

Resiliency in Rural Northern California County Community and Continuation School Graduates: Experiences  
and Characteristics of Resiliency Among Successful Graduates

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**Abstract**

This exploratory study examined experiences and characteristics of resiliency in five graduates from a Community School and Continuation High School in a rural County in Northern California. The study identified (a) at-risk factors and behaviors associated with alternative school placement, (b) developmental assets or “protective factors” (Benard, 1997) acquired since initial placement in an alternative school, and (c) what or who created the “conditions of empowerment” (Benard, 1997) enabling resiliency in the graduate.

**Methodology:** The sample consisted of one male and four female graduates. The *40 Developmental Assets* identified by Search Institute as building blocks of healthy, caring, and responsible adults (Search Institute, 1997), provided source information for interview questions (see Appendix A for descriptions).

Three face-to-face and two telephonic tape-recorded interviews were conducted and transcribed for coding and analysis.

**Conclusion:** Marijuana use, fighting, habitual truancy, and the general inability to refrain from at-risk behavior were the primary cause for removal from the samples’ original schools. All sample members are now employed or attending school, and each had acquired the following developmental assets: (1) social competencies, (2) positive values, and (3) positive identity. The sample attributed their general sense of well being to teachers and staff in school, and a caring school climate to the exclusion of most other developmental assets investigated.

## **Introduction**

Why do some graduates of community and continuation schools become successful, while others do not? Were they empowered by caring relationships, high expectations, and opportunities for participation and contribution (Benard, 1997)? If so, how did they do it, and who helped them?

Community and Continuation schools provide an alternative educational environment for students who are unable to attend regular public school for a variety of reasons.

### **The Schools**

The Community School is one of twelve Community Schools operated by the County Office of Education, including three classrooms in Juvenile Hall. Pupils are those: (a) who have been expelled from school, (b) who have been referred by a School Attendance Review Board (SARB), (c) who are on juvenile probation or court wards, (e) who are homeless, and (f) who are Pregnant & parenting teens through the Cal-SAFE Program.

The Continuation High School is the only continuation high school in this rural Northern California County. Student population is derived from the traditional high school and the county Court and Community Schools. Students enter this school primarily to complete high school units missed as result of truancy, or work or family obligations while at the regular public high school.

Common to many students in these schools is poverty, physical and emotional abuse, substance abuse, low self-esteem, antisocial behavior, and learning disabilities. For anyone to find success in this morass of problems, and acquire the skills Benard speaks of, is significant, and how they did it is worth studying.

There is a plethora of information and research about the subject of resiliency and at-risk youth. Resilience skills include the ability to form relationships (social competence), to problem solve (metacognition), to develop a sense of identity (autonomy), and to plan and hope (a sense of purpose and future) (Benard, 1997). At-risk, a term borrowed from the field of medicine, is used educationally in a wide variety of definitions-at risk of not graduating from high school, at risk of developing alcohol and other drug abuse problems, at risk of failure in life (Finley, 1994).

A key finding from resilience research is that successful development and transformative power exist not in programmatic approaches per se but at the deeper level of relationships, beliefs, and expectations, and willingness to share power (Benard, 1997). What then are the experiences and characteristics of resilience in successful graduates of Community and Continuation Schools?

The purpose of this qualitative study was to describe the experiences and characteristics of resilience in successful graduates of a Community School and Continuation High School, in Northern California (see Appendix E for Interview Questions).

It was the intent of this exploratory study to understand:

- a. At-risk factors and behaviors associated with the graduates' removal from regular school and placement in alternative school.
- b. Developmental assets or "protective factors" (Benard, 1997) acquired since initial placement in alternative school.
- c. What or who created the "conditions of empowerment" (Benard, 1997) enabling resiliency in the graduate.

### **Definitions**

- a. Resiliency: ability to "bounce back", or change and go forward confidently and with a sense of purpose (*Resiliency and the Protective Factors*, 2002).
- b. Internal assets: commitment to learning, positive values, social competencies, and positive identity (see Appendix A).
- c. External assets: support, empowerment, boundaries and expectations, and constructive use of time (see Appendix A).

## **Review of Literature**

Why are some graduates of community and continuation schools successful after graduation, while others are not? What were the experiences and characteristics of resiliency for those successful graduates? What were the risk factors these students overcame, and what protective factors intervened? These questions directed the literature review that follows, and development of the questionnaire used in this study.

Resilience is defined, as differently today as there are studies on the subject. Linqanti (1992) described resiliency as the construct used to describe the quality in children who, though exposed to significant stress and diversity in their lives, do not succumb to the school failure, substance abuse, mental health problems, and juvenile delinquency predicted for them (as cited by Finley, 1994).

The International Resilience Project (1993), sponsored by the Civitan International Research Center at the University of Alabama, and representing numerous international health and youth development organizations, defined resilience to be a universal capacity, which allows a person, group, or community to prevent, minimizes, or overcome the damaging effects of adversity (Grotberg, 1996).

Fraser, Richman, & Galinsky (1999) used the term resilience to describe individuals who adapt to extraordinary circumstances, achieving positive and unexpected outcome in the face of adversity (as cited in Craig, 1999).

Not only is there lack of consensus about the global definition of resilience (especially with regard to the issue of one's mental health/internal world), but also operational definitions of the term understandably vary from one study to another according to the specific factors being investigated (Davis, 1999).

The earliest studies of resiliency are credited to Dr. Norman Garmezy and his colleagues, who during the forties and fifties were working with schizophrenics (Rolf, 1999). They described the “process” schizophrenic, which experienced long stays in psychiatric hospitals, and the “reactive” schizophrenic, who was higher functioning and had shorter stays. The researchers interest in understanding the differences between these categories of schizophrenics developed into a cross over study of groups of children who came out of highly

Experiences and characteristics of resiliency among Community School graduates stressed environments, yet seemed to be very adaptive. The researchers investigated these children in order to determine attributes that led to the development of competence; what they described then as resilient (as cited in Craig, 1999). These early researcher were looking for attributes-protective factors that ameliorated exposure to risky behavior.

Grotberg reported that different researchers for the International Resilience Project, identified traits or characteristics which they organized into three categories. The first is *External supports and resources*, which includes trusting relationships; access to health, education, welfare and security services; emotional support outside the family; structure and rules at home; parental encouragement of autonomy; stable school environment; stable home environment; role models; and religious organizations (morality). The second category is *Internal personal strengths*, which includes a sense of being lovable; autonomy; appealing temperament; achievement oriented; self-esteem; hope, faith, belief in God, morality, trust; empathy and altruism; and locus of control. The third category is *Social interpersonal skills*, which includes creativity; persistence; humor; communication; problem solving; impulse control; seeking interesting relationships; social skills; and intellectual skills (Grotberg, 1996).

In the intervening time researchers have presented many studies on the subject of resiliency in at-risk youth: *Helping At-Risk Youth Make the School-to-Work Transition* (Lowry, 1990); *Involving At-Risk Families in their Children's Education* (Liontos, 1991); *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community* (Benard, 1991); *Cultivating Resilience: An Overview for Rural Educators and Parents* (Finley, 1994); *Turning it Around for All Youth: From Risk to Resilience* (Benard, 1997); and *An Introduction to the Risk and Resiliency Conceptual Framework* (Craig, 1999). All of these studies generally agree that resilience is fostered in at-risk youth through caring relationships, high expectations, and opportunities for participation and contribution (Benard & Marshall, 1997).

Scant research, however, has been conducted on the theme of this study-identifying experiences and characteristics of resilience in successful community and continuation school graduates.

Experiences and characteristics of resiliency among Community School graduates

Only one study, *Risk and Protective Factors Among Youth Offenders*, found that protective factors, specifically personal characteristics, familial conditions, and peer selection, differentiated nonrepeat offenders and repeat offenders. The present study investigated a similar population-youth expelled from regular public school, wards of the court, and those with high truancy rates, which like the juvenile offenders exhibited risk factors that included poor self-concept, low self-esteem, interpersonal inadequacy, poor expectations for education, and poor parenting styles (Carr, 2001).

From the volume of research on resilience and at-risk youth, I identified one source that would provide the clearest direction in designing the questionnaire for this study. Search Institute and its Developmental Asset Framework were selected.

The Developmental Asset Framework and terminology was first introduced in 1990 through a Search Institute report titled *The Troubled Journey: A Portrait of 6<sup>th</sup>-12<sup>th</sup> Grade Youth*, which was sponsored by Lutheran Brotherhood through its RespecTeen Program. More than 350,000 6<sup>th</sup>-12<sup>th</sup> graders in more than 600 communities between 1990 and 1995 were surveyed to learn about the developmental assets they experienced, the risks they took, the deficits they had to overcome, and the ways they thrived.

Search Institute conducted informal discussions and focus groups, in particular to better understand the developmental realities of youth of color and youth in distressed communities. Those focus groups led Search Institute to elaborate more on safety and cultural competence as assets in adolescence. As a result, in 1996, a model of 40 developmental assets was formulated (Search Institute, 1997). Search Institute's *40 Developmental Assets* (1997) provided the framework for the themes and sub-categories discussed in this study (see Appendix A).

Resilience research offers all who work with youth in education, youth development, and human services a new paradigm for practice (Benard & Marshall, 1997). This study will extend knowledge about resiliency in successful graduates of Community and Continuation Schools in a rural county, and provide baseline

Experiences and characteristics of resiliency among Community School graduates information for evaluation of the Safe Schools/Healthy Students Initiative granted to the County Office of Education, and now in progress at the Community School described in this study.

**Figure 1**

**Questionnaire Rationale**

Question #1: Describe the behavior, incident, or situation that preceded your placement in a community school.

Rationale: This question identified at-risk behavior, such as drug or alcohol abuse, and antisocial behavior (Finley, 1994).

Question #2: Describe support in the form of concern, counseling, or encouragement, you have received from a family member, neighbor, school official, or community member.

Rationale: This question measured the frequency of support and the person providing that support.

Question #3: Describe your involvement in community activities, such as volunteering, or mentoring.

Rationale: This question identified empowerment and its frequency within the individual: those actions taken to help others; to feel safe, or to be seen as a resource to others by the community.

Question #4: Describe any authority that provided boundaries and consequences that you now recognize as a positive influence on you.

Rationale: This question identified boundaries and expectations from family members, school, neighborhood, adults, and peers.

Question #5: Describe any creative activities you have been involved or are involved with today.

Rationale: This question identified “Constructive use of time”, such as creative activities, involvement in youth programs, the religious community, or positive time at home.

Question #6: How do you define success?

Rationale: This question allowed the sample to self-define success.

Question #7: Do you read for pleasure?

Rationale: This question identified the sample's commitment to learning.

Question #8: What do you value?

Rationale: This question identified positive values held by the sample.

Question #9: What are your plans for the future?

Rationale: This question identified social competencies, such as planning and decision making, interpersonal competencies, cultural competencies, and resistance skills.

Question #10: What is your purpose in life?

Rationale: This question identified the sample's perception of positive identity, such as personal power, self-esteem, sense of purpose, and positive view of personal future.

Question #11: Are you exposed to at-risk behavior today, and how do you describe your efforts to avoid such behavior?

Rationale: This question identified social competencies such as planning and decision making, interpersonal competencies, cultural competencies, and resistance skills.

Question #12: What about your school experience was valuable?

Rationale: This question identified commitment to learning, such as achievement motivation, school engagement, homework, bonding to school, and reading for pleasure.

Question #13: While you were in school, were there any opportunities for you to be a leader?

Rationale: This question identified empowerment and its frequency within the individual: those actions taken to help others; to feel safe, or to be seen as a resource to others by the community.

Question #14: Anything else you want to say relevant to this project?

Rationale: This question identified positive values within the individual, such as caring, equality and social justice, integrity, honesty, responsibility, and restraint.

## **Methodology**

### **Subjects**

Both school principals and staff from the schools provided names of graduates. The sample consisted of those graduates meeting a specific criteria established by this researcher, as measures of success. I allowed the sample to define success, as I had hypothesized that working or attending school, or being a parent were all conditions commonly recognized as defining success, albeit, a very general measure.

I personally contacted fifteen graduates living in the county and described the project and my interest in interviewing them. I set tentative dates to conduct face-to-face interviews, and five interviews were conducted for the project.

Three face-to-face and two telephonic tape-recorded interviews were conducted, and tapes were transcribed for coding and analysis (see Appendix E, Appendix F, Appendix G, Appendix H, Appendix I for transcriptions).

### **Coding**

The questionnaire consisted of thirteen questions (see Figure 1) designed to elicit responses that correlated to the eight categorical themes described by *40 Developmental Assets Framework* (see Appendix A): support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. Only question one asked what behavior was the cause for removal from regular public school. Those responses are reported here in the findings for each sample member.

The transcriptions were read and those responses, which identified a person, an activity, or opinion correlating with any of the forty developmental assets, were highlighted and recorded according to a theme, e.g., Support-“counselor,” and sub-category-“Other Adult Relationships.” Responses to interview questions generally correlated to more than one theme, or sub-category, which increased subjectivity in the interpretation of responses to developmental assets (see Appendix E1, Appendix F1, Appendix G1, Appendix H1, Appendix I1 for responses).

## **Analysis**

The study identified (a) at-risk factors and behaviors associated with community or continuation school placement, (b) developmental assets or protective factors acquired since placement in an alternative school environment, and (c) what or who created the “conditions of empowerment” (Benard, 1997) enabling resiliency in the graduate.

Responses were recorded according to the eight protective factors identified by theme, and then according to sub-categories (see Table 1, Table 2, Table 3, Table 4, and Table 5 for response tally). Examples of sub-categories include: Positive Family Communication, Adult Role Models, Resistance Skills, and Self-esteem. The frequency of responses to sub-categories (see Appendix D) under each theme/category were recorded, and analyzed. Sample members are identified here as case A, B, C, D, and E.

Selected quotations for each case are reported in the findings, to indicate responses that identify (1) at-risk factors and behaviors, (2) the highest frequency of developmental assets or protective factors acquired, and (3) what or who created the conditions of empowerment.

Many of the responses to (3) “what or who created the conditions of empowerment” involved activities and experiences at the Court Community School, attended by three of the five sample members. Those sample members, who attended the Continuation School ascribed empowerment to self-motivated interest in community activities, and not the failure of the school to provide support and opportunities for activities and experiences. A complete list of recorded responses for each case is included in Appendix E1, Appendix F1, Appendix G1, Appendix H1, and Appendix I1.

## Findings

### Case A

1. At-risk factors and behaviors

“It was just things I did for attention. Got in a lot of fights.”

2. Developmental assets and protective factors acquired (internal assets).

Positive Identity: personal power

“To have my kids and for them not to have to go through the things I went through.”

3. What or who created the conditions of empowerment (external assets)?

Empowerment: Youth as resources

“I was a volunteer firefighter, I volunteered a lot for Plowshares (soup kitchen), I worked in the garden, I got a certificate, so I can say that actually I got something that I can use in life.”

### Case B

1. At-risk factors and behaviors

“I was kicked out for smoking marijuana on the campus.”

2. Developmental assets and protective factors acquired (internal assets).

Positive Identity: Personal Power

“Hey, there’s a life out there for me, as long as I work.”

Positive Values: Caring

“I’m taking care of me and taking care of what I need to take; I have a big family; I’m close to them.”

3. What or who created the conditions of empowerment (external assets)?

“I worked in the student store; there was a few girls working in there and we had a coffee shop there.”

**Case C**

1. At-risk factors and behaviors

“I was with the Clean & Sober School.”

2. Developmental assets and protective factors acquired (internal assets).

Positive Identity: Personal Power

“I chose to go to that school, but other kids were kicked out of high school.”

Positive Identity: Self-Esteem

“I value that I’ve actually gotten through high school and actually graduated”

3. What or who created the conditions of empowerment (external assets)?

Support: Other Adult Relationships

“A counselor at the Clean and Sober School; it was awesome to have a stranger (taking an interest) and watching them trying to help others”

**Case D**

1. At-risk factors and behaviors

“I was involved in theatre and community help outreach work; what ended up happening is toward the end of my senior year I basically had not met the requirements that were needed, I needed to have about three more credits.”

2. Developmental assets and protective factors acquired (internal assets).

Positive Identity: Sense of Purpose

“Number one would be happiness; I value life; I love being a mother.”

3. What or who created the conditions of empowerment (external assets)?

Empowerment: Youth as Resources

“I started getting involved in community work when I was about fifteen: so I started teaching there.”

## Case E

### 1. At-risk factors and behaviors

“Well, pretty much I totally flaked out my freshman year. And I was at the high school until my junior year, and there was just no way I was going to graduate with my class, or probably the next one, so they sent me to South Valley.”

### 2. Developmental assets and protective factors acquired (internal assets).

Positive Identity: Sense of Purpose

“I want to be a nurse, because I think that would fulfill me.”

### 3. What or who created the conditions of empowerment (external assets)?

Empowerment: Service to Others

“I work with the elderly; helping people in their homes continuing to live.”

## Discussion

The purpose of this qualitative study was to describe the experiences and characteristics of resilience in successful graduates of community and continuation schools in a rural County, in Northern California. Utilizing Search-Institutes’ 40 Developmental Assets Framework, no graduate in the sample commented on all forty assets. Each did however, comment on each theme suggested by the Developmental Assets Framework, as building blocks of healthy development that help young people grow up healthy, caring, and responsible: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity.

What emerged from this research, and provides an indicator for developing resilience strategies for the schools identified in the study, are the Developmental Assets Framework sub-categories that only received one comment or no comment at all across the entire sample (see Appendix D). Each of these sub-categories: family support, caring neighborhood, parent involvement in schooling, community values youth, safety, neighborhood

Experiences and characteristics of resiliency among Community School graduates boundaries, youth programs, religious community, time at home, homework, and peaceful conflict resolution suggests specific strategies that parents, schools, teachers, and the community may implement in order to develop resiliency in their students.

### **Strategies**

These strategies are suggested by this study and those studies of risk researchers identified in the reference list.

(1) Set priorities (Finley, 1994) by addressing those developmental assets not identified by any sample member in the study. They were: safety, neighborhood boundaries, homework, and peaceful conflict resolution.

Safety, peaceful conflict resolution, and neighborhood boundaries are external developmental assets that require collaboration of students, law enforcement, probation officers, parents, teachers, and community members. Research indicates rural communities have the benefit of close networks of professionals and business owners who are willing to contribute resources if asked. Stanton Elementary School solicited community law firms to provide conflict resolution and mediation training for collaboration members and students (Nettles & Robinson, 1998).

(2) Support and celebrate youth through family, school, and community inclusiveness. The research indicates, among the sample, protective factors not implemented in the community: caring neighborhood, parent involvement in schooling, community valuing youth, youth programs, and religious community. A child may connect with the right important individual in school, at church, at a youth or family center, at 4-H activities, or at a local clinic or agency (Finley, 1994).

(3) Tear down turf boundaries. Jealously guarded institutional boundaries are not consistent with the theory and practice of cultivating resilience (Finley, 1994). An impartial consultant is an efficient and effective resource for community partnership operation and sustainability.

(4) Conduct face-to-face interviews when assessing developmental assets of at-risk youth. This will ensure question and response accuracy, and remove the tendency of some students to sabotage the effort.

Experiences and characteristics of resiliency among Community School graduates

An effective strategy will follow a plan in which the essential ingredients are a willingness to examine a new way of thinking, an organizational readiness to fill in the gaps in protective process through use of effective instructional programs and involvement of parent and community partners, and a way of assessing student factors related to resilience (Nettles & Robinson, 1998).

One resource for this study-Mendocino County Office of Education, through its Court Schools, Community, and Alternative Education Programs has developed strategies to build resiliency in its students through the Safe Schools/Healthy Students Initiative awarded in 2002. The three year grant will enable the implementation of their stated strategies: invisible mentoring, to ensure students build personal relationships with caring adults; extensive staff development, including cross-training for partner agencies; student participation in school governance and safety planning; individualized substance abuse and mental health treatment; personal development skill building; and peer support and leadership programs (Todd, 2002).

No single set of prescriptions could possibly cover rural communities of Mexican Americans, African Americans, American Indians, Alaska Natives, or Appalachians (Finley, M. (1994). This research has provided information about specific developmental assets acquired by a small number of successful community and continuation school graduates. Future studies will enhance the knowledge this community can use to build a safe and healthy environment for its children.

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## 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition	
<b>External Assets</b>	<b>Support</b> <ol style="list-style-type: none"> <li>1. Family Support-Family life provides high levels of love and support.</li> <li>2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li>3. Other Adult Relationships-Young person receives support from three or more nonparent adults.</li> <li>4. Caring Neighborhood-Young person experiences caring neighbors.</li> <li>5. Caring School Climate-School provides a caring, encouraging environment.</li> <li>6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.</li> </ol>	
	<b>Empowerment</b> <ol style="list-style-type: none"> <li>7. Community Values Youth-Young person perceives that adults in the community value youth.</li> <li>8. Youth as Resources-Young people are given useful roles in the community.</li> <li>9. Service to Others-Young person serves in the community one hour or more per week.</li> <li>10. Safety-Young person feels safe at home, school, and in the neighborhood.</li> </ol>	
	<b>Boundaries &amp; Expectations</b> <ol style="list-style-type: none"> <li>11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li>12. School Boundaries-School provides clear rules and consequences.</li> <li>13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior.</li> <li>14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior.</li> <li>15. Positive Peer Influence-Young person's best friends model responsible behavior.</li> <li>16. High Expectations-Both parent(s) and teachers encourage the young person to do well.</li> </ol>	
	<b>Constructive Use of Time</b> <ol style="list-style-type: none"> <li>17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li>19. Religious Community-Young person spends one or more hours per week in activities in a religious institution.</li> <li>20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>	
	<b>Internal Assets</b>	<b>Commitment to Learning</b> <ol style="list-style-type: none"> <li>21. Achievement Motivation-Young person is motivated to do well in school.</li> <li>22. School Engagement-Young person is actively engaged in learning.</li> <li>23. Homework-Young person reports doing at least one hour of homework every school day.</li> <li>24. Bonding to School-Young person cares about her or his school.</li> <li>25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.</li> </ol>
		<b>Positive Values</b> <ol style="list-style-type: none"> <li>26. Caring-Young person places high value on helping other people.</li> <li>27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. Integrity-Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. Honesty-Young person "tells the truth even when it is not easy."</li> <li>30. Responsibility-Young person accepts and takes personal responsibility.</li> <li>31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
		<b>Social Competencies</b> <ol style="list-style-type: none"> <li>32. Planning and Decision Making-Young person knows how to plan ahead and make choices.</li> <li>33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills.</li> <li>34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li>35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations.</li> <li>36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.</li> </ol>
		<b>Positive Identity</b> <ol style="list-style-type: none"> <li>37. Personal Power-Young person feels he or she has control over "things that happen to me."</li> <li>38. Self-Esteem-Young person reports having a high self-esteem.</li> <li>39. Sense of Purpose-Young person reports that "my life has a purpose."</li> <li>40. Positive View of Personal Future-Young person is optimistic about her or his personal future</li> </ol>

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## **Appendix B**

### **Interview Questions**

I will ask you questions about your experiences as a community school graduate. You may take as long as you need to answer these questions, and you can stop this interview at any time. Please do not give the name of any individual in your response, but do include their relationship to you, e.g., parent, friend, supervisor, teacher, or family member. You may include the name of an agency if you like.

1. Describe the behavior, incident, or situation that preceded your placement in a community school.
2. Describe support in the form of concern, counseling, or encouragement, you have received from a family member, neighbor, school official, or community member.
3. Describe your involvement in community activities, such as volunteering, or mentoring.
4. Describe any authority that provided boundaries and consequences that you now recognize as a positive influence on you.
5. Describe any creative activities you have been involved or are involved with today.
6. How do you define success?
7. Do you read for pleasure?
8. What do you value?
9. What are your plans for the future?
10. What is your purpose in life?
11. Are you exposed to at-risk behavior today, and how do you describe your efforts to avoid such behavior?
12. What about your school experience was valuable?
13. While you were in school, were there any opportunities for you to be a leader?
14. Anything else you want to say relevant to this project.

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Appendix E

Case A Interview transcription

The following interview took place on April 13, 2003.

I=Interviewee, R=Recorder

- I: Describe the behavior, incident, or situation that led you to be placed in the community school system.
- R: It was just things I did for attention. Got in a lot of fights.
- I: Describe any support you might have received in the form of concern, counseling or encouragement, from a family member, neighbor, school official, or community member. And by support I mean any kind of help that would encourage you to be better or do something different.
- R: About being in community school? I didn't really support, as in? Yeah, I had a lot of support from a lot of the staff there... more than I did at public schools.
- I: Describe your involvement in any community activities such as volunteering or mentoring, then or now.
- R: Yeah, I was a volunteer firefighter. I volunteered a lot for Plowshares when I was at Community School. I put the peace pole up there, I volunteered for that. That's pretty much all I volunteered for. When I was working at the school (younger) and older – didn't matter, when I didn't feel they were being as positive as they could in their own... judging them as the kind of person they are, what they do, they were acting at lower standards than what they could do.
- I: Describe any authority that provided boundaries or consequences that you now recognize as a positive influence on you.

Appendix E (continued)

Case A Interview transcription

- R: Yeah, I do. But as a juvenile, I hated authority. So my father, my father was mean to me, but my situation is being with my mother, not my father, and my mother never really disciplined me. My father, you know, whipped my ass a lot, I had black bruises on my ass, but I knew what I was doing was wrong. That was the

only authority I ever knew.

I: Describe any activities you have been involved with or are involved with today.

R: I work. I work for somebody that I used to work for at the school. Actually my old boss at Community School rehired me out of school and I work for him now.

R: How do you define success?

I: Just knowing my potential, and the way I used to be, things I used to do.

R: Do you read for pleasure?

I: Yeah. I couldn't read, and it wasn't because I didn't know how, it was because I didn't want to. After I got older, I didn't have to read schoolbooks to learn how to read, I would just read Hunting and Fishing Magazines, sooner or later I'm going to learn how to read. That's all it is, really.

I: What do you value?

R: Freedom.

R: What are your plans for the future?

I: To have my kids and for them not to have to go through the things I went through. Other people don't have to go through the things I did. You know, my friends... my kids, I don't want my kids to have to struggle as much as I did. I wanna be able to tell them that I know

#### Appendix E (continued)

#### Case A Interview transcription

what I've done wrong and I've done right, this is where this is gonna get you, this is where I don't want my kids to struggle.

R: What is your purpose in life?

I: I believe that I have gifts. I believe in tarot cards, I believe in astrology and I believe that I have a gift to judge people and to read somebody's body language and to tell them what kind of person they are, but not to

Experiences and characteristics of resiliency among Community School graduates believe that I'm better than them, but to tell them the things they are doing that are wrong... that's what they know, that's what I believe, and for me to be able to tell somebody, hey, you know, this is why you are this way, and sometimes, don't take it so hard on yourself because you know, you can do better. That's what I believe I am here for.

R: Sort of like a sage, a wise person.

I: Well, not really... because I can't judge anybody when I haven't lived in their shoes, you know, and I have done everything you can possibly think of, I've been incarcerated, you know, I've got lots of felony charges, and, I'm still now, going to jail and then coming out, but I know every time I go in, I realize things (I did to go in there) and things that I have to do to not go back.

R: Are you exposed to at-risk behavior today, and how do you describe your efforts to avoid such behavior?

I: Well, yeah.... What adverse behavior means.... Just knowing what – I don't know, that I believe I'm at the center of my universe and that everything I do comes back to me in a full

#### Appendix E (continued)

##### Case A Interview transcription

circle, and the more that I do bad is the more that that circle gets thrown off, so everything is going in an oval shape and it's coming right back at me. So, I know that everything I do, little things are going to affect me the most, so I take everything in perspective, everything I do, knowing that if I do this it will come back to me so, I don't want to little decisions that I regret doing for the rest of my life, like I have in the past.

R: What about your school experience was valuable?

I: Honestly, in regular schools, I didn't see that, but when I got to Community School, things that I was taught in that school, were things I needed in life, I don't believe a lot of things, like literature, like government, you're not really going to use that in your life, computers, yeah, physical work, working like I did in the Community School, I worked in the garden, I got a certificate, so I can that actually I got something that I

can use in life. That...

R: While you were in school, were there any opportunities to you to be a leader?

I: Yeah.... Yeah... Social.... People looked up to me, but I might not have thought about it then, but I know the things I did then, you can say, hey, you know, you can gain from one thing and lose from another. So, my decisions I tried to make to the best of my ability, they might not have been perfect but I know that people looked up to me, you know, and said, you're teaching me this, who's to say we can't do it too? Pretty much everything is cool. .

R: Is there anything else you can say that is relevant to this project? Anything else you'd like to comment on?

I: I don't really know....

#### Appendix E (continued)

#### Case A Interview transcription

R: That's it...

EKJ

April 16, 2003

## Experiences and characteristics of resiliency among Community School graduates

## Appendix E1

## Case A Theme &amp; Sub-Category Responses

Theme		Sub-Category	Comments
Support	1.	Family Support	Family life provides high levels of love and support
	2.	Positive Family Communication	Yeah, I had a lot of support form a lot of the staff there; I don't want my kids to have to struggle as much as I did;
	3.	Other Adult Relationships	Young person receives support from three or more nonparent adults
	4.	Caring Neighborhood	Young person experiences caring neighbors.
	5.	Caring School Climate	Honestly, in regular schools, I didn't see that, but when I got to Community School, things that I was taught in that school, were things I needed in life;
	6.	Parent Involvement in Schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7.	Community Values Youth	Young person perceives that adults in the community value youth.
	8.	Youth as Resources	I was a volunteer firefighter, I volunteered a lot for Plowshare when I was at Community school; I worked in the garden, I got a certificate, so I can say that actually I got something that I can use in life;
	9.	Service to Others	Young person serves in the community one hour or more per week.
	10.	Safety	Young person feels safe at home, school, and in the neighborhood.
Boundaries & Expectations	11.	Family Boundaries	Yeah, I do. But as a juvenile, I hated authority; my father was mean to me; my father whipped my ass that was the only authority.
	12.	School Boundaries	School provides clear rules and consequences.
	13.	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.
	14.	Adult Role Models	Parent(s) and other adults model positive, responsible behavior.
	15.	Positive Peer Influence	When I was working at the school (younger) and older-didn't matter, when I didn't feel they were being as positive as they could; they were acting at lower standards than what they could do; my decisions I tried to make the best of my ability, they might
			not have been perfect but I know that people looked up to me, you know, and said, you're teaching me this;
	16.	High Expectations	I know what I've done wrong and I've done right, this is where this is gonna get you, this is where I don't want my kids to struggle;
Constructive Use of Time	17.	Creative Activities	I work. I work for somebody that I used to work for at the school;

Experiences and characteristics of resiliency among Community School graduates

	18.	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
	19.	Religious Community	Young person spends one or more hours per week in activities in a religious institution.
	20.	Time at Home	Young person is out with friends “with nothing special to do” two or fewer nights per week.
Commitment to Learning	21.	Achievement Motivation	Young person is motivated to do well in school.
	22.	School Engagement	Young person is actively engaged in learning.
	23.	Homework	Young person reports doing at least one hour of homework every school day.
	24.	Bonding to School	I put the peace pole up there, I volunteered for that;
	25.	Reading for Pleasure	After I got older, I would just read Hunting and Fishing Magazines, sooner or later I’m going to learn how to read;
Positive Values	26.	Caring	Don’t take it so hard on yourself because you know, you can do better;
	27.	Equality and Social Justice	More than I did at public school;
	28.	Integrity	Yeah. I couldn’t read, and it wasn’t because I didn’t know how, it was because I didn’t want to;
	29.	Honesty	But I knew what I was doing was wrong; for me to be able to tell somebody, hey, you know, this is why you are this way;
	30.	Responsibility	Just knowing my potential, and the way I used to be, things I used to do; I know every time I go in (jail), I realize things I did to go in there and things that I have to do to not go back;
	31.	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	32.	Planning and Decision Making	Young person knows how to plan ahead and make choices.
	33.	Interpersonal Competence	People looked up to me, but I might not have thought about it then;
	34.	Cultural Competence	I can’t judge anybody when I haven’t lived in their shoes;
	35.	Resistance Skills	Young person can resist negative peer pressure and dangerous situations.
	36.	Peaceful Conflict Resolution	Young person seeks to resolve conflict nonviolently.

Experiences and characteristics of resiliency among Community School graduates

Positive Identity	37.	Personal Power	To have my kids and for them not to have to go through the things I went through; I believe that I have gifts; I believe that I have a gift to judge people and to read somebody's body language and to tell them what kind of person they are; I'm at the cent
			er of my universe and that everything I do comes back to me in a full circle, and the more that I do bad is the more that that circle gets thrown off; I know the things I did then, you can say, hey, you know, you can gain from on e thing and lose from ano
			ther;
	38.	Self-Esteem	Young person reports having a high self-esteem.
	39.	Sense of Purpose	Freedom;
	40.	Positive View of Personal Future	I don't want to make decisions that I regret doing for the rest of my life, like I have in the past;

Appendix F

Case B Interview transcription

The following interview took place on April 15, 2003.

I=Interviewee, R=Recorder

I: Describe the behavior, incident or situation that led you to be placed in the community school system.

R: I was on the campus community school first, and the high school, and I was later kicked out for smoking marijuana on the campus. So I ended called up to the office and they found seeds on me and so they expelled

Experiences and characteristics of resiliency among Community School graduates  
me for that. I went to community school the end of my sophomore year.

I: Describe any support you might have received in the form of concern, counseling or encouragement, from a family member, neighbor, school official, or community member. And by support I mean any kind of help that would encourage you to be better or do something different.

R: Several different things from the time I got there it was just one classroom and the teachers were really focused in on students and there was also an aid in the class; and they had different jobs going around after school students could get involved in and that; so that helped me to become an individual and helped me know I could make some money. And that's what I'm about.

I: Describe your involvement in any community activities such as volunteering or mentoring, then or now.

R: Well, I just worked with the different teachers and the different groups throughout the year and through the summertime also; I can't remember any volunteer work; I worked in the

#### Appendix F (continued)

#### Case B Interview transcription

student's store and different things; and then a few of the teachers, you get closer to them and they have different jobs on the side; whatever (there was to do).

I: Describe any authority that provided boundaries or consequences that you now recognize as a positive influence on you.

R: Pretty much just going through different experiences of getting in trouble and knowing that there were consequences for those actions that I took. And being at that school on probation and stuff; I don't know, just working really hard to keep me focused, working and being at a part time job making money really helped me to think, "Hey, there's a life out there for me, as long as I work, you know? And I stayed pretty straight and got off probation and I know that there was people at that school that really helped me to become the person I am now. You know, they believed in me. They were my friends. They took time out,

Experiences and characteristics of resiliency among Community School graduates  
and actually talked with me, you know?

I: Describe any activities you have been involved with or are involved with today.

R: I did the Cosmetology course for a little over twelve months, actually fourteen months, and let's see, I mean, you know, I've gone to the college and I wasn't really sure what I wanted to be with going to school there. With Cosmetology it was twelve months and you're a Cosmetologist; so I've been doing some pottery and fitness, and stuff like that, but mostly just the Cosmetology course right now. Because now, there's actually something I can look forward to, and going to make the money, like going toward that role, you know, and in the meantime I can work on something, (unintelligible) you know, I can live an okay life, and still go to school.

#### Appendix F (continued)

#### Case B Interview transcription

I: So you've got a baseline?

R: Right. Yeah. I mean, you know even though I've struggled for this whole entire year, it's going to be worth it for me in the end, for me and my daughter, you know I have a daughter now.

I: You're right. It's going to make a difference for sure.

R: How do you define success?

I: Success in my eyes is basically holding down a job, you know, for however long you can and going for your hopes and your dreams, and just fulfilling those, you know?~'cause it's so hard nowadays to be a single parent, which, I'm using myself as an example, and just getting by—'ya know? It's so hard, you know? So, this, this is a big accomplishment for me and I mean I guess you could be successful in any job you do, I guess, you don't really need a high school diploma, you know, or, I mean a college degree, you know? But just so long as you can hold down a job and make the right kind of money and pay your bills and get by, you know, that's success.

R: Do you read for pleasure?

I: I try to do it more, now, but I guess I need to find a little bit more time, but I have before, I don't do it a whole lot now because there's so many things going on with me right now that I'm – concentrating on....I need to study a little more, I don't know, I'm been kind of lazy, but I do agree that reading is a very important part of you know, your day, your life, whatever.

I: What do you value?

Appendix F (continued)

Case B Interview transcription

R: What do I value? That's the question? I value my life, my health, I value my family and my daughter, but mostly I think my health, because without my health I wouldn't be up and be able to do the things that I need to do to accomplish umm.... Success.

R: (Here the interviewer agrees with the interviewee.)

I: It's so scary nowadays.... Things are just poppin' up, uhhm... cancer in different people... um, you've got to have your health.

R: What are your plans for the future?

I: My plans for the future, well, let's review those. Well, my, short term, is to get my license and find a job right away if possible, and then just, to wait around, my husband actually is away right now, so I'm waiting on him. And I hope he gets out soon, and we can start our life, so basically, I'm kind of just ... you know, I'm taking care of me and taking care of what I need to take care of, but it's kind of hard when you're married and your husband's not there. S.....

R: Well, you're doing both. You're taking care of yourself and you're waiting for him, you know, what else...?

I: And my daughter she's in pre-school right now, and we're working on her and (unintelligible) we got a good relationship now, so.... Uhm, I just, I want to be successful and I want this Cosmetology thing to work out for the most part, and just, I want to learn and I've met some really great friends that want to stick together with me, and maybe we can build, you know, and have our

Experiences and characteristics of resiliency among Community School graduates  
own building, and (unintelligible) there's a bond... you know... I just... I wanna be somebody.

Appendix F (continued)

Case B Interview transcription

R: Well, that leads me to the next question... what is your purpose in life?

I: I haven't figured that one out yet. I really haven't. I guess my purpose in life is to experience life and all the drastic things we go through on a daily basis and (sic)

Just to survive, you know, and be able to have good credit and pay all my bills (sic) but I don't know... in the last five months there is a lot that has happened... I'm going to church, I've joined a church, um, I'm just learning about God, so, so many things are opening up for me.

R: Are you exposed to at-risk behavior today, and how do you describe your efforts to avoid such behavior?

I: Well, you know pretty much of the world is filled with at-risk things... I mean, you know, you never know, you know, what's going to happen; you keep a close eye on your children and yourself and pray; uhm, let's see. I don't have a license right now, so I'm pretty much confined to my apartment, you know I get out and go pay the bills that I have to pay, and I come home and I clean my house, so I'm pretty much (....) and I try to (stay) that way, and

you know, you just... because you can never know what could happen, basically, and I want to see my husband again, so..... Stay indoors. You know, and I'm trying to stay away from drugs... and different people that, I mean you can have that feeling... when you meet somebody....I mean, you tend to have that feeling... I mean, I have a big family, my family's here in town, you know, I'm close to them, and basically do my own thing....

R: What about your school experience was valuable?

Appendix F (continued)

Case B Interview transcription

I: The teachers being there, having like a small classroom and knowing that we had certain duties and certain jobs... after school, gave us a sense of a purpose of being there, (make) money and go to school and then, the teachers were really good finding summer jobs for you, and that was my big thing, was just working, uhm, maybe not for money, while you're going to school and learning.... And you know, they made it fun, too, you know? They really made it fun.

R: While you were in school, were there any opportunities to you to be a leader?

I: Uhm, sure there was, plenty of different times, I mean, I'm one of those types of persons to be noticed, I guess, I'm loud, I'm... so I mean I'm sure there was... I can't really recall a time right now, but, uhm, ... that was ... there was a few girls working in there and we had a coffee shop in there.

R: Well, you mentioned the school store.

I: Right, right... that would be, you know, we – there was a few girls and we had a coffee shop in there, and so you know we were making the coffee for the people in the building....

R: We want to get that started again. You worked with Laura?

I: I worked with a lot of different people, I worked with a lot of different people, I worked with Fred, with Dennis... because I did the summer job program, like I said, you know, we go back to that, because that helped me so much, because basically, it wasn't the same, but I kind of knew that I had to be independent to get a job.... You know, it really helped me.

R: So community school made you stronger, so that when you went to South Valley, you could get through it.

#### Appendix F (continued)

#### Case B Interview transcription

I: Definitely, because they were there and they had these jobs and you would actually work with these teachers, you know, it wasn't just a job where ... where... they assign you to it and you just did it by yourself, they actually joined in and helped you... and you know, they became your friend, you know? Which is, trust is a big thing with me, you know? You just talk to them and trust them and know that they

Experiences and characteristics of resiliency among Community School graduates were your friends, no matter what. You know, and they weren't going to judge you, and I mean, (unintelligible) you know you can tell them some experiences that you've had in your life and you know they're not going to judge you.

R: Anything else you want to say relevant to this project?

I: Well, I think it's great that you're doing that, I ran into Martha, and she said that she (.....) and I realized ( ) it was going to be this soon. You know, it's great, and I thank you for doing that, um, let's see, what else? This school is really great for --- I mean I shouldn't say at-risk kids, they're just normal kids, you know? Other than that, I don't have anything off the top of my head.

R: Thank you so much for all the information.

EKJ

April 15, 2003

Experiences and characteristics of resiliency among Community School graduates  
Appendix F1

Case B Theme & Sub-Category Responses

Theme		Sub-Category	Comments
Support	1.	Family Support	Family life provides high levels of love and support
	2.	Positive Family Communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
	3.	Other Adult Relationships	Teachers were really focused in on students; also an aid; worked with different teachers; teachers being there; they made it fun; they helped me so much; because they were there; you would actually work with these teachers, you know it wasn't just a job;
			they actually joined in and helped you; they became you friends; trust them and know that they were your friends; they weren't going to judge you;
	4.	Caring Neighborhood	Young person experiences caring neighbors.
	5.	Caring School Climate	One classroom; there was people at that school that really helped me to become the person I am now; they took time out and actually talked with me; having a small classroom; certain duties and certain jobs; the teachers were really good finding summer job
			s for you; the summer job program; they had these jobs; this school is really great for –I mean I shouldn't say at-risk kids, they're just normal kids, you know?
	6.	Parent Involvement in Schooling	My daughter she's in pre-school right now, and we're working on her and we got a good relationship now;
Empowerment	7.	Community Values Youth	Young person perceives that adults in the community value youth.
	8.	Youth as Resources	To become an individual; I worked in the student's store; there was a few girls working in there and we had a coffee shop in there;
	9.	Service to Others	They have different jobs; maybe not for money
	10.	Safety	Young person feels safe at home, school, and in the neighborhood.
Boundaries & Expectations	11.	Family Boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
	12.	School Boundaries	Going through different experiences of getting in trouble; on probation;
	13.	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.
	14.	Adult Role Models	A few teachers, you get closer to them; working really hard to keep me focused; they were my friends;

Experiences and characteristics of resiliency among Community School graduates

	15.	Positive Peer Influence	Young person's best friends model responsible behavior.
	16.	High Expectations	They believed in me;
Constructive Use of Time	17.	Creative Activities	The had different jobs; I could make some money; a part-time job making money; I did the Cosmetology course; I've been doing some pottery and fitness;
	18.	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
	19.	Religious Community	I'm going to church;
	20.	Time at Home	Young person is out with friends "with nothing special to do" two or fewer nights per week.
Commitment to Learning	21.	Achievement Motivation	Holding down a job; reading is a very important part of you know, your day, your life; that was my big thing, was just working;
	22.	School Engagement	I need to study a little more; I want to learn; make money and go to school; while you're going to school and learning;
	23.	Homework	Young person reports doing at least one hour of homework every school day.
	24.	Bonding to School	Young person cares about her or his school.
	25.	Reading for Pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	26.	Caring	I'm taking care of me and taking care of what I need to take of; I have a big family; I'm close to them;
	27.	Equality and Social Justice	I think it's great that you're doing that;
	28.	Integrity	I kind of knew that I had to be independent to get a job;
	29.	Honesty	Young person "tells the truth even when it is not easy."
	30.	Responsibility	I got off probation; you can hold down a job;
	31.	Restraint	I stayed pretty straight; I'm pretty much confined to my apartment; I come home and I clean my house; I'm trying to stay away from drugs and different people;
Social Competencies	32.	Planning and Decision Making	I've gone to the college and I wasn't really sure what I wanted to be with going to school there; with Cosmetology, it was twelve months and you're a Cosmetologist; going to make the money; just fulfilling those; make the right kind of money; I need to fi
			nd a little more time to read;

Experiences and characteristics of resiliency among Community School graduates

	33.	Interpersonal Competence	It's so hard nowadays to be a single parent; I value my family and my daughter;
	34.	Cultural Competence	I've met some really great friends that want to stick together with me;
	35.	Resistance Skills	Young person can resist negative peer pressure and dangerous situations.
	36.	Peaceful Conflict Resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	37.	Personal Power	"Hey, there's a life out there for me, as long as I work; going toward that role (cosmetologist); pay your bills and get by, you know, that's success; I value my life, my health; get my license; find a job right away; I want this Cosmetology thing to work
			; I'm just learning about God; keep a close eye on your children and yourself and pray;
	38.	Self-Esteem	(Cosmetology) is a big accomplishment for me; they gave us a sense of a purpose of being there; I'm one of those types of persons to be noticed;
	39.	Sense of Purpose	Going for your hopes and dreams; I wanna be somebody; I guess my purpose in life is to experience life and all the drastic things we go through on a daily basis; be able to have good credit and pay all my bills;
	40.	Positive View of Personal Future	Now there's actually something I look forward to; I can live an okay life; even though I've struggled for this whole entire year, it's going to be worth it for me in the end, for me and my daughter; we can build, you know, and have our own building;

Experiences and characteristics of resiliency among Community School graduates  
Appendix G

Case C Interview transcription

The following interview took place on April 24, 2003.

I=Interviewee, R=Recorder

- I: Describe the behavior, incident or situation that led you to be placed in the community school system.
- R: My friends... I was with the Clean & Sober School... and figured out that I really didn't have a problem with drugs, it was just a ( ) thing... and I didn't like the high school too much, so I lived at the Community School. It was mostly the friends I hung out with then....
- I: Describe any support you might have received in the form of concern, counseling or encouragement, from a family member, neighbor, school official, or community member.
- R: There was a counselor at the Clean and Sober School and we really became good friends, and I think that was a really important part of me wanting to go to school, was being liked by the teachers and counselors, and liking them back. That was, I think what made me want to go to school and want to try harder. Just people understanding what goes on and analyze your school life... and wanting to help you, I think that was my... it was really awesome to have a stranger (taking an interest)... and watching them trying to help others... that had worse problems than what I had, it was a really big influence. And, once I came to Community School the teachers were just so great. The teacher and the teacher's aide, helping me get a ride to school, helping me find a job...
- I: Describe your involvement in any community activities such as volunteering or mentoring, then or now.

Appendix G (continued)

Case C Interview transcription

- R: When I was in the Clean and Sober School we volunteered at The Plowshares and serving food and sorting through clothes, that was really interesting to see how people kind of struggle with it. Other things were

Experiences and characteristics of resiliency among Community School graduates  
sports stuff... activities we did like going to the ropes course, going on hikes, stuff like that. So that was really (soothing) being out in the middle of nowhere.

- I: Describe any authority that provided boundaries or consequences that you now recognize as a positive influence on you.
- R: When I went to school there was a lot of people that were on probation and they were drug tested and it's really (lopsided)... probation officers and teachers, and stuff, and I thought that was ... I don't know, I didn't have a probation officer, I chose to go to that school, but other kids were kicked out of high school and stuff – they had to go there – and it was kind of interesting to see how they had someone else controlling them all the time, so it kind of gave me a reality check, you know, that if you don't do this, then that's gonna be you.
- I: Describe any activities you have been involved with or are involved with today.
- R: I did get into floral stuff, making beads, and flower bouquets, lavender and stuff, I got into that with my Grandma, while I was at Community School and I got to teach ... I brought in some of the wands and some of the sachets, into school, and I actually taught a few of the girls how to make them... that was, I think, the only creative thing I did.
- R: How do you define success?
- I: Wanting something and just going after it and not stopping until you get it.
- R: Do you read for pleasure?

#### Appendix G (continued)

#### Case C Interview transcription

- I: Sometimes. know, your day, your life, whatever.
- I: What do you value?
- R: I value my family, my friends, how far I've come (over the last) six or seven years, I value the trust I have with other people, and I value that I've actually gotten through high school and actually graduated..

R: What are your plans for the future?

I: My plans for the future are too, uhm, right now my plans could change, I'm working right now been working for last two years, I got out of high school and now I'm going back to school, I got accepted for a certificate program for a pharmacy tech, so those are my plans right now.

R: What is your purpose in life?

I: My purpose in life is to make myself happy and um, experiences that will benefit me in the long run.

R: Are you exposed to at-risk behavior today, and how do you describe your efforts to avoid such behavior?

I: I work a lot. That's how I avoid things like that. I have a great boyfriend, and I just try to stay away from those kind of people actually. Change the kinds of people I hang out with. A lot of my friends have kids... that ... my friends that are my age all have kids three years or younger.... So that's probably been a big influence, or a direction ... a change of direction, I guess I hang out with a lot of kids, and I do a lot of babysitting, and I watch them grow, and I

#### Appendix G (continued)

#### Case C Interview transcription

think that's what's been happening in the last couple of years... I hang out with a lot of families, a lot of kids.

R: What about your school experience was valuable?

I: Uhm, well.... None that I can think of.

R: While you were in school, were there any opportunities to you to be a leader?

I: Yeah, actually. You guys still have that little snack shack out there. I started that my first year there with one of the counselor, he started that and at lunches, at breaks, me and two or three other people would do that, and then I went to South Valley school the following year and I started a store there, and they still do that today. So that was kind of neat, actually to start something and then have someone else carry out with

it.

We made a list of what students wanted to eat and drink and they pretty much paid for everything. We had a little, we took out a loan, to start it out with and we paid it back after two or three times we had the store open. We used some of the money that we got from the store, and we had a party once and we went bowling another time. So it paid for itself.

R: Anything else you want to say relevant to this project?

I: Uhm, for the most part I pretty much owe a lot to is my teacher and teacher's aide and they really get it, what you're into, and they really get into your life, and that was the biggest part of coming out of there, was how ( ) much, how much they understood you.

EKJ

April 24, 2003

Experiences and characteristics of resiliency among Community School graduates  
Appendix G1

Case C Theme & Sub-Category Responses

Theme		Category	Comments
Support	1.	Family Support	Family life provides high levels of love and support.
	2.	Positive Family Communication	I got into that with my grandma;
	3.	Other Adult Relationships	A counselor at the Clean and Sober School; it was awesome to have a stranger (taking an interest) and watching them trying to help others; the teacher and the teachers aide, helping me get a ride to school, helping me find a job; for the most part I pretty
			much owe a lot to is my teacher and teacher's aide; they really get into you life; they understood you;
	4.	Caring Neighborhood	I hang out with a lot o kids, and I do a lot of babysitting;
	5.	Caring School Climate	Once I came to Community School the teachers were just so great; sports stuff; going to the ropes course, going hiking; I brought in some of the wands and some of the sachets, into school; you guys still have that little snack shack out there? I started t
			hat my first year there with on of the counselors; I went to South Valley school the following year and I started a store there; we used some of the money that we got from the store, and we had a party once and we went bowling another time;
	6.	Parent Involvement in Schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7.	Community Values Youth	Young person perceives that adults in the community value youth.
	8.	Youth as Resources	At Community School, I got to teach;
	9.	Service to Others	We volunteered at the Plowshares and serving food and sorting clothes;
	10.	Safety	Young person feels safe at home, school, and in the neighborhood.
Boundaries & Expectations	11.	Family Boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
	12.	School Boundaries	There was a lot of people that were on probation and they were drug tested; probation officers and teachers; it was kind of interesting to see how they had someone else controlling them all the time, so it king of gave me a reality check;
	13.	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.

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	14.	Adult Role Models	Parent(s) and other adults model positive, responsible behavior.
	15.	Positive Peer Influence	My friends; I have a great boyfriend;
	16.	High Expectations	You know, that if you don't do this, then that's gonna be you;
Constructive Use of Time	17.	Creative Activities	I did get into floral stuff, making beads, and flower bouquets, lavender and stuff; I actually taught a few of the girls how to make them;
	18.	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
	19.	Religious Community	Young person spends one or more hours per week in activities in a religious institution.
	20.	Time at Home	Young person is out with friends "with nothing special to do" two or fewer nights per week.
Commitment to Learning	21.	Achievement Motivation	Holding down a job; reading is a very important part of you know, your day, your life; that was my big thing, was just working;
	22.	School Engagement	I got out of high school and now I'm going back to school, I got accepted for a certificate program for a pharmacy tech;
	23.	Homework	Young person reports doing at least one hour of homework every school day.
	24.	Bonding to School	Young person cares about her or his school.
	25.	Reading for Pleasure	Sometimes;
Positive Values	26.	Caring	They had worse problems than what I had;
	27.	Equality and Social Justice	Young person places high value on promoting equality and reducing hunger and poverty.
	28.	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	29.	Honesty	Valuable school experience? None;
	30.	Responsibility	I just try to say away from those kind of people; change the kinds of people I hang out with; we took out a loan, to start it out with and we paid it back after two or three times we had the store open;
	31.	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	32.	Planning and Decision Making	Young person knows how to plan ahead and make choices.

Experiences and characteristics of resiliency among Community School graduates

	33.	Interpersonal Competence	We really became good friends; being liked by the teachers and counselors; I value the trust I have with other people;
	34.	Cultural Competence	That was really interesting to see how people kind of struggle with it; my friends that are my age all have kids three years or younger, that's been a big influence, or direction;
	35.	Resistance Skills	I work a lot; That's how I avoid things like that;
	36.	Peaceful Conflict Resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	37.	Personal Power	I chose to go to that school, but other kids were kicked out of high school; wanting something and just going after it and not stopping until you get it; I'm working right now been working for last two years; me and three other people would do that (work
			in shack);
	38.	Self-Esteem	I didn't have a probation officer; I value that I've actually gotten through high school and actually graduated; kind of neat, actually to start something and then have someone else carry out with it;
	39.	Sense of Purpose	I think that was a really important part of me wanting to go to school; I think what made me want to go to school and want to try harder;
	40.	Positive View of Personal Future	I watch them grow, and I think that's what's been happening in the last couple of years;

## Appendix H

### Case D Interview transcription

The following interview took place on April 24, 2003.

I=Interviewee, R=Recorder

- I: Describe the behavior, incident or situation that led you to be placed in the community school system.
- R: I ended up in a community school, for one, I actually started off my high school year, I finished my freshman year at Ukiah High School and then proceeded to go in for the following next two, three years on Independent Study, and (there were a lot of activities I was involved in, I was involved in theatre and community help outreach work. What ended up happening is towards the end of my senior year I basically had not met the requirements that were needed, I needed to have about three more credits. So I spent the last semester at the Community School.
- I: Describe any support you might have received in the form of concern, counseling or encouragement, from a family member, neighbor, school official, or community member.
- R: In regards to me going there and since then? Basically I kind of live off the old saying that (“it takes a village?”) – and overall, it has taken a village to raise myself as a child and obviously the child I have now. I had a lot of support from my family members, all of my school teachers, and all of my outside community work I was involved in had a lot of support in making sure I succeeded. Finished high school and carried on with schooling and such things afterwards.
- I: Describe your involvement in any community activities such as volunteering or mentoring, then or now.

Appendix H (continued)

### Case D Interview transcription

- R: I started getting involved in community work when I was about fifteen. Basically my upbringing and

Experiences and characteristics of resiliency among Community School graduates family life of that time period gave me the opportunity to do that, cause I could have a lot of support but at the same time I really needed to find something that I could really draw my attention to. So therefore, I started partaking in Mendocino Environmental Center, working with the developmentally disabled and helping them find a direction and an alternative to a lot of activities they tend to involve those kids in.... and, from there, I kind ..... (unintelligible) growing up with people with drug abuse, growing up with people who have been involved or affected or something (like that) and it got me involved in community health outreach work, that's where there's needle exchanges, passing out condoms and I did that for about three and a half years, and I loved it, loved it... did a lot of that, and that's basically how I am with performing.... You can, stirred a lot of that up with defining alternatives on teaching the community those awarenesses (?).

I: Describe any authority that provided boundaries or consequences that you now recognize as a positive influence on you.

R: My father. He regardless, of whether he acts like a child, or adult or friend, he always provided that authority and let me, bottom line, I have a lot of respect for him and so he always gave me that guidance and whether I'm doing what's right or wrong, this is what's right or wrong for you to do.

I: Describe any activities you have been involved with or are involved with today?

#### Appendix H (continued)

#### Case D Interview transcription

R: Creative activities?... I'm not involved in much right now, the creative I get is doing fingerpainting with my daughter at this point. But a few years ago, up until I was about eight months pregnant, and um, I was in touch with that, too, I was involved with SPACE, School of Performing Arts and Cultural Education. And basically, we get a lot of creative dance, a lot of work on all different age groups, and um, so I started teaching there, ( ) it was a lot of work, but it was great. Working with them

Experiences and characteristics of resiliency among Community School graduates really gave me a lot of self-confidence. Really brought my self-esteem up, and basically, allowed me to realize that I would like to be healthy and to actually excel and go places, whatever it may be that... wherever you want to go.

R: How do you define success?

I: I see why you say: "How do *you* define success?" My definition of success would be (unintelligible) think of money... .of course, I'd have to say that would come later on my list, number one would be happiness; I'm happy that I'm (sixteen) and in some areas make myself happy. Number two, if I'm obviously supplying, if I am being successful in the work field then I'm making the proper money to be successful financially, and all of the above is how I would define being successful, whether it be as a daughter, a mother, a sister, I believe all those area that you can successfully become who you are.

R: Do you read for pleasure?

I: Yes, I do.

I: What do you value?

#### Appendix H (continued)

#### Case D Interview transcription

R: What do I value? I value life. I really .... I have had recently a loss, and now more than anything I've realized how much life is so valuable and you can't take every day for granted and this is ( ) I've always lived by one thing I've always used is my ( ) that you can use, "You need to live each day as if it you'll live forever. Live as if you'll die tomorrow.

R: What are your plans for the future?

I: Plans for the future, well, I'm recently involved with a significant other I'm very happy with. At this point in time in my life my plans are just overwhelming and I'm trying to take one day at a time. I love being a

Experiences and characteristics of resiliency among Community School graduates  
mother. I want to be a wife and I want to be a mother, and I wanna have more children and I wanna be... so many things, it's always going to be a process that's for sure. Basically I want to be successful so I can be at home and do those things.

R: What is your purpose in life?

I: What is your purpose in life... obviously there was a purpose, you know, my dad says often times he believes I was his purpose, I'm the reason that's made him live as long as he has and possibly (unintelligible)..... uhm, I believe my purpose in life is to live it day by day, Adam and Eve obviously made their decisions and provided us with the life that we now have, so therefore basically, I'm taking it as best as I can, my purpose is really unknown, I believe. ....

R: Are you exposed to at-risk behavior today, and how do you describe your efforts to avoid such behavior?

#### Appendix H (continued)

##### Case D Interview transcription

I: I believe I'm exposed to at risk behavior all of the time. We live in a really rural community and our community and our area, has (more things) than a lot of people really realize. Everything from drug abuse, to alcohol abuse to sexual abuse to anything you can think of... we have homeless, we have all of the above, so I believe .... (unintelligible) ... all of the time, I see it every day. I prevent it for one, I'm in a monogamous relationship ... so that's where I'm very cautious, I'm tested every six months regardless because as much as I may be immune here, uhm, for two, as far as druggies go, I use really clean drugs (joke, laughter....) no, no, I really ....

R: What about your school experience was valuable?

I: Yeah. I believe I had a lot of things well, first and foremost there was something about my school experience that I consider very valuable, was the fact that I got to be around and attend every day with other kids, whether their life was better than mine or worse than mine we all came from different backgrounds, we all

Experiences and characteristics of resiliency among Community School graduates had one thing in mind, that was basically to educate ourselves and to do what we knew it was best, it was what we needed to do. And we were given that opportunity, a lot of those kids were turned away, and a lot of the people I went to school with weren't gonna be having that opportunity (unintelligible)... whether they were at home or at another school. Offered an opportunity for education whichever you wanted to take it.

R: While you were in school, were there any opportunities to you to be a leader?

#### Appendix H (continued)

##### Case D Interview transcription

I: Yeah, there were plenty of opportunities for me to be a leader. I believe in my own way, I was my own leader, though, I didn't take on prom, I didn't become head cheerleader, I became a leader in a different fashion... everyone did know I was involved in Community Health Outreach. And they did know they could come and get condoms from me. Everyone did know that basically I was not one person that was out there doing drugs, like the rest of them. Everyone knew I was a leader for myself, I believe. I wasn't like any of the rest of them, and maybe they weren't like me.

R: Anything else you want to say relevant to this project?

I: I think that's a really good project, for one. I think this is a really good opportunity to get an idea where a lot of youth today are coming from, and what experiences they actually had when they were there, and what that did to their life, but I think first and foremost, that it comes down to the fact that, you're going to get an idea of where they're at today.

EKJ

April 24, 2003

Experiences and characteristics of resiliency among Community School graduates  
Appendix H1

Case D Theme & Sub-Category Responses

Theme		Category	Comments
Support	1.	Family Support	From my family members;
	2.	Positive Family Communication	My upbringing and family life of that time period gave me the opportunity to do that, cause I could have a lot of support; my dad says often times he believes I was his purpose;
	3.	Other Adult Relationships	All of my school teachers;
	4.	Caring Neighborhood	It has taken a village to raise myself as a child and obviously the child I have now;
	5.	Caring School Climate	We were given that opportunity; offered an opportunity for education whichever you wanted to take it; there were plenty of opportunities for me to be a leader;
	6.	Parent Involvement in Schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7.	Community Values Youth	All of my outside community work I was involved in had a lot of support in making sure I succeeded;
	8.	Youth as Resources	I started getting involved in community work when I was about fifteen; so I started teaching there;
	9.	Service to Others	I started working with the developmentally disabled and helping them find a direction;
	10.	Safety	Young person feels safe at home, school, and in the neighborhood.
Boundaries & Expectations	11.	Family Boundaries	My father always provided that authority; he always gave me guidance;
	12.	School Boundaries	School provides clear rules and consequences.
	13.	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.
	14.	Adult Role Models	Parent(s) and other adults model positive, responsible behavior.
	15.	Positive Peer Influence	We all had one thing in mind, that was basically to educate ourselves;
	16.	High Expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	17.	Creative Activities	I was involved in theatre and community help outreach work; doing finger painting with my daughter; I was involved with SPACE, School of Performing Arts and Cultural Education;
	18.	Youth Programs	A lot of work on all different age groups;

Experiences and characteristics of resiliency among Community School graduates

	19.	Religious Community	Young person spends one or more hours per week in activities in a religious institution.
	20.	Time at Home	I really needed to find something that I could really draw my attention to;
Commitment to Learning	21.	Achievement Motivation	Young person is motivated to do well in school.
	22.	School Engagement	Young person is actively engaged in learning.
	23.	Homework	Young person reports doing at least one hour of homework every school day.
	24.	Bonding to School	Young person cares about her or his school.
	25.	Reading for Pleasure	Yes, I do;
Positive Values	26.	Caring	I was involved in Community Health Outreach;
	27.	Equality and Social Justice	And a lot of the people I went to school with weren't gonna be having that opportunity;
	28.	Integrity	Young person acts on convictions and stands up for her or his beliefs;
	29.	Honesty	But I knew what I was doing was wrong; for me to be able to tell somebody, hey, you know, this is why you are this way; my purpose is really unknown;
	30.	Responsibility	I prevent it (risky behavior); I'm in a monogamous relationship;
	31.	Restraint	Everyone did know that basically I was not one person that was out there doing drugs, like the rest of them;
Social Competencies	32.	Planning and Decision Making	Towards the end of my senior year (in regular school) I basically had not met the requirements that were needed; I want to be a wife and I want to be a mother and I wanna have more children;
	33.	Interpersonal Competence	I have had recently a loss, and now more than anything I've realized how much life is so valuable; I think this (project) is a really good opportunity to get an idea where a lot of youth today are coming from;
	34.	Cultural Competence	There was something about my school experience that I considered very valuable, was the fact that I got to be around and attend every day with other kids, whether their life was better than mine or worse than mine, we all came from different backgrounds;
	35.	Resistance Skills	I'm exposed to at risk behavior all of the time;
	36.	Peaceful Conflict Resolution	Young person seeks to resolve conflict nonviolently.

Experiences and characteristics of resiliency among Community School graduates

Positive Identity	37.	Personal Power	My definition of success would be money; I am being successful in the work field; Everyone knew I was a leader for myself, I wasn't like any of the rest of them, and maybe there weren't like me;
	38.	Self-Esteem	Working with them really gave me a lot of self-confidence; really brought my self-esteem up; I was my own leader;
	39.	Sense of Purpose	Number one would be happiness; I value life; you need to live each day as if you'll live forever; I love being a mother; Basically, I want to be successful so I can be at home and do those things; I believe my purpose in life is to live it day by day;
	40.	Positive View of Personal Future	I'm making the proper money to be successful financially; I'm recently involved with a significant other I'm very happy with;

Appendix I

Case E Interview Transcription

The following interview took place on April 24, 2003.

I=Interviewee, R=Recorder

I: Describe the behavior, incident or situation that led you to be placed in the community school system.

R: Well, pretty much I totally flaked out my freshman year. And I was at the high school until my junior year,

Experiences and characteristics of resiliency among Community School graduates and there was just no way I was going to graduate with my class, or probably the next one, so they sent me to South Valley.

- I: Describe any support you might have received in the form of concern, counseling or encouragement, from a family member, neighbor, school official, or community member.
- R: Well, there wasn't a whole lot of support for me to, you know, everybody hoped that I would go to school, you know but, there wasn't anybody saying I had to. There wasn't a whole lot of supervision there or support from a whole lot of ( ) because everybody was so messed up.
- I: Describe your involvement in any community activities such as volunteering or mentoring, then or now.
- R: Well, I work with the elderly a lot. You know, helping people in their homes continuing to live, and I go to nursing homes and help those people out. I did that a lot when I was a junior there.
- I: Describe any authority that provided boundaries or consequences that you now recognize as a positive influence on you.

#### Appendix I (continued)

#### Case E Interview Transcription

- R: I didn't have a whole lot of authority figures. I didn't have anybody telling me what I should or shouldn't do. It was pretty much just like that. Observing what other people were doing and just saying, well, I didn't want to be like that.
- I: Describe any activities you have been involved with or are involved with today?
- R: I have a lot of crafts right now, I'm making a blanket and a carpet pillow. I do a lot of picture work on my computer. Just little things. I make little knick-knacks, you know, I could just do them for days.
- R: How do you define success?
- I: Well, I think being happy with yourself and what you're doing is success. I mean, like she said, sure, money's great, but that doesn't make a person successful, I think that you actually have to be happy with

what you're doing, so you can be successful.

R: Do you read for pleasure?

I: No. Unless you count People Magazine. But I don't really read, I look at the pictures.

I: What do you value?

R: I value my family and friends.

R: What are your plans for the future?

I: Well, hopefully down the line I would like to be a nurse, because I think that would fulfill me, and I would be happy with what I was doing.

R: What is your purpose in life?

#### Appendix I (continued)

#### Case E Interview Transcription

I: It's become a little more clear now that I have kids. Before there was really no purpose and now my purpose is for her. And the only thing that keeps me around, if you know what, I got to be there for her.

R: Are you exposed to at-risk behavior today, and how do you describe your efforts to avoid such behavior?

I: You know, I was exposed so much as a child that I've actually learned how to weed those sorts of people or situations out of my daily life. You know, I don't hang out or call certain people who I know are at-risk who are just going to lead me down the wrong road or lead me astray. So I just avoid them. So I'm not really exposed a whole lot.

R: What about your school experience was valuable?

I: I learned a lot. You know, I mean, my attendance wasn't great, but when I was there I paid attention and I probably don't think I would be as knowledgeable as I am today without the schooling that I did get and the good teachers that were you know, just there for the kids to actually teach them things.

R: While you were in school, were there any opportunities to you to be a leader?

I: I would have to say that they could have been there, but I didn't recognize them or pay attention to them; it's not that they weren't there, it's just that I was oblivious and didn't see them.

R: Anything else you want to say relevant to this project?

I: Well, uhm, I think it's important, that you know, an education is very important, no matter where you come from, you know, there a lot of programs out there to help the kids, and I

Appendix I (continued)

Case E Interview Transcription

think that's very important, because otherwise a lot of people would just drop out and wouldn't bother, you know, if there wasn't all those people pulling for them.

EKJ

April 24, 2003

Experiences and characteristics of resiliency among Community School graduates  
Appendix I1

Case E Theme & Sub-Category Responses

Theme		Sub-Category	Comments
Support	1.	Family Support	I didn't have a whole lot of authority figures; I got to be there for her;
	2.	Positive Family Communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
	3.	Other Adult Relationships	Young person receives support from three or more nonparent adults
	4.	Caring Neighborhood	Young person experiences caring neighbors.
	5.	Caring School Climate	School provides a caring, encouraging environment.
	6.	Parent Involvement in Schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7.	Community Values Youth	Young person perceives that adults in the community value youth.
	8.	Youth as Resources	I would have to say that they (opportunities to lead) could have been there, but I didn't recognize them or pay attention to them; it's just that I was oblivious and didn't see them;
	9.	Service to Others	I work with the elderly; helping people in their homes continuing to live; I go to nursing homes and help those people out;
	10.	Safety	Young person feels safe at home, school, and in the neighborhood.
Boundaries & Expectations	11.	Family Boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
	12.	School Boundaries	School provides clear rules and consequences.
	13.	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.
	14.	Adult Role Models	Parent(s) and other adults model positive, responsible behavior.
	15.	Positive Peer Influence	Observing what other people were doing and just saying, well, I didn't want to be like that.
	16.	High Expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	17.	Creative Activities	I have a lot of crafts right now; I'm making a blanket and a carpet pillow. I do a lot of picture work on my computer; I make little knick-knacks;
	18.	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

Experiences and characteristics of resiliency among Community School graduates

	19.	Religious Community	Young person spends on or more hours per week in activities in a religious institution.
	20.	Time at Home	Young person is out with friends “with nothing special to do” two or fewer nights per week.
Commitment to Learning	21.	Achievement Motivation	Young person is motivated to do well in school.
	22.	School Engagement	I probably don’t think I would be as knowledgeable as I am today without the schooling that I did get and the good teachers that were there for the kids to actually teach them things; an education is very important;
	23.	Homework	Young person reports doing at least one hour of homework every school day.
	24.	Bonding to School	Young person cares about her or his school.
	25.	Reading for Pleasure	No. Unless you count People Magazine.
Positive Values	26.	Caring	I value my family and friends;
	27.	Equality and Social Justice	Young person places high value on promoting equality and reducing hunger and poverty.
	28.	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	29.	Honesty	Young person “tells the truth even when it is not easy.”
	30.	Responsibility	Young person accepts and takes personal responsibility.
	31.	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	32.	Planning and Decision Making	Young person knows how to plan ahead and make choices.
	33.	Interpersonal Competence	Young person has empathy, sensitivity, and friendship skills.
	34.	Cultural Competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	35.	Resistance Skills	I was exposed so much as a child that I’ve actually learned how to weed those sorts of people or situations out of my daily life; I don’t hang out or call certain people who I know are at-risk;
	36.	Peaceful Conflict Resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	37.	Personal Power	I think being happy with yourself;

Experiences and characteristics of resiliency among Community School graduates

	38.	Self-Esteem	Young person reports having a high self-esteem.
	39.	Sense of Purpose	What you're doing is success; I would like to be a nurse, because I think that would fulfill me; It's become a little more clear now that I have kids; my purpose is for her;
	40.	Positive View of Personal Future	I think that you actually have to be happy with what you're doing, so you can be successful;

INFORMED CONSENT FORM  
CONSENT TO BE A RESEARCH SUBJECT

March 2003

Purpose and Background:

Mr. Ernest Jones, a graduate student in the School of Business, Education, and Leadership, Division of Education at Dominican University of California, is conducting a research study designed to assess the resiliency experiences and characteristics in graduates of county community and continuation schools. The researcher is interested in understanding strategies that will increase student success in county operated Community and Continuation schools.

I am being asked to participate because I am a successful graduate of a county community or continuation school or a person recommended by a graduate to be interviewed.

Procedures:

If I agree to be a participant in this study, the following will happen:

1. I will participate in a one-hour a tape-recorded face-to-face interview, which will include questions regarding my experiences during school and after graduation that helped me become successful.
2. I will be recorded during the interview. All personal references and identifying information will be eliminated when these recordings are transcribed, and all subjects will be identified by alphanumerical code only; Ernest Jones in a locked file will keep the master list for these codes, separate from the transcripts. Only the researcher and his faculty advisors will see coded transcripts. One year after the completion of the research, all written and recorded materials will be destroyed.
3. I will be furnished with a written summary of the relevant findings and conclusions of this project. Results will be made available at the completion of this study in May 2003.

Risks and/or Discomforts:

1. I understand that my participation involves no physical risk.
2. I will be discussing topics of a personal nature and I may refuse to answer any question for any reason. I may elect to stop the interview at any time

Benefits:

There may be no direct benefit to me from participating in this study. The anticipated benefit of this study is a better understanding of strategies to assist students and families of county community and continuation schools to understand resiliency and how it may be achieved.

