

FRIENDS OF THE CHILDREN – PORTLAND: EVALUATION REPORT

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Informing policy, improving programs

ACKNOWLEDGEMENTS

“This program is so important to our community. The bond between the Friend and my student was so important, and I could tell it made a difference in his life. I wish we could have the support of more ‘Friends’ in our school. Thank you so much for all your organization does to help children in our school/ community.”
– Teacher of FOTC Participant

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PROGRAM DESCRIPTION

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 developmental milestones: social/emotional development, school success, health, making good choices, and positive 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 2014-15, long-term outcome data including teen parenting and juvenile justice information were compiled from available survey data over all program years (2001-02 through 2014-15) for the current population of *FOTC* youth.

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

- Graduate from high school

In 2014-15, 50% of program youth of graduation age have received a high school diploma.

Friends of the Children has had 192 program graduates, of which 81% have completed their high school diploma or their GED. The *FOTC* graduation rate (high school diploma) is comparable to that of Portland Public Schools (67%). Of all *FOTC* participants served over time, 63% have a parent who did not complete high school.

- Avoid teen parenting

97% (or 173 out of 188 respondents) of *FOTC* adolescents reported avoiding ever having a child and 92% (182 of 188) avoided pregnancy. 84% of youth served were born to a teen parent.

- Avoid involvement with the juvenile justice system

94% (or 177 out of 188 respondents) of *FOTC* adolescents reported avoiding ever being convicted of a crime. 49% of youth served have at least one parent with an incarceration history.

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 addition to program tracking of participant demographics and service delivery in the Efforts to Outcomes data system (ETO), the responses to these surveys have been used for evaluation of the Portland program for over 10 years.¹

This evaluation represents current data, obtained from ETO and the five surveys administered during 2014-15, as well as historical data from these two reporting systems, some of which have been collected for over 10 years. The following report details the program's goals and highlights its progress at meetings those goals, as well as service delivery and comparative data for youth not in the program. The majority of the outcomes presented in this report come directly from survey responses. Depending on the section, differences were reviewed for the following groups:

- **GENDER**
- **GRADE**
- **RACE/ETHNICITY**
- **ENGLISH LANGUAGE LEARNER (ELL)/ENGLISH AS A SECOND LANGUAGE (ESL)**
- **FOSTER CARE**
- **ADOLESCENT PROGRAMMING**

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

¹ See Appendix F for survey responses for all instruments for the 2014-15 program year.

Friends of the Children “has made a big difference in my life. I get... help and support from the program and my... mentor.”
– FOTC Participant

RESPONSE RATE

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 kindergartners, graduates, or incarcerated youth in the program). In 2014-15, it is reasonable to assume that *Friends'* reports of children and adolescents provide a good estimate of the overall *FOTC* youth population. However, response rates for teacher reports barely meet 60% and may not be representative of the entire *FOTC* youth population, especially adolescents in grades 6 – 8. If the responding teachers were more engaged or involved in the program (as is typical of those who respond versus those who do not), outcomes from these reporters may be more positive than if all *FOTC* youth had been represented.

Table 1. Survey Response Rate

Survey	Response Rate
<i>Friends'</i> Assessment of Younger Children	98% (169 of 173)
<i>Friends'</i> Assessment of Adolescents	93% (163 of 175)
Adolescent Self-Report Questionnaire	76% (133 of 175)
Parent/Guardian Survey	75% (260 of 348)
Teacher Observation of Child Adaptation – Revised	60% (154 of 257)

Description of Population Served 2014-15

DEMOGRAPHICS

FOTC served 389 youth during the 2014-15 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* Youth²

Gender
50% boys (194)
50% girls (194)
1% transgender (1)
Race/ethnicity
38% African American/African (148)
25% Multiracial (96)
19% White (75)
16% Hispanic/Latino (61)
1% Native American (5)
1% Other (4)
Age
Ranged from 4 to 21 years old
Average age = 12 years old
Grade
49% K – 5 th graders (190) ^a
22% 6 th – 8 th graders (84)
23% 9 th – 12 th graders (91)
6% in grade 12+ or not in school (24) ^b

^a There were 17 kindergartners. Kindergartners are not included in survey results.

^b Grade 12+ refers to service to program graduates as well as youth 19 and older who continue to work toward a high school diploma/GED.

Foster Care Profile. Of the 389 youth who participated in the program during 2014-15, data were available for 379 regarding foster care history and past year data were available for 340. One in five (19%, 64 of 340) *FOTC* youth were involved in foster care (31 legally placed and 33 in informal care) during the past year. Their ages ranged from 6 to 18, with the average age being 12 years old. Over one in three *FOTC* participants in 2014-15 (39%, 146 of 379) has been involved in foster care at some point during their *FOTC* participation (71 legally placed and 75 in informal care). While boys and girls are equally likely to have a history of foster care, Hispanic/Latino youth were less likely (7%) to have been involved with foster care than youth of other race/ethnicities.

ELL/ESL. Many children in the program do not speak English as a primary language. Based on program information, 13% (50 of 389) youth were English Language Learners (ELL); that is, they speak English as a Second Language (ESL).

Sexual Identity. Adolescents are asked about sexual identity. Of the 130 youth who responded this year; 82% identified as heterosexual; 13% identified as gay, lesbian, or bisexual; and 5% reported not knowing.

RISK FACTORS

Table 3 shows the proportion of *FOTC* youth facing various types of risks, including a parent's history of incarceration and/or substance abuse, domestic violence in the home, poverty, and child abuse and neglect. Combined information for either parent is presented below. For risks separated by each biological parent, as available, see Appendix E. Information from the past year was calculated from the 2014-15 *Friends* surveys. Risk factors calculated over the lifetime of the child used all available surveys completed for each youth over the course of their involvement

² See Appendix E for demographics by grade category.

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.

Risk factors were collapsed into 12 categories of risk for a youth's lifetime, 10 of which may occur in the past year.³ Youth had 1 to 12 risk categories present in their lifetime and 1 to 10 categories present in the past year.

In their lifetime:

- **85%** had 3 or more risk categories
- **54%** had 6 or more risk categories
- **24%** had 9 or more risk categories

In the past year:

- **41%** had 3 or more risk categories

Not included in the calculation of the risk categories is the number of youth eligible for or receiving free or reduced lunch. This information is tracked by the program. For 2014-15:

- **91%** of youth received free or reduced lunch

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 group traits alone.

In addition to reviewing the current population of youth and assessing their lifetime and current risk factors, rolling averages are created over 3-year periods to assess any trends occurring in risk

³ See p. 5 for a list of risk categories and Appendix A for more information on risk category calculation. Parent education and being a teen parent are only lifetime indicators.

indicators and whether the population has either substantially changed over time or if trends present differently among gender and race/ethnicity.⁴

Upon reviewing the past 3 rolling average cycles:

- **42%** of youth in the current cohort (2013-15) had been abused or neglected in the past year, a significant increase from 32% for the 2011-13 cohort
- **African American youth** were less likely to live with their fathers
- **White youth** were more likely to live in foster care or with relatives
- **White youth** were more likely to have been abused and/or neglected
- **African American youth** were less likely to have mothers with a high school education
- **African American youth** were more likely, while White youth were less likely, to have teen parents
- **Boys** were more likely to have parents with a high school education
- **Girls** were more likely to have been abused and/or neglected
- **Girls** were more likely to have a father who was a teen parent



⁴ For a description of all trends and group comparisons where significant, see Appendix E.

Table 3. Risk Factors for Youth Served During the 2014-15 Program Year

Risk Indicator Category	Risk Factor	% Past Year (#)	% Ever (#)
1. Home Permanence	Moved More Than Once in Past Year	14% (45 of 330)	34% (130 of 379)
	Does Not Live With Biological Mother or Father ⁵	19% (65 of 340)	28% (105 of 378)
2. Child Welfare	Lived in Foster Care or with Relatives	19% (64 of 340)	39% (146 of 379)
	Legally Placed Out-of-Home	9% (31 of 340)	19% (71 of 376)
	Abuse or Neglect	6% (21 of 340)	25% (84 of 340)
3. Food Availability	Not Always Enough Food to Eat at Home	30% (95 of 318)	54% (204 of 376)
4. Parental Involvement	Not Involved With Biological Mother or Father on a Daily Basis	25% (85 of 340)	36% (135 of 378)
5. Parent Teen Parenting	Parent was a Teen Parent	N/A	84% (275 of 326)
6. Parent Education	Parent Did Not Complete High School	N/A	64% (228 of 357)
7. Parent Incarceration	Parent Incarcerated	19% (51 of 266)	49% (170 of 346)
8. Parent Criminal Behavior	Parent Involved in Criminal Behavior	21% (45 of 214)	51% (166 of 326)
	Parent Involved With Gangs	3% (6 of 226)	11% (33 of 313)
9. Parent Substance Abuse	Parent had Substance Abuse Problem	31% (66 of 215)	51% (162 of 320)
	Parent in Recovery	13% (27 of 206)	29% (92 of 318)
10. Parent Single Parenting	Parent Single Parenting	65% (202 of 312)	82% (301 of 368)
11. Parent Health Problem	Parent had Serious Physical Health Problem	26% (60 of 233)	40% (130 of 323)
	Parent had Serious Mental Health Problem	18% (35 of 199)	25% (78 of 316)
12. Parent Domestic Violence	Parent Involved With Domestic Violence	15% (27 of 181)	40% (122 of 302)

Note. In this table, "Parent" means "At Least One Parent"

⁵ Friends are asked who currently lives with the youth, not who has lived with the youth for the entire year. Therefore, this item differs from the following item that indicates if the youth has been in foster care or with a relative during the past year.

Overview of *Milestone Categories* & Program Outcomes

Milestone Categories are the “short-term” outcomes of the *FOTC* program. The program theory of change is that the more time *Friends* spend with youth creating high quality relationships, the more likely youth are going to do well in each of the *Milestone Categories* (see Appendix A for a comprehensive listing of activities *Friends* incorporate into their time with youth to develop these areas). In turn, youth who do well in each of the *Milestone Categories* are more likely to achieve the “long-term” program outcomes—graduate from high school, avoid teen parenting, and avoid being convicted of a crime.

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



Table 4: Descriptions of categories

<i>Milestone Category</i>	Description
Social & Emotional Development	strong relationships with adults, peers, and community; improved emotional skills and mental / emotional health
Making Good Choices	reduced aggression and problem behaviors; avoidance of substance abuse and other risky behaviors
School Success	academic performance and progress, including attendance, appropriate classroom behavior, and promotion
Improved Health Care	improved access to health care services, including physical, mental, and reproductive when appropriate
Positive Plan & Skills for the Future	individual, positive plan for the future post high school, and skills needed to achieve the plan

SERVICE DELIVERY

Time Spent with Youth

Friends document time spent serving youth, both directly and indirectly, 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). Based on this information:

- **63,182 hours** were spent serving 364⁶ K – 12th graders between July 1, 2014, and June 30, 2015.
- **Youth received an average of 15 hours** of service time with their *Friend* each month, ranging from 0 to 33 hours across months and youth.
- **Boys** spent more time on School Success and Improved Health Care
- **Girls** spent more time on Making Good Choices

It should be noted that 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 Social & Emotional Development and School Success. Table 4 delineates how much time was spent, on average, in each Milestone 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 5. Average Amount & Percentage of Time Spent on Each Milestone Category

Time Spent with Youth	Hours	% Total
Total Monthly Average	15.0	---
K – 5 th Grade	15.0	---
Adolescents	15.0	---
Social & Emotional Development	6.6	44%
K – 5 th Grade	6.4	43%
Adolescents	6.9	46%
Making Good Choices	1.4	9%
K – 5 th Grade	1.2	8%
Adolescents	1.6	11%
School Success	3.2	21%
K – 5 th Grade	4.2	28%
Adolescents	2.1	14%
Improved Health Care	2.3	15%
K – 5 th Grade	2.3	15%
Adolescents	2.4	16%
Plans & Skills for the Future	1.5	10%
K – 5 th Grade	1.0	8%
Adolescents	2.1	14%

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

⁶ While 389 youth were served, service hours do not include older youth still in the program.

Auxiliary Services

FOTC has initiated and strengthened partnerships with local agencies to encourage youth to engage in a variety of positive activities in the community when not in school. According to *Friends*, **over half of program youth (54%, 177 of 327) participated** in one of the following positive auxiliary services:

- **37%** attended after school programs
- **22%** participated in physical activities
- **15%** were involved with a church or faith community
- **13%** were involved with local community centers

The types of activities youth were involved with varied by grade, according to *Friends*.

- After school programs were more popular among younger grades. Almost half of the 1st – 5th graders, close to one-third of 6th – 8th graders, but only one-sixth of high school youth participated in these activities.
- Physical activity was more prevalent among middle school youth.
- 1st – 5th graders were more likely to participate in activities at their local community center
- 6th – 8th graders were more likely to participate in leadership or youth development activities
- Almost all alcohol and drug prevention or treatment services were utilized by 9th – 12th graders

“His Friend and I work together on everything positive for my child”
– Parent/ Guardian of FOTC Participant

“I have someone who helps me in school and encourages me to try new things”

– FOTC Participant

Friends reported that youth regularly participated in activities at schools, community centers, parks and recreation sites, and local agencies, including:

- **BOYS AND GIRLS CLUB**
- **SUN SCHOOLS**
- **NATIVE AMERICAN YOUTH ASSOCIATION (NAYA)**
- **SELF ENHANCEMENT, INC. (SEI)**
- **MY VOICE MUSIC**
- **STEP UP**

Three types of services showed significant declines in the past year.

- Job or career related services down from 5% in 2012-13 to 1%
- Independent living services to 1% from 5% in 2010-11
- Homeless services down from 8% in 2010-11 to 1%

Quality of Services Provided

The vast majority of youth, *Friends*, and parents/guardians reported having high quality relationships with each other:

- **88%** of *Friends* reported having good or excellent relationships with their youth
- **94%** of adolescents reported having good or excellent relationships with their *Friend*
- **98%** of parents/guardians reported good or excellent relationships with *Friends*

MILESTONE CATEGORIES

Social and Emotional Development

Helping promote social and emotional 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 close to half of their time with youth on this *Milestone Category* during 2014-15.

85% of youth exhibited predominantly socially competent behavior, as reported by *Friends*. Boys were more likely to be socially skilled.

85% of youth were confident and had self-esteem, as reported by *Friends*. *Friends* noted that boys were more likely to be confident and have self-esteem than girls.

94% of adolescents believe they will have a happy life.

91% of adolescents believe they have control over the direction of their life.

19% of adolescents were harassed and 17% were cyber-bullied during the past 30 days.

63% of adolescents did not report any of serious symptoms of depression in the past year.⁷

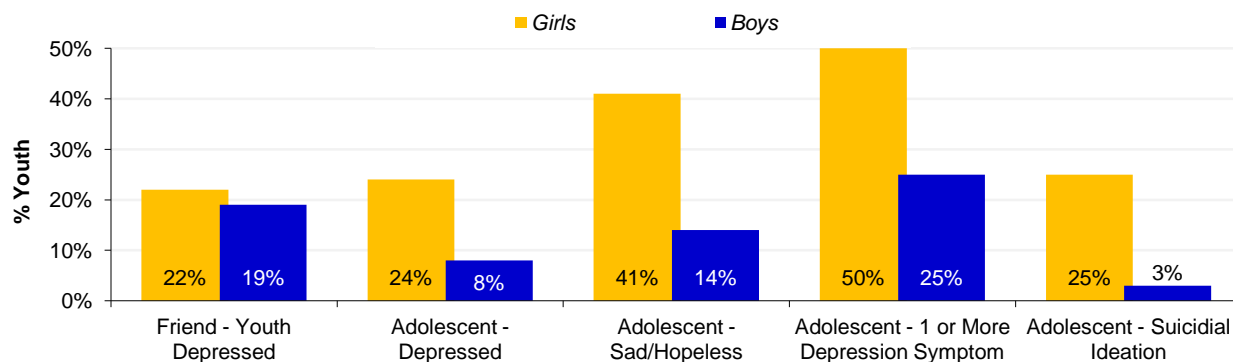
According to *Friends*, 20% of youth are unhappy, sad, or depressed. *Friends* reported lower rates of depression for 6th – 8th graders and ELL/ESL youth.

According to adolescents:

- **94%** can handle something difficult
- **27%** felt sad or hopeless for at least 2 weeks in a row (9th – 12th graders were more likely to feel this way)
- **14%** percent seriously considered attempting suicide
- **6%** attempted suicide

Both *Friends* and adolescents highlighted the notably different rates of depression for girls compared to boys (see Figure 2).

Figure 2. Youth Depression by Gender – *Friend* and Adolescent Reports



"[Youth] has grown up so much socially... he has become more emotionally aware of himself."
 – Teacher of FOTC Participant

⁷ Symptoms of serious depression included 1) depressed fairly often, very often or almost always; 2) seriously considered suicide in the past year; and 3) were sad or hopeless for at least 2 weeks in a row.

Making Good Choices

This *Milestone Category* 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* spend, on average, 9% of their time with youth on this goal, though more time is spent in this area with girls than boys.

More information about group comparisons, including all indicators by grade, are listed in Appendix E.

According to adolescents:

- **18%** have never tried drugs or alcohol
- **79%** have not used drugs or alcohol during the past 30 days
- **Girls** were more likely to use cigarettes, both in their lifetime and during the past 30 days
- **Youth participating in adolescent programming** were less likely to have ever used alcohol
- **Lifetime alcohol use** has steadily increased, up from 12%, while past 30 day use has decreased, down from 19%, since 2010-11.⁸

72% of adolescents reported that they have never had sexual intercourse.

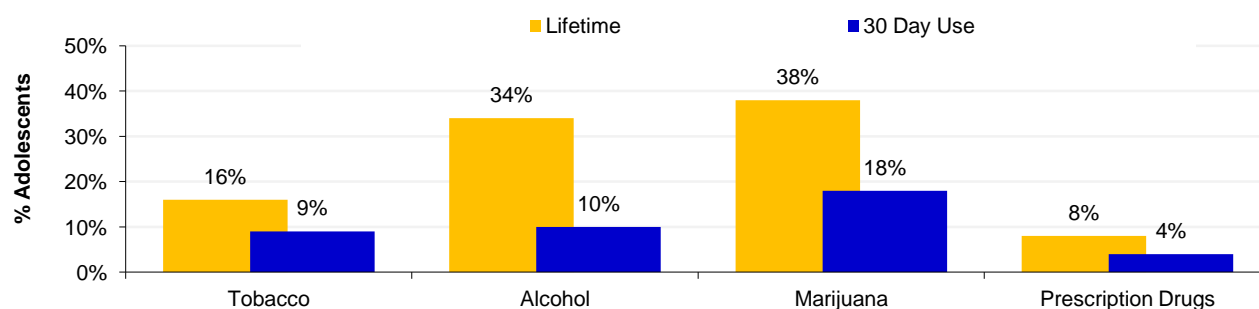
- Of those who had sexual intercourse, *only half* used condoms during their last sexual intercourse experience
- Youth ever in foster care were less likely to have used condoms
- Over the past 5 program years, there is a declining trend in percentage of youth engaging in sexual activity (down from 33% in 2010-11)

80% of program youth avoided violent & illegal behaviors, according to *Friends*.⁹ This information was quite different, however, in adolescent self-report, with only 49% of adolescents reporting that they avoided these behaviors.

Adolescents also reported that:

- **40%** were involved in physical fighting over the past year
- **37%** believe that violence can be a way to solve problems

Figure 3. Lifetime and 30 Day Substance Use – Adolescent Report



⁸ This trend is not statistically significant.

⁹ Violent & illegal behaviors include physical fighting, attacking someone out of anger, carrying a weapon, threatening someone with a weapon, and/or gang involvement. Responses were counted for each youth to create a composite score ranging from 0 (no involvement) to 5 (involved in all five activities).

School Success

School success is defined not only as academic performance, but also as behavioral, emotional, and cognitive engagement in the classroom and in other school activities. This is one of the primary Milestone Categories for *FOTC*. *Friends* spend one-fifth of their time (21%) with youth on School Success, though more time was spent with youth in 1st – 5th grade.

For the following outcomes, *Friends* reported on all program youth and teachers reported for those youth in grades 1st – 8th.



79% of program youth were engaged in school according to *Friends*.

Groups reported as less engaged in school:

- 9th – 12th graders
- Youth ever in foster care

Groups reported as more engaged in school:

- Youth in Adolescent Programming
- ELL/ESL youth

Teachers reported that:

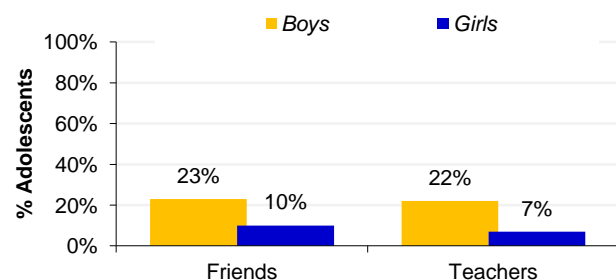
- **45%** of program youth showed overall progress as a student according to their teachers.
- **66%** of 1st – 8th graders were receiving a C or better in class
- **52%** of program youth had good or excellent behavior in class

Friends reported that:

- **83%** avoided suspension
- **Boys** were more likely to have been suspended
- **Hispanic/ Latino youth** were less likely to have been suspended
- **African American/ African youth** were more likely to have been suspended
- **97%** avoided expulsion from school

Teachers had similar reports as *Friends* regarding suspensions and expulsions.

Figure 6. Gender Differences in Suspensions – *Friend* and Teacher Reports



“I think having a mentor is CRUCIAL to her success socially and academically.”
– Teacher of FOTC Participant

School Success – Academic Services

Friends were asked about services that youth needed and received during the 2014-15 school year. The most commonly needed service, among all youth, was **tutoring** (56%). Tutoring was also the most commonly received service (31%) among youth. Figure 5, below, displays services needed and received, according to *Friends*.

Many services were disproportionately needed or received across group breakouts:¹⁰

Grade Differences:

- **1st – 5th graders** received more tutoring and testing and evaluation for special education
- **1st – 5th graders** needed more testing and evaluation for special education
- **6th – 8th graders** needed and received tutoring less often than youth in other grades
- **6th – 8th graders** needed testing and evaluation for special education less often than youth in other grades
- **9th – 12th graders** received testing and evaluation for special education less often than younger youth

Race/Ethnicity Differences:

- **Hispanic/ Latino youth** received more testing and evaluation for special education
- **Hispanic/ Latino youth** needed gifted and talented services less often
- **Multiracial youth** needed and received gifted and talented services more often

ELL/ESL Differences:

- **ELL/ESL youth** were more likely to receive special education testing and evaluation

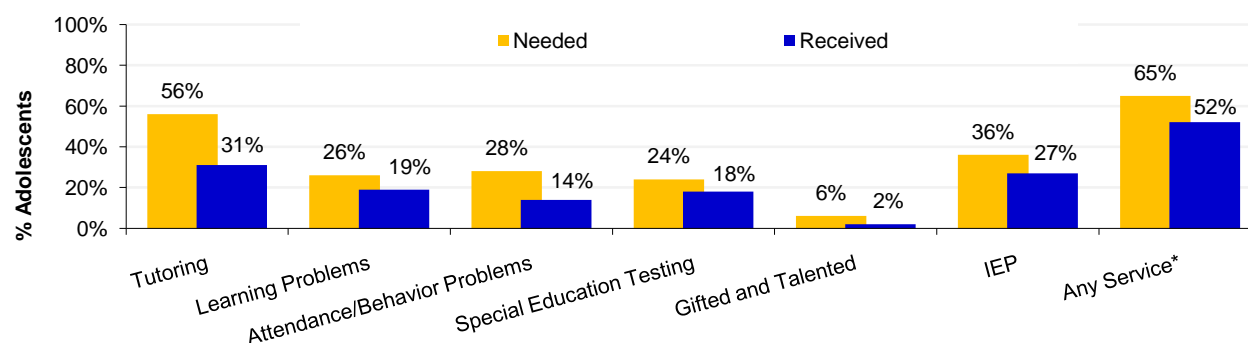
Foster Care Differences:

- **Youth ever in foster care** received less special education testing and evaluation
- **Youth ever in foster care** were less likely to need gifted and talented services

Adolescent Programming Differences:

- **Youth participating in adolescent programming** needed and received more academic services for learning problems
- **Youth participating in adolescent programming** needed and received more special education testing and evaluation

Figure 5. Academic Service Need and Receipt – *Friend* Report



¹⁰ See Appendix E for more information about group breakouts including all indicators reported by grade.

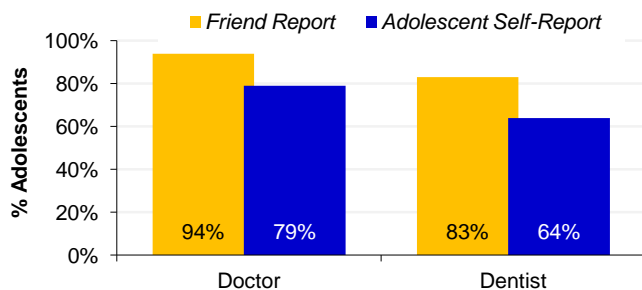
*Not including gifted and talented services

Improved Health Care

Improved Health Care is defined as healthy lifestyle choices, including routine preventive health care and proper nutrition and exercise. *Friends* spent, on average, 15% of their time with youth on this area. *Friends* were more likely to focus on Improved Health Care for boys and children in 6th – 8th grade.

Most youth visited both a doctor and dentist for preventive health care in the past year. According to *Friends*, more than 4 out of 5 youth saw a doctor or dentist. However, *Friends* reported that more boys saw a dentist than girls in the past year. Adolescents reported slightly lower rates (see Figure 6 below).

Figure 6. Preventive Health Care Visits – Friend and Adolescent Reports



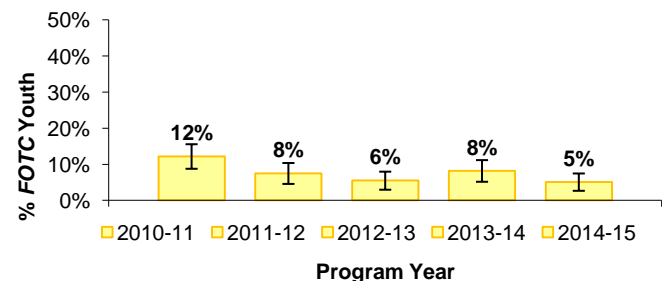
71% of youth had good, very good, or excellent health, according to adolescents. Boys were more likely to report good health than girls.

Friends reported on treated and untreated health problems over the past year. According to *Friends*:

- **3%** of youth had untreated physical health problems
- **17%** had treated mental health issues
- **White youth** were more likely to receive treatment for mental health issues
- **ELL/ESL youth** were less likely to have received mental health treatment

- **5%** had untreated mental health issues, a significant decline from 2010-11, see Figure 7, below.
- **9th – 12th graders** were more likely to have mental health issues go untreated

Figure 7. Changes in Untreated Mental Health Issues over the Past 5 Program Years – Friend Report¹¹



Friends and adolescents both reported on daily health-related activities, including eating habits and moderate physical exercise.

Friends reported:

- **40%** of youth ate fruit and vegetables daily
- **Girls** were more likely to eat fruit and vegetables daily
- **40%** of youth exercised daily
- **Boys** were more likely to exercise daily
- **9th – 12th graders** were less likely to exercise daily

Adolescents reported:

- **64%** ate fruit and vegetables daily
- **45%** exercised daily
- **9th – 12th graders** were less likely to exercise daily

¹¹ 2012-13 and 2014-15 are significantly lower than 2010-11. Sample size by year: 286, 318, 310, 318, and 332

Positive Plans & Skills for the Future



FOTC seeks to help each child/youth develop a positive plan for the future, and promote the skills necessary to carry out that plan. *Friends* spend around 10% of their time with

youth on this Milestone Category. As would be expected, more time is spent with older youth on Positive Plans and Skills for the Future than with those in 1st – 5th grade, though the most time is spent with 6th – 8th graders.

According to *Friends*:

- **65%** of older youth (6th – 12th grade) had realistic plans for the future
- **82%** of younger children (1st – 5th grade) had high hopes for the future

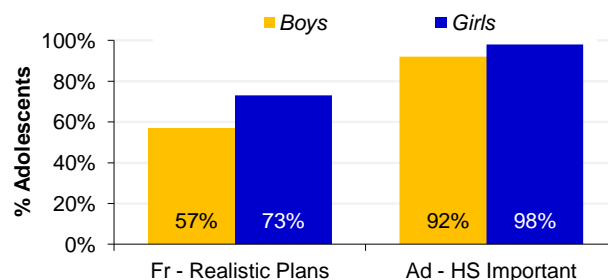
According to adolescents:

- **95%** believe it is important to finish high school
- **84%** believe it is important to get a college education, a steady decline over the past 5 years from 93% in 2010-11
- **73%** have plan to continue education after high school, a decrease over the past 5 years from 83% in 2010-11

The most helpful part of Friends of the Children is “the support of my friend in helping me to get my GED.”
– FOTC Participant

Girls were more likely to have realistic plans for the future and believe finishing high school was important. See Figure 8.

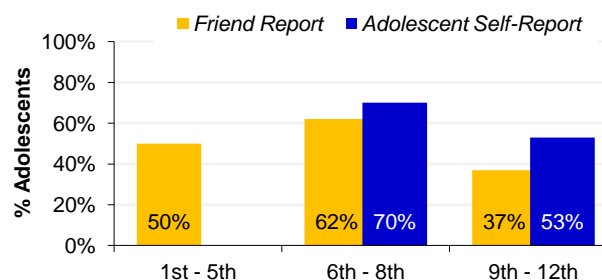
Figure 8. Gender Differences – Friend and Adolescent Reports



59% of youth were involved in extra-curricular activities this year, according to *Friends*. Adolescents reported higher rates of involvement. Both *Friends* and adolescents reported 6th – 8th graders were more likely to be involved in extra-curricular activities than other youth. See Figure 9 below.

76% of African American/ African adolescents reported participation in extra-curricular activities, significantly more than White (54%) and Multiracial (47%) youth.

Figure 9. Extra-curricular Activities – Friend and Adolescent Reports



Comparing *FOTC* Youth to Multnomah County Youth

Responses from *FOTC* adolescents, grades 6th – 12th, were compared to a non-high-risk sample of 6th – 12th graders from Multnomah County who participated in either the 2014 Student Wellness Survey (SWS) or the 2013 Oregon Healthy Teens Survey (OHT).¹² As the SWS and OHT samples are 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 the 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 *Milestones* are compared between groups; results are listed by category.

SOCIAL AND EMOTIONAL DEVELOPMENT

FOTC adolescents looked very similar to Multnomah County adolescents for a variety of indicators around depression and suicidal ideation.

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

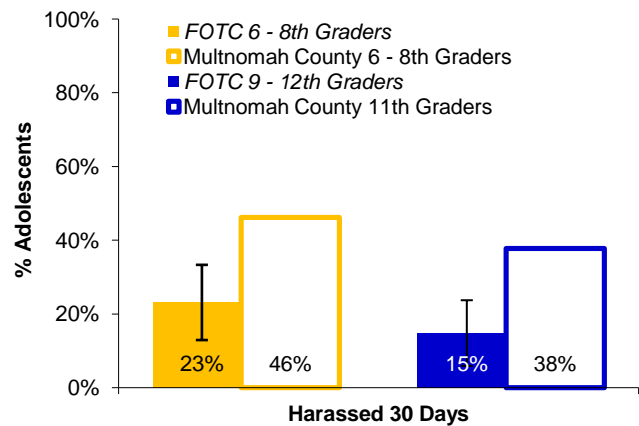
- **Depression**
- **Suicidal ideation**
- **Attempting suicide**

The most helpful part of Friends of the Children is “having someone to talk to when I’m experiencing struggles.”
– *FOTC Participant*

¹² For a detailed description of these surveys and their samples, see Appendix C.

FOTC 6th – 12th graders were *less likely* than Multnomah County adolescents to report harassment. See Figure 10, below.

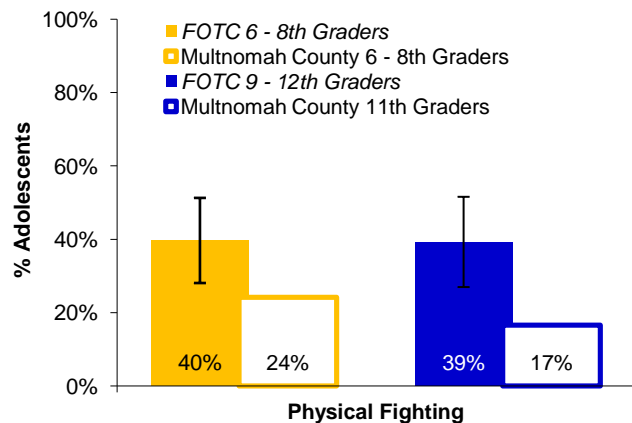
Figure 10. *FOTC* Adolescents & Non-High-Risk Multnomah County Youth – Harassed Past 30 Days – Adolescent Report



MAKING GOOD CHOICES

FOTC adolescents continue to report higher rates of physical fighting than Multnomah County Youth. Figure 11 illustrates these differences.

Figure 11. *FOTC* Adolescents & Non-High-Risk Multnomah County Youth – Physical Fighting – Adolescent Report



Comparing *FOTC* Youth to Multnomah County Youth

FOTC adolescents were similar to Multnomah County adolescents around sexual behaviors and some drug and alcohol use.

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

- **Ever having sexual intercourse**
- **Using condoms**
- **Prescription drug use (lifetime and 30 day use)**
- **Lifetime alcohol use**
- **30 day marijuana use**

***FOTC* adolescents** were less likely to use alcohol in the past 30 days than Multnomah County adolescents

- ***FOTC* adolescents** were more likely to have ever used marijuana than Multnomah County adolescents
- ***FOTC* 6th – 8th graders** were comparable to Multnomah County 6th – 8th graders regarding lifetime tobacco use but were less likely to use in the past 30 days
- ***FOTC* 9th – 12th graders** were comparable to Multnomah County 9th – 12th graders regarding 30 days use of tobacco but were more likely to have ever used

Figure 12 displays lifetime use of tobacco, alcohol, marijuana, and prescription drugs. Figure 13 reports 30-day use for these items.

Figure 12. *FOTC* Adolescents & Non-High-Risk Multnomah County Youth: Lifetime Drug and Alcohol Use – Adolescent Report

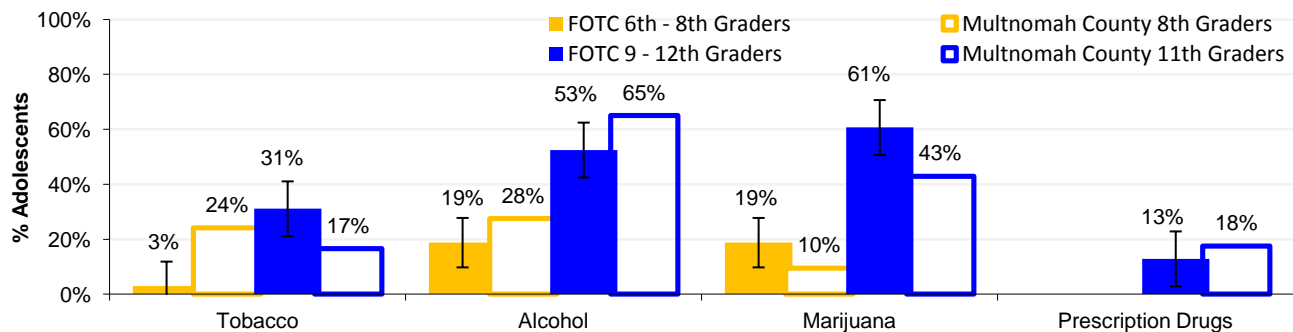
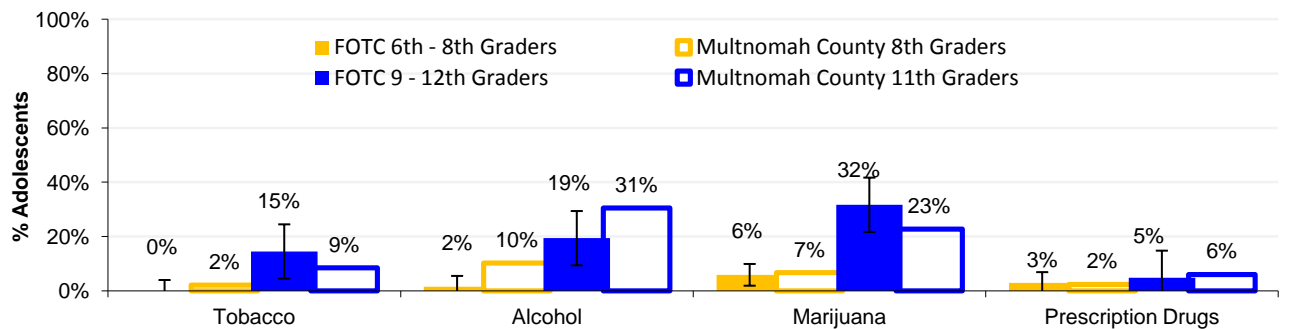


Figure 13. *FOTC* Adolescents & Non-High-Risk Multnomah County Youth: 30 Day Drug and Alcohol Use – Adolescent Report



Comparing *FOTC* Youth to Multnomah County Youth

IMPROVED HEALTH CARE

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

- **Moderate Exercise**

Figure 14, below, describes the differences in preventative care between *FOTC* adolescents and Multnomah County youth:

- ***FOTC* adolescents** were more likely to visit the doctor than Multnomah County adolescents
- ***FOTC* 6th – 8th graders** were comparable to Multnomah County 6th – 8th graders regarding dentists visits
- ***FOTC* 9th – 12th graders** were less likely to visit the dentist than Multnomah County 9th – 12th graders

FOTC 6th – 12th graders were less likely than Multnomah County adolescents to report daily fruit and vegetable consumption, as displayed in Figure 15.

Figure 15. *FOTC* Adolescents & Non-High-Risk Multnomah County Youth – Daily Fruit and Vegetable Consumption – Adolescent Report

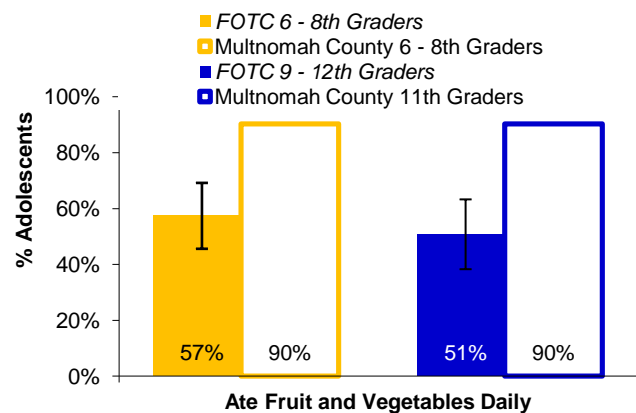
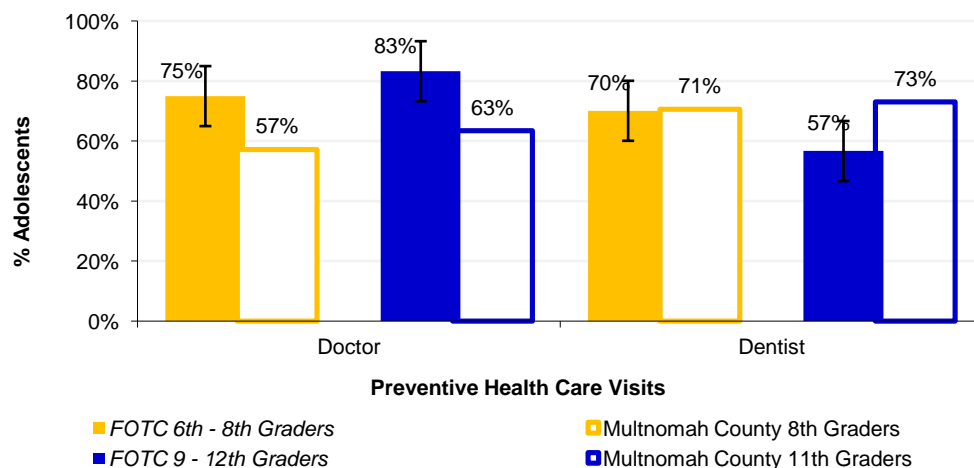


Figure 14. *FOTC* Adolescents & Non-High-Risk Multnomah County Youth: Preventive Health Care Visits – Adolescent Report



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 2014-15 program year pointed to a number of *FOTC* program successes. Given the difficult and increasingly challenging environments that many of the program youth live in, it is noteworthy that they are able to maintain positive outcomes in many areas.

School Success. Most program youth are engaged in school and avoiding behavioral problems at school. Over 4 of 5 students (83%) avoided suspensions this year.



Avoiding Teen Parenting. 97% (182 of 188) of *Friends* adolescents reported never having a child and 92% avoided pregnancy (173 of 188).

Avoiding Juvenile Justice Involvement. 94% (177 of 188) of *Friends* adolescents reported avoiding ever being convicted of a crime.

“My child’s mentor is just exceptional, even beyond the amazing bar that Friends sets. She is dogged in pursuit of opportunities for her girls and a tireless advocate for resources.”
– Parent/ Guardian of FOTC Participant

Auxiliary Services. Over half of program youth (54%) participate in at least 1 auxiliary service. The most common services were after-school programs (37%), activities sponsoring physical activity (22%), church or faith-related activity (15%), and attendance at local community centers (13%).

Health Care. 7 in 10 program youth (71%) are in good health and most (94%) saw a doctor in the past year, according to *Friends*, which was higher than the rate in the general county youth population.

Substance Use. *FOTC* youth had lower rates of recent (past 30 day) alcohol use than youth in the Portland Metropolitan area overall. While program youth are higher-risk than the general youth population, they report comparable rates of lifetime alcohol use, past 30 day marijuana use, and prescription drug use (lifetime and past 30 days).

Program Challenges

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

*"We love our Friend and would
be lost without her."
– Parent/Guardian of FOTC
Participant*

Challenges in School. Fewer than half (45%) of program children in 1st through 8th grade are making good or excellent progress as a student, according to teachers. There continue to be gaps in many areas between the services that youth need and the ones they have received, according to *Friends*, such as tutoring, services for attendance and behavior problems, and talented and gifted programming.

Perceptions of College. The rate at which *FOTC* adolescents report that college is important has been declining, to 84% this year (from 93%) and the proportion of adolescents with plans to attend college has also declined, to 73% (from 83%). This is an area to focus on as part of helping *FOTC* 9th – 12th graders develop positive plans for the future.

Violent Behavior, Especially Physical Fighting. *FOTC* youth continue to have higher rates of physical fighting than the general youth population of the Portland Metropolitan area. Over half of adolescents reported engaging in one or more violent behaviors, and 40% reported being in a physical fight in the past year. This behavior could harm them or get them into trouble at school or with the juvenile justice system.

Substance Use. It is important to note that while *FOTC* youth have comparable rates of using some substances, they have greater lifetime use of marijuana than youth in the general population. Over 60% of 9th – 12th graders have tried marijuana, and 1 in 3 *FOTC* high schoolers have used marijuana in the past month. The average age at first use of marijuana for *FOTC* youth is 12 years old. With the legalization of recreational marijuana and increasing access in the region, the program may want to increase education of staff and youth about the negative impact of marijuana use on adolescent brain development.

Sexual Activity. Rates of reported sexual intercourse and condom use are comparable to the general population of youth in Multnomah County. However, half of the program adolescents who had sex reported not using a condom the last time.

Eating Habits. 1 in 3 program youth do not eat fruits or vegetables daily, which is about 1/4th less than Multnomah County youth as a whole (90% of youth overall reported daily fruit and vegetable consumption). It is likely that many program youth do not have access to fresh produce. The program may want to consider creative strategies for helping program youth access healthy foods, such as developing a garden and helping families visit the Northeast Portland Food Pantry or other local resources that provide free produce.



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.

Ensure that all *Friends* 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. 1 in 4 children have 9 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 triggering 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.

Provide training on working effectively with the child welfare system, and build connections with key individuals in the Department of Human Services.

1 in 5 *FOTC* children have been in foster care this year, and 1 in 3 have experienced it during their time in the program (even more may have experienced the child welfare system as young children). These numbers mean that on average every *Friend* will have one or two children they are working with involved in the child welfare system. Understanding the laws, policies, and procedures involved in foster care and knowing who to talk to can help *Friends* help access needed resources and services as well as support children as they go through difficult transitions in their lives.

Develop strategies for increasing time spent with youth.

The average number of hours per month per child is at 15, slightly below the program's goal of 16 hours. There are several strategies to consider, depending on the program's focus (for

example, does the program want to achieve a 16-hour per month average or is the preference to have as many students meet this threshold as possible?) First, aim to spend more than 16 hours per month per youth, to plan for inevitable cancellations and schedule conflicts, including a child being sick or having an appointment that gets in the way of their time with their *Friend*. Second, 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.

Connect with Teachers. Several teachers commented in their surveys that they were unaware that their students had mentors. The program is encouraged to reinforce the importance of every *Friend* connecting with the teacher(s) of every participating student, to ensure that valuable information can be shared and that *FOTC* children and youth have an advocate in the schools.

"I had no idea until the last few weeks in the school year that my student had a mentor. I would have liked to have worked with the mentor to better meet the needs of my student"
– Teacher of *FOTC* Participant

Continue to develop strategies for increasing the response rate of teacher surveys.

The rate of teacher response to the *Friends of the Children* survey continues to be lower than desired. The program needs to explore ways to increase teacher responses to the survey in future years to ensure that it receives complete data from this important reporter. It may be helpful to consider offering incentives or providing additional reminders, or asking *Friends* to talk directly to teachers they are working with about the importance of these data to the program.

Continue to attend to the needs of youth who are dealing with depression. It is worth paying attention to those youth who are struggling and ensure that each child is connected to strong supports and mental health care when needed. The program should ensure that staff is trained to identify symptoms of depression in adolescents, which often differ from those of adults. Depression is reported more frequently by girls than boys. Half of *FOTC* adolescent girls reported one or more symptoms of depression and 1 in 4 reported suicidal ideation, so it will be important to provide or connect youth to gender-specific services that address the needs of girls.

Continue to talk with youth about alternatives to physical fighting. Make sure nonviolent problem-solving is a skill building topic, that expectations are set for youth behavior, and that the topics of non-violent approaches to solving problems and alternatives to fighting are raised frequently.

Focus on building youth connections to auxiliary and extracurricular activities. Consider gathering additional information about which youth are engaged in productive and safe after-school activities. In particular, it would be useful to combine data on auxiliary services, participation in *FOTC* activities, and employment. Extracurricular activities are a powerful protective factor for avoiding juvenile justice involvement. They also help connect youth with positive peers, adult supervision and support, healthy activities, and positive experiences. These activities build social and life skills, help youth develop career interests, and can reduce stress. Identify those youth who are still missing this important protective factor, particularly older youth, and work to add it.



APPENDIX A: THEORY OF CHANGE OUTCOMES & DEFINITIONS

Definitions of *Milestone Categories*

This list of the activities most appropriate for each Milestone 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.

SOCIAL & EMOTIONAL 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: reduced aggression and problem 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.

IMPROVED HEALTH CARE

Definition: 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.

POSITIVE PLANS & SKILLS FOR THE FUTURE

Definition: individual, positive plan for the future post high school, and skills needed to achieve the plan

- 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 positive 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

Data source	Description	Who completes?	When completed?
1. Intake, Update, and Exit Forms	Basic demographic and contact information	<i>Friends</i>	Ongoing
2. Daily Activity Journals	<i>Friends'</i> daily activity logs, including how much time was spent with youth	<i>Friends</i>	Ongoing
3. <i>Friends'</i> Assessment of Younger Children	<i>Friends'</i> report of child behavior for children 1 st –6 th grades	<i>Friends</i>	Mar–May
4. <i>Friends'</i> Assessment of Adolescents	<i>Friends'</i> report of youth behavior for youth 7 th grade and higher, with TOCA-R items	<i>Friends</i>	Mar–May
5. Adolescent Self-Report Questionnaire	Youth self-report on key outcomes & relationships with <i>Friends</i>	Youth 7 th grade and older	Mar–May
6. Parent/Guardian Survey	Parents/guardians' perception of child, focused on child's behavior at home	Parents/Guardians	Mar–May
7. Teacher Observation of Child Adaptation – Revised (TOCA-R)	Teacher report of youth classroom behavior, completed for 1 st through 8 th graders	Teachers	Mar–May
8. School Records	School test scores, grades, and attendance	Multnomah Educational Service District	December

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 of Younger Children and Adolescents.** These two parallel instruments were used to obtain outcome information about children (grades 1 – 5) and youth (grades 6 and up). The child's *Friend* completed an assessment for each child.
4. **Adolescent Self-Report Questionnaire.** This questionnaire was used to gather information from youth in grades 6 and above about their behavior, attitudes, feelings about themselves and others, and their perceptions of the *FOTC* – Portland program. To help maintain confidentiality, youth were given a manila envelope in which to place the questionnaire upon completion. *Friends* delivered the questionnaires to youth and were instructed to pick up questionnaires in the sealed envelope. Survey questions were read aloud for youth requiring assistance with reading. Some parallel sets of questions were asked on both the Adolescent Self-Report Questionnaire and the *Friends'* Assessment of Adolescents 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. **Teacher Observation of Classroom Adaptation – Revised (TOCA-R).** For youth in grades 1 through 8, teachers completed the TOCA-R, an assessment instrument that taps three dimensions of classroom functioning: 1) social relationships, 2) authority acceptance, and 3) cognitive concentration (Werthamer-Larsson, Kellam, & Wheeler, 1991). *Friends* provided teachers with the TOCA-R and requested that they complete the instrument. Because high school youth do not have one primary teacher who is likely to know them well, *Friends* completed a parallel set of items from the TOCA-R for 9th through 12th graders.
7. **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 requests administrative data from MESD, including grades, attendance, standardized test scores, discipline referrals, suspensions, and expulsions. *Friends* gather this same information from teachers at non-MESD schools. School records data for the 2014-15 school year are reported in an addendum forthcoming in Winter 2015-16.

Response Rates

Survey data were received for 337 (97%) of the 348 served youth (kindergarten, graduates, incarcerated youth, and other youth not in school are included in the description of service delivery, but not survey responses).

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 kindergartners, graduates, or incarcerated youth in the program). In 2014-15, it is reasonable to assume that *Friends'* reports of children and adolescents provide a good estimate of the overall *FOTC* youth population. However, response rates for teacher reports barely meet 60% and may not be representative of entire *FOTC* youth population, especially adolescents in grades 6 – 8. If the responding teachers were more engaged or involved in the program (as is typical of those who respond versus those who do not), outcomes from these reporters may be more positive than if all *FOTC* youth had been represented.

Response Rates

Data source	Grade	Total # of Youth	Total # of Valid Completed Surveys (%)
1. <i>Friends'</i> Assessment of Younger Children	1 st – 5 th	173	169 (98%)
2. <i>Friends'</i> Assessment of Adolescents	6 th – 12 th	175	163 (93%)
3. Adolescent Self-Report Questionnaire	6 th – 12 th	175	133 (76%)
4. Parent/Guardian Survey	1 st – 12 th	173	145 (84%)
	6 th – 12 th	175	115 (66%)
5. Teacher Observation of Child Adaptation – Revised (TOCA-R; 1 – 8th graders only)	1 st – 8 th	257	154 (60%)
	6 th – 8 th	84	29 (35%)

APPENDIX C: ANALYSIS PLAN

Calculating Risk Indicators

Using *Friend* responses for the past year and all survey years available for the lifetime category, 12 risk indicators were developed for a youth's lifetime, 10 of which were also measured in the past year. For indicators regarding the youth's parent, information provided on either the biological mother or biological father were collapsed.

Risk Indicator	Definition	Lifetime Indicator	Past Year Indicator
1. Home Permanence	Youth moved more than once in a given year Youth lives with biological parent	Yes	Yes
2. Child Welfare	Youth has lived in foster care Youth has lived with relatives Youth has been abused or neglected	Yes	Yes
3. Food Availability	Not enough food was available in youth's house	Yes	Yes
4. Involvement with Parent	Involved less than daily with parent	Yes	Yes
5. Parent Teen Parenting	Parent was a teen parent	Yes	No
6. Parent Education	Parent does not have a high school education	Yes	No
7. Parent Incarceration	Parent has been incarcerated	Yes	Yes
8. Parent Criminal Behavior	Parent has been involved in criminal behavior Parent has been involved with gangs	Yes	Yes
9. Parent Substance Abuse	Parent has a substance abuse problem Parent is in recovery for a substance abuse problem	Yes	Yes
10. Parent Single Parenting	Parent was a single parent	Yes	Yes
11. Parent Health Problem	Parent had physical health problem Parent had mental health problem	Yes	Yes
12. Parent Domestic Violence	Parent was victim or perpetrator of domestic violence	Yes	Yes

Comparing Groups of Program Youth

All of the indicators of the *Milestone 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: 1) grade (1st – 5th, 6th – 8th, and 9th – 12th graders), 2) gender, 3) race/ethnicity (African American/ African, 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 comprised 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 to earlier models. Thus, any breakouts of adolescent self report or adolescent only *Friend* reports may not necessarily have the sample numbers in each of the 4 groups to result in statistically significant differences.

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. Lastly, any adolescent who participated in at least 25 hours of *FOTC's* Adolescent Programming were compared to adolescents who received less than 25 hours of Adolescent programming to determine if differences occurred in the indicators for Making Good Choices or School Success.

Comparing 2014-15 Youth Outcomes to Previous Years

For each indicator of service delivery and of the five *Milestone Categories*, we compared responses on the 2014-15 surveys to those reported in 2010-11, 2011-12, 2012-13, and 2013-14. 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., adolescents who filled out the Adolescent Self-Report Questionnaire 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.

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 school that participated in either the Oregon Healthy Teens (OHT) survey in 2013 (Center for Health Statistics) or the Student Wellness Survey (SWS) in 2014. The OHT and SWS samples are not high risk, and therefore it provides a snapshot of a “normative” range of youth health behaviors.

When available, SWS was used for comparison as the data were more recently compiled. However, not all questions asked on OHT are asked on SWS. Thus, OHT data were used for comparison for sexual activity and condom use, preventative visits to dentists and/or doctors, fruit and vegetable consumption, and daily exercise. SWS data were used for comparison for depression and suicidal ideation, harassment, physical fighting, cigarette/tobacco use, alcohol use, marijuana use, and prescription drug use.

The table below shows the response rates by sex and race/ethnicity for both surveys by grade.

Multnomah County:	2013 Oregon Healthy Teens Sample		2014 Student Wellness Survey Sample	
	8 th Grade	11 th Grade	6 th & 8 th Grades	11 th Grade
Total	1,821	2,046	6,796	2,486
Sex	51% Female 49% Male	52% Female 48% Male	50% Female 50% Male	49% Female 51% Male
Race	61% White 14% Multiracial 12% Asian 8% African American 3% American Indian or Alaskan Native 3% Native Hawaiian or Pacific Islander	67% White 10% Multiracial 13% Asian 7% African American 2% American Indian or Alaskan Native 2% Native Hawaiian or Pacific Islander	51% White 15% Multiracial 8% Asian 6% African American 2% American Indian or Alaskan Native 1% Native Hawaiian or Pacific Islander	52% White 14% Multiracial 9% Asian 5% African American 2% American Indian or Alaskan Native 1% Native Hawaiian or Pacific Islander
Ethnicity	26% Hispanic/Latino	22% Hispanic/Latino	28% Hispanic/Latino	25% Hispanic/Latino

FOTC 9th – 12th graders were compared to the broader population of Multnomah County youth regarding involvement in the juvenile justice system. Program high-schoolers 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 2014.¹³ Data are grouped for 12 year olds and younger, 13-15 year olds, and 16 years and older. Estimates were created using the average number per year for 13-15 year olds (that is, 2/3rds of the youth in that category) added to the youth in the older category, to estimate the number of youth ages 14-17 who were arrested. U. S. Census data from the American Community Survey were used to estimate the total youth population in Multnomah County for 2014.¹⁴ Adjustments were made based on the percent of the population that are estimated to be 14-17 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 3% of all youth ages 14-17 were arrested for a crime in calendar year 2014.

¹³ http://www.oregon.gov/oya/reports/jjis/2014/multnomah_youthreferrals_2014.pdf

¹⁴ <http://quickfacts.census.gov/qfd/states/41/41051.html> and <http://censusviewer.com/county/OR/Multnomah>

APPENDIX D: SCALE DEVELOPMENT

Scale Development

We created scales to form multiple indicators of each *Milestone Category*. First, items on each survey were grouped together based on their content similarity. Second, the items were factor analyzed to ensure that they were tapping the same underlying construct. Factor analysis is a statistical technique used to measure how consistently respondents answered a set of items; such consistency is evidence that responses on a set of items are closely related. For example, youth who believe it is important to go to college should also tend to report that high school is important to them. Third, a consistency score (Cronbach's alpha) was calculated for each scale (ranges from 0 to 1, with 0 indicating that responses to the set of items were not at all consistent, and 1 indicating that responses to the set of items were perfectly consistent). All of the scales chosen for further analysis had consistency scores of 0.65 or greater, which is a commonly accepted threshold indicating that respondents answered a set of items in a consistent manner. Fourth, responses for each item in the scale were averaged to create a subscale score.

The TOCA-R is a commonly used assessment with pre-established subscales; scores on these subscales were calculated according to the TOCA-R subscale construction instructions.

For certain adolescent self-reported behaviors (e.g., substance use) and parent/guardian-reported attitudes (e.g., quality of youth-*Friend* relationship), we analyzed responses on individual items.

Most items on the *Friend*, parent/guardian, and adolescent questionnaires employed a four-point scale (YES!, yes, no, and NO!), indicating varying degrees of agreement or disagreement with each item. The TOCA-R items used a six-point scale (*almost never, rarely, sometimes, often, very often, and almost always*), indicating how often youth engaged in particular behaviors at school. Results were interpreted in relation to the topic studied.

The table below contains a list of all scales used in this report and the items that comprise each scale.

Scales Used in This Report

<i>Milestone Category</i>	<i>Scale</i>	<i>Reporter</i>	<i>Items</i>
Social & Emotional Development	Social Skills Scale	<i>Friend Report</i>	<ol style="list-style-type: none"> 1. Makes friends easily. 2. Gets along well with other kids. 3. Feels comfortable around people of different races and cultural backgrounds.
	Self-Esteem and Self-Confidence Scale	<i>Friend Report</i>	<ol style="list-style-type: none"> 1. Feels good about him/herself. 2. Is unhappy, sad, or depressed. 3. Worries about things for a long time. 4. Feels worthless or inferior.

Milestone Category	Scale	Reporter	Items
Making Good Choices	Violent and Illegal Behavior Involvement Count	Adolescent Self-Report	<ol style="list-style-type: none"> 1. In the past year, have you attacked someone out of anger? 2. In the past year, have you been involved in a physical fight? 3. In the past year, have you carried something to use as a weapon (gun, knife, fingernail file)? 4. In the past year, have you used a weapon or threatened someone with a weapon? 5. In the past year, have you been involved with a gang?
School Success	School Engagement – <i>Friend</i> Report and TOCA-R	<i>Friend</i> Report Teacher Report of Younger Children	<ol style="list-style-type: none"> 1. Tries hard in school. 2. Does his/her homework regularly. 3. Skips school. 4. Is interested in school.

APPENDIX E: DETAILED RESPONSES AND GROUP COMPARISONS

Description of Population Served 2014-15

Entire Population	K – 5 th Grade Population	Adolescent Population
Gender		
50% boys (194)	• 54% boys (102)	• 46% boys (92)
50% girls (194)	• 46% girls (87)	• 54% girls (107)
1% transgender (1)	• 1% transgender (1)	• 0% transgender (0)
Race/ethnicity		
38% African American/ African (148)	32% African American/ African (61)	44% African American/ African (87)
25% Multiracial (96)	26% Multiracial (49)	24% Multiracial (47)
19% White (75)	15% White (28)	24% White (47)
16% Latino (61)	25% Latino (47)	7% Latino (14)
1% Native American (5)	2% Native American (3)	1% Native American (2)
1% Other (4)	1% Other (2)	1% Other (2)
ELL/ESL		
13% ELL/ESL (50)	22% ELL/ESL (41)	5% ELL/ESL (9)
Age		
Ranged from 4 to 21 years old	Ranged from 4 to 11 years old	Ranged from 11 to 21 years old
Average age = 12 years old	Average age = 8 years old	Average age = 15 years old
Grade		
49% K – 5 th graders (190)	100% K – 5 th graders (190)	42% 6 th – 8 th graders (84)
22% 6 th – 8 th graders (84)		46% 9 th – 12 th graders (91)
23% 9 th – 12 th graders (91)		12% in grade 12+ (6) or not in school (18)
6% in grade 12+ or not in school (24) ^a		

Note. Percents 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: 2014-15

The tables below represent the population of youth who were involved in the program during the 2014-15 program year. Risks are sorted by categories. Additional indicators, including free/reduced lunch, not included in the risk categories, are located at bottom of the table.

Risk Factor	# in Past Year (% of total # of responses)	# Ever (% of total # of responses)
1. Home Permanence		
Moved More Than Once in Past Year	14% (45 of 330)	34% (130 of 379)
Do Not Live with Biological Mother or Father	19% (65 of 340)	28% (105 of 378)
2. Child Welfare		
Lived in Foster Care or with Relatives	19% (64 of 340)	39% (146 of 379)
Legally Placed Out-of-Home	9% (31 of 340)	19% (71 of 376)
Abuse or Neglect	6% (21 of 340)	25% (84 of 340)
3. Food Availability		
Not Always Enough Food to Eat at Home	30% (95 of 318)	54% (204 of 376)
4. Parental Involvement		
Not Involved with Biological Mother or Father on a Daily Basis	25% (85 of 340)	36% (135 of 378)
5. Parent Teen Parenting		
Parent was a Teen Parent ^a	N/A	84% (275 of 326)
Mother was a Teen Parent	N/A	82% (267 of 326)
Father was a Teen Parent	N/A	77% (197 of 255)
6. Parent Education		
At Least One Parent Did Not Complete High School	N/A	64% (228 of 357)
7. Parent Incarceration		
Parent Incarcerated	19% (51 of 266)	49% (170 of 346)
Mother Incarcerated	8% (19 of 255)	24% (82 of 346)
Father Incarcerated	24% (33 of 140)	53% (138 of 259)

Risk Factor	# in Past Year (% of total # of responses)	# Ever (% of total # of responses)
8. Parent Criminal Behavior		
Parent Involved in Criminal Behavior	21% (45 of 214)	51% (166 of 326)
Mother Involved in Criminal Behavior	9% (18 of 197)	32% (103 of 326)
Father Involved in Criminal Behavior	28% (30 of 108)	56% (130 of 231)
Parent Involved with Gangs	3% (6 of 226)	11% (33 of 313)
Mother Involved with Gangs	1% (2 of 223)	6% (19 of 313)
Father Involved with Gangs	4% (4 of 98)	15% (27 of 176)
9. Parent Substance Abuse		
Parent Had Substance Abuse Problem	31% (66 of 215)	51% (162 of 320)
Mother Had Substance Abuse Problem	20% (39 of 198)	38% (122 of 320)
Father Had Substance Abuse Problem	38% (38 of 100)	54% (105 of 194)
Parent in Recovery	13% (27 of 206)	29% (92 of 318)
Mother in Recovery	11% (22 of 204)	24% (76 of 318)
Father in Recovery	11% (10 of 89)	24% (44 of 182)
10. Parent Single Parenting		
Parent Single Parenting	65% (202 of 312)	82% (301 of 368)
Mother Single Parenting	59% (180 of 305)	77% (282 of 368)
Father Single Parenting	9% (23 of 262)	15% (52 of 354)
11. Parent Health Problem		
Parent Had Serious Physical Health Problem	26% (60 of 233)	40% (130 of 323)
Mother Had Serious Physical Health Problem	23% (52 of 229)	35% (113 of 323)
Father Had Serious Physical Health Problem	11% (11 of 105)	22% (43 of 196)
Parent Had Serious Mental Health Problem	18% (35 of 199)	25% (78 of 316)
Mother Had Serious Mental Health Problem	15% (30 of 196)	20% (63 of 316)
Father Had Serious Mental Health Problem	8% (7 of 92)	15% (28 of 184)

Risk Factor	# in Past Year (% of total # of responses)	# Ever (% of total # of responses)
12. Parent Domestic Violence		
Parent Involved with Domestic Violence	15% (27 of 181)	40% (122 of 302)
Mother Involved with Domestic Violence	12% (21 of 178)	38% (116 of 302)
Father Involved with Domestic Violence	16% (14 of 90)	35% (67 of 189)
Additional Risk Factors		
Qualify For Free or Reduced Lunch ^c	91% (355 of 389)	N/A
Less Than Yearly Involvement with Biological Father	39% (125 of 321)	55% (205 of 371)
<i>Of those youth with biological fathers annually involved in their lives:</i>		
Fathers Have Known History of Criminal Activity	23% (21 of 92)	45% (63 of 140)
Fathers Have Known History of Incarceration	14% (16 of 118)	44% (71 of 163)

^aBeing a teen mother or father is a lifetime risk factor and does not apply to the past year.

^bEducation is a lifetime risk factor and does not apply to the past year.

^cInformation provided by the FOTC – Portland program.

Summary of Risk Trends: 2010-11 through 2014-15

The below tables shows some of the trends in risk factors over the past 5 program years, collapsed into 3 year rolling averages.

Risk Factor	Person of Focus	Description of Trend	Group Differences
Youth moved more than once in the past year	Youth	19-23% of youth moved more than once in the past year	No
Youth did not live with biological parent in the past year	Mother	26-29% of youth did not live with their biological mother in the past year	Race/Ethnicity
	Father	76-82% of youth did not live with their biological father in the past year.	Race/Ethnicity
Youth ever lived in foster care or with relatives	Youth	32-39% of youth lived in foster care or with relatives	Race/Ethnicity

Risk Factor	Person of Focus	Description of Trend	Group Differences
Youth had incident of abuse or neglect in the past year	Youth	32-42% of youth had an incident of abuse or neglect in the past year. 2013-15 was significantly higher than 2011-13. 2012-14 did not differ significantly from either timeframe.	Gender Race/Ethnicity
Not always enough food in youth's home in the past year	Youth	40-42% of youth did not always have enough food in the past year	No
Youth not involved with biological parent in the past year	Mother	12-13% of youth not involved with biological mothers	Gender
	Father	54-61% of youth not involved with biological fathers	No
Youth's biological parent did not graduate from high school	Mother	30-33% of youth had biological mothers who did not graduate from high school	Gender Race/Ethnicity
	Father	37-45% of youth had biological fathers who did not graduate from high school	Gender Race/Ethnicity
Youth's biological parent was a teen parent	Mother	56-62% of youth's biological mothers were teen parents	Race/Ethnicity
	Father	38-47% of youth's biological fathers were teen parents	Gender Race/Ethnicity
Youth's biological parent incarcerated in the past year	Mother	9-11% of youth had a biological mother who was incarcerated in the past year	No
	Father	28-31% of youth had a biological father who was incarcerated in the past year	Race/Ethnicity

GENDER DIFFERENCES

Indicator	Years	All Youth	Boys	Girls	Finding
Abuse/Neglect	2011-13	32% (418)	26% (205)	38% (213)	Girls were more likely to have had at least one incident of abuse or neglect
	2012-14	39% (431)	29% (214)	47% (217)	
	2013-15	43% (466)	33% (234)	52% (232)	
Not involved with Mother	2011-13	12% (394)	16% (201)	9% (193)	Boys were less likely to be involved with their biological mothers
	2012-14	12% (381)	16% (193)	9% (188)	
	2013-15	13% (402)	16% (203)	10% (199)	

Indicator	Years	All Youth	Boys	Girls	Finding
Mother did not graduate high school	2011-13	30% (319)	26% (151)	33% (168)	No statistically significant differences
	2012-14	32% (302)	28% (36)	36% (153)	
	2013-15	32% (282)	26% (137)	37% (145)	Girls were <i>less</i> likely to have biological mothers graduate high school
Father did not graduate high school	2011-13	38% (184)	31% (81)	43% (103)	No statistically significant differences
	2012-14	46% (166)	35% (77)	55% (89)	Girls were <i>less</i> likely to have biological fathers graduate high school
	2013-15	45% (150)	27% (70)	60% (80)	
Father was a teen parent	2011-13	38% (222)	30% (103)	45% (119)	Girls were <i>more</i> likely to have a father who was a teen
	2012-14	47% (215)	43% (96)	51% (119)	No statistically significant differences
	2013-15	47% (217)	36% (100)	56% (117)	Girls were <i>more</i> likely to have a father who was a teen

RACE/ ETHNICITY DIFFERENCES

Indicator	Years	All Youth	African American	White	Other	Finding
Did not live with Mother	2011-13	26% (402)	23% (179)	36% (102)	21% (121)	White youth were <i>more</i> likely to live without their biological mother
	2012-14	26% (388)	22% (166)	38% (98)	23% (124)	
	2013-15	29% (409)	30% (173)	34% (91)	24% (145)	No statistically significant differences
Did not live with Father	2011-13	76% (402)	81% (179)	79% (102)	65% (121)	African American youth were <i>more</i> likely, and youth of Other races/ethnicities were <i>less</i> likely, to live without their biological father
	2012-14	80% (390)	86% (167)	81% (98)	70% (125)	
	2013-15	82% (411)	87% (173)	82% (91)	76% (147)	
Lived in foster care or with relatives	2011-13	32% (425)	34% (194)	42% (106)	22% (125)	White youth were <i>more</i> likely, and youth of Other races/ethnicities were <i>less</i> likely, to have ever lived in foster care or with relatives
	2012-14	34% (441)	38% (191)	43% (106)	24% (144)	
	2013-15	32% (425)	45% (204)	43% (111)	29% (160)	African American youth were <i>more</i> likely, and youth of Other races/ethnicities were <i>less</i> likely, to have ever lived in foster care or with relatives

Indicator	Years	All Youth	African American	White	Other	Finding
Abuse/ Neglect	2011-13	32% (418)	27% (187)	51% (106)	25% (125)	White youth were <i>more</i> likely to have had an incidence of abuse or neglect
	2012-14	32% (430)	32% (181)	57% (105)	32% (145)	
	2013-15	42% (464)	38% (194)	60% (110)	35% (160)	White youth were <i>more</i> likely, and youth of Other races/ethnicities were <i>less</i> likely, to have had an incidence of abuse or neglect
Mother did not graduate high school	2011-13	30% (319)	21% (140)	35% (84)	39% (95)	Youth of Other races/ethnicities were <i>more</i> likely, and African American/ African youth were <i>less</i> likely, to have mothers who did not graduate from high school
	2012-14	34% (275)	22% (121)	41% (64)	43% (90)	
	2013-15	32% (282)	21% (114)	32% (68)	43% (100)	
Father did not graduate high school	2011-13	38% (184)	29% (77)	35% (52)	53% (55)	Youth of Other races/ethnicities were <i>more</i> likely and African American/ African youth were <i>less</i> likely, to have fathers who did not graduate from high school
	2012-14	42% (158)	34% (67)	42% (48)	65% (51)	
	2013-15	45% (150)	34% (56)	46% (39)	55% (55)	No statistically significant differences
Mother was a teen parent	2011-13	56% (323)	65% (135)	49% (88)	51% (100)	African American/ African youth were <i>more</i> likely to have a mother who was a teen parent
	2012-14	60% (318)	64% (132)	49% (82)	64% (104)	White youth were <i>less</i> likely to have a mother who was a teen parent
	2013-15	62% (316)	69% (126)	48% (75)	64% (115)	African American/ African youth were <i>more</i> likely to have a mother who was a teen parent

Indicator	Years	All Youth	Boys	Girls	Finding	Indicator
Father was a teen parent	2011-13	38% (222)	53% (89)	31% (64)	26% (69)	African American/ African youth were more likely, and Other youth were less likely, to have a father who was a teen parent
	2012-14	47% (215)	60% (92)	34% (56)	42% (67)	African American/ African youth were more likely, and White youth were less likely, to have a father who was a teen parent
	2013-15	47% (215)	60% (88)	34% (56)	40% (73)	
Father incarcerated	2011-13	28% (232)	34% (101)	14% (57)	31% (74)	White youth were less likely to have a father who was incarcerated
	2012-14	30% (208)	37% (85)	17% (53)	33% (70)	
	2013-15	30% (208)	37% (82)	25% (48)	30% (84)	No statistically significant differences

Auxiliary Services & Activities

Type of Service or Activity	Reporter	Sample Size	Finding	Group Differences
After-School Programs	F (1-12)	326	37% (119) of youth participated in after-school programs	Grade
Local Community Center	F (1-12)	316	13% (40) of youth participated in activities at their local community centers	Grade
Church or Faith Community	F (1-12)	309	15% (46) of youth participated in activities through their church or faith community	Race/ Ethnicity
Physical Activity	F (1-12)	318	22% (70) of youth were involved with programs promoting physical activity	Grade
Job or Career-Related	F (1-12)	324	1% (4) of youth were involved in job or career-related activities	No
Independent Living	F (1-12)	323	1% (2) of youth used independent living services	Not assessed due to small sample
Runaway or Homeless	F (1-12)	324	2% (5) of youth used runaway or homeless services	Not assessed due to small sample

Type of Service or Activity	Reporter	Sample Size	Finding	Group Differences
Culture-Specific	F (1-12)	323	4% (12) of youth participated in culture-specific activities	No
Alcohol & Drug Prevention or Treatment	F (1-12)	322	3% (8) of youth received alcohol or drug prevention/ treatment services	Grade
Case Management	F (1-12)	317	11% (36) of youth received case management services from social workers, Department of Human Service (DHS), or child protective services	No
Leadership or Youth Development	F (1-12)	323	5% (16) of youth were involved in leadership or youth development activities	Grade
Academic Enhancement	F (1-12)	323	5% (15) of youth were involved in academic enhancement activities	No
Other	F (1-12)	319	10% (33) of youth utilized other types of services or activities	Grade

GENDER DIFFERENCES

There were no statistically significant differences in Auxiliary Services & Activities according to gender.

GRADE DIFFERENCES

Type of Service or Activity	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
After-School Programs	37% (326)	49% (163)	31% (77)	17% (86)	1 st – 5 th graders were more likely, and 9 th – 12 th graders were less likely, to have participated in after-school programs
Local Community Center	13% (316)	18% (153)	13% (77)	2% (86)	1 st – 5 th graders were more likely, and 9 th – 12 th graders were less likely, to have participated in activities at their local community centers
Physical Activity	22% (318)	21% (155)	33% (77)	14% (86)	6 th – 8 th graders were more likely, and 9 th – 12 th graders were less likely, to have participated in physical activity services
Alcohol & Drug Prevention or Treatment	3% (322)	1% (159)	1% (77)	7% (86)	9 th – 12 th graders were more likely, to be involved in alcohol & drug prevention or treatment services

Type of Service or Activity	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Leadership or Youth Development	5% (323)	1% (160)	10% (77)	8% (86)	1 st – 5 th graders were less likely, and 6 th – 8 th graders were more likely, to participate in leadership or youth development activities
Other	10% (319)	10% (156)	17% (77)	5% (86)	6 th – 8 th graders were more likely, and 9 th – 12 th graders were less likely, to participate in other types of services or activities

RACIAL/ETHNIC DIFFERENCES

Type of Service or Activity	All Youth	African American /African	White	Hispanic /Latino	Multi-racial	Finding
Church or Faith Community	15% (305)	16% (115)	6% (64)	28% (47)	14% (79)	Hispanic/ Latino youth were more likely, and White youth were less likely, to have participated in activities through their church or faith community

ELL/ESL DIFFERENCES

There were no statistically significant differences in Auxiliary Services & Activities according to ELL/ESL status.

Long-Term Outcomes

Indicator	Reporter	Sample Size	Finding	Group Differences
Graduated from High School (2014-2015)	FOTC Program	4	50% (2) of program youth of graduation age have received a high school diploma, GED, or continue to actively pursue this goal.	Not assessed due to small sample
Cumulative High School Graduation	FOTC Program	192	82% (157) of FOTC program graduates have received a high school diploma or GED.	Not assessed
Avoided Teen Pregnancy & Parenting ^a	A (6-12)	188	92% (173) of adolescents avoided pregnancy	No
	A (6-12)	188	97% (182) of adolescents avoided having a child	Not assessed due to small sample

Indicator	Reporter	Sample Size	Finding	Group Differences
Avoided Ever Being Found Guilty of a Crime/ Convicted ^a	F (1-12)	379	97% (369) of all youth have <i>never</i> been found guilty of a crime	No
	A (6-12)	188	94% (177) of adolescents have <i>never</i> been found guilty of a crime	No
Avoided Being Found Guilty of a Crime/ Convicted in Past Year	F (1-12)	335	99% (332) of all youth were not found guilty of a crime <i>in the past year</i>	No
	A (6-12)	129	97% (125) of adolescents were not found guilty of a crime <i>in the past year</i>	No
Avoided Ever Being Arrested for Misdemeanor or Felony ^a	F (1-12)	378	92% (347) of all youth have avoided arrest <i>in their lifetimes</i>	ELL/ESL
	A (6-12)	184	88% (184) of adolescents have avoided arrest <i>in their lifetimes</i>	No
Avoided Being Arrested for Misdemeanor or Felony in Past Year	F (1-12)	332	97% (323) of all youth avoided arrest <i>in the past year</i>	No
	A (6-12)	131	92% (121) of adolescents avoided arrest <i>in the past year</i>	No

^aCalculated over all available survey data from 2001-02 to 2014-15

FOSTER CARE DIFFERENCES

There were no statistically significant differences in Long Term Outcomes according to foster care status.

ELL/ESL DIFFERENCES

Indicator	Reporter	All Youth	English Primary Language	ELL/ESL	Finding
Avoided Ever Being Arrested for Misdemeanor or Felony	F (1-12)	92% (378)	91% (334)	100% (44)	ELL/ESL were <i>less</i> likely to have been arrested

Social & Emotional Development

Indicator	Reporter	Sample Size	Finding	Group Differences
Social Skills ^a	F (1-12)	332	85% (281) of youth were socially skilled (yes or YES!)	Gender
Self-esteem/ Self-confidence ^a	F (1-12)	332	85% (281) of youth had self-esteem/self-confidence (yes or YES!)	Gender Grade
Depression	F (1-12)	332	20% (68) of youth were unhappy, sad, or depressed (yes or YES!)	Gender Grade ELL/ESL
	A (6-12)	127	16% (20) of adolescents <i>very often</i> or <i>always</i> felt depressed in past school year	Gender Race/ Ethnicity
		128	27% (35) of adolescents felt sad or hopeless almost every day for 2 weeks or more in a row	Gender Grade
		126	63% (79) of adolescents had no symptoms of serious depression ^b	Gender Race/ Ethnicity
Suicidal Ideation & Attempts	A (6-12)	129	14% (18) of adolescents seriously considered attempting suicide	Gender
		127	6% (8) of adolescents attempted suicide	Not assessed due to small sample size
Believe Will Have a Happy Life	A (6-12)	125	94% (117) of adolescents believed that they will have a happy life (yes or YES!)	No
Have Control Over Direction of Life	A (6-12)	127	91% (115) of adolescents agreed that they have control over the direction of their lives (yes or YES!)	No
Can Handle Something Difficult	A (6-12)	127	94% (119) of adolescents agreed that they could handle something difficult (yes or YES!)	Gender

Indicator	Reporter	Sample Size	Finding	Group Differences
Bullying	A (6-12)	126	<p>19% (24) of adolescents reported being harassed during the past 30 days for one or more of the following reasons:^c</p> <ul style="list-style-type: none"> • 13% appearance or physical characteristics • 7% group of friends • 7% other reasons • 6% race/ethnicity • 6% unwanted sexual comments or attention • 3% perceived sexuality 	<p>No</p> <p>Group differences on subcategories not assessed due to small sample size</p>
Cyber-bullying	A (6-12)	124	<p>17% (21) of adolescents reported being cyber bullied during the past 30 days in one or more of the following ways:^c</p> <ul style="list-style-type: none"> • 8% harassed in text messages • 7% online mean or hurtful comments • 7% rumors online or in text messages • 7% other ways • 4% impersonated online • 2% online hurtful pictures or videos 	<p>No</p> <p>Group differences on subcategories not assessed due to small sample size</p>

^aIndicates a measurement scale (responses to multiple items were averaged to create a score for each youth). See Appendix D for a list of the items included in each scale and Appendix E for answers (% , *n*) in each response category.

^bSymptoms of serious depression include 1) depressed *fairly often*, *very often* or *almost always*; 2) seriously considered suicide in the past year; and 3) were sad or hopeless for at least 2 weeks in a row. These responses were counted for each youth to create a composite score ranging from 0 (no symptoms) to 3 (all 3 symptoms).

^cSubcategories will not add up to total because youth could mark all that apply.

GENDER DIFFERENCES

Indicator	Reporter	All Youth	Boys	Girls	Finding
Social Skills	F (1-12)	85% (331)	87% (173)	82% (158)	Boys were more likely to be socially skilled
Self-esteem/ Self-confidence	F (1-12)	85% (331)	89% (173)	80% (158)	Boys were more likely to have self-esteem/ self confidence
Depression	F (1-12)	21% (331)	19% (173)	22% (158)	Girls were more likely to have been depressed
	A (6-12)	16% (127)	8% (65)	24% (62)	Girls were more likely to have been depressed during the past school year

Indicator	Reporter	All Youth	Boys	Girls	Finding
Depression	A (6-12)	27% (128)	14% (65)	41% (63)	Girls were more likely to have felt sad or hopeless almost every day for 2 weeks or more in a row
	A (6-12)	63% (126)	75% (64)	50% (62)	Boys were more likely to have no symptoms of serious depression
Suicidal Ideation	A (6-12)	14% (129)	3% (64)	25% (65)	Girls were more likely to have seriously considered attempting suicide during the past year
Can Handle Something Difficult	A (6-12)	94% (127)	97% (64)	90% (63)	Boys were more likely to be able to handle something difficult

GRADE DIFFERENCES

Indicator	Reporter	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Self-esteem/ Self-confidence	F (1-12)	85% (332)	83% (169)	87% (77)	85% (86)	6 th – 8 th graders were more likely than 1 st – 5 th graders to have had self-esteem/self-confidence
Depression	F (1-12)	20% (332)	20% (169)	16% (77)	26% (86)	6 th – 8 th graders were less likely to be depressed
Depression	A (6-12)	27% (128)	--	19% (68)	37% (60)	9 th – 12 th graders were more likely to have felt sad or hopeless almost every day for 2 weeks or more in a row

RACIAL/ETHNIC DIFFERENCES

Indicator	Reporter	All Youth	African American /African	White	Hispanic /Latino	Multi-racial	Finding
Depression	A (6-12)	15% (125)	7% (54)	14% (29)	33% (12)	23% (30)	Hispanic/ Latino youth were more likely than African American/ African youth to be depressed. There were no other significant differences between groups.

Indicator	Reporter	All Youth	African American /African	White	Hispanic /Latino	Multi-racial	Finding
Depression	A (6-12)	63% (124)	72% (53)	66% (29)	25% (12)	60% (30)	African American/ African youth were more likely than Hispanic/ Latino youth to have no symptoms of serious depression. There were no other significant differences between groups.

ELL/ESL DIFFERENCES

Indicator	Reporter	All Youth	English Primary Language	ELL/ESL	Finding
Depression	F (1-12)	20% (332)	23% (290)	5% (42)	ELL/ESL were less likely to be depressed, according to their <i>Friend</i>

Making Good Choices

Indicator	Reporter	Sample Size	Finding	Group Differences
Physical Fighting	A (6-12)	129	40% (51) of adolescents were involved in physical fighting	No
Violent Behavior ^a	F (1-12)	267	20% (53) of youth were involved in 1 or more violent behaviors	No
	A (6-12)	123	51% (63) of adolescents reported 1 or more violent behaviors	No
Violence as a Way to Solve Problems	A (6-12)	126	37% (46) of adolescents thought violence can be a way to solve problems (yes or YES!)	Grade
Lifetime Cigarette Use	A (6-12)	130	16% (21) of adolescents have smoked a whole cigarette	Gender Grade
Age of First Cigarette Use	A (6-12)	21	Average: 12 yrs old Of those who had smoked a whole cigarette, 19% (4) first did so before age 11	No

Indicator	Reporter	Sample Size	Finding	Group Differences
Current Tobacco Use	A (6-12)	131	9% (12) of adolescents used tobacco in the last 30 days Of those who ever used tobacco, 57% (12 out of 21) used in the last 30 days	Gender Grade
Lifetime Alcohol Use	A (6-12)	128	34% (44) of adolescents have had more than a sip or two of alcohol	Grade Adolescent Programming
Age of First Alcohol Use	A (6-12)	44	Average: 12 yrs old Of those who had more than a sip or two of alcohol, 27% (12) first did so before age 11	No
Current Alcohol Use	A (6-12)	130	10% (13) of adolescents drank alcohol in the last 30 days Of those who ever drank, 30% (13 out of 44) did so in the last 30 days	Grade
Lifetime Marijuana Use	A (6-12)	130	38% (50) of adolescents have used marijuana	Grade
Age of First Marijuana Use	A (6-12)	50	Average: 12 yrs old Of those who had ever used marijuana, 12% (6) first did so before age 11	No
Current Marijuana Use	A (6-12)	128	18% (23) of adolescents used marijuana in the last 30 days Of those who ever used marijuana, 46% (23 out of 50) did so in the last 30 days	Grade
Lifetime Prescription Drug Use	A (6-12)	131	8% (10) of adolescents have used prescription drugs	Grade
Age of First Prescription Drug Use	A (6-12)	10	Average age: 12 yrs Of those who had used prescription drugs, 30% (3) first did so before age 11	Gender
Current Prescription Drug Use	A (6-12)	131	4% (5) of adolescents have used prescription drugs in the last 30 days Of those who ever used prescription drugs, 50% (5 out of 10) did so in the last 30 days	Not assessed due to small sample
Lifetime Sexual Intercourse	A (6-12)	130	28% (37) of adolescents have had sexual intercourse	Grade

Indicator	Reporter	Sample Size	Finding	Group Differences
Age of First Sexual Intercourse	A (6-12)	36	Average age: 13 yrs old Of those who had sexual intercourse, 25% (9) first did so before age 13	No
Condom Use	A (6-12)	36	50% (18) of adolescents who had sexual intercourse used a condom the last time	Foster Care

Note. Grade differences not assessed for behavior initiation indicators (e.g., age of first alcohol use).

^a Violent behaviors included physical fighting, attacked someone out of anger, carrying a weapon, threatened someone with a weapon, and gang involvement.

^b Indicates a measurement scale (responses to multiple items were averaged to create a score). See Appendix D for a list of the items included in each scale and Appendix E for answers (% , *n*) in each response category.

GENDER DIFFERENCES

Indicator	Reporter	All Youth	Boys	Girls	Finding
Lifetime Cigarette Use	A (6-12)	16% (130)	9% (65)	23% (65)	Girls were <i>more</i> likely to have ever used cigarettes
Current Tobacco Use	A (6-12)	9% (131)	5% (66)	14% (65)	Girls were <i>more</i> likely to have used cigarettes in the past 30 days
Age of First Prescription Drug Use	A (6-12)	12 (10)	9 (3)	14 (7)	Boys initiated prescription drug use <i>earlier</i> than girls

GRADE DIFFERENCES

Indicator	Reporter	All Youth	1 st – 3 rd	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Violent Behavior	F (1-12)	20% (267)	19% (83)	20% (138)	22% (69)	18% (60)	No significant differences
	A (6-12)	51% (123)	--	--	50% (64)	53% (59)	No significant differences

Note. 1st – 3rd grade percentages are listed descriptively and not compared to other grades for significant differences.

Indicator	Reporter	All Youth	6 th – 8 th	9 th – 12 th	Finding
Physical Fighting	A (6-12)	40% (129)	40% (68)	39% (61)	No significant differences
Violence as a Way to Solve Problems	A (6-12)	37% (126)	30% (67)	44% (59)	9 th – 12 th graders were <i>more</i> likely to think violence can be a way to solve problems
Lifetime Cigarette Use	A (6-12)	16% (130)	3% (69)	31% (61)	9 th – 12 th graders were <i>more</i> likely to have ever used cigarettes
Current Tobacco Use	A (6-12)	9% (131)	0% (69)	19% (62)	9 th – 12 th graders were <i>more</i> likely to have used cigarettes in the past 30 days

Indicator	Reporter	All Youth	6 th – 8 th	9 th – 12 th	Finding
Lifetime Alcohol Use	A (6-12)	34% (128)	19% (69)	53% (59)	9 th – 12 th graders were more likely to have ever used alcohol
Current Alcohol Use	A (6-12)	10% (130)	1% (68)	19% (62)	9 th – 12 th graders were more likely to have used alcohol in the past 30 days
Lifetime Marijuana Use	A (6-12)	39% (130)	19% (69)	61% (61)	9 th – 12 th graders were more likely to have ever used marijuana
Current Marijuana Use	A (6-12)	18% (128)	6% (68)	32% (60)	9 th – 12 th graders were more likely to have used marijuana in the past 30 days
Lifetime Prescription Drug Use	A (6-12)	8% (131)	3% (69)	13% (62)	9 th – 12 th graders were more likely to have ever used prescription drugs
Lifetime Sexual Intercourse	A (6-12)	29% (130)	12% (69)	48% (61)	9 th – 12 th graders were more likely to have had sex
Condom Use	A (6-12)	50% (36)	63% (8)	46% (28)	6 th – 8 th graders were more likely to have used a condom

RACIAL/ETHNIC DIFFERENCES

There were no statistically significant differences in Making Good Choices according to race/ ethnicity.

ELL/ESL DIFFERENCES

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

FOSTER CARE DIFFERENCES

Indicator	Reporter	All Youth	Never in Foster Care	Foster Care	Finding
Condom Use	A (6-12)	50 % (36)	65% (20)	31% (16)	Youth ever in foster were less likely to have used a condom

ADOLESCENT PROGRAMMING DIFFERENCES

Indicator	Reporter	All Youth	Not in Adolescent Programming	Adolescent Programming	Finding
Lifetime Alcohol Use	A (6-12)	34% (128)	42% (72)	25% (56)	Youth who participated in adolescent programming were less likely to have ever used alcohol

School Success

Indicator	Reporter	Sample Size	Finding	Group Differences
School Engagement ^a	F (1-12)	332	79% (261) of youth were engaged in school (yes or YES!)	Grade ELL/ESL Foster Care Adolescent Programming
	T (1-8) F (9-12)	333	56% (187) of youth were engaged in school (yes or YES!)	Grade
Disciplinary Actions – Suspended	F (1-12)	321	17% (54) of youth were suspended from school in the past year	Gender Race/ Ethnicity
Disciplinary Actions – Expelled	F (1-12)	322	3% (10) of youth were expelled from school in the past year	No
Overall Progress as a Student	T (1-8)	152	45% (68) of youth had <i>good</i> or <i>excellent</i> overall progress as a student	No
Academic Service – Tutoring	F (1-12)	314	31% (96) of youth received tutoring in the past year	Grade
		302	56% (170) of youth needed tutoring in the past year	Grade
Academic Service – Learning Problems	F (1-12)	315	19% (61) of youth received a program for learning problems in the past year	Adolescent Programming
		306	26% (78) of youth needed a program for learning problems in the past year	Adolescent Programming
Academic Service – Attendance/ Behavior Problems	F (1-12)	316	14% (45) of youth received services for attendance or behavior problems in the past year	No
		313	28% (86) of youth needed services for attendance or behavior problems in the past year	No

Indicator	Reporter	Sample Size	Finding	Group Differences
Academic Service – Testing and Evaluation for Special Education	F (1-12)	312	18% (56) of youth received testing and evaluation for special education services in the past year	Grade Race/ Ethnicity ELL/ESL Foster Care Adolescent Programming
		309	24% (75) of youth needed testing and evaluation for special education services in the past year	Grade Adolescent Programming
Academic Service – Gifted and Talented	F (1-12)	316	2% (7) of youth received gifted and talented services in the past year	Race/ Ethnicity
		306	6% (18) of youth needed gifted and talented classes in the past year	Race/ Ethnicity Foster Care
Academic Service – Individual Education Plan (IEP)	F (1-12)	304	27% (82) of youth received an IEP in the past year	No
		287	36% (104) of youth needed an IEP in the past year	No

^aResponses to multiple items were averaged to create this score. See Appendix D for a list of the items included in each scale and Appendix E for answers (% , *n*) in each response category.

GENDER DIFFERENCES

Indicator	Reporter	All Youth	Boys	Girls	Finding
Disciplinary – Suspended	F (1-12)	17% (321)	23% (170)	10% (150)	Boys were more likely to be suspended

GRADE DIFFERENCES

Indicator	Reporter	All Youth	1 st – 3 rd	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
School Engagement	F (1-12)	79% (332)	87% (93)	85% (169)	86% (77)	60% (86)	9 th – 12 th graders were less likely to be engaged in school
	T (1-8) F (9-12)	56% (333)	52% (56)	48% (170)	69% (77)	60% (86)	6 th – 8 th graders were more likely than 1 st – 5 th graders to be engaged in school. There were no other significant differences between groups.
Disciplinary – Suspended	F (1-12)	17% (321)	18% (106)	14% (168)	19% (74)	22% (79)	No significant differences
Disciplinary – Expelled	F (1-12)	3% (322)	1% (106)	1% (168)	4% (73)	6% (81)	No significant differences
Overall Progress as a Student	T (1-8)	45 % (152)	44% (77)	44% (123)	48% (29)	--	No significant differences
Academic Service – Tutoring (Received)	F (1-12)	31% (314)	38% (101)	37% (161)	19% (72)	27% (81)	1 st – 5 th graders were more likely and 6 th – 8 th graders were less likely, to have received tutoring
Academic Service – Tutoring (Needed)	F (1-12)	56% (302)	63% (97)	60% (152)	39% (71)	65% (79)	6 th – 8 th graders were less likely to have needed tutoring
Academic Service – Learning Problems (Received)	F (1-12)	19% (315)	19% (101)	18% (160)	18% (73)	23% (82)	No significant differences
Academic Service – Learning Problems (Needed)	F (1-12)	26% (306)	28% (95)	26% (154)	20% (74)	30% (78)	No significant differences
Academic Service – Attendance/ Behavior Problems (Received)	F (1-12)	14% (316)	22% (102)	16% (160)	12% (74)	12% (82)	No significant differences

Indicator	Reporter	All Youth	1 st – 3 rd	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Academic Service – Attendance/ Behavior Problems (Needed)	F (1-12)	28% (313)	34% (100)	28% (159)	22% (72)	32% (82)	No significant differences
Academic Service – Testing and Evaluation for Special Education (Received)	F (1-12)	18% (312)	19% (97)	25% (156)	12% (74)	10% (82)	1 st – 5 th graders were more likely and 9 th – 12 th graders were less likely, to have received testing and evaluation for special education
Academic Service – Testing and Evaluation for Special Education (Needed)	F (1-12)	24% (309)	27% (94)	32% (153)	15% (75)	19% (81)	1 st – 5 th graders were more likely and 6 th – 8 th graders were less likely, to have needed testing and evaluation for special education
Academic Service – Gifted and Talented (Received)	F (1-12)	2% (316)	3% (102)	3% (162)	4% (73)	0% (81)	No significant differences
Academic Service – Gifted and Talented (Needed)	F (1-12)	6% (306)	7% (97)	7% (155)	9% (71)	3% (80)	No significant differences
Academic Service – IEP(Received)	F (1-12)	27% (304)	19% (103)	24% (162)	25% (65)	35% (77)	No significant differences
Academic Service – IEP (Needed)	F (1-12)	36% (287)	29% (91)	35% (150)	32% (66)	44% (71)	No significant differences

RACIAL/ETHNIC DIFFERENCES

Indicator	Reporter	All Youth	African American /African	White	Hispanic /Latino	Multi-racial	Finding
Disciplinary Actions – Suspended	F (1-12)	16% (317)	22% (119)	10% (62)	7% (54)	20% (82)	Hispanic/ Latino youth were less likely, and African American/ African youth were more likely, to have been suspended
Academic Service – Testing and Evaluation for Special Education (Received)	F (1-12)	18% (308)	13% (115)	22% (63)	33% (51)	13% (79)	Hispanic/ Latino youth more likely to have received testing and evaluation for special education
Academic Service – Gifted and Talented (Received)	F (1-12)	2% (312)	1% (116)	2% (62)	0% (54)	6% (80)	Multiracial youth more likely to have received gifted and talented services
Academic Service – Gifted and Talented (Needed)	F (1-12)	6% (303)	4% (115)	5% (57)	0% (52)	13% (79)	Multiracial youth more likely, and Hispanic/ Latino youth less likely, to have needed gifted and talented services

ELL/ESL DIFFERENCES

Indicator	Reporter	All Youth	English Primary Language	ELL/ESL	Finding
School Engagement	F (1-12)	79% (332)	76% (290)	95% (42)	ELL/ESL were more likely to be engaged in school
Academic Service – Testing and Evaluation for Special Education (Received)	F (1-12)	18% (312)	16% (272)	33% (40)	ELL/ESL were more likely to have received testing and evaluation for special education

FOSTER CARE DIFFERENCES

Indicator	Reporter	All Youth	Never in Foster Care	Foster Care	Finding
School Engagement	F (1-12)	79% (332)	82% (212)	73% (120)	Youth ever in foster care were <i>less</i> likely to be engaged in school
Academic Service – Testing and Evaluation for Special Education (Received)	F (1-12)	18% (312)	22% (198)	11% (114)	Youth ever in foster care were <i>less</i> likely to have <i>received</i> testing and evaluation for special education
Academic Service – Gifted and Talented (Needed)	F (1-12)	6% (306)	8% (193)	2% (113)	Youth ever in foster care were <i>less</i> likely to have <i>needed</i> gifted and talented services

ADOLESCENT PROGRAMMING DIFFERENCES

Indicator	Reporter	All Youth	Not in Adolescent Programming	Adolescent Programming	Finding
School Engagement	F (6-12)	72% (163)	68% (99)	80% (64)	Youth who participated in adolescent programming were <i>more</i> engaged in school
Academic Service – Learning Problems (Received)	F (6-12)	21% (155)	15% (93)	29% (62)	Youth who participated in adolescent programming <i>more</i> likely to have <i>received</i> special programming for learning problems
Academic Service – Learning Problems (Needed)	F (6-12)	25% (152)	19% (90)	34% (62)	Youth who participated in adolescent programming <i>more</i> likely to have <i>needed</i> special programming for learning problems

Indicator	Reporter	All Youth	Not in Adolescent Programming	Adolescent Programming	Finding
Academic Service – Testing and Evaluation for Special Education (Received)	F (6-12)	11% (156)	7% (93)	18% (63)	Youth who participated in adolescent programming more likely to have received testing and evaluation for special education
Academic Service – Testing and Evaluation for Special Education (Needed)	F (6-12)	17% (156)	12% (93)	24% (63)	Youth who participated in adolescent programming more likely to have needed testing and evaluation for special education

Improved Health Care

Indicator	Reporter	Sample Size	Finding	Group Differences
General Physical Health	A (6-12)	129	71% (92) of adolescents were in <i>good</i> , <i>very good</i> , or <i>excellent</i> health	Gender Grade
Untreated Physical Health Problems	F (1-12)	332	3% (9) of youth had untreated physical health problems in the past year	Not assessed due to small sample size
	PG (1-12)	259	1% (3) of youth, reported by parents/guardians, had untreated physical health problems	Not assessed due to small sample size
Treated Mental Health Problems	F (1-12)	332	17% (57) of youth were treated for mental health problems	Race/ Ethnicity ELL/ESL
Untreated Mental Health Problems	F (1-12)	332	5% (17) of youth had untreated mental health problems in the past year	Grade
Preventive Health Care – Doctor	F (1-12)	233	94% (220) of youth visited a doctor for a checkup in the past year	No
	A (6-12)	128	79% (101) of adolescents reported visiting a doctor for a checkup in the past year	No

Indicator	Reporter	Sample Size	Finding	Group Differences
Preventive Health Care – Dentist	F (1-12)	171	83% (142) of youth visited a dentist in the past year	Gender
	A (6-12)	127	64% (81) of adolescents reported visiting a dentist in the past year	No
Eating Habits – Fruit & Vegetables	F (1-12)	299	40% (121) of youth ate fruits or vegetables at least once per day	Gender
	A (6-12)	129	54% (70) of adolescents reported eating fruits or vegetables at least once per day	No
Exercise Habits	F (1-12)	316	40% (127) of youth exercised for at least 20-30 minutes each day	Gender Grade
	A (6-12)	128	45% (57) of adolescents reported exercising for at least 20-30 minutes each day	Grade

GENDER DIFFERENCES

Indicator	Reporter	All Youth	Boys	Girls	Finding
General Physical Health	A (6-12)	71% (129)	85% (65)	58% (64)	Adolescent boys were more likely to be in <i>good, very good, or excellent</i> health
Preventive Health Care – Dentist	F (1-12)	83% (171)	90% (81)	77% (90)	Boys were more likely to visit the dentist
Eating Habits – Fruit & Vegetables	F (1-12)	41% (298)	33% (160)	50% (138)	Girls were more likely to eat fruits and vegetables daily
Exercise Habits	F (1-12)	40% (315)	45% (168)	35% (147)	Boys were more likely to exercise for at least 20-30 minutes each day

GRADE DIFFERENCES

Indicator	Reporter	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
General Physical Health	A (6-12)	71% (129)	--	82% (68)	59% (61)	6 th – 8 th graders were more likely than other youth to be in <i>good, very good, or excellent</i> health
Untreated Mental Health Problems	F (1-12)	5% (332)	4% (169)	1% (77)	11% (86)	9 th – 12 th graders were more likely than younger youth to have had untreated mental health problems
Exercise Habits	F (1-12)	40% (316)	44% (165)	47% (73)	26% (78)	9 th – 12 th graders were less likely to exercise for at least 20-30 minutes each day
	A (6-12)	45% (128)	--	55% (67)	33% (61)	9 th – 12 th graders were less likely to exercise for at least 20-30 minutes each day

RACIAL/ETHNIC DIFFERENCES

Indicator	Reporter	All Youth	African American /African	White	Hispanic /Latino	Multi-racial	Finding
Treated Mental Health Problems	F (1-12)	17% (328)	10% (126)	28% (64)	9% (54)	23% (84)	White youth were more likely, and African American/ African youth were less likely, to have had treated mental health problems.

ELL/ESL DIFFERENCES

Indicator	Reporter	All Youth	English Primary Language	ELL/ESL	Finding
Treated Mental Health Problems	F (1-12)	17% (332)	19% (290)	5% (42)	ELL/ESL were less likely to have had treated mental health problems

Positive Plans & Skills for the Future

Indicator	Reporter	Sample Size	Finding	Group Differences
Hope for the Future	F (1-5)	169	82% (138) of children have high hopes for the future (<i>yes</i> or <i>YES!</i>)	N/A ^a
Realistic Plans for the Future	F (6-12)	163	65% (106) of youth have realistic plans for future (<i>yes</i> or <i>YES!</i>)	Gender
Finish High School	A (6-12)	131	95% (125) of adolescents believe it is important or very important to finish high school	Gender
College Education	A (6-12)	130	84% (109) of adolescents believe it is important or very important to have a college education	No
Post-Secondary Plans	A (6-12)	128	73% (94) of adolescents have plans for continued education after high school	No
Participation in Extracurricular Activities	F (1-12)	332	49% (164) of youth participated in extracurricular activities (<i>yes</i> or <i>YES!</i>)	Grade
	A (6-12)	126	62% (78) of adolescents reported participating in extracurricular activities (<i>yes</i> or <i>YES!</i>)	Grade Race/ Ethnicity

^aGrade differences were not assessed for Hope for Future because it was asked of 1st – 5th graders only.

GENDER DIFFERENCES

Indicator	Reporter	All Youth	Boys	Girls	Finding
Realistic Plans for the Future	F (6-12)	65% (163)	57% (79)	73% (84)	Adolescent girls were more likely to have realistic plans for the future
Finish High School	A (6-12)	95% (131)	92% (66)	98% (64)	Adolescent girls were more likely to believe it is important to finish high school

GRADE DIFFERENCES

Indicator	Reporter	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Participation in Extracurricular Activities	F (1-12)	49% (332)	50% (169)	62% (77)	37% (86)	6 th – 8 th graders were <i>more</i> likely to have participated in extracurricular activities
	A (6-12)	62% (126)	--	70% (66)	53% (60)	6 th – 8 th graders were <i>more</i> likely to have participated in extracurricular activities

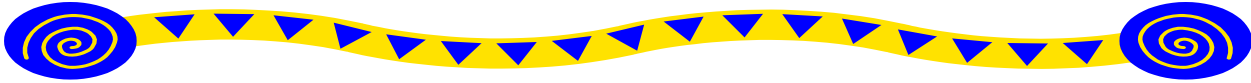
RACIAL/ETHNIC DIFFERENCES

Indicator	Reporter	All Youth	African American /African	White	Hispanic /Latino	Multi-racial	Finding
Participation in Extra-curricular Activities	A (6-12)	62% (124)	76% (54)	54% (28)	58% (12)	47% (30)	African American/ African adolescents were <i>more</i> likely than White and Multiracial adolescents to have participated in extracurricular activities. There were no other significant differences between groups.

ELL/ESL DIFFERENCES

There were no statistically significant differences in Positive Plans & Skills for the Future according to ELL/ESL status.

APPENDIX F: ITEM RESPONSES TO SURVEY 2014-15

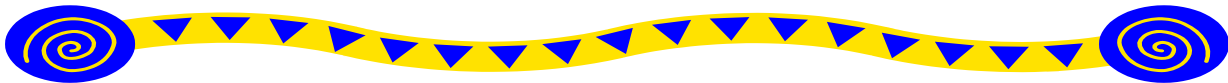


Friends of the Children – Portland ***Friend's Assessment of Younger Children***

Directions

- ❖ **When to Complete:** Complete this form each year, in March-May.
- ❖ **Complete For:** All children in **grades 1–5**.
- ❖ **Completed By:** *Friends*
- ❖ **When Finished:** When the form is completed, return it to Joy.

1. Child's Name: _____
2. Child's ID#: _____
3. *Friend's* Name: _____
4. *Friend's* ID#: _____
5. Date Completed: ____/____/____
mo day year



A. Background Information

1. How old is this child?

0% (0)	11% (18)	22% (37)	22% (37)	13% (21)	24% (40)	9% (15)	0% (0)
5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs

2. What grade is she/he in (during the 2013-14 school year)?

1% (1)	25% (43)	21% (35)	17% (28)	21% (35)	16% (27)	0% (0)
K	1st	2nd	3rd	4th	5th	Not attending school

3. a. Does this child attend an alternative or specialized educational setting (school or classroom)?

8% (13) Yes 92% (156) No

b. If yes, is the alternative placement for (mark all that apply):

58% (7) Behavioral reasons

50% (6) Learning disability

25% (3) Need for academic remediation

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

57% (97) 0 31% (52) 1 5% (8) 2 5% (8) 3 2% (4) 4 or more

5. In the PAST YEAR, were there any nights that the child/ child's family did not have an adequate regular place to sleep due to loss of housing/ economic hardship? (Common examples are staying in a shelter, motel or campground due to lack of alternative accommodations, or spaces not designed for regular sleeping including car, unoccupied building, bus station, parks and other public spaces. If the child or family had to move into another person or family member's home in the last year due to loss of housing, please include this in the definition of homelessness. If the family has been in this living situation for more than a year or by choice, please do not include for the purposes of this survey.)

8 % (14) Yes 80% (135) No 12% (20) Don't know

6. If YES, please provide reason for housing instability if known (mark all that apply)

0% (0) Parent/ caregiver employed but could no longer afford housing cost (rent increase, decreased work hours/ wage)

1% (1) Parent/caregiver lost job

0% (0) Family medical costs (for example, someone had an illness or injury)

1% (2) Parent/ caregiver dealing with mental health issue or addiction

0% (0) Safety concerns (dangerous or violent place or person)

0% (0) Citizenship status

4% (6) Eviction by landlord (for reasons other than above)

2% (4) Other

4% (7) Don't know

7. Which of the following adults currently live with this child? Mark all that apply
- | | |
|-----------|--|
| 80% (135) | Mother |
| 28% (47) | Father |
| 14% (23) | Stepmother or female partner of parent |
| 5% (9) | Stepfather or male partner of parent |
| 1% (1) | Grandmother |
| 12% (21) | Grandfather |
| 10% (17) | Other adult relatives |
| 8% (14) | Foster parents |
| 6% (10) | Other non relatives |
8. a. In the PAST YEAR, has this child lived in foster care or with relatives?
6% (10) Yes 94% (159) No
- b. If yes, did the local youth welfare agency direct this placement?
56% (18) Yes 44% (14) No
9. To the best of your knowledge, has this child EVER lived in foster care or with relatives?
26% (44) Yes 74% (125) No
10. To the best of your knowledge, has there EVER been a report of child abuse or neglect of this child to a child welfare agency?
26% (44) Yes 74% (125) No

B. Health Behaviors

1. In the PAST YEAR, has this child had his/her eyes checked?
37% (62) Yes 12% (20) No 52% (87) Don't know
2. In the PAST YEAR, has this child been to the doctor for a check-up?
65% (110) Yes 5% (8) No 30% (51) Don't know
3. In the PAST YEAR, has this child been to the dentist?
47% (80) Yes 8% (13) No 45% (76) Don't know
- 4a. In the PAST YEAR, has this child received treatment for a physical health problem?
11% (19) Yes 89% (150) No
- 4b. In the PAST YEAR, has this child had any untreated physical health problems?
2% (4) Yes 98% (165) No
- 5a. In the PAST YEAR, has this child received treatment for a mental health problem?
18% (30) Yes 82% (139) No
- 5b. In the PAST YEAR, has this child had any untreated mental health problems?
4% (7) Yes 96% (162) No

- 5c1. In the PAST YEAR, how often did this child talk about committing suicide?
 0% (0) always 0% (0) sometimes
 1% (1) very often 10% (17) almost never
 1% (1) fairly often 89% (150) never
- 5c2. In the PAST YEAR, did this child ever have a plan to commit suicide?
 0% (0) yes 100% (169) no
- 5c3. In the PAST YEAR, did this child attempt suicide?
 0% (0) yes 100% (169) no
- 5d. Would you say that in general this child's physical health is....
 11% (18) Excellent 27% (46) Very Good 44% (75) Good
 14% (24) Fair 4% (6) Poor
6. How often would you say there is enough food to eat at this child's house?
 70% (112) Always 29% (47) Sometimes 1% (1) Rarely/Never
7. How often does this child usually eat "junk foods" (for example: French fries, chips, cookies, soda, candy, etc.)?
 6% (10) Rarely/Never 15% (24) 3-4 times per day
 41% (66) Several (2-4) times per week 5% (8) 5-6 times per day
 33% (54) 1-2 times per day 0% (0) Don't know
8. 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.)?
 13% (20) Rarely/never 8% (12) 3-4 times per day
 49% (78) Several (2-4) times per week 1% (1) 5-6 times per day
 30% (48) 1-2 times per day 0% (0) Don't know
9. 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.)?
 6% (10) Never 43% (73) Daily or more
 49% (82) Several (2-4) times per week 2% (4) Don't know

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

	YES!	yes	no	NO!
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**.

C. Please mark the answer that best describes how you feel about each sentence. Think about how this child usually behaves.		YES!	yes	no	NO!
1.	Does his/her homework regularly.	24% (41)	30% (51)	37% (62)	9% (15)
2.	Skips school regularly.	2% (3)	4% (6)	35% (59)	60% (101)
3.	Is interested in school.	27% (45)	49% (82)	20% (33)	5% (9)
4.	Takes responsibility for his/her actions.	14% (23)	57% (97)	25% (43)	4% (6)
5.	Is unhappy, sad, or depressed.	3% (5)	17% (29)	68% (114)	12% (21)
6.	Worries about things for a long time.	8% (13)	25% (42)	59% (99)	9% (15)
7.	Feels worthless or inferior.	3% (5)	15% (25)	60% (102)	22% (37)
8.	Feels good about him/herself.	15% (26)	66% (111)	18% (31)	1% (1)
9.	Has high hopes for the future.	25% (43)	56% (95)	17% (28)	2% (3)
10.	Participates in after school or other extracurricular activities (sports team, dance, drama, etc.).	23% (39)	27% (45)	30% (51)	20% (34)
11.	Makes friends easily.	26% (44)	54% (92)	17% (28)	3% (5)
12.	Gets along well with other kids.	30% (50)	56% (94)	14% (24)	1% (1)
13.	Feels comfortable around people of different races and cultural backgrounds.	43% (72)	51% (86)	7% (11)	0% (0)

D. In the past year (12 months), has this child:		Yes	No	Don't know
1.	Attacked someone out of anger?	15% (26)	72% (121)	13% (22)
2.	Been involved in a physical fight?	21% (35)	68% (115)	11% (19)
3.	Carried something to use as a weapon (gun, knife, fingernail file)?	2% (3)	90% (152)	8% (14)
4.	Used a weapon or threatened someone with a weapon?	1% (2)	88% (149)	10% (18)
5.	Been arrested by the police for breaking a law that would qualify as a misdemeanor or felony (DO NOT include status offenses such as skipping school, skateboarding in the wrong place, running away, etc.)?	0% (0)	98% (165)	2% (4)
6.	Been to juvenile court and found guilty of a crime?	0% (0)	98% (166)	2% (3)
7.	Been involved with a gang?	1% (1)	99% (168)	0% (0)
8.	Been removed from class for disciplinary reasons (Disciplinary Removal)?	25% (43)	72% (121)	3% (5)
9.	Been suspended from school?	14% (23)	86% (145)	1% (1)
10.	Been expelled from school?	1% (2)	98% (166)	1% (1)
11.	Had family or friends involved in a gang?	4% (7)	64% (108)	32% (54)

12. Has this child **EVER** been **arrested** by the police for breaking a law that would qualify as a misdemeanor or felony (**DO NOT** include status offenses such as skipping school, skateboarding in the wrong place, running away, etc.)?

0% (0) Yes 99% (168) No 1% (1) Don't Know

13. Has this child **EVER** been to juvenile court and been found **guilty** of a crime?

0% (0) Yes 100% (169) No 0% (0) Don't Know

E. How many hours a day does this child read for pleasure (not for school work)? Reading includes newspapers, magazines, comic books, books, etc.

76% (124) Less than 1 hour	1% (2) 3 – 4 hours
18% (29) 1 – 2 hours	0% (0) More than 4 hours
5% (8) 2 – 3 hours	0% (0) Don't know

F. How many hours a day does this child use a computer (for schoolwork, fun, internet, etc.)?

53% (85) Less than 1 hour	8% (13) 3 – 4 hours
31% (50) 1 – 2 hours	1% (1) More than 4 hours
7% (11) 2 – 3 hours	0% (0) Don't know

G. Which of the following best describes the quality of your relationship with this child?

43% (72) Excellent	8% (14) Fair
47% (80) Good	2% (3) Poor

H. In the last year, how much effort did it take to develop or maintain a close relationship with this child?

38% (64) A lot 53% (90) A little 9% (15) None

I. Which of the following best describes the quality of YOUR relationship with this child's caregiver(s)?

31% (53) Excellent	12% (21) Fair
54% (91) Good	2% (4) Poor

J. Family Information

1. How often does this child's BIOLOGICAL MOTHER have contact with him/her?

76% (123)	6% (9)	4% (7)	4% (6)	3% (5)	1% (1)	1% (1)	4% (6)	3% (5)	0% (0)
Daily	Several times per week	Weekly	2-3 times per month	Monthly	Several times per year	Yearly	Less than yearly	Never	Biological mother deceased

2. How often does this child's BIOLOGICAL FATHER have contact with him/her?

27% (45)	2% (4)	4% (6)	8% (14)	7% (12)	7% (11)	4% (6)	11% (18)	28% (47)	4% (6)
Daily	Several times per week	Weekly	2-3 times per month	Monthly	Several times per year	Yearly	Less than yearly	Never	Biological father deceased

3a. Is there ANOTHER PRIMARY CAREGIVER currently involved with this child?

34% (58) Yes 66% (111) No

3b. How often does this child's OTHER PRIMARY CAREGIVER have contact with him/her?

85% (49)	9% (5)	5% (3)	2% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Daily	Several times per week	Weekly	2-3 times per month	Monthly	Several times per year	Yearly	Less than yearly	Never

4a. To the best of your knowledge, was this child's BIOLOGICAL MOTHER a teen parent (under 18 when first child was born)?

29% (49) Yes 34% (58) No 37% (62) Don't know

4b. To the best of your knowledge, was this child's BIOLOGICAL FATHER a teen parent (under 18 when first child was born)?

10% (17) Yes 26% (44) No 64% (108) Don't know

5a. To the best of your knowledge, what is the highest level of education reached by this child's BIOLOGICAL MOTHER?

16% (27)	19% (32) HS diploma or equivalent	11% (18) Some college coursework but no degree	5% (8) 2-yr community college or technical school degree	1% (2) 4-year college degree	1% (1) Some graduate coursework but no degree	0% (0) Graduate degree	48% (81) Don't know
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5b. To the best of your knowledge, what is the highest level of education reached by this child's BIOLOGICAL FATHER?

14% (23)	10% (17) HS diploma or equivalent	3% (5) Some college coursework but no degree	0% (0) 2-yr community college or technical school degree	1% (1) 4-year college degree	0% (0) Some graduate coursework but no degree	0% (0) Graduate degree	73% (123) Don't know
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5c. To the best of your knowledge, what is the highest level of education reached by this child's OTHER PRIMARY CARETAKER (if listed above)?

11% (6)	14% (8) HS diploma or equivalent	9% (5) Some college coursework but no degree	2% (1) 2-yr community college or technical school degree	9% (5) 4-year college degree	0% (0) Some graduate coursework but no degree	4% (2) Graduate degree	52% (29) Don't know
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K. Please complete the following table about the youth's BIOLOGICAL MOTHER to the best of your knowledge. DO NOT SKIP THIS TABLE. Please provide an answer for each question.

<i>Has the youth's BIOLOGICAL MOTHER been:</i>	IN THE PAST YEAR				IN MOTHER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
1. Employed?	56% (95)	24% (40)	20% (34)	0% (0)	67% (113)	4% (6)	30% (50)
2. Incarcerated?	8% (13)	66% (112)	26% (44)	0% (0)	18% (30)	30% (51)	52% (88)
3. Involved in criminal behavior?	7% (11)	50% (85)	43% (73)	0% (0)	21% (35)	19% (32)	60% (102)
4. Abusing alcohol or other drugs?	8% (14)	46% (77)	46% (78)	0% (0)	16% (27)	19% (32)	65% (110)

Has the youth's BIOLOGICAL MOTHER been:	IN THE PAST YEAR				IN MOTHER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
5. In recovery from substance abuse problems?	5% (9)	53% (89)	42% (71)	0% (0)	10% (17)	29% (49)	61% (103)
6. Positively involved with the youth's school?	59% (99)	29% (49)	12% (21)	0% (0)	62% (105)	22% (37)	16% (27)
7. Suffering from a serious physical health problem?	11% (19)	54% (92)	34% (58)	0% (0)	12% (20)	31% (53)	57% (96)
8. Suffering from a serious mental health problem?	5% (8)	52% (87)	44% (74)	0% (0)	7% (12)	31% (53)	62% (104)
9. A victim or perpetrator of domestic violence?	5% (9)	44% (75)	50% (85)	0% (0)	22% (37)	12% (21)	66% (111)
10. Involved with a gang?	1% (1)	60% (101)	40% (67)	0% (0)	2% (3)	31% (53)	67% (113)
11. Single parenting (doing the majority of the parenting)?	49% (83)	41% (70)	10% (16)	0% (0)	65% (109)	20% (33)	16% (27)

Please complete the following table about the youth's BIOLOGICAL FATHER to the best of your knowledge. DO NOT SKIP THIS TABLE. Please provide an answer for each question.

Has the youth's BIOLOGICAL FATHER been:	IN THE PAST YEAR				IN FATHER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
1. Employed?	30% (50)	15% (26)	52% (87)	4% (6)	39% (66)	2% (3)	59% (100)
2. Incarcerated?	14% (23)	27% (45)	56% (94)	4% (7)	23% (39)	7% (12)	70% (118)
3. Involved in criminal behavior?	9% (15)	21% (35)	67% (113)	4% (6)	25% (42)	5% (9)	70% (118)
4. Abusing alcohol or other drugs?	8% (14)	17% (29)	71% (120)	4% (6)	14% (23)	7% (12)	79% (134)
5. In recovery from substance abuse problems?	3% (5)	20% (33)	74% (125)	4% (6)	4% (6)	10% (16)	87% (147)
6. Positively involved with the youth's school?	18% (31)	56% (95)	22% (37)	4% (6)	20% (33)	49% (82)	32% (54)
7. Single parenting (doing the majority of the parenting)?	7% (12)	71% (120)	18% (31)	4% (6)	9% (15)	59% (100)	32% (54)
8. Suffering from a serious physical health problem?	2% (4)	23% (39)	71% (120)	4% (6)	4% (7)	14% (23)	82% (139)

Has the youth's BIOLOGICAL FATHER been:	IN THE PAST YEAR				IN FATHER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
9. Suffering from a serious mental health problem?	3% (5)	20% (33)	74% (125)	4% (6)	3% (5)	13% (22)	84% (142)
10. A victim or perpetrator of domestic violence?	4% (7)	21% (35)	71% (120)	4% (7)	13% (22)	9% (15)	78% (132)
11. Involved with a gang?	1% (1)	24% (40)	72% (122)	4% (6)	3% (5)	13% (22)	84% (142)

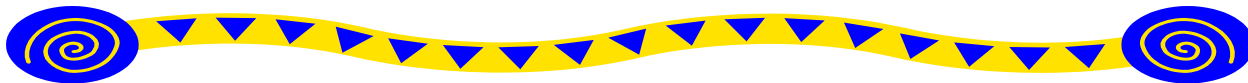
K. Please complete the following table to the best of your knowledge FOR THE YOUTH'S OTHER PRIMARY CARETAKER listed above. Skip this table ONLY if this youth DOES NOT have another PRIMARY CARETAKER.

Has the youth's OTHER PRIMARY CAREGIVER been:	IN THE PAST YEAR				IN PRIMARY CAREGIVER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
1. Employed?	65% (39)	22% (13)	13% (8)	0% (0)	84% (51)	2% (1)	15% (9)
2. Incarcerated?	3% (2)	77% (46)	20% (12)	0% (0)	7% (4)	33% (20)	60% (36)
3. Involved in criminal behavior?	0% (0)	73% (44)	27% (16)	0% (0)	3% (2)	27% (16)	70% (42)
4. Abusing alcohol or other drugs?	0% (0)	70% (42)	30% (18)	0% (0)	2% (1)	25% (15)	73% (44)
5. In recovery from substance abuse problems?	0% (0)	65% (39)	35% (21)	0% (0)	0% (0)	25% (15)	75% (45)
6. Positively involved with the youth's school?	75% (45)	15% (9)	10% (6)	0% (0)	75% (45)	13% (8)	12% (7)
7. Suffering from a serious physical health problem?	8% (5)	58% (35)	33% (20)	0% (0)	8% (5)	23% (14)	68% (41)
8. Suffering from a serious mental health problem?	0% (0)	64% (38)	36% (21)	0% (0)	0% (0)	34% (20)	66% (39)
9. A victim or perpetrator of domestic violence?	2% (1)	68% (40)	31% (18)	0% (0)	3% (2)	24% (14)	73% (43)
10. Involved with a gang?	0% (0)	78% (47)	22% (13)	0% (0)	0% (0)	37% (22)	63% (38)
11. Single parenting (doing the majority of parenting her/himself)?	28% (17)	62% (37)	10% (6)	0% (0)	27% (16)	47% (28)	27% (16)

<i>L. Please indicate whether the child <u>received</u> or <u>needed</u> each service IN THE PAST SCHOOL YEAR.</i>	Did child RECEIVE this service this year?			Does child NEED this service?		
	Yes	No	Don't Know	Yes	No	Don't Know
1. A tutoring program or tutoring services	36% (60)	60% (101)	5% (8)	54% (91)	36% (61)	10% (17)
2. A special program for learning problems	17% (29)	78% (131)	5% (9)	24% (40)	68% (114)	9% (15)
3. Services for attendance or behavior problems	15% (26)	79% (134)	5% (9)	26% (44)	68% (115)	6% (10)
4. Testing and evaluation for special education services	23% (39)	69% (117)	8% (13)	29% (49)	62% (104)	10% (16)
5. Gifted and talented classes	2% (4)	94% (158)	4% (7)	6% (10)	86% (145)	8% (14)
6. Individual Education Plan (IEP)	23% (39)	73% (123)	4% (7)	31% (52)	58% (98)	11% (19)

M. Please indicate whether this child was involved in or received any of the following services in the PAST YEAR. Also, provide a brief description of the activity & name of the organization.

<i>Service/Activity in the PAST YEAR</i>	YES	NO
1. After-school programs (structured activities such as SUN or Camp Fire)	47% (80)	49% (83)
2. Services or activities through local community center (e.g., Neighborhood House, East Portland Community Center)	17% (28)	74% (125)
3. Services or activities provided through church or faith community	15% (25)	72% (121)
4. Services or activities provided through YMCA, local park and recreation, or other organizations that promote physical activity	20% (33)	72% (122)
5. Job or career-related services (e.g., Job Corps)	0% (0)	95% (161)
6. Runaway or homeless services (e.g., Outside In, New Avenues for Youth)	1% (2)	94% (159)
7. Culture-specific activities or services (e.g., Native American Youth & Family Center)	4% (6)	91% (154)
8. Drug or alcohol prevention activities or treatment services (e.g., De Paul)	1% (1)	94% (158)
9. Leadership or youth development activities (e.g., Self-Enhancement, Inc., 4-H, Urban League)	1% (1)	94% (159)
10. Academic enhancement activities (e.g., School Corps at the public library)	5% (8)	90% (152)
11. Independent living services (e.g., Youth Progress Association)	95% (160)	5% (9)
12. Case management or other services provided by social workers, DHS, or child protection	14% (23)	78% (131)
13. Other types of services (please describe)	10% (16)	83% (140)



Friends of the Children – Portland ***Friend's Assessment of Adolescents***

Directions

- ❖ **When to Complete:** Complete this form each year, in March-May.
- ❖ **Complete For:** All children in grades **6 and up**.
- ❖ **Completed By:** *Friends*. **We strongly recommend that you complete this form while this youth is completing his or her Adolescent Self-Report Questionnaire!**
- ❖ **When Finished:** When the form is completed, return it to Joy.

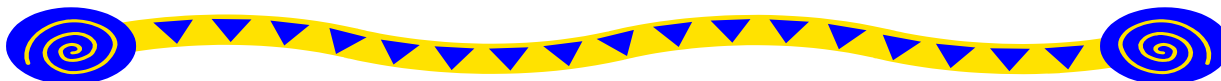
1. Child's Name: _____

2. Child's ID#: _____

3. *Friend's* Name: _____

4. *Friend's* ID#: _____

5. Date Completed: _____/_____/_____
 mo day year



A. Background Information

1. How old is this youth?

4% (6)	14% (23)	14% (22)	18% (30)	26% (43)	12% (20)	10% (16)	2% (3)	0% (0)
11 yrs	12 yrs	13 yrs	14 yrs	15 yrs	16 yrs	17 yrs	18 yrs	19+ yrs
2. a. What grade is she/he in (during the 2008-09 school year)?

12% (20)	17% (28)	18% (29)	26% (43)	13% (21)	11% (18)	3% (4)	0% (0)	0% (0)
6th	7th	8th	9th	10th	11th	12th	13th	14 th +

b. What is his/her CURRENT status in school

89% (135)	9% (13)	2% (3)	0% (0)	0% (0)
Attending (K-12)	Not Attending	Enrolled in GED program/ Vocational/ Trade School	Additional years of HS enrollment	Post-secondary education or training

c. To the best of your knowledge, will this youth graduate on time (within four years of starting 9th grade)?

76% (123) Yes	25% (40) No
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3. a. Does this youth attend an alternative or specialized educational setting (school or classroom)?

22% (35) Yes	79% (129) No
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b. If yes, is the alternative placement for (mark all that apply):

9% (14)	Behavioral reasons
7% (11)	Learning disability
10% (15)	Need for academic remediation
4. How many times has this youth moved in the past year?

67% (102) 0	19% (29) 1	5% (8) 2	5% (8) 3	4% (6) 4 or more	0% (0) Don't know
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5. In the PAST YEAR, were there any nights that the child/ child's family did not have an adequate regular place to sleep due to loss of housing/ economic hardship? (Common examples are staying in a shelter, motel or campground due to lack of alternative accommodations, or spaces not designed for regular sleeping including car, unoccupied building, bus station, parks and other public spaces. If the child or family had to move into another person or family member's home in the last year due to loss of housing, please include this in the definition of homelessness. If the family has been in this living situation for more than a year or by choice, please do not include for the purposes of this survey.)

14% (22) Yes	80% (130) No	7% (11) Don't know
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6. If YES, please provide reason for housing instability if known (mark all that apply)

15% (2)	Youth chose to leave home
0% (0)	Parent/ caregiver employed but could no longer afford housing cost (rent increase, decreased work hours/ wage)
0% (0)	Parent/caregiver lost job
0% (0)	Family medical costs (for example, someone had an illness or injury)
8% (1)	Parent/ caregiver dealing with mental health issue or addiction
0% (0)	Safety concerns (dangerous or violent place or person)
0% (0)	Citizenship status
31% (4)	Eviction by landlord (for reasons other than above)
39% (5)	Other
8% (1)	Don't know

7. Which of the following adults currently live with this youth? Mark all that apply.
- | | |
|-----------|--|
| 72% (118) | Mother |
| 21% (34) | Father |
| 13% (21) | Stepmother or female partner of parent |
| 5% (8) | Stepfather or male partner of parent |
| 6% (9) | Grandmother |
| 16% (26) | Grandfather |
| 18% (29) | Other adult relatives |
| 2% (3) | Foster parents |
| 7% (11) | Other non relatives |
8. In the PAST YEAR, has this youth lived in foster care or with relatives?
16% (26) Yes 93% (152) No
9. To the best of your knowledge, has this youth EVER lived in foster care or with relatives?
33% (54) Yes 60% (98) No 7% (11) Don't know
10. To the best of your knowledge, has there EVER been a report of child abuse or neglect of this youth to a child welfare agency?
22% (35) Yes 79% (128) No

B. Health Behaviors

1. In the PAST YEAR, has this youth had his/her eyes checked?
39% (64) Yes 10% (16) No 51% (83) Don't know
2. In the PAST YEAR, has this youth been to the doctor for a check-up?
68% (110) Yes 3% (5) No 29% (48) Don't know
3. In the PAST YEAR, has this youth been to the dentist?
38% (62) Yes 10% (16) No 52% (85) Don't know
- 4a. In the PAST YEAR, has this youth received treatment for a physical health problem?
18% (29) Yes 82% (134) No
- 4b. In the PAST YEAR, has this youth had any untreated physical health problems?
3% (5) Yes 97% (158) No
- 4c1a. In the PAST YEAR, how often did this child talk about committing suicide?
0% (0) always 6% (9) sometimes
0% (0) very often 7% (11) almost never
1% (1) fairly often 87% (141) never
- 4c2. In the PAST YEAR, did this child ever have a plan to commit suicide?
4% (7) yes 96% (156) no

- 4c3. In the PAST YEAR, did this child attempt suicide?
3% (5) yes 97% (158) no
- 4d. Would you say that in general this youth's physical health is....
18% (30) Excellent 37% (60) Very Good 32% (52) Good 10% (17) Fair 3% (4) Poor
- 5a. In the PAST YEAR, has this child received treatment for a mental health problem?
17% (27) Yes 83% (136) No
- 5b. In the PAST YEAR, has this child had any untreated mental health problems?
6% (10) Yes 94% (153) No
6. How often would you say there is enough food to eat at this child's house?
70% (106) Always 27% (41) Sometimes 3% (4) Rarely/Never
7. How often does this youth usually eat "junk foods" (French fries, chips, cookies, soda, candy, etc.)?
1% (2) Rarely/never 34% (56) 3-4 times per day
16% (26) Several (2-4) times per week 4% (6) 5-6 times per day
36% (58) 1-2 times per day 9% (15) Don't know
8. How often does this youth usually eat green or yellow vegetables (greens, salad, corn, carrots, green beans, etc) or fruit (fresh fruit, apple, orange, etc.)?
15% (24) Rarely/never 7% (12) 3-4 times per day
34% (56) Several (2-4) times per week 1% (1) 5-6 times per day
29% (47) 1-2 times per day 14% (23) Don't know
9. How often does this youth usually exercise for at least 20-30 minutes at a time (walk, ride his/her bike, jog, skateboard, dance, run, play sports, etc.)?
20% (32) Never 33% (54) Daily or more
40% (65) Several (2-4) times per week 7% (12) Don't know
10. Does this youth smoke cigarettes?
6 % (10) Yes 85% (138) No 9% (15) Don't know
11. Does this youth smoke cigarettes regularly (monthly or more often)?
21% (8) Yes 74% (28) No 5% (2) Don't know
12. Does this youth drink alcohol (beer, wine, or liquor)?
10% (16) Yes 72% (118) No 18% (29) Don't know
13. Does this youth drink alcohol (beer, wine, or liquor) regularly (monthly or more often)?
17% (7) Yes 66% (27) No 17% (7) Don't know
14. Does this youth use marijuana?
22% (35) Yes 64% (105) No 14% (23) Don't know
15. Does this youth use marijuana regularly (monthly or more often)?
48% (21) Yes 43% (19) No 9% (4) Don't know
16. Do you believe that this youth has had sexual intercourse?
25% (40) Yes 59% (96) No 17% (27) 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.	YES! ●	yes % ()	no % ()	NO! % ()
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- Mark the big **YES!** if you think the statement is **definitely true** for you.
- Mark the little **yes** if you think the statement is **mostly true** for you.
- Mark the little **no** if you think the statement is **mostly not true** for you.
- Mark the big **NO!** if you think the statement is **definitely not true** for you.

C. Please mark the answer that best describes how you feel about each sentence. Think about how this youth <u>usually</u> behaves.	YES!	yes	no	NO!
This youth:				
1. Tries hard in school.	22% (35)	41% (66)	24% (39)	14% (23)
2. Does his/her homework regularly.	17% (28)	45% (73)	25% (40)	14% (22)
3. Skips school regularly.	10% (16)	15% (25)	28% (46)	47% (76)
4. Is interested in school.	17% (28)	43% (70)	31% (51)	9% (14)
5. Feels it is important for her/him to finish high school.	46% (75)	41% (66)	11% (18)	3% (4)
6. Takes responsibility for his/her actions.	12% (19)	60% (98)	22% (36)	6% (10)
7. Has realistic plans for the future.	12% (20)	53% (86)	28% (45)	7% (12)
8. Is unhappy, sad, or depressed.	5% (8)	16% (26)	51% (83)	28% (46)
9. Worries about things for a long time.	3% (5)	22% (36)	58% (94)	17% (28)
10. Feels worthless or inferior.	2% (3)	12% (19)	55% (90)	31% (51)
11. Feels good about him/herself.	23% (37)	63% (102)	13% (21)	2% (3)
12. Participates in after school or other extracurricular activities (sports team, dance, drama, etc.).	30% (49)	19% (31)	25% (40)	26% (43)
13. Makes friends easily.	24% (39)	55% (90)	17% (28)	4% (6)
14. Gets along well with other kids.	29% (48)	57% (93)	12% (19)	2% (3)
15. Feels comfortable around people of different races and cultural backgrounds.	45% (73)	49% (80)	6% (9)	1% (1)

D. In the past year (12 months), has this youth:	Yes	No	Don't Know
1. Attacked someone out of anger?	18% (30)	73% (119)	9% (14)
2. Been involved in a physical fight?	22% (35)	71% (116)	7% (12)
3. Carried something to use as a weapon (gun, knife, fingernail file)?	8% (13)	81% (132)	11% (18)

D. In the past year (12 months), has this youth:	Yes	No	Don't Know
4. Used a weapon or threatened someone with a weapon?	4% (7)	82% (133)	14% (23)
5. Been arrested by the police for breaking a law that would qualify as a misdemeanor or felony (DO NOT include status offenses such as skipping school, skateboarding in the wrong place, running away, etc.)?	6% (9)	90% (147)	4% (7)
6. Been to juvenile court and found guilty of a crime?	2% (3)	95% (155)	3% (5)
7. Been involved with a gang?	2% (3)	87% (142)	11% (18)
8. Been removed from class for disciplinary reasons (Disciplinary Removal)?	25% (41)	68% (110)	7% (12)
9. Been suspended from school?	19% (31)	75% (122)	6% (10)
10. Been expelled from school?	5% (8)	90% (146)	6% (9)
11. Had family or friends involved with a gang?	18% (30)	60% (98)	22% (35)
12. Has this youth EVER been arrested by the police for breaking a law that would qualify as a misdemeanor or felony (DO NOT include status offenses such as skipping school, skateboarding in the wrong place, running away, etc.)?	6% (9) Yes 90% (147) No		
13. Has this youth EVER been to juvenile court and been found guilty of a crime?	2% (3) Yes 95% (155) No		
14. How many hours a day does this child read for pleasure (not for school work)? Reading includes newspapers, magazines, comic books, books, etc.	61% (100) Less than 1 hour 1% (2) 3 – 4 hours 22% (36) 1 – 2 hours 1% (2) More than 4 hours 6% (10) 2 – 3 hours 8% (13) Don't know		
15. How many hours a day does this child use a computer (for schoolwork, fun, internet, etc.)?	32% (52) Less than 1 hour 6% (9) 3 – 4 hours 29% (48) 1 – 2 hours 6% (9) More than 4 hours 15% (24) 2 – 3 hours 13% (21) Don't know		

The following items are from the TOCA-R. Because the TOCA-R is not available for older youth, we ask that the *Friends* complete it to the best of their knowledge. Some questions may seem redundant with questions that have already been asked, but we request that you please complete all of the items. Thank you!

<i>E. Please mark the response that best describes <u>this youth's</u> performance as a student over the PAST SCHOOL YEAR.</i>	Almost Never	Rarely	Some- times	Often	Very Often	Almost Always
1. Completes assignments	12% (19)	9% (14)	26% (42)	19% (31)	18% (29)	17% (28)
2. Friendly	1% (1)	4% (6)	17% (28)	31% (50)	23% (38)	25% (40)
3. Stubborn	5% (8)	17% (28)	40% (65)	19% (31)	9% (15)	10% (16)
4. Concentrates	4% (7)	10% (16)	39% (63)	25% (41)	14% (22)	9% (14)
5. Breaks rules	22% (35)	29% (47)	33% (53)	14% (23)	2% (3)	1% (2)
6. Socializes and interacts with classmates	0% (0)	7% (11)	17% (28)	28% (45)	23% (38)	25% (41)
7. Poor effort	12% (19)	31% (50)	36% (59)	10% (16)	6% (9)	6% (10)
8. Works well alone	4% (6)	14% (23)	34% (56)	21% (34)	18% (29)	9% (15)
9. Harms others or hurts others physically	57% (93)	30% (49)	11% (18)	1% (1)	1% (2)	0% (0)
10. Pays attention	3% (4)	9% (15)	39% (64)	25% (40)	18% (29)	7% (11)
11. Breaks things	56% (92)	29% (48)	11% (18)	1% (2)	1% (2)	1% (1)
12. Learns up to ability	8% (13)	14% (22)	29% (47)	25% (40)	19% (31)	6% (10)
13. Yells at others	28% (45)	28% (45)	32% (52)	6% (10)	6% (9)	1% (2)
14. Easily distracted	1% (1)	15% (25)	46% (75)	14% (22)	17% (28)	7% (12)
15. Takes others' property	56% (91)	25% (40)	15% (24)	3% (5)	2% (3)	0% (0)
16. Avoids classmates	34% (56)	34% (55)	28% (45)	3% (4)	2% (3)	0% (0)
17. Fights	52% (84)	26% (43)	18% (29)	4% (6)	1% (1)	0% (0)
18. Eager to learn	5% (8)	14% (23)	39% (64)	19% (31)	17% (27)	6% (10)
19. Mind wanders	4% (6)	11% (18)	46% (75)	24% (39)	10% (17)	5% (8)
20. Lies	18% (29)	33% (54)	35% (57)	8% (13)	3% (4)	4% (6)
21. Initiates appropriate interactions	3% (4)	6% (10)	36% (58)	30% (49)	18% (30)	7% (12)
22. Talks back to adults /disrespectful	25% (41)	27% (44)	31% (50)	12% (20)	4% (7)	1% (1)
23. Works hard	5% (8)	15% (24)	39% (63)	19% (31)	12% (20)	10% (17)
24. Teases classmates	25% (40)	31% (50)	31% (50)	6% (10)	4% (7)	4% (6)
25. Stays on task	4% (6)	10% (16)	44% (71)	25% (40)	14% (23)	4% (7)
26. Has lots of friends.	3% (5)	7% (12)	30% (49)	25% (41)	17% (28)	17% (28)

E. Please mark the response that best describes <u>this youth's</u> performance as a student over the PAST SCHOOL YEAR.	Almost Never	Rarely	Some-times	Often	Very Often	Almost Always
27. Harms or damages property on purpose	59% (96)	31% (50)	9% (14)	2% (3)	0% (0)	0% (0)
28. Rejected by classmates	33% (54)	38% (62)	25% (41)	1% (2)	3% (4)	0% (0)
29. Seeks out classmates	3% (5)	6% (10)	37% (60)	22% (36)	20% (33)	12% (19)

F. Please indicate whether the youth <u>received</u> or <u>needed</u> each service IN THE PAST SCHOOL YEAR.	Did youth RECEIVE this service this year?			Does youth NEED this service?		
	Yes	No	Don't Know	Yes	No	Don't Know
1. A tutoring program or tutoring services	22% (36)	72% (117)	6% (10)	49% (79)	44% (71)	8% (13)
2. A special program for learning problems	20% (32)	76% (123)	5% (8)	23% (38)	70% (114)	7% (11)
3. Services for attendance or behavior problems	12% (19)	84% (137)	4% (7)	26% (42)	69% (112)	6% (9)
4. Testing and evaluation for special education services	10% (17)	85% (139)	4% (7)	16% (26)	80% (130)	4% (7)
5. Gifted and talented classes	2% (3)	93% (151)	6% (9)	5% (8)	88% (143)	7% (12)
6. IEP (Individualized Education Plan)	29% (43)	67% (99)	4% (6)	35% (52)	57% (85)	7% (11)

G. Which of the following best describes the quality of your relationship with this child?

39% (64) Excellent 11% (18) Fair
 45% (74) Good 4% (7) Poor

H. In the PAST YEAR, how much effort did it take to develop or maintain a close relationship with this youth?

44% (72) A lot 39% (63) A little 17% (28) None

I. Which of the following best describes the quality of your relationship with this youth's caregiver(s)?

22% (36) Excellent 23% (37) Fair
 50% (82) Good 5% (8) Poor

J. Family Information

1. How often does this youth's BIOLOGICAL MOTHER have contact with him/her?

67% (109)	8% (13)	4% (6)	5% (8)	1%	6% (10)	1% (2)	1% (2)	3% (5)	4% (6)
Daily	Several times per week	Weekly	2-3 times per month	Monthly	Several times per year	Yearly	Less than yearly	Never	Biological mother deceased

2. How often does this youth's BIOLOGICAL FATHER have contact with him/her?

19% (31)	3% (4)	7% (11)	7% (12)	7% (11)	11% (18)	5% (8)	7% (11)	27%	8% (13)
Daily	Several times per week	Weekly	2-3 times per month	Monthly	Several times per year	Yearly	Less than yearly	(44) Never	Biological father deceased

3a. Is there ANOTHER PRIMARY CAREGIVER currently involved with this youth?

27% (44) Yes 73% (119) No

3b. How often does this youth's OTHER PRIMARY CAREGIVER have contact with him/her?

91% (39)	8% (4)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Daily	Several times per week	Weekly	2-3 times per month	Monthly	Several times per year	Yearly	Less than yearly	Never

4a. To the best of your knowledge, was this child's BIOLOGICAL MOTHER a teen parent (under 18 when first child was born)?

39% (63) Yes 22% (35) No 40% (65) Don't know

4b. To the best of your knowledge, was this child's BIOLOGICAL FATHER a teen parent (under 18 when first child was born)?

16% (26) Yes 22% (36) No 62% (101) Don't know

5a. To the best of your knowledge, what is the highest level of education reached by this youth's BIOLOGICAL MOTHER?

9% (14)	6% (10)	0% (0)	3% (4)	0% (0)	0% (0)	0% (0)	83% (135)
Less than HS	HS diploma or equivalent	Some college coursework but no degree	2-yr community college or technical school degree	4-year college degree	Some graduate coursework but no degree	Graduate degree	Don't know

5b. To the best of your knowledge, what is the highest level of education reached by this youth's BIOLOGICAL FATHER?

2% (1)	24% (10)	2% (1)	2% (1)	5% (2)	2% (1)	0% (0)	62% (26)
Less than HS	HS diploma or equivalent	Some college coursework but no degree	2-yr community college or technical school degree	4-year college degree	Some graduate coursework but no degree	Graduate degree	Don't know

5c. To the best of your knowledge, what is the highest level of education reached by this youth's PRIMARY CARETAKER (if listed above)?

12% (20)	23% (37)	7% (12)	9% (14)	0% (0)	1% (1)	2% (3)	47% (76)
Less than HS	HS diploma or equivalent	Some college coursework but no degree	2-yr community college or technical school degree	4-year college degree	Some graduate coursework but no degree	Graduate degree	Don't know

K. Please complete the following table about the youth's BIOLOGICAL MOTHER to the best of your knowledge. DO NOT SKIP THIS TABLE. Please provide an answer for each question.

<i>Has the youth's BIOLOGICAL MOTHER been:</i>	IN THE PAST YEAR				IN MOTHER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
1. Employed?	52% (85)	29% (47)	15% (25)	4% (6)	69% (112)	6% (10)	25% (41)
2. Incarcerated?	3% (5)	76% (124)	17% (28)	4% (6)	17% (27)	28% (45)	56% (91)
3. Involved in criminal behavior?	4% (6)	58% (94)	35% (57)	4% (6)	22% (35)	20% (32)	59% (96)
4. Abusing alcohol or other drugs?	14% (23)	50% (82)	31% (51)	4% (6)	27% (44)	19% (31)	54% (88)
5. In recovery from substance abuse problems?	8% (13)	56% (92)	32% (52)	4% (6)	14% (22)	27% (44)	60% (97)
6. Positively involved with the youth's school?	58% (94)	31% (51)	8% (13)	3% (5)	67% (109)	19% (31)	14% (23)
7. Single parenting (doing the majority of the parenting)?	59% (96)	33% (53)	5% (8)	4% (6)	66% (107)	22% (35)	13% (21)
8. Suffering from a serious physical health problem?	20% (33)	52% (85)	24% (39)	4% (6)	23% (38)	31% (51)	45% (74)
9. Suffering from a serious mental health problem?	14% (22)	48% (78)	35% (57)	4% (6)	16% (26)	33% (53)	52% (84)
10. A victim or perpetrator of domestic violence?	7% (11)	50% (82)	39% (64)	4% (6)	23% (38)	10% (16)	67% (109)
11. Involved with a gang?	1% (1)	73% (119)	24% (39)	3% (4)	4% (6)	42% (68)	55% (89)

K. Please complete the following table about the youth's BIOLOGICAL FATHER to the best of your knowledge. DO NOT SKIP THIS TABLE. Please provide an answer for each question.

<i>Has the youth's BIOLOGICAL FATHER been:</i>	IN THE PAST YEAR				IN FATHER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
1. Employed?	29% (48)	13% (21)	50% (81)	8% (13)	45% (74)	3% (4)	52% (85)
2. Incarcerated?	6% (9)	38% (62)	49% (79)	8% (13)	21% (34)	9% (14)	71% (115)
3. Involved in criminal behavior?	9% (14)	26% (43)	57% (93)	8% (13)	27% (44)	7% (12)	66% (107)

<i>Has the youth's BIOLOGICAL FATHER been:</i>	IN THE PAST YEAR				IN FATHER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
4. Abusing alcohol or other drugs?	15% (24)	20% (33)	57% (93)	8% (13)	26% (42)	6% (10)	68% (111)
5. In recovery from substance abuse problems?	3% (5)	28% (46)	61% (99)	8% (13)	6% (9)	17% (27)	78% (127)
6. Positively involved with the youth's school?	11% (18)	63% (102)	18% (30)	8% (13)	15% (25)	47% (77)	37% (61)
7. Single parenting (doing the majority of the parenting)?	7% (11)	71% (116)	14% (23)	8% (13)	10% (16)	64% (104)	26% (43)
8. Suffering from a serious physical health problem?	4% (7)	33% (54)	55% (89)	8% (13)	6% (10)	23% (37)	71% (116)
9. Suffering from a serious mental health problem?	1% (2)	31% (51)	60% (97)	8% (13)	2% (3)	21% (34)	77% (126)
10. A victim or perpetrator of domestic violence?	4% (7)	25% (41)	63% (102)	8% (13)	14% (22)	7% (12)	79% (129)
11. Involved with a gang?	2% (3)	33% (54)	57% (93)	8% (13)	7% (11)	16% (26)	77% (126)

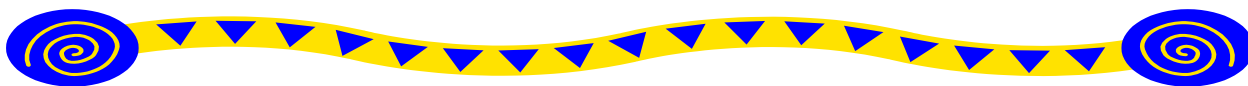
K. Please complete the following table to the best of your knowledge FOR THE YOUTH'S PRIMARY CARETAKER listed above. Skip this table ONLY if this youth DOES NOT have another PRIMARY CARETAKER.

<i>Has the youth's PRIMARY CAREGIVER been:</i>	IN THE PAST YEAR				IN PRIMARY CAREGIVER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
1. Employed?	55% (24)	32% (14)	14% (6)	0% (0)	80% (35)	2% (1)	18% (8)
2. Incarcerated?	86% (38)	0% (0)	14% (6)	0% (0)	9% (4)	36% (16)	55% (24)
3. Involved in criminal behavior?	2% (1)	80% (35)	18% (8)	0% (0)	11% (5)	39% (17)	50% (22)
4. Abusing alcohol or other drugs?	9% (4)	61% (27)	30% (13)	0% (0)	21% (9)	34% (15)	46% (20)
5. In recovery from substance abuse problems?	5% (2)	64% (28)	32% (14)	0% (0)	7% (3)	34% (15)	59% (26)
6. Positively involved with the youth's school?	66% (29)	18% (8)	16% (7)	0% (0)	66% (29)	14% (6)	21% (9)

<i>Has the youth's PRIMARY CAREGIVER been:</i>	IN THE PAST YEAR				IN PRIMARY CAREGIVER'S LIFETIME		
	Yes	No	Don't Know	Deceased	Yes	No	Don't Know
7. Single parenting (doing the majority of parenting her/himself)?	50% (22)	41% (18)	9% (4)	0% (0)	50% (22)	32% (14)	18% (8)
8. Suffering from a serious physical health problem?	18% (8)	50% (22)	32% (14)	0% (0)	18% (8)	32% (14)	50% (22)
9. Suffering from a serious mental health problem?	0% (0)	66% (29)	34% (15)	0% (0)	2% (1)	41% (18)	57% (25)
10. A victim or perpetrator of domestic violence?	0% (0)	61% (27)	39% (17)	0% (0)	2% (1)	25% (11)	73% (32)
11. Involved with a gang?	0% (0)	82% (36)	18% (8)	0% (0)	0% (0)	46% (20)	55% (24)

L. Please indicate whether this youth was involved in or received any of the following services in the PAST YEAR. Also, provide a brief description of the activity & name of the organization.

Service/Activity in the PAST YEAR:	YES	NO
1. After-school programs (structured activities such as SUN or Camp Fire)	24% (39)	76% (124)
2. Services or activities through local community center (e.g., Neighborhood House, East Portland Community Center)	7% (12)	93% (151)
3. Services or activities provided through church or faith community	13% (21)	87% (142)
4. Services or activities provided through YMCA, local park and recreation, or other organizations that promote physical activity	23% (37)	77% (126)
5. Job or career-related services (e.g., Job Corps)	3% (4)	98% (159)
6. Independent living services (e.g., Youth Progress Association)	1% (2)	99% (161)
7. Runaway or homeless services (e.g., Outside In, New Avenues for Youth)	2% (3)	98% (160)
8. Culture-specific activities or services (e.g., Native American Youth & Family Center)	4% (6)	96% (157)
9. Drug or alcohol prevention activities or treatment services (e.g., De Paul)	4% (7)	96% (156)
10. Case management or other services provided by social workers, DHS, or child protection	8% (13)	92% (150)
11. Leadership or youth development activities (e.g., Self-Enhancement, Inc., 4-H, Urban League)	9% (15)	91% (148)
12. Academic enhancement activities (e.g., School Corps at the public library)	4% (7)	96% (156)
13. Other services (please describe)	10% (17)	90% (146)

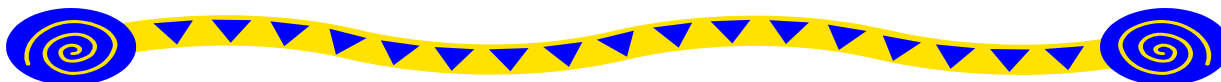


Friends of the Children – Portland **Adolescent Self-Report Questionnaire**

Instructions for *Friends*

- ❖ **When to Complete:** Complete this form each year, due by June 1, 2015.
- ❖ **Complete For:** All children in grades 6 and up.
- ❖ **Completed By:** Adolescents, facilitated by *Friends*
- ❖ **In order to get honest, reliable responses from Adolescents, it is very important that you follow these directions for administering the survey!** This cover sheet, with the child's name and other information, should be fastened to the outside of an 8-1/2" X 11" manila envelope. Give the youth the envelope and a copy of the survey to complete. Make sure the youth understands that the information provided will be kept confidential, and that you will not be looking at his/her responses. **Tell him/her that to protect his or her privacy, she/he should complete the survey, then place it inside the envelope, seal the envelope, and sign his/her name across the seal.** You should give the youth privacy to complete the survey; however, it is recommended that you have the youth complete the survey while you are still there so that you can collect it when the youth is finished. **We highly recommend that you use the time while the youth is completing the survey to complete the "Friend's Assessment of Adolescents" form for this youth.**
- ❖ **When Finished:** When the form is completed, return it **in the sealed and signed envelope** to your program's data administrator.

1. Child's Name: _____
2. Child's ID#: _____
3. *Friend's* Name: _____
4. *Friend's* ID#: _____



Instructions for *Friend* (Please read to – or explain to – youth)

NPC Research is a company that evaluates ***Friends of the Children***. They thank you for agreeing to answer these questions. NPC is asking you these questions because you are the expert in what it is like to be a teenager. They want to know what is going on for you in a lot of different areas of your life and will ask questions about your family, your friends, other adults, school, your strengths, and some challenges many kids face such as smoking, drinking, doing drugs, or having sex. NPC is also interested in learning more from you about the ***Friends of the Children*** program. They are asking all the kids in the ***Friends of the Children*** program who are in 6th grade or older to complete this survey.

It is important that you answer each question as honestly as possible. Your name will not be on any of the forms and no one but the researchers will ever know what you said. Your answers will be combined with all of the other teens' answers and will help the ***Friends of the Children*** program better meet your needs.

Everything you write here will be completely private. However, there are three things that must be shared by law:

- If you tell us about physical or sexual abuse you have experienced, the program staff will need to report it or check to see that a report has been filed.
- If you tell us you are thinking about harming or planning to harm yourself, we will need to help you. That may mean that we have to tell program staff about your plan.
- If you tell us you are thinking about harming or planning to harm someone else, we will need to tell program staff so that they can talk more with you to help make other decisions.

Other youth across the state of Oregon have said that these questions are interesting and they enjoy answering them. NPC hopes that you will, too. Be sure to read the directions before you begin to answer. Thank you very much for completing this questionnaire.

Directions

This is not a test; there are no right or wrong answers.

You do not have to answer any question that you do not want to.

Most of the questions should be answered by marking one of the answer spaces. If you don't find an answer that fits exactly, use the one that comes the closest. If any questions do not apply to you, leave them blank.

When you are done, put the survey into the envelope provided by your *Friend*. Seal the envelope, then write your name across the back. This way NPC will know that no one has looked at the survey except you!

Please fill in the circle % () for the answer that is most true for you. Fill in only ONE circle % ().

A. How important is each of the following to you?	Very Important	Important	Not Very Important	Not at all Important
1. To finish high school	76% (100)	19% (25)	3% (4)	2% (2)
2. To have a college education	63% (82)	21% (27)	15% (20)	1% (1)
3. To have a good job when I grow up	74% (95)	25% (32)	2% (2)	0% (0)
4. That people in my community think I'm a good kid	32% (42)	37% (48)	25% (33)	5% (7)
5. To work hard to get ahead	56% (71)	35% (44)	7% (9)	2% (3)
6. To have a happy family life	73% (94)	23% (30)	4% (5)	0% (0)

7. Do you have plans to continue your education after high school (community college, technical school, college or university, etc.)?

73% (94) Yes 8% (10) No 19% (24) Not sure

8. Have you applied to a higher education program (community college, technical school, college or university, etc.)?

9% (12) Yes 53% (69) No 38% (49) No, but have plans to

9. Have you visited places of higher education (community college, technical school, college or university, etc.)?

66% (86) Yes 27% (35) No 7% (9) No, but have plans to

B. How old were you when you:	I have never done this.	Under 9 yrs	9	10	11	12	13	14	15	16	17
1. Smoked a whole cigarette for the first time?	84% (109)	2% (2)	0% (0)	2% (2)	4% (5)	2% (2)	2% (3)	2% (3)	2% (2)	1% (1)	1% (1)
2. Chewed tobacco for the first time?	96% (124)	2% (2)	0% (0)	0% (0)	0% (0)	0% (0)	1% (1)	1% (1)	0% (0)	0% (0)	1% (1)
3. Had more than a sip or two of beer, wine, or hard liquor (for example, vodka, or whiskey, or gin) for the first time?	66% (84)	2% (2)	5% (6)	3% (4)	4% (5)	4% (5)	6% (8)	5% (6)	5% (6)	1% (1)	1% (1)
4. Tried marijuana for the first time?	62% (80)	3% (4)	1% (1)	1% (1)	5% (7)	8% (10)	9% (12)	5% (7)	5% (7)	1% (1)	0% (0)
5. First tried to get high by sniffing or huffing something (inhalants, like air freshener or glue)?	95% (124)	1% (1)	0% (0)	0% (0)	1% (1)	1% (1)	0% (0)	1% (1)	2% (3)	0% (0)	0% (0)

B. How old were you when you:	I have never done this.	Under 9 yrs	9	10	11	12	13	14	15	16	17
6. First tried any other illegal drugs (not including marijuana/weed /pot or huffing/sniffing inhalants), even just a small amount? (For example, crack, speed, LSD, meth or ecstasy)	94% (122)	1% (1)	0% (0)	1% (1)	0% (0)	0% (0)	1% (1)	1% (1)	2% (2)	1% (1)	1% (1)
7. First used prescription drugs (such as Oxycontin, Percocet, Vicodin, Codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?	92% (121)	1% (1)	2% (2)	0% (0)	0% (0)	0% (0)	2% (2)	2% (3)	2% (2)	0% (0)	0% (0)

B. During the LAST MONTH (past 30 days), on how many DAYS did you:	I have never done this.	I have used, but not in the last month	1 or 2 days	3 – 5 days	6 – 9 days	10 – 19 days	20 or more days
8. Use tobacco (cigarettes, chew, etc.)?	83% (109)	8% (10)	2% (2)	2% (3)	1% (1)	0% (0)	5% (6)
9. Drink alcohol?	65% (85)	25% (32)	2% (3)	3% (4)	2% (3)	1% (1)	2% (2)
10. Have 5 or more drinks of alcohol in a row, that is, within a couple of hours?	65% (85)	27% (35)	2% (3)	3% (4)	1% (1)	2% (3)	0% (0)
11. Use marijuana?	63% (80)	20% (25)	5% (6)	3% (4)	2% (3)	1% (1)	7% (9)
12. Huff or sniff glue, paint, gas, or anything else to get high?	95% (124)	5% (6)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
13. Use other illegal drugs?	95% (123)	5% (7)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
14. Use prescriptions drugs (such as Oxycontin, Percocet, Vicodin, Codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?	92% (121)	4% (5)	2% (2)	0% (0)	1% (1)	1% (1)	1% (1)

15. During the past 30 days, have you ever been harassed at school (or on the way to or from school) in relation to any of the following issues? Harassment can include threatening, bullying, name-calling or obscenities, offensive notes or graffiti, unwanted touching, and physical attacks.

Select one or more responses.

- 6% (7) Harassment about your race or ethnic origin
- 6% (8) Unwanted sexual comments or attention
- 3% (4) Harassment because someone thought you were gay, lesbian or bisexual
- 13% (16) Harassment about your weight, clothes, acne, or other physical characteristics
- 7% (9) Harassment about your group of friends
- 7% (9) Other reasons
- 81% (102) I have not been harassed

16. During the past 30 days, have you ever experienced cyberbullying? Cyberbullying is when someone repeatedly harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices. Harassment can include threatening, bullying, name-calling, or obscenities.

Select one or more responses.

- 7% (8) Someone posted mean or hurtful comments about me online
- 2% (3) Someone posted a mean or hurtful picture or video of me online
- 7% (8) Someone spread rumors about me online or in text messages
- 8% (10) Someone harassed me in text messages
- 4% (5) Someone pretended to be me online and acted in a way that was mean or hurtful to others
- 7% (8) Other type of cyberbullying
- 83% (103) I have not experienced cyberbullying

C. In the PAST YEAR, have you:	Yes	No
1. Attacked someone out of anger?	33% (42)	67% (86)
2. Been involved in a physical fight?	40% (51)	61% (78)
3. Carried something to use as a weapon (gun, knife, fingernail file)?	11% (14)	89% (113)
4. Used a weapon or threatened someone with a weapon?	6% (8)	94% (118)
5. Been involved with a gang?	2% (3)	98% (122)
6. Had a close friend or a family member involved in a gang?	30% (38)	70% (89)
7. Been arrested by the police for breaking a law that would qualify as a misdemeanor or felony (DO NOT include status offenses such as skipping school, skateboarding in the wrong place, running away, etc.)?	8% (10)	92% (121)
8. Been to juvenile court and found guilty of a crime?	3% (4)	97% (125)
9. Ever seriously considered attempting suicide?	14% (18)	86% (111)
10. Ever attempted suicide?	6% (8)	94% (119)
11. Have you EVER been arrested by the police for breaking a law that would qualify as a misdemeanor or felony (DO NOT include status offenses such as skipping school, skateboarding in the wrong place, running away, etc.)?	15% (19) Yes	85% (111) No

12. Have you **EVER** been to juvenile court and been found **guilty** of a crime?

4% (5) Yes

96% (125) No

D. Please answer the following questions about your health-related behaviors

1. Have you ever had sex (sexual intercourse)? 29% (37) Yes 72% (93) No

2. How old were you when you first had sex (sexual intercourse)?

72% (93)	1% (1)	1% (1)	0% (0)	1% (1)	5% (6)	4% (5)	9% (12)	6% (8)	2% (2)	0% (0)
I have never had sex	Under 9 yrs	9	10	11	12	13	14	15	16	17

3. Have you ever had ORAL sex (given or received)? 29% (37) Yes 71% (91) No

4. How old were you when you first had ORAL sex (given or received)?

72% (91)	1% (1)	1% (1)	0% (0)	0% (0)	3% (4)	5% (6)	9% (12)	7% (9)	2% (3)	0% (0)
I have never had oral sex	Under 9 yrs	9	10	11	12	13	14	15	16	17

5. The last time you had sex, what did you or your boyfriend or girlfriend use to prevent pregnancy or diseases?

72% (92)	I have never had sex.
4% (5)	We did not use any birth control method or protection
2% (2)	birth control pills
14% (18)	condoms (rubbers)
4% (5)	birth control shot (Depo Provera)
3% (4)	pulling out (withdrawal)
2% (2)	some other method, specify: _____

6. Have you ever been pregnant (if you're a girl) or gotten someone pregnant (if you're a boy)?

7% (9) Yes

93% (120) No

7. How many times have you been pregnant (if you're a girl) or gotten someone pregnant (if you're a boy)?

94% (120) 0 times

5% (6) 1 time

2% (2) 2 or more times

8. Do you have any children?

97% (125) No children

0% (0) 3 children

3% (4) 1 child

0% (0) More than 3 children

0% (0) 2 children

9. Which of the following best describes you?
 82% (107) Heterosexual (straight) 12% (15) Bisexual
 2% (2) Gay or lesbian 5% (6) Not Sure
10. During your life, with whom have you had sexual contact?
 62% (80) I have never had sexual contact 12% (16) Males
 19% (24) Females 8% (10) Females and males
11. How often do you usually eat “junk foods” (for example: french fries, chips, cookies, soda, candy, etc.)?
 13% (17) Rarely/never 16% (20) 3-4 times per day
 37% (47) Several (2-4) times per week 7% (9) 5-6 times per day
 27% (35) 1-2 times per day
12. How often do you usually eat green or yellow vegetables (greens, salad, corn, carrots, green beans, etc.) or fruit (fresh fruit, apple, orange, etc.)?
 18% (23) Rarely/never 20% (26) 3-4 times per day
 28% (36) Several (2-4) times per week 11% (14) 5-6 times per day
 23% (30) 1-2 times per day
13. How often do you usually exercise for at least 20-30 minutes at a time (walk, ride your bike, jog, skateboard, dance, run, play sports, etc.)?
 13% (17) Never 42% (54) Several (2-4) times per week 45% (57) Daily or more
14. Would you say that in general your physical health is....
 26% (33) Excellent 19% (25) Very Good 26% (34) Good 20% (26) Fair 9% (11) Poor

<i>E. In the PAST YEAR, have you:</i>	YES	NO
1. Been to the doctor for a check-up or physical (not because you were sick)?	79% (101)	21% (27)
2. Been to the dentist?	64% (81)	36% (46)

The next set of the questions on this survey are like the question below. Here’s an example:

<i>Please fill in the response that best shows how you feel about each sentence below.</i>	YES!	yes	no	NO!
01. EXAMPLE ITEM: I like chocolate ice cream.	●	% ()	% ()	% ()

- Mark the big **YES!** if you think this sentence is **definitely true** for you.
 →Mark the little **yes** if you think this sentence is **mostly or somewhat true** for you.
 →Mark the little **no** if you think this sentence is **mostly or somewhat not true** for you.
 →Mark the big **NO!** if you think this sentence is **definitely not true** for you.

<i>F. Please fill in the response that best shows how you feel about each sentence below.</i>	YES!	yes	no	NO!
1. I have control over the direction of my life.	58% (73)	33% (42)	8% (10)	2% (2)
2. I feel I can handle something difficult.	47% (59)	47% (60)	6% (8)	0% ()
3. I believe I will have a happy life.	53% (66)	41% (51)	5% (6)	2% (2)
4. I am important to other people.	55% (69)	38% (48)	6% (8)	1% (1)
5. On the whole, I am satisfied with myself.	52% (64)	34% (42)	11% (14)	3% (4)

<i>G. Please fill in the response that best shows how you feel about each sentence below.</i>	YES!	yes	no	NO!
1. I know how to take public transportation (bus, train, subway, etc.) if I need to get somewhere.	65% (83)	27% (34)	6% (8)	2% (3)
2. I know about programs and activities for youth in my community.	43% (55)	34% (43)	21% (27)	2% (3)
3. If I buy something at the store, I know how to check to see if I've received the right change.	67% (86)	28% (35)	5% (6)	1% (1)
4. I know how to keep myself safe in a dangerous situation.	64% (82)	34% (44)	2% (2)	0% (0)
5. I have at least one adult in my life that I trust.	82% (105)	14% (18)	3% (4)	1% (1)
6. I have supportive friends.	59% (76)	35% (45)	5% (6)	1% (1)
7. I have a supportive family.	63% (80)	25% (32)	10% (13)	2% (2)
8. I get along well with my parent/guardian.	51% (65)	41% (52)	8% (10)	0% (0)
9. I feel comfortable around people of different races and cultural backgrounds.	73% (93)	25% (32)	2% (2)	1% (1)
10. I do volunteer work in the community.	20% (25)	35% (44)	29% (37)	17% (21)
11. I would lie to protect friends	33% (42)	49% (62)	13% (16)	6% (7)
12. I would lie to keep out of trouble.	18% (23)	46% (58)	24% (31)	12% (15)
13. Violence can be a way to solve problems.	10% (13)	26% (33)	30% (38)	33% (42)

<i>G. Please fill in the response that best shows how you feel about each sentence below.</i>	YES!	yes	no	NO!	Not in school
14. I am usually on time to school.	44% (56)	34% (44)	13% (17)	3% (4)	6% (7)
15. I turn my assignments in on time.	21% (27)	49% (62)	20% (25)	5% (6)	6% (7)
16. I get along with most of my teachers at school.	34% (44)	44% (56)	13% (17)	3% (4)	6% (7)
17. I get along with most of the kids at my school.	34% (43)	43% (55)	16% (20)	2% (3)	6% (7)

H1. During the past school year, how often have you felt depressed?

5% (6) Always	24% (31) Sometimes
11% (14) Very often	22% (28) Almost never
9% (11) Fairly often	29% (37) Never

H2. During the past 12 months, 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?

27% (35) Yes	73% (93) No
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<i>I. Please fill in the response that best shows how you feel about each sentence below.</i>	YES!	yes	no	NO!
1. I have spiritual or religious beliefs and practices.	22% (28)	35% (44)	25% (31)	18% (22)
2. I admit when I'm wrong.	22% (28)	61% (77)	17% (21)	1% (1)
3. I think that school is a waste of time.	10% (12)	10% (13)	35% (44)	45% (57)
4. I get the help I need at school to pass my classes.	32% (41)	47% (60)	15% (19)	6% (7)
5. My education will help me get the job I want.	56% (71)	29% (37)	14% (18)	1% (1)
6. I like to learn new things.	48% (61)	42% (53)	10% (12)	0% (0)
7. I participate in after-school activities (sports teams, clubs, performance groups, etc.).	36% (45)	26% (33)	19% (24)	19% (24)

J. How many hours a day do you use a computer for fun, the Internet, or schoolwork?

27% (34) Less than 1 hour	6% (8) 3 – 4 hours
18% (23) 1 – 2 hours	17% (22) More than 4 hours
14% (18) 2 – 3 hours	17% (22) Don't know

K. How many hours a day do you read for pleasure (not for schoolwork)? Reading includes newspapers, magazines, comic books, books, etc.

46% (59) Less than 1 hour	3% (4) 3 – 4 hours
19% (24) 1 – 2 hours	5% (6) More than 4 hours
5% (6) 2 – 3 hours	23% (29) Don't know

<i>L. The questions below ask about you and your "Friend."</i>	YES!	yes	no	NO!
1. My life has changed for the better since getting a <i>Friend</i> .	56% (71)	35% (44)	6% (8)	3% (4)
2. My <i>Friend</i> pays attention to what's going on in my life.	65% (83)	31% (39)	4% (5)	1% (1)
3. My <i>Friend</i> helps me think through solutions if I mess up.	58% (74)	33% (42)	9% (11)	1% (1)
4. My <i>Friend</i> says nice things to me if I do something good.	69% (87)	29% (37)	2% (2)	1% (1)

L. The questions below ask about you and your "Friend."	YES!	yes	no	NO!
5. I go to my <i>Friend</i> when I need advice about personal problems.	45% (58)	29% (37)	18% (23)	8% (10)
6. I trust my <i>Friend</i> .	64% (81)	32% (41)	3% (4)	1% (1)
7. My <i>Friend</i> always does what she/he says she/he is going to do.	52% (66)	43% (55)	4% (5)	2% (2)
8. My <i>Friend</i> supports me if I mess up.	63% (80)	32% (41)	5% (6)	0% (0)
9. I see my <i>Friend</i> at least once a week.	59% (76)	34% (43)	7% (9)	0% (0)

10. Which of the following best describes the quality of your relationship with your *Friend*?

62% (79) excellent

32% (41) good

6% (7) fair

1% (1) poor

M. Please fill in the response that best shows how you feel about each sentence below.	YES!	yes	no	NO!
1. I can do just about anything I really set my mind to.	58% (74)	35% (45)	7% (9)	0% (0)
2. I live just for today.	32% (40)	27% (34)	27% (34)	15% (19)
3. My future is what I make of it.	69% (87)	24% (30)	6% (7)	2% (2)
4. Sometimes I feel like there is nothing to look forward to in the future.	20% (26)	16% (20)	27% (35)	37% (47)
5. I have great faith in the future.	56% (71)	27% (34)	15% (19)	3% (4)
6. It's really no use worrying about the future because what will be will be.	34% (43)	25% (32)	22% (28)	20% (25)
7. What happens to me in the future depends mostly on me.	61% (77)	31% (39)	6% (8)	2% (3)



Friends of the Children - Portland **Parent/Guardian Survey**

Dear Parent/Guardian:

FOTC ID#: _____

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, 2015. 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?

78% (200) mother	9% (24) father
1% (2) stepmother/ female partner of parent	1% (2) stepfather/ male partner of parent
6% (15) grandmother	0.4% (1) grandfather
1% (3) other adult relative	
4% (9) foster parent	
1% (2) other non-relative	

3. Are you: 89% (225) Female 11% (27) Male 0% (0) Other, please specify ____

4. What do you consider yourself to be? **Mark all that apply.**
 - 7% (17) - American Indian / Native American or Alaskan Native
 - 2% (6) - Asian or Pacific Islander
 - 38% (97) - Black or African American
 - 21% (54) - Hispanic/Latino
 - 38% (97) - White (European origin)
 - 7% (19) - 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)?

20% (51) yes, mother was a teen parent	77% (196) no, mother was not a teen parent
3% (8) don't know	

- 6b. Is (or was) this child's father a teen parent (under 18 when his first child was born)?

15% (38) yes, father was a teen parent	79% (196) no, father was not a teen parent
6% (15) don't know	

7. To the best of your knowledge, what is the highest level of education reached by this child's BIOLOGICAL MOTHER?
- | | | | | | | | |
|--------------|--------------------------|---------------------------------------|---|-----------------------|---|-----------------|------------|
| 21% (54) | 22% (56) | 24% (62) | 19% (49) | 2% (6) | 0.4% (1) | 3% (8) | 8% (20) |
| Less than HS | HS diploma or equivalent | Some college coursework but no degree | 2-yr community college or technical school degree | 4-year college degree | Some graduate coursework but no degree (working toward MS, PhD, etc.) | Graduate degree | Don't know |
8. To the best of your knowledge, what is the highest level of education reached by this child's BIOLOGICAL FATHER?
- | | | | | | | | |
|--------------|--------------------------|---------------------------------------|---|-----------------------|---|-----------------|------------|
| 28% (69) | 36% (90) | 15% (37) | 3% (7) | 2% (4) | 0.4% (1) | 0.4% (1) | 17% (42) |
| Less than HS | HS diploma or equivalent | Some college coursework but no degree | 2-yr community college or technical school degree | 4-year college degree | Some graduate coursework but no degree (working toward MS, PhD, etc.) | Graduate degree | Don't know |
9. Has this child's BIOLOGICAL MOTHER ever spent time in jail?
- 26% (67) yes 68% (175) no 6% (16) don't know
10. Has this child's BIOLOGICAL FATHER ever spent time in jail?
- 60% (151) yes 29% (74) no 11% (28) don't know
11. Has ANOTHER PRIMARY CAREGIVER of this child ever spent time in jail?
- 8% (20) yes 85% (207) no 7% (17) don't know
12. How many times has this child moved in the past year?
- 62% (159) 0 25% (63) 1 6% (15) 2 5% (12) 3 3% (7) 4 or more
13. Did this child live in legal foster care in the past year? (Placement by child welfare agency)
- 7% (17) yes 93% (239) no 0% (0) I don't know
14. Has this child EVER lived in legal foster care? (Placement by child welfare agency)
- 17% (43) yes 83% (214) no 0% (0) I don't know

15. Which of the following adults currently live with this child? **Mark all that apply**

80% (208)	mother
26% (67)	father
4% (9)	stepmother/ female partner of parent
14% (37)	stepfather/ male partner of parent
13% (33)	grandmother
7% (19)	grandfather
10% (26)	other adult relatives
4% (10)	foster parents
4% (11)	other non relatives

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

83% (216) yes, free lunch	7% (19) yes, reduced lunch	
3% (7) did not apply for program	5 % (14) does not qualify	1% (3) don't know

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

18% (46) yes	82% (211) no
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18. In the last year, has this child had any untreated physical health problems?

1% (3) yes	99% (256) no
------------	--------------

19. Does this child currently have medical insurance?

95% (245) yes	5% (13) no
---------------	------------

20. Does this child currently have dental insurance?

97% (248) yes	3% (7) no
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21. How often does this child usually eat "junk foods" (for example: french fries, chips, cookies, soda, candy, etc.)?

16% (42) rarely/never	7% (18) 3-4 times per day
50% (128) several (2-4) times per week	4% (11) 5-6 times per day
20% (52) 1-2 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.)?

7% (19) rarely/never	16% (41) 3-4 times per day
37% (94) several (2-4) times per week	5% (12) 5-6 times per day
35% (89) 1-2 times per day	1% (2) 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.)?

3% (8) never	63% (161) daily or more
32% (80) 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.

YES!	yes	no	NO!
% ()	% ()	% ()	% ()

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**.

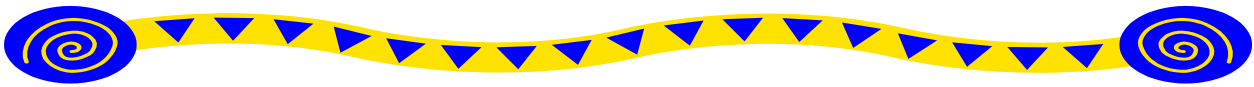
Mark the big **NO!** if you think the statement is **definitely not true**.

A. Please mark the answer that best describes how you feel about each sentence.		YES!	yes	no	NO!
1.	It's important to me that my child does well in school.	96% (249)	4% (10)	0% (0)	0% (0)
2.	It's important to me that my child graduates from high school.	97% (250)	4% (9)	0% (0)	0% (0)
3.	It's important to me that my child graduates from college.	70% (181)	27% (71)	3% (7)	0% (0)
4.	It's important to me that my child respect people of different cultural/ethnic backgrounds.	94% (244)	6% (15)	0% (0)	0% (0)
5.	I know where my child is during the day, including after school.	82% (211)	15% (39)	2% (6)	1% (2)
6.	My child is usually home by the time I tell him/her to be home.	78% (202)	16% (42)	5% (13)	1% (2)
7.	My child gets along well with me.	61% (158)	36% (94)	2% (6)	0.4% (1)
8.	My child gets along well with others.	52% (135)	46% (119)	2% (4)	0.4% (1)
9.	My child admits when s/he is wrong.	27% (69)	53% (135)	14% (35)	6% (16)
10.	My child works hard at his/her homework.	36% (92)	34% (86)	24% (62)	6% (16)
11.	My child reads at home.	40% (102)	36% (93)	20% (50)	5% (12)

B. The next questions ask about your child's mentor from the <i>Friends of the Children Program</i>.		YES!	yes	no	NO!
1.	My child's life has changed for the better since getting a <i>Friend</i> .	70% (181)	28% (71)	2% (5)	0.4% (1)
2.	My child has a good relationship with his/her <i>Friend</i> .	76% (195)	24% (62)	0% (0)	0% (0)
3.	I am glad my child is in the <i>Friends of the Children</i> program.	89% (231)	11% (28)	0% (0)	0% (0)
4.	My child's <i>Friend</i> is a positive influence on him/her.	85% (218)	16% (40)	0% (0)	0% (0)

5. Which of the following best describes the quality of your relationship with your child's *Friend*?
- 70% (165) excellent 25% (62) good 5% (12) fair 0% (0) poor

C. Do you think that <i>Friends of the Children</i> positively influences your child's:		YES!	yes	no	NO!
1.	Social & emotional development?	75% (193)	24% (61)	1% (3)	0.4% (1)
2.	Ability to make good decisions and avoid problem behaviors?	70% (179)	27% (69)	2% (6)	1% (3)
3.	Success in school?	67% (173)	30% (78)	3% (7)	0.4% (1)
4.	Health and eating habits?	60% (153)	36% (93)	4% (11)	0% (0)
5.	Hope and plans for the future?	74% (191)	26% (66)	1% (2)	0% (0)



Friends of the Children

Teacher Observation (TOCA-R)

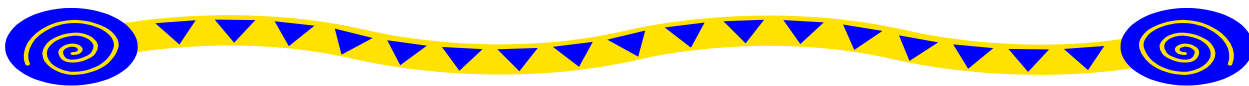
Directions

- ❖ **When to Complete:** This form should be provided to teachers in mid April of each year, and returned by June 1, 2015.
- ❖ **Complete For:** All children in grades 1-8.
- ❖ **Completed By:** Teachers, facilitated by Friends.
- ❖ Friends should provide the form to each youth's teacher to be completed within the week. Friends should pick up the completed form from the teacher, and return it to the program's data administrator.

***Friends* should complete the information below before providing the form to the teacher.**

Child's Name: _____

Childs' ID Number: _____



**Teacher Observation of Classroom Adaptation – Revised
TOCA-R**

Teachers: Thank you for helping with the Friends of the Children Program Evaluation by completing this form for us. Parents have given us permission to obtain this information from you. If you have any questions about this form, please contact the Evaluation Director, Juliette Mackin, at: 503-243-2436 x114. All of the information you provide will be kept confidential.

This form completed by: _____

Date form completed: ____/____/____
mo day year

A. Please mark the response that best describes <u>this child's</u> performance as a student over the PAST SCHOOL YEAR.		Almost Never	Rarely	Some-times	Often	Very Often	Almost Always
1.	Completes assignments	7% (11)	14% (22)	25% (39)	18% (28)	16% (24)	20% (30)
2.	Friendly	1% (1)	1% (1)	12% (19)	29% (45)	31% (47)	26% (40)
3.	Stubborn	12% (18)	21% (32)	33% (50)	19% (28)	9% (14)	5% (8)
4.	Concentrates	3% (5)	10% (16)	40% (62)	24% (37)	14% (22)	8% (12)
5.	Breaks rules	18% (28)	24% (36)	35% (54)	16% (24)	6% (9)	1% (2)
6.	Socializes and interacts with classmates	0% (0)	2% (3)	12% (19)	34% (52)	24% (37)	28% (43)
7.	Poor effort	18% (28)	20% (30)	38% (58)	12% (18)	7% (10)	6% (9)
8.	Works well alone	7% (11)	15% (22)	36% (55)	21% (32)	11% (16)	11% (16)
9.	Harms others or hurts others physically	63% (97)	18% (28)	14% (21)	3% (4)	2% (3)	1% (1)
10.	Pays attention	5% (8)	12% (18)	29% (44)	32% (49)	18% (27)	5% (8)
11.	Breaks things	65% (98)	17% (26)	14% (21)	1% (2)	2% (3)	1% (2)
12.	Learns up to ability	4% (6)	18% (28)	32% (49)	20% (30)	15% (23)	11% (17)
13.	Yells at others	43% (65)	16% (24)	27% (41)	8% (12)	4% (6)	2% (3)
14.	Plays with classmates	0% (0)	2% (3)	11% (17)	29% (45)	27% (41)	31% (48)
15.	Easily distracted	8% (12)	6% (9)	26% (40)	21% (33)	25% (38)	14% (22)
16.	Takes others' property	63% (97)	20% (31)	12% (19)	2% (3)	3% (4)	0% (0)
17.	Avoids classmates	48% (73)	28% (42)	24% (36)	1% (1)	1% (1)	0% (0)
18.	Fights	58% (90)	19% (29)	18% (28)	3% (5)	1% (2)	0% (0)
19.	Eager to learn	3% (5)	10% (15)	34% (52)	25% (39)	16% (25)	12% (18)

A. Please mark the response that best describes <i>this child's</i> performance as a student over the PAST SCHOOL YEAR.		Almost Never	Rarely	Some-times	Often	Very Often	Almost Always
20.	Mind wanders	7% (10)	7% (11)	39% (60)	26% (40)	13% (20)	8% (13)
21.	Lies	39% (60)	27% (41)	23% (35)	8% (12)	2% (3)	2% (3)
22.	Initiates appropriate interactions /seeks out classmates	7% (10)	7% (11)	30% (46)	33% (51)	14% (21)	10% (15)
23.	Talks back to adults /disrespectful	37% (57)	25% (38)	22% (34)	8% (12)	7% (10)	2% (3)
24.	Works hard	7% (11)	12% (19)	34% (53)	21% (33)	14% (21)	11% (17)
25.	Teases classmates	39% (58)	23% (35)	24% (36)	6% (9)	6% (9)	2% (3)
26.	Stays on task	8% (12)	11% (17)	42% (65)	20% (30)	10% (15)	10% (15)
27.	Has lots of friends.	1% (2)	11% (16)	26% (39)	24% (36)	28% (43)	11% (17)
28.	Harms or damages property on purpose	64% (98)	20% (30)	11% (17)	3% (5)	1% (2)	1% (2)
29.	Rejected by classmates	46% (71)	27% (41)	22% (34)	4% (6)	1% (1)	0% (0)
30.	Seeks out classmates	1% (1)	6% (9)	28% (43)	25% (38)	24% (36)	17% (26)

B. Please mark the answer that best describes how you feel about each sentence. Think about how this youth usually behaves.		YES!	yes	no	NO!
This youth:					
1.	Tries hard in school.	24% (37)	44% (67)	23% (35)	10% (15)
2.	Does his/her homework regularly.	16% (24)	26% (40)	34% (52)	24% (36)
3.	Skips school regularly.	2% (3)	10% (15)	32% (49)	57% (87)
4.	Is interested in school.	21% (32)	59% (89)	16% (24)	5% (7)

C. Global Ratings	Excel-lent	Good	Fair	Poor	Probably Failing	Definitely Failing
1. What is your general overall rating of this child's progress as a student?	14% (21)	31% (47)	26% (39)	18% (27)	3% (4)	9% (14)
2. What is your general rating of this child's behavior in your classroom?	17% (26)	35% (53)	25% (38)	15% (22)	6% (9)	3% (4)

C. Global Ratings	Excel- lent	Good	Fair	Poor	Probably Failing	Definitely Failing
3. What is your general rating of this child's attendance in your classroom?	38% (58)	36% (55)	14% (21)	9% (14)	1% (2)	1% (2)
4. What grade is this student currently receiving in your class?	12% (16) A	24% (31) B	31% (40) C	24% (32) D	9% (12) F	

Child Services Items

D. Please indicate whether this child received or needed each of the following services.	Did child RECEIVE this year?		Does child NEED this service?	
	Yes	No	Yes	No
1. A tutoring program or tutoring services	32% (47)	68% (99)	61% (91)	39% (58)
2. A special program at the school for learning problems	33% (49)	67% (99)	39% (58)	61% (91)
3. Services for attendance or behavior problems	30% (45)	70% (103)	37% (55)	63% (94)
4. Testing and evaluation for special education services	28% (41)	73% (108)	29% (43)	71% (106)
5. Gifted and talented classes	1% (1)	99% (148)	5% (8)	95% (140)
6. Individualized Education Plan (IEP)	27% (39)	74% (108)		

D. Please indicate whether this child received or needed each of the following services.	Yes	No
7. Will (Child) need to attend summer school this summer?	37% (54)	64% (94)
8. Do you think (Child) will need to repeat this grade?	4% (6)	96% (141)
9. Was (Child) removed from class for disciplinary reasons in the past year (Disciplinary Removal)?	36% (55)	64% (96)
10. Was (Child) suspended in the past year?	15% (22)	85% (128)
11. Was (Child) expelled in the past year?	1% (1)	99% (149)

E. Is this child **reading** (please check only one):

63% (94) below grade level

28% (42) at grade level

9% (14) above grade level

F. Is this child performing **math** (please check only one):

58% (87) below grade level

37% (56) at grade level

5% (7) above grade level

G. Please mark the response that best describes your agreement with the following statements.	Totally Disagree	Some-what Disagree	Neutral	Some-what Agree	Totally Agree	N/a
1. There was a noticeable improvement in this child's school performance (e.g., academic, behavioral, emotional) over the past year resulting from the support received from his/her <i>Friend</i> .	10% (15)	4% (6)	36% (54)	30% (45)	21% (31)	
2. Having a <i>Friend</i> in my classroom benefits the rest of the class academically.	8% (12)	2% (3)	25% (37)	16% (24)	28% (41)	21% (31)
3. Having a <i>Friend</i> in my classroom helps me to manage the behavior of the rest of the class.	11% (17)	3% (5)	31% (46)	11% (17)	22% (33)	21% (31)
4. Having a <i>Friend</i> in my classroom is generally supportive.	2% (3)	2% (3)	15% (22)	15% (23)	49% (73)	17% (25)
5. Our <i>Friend</i> spends at least 2 hours per month in our classroom.	15% (22)	6% (9)	12% (17)	12% (17)	42% (62)	14% (21)