



Del Norte and Tribal Lands
Opportunity Youth
Year One Findings

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California Center for Rural Policy
at Cal Poly Humboldt

Report Author
Crane Conso



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Cal Poly Humboldt

California Center for Rural Policy
1 Harpst Street, Arcata, CA 95521
707.826.3400
ccrp@humboldt.edu
humboldt.edu/ccrp/

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Executive Summary

In 2021, the Humboldt Area Foundation/Wild Rivers Community Foundation and the California Center for Rural Policy launched a project funded by the Aspen Institute to assess the connection of young people in Del Norte and Tribal Lands (DNATL) to school and the workforce. In partnership with youth-serving institutions in DNATL, which included True North Organizing Network, Gateway Education, Redwood Voice Youth Media, Coastal Connections, Del Norte Unified School District, Yurok Wellness Court, Tolowa Deeni' Social Services, College of the Redwoods, Del Norte Smart Workforce Center, and United Indian Health Services, this coalition developed a survey tool to better understand the barriers and factors that impact Opportunity Youth (OY) in the region. This report shares the preliminary results of the survey, which focused on understanding the factors that support or hinder young people's connection to opportunities.

The survey was conducted from October 2021 to May 2022, and 104 DNATL residents participated. Our analysis compared the responses of connected youth with the responses of OY/System Impacted (SI) participants. The survey revealed that about half of the participants experienced racial bias at school or work, and OY/SI participants were more likely to indicate financial constraints as a significant barrier to connection. Additionally, OY/SI participants felt underprepared to enter the workforce and expressed a need for support services such as counselors, mental health services, job trainings, and technical supports.

These findings suggest that systems-level change may support connection in the region. A second survey will be conducted in Spring 2023, building on the initial findings to better assess the factors impacting young people's connection to opportunities. The survey will be administered at local job fairs, and focus groups will be convened to lift more voices from important local demographic groups (including local Indigenous, Asian (Hmong) and Latino/a/x residents). The final report will convey the findings from both surveys and provide recommendations for addressing the identified barriers and supporting young people's connection to opportunities in DNATL.

Introduction

This report presents the results of a 2021 survey conducted in Del Norte and Tribal Lands (DNATL). The research was co-designed by community advocates, service providers, and young activists to understand the drivers of disconnection and sources of resilience.

The Opportunity Youth Forum was launched in 2012 by the Aspen Institute to address the issue of 6.7 million OY in the US through community-based solutions. The Forum consists of a network of over three dozen urban, rural, and tribal communities striving to scale reconnection pathways that improve education and employment outcomes for OY. With over half a million OY living in and around Opportunity Youth Forum communities, the network's efforts have contributed to a drop of over one million opportunity youth nationally.

The Opportunity Youth Forum strives to build evidence of success for collective impact community collaboration strategies and to advocate for increased adoption of these strategies. The Forum communities work towards five levers of change, including collaborating for impact, building effective programs and pathways, using data to guide decisions and assess impact, leveraging funding, and developing supportive policies.¹

¹ Aspen Institute Forum for Community Solutions. (n.d.). Opportunity Youth Forum. Retrieved from <https://www.aspencommunitysolutions.org/opportunity-youth-forum/>

Methods

Opportunity youth (OY) are young people between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market – about 6 million young people in the United States.²

To understand the drivers of disconnection from work and school, a group of community partners including youth designed a survey effort. This instrument was shared in the community through targeted distribution in DNATL using social service organizations, Tribal serving organizations and other community organizations. A promotional flier recruiting participants ages 16-24 who were not working and not in school was also shared widely through local media sources. Due to the nature of the sampling methodology, which offered compensation via the form of a prepaid card, there may have been some sampling bias/error. Further, the survey was conducted during the COVID-19 pandemic, making in person distribution impossible and challenging efforts to reach an already difficult population to connect with.

The report presents findings from an online survey targeting young people aged 16-24 residing in Del Norte and Tribal Lands (DNATL), with Opportunity Youth and Systems Impacted Youth being a focus population. The survey received 500 responses after distribution via web links and QR codes, with numerous responses from outside the target area removed from the sample.

The survey aimed to gain insights into the challenges and strengths experienced by Opportunity Youth (OY). System Impacted (SI) people ages 16-24 in DNATL face many of the same barriers and life experiences as OY, and after consulting with community collaborators, we opted to pool participants who qualified as Opportunity Youth/ System Impacted (OY/SI) to consider in comparison to connected peers. The overall DNATL sample consisted of 104 participants (n=104) who were verified to be within the target age range and from the local area. The SI data were included in the OY subset (OY/SI) to broaden the understanding of experiences with disconnection and connection to work and school, making up 57% (n=59) of the total sample. Connected, non SI participants made up ~40% (n=41) of the overall DNATL sample. Several participants provided useful information through their answers, but did not respond to the questions that indicated whether they were working, in school, or system impacted, (therefore, we could not determine if they were OY/SI or Connected), making up ~3% (n=4) of the overall DNATL sample.

The results from this report sample serve as a valuable insight into the challenges faced by OY/SI, but it is crucial to acknowledge that the findings may not accurately represent the entire DNATL population. The initial round of the survey was conducted during the height of the COVID-19 pandemic, and therefore, its results should be viewed in light of the challenges posed by the pandemic. The lockdowns and safety measures made it difficult to effectively reach the OY/SI population, who are not necessarily involved with school systems, work contacts, or youth programs. Given the large, rural area (1,230 square mile total, 1,006 square miles is land and 223 square miles is water)³ and distributing the survey online via a QR code with compensation, the initial response pool included individuals from outside the area.

Further research is necessary to gain a more comprehensive understanding of the subject and these results should be taken with caution. Nevertheless, the report serves as a significant stepping stone in the exploration of OY/SI and the barriers they encounter.

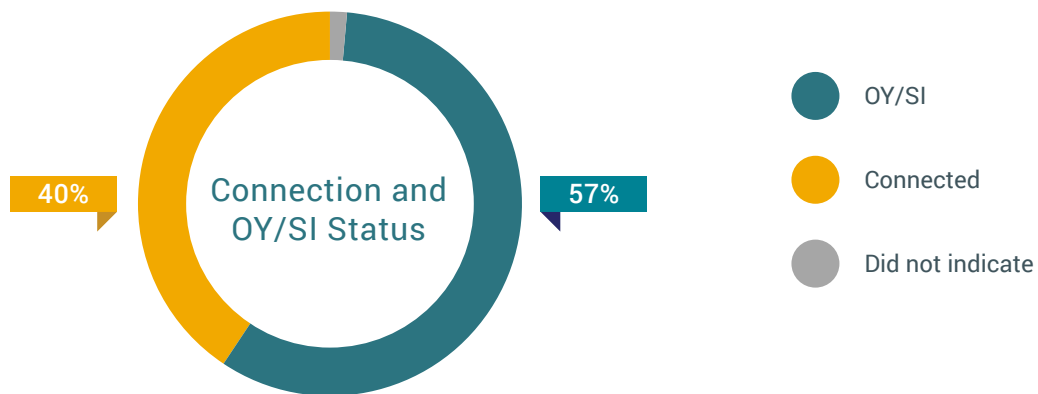
² Aspen Institute Forum for Community Solutions. (n.d.). Who Are Opportunity Youth? Retrieved from <https://www.aspencommunitysolutions.org/who-are-opportunity-youth/>

³ U.S. Census Bureau (2010) 2010 Census Gazetteer Files. Retrieved on December 6, 2022 from https://www2.census.gov/geo/docs/maps-data/data/gazetteer/counties_list_06.txt

Who Are OY/SI in Del Norte and Tribal Lands?

Demographics

Figure 1. OY/SI (n=59), Connected (n=41), Did Not Indicate (n=4) percentages of overall DNATL sample(n=104)



OY/SI youth were oversampled in this effort and comprised 57% of the total sample. Oversampling involves selecting more respondents from certain groups to increase their proportion in a survey sample.⁴ Survey participants were predominantly white, low income, single, and were not veterans. All responses included in the sample were from the target age group of 16 to 24 year olds.

Figure 2. OY/SI participant ages (n=59)

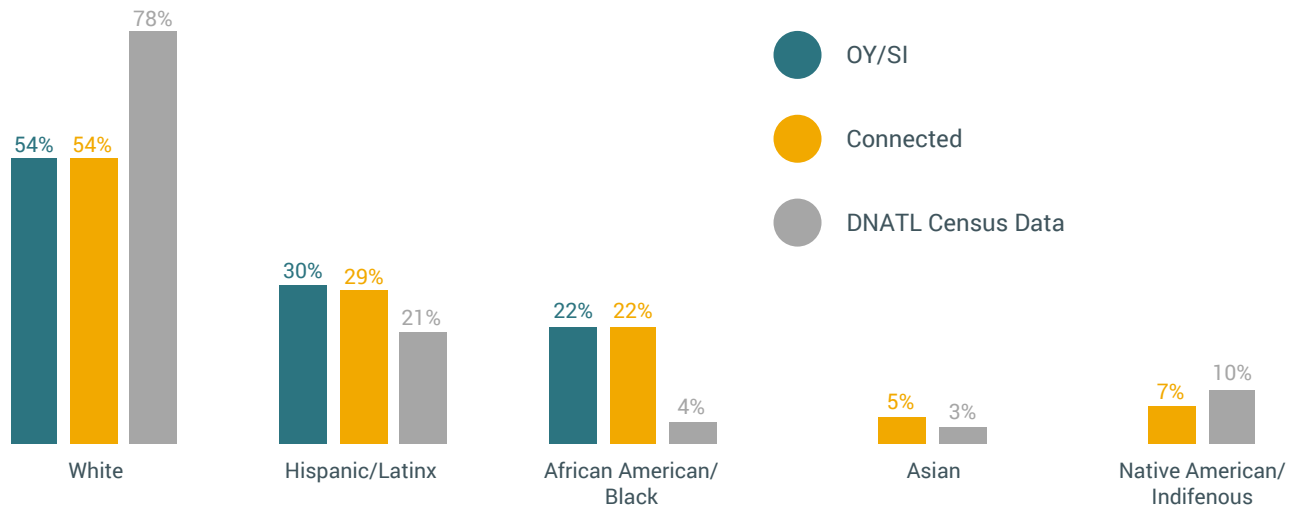
Age in Years	16	17	18	19	20	21	22	23	24
% of OY/SI	2%	2%	9%	4%	18%	20%	20%	7%	5%

The race/ethnicity data for OY/SI participants differed from the census data of the overall DNATL population.⁵ Although Native American/American Indian/Indigenous people make up at least 10% of the DNATL population according to the census data, none of the OY/SI participants indicated that they were Native American/American Indian/Indigenous. Similarly, 7% of the connected participants indicated they were Native American/American Indian/Indigenous, however that is still an underrepresentation of the true population. The sample of OY/SI showed higher proportions of Latinx and Black participants, with 54% of OY/SI participants identifying as white, 30% as Hispanic/Latinx, and 22% as African American/Black. The racial identities of the OY/SI participants can be seen in the Race Identity figure below. Participants were able to indicate more than one racial identification.

⁴ Pew Research Center. (2016, October 25). Oversampling is used to study small groups, not bias poll results. Fact Tank. Retrieved from <https://www.pewresearch.org/fact-tank/2016/10/25/oversampling-is-used-to-study-small-groups-not-bias-poll-results/>

⁵ US Census Bureau (2021). QuickFacts, Del Norte County, California. Retrieved December 6, 2022 from <https://www.census.gov/quickfacts/delnortecountycalifornia>

Figure 3. Racial identities of OY/SI participants (n=59), Connected participants (n=41) compared to Del Norte Census Data



Overall, there were slightly more participants that reported identifying as male (n = 34, 33%) than female (n = 22, 21%) or non-binary (n= 1, ~1%). Additionally, some participants did not respond (n= 47, 45%). OY/SI participants reported as male (n= 26, 44%) and female (n= 16, 27%). Not all participants reported their gender identity.

Figure 4: Gender ID

Gender ID	Male	Female	Non-binary	Did not indicate
OY/SI	44%	31%	0	29%
Connected	12%	15%	2%	71%
N/A OY/SI Connected	25%	50%	0	25%
Overall Sample	33%	21%	1%	45%

Military Service and VA Service Disability

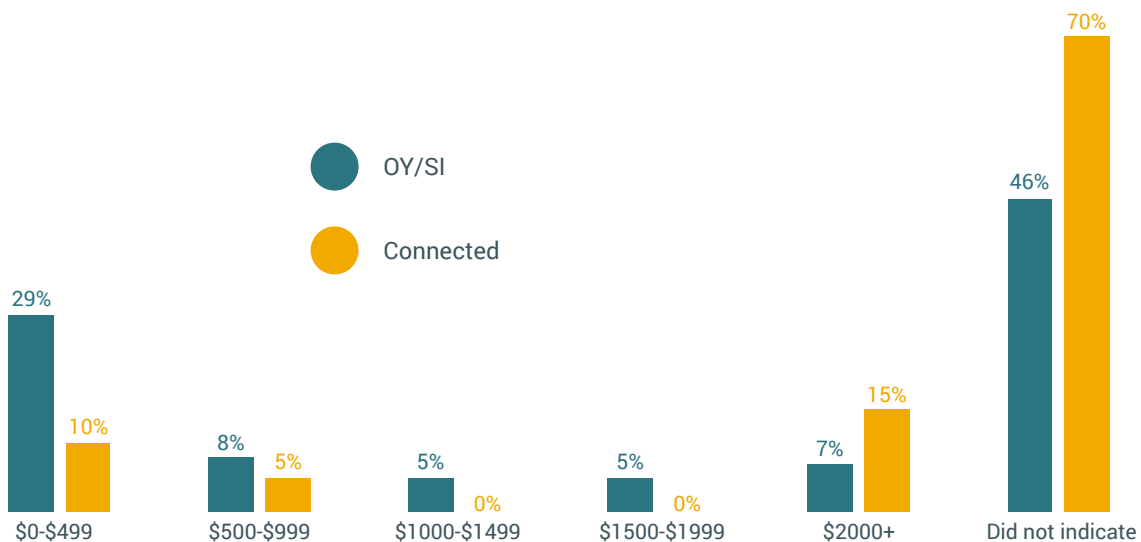
Seven percent (7%) of the OY/SI participants reported being military veterans. This was similar to the connected DNATL respondents (insert #). This rate is reflective of the true rate of veterans in the U.S. (7%).⁶ Of the OY/SI participants who responded to the question regarding VA service disability status, very few (2%) of respondents indicated they had a VA service disability rating, while the vast majority (81%) reported they were not VA service disability rated.

⁶ Pew Research Center. (2021, April 05). The changing face of America's veteran population. Fact Tank. Retrieved from <https://www.pewresearch.org/fact-tank/2021/04/05/the-changing-face-of-americas-veteran-population>

Income

The data highlights the challenges that OY/SI participants and connected participants in DNATL face, including limited financial support. The majority of the sample, as well as the subsample of OY/SI participants, reported living on limited incomes well below the poverty level. Nearly one-third of OY/SI participants reported earning under \$499 a month (n=17, 29%), while a negligible portion reported earning more than \$1000 a month. The data suggests that these DNATL participants have low earnings, with the lowest earners appearing to be the OY/SI. This earnings data highlights the financial barriers that these OY/SI participants in DNATL face, as well as their exceptional resilience in navigating life with limited financial support. Notably, many participants did not indicate their incomes.

Figure 5. Income as reported by OY/SI (n=59) and connected participants (n=41).



It is important to note that the findings from this report sample may not be generalizable to the true DNATL population. Additionally, some data may be subject to errors, as these participants may not have their own income or may be supported through non-earned income or by their families or guardians. Nevertheless, the report provides a valuable starting point for further research on OY/SI and the barriers they face.

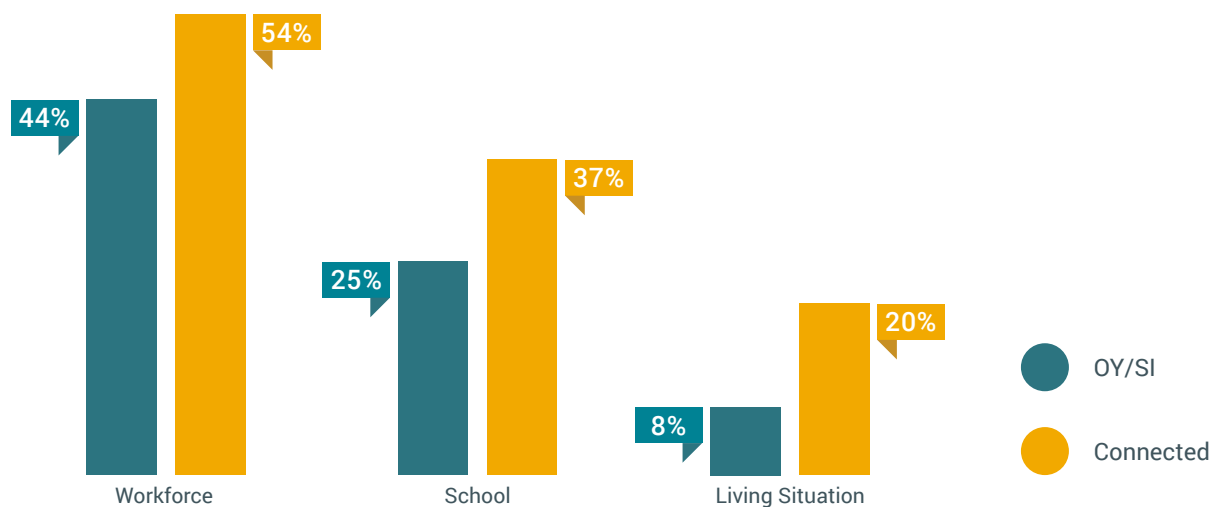
Experiences at School and Work:

Racial Bias Experiences at School, Work, and Home

The survey aimed to measure the prevalence of racial bias in the lives of OY/SI participants, specifically in educational and employment environments, as well as in their living situations. The findings provide important insights into the impact of racial biases on the lives of these young individuals, and can inform efforts to address and eliminate these biases in their communities. By understanding these experiences with racial bias, the study seeks to provide insight that might be used to promote greater diversity, inclusion, and equity in all areas of the community. Overall, about half of the participants reported experiencing racial bias at school or work. OY/SI reported experiencing racial biases at work or school more frequently than at home. This pattern was similar to the experiences of connected respondents, who also reported experiencing racial bias in the workplace or school more frequently than at home.

The results indicate that a majority of participants in the study have experienced racial bias in their educational and employment environments. Nearly half of the OY/SI sample (46%, n=27) reported experiencing racial bias at work. This highlights the need for proactive efforts to address and eliminate racial biases in these crucial areas of life. Additionally, the data suggests that for these participants, the experience of racial bias is more common in workplace and school settings compared to living situations. It is worth noting that the sample consisted primarily of white participants and a significant number of respondents who reported experiencing racial bias were also white. Many scholars posit that racism represents the biases of the powerful, with the insight that biases projected by the powerless have little consequence.⁷ Still, the participants of this sample reported perceiving situations of bias. The feelings of the participants from this survey suggests that racial bias can be felt by individuals of any race, and although this felt bias may not be paired with the same structural consequences, highlights the need for continued efforts to promote diversity and inclusion in all areas of society. Furthermore, the results indicate that OY/SI participants and connected participants have similar experiences with racial bias in the workplace or school. These findings reinforce the need for policies and initiatives that target racial biases in all areas of life, regardless of one's background or circumstances. The chart below depicts where OY/SI participants reported experiencing racial bias.

Figure 6. Experiences with Racial Bias: OY/SI participants (n=59) and Connected participants (n=41)



Gender / Orientation Bias in School and the Workplace

The study aimed to understand the potential impact of gender/sexual identity bias on young people in DNATL in their daily lives. The participants indicated that they experienced this form of bias most commonly in the workplace and school settings. OY/SI participants have faced multiple forms of discrimination, indicating a potential need for more inclusive and supportive environments in both academic and professional settings. The findings highlight the importance of addressing and mitigating gender/sexual identity bias, which can have negative impacts on young people's mental health, academic and professional success, and overall well-being. The figure below provides an in-depth look at the participants' responses regarding gender/orientation bias.

⁷ Banaji, M.R., Fiske, S.T. & Massey, D.S. Systemic racism: individuals and interactions, institutions and society. *Cogn. Research* 6, 82 (2021). <https://doi.org/10.1186/s41235-021-00349-3>

Figure 7. Experiences with Gender ID/Sexual orientation bias: OY/SI participants (n=59) and Connected participants (n=41)

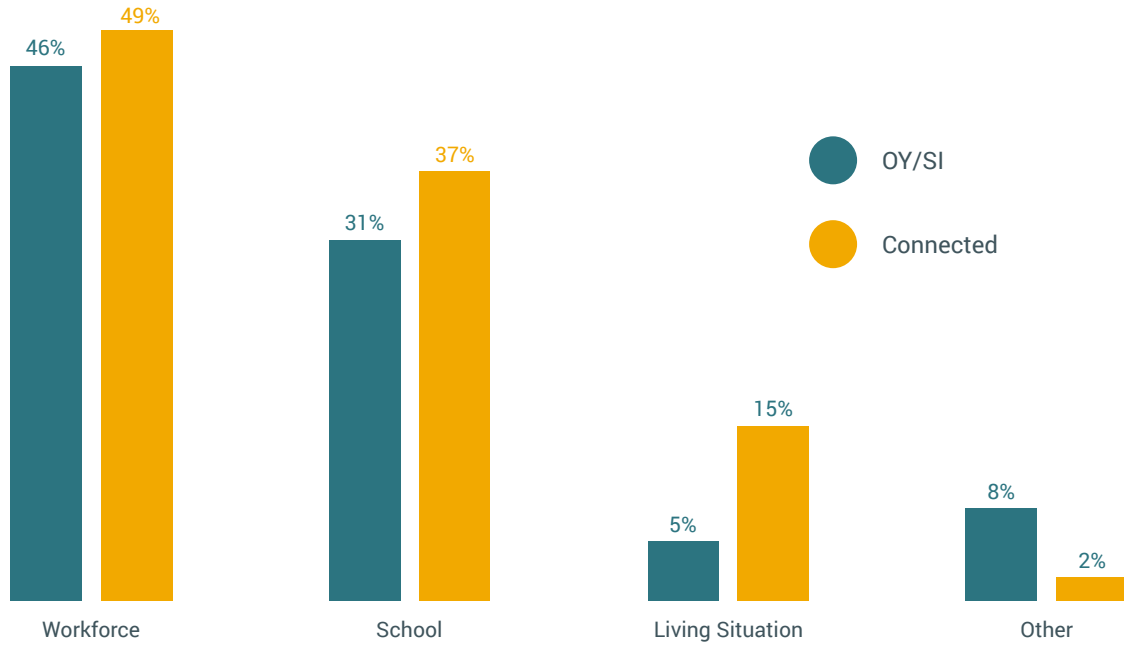


Figure 8. Participant experiences with bias at school and the workplace:



"My skin color."



"People tend to lean towards women"



"I was insulted by my classmates at school."

Education History

The study also inquired about the educational background of the participants and their current school enrollment status. When asked about the highest level of education obtained, about a third (n=31, 30%) of the DNATL participants reported having attended some college, but only some reported obtaining their degrees (n=17, 16%). About a quarter reported they finished high school (n=23, 22%). One person reported having obtained a graduate degree, but given the age range this makes sense.

Most of the participants (n=91, 88%) reported that they are not currently enrolled in school and have been out of school for roughly one year. The reasons participants provided for not being in school include a mix of individual, systemic, and situational factors such as completing high school, not being interested in school, bullying, family dynamics, financial reasons, and the pandemic. The figure below showcases some of the write-in responses from participants.

Figure 9. Reasons for not being in school



Barriers to Education

We measured both access to school as well as resources impacting engagement with school. More than half (n=31, 53%) of OY/SI indicated that they did not have enough money to go to school, in comparison to a much smaller proportion of the connected participants (n=4, 10%). Additionally, when asked about their access to resources, participants indicated that lack of technology and/or internet access was identified as the most significant factor affecting school engagement. Other factors such as lack of testing preparation services, system navigation assistance, living assistance, application and coursework assistance, mental health services, transportation, guidance counselors and financial assistance were reported as barriers by a significant portion of the participants. Additionally, the results showed that COVID-19 had impacted the education of half of the OY/SI participants who were enrolled in school prior to the pandemic.

Figure 10. % of OY/SI (n=59) and Connected (n=41) participants who say they do not have enough money to go to school.

Barriers to education: Not enough money



Figure 11. DNATL participants experiences with school in their own words:

"Is there an other commentary you would like to provide on your experience with school?"



"I hate engaging in school. I want to make money."



"My experience at school was unpleasant. As gay were years of harrassment and physical and psychological aggressions."



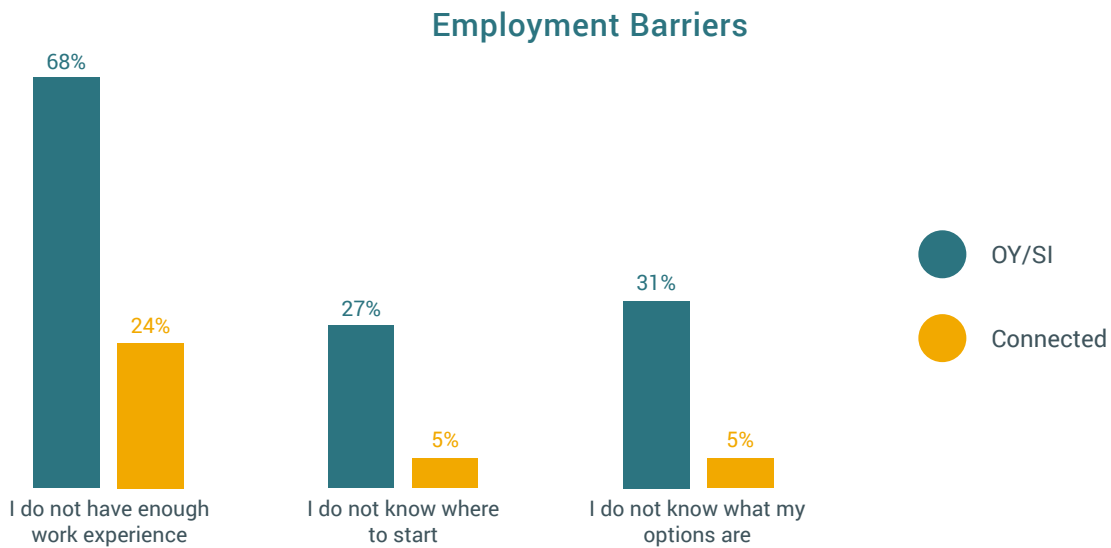
"Serious racial discrimination."

Employment

OY/SI participants reported low earnings, as seen earlier in the report in the demographics section. We measured other factors regarding employment in addition to the basic demographic questions regarding income. Overall, OY/SI participants' answers suggest that they do not feel prepared to enter the workforce, especially when we compared their responses to those of their connected peers.

The primary finding regarding barriers to employment is the sentiment among OY/SI participants that they feel they do not have enough work experience (n=40, 68%). Their connected peers (n=10, 24%) also identified lack of work experience as a barrier, but at a lower rate than OY/SI participants. A similar patterned showed with OY/SI participants (n=16, 27%) indicating they didn't know where to start looking for work, and didn't know what their options are (n=18, 31%) at a higher rate than their connected peers (n=2, 5% and n=3, 5%, respectively).

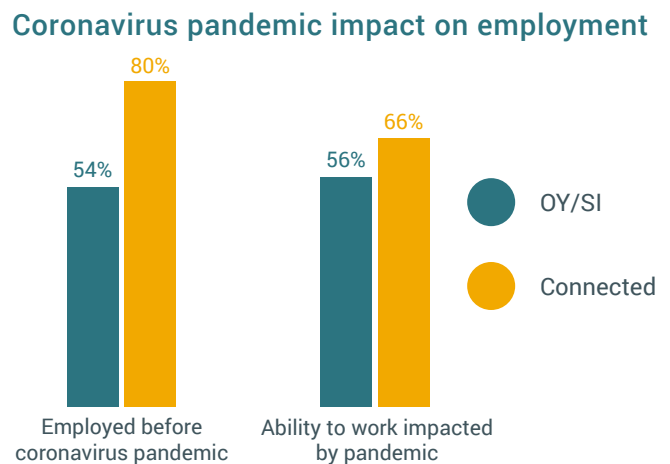
Figure 12. Barriers to employment: OY/SI (n=59) and Connected (n=41) participants



Impact of COVID-19 on Employment

More of the connected participants (n=33, 80%) reported having been employed before COVID-19 than their OY/SI peers (n=32, 54%). Similarly, a slightly larger portion of the connected participants (n=27, 66%) indicated that their ability to work was impacted by covid-19 than their OY/SI peers (n=33, 56%), as seen in the figure below. The finding that about half of OY/SI participants indicated that they were employed before COVID-19 indicates that COVID-19 may be a driving factor to disconnection for these OY/SI participants.

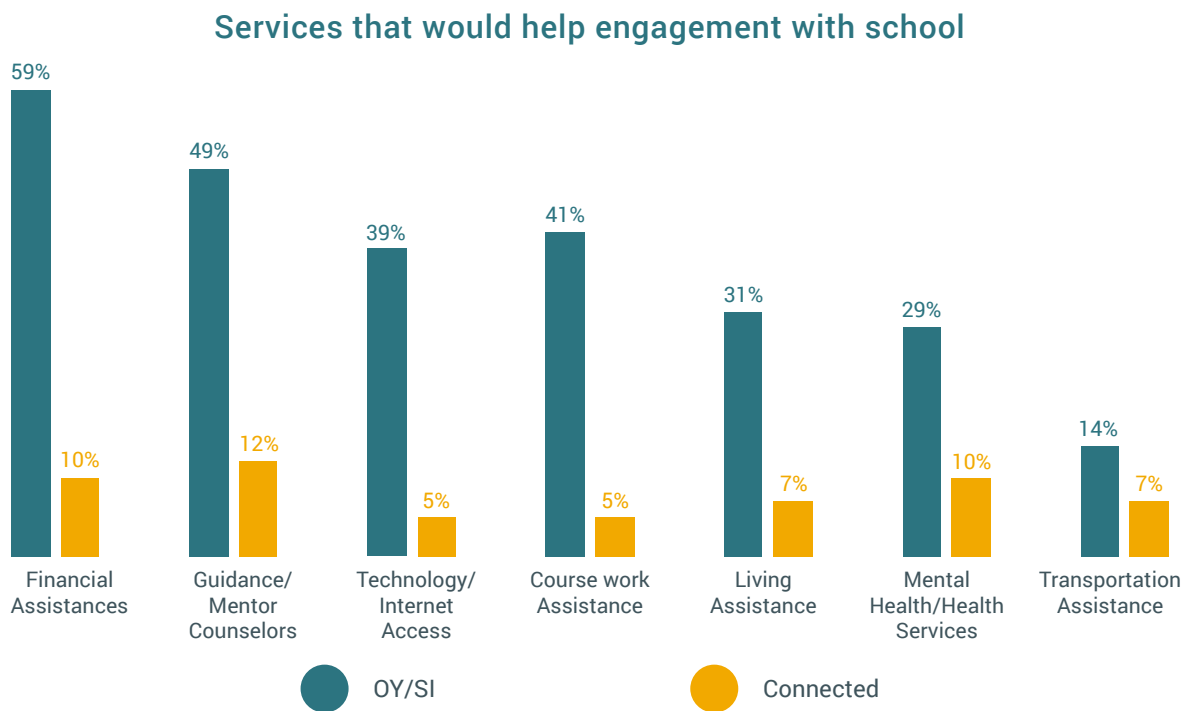
Figure 13. Impact of COVID-19 on employment: OY/SI (n=59) and Connected (n=41) participants



Resources for School & Workforce Success

When asked about the resources that would assist their success in school, OY/SI participants were much more likely to indicate that financial assistance would help them engage with school than their connected peers. Over half of the OY/SI participants (n=35, 59%) gave this response. The figure below provides an overview of how participants responded to the questions about school support services. Meanwhile, their connected peers also highlighted a need for financial assistance and guidance/mentor counselors, but at a much lower rate than their OY/SI counterparts. Participants were able to select more than one response.

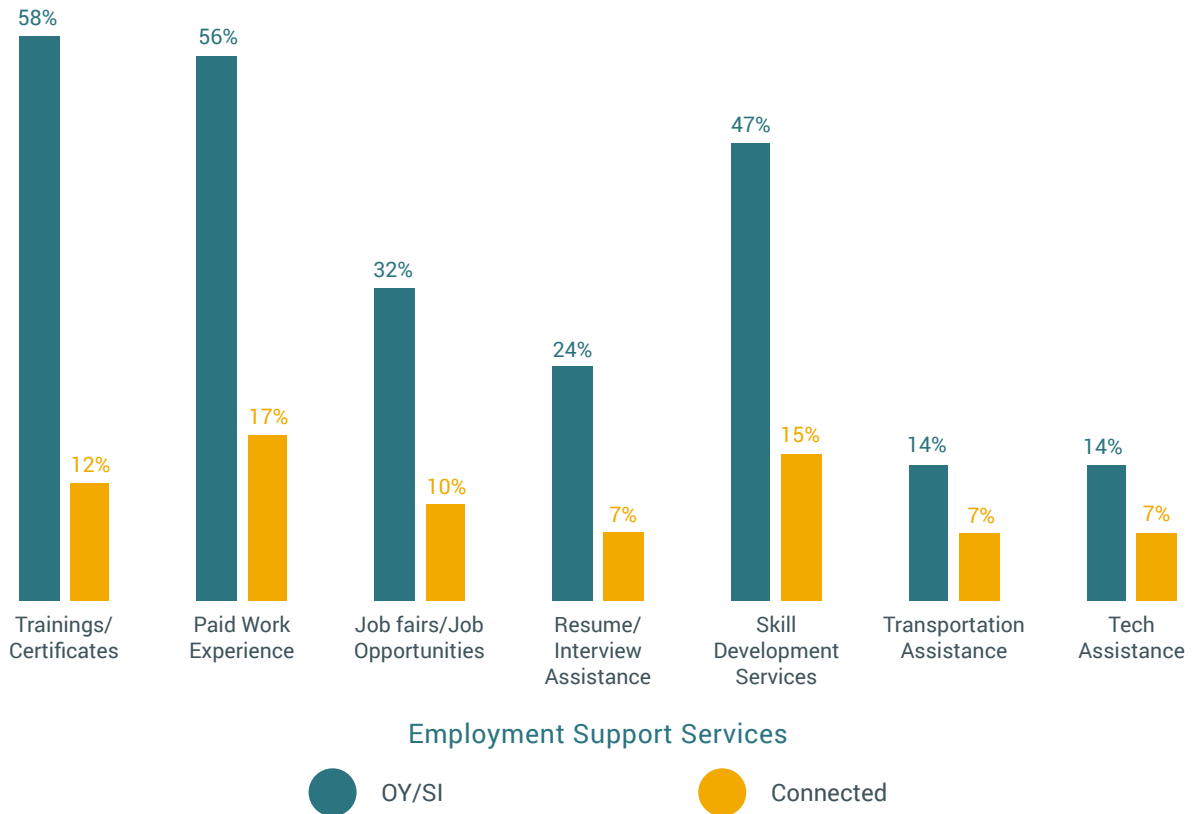
Figure 14. Support services that would help participants engage with school: OY/SI (n=59) compared to Connected (n=41) peers



OY/SI participants identified training and certifications (n=34, 58%), paid work experience (n=33, 56%), and skill development services (n=28, 47%) as desired support resources to help them secure employment. The responses also indicated a need for job fairs and job opportunities, resume and interview assistance, GED prep, and technology assistance. A smaller portion pointed to transportation assistance as important. These findings suggest that OY/SI participants may feel unprepared for the workforce and believe that training and support will improve their success. A significant number believe that skill development, paid experience, and training and certifications would improve their chances of success in the workforce. In a similar fashion to the responses about school support services, the OY/SI participants selected support services at an overall higher rate than their connected peers, as seen in the figure below. Financial and practical resources appear to be crucial for success in both school and work.

Figure 15. Workforce Support Services for OY/SI participants (n=59) and Connected participants (n=41)

Services that would help engagement with employment



Living Situation

We found that most of our sample reported living with their parents. See the figures below to get a better understanding of the participants' living situations. While participants overall reported having basic utilities at home, once again, structural barriers appear to disproportionately affect the OY/SI participants more than their connected peers, with a higher rate of connected participants reporting having each utility in their home than the OY/SI participants. Additional rite-in responses also highlighted participants' unique living situations, such as living in an RV or with family members.

Figure 16. DNATL Participants (n=104) living situations

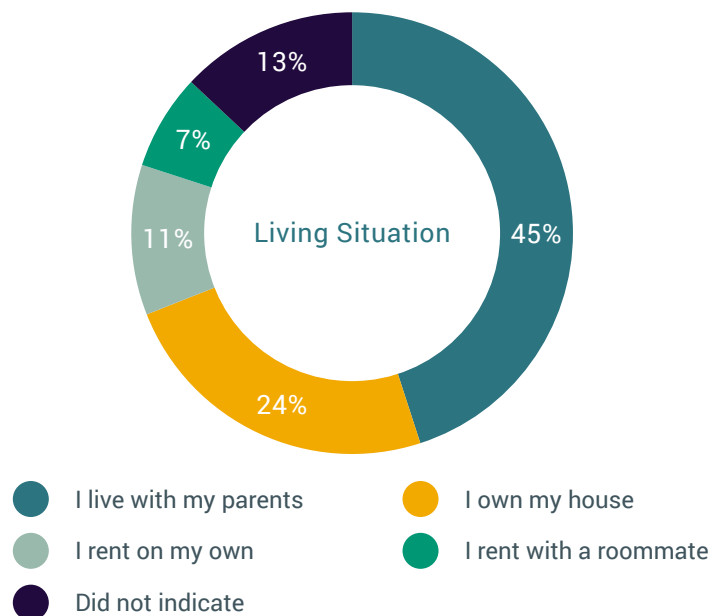


Figure 17. Utilities at home for OY/SI participants (n=59) and Connected participants (n=41)

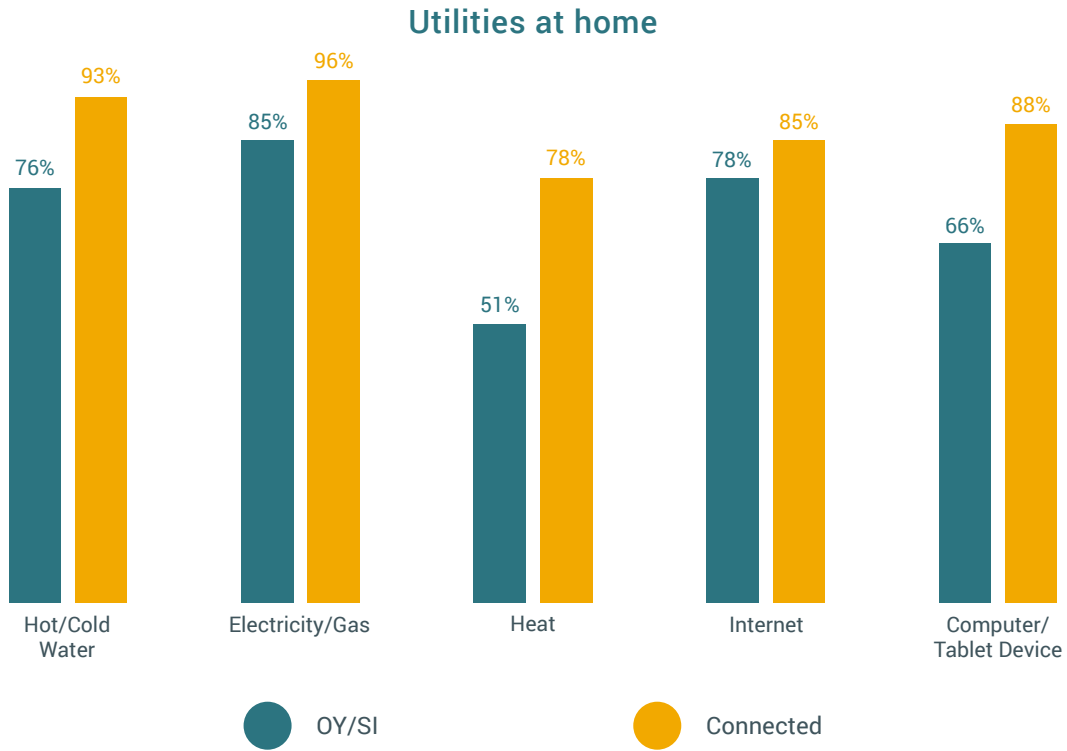
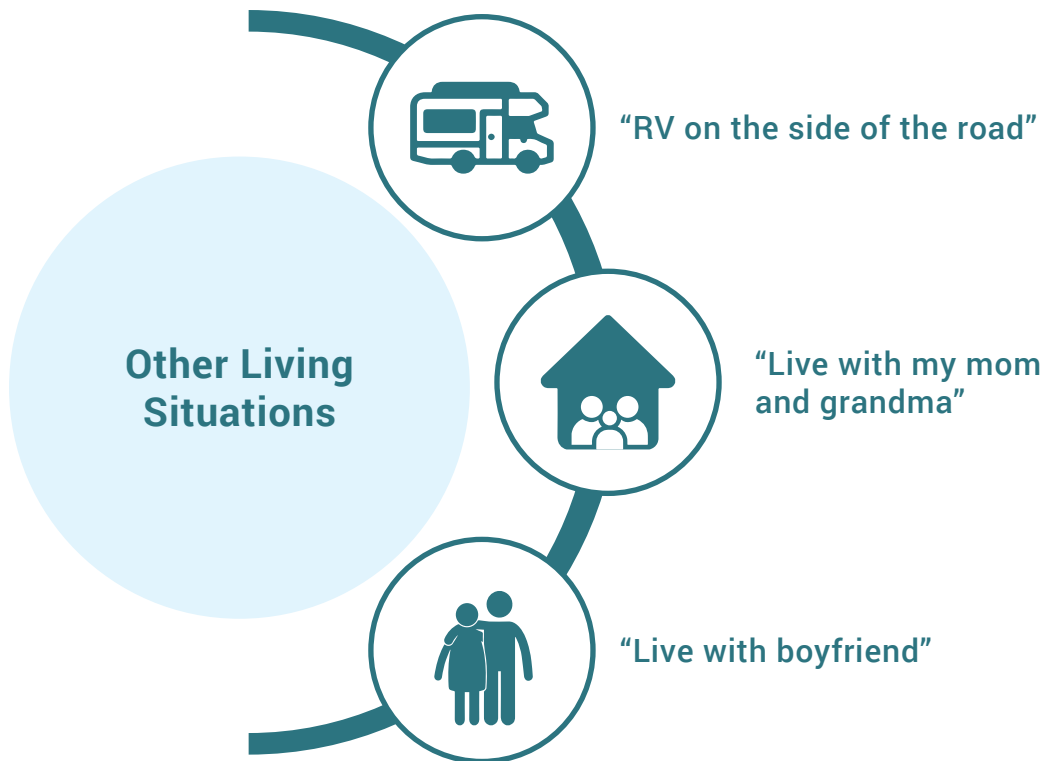


Figure 18. Living situations as reported by DNATL participants



Tech Access

The data reveals that the majority of DNATL participants have consistent access to the internet at home through either broadband (n=49/46%), cellular data plans (n=37/36%), or satellite internet service (n=9/9%). The majority of OY/SI participants report that they have access to a smartphone (n=47/80%), while a smaller percentage have access to other tech devices like desktop computers/laptops (n=44/75%). These data suggest that OY/SI participants have access to tech devices and internet services.

Transportation

Finally, the data shows that the majority of OY/SI participants have access to some mode of transportation. For these participants, public transportation appears to be a pivotal lifeline. The primary method of transportation reported by the largest group is public transportation (this includes school buses) (n=22/37%), followed by owning their own car (n=14/24%), walking or biking (n=9/15%) or being driven by a family member (n=7/12%).



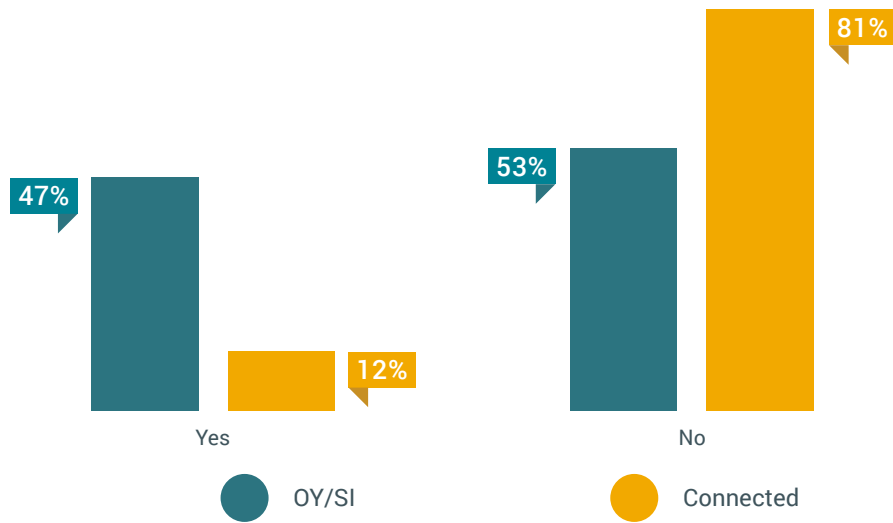
Youth Programs

Most OY/SI participants reported that they did not engage with youth programs (n=89/86%). Those who did provide write-in responses as to why they do not participate with youth programs highlighted mainly that they do not know enough about available programs, others provided social concerns about the programs. The finding that most OY/SI participants have not engaged in youth programs could be interpreted in several ways - it may be that there are limited youth programs available in DNATL. Since some OY/SI participants shared that they do not know how to participate or that they could, maybe there is room for improvement in making sure programs are widely advertised or shared through networks. Also, the term "youth programs" maybe doesn't feel applicable to young adult participants who are over 18 years of age. Again, the context of these data being collected during the COVID-19 pandemic may also be a confounding factor as participants may not have had many options for programs during that time period.

Public Assistance

When measuring participants use of public assistance programs, OY/SI participants (n=28/47%) indicated that they used public assistance at a higher rate than their connected peers (n=5/12%). The figure below depicts the trend.

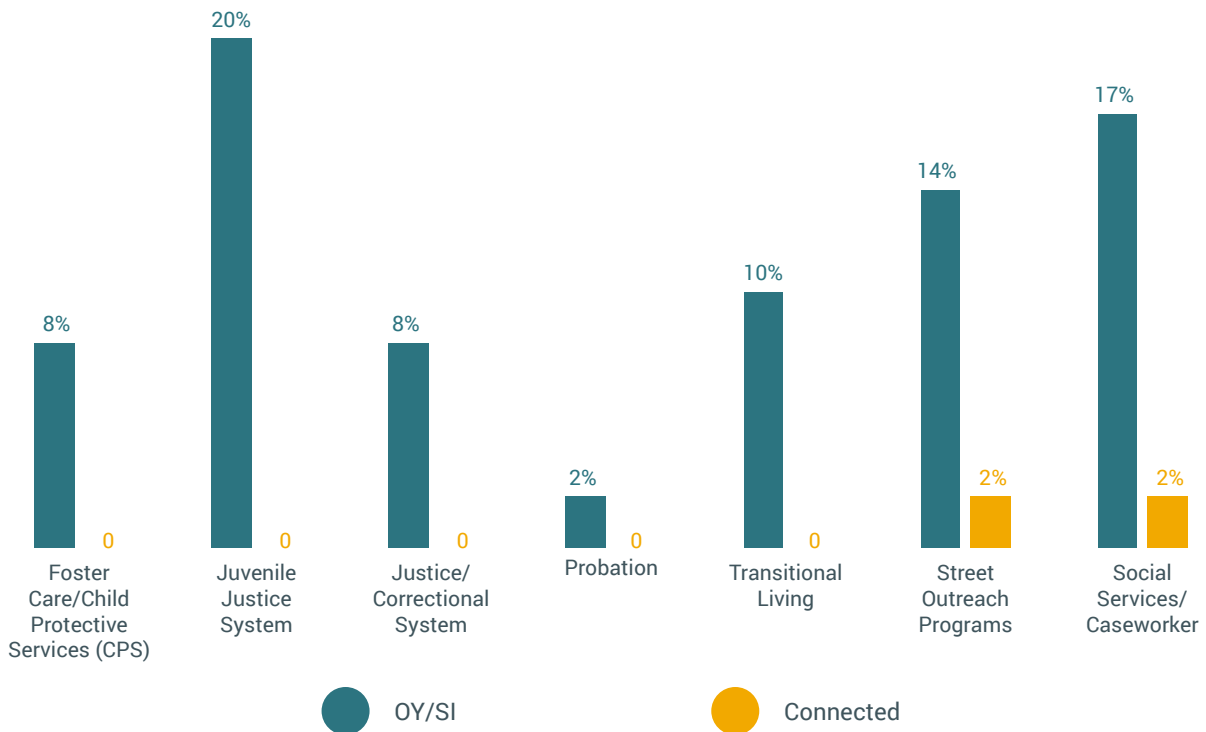
Figure 19. Public Assistance



System Impact

The study looked at the involvement of OY/SI participants with various systems and services. The results showed that the system that the most OY/SI were involved with was the juvenile justice system (n=12, 20%). These results highlight the varied experiences of OY/SI participants in DNATL with different systems and services, a much different picture than indicated by the connected participants. See the figure below for details.

Figure 20. System Involvement



Conclusion

Based on the survey results, it is clear that OY/SI participants face significant barriers to education and employment compared to their counterparts who remain connected to work and school. These barriers include lower incomes, less experience, and a lack of knowledge about where to start or what options are available to them. Additionally, OY/SI participants are more likely to view financial barriers as a major obstacle and to indicate that they need support services in order to succeed in school and work.

The findings highlight the urgent need for consistent financial relief, job training, mentorship, and other programs designed to prepare and train young people for launching their careers. Furthermore, support services at scale, ranging from academic counseling to mental health counseling and various other social support systems, are essential resources needed to help reconnect and keep connected DNATL youth.

In conclusion, policymakers and program developers must prioritize creating and implementing such programs to address the systemic barriers faced by OY/SI participants. These initiatives should be tailored to meet the unique needs of this population and should be accessible, culturally responsive, and sustainable over the long term. By investing in these resources, we can help ensure that all young people have access to the opportunities they need to succeed and thrive in school, work, and life. These topics will be further elaborated in a second round of surveying scheduled for mid 2023.

In the second round, the research team will strive for a more representative sample of local OY/SI participants by streamlining the compensation process and providing the survey link directly to community partners and connecting with a wider collective of community partners to broaden the sample. With the pandemic still ongoing, it is important to understand its impacts on disconnection from school and work as well as recovery from disconnection. By improving distribution methods and considering the challenges posed by COVID-19 attaining a larger and more representative sample is feasible. While the first round consisted of a primarily online distribution, the second round survey will be distributed in-person, at several job fairs in order to directly connect with DNATL participants.

Partners recognize that young people in DNATL can also connect to their community and culture in various ways beyond formal education and work. This includes involvement in youth programs, sports, arts, and other activities that offer a sense of connection and fulfillment. Additionally, research that continues to review the impact of cultural connections of OY/SI from Tribes in DNATL, such as engagement in community and family activities, cultural practices, and ceremonies may enhance understanding beyond the scope of the American Community Survey. By doing so, new research may help paint a more nuanced picture of the realities and strengths of OY/SI in DNATL and provide more meaningful insights for programs and policies aimed at supporting their success and well-being.

Appendix I

Aspen OY Survey Distribution Plan

CCRP and WRCF held a partner convening in June of 2020 to gather input on survey design. The same partners were involved in the distribution of the survey.

COVID restricted our ability to do in-person distribution/administration, so we utilized a variety of ways to promote and distribute the survey electronically.

- ▶ We distributed posters with a QR code to all of our partner agencies and Del Norte businesses
- ▶ We put an article in WildRiver Outpost
- ▶ We sent the survey link to our email list of youth who had previously participated in the summer Youth Training Academy
- ▶ We worked with Redwood Voice and KFUG radio to help get the word out
- ▶ We sent an email to our of our partners that included our flier and link to the survey for partners to share with their clients and networks
- ▶ We utilized social media to post our flier and help get the word out about the survey
- ▶ The Community Food policy council sent out 900 fliers with their holiday food baskets
- ▶ Del Norte Unified School District sent the flier out electronically to all parents in the school district

Appendix II

Survey Distribution Flyer

Youth & young adults ages 16 & 24
who aren't working or going to school

WE NEED YOUR HELP!

Wild Rivers Community Foundation is conducting a survey to help us understand the impact of COVID, and ongoing needs of youth 16-24 who are out of work and out of school.



SCAN ME

Call or text Tyler at 707-458-8418
or email tth168@humboldt.edu
with questions, or to arrange to
take the survey

**ALL PARTICIPANTS WILL RECEIVE
A \$5 COFFEE GIFT CARD AND
WILL BE ENTERED TO WIN 1 OF 4
\$100 VISA GIFT CARD**

Note: You can participate in the drawing even if you do not
complete or participate in the study by asking the investigator to include you.

Community Partners	
Amira Long	First 5 Del Norte
Jermain Brubaker	RxSafe Del Norte
Rory Johnson	College of the Redwoods
Amy Campbell Blair	True North Organizing Network
Ron Cole	Gateway Education
Amanda Hixson	Food Team
Tony Fabricus	Sunset School
KFUG	Redwood Voice/KFUG/ Persephone Rose
Pamela Wilder	DNUSD - Foster Youth
Heather Snow	Social Services
Kat Moreno	Open Door Community Clinic
Lonnie Reyman	Del Norte Probation Department
Paul Critz	Redwood Voice/KFUG
Avi Critz	Redwood Voice/KFUG
Del Norte Unified School District	
Randy Fugate	Court & Community Day
Alison Eckhart	Del Norte High School
Tom Kissenger	DNSUD
Tribal Representatives	
Dorothy Wait	Tolowa Dee-ni Social Services
Wendy Rinkel	TAG
Bessie Shorty	Yurok Wellness Court
Megan Van Pelt	Resighini Rancheria
Veronica VanMechelen	DNUSD Indian Ed grant
Madison Flynn	NCIDC - Voices from the Center Collaborative

Appendix III

Survey Instrument

Del Norte Youth Survey

Informed Consent for Participation

The following section describes the purpose of the survey and asks for your consent to participate. Please review and consent before taking the survey.

1. Overall Description of Participation: You are invited to participate in a survey that will help The Aspen Institute Opportunity Youth (OY) project understand the needs and obtain resources for the youth in Del Norte County.

Length of Participation: The survey will last approximately 10 to 15 minutes.

Compensation: Compensation will be provided for completion of the survey. Participants will receive a \$10 gift card for completion of the survey. One gift card allowed per participant. Participants will also enter a drawing for a \$100 gift card that up to four people will win by completing the survey. You can participate in the drawing even if you do not complete or participate in the study by asking the investigator to include you.

Volunteer Statement: You are a volunteer. The decision to participate in the survey is completely up to you. If you decide to take the survey, you may stop and withdraw your consent to participate at any time. You will not be treated any differently if you decide not to take the survey or if you stop once you have started.

Confidentiality Statement: Your identity will not be linked to any information you provide in the survey. If results are shared with other people at meetings or in published articles, your name will be kept private.

Rights of Participants: If you have any concerns with this study or questions about your rights as a participant, contact the Institutional Review Board for the Protection of Human Subjects at irb@humboldt.edu or (707) 826-5165. For specific questions about this study, you may contact the program principal investigator, Dawn Arledge, California Center for Rural Policy, HSU (707-826-3420).

Statement of Informed Consent: I have read and understood what it means to participate in this survey. I understand that the investigator or program coordinator will answer any questions I may have. I also understand that my participation is entirely voluntary and that I may decline to take the survey or may withdraw from it at any time without jeopardy. I understand that the investigator may terminate my participation in the study at any time.

By agreeing to this informed consent question, I indicate that I would like to be a part of this project and consent to take the survey.

Agree

Disagree

Del Norte Youth Survey

Demographics

Tell us about yourself.

2. What is the Zip Code you currently reside in? Please, provide below:

3. How do you identify your race? Check all that apply.

White

Asian

Hispanic or Latinx

Native American

White

Other, please specify

4. Have you ever felt biases towards your Racial identity that impacted your ability to engage in work, school, or your living situation?

Yes

No

5. If yes, please indicate the area in which biases towards your racial identity have been impacted. Check all that apply:

Work/Employment

Housing/Living Situation

School

Other (please specify)

6. What is your preferred gender identity? Please, provide below:

7. Have you ever felt biases towards your sexual identity that impacted your ability to engage in work, school, or your living situation?

Yes

No

8. If yes, please indicate the area in which biases towards your sexual identity have been impacted. Check all that apply:

Work/Employment

Housing/Living Situation

School

Other (please specify)

9. What is your age? Please, provide below:

10. What is your marital status?

Single

Separated

Married

Widowed

Divorced

11. Are you a veteran of the U.S. military?

Yes

No

12. If yes, do you have VA-service connected disability rating?

Yes

No

Del Norte Youth Survey

School & Work Background

This section is to better understand your background and experiences with school and work.

13. What is the highest level of education you have completed?

- | | |
|---|---|
| <input type="checkbox"/> Some High School | <input type="checkbox"/> Some College |
| <input type="checkbox"/> High School Diploma | <input type="checkbox"/> College |
| <input type="checkbox"/> GED or alternative credential | <input type="checkbox"/> Graduate Degree |
| <input type="checkbox"/> Some Community College | <input type="checkbox"/> Trade or technical certificate |
| <input type="checkbox"/> Community College Associate Degree | |

14. What is the highest grade you completed (K-12)?

15. Are you currently in school?

- Yes
- No

16. If yes, indicate what level?

- | | |
|---|---------------------------------------|
| <input type="radio"/> High School | <input type="radio"/> 4-year College |
| <input type="radio"/> Trade School | <input type="radio"/> Graduate School |
| <input type="radio"/> Community College | |

Other (please specify)

17. If No, please provide how long you have been out of school:

18. If No, please provide reason for not being in school:

19. Were you in school prior to the COVID-19 pandemic?

- Yes
- No

20. Has the COVID-19 pandemic impacted your ability to engage in school?

Yes

No

21. If yes, please provide the biggest impact COVID-19 has on your ability to engage in school?

22. What are some of the barriers that keep you from going to school? Check all that apply.

There are no colleges here

I do not have access to the internet

I do not have money to go to school

I do not know where to start

I do not have transportation to get to school

I do not know what my options are

I do not have access to technology

Other (please specify)

23. What is your average monthly income? Please provide below

24. Are you currently employed?

Yes

No

25. If No, please provide how long you have been unemployed?

26. If No, please provide reason for unemployment?

27. Were you employed before the COVID-19 pandemic?

Yes

No

28. Has the COVID-19 pandemic impacted your ability to engage in the workforce?

- Yes
- No

29. If No, please provide how long you have been out of the workforce:

30. If No, please provide the reason for not being in the workforce:

31. Are you actively seeking work?

- Yes
- No

32. What are some of the barriers to finding a job in your community? Check all that apply.

- Not many jobs available
- I don't have a valid driver's license or ID
- I don't have enough experience
- I don't know where to look to find a job
- I don't have reliable transportation to get there

Other (please specify)

33. Please provide your level of agreement to the following questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I have someone I can ask for help if I want to go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have someone I can ask for help if I want to find a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I struggle with my mental health that impacts my ability to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have physical impairments that impact my ability to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have physical impairments that impact my ability to engage in the workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I have a family member or loved one that suffers from physical, mental, or emotional health issues that impacts my ability to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a family member or loved one that suffers from physical, mental, or emotional issues that impact my ability to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a family member or loved one that suffers from addiction that impacts my ability to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a primary caregiver that impacts my ability to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a primary caregiver that impacts my ability to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a parent and family responsibilities are a priority that impacts my ability in engaging in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a parent and family responsibilities are a priority that impacts my ability in engaging in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Is there any other commentary you would like to provide on your experience with school?

35. Please provide your level of agreement to the statements that makes it difficult to engage in the workforce:

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Lack of Training and Certificates Programs make it difficult to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid work experience makes it difficult to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of job opportunities make it difficult to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of resume and interview skill development services make it difficult to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of GED preparation makes it difficult to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of transportation or transportation services make it difficult to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology to submit applications make it difficult to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Is there any other commentary you would like to provide on your experience with the workforce?

Del Norte Youth Survey

Experience Living in the Community

This section is to better understand your experience living in the community.

37. Are you currently engaged in any youth programs in Del Norte County?

Yes

No

38. If yes, please list which programs you're currently involved in?

39. What is the biggest challenge you experience with staying engaged in local youth programs?

40. Is there anything that would better assist you in engaging in local youth programs?

41. What is your current living situation like?

I rent with roommates

I live with my parents

I rent on my own

I am currently couch surfing

I own my house

I am currently living in a shelter

Other (please specify)

42. What is your monthly cost for housing? Please fill in below:

43. Does your current household have- Check all that apply:

Hot and cold running water

Internet

Electricity or Gas

Computer or Tablet Device

Heat

Telephone

44. How do you most often connect to the internet?

- Cellular data plan for smartphone or mobile device
- Broadband (high speed) internet service such as cable, DSL or fiber optic
- Satellite internet service
- Dial-up internet services

Other (please specify)

45. What kind of technology do you use? Check all that apply:

- Desktop or laptop
- Tablet or other portable wireless computer
- Smartphone
- Do not have access to technology

46. Do you have access to transportation?

- Yes
- No

47. What is your primary method of transportation?

- I have a car I own or can use
- Driving service: Uber/taxi
- A family member drives me
- Walk or bike
- Carpool with friends
- Hitchhike
- Public transportation: bus

48. Do you have a Valid ID? Check all that apply:

- Driver's License
- Passport/Passport Card
- Valid ID
- I have no valid form of identification

49. If you have no valid form of Identification, please provide what prevents you from obtaining one

50. In the past 6-12 months, did you receive any public assistance services?

- Yes
- No

51. What support services are you currently receiving? Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Medi-Cal | <input type="checkbox"/> HOPE/HUD Housing Assistance |
| <input type="checkbox"/> Cal-Fresh | <input type="checkbox"/> CAPI Cash Assistance Program for Immigrants |
| <input type="checkbox"/> Cal-WORKS | <input type="checkbox"/> Family PACT |
| <input type="checkbox"/> WIC (Women, Infants, & Children) | <input type="checkbox"/> Social Services/Caseworker |
| <input type="checkbox"/> TANF (Temporary Assistance for Needy Families) | <input type="checkbox"/> Unemployment |

Other (please specify)

52. Have you been involved in any of the listed government systems? Check all that apply:

- | | |
|--|--|
| <input type="checkbox"/> Foster Care/Child Protective Services (CPS) | <input type="checkbox"/> Transitional Living Program (TLP) |
| <input type="checkbox"/> Juvenile Justice System | <input type="checkbox"/> Street Outreach Program (SOP) |
| <input type="checkbox"/> Justice/Correctional System | <input type="checkbox"/> Social Services/Caseworker |
| <input type="checkbox"/> Probation | <input type="checkbox"/> Services/Caseworker |

Other (please specify)

53. Please provide your level of agreement to the statements that makes it difficult to engage in school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Lack of a guidance counselor makes it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of mental health services make it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of testing preparation services make it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of financial assistance makes it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Lack of system navigation assistance makes it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of application and coursework assistance makes it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of transportation makes it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of living assistance makes it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology/internet access makes it difficult to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. What resources or services would assist you to be successful in school? Check all that apply:

- | | |
|--|---|
| <input type="checkbox"/> Guidance/Mentor counselor | <input type="checkbox"/> Living assistance |
| <input type="checkbox"/> Financial assistances | <input type="checkbox"/> Technology/Internet access |
| <input type="checkbox"/> Application and coursework assistance | <input type="checkbox"/> Mental Health services |
| <input type="checkbox"/> Transportation assistance | <input type="checkbox"/> Health services |

Other (please specify)

55. What resources or services would assist you to be successful in school? Check all that apply:

- | | |
|--|--|
| <input type="checkbox"/> Trainings and certifications | <input type="checkbox"/> Skill developments services |
| <input type="checkbox"/> Paid and work experience | <input type="checkbox"/> GED preparation |
| <input type="checkbox"/> Job fairs or job opportunities | <input type="checkbox"/> Transportation assistance |
| <input type="checkbox"/> Resume and interview assistance | <input type="checkbox"/> Technology assistance |

Other (please specify)

56. Please provide your level of agreement to the following questions concerning your experience with school and the workforce:

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I currently have a stable living situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past 6-12 months I have experienced homelessness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of housing impacts my ability to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of housing impacts my ability to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I currently have access to food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of food impacts my ability to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of food impacts my ability to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I currently have access to transportation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of transportation impacts my ability to engage in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of transportation impacts my ability to engage in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Del Norte Youth Survey

Thanks for your participation!

Your participation is important and valuable to your community. Thank you for taking time to participate.

57. Please provide your phone number or personal email if you are having your gift card mailed to you:

58. If you recommended others to participation in the survey, please provide the number of people you have recommended to take this survey below: