



**RYSE CENTER  
2010 YOUTH MEMBER SURVEY  
SUMMARY OF FINDINGS**



**jdcPartnerships**  
*integrating information for impact*

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## BACKGROUND

### *History*

RYSE emerged out of the priorities and needs articulated by local youth organizers from Youth Together after the tragic killing of four high school students in December 2000. The deaths galvanized youth and adult allies to address the root causes of violence in and around their communities. Overwhelmingly, young people expressed the need for programming in the afternoon and evening that was culturally relevant, and that included art, cultural, and social activities, health resources and services, as well as resources and support for current and future education and jobs.

In late 2005, Contra Costa County Supervisor John Gioia identified a 6,600 square foot vacant county building in Richmond near a major bus line and County Health Center. In partnership with City, County, School District, community, and youth partners, Supervisor Gioia and Youth Together spearheaded a three-year effort to plan and secure resources for the building's conversion into a comprehensive youth center. RYSE opened its doors in October 2008.

### *Programs*

RYSE engages diverse communities of young people in West Contra Costa across an array of programming, services, and recreational activities grounded in social justice, harm reduction, and youth leadership. Programs include health and wellness, education and career support, leadership, technology, and media arts. RYSE's integrative model builds on the assets and strengths of young people in order to identify opportunities and needs towards their optimal well-being. It engages young people as members of families, neighborhoods, and communities in which they hold influence, in which they are learners, and from which they build collective power. The model allows for multiple points of entry and engagement for young people in a seamless manner that feels like "one program".

### *Partnership*

Collaboration is a key operating principle for RYSE. RYSE is committed to developing and strengthening partnerships with youth, community members, the City of Richmond, the County of Contra Costa, the West Contra Costa Unified School District, neighboring cities, and youth-serving health, advocacy and social service agencies. RYSE is also committed to contributing to an increase in youth development, leadership, advocacy and services across West Contra Costa County. RYSE has put considerable effort into partnering with other organizations and agencies working to improve the lives of youth in the community. On-site and online programming, as well as off-site programs, activities, and referrals are coordinated through collaborative cross-sector partnerships and linkages to ensure accessible, relevant, and comprehensive program delivery.

## RYSE YOUTH MEMBER SURVEY

In March and April of 2010, RYSE conducted a survey of its members. The purpose of the survey was to assess the experiences of RYSE members after the first year of programming. This included a specific focus on the nature of the relationships experienced between RYSE members and with adult staff as well as the extent and nature of benefits and impact young people experience as a result of being part of the RYSE community. This report provides a summary of the responses and findings from the survey, helping assess the strength of RYSE's foundation and identifying opportunities and areas for continued growth and/or modification.

These findings, in concert with other key evaluative measures including: the partner survey (conducted in September 2009), program utilization summaries, and on-going reflection and inquiry with our staff, members, partners, and stakeholders will also inform RYSE's transition from start-up and launch to long-term planning



that supports RYSE's overarching vision of systems change.

RYSE is a learning environment for youth, staff, community and collaborators. As such, it is expected that mistakes will occur and from them learning which is an essential part of the development of individuals, programs and community.

### Methodology

The survey was designed by evaluation firm jdcPartnerships<sup>1</sup> to align with key inquiry questions and anticipated outcomes that were articulated to frame and focus evaluation activities. The survey was adapted from The After School Collaborative's (TASC) *High School Survey* and Youth Together's *Student Impact Survey*. After piloting with members of RYSE Youth Leadership Team in December 2009, the survey was refined and administered by jdcPartnerships in March 2010. Respondents were invited to take the survey via an email message with a direct link to the survey. A link to the survey was also made available on RYSEportal.org and a paper version of the survey was available at RYSE. Paper surveys were collected at RYSE in sealed envelopes and entered into Survey Monkey by jdcPartnerships. Following the completion of the survey, respondent answers were downloaded, transferred to a statistical analysis software application SPSS, and analyzed by jdcPartnerships.

### Respondents

The survey was sent to an initial list of 337 members with contact information from their completed formal application for RYSE membership. Numerous email addresses were no longer valid, reducing the list to 270 members. Of these 270, a total of 55 members responded to the survey (20%). However, it is important to note that RYSE estimates that at the time of the survey there were 100-125 members regularly participating (once a week). While the respondents cannot currently be matched with overall participation records, it is notable that 60% responded via RYSEportal.org or completed a paper survey at RYSE<sup>2</sup>. The response rate among these regular participants may be higher. Given this was RYSE's first administration of a survey of this type, the response rate and lessons learned about how, when, and where members completed the survey will determine the most appropriate data collection methods in the future.

### Structure of the Report

A summary is organized in five sections and in relation to key outcomes identified in RYSE's Youth Development Model:

1. Relationships with Adults
2. Relationships with Peers
3. Overall Sense of Safety and Comfort
4. Sense of Self and Self-Efficacy
5. RYSE's Integrative Model – Implementation and Experiences

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<sup>1</sup> jdcPartnerships is a minority women-owned local consulting firm with a commitment to working with philanthropic, public and social sector organizations to promote positive social change. Beginning with the development of RYSE's Theory of Change in Summer 2008, RYSE and jdcPartnerships have been working together to frame, focus, and implement evaluation activities to foster and enhance ongoing organizational learning and impact.

<sup>2</sup> Three-fourths responded online via the email link (40%; 22 of 55) or via RYSEportal.org (35%; 19 of 55). The remaining 25% responded via paper survey.



## Key Terms

Throughout this report, findings will reference terms related to the type of question asked, the statistic calculated, and the information displayed in figures. These terms include:

**Mean Rating:** This is the average rating across all the responses to a particular question or set of questions. The ratings from all respondents were added together and divided by the total number of responses to determine the average rating.

Many questions in the survey asked respondents to provide a rating on a scale of 1-4. For example, participants were asked how much they agree or disagree with statements about relationships with peers and/or adults at RYSE. The scale for these items labeled the possible responses as: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. While a few questions used a slightly different scale in terms of the labels for each number, throughout the survey, a rating of 4 is the highest/most positive rating possible.<sup>3</sup>

The survey also included sets of questions that relate to larger concepts. For example, the survey included eight questions related to understanding the extent to which youth experience "Positive Relationships with Peers" at RYSE. In addition to calculating an average rating for each of the eight questions, the average across all eight questions is reported. These are reported in Figure 1.

**Frequency:** The frequency is the number or percentage of respondents selecting each of the possible response options.

In this report, the frequency is provided for questions where the labels were not related to respondents' agreement with a statement and/or where the responses are not tied to a number for which an average can be calculated.

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<sup>3</sup> A small number of questions on the survey are negatively worded; that is, the question describes a less-desirable situation such that a rating of '1' indicates existence of the desired condition. In order to accurately describe the average across all items, the individual ratings for these negatively worded questions were reversed (i.e., 1=4, 2=3, 3=2, 4=1) before calculating the average. For clarity, only positively worded questions are displayed in figures.

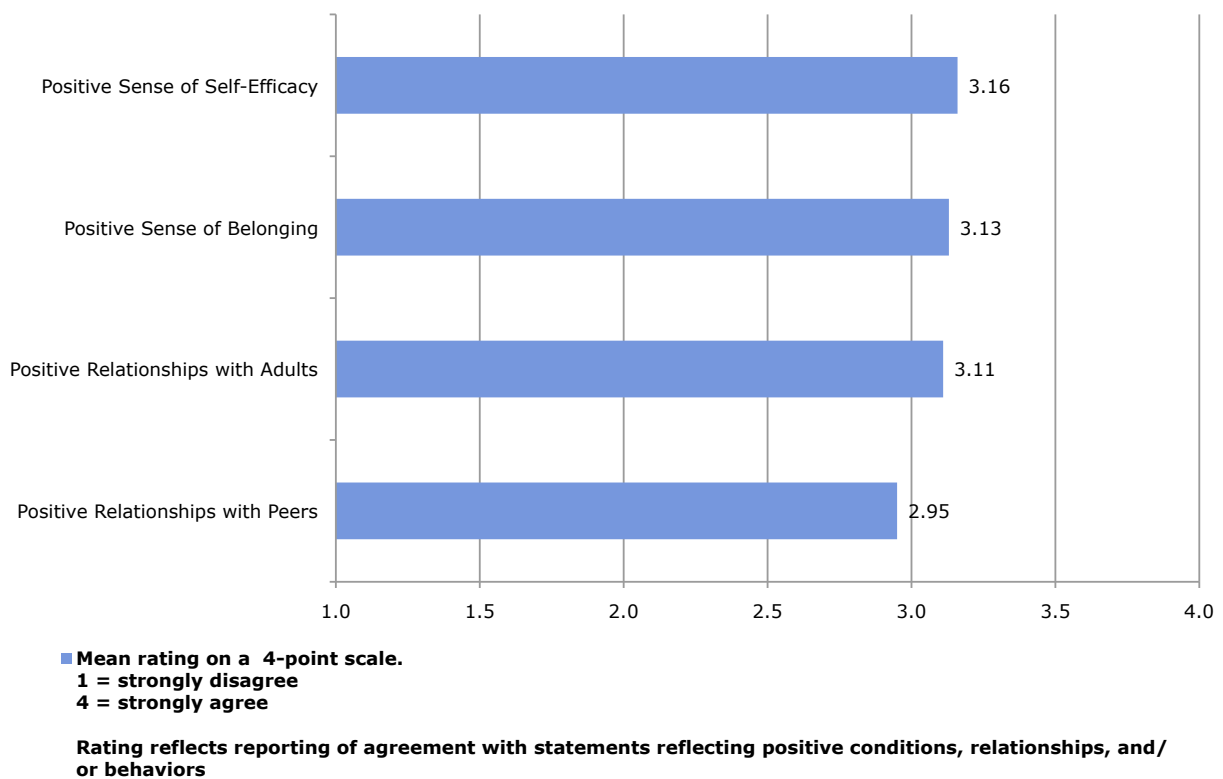


## SURVEY FINDINGS

### *Brief Summary of Key Findings*

Overall, respondents indicate moderate to strongly positive opinions regarding their sense of belonging at RYSE and that RYSE is a supportive environment where they feel successful and that they belong and matter. Coming to RYSE has helped respondents make new friends, feel more like a part of their community, and learn how to work together with other young people. Similarly, respondents tend to be positive in their assessment of the way in which young people are treated and treat others at RYSE. Positive ratings for supportive relationships with adult staff are further indicative of the ways in which respondents' overall sense of community and collectivity is influenced while at RYSE.

*Figure 1. Mean Ratings for Key Survey Scales*



Less than two years since opening, RYSE's "multiple points of entry" approach is showing traction in reaching diverse communities of young people in West Contra Costa. Additionally, the findings reflect the importance of deliberate and consistent contact with adult staff to ensure continued and meaningful engagement and in support of positive sense of self, positive peer relations, and positive relations with adults. As RYSE begins to implement an electronic program utilization system in Fall 2010, more delineated measurement of how young people enter and move within RYSE will be available. This information, along with the continued development and implementation of measures that assess the relationship between the participation in center-wide and programmatic activities (onsite and online) with key outcomes, will provide further insight into how people's experiences at RYSE foster young people's sense of self, relationships with adults and peers, and otherwise support young people's development.



Related to the sense of belonging and positive relationships reported by survey respondents, young people also report RYSE is a place where they feel safe. **To date, RYSE has not experienced any major incidents of violence within the Center, a notable and significant marker of safety given that disproportionate rates of acute and chronic violence and trauma that young people in Richmond/West Contra Costa face<sup>4, 5, 6</sup>.** RYSE's approach to ensuring safety through a practice of "culture-keeping" – promoting, practicing, and upholding our operating principles and house rules – is working. As RYSE continues to grow and deepen its work, it will remain important to continue to engage young people in dialogue and conversations regarding safety and comfort in order to remain relevant and responsive within RYSE, as well as to continue to support the broader community and systems engagement efforts in addressing safety and violence. This includes further exploring how young people define safety, and ensuring opportunities to share, make visible, and address the multiple

<sup>4</sup> Since opening our doors in October 2008, RYSE has encountered critical incidents on almost a daily basis where young people come to the center in crisis, needing support and assistance in their reactions to violence in their lives. This includes the loss of three of our members, Kevin Barrera, Alan Lee, and Kyle Bratton, who all have been murdered in a year that the Richmond experienced a dramatic increase in homicides from previous years, and where the overwhelming majority of those killed were young men of color. We have deescalated situations with family, partners, and peers, provided safe haven to address immediate safety needs and resources, and continue to provide support through direct linkages and information, appropriate referrals for emotional support and counseling, and connection and navigation with law enforcement agencies and legal services, as necessary. We have also engaged in large-scale community response including community vigils, speakouts, marches, and community healing circles.

<sup>5</sup> Young people from Richmond and West Contra Costa County bear the burden of multiple health and social inequities, resulting in disproportionately high rates of homicide, gun violence, high school drop out and punitive discipline, unintended or early pregnancy, poverty and unemployment, and contact with child welfare and juvenile justice systems. *West Contra Costa Unified School District is the 20th largest school district in California, serving over 31,000 youth in grades k-12. The racial/ethnic demographics of the school district are as such: 44% Latino, 25% African American, 20% Asian, including Pacific Islander, and 10% Caucasian. More than 80 languages are spoken within its 110-square-mile jurisdiction. Sixty percent of students meet eligibility for free or reduced lunch. Youth attending school in Richmond have an even higher rate of eligibility where 75% of students participate in the free and reduced lunch program. Richmond High School has a 4-year dropout rate of nearly 40%. 38.4% of Richmond residents over the age of 25 lack high school diplomas and only 8% are college graduates, compared to a 28% national average. According to Richmond Police Department, an average of 10% of WCCUSD students are absent from school each day. Richmond has a teen pregnancy rate double the national average. The Greater Richmond area currently has one of the highest youth homicide rates in California, and the rate among African American men is almost 25 times greater than the county as a whole. The loss of heavy industry has left Richmond as an area of relatively high unemployment, low wages, and low property values. According to the West County Toxics Coalition, Richmond is the eleventh worst area in the entire United States with regards to toxic accidents. Sources include Contra Costa Health Services Community Health Indicators for Selected Cities and Places in Contra Costa County, Executive Summary, retrieved 8/21/07 at <http://www.co.contra-costa.ca.us>; United Way of the Bay Area, retrieved 8/21/07 at <http://www.uwba.org/helplink/datacentral.php>; and Sherman, S. (n.d.). Environmental Justice Case Study: West County Toxics Coalition and Chevron Refinery. Accessed 12/15/07 at <http://www.umich.edu/~snre492/sherman.html>; Poonam Juneja, P. (2006). *Hidden Challenges: A report in a series examining the status of API youth in West Contra Costa County, California. Volume 1: Juvenile Justice and Education Issues Affecting Asian and Pacific Islander (API) Youth in Richmond, California.* Published by National Council on Crime and Delinquency in partnership with West Contra Costa County Southeast Asian Youth & Family Alliance.*

<sup>6</sup> The burden of inequities held by youth and young adults in West Contra Costa both motions and is motioned by a cycle of chronic and constant exposure to trauma, violence, and stress, including trauma induced through system contact. See Holdman, B., & Zeidenberg, J. (2006). *Dangers of Detention: The Impact of Incarcerating Youth in Detention and Other Secure Facilities.* Justice Policy Institute; Burns Institute for Juvenile Justice Fairness and Equity, accessed March 5, 2010 at [www.burnsinstitute.org](http://www.burnsinstitute.org); Petrosino, A., Turpin-Petrosino, C., Guckenburg, S. (2010). *Formal System Processing of Juveniles: Effects on Delinquency,* Campbell Systematic Reviews; Justice Policy Institute (2009). *The Costs of Confinement: Why Good Juvenile Justice Policies Make Good Fiscal Sense;* Abram, K.M., PhD, et al. (2004). *Posttraumatic Stress Disorder and Trauma in Youth in Juvenile Detention Archives of General Psychiatry, vol. 61; Legal Services for Children, National Juvenile Defender Center.*



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dimensions of safety (physical, emotional, psychological; individual, community, institutional, etc.) and/or lack thereof that young people experience and negotiate.

***Findings Related to Data Collection Process***

The intent of this initial survey was to pilot a comprehensive tool that incorporated the key areas of inquiry regarding member experiences at and impact of RYSE. The tool helped to establish the baseline of inquiry and was vetted by youth and adult staff before dissemination. The implementation process revealed the need to refine and adjust our methods and modes of survey distribution and dissemination to ensure a meaningful level of response, including the continued utilization of the RYSE Virtual Center. While the survey response rate is low compared to members identified through our membership database, when estimating and adjusting for “RYSE regulars”, the response rate is exponentially higher. The implementation of RYSE’s electronic program utilization system (beginning Fall 2010) will allow for better tracking of the number of “RYSE regulars” and establish a meaningful response rate. Additionally, there will be data that allows for more delineated measurement of how young people enter and move within RYSE.



## RELATIONSHIPS WITH ADULTS

Positive relationships with adults and peers are foundational outcomes of RYSE's integrative program model. Members were asked about several dimensions of their own and/or observed relationships between adults and young people at RYSE.

Across nine items rated on a 4-point scale with 4 being the most positive, members' mean ratings reflect that **most young people hold positive to very positive views of ways in adult staff and young people at RYSE relate with one another**. The average across all items is moderately positive (3.1) and the highest rated items reflect the progress towards the intentionality of RYSE's *Core Operating Principle of Accountability and Integrity* which states that RYSE holds itself responsible for building mutual trust and accountability with youth we serve.

### OUTCOME

Youth experience positive peer-to-peer and youth-adult relationships.

The four highest rated items describe how young people recognize this intentionality in their experiences at RYSE. Respondents most strongly agree that:

- They feel safe and comfortable with adult staff at RYSE (3.3.)
- Adult staff always try to be fair (3.3)
- Adult staff and young people treat each other with respect (3.2)
- Young people feel they can talk with adult staff at RYSE about things that are bothering them (3.2)

### ***Strength of Youth-Adult Relationships***

Members report that adult staff at RYSE are people that they can **go to for help solving problems, pay attention to what is happening in their lives, and let them know when they have done something good**. Approximately one-half or more of survey respondents report sensing these qualities in their relationships with most or all staff. While a small number of respondents (5-10) reported that there were not any staff they would go to for and/or receive these types of support from, the majority of these respondents also report that they have been coming to RYSE for less than six months.

Further evidence of positive youth-adult relationships is seen in member responses about the frequency with which they talk with adults at RYSE about what's going on in their life, personal things not talked about with others, school or school work, and their goals for the future. Fewer members responded to these questions, but among the 60% that did respond, **approximately 48%-60% talked about one or more aspect of their life with staff at least once a week, with about 25% doing so every day**.



Figure 2. Mean Ratings for Relationships Between Young People and Adult Staff

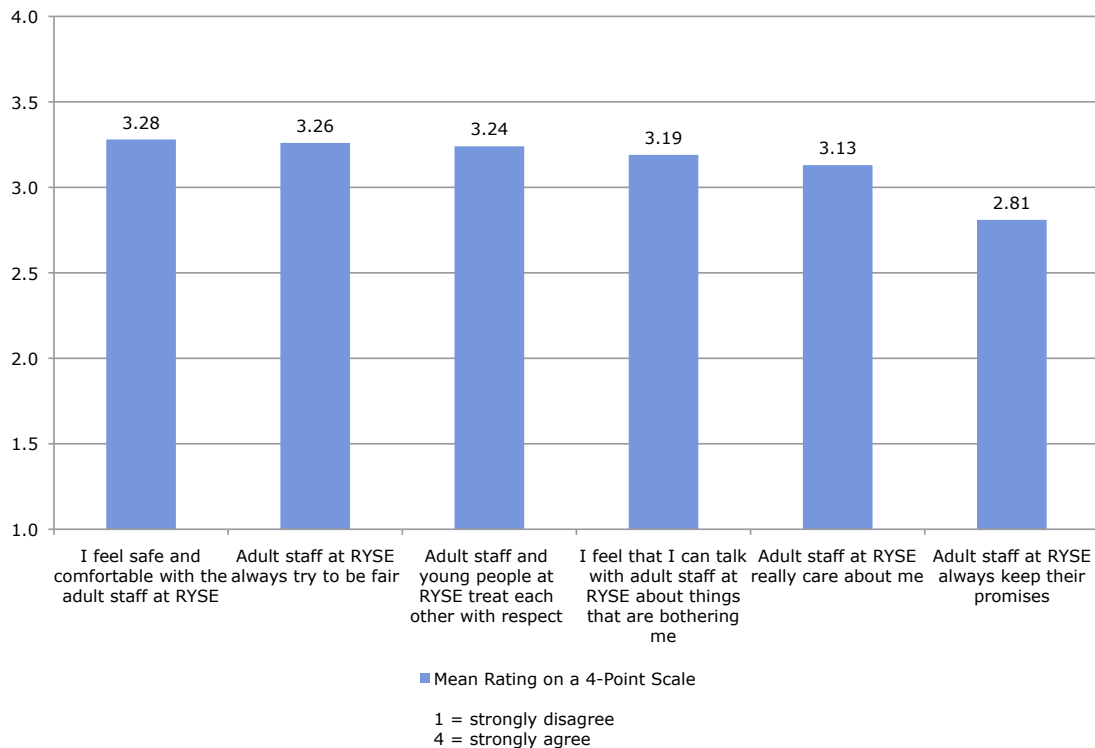


Figure 3. Frequency and Mean Ratings for Seeking Support From Adult Staff

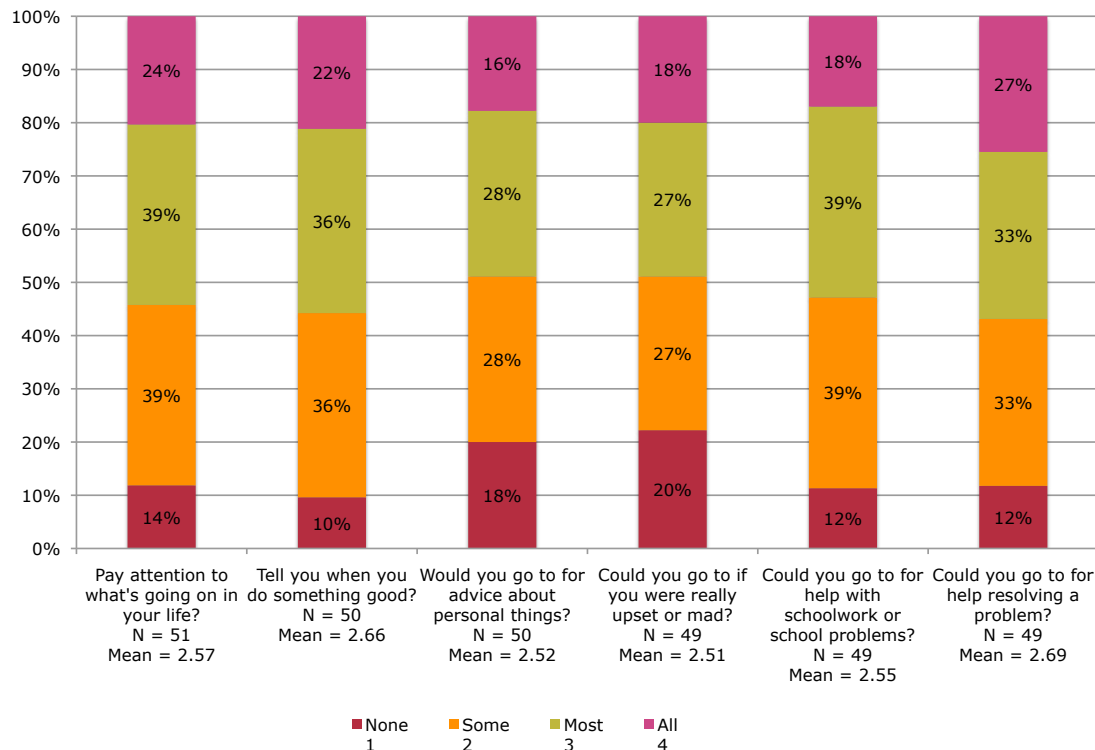
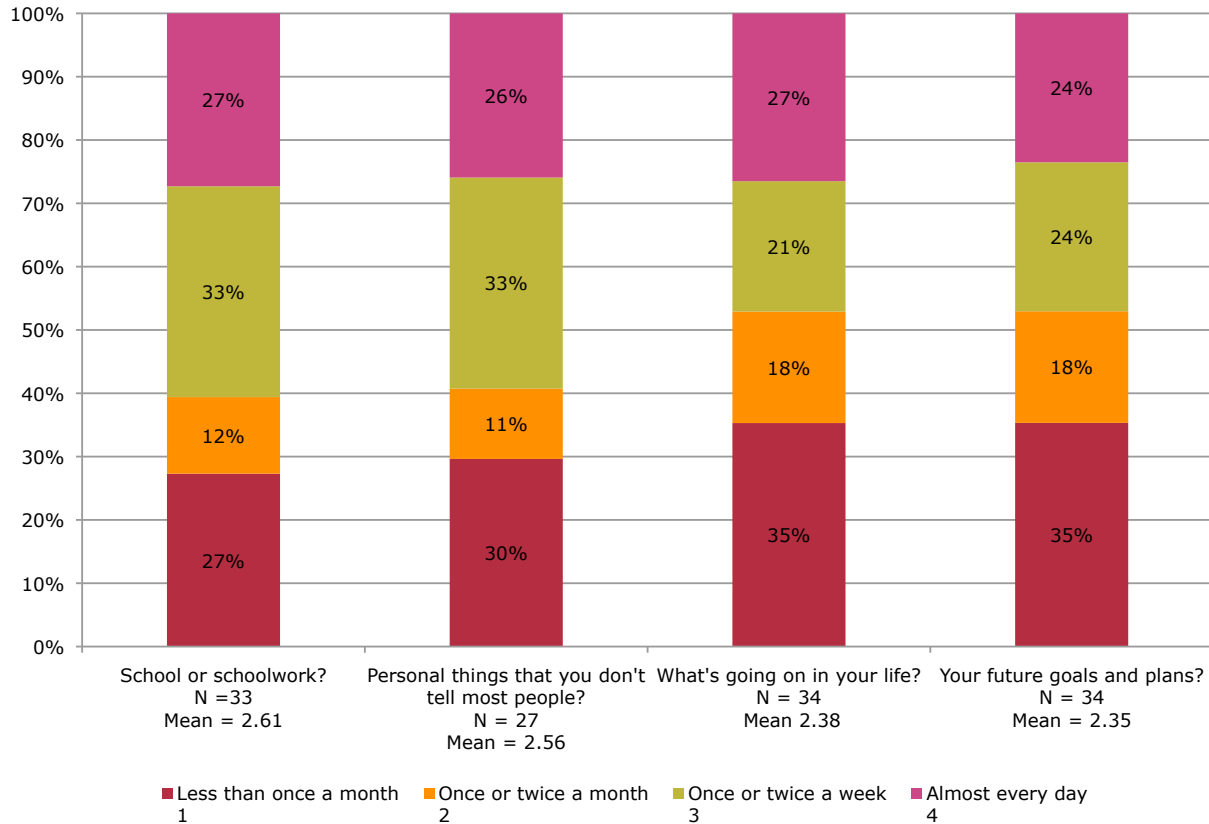




Figure 4. Mean Frequency and Mean Ratings for Talking With Adult Staff





## RELATIONSHIPS WITH PEERS

Members were also asked about several dimensions of their own and/or observed relationships between young people at RYSE.

Across nine items rated on a 4-point scale with 4 being the most positive, members' mean ratings reflect that most respondents hold positive to very positive views of ways young people at RYSE relate with one another. The average across all items is moderately positive (3.0) and the highest rated items reflect a shared sense among most respondents that young people at RYSE care for and help one another; however, these relationships are seen as less positive for approximately 20%-25% of respondents.

### OUTCOME

Youth experience positive peer-to-peer and youth-adult relationships.

Respondents most strongly agree that:

- When having a problem another young person will try to help (3.1)
- Young people at RYSE care about each other (3.0)

### Recent Positive Social Experiences

Members also responded to items reflecting how often they engaged in positive social behaviors in the last 30 days. Most notably, 80% of members recognized that had had recently cooperated with others and/or helped other young people solve a problem. Two-thirds or more stood up for someone who was being bullied and/or helped someone stay out of fight. Furthermore, **almost all respondents indicated that coming to RYSE helped them to make new friends (90%) and learn to work together with other young people (85%).**

Comments from members also refer to these positive relationships:

*Young people at RYSE help each other out and look out for each other.*

*When I am at RYSE it feels good to be here...It's safe place for me and I love to be here*

*Younger youth act like they don't care but I know deep inside they do. The adults really do care and show it.*

*The people at RYSE are very cool and chill people. They aren't rude to other people.*



Figure 5. Mean Ratings for Relationships with Peers

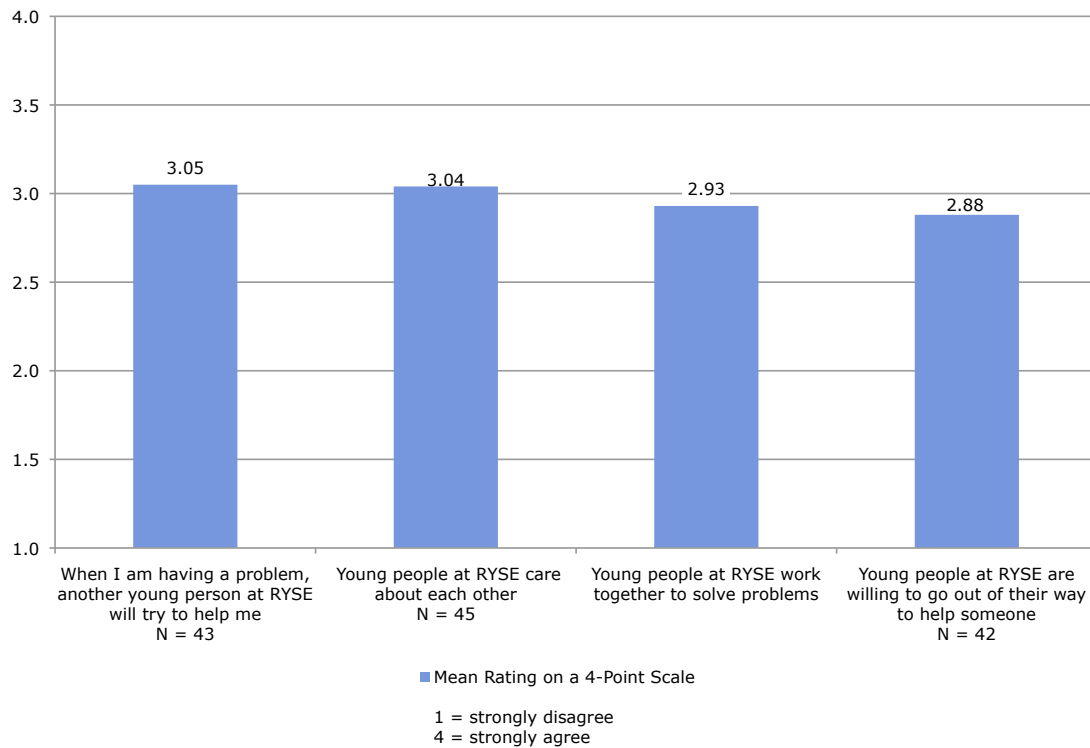
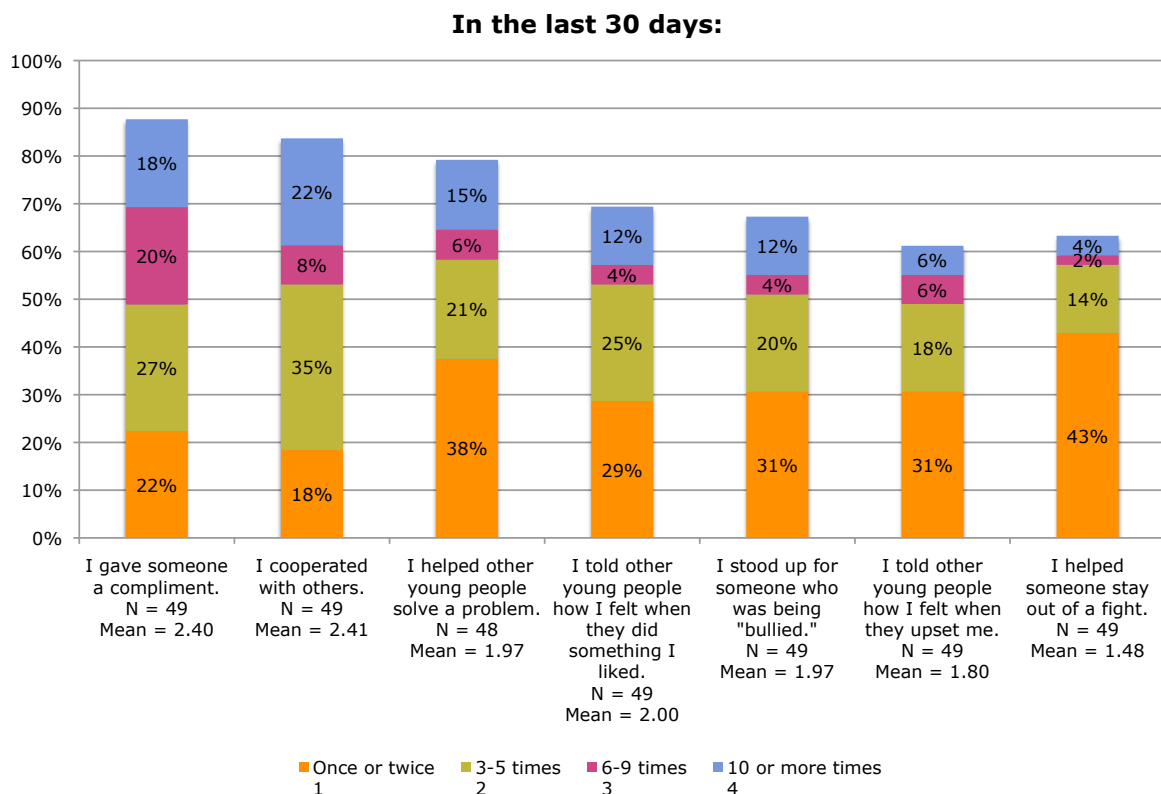


Figure 6. Frequency and Mean Ratings for Recent Positive Social Experiences





## OVERALL SENSE OF SAFETY AND COMFORT

RYSE seeks to be a safe place for all young people in Richmond. Several of RYSE's Operating Principles speak to intentionally creating a safe and culturally relevant space that is supportive of learning and overall development of the diversity of youth who participate.

Almost all survey respondents (96%) indicate they **feel as safe or safer at RYSE than other places they spend time (45% indicated 'a lot safer')**.

### ***Sense of Belonging***

In addition to relationships between and among young people and adult staff--wherein **respondents' ratings reflect feeling safe and comfortable with adult staff and sensing that young people care about one another--**members were asked about several dimensions of their overall sense of belonging at RYSE.

Across five items rated on a 4-point scale, with 4 being the most positive, **respondents' ratings suggest a shared sense of belonging at RYSE among young people at RYSE.** The average across all items is moderately positive (3.1) and ratings for individual items reflect that most respondents (approximately 75% or more) feel:

- Comfortable (3.4)
- Successful (3.2)
- They matter (3.1)
- Their ideas count (3.0)

Furthermore, **approximately 85% indicate that coming to RYSE helped them to feel more like part of their community and/or that they are interacting more with people of races or cultures different than their own.** Two-thirds also report learning more about their own or another culture at RYSE.

### OUTCOME

Youth experience a sense of community and collectivity during RYSE activities.

Youth experience positive peer-to-peer and youth-adult relationships.



Figure 7. Sense of Safety at RYSE

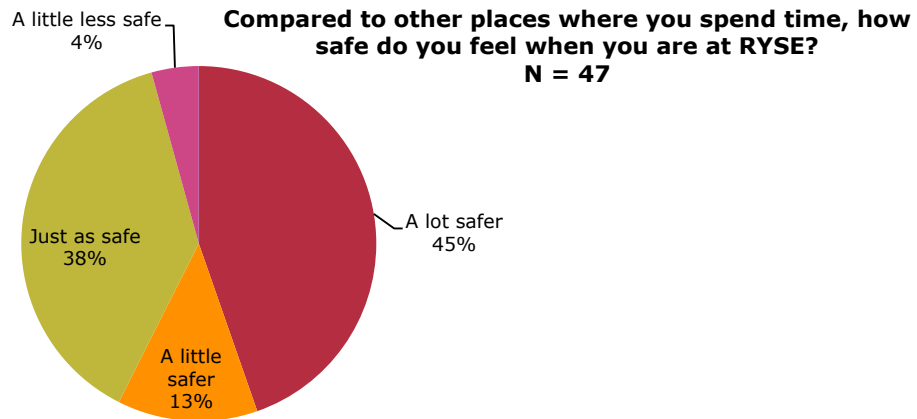
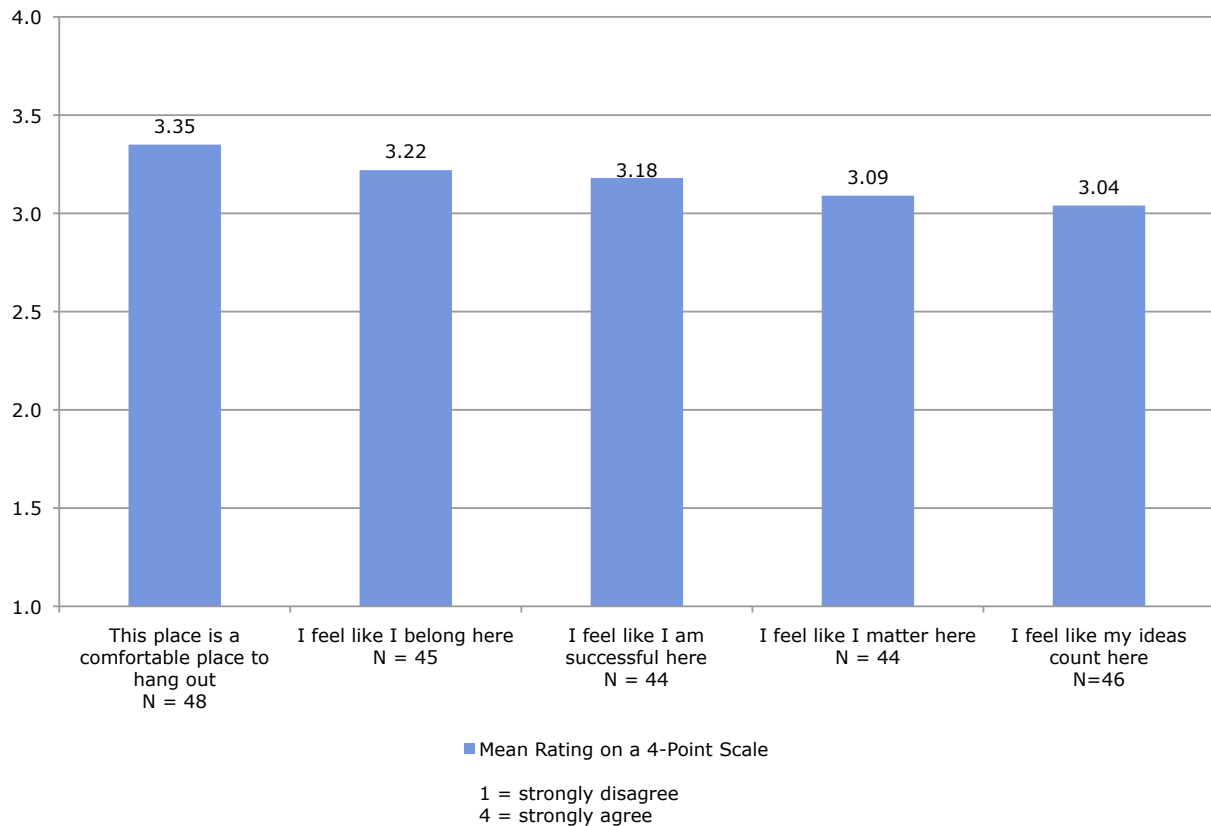


Figure 8. Mean Ratings for Sense of Belonging





## SENSE OF SELF AND SELF-EFFICACY

Overall, **members report a positive sense of self, especially as it relates to general aspects of persistence and resiliency.** The overall mean rating across eight items related to self-efficacy was 3.2 on a 4-point scale, with 4 being the most positive. The highest rated of the eight self-efficacy items include two items indicating persistence following initial failure (mean ratings: 3.6 and 3.3), and being able to depend on one's self (mean rating: 3.4).

### ***Changes in Self Since Coming to RYSE***

Members report that RYSE has helped them develop leadership and other skills that are important to their future success. Two-thirds of respondents indicate that coming to **RYSE has helped them think more about their future** and more than one-half report that they **have learned a variety of skills useful to their success in school and/or a job.** Furthermore, since coming to RYSE, at least two-thirds and up to 85% of members report positive changes in themselves as relate to their understanding of and interactions with people of races or cultures different than their own, and **believing they can make a difference in or influence decisions in their school or community.**

### **OUTCOME**

Increased sense of competence/self-efficacy among youth

Cadre of youth leaders engaged as key stakeholders and decision-makers in their lives, communities and beyond

Comments from respondents also indicate positive changes respondents have noticed since coming to RYSE.

*I'm focused.*

*I've gotten a lot more patient.*

*I am always eager to come and meet new people*

*I've been more active and more attentive.*

*I have been making better decisions in my life that best fit me.*

*My attitude and my language have changed, and I am learning how to be a better person.*

### ***Plans For Future Educational Attainment***

Respondents report they intend to continue their education. All of the 14 high school seniors who responded said they there were either planning to apply to college or a training program (64%) or that they had already been accepted to college (29%) or a training program (7%). Nearly all members still in school also report feeling confident about graduating from high school (94%), and a little over one-half report they would like to graduate from college.



Figure 9. Mean Ratings for Sense of Self-Efficacy

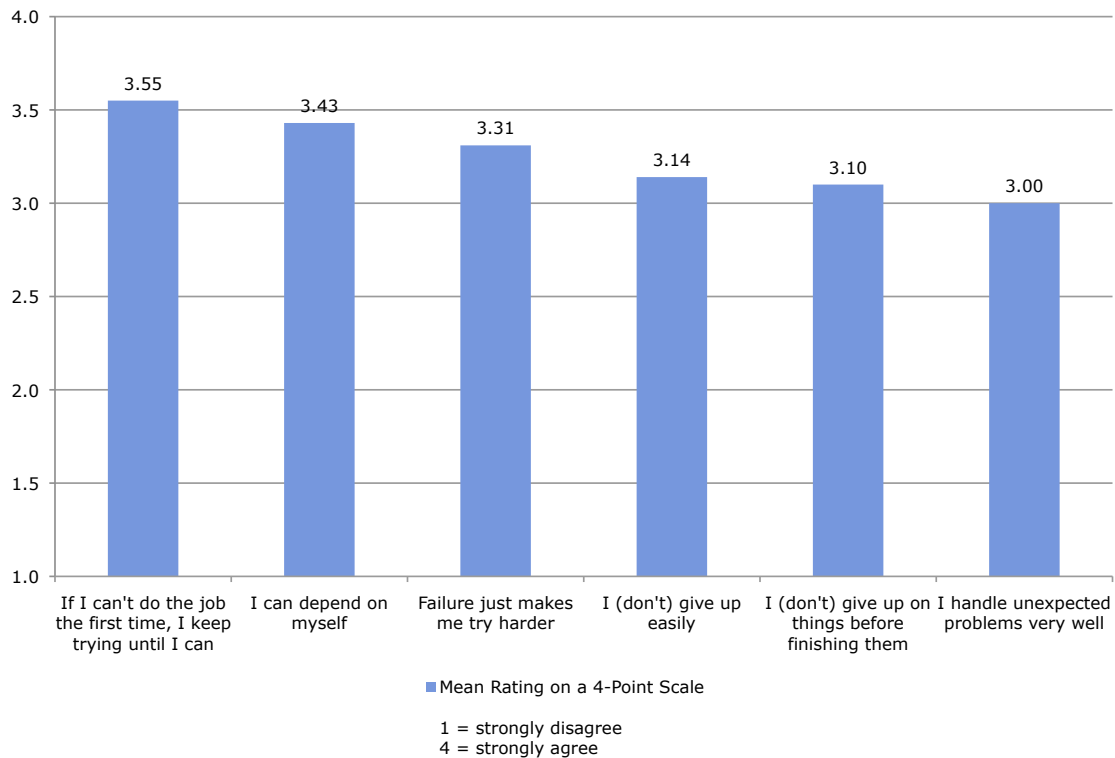


Figure 10. Mean Ratings for Changes in Self Since Coming to RYSE

**Since Coming to RYSE:**

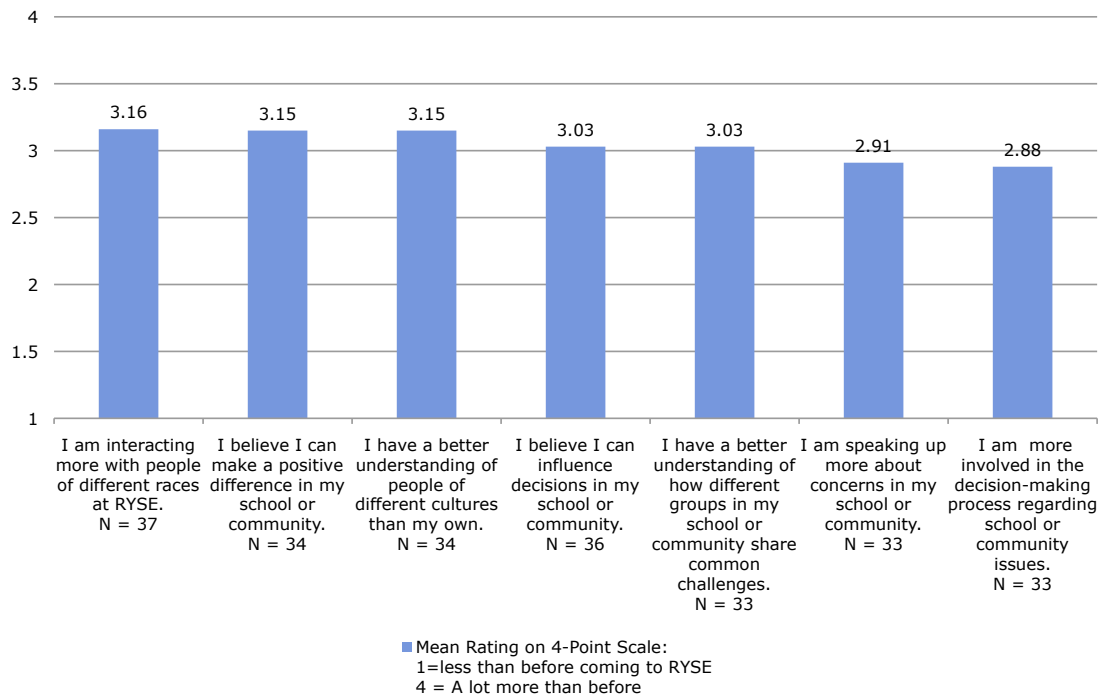




Figure 11. Plans for Future Educational Attainment – High School Seniors

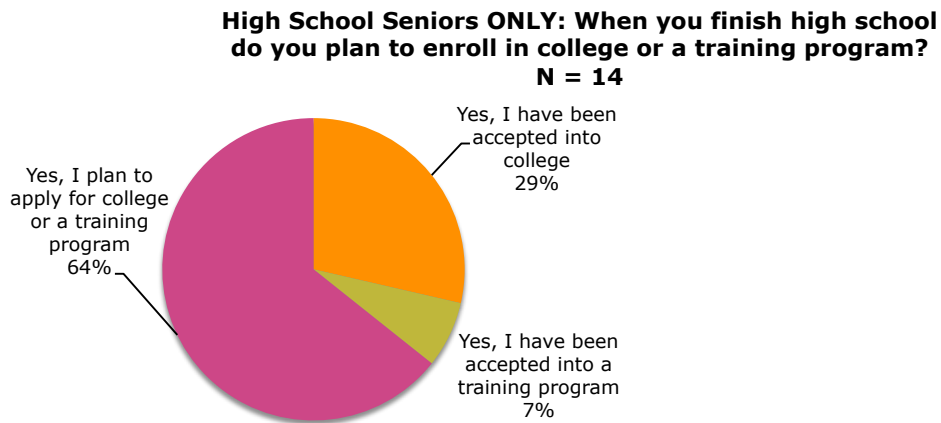


Figure 12. Plans for Future Educational Attainment – 7<sup>th</sup>-11<sup>th</sup> Grade Members

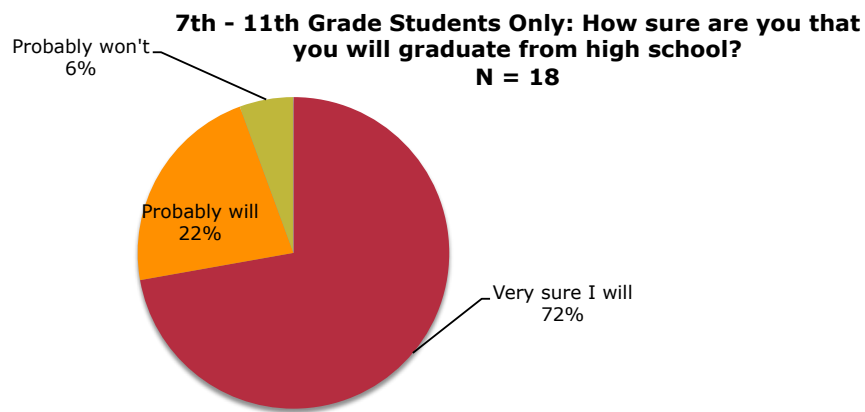
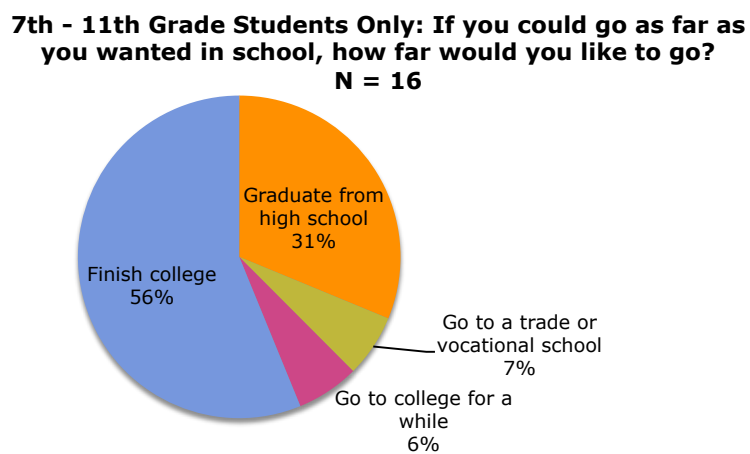


Figure 13. Educational Plans among 7<sup>th</sup>-11<sup>th</sup> Grade Respondents





## RYSE'S INTEGRATIVE MODEL – IMPLEMENTATION AND EXPERIENCES

Youth access RYSE through multiple points of entry, engaging in a variety of drop in, recreational and/or structured activities. To enhance their participation, upon completing a membership application, youth are encouraged to complete a wellness plan which provides an opportunity to identify areas of their life they would like to focus on improving and key steps and resources towards making progress in these areas.

### ***Interest and Engagement in Activities at RYSE***

In addition to RYSE Events, respondents frequently participate in arts related activities such as music and DJ'ing, education related activities such as tutoring and study hall, health and wellness activities such as dance and yoga, and leadership activities including RYSE's leadership team and monthly membership meetings. Responding members report positively on their interest and engagement in the activities RYSE has to offer. **The most positive ratings relate the variety of activities to choose from, the activities being interesting, and having a chance to try new things.** Those members including additional comments with their survey response about what they like about RYSE, mentioned general appreciation and enjoyment of the activities to noting that benefit of RYSE, personally and for other youth in the community

### OUTCOME

Youth are engaged in RYSE programs/ Virtual Center content and activities

Youth complete and follow a wellness plan

*The media doesn't always capture all the great things youth can make happen, and that's where RYSE comes in, we have a voice through them, thank you*

*RYSE helps overcome the difficulties in my life*

*RYSE is a very helpful and friendly place to be. I'm glad they have this out for the community's youth*

### ***Benefits of Completing a Wellness Plan***

Approximately 42% of survey respondents have completed a wellness plan, and their ratings for the benefits of doing so indicate that **the wellness plan has helped them establish and make progress towards goals for the area of their life they want to improve and that they are feeling better about these areas as well.** Perhaps most important, members ratings indicate feeling that progress will continue to be made towards their goals. Comments about other ways having a wellness plan was helpful further support the notion that opportunities to reflect on and talk with someone about what is happening in their life and changes they want to make provides a different perspective and ideas for addressing challenges.

*It helped me be a better man.*

*It helped me reflect on a different level about the problems and issues I face.*

*I actually got to speak aloud about my schoolwork and my home life. I really needed it.*

*It makes me look at life different.*

*They helped me realize how to achieve my goals.*



Figure 14. Benefits of Having a Wellness Plans

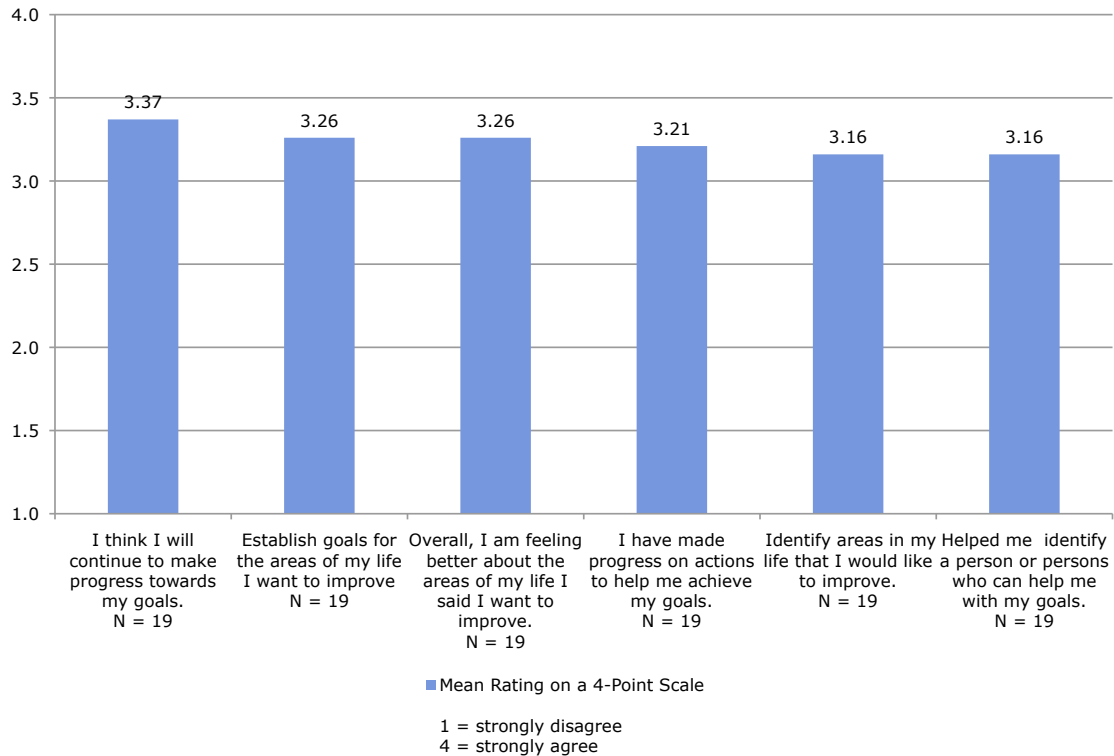
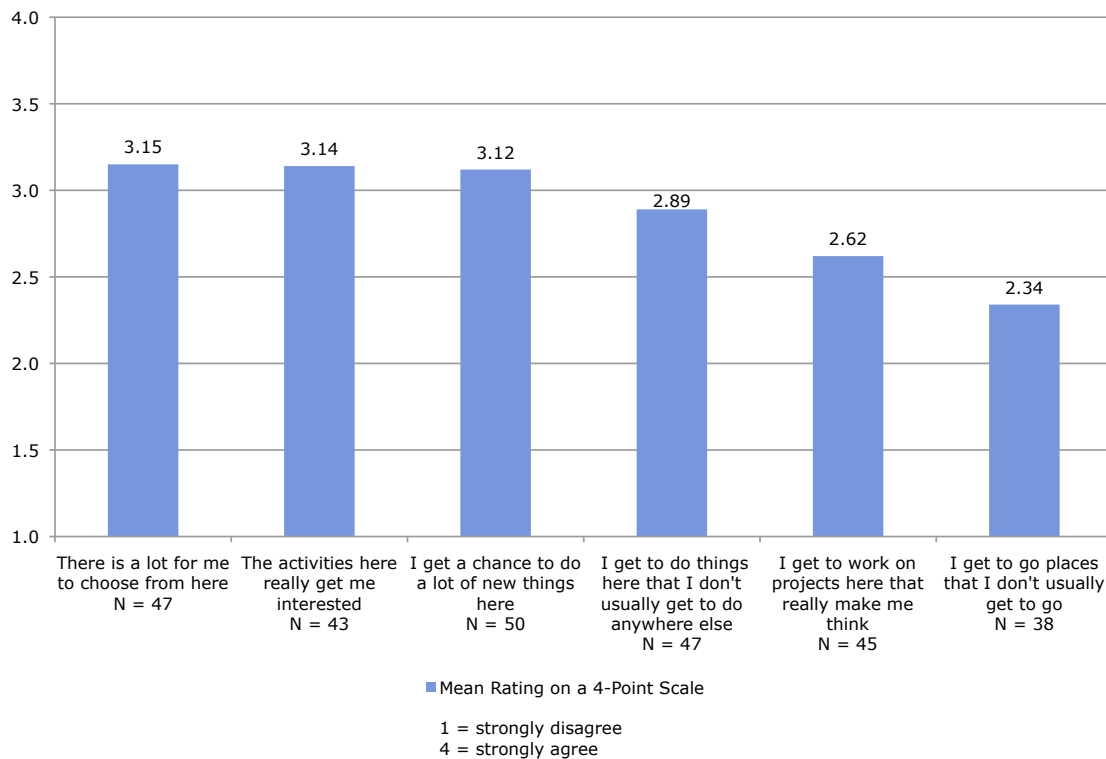


Figure 15. Mean Ratings for the Type of/Interest in the activities at RYSE



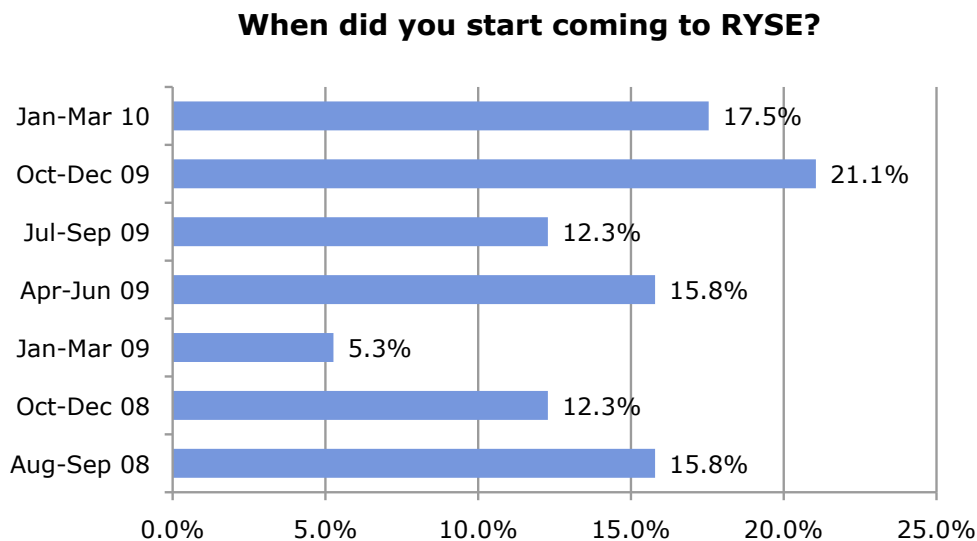


## INFORMATION ABOUT RESPONDENTS

### *Length of Involvement*

Respondents were asked when they first started coming to RYSE and about their interest in the types of activities RYSE offers. More than one-fourth (28%) of respondents indicated they have been with RYSE since its first few months in operation, August-Dec 2008. More than fifty percent of respondents (54%) began in 2009 and approximately one-fifth (18%) joined RYSE in the first few months of 2010.

*Figure 16. Length of Involvement at RYSE*



### *Demographic Information*

Respondents to the survey tended to be older youth (11<sup>th</sup> grade or older) and while English is the language of preference for approximately 57%, the remainder indicated their preferred language is either another language (Spanish is most frequent) or a combination of English and another language. More than 10% of respondents identify as LGBTQQ and slightly more males than females responded to the survey. The majority of respondents identify with multiple races/ethnicities, in order to not identify individuals, percentages are shown for each race/ethnicity and not for the unique combinations with which respondents identify. All demographic information is based on self-identification and self-disclosure by members.



Figure 17. Respondents' Current Grade Levels

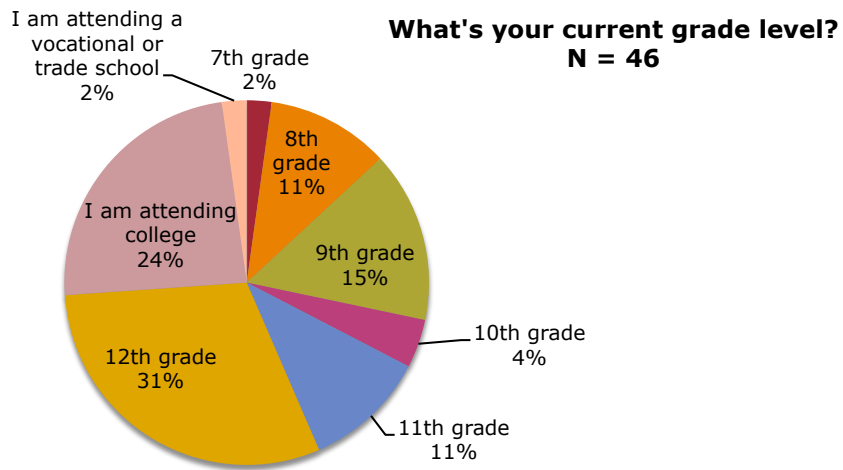


Table 1. Respondent Preferred Language

Language of Preference	% of Respondents
English	57.4%
English/Spanish or English/Laotian	13.0%
Spanish	9.3%
Laotian, Mien, or Vietnamese	5.7%
American Sign Language	7.4%
Missing	7.4%

Table 2. Respondent Gender

Gender	% of Respondents
Male	50.0%
Female	42.6%
Missing	7.4%

Table 3. Respondent Sexual Orientation

Sexual Orientation	% of Respondents
Straight	77.8%
LGBTQQ	11.2%
Missing	11.1%

*Table 4. Respondent Ethnicity*

<b><i>Race/Ethnicity</i></b>	<b><i>% of Respondents</i></b>
Black/African American	44.4%
Latino/Chicano	24.1%
Asian/API/Southeast Asian/South Asian	14.8%
Mixed Race - no other indicated	9.3%
Native American/American Indian/Indigenous American	7.4%
White/European American	1.9%
Missing	7.4%



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***Connect with RYSE***

If you would like more information about RYSE and our youth development and leadership work in West Contra Costa County, please visit our website at <http://www.rysecenter.org>

While you are there, visit our virtual center, [www.RYSEportal.org](http://www.RYSEportal.org). This is a multi-media space where youth can meet, share experiences, ask questions, access and evaluate resources and services, and serve as resources to each other.

For further questions about the work of RYSE, please contact the RYSE's Co-Executive Directors, Kimberly Aceves and Kanwarpal Dhaliwal at 510-374-3401 or [kimberly@rysecenter.org](mailto:kimberly@rysecenter.org) and [kanwarpal@rysecenter.org](mailto:kanwarpal@rysecenter.org)