. And, you know, it's been a, it's been a main point of frustration for me because again, we've, we've made the commitment to have them [students] on board, and to have them involved. And it's kind of like, you know, you got to put on the kid gloves every time you even bring it up. You know, cause' there's a different way of talking to them [students]. A different way of coaxing them into the involvement and, I say, "Give me a break" [laughs].

The data revealed the need for an unanticipated category labeled as o*ther context*. This category includes all passages that referred to the middle school activities, and any other discussion that was not relevant to the youth asset mapping projects. Statements that either implicitly or explicitly implied that the interviewee disliked a certain employee and statements that appeared to be gossip, were coded as *other context*. All data that were coded as *other context* were not analyzed for this study because they were peripheral and distracting to research the questions of interest.

The data revealed that youth prefer jobs that are meaningful and important rather than busy work. In addition, the data revealed that once youth begin to contribute, the more passionate and motivated they become to continue their involvement. Also, many passages stressed the importance of having an adult facilitator who was passionate about the project. These statements supported the development of the following unanticipated categories: *meaningful work* and *passion/motivation*. For example, below is a statement from a student that was coded as *passion/motivation*:

> I think getting like, just the initial stuff like getting involved helps. Like, once you see, like once you become involved in something and you have passion. Like then you, and once you develop a passion, like if you could find your little niche, then I think that that's what, what really like changes you around.

There were many passages that supported the development of the unanticipated theme, *transferability*. *Transferability* refers to the potential for a research design to be applied in the future in a similar setting (Lincoln & Guba, 1985). This theme included passages that made reference to the fact that most of the students involved in the youth asset mapping projects were leadership students (who presumably had skills, knowledge, and motivation to engage critically). Passages were coded under *transferability* whether it was stated or implied that the YAM results

had the potential (or lacked potential) for affecting all youth regardless of status as "leadership"

or "at risk." For example, the following statement came from an adult interview:

> It could work in multiple classes. It could work in a different setting than a leadership because obviously self-selecting students that are motivated. People will say "well naturally those students would be inclined to do this type of stuff". But I'd say to them two things: one, the F students, even though they were leadership students and might be what you consider the upper echelon of academia, they expressed the same frustrations I think as any other teen would. This is boring, what are we doing, those kinds of responses. So again, I harken back to "it can be done anywhere provided there is a level of commitment". Give me a "C" [letter grade] student who is fascinated by this or who has a pension for this type of stuff or believes or is energetic outgoing enthusiastic, is committed, those type of things those are the key components to making this successful. In a sense that they're going to be undaunted. That can be successful. Because I think this project can be a revelation for students who may not have been engaged at that leadership level. It can be very empowering. It is incredibly empowering to get up there and hold this type of information in presenting it. I think that can really change things for students at that level. So leadership students may have that naturally. Other students as long as they are hungry and committed, I think would be the key to success. And are willing to follow through.

Didn't get the big picture was an unanticipated theme that emerged as the data revealed

that some students did not understand what they were supposed to be doing at the beginning of

the project. The remaining unanticipated categories are referred to as free nodes within the

NVivo program. These were categories that appeared to be potentially informative, however

contained few passages. These categories include: *enrolling others*, *small groups*, and

stakeholders. Each of these categories had fewer than five passages.

Axial Coding

Strauss and Corbin (1999) identify axial coding as developing a paradigm model that

consists of six components: phenomenon, causal conditions, context, intervening conditions,

action/interaction, and consequences (Strauss & Corbin, 1991). Through this process, the

researcher can get a sense of the bigger picture within which a phenomenon occurs. Phenomena

are the main ideas that are derived from the data. For example, formal empowerment,

confidence, and character are all phenomena that emerged from the literature and the data (Strauss & Corbin, 1991).

Causal conditions are the conditions that caused the phenomenon to occur (Strauss & Corbin, 1991). Although causal conditions were identified for each phenomena, the passages that were labeled as such did not always explain how the phenomena occurred. This was the case when an unexpected theme emerged and there was not enough information to determine what exactly caused the phenomena. For example, *YAM context* was unanticipated. One of the subcategories for this theme was goals and objectives. The passages within this subcategory consisted of what the interviewed adults believed were the actual goals and objectives of the project. Questions were not asked during the interview regarding what causal conditions inspired the goals and objectives. The option of conducting additional interviews was not available, and this lack of information about causal conditions impeded the ability to generate a grounded theory (Strauss & Corbin, 1991).

After the causal conditions have been identified, the context within which the phenomenon occurred is described. An example of this would be the physical location in which the phenomena occurred and the activities that took place that either promoted or hindered the phenomena. Intervening conditions can be conditions that either promote or hinder the development of the phenomenon. An example this would be the attitudes and training of the people involved in the creation of the phenomenon. Other examples include the time that is available, and the money/resources that are available. Action/interaction consists of the strategies used as an outcome of the intervening conditions. An example from the data would be the student's and facilitator's choice to do a smaller project as a strategy used to address the shortage of available time. The consequences describe the results of the action and interaction strategies.

The consequence for the smaller project that was done by the students, for example, was that they were able to finish their project (Strauss & Corbin, 1991).

In this study, axial coding helped explain the themes and action within those themes. For example, a sample figure (Figure 1) illustrates axial coding (see Appendix D for complete axial coding document). It is important to note two things regarding this analysis. First, passages refer to how many times interviewees made reference to these topics. A category that has thirteen passages (indicated by the number 13 following the condition) does not necessarily mean that thirteen people spoke about the topic. More than one passage could have originated from a single interviewee. However, in no instance is there one interviewee contributing to all the passages within one category unless there was only one passage for that category. The second thing to note about this analysis is that causal conditions were identified for each phenomenon at the axial coding stage. There were conditions that promoted the phenomenon and others that hindered the development of the phenomenon.

Figure 1

Axial Coding: Paradigm Model

Phenomenon: Formal Empowerment

Causal conditions:

    Promoted:
        Recognition: 6
        Feel valued by adults: 5
        Principal support: 15
        School staff support: 3
        Adults listening to kids: 1
        Facilitator support: 6
        Support from community: 2
        Youth effort: 6
        Support for facilitators: 3
        Support from city officials: 2

    Hindered:
        Designate a class period: 1
        Communication: 12
        Collaboration of adults: 1
        Facilitator support: 3
        Legislative support: 1
        Administrator involvement, not just support: 4
        Community response: 7
        Developmentally appropriate methods: 3
        Cultural barriers: 2
        Support for facilitators: 1

Context: There appears to be a misunderstanding or miscommunication in regards to the level of formal empowerment that took place in this project. The city council explains that they invited the students of this project to join them in their monthly meetings as full voting members. However, it was expressed that there was no intention of changing the format of the meetings to suit the needs or interests of the youth. The city council also stated that one of the facilitators knew of this invitation but the complaint is that the students never took the city council up on their offer. The facilitator confirmed that she knew the city council had invited the students to sit on the board, but it was her understanding that the students would not be voting members. This appears to have created resentment and frustration from both the city council members and the facilitator.

The city mayor was a source of formal empowerment. He allowed the students from one site to give presentations to him and he also visited their classroom. Soon after one of their presentations, the mayor took action on their idea and had several crosswalks painted.

The principal from one site was very supportive of this project and in fact, was his idea to devote a class period to the project and recruited a teacher who he thought would be a good fit for this project.

At another site, the facilitator and the principal learned about this project through the student leader of this project. This facilitator claims to have had much support from the principal, but the student leader felt as though neither the facilitator nor the principal were adequately informed about the project or how to implement it.

The principal at one of the three sites, was supportive of the project, but was not informed about what exactly the students/facilitators were doing. He stated that he could have been a lot more supportive and helpful if he would have been kept in the loop and informed of what was going on. The vice principal at this school was very supportive of and involved in the project.

Two of the adults interviewed felt that one of the project administrators was partly to blame for lack of resources and support, and also for the lack of greater results.

Intervening Conditions: Lack of communication, lack of collaboration, supportive principals, uninformed principals, supportive facilitators, uninformed facilitator, motivated students, mayor support,

Action/interaction: The lack of communication, collaboration, and uninformed parties resulted in one facilitator and one student leader deciding to take the project into their own hands. One facilitator felt supported by the vice principal and their strategy was to communicate back and forth with the principal and the students.

Consequences: One facilitator was left feeling as though the hard work of both her and her students was not put to good use, and that the project should have resulted in more positive outcomes. A student leader felt because of the lack of knowledge regarding how to implement the program, the outcomes of the project suffered. Another group of students and their facilitators were pleased with their project/outcomes.

Summary of Analytic Procedure

The analytic procedure began with open coding. Categories were created based on the anticipated themes. The interviews were read several times to identify passages that represented the anticipated themes. Throughout this process unanticipated themes emerged and new categories were created to represent these unanticipated themes. Upon completion of the list of categories and subcategories (see Table 1), interviews were read again to ensure that passages were appropriately coded. At this stage in the analytic procedure, it became evident that specific passages could be coded under more than one category or subcategory. For example, a passage from a student that described how learning about the needs of her community made her realize that she can help and that she wants to help was coded as *competence*, *instrumental empowerment,* and *character*. This passage demonstrates that she has knowledge of her community (*competence, instrumental empowerment*) and that she has a sense of self-awareness and responsibility (*character*).

The next step in the analytic procedure was axial coding. All passages that were coded under each phenomenon were analyzed to determine what conditions promoted the phenomenon to occur, what conditions hindered the development of the phenomenon, and how many passages supported each condition. A passage from an interview that described an event that involved more than one individual ("we talked to the mayor") was coded as one unit. It was not possible to identify how many individuals the "we" represented, and therefore could not be coded as multiple passages to support a causal condition. Finally, the context, intervening conditions, action/interaction, and consequences were identified to gain a better understanding of how the phenomena were or were not developed or enhanced.

Ethical Considerations

One ethical consideration for this study is that the true voice of the participant is represented. A method used to ensure that this happened included the use of member checking during the interviews. The interviewers consistently repeated back to the interviewees what they heard the interviewees say. An additional ethical consideration is maintaining the confidentiality of the participants. This was done by removing all identifiable information such as participant names, the names of the schools involved, and the names of the cities where the projects took place. In addition, any identifiable information has been omitted from the report to protect the identity of participants. Results have been reported in such a way that someone familiar with the project could not identify any one particular statement.

Limitations and Strengths

One limitation of this study was the technical difficulty of the audio tape recorder at the second focus group. This incident could have caused valuable information to be forgotten during the memory recall process. Fortunately, because the interviewer was able to transcribe from memory recall within an hour after the interview, it is unlikely that valuable information was lost. An additional limitation was that the facilitator was present during the focus groups. This could have created the possibility of self-presentation bias whereby the students may have answered the questions in a particular way to seek the approval of their facilitator (Catania, 1999).

A second limitation of this study was the use of existing data. Two different types of themes emerged from the data: those anticipated based on previous research and those that were unanticipated. Some themes emerged from the data, but were incomplete in the axial coding process (missing causal conditions). The causal conditions for these categories may not be

apparent because of the questions asked, and/or the people interviewed. The inability to ask the participants additional questions or consult additional resources prevented complete axial coding for all categories.

A strength of this study was that interviews were conducted with each category of participants who were either directly or indirectly involved with this project (students, facilitators, adult workers, administrators). This strength allowed for concepts to be verified by looking across cases. An additional strength to this study was the methodology. Interviews allow for clarification and impromptu probes. Without this freedom, important questions may not have been asked or questions may not have been clearly answered.

This chapter reviewed the reasons for utilizing qualitative methodology in the analysis of the data, discussed the issues of reliability and validity, and explained the qualitative procedures utilized. Table one, Figure one, and passages from the data were provided to help readers in understanding how themes were identified and coded. The results of this analysis are provided in chapter five.

CHAPTER FOUR

Context

The data for this study come from interviews that were conducted as part of a community empowerment project evaluation. This chapter provides the background for how the project evolved and how youth were involved at the three sites. The project was funded by the State Governor's Juvenile Justice Advisory Committee through a delinquency prevention grant. The theoretical framework for the project was based on the Search Institute's 40 developmental assets (see Appendix C) and the Five promises as delineated by America's Promise (see Appendix A).Combining these two models provided a framework for the project's goals. Specific goals as outlined in the empowerment project were to: a) actively engage youth in community projects to enhance their connectivity to their school and neighborhood and increase their personal assets (e.g., care for others, sense of empowerment and personal competence), b) Engage adults in the community to provide resources that build youth assets in the Five Promise areas (through mentoring, non-school hour opportunities, healthy behavior, workforce preparation, and volunteer opportunities; and c) create a replicable model project to develop sustained community Youth Empowerment Zones.

One component of the larger empowerment project was the use of youth asset mapping as part of community research and action. The interviews conducted with youth and adults engaged in youth asset mapping are analyzed for this research. The interviewees include high school students, facilitators, principals, a superintendent, grant writers, community members, and project administrators (project coordinators, collaborators, and Americorp volunteers who served as links between youth and adults in the community). All focus groups and individual interviews were conducted by either the project evaluator or her assistant.

Adults who were directly involved in the project (i.e. facilitators), adults who were indirectly involved in the project or played a role in specific components of the project (i.e. principals, superintendent, project administrators, and grant writers) and adults from the community (community members) were interviewed to provide information about the processes, challenges, and successes in implementing the project, and to assess the degree to which the project created an awareness of youth needs (e.g. the 40 developmental assets) or stimulated changes in the community that indicate capacity building. The student interviews were conducted to hear the youth's voices on their experience in the empowerment project and for examining themes around empowerment.

Recruitment of Schools

In August of 2002, the project coordinator and the director of the city's youth department began discussions with school administrators to secure sites for implementing the project. There was to be a balance between rural and urban sites to provide insight into the unique needs and resources available in the two ecological niches, as well as provide a comparison for how different communities respond to identified concerns or issues involving youth development. Following is a description of the processes involved to recruit the participating schools.

Site One

The first high school was recruited because of the high concentration of poverty within the school neighborhood's boundaries. Census information for this particular school's boundaries indicated a median income for census block groups that ranged from $17, 917-$42,500. More than half of the census block groups had a median income below $30,000 (Census data, 2000). This school was in a working class community in an established urban neighborhood.

Twelve students in a leadership class at site one were identified as candidates for the empowerment project. Nine of these students took on a year-long youth asset mapping project. The entire class at site one was devoted to the asset mapping project. Eight of these students attended the first focus group (seven females, one male, grades 9-12). The empowerment project continued at this school for a second year. Six seniors (four females, two males, all white) who participated in this project were interviewed during the second focus group from this site. The facilitator at site one was their leadership teacher.

Site Two

A second high school was recruited from an adjacent city. Census data indicated the population in this target area was predominately white with a household income range of $23,698 to $100,000. The majority of census block groups (n=29) fell in the $30,000-$40,000 range (Census, 2000). The group of students from this high school conducted asset mapping but declined further participation in the larger community project.

The project was introduced to site two by a female student who had heard about the project. This student arranged for representatives of the empowerment project to come to her school (site two) and speak to the principal and leadership teacher. The school agreed to participate in the project and the project was introduced to 35 upper-level students in a leadership class during the middle of a semester. The facilitator for site two was the leadership teacher.

Site two had two major structural challenges: a late start on the project and a trimester class rotation system. These two factors posed challenges to the project in terms of continuity and enthusiasm of involved students. Five weeks into the start of the empowerment project at site two, the trimester changed, resulting in a new group of students who were to carry out the project. An additional challenge for site two was that, unlike site one, the empowerment

project/youth asset mapping was just one small component of the leadership class. The empowerment project did not continue at site two the following year, and because of a change in the student involvement, no focus group was conducted at this school.

Site Three

Site three was recruited by the empowerment project coordinator. This school was recruited for the last semester of the second year the project was funded. This site was a high school located within the designated census blocks for site two. The project was introduced to students who attended the community service meetings at the school. Flyers were also put up on bulletin boards about the empowerment project. Eight female students (grades 9-12) from the community service meetings joined the empowerment project that met once a week after school. Site three had two co-facilitators. One facilitator was the advisor for the community service program at the school and was the work-based learning coordinator. The second facilitator was the empowerment project coordinator.

Youth at site three were involved in asset mapping but in a slightly different form than the first two sites. These youth did not conduct a Search Institute Survey within their school, but instead implemented an alcohol education campaign in their school which involved the distribution of materials to peers on alcohol facts and resources for help. These students also collected data on available resources for youth through telephone calls to local businesses and recreational facilities located within the census blocks defined for site two. One focus group was held at this school and included all eight female students. The project facilitators and the principal were also interviewed from this school.

In this section, the activities that students who participated in the empowerment project engaged in will be described. It is important to note once again, that this study will not focus on the data that the youth collected. This study explores whether or not they gained a sense of empowerment or developed leadership skills as a result of working together and accomplishing their goals.

Site One

Site one (nine students) engaged in the most comprehensive data collection of all three sites: surveying of peers, cataloguing and mapping of available community resources, observance of physical community characteristics, and random-digit-dialed telephone interviews of adults in their community. The first phase of the project at site one was to administer the Search Institute Profile of Attitudes and Behaviors Survey to 314 ninth grade students in their school. The Search survey is an anonymous 156-item questionnaire that assesses youth's attitudes and behaviors in various contexts (e.g., school, home, peers). Prior to the collection of these data, students received training from the evaluator on the importance of research protocol to minimize bias and encourage honest responses to survey questions. Search Institute analyzed the data and provided the school with the report of identified assets, student attitudes, and the risk behaviors of their ninth grade peers.

Students at site one also catalogued the resources that were available to youth within the geographical boundaries of the surrounding high school neighborhoods. Once resources were identified and verified to exist within the defined geographic area, students contacted each site and interviewed an available manager or director to learn more about the resource and it's potential as an asset to youth. The information gathered about these resources was recorded. The

students color-coded the resources available for youth by category (entertainment, retail, educational, recreational, health, and faith-based) and placed small stickers on a large map to visually display where resources were located.

The students at site one took a four-hour bus tour of their community to observe and document the number of blighted buildings, essential businesses such as supermarkets, gathering places for community members to socialize, outdoor public spaces such as parks, gardens, graffiti, and outdoor private spaces such as fenced or well-groomed yards.

The students at site one, along with 16 adult volunteers, participated in a two-hour training conducted by the evaluator of the project to prepare them to survey the adults in their community about their attitudes toward youth through random-digit-dialing. Seven of these adult volunteers joined the students in conducting 10 minute interviews. One-hundred and fifty surveys were completed by this group.

Using the data gathered from the four sources described above, the students compiled, synthesized, created power point presentations, and presented their results to personnel and administrators at their high school, school district officials, the city's municipal leadership team, the city's youth commission, the community's steering committee, and several middle schools and high schools. In total, these students made over 15 presentations to civic leaders and stakeholders to advocate for safer streets, increased workforce preparation opportunities, and a local teen center. After a presentation to the city council and Mayor, community leaders responded to their concerns about neighborhood safety by painting crosswalks at dangerous intersections. In addition, the students proposed to their school administration that a LINK program be implemented in their school to help ninth grade student transition to high school. The LINK program would help incoming freshman students become more easily integrated and

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connected with the school. The administration accepted their proposal and the students implemented the program.

Site Two

The empowerment project started during the middle of a term at site two. Because of this, two groups of students engaged in different parts of the project. The first group (35 students) participated in the training and telephone surveying portion of asset mapping. In addition, these students completed over one-hundred and fifty telephone surveys to assess attitudes of adults towards youth, youth programming, and adult willingness to mentor youth. Following this, a new group of students (for whom data are not available) administered the Search Institute Survey to their ninth grade peers. Because the school declined to participate in the empowerment project during the next academic year, no follow up information was obtained to learn about how these data were utilized by the school or community.

Site Three

Site three (eight students) was recruited with only three months remaining on the grant-funded project. Because of the short time-frame, the students decided they could reasonably manage an awareness project to benefit the youth in their school. These students implemented an alcohol education campaign in their school which consisted of creating and distributing materials on alcohol facts and resources for help to peers. The group collected data on local resources available for youth through telephone calls to local businesses and recreational facilities. They planned to present these data to students and parents during the following fall semester.

Each of the sites involved in this project experienced youth asset mapping in a slightly different manner, but each provided youth an opportunity to take a leadership role and learn about their community. The naturalistic setting within which the evaluation data were conducted

presented both opportunities and challenges to examining leadership and empowerment. On the

one hand, such data reflect the messy reality of community based youth-adult partnerships:

personnel changes, site instability, and variation across sites. These realities also allow us to look

into the processes and barriers present in adult-youth partnerships and participatory action

research.

CHAPTER FIVE

Results and Discussion

This study looked at the development of empowerment and leadership among high school students through participation in a youth asset mapping project. Three sites implemented varying degrees of asset mapping depending on time frame that was available, resources, facilitator knowledge of asset mapping methods, and facilitator involvement. Two categories of themes emerged from the data: anticipated and unanticipated themes. Data that fell into anticipated categories generally provided information (themes) that suggested causal conditions (i.e., a confidence that one event lead to another). Unanticipated themes further illuminated the processes and experiences related to participants' empowerment and leadership.

The discussion that follows focuses on the prevalent themes of empowerment, leadership, and adult-youth partnerships, as well as the prevalent themes that emerged that were unanticipated. In addition, a brief look at a within site analysis is provided followed by implications and recommendations. A table listing specific coded themes and the number of passages supporting for each theme is also provided to demonstrate conditions for empowerment and leadership development that were supportive and hindering of such development (see Table 2). The symbol "NA" is used when there was insufficient information within the interview data to identify a causal condition. A more complete list of themes, the specific causal and hindering conditions for those themes, and the number of passages for the condition is provided in Appendix D.

The results of this study suggested that participation in youth asset mapping can contribute to the development of leadership characteristics. Identified within the interview data were passages that described conditions that promoted the development of leadership

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Table 2

Causal and Hindering Conditions

Themes	Number of Causal Condition Passages	Number of Hindering Condition Passages
Anticipated		
Five Cs		
Confidence	28	0
Character	42	0
Connectedness	35	0
Competence	66	0
Contribution	39	0
Empowerment		
Formal	51	39
Substantive	153	46
Intrapersonal	36	0
Instrumental	83	6
Adult-youth partnerships		
Adult/Student balance	56	16
Adult Qualities	63	NA
Unanticipated		
Adult instrumental emp.		
Understanding of youth emp.	10	NA
Understanding of asset bldg.	14	NA
YAM Context		
Lack of Training	38	NA
Advice for Future	62	NA
Goals and Objectives	43	NA
Community Context		
Adult Views	22	NA
Parent Involvement	7	NA
Opportunities Needed	55	NA
Site one mindset	10	NA
Challenges		
Cultural Barriers	26	NA
Time	10	NA
Money/Resources	13	NA
Student turnover	3	NA
Employee turnover	20	NA
Priorities	14	NA
Organization	23	NA
Other context	NA	NA
Meaningful Work	14	NA
Transferability	24	NA
Didn't Get Big Picture	15	NA
Passion/Motivation	41	NA

Key: NA = Not enough data to identify conditions

characteristics. Interestingly, no hindering conditions were identified for the development of leadership characteristics.

Involvement in youth asset mapping partially contributed to developing a stronger sense of empowerment. Many passages made reference to an increased sense of each type of empowerment (formal, intrapersonal, instrumental, and substantive; see Table 2). However, a high number of hindering conditions for formal and substantive empowerment were also identified in these passages. In the section that follows, examples are provided of how different levels of empowerment appeared to foster the development of leadership characteristics.

Anticipated Themes

Empowerment and Leadership

The data from the student interviews in this study revealed many important factors to consider when creating opportunities for youth to develop leadership characteristics and a sense of empowerment. *Formal empowerment* emerged a causal condition for each of the other forms of empowerment (*intrapersonal*, *instrumental*, *substantive*), and for the leadership characteristics of *connectedness*, *contribution*, and *competence*. *Formal empowerment* is an external source of empowerment that is granted by external power structures to individuals or groups. It occurs when institutions such as governments, churches and businesses provide citizens with opportunities to be involved in the decision-making process (Rich et al., 1995). In this study, *formal empowerment* referred to support from adults such as teachers, facilitators, school staff, principals, and community members. It was anticipated that students who had formal support (from facilitators, principals, and or community members) would be more likely to strengthen their leadership skills and sense of empowerment. Indeed, *formal empowerment* was a critical

component in fostering the development of empowerment and leadership skills (Five Cs) in this study. The following passage from an interviewed adult demonstrates *formal empowerment*:

> And Mr. X, the reason that he's involved is because of course, he's the, the Principal of Discipline here, and he is very much a proponent of understanding what makes a student do things that are wrong. What, how they arrive at those choices. He's very, very involved in wanting to get education out to kids with regard to their choices of using drugs and using alcohol. And that's his campaign. I mean, he's huge on it. And he really believes in the holistic approach as to why does a student choose to do those things. So he really backed the kids on the project that they wanted to do.

Substantive empowerment was the most evident form of empowerment in this study. *Substantive empowerment* is a form of external empowerment that is obtained by solving problems and accomplishing the desired outcome (Rich et al., 1995; see Table 2). The students and adults interviewed believed that positive results were created through engaging in the youth asset mapping project. Creating awareness of youth issues was the most frequently mentioned outcome of substantive empowerment in this project:

> For the community and school, and I think a lot of the YEP program, most of what we did is just bring recognition to problems, that were happening. And, for the school it was really, really nice because this was the first time anything like this had happened in P [community]. And just the fact that it was coming from F [high school]. F usually kind of had a bad name, just because of the community that we're in, it's lower income. I think it just you know, it showed that, "Wow, kids from F are doing this. Like, they're really trying to change their community." It brought recognition in for the community, you know, people being able to say, "You know what? Our kids are stepping up and saying that there's something wrong here. Like, we want this community to be better for the next generation." It, it just took, you know, problems that maybe people are aware of but they don't really think about. They kind of just, it's very passive thing. You made it say, you know, "No, we're not going to be ignored anymore. Like, these problems are real and they need to be taken care of."
>
> <div align="right">(adult participant)</div>

> And that kind of makes people go, "Oh, wow. Like 68% don't do this or something." And that just it being a public thing, actually presenting to city members and stuff. Just like, awareness basically. I mean, and also giving suggestions as a teen, not as an adult. You know, to see our perspective, and to know, to ask what, how we think it could be improved. Because an adult isn't going through what we're going through, and it's a

different time, you know? And so, I think that's what makes it so unique, it's because it's from the kids and so it's really sincere.

<div style="text-align: right">(student participant)</div>

In addition to the numerous causal conditions, *substantive empowerment* also had many hindering conditions. For example, some youth expressed discouragement that community awareness through asset mapping did not always result in community mobilization. The following passage represents an adult perspective of the student's attempt to mobilize the community:

> I think the students felt very good about the work they did, and they documented some of the things that need to take place in the community. I think right now the jury's still out.

One student also expressed disappointment that the students were unable to see the results of their research when the project was discontinued at their school. The following statement represents the student's disappointment:

> That's a difficult question because I don't think that we really were able to like, get far enough to see exactly like what things were youth friendly. We complied, we did the phone survey, but we, it was so late in the year, we didn't, we were [not] able to get results. I think like, a lot of kids, like in the phone interviews like, they saw something, you know, they saw some things and it gave them like experience. I think the students gained some experience throughout it. But I don't I don't think we got far enough along to get the benefits of like finding out more about your community and everything.

Thus, *substantive empowerment* was sometimes hindered or limited for students in this study.

Intrapersonal empowerment appeared to be developed by the students. Intrapersonal empowerment is an internal source of empowerment because it concerns how a person perceives their level of competence, control, and ability to effect civic change (Rich et al., 1995). The data did not present any hindering conditions that limited this development. The most prominent causal conditions for intrapersonal empowerment were knowing that I made a difference,

followed by recognition, and creating awareness. The following student passage represents

knowing that I made a difference:

> Honestly it was probably one of the best experiences of my life, even though I didn't like a lot of parts of it. It made me more aware of what I can do and what I want to do. And it, I don't know, it was just a really overwhelming, really good experience to know that, to know that I made that much difference.

The data from the student and adult interviews revealed that many skills were either

developed or enhanced through participation in the youth asset mapping project. Learning about

the community, learning how to be prepared, and developing communication skills were the

most often reported causal conditions for *instrumental empowerment* and *competence*.

Instrumental empowerment is an internal source of empowerment described as a person's ability

to participate in and influence others in civic decision making processes. This ability is based on

the knowledge, skills and resources that a person has at their disposal (Rich et al., 1995). It

appears that *instrumental empowerment* and *competence* were enhanced through participation in

the youth asset mapping project. The following adult and student passages represent *instrumental*

empowerment and *competence*:

> So now what I'm doing is involving these kids on how do we talk with a city official, what's appropriate, what questions are appropriate and how do we get our point across within 30 minutes, because that's about all you get from a city official. So trying to teach them those things. And I think it's going to be a lot more power[ful] than if I'm talking to him.
>
> (adult participant)

> Student 4: I am much more comfortable talking in front of people now. When I am asked a question I can answer them right away.
> Student 6: Yes, more comfortable talking in front of people.
> Student 4: I learned how to speak to different groups of people. Like you present information differently to students, adults, and politicians. If you spoke to students the way you do to adults they would tune you out.

Student 6: You have to go through a contact person. I didn't realize that in the adult world you communicated through chains of people. We couldn't just talk to the people we needed to talk to, we had to talk to the chain of people.

(student focus group participants)

Although *contribution* emerged as a causal condition for only two themes, *connectedness* and *passion/motivation*, it appeared that contributing to the youth asset mapping project helped students learn about their community, develop skills and knowledge, and apply their knowledge and skills to create results. The following passage from a student represents *contribution* as a causal condition for *passion/motivation*, *competence*, and *instrumental empowerment*:

I think getting out and working in the community. I think to inspire other kids to change community, get out there and see exactly what's happening. I didn't know that, you know, so many things were wrong in the community until I was out there and I was working in it. And I was involved in it. If you're not involved in the community you won't, there's nothing to make you want to change it.

The passage above illustrates that contributing to the community created an opportunity for this student to learn about her community and motivated her to want to continue her contribution.

Contribution was the largest causal condition for *connectedness* and *passion/motivation*. Likewise, p*assion* was one of the largest causal conditions for *contribution*. Lerner's (2005b) model suggests that *contribution* is an outcome of developing *competence*, *confidence*, *connection*, *character*, and caring/compassion. However in this study, *contribution* was a causal condition for *connectedness* and *passion*. Youth who contributed to the project felt more connected to and passionate about becoming involved in their community to affect change. Furthermore, *passion* was one of the largest causal conditions for *contribution*. That is, youth who felt passionate about their issue wanted to contribute to the change process. Thus, *contribution* was both part of the process of developing empowerment and leadership skills and an outcome in this study.

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It was anticipated that as a result of strengthening their leadership skills and characteristics, youth would be more likely to contribute to their projects and their community. Learning about the needs of peers and community (*competence*, *instrumental empowerment*) was the most prominent causal condition for contribution as well as connectedness. Based on Pittman and Ferber's (2001) model, it was expected that once youth had experienced contributing to their community they would feel more connected to their community. This contribution and connection to community was expected to develop character. The development of *character* was anticipated to further motivate contribution. The data suggested that *contribution* was a causal condition for *connectedness* in this study. For example:

> It [participating in the asset mapping project] makes me want to go back to, it makes me want to go back to V [city]. And that's a big thing, is trying to get kids to stay in V, and you know, want to be in V. I know, I don't remember if it's a City Council member or the Mayor talking about how he wants V, they want V to be a city where kids go away to college, and they want to come back and work in V. And it, it really makes me want to invest more of my time into the city.
>
> <div align="right">(student participant)</div>

In addition, learning about the needs of peers and the community was a causal condition for *character*. The following passage demonstrates how learning about the needs of the community can contribute to the development or enhancement of *character*:

> Well, one thing that I learned is when we were trying to decide like what we wanted to do, there was just like so much that we wanted to do and we just wanted to help everyone, in every aspect, and like, we just kind of like decided on who to help. You know? Like what group of people would need the help the most.
>
> <div align="right">(student participant)</div>

The components of the Five Cs are linked and influence each other (Hamilton, Hamilton, & Pittman, 2004). The current study demonstrated such linkages; however, it is unclear whether knowledge of the community increased the student's *connectedness* to their community, which motivated *contribution*, or if knowledge of the community motivated *contribution*, which then

increased youth's sense of *connectedness*. Regardless of the direction of the relationship, learning about the history and needs of the community was an important factor in developing a sense of empowerment and leadership skills (Five Cs).

Comparing the Four Types of Empowerment and the Five Cs

The data from this study suggest that the four types of empowerment and the Five Cs are very similar models. For example, *instrumental empowerment* (knowledge, skills) shared all of the causal conditions of *competence*. In addition, *intrapersonal empowerment* and *confidence* shared prevalent themes (e. g. knowing that I made a difference, recognition and creating awareness). It is unclear whether the development of leadership skills increased the student's sense of empowerment, or if an increase in sense of empowerment facilitates the development of leadership skills. What is clear is that *formal empowerment* fosters the development of the other three types of empowerment and leadership characteristics.

Pittman and Ferber (2001) explain that the Five Cs are developed when young people have adults in their lives that provide them with opportunities to learn, play, work, and contribute. The process of adults providing these opportunities is considered *formal empowerment*. Therefore it was anticipated that sites where students had more opportunities to learn and apply their knowledge would be more likely to enhance their leadership skills and sense of empowerment. These opportunities were provided by adult facilitators for sites one and three. Leadership skills and a sense of empowerment at these sites appeared to be enhanced through participation in youth asset mapping.

The results of this study are consistent with previous literature. Rich et al. (1995) explain that the four types of empowerment that they proposed are related to one another. One type of empowerment can influence the development of another form of empowerment. The results of

this study confirm that *formal empowerment* (i.e. support from adults) influenced the development of the remaining three types of empowerment. Rich et al. (1995) also proposed that it is possible to have one type of empowerment without the other. In this study, the data did not show evidence for the development of one type of empowerment without the development of the other three types.

In a more recent paper on the Five Cs model (Hamilton et al., 2004), the authors explain that although all Five Cs components are important to possess, it is most important to have a stronger sense of *character* and *competence*. *Confidence*, *contribution*, and *connectedness* are at their best when accompanied by a strong sense of *character* and *competence*. For example, a young person who is *confident* but lacks *competence* or *character* might have trouble convincing others that he or she is capable of taking a leadership position. Hamilton and colleagues (2004) argue that there is no limit to the development of the Five Cs. *Confidence*, *character*, *connectedness*, *competence* and *contribution*, can always be further developed.

Empowerment is one of the 40 developmental assets that contribute to positive youth development. For youth to be empowered, they need to acquire skills and characteristics that will allow them to serve in useful roles in their community (Benson et al., 1998; Leffert et al., 1998; Mannes, et al., 2005). Knowledge and skills are the two main components of both *instrumental empowerment* and *competence* (Rich et al., 1995; Pittman & Ferber, 2001). These two constructs appeared to be the most enhanced by the youth in this study. Furthermore, learning about the needs of peers and community was the most important condition for youth to develop the leadership characteristics of *connectedness* and *contribution*.

The Five Cs can substitute or be paired with the 40 developmental assets as developmental goals for youth programming. These two models do not conflict with each other

(Hamilton et al., 2004). The Five Cs model can serve as a checklist when creating programs for youth and can generate support from communities because the list may appear more simple or attainable than the 40 developmental assets (Hamilton et al., 2004; T. Ferber, personal communication, December 13, 2005). Programs will practice varying methods to foster the development of the Five Cs. Hamilton et al. (2004) suggest that youth programs conduct an extensive and detailed analyses to determine if and how the Five Cs have been developed among participants, and how. The data from this study suggest that the Five Cs were enhanced among youth involved in youth asset mapping.

Adult-youth Partnerships

It was expected that the qualities of the adult facilitator would influence youth's level of enthusiasm for their project. The data confirmed this expectation. The results in this study regarding adult-youth partnerships and facilitator qualities were consistent with other literature on this topic (Camino, 2000a; Zeldin et al. 2001). Several facilitator qualities emerged as necessary to effectively work with youth: being committed, expressing passion, being enthusiastic, respecting youth and their abilities, and being a director. The following student passage illustrates how a facilitator's enthusiasm can motivate students:

> Well we didn't know what was going on. And we're like, "OK, whatever." And so they [facilitators] would be like, "Well, this is really cool, you know. We get to do all this stuff and you get to help the community and make changes in the community, and stuff." And so we're like, "OK." That kind of helped us to keep coming to the meetings and not stop coming.

Camino (2000a) suggests that the important qualities for adults who work with youth include the following: being able to communicate effectively, learning the ability to be flexible, providing coaching as needed, and respecting the youth and their differences. The literature on adult-youth partnerships tells us that youth prefer some guidance from adults rather than having

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no coaching (Camino, 2005). It was anticipated that youth who shared control with their facilitators would express more feelings of empowerment. This was evident from the interviews with students in this study at sites where the facilitator provided guidance and coaching, the students appreciated their facilitator's input and contribution. Students preferred an equal-partner relationship rather than their facilitator having full control of the project. For example, the following passage comes from a student interview:

> My advice would be it needs to be, just a huge class effort. I think that like, whoever is in charge, you need to make sure that the teacher and principal need to understand fully what they are getting themselves into, and fully know the project and that person should explain that to the teacher [that they] need to be able to commit themselves to coming and spending time with the students, and continually to check up and be like, "OK, this is what's going on, this is what needs to get done." Coming in and showing them [students], but then leaving and letting the students do it, and then if it's a problem, and then checking up, "Ok, you're having problems doing that."

The youth in this study expressed that in the beginning of the project they were uncertain what to do or how to get things started. Also, the interview data described that youth alone do not have the power or resources to build relationships with the necessary community members to implement a youth asset mapping project. This is where formal empowerment is necessary; youth rely on adults to gain access to resources. Both of these scenarios are examples of where adult guidance is welcomed and appreciated by youth.

The fact that the asset mapping project was ended at site two was not surprising because the facilitator at this site took a "hands off" approach. The following student passage describes this adult-youth partnership:

> I think that the only negative results would be [that] it was like a lot of the pressure was put on me to like get things done, and everything. I was being told in so many different areas that I couldn't do like, I couldn't do everything. And I think there needed to be somebody else that was also involved. I think in a sense she [adult facilitator] did. But in a sense there was just so much going and not only that, she [adult facilitator] had her other classes that she needed to do. Leadership class kind of wasn't motivated to do much. And so, like, there was frustration with just the class in general with all the

projects. I think she [adult facilitator] did as much as she could, but I also don't think like that she understood it enough to be excited about it.

Consistent with the literature on adult-youth partnerships, the approach of the facilitator at this site created an overwhelming and discouraging situation for the student leader (Larson et al., 2004). A lack of guidance from adults is a common challenge of adult-youth partnerships (Zeldin, 2001; Camino, 2000a). For example, at site two, the youth were granted permission to do the asset mapping project, but lacked the necessary guidance and coaching that is key to successful adult-youth partnerships (Camino, 2000a). Students benefit more both cognitively and emotionally and have a more positive outlook towards the experience when service-learning programs are structured (McLellan & Youniss, 2003).

Training is considered a crucial factor for promoting features of positive youth development (Killian et al., 2005). In a study of competence of youth staff workers, Killian et al. (2005), found that those with higher levels of education and those who attend professional training sessions had higher levels of competency and job satisfaction (Killian, Evans, Letner, & Brown, 2005). The data for this study revealed that training about youth development was not required for adults who worked with the youth. The following adult passage demonstrates lack of training:

> I can say that I wasn't trained. I can tell you that I was hired because they knew that I could take off with this without being trained. I've had some help, just some ideas. But the problem, I think, with the project is that there are so many different hands in the cookie jar that nobody really knows what's going on. So I've just had to try to make sense of all of it on my own. Training, I haven't had it…but when it comes to this project, nothing.

That little if any training was offered for the facilitators may have limited the development of a greater sense of empowerment and leadership skills for youth. For example, if

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the facilitator at site two understood that youth appreciate some adult guidance, her students may

not have felt so overwhelmed and discouraged. The data revealed that *formal empowerment* was

a critical factor in fostering the development of leadership and empowerment among youth in

this study and that the adults in this study lacked knowledge of youth empowerment and asset

building.

Finally, it was anticipated that if a community perceives youth negatively there would be

fewer opportunities for youth in that particular community. There was insufficient information

within the data to address this expectation.

Summary of Anticipated Themes

For this study, I was interested in answering the following questions: How does

involvement in youth asset mapping encourage feelings of empowerment (formal, intrapersonal,

instrumental, substantive)? How does involvement in youth asset mapping influence the

development of leadership skills and characteristics (confidence, character, competence,

connectedness, contribution)? How might the four types of empowerment influence the

development of leadership skills (Five Cs)? In what way does the role or characteristics of the

adult leader facilitate students' sense of ownership, empowerment and leadership?

In reference to question one, the results indicate that feelings of empowerment were

partially encouraged or supported. *Intrapersonal empowerment* and *instrumental empowerment*

appeared to have been developed in this study. These two forms of empowerment had few

hindering conditions but many causal conditions. The data suggest that s*ubstantive empowerment*

and *formal empowerment* were partially developed. The data revealed many causal conditions

for both forms of empowerment, along with many hindering conditions that limited this

development. For example the data presented numerous passages that referred to the students

creating awareness through research (all three sites), presentations (site one), and information cards (site three). However, the data also revealed several passages that expressed discouragement due to lack of community mobilization.

In reference to question two, all five of the leadership skills and characteristics appeared to be enhanced or developed through participation in the youth asset mapping project. Several conditions supported the development of the Five Cs and no hindering conditions limited this development. *Competence* was the leadership characteristic that appeared to have been the most enhanced.

In reference to question three, the data indicate that *formal empowerment* (support from adults) is a crucial factor in the development of the other three types of empowerment, and is also a crucial factor in the development of the Five Cs. The four types of empowerment and the Five Cs have similar components. *Instrumental empowerment* shared many of the same causal conditions as *competence*. *Intrapersonal empowerment* shared many of the same causal conditions as *confidence*.

Finally, in reference to question four, the qualities that adults possess and demonstrate have an impact on the level of enjoyment, motivation, and enthusiasm of the students. In addition, the level of control or power that the adult has within the relationship influences the comfort level and the pride that the youth have in their work.

<center>*Unanticipated Themes*</center>

Recognition

Recognition was an unanticipated causal condition for *formal empowerment*, *intrapersonal empowerment*, *contribution*, *connectedness*, and *confidence*. Examples of recognition from this study are the publication of a newspaper article about the student's project,

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praise from the school principal, and positive feedback from school staff members not involved

in the project. This suggests that explicitly recognizing youth for their efforts and

accomplishments is an important factor in the development of a sense of empowerment and

leadership skills (Five Cs). For example, the following passage comes from a student interview:

> When we kind of made a little presentation, "T" [student] and I and "M" [student], went to the staff, their staff meeting, kind of made a little presentation, not really an in depth one or anything, but like, a little presentation, what we were doing, our class was doing, as I got answers, I still, right to this , we did it like a month ago, two months, I mean a long time ago we went in there and did this and get responses today, people, the teachers, honest they listened to what I, we were saying, I mean it was, they keep saying to me today, "Well, that was a great presentation," Blah, blah, blah, and asking me question[s] when I am walking down the hall, teachers that I don't even know, that I haven't even talked to, and they, they, remember that.

Meaningful Work

Another unanticipated theme that emerged from the data was that youth wanted to serve

in meaningful roles. The youth wanted to engage in work that they felt mattered instead of

completing what they felt was useless or busy work. For example, the following passages

represent the importance of meaningful work:

> I think that we need to really focus on, for example, the Mayor wants to have an internship program, for the kids in the Mayor's office. Great idea. But all he wants them doing is menial tasks like filing and those sorts of things. That's not an internship. Give them a chance to learn things. Find out what it is like to run a city. Give them, you know, give them something to do. I mean, don't just have them filing away paperwork. Kids are not going to learn from that.
>
> (adult participant)

> I really think the community service needs to be active and different. It can't just be like, "Go pick up a field of garbage." It needs to be, you know, maybe going and working with kids. I know a lot of people like working with kids. It needs to be like a mixture of different things, to accommodate everybody's different tastes. It needs to be something they can connect to.
>
> (student participant)

This is consistent with Zeldin's (2001) work which explains that youth desire meaningful tasks that increase their feelings of self-importance.

Cultural Barriers

The *cultural barriers* between youth and adults were a very prevalent and an important theme within the interview data. Although this theme was unanticipated, it may provide some of the most valuable information learned from this study. If there are *cultural barriers* present between adults and youth in partnership, one would assume this would limit the effectiveness of the partnership. This was the case for site one in the current study. The *cultural barriers* described by the data were consistent with previous literature. For example, the different schedules that youth and adults operate on interfered with the partnership between the students and the city council members in this study. Transportation was an additional interference that hindered their partnership; the youth lacked the transportation to get to council meetings. The following adult passage describes this challenge:

> All the meetings are downtown and transportation is huge issue with our students. They don't have cars, or they don't want to pay for the parking downtown, or they have nobody that will drive them downtown. So going to those meetings, where they're located down at city hall, is very difficult for my students. It's more of a burden to try to find a way downtown.

Both schedules and transportation are challenges that Zeldin et al. (2001) found to be common among adult-youth partnerships. Because these are common challenges, they should be addressed at the beginning of adult-youth partnerships along with a plan to work around these issues.

The most prominent themes to emerge as *cultural barriers* were lack of education on how to collaborate, lack of kid friendly environments, lack of building relationships, lack of availability. The data suggested that some adults are not aware of what youth are capable of in

regards to skills and abilities. One adult interviewed stated that there are adults that do not know how to talk to young people. Interestingly, research suggests that adults find communicating with youth harder than youth find communicating with adults (Camino, 2000a). There were adults interviewed that suggested that adults who collaborate with youth would benefit from basic training on positive youth development, and training on how to work with youth. Likewise, it was suggested that youth would benefit from training on how to work with adults.

The adults interviewed for this study perceived that it was difficult for youth to participate in adult work settings such as sitting in a board room at a conference table for long periods of time. It was suggested by a facilitator in this study, that adults who work with youth should meet them in environments where the youth are most comfortable such as their school or a local diner. The facilitator explained that an environment that is comfortable or familiar to youth might promote student engagement. The following adult passage describes the cultural barriers involved in adult-youth partnerships and steps adults need to make to help build partnerships:

> …sometimes adults will listen to other adults first…so sometimes we [adults] have to carry the message for the young people, although our preference would be that they can speak directly to the adults. Sometimes, we want it to be a positive experience, but sometimes we have to sort break ground for them. So, you know, getting in their [adults] face a little bit, you know, if you truly want young people involved, you may have to change and do things a little differently than you've done in the past. Like instead of expecting them to come to your meeting, maybe you need to go visit them at school. Or move their meeting to the school or whatever. So I've made those suggestions personally, just showing up at their adult meeting where they whine about there's no kids here, and to offer our assistance. You know, like, we'll help you connect. We'll find the right adults in the school that will help…people find their way to you. Sometimes it's helping with transportation. It could be creating a different meeting space. So just to offer our assistance. I guess the way to get through the cultural barriers, [is to] honor where they're at. They have good intentions, and we commend them for wanting to work with youth. But they also need to understand that to have a youth-adult partnership it means that everybody sort of has to meet in the middle. Also, we have to work with the youth and talk to young people about, we know that maybe this is not exactly the way you would

want to do it, but if you can start there we can help the adults, you know, maybe change how they operate a little bit and meet you half way. So, working both sides.

Communication was the largest hindering condition for *formal empowerment*. One adult, who served in an administrative position within a school, explained that he could have been a lot more helpful in regards to connecting the youth with resources and aiding in their networking. This adult explained that although he was supportive of the project goals, he was ill-informed about the youth's specific activities:

> …I could have [done] a lot. I could have cleared a lot of freeway for them had they taken a little bit more time to chat with me about what the goal is, or what they're going to do. They need to rattle the principal's cage and the superintendent's cage, and our Mayor. And you know, everybody else. You know, get a hold of me, I can, I can get to the Mayor. You know, we can connect. We can pave that way for them. I can get the four high school principals together and the Mayor, you know, they can get a good audience.

Better communication could have prevented this potential limitation to the outcomes of the student's project.

<center>*Analysis of Data Within Sites*</center>

Site One

The diverse contexts within sites helped to demonstrate consistency with past research on this topic. Site one had a motivated, passionate, and dedicated facilitator who shared power and control with her students and who felt supported by the principal. This site had the most comprehensive project that had much more community involvement than the other two sites. The students from site one expressed an increased sense of empowerment and enhanced leadership characteristics, along with a great deal of respect and admiration for the facilitator. However, these students also expressed frustration and resentment as a result of not seeing the community mobilized to the degree that they were anticipating and hoping for. There was a sense that some of their hard work had gone to waste. It could be that because this group did have a much more

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involved and extensive project, they were taking a greater risk in terms of *substantive empowerment* than the other two sites.

Site Two

Site two had an uninvolved and uninformed facilitator. The student from this site discovered the empowerment project, asked to have it implemented, and had most of the responsibility of the project's implementation with little to no guidance from the facilitator. The project ended prematurely at this site, leaving the student feeling disappointed and frustrated. In an interview with this student leader the year following her involvement in the project she explained that she felt very overwhelmed with responsibility during the process. This student thought that the youth asset mapping could have been more beneficial for her and the other students at the site, but that there was a lack of necessary adult guidance and support.

Site Three

Site three had co-facilitators. These co-facilitators enjoyed working with each other and working with the students. The project at this site was smaller than at site one, and did not involve as many outside resources and community members. The students and the facilitators shared power and control, and the facilitators and the students were highly supported by the principal and assistant principal. The students completed their project and expressed an increased sense of empowerment and enhanced leadership characteristics.

Considerations

The adult-youth partnerships at these different sites are consistent with previous literature on the topic (Camino, 2000a; Zeldin et al. 2001). Sites one and three had passionate facilitators who shared control and power. The students at these sites appreciated the guidance and the support from their facilitators. Site two had an uninvolved facilitator who gave the students the

majority of the power and control and offered little to no guidance. The student leader at this site felt overwhelmed and discouraged, and the project was ended at this site.

It is interesting to compare sites one and three. There is no doubt that an increased sense of empowerment and the development of leadership characteristics were expressed by the students at site one. However, there is also no doubt that a sense of frustration, discouragement, and resentment was also expressed as a result of the broader community neglect to take action despite the student's research, presentations, and ideas for improvement. This created a feeling that the project at site one was unfinished. Site three students had a smaller scale project that they were able to complete and felt good about. One could argue that site one took greater risks and therefore had more to lose or more on the line, and site three played it relatively safe. There could also be debate about which approach is more appropriate for youth. For example, one might say that the youth at site one had a more "real world" experience because they experienced the challenges of available time, resources, and priorities of government officials. It could be argued that the students at site one were better prepared for the "real world" as a result of their experiences.

Site three on the other hand had more of a school-based project that may have sheltered them from the challenges that were faced by site one. The site three students did learn research skills, practiced team work and leadership, and engaged in critical thinking, as did the site one students. One could argue that if students at site three were "sheltered" from "real world" challenges, that this is a more age-appropriate approach, and that their positive feelings and sense of completion could motivate them to want to continue their involvement in the community.

Implications

This research contributes to the literature on creating opportunities for youth to develop a sense of empowerment and leadership characteristics. A crucial factor in the development of leadership and empowerment is the role that adults play. The results of this study suggest that initial training of positive youth development (for adults), how to facilitate youth (for adults) and the benefits of adult-youth partnerships (for adults and youth) would be ideal. Such training may help to establish formal empowerment (i.e. support from adults). This is important because formal empowerment affects all other forms of empowerment and leadership. In addition, because cultural barriers are so common among adult-youth partnerships, adults and youth need to communicate at the beginning of their partnership to identify possible cultural barriers along with strategies to resolve these barriers. Based on the study results it appears that the following factors are necessary to develop or enhance a sense of empowerment and leadership skills (Five Cs): formal empowerment (i.e. support from adults), knowledge of the history/needs of the community (instrumental empowerment, *competence*), recognition as a necessary strategy to aide in the development of confidence and intrapersonal empowerment, facilitators who are passionate, committed, and enthusiastic, and appropriate levels of guidance from the adult facilitator based on the preference of the youth involved.

The results of this study also suggest that gaining knowledge and skills is empowering and can motivate a young person to take on leadership roles. Specifically, knowledge of the history and needs of the community was a strong causal condition for both empowerment and leadership. This suggests that community-based programs for youth should provide opportunities for youth to participate in a needs assessment. Other skills learned by the students in this study include the following: research, presentation, communication, and people skills. Providing

opportunities for youth to develop and practice these skills along with appropriate (e.g. age-appropriate, shared control) collaboration with adults, can lead to a greater sense of empowerment and the development of leadership skills.

Recommendations

Future research in this area could help to establish a grounded theory. This was not possible in this study. It would be beneficial to have the option of conducting more interviews throughout the process of analyzing the data, when more questions arise or the need for clarification is identified.

The original interview questions were not asked to gain an understanding of how youth develop a sense of the four types of empowerment and leadership skills (Five Cs). These interviews were done as part of a larger evaluation of an empowerment project. Future research could include interviews that ask questions directly relating to the four types of empowerment, the Five Cs and adult-youth partnerships.

This study was purely qualitative and appropriate for the inquiry. Qualitative research is necessary to learn more about the contexts within which youth are likely to develop an increased sense of empowerment and leadership skills. It is important to determine if empowerment and leadership were enhanced, and why and how they were enhanced. Interviews allow for asking the question of "why" and asking relevant impromptu questions formulated in real time. In this study, several more unanticipated themes emerged than did anticipated themes. Unanticipated themes such as cultural barriers, recognition, and passion/motivation contributed to an understanding of how youth develop a sense of empowerment and leadership. It is unlikely that strictly structured interview questions, or survey questions would have fostered the emergence of these unanticipated themes.

Future studies of youth-adult partnerships should consider utilizing a multi-method analysis to such a study that would include interviews and observation. Interviews might be conducted at the beginning and at the end of the youth asset mapping project and would include interview questions that directly relate to the four types of empowerment, the Five Cs, and adult-youth partnerships. In addition, observation of youth activities, youth interactions with other youth, youth interactions with their facilitators, and youth interactions with the adults in their community may be included.

Finally, after considering the diverse contexts and project activities that made each site unique, it would be interesting to interview students from each site three-to-five years after their involvement in youth asset mapping to examine how the participants have been involved in their community since their involvement in the project. For example, did the "real world" challenges faced by site one discourage future involvement in the community, or did it better prepare them to address those challenges in the future? Did the "sheltered" or "safe" project at site three motivate these students to continue their contribution to their schools and community, or did it set them up for disappointment and failure when they encountered challenges in the "real world"? Answers to these questions could shed light on what is age-appropriate and beneficial when creating opportunities for youth to develop an increased sense of empowerment and leadership. In addition, these answers could contribute to an understanding of what types of opportunities are likely to prepare an individual for a sustained sense of empowerment and leadership.

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Appendix A

America's Five Promises

America's Five Promises

The FIVE PROMISES have a powerful impact. Young people with the Five Promises do better in school, are more likely to pursue higher education and enjoy better relationships with their peers and families. They are less likely to engage in risky behaviors, and are five to 10 times more likely to become productive citizens in their communities.

1. Caring Adults »

Ongoing relationships with caring adults — parents, mentors, tutors or coaches — offer youth support, care and guidance.

2. Safe Places »

Safe places with structured activities provide a space for youth to learn and grow.

3. A Healthy Start and Future »

Adequate nutrition, exercise, and health care pave the way for healthy bodies, healthy minds, and smart habits for adulthood.

4. Effective Education »

Marketable skills through effective education help youth navigate the transition from school to work successfully.

5. Opportunities to Help Others »

Opportunities to give back to the community through service enhance self-esteem, boost confidence and heighten a sense of responsibility to the community.

Investing in children yields a high return on investment: In fact, $2 million can be saved just by putting one high-risk youth on the right path.

- Crime and juvenile justice rates fall
- Income and tax revenues rise
- Our workforce becomes more competitive
- Our economic outlook improves over time

"The Monetary Value of Saving a High-Risk Youth,"
Journal of Quantitative Criminology.

Appendix B

Evaluation Interview Questions

Evaluation Interview Questions

Student Focused Group Questions Asked March 20, 2003

Note: Questions posed for the first focus group were very conversational and did not follow as strict a format as in the second focus group. This was done to allow students to talk more freely about their experience, and to follow their lead in the conversation.

Q1. What are the skills that you think you have brought into the project, to the class that have helped get you where you are right now?...
      Skills that you brought in or skills that you have gained from this?
Q2. What's another skill someone, or something that you learned about yourself in doing this project?
Q3. What does [being involved in Asset Mapping] that make you feel? Do you feel like "Man, we can't do anything," or do you feel you might be able to make a change?
Q4. What do you think will, if anything, come out of this project for your efforts? Do you have some goals that you want to see changed, or do you have some ideas that you think you might come out of it?
Q5. What are the responses that you are getting [from adults]?
Q6. What motivated you to sign up to do this project?
Q7. What impact if any do you think that Asset Mapping will have on the community?
What kind of a response do you think that you might get? What do you think might happen from your work (data collection, presentations, etc.)?
Q8. What were some challenges you faced?
Q9. What skills do you think others need to do this project? If you were to recruit new students?
Q10. What is one thing that you would change, if anything, to approaching this project?

Student Focus Group Questions Asked March 25, 2004

Q1: Reflecting back on all your experiences with YEP. All the presentations, meetings, and all the practicing, what have you learned about yourselves?
Q2: What are your thoughts or impressions now about your community and/or the adults in this community?
Q3. Do you have any ideas on how to get other students involved in making changes in the community? For example, to do Youth Asset Mapping.
Q4. What do you think are some benefits to being involved in the project? What good came of it? Do you think it helped the community?
Q5. Now that you have been through this project, what advice do you have for others for doing a project like this in the future? What improvements can be made next time?

Student Focus Group Questions asked on May 12, 2004

Note: This group was an after school club. The focus groups from above consisted of

students that did Youth Asset Mapping as part of a leadership class that met daily.

1. I would like to hear from your perspective, what your project is, how it came about, you know, how you thought of it. And, and what you hoped the outcome of it would be. OK?
2. Do you have a plan in place to reach the freshmen and to reach the junior highs? Is that a part of your plan for the project?
3. So whether YEP still exists or not, you as a group, would like to continue this, this education project.
4. What has been some of the challenges and rewards of doing this project? What is your reward?
5. Did you have a protocol? Meaning, a list of questions that you followed for every single…
6. Now, you haven't said much, do you have anything you want to add about the, about the mapping process?
7. Were there some any, rewards, like for example, did you learn anything about yourself or your abilities or some wonderful things you hadn't discovered about your community because of all, doing all that?
8. Did that change who you are? Or change how you…
9. Did you learn anything about yourself or your community as a result of doing not only that project but also the alcohol awareness project?
10. Related question, did you gain any skills that you felt like you didn't have before, or were any of your skills, say public speaking skills, or communication skills, were they improved or did you gain anything as a result of your experiences with YEP?
11. So you don't feel like, personally, any of your personal skills improved or…
12. Now, in doing all this you had some adult helpers? What kind of, us help or support did you receive? What did you do, what did they do?
13. Could you just talk a little bit about what kind of adult help, or support, or leadership you think teenagers need in order to succeed in school and success after high school as well? What kind of support do they need? What else, what else do kids need?
14. Can you expand that discussion to other resources? What, what do teenagers need to have a successful life and developmental path? What else do teenagers need?
15. Why did you join this project?

Proposed Interview Questions for Adult Stakeholders: Questions for individuals who are

directly involved with the project (staff, administrators, facilitators, teachers).

1. How long have you been involved with the PTEP project?
2. What are your roles and/or responsibilities in the project?
3. What is your understanding of the goals, purpose, and methods of the project?
4. What is your understanding of youth empowerment and youth asset mapping?

5. From your perspective, how has the City/County Youth Department trained staff (like yourself) and other partners on asset building and youth development?
6. From your perspective, what has been most challenging for you in doing this project? What changes would you recommend to address these challenges?
7. What role, if any, do you think youth can play in creating change to increase the resources or "assets" for youth in the community?
8. In your opinion, what can help to facilitate engagement between youth and adults to create changes on issues relevant to youth needs (e.g., mentoring, job shadowing, recreation opportunities)?
9. What do you see as challenges, or barriers, to creating changes and increasing resources for youth in the community?
10. What changes, if any, have you observed as a result of the Youth Empowerment Project in the community?
    a. In the community?
    b. Neighborhood?
    c. Among policy makers?
    d. Among others in the community?

This concludes our interview. Thank you for taking the time to speak with me.
11. Is there anything else that you would like to add?

Questions for stakeholders who are not involved in the empowerment project (e.g., business leaders, civic leaders).

1. I'm wondering if you can tell me how familiar you are with the City/County Youth Departments efforts to create a Youth Empowerment Zone?
    a. What have you heard about the project? What do you know about it?
    b. Where/how did you hear about the project? (e.g., newspaper? Other adults? At a civic meeting? From youth themselves – giving presentations?).
2. What is your understanding of youth empowerment and youth asset building?
    a. Have you heard about the 40 developmental assets?
    b. About America's 5 Promises to youth?
3. What are your perceptions of how teens are viewed by adults in this community?
    a. Are they seen as problems?
    b. As assets?
    c. Are they just "there" but not really noticed?
4. What do you see as the needs of youth in the community?
5. Do you think resources for youth or youth programs are adequately supported?
    a. (If no….) What would you wish to see more of?
6. What role, if any, do you think youth can play in creating change to increase the resources or "assets" for youth in the community?
7. In your opinion, what can help to facilitate engagement between youth and adults to create changes on issues relevant to youth needs (e.g. mentoring, job shadowing, recreation opportunities)?
8. What do you see as challenges, or barriers, to creating changes and increasing resources for youth in the community?

9. What changes, if any, have you observed as a result of the Youth Empowerment Project in the community?
    a. In the community?
    b. Neighborhood?
    c. Among policy makers?
    d. Among others in the community?

This concludes our interview. Thank you for taking the time to speak with me.

10. Is there anything else you would like to add?

*Note: Prior to beginning the interview, the researcher will introduce him/herself and again request permission from the participant to tape record the conversation.

Appendix C

Search Institute's 40 Developmental Assets

Search Institute's 40 Developmental Assets®

Through extensive research, Search Institute has identified the following 40 building blocks of healthy development that help young people grow up healthy, caring, and responsible. The asset definitions shown in this chart are based on research on adolescents (6th to 12th grades).

Asset Type	Asset Name & Definition	
EXTERNAL ASSETS		
Support	**Family support**	Family life provides high levels of love and support.
	Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	Other adult relationships	Young person receives support from three or more nonparent adults.
	Caring neighborhood	Young person experiences caring neighbors.
	Caring school climate	School provides a caring, encouraging environment.
	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	**Community values youth**	Young person perceives that adults in the community value youth.
	Youth as resources	Young people are given useful roles in the community.
	Service to others	Young person serves in the community one hour or more per week.
	Safety	Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	**Family boundaries**	Family has clear rules and consequences, and monitors the young person's whereabouts.
	School boundaries	School provides clear rules and consequences.

	Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
	Adult role models	Parent(s) and other adults model positive, responsible behavior.
	Positive peer influence	Young person's best friends model responsible behavior.
	High expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	**Creative activities**	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	Religious community	Young person spends one hour or more per week in activities in a religious institution.
	Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.
INTERNAL ASSETS		
Commitment to Learning	**Achievement motivation**	Young person is motivated to do well in school.
	School engagement	Young person is actively engaged in learning.
	Homework	Young person reports doing at least one hour of homework every school day.
	Bonding to school	Young person cares about her or his school.
	Reading for pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	**Caring**	Young person places high value on helping other people.
	Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.

	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	Honesty	Young person "tells the truth even when it is not easy."
	Responsibility	Young person accepts and takes personal responsibility.
	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	**Planning and decision making**	Young person knows how to plan ahead and make choices.
	Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	**Personal power**	Young person feels he or she has control over "things that happen to me."
	Self-esteem	Young person reports having a high self-esteem.
	Sense of purpose	Young person reports that "my life has a purpose."
	Positive view of personal future	Young person is optimistic about her or his personal future.

Appendix D

Axial Coding: Paradigm Model

Paradigm Model

Phenomenon: Confidence

Causal Conditions (28):
Learning about my capabilities: 2
Learning about my interests: 1
Knowing that I made a difference: 10
Proud: 1
Recognition: 6
Important: 1
Never give up: 1
Practice and experience: 1
Creating awareness: 5

Context: Participating in project activities (research, surveys, phone interviews, observation, presentations), opportunities for teamwork, opportunities to learn and apply new skills, opportunities for responsibility, support from adults, convincing city officials to paint crosswalks, getting published in the local newspaper, being the student leader of the project that had little adult guidance – had to figure things out on her own

Intervening conditions: Length of time given for project, facilitator guidance, facilitator qualities, youth status in community, level of support from adults in the community, cultural barriers between youth and adults, adult knowledge of developmentally appropriate methods of working with youth, administration change, employee turnover, money/resources, administrative drama

Action/interaction: student leader bringing in outside resources (adults) involved in the project to explain the project to teacher and principal (site 2), extra facilitator work/effort (site 1), smaller projects (site 3),

Consequences: termination of project (site 2), a more comprehensive project (site 1), finished project despite time limitations (site 3)

Phenomenon: Character

Causal Conditions (42):
I've always been: 6
Self-awareness: 2
Desire to help/make a difference: 8
Never give up: 1
Coping with rejection: 4
Needs of peers and the community: 6
Learning to make sacrifices: 3
Having to prove yourself: 4

They grew up/matured: 4
Had to swallow pride: 1
Knowing I made a difference: 1
Positive attitude: 2

Context: SES status of student participants, student ideas of leadership and the project before they began the project, student's parent's involvement in the community, student's involvement in leadership classes, site 1 had a facilitator that stressed social skills, communication skills, and self-presentation skills, doing the phone interviews allowed the students to experience rejection and develop coping skills

Intervening conditions: local economy, job opportunities for the parents of student participants, encouragement from teachers and parents for students to take leadership classes, student's willingness to participate and learn from the project activities

Action/Interaction: Some of the students were recruited through their involvement in other school clubs/activities, these same students also recruited some of their friends. There were also flyers put up around the 3rd site to reach the "general population."

Consequences: A lot of the students in this project had leadership experience or past involvement in school clubs/activities.

Phenomenon: Contribution

Causal Conditions (39):
Passion: 6
Learning the needs of peers and community: 6
Recognition: 4
Confidence: 1
Feeling empowered: 1
Resources to contribute: 1
Finding your niche: 1
Friend Involvement: 2
Willingness to sacrifice time: 2
Believing you can make a difference: 4
Believing adults care: 1
Encouraged to be involved: 4
Wanting to make a difference: 5
Balancing work and play: 1

Context: Participating in project activities (surveys, phone interviews, observation, research, presentations), opportunities for teamwork, opportunities to learn and apply new skills, opportunities for responsibility, support from adults, a student leader of the project that had little adult guidance – had to figure things out on her own

Intervening conditions: Administration change, employee turnover, administrative drama, cultural barriers between community adults and youth, time, money, resources, community priorities, organization, facilitator guidance, facilitator qualities

Action/interaction: extra work/time from facilitator (site 1), choosing to do a smaller project at site 3 given time constraints, student leader took control at site 2, it's not clear to me what other strategies were taken in response to the intervening conditions,

Consequences: a more comprehensive project/contribution at site 1, termination of the program at site 2, and finishing the smaller project at site 3

Phenomenon: Connectedness

Causal Conditions (35):
Learning history/needs of community: 5
Valuing and respecting community: 2
Pride: 6
Building relationships: 2
Encouragement to get involved: 2
Support from adults: 6
Recognition: 3
Contribution: 6
Feeling valued: 3

Context: The students learned about the history of their school/community, and were encouraged to make a positive impact by conducting research and creating awareness about their findings.

Intervening conditions: students from site one explained that people in general are defensive/protective of their community because the community has a bad reputation, the students at site one heard a city official tell them that their desire is that young people will come back to their city to live and work after going to college, one student mentioned that they learned from their adult surveys that adults have a negative view of youth in their community, the students at site 3 had the support of a school admin. for their project to address the students at their school.

Action/interaction: desire and effort put forth to make a difference, acting based on a need to prove themselves,

Consequences: created awareness

Phenomenon: Competence

Causal Conditions (66):
Talking to city officials: 1
Caring adults: 2

People skills: 2
Opportunities to learn and practice: 5
Research skills: 4
Patience: 4
Public speaking skills: 4
Communication skills: 6
Self-presentation skills: 4
Presentations skills: 4
Goal setting: 1
Encouragement: 1
Learning to be prepared: 7
Ability to balance work and play: 2
Leadership skills: 5
Organization skills: 3
Confidence: 2
Knowledge of community: 8
Observational skills: 1
Coping skills: 2

Context: The students at site one had a facilitator who had them practice their presentations repeatedly. The facilitator at site one also emphasized the importance of having facts to back up their arguments and being prepared. The students at sites 2 and 3 also conducted research as a team. Site 3 students were able to take it one step farther and create awareness about facts, statistics, and resources.

Intervening Conditions: supportive and involved facilitators, a facilitator with minimal involvement, time, resources,

Action/interaction: more work/effort from facilitator one, smaller projects,

Consequences: a more comprehensive project at site one, termination of project at site 2, finished project at site 3

Phenomenon: Formal Empowerment

Causal conditions:

      Promoted (51):
            Recognition: 7
            Feel valued by adults: 5
            Principal support: 15
            School staff support: 3
            Adults listening to kids: 2
            Facilitator support: 6
            Support from community: 2
            Youth effort: 6

Support for facilitators: 3
Support from city officials: 2
Bold = support from adults: 35

Hindered (39):
Designate a class period: 1
Communication: 12
Collaboration of adults: 1
Facilitator support: 4
Legislative support: 2
Administrator involvement, not just support: 4
Community response: 8
Developmentally appropriate methods: 3
Cultural barriers: 2
Support for facilitators: 2

Context: There appears to be a misunderstanding or miscommunication in regards to the level of formal empowerment that took place in this project. The city council explains that they invited the students of this project to join them in their monthly meetings as full voting members. However, it was expressed that there was no intention of changing the format of the meetings to suit the needs or interests of the youth. The city council also stated that the facilitator at site one knew of this invitation but the complaint is that the students never took the city council up on their offer. The facilitator at site one confirmed that she knew the city council had invited the students to sit on the board but it was her understanding that the students would not be voting members. This appears to have created resentment and frustration from both the city council members and the facilitator.

The city mayor was a source of formal empowerment. He allowed the students from site one to come do their presentations for him and he also visited their classroom. Soon after one of their presentations, the mayor took action on their idea and had several crosswalks painted.

The principal from site one was very supportive of this project and in fact, was his idea to devote a class period to the project and recruited a teacher who he thought would be a good fit for this project.

At site 2, the facilitator and the principal learned about this project through the student leader of this project. The facilitator at site two claims to have had much support from the principal, but the student leader felt as though neither the facilitator nor the principal were adequately informed about the project or how to implement it.

The principal at site 3, was supportive of the project, but was not informed about what exactly the students/facilitators were doing. He stated that he could have been a lot more supportive and helpful if he would have been kept in the loop and informed of what was going on. The vice principal at this school was very supportive of and involved in the project.

Two of the adults interviewed felt that one of the project administrators was partly to blame for lack of resources and support, and also for the lack of greater results.

Intervening Conditions: Lack of communication, lack of collaboration, supportive principals, uninformed principals, supportive facilitators, uninformed facilitator, motivated students, mayor support,

Action/interaction: The lack of communication, collaboration, and uninformed parties resulted in the facilitator from site one, and the student leader from site two, deciding to take the project into their own hands. The facilitators at site three felt supported by the vice principal and their strategy was to communicate back and forth with the principal and the students.

Consequences: The facilitator at site one was left feeling as though the hard work of both her and her students was not put to good use, and that the project should have resulted in more positive outcomes. The student leader at site 2 also felt like because of the lack of knowledge regarding how to implement the program, the outcomes of the project suffered. The students and the facilitators at site three were pleased with their project/outcomes.

Phenomenon: Intrapersonal Empowerment

Causal Conditions (36):
Recognition: 6
Being heard by adults: 3
Discovering I have power: 3
Seeing the results of my effort: 1
Knowing that I made a difference: 10
Challenging work: 6
Creating awareness that youth are capable: 5
Youth effort: 3

Context: Participating in project activities (research, surveys, phone interviews, observation, presentations), opportunities for teamwork, opportunities to learn and apply new skills, opportunities for responsibility, support from adults, convincing city officials to paint crosswalks, getting published in the local newspaper, being the student leader of the project that had little adult guidance – had to figure things out on her own, discovering that the project was more work and harder work than they anticipated but they were able to do it anyway.

Intervening conditions: Length of time given for project, facilitator guidance, facilitator qualities, youth status in community, level of support from adults in the community, cultural barriers between youth and adults, adult knowledge of developmentally appropriate methods of working with youth, administration change, employee turnover, money/resources, administrative drama

Action/interaction: student leader bringing in outside resources (adults) involved in the project to explain the project to teacher and principal (site 2), extra facilitator work/effort (site 1), smaller projects (site 3),

Consequences: termination of project (site 2), a more comprehensive project (site 1), finished project despite time limitations (site 3)

Phenomenon: Instrumental Empowerment

***Adult facilitators need support from schools, community members, etc. adult facilitators play a large role by being able to work well the kids at a developmentally appropriate level, but they do not have all of the resources that are needed to do community projects.

***The students feel that they learned a lot and developed a lot of skills, the adults feel like a lot more could have been accomplished if not for the lack of resources and support.

Causal conditions:

Promoted (83):
  Talking to city officials: 1
  Research skills: 4
  Public speaking skills: 5
  Communication skills: 6
  People skills: 2
  Presentation skills: 4
  Learning history of community: 2
  Self-motivation: 1
  Opportunities to learn and practice: 5
  Learning how to be prepared: 7
  Leadership skills: 5
  Organizational skills: 3
  Positive attitude: 1
  Determination: 1
  Facilitator support: 6
  Self-presentation: 4
  Observational skills: 1
  Confidence: 2
  Goal setting: 1
  Coping skills: 2
  Expanding understanding of leadership: 1
  Multi-task: 1
  Learning about community: 8
  Caring adults: 2
  Patience: 4
  Encouragement: 1
  Ability to balance work and play: 2

Hindered (6):
  Support for facilitator: 6

Context: The students at site one had a facilitator who had them practice their presentations repeatedly. The facilitator at site one also emphasized the importance of having facts to back up their arguments and being prepared. The students at sites 2 and 3 also conducted research as a team. Site 3 students were able to take it one step farther than site 2, and create awareness about facts, statistics, and resources. The students at site one expressed that it was their first experience with dealing with rejection from strangers, and that they learned not to take it personally. The student leader from site 2 felt that she was responsible for much of the project. She learned that it is important to not just focus all of her energy on one project (asset mapping) but that it is important to also focus on academics and free time.

Intervening Conditions: supportive and involved facilitators, a facilitator with minimal involvement, time, resources,

Action/interaction: more work/effort from facilitator one, smaller projects,

Consequences: a more comprehensive project at site one, termination of project at site 2, finished project at site 3

Phenomenon: Substantive empowerment

***It seems that the adults had too high of expectations. The students speak of many positive results and observation of outcomes, but the adults say that nothing happened. It may not have "happened" on the grand scale that they hoped for, but the students feel good about what the did and what happened as a result (site one and 3).

Causal conditions:
    Promoted (153):
        Formal empowerment: 24
        Own work/own project: 5
        Sense of accomplishment: 21
        Adults listening: 13
        Got people talking: 6
        Created awareness: 41
        Mobilized the community: 6
        Communication: 1
        Building relationships: 4
        Change in individual kids: 1
        Observing change/results: 7
        Knowing that I made a difference: 5
        Recognition: 13
        More understanding of how to work with youth: 2
        School staff support: 2
        Mayor taking action: 2
    Hindered (46):
        City govt. stopped listening: 2

Not enough press coverage: 2
Not enough collaboration: 2
Too soon to tell outcomes: 11
Talk but no action: 8
Priority: 1
Cultural barriers: 2
Money/resources: 3
Died out: 1
Facilitator knowledge: 5
No class period: 1
No follow through: 4
Kids haven't seen outcomes: 4

Context: Participating in project activities (surveys, phone interviews, observation, research, presentations), opportunities for teamwork, opportunities to learn and apply new skills, opportunities for responsibility, support from adults, a student leader of the project that had little adult guidance – had to figure things out on her own

Intervening conditions: Administration change, employee turnover, administrative drama, cultural barriers between community adults and youth, time, money, resources, community priorities, organization, facilitator guidance, facilitator qualities

Action/interaction: extra work/time from facilitator (site 1), choosing to do a smaller project at site 3 given time constraints, student leader took control at site 2, it's not clear to me what other strategies were taken in response to the intervening conditions,

Consequences: a more comprehensive project/contribution at site 1, termination of the program at site 2, and finishing the smaller project at site 3

Phenomenon: Adult-student Balance

Causal conditions:

> **Promoted (56)**:
> > Adults who get things started: 6
> > Adults willing to serve as middle man: 8
> > Collaboration: 10
> > Adults who provide guidance: 22
> > Adults willing to give up control: 4
> > Motivate Youth: 3
> > Communication: 3

> **Hindered (16)**:
> > Lack of adult guidance/involvement: 5
> > Uninformed adults: 5
> > Too much pressure on students: 6

Context: The facilitator at site one was selected by the principal of the school and was asked to devote a class period to facilitating the empowerment project. This facilitator was informed about the projects goals and objectives although received no training. This facilitator served as the "middle man" between the youth and the project coordinator, city council members, and other adults in the community. This facilitator was very enthusiastic about the project.

The facilitator at site two was recruited by the student leader of the project. This facilitator was not as knowledgeable about the project's goals and objectives or how to implement the project. This facilitator was under the impression that the student leader knew what she was doing, and let the student leader run the project. This facilitator said that her role was basically making sure there were rooms scheduled for meetings.

The project coordinator approached the third school about implementing the project in their school. The activity director at this school selected the facilitator, who was the work-based learning coordinator for the school. The project coordinator for the larger project, and the work-based learning coordinator were co-facilitators at site three. They were both passionate about the project and served as "middle-men" between the youth and the vice principal who also was very involved in the project.

Intervening conditions: Time constraints, lack of knowledge, lack of experience with the project, facilitator passion and interest, student motivation, student status in the community

Action/Interaction: Facilitator devoted a lot of extra time and effort to the project (site one), student leader devoted a lot of extra time and effort to the project (site 2), facilitators playing the role of a liaison between youth and administration numbers or community members (sites 1and 3),

Consequences: A lot of community awareness was created by the facilitator and students at site one, the student leader at site two felt overwhelmed and a lot of pressure, termination of project at site 2, successful completion of project at site 3

Phenomenon: Adult Qualities

Causal Conditions (63):
      Caring: 1
      Passionate: 7
      Enthusiastic: 7
      Excited: 1
      Organized: 2
      Good communication skills: 3
      Respectful of youth and their abilities: 6
      Involved: 1
      Make students feel valued: 3
      Patient: 1
      Director: 6

Motivated: 3
Fun: 2
Energetic: 3
Non-overbearing: 3
Young: 2
Committed: 8
Informed: 2
Leadership: 1
Flexible: 1

Context: The facilitator at site one was selected by the principal of the school and was asked to devote a class period to facilitating the empowerment project. This facilitator was informed about the projects goals and objectives although received no training. This facilitator served as the "middle man" between the youth and the project coordinator, city council members, and other adults in the community. This facilitator was very enthusiastic about the project.

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Intervening conditions: Time constraints, lack of knowledge, lack of experience with the project, facilitator interest in project, lack of facilitator involvement

Action/interaction: extra time and effort from facilitator (site 1 and site 3), lack of involvement/guidance (site 2)

Consequences: A lot of community awareness was created by the facilitator and students at site one, the student leader at site two felt overwhelmed and a lot of pressure, termination of project at site 2, successful completion of project at site 3

Phenomenon: YAM context – Lack of training

Causal Conditions (38):
Had Faith: 1
No training offered: 19
Curriculum given: 1
Self-taught: 6

Past experience: 3
Workshop: 6
Read grant: 1
Didn't see grant: 1

Context: It appears that there were a couple of workshops held but that not everyone involved in the project was invited, or was aware of the workshops. There was no official training. The facilitator at site one did research on her own to learn about the forty developmental assets and the five promises. The project coordinator said that she was hired because the project administrators believed that she had the skills and experience necessary to do the job. The facilitator at site one was recruited by the principal at that school because he believed she was a good candidate for the position. The project coordinator did see the grant but the facilitators did not see the grant. The facilitator at site 3 said that she was given a curriculum to follow but the other two facilitators did not. None of the facilitators or the project coordinator received formal training. The facilitator at site 3, co-facilitated with the project coordinator towards the end of the grant. By this time, the project coordinator had experience and saw how the other projects were implemented. The facilitator at site three did not express frustration with the lack of training.

Intervening conditions: Training was not required, the workshops that were offered were not advertised well, lack of experience implementing the project,

Action/interaction: Facilitators (site one and two) and project coordinator taught themselves how to implement the project along the way, the facilitator at site two relied on the student leader to run the project,

Consequences: The project coordinator and the facilitator at site one were overwhelmed by the lack of training and the need to learn on their own, the facilitator at site two was not involved in the project and maybe would have been with more training/knowledge

Phenomenon: YAM context – Advice for future

Causal Conditions (62):
Document each step: 4
Clear work roles: 3
Parent involvement: 1
Designate a class period: 2
Balance work and fun: 2
Better communication: 2
Collaboration between schools and community: 12
Shared budget between schools and city: 3
Students model for younger students: 2
Think big from beginning: 1
Resource broker: 3
General recruitment: 1
More planning in the beginning: 10
Team of coordinators: 1

Encourage for other communities: 1
Facilitator stay positive: 1
Build relationships and trust: 2
Increase formal empowerment/influence: 1
Find a common ground: 3
Create awareness of the economic benefits of pyd: 1
Teach youth and adults how to work together: 3
Understanding differences and similarities: 2
Flexibility: 1

Phenomenon: YAM context-Goals and objectives

Causal Conditions (44):
Engage kids and community together: 7
Empower youth to make a difference: 8
Prevent juvenile delinquency: 2
Teach youth asset mapping: 5
Youth as researchers: 9
Push presentation skills: 2
Target at-risk youth: 3
Teach Civic Responsibility: 1
Teach them how to get voice heard: 1
Develop skills that will help them be successful: 3
Not sure, unclear: 1
Strengthen youth: 2

Context: The goals of this project were to empower at-risk youth by teaching them skills that would empower them to make a difference in their community. The idea was that by doing this, the students would not engage in delinquent behavior and would connect with the adults in their community. However, at-risk youth were not targeted for this project. The students who participated in this project were considered "leadership students." Site one was in a low income community, so there was a sense that the community in general was "at-risk". None of the facilitators read the actual grant for the project.

Intervening Conditions: According to one adult, it was easier to recruit leadership students, facilitator qualities, lack of facilitator training, training not required, viewing grant not required, time, resources

Action/interaction: facilitators teaching themselves how to guide the project, facilitator relying on student leader, recruitment of students through other school clubs/activities,

Consequences: Confusion about goals and objectives, confusion about desired methods, termination of project at site 2, very different projects at sites 1 and 3.

Phenomenon: Community Context – Adult views of youth

Causal Conditions (22):
        Mixed reactions: 3
        Extreme + or -: 1
        Kids get into trouble: 3
        Negative view: 3
        Fear them: 1
        Positive view: 2
        Lack of trust: 1
        Compassion: 1
        Misunderstood: 2
        They're valued: 3
        Parents vs. non-parents: 1
        Poorly educated: 1

Context: Adult views of the youth from the community of site one are more negative. For example, the adults in that community are more likely to think that kids from the community of site one get into trouble, and that they are poorly educated. One student mentioned that she has found that parents are more likely to have a positive view of youth than non-parents and elderly. There is a feeling that adult views are becoming more positive and that some of the negative views are a result of misunderstanding.

Intervening Conditions: observing school-aged kids outside of school during school hours,

Action/interaction:

Consequences:

Phenomenon: Community Context – Parent Involvement

Causal Conditions (7):
        Not supportive of academics: 2
        Supportive of extra-curricular activitites: 2
        Uninvolved parents: 3

Phenomenon: Community-Context – Opportunities Needed

Causal Conditions (55):
        Character building: 1
        Youth program support: 3
        Peer counseling: 3
        Caring adults: 5
        Learn and practice skills: 7
        Recreational activities: 3

Adequate food and housing: 1
Teamwork: 1
Safe environments: 1
Constructive activities: 6
General resources: 1
Community service in schools: 2
Learn about community/resources: 3
Make service fun: 1
Recognize good things kids do: 1
Build relationships within the community: 8
A place to hang out: 3
Formal empowerment: 2
Create awareness of the importance of PYD: 1
Teach citizenship: 2

Phenomenon: Community Context – Site one community mindset

Causal Conditions (10):
Powerless: 1
No hope for future: 4
Lack of motivation: 1
Victim mentality: 2
Expect negative stereotypes: 2

Phenomenon: Passion/motivation

Causal conditions (41):
Contribution: 12
Learn what's happening in community: 7
Developing skills: 1
Staying positive: 3
Learn history: 2
Pride: 3
Facilitator: 3
Having friends involved: 2
Seeing results: 2
Desire to help: 4
Enrolling others: 1
Fun incentives: 1

Phenomenon: Didn't Get Big Picture

Causal Conditions (15):
Facilitator didn't know: 1
Didn't know what we were getting into: 6
Didn't know what we were doing at first: 8

Phenomenon: Meaningful

Causal Conditions (14):
　　　　Preference/interest: 1
　　　　Work that matters: 11
　　　　Constructive: 2

Phenomenon: Transferability

Causal Conditions (24):
　　　　Maybe it's because they're leadership students: 1
　　　　These kids aren't at risk: 4
　　　　They are in an at-risk neighborhood: 4
　　　　Great kids in leadership classes: 2
　　　　Leadership kids are go-getters: 2
　　　　Leadership kids are bright and capable: 1
　　　　Leadership kids are willing to work hard: 1
　　　　Any kid with the right facilitator: 2
　　　　Good leaders but not necessarily leadership students: 2
　　　　Any kid who is committed and willing: 5

Phenomenon: Challenges – Cultural Barriers

Causal Conditions (26):
　　　　Lack of kid friendly meeting environments: 4
　　　　No resource specialist to bridge gap: 1
　　　　Lack of education on how to collaborate: 6
　　　　Resistance to special treatment: 2
　　　　Meeting expectation: 2
　　　　Building relationships: 3
　　　　Available at different times: 3
　　　　Lack of transportation: 2
　　　　Breaking old patterns: 2
　　　　Youth taught to be pleasers: 1

Phenomenon: Challenges – Time

Causal Conditions (10):
　　　　Change doesn't happen over night: 3
　　　　Finding time to address the issues: 4
　　　　3 months to do a 3 year project: 1
　　　　Devote time to top priorities: 1
　　　　Took time to figure out project, now not much time to do it: 1

Phenomenon: Challenges – Money/resources

Causal Conditions (13):
       Need to find money: 5
       Competition for resources: 1
       Limited resources available: 5
       Knowledge of available resources: 1
       Not clear where the grant $ went: 1

Phenomenon: Challenges – student turnover

Causal condition (3): Graduation: 3

Phenomenon: Challenges – employee turnover

Causal Conditions (20):
       Lack of training: 3
       Different work styles: 3
       Confusion about work roles: 2
       Lost a built relationship: 3
       Different focus: 5
       Resentment: 1
       Lack of organization: 1
       Projects suffered: 1
       Big learning curve: 1

Phenomenon: Priorities

Causal Conditions (14):
       Youth aren't top priorities: 6
       Academics not PYD: 2
       There hasn't been a good plan to change priorities: 2
       Youth needs starting to be met: 1
       Hierarchical systems tough for networking: 2
       Lack of interest: 1

Phenomenon: Organization/structure

Causal conditions (23):

       No documentation of methods to use: 3
       Different organizational styles: 2
       Youth need structure: 7
       Plan ahead: 3
       Organization gets things done: 1

Lack of clear direction: 6
No curriculum: 1

Phenomenon: Understanding youth empowerment

Causal Conditions (10):
Five promises: 1
Equality: 1
Providing basic youth needs: 1
Making change in lives and community: 2
Applying assets: 1
Education: 2
Feeling able to achieve goals: 1
Providing assets: 1

Phenomenon: Understanding of asset building

Causal conditions (14):
Five promises: 1
Better access to education: 1
Better access to health care: 1
Strengthen families: 1
Strengthen moral character: 1
Building on positive aspects: 1
Resources, opportunities, programs: 3
What kids need to be successful: 5

Appendix E

Research Questions and Related Interview Questions

Research Question One: How does involvement in youth asset mapping encourage feelings of empowerment (formal, intrapersonal, instrumental, and substantive)? The following sample of interview questions generated responses that helped to answer the first research question.

Q1. What are the skills that you think you have brought into the project, and to the class that have helped get you where you are right now? What are skills that you brought in or skills that you have gained from this experience?

Q2. What does [being involved in Asset Mapping] that make you feel? Do you feel like "Man, we can't do anything," or do you feel you might be able to make a change?

Q3. What do you think will, if anything, come out of this project for your efforts? Do you have some goals that you want to see changed, or do you have some ideas that you think you might come out of it?

Q4. What are the responses that you are getting [from adults]?

Q5. What motivated you to sign up to do this project?

Q6. What impact if any do you think that Asset Mapping will have on the community? What kind of a response do you think that you might get? What do you think might happen from your work (data collection, presentations, etc.)?

Q7. What changes, if any, have you observed as a result of the Youth Empowerment Project in the community?

Research Question Two: How does involvement in youth asset mapping influence the development of leadership skills and characteristics? The following sample of interview questions helped to generate responses that answered the second research question:

Q1: Reflecting back on all your experiences with YEP. All the presentations, meetings, and all the practicing, what have you learned about yourselves?

Q2: What are your thoughts or impressions now about your community and/or the adults in this community?

Q3. Do you have any ideas on how to get other students involved in making changes in the community? For example, to do Youth Asset Mapping.

Q4. What do you think are some benefits to being involved in the project? What good came of it? Do you think it helped the community?

Q5. Now that you have been through this project, what advice do you have for others for doing a project like this in the future? What improvements can be made next time?

Research Question Three: How might the four types of empowerment influence the development of leadership (Five Cs)? The following sample of interview questions helped to generate responses that responded to the third research question:

Q1.In your opinion, what can help to facilitate engagement between youth and adults to create changes on issues relevant to youth needs (e.g., mentoring, job shadowing, recreation opportunities)?

Q2.What do you see as challenges, or barriers, to creating changes and increasing resources for youth in the community?

Q3.What changes, if any, have you observed as a result of the Youth Empowerment Project in the community?

> In the community?
> Neighborhood?
> Among policy makers?
> Among others in the community?

Q4.What have been some of the challenges and rewards of doing this project? What is your reward?

Q5.Did that change who you are?

Q6.Did you learn anything about yourself or your community as a result of doing not only that project but also the alcohol awareness project?

Q7. Related question, did you gain any skills that you felt like you didn't have before, or were any of your skills, say public speaking skills, or communication skills, were they improved or did you gain anything as a result of your experiences with YEP?

Research Question Four. In what way does the role or characteristics of the adult leader facilitate students' sense of ownership, empowerment, and leadership? The following sample of interview questions helped to generate responses that answered the fourth research question:

Q1. Now, in doing all this you had some adult helpers? What kind of, help or support did you receive? What did you do, what did they do?

Q2. Could you just talk a little bit about what kind of adult help, or support, or leadership you think teenagers need in order to succeed in school and success after high school as well? What kind of support do they need? What else, what else do kids need?

Q3. From your perspective, how has the City/County Youth Department trained staff (like yourself) and other partners on asset building and youth development?

Q4. From your perspective, what has been most challenging for you in doing this project?

Q5. In your opinion, what can help to facilitate engagement between youth and adults to create changes on issues relevant to youth needs (e.g., mentoring, job shadowing, recreation opportunities)?

Q6. What do you see as challenges, or barriers, to creating changes and increasing resources for youth in the community?

Q7. What are your perceptions of how teens are viewed by adults in this community?