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Program Overview

*Friends of the Children* is a comprehensive, long-term mentoring program. Using a rigorous, 6-week child observation process, the program collaborates with Title I schools to pro-actively select kindergartners facing the most significant barriers to future success. This process, validated by research as effective for identifying the most vulnerable children, considers the number and severity of risk factors in a child’s life, as well as a lack of protective factors. As a result, *Friends of the Children* serves children and youth who have experienced traumatic life circumstances, including abuse or neglect, and who are at high risk of school failure, juvenile delinquency, gang and drug involvement, and teenage pregnancy. Children identified for the program then receive intensive, individualized guidance from full-time, highly trained, salaried mentors (*Friends*) through high school. Each *Friend* serves 8-12 children, spending 16 hours per month with each child, year-round, in and out of school, individually and in groups. Intentional activities focus on five important intermediate outcomes: pro social development, making good choices, school success, healthy habits, and Plans & skills for the future. A *Friend* might work on a child’s math skills by counting successful free throws; help a child find positive, constructive outlets for feelings of frustration; advocate at a child’s school for special education services; and be the only person the family calls when a child, now a teenager, runs away from home after a domestic violence crisis. *Friends* provide a consistent, stable presence regardless of the other factors in the youth’s life.

Program Outcomes

In 2016-17, long-term outcome data including teen parenting and juvenile justice information were compiled from available survey data over all program years (2001-02 through 2016-17) for the current population of *FOTC* youth.

*FOTC’s* three long-term program outcomes are to help youth to:

- **Graduate from high school**
  
  In 2016-17, 71% of program youth of graduation age have received a high school diploma, GED, or are continuing to work toward it.

  *Friends of the Children* has had 234 program graduates, of which 86% have completed their high school diploma or their GED. The *FOTC* graduation rate (high school diploma) is comparable to that of Portland Public Schools (78%). Of current *FOTC* participants served, 68% have a parent who did not complete high school.

- **Avoid teen parenting**
  
  96% (or 230 out of 240 respondents) of *FOTC* youth aged 10 and older reported avoiding never having a child. 80% of youth served were born to a teen parent.

- **Avoid involvement with the juvenile justice system**
  
  95% (or 292 out of 306 respondents) of *FOTC* youth reported avoiding ever being convicted of a crime. 58% of youth served have at least one parent with an incarceration history.

“FOTC is the most awesome program in the whole world! We definitely won the lottery when my child was picked for participation!”

– Parent/Guardian of Participant
Program Evaluation Overview

Friends of the Children – Portland, alongside NPC Research, developed five surveys, in 2005, to monitor program quality of relationships and program outcomes. In 2015-16, all Friends of the Children programs began a new process of data collection, internal monitoring, and ongoing data-driven process feedback. As part of this process, previous Friend and Youth surveys were replaced with a newly combined Friend assessment (covering all age groups) and a new youth assessment (including 2nd – 5th graders as well as 6th – 12th graders). Programs also began completing quarterly Scorecard assessments on children & youth. These assessments as well as participant demographics and service delivery are collected in the Efforts to Outcomes data system (ETO).

This evaluation includes slightly different and/or new information than previous reports. Data were obtained from ETO and the new assessments administered during 2015-16 and 2016-17 and combined with historical data when feasible. The following report details the program’s goals and highlights its progress at meetings those goals, as well as service delivery for program youth and comparative data for youth not in the program. The majority of the outcomes presented in this report come directly from survey responses, and as such should be interpreted with caution as the program may still be learning the best way to use these new instruments.

Depending on the topic, differences were reviewed for the following groups:

- **Gender**
- **Grade**
- **Race/Ethnicity**
- **English Language Learner (ELL)/English as a Second Language (ESL)**
- **Foster Care Involvement**

For detailed information about methodology, refer to Appendices A through C. While many indicators are discussed throughout this report, all items are listed in Appendix D along with detailed information about the group analyses performed in each section of the report.¹

**Response Rates**

An 80% response rate is a common threshold suggesting that the sample is representative of the overall population. The table below presents the response rates for all of the surveys administered (surveys are not administered to graduates or youth post 12th grade). In 2016-17, it is reasonable to assume that Friends’ reports of youth provide a good estimate of the overall FOTC youth population. However, response rates for youth assessments, parent/guardian surveys, and schools data reports are at or slightly higher than 60% and may or may not be representative of entire FOTC youth population.

<table>
<thead>
<tr>
<th>Survey</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends’ Assessment</td>
<td>83% (331 of 401)</td>
</tr>
<tr>
<td>Youth Assessment</td>
<td>64% (216 of 340)</td>
</tr>
<tr>
<td>Parent/Guardian Survey</td>
<td>65% (261 of 401)</td>
</tr>
<tr>
<td>MESD School Records</td>
<td>74% (240 of 325)¹</td>
</tr>
<tr>
<td>Quarterly Scorecards²</td>
<td>91% (364 of 401)</td>
</tr>
</tbody>
</table>

¹Only 325 youth attended schools in the Multnomah County Educational Service District.
²Includes youth who had at least one quarterly scorecard completed by their Friend during the school year (Fall, Winter, or Spring)

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¹ See Appendices E & F for survey responses for all instruments for the 2015-16 and 2016-17 program years.
Description of Population Served 2016-17

**DEMOGRAPHICS**

*FOTC* served 416 youth during the 2016-17 program year. This number includes incoming kindergartners, as well as older youth who are no longer in school but still receiving services through the program.

**Table 2. Demographics of FOTC Youth**

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50% boys (207)</td>
</tr>
<tr>
<td></td>
<td>49% girls (205)</td>
</tr>
<tr>
<td></td>
<td>1% transgender/other (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33% African American (136)</td>
</tr>
<tr>
<td></td>
<td>26% Multiracial (107)</td>
</tr>
<tr>
<td></td>
<td>20% Hispanic/Latino (81)</td>
</tr>
<tr>
<td></td>
<td>19% White (80)</td>
</tr>
<tr>
<td></td>
<td>3% Other (12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranged from 6 to 19 years old</td>
<td></td>
</tr>
<tr>
<td>Average age = 12 years old</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>48% K – 5th graders (183)</td>
<td></td>
</tr>
<tr>
<td>20% 6th – 8th graders (82)</td>
<td></td>
</tr>
<tr>
<td>29% 9th – 12th graders (119)</td>
<td></td>
</tr>
<tr>
<td>4% in grade 12+ or not in school (17)</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Differences in Race/Ethnicity.** The program has been experiencing changing racial demographics over the past few years, with the newer cohorts having greater numbers of Hispanic/Latino students and proportionally fewer African America students. Therefore, when we look at groups of youth by race, Hispanic/Latino youth were more likely to be in K – 5th grade while African American youth were more likely to be in 6th – 12th grade. As such, when differences between groups, either by grade or race/ethnicity, are discussed, results should be interpreted with caution because of this relationship.

**Foster Care Profile.** Of the 416 youth who participated in the program during 2016-17, data were available for 400 regarding foster care history and past year data were available for 324. One in six (16%, 51 of 324) *FOTC* youth were formally involved in foster care during the past year.3 Their ages ranged from 6 to 17, with the average age being 9 years old. Almost half of *FOTC* participants in 2016-17 (44%, 174 of 400) has been involved in foster care at some point during their *FOTC* participation (67 [17%] legally placed and 107 [27%] in informal or kinship care). While boys and girls were equally likely to have a history of foster care, Hispanic/Latino and ELL/ESL

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2 See Appendix D for demographics by grade category.

3 Assessments only asked about legally placed foster care in 2016-17.
youth were less likely (19% and 20%, respectively) to have been involved with foster care than youth of other race/ethnicities and youth who spoke English as their primary language.

**ELL/ESL.** Many children in the program do not speak English as a primary language. Based on program information, 19% (77 of 416) youth were English Language Learners (ELL); that is, they speak English as a Second Language (ESL). This characteristic is significantly higher (28%) for K – 5th graders than older youth (10%) as well as for Hispanic/Latino youth (84%) compared to other race/ethnicities (4%). Therefore, any differences between grade or race/ethnicity categories and ELL/ESL populations may be conflated and results should be interpreted with caution.

**RISK FACTORS**

Table 3 shows the proportion of FOTC youth facing various types of risks, including poverty, foster care, and a parent’s history of incarceration. Risk factors calculated over the lifetime of the child used all available surveys completed for each youth over the course of their involvement in the program. Please note: because this information is not always known by Friends, it is possible that some of these risk factors are underreported. The assessment was modified in 2015-16 and, as such, some items are no longer collected and some other items have fewer years with data present. The indicators used for lifetime risks only include items where 2 or more years were present. For more information about risk factors, including risks present in the past year, see Appendix D.

Risk factors were collapsed into 8 categories of risk for a youth’s lifetime.²⁴

**In their lifetime:**

- **4 OUT OF 5 YOUTH (82%)** had 2 or more risk categories
- **ALMOST HALF (47%)** had 4 or more risk categories
- **1 IN 6 YOUTH (16%)** had 6 or more risk categories

**Table 3. Lifetime Risk Factors of Youth Served During the 2016-17 Program Year⁵**

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>Lifetime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moved 2 or more times</td>
<td>44%</td>
</tr>
<tr>
<td>Homeless</td>
<td>9%</td>
</tr>
<tr>
<td>Changed caregiversa</td>
<td>20%</td>
</tr>
<tr>
<td>Lived in foster care or with relatives (27% have been legally placed)</td>
<td>44%</td>
</tr>
<tr>
<td>Free or reduced lunch</td>
<td>90%</td>
</tr>
<tr>
<td>Parent was teen parent</td>
<td>80%</td>
</tr>
<tr>
<td>Parent did not complete high school</td>
<td>68%</td>
</tr>
<tr>
<td>Parent incarcerated</td>
<td>58%</td>
</tr>
</tbody>
</table>

Note. In this table, “Parent” means “At Least One Parent”
aItem added in 2015-16.

Most group comparisons did not highlight any significant differences. As expected, younger children had fewer risk indicators present in their lifetimes. Hispanic/Latino youth and ELL/ESL youth also had significantly fewer risk indicators present, overall, in their lifetimes. However, as both of these populations are represented more in the younger grades, the lack of cumulative risk factors may be representative of the age of the youth in each group, and not the other group traits alone.

²⁴ Foster care placement combines formal and informal placements and counts as a single risk factor.

⁵ Information provided on all 416 youth, when available.
Overview of Core Assets

*Friends of the Children’s* program model illustrates the program’s short-term and long-term goals. The program theory of change is that the more time *Friends* spend with youth building high-quality relationships, enabling youth to build Core Assets and life skills, and reaching their individual goals, the more likely youth are going to reach program milestones in the intermediate outcomes (see Appendix B for a comprehensive listing of activities *Friends* incorporate into their time with youth to enable them to reach program outcomes). In turn, youth who reach milestones in each of these five intermediate outcome categories are more likely to achieve the long-term program outcomes—graduate high school prepared for post-secondary education, avoid teen parenthood, and avoid criminal activity.

**Figure 1: Friends of the Children Theory of Change Model**

- **Strategies**: Intentional 1:1 Long-term Relationships, Set individual roadmap goals, Intentional Group Programming, Friend & Program Advocacy, Program Support
- **Teach Core Assets**: Core Assets (Growth Mindset, Positive Relationship-Building, Find your Spark, Problem-Solving, Self-Determination, Self-Management, Perseverance/Grit, Hope, Belonging)
- **Intermediate Outcomes**: Plans and Skills for the Future (Youth can set short and long-term goals and monitor progress towards them, Attain skills for safety and independence), School Success (Regular school attendance, Positive school behavior, Successful course performance), Pro Social Development (Interacts with adults and peers in a positive way, Identifies and engages with allies and resources), Healthy Habits (Healthy nutrition, Regular physical activity, Understand and use prevention physical and mental health resources), Making Good Choices (Engages in positive extra-curricular activities, Engages in non-aggressive behavior, Makes self-guided decisions to avoid risky behavior)
- **Long-term Outcomes**: High school graduation or GED acquisition, Avoid Juvenile Justice System, Avoid early parenting
SERVICE DELIVERY

*Friends* document time spent serving youth in the Efforts to Outcomes (ETO) data system. The goal of *FOTC* is to spend, on average, 16 hours per month on each youth (including direct and indirect time\(^6\)). Based on this information:

- **64,623 hours** were spent serving 401\(^7\) K – 12\(^{th}\) graders between July 1, 2016, and June 30, 2017
- **Youth received an average of 14 hours** of service time with their *Friend* each month, ranging from 0 to 32 hours across months and youth. 32% of youth averaged 16 hours or more per month. Based on this information:
  - **Boys** received more time overall (14 for boys, 13 for girls) as well as on Making Good Choices, School Success, Healthy Habits, and Plans & Skills for the Future
  - **Girls** received more time on Pro Social Development
  - **Hispanic/Latino** youth received more time than African American youth on Pro Social Development
  - **White** youth received more time than Multiracial youth on Making Good Choices
  - **ELL/ESL** youth received more time on both Pro Social Development and School Success

Time spent with *Friends* is individualized depending on a particular youth’s needs and may vary from month to month.

*FOTC* focuses most specifically on Pro Social Development and School Success. Table 4 delineates how much time was spent, on average, in each Intermediate Outcome Category for all youth, as well as by grade. The overall time, as well as the percentage of time per category has not changed significantly over the past 5 program years.

**Table 4. Average Amount & Percentage of Time Spent on Each Intermediate Outcome**

<table>
<thead>
<tr>
<th>Time Spent with Youth</th>
<th>Hours</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Monthly Average</td>
<td>13.8</td>
<td>---</td>
</tr>
<tr>
<td>K – 5(^{th}) Grade</td>
<td>13.8</td>
<td>---</td>
</tr>
<tr>
<td>6(^{th}) – 12(^{th}) Grade</td>
<td>13.8</td>
<td>---</td>
</tr>
<tr>
<td>Pro Social Development</td>
<td>5.1</td>
<td>37%</td>
</tr>
<tr>
<td>K – 5(^{th}) Grade</td>
<td>5.1</td>
<td>37%</td>
</tr>
<tr>
<td>6(^{th}) – 12(^{th}) Grade</td>
<td>5.1</td>
<td>37%</td>
</tr>
<tr>
<td>Making Good Choices</td>
<td>1.9</td>
<td>14%</td>
</tr>
<tr>
<td>K – 5(^{th}) Grade</td>
<td>1.8</td>
<td>13%</td>
</tr>
<tr>
<td>6(^{th}) – 12(^{th}) Grade</td>
<td>2.0(^a)</td>
<td>14%</td>
</tr>
<tr>
<td>School Success</td>
<td>2.7</td>
<td>20%</td>
</tr>
<tr>
<td>K – 5(^{th}) Grade</td>
<td>3.2(^b)</td>
<td>23%</td>
</tr>
<tr>
<td>6(^{th}) – 12(^{th}) Grade</td>
<td>2.2</td>
<td>16%</td>
</tr>
<tr>
<td>Healthy Habits</td>
<td>2.3</td>
<td>17%</td>
</tr>
<tr>
<td>K – 5(^{th}) Grade</td>
<td>2.3</td>
<td>17%</td>
</tr>
<tr>
<td>6(^{th}) – 12(^{th}) Grade</td>
<td>2.3</td>
<td>17%</td>
</tr>
<tr>
<td>Plans &amp; Skills for the Future</td>
<td>1.8</td>
<td>13%</td>
</tr>
<tr>
<td>K – 5(^{th}) Grade</td>
<td>1.5</td>
<td>11%</td>
</tr>
<tr>
<td>6(^{th}) – 12(^{th}) Grade</td>
<td>2.2(^c)</td>
<td>16%</td>
</tr>
</tbody>
</table>

*Note. Percentages may not add up to 100% due to rounding.*

\(^{a}\)Significantly higher than younger youth

\(^{b}\)Significantly higher than older youth

\(^{c}\)Significantly higher than younger youth

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\(^6\) Direct time is time spent in person with the youth while indirect time is any time spent on behalf of the youth, including meeting with parents or teachers.

\(^7\) While 416 youth were served, service hours do not include older youth still in the program.
**Intermediate Outcome Categories**

**Pro Social Development**

Helping promote pro social development in program youth involves 1) building strong relationships with adults, peers, and community, and 2) improving mental and emotional health. FOTC reported that *Friends* spent just over a third of their time with youth on this Intermediate Outcome Category during 2016-17. *Friends* were more likely to spend time on this area for girls, Hispanic/Latino youth, and ELL/ESL youth.

**Youth generally feel accepted and appreciated by the people at school (71%), at home (83%), and in their community (72%).**

*Friends* reported their perception of how many supportive adults and peers youth had in their life in the past year:

- **81%** of youth have at least 1 supportive adult
- **67%** of youth have at least 1 supportive peer

**Almost all youth reported feeling good about their identity (91%) and being proud of who they are (90%).**

According to youth, during the past year:

- **25%** felt sad or hopeless for at least 2 weeks in a row (9th – 12th graders were more likely, and 6th – 8th graders were less likely, to feel this way)
- **15%** percent seriously considered hurting themselves or attempting suicide
- **4%** attempted suicide

Youth were asked a variety of questions aimed at pro social behaviors and interactions. Figure 2 displays their responses. Most items showed no difference between groups, except for the following:

- **Girls** reported trying to make others feel good more often than boys
- **2nd – 5th graders** reported telling others when they need help more often than older youth

Youth reported their ability to control their anger or calm down:

- **74%** are able to calm down when they are upset
- **67%** are able to make themselves feel better when they are upset
- **69%** are able to control their temper when others are angry with them

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8 Percent represents youth who reported “most of the time” or “all of the time.”

9 Percent represents youth who reported “somewhat true” or “very true.”
Making Good Choices

This Intermediate Outcome refers to Friends helping youth make good choices, resulting in reduced aggression and problem behaviors such as high-risk sexual behavior and substance use. Friends spent, on average, 14% of their time with youth on this goal this year, though more time is spent with older youth and boys.

72% of youth participated in activities outside of school and Friends programming at least once per week, according to Friends. Youth reported that 79% participated in these activities at least once weekly.

- African American youth were more likely to be involved in these activities, according to both Friends and youth

29% of youth were involved in physical fighting over the past year, according to Friends. Youth self-reported that 35% were involved in a fight.

- Boys were more likely to be involved in fighting, according to Friends and youth – see Figure 3 for more information
- African American youth were more likely to be involved in fighting, according to Friends
- Youth ever in Foster Care were more likely to be involved in fighting, according to Friends

According to youth:
- 79% have never tried drugs or alcohol
- 87% have not used drugs or alcohol during the past 30 days

Friends and youth reported similarly on the percentage of youth who have ever used or are currently using alcohol or marijuana. Figure 4 shows youth’s reported use.

Figure 4. Lifetime and 30 Day Substance Use – Youth Report

78% of youth (5th grade and older) reported that they have not had sexual intercourse. Of those who have had sexual intercourse, 62% used a condom during their last intercourse experience.
School Success

School success is defined not only as academic performance, but also as positive behavior, emotional self-management skills, and cognitive engagement in the classroom and in other school activities. This is one of the primary Intermediate Outcome Categories for FOTC. Friends spend one-fifth of their time (20%) with youth on School Success, though more time was spent in 2016-17 with youth in 1st – 5th grade, boys, and ELL/ESL youth.

For the following outcomes, Friends reported on all program youth using quarterly scorecards and school records were collected for youth attending school in the Multnomah County Education Service District. Out of the 325 youth attending MESD schools (81% of FOTC youth), school records were obtained for 240 (73%).

Most youth believe they will be successful in school (87%), graduate from high school or earn a GED (93%), and go to college (82%).

39% of youth participated in a special education class during the past year, though boys were more likely to participate. 2% of youth participated in talented and gifted programming during the last year.

Most youth avoided suspensions and expulsions:
- 87% avoided suspension, including in-school suspension
- Boys were more likely to be suspended, including being more likely to receive out of school suspensions (Figure 5)
- 100% avoided expulsion from school, according to school records. However, Friends reported 2% of youth were expelled.

In 2016-17, youth attended school 91% of the time with an average of 14 days absent. Youth were on time 92% of the time, averaging 13 tardies.
- 48% had fewer than 10 days absent
- 76% had fewer than 10 tardies
- 9th – 12th graders had more absences and tardies than younger youth
- African American youth had more tardies
- ELL/ESL youth had fewer tardies

Figure 5. School Suspension – Friend Report and School Records

“*We’ve enjoyed all these years since 1st grade – now [my child] will graduate in 2018*”
– Parent/Guardian of Participant

10 Percent represents youth who reported “probably will” or “definitely will.”
School Success – Grade Level Standards

Youth in grades 3 through 8, as well as 11th and 12th graders participate in annual statewide testing in school. For those youth in the Multnomah County Education Service District, their scores in English Language Arts and math were obtained from district records. Figures 6 and 7, below, show the weighted comparisons for youth attending the same schools.

Figure 6. Percentages of Friends’ MESD Youth Meeting or Exceeding Grade Level English Language Arts Standards Compared to Students Attending the Same Schools

In addition, all Friends complete quarterly scorecards that ask whether youth are meeting grade level standards in reading (K – 5th) and whether they are passing English and Math classes (6th – 8th).

According to Friends:

- 100% of K – 5th graders were meeting or exceeding grade level standards in reading
- 83% of 6th – 8th graders passed their English class
- 84% of 6th – 8th graders passed their math class

GPAs were collected from the Multnomah County Education Service District for youth in grades 9-12.

9th – 12th graders had an average GPA of 2.2, with only 8% having a GPA lower than 1.0. Over one-third had a GPA of 2.5 or higher.

- Girls had higher GPAs, on average
- ELL/ESL youth had higher GPAs, on average

“I really appreciate the tutoring support that we receive from FOTC”
– Parent/Guardian of Participant

“I wish I could get more help with homework and support with school work”
– Parent/Guardian of Participant
Healthy Habits

The Healthy Habits outcome is defined as healthy lifestyle choices, including routine preventive health care and proper nutrition and exercise. *Friends* spent, on average, 17% of their time with youth on this area. *Friends* were more likely to focus on Healthy Habits-related activities for boys.

*Friends* and youth reported vastly different daily eating and exercise habits. See Figure 8 for eating and exercise habits.

- **Girls** were more likely to eat fruits and vegetables daily, according to *Friends*
- **9th – 12th graders** were less likely to exercise daily, according to *Friends*
- **Hispanic/Latino and ELL/ESL youth** were less likely to exercise daily, according to youth

**Figure 8. Daily Eating and Exercise Habits – *Friend* and Youth Reports**

Both of these measures changed in 2015-16 and the past 2 years show significantly lower rates than previous years.\(^{12}\) It is possible the shift is due to new question wording and comprehension, and not an actual change in behaviors.

**Most youth visited both a doctor and dentist for preventive health care in the past year.** According to *Friends*, 3 out of 4 youth saw a doctor or dentist. However, *Friends* reported that more girls saw a doctor than boys in the past year. Youth reported similar but slightly lower rates.

The rate of youth visiting a doctor, according to *Friends*, has significantly declined over the past 5 years. See Figure 9, below.

**Figure 9. Changes in Doctor Visits over the Past 5 Program Years – *Friend Report***

About 1 out of 3 youth had both treated and untreated mental health needs, though *Friends* reported slightly higher rates than youth.

*Friends* and youth differed on how many youth had physical health needs go untreated, with *Friends* reporting 1 in 10 and youth reporting 1 in 5.

According to *Friends*:

- **K – 5\(^{th}\) graders** were more likely to receive treatment for mental health needs
- **6\(^{th}\) – 8\(^{th}\) graders** were less likely to receive treatment for mental health needs
- **9\(^{th}\) – 12\(^{th}\) graders** were more likely to have physical health needs go untreated
- **White youth** were more likely to receive treatment for mental health needs

\(^{12}\) Youth reported daily exercise decreased but was not statistically significant.

\(^{13}\) 2015-16 and 2016-17 are significantly lower than 2012-13, 2013-14, and 2014-15. Sample size by year: 213, 229, 233, 316, and 331
Plans & Skills for the Future

FOTC seeks to help each youth develop a positive plan for the future, and promote the skills necessary to carry out that plan. *Friends* spend around 13% of their time with youth on Plans and Skills, though more time is spent with boys and older youth.

Most youth have a positive view of the future. Youth reported: 14

- 83% believe they will have more good times than bad
- 73% believe when things are going badly, they won’t stay that way

4 out of 5 youth accomplished at least one goal in the past year, according to *Friends* and youth

- **Girls** were more likely to accomplish at least 1 goal
- 91% of youth reported trying to accomplish goals that are important to them15
- 73% of youth reported being quite or very confident about accomplishing goals they have set, though boys were more confident about accomplishing their goals

*Friends* and youth were asked about their knowledge of how to handle emergencies and online safety (Figure 10).16

- **Girls** were more likely know how to handle an emergency, according to *Friends*
- **K – 5th graders** were less likely know how to handle an emergency, according to *Friends*
- **6th – 8th graders** were more likely to know how to handle online safety, according to *Friends* and youth

14 Percent represents youth who reported “somewhat true” or “very true.”
15 Percent represents youth who reported “somewhat true” or “very true.”
16 Percent represents youth who reported “most of the time” or “all of the time.”
Comparing FOTC Youth to Multnomah County Youth

Responses from FOTC adolescents, grades 6th – 12th, were compared to a non-high-risk sample of 8th and 11th graders from Multnomah County who participated in the 2017 Oregon Healthy Teens Survey (OHT). As the OHT sample is non-high-risk, it would be expected that these youth would have better outcomes than the group of youth selected for Friends, due to their high risk of poor outcomes. However, for the most part, FOTC youth are comparable on the majority of items examined (see below). It may be that involvement in the FOTC program helps youth to follow a more “normative” developmental path than would be expected from a group of youth facing a large number of life challenges.

Indicators in 3 of the 5 Intermediate Outcomes are compared between groups; results are listed by category.

PRO SOCIAL DEVELOPMENT

FOTC adolescents in 9th – 12th grades were comparable to Multnomah County youth on:

- Depression
- Attempting suicide

FOTC 6th – 8th graders were less likely than Multnomah County youth to report depression and attempting suicide (Figure 12).

“*The program has helped [my child] in all aspects, emotional... academically, behavior, etc. The life of our children is much better, more positive, more successful and happy*”
– Parent/Guardian of Participant

Figure 12. FOTC 6th – 8th Graders & Non-High-Risk Multnomah County Youth – Depression and Suicide – Youth Report

Figure 13. FOTC Adolescents & Non-High-Risk Multnomah County Youth – Physical Fighting – Youth Report

MAKING GOOD CHOICES

FOTC adolescents continue to report higher rates of physical fighting than Multnomah County youth. Figure 13 illustrates these differences.

17 For a detailed description of this survey and its sample, see Appendix C.
Comparing FOTC Youth to Multnomah County Youth

FOTC adolescents were similar to Multnomah County adolescents around sexual behaviors and most alcohol and marijuana use.

FOTC adolescents in 6th – 12th grades were comparable to Multnomah County youth on:

- Ever having sexual intercourse
- 30 day alcohol and marijuana use

FOTC 6th – 8th graders were less likely than Multnomah County 8th graders to have ever used alcohol and marijuana

FOTC 9th – 12th graders were comparable to Multnomah County 11th graders regarding lifetime use of alcohol and marijuana

Figure 14 displays lifetime and 30-day use of alcohol and marijuana.

HEALTHY HABITS

FOTC adolescents in 6th – 12th grades were comparable to Multnomah County youth on:

- Doctor’s visits

FOTC 6th – 8th graders were comparable to Multnomah County 8th graders regarding dentists visits

FOTC 9th – 12th graders were less likely to visit the dentist than Multnomah County 11th graders

Figure 15, below, describes the differences in preventative care between FOTC adolescents and Multnomah County youth.
Evaluation Summary

Program Successes

FOTC is commended for making a positive difference in the lives of children and youth in the Portland Metropolitan area. Taken as a whole, the data reported for the 2016-17 program year pointed to a number of FOTC program successes. The program has recently expanded its geographic scope, increased the number of foster youth served, and enrolled considerably more youth than in previous years (serving more than 400 youth this year, up from 300 in 2008-09).

Given the difficult and challenging environments that many of the program youth were raised in and live in, as well as the increased capacity, it is noteworthy that they are able to maintain positive outcomes in many areas.

School Success. Most program youth are engaged in school, believe they will be successful, and plan to continue their educations beyond high school. Most students are avoiding behavioral problems at school. Over 4 of 5 students (87%) avoided suspensions this year. Students are generally making it to school on time, with an overall attendance rate of 91%; over three fourths had fewer than 10 tardies during the year.

Perceptions of College. The proportion of adolescents with plans to attend college returned to prior levels (to 82%) after having decreased to 73% in 2014-15.

Avoiding Teen Parenting. 96% (230 of 240) of Friends adolescents reported never having a child.

Avoiding Juvenile Justice Involvement. 95% (292 of 306) of Friends adolescents reported avoiding ever being convicted of a crime.

Extracurricular Activities. Almost 3 in 4 youth are participating in activities outside of FOTC and school. This involvement helps youth connect with healthy adults and positive peers, learn skills, gain support and confidence, spend their free time productively, and decrease their risk of juvenile justice involvement.

Emotional Health. Most program youth (90%) feel good about their identity and are proud of who they are. Despite the high numbers of risk factors that FOTC youth experience, rates of depression and suicide attempts in high school age youth are comparable to the general population of Multnomah County youth, and middle school age youth were less likely to report depression and suicide attempts than their peers.

Substance Use. FOTC youth had comparable rates of recent (past 30 day) and lifetime alcohol and marijuana use than youth in the Portland Metropolitan area overall, even though they are higher-risk than the general youth population.

Goals and Hope for the Future. Part of FOTC’s theory of change model is that the program will help build assets and life skills, enabling youth to reach their goals. Youth were challenged to set and meet personal goals. Almost all youth (91%) reported trying to accomplish goals that are important to them and 4 of 5 youth accomplished at least one of their goals this year. Most youth have a positive view of the future and are confident in their ability to achieve their goals and have more good times than bad.
Program Challenges

*FOTC* youth face challenges every day, so it is not surprising that some program youth struggled with a variety issues and had difficulty getting their needs met. The following list provides areas in which *FOTC* youth would benefit from additional support.

**Challenges in School.** Over one third of youth participated in special education this year, indicating substantial academic challenges. Many students are missing considerable amounts of school – fewer than half met the goal of 10 or fewer days absent and high school age youth missed 22 days on average. Students are struggling to meet grade level standards in reading, and math is an even greater hurdle. By grade level, 0 – 15% of students are meeting or exceeding grade level standards in math. In addition, 2% of youth (7) were expelled from school this year, according to *Friends*, a proportionally high rate compared to the county and state numbers.

**Access to Health Care.** The proportion of youth who have seen a doctor in the past year has decreased from 95% in 2012-13 to 74% this year, a significant change. High school age youth were more likely to have physical health needs go untreated and middle school age youth were less likely to receive treatment for mental health needs. High school age *FOTC* youth were less likely to visit a dentist than high schoolers in the county as a whole. More than one third of 9th – 12th grade students had not visited a dentist in the past year.

**Support.** *Friends* reported that 1 in 5 program youth do not have at least 1 supportive adult in their life and 1 in 3 do not have a supportive peer. It is clear how important this program is to ensure youth have advocates and receive the help and encouragement they need to thrive.

**Physical Fighting.** *FOTC* youth continue to have higher rates of physical fighting than the general youth population of the Portland Metropolitan area. Over one third of adolescents (35%) reported being in a physical fight in the past year. This behavior indicates that youth need continued support to develop alternative conflict resolution and self-management strategies and skills rather than fighting.

**Alcohol and Drug Use.** Youth in the program are comparable to the general population in Multnomah County for alcohol and drug use. However, marijuana use has slowly increased over the years and youth are now reporting similar rates of alcohol and marijuana use. With both substances now legal in the state, the program may want to increase education about the risks of both alcohol and marijuana.

**Sexual Activity.** Rates of reported sexual intercourse are comparable to the general population of youth in Multnomah County and birth control use has increased since 2013-14. However, over one third (38%) of the program adolescents who had sex reported not using a condom the last time. Girls were half as likely to report having used a condom than boys. Given the program’s goal of preventing teen pregnancy and parenting, this area is worth continuing to focus on.

**Eating Habits.** Only 1 in 4 program youth reported eating fruits or vegetables daily, which is higher than *Friends* reported (14%). It is clear this is an area that deserves attention.

“Sometimes [my child] avoids REAL food. I would love to see cooking good food be an activity, or explaining different options via cookbooks or blogs.”
– Parent/Guardian of Participant
**Program Recommendations**

*FOTC* is commended for making a positive difference in the lives of youth in the Portland area. In addition to the work already happening, evaluation data suggest the program could build on the following areas in the future.

**Advocate for Students with Teachers and Schools.** While the majority of *FOTC* children and youth are passing their English and math classes and *Friends* report the elementary age children are meeting or exceeding grade level standards in reading, test scores indicate very low percentages of students across grade levels are meeting or exceeding their respective grade level standards. This inconsistency points to an important area to focus on — how to get students the tutoring or extra help they must have to learn the basic skills they will need for continuing their education and successfully finding meaningful work as adults. Advocacy with teachers and schools may be needed to work with students rather than accepting that a passing grade in class is enough. In addition, working on ways to engage 9th – 12th graders in school (showing up and being on time) is critical to their long-term academic success. In addition, several parents/guardians requested that *Friends* provide help with homework or tutoring to their children.

**Work on finding/developing positive peers and adults in the youths’ natural environment.** Helping youth reduce isolation and increase supports will benefit them and contribute to positive outcomes, including reductions in risk for juvenile justice involvement. Connecting youth to extracurricular activities, and *FOTC* activities, and encouraging them to build relationships can help them develop friendship and strengthen their networks. Explore with the youth people who they like and respect and help them reach out to those individuals.

**Work on access to dental care, birth control/STI prevention, and other medical and mental health resources.** Because almost all of the *FOTC* youth are receiving free and reduced lunch, they may be eligible for health care through the Oregon Health Plan (OHP). Children in Multnomah County also have access to extensive resources through the Health Department, including many school-based health clinics (which are open to children 5-18 regardless of whether they attend the schools where the clinics are located). A program called “I’m healthy/Soy sano” through the Oregon Latino Health Coalition (open to children under 19 years of age of any race) provides health coverage and services (including transportation to appointments) for children who are not eligible for OHP or Qualified Health Plans. These county and state services all include dental care. Additionally, the Oregon Community Foundation has a statewide children’s dental health initiative, including grant funding, screening and preventive services, oral health education, and collaborations with volunteer dentists. Finally, in Oregon, youth 15 years old or older can access their own medical care (including preventive medical, dental, vision, emergency room visits, and sports/camp physicals, etc.) without needing parental consent, and youth 14 or older can access outpatient mental health or substance abuse treatment, so having an involved parent should not be a barrier to helping older youth obtain needed care. Given the disparity between *Friend* and youth survey responses, it may be that *Friends* are not aware of some of the medical concerns that program youth
have. Continuing to build trust and modeling open communication might help youth share sensitive issues with their Friends. Making sure youth know about these resources could also help increase their access to needed services.

**Continue to provide youth opportunities to learn and practice alternatives to physical fighting.** Make sure nonviolent problem-solving is a skill building topic and that expectations are set for youth behavior. Raise the topics of non-violent approaches to solving problems and alternatives to fighting frequently, and encourage youth to practice ways to calm themselves, walk away, and talk about their disagreements and concerns. Work to ensure more youth get regular exercise and eat well, which can help increase positive mood and decrease stress.

**Continue to train and support Friends and other program staff to ensure they have a complete understanding of and proficiency in trauma-informed care.** The children and youth who participate in *Friends of the Children* have complex trauma histories and have experienced multiple risk factors. With the increased focus on working with children who have experienced foster care, this focus is even more important and relevant. 1 in 6 children have 6 or more risk categories, which represents significant instability. Staff must be able to effectively interact with children and their families with sensitivity and have the ability to avoid activating fears and retraumatizing them. While *FOTC* staff are not clinicians, they are building relationships and implementing interventions. They must be able to identify youth needs and know when referrals to other services are appropriate.

**Help youth increase their consumption of healthy foods.** Dedicate time and attention to identifying the barriers that youth are facing in eating fruits and vegetables regularly, such as access to produce, lack of nutrition information, or an understanding of the health benefits of good nutrition. Then take steps to provide resources and develop strategies that help youth increase their healthy eating habits.

**Develop strategies for increasing time spent with youth.** The average number of hours per month per child is at 14, a slight reduction from 2014-15 and below the program’s stated goal of 16 hours. Less than one-third of youth averaged 16 hours per month or more. Review the data patterns to see which youth are below the 16-hour per month threshold. Collaboratively discuss ways to engage those youth or develop plans to increase time spent with those program participants.

**Make sure all Friends are consistently communicating with parents/guardians.** While the majority of parents/guardians provided positive feedback about the program, several parents/guardians expressed concerns about the lack of communication from their child’s Friend or the need for greater consistency, dependability, and frequency of contact between the *Friend* and the child. Some parent/guardian comments also involved their frustration at the negative impact on their child of repeated changes in mentors and the gap in time between mentors.

“*[My child] is improving every day with his attitude. I really see the changes. I love this program and so does [my child]! Thank you all so much – I think it’s great how you guys help parents raise their children, it takes a village, Thank you!*

– Parent/Guardian of Participant
APPENDIX A: THEORY OF CHANGE OUTCOMES & DEFINITIONS
Definitions of Core Assets and Intermediate Outcome Categories

This list of the activities most appropriate for each category was developed to offer general assistance to Friends when categorizing their time spent with children. These are rough guidelines, and Friends are not expected to limit themselves to the activities listed.

**PRO SOCIAL DEVELOPMENT**

*Definition:* Strong relationships with adults, peers and community; improved emotional skills and mental/emotional health.

- Develop and practice the skills needed to have and keep healthy relationships with others in different settings (school, family, peer groups, community, one-on-one, etc.);
- Increase their comfort with being close to others (such as talking openly, identifying and expressing emotions, showing affection, and trusting others when appropriate);
- Develop and practice good teamwork skills;
- Have good self-esteem and healthy amounts of self-confidence;
- Explore and develop ways to nurture and care for others, and a sense of responsibility to others (such as learning to care for a plant or a pet, or showing compassion and generosity towards other people);
- Develop their knowledge about and comfort with people of different cultural, racial, religious, ethnic and socioeconomic backgrounds;
- Value diversity and social justice, and remain open to the ideas of others, which may be very different from their own;
- Increase their sense of connection to and knowledge of their community, such as finding and using community groups and services;
- Value and practice community service.

**MAKING GOOD CHOICES**

*Definition:* Engages in positive extra-curricular activities, non-aggressive behaviors; avoidance of substance abuse and other risky behaviors

- Increase their understanding of the dangers of high-risk behaviors (such as drug and alcohol use, early and/or unsafe sexual activity, criminal activity, violence and gang involvement) and develop their motivation to make different choices;
- Develop and practice skills in decision-making and problem-solving, such as coming up with options, considering pros and cons of each option, talking them through, and making choices;
- Increase their understanding of what different kinds of behavior are required in a range of different settings;
- Learn to make thoughtful behavior choices instead of impulsive ones;
- Learn about and practice good ways to manage frustration, anger and disappointment;
- Learn about and practice good ways to resolve conflicts without violence;
• Develop age-appropriate refusal skills (such as walking away from teasing or fights, refusing to participate in inappropriate activities, and saying no to substances).

**SCHOOL SUCCESS**

*Definition:* Academic performance and progress, including attendance, appropriate classroom behavior, and promotion

• Learn to value education and learning, including being interested and engaged in school, feeling connected to their school, and feeling motivated to work hard and succeed in school;
• Give their best in school, including good attendance, good behavior, good study habits and completion of classwork and homework;
• Master basic skills in subjects such as reading, math, computers and language;
• Access any special resources they may need to support academic success (such as testing for learning disabilities or tutoring);
• Learn and practice age-appropriate study skills, such as organization, time management, memorizing information, breaking down projects into smaller steps, etc.;
• Increase their family/caregivers’ support of and investment in school success.

**HEALTHY HABITS**

*Definition:* Regular physical activity, healthy nutrition, improved access to health care services, including physical, mental and reproductive when appropriate

• Develop the skills needed to take good care of their own health, such as good hygiene, good nutrition and food preparation, exercise and fitness;
• Develop their personal safety skills, such as walking, biking and water safety, stranger awareness, and what to do in case of an emergency;
• Increase their understanding of the importance and value of health and healthy lifestyles (such as exercise, medical and dental care);
• Increase their (and/or their caregivers’) knowledge of where, when and how to obtain both preventive and other needed health care.

**PLANS & SKILLS FOR THE FUTURE**

*Definition:* Short and long term goals including planning for the future post high school, and skills needed to achieve the plan, safety and independence skills

• Explore, discover and develop their own natural talents, interests and passions;
• Develop and explore positive ideas about their lives in the future (ideas about education, employment/career, family, or a combination of these);
• Develop the skills needed to keep up a household independently, such as obtaining housing, food preparation, housekeeping and laundry;
• Learn about and practice basic money management, such as smart shopping, basic budgeting and banking;
- Explore and deepen work-related experience and skills, including skills and tools needed to find, get and keep a job;
- Develop specific Plans and goals for the future;
- Determine and obtain resources needed to achieve their plans, such as targeted work experience, special training, or resources for higher education.
APPENDIX B: DESCRIPTION OF EVALUATION ACTIVITIES & RESPONSE RATES
Outcome Measurement System

<table>
<thead>
<tr>
<th>Data source</th>
<th>Description</th>
<th>Who completes?</th>
<th>When completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intake, Update, and Exit Forms</td>
<td>Basic demographic and contact information</td>
<td>Friends</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2. Daily Activity Journals</td>
<td>Friends’ daily activity logs, including how much time was spent with youth</td>
<td>Friends</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4. Youth Assessment</td>
<td>Youth self-report on key outcomes &amp; relationships with Friends</td>
<td>Youth 2nd grade and older</td>
<td>Mar–May</td>
</tr>
<tr>
<td>5. Parent/Guardian Survey</td>
<td>Parents/guardians’ perception of child, focused on child’s behavior at home</td>
<td>Parents/Guardians</td>
<td>Mar–May</td>
</tr>
<tr>
<td>6. School Records</td>
<td>School test scores, grades, and attendance, suspensions, expulsions</td>
<td>Multnomah Educational Service District</td>
<td>December</td>
</tr>
</tbody>
</table>

Outcome Data System

1. **Intake, Update, and Exit Forms.** *Friends* completed intake, update, and exit forms on an ongoing basis as youth moved into, participated in, and moved out of the program. These forms contained basic demographic information, contact information, and reason for exit.

2. **Daily Activity Journals.** *Friends* also tracked the amount of time they spent with each youth on a daily basis, and delineated how much time was spent engaged in activities directed toward each of the five Milestone Categories. These journals are reviewed and compiled monthly, quarterly, and annually.

3. **Friends’ Assessments.** This instrument was used to obtain outcome information about children. The youth’s *Friend* completed an assessment for each child.

4. **Youth Assessment.** This assessment was used to gather information from youth in grades 2 through 12 about their behavior, attitudes, feelings about themselves and others, and their perceptions of the FOTC – Portland program. Some questions were only asked of youth in older grades (e.g., sexual activity). Some parallel sets of questions were asked on both the Youth Assessment and the Friends’ Assessment in order to allow comparison of these responses.

5. **Parent/Guardian Survey.** A brief survey was constructed to gather information about the child from the parent/guardian’s perspective, as well as to obtain parent/guardian feedback about the program. *Friends* were asked to have the parents/guardians of the all program children/youth
complete the Parent/Guardian Survey, place it in a manila envelope, seal it, and return it the Friend.

6. **School Records.** Basic information about academic performance and school behavior is available for youth attending schools in the Multnomah Educational Service District (MESD). The FOTC – Portland program requested administrative data from MESD, including grades, attendance, standardized test scores, discipline referrals, suspensions, and expulsions.

7. **Quarterly Scorecards.** Friends gathered some of the same school related information from schools throughout the year, such as suspensions and expulsions, as well as other goal tracking information.

## Response Rates

Survey data were received for 336 (84%) of the 401 served youth (graduates or youth post 12th grade are included in the description of service delivery, but not survey responses). The following shows response rates, broken out by grade level.

An 80% response rate is a common threshold suggesting that the sample is representative of the overall population. The table below presents the response rates for all of the surveys administered (surveys are not administered to program graduates or youth post 12th grade). In 2016-17, it is reasonable to assume that Friends’ reports of youth provide a good estimate of the overall FOTC youth population. However, response rates for youth assessments, parent/guardian surveys, and school data reports (especially those for older youth) are at or slightly higher than 60% and may or may not be representative of entire FOTC youth population.

### Response Rates

<table>
<thead>
<tr>
<th>Data source</th>
<th>Grade</th>
<th>Total # of Youth</th>
<th>Total # of Valid Completed Surveys (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Friends’ Assessment</em></td>
<td>K – 5th</td>
<td>198</td>
<td>154 (78%)</td>
</tr>
<tr>
<td></td>
<td>6th – 12th</td>
<td>203</td>
<td>177 (87%)</td>
</tr>
<tr>
<td>2. Youth Assessment</td>
<td>2nd – 5th</td>
<td>137</td>
<td>85 (62%)</td>
</tr>
<tr>
<td></td>
<td>6th – 12th</td>
<td>203</td>
<td>131 (65%)</td>
</tr>
<tr>
<td>3. Parent/Guardian Survey</td>
<td>K – 5th</td>
<td>198</td>
<td>131 (66%)</td>
</tr>
<tr>
<td></td>
<td>6th – 12th</td>
<td>203</td>
<td>130 (64%)</td>
</tr>
<tr>
<td>4. School Data</td>
<td>K – 5th</td>
<td>198</td>
<td>140 (71%)</td>
</tr>
<tr>
<td></td>
<td>6th – 12th</td>
<td>201</td>
<td>100 (50%)</td>
</tr>
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<td>5. Quarterly Scorecards</td>
<td>K – 5th</td>
<td>198</td>
<td>178 (90%)</td>
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<tr>
<td></td>
<td>6th – 12th</td>
<td>203</td>
<td>186 (92%)</td>
</tr>
</tbody>
</table>
APPENDIX C: ANALYSIS PLAN
Comparing Groups of Program Youth

All of the indicators of the Intermediate Outcome Categories and Program Outcomes were analyzed (using t-tests, analysis of variance, ANOVA, and chi-squared analysis) to assess whether there were differences according to groups of youth by: 1) grade (1st – 5th, 6th – 8th, and 9th – 12th graders), 2) gender, 3) race/ethnicity (African American, White, Hispanic/Latino, and Multiracial), and 4) ELL/ESL.

In 2010-11, the program showed a marked shift in racial/ethnic backgrounds. The group previously designated as “Other Ethnicities” was composed of primarily Multiracial and Hispanic/Latino youth. In an effort to better observe differences in racial/ethnic groups, 4 groups were analyzed instead of 3 beginning in 2011-12. While the racial/ethnic backgrounds of program youth have shifted, the adolescent population is still more closely aligned with earlier models and the younger youth are more closely aligned with the current model. Thus, any patterns by race/ethnicity and grade may be conflating those two categories.

Long-term outcomes, Making Good Choices, and School Success were also assessed to determine if differences occurred between youth who had ever experienced foster care (formal or informal placements) and those who had not.

Comparing 2016-17 Youth Outcomes to Previous Years

For each indicator of service delivery and of the five Intermediate Outcome Categories, we compared responses on the 2016-17 surveys to those reported in 2012-13, 2013-14, 2014-15, and 2015-16. We calculated 95% confidence intervals to determine whether scores/percentages from this year were statistically significantly different from previous years. Comparisons over the past 5 years are presented for descriptive purposes only. Any changes noted cannot be directly attributed to FOTC – Portland program activities. Competing explanations include age or maturation effects (i.e., behaviors change as youth grow older), attrition (i.e., higher-risk youth may be more likely to drop out of the program), reporter bias (e.g., youth who filled out the Youth Assessment may be higher functioning than those who chose not to fill it out), the changing composition of program youth from year to year, or a number of other confounding factors. The assessment was updated in 2015-16 and, as such, many items are not comparable to previous years. Only data points with at least 3 years of data were reviewed for comparisons.

Comparing FOTC Youth to Multnomah County Youth

When possible, FOTC youth were compared to a larger non-high-risk sample of Multnomah County youth from all districts and all schools that participated in the Oregon Healthy Teens (OHT) survey in 2017 (Oregon Health Authority). The OHT sample is not high risk, and therefore it provides a snapshot of a “normative” range of youth health behaviors. The table below shows the proportion of youth in the sample by race/ethnicity for both 8th and 11th grades. Note that the racial/ethnic composition of the Multnomah County sample differs substantially from that of the FOTC sample. OHT did not report other demographics, including sex.
### 2017 Oregon Healthy Teens Sample: Multnomah County

<table>
<thead>
<tr>
<th>Total</th>
<th>Sex</th>
<th>Race</th>
<th>Ethnicity</th>
</tr>
</thead>
</table>
| **8th Grade** | 2,271   | Unreported                                                            | 49% White
|         |         | 10% Asian                                                             | 10% Asian
|         |         | 6% African American                                                  | 6% African American
|         |         | 2% Native Hawaiian or Pacific Islander                                | 2% Native Hawaiian or Pacific Islander
|         |         | 2% American Indian or Alaskan Native                                 | 2% American Indian or Alaskan Native
|         |         | 1% Multiracial                                                       | 1% Multiracial
|         |         | 6% Other                                                             | 6% Other
| **11th Grade** | 1,412   | Unreported                                                            | 23% Hispanic/Latino
|         |         | 56% White                                                            | 56% White
|         |         | 8% Asian                                                             | 8% Asian
|         |         | 4% African American                                                  | 4% African American
|         |         | 2% Native Hawaiian or Pacific Islander                                | 2% Native Hawaiian or Pacific Islander
|         |         | 1% American Indian or Alaskan Native                                 | 1% American Indian or Alaskan Native
|         |         | 1% Multiracial                                                       | 1% Multiracial
|         |         | 6% Other                                                             | 6% Other

**FOTC** 2nd – 12th graders were compared to the broader population of Multnomah County youth regarding involvement in the juvenile justice system. Program youth self-reported whether they had been arrested for a misdemeanor or felony in the past year. Multnomah County data are available that provide the number of youth who are referred to the Department of Community Services Juvenile Services Division each calendar year for criminal offenses. These data are maintained and summarized by staff at the Oregon Youth Authority, Juvenile Justice Information System, and provided online in publicly available reports. The most recent year of data available was 2016.\(^{18}\) Data are grouped for 12 year olds and younger, 13-15 year olds, and 16 years and older. There were 786 children and youth referred to the Juvenile Services Division (arrested) for a crime in 2016, and 1,351 youth referred for any reason, including non-criminal (e.g., curfew, being in possession of tobacco, alcohol, or marijuana) and dependency (runaway) offenses. U. S. Census data from the American Community Survey were used to estimate the total youth population in Multnomah County for 2016.\(^{19}\) Adjustments were made based on the percent of the population that are estimated to be 7-17 based on looking at proportional rates comparing Multnomah County, because county-level data are available grouped for the youth under 18 and the youth under 5. For Multnomah County as a whole, just under 1% of all youth ages 14-17 were arrested for a crime in calendar year 2016.


\(^{19}\) [https://www.census.gov/quickfacts/fact/map/multnomahcountyoregon/AGE135216#viewtop](https://www.census.gov/quickfacts/fact/map/multnomahcountyoregon/AGE135216#viewtop) and [http://censusviewer.com/county/OR/Multnomah](http://censusviewer.com/county/OR/Multnomah)
APPENDIX D: DETAILED RESPONSES AND GROUP COMPARISONS
## Description of Population Served 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Entire Population</th>
<th>K – 5th Grade Population</th>
<th>Adolescent Population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% boys (207)</td>
<td></td>
<td>52% boys (103)</td>
<td>48% boys (104)</td>
</tr>
<tr>
<td>49% girls (205)</td>
<td>48% girls (95)</td>
<td></td>
<td>51% girls (110)</td>
</tr>
<tr>
<td>1% transgender/other (4)</td>
<td>0% transgender/other (0)</td>
<td></td>
<td>2% transgender/other (4)</td>
</tr>
<tr>
<td><strong>Race/ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33% African American (136)</td>
<td>22% African American (44)</td>
<td></td>
<td>42% African American (92)</td>
</tr>
<tr>
<td>26% Multiracial (107)</td>
<td>29% Multiracial (57)</td>
<td></td>
<td>23% Multiracial (50)</td>
</tr>
<tr>
<td>20% Hispanic/Latino (81)</td>
<td>27% Hispanic/Latino (54)</td>
<td></td>
<td>12% Hispanic/Latino (27)</td>
</tr>
<tr>
<td>19% White (80)</td>
<td>17% White (33)</td>
<td></td>
<td>22% White (47)</td>
</tr>
<tr>
<td>3% Other (12)</td>
<td>5% Other (10)</td>
<td></td>
<td>1% Other (2)</td>
</tr>
<tr>
<td><strong>ELL/ESL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19% ELL/ESL (77)</td>
<td>28% ELL/ESL (56)</td>
<td></td>
<td>10% ELL/ESL (21)</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ranged from 6 to 19 years old</td>
<td>Ranged from 6 to 12 years old</td>
<td>Ranged from 10 to 19 years old</td>
<td></td>
</tr>
<tr>
<td>Average age = 12 years old</td>
<td>Average age = 9 years old</td>
<td>Average age = 15 years old</td>
<td></td>
</tr>
<tr>
<td><strong>Foster Care Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16% Formally involved during program year (51)</td>
<td>26% Formally involved during program year (39)</td>
<td>7% Formally involved during program year (12)</td>
<td></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48% K – 5th graders (183)</td>
<td>100% K – 5th graders (183)</td>
<td>38% 6th – 8th graders (82)</td>
<td></td>
</tr>
<tr>
<td>20% 6th – 8th graders (82)</td>
<td></td>
<td>55% 9th – 12th graders (119)</td>
<td></td>
</tr>
<tr>
<td>29% 9th – 12th graders (119)</td>
<td></td>
<td>8% in grade 12+ (15) or not in school (2)</td>
<td></td>
</tr>
<tr>
<td>4% in grade 12+ or not in school (17)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. Percentages may not add to 100 due to rounding.*

*aGrade 12+ refers to service to program graduates as well as youth 19 and older who continue to work toward a high school diploma/GED*
Summary of Current Risk Factors: 2016-17

The tables below represent the population of youth who were involved in the program during the 2016-17 program year. Risks are sorted by categories. Information provided for lifetime risks are only computed if there were two or more years of data available. The items at the bottom of the table were added to the assessment in 2017 and are therefore only available for past year information.

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th># in Past Year (% of total # of responses)</th>
<th># Ever (% of total # of responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Moved More Than Once</td>
<td>11% (37 of 331)</td>
<td>44% (174 of 400)</td>
</tr>
<tr>
<td>2. Youth Homelessness</td>
<td>6% (20 of 331)</td>
<td>9% (35 of 377)</td>
</tr>
<tr>
<td>3. One or More Caregiver Transitions</td>
<td>11% (38 of 331)</td>
<td>20% (74 of 379)</td>
</tr>
<tr>
<td>Lived in Foster Care or with Relatives(^a)</td>
<td>--</td>
<td>44% (174 of 400)</td>
</tr>
<tr>
<td>Legally Placed Out-of-Home</td>
<td>15% (51 of 324)</td>
<td>27% (107 of 399)</td>
</tr>
<tr>
<td>5. Free or Reduced Lunch</td>
<td>90% (374 of 416)</td>
<td>90% (374 of 416)</td>
</tr>
<tr>
<td>6. Parent was a Teen Parent(^b)</td>
<td>N/A</td>
<td>80% (265 of 330)</td>
</tr>
<tr>
<td>7. At Least One Parent Did Not Complete High School(^c)</td>
<td>N/A</td>
<td>68% (219 of 324)</td>
</tr>
<tr>
<td>8. Parent Incarceration(^d)</td>
<td>--</td>
<td>58% (199 of 344)</td>
</tr>
<tr>
<td><strong>Risk Factors Added in 2017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Attended More than One School</td>
<td>13% (43 of 331)</td>
<td>--</td>
</tr>
<tr>
<td>Youth Exposed to Violence in the Home</td>
<td>14% (38 of 278)</td>
<td>--</td>
</tr>
<tr>
<td>Youth Exposed to Violence in the Community</td>
<td>28% (72 of 262)</td>
<td>--</td>
</tr>
<tr>
<td>Youth Victim of Violence</td>
<td>9% (26 of 289)</td>
<td>--</td>
</tr>
<tr>
<td>Youth Experienced Death of a Family Member</td>
<td>21% (60 of 285)</td>
<td>--</td>
</tr>
<tr>
<td>Youth’s Parents, Caregivers, or Family Members Incarcerated</td>
<td>17% (46 of 267)</td>
<td>--</td>
</tr>
<tr>
<td>Substance Abuse in the Home</td>
<td>13% (33 of 256)</td>
<td>--</td>
</tr>
<tr>
<td>Youth’s Adolescent Siblings Became Parents</td>
<td>5% (17 of 311)</td>
<td>--</td>
</tr>
</tbody>
</table>

\(^a\)Past year informal foster care or relative placement was not asked on the 2017 assessment.
\(^b\)Being a teen parent is a lifetime risk factor and does not apply to the past year.
\(^c\)Education is a lifetime risk factor and does not apply to the past year.
\(^d\)Past year incarceration was not asked on the 2017 assessment.
# Long-Term Outcomes

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated from High School (2016-2017)</td>
<td>FOTC Program</td>
<td>21</td>
<td>71% (15) of program youth of graduation age have received a high school diploma, GED, or continue to actively pursue this goal.</td>
<td>Not assessed</td>
</tr>
<tr>
<td>Cumulative High School Graduation</td>
<td>FOTC Program</td>
<td>234</td>
<td>86% (201) of FOTC program graduates have received a high school diploma or GED.</td>
<td>Not assessed</td>
</tr>
<tr>
<td>Avoided Teen Parenting&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Y (10 years or older)</td>
<td>240</td>
<td>96% (230) of youth avoided having a child</td>
<td>No</td>
</tr>
<tr>
<td>Avoided Ever Being Found Guilty of a Crime/Convicted&lt;sup&gt;a&lt;/sup&gt;</td>
<td>F (K-12)</td>
<td>352</td>
<td>97% (340) of all youth have never been found guilty of a crime</td>
<td>Foster Care</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>306</td>
<td>95% (292) of adolescents have never been found guilty of a crime</td>
<td>Foster Care</td>
</tr>
<tr>
<td>Avoided Being Found Guilty of a Crime/Convicted in Past Year</td>
<td>F (2-12)</td>
<td>287</td>
<td>98% (282) of all youth were not found guilty of a crime in the past year</td>
<td>Not assessed due to small sample</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>100% (216) of adolescents were not found guilty of a crime in the past year</td>
<td>Not assessed due to small sample</td>
</tr>
<tr>
<td>Avoided Ever Being Arrested for Misdemeanor or Felony&lt;sup&gt;a&lt;/sup&gt;</td>
<td>F (K-12)</td>
<td>352</td>
<td>91% (321) of all youth have avoided arrest in their lifetimes</td>
<td>Foster Care</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>304</td>
<td>91% (278) of adolescents have avoided arrest in their lifetimes</td>
<td>Foster Care</td>
</tr>
<tr>
<td>Avoided Being Arrested for Misdemeanor or Felony in Past Year</td>
<td>F (2-12)</td>
<td>287</td>
<td>96% (275) of all youth avoided arrest in the past year</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>97% (210) of adolescents avoided arrest in the past year</td>
<td>Not assessed due to small sample</td>
</tr>
</tbody>
</table>

<sup>a</sup>Calculated over all available survey data from 2001-02 to 2016-17
**FOSTER CARE DIFFERENCES**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>Never in Foster Care</th>
<th>Informal Foster Care</th>
<th>Formal Foster Care</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoided Ever Being Found Guilty of a Crime/Convicted</td>
<td>F (K-12)</td>
<td>97% (352)</td>
<td>99% (206)</td>
<td>97% (66)</td>
<td>91% (80)</td>
<td>Youth who were never in foster care were <em>less</em> likely, and youth in formal foster care were <em>more</em> likely, to have been found guilty</td>
</tr>
<tr>
<td>Avoided Ever Being Arrested for Misdemeanor or Felony</td>
<td>Y (2-12)</td>
<td>95% (306)</td>
<td>97% (179)</td>
<td>97% (59)</td>
<td>90% (68)</td>
<td>Youth who were never in foster care were <em>less</em> likely, and youth in formal foster care were <em>more</em> likely, to have been arrested</td>
</tr>
</tbody>
</table>
## Pro Social Development

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Support</td>
<td>F (K-12)</td>
<td>331</td>
<td>81% (268) of youth had at least 1 adult who supported, guided, or helped them</td>
<td>No</td>
</tr>
<tr>
<td>Peer Support</td>
<td>F (K-12)</td>
<td>331</td>
<td>67% (268) of youth had at least 1 peer who cared about, spent time with, and did not involve them in activities like drugs &amp; alcohol, fighting, or gangs</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>93% (201) of youth had at least 1 peer who cared about, spent time with, and did not involve them in activities like drugs &amp; alcohol, fighting, or gangs</td>
<td>No</td>
</tr>
<tr>
<td>Acceptance &amp; Appreciation</td>
<td>Y (2-12)</td>
<td>214</td>
<td>71% (151) of youth feel accepted and appreciated by people at school <em>most or almost all of the time</em></td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>83% (177) of youth feel accepted and appreciated by the people they regard as family <em>most or almost all of the time</em></td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>72% (154) of youth feel accepted and appreciated by the people in their neighborhood or community <em>most or almost all of the time</em></td>
<td>Gender Grade</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>Y (2-12)</td>
<td>214</td>
<td>91% (195) of youth feel good about their identity</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>90% (193) of youth are proud of who they are</td>
<td>No</td>
</tr>
<tr>
<td>Depression</td>
<td>Y (2-12)</td>
<td>216</td>
<td>25% (54) of youth felt sad or hopeless almost every day for 2 weeks or more in a row</td>
<td>Grade</td>
</tr>
<tr>
<td>Self-Harm</td>
<td>F (K-12)</td>
<td>331</td>
<td>7% (30) of youth seriously considered hurting themselves or attempting suicide</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>15% (32) of youth seriously considered hurting themselves or attempting suicide</td>
<td>No</td>
</tr>
<tr>
<td>Suicide Attempts</td>
<td>F (K-12)</td>
<td>331</td>
<td>1% (3) of youth attempted suicide</td>
<td>Not assessed due to small sample size</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>4% (8) of youth attempted suicide</td>
<td></td>
</tr>
</tbody>
</table>

*Percentages include “somewhat true” and “very true” response options*
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prosocial Behaviors</strong></td>
<td>Y (2-12)</td>
<td>216</td>
<td>61% (131) of youth ask questions if they do not understand someone <em>most or almost all of the time</em></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>38% (83) of youth tell others about their interests or goals <em>most or almost all of the time</em></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>52% (112) of youth tell others when they need help <em>most or almost all of the time</em></td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>73% (157) of youth understand others’ feelings <em>most or almost all of the time</em></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>71% (153) of youth show concern towards others <em>most or almost all of the time</em></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>77% (167) of youth try to make others feel good <em>most or almost all of the time</em></td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>71% (153) of youth offer help to others <em>most or almost all of the time</em></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>62% (133) of youth listen to others, even if they disagree <em>most or almost all of the time</em></td>
<td>No</td>
</tr>
<tr>
<td><strong>Anger Management</strong></td>
<td>Y (2-12)</td>
<td>214</td>
<td>74% (158) of youth know how to calm down when upset</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>69% (148) of youth control their temper when others are angry with them</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>67% (147) of youth are able to make themselves feel better when upset</td>
<td>No</td>
</tr>
</tbody>
</table>

*Percentages include “somewhat true” and “very true” response options

**Gender Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>Boys</th>
<th>Girls</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance &amp; Appreciation</td>
<td>Y (2-12)</td>
<td>72% (212)</td>
<td>78% (108)</td>
<td>65% (104)</td>
<td>Boys were <em>more</em> likely to feel accepted and appreciated by the people in their neighborhood or community</td>
</tr>
<tr>
<td>Prosocial Behaviors</td>
<td>Y (2-12)</td>
<td>77% (214)</td>
<td>72% (108)</td>
<td>83% (106)</td>
<td>Girls were <em>more</em> likely to report that they try to make others feel good</td>
</tr>
</tbody>
</table>
GRADE DIFFERENCES

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>2nd – 5th</th>
<th>6th – 8th</th>
<th>9th – 12th</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance &amp; Appreciation</td>
<td>Y (2-12)</td>
<td>71% (214)</td>
<td>65% (83)</td>
<td>82% (60)</td>
<td>68% (71)</td>
<td>6th – 8th graders were more likely than K – 5th graders to feel accepted and appreciated by people at school</td>
</tr>
<tr>
<td>Depression</td>
<td>Y (2-12)</td>
<td>72% (214)</td>
<td>69% (83)</td>
<td>85% (60)</td>
<td>65% (71)</td>
<td>6th – 8th graders were more likely than 9th – 12th graders to feel accepted and appreciated by the people they regard as family</td>
</tr>
<tr>
<td>Prosocial Behaviors</td>
<td>Y (2-12)</td>
<td>52% (216)</td>
<td>59% (85)</td>
<td>53% (60)</td>
<td>42% (71)</td>
<td>K – 5th graders were more likely than 9th – 12th graders to tell others when they need help</td>
</tr>
</tbody>
</table>

RACIAL/ETHNIC DIFFERENCES

There were no statistically significant differences in Pro Social Development according to race/ethnicity.

ELL/ESL DIFFERENCES

There were no statistically significant differences in Pro Social Development according to ELL/ESL status.
# Making Good Choices

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and Hobbies</td>
<td>F (K-12)</td>
<td>331</td>
<td>Youth spent, on average, 2 days per week participating in activities that they enjoyed outside of school, at <em>FOTC</em>, or with their <em>Friend</em></td>
<td>Race/Ethnicity</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>Youth reported spending, on average, 3 days per week participating in activities that they enjoyed outside of school, at <em>FOTC</em>, or with their <em>Friend</em></td>
<td>Race/Ethnicity ELL/ESL</td>
</tr>
<tr>
<td>Physical Fighting</td>
<td>F (K-12)</td>
<td>331</td>
<td>29% (95) of youth were involved in physical fighting</td>
<td>Gender Race/Ethnicity Foster Care</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>35% (75) of youth were involved in physical fighting</td>
<td>Gender</td>
</tr>
<tr>
<td>Lifetime Alcohol Use</td>
<td>F (2-12)</td>
<td>218</td>
<td>19% (42) of youth have had more than a sip or two of alcohol</td>
<td>Grade Race/Ethnicity ELL/ESL</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>16% (35) of youth have had more than a sip or two of alcohol</td>
<td>Grade Race/Ethnicity ELL/ESL</td>
</tr>
<tr>
<td>Current Alcohol Use</td>
<td>F (2-12)</td>
<td>199</td>
<td>5% (9) of youth drank alcohol in the last 30 days Of those who ever drank, 20% (9 out of 44) did so in the last 30 days</td>
<td>Not assessed due to small sample</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>7% (16) of youth drank alcohol in the last 30 days Of those who ever drank, 46% (16 out of 35) did so in the last 30 days</td>
<td>Grade ELL/ESL</td>
</tr>
<tr>
<td>Lifetime Marijuana Use</td>
<td>F (2-12)</td>
<td>231</td>
<td>18% (41) of youth have used marijuana</td>
<td>Grade Race/Ethnicity ELL/ESL</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>16% (35) of youth have used marijuana</td>
<td>Grade ELL/ESL</td>
</tr>
<tr>
<td>Current Marijuana Use</td>
<td>F (2-12)</td>
<td>210</td>
<td>3% (7) of youth used marijuana in the last 30 days Of those who ever used marijuana, 17% (7 out of 41) did so in the last 30 days</td>
<td>Not assessed due to small sample</td>
</tr>
<tr>
<td>Indicator</td>
<td>Reporter</td>
<td>Sample Size</td>
<td>Finding</td>
<td>Group Differences</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Current Marijuana Use</td>
<td>Y (2-12)</td>
<td>216</td>
<td>11% (24) of youth used marijuana in the last 30 days Of those who ever used marijuana, 69% (24 out of 35) did so in the last 30 days</td>
<td>Grade</td>
</tr>
<tr>
<td>Lifetime Other Drug Use</td>
<td>F (2-12)</td>
<td>230</td>
<td>4% (9) of youth have used other drugs</td>
<td>Not assessed due to small sample</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>1% (2) of youth have used other drugs</td>
<td></td>
</tr>
<tr>
<td>Current Other Drug Use</td>
<td>F (2-12)</td>
<td>226</td>
<td>1% (2) of youth have used other drugs in the last 30 days Of those who ever used other drugs, 22% (2 out of 9) did so in the last 30 days</td>
<td>Not assessed due to small sample</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>0% (0) of youth have used other drugs in the last 30 days</td>
<td></td>
</tr>
<tr>
<td>Lifetime Sexual Intercourse</td>
<td>F (5-12)</td>
<td>164</td>
<td>20% (33) of youth have had sexual intercourse</td>
<td>Grade Foster Care</td>
</tr>
<tr>
<td></td>
<td>Y (5-12)</td>
<td>152</td>
<td>22% (34) of youth have had sexual intercourse</td>
<td>Grade ELL/ESL</td>
</tr>
<tr>
<td>Current Sexual Activity</td>
<td>F (5-12)</td>
<td>162</td>
<td>17% (28) of youth have had sexual intercourse within the past year Of those who have ever had sex, 85% (28 out of 33) did so in the last year</td>
<td>Grade Foster Care</td>
</tr>
<tr>
<td></td>
<td>Y (5-12)</td>
<td>152</td>
<td>18% (28) of youth have had sexual intercourse within the past year Of those who have ever had sex, 82% (28 out of 34) did so in the last year</td>
<td>Grade ELL/ESL</td>
</tr>
<tr>
<td>Condom Use</td>
<td>F (5-12)</td>
<td>23</td>
<td>52% (12) of youth who ever had sexual intercourse used a condom the last time</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (5-12)</td>
<td>34</td>
<td>62% (21) of youth who ever had sexual intercourse used a condom the last time</td>
<td>Gender</td>
</tr>
</tbody>
</table>
**Gender Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>Boys</th>
<th>Girls</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Fighting</td>
<td>F (K-12)</td>
<td>29% (328)</td>
<td>39% (170)</td>
<td>18% (158)</td>
<td>Boys were <em>more</em> likely to have been involved in physical fighting</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>35% (214)</td>
<td>45% (108)</td>
<td>25% (106)</td>
<td></td>
</tr>
<tr>
<td>Condom Use</td>
<td>Y (5-12)</td>
<td>67% (34)</td>
<td>82% (17)</td>
<td>41% (17)</td>
<td>Girls were <em>less</em> likely to have used a condom the last time they had sex</td>
</tr>
</tbody>
</table>

**Grade Differences**

All items with sufficient sample sizes are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group. Items in bold are statistically higher than other groups. Grade level breakouts are separated by *Friend* and Youth assessment, as different grades are included for each assessment.

**Friend Assessment**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>K – 5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt;</th>
<th>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and Hobbies</td>
<td>F (K-12)</td>
<td>2 days (331)</td>
<td>2 days (154)</td>
<td>2 days (78)</td>
<td>2 days (99)</td>
<td>No significant differences</td>
</tr>
<tr>
<td>Physical Fighting</td>
<td>F (K-12)</td>
<td>29% (331)</td>
<td>29% (154)</td>
<td>28% (78)</td>
<td>29% (99)</td>
<td>No significant differences</td>
</tr>
<tr>
<td>Lifetime Alcohol Use</td>
<td>F (2-12)</td>
<td>19% (218)</td>
<td>1% (97)</td>
<td>13% (61)</td>
<td><strong>55% (28)</strong></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely, and K – 5&lt;sup&gt;th&lt;/sup&gt; graders were <em>less</em> likely, to have ever used alcohol</td>
</tr>
<tr>
<td>Lifetime Marijuana Use</td>
<td>F (2-12)</td>
<td>18% (231)</td>
<td>0% (101)</td>
<td>11% (64)</td>
<td><strong>52% (66)</strong></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely to have ever used marijuana</td>
</tr>
<tr>
<td>Lifetime Sexual Intercourse&lt;sup&gt;a&lt;/sup&gt;</td>
<td>F (6-12)</td>
<td>23% (142)</td>
<td>--</td>
<td>3% (72)</td>
<td><strong>44% (70)</strong></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely to have had sex</td>
</tr>
<tr>
<td>Current Sexual Activity&lt;sup&gt;a&lt;/sup&gt;</td>
<td>F (6-12)</td>
<td>20% (140)</td>
<td>--</td>
<td>3% (72)</td>
<td><strong>38% (68)</strong></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely to have had sex in the past year</td>
</tr>
<tr>
<td>Condom Use&lt;sup&gt;a&lt;/sup&gt;</td>
<td>F (6-12)</td>
<td>52% (23)</td>
<td>--</td>
<td>50% (2)</td>
<td>52% (21)</td>
<td>No significant differences</td>
</tr>
</tbody>
</table>

<sup>a</sup>Sexual activity and condom use are only broken out for 6<sup>th</sup> – 12<sup>th</sup> graders because *Friends* were not asked these questions for K – 4<sup>th</sup> graders.
# Youth Assessment

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>2(^{nd} – 5(^{th})</th>
<th>6(^{th} – 8(^{th})</th>
<th>9(^{th} – 12(^{th})</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and Hobbies</td>
<td>Y (2-12)</td>
<td>3 days (216)</td>
<td>3 days (88)</td>
<td>3 days (60)</td>
<td>3 days (71)</td>
<td>No significant differences</td>
</tr>
<tr>
<td>Physical Fighting</td>
<td>Y (2-12)</td>
<td>35% (216)</td>
<td>39% (85)</td>
<td>35% (60)</td>
<td>30% (71)</td>
<td>No significant differences</td>
</tr>
<tr>
<td>Lifetime Alcohol Use</td>
<td>Y (2-12)</td>
<td>16% (216)</td>
<td>1% (85)</td>
<td>8% (60)</td>
<td>41% (71)</td>
<td>9(^{th} – 12(^{th}) graders were more likely, and 2(^{nd} – 5(^{th}) graders were less likely, to have ever used alcohol</td>
</tr>
<tr>
<td>Current Alcohol Use</td>
<td>Y (2-12)</td>
<td>7% (216)</td>
<td>1% (85)</td>
<td>5% (60)</td>
<td>17% (71)</td>
<td>9(^{th} – 12(^{th}) graders were more likely, and 2(^{nd} – 5(^{th}) graders were less likely, to have used alcohol in the past 30 days</td>
</tr>
<tr>
<td>Lifetime Marijuana Use</td>
<td>Y (2-12)</td>
<td>16% (216)</td>
<td>2% (85)</td>
<td>7% (60)</td>
<td>41% (71)</td>
<td>9(^{th} – 12(^{th}) graders were more likely to have ever used marijuana</td>
</tr>
<tr>
<td>Current Marijuana Use</td>
<td>Y (2-12)</td>
<td>11% (216)</td>
<td>2% (85)</td>
<td>3% (60)</td>
<td>28% (71)</td>
<td>9(^{th} – 12(^{th}) graders were more likely to have used marijuana in the past 30 days</td>
</tr>
<tr>
<td>Lifetime Sexual Intercourse(^a)</td>
<td>Y (2-12)</td>
<td>26% (131)</td>
<td>--</td>
<td>5% (60)</td>
<td>44% (71)</td>
<td>9(^{th} – 12(^{th}) graders were more likely to have had sex</td>
</tr>
<tr>
<td>Current Sexual Activity(^a)</td>
<td>Y (5-12)</td>
<td>23% (131)</td>
<td>--</td>
<td>3% (60)</td>
<td>37% (71)</td>
<td>9(^{th} – 12(^{th}) graders were more likely to have had sex in the past year</td>
</tr>
<tr>
<td>Condom Use(^a)</td>
<td>Y (5-12)</td>
<td>62% (34)</td>
<td>--</td>
<td>100% (3)</td>
<td>58% (31)</td>
<td>No significant differences – sample size is likely too small to detect statistical significance</td>
</tr>
</tbody>
</table>

\(^a\)Sexual activity and condom use are only broken out for 6\(^{th} – 12\(^{th}\) graders because 2\(^{nd} – 4\(^{th}\) graders were not asked these questions.
**Racial/Ethnic Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

Note, many of the group differences listed below, specifically those related to African American or Hispanic/Latino youth, may be better attributed to grade level differences as a significantly higher proportion of African American youth are older while a significantly higher proportion of Hispanic/Latino youth are younger.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>African American /African</th>
<th>White</th>
<th>Hispanic /Latino</th>
<th>Multi-racial</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and Hobbies</td>
<td>F (K-12)</td>
<td>2 (322)</td>
<td>3 (108)</td>
<td>2 (72)</td>
<td>2 (61)</td>
<td>2 (81)</td>
<td>African American youth spent <em>more</em> days, on average, participating in activities they enjoyed</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>3 (213)</td>
<td>4 (72)</td>
<td>3 (51)</td>
<td>2 (43)</td>
<td>4 (47)</td>
<td>African American youth spent <em>more</em> days, on average, than Hispanic/Latino youth participating in activities they enjoyed</td>
</tr>
<tr>
<td>Physical Fighting</td>
<td>F (K-12)</td>
<td>29% (322)</td>
<td>39% (108)</td>
<td>22% (72)</td>
<td>23% (61)</td>
<td>26% (81)</td>
<td>African American youth were <em>more</em> likely to have been involved in physical fighting</td>
</tr>
<tr>
<td></td>
<td>F (2-12)</td>
<td>19% (214)</td>
<td>28% (72)</td>
<td>26% (42)</td>
<td>2% (45)</td>
<td>16% (55)</td>
<td>African American youth were <em>more</em> likely, and Hispanic/Latino youth <em>less</em> likely, to have ever used alcohol</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>16% (213)</td>
<td>21% (72)</td>
<td>16% (51)</td>
<td>2% (20)</td>
<td>21% (47)</td>
<td>Hispanic/Latino youth were <em>less</em> likely to have ever used alcohol</td>
</tr>
<tr>
<td>Lifetime Marijuana Use</td>
<td>F (2-12)</td>
<td>18% (226)</td>
<td>24% (76)</td>
<td>29% (51)</td>
<td>0% (45)</td>
<td>13% (54)</td>
<td>White youth were <em>more</em> likely, and Hispanic/Latino youth <em>less</em> likely, to have ever used marijuana</td>
</tr>
</tbody>
</table>
**ELL/ESL Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>English Primary Language</th>
<th>ELL/ESL</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and Hobbies</td>
<td>Y (2-12)</td>
<td>3 (216)</td>
<td>3 (177)</td>
<td>2 (39)</td>
<td>ELL/ESL youth spent fewer days, on average, participating in activities they enjoyed</td>
</tr>
</tbody>
</table>

**Foster Care Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>Never in Foster Care</th>
<th>Informal Foster Care</th>
<th>Formal Foster Care</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Fighting</td>
<td>F (K-12)</td>
<td>29% (331)</td>
<td>23% (185)</td>
<td>30% (54)</td>
<td>39% (92)</td>
<td>Youth ever in formal foster care were more likely to have been involved in physical fighting</td>
</tr>
<tr>
<td>Lifetime Sexual Intercourse</td>
<td>F (5-12)</td>
<td>20% (164)</td>
<td>13% (96)</td>
<td>32% (38)</td>
<td>30% (30)</td>
<td>Youth never in foster care were less likely, and youth ever in informal foster were more likely to have ever had sex</td>
</tr>
<tr>
<td>Current Sexual Activity</td>
<td>F (5-12)</td>
<td>17% (162)</td>
<td>11% (95)</td>
<td>25% (36)</td>
<td>29% (31)</td>
<td>Youth never in foster were less likely to have had sex in the past year</td>
</tr>
</tbody>
</table>
School Success

School records were provided for youth in Multnomah County Educational Service District schools only. Of the 399 youth who attended school during 2016-17, 325 youth were at MESD schools (81%). Of these youth, 240 had school records provided (74%). All school reported indicators should be interpreted with caution as they may not be representative of the entire FOTC youth population.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>S (K-12)</td>
<td>239</td>
<td>Youth attended school 91% of the time and had an average of 14 days absent 48% (115) of youth had fewer than 10 days absent</td>
<td>Grade</td>
</tr>
<tr>
<td>Tardiness</td>
<td>S (K-12)</td>
<td>239</td>
<td>Youth attended school on time 92% of the time and had an average of 13 tardies 76% (181) of youth had fewer than 10 tardies</td>
<td>Grade Race/Ethnicity ELL/ESL</td>
</tr>
<tr>
<td>Disciplinary Actions – Suspended</td>
<td>S (K-12)</td>
<td>240</td>
<td>13% (31) of youth were suspended from school at least once in the past year 7% (17) of youth received an in-school suspension 9% (22) of youth received an out of school suspension</td>
<td>Gender</td>
</tr>
<tr>
<td>Disciplinary Actions – Expelled</td>
<td>S (K-12)</td>
<td>240</td>
<td>0% (0) of youth were expelled from school in the past year</td>
<td>Not assessed due to small sample size</td>
</tr>
<tr>
<td>Disciplinary Actions – Expelled</td>
<td>F (K-12)</td>
<td>364</td>
<td>2% (7) of youth were expelled from school in the past year</td>
<td>Gender</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>S (9-12)</td>
<td>37(^a)</td>
<td>2.2 was the average grade point average for 9th – 12th graders; 8% (3) of 9th – 12th graders had GPAs less than 1.0 35% (13) of 9th – 12th graders had GPAs of 2.5 or higher</td>
<td>Gender ELL/ESL</td>
</tr>
</tbody>
</table>

\(^a\)GPA information was provided for 37 out of 75 9th – 12th graders attending MESD schools.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
</table>
| Meeting or Exceeding Grade Level Standards: Reading | S (K-12) | 122         | 18% (22) of youth met or exceeded grade level standards in English Language Arts  
25% (5 of 20) of 3rd graders met or exceeded grade level standards in English Language Arts  
13% (3 of 24) of 5th graders met or exceeded grade level standards in English Language Arts | No                |
|                                              | F (K-8)  | 136         | 90% (123) of K – 8th graders were at or above grade level standards or passed an English Language Arts class                                                                                           | Grade             |
| Meeting or Exceeding Grade Level Standards: Math | S (K-12) | 120         | 6% (7) of youth met or exceeded grade level standards in math                                                                                                                                        | Not assessed due to small sample size |
|                                              | F (6-8)  | 74          | 84% (62) of 6th – 8th graders passed their math class                                                                                                                                             | No                |
| School Success                               | Y (2-12) | 214         | 87% (186) of youth think they *probably* or *definitely will* be successful in school                                                                                                              | No                |
|                                              | Y (2-12) | 214         | 93% (198) of youth think they *probably* or *definitely will* graduate from high school or earn their GED                                                                                           | No                |
| College Planning                             | Y (2-12) | 214         | 82% (176) of youth think they *probably* or *definitely will* go to college                                                                                                                       | No                |
| Participation in Special Education            | S (K-12) | 240         | 39% (94) of youth were in a special education class in the past year                                                                                                                              | Gender            |
| Participation in Talented & Gifted Education  | S (K-12) | 240         | 2% (5) of youth were in a talented & gifted class in the past year                                                                                                                               | Not assessed due to small sample size |
**Gender Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>Boys</th>
<th>Girls</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary – Suspended</td>
<td>S (K-12)</td>
<td>13% (238)</td>
<td>20%</td>
<td>5%</td>
<td>Boys were <em>more</em> likely to be suspended (in or out of school suspension)</td>
</tr>
<tr>
<td></td>
<td>S (K-12)</td>
<td>9% (238)</td>
<td>17%</td>
<td>2%</td>
<td>Boys were <em>more</em> likely to receive an out of school suspension</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>12% (361)</td>
<td>16%</td>
<td>7%</td>
<td>Boys were <em>more</em> likely to be suspended</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>S (9-12)</td>
<td>2.2 (37)</td>
<td>1.8</td>
<td>2.5</td>
<td>Girls had a <em>higher</em> average GPA</td>
</tr>
<tr>
<td>Participation in Special Education</td>
<td>S (K-12)</td>
<td>39% (238)</td>
<td>50%</td>
<td>29%</td>
<td>Boys were <em>more</em> likely to have been in a special education class</td>
</tr>
</tbody>
</table>

**Grade Differences**

All items with sufficient sample sizes are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group. Items in bold are statistically higher than other groups.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>K – 5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt;</th>
<th>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>S (K-12)</td>
<td>14 days</td>
<td>12 days (140)</td>
<td>13 days (53)</td>
<td><strong>22 days (46)</strong></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders had <em>more</em> absences than younger youth</td>
</tr>
<tr>
<td>Tardiness</td>
<td>S (K-12)</td>
<td>13 (239)</td>
<td>6 (140)</td>
<td>18 (53)</td>
<td><strong>31 (46)</strong></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders had <em>more</em> tardies than younger youth</td>
</tr>
<tr>
<td>Disciplinary – Suspended</td>
<td>S (K-12)</td>
<td>13% (240)</td>
<td>10% (140)</td>
<td>15% (53)</td>
<td>19% (47)</td>
<td>No significant differences</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>12% (364)</td>
<td>7% (178)</td>
<td><strong>22% (79)</strong></td>
<td>11% (107)</td>
<td>K – 5&lt;sup&gt;th&lt;/sup&gt; graders were <em>less</em> likely, and 6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely, to have been suspended</td>
</tr>
<tr>
<td>Indicator</td>
<td>Reporter</td>
<td>All Youth</td>
<td>K – 5th</td>
<td>6th – 8th</td>
<td>9th – 12th</td>
<td>Finding</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>-----------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>Meeting or Exceeding Grade Level Standards: Reading</td>
<td>S (K-12)</td>
<td>18% (122)</td>
<td>14% (65)</td>
<td>19% (47)</td>
<td>40% (10)</td>
<td>No significant differences</td>
</tr>
<tr>
<td></td>
<td>F (K-8)</td>
<td>90% (136)</td>
<td>100% (61)</td>
<td>83% (75)</td>
<td>--</td>
<td>K – 5th graders were more likely than 6th-8th graders to have met or exceeded grade level standards in reading</td>
</tr>
<tr>
<td>School Success</td>
<td>Y (2-12)</td>
<td>87% (214)</td>
<td>88% (83)</td>
<td>92% (60)</td>
<td>82% (71)</td>
<td>No significant differences</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>93% (214)</td>
<td>94% (83)</td>
<td>93% (60)</td>
<td>90% (71)</td>
<td>No significant differences</td>
</tr>
<tr>
<td>College Planning</td>
<td>Y (2-12)</td>
<td>82% (214)</td>
<td>78% (83)</td>
<td>87% (60)</td>
<td>83% (71)</td>
<td>No significant differences</td>
</tr>
<tr>
<td>Participation in Special Education</td>
<td>S (K-12)</td>
<td>39% (240)</td>
<td>36% (140)</td>
<td>38% (53)</td>
<td>49% (47)</td>
<td>No significant differences</td>
</tr>
</tbody>
</table>

Note. All youth indicators only include 2nd – 5th graders as Kindergartners and 1st graders do not take the youth assessment.

**Racial/Ethnic Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

Note, the group differences listed below, specifically those related to African American youth, may be better attributed to grade level differences as a significantly higher proportion of African American youth are older.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>African American</th>
<th>White</th>
<th>Hispanic/Latino</th>
<th>Multi-racial</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardiness</td>
<td>S (K-12)</td>
<td>13 (239)</td>
<td>27 (65)</td>
<td>8 (52)</td>
<td>8 (64)</td>
<td>10 (53)</td>
<td>African American youth had more tardies than other youth</td>
</tr>
</tbody>
</table>

**ELL/ESL Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

Note, the group differences for tardiness may be better attributed to grade level differences as a significantly higher proportion of ELL/ESL youth are younger.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>English Primary Language</th>
<th>ELL/ESL</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardiness</td>
<td>S (K-12)</td>
<td>13 (239)</td>
<td>15 (178)</td>
<td>8 (62)</td>
<td>ELL/ESL youth had fewer tardies</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>S (9-12)</td>
<td>2.2 (37)</td>
<td>2.1 (31)</td>
<td>2.7 (6)</td>
<td>ELL/ESL youth had a higher average GPA</td>
</tr>
</tbody>
</table>
FOSTER CARE DIFFERENCES

There were no statistically significant differences in School Success according to Foster Care status.
Healthy Habits

All of the indicators below were updated in 2015-16 when the Friend and Youth Assessments were modified. However, related items asked of Parents/Guardians were not updated to reflect the changes to the other assessments. As such, indicators should not be compared between Friend or Youth assessments and Parent/Guardian surveys. See Appendix F for detailed assessments and responses.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventive Health Care – Doctor</td>
<td>F (K-12)</td>
<td>331</td>
<td>74% (245) of youth visited a doctor for a checkup in the past year</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>69% (149) of youth visited a doctor for a checkup in the past year</td>
<td>No</td>
</tr>
<tr>
<td>Preventive Health Care – Dentist</td>
<td>F (K-12)</td>
<td>331</td>
<td>76% (250) of youth visited a dentist in the past year</td>
<td>Grade/Race/Ethnicity</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>72% (156) of youth visited a dentist in the past year</td>
<td>Grade</td>
</tr>
<tr>
<td>Untreated Physical Health Needs</td>
<td>F (K-12)</td>
<td>331</td>
<td>9% (28) of youth had untreated physical health needs in the past year</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>19% (40) of youth had untreated physical health needs in the past year</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>PG (K-12)</td>
<td>255</td>
<td>2% (3) of youth had untreated physical health needs in the past year</td>
<td>Not assessed due to small sample size</td>
</tr>
<tr>
<td>Eating Habits – Fruit &amp; Vegetables</td>
<td>F (K-12)</td>
<td>331</td>
<td>14% (47) of youth ate fruits or vegetables at least once per day</td>
<td>Gender/Grade</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>25% (54) of youth ate fruits or vegetables at least once per day</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>PG (K-12)</td>
<td>244</td>
<td>62% (151) of youth ate fruits or vegetables at least once per day</td>
<td>Gender/Grade</td>
</tr>
<tr>
<td>Exercise Habits</td>
<td>F (K-12)</td>
<td>331</td>
<td>12% (38) of youth exercised for at least 20-30 minutes each day</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>35% (75) of youth exercised for at least 20-30 minutes each day</td>
<td>ELL/ESL</td>
</tr>
<tr>
<td></td>
<td>PG (K-12)</td>
<td>248</td>
<td>54% (135) of youth exercised for at least 20-30 minutes each day</td>
<td>Race/Ethnicity/ELL/ESL</td>
</tr>
<tr>
<td>Treated Mental Health Needs</td>
<td>F (K-12)</td>
<td>331</td>
<td>37% (121) of youth saw a counselor or therapist in the past year</td>
<td>Grade/Race/Ethnicity</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>33% (72) of youth saw a counselor or therapist in the past year</td>
<td>No</td>
</tr>
</tbody>
</table>
**Indicator** | **Reporter** | **Sample Size** | **Finding** | **Group Differences**
--- | --- | --- | --- | ---
Untreated Mental Health Needs | F (K-12) | 331 | 36% (118) of youth had untreated mental health needs in the past year | Grade
| Y (2-12) | 216 | 31% (67) of youth had untreated mental health needs in the past year | No

**Gender Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>Boys</th>
<th>Girls</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventive Health Care – Doctor</td>
<td>F (K-12)</td>
<td>69% (214)</td>
<td>61% (108)</td>
<td><strong>76% (106)</strong></td>
<td>Girls were <em>more</em> likely to visit the doctor</td>
</tr>
<tr>
<td>Eating Habits – Fruit &amp; Vegetables</td>
<td>F (K-12)</td>
<td>14% (328)</td>
<td>8% (170)</td>
<td><strong>21% (158)</strong></td>
<td>Girls were <em>more</em> likely to eat fruits and vegetables daily</td>
</tr>
<tr>
<td>PG (K-12)</td>
<td>62% (243)</td>
<td>59% (124)</td>
<td><strong>65% (119)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>K – 5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt;</th>
<th>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventive Health Care – Dentist</td>
<td>F (K-12)</td>
<td>76% (331)</td>
<td><strong>84% (154)</strong></td>
<td>76% (78)</td>
<td>63% (99)</td>
<td>K – 5&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely, and 9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>less</em> likely, to visit the dentist</td>
</tr>
<tr>
<td>Y (2-12)</td>
<td>72% (216)</td>
<td><strong>77% (85)</strong></td>
<td>80% (60)</td>
<td>61% (71)</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>less</em> likely to visit the dentist</td>
<td></td>
</tr>
<tr>
<td>Untreated Physical Health Needs</td>
<td>F (K-12)</td>
<td>91% (331)</td>
<td>5% (154)</td>
<td>6% (78)</td>
<td><strong>16% (99)</strong></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely than younger youth to be have untreated physical health needs</td>
</tr>
<tr>
<td>F (K-12)</td>
<td>14 (331)</td>
<td>16% (154)</td>
<td><strong>19% (78)</strong></td>
<td>8% (99)</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely than 9&lt;sup&gt;th&lt;/sup&gt; -12&lt;sup&gt;th&lt;/sup&gt; graders to eat fruits and vegetables daily</td>
<td></td>
</tr>
<tr>
<td>PG (K-12)</td>
<td>62% (244)</td>
<td><strong>67% (123)</strong></td>
<td>64% (55)</td>
<td>34% (52)</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>less</em> likely than K – 5&lt;sup&gt;th&lt;/sup&gt; graders to eat fruits and vegetables daily</td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>Reporter</td>
<td>All Youth</td>
<td>K – 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Finding</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>---------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Exercise Habits</td>
<td>F (K-12)</td>
<td>12% (331)</td>
<td>13% (154)</td>
<td>17% (78)</td>
<td>5% (99)</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were <em>less</em> likely to exercise daily</td>
</tr>
<tr>
<td>Treated Mental Health Needs</td>
<td>F (K-12)</td>
<td>37% (331)</td>
<td>47% (154)</td>
<td>24% (78)</td>
<td>30% (99)</td>
<td>K – 5&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely, and 6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt; graders were <em>less</em> likely, to have had <em>treated mental</em> health needs</td>
</tr>
<tr>
<td>Untreated Mental Health Needs</td>
<td>F (K-12)</td>
<td>36% (331)</td>
<td>25% (154)</td>
<td>50% (78)</td>
<td>40% (99)</td>
<td>K – 5&lt;sup&gt;th&lt;/sup&gt; graders were <em>less</em> likely, and 6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt; graders were <em>more</em> likely, to have had <em>untreated mental</em> health needs</td>
</tr>
</tbody>
</table>

*Note. All youth indicators only include 2<sup>nd</sup> – 5<sup>th</sup> graders as Kindergartners and 1<sup>st</sup> graders do not take the youth assessment.*

**RACIAL/ETHNIC DIFFERENCES**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

**Note,** the group differences for dentist visits may be better attributed to grade level differences as a significantly higher proportion of Hispanic/Latino youth are younger.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>African American</th>
<th>White</th>
<th>Hispanic /Latino</th>
<th>Multi-racial</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventive Health Care – Dentist</td>
<td>F (K-12)</td>
<td>76% (322)</td>
<td>73% (108)</td>
<td>65% (72)</td>
<td>87% (61)</td>
<td>80% (81)</td>
<td>Hispanic/Latino youth were <em>more</em> likely, and White youth were <em>less</em> likely, to visit a dentist</td>
</tr>
<tr>
<td>Exercise Habits</td>
<td>PG (K-12)</td>
<td>54% (243)</td>
<td>58% (73)</td>
<td>63% (56)</td>
<td>30% (54)</td>
<td>62% (60)</td>
<td>Hispanic/Latino youth were <em>less</em> likely to exercise daily</td>
</tr>
<tr>
<td>Treated Mental Health Problems</td>
<td>F (K-12)</td>
<td>36% (322)</td>
<td>30% (108)</td>
<td>49% (72)</td>
<td>30% (61)</td>
<td>37% (81)</td>
<td>White youth were <em>more</em> likely to have had <em>treated mental</em> health problems</td>
</tr>
</tbody>
</table>
**ELL/ESL Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

Note, the group differences below, for the Parent/Guardian report, may be better attributed to race/ethnicity differences as a significantly higher proportion of ELL/ESL youth are also Hispanic/Latino.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>English Primary Language</th>
<th>ELL/ESL</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Habits</td>
<td>Y (2-12)</td>
<td>35% (216)</td>
<td><strong>37% (177)</strong></td>
<td>23% (39)</td>
<td>ELL/ESL were <em>less</em> likely to exercise daily</td>
</tr>
<tr>
<td></td>
<td>PG (K-12)</td>
<td>54% (248)</td>
<td><strong>59% (196)</strong></td>
<td>37% (52)</td>
<td></td>
</tr>
</tbody>
</table>
# Plans & Skills for the Future

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>F (K-12)</td>
<td>331</td>
<td>81% (269) of youth accomplished at least one goal in the past year</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>81% (176) of youth accomplished at least one goal in the past year</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>91% (197) of youth try to accomplish goals that are important to them*</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>215</td>
<td>37% (79) of youth break down their goals into smaller steps most or almost all of the time</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>73% (157) of youth are quite or very confident about being able to accomplish the goals they set</td>
<td>Gender</td>
</tr>
<tr>
<td>Youth Independence</td>
<td>F (K-12)</td>
<td>331</td>
<td>64% (212) of youth are independent doing their personal care most or all of the time</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>81% (175) of youth are independent doing their personal care most or all of the time</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>331</td>
<td>56% (186) of youth are independent doing activities needed at home most or all of the time</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>78% (168) of youth are independent doing activities needed at home most or all of the time</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>331</td>
<td>28% (93) of youth are independent doing activities needed in the community most or all of the time</td>
<td>Grade ELL/ESL</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>45% (97) of youth are independent doing activities needed in the community most or all of the time</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>331</td>
<td>35% (115) of youth are independent getting around the neighborhood/town most or all of the time</td>
<td>Grade ELL/ESL</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>64% (138) of youth are independent getting around the neighborhood/town most or all of the time</td>
<td>Gender</td>
</tr>
</tbody>
</table>

*Percentages include “somewhat true” and “very true” response options.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>Sample Size</th>
<th>Finding</th>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling Emergency Situations²</td>
<td>F (K-12)</td>
<td>331</td>
<td>40% (133) of youth know how to handle an emergency</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>67% (145) of youth know how to handle an emergency</td>
<td>Grade</td>
</tr>
<tr>
<td>Online Safety²</td>
<td>F (K-12)</td>
<td>331</td>
<td>41% (137) of youth know how to safely use the internet and social network sites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>216</td>
<td>80% (173) of youth know how to safely use the internet and social network sites</td>
<td>Grade</td>
</tr>
<tr>
<td>Contingency Management</td>
<td>Y (2-12)</td>
<td>215</td>
<td>45% (97) of youth think about problems that could come up before starting something most or all of the time</td>
<td>Grade</td>
</tr>
<tr>
<td>Perseverance³</td>
<td>Y (2-12)</td>
<td>214</td>
<td>86% (183) of youth believe they are a hard worker</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>74% (158) of youth believe they will finish whatever they begin</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>74% (158) of youth believe they keep trying when something is hard to do</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>75% (161) of youth believe that they do not give up</td>
<td>No</td>
</tr>
<tr>
<td>Hope for the Future³</td>
<td>Y (2-12)</td>
<td>214</td>
<td>73% (157) of youth believe that when things are going badly, they won’t stay that way</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>90% (192) of youth believe that, someday, they will be good at doing the things that they really care about</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>214</td>
<td>83% (178) of youth believe that they will have more good times than bad</td>
<td>No</td>
</tr>
</tbody>
</table>

*Percentages include “know quite a bit” and “know everything” response options*  
²Percentages include “somewhat true” and “very true” response options
## Gender Differences

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>Boys</th>
<th>Girls</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>F (K-12)</td>
<td>81% (328)</td>
<td>76% (170)</td>
<td>87% (158)</td>
<td>Girls were more likely to have accomplished at least one goal</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>81% (214)</td>
<td>75% (108)</td>
<td>88% (106)</td>
<td>Boys were more likely to feel confident about being able to accomplish their goals</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>73% (212)</td>
<td>79% (108)</td>
<td>68% (104)</td>
<td></td>
</tr>
<tr>
<td>Youth Independence</td>
<td>F (K-12)</td>
<td>64% (328)</td>
<td>58% (170)</td>
<td>70% (158)</td>
<td>Girls were more likely to be independent doing their personal care</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>57% (328)</td>
<td>48% (170)</td>
<td>65% (158)</td>
<td>Girls were more likely to be independent doing activities needed at home</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>64% (214)</td>
<td>71% (108)</td>
<td>56% (106)</td>
<td>Boys were more likely to be independent getting around the neighborhood</td>
</tr>
<tr>
<td>Handling Emergency Situations</td>
<td>F (K-12)</td>
<td>40% (328)</td>
<td>37% (170)</td>
<td>42% (158)</td>
<td>Girls were more likely to know how to handle an emergency</td>
</tr>
</tbody>
</table>

## Grade Differences

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>K – 5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt;</th>
<th>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Independence</td>
<td>F (K-12)</td>
<td>64% (331)</td>
<td>44% (154)</td>
<td>81% (78)</td>
<td>83% (99)</td>
<td>K – 5&lt;sup&gt;th&lt;/sup&gt; graders were less likely to be independent doing their personal care</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>81% (216)</td>
<td>67% (85)</td>
<td>88% (60)</td>
<td>92% (71)</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; – 5&lt;sup&gt;th&lt;/sup&gt; graders were less likely to be independent doing their personal care</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>56% (331)</td>
<td>32% (154)</td>
<td>74% (78)</td>
<td>80% (99)</td>
<td>K – 5&lt;sup&gt;th&lt;/sup&gt; graders were less likely, and 9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were more likely, to be independent doing activities needed at home</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>78% (216)</td>
<td>71% (85)</td>
<td>80% (60)</td>
<td>85% (71)</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt; graders were more likely than 2&lt;sup&gt;nd&lt;/sup&gt; – 5&lt;sup&gt;th&lt;/sup&gt; graders to be independent doing activities needed at home</td>
</tr>
<tr>
<td>Indicator</td>
<td>Reporter</td>
<td>All Youth</td>
<td>K – 5th</td>
<td>6th – 8th</td>
<td>9th – 12th</td>
<td>Finding</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>-----------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Youth Independence</td>
<td>F (K-12)</td>
<td>28% (331)</td>
<td>6% (154)</td>
<td>22% (78)</td>
<td>67% (99)</td>
<td>K – 5th graders were <em>less</em> likely, and 9th – 12th graders were <em>more</em> likely, to be independent doing activities needed in the community</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>45% (216)</td>
<td>26% (85)</td>
<td>48% (60)</td>
<td>65% (71)</td>
<td>2nd – 5th graders were <em>less</em> likely to be independent doing activities needed in the community</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>35% (331)</td>
<td>8% (154)</td>
<td>40% (78)</td>
<td>72% (99)</td>
<td>K – 5th graders were <em>less</em> likely, and 9th – 12th graders were <em>more</em> likely, to be independent getting around the neighborhood</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>64% (216)</td>
<td>39% (85)</td>
<td>82% (60)</td>
<td>79% (71)</td>
<td>2nd – 5th graders were <em>less</em> likely to be independent getting around the neighborhood</td>
</tr>
<tr>
<td>Handling Emergency Situations</td>
<td>F (K-12)</td>
<td>40% (331)</td>
<td>12% (154)</td>
<td>59% (78)</td>
<td>69% (99)</td>
<td>K – 5th graders were <em>less</em> likely to know how to handle an emergency</td>
</tr>
<tr>
<td>Online Safety</td>
<td>F (K-12)</td>
<td>41% (331)</td>
<td>18% (154)</td>
<td>58% (78)</td>
<td>65% (99)</td>
<td>K – 5th graders were <em>less</em> likely to know how to safely use the internet and social network sites</td>
</tr>
<tr>
<td></td>
<td>Y (2-12)</td>
<td>80% (216)</td>
<td>66% (85)</td>
<td>93% (60)</td>
<td>86% (71)</td>
<td>2nd – 5th graders were <em>less</em> likely to know how to safely use the internet and social network sites</td>
</tr>
<tr>
<td>Contingency Management</td>
<td>Y (2-12)</td>
<td>45% (215)</td>
<td>32% (84)</td>
<td>50% (60)</td>
<td>56% (71)</td>
<td>9th – 12th graders were <em>more</em> likely than 2nd – 5th graders to think about problem that could come up before starting something</td>
</tr>
</tbody>
</table>

*Note. All youth indicators only include 2nd – 5th graders as Kindergartners and 1st graders do not take the youth assessment.*

**Racial/Ethnic Differences**

There were no statistically significant differences in Plans & Skills for the Future according to race/ethnicity.
**ELL/ESL Differences**

Items where differences between groups are presented below. Percentages represent the proportion of youth who met each indicator, the numbers in parentheses denote the total number in each group.

Note, the group differences listed below may be better attributed to grade level differences as a significantly higher proportion of ELL/ESL youth are younger.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Reporter</th>
<th>All Youth</th>
<th>English Primary Language</th>
<th>ELL/ESL</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Independence</td>
<td>F (K-12)</td>
<td>28% (331)</td>
<td>30% (273)</td>
<td>21% (58)</td>
<td>ELL/ESL youth were <em>less</em> likely to be independent doing activities needed in the community</td>
</tr>
<tr>
<td></td>
<td>F (K-12)</td>
<td>35% (331)</td>
<td>37% (273)</td>
<td>26% (58)</td>
<td>ELL/ESL youth were <em>less</em> likely to be independent getting around the neighborhood</td>
</tr>
</tbody>
</table>
APPENDIX E: ITEM RESPONSES TO SURVEY 2015-16
APPENDIX F: ITEM RESPONSES TO SURVEY 2016-17
TouchPoint Name: Friend Annual Assessment (NEW) Date: ___/___/______
Name: Completed by: Completed on behalf of:
Identifier:
Friend Annual Assessment

Current Grade:

This Friend Assessment is required for ALL youth. Most questions apply to all youth, however, some are only applicable to youth in Grades K-2, some are only applicable to youth in Grades 3-5, and some are only applicable to youth in Grades 6-13. Note: This grade is populated from the Current Grade field on the youth's demographic page.

The purpose of this assessment is to help you think about your Friends of the Children youth's life to provide you and your team information that will help you support your youth. It includes questions about your youth's health, school, support your youth gets from others, and your youth's goals. Some questions are sensitive or personal. Please answer each question the best you can. This assessment is NOT a test. It is important to answer the questions as honestly as you can.

Your answers will NOT be shared with anyone outside of Friends of the Children. However, as you know, if you tell us your youth has been abused or that they want to hurt themselves, we will need to file a mandatory report with child protective services so that your youth can be safe and get the support they need.

Thanks for doing the assessment!
1. **In the past year, how many times did this youth change residences?**

   - 69% (214) Youth did not change residences this year
   - 17% (54) 1 time
   - 7% (23) 2 times
   - 5% (16) 3 times
   - 1% (3) 4 times
   - 0% (0) 5 or more times

2. **In the past year, how many times did caregivers change for this youth?**

   - 83% (262) Caregivers did not change for youth this year
   - 10% (30) 1 time
   - 5% (16) 2 times
   - 6% (19) 3 times
   - 0.3% (1) 4 times
   - 0% (0) 5 or more times

3. **In the past year, how many times was this youth homeless?**

   - 93% (292) Youth was not homeless this year
   - 4% (13) 1 time
   - 2% (6) 2 times
   - 0.3% (1) 3 times
   - 0.3% (1) 4 times
   - 0% (0) 5 or more times

4. **In the past year, has this youth been formally involved in Foster Care?**

   - 14% (44) Yes
   - 84% (265) No
   - 2% (7) Don’t know

5. **In the past year, how many adults supported, guided, or helped this youth? (For example, listened to them when they were upset, gave them rides, or showed them how to do something.) Do not count this youth’s caregiver or yourself.**

   - 23% (74) 0
   - 25% (80) 1
   - 26% (82) 2
   - 10% (32) 3
   - 15% (48) More than 3
6. Please write the first name of adults who supported, guided, or helped this youth in the past year (for example, listened to them when they were upset, gave them rides, or showed them how to do something). Do not count this youth’s caregiver or yourself.

Name(s) of supportive adult(s):

7. In the past year, were there friends (peers) around this youth’s age who cared about them, spent time with them, and did not involve them in things like drugs, alcohol, fighting, or gangs?

32% (102) 0
26% (81) 1
17% (55) 2
8% (25) 3
17% (53) More than 3

8. Please write the first name of friends (peers) around your youth’s age who had a positive relationship with them in the past year (for example, cared about them, spent time with them, and did not involve them in things like drugs, alcohol, fighting, or gangs).

Name(s) of supportive peer(s):

9. About how many days a week does this youth eat fruits and vegetables (for example, banana, apple, orange, green salad, beans, carrots, peas)?

2% (7) 0 days per week
10% (32) 1 day per week
21% (67) 2 days per week
26% (82) 3 days per week
14% (43) 4 days per week
14% (45) 5 days per week
1% (4) 6 days per week
11% (36) 7 days per week
10. About how many days a week is this youth physically active for a total of at least 30 minutes per day? Add up all the time this youth spends in any kind of physical activity that makes their heart beat faster and makes them breathe hard some of the time (for example, walk fast, bike, run, dance, roller blade, sports, rake the yard, vacuum the rugs).

- 6% (18) 0 days per week
- 14% (43) 1 day per week
- 14% (43) 2 days per week
- 20% (62) 3 days per week
- 15% (46) 4 days per week
- 20% (64) 5 days per week
- 6% (20) 6 days per week
- 6% (20) 7 days per week

11. In the past year, did this youth go to a doctor or nurse just for a check-up or vaccines (not because they were sick or injured)?

- 72% (228) Yes
- 28% (88) No

12. In the past year, did this youth go to a doctor or nurse when they were sick or injured?

- 54% (170) Yes
- 10% (33) No
- 36% (113) Youth wasn't sick or injured enough to need a doctor or nurse

13. In the past year, did this youth go to a dentist?

- 68% (213) Yes
- 33% (103) No

14. In the past year, did this youth get to see a counselor or therapist if they struggled with feelings or behavior?

- 38% (120) Yes
- 35% (109) No
- 28% (87) Youth didn't struggle with feelings or behavior

15. In the past year, did this youth think about hurting themselves or attempting to commit suicide (for example, cutting themselves, banging their head, making themselves eat and then vomit, or thinking about or trying to commit suicide)?

- 10% (31) Yes
- 90% (285) No
16. In the past year, about how many days a week did this youth participate in activities that they enjoyed outside of the regular school day, outside of the Friends of the Children program, and when you were not present? (For example, sports, school plays, youth groups, scouts, clubs, music, arts, dance, choir, church, volunteer or community service)?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% (0)</td>
<td>Youth didn’t participate in any activities outside of school or Friends of the Children</td>
</tr>
<tr>
<td>100% (184)</td>
<td>More than 1 day per week</td>
</tr>
<tr>
<td>0% (0)</td>
<td>At least 1 day per week</td>
</tr>
</tbody>
</table>

17. In the past year, how often did this youth get in a physical fight (do not count roughhousing for fun)?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% (221)</td>
<td>Never</td>
</tr>
<tr>
<td>18% (56)</td>
<td>Once</td>
</tr>
<tr>
<td>12% (39)</td>
<td>Two or more times</td>
</tr>
</tbody>
</table>

18. In the past month, how many days did this youth drink alcohol (for example, a can, bottle, or glass of beer, a glass of wine, or a drink with hard liquor)? (3rd grade and older only)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% (225)</td>
<td>Not at all</td>
</tr>
<tr>
<td>1% (4)</td>
<td>Once</td>
</tr>
<tr>
<td>4% (10)</td>
<td>Two or more days</td>
</tr>
<tr>
<td>15% (41)</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

19. In the past month, how many days did this youth use marijuana or other illegal drugs (for example, heroin, cocaine, meth)? (3rd grade and older only)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>79% (224)</td>
<td>Not at all</td>
</tr>
<tr>
<td>2% (6)</td>
<td>Once</td>
</tr>
<tr>
<td>6% (16)</td>
<td>Two or more days</td>
</tr>
<tr>
<td>13% (36)</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

20. In the past year, was this youth arrested by the police for breaking a law that would qualify as a misdemeanor or felony crime (do not count minor crimes like skipping school, skateboarding, or running away). (3rd grade and older only)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4% (11)</td>
<td>Yes</td>
</tr>
<tr>
<td>96% (271)</td>
<td>No</td>
</tr>
</tbody>
</table>
21. In the past year, was this youth found guilty (convicted) of a crime? (3rd grade and older only)
   64% (7) Yes
   36% (4) No

22. In the past year, did this youth have sexual intercourse? (5th grade and older only)
   10% (19) Yes
   66% (120) No
   24% (44) Don’t know

23. Did this youth use birth control (for example, pills, condoms or rubbers, shot, or implant)? (5th grade and older only)
   46% (10) Yes
   14% (3) No
   41% (9) Don’t know

24. Does this youth have any children? (5th grade and older only)
   1% (1) Yes
   99% (181) No

25. How many goals did this youth accomplish in the past year (things they chose and did that they are proud of)?
   26% (83) 0
   34% (107) 1
   25% (79) 2
   9% (28) 3
   6% (19) More than 3

26. List all of the goals this youth accomplished in the past year (things they chose and did that they are proud of)?
   Goal(s) this youth accomplished:

27. How independent is this youth in doing their personal care (for example, dressing, hair care, personal hygiene)?
   10% (30) Usually need help
   28% (89) Some of the time independent
   28% (88) Most of the time independent
   35% (109) All the time independent
28. How independent is this youth in doing activities needed at home (for example, making a sandwich or getting a drink, cleaning their room, helping with home chores like washing dishes or taking out the garbage)?

11% (35) Usually need help
32% (102) Some of the time independent
35% (109) Most of the time independent
22% (70) All the time independent

29. How independent is this youth in doing activities needed in the community (for example, buying groceries or clothes, scheduling doctor appointments, ordering food in restaurants)?

33% (105) Usually need help
35% (111) Some of the time independent
23% (71) Most of the time independent
9% (29) All the time independent

30. How independent is this youth at getting around the neighborhood/town (for example, biking, walking, using public transportation, getting rides)?

29% (92) Usually need help
33% (103) Some of the time independent
24% (77) Most of the time independent
14% (44) All the time independent

31. How much does this youth know about handling an emergency (for example, finding and calling emergency numbers if there’s a fire, accident, or violence, explaining the emergency, giving CPR or other help)?

6% (19) Don’t know anything
54% (169) Know a little
39% (122) Know quite a bit
2% (6) Know everything

32. How much does this youth know about safely using the Internet and social network sites (for example, how to safely identify themselves and how to safely respond when someone asks them for personal information)?

11% (36) Don’t know anything
44% (138) Know a little
42% (134) Know quite a bit
3% (8) Know everything
TouchPoint Name: Youth Annual Assessment (NEW) Date: ____/____/_____
Name: Completed by: Completed on behalf of:
Identifier:
Youth Annual Assessment

Current Grade:

No Youth Assessment is required for youth below Grade 3.
Note: This grade is populated from the Current Grade field on the youth's demographic page.

The purpose of this assessment is to help you think about your life, what's important to you, and to help Friends of the Children support you. It includes questions about your health, school, support that you can get from others, and your goals.

The assessment is NOT a test. It is important to answer the questions as honestly as you can. This assessment is for youth of different ages and some questions may seem sensitive or personal. Answer each question the best you can. If you have concerns or feel upset, you can ask to talk to a staff member from Friends of the Children.

Your answers will NOT be shared with anyone outside of Friends of the Children. However, if you tell us you have been abused or want to hurt yourself, we will need to tell someone so that you can be safe and get the support you need. We will let you know before we contact anyone.

At the end of this assessment, we will ask you if it is okay to share your answers with your Friend.

Thanks for doing the assessment!
1. In the past year, how many adults supported, guided, or helped you? (For example, listened when you were upset, gave you rides, or showed you how to do something.) Do not count your Friend or caregiver.

- 7% (14) 0
- 15% (32) 1
- 18% (37) 2
- 14% (30) 3
- 46% (96) More than 3

2. Please write the first name of adults who supported, guided, or helped this youth in the past year (for example, listened to them when they were upset, gave them rides, or showed them how to do something). Do not count this youth’s caregiver or yourself.

Name(s) of supportive adult(s):

3. In the past year, were there friends (peers) around this youth’s age who cared about them, spent time with them, and did not involve them in things like drugs, alcohol, fighting, or gangs?

- 8% (17) 0
- 12% (25) 1
- 19% (39) 2
- 14% (30) 3
- 47% (98) More than 3

4. Please write the first name of friends (peers) around your youth’s age who had a positive relationship with them in the past year (for example, cared about them, spent time with them, and did not involve them in things like drugs, alcohol, fighting, or gangs).

Name(s) of supportive peer(s):

5. About how many days a week do you eat fruits and vegetables (for example, banana, apple, orange, green salad, beans, carrots, peas)?

- 2% (4) 0 days per week
- 6% (13) 1 day per week
- 12% (25) 2 days per week
- 18% (37) 3 days per week
- 12% (25) 4 days per week
- 15% (31) 5 days per week
- 5% (10) 6 days per week
- 31% (64) 7 days per week
6. About how many days a week are you physically active for a total of at least 30 minutes per day? Add up all the time you spent in any kind of physical activity that made your heart beat faster and made you breathe hard some of the time (for example, walk fast, bike, run, dance, roller blade, sports, rake the yard, vacuum the rugs).

   4% (8)       0 days per week  
   8% (16)      1 day per week  
   6% (13)      2 days per week  
   16% (34)     3 days per week  
   12% (25)     4 days per week  
   16% (34)     5 days per week  
   6% (12)      6 days per week  
   32% (67)     7 days per week

7. In the past year, did you go to a doctor or nurse just for a check-up or vaccines (not because you were sick or injured)?

   78% (162)    Yes  
   23% (47)     No

8. In the past year, did you go to a doctor or nurse when they you sick or injured?

   58% (122)    Yes  
   10% (21)     No  
   32% (66)     I wasn't sick or injured enough to need a doctor or nurse

9. In the past year, did you go to a dentist?

   71% (148)    Yes  
   29% (61)     No

10. In the past year, did you get to see a counselor or therapist if you struggled with feelings or behavior?

    37% (77)    Yes  
    28% (59)    No  
    35% (73)    I didn't struggle with feelings or behavior

11. In the past year, did you think about hurting yourself or attempting to commit suicide (for example, cutting yourself, banging your head, making yourself eat and then vomit, or thinking about or trying to commit suicide)?

    14% (30)    Yes  
    86% (179)   No
12. In the past year, about how many days a week did you participate in activities that you enjoyed outside of the regular school day, outside of the Friends of the Children program, and when your Friend was not present? (For example, sports, school plays, youth groups, scouts, clubs, music, arts, dance, choir, church, volunteer or community service)?

12% (26) I didn't participate in any activities outside of school or Friends of the Children
62% (129) More than 1 day per week
26% (54) At least 1 day per week

13. In the past year, how often did you get in a physical fight (do not count roughhousing for fun)?

66% (138) Never
17% (36) Once
17% (35) Two or more times

14. In the past month, how many days did you drink alcohol (for example, a can, bottle, or glass of beer, a glass of wine, or a drink with hard liquor)?

90% (188) Not at all
5% (11) Once
4% (9) Two or more days

15. In the past month, how many days did you use marijuana or other illegal drugs (for example, heroin, cocaine, meth)?

90% (188) Not at all
2% (4) Once
8% (16) Two or more days

16. In the past year, were you arrested by the police for breaking a law that would qualify as a misdemeanor or felony crime (do not count minor crimes like skipping school, skateboarding, or running away).

6% (13) Yes
94% (196) No

17. In the past year, were you found guilty (convicted) of a crime?

43% (6) Yes
57% (8) No
18. In the past year, did you have sexual intercourse? (*5th grade and older only*)
   16% (22) Yes
   84% (112) No

19. Did you use birth control (for example, pills, condoms or rubbers, shot, or implant)?
   (*5th grade and older only*)
   83% (20) Yes
   17% (4) No

20. Do you have any children? (*5th grade and older only*)
   0% (0) Yes
   100% (134) No

21. How many goals did you accomplish in the past year (things you chose and did that you are proud of)?
   15% (32) 0
   16% (34) 1
   25% (53) 2
   22% (46) 3
   21% (44) More than 3

22. List all of the goals you accomplished in the past year (things you chose and did that you are proud of)?
   Goal(s) I accomplished:

23. How independent are you in doing your personal care (for example, dressing, hair care, personal hygiene)?
   7% (15) Usually need help
   12% (24) Some of the time independent
   27% (57) Most of the time independent
   54% (113) All the time independent

24. How independent are you in doing activities needed at home (for example, making a sandwich or getting a drink, cleaning their room, helping with home chores like washing dishes or taking out the garbage)?
   6% (13) Usually need help
   22% (46) Some of the time independent
   33% (68) Most of the time independent
   39% (82) All the time independent
25. How independent are you in doing activities needed in the community (for example, buying groceries or clothes, scheduling doctor appointments, ordering food in restaurants)?

29% (60) Usually need help  
35% (73) Some of the time independent  
23% (48) Most of the time independent  
13% (28) All the time independent

26. How independent are you at getting around the neighborhood/town (for example, biking, walking, using public transportation, getting rides)?

17% (36) Usually need help  
23% (48) Some of the time independent  
33% (68) Most of the time independent  
27% (57) All the time independent

27. How much do you know about handling an emergency (for example, finding and calling emergency numbers if there's a fire, accident, or violence, explaining the emergency, giving CPR or other help)?

4% (8) Don't know anything  
27% (56) Know a little  
53% (110) Know quite a bit  
17% (35) Know everything

28. How much do you know about safely using the Internet and social network sites (for example, how to safely identify yourself and how to safely respond when someone asks you for personal information)?

9% (18) Don't know anything  
14% (29) Know a little  
43% (89) Know quite a bit  
35% (73) Know everything

How true are the following statements for you?

29. I want to learn and improve my skills.

2% (5) Not true at all  
9% (18) A little true  
24% (51) Somewhat true  
65% (135) Very true
30. I try to accomplish goals that are important to me.
- 1% (2) Not true at all
- 8% (16) A little true
- 27% (57) Somewhat true
- 64% (134) Very true

31. I feel proud of myself for trying to improve my skills.
- 3% (7) Not true at all
- 10% (20) A little true
- 21% (43) Somewhat true
- 67% (139) Very true

32. I use my experiences to learn more about my interests and skills.
- 1% (2) Not true at all
- 16% (33) A little true
- 33% (69) Somewhat true
- 50% (104) Very true

Please answer the following questions about yourself:

33. How often do you look at someone when you talk to them?
- 7% (15) Not usually
- 21% (43) Sometimes
- 37% (76) Most of the time
- 36% (74) Almost all the time

34. How often do you ask questions if you do not understand what someone is saying?
- 9% (19) Not usually
- 33% (68) Sometimes
- 33% (68) Most of the time
- 26% (53) Almost all the time

35. How often do you tell others about your interests or goals?
- 28% (58) Not usually
- 37% (76) Sometimes
- 19% (39) Most of the time
- 17% (35) Almost all the time
36. How often do you tell others when you need help?

- 12% (25) Not usually
- 36% (74) Sometimes
- 28% (59) Most of the time
- 24% (50) Almost all the time

37. How often do you understand what others are feeling?

- 9% (19) Not usually
- 26% (53) Sometimes
- 34% (70) Most of the time
- 32% (66) Almost all the time

38. How often do you show concern toward others?

- 7% (15) Not usually
- 24% (49) Sometimes
- 34% (71) Most of the time
- 35% (73) Almost all the time

39. How often do you try to make others feel good?

- 1% (3) Not usually
- 18% (38) Sometimes
- 33% (69) Most of the time
- 47% (98) Almost all the time

40. How often do you offer help to others?

- 4% (8) Not usually
- 31% (64) Sometimes
- 35% (73) Most of the time
- 30% (63) Almost all the time

41. How often do you listen to what someone says, even if you disagree with them?

- 9% (18) Not usually
- 28% (58) Sometimes
- 35% (72) Most of the time
- 29% (60) Almost all the time
42. How often do you think about what you enjoy?

- 2% (5) Not usually
- 23% (48) Sometimes
- 33% (69) Most of the time
- 41% (86) Almost all the time

43. How often do you identify something that interests you?

- 7% (14) Not usually
- 22% (45) Sometimes
- 37% (77) Most of the time
- 35% (72) Almost all the time

44. How often do you have trouble stopping when you are doing an interesting activity?

- 19% (39) Not usually
- 40% (83) Sometimes
- 19% (39) Most of the time
- 23% (47) Almost all the time

45. How often do you break down your goals into smaller steps that you can do?

- 23% (48) Not usually
- 37% (76) Sometimes
- 27% (57) Most of the time
- 13% (27) Almost all the time

46. How often do you think about problems that could come up before you start doing something?

- 16% (34) Not usually
- 39% (80) Sometimes
- 31% (64) Most of the time
- 14% (30) Almost all the time

47. How often do you think of more than one way to solve a problem?

- 8% (17) Not usually
- 37% (77) Sometimes
- 34% (70) Most of the time
- 21% (44) Almost all the time
48. How often do you think of different ways to do something if the regular way does not work?

- 10% (21) Not usually
- 37% (76) Sometimes
- 36% (74) Most of the time
- 18% (37) Almost all the time

49. How often do you choose your own goals?

- 6% (13) Not usually
- 27% (56) Sometimes
- 27% (57) Most of the time
- 39% (82) Almost all the time

50. How confident or sure are you about being able to speak up for your goals?

- 9% (18) Not confident
- 29% (60) A little confident
- 32% (66) Quite confident
- 31% (64) Very confident

51. How confident or sure are you about being able to accomplish the goals you set?

- 5% (10) Not confident
- 24% (49) A little confident
- 37% (77) Quite confident
- 35% (72) Very confident

How true are the following statements for you?

52. I know how to calm down when I'm feeling tense or upset.

- 9% (18) Not true at all
- 24% (49) A little true
- 31% (64) Somewhat true
- 37% (77) Very true

53. I control my temper when people are angry with me.

- 10% (20) Not true at all
- 27% (56) A little true
- 36% (74) Somewhat true
- 28% (58) Very true
54. I am able to make myself feel better when I am upset.

7% (14) Not true at all
21% (44) A little true
35% (73) Somewhat true
37% (77) Very true

55. I am a hard worker.

2% (5) Not true at all
15% (31) A little true
28% (59) Somewhat true
54% (113) Very true

56. I finish whatever I begin.

4% (9) Not true at all
26% (54) A little true
42% (88) Somewhat true
27% (54) Very true

57. I keep trying when something is hard to do.

4% (8) Not true at all
20% (41) A little true
39% (80) Somewhat true
38% (79) Very true

58. I do not give up.

3% (7) Not true at all
26% (54) A little true
35% (72) Somewhat true
36% (75) Very true

59. When things are going badly, I know they won't stay that way.

7% (15) Not true at all
21% (43) A little true
36% (74) Somewhat true
37% (76) Very true
60. Someday, I will be good at doing the things that I really care about.

- 1% (3) Not true at all
- 11% (22) A little true
- 25% (52) Somewhat true
- 63% (131) Very true

61. I will have more good times than bad times.

- 2% (5) Not true at all
- 16% (33) A little true
- 28% (58) Somewhat true
- 54% (112) Very true

Please answer the following questions about yourself:

62. Do you think you will be successful in school?

- 1% (3) Definitely not
- 10% (20) Probably not
- 38% (79) Probably will
- 51% (106) Definitely will

63. Do you think you will graduate from high school or earn your GED?

- 1% (1) Definitely not
- 7% (15) Probably not
- 28% (59) Probably will
- 64% (133) Definitely will

64. Do you think you will go to college?

- 1% (2) Definitely not
- 7% (14) Probably not
- 41% (86) Probably will
- 51% (106) Definitely will
The following statements are about how you identify or think about yourself as a person (for example, how you identify as a person may relate to your race, ethnicity, culture, family background, gender, spirituality, sexuality, or disability experiences, as well as other life experiences, values and interests).

How true are the following statements for you?

65. I have a clear understanding of how I identify as a person.
   - 3% (7) Not true at all
   - 13% (26) A little true
   - 29% (60) Somewhat true
   - 55% (115) Very true

66. I feel good about my identity.
   - 3% (6) Not true at all
   - 10% (20) A little true
   - 24% (50) Somewhat true
   - 64% (132) Very true

67. Overall, I am proud of who I am.
   - 1% (3) Not true at all
   - 9% (19) A little true
   - 22% (46) Somewhat true
   - 67% (140) Very true

Please answer the following questions about yourself:

68. Do you feel accepted and appreciated by people at school?
   - 5% (11) Not usually
   - 23% (47) Sometimes
   - 33% (68) Most of the time
   - 39% (82) Almost all the time

69. Do you feel accepted and appreciated by the people you regard as family?
   - 2% (5) Not usually
   - 16% (34) Sometimes
   - 21% (43) Most of the time
   - 61% (126) Almost all the time
Two final questions:

70. Does your Friend have a positive impact on your life?
   1% (1) Not usually
   7% (15) Sometimes
   16% (33) Most of the time
   76% (159) Almost all the time

71. Do we have your permission to share your answers from this assessment with your Friend?
   (Note: If your answer is "No", we will talk to you about what information you do not want shared with your Friend)
   81% (168) Yes
   19% (39) No
TouchPoint Name: Friend Annual Assessment (NEW) Date: _____/____/______
Name: Completed by: Completed on behalf of: 
Identifier:

Friend Annual Assessment

Current Grade:

This Friend Assessment is required for ALL youth. Most questions apply to all youth, however, some are only applicable to youth in Grades K-2, some are only applicable to youth in Grades 3-5, and some are only applicable to youth in Grades 6-13. Note: This grade is populated from the Current Grade field on the youth’s demographic page.

The purpose of this assessment is to help you think about your Friends of the Children youth's life to provide you and your team information that will help you support your youth. It includes questions about your youth's health, school, support your youth gets from others, and your youth's goals. Some questions are sensitive or personal. Please answer each question the best you can. This assessment is NOT a test. It is important to answer the questions as honestly as you can.

Your answers will NOT be shared with anyone outside of Friends of the Children. However, as you know, if you tell us your youth has been abused or that they want to hurt themselves, we will need to file a mandatory report with child protective services so that your youth can be safe and get the support they need.

Thanks for doing the assessment!
1. In the past year, how many times did this youth change residences?

   70% (230) 0 times
   19% (64) 1 time
   7% (23) 2 times
   2% (7) 3 times
   1% (4) 4 times
   1% (3) 5+ times

2. In the past year, how many times did caregivers change for this youth?

   89% (293) 0 times
   7% (24) 1 time
   3% (10) 2 times
   1% (2) 3 times
   0.3% (1) 4 times
   0.3% (1) 5+ times

3. In the past year, how many times was this youth homeless?

   94% (311) 0 times
   5% (15) 1 time
   1% (2) 2 times
   0.3% (1) 3 times
   0% (0) 4 times
   1% (2) 5+ times

4. In the past year, has this youth been formally involved in Foster Care?

   15% (51) Yes
   83% (273) No
   2% (7) Don’t know

5. Has this youth EVER been placed in formal Foster Care?

   23% (77) Yes
   70% (231) No
   7% (23) Don’t know

6. Has this youth EVER been placed in informal Kinship Care?

   23% (75) Yes
   64% (213) No
   13% (43) Don’t know
7. To the best of your knowledge, in the past year, has this youth been exposed to violence in their home?
   12% (38) Yes
   73% (240) No
   16% (53) Don’t know

8. To the best of your knowledge, in the past year, has this youth been exposed to violence while in their neighborhood or community?
   22% (72) Yes
   57% (190) No
   21% (69) Don’t know

9. To the best of your knowledge, in the past year, has this youth been the victim of violence?
   8% (26) Yes
   80% (263) No
   13% (42) Don’t know

10. To the best of your knowledge, in the past year, has this youth experienced the death of a family member or someone close to them?
   18% (60) Yes
   68% (225) No
   14% (46) Don’t know

11. To the best of your knowledge, in the past year, were any of these youth’s parents/caregivers or other family members incarcerated?
   35% (115) Yes
   23% (76) No
   42% (140) Don’t know

12. To the best of your knowledge, in the past year, was there substance abuse in this youth’s home?
   10% (33) Yes
   67% (223) No
   23% (75) Don’t know
13. To the best of your knowledge, in the past year, did any of this youth’s adolescent siblings become parents?
   4% (14) Yes
   90% (297) No
   6% (20) Don’t know

14. Have EITHER of this youth’s parents EVER been incarcerated?
   35% (115) Yes
   23% (76) No
   42% (140) Don’t know

15. Were EITHER of this youth’s parents a teen parent to ANY of their children?
   34% (113) Yes
   26% (85) No
   40% (133) Don’t know

16. Did EITHER of this youth's parents NOT graduate from High School/obtain a GED?
   23% (77) Yes
   15% (50) No
   62% (204) Don’t know

17. In the past year, have you involved the family in the development of Roadmap Goals for this youth?
   62% (206) Yes
   38% (125) No

18. In the past year, how many adults supported, guided, or helped this youth? (For example, listened to them when they were upset, gave them rides, or showed them how to do something.) Do not count this youth’s caregiver or yourself.
   19% (63) 0
   27% (90) 1
   19% (62) 2
   14% (45) 3
   22% (71) 4+

19. Please write the first name of adults who supported, guided, or helped this youth in the past year (for example, listened to them when they were upset, gave them rides, or showed them how to do something). Do not count this youth's caregiver or yourself.
   Name(s) of supportive adult(s):
20. In the past year, were there friends (peers) around this youth's age who cared about them, spent time with them, and did not involve them in things like drugs, alcohol, fighting, or gangs?

33 (109)  0
26% (85)  1
18% (61)  2
8% (26)  3
15% (50)  More than 3

21. Please write the first name of friends (peers) around your youth's age who had a positive relationship with them in the past year (for example, cared about them, spent time with them, and did not involve them in things like drugs, alcohol, fighting, or gangs).

Name(s) of supportive peer(s):

22. About how many days a week does this youth eat fruits and vegetables (for example, banana, apple, orange, green salad, beans, carrots, peas)?

5% (18)  0 days per week
8% (26)  1 day per week
17% (57)  2 days per week
22% (71)  3 days per week
16% (53)  4 days per week
16% (52)  5 days per week
2% (7)  6 days per week
14% (47)  7 days per week

23. About how many days a week is this youth physically active for a total of at least 30 minutes per day? Add up all the time this youth spends in any kind of physical activity that makes their heart beat faster and makes them breathe hard some of the time (for example, walk fast, bike, run, dance, roller blade, sports, rake the yard, vacuum the rugs).

8% (25)  0 days per week
11% (35)  1 day per week
17% (55)  2 days per week
18% (60)  3 days per week
14% (45)  4 days per week
18% (61)  5 days per week
4% (12)  6 days per week
12% (38)  7 days per week
24. In the past year, did this youth go to a doctor or nurse just for a check-up or vaccines (not because they were sick or injured)?
   74% (245) Yes
   26% (86) No

25. In the past year, did this youth go to a doctor or nurse when they were sick or injured?
   51% (167) Yes
   9% (28) No
   41% (136) Youth wasn't sick or injured enough to need a doctor or nurse

26. In the past year, did this youth go to a dentist?
   76% (250) Yes
   25% (81) No

27. In the past year, did this youth get to see a counselor or therapist if they struggled with feelings or behavior?
   37% (121) Yes
   36% (118) No
   28% (92) Youth didn't struggle with feelings or behavior

28. In the past year, did this youth think about hurting themselves or attempting suicide (for example, cutting themselves, banging their head, making themselves eat and then vomit, or thinking about or trying to commit suicide)?
   9% (30) Yes
   91% (301) No

29. In the past year, did this youth attempt suicide?
   10% (3) Yes
   90% (27) No
30. In the past year, about how many days a week did this youth participate in activities that they enjoyed outside of the regular school day, outside of the Friends of the Children program, and when you were not present? (For example, sports, school plays, youth groups, scouts, clubs, music, arts, dance, choir, church, volunteer or community service)?

- 2% (9) 7 days per week
- 2% (7) 6 days per week
- 13% (44) 5 days per week
- 10% (32) 4 days per week
- 16% (52) 3 days per week
- 16% (52) 2 days per week
- 14% (47) 1 day per week
- 28% (92) 0 days per week

31. In the past year, how often did this youth get in a physical fight (do not count roughhousing for fun)?

- 71% (236) 0 times
- 14% (46) 1 time
- 7% (23) 2 times
- 2% (8) 3 times
- 2% (7) 4 times
- 3% (11) 5+ times

32. Has this youth EVER had more than a sip or two of alcohol? (3rd grade and older only)

- 15% (42) Yes
- 61% (176) No
- 24% (69) Don't know

33. In the past month, how many days did this youth drink alcohol (for example, a can, bottle, or glass of beer, a glass of wine, or a drink with hard liquor)? (3rd grade and older only)

- 61% (14) 0 days
- 9% (2) 1 day
- 9% (2) 2 days
- 0% (0) 3 days
- 4% (1) 4 days
- 17% (4) 5+ days
- 0% (0) Don't know
### 34. Has this youth EVER used marijuana? (3rd grade and older only)

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14%</td>
<td>41</td>
</tr>
<tr>
<td>No</td>
<td>66%</td>
<td>190</td>
</tr>
<tr>
<td>Don’t know</td>
<td>20%</td>
<td>56</td>
</tr>
</tbody>
</table>

### 35. In the past month, how many days did this youth use marijuana? (3rd grade and older only)

<table>
<thead>
<tr>
<th>Days</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>65%</td>
<td>13</td>
</tr>
<tr>
<td>1 day</td>
<td>5%</td>
<td>1</td>
</tr>
<tr>
<td>2 days</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>3 days</td>
<td>0%</td>
<td>0</td>
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<tr>
<td>4 days</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>5+ days</td>
<td>17%</td>
<td>4</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

### 36. Has this youth EVER used illegal drugs? (3rd grade and older only)

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3%</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>77%</td>
<td>221</td>
</tr>
<tr>
<td>Don’t know</td>
<td>20%</td>
<td>57</td>
</tr>
</tbody>
</table>

### 37. In the past month, how many days did this youth use illegal drugs? (3rd grade and older only)

<table>
<thead>
<tr>
<th>Days</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>60%</td>
<td>3</td>
</tr>
<tr>
<td>1 day</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2 days</td>
<td>20%</td>
<td>1</td>
</tr>
<tr>
<td>3 days</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>4 days</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>5+ days</td>
<td>20%</td>
<td>1</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

### 38. In the past year, was this youth arrested by the police for breaking a law that would qualify as a misdemeanor or felony crime (do not count minor crimes like skipping school, skateboarding, or running away). (3rd grade and older only)

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4%</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>96%</td>
<td>275</td>
</tr>
</tbody>
</table>

### 39. In the past year, was this youth found guilty (convicted) of a crime? (3rd grade and older only)

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42%</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>58%</td>
<td>7</td>
</tr>
</tbody>
</table>
40. Has this youth EVER had sexual intercourse? (5th grade and older only)
   - 16% (33) Yes
   - 65% (131) No
   - 18% (37) Don’t know

41. In the past year, did this youth have sexual intercourse? (5th grade and older only)
   - 14% (28) Yes
   - 67% (134) No
   - 19% (39) Don’t know

42. The last time this youth had sex, did they use a form of birth control? (5th grade and older only)
   - 15% (5) Yes, they used condoms
   - 12% (4) Yes, they used some other form of birth control (for example, pills, shot, or implant)
   - 21% (7) Yes, they used condoms and some other form of birth control
   - 21% (7) No, they didn’t use any birth control
   - 30% (10) Don’t know

43. Does this youth have any children? (5th grade and older only)
   - 2% (4) Yes
   - 98% (160) No

44. How many goals did this youth accomplish in the past year (things they chose and did that they are proud of)?
   - 19% (62) 0
   - 31% (104) 1
   - 28% (93) 2
   - 13% (43) 3
   - 9% (29) 4+

45. List all of the goals this youth accomplished in the past year (things they chose and did that they are proud of)?
   Goal(s) this youth accomplished:

46. How independent is this youth in doing their personal care (for example, dressing, hair care, personal hygiene)?
   - 7% (24) Usually need help
   - 29% (95) Some of the time independent
   - 30% (100) Most of the time independent
   - 34% (112) All the time independent
47. How independent is this youth in doing activities needed at home (for example, making a sandwich or getting a drink, cleaning their room, helping with home chores like washing dishes or taking out the garbage)?

- 8% (26) Usually need help
- 36% (119) Some of the time independent
- 31% (101) Most of the time independent
- 26% (85) All the time independent

48. How independent is this youth in doing activities needed in the community (for example, buying groceries or clothes, scheduling doctor appointments, ordering food in restaurants)?

- 37% (122) Usually need help
- 35% (116) Some of the time independent
- 21% (69) Most of the time independent
- 7% (24) All the time independent

49. How independent is this youth at getting around the neighborhood/town (for example, biking, walking, using public transportation, getting rides)?

- 38% (124) Usually need help
- 28% (92) Some of the time independent
- 23% (76) Most of the time independent
- 12% (39) All the time independent

50. How much does this youth know about handling an emergency (for example, finding and calling emergency numbers if there's a fire, accident, or violence, explaining the emergency, giving CPR or other help)?

- 11% (36) Don't know anything
- 49% (162) Know a little
- 38% (124) Know quite a bit
- 3% (9) Know everything

51. How much does this youth know about safely using the Internet and social network sites (for example, how to safely identify themselves and how to safely respond when someone asks them for personal information)?

- 12% (40) Don't know anything
- 47% (154) Know a little
- 38% (125) Know quite a bit
- 4% (12) Know everything
TouchPoint Name: Youth Annual Assessment (NEW) Date: _____/____/______
Name: Completed by: Completed on behalf of:
Identifier:
Youth Annual Assessment

Current Grade:

No Youth Assessment is required for youth below Grade 3.
Note: This grade is populated from the Current Grade field on the youth's demographic page.

The purpose of this assessment is to help you think about your life, what's important to you, and to help Friends of the Children support you. It includes questions about your health, school, support that you can get from others, and your goals.

The assessment is NOT a test. It is important to answer the questions as honestly as you can. This assessment is for youth of different ages and some questions may seem sensitive or personal. Answer each question the best you can. If you have concerns or feel upset, you can ask to talk to a staff member from Friends of the Children.

Your answers will NOT be shared with anyone outside of Friends of the Children. However, if you tell us you have been abused or want to hurt yourself, we will need to tell someone so that you can be safe and get the support you need. We will let you know before we contact anyone.

At the end of this assessment, we will ask you if it is okay to share your answers with your Friend.

Thanks for doing the assessment!
1. In the past year, were there friends (peers) around this youth's age who cared about them, spent time with them, and did not involve them in things like drugs, alcohol, fighting, or gangs?

7% (15) 0
17% (36) 1
15% (33) 2
14% (31) 3
47% (101) 4+

2. Please write the first name of friends (peers) around your youth's age who had a positive relationship with them in the past year (for example, cared about them, spent time with them, and did not involve them in things like drugs, alcohol, fighting, or gangs).

Name(s) of supportive peer(s):

3. About how many days a week do you eat fruits and vegetables (for example, banana, apple, orange, green salad, beans, carrots, peas)?

5% (10) 0 days per week
10% (22) 1 day per week
12% (25) 2 days per week
20% (43) 3 days per week
11% (24) 4 days per week
12% (25) 5 days per week
6% (13) 6 days per week
25% (54) 7 days per week

4. About how many days a week are you physically active for a total of at least 30 minutes per day? Add up all the time you spent in any kind of physical activity that made your heart beat faster and made you breathe hard some of the time (for example, walk fast, bike, run, dance, roller blade, sports, rake the yard, vacuum the rugs).

3% (6) 0 days per week
7% (14) 1 day per week
9% (20) 2 days per week
9% (20) 3 days per week
13% (29) 4 days per week
17% (36) 5 days per week
7% (16) 6 days per week
35% (75) 7 days per week
5. In the past year, did you go to a doctor or nurse just for a check-up or vaccines (not because you were sick or injured)?
   69% (149) Yes
   31% (67) No

6. In the past year, did you go to a doctor or nurse when they you sick or injured?
   49% (105) Yes
   19% (40) No
   33% (71) I wasn't sick or injured enough to need a doctor or nurse

7. In the past year, did you go to a dentist?
   72% (156) Yes
   28% (60) No

8. In the past year, did you get to see a counselor or therapist if you struggled with feelings or behavior?
   33% (72) Yes
   31% (67) No
   36% (77) I didn't struggle with feelings or behavior

9. In the past year, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
   25% (54) Yes
   75% (162) No

10. In the past year, did you think about hurting yourself or attempting suicide (for example, cutting yourself, banging your head, making yourself eat and then vomit, or thinking about or trying to commit suicide)?
    15% (32) Yes
    85% (184) No

11. In the past year, did you attempt suicide?
    25% (8) Yes
    75% (24) No
12. In the past year, about how many days a week did you participate in activities that you enjoyed outside of the regular school day, outside of the Friends of the Children program, and when your Friend was not present? (For example, sports, school plays, youth groups, scouts, clubs, music, arts, dance, choir, church, volunteer or community service)?

- 21% (46) 0 days per week
- 11% (24) 1 day per week
- 10% (22) 2 days per week
- 13% (28) 3 days per week
- 11% (23) 4 days per week
- 14% (30) 5 days per week
- 3% (7) 6 days per week
- 17% (36) 7 days per week

13. In the past year, how often did you get in a physical fight (do not count roughhousing for fun)?

- 65% (141) 0 times
- 12% (25) 1 time
- 8% (17) 2 times
- 4% (8) 3 times
- 1% (2) 4 times
- 11% (23) 5+ times

14. Have you EVER had more than a sip or two of alcohol?

- 16% (35) Yes
- 84% (181) No

15. In the past month, how many days did you drink alcohol (for example, a can, bottle, or glass of beer, a glass of wine, or a drink with hard liquor)?

- 54% (19) 0 days
- 20% (7) 1 day
- 3% (1) 2 days
- 6% (2) 3 days
- 6% (2) 4 days
- 11% (4) 5+ days

16. Have you EVER used marijuana (pot/weed)?

- 16% (35) Yes
- 84% (181) No
17. In the past month, how many days did you use marijuana (pot/weed)?

- 31% (11) 0 days
- 23% (8) 1 day
- 6% (2) 2 days
- 3% (1) 3 days
- 3% (1) 4 days
- 34% (12) 5+ days

18. Have you EVER used illegal drugs (for example, heroin, cocaine, meth)?

- 1% (2) Yes
- 99% (214) No

19. In the past month, how many days did you use illegal drugs (for example, heroin, cocaine, meth)?

- 100% (2) 0 days
- 0% (0) 1 day
- 0% (0) 2 days
- 0% (0) 3 days
- 0% (0) 4 days
- 0% (0) 5+ days

20. In the past year, were you arrested by the police for breaking a law that would qualify as a misdemeanor or felony crime (do not count minor crimes like skipping school, skateboarding, or running away).

- 3% (6) Yes
- 97% (210) No

21. In the past year, were you found guilty (convicted) of a crime?

- 0% (0) Yes
- 100% (6) No

22. Have you EVER had sexual intercourse? (5th grade and older only)

- 22% (34) Yes
- 78% (118) No

23. In the past year, did you have sexual intercourse? (5th grade and older only)

- 18% (28) Yes
- 82% (124) No
24. The last time you had sex, did you use a form of birth control? *(5th grade and older only)*
   - 38% (13) Yes, we used condoms
   - 18% (6) Yes, we used some other form of birth control (for example, pills, shot, or implant)
   - 24% (8) Yes, we used condoms and some other form of birth control
   - 21% (7) No, we didn’t use birth control

25. Do you have any children? *(5th grade and older only)*
   - 3% (5) Yes
   - 97% (147) No

26. How many goals did you accomplish in the past year (things you chose and did that you are proud of)?
   - 19% (40) 0
   - 22% (48) 1
   - 26% (57) 2
   - 14% (31) 3
   - 19% (40) 4+

27. List all of the goals you accomplished in the past year (things you chose and did that you are proud of)?
   Goal(s) I accomplished:

28. How independent are you in doing your personal care (for example, dressing, hair care, personal hygiene)?
   - 5% (11) Usually need help
   - 14% (30) Some of the time independent
   - 27% (59) Most of the time independent
   - 54% (116) All the time independent

29. How independent are you in doing activities needed at home (for example, making a sandwich or getting a drink, cleaning their room, helping with home chores like washing dishes or taking out the garbage)?
   - 6% (12) Usually need help
   - 17% (36) Some of the time independent
   - 31% (67) Most of the time independent
   - 47% (101) All the time independent
30. How independent are you in doing activities needed in the community (for example, buying groceries or clothes, scheduling doctor appointments, ordering food in restaurants)?

- 27% (58) Usually need help
- 28% (61) Some of the time independent
- 31% (67) Most of the time independent
- 14% (30) All the time independent

31. How independent are you at getting around the neighborhood/town (for example, biking, walking, using public transportation, getting rides)?

- 15% (32) Usually need help
- 21% (46) Some of the time independent
- 30% (65) Most of the time independent
- 34% (73) All the time independent

32. How much do you know about handling an emergency (for example, finding and calling emergency numbers if there’s a fire, accident, or violence, explaining the emergency, giving CPR or other help)?

- 4% (9) Don’t know anything
- 29% (62) Know a little
- 45% (97) Know quite a bit
- 22% (48) Know everything

33. How much do you know about safely using the Internet and social network sites (for example, how to safely identify yourself and how to safely respond when someone asks you for personal information)?

- 6% (13) Don’t know anything
- 14% (30) Know a little
- 43% (92) Know quite a bit
- 38% (81) Know everything

How true are the following statements for you?

34. I want to learn and improve my skills.

- 4% (9) Not true at all
- 8% (18) A little true
- 23% (49) Somewhat true
- 65% (140) Very true
35. I try to accomplish goals that are important to me.

- 2% (4) Not true at all
- 7% (15) A little true
- 25% (54) Somewhat true
- 66% (143) Very true

36. I feel proud of myself for trying to improve my skills.

- 2% (5) Not true at all
- 11% (23) A little true
- 23% (49) Somewhat true
- 64% (139) Very true

37. I use my experiences to learn more about my interests and skills.

- 3% (6) Not true at all
- 13% (29) A little true
- 34% (73) Somewhat true
- 50% (108) Very true

Please answer the following questions about yourself:

38. How often do you look at someone when you talk to them?

- 7% (14) Not usually
- 20% (44) Sometimes
- 41% (88) Most of the time
- 32% (68) Almost all the time

39. How often do you ask questions if you do not understand what someone is saying?

- 13% (27) Not usually
- 27% (58) Sometimes
- 34% (73) Most of the time
- 27% (58) Almost all the time

40. How often do you tell others about your interests or goals?

- 28% (60) Not usually
- 34% (73) Sometimes
- 21% (45) Most of the time
- 18% (38) Almost all the time
41. How often do you tell others when you need help?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>13% (28)</td>
<td>Not usually</td>
</tr>
<tr>
<td>35% (76)</td>
<td>Sometimes</td>
</tr>
<tr>
<td>30% (64)</td>
<td>Most of the time</td>
</tr>
<tr>
<td>22% (48)</td>
<td>Almost all the time</td>
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</table>

42. How often do you understand what others are feeling?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>4% (9)</td>
<td>Not usually</td>
</tr>
<tr>
<td>23% (50)</td>
<td>Sometimes</td>
</tr>
<tr>
<td>44% (96)</td>
<td>Most of the time</td>
</tr>
<tr>
<td>28% (61)</td>
<td>Almost all the time</td>
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</table>

43. How often do you show concern toward others?

<table>
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<tr>
<th>Percentage</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>8% (18)</td>
<td>Not usually</td>
</tr>
<tr>
<td>21% (45)</td>
<td>Sometimes</td>
</tr>
<tr>
<td>39% (85)</td>
<td>Most of the time</td>
</tr>
<tr>
<td>32% (68)</td>
<td>Almost all the time</td>
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</table>

44. How often do you try to make others feel good?

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<thead>
<tr>
<th>Percentage</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>4% (8)</td>
<td>Not usually</td>
</tr>
<tr>
<td>19% (41)</td>
<td>Sometimes</td>
</tr>
<tr>
<td>33% (71)</td>
<td>Most of the time</td>
</tr>
<tr>
<td>44% (96)</td>
<td>Almost all the time</td>
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</table>

45. How often do you offer help to others?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>5% (10)</td>
<td>Not usually</td>
</tr>
<tr>
<td>25% (53)</td>
<td>Sometimes</td>
</tr>
<tr>
<td>35% (75)</td>
<td>Most of the time</td>
</tr>
<tr>
<td>36% (78)</td>
<td>Almost all the time</td>
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</table>

46. How often do you listen to what someone says, even if you disagree with them?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>8% (18)</td>
<td>Not usually</td>
</tr>
<tr>
<td>30% (65)</td>
<td>Sometimes</td>
</tr>
<tr>
<td>32% (69)</td>
<td>Most of the time</td>
</tr>
<tr>
<td>30% (64)</td>
<td>Almost all the time</td>
</tr>
</tbody>
</table>
47. How often do you think about what you enjoy?
   9% (20) Not usually
   24% (51) Sometimes
   37% (77) Most of the time
   32% (68) Almost all the time

48. How often do you identify something that interests you?
   9% (20) Not usually
   24% (51) Sometimes
   36% (77) Most of the time
   32% (68) Almost all the time

49. How often do you have trouble stopping when you are doing an interesting activity?
   20% (42) Not usually
   34% (73) Sometimes
   23% (49) Most of the time
   24% (51) Almost all the time

50. How often do you break down your goals into smaller steps that you can do?
   29% (62) Not usually
   34% (74) Sometimes
   21% (46) Most of the time
   15% (33) Almost all the time

51. How often do you think about problems that could come up before you start doing something?
   18% (38) Not usually
   37% (80) Sometimes
   27% (57) Most of the time
   19% (40) Almost all the time

52. How often do you think of more than one way to solve a problem?
   9% (20) Not usually
   34% (73) Sometimes
   34% (73) Most of the time
   23% (49) Almost all the time
53. How often do you think of different ways to do something if the regular way does not work?

6% (13) Not usually  
34% (73) Sometimes  
39% (84) Most of the time  
21% (45) Almost all the time

54. How often do you choose your own goals?

7% (15) Not usually  
21% (46) Sometimes  
34% (74) Most of the time  
37% (80) Almost all the time

55. How confident or sure are you about being able to speak up for your goals?

8% (18) Not confident  
28% (59) A little confident  
36% (77) Quite confident  
28% (60) Very confident

56. How confident or sure are you about being able to accomplish the goals you set?

7% (14) Not confident  
20% (43) A little confident  
35% (75) Quite confident  
38% (82) Very confident

How true are the following statements for you?

57. I know how to calm down when I’m feeling tense or upset.

7% (15) Not true at all  
19% (41) A little true  
36% (76) Somewhat true  
38% (82) Very true

58. I control my temper when people are angry with me.

10% (21) Not true at all  
21% (45) A little true  
35% (75) Somewhat true  
34% (73) Very true
59. I am able to make myself feel better when I am upset.
   11% (23) Not true at all
   21% (44) A little true
   33% (71) Somewhat true
   36% (76) Very true

60. I am a hard worker.
   3% (6) Not true at all
   12% (25) A little true
   30% (65) Somewhat true
   55% (118) Very true

61. I finish whatever I begin.
   4% (8) Not true at all
   22% (48) A little true
   36% (76) Somewhat true
   38% (82) Very true

62. I keep trying when something is hard to do.
   4% (8) Not true at all
   22% (48) A little true
   35% (74) Somewhat true
   39% (84) Very true

63. I do not give up.
   3% (7) Not true at all
   22% (46) A little true
   31% (66) Somewhat true
   44% (95) Very true

64. When things are going badly, I know they won't stay that way.
   8% (16) Not true at all
   19% (41) A little true
   37% (79) Somewhat true
   36% (78) Very true
65. Someday, I will be good at doing the things that I really care about.

- 2% (4) Not true at all
- 8% (18) A little true
- 28% (60) Somewhat true
- 62% (132) Very true

66. I will have more good times than bad times.

- 6% (12) Not true at all
- 11% (24) A little true
- 32% (68) Somewhat true
- 51% (110) Very true

Please answer the following questions about yourself:

67. Do you think you will be successful in school?

- 4% (8) Definitely not
- 9% (20) Probably not
- 35% (75) Probably will
- 52% (111) Definitely will

68. Do you think you will graduate from high school or earn your GED?

- 2% (5) Definitely not
- 5% (11) Probably not
- 29% (62) Probably will
- 64% (136) Definitely will

69. Do you think you will go to college?

- 6% (12) Definitely not
- 12% (26) Probably not
- 33% (71) Probably will
- 49% (105) Definitely will
The following statements are about how you identify or think about yourself as a person (for example, how you identify as a person may relate to your race, ethnicity, culture, family background, gender, spirituality, sexuality, or disability experiences, as well as other life experiences, values and interests).

How true are the following statements for you?

70. I have a clear understanding of how I identify as a person.
   - 3% (7) Not true at all
   - 11% (23) A little true
   - 28% (59) Somewhat true
   - 58% (125) Very true

71. I feel good about my identity.
   - 1% (3) Not true at all
   - 8% (16) A little true
   - 21% (45) Somewhat true
   - 70% (150) Very true

72. Overall, I am proud of who I am.
   - 2% (5) Not true at all
   - 8% (16) A little true
   - 19% (41) Somewhat true
   - 71% (152) Very true

Please answer the following questions about yourself:

73. Do you feel accepted and appreciated by people at school?
   - 7% (14) Not usually
   - 23% (49) Sometimes
   - 31% (66) Most of the time
   - 40% (85) Almost all the time

74. Do you feel accepted and appreciated by the people you regard as family?
   - 3% (6) Not usually
   - 15% (31) Sometimes
   - 25% (53) Most of the time
   - 58% (124) Almost all the time
75. Do you feel accepted and appreciated by people in your neighborhood or community?

- 7% (15) Not usually
- 21% (45) Sometimes
- 30% (64) Most of the time
- 42% (90) Almost all the time

One final question:

76. Does your Friend (mentor) have a positive impact on your life?

- 2% (4) Not usually
- 4% (8) Sometimes
- 14% (29) Most of the time
- 81% (173) Almost all the time
Friends of the Children - Portland  
Parent/Guardian Survey

Dear Parent/Guardian:  

Thank you for agreeing to complete this important survey for the Friends of the Children program (FOTC). We appreciate you taking the time to do this, as it is a very important part of the work we do with your child. Please be assured that the information you provide will be kept confidential. We are interested in finding out your perceptions and beliefs about your child so that we can make sure our program is meeting the needs of children and families.

This survey will only take about 10 minutes to complete. It is very important that you answer all of the questions by completely filling in a circle % () or writing in a date or a short answer. On the last page of the survey, there is space for you to write anything else that you would like us to know. Remember that this information is confidential and will not be directly linked with your name or your child’s name.

When you are finished, please use the envelope provided and return the survey to your child’s Friend by May 15, 2017. Please sign and date the seal of the envelope so that we know it was you who completed the survey. The envelope will be separated from its contents and your name will not be attached to the information you provide us. Thank you for completing this important part of the Friends of the Children program.

Sincerely,

Friends of the Children Evaluation Staff
1. Date Completed: _______/______/_______
   mo    day    year

2. What is your relationship to this child?
   71% (181) mother
   1% (3) stepmother/ female partner of parent
   7% (19) grandmother
   3% (7) other adult relative
   7% (19) foster parent
   1% (2) other non-relative
   10% (25) father
   0% (0) stepfather/ male partner of parent
   0% (0) grandfather

3. Are you: 88% (222) Female    12% (30) Male    0% (0) Other, please specify
   ________________________________

4. What do you consider yourself to be? **Mark all that apply.**
   5% (14) American Indian / Native American or Alaskan Native
   2% (5) Asian or Pacific Islander
   32% (82) Black or African American
   25% (64) Hispanic/Latino
   39% (100) White (European origin)
   7% (18) Other

5. What is your date of birth? _______/______/_______
   mo    day    year

6a. Is (or was) this child’s mother a teen parent (under 18 when her first child was born)?
   19% (48) yes, mother was a teen parent
   73% (185) no, mother was not a teen parent
   8% (20) don’t know

6b. Is (or was) this child’s father a teen parent (under 18 when his first child was born)?
   11% (26) yes, father was a teen parent
   79% (194) no, father was not a teen parent
   10% (25) don’t know
7. To the best of your knowledge, what is the highest level of education reached by this child’s BIOLOGICAL MOTHER?

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than HS diploma or equivalent</td>
<td>21%</td>
<td>53</td>
</tr>
<tr>
<td>Some college coursework but no degree</td>
<td>26%</td>
<td>66</td>
</tr>
<tr>
<td>Some college or technical school degree</td>
<td>19%</td>
<td>49</td>
</tr>
<tr>
<td>2-yr community college degree</td>
<td>17%</td>
<td>42</td>
</tr>
<tr>
<td>4-year college degree</td>
<td>2%</td>
<td>4</td>
</tr>
<tr>
<td>Some graduate coursework but no degree (working toward MS, PhD, etc.)</td>
<td>0.4%</td>
<td>1</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>2%</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>13%</td>
<td>32</td>
</tr>
</tbody>
</table>

8. To the best of your knowledge, what is the highest level of education reached by this child’s BIOLOGICAL FATHER?

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than HS diploma or equivalent</td>
<td>25%</td>
<td>62</td>
</tr>
<tr>
<td>Some college coursework but no degree</td>
<td>32%</td>
<td>81</td>
</tr>
<tr>
<td>Some college or technical school degree</td>
<td>14%</td>
<td>34</td>
</tr>
<tr>
<td>2-yr community college degree</td>
<td>4%</td>
<td>9</td>
</tr>
<tr>
<td>4-year college degree</td>
<td>2%</td>
<td>4</td>
</tr>
<tr>
<td>Some graduate coursework but no degree (working toward MS, PhD, etc.)</td>
<td>0.4%</td>
<td>1</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>1%</td>
<td>2</td>
</tr>
<tr>
<td>Don’t know</td>
<td>23%</td>
<td>58</td>
</tr>
</tbody>
</table>

9. Has this child’s BIOLOGICAL MOTHER ever spent time in jail?

- 30% (76) yes
- 64% (165) no
- 6% (16) don’t know

10. Has this child’s BIOLOGICAL FATHER ever spent time in jail?

- 61% (153) yes
- 25% (63) no
- 15% (37) don’t know

11. Has ANOTHER PRIMARY CAREGIVER of this child ever spent time in jail?

- 8% (20) yes
- 81% (204) no
- 11% (27) don’t know

12. How many times has this child moved in the past year?

- 75% (187) 0
- 18% (44) 1
- 5% (12) 2
- 2% (5) 3
- 1% (2) 4 or more

13. Did this child live in legal foster care in the past year? (Placement by child welfare agency)

- 15% (37) yes
- 86% (219) no
- 0% (0) I don’t know

14. Has this child EVER lived in legal foster care? (Placement by child welfare agency)

- 24% (62) yes
- 76% (193) no
- 0% (0) I don’t know
14. Which of the following adults currently live with this child? **Mark all that apply**

- 70% (180) mother
- 26% (66) father
- 5% (14) stepmother/ female partner of parent
- 17% (43) stepfather/ male partner of parent
- 17% (44) grandmother
- 9% (23) grandfather
- 11% (29) other adult relatives
- 9% (24) foster parents
- 5% (13) other non relatives

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16. In the last year did the child participate in the free or reduced school lunch program?

- 81% (209) yes, free lunch
- 6% (16) yes, reduced lunch
- 9% (22) did not apply for program
- 3% (8) does not qualify
- 1% (2) don’t know

17. In the last year, has this child received treatment for a physical health problem?

- 18% (45) yes
- 82% (210) no

18. In the last year, has this child had any untreated physical health problems?

- 2% (6) yes
- 98% (249) no

19. Does this child currently have medical insurance?

- 95% (247) yes
- 5% (12) no

20. Does this child currently have dental insurance?

- 95% (241) yes
- 5% (12) no

21. How often does this child usually eat “junk foods” (for example: french fries, chips, cookies, soda, candy, etc.)?

- 22% (57) rarely/never
- 49% (125) several (2-4) times per week
- 20% (50) 1-2 times per day
- 6% (15) 3-4 times per day
- 1% (3) 5-6 times per day
- 2% (5) don’t know

22. How often does this child usually eat green or yellow vegetables (greens, salad, corn, carrots, green beans, etc) or fruit (fresh fruit, apple, orange, etc.)?

- 5% (12) rarely/never
- 32% (81) several (2-4) times per week
- 38% (97) 1-2 times per day
- 18% (46) 3-4 times per day
- 3% (8) 5-6 times per day
- 4% (9) don’t know
23. How often does this child usually exercise for at least 20-30 minutes at a time (walk, ride his/her bike, jog, skateboard, dance, run, play sports, etc.)?
   - 4% (11) never
   - 53% (135) daily or more
   - 40% (102) several (2-4) times per week
   - 2% (5) don’t know

The next questions have the following format: Please mark the answer that best describes how you feel about that sentence, for example:

EXAMPLE: I like chocolate ice cream.

Mark the big YES! if you think the statement is definitely true.
Mark the little yes if you think the statement is mostly true.
Mark the little no if you think the statement is mostly not true.
Mark the big NO! if you think the statement is definitely not true.

A. Please mark the answer that best describes how you feel about each sentence.

<table>
<thead>
<tr>
<th></th>
<th>YES!</th>
<th>yes</th>
<th>no</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It’s important to me that my child does well in school.</td>
<td>92% (236)</td>
<td>7% (19)</td>
<td>0.4% (1)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>2. It’s important to me that my child graduates from high school.</td>
<td>93% (238)</td>
<td>7% (18)</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>3. It’s important to me that my child graduates from college.</td>
<td>60% (153)</td>
<td>38% (97)</td>
<td>2% (5)</td>
<td>0.4% (1)</td>
</tr>
<tr>
<td>4. It’s important to me that my child respect people of different cultural/ethnic backgrounds.</td>
<td>92% (235)</td>
<td>8% (20)</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>5. I know where my child is during the day, including after school.</td>
<td>84% (214)</td>
<td>15% (38)</td>
<td>2% (4)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>6. My child is usually home by the time I tell him/her to be home.</td>
<td>77% (193)</td>
<td>21% (52)</td>
<td>2% (5)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>7. My child gets along well with me.</td>
<td>64% (164)</td>
<td>33% (84)</td>
<td>3% (7)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>8. My child gets along well with others.</td>
<td>50% (127)</td>
<td>45% (116)</td>
<td>5% (12)</td>
<td>0.4% (1)</td>
</tr>
<tr>
<td>9. My child admits when s/he is wrong.</td>
<td>28% (70)</td>
<td>50% (127)</td>
<td>20% (50)</td>
<td>3% (7)</td>
</tr>
<tr>
<td>10. My child works hard at his/her homework.</td>
<td>35% (88)</td>
<td>41% (105)</td>
<td>21% (54)</td>
<td>3% (8)</td>
</tr>
<tr>
<td>11. My child reads at home.</td>
<td>36% (93)</td>
<td>42% (107)</td>
<td>18% (46)</td>
<td>4% (10)</td>
</tr>
</tbody>
</table>
### B. The next questions ask about your child’s mentor from the **Friends of the Children Program**.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES!</th>
<th>yes</th>
<th>no</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My child’s life has changed for the better since getting a <strong>Friend</strong>.</td>
<td>71% (181)</td>
<td>27% (69)</td>
<td>2% (5)</td>
<td>0.4% (1)</td>
</tr>
<tr>
<td>2. My child has a good relationship with his/her <strong>Friend</strong>.</td>
<td>78% (200)</td>
<td>22% (57)</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>3. I am glad my child is in the <strong>Friends of the Children</strong> program.</td>
<td>87% (221)</td>
<td>13% (32)</td>
<td>1% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>4. My child’s <strong>Friend</strong> is a positive influence on him/her.</td>
<td>85% (217)</td>
<td>14% (36)</td>
<td>1% (2)</td>
<td>0.4% (1)</td>
</tr>
<tr>
<td>5. Which of the following best describes the quality of your relationship with your child’s <strong>Friend</strong>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>70% (162)</td>
<td>23% (53)</td>
<td>7% (15)</td>
<td>0.4% (1)</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C. Do you think that **Friends of the Children** positively influences your child’s:

<table>
<thead>
<tr>
<th>Question</th>
<th>YES!</th>
<th>yes</th>
<th>no</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social &amp; emotional development?</td>
<td>76% (193)</td>
<td>22% (56)</td>
<td>2% (4)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>2. Ability to make good decisions and avoid problem behaviors?</td>
<td>69% (175)</td>
<td>29% (74)</td>
<td>2% (6)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>3. Success in school?</td>
<td>69% (173)</td>
<td>30% (75)</td>
<td>2% (4)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>4. Health and eating habits?</td>
<td>57% (142)</td>
<td>37% (92)</td>
<td>6% (16)</td>
<td>0.4% (1)</td>
</tr>
<tr>
<td>5. Hope and plans for the future?</td>
<td>68% (172)</td>
<td>31% (78)</td>
<td>1% (3)</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>