Providence Evidence2Success Youth Well-being Survey Report:

2012 Results from the Providence Public School District

Presented by:

The Annie E. Casey Foundation

The Social Development Research Group, University of Washington

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About the Report Authors

This report was developed by the Annie E. Casey Foundation and the Social Development Research Group based on data collected as part of Evidence2Success, a new approach to investing in proven programs that promote healthy child development.

The Annie E. Casey Foundation is a private national philanthropy that creates better futures for the nation's children by strengthening families, building economic opportunities, and transforming neighborhoods into safer and healthier places to live, work and grow. Casey places a priority on investing in the following areas to foster human services and community innovations:

- developing and testing new solutions, ideas and models that address barriers for vulnerable families
- collecting and disseminating data to facilitate informed decision making
- collaborating with public agencies, nonprofit organizations, policymakers and community leaders to transform communities and systems
- providing strategic consulting that helps public schools, juvenile justice agencies and child welfare systems get better results for kids and families
- supporting research and understanding of the historical patterns of discrimination and promoting ideas for overcoming these disparities.

For more information, visit www.aecf.org.

The Social Development Research Group (SDRG) is a nationally recognized, interdisciplinary team of researchers united in a common mission to understand and promote healthy behaviors and positive social development among diverse populations by:

- conducting research on factors that influence development
- developing and testing the effectiveness of interventions
- studying service systems and working to improve them
- advocating for science-based solutions to health and behavior problems
- disseminating knowledge, tools, and expertise produced by its research.

SDRG is a part of the School of Social Work at the University of Washington. For more information, visit www.sdrg.org.

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Introduction

In April 2012, more than five thousand Providence Public School District (PPSD) students participated in the Evidence2Success Youth Well-Being Survey, which is part of a new initiative that promotes healthy youth development by encouraging public investment in proven programs. Eighty-six percent of the eligible students in 6th, 8th, 10th and 12th grades completed the survey.

Conducting the youth well-being survey is among the first steps in Evidence2Success, and the results give Providence a "big picture" view that shows how school students are doing across many areas of influence in their lives. With these data, PPSD will be able to identify students' strengths and the areas where they need additional support to succeed. The Department of Children, Youth and Families (DCYF) is also collecting data on the children and families they serve. As part of Evidence2Success, PPSD and DCYF will use the data to guide decisions about the programs and services they provide, and work together to improve outcomes for students involved in multiple services.

PPSD will work with DCYF, other public agencies and communities to determine where it makes sense to combine resources to invest in proven programs that address priorities. Many proven programs address multiple areas of need, which increases the potential of programs implemented by all partners to have a positive impact on PPSD students.

Evidence2Success will begin by implementing proven programs in two communities, which will serve as a model for making those programs available throughout the district. By working together and combining resources, PPSD and its partners aim to achieve a greater collective impact and get ahead of serious challenges that influence children's health, development and academic success.

The following report includes survey results for the district as a whole by grade level. The next series of reports will include results for each school, and for the neighborhoods selected to participate in Evidence2Success.

Survey Components

The survey measures students' well-being on five outcomes and identifies the underlying causes (risk and protective factors) that influence children's education, health and development.

Youth well-being outcomes include:

1. Positive relationships (e.g., positive relationships with prosocial peers and parents)
2. Behavior (e.g., positive social behavior, antisocial behavior, drug use, risky sexual behavior)
3. Education (e.g., academic performance)
4. Emotional well-being (e.g., emotional regulation, depression)
5. Physical health (e.g., chronic health problems)

Risk and protective factors include:

1. Community (e.g., community disorganization, opportunities for involvement)
2. School (e.g., low commitment to school, recognition for positive involvement)
3. Family (e.g., poor family management, family bonding)
4. Individual and peer (e.g., interaction with antisocial peers, social skills)

This was a district-wide survey of middle and high school students, including the following schools:

High Schools

- Central High School
- Classical High School
- Dr. Jorge Alvarez High School
- E-Cubed Academy
- Hope High School
- Mount Pleasant High School
- Providence Career And Technical School
- W.B. Cooley High School

Middle Schools

- Esek Hopkins Middle School
- Gilbert Stuart Middle School
- Gov. C. Delsesto Middle School
- Nathan Bishop Middle School
- Nathanael Greene Middle School
- Roger Williams Middle School

Executive Summary

This report provides highlights of the aggregated results of the Evidence2Success Youth Well-being survey of 6th, 8th, 10th and 12th graders across the Providence Public School District. Results are organized into two areas: (1) youth well-being outcomes, and (2) risk and protective factors. Positive youth well-being outcomes indicate healthy development; when positive outcomes are not met, young people's healthy development and ability to succeed in life is at risk of going off track (pg. 12). Risk and protective factors refer to the underlying causes that affect well-being outcomes. Risk and protective factors are scientifically validated characteristics of a child and his/her environment. Risk factors are known to increase the likelihood of negative outcomes for children, while protective factors exert a positive influence and shield children from the negative influence of risk, thus reducing the likelihood that children and youth will experience negative outcomes (pg. 23).

Below we present highlights from the data on outcomes and risk and protective factors. The highlights for the child well-being outcomes provide a brief description of the most notable findings in each outcome area, including areas of strength and areas of potential improvement in meeting the needs of Providence students. The risk and protective factors highlighted are those that are most elevated or depressed when compared to each other, and therefore signal areas for potential intervention. Highlights from the report are summarized below.

Youth well-being outcomes are measures that indicate positive healthy youth development.

- Relationships (pg. 14):
  - The majority of students have close relationships with peers, parents, or other adults.
- Education (pg. 19):
  - Almost three-fourths of students in 6th grade report good grades in school (mostly A's or B's). However, by the time students are finishing middle or high school, only about half report getting good grades, and between 11 and 15 percent are getting either very low grades or not passing. Self-reported grades for 10th and 12th graders seem considerably lower than the national comparison.
- Emotional well-being (pg. 20):
  - Close to three-fourths of students feel that they can regulate their emotions (e.g., calm down when they are angry).
  - Between 16 and 21 percent of students show symptoms of anxiety and depression, and between 12 and 17 percent have ever considered suicide.

- Behaviors:
  - Positive social and antisocial behavior (pg. 15):
    - Most students display positive social behaviors, such as being kind or helpful to others.
    - About a third of students engage in delinquent behaviors, such as shoplifting, attacking others, etc.).
    - Students in 8th grade display higher levels of delinquent behaviors compared to students in other grades.
  - Sexual behavior (pg. 18):
    - By the time they are finishing high school; close to 60 percent of students have had sexual intercourse.
    - About a fourth of 10th graders and a little under half of 12th graders engage in sexual behaviors that are risky (e.g., have multiple sex partners or use birth control or condoms inconsistently).
  - Drug and alcohol use (pgs. 16 and 17):
    - Students in Providence have low rates of cigarette use, and smoke remarkably less than the national comparison sample.
    - Past month alcohol use is higher among PPSD youth in 8th, 10th and 12th grades than among the national comparison sample. Marijuana use is comparable to the national sample. Alcohol and marijuana use increased noticeably during the middle and high school years.
  - Physical health (pg. 21):
    - Asthma is reported to affect between one-fourth and almost one-third of students. These levels are slightly higher than the national comparison.
    - About a tenth of students report missing school due to illness four or more days in the past month.

Risk factors are scientifically validated characteristics that are known to increase the likelihood of negative outcomes for children.

- Among middle and high school students in PPSD, the most elevated risk factors remain fairly consistent across grade levels.
    - **Friends' antisocial behaviors** (e.g., interacting with friends who skip school or shoplift) are the most prevalent risk factor for middle school students with over 70 percent of students at risk, and the second most prevalent risk factor for high school students with over 60 percent of students at risk. (pgs. 26, 28, 30 and 32).
    - Among the middle school students, another elevated risk factor is **low perceived risk of drug use**, a perception that using drugs (e.g., cigarettes, alcohol, or marijuana) would not cause them much harm. Almost 60 percent of middle school students are at risk based on this factor. (pgs. 26 and 28).
    - For high school students, the most elevated risk factor is **community disorganization**, or living in a neighborhood that is perceived as unsafe, with high rates of crime, abandoned buildings, fights, etc. Almost 70 percent of high school students are at risk based on this factor. (pgs. 30 and 32).
    - **Academic failure** is also an important risk factor for students starting in the 8th grade. Over half of students are at risk of developing problem behaviors based on their self-reported academic performance in school. (See pgs. 28, 30 and 32).
    - Almost half of the youth are at risk based on **poor family management**. This risk factor is elevated when youth report that their parents do not have clear rules and do not closely monitor their children's behavior. Examples of monitoring behavior include asking about homework completion, knowing if their children come home on time, or finding out if their children are using alcohol. (pgs. 26, 28, 30 and 32).

Protective factors are also scientifically validated and are known to shield children from the negative influence of risk, thus reducing the likelihood of negative outcomes.

- **Protective factors that are high** signal strengths among Providence students. They include:
    - **Social skills** (e.g., skills for refusing alcohol) and **clear standards for behavior** (e.g., believing in the importance of being honest, not cheating, etc.). (See pgs. 27, 29, 31 and 33).
    - At the high school level, over 70 percent of students are protected based on **recognition they receive from their peers for positive behaviors** (e.g., they would be seen as cool by their friends if they worked hard at school or did community service). (See pgs. 31 and 33).

•**Protective factors that are depressed** — and need improvement — are quite consistent across the grade levels:

- The protective factors that are most depressed at the middle and high school level are **prosocial involvement** (e.g., students' participation in clubs or activities at school, community service, etc.), as well as **opportunities for prosocial involvement in the community** (e.g., low availability in their neighborhoods of sports teams, scouting, church groups, community service clubs where students could get involved in positive behaviors). (See pgs. 27, 29, 31 and 33).
- Another depressed protective factor is **community recognition for prosocial involvement.** That is, neighbors don't usually notice or praise youth when they engage in positive behaviors. (See pgs. 27, 29, 31 and 33).

•PPSD also requested that two additional questions — about students' reasons for school absences and about their post high school plans — be included in the survey. The highlights to those responses are as follows:

- More than half of middle and high school students reported that the lead reason for being absent was being sick or injured. Other reasons for being absent include skipping class or not wanting to go to school (16% of high school students and 7% of middle school students), and not waking up on time (10%).
- Most middle and high school students report that they plan to go to a four-year college (54% and 59%), and get a job (24% and 31%). Combined percentages for planning to attend a two-year college and community college were 29 percent for middle school students and 36 percent for high school students.

Survey Completion Rates

The table below shows the survey completion rate by grade and combined for the 14 middle and high schools.

Table 1: 2012 PPSD Evidence2Success Youth Well-being Survey Completion Rates

	Eligible Students	Completed Surveys	Completion Rates	Average Completion Rate	Analysis Sample*	Response Rate**
Middle Schools - (6)						
6th Grade	1570	1385	86 - 90%	88%	1343	86%
8th Grade	1589	1404	84 - 90%	88%	1349	85%
High Schools - (8)						
10th Grade	1540	1302	78 - 95%	85%	1150	75%
12th Grade	1281	1057	71 - 91%	83%	1000	78%
Overall - (14)	**5980**	**5116**	**71-95%**	**86%**	**4842**	**81%**

* Analysis sample includes survey responses from students meeting the honesty criteria and those who answered the question about their current grade level.

**Response rate = analysis sample / eligible students.

More information on who took the survey, how it was administered, and how we know the findings are valid and reliable can be found in *Appendix A: Frequently Asked Questions*.

Coordination and administration of the Evidence2Sucess Youth Well-being Survey was a collaborative effort of the Providence Public School District, the Annie E. Casey Foundation and the Social Development Research Group at the University of Washington. If you have questions about the report, please refer to *Appendix D: Contacts*.

Youth Well-being Outcomes

The Evidence2Success Youth Well-being Survey is designed to assess students' well-being in five critical areas:

1. Positive relationships (e.g., positive relationships with peers and/or parents)
2. Behavior (e.g., positive social behavior, antisocial behavior, drug use, risky sexual behavior)
3. Education (e.g., academic performance)
4. Emotional well-being (e.g., emotional regulation, depression)
5. Physical health (e.g., chronic health problems)

Positive results on these outcomes indicate positive, healthy development. If these indicators are not present, young people's healthy development and ability to succeed in life is at risk of going off-track. The Evidence2Success survey reports on the following measures of youth well-being:

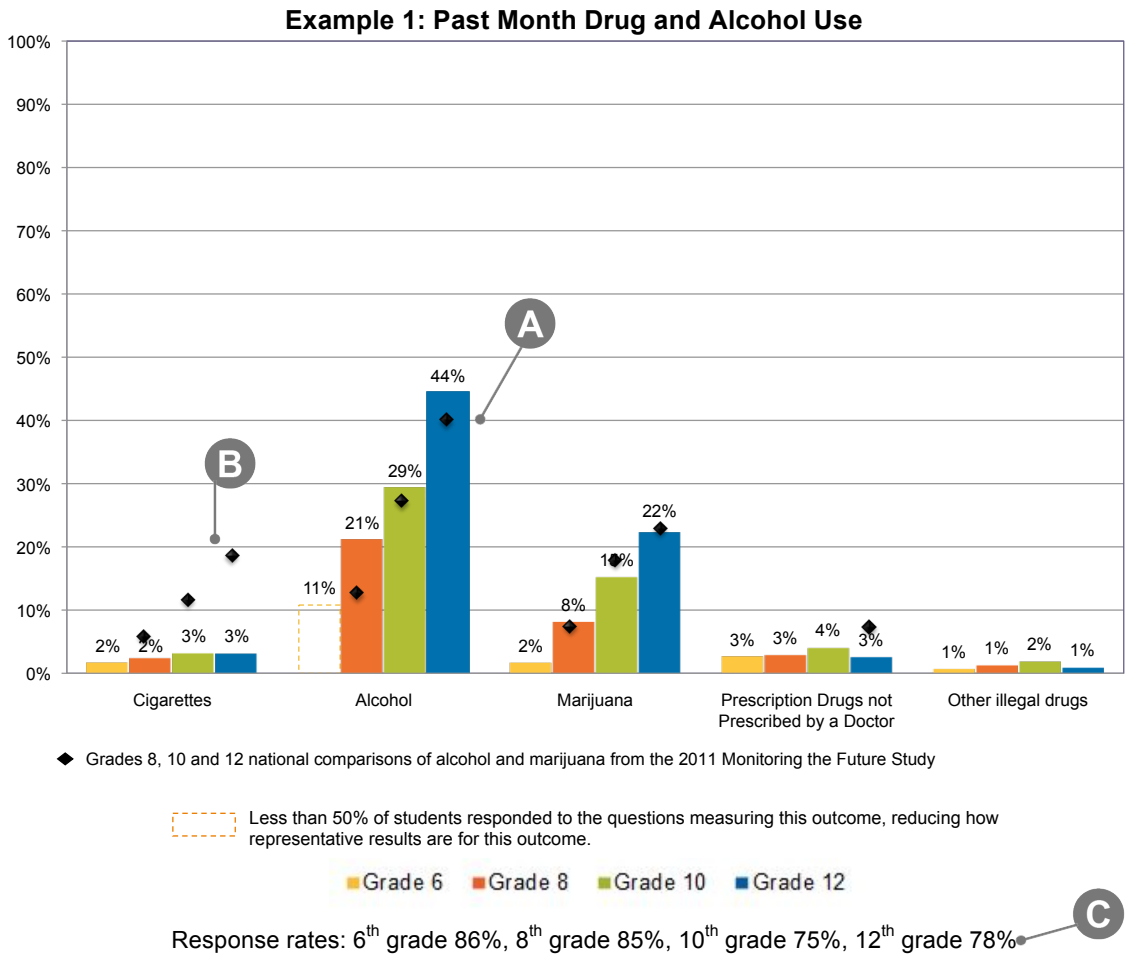
Table 2: Evidence2Success Youth Outcomes and Survey Measures

Evidence2Success Youth Outcomes	Survey Measures
Relationships	Positive relationships with peers
	Positive relationships with parents/caregivers
	Positive relationships with other adults
Behaviors	Positive social behavior
	Antisocial behavior (e.g., conduct problems, delinquency, gang involvement)
	Sexual behavior (e.g., risky sexual behavior, sexually transmitted infection and teen pregnancy/births) (only high school students)
	Substance use (e.g., alcohol, tobacco, drugs)
Education	Academic performance (self-reported grades)
Emotional well-being	Emotional regulation
	Anxiety and depression
	Suicidal thoughts
Physical health	Chronic health problems
	Sick days in the past month

How to Read the Outcome Charts

A Each grade (6, 8, 10 and 12) is represented by a different color bar shown in the legend. Each bar represents the percent of surveyed youth in that grade who reported the noted behavior (e.g., cigarette use, alcohol use, etc.). In Example 1 *(not actual data)*, about 29 percent of 10th grade youth reported that they had 'used alcohol in the past month (30 days).' An un-shaded, dotted bar is shown if less than 50 percent of eligible students answered the relevant questions. Percentages are rounded to the nearest whole number. Descriptions and definitions of each of the outcomes appear with each chart.

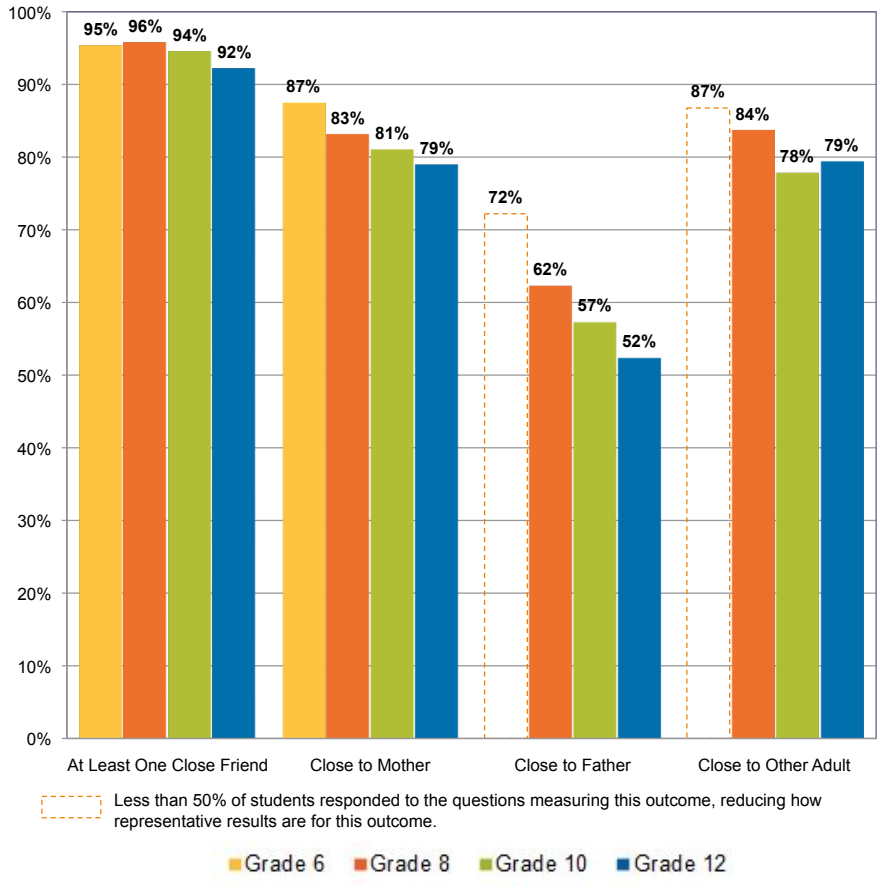
B Some bars are marked with a black diamond that shows, as a comparison, the percent of students in a national or state comparison sample who reported each behavior.



For example, for substance use, the diamond reflects the percent of students in the national Monitoring the Future (MTF) survey who reported each behavior (e.g., almost 20% of 12th graders in MTF had used cigarettes in the past month). Bars without diamonds represent data for which accurate national or state comparison data are not available. See the Frequently Asked Questions section for more information about comparison data.

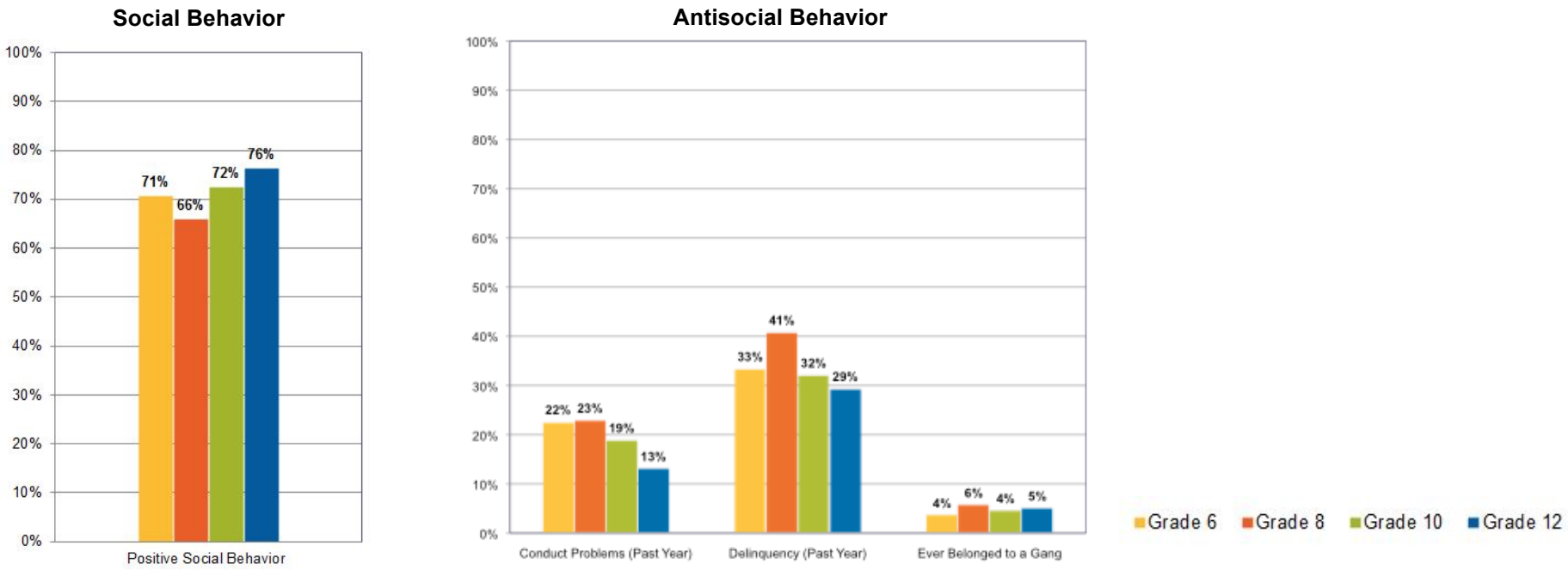
C The response rate reflects the proportion of eligible enrolled students in the target grade who completed the survey, who responded to the items needed to perform the analysis, and who met the 'honesty' criteria. The higher the response rate, the more likely it is that the data accurately represent the experiences of the entire target population.

Youth Well-being Behavior Outcome: Close Relationships, 2012 PPSD



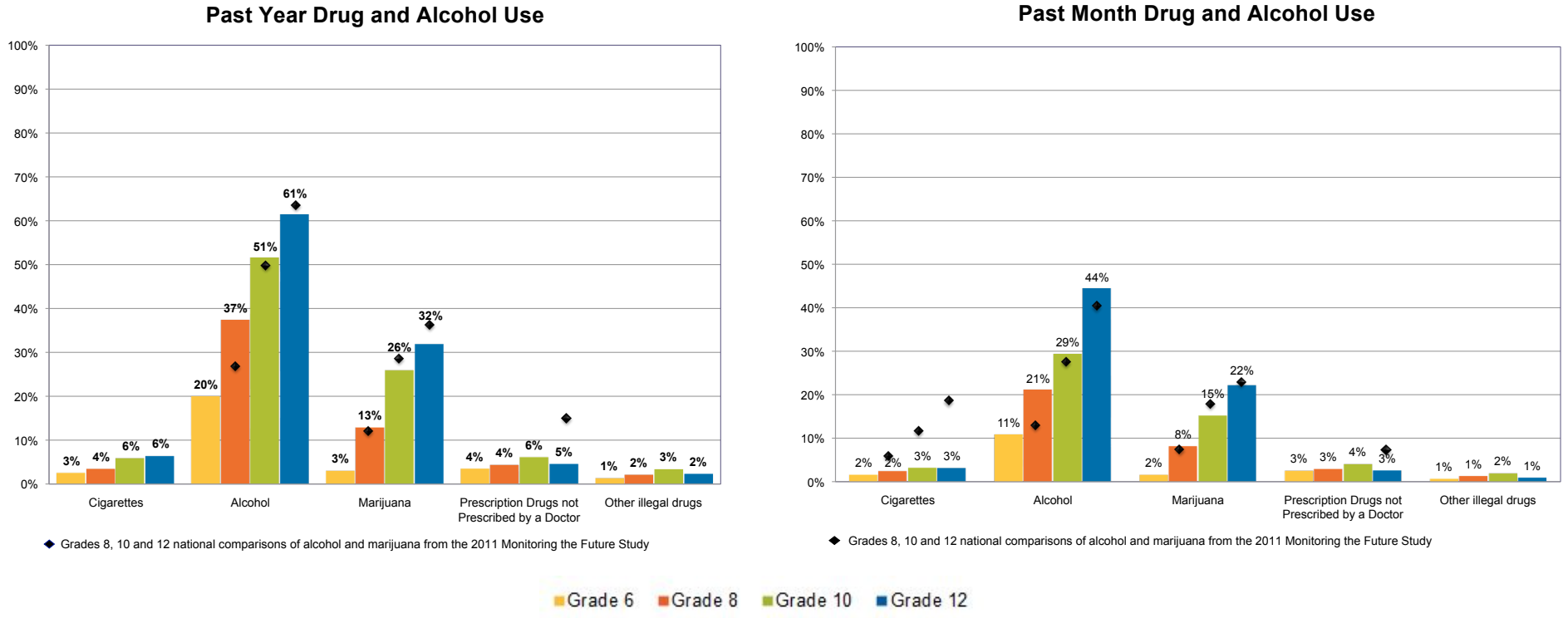
Close Relationships: Definitions	
At Least One Close Friend	Students report that they have one or more friends that would help them if needed and with whom they can talk about their problems. Example question: "How many friends do you have who would help you when you need it?"
Close to Mother	Students report that they feel close to their mother, they enjoy spending time with her, and share their thoughts and feelings with her. (Those who do not have a mother are considered as not having a close relationship with her). Example question: "Do you feel very close to your mother (or the person who is like a mother to you)?"
Close to Father	Students report that they feel close to their father, they enjoy spending time with him, and share their thoughts and feelings with him. (Those who do not have a father are considered as not having a close relationship with him). Example question: "Do you share your thoughts and feelings with your father (or the person who is like a father to you)?"
Close to Other Adult	Students report having at least one adult in their lives, other than their parents, whom they can turn to for help and advice. Example question: "Is there an adult in your life (other than your parents) you can usually turn to for help and advice?"

Youth Well-being Behavior Outcome: Social and Antisocial Behavior, PPSD 2012



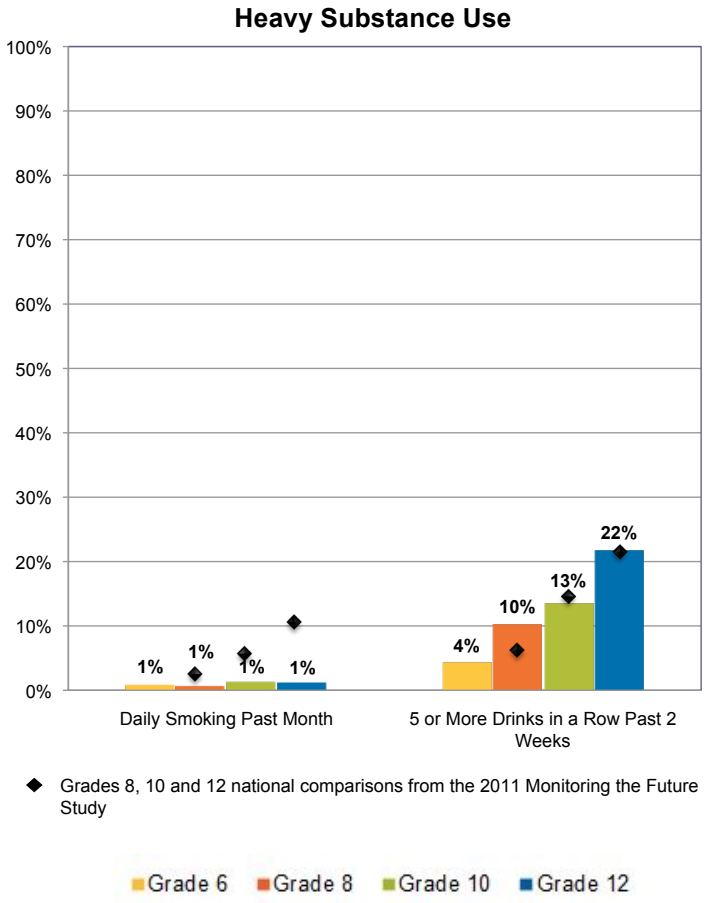
Social and Antisocial Behavior: Definitions	
Positive Social Behavior	Students report normal levels of positive social behavior (e.g., being kind to others, sharing, helping, etc.) during the past year. Example question: “I am helpful if someone is hurt, upset or feeling ill.”
Conduct Problems	Students report that they have engaged in disruptive behaviors in the past year, such as lying, cheating or fighting a lot, at levels that put them at risk for clinically significant problems such as conduct disorders. Example question: “I get very angry and often lose my temper.”
Delinquency	Students report that they have engaged in at least one antisocial behavior in the past year, including: carrying a handgun, selling illegal drugs, stealing, attacking someone with intent to hurt them, purposefully damaging someone else’s property, or being arrested. Example question: “How many times in the past year (12 months) have you carried a handgun?”
Ever Belonged to a Gang	Students report ever being involved with a gang. Example question: “Have you ever belonged to a gang?”

Youth Well-being Behavior Outcome: Drug and Alcohol Use, PPSD 2012



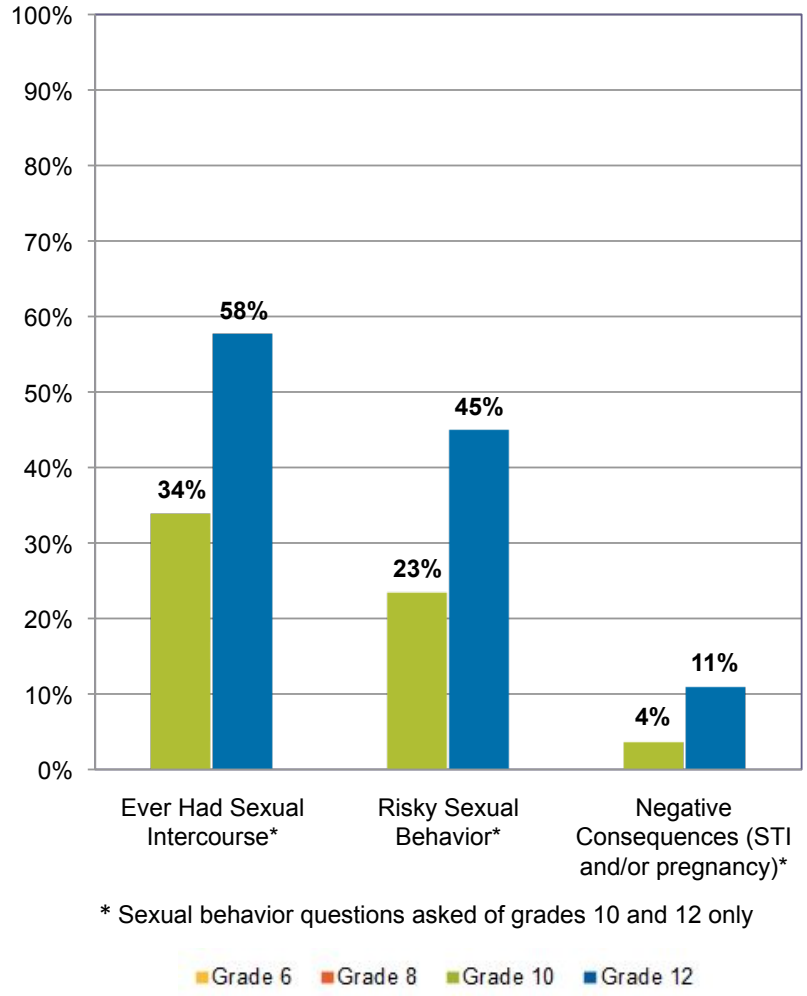
"Heavy Substance Abuse" chart and "Drug and Alcohol Use: Definitions" table continued on following page.

Youth Well-being Behavior Outcome: Drug and Alcohol Use, PPSD 2012 *(continued)*



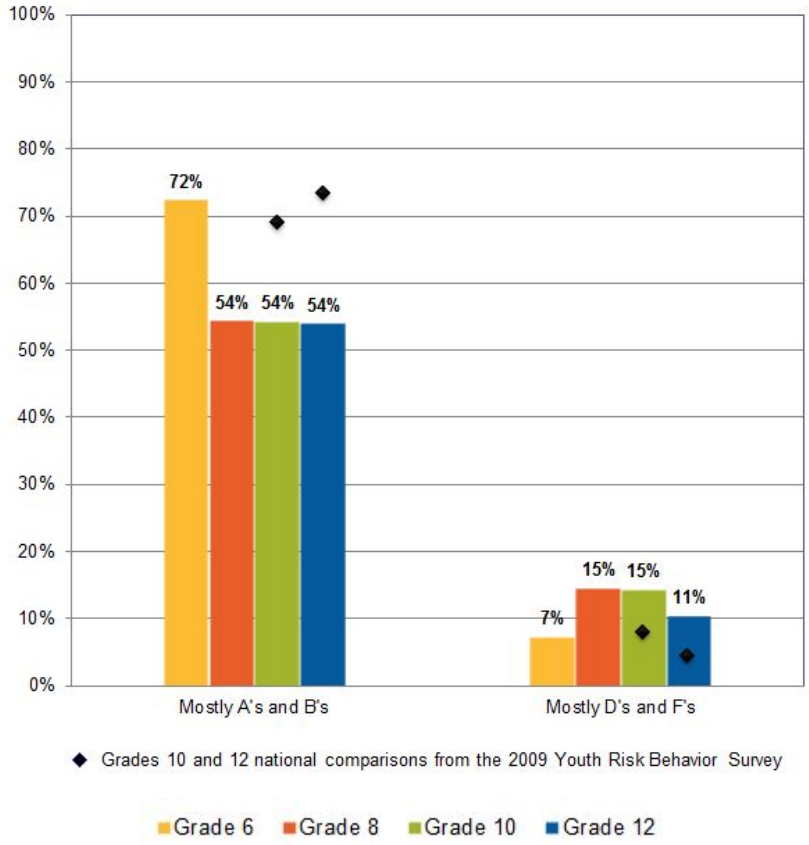
Drug and Alcohol Use: Definitions	
Past Year Drug and Alcohol Use	Students report using cigarettes, alcohol, marijuana, prescription drugs (not prescribed by a physician) or other illegal drugs in the past 12 months. Example question: "How frequently have you smoked cigarettes during the past year (12 months)?"
Past Month Drug and Alcohol Use	Students report using cigarettes, alcohol, marijuana, prescription drugs or other illegal drugs in the past 30 days. Example question: "On how many occasions (if any) have you used marijuana during the past month (30 days)?"
Heavy Substance Use	Students report binge drinking (5 or more alcoholic drinks in a row in the past 2 weeks) or daily smoking (smoking one or more cigarettes per day during the past month). Example question: "Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?"

Youth Well-being Behavior Outcome: Sexual Behavior, PPSD 2012



Sexual Behavior: Definitions	
Ever Had Sexual Intercourse	Students report whether they have ever had (vaginal or anal) sexual intercourse. Example question: "Have you ever had sexual intercourse? (By sexual intercourse we mean vaginal or anal sex)."
Risky Sexual Behavior	Students are considered to engage in risky sexual behavior if they have had two or more sex partners in the past year, or have used birth control or condoms inconsistently. Example question: "In the past year (12 months), when you had vaginal or anal sex with someone, how often did you or your partner use a condom?"
Negative Consequences (STI and/or Pregnancy)	Students are considered to have negative consequences if they have gotten pregnant or have gotten their partner pregnant, or have had a sexually transmitted infection. Example question: "How many times have you been pregnant or gotten someone pregnant?"

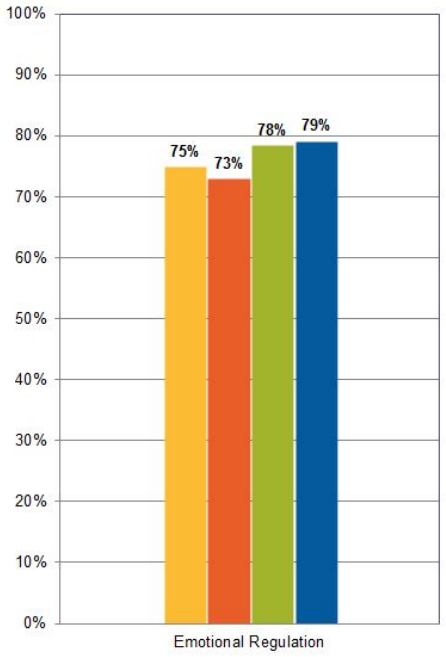
Youth Well-being Education Outcome: Self-Reported Grades in School, PPSD 2012



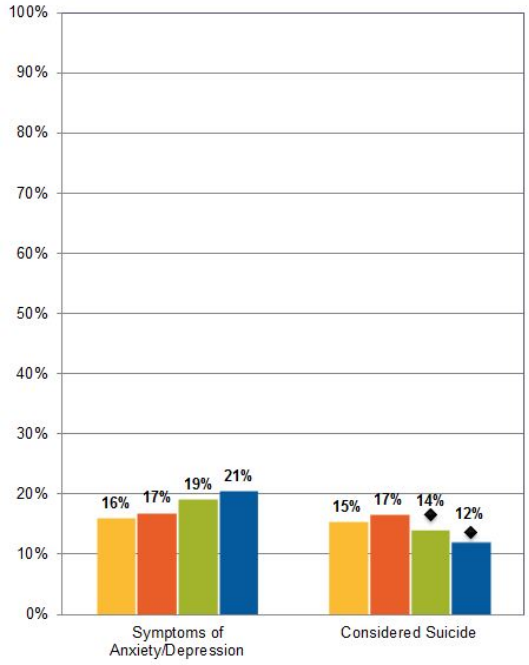
Self-Reported Grades in School: Definitions	
Reported mostly A's and B's	Students report their grades to be mostly A's and B's in the past year. Example question: "Putting them all together, what were your grades like last year?"
Reported mostly D's and F's	Students report their grades to be mostly D's and F's in the past year. Example question: "Putting them all together, what were your grades like last year?"

Youth Emotional Well-being Outcome: Emotional Regulation, Anxiety/Depression and Suicide, PPSD 2012

Emotional Regulation

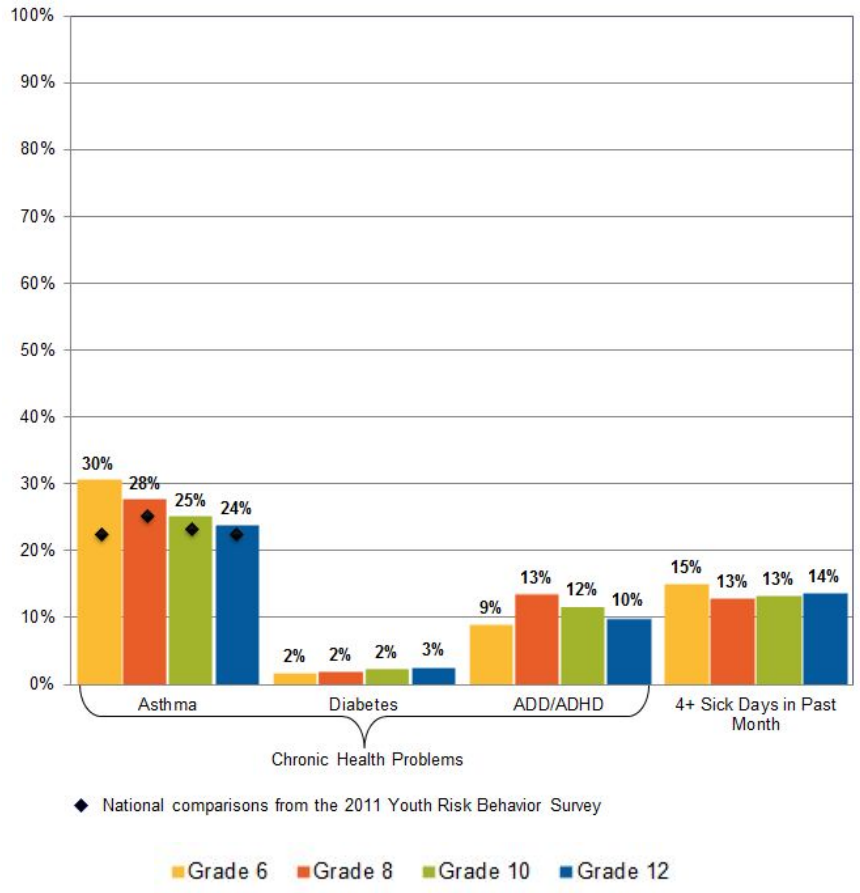


Problems with Emotional Well-being



Past Year Emotional Well-being: Definitions	
Emotional Regulation	Students report that they are able to regulate their emotions, such as relaxing when feeling tense or controlling their temper when angry. Example question: "I know how to calm down when I am feeling nervous."
Symptoms of Anxiety and Depression	Students report elevated symptoms of anxiety and depression, at levels that put them at risk for developing clinically significant problems such as depression or anxiety disorders. Example questions: "I have many fears, I am easily scared." "I am often unhappy, depressed or tearful."
Considered Suicide	Students report having thought seriously of killing themselves. Example question: "During the past year (12 months), have you seriously thought about killing yourself?"

Youth Well-being Health Outcome: Chronic Health Problems and Sick Days, PPSD 2012



Physical Health: Definitions	
Chronic Health Problems	Students report ever having asthma, diabetes, or ADD/ADHD. Example question: "Have you ever had diabetes?"
Sick Days in Past Month	Students are considered to have poor health if they report that they missed four or more days of school during the past month because of illness or injury. Example question: "During the last four weeks, about how many whole days of school have you missed because of illness or injury?"

Risk and Protective Factors

The survey also measures the underlying causes that affect children's health and development, known as risk and protective factors, in all the domains that influence youth well-being:

1. Community (e.g., mobility, community disorganization)
2. School (e.g., commitment to school, opportunities for involvement)
3. Family (e.g., bonding to parents, poor family management)
4. Individual and peer (e.g., interaction with antisocial peers, social skills)

Risk and protective factors are scientifically validated characteristics of a child and his or her environment. Risk factors are known to increase the likelihood of negative outcomes for children. For example, children who live in struggling neighborhoods that are physically deteriorated and have high crime rates are more likely to become involved in crime and drug use than children who live in safer neighborhoods.

Protective factors exert a positive influence and shield children from the negative influence of risk, thus reducing the likelihood that children and youth will experience negative outcomes. For example, parents, friends, and education professionals can model positive behaviors, uphold clear standards for behavior, and provide opportunities, skills and recognition for meaningful involvement to protect a child living in that same struggling neighborhood.

Risk and protective factors are grouped into the four domains mentioned above because they represent the key areas where youth live, develop, and interact. However a factor from one domain can also be addressed in another. For example, school-based programs can affect peer influences (e.g., friends' use of drugs), and parenting programs (e.g., aimed at addressing family management) can affect children's academic performance.

Research over the last 30 years has demonstrated that:

- Many of the same risk and protective factors predict multiple youth well-being outcomes
- Addressing these root causes of youth well-being is a proven method for improving children's health and development. When communities take ownership and use their data to focus collaborative planning on priority risk and protective factors, they see improvements not only in those priority factors, but also in the youth well-being outcomes they care about. (See Prevention Science References, pg. 45, for citations)

How to Read the Risk and Protective Factor Charts

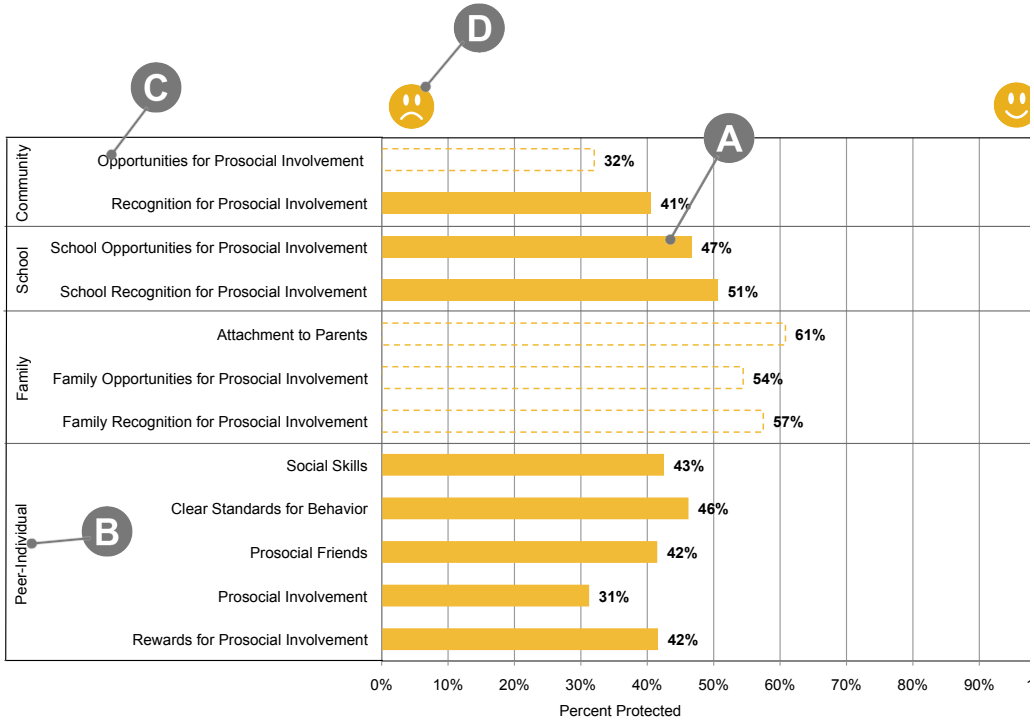


Figure 2: Protective Profile

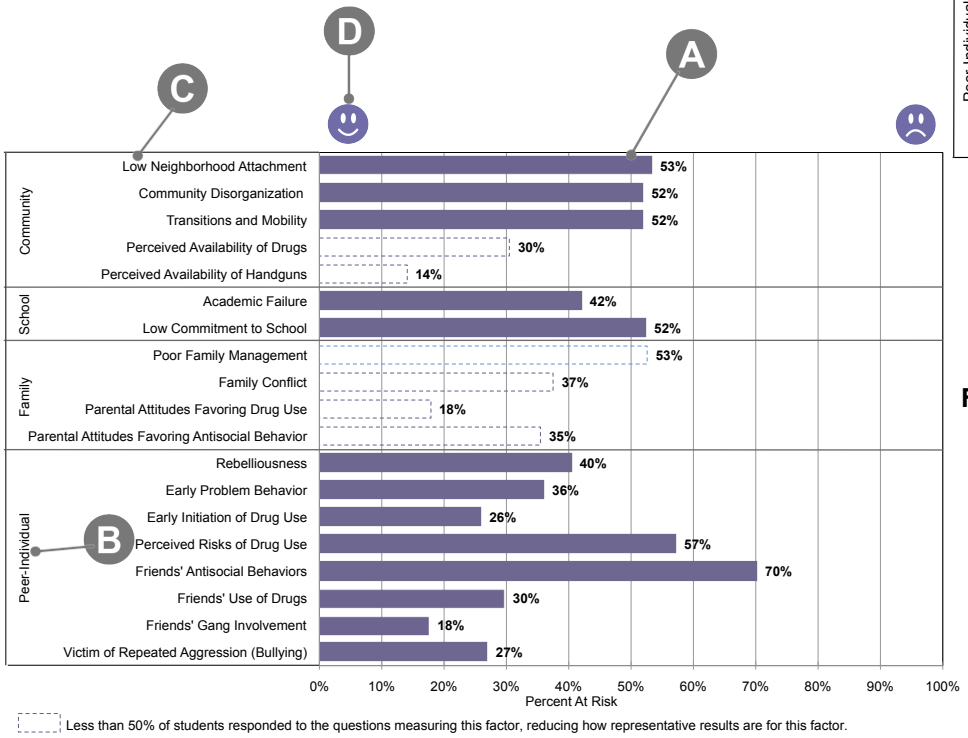


Figure 3: Risk Profile

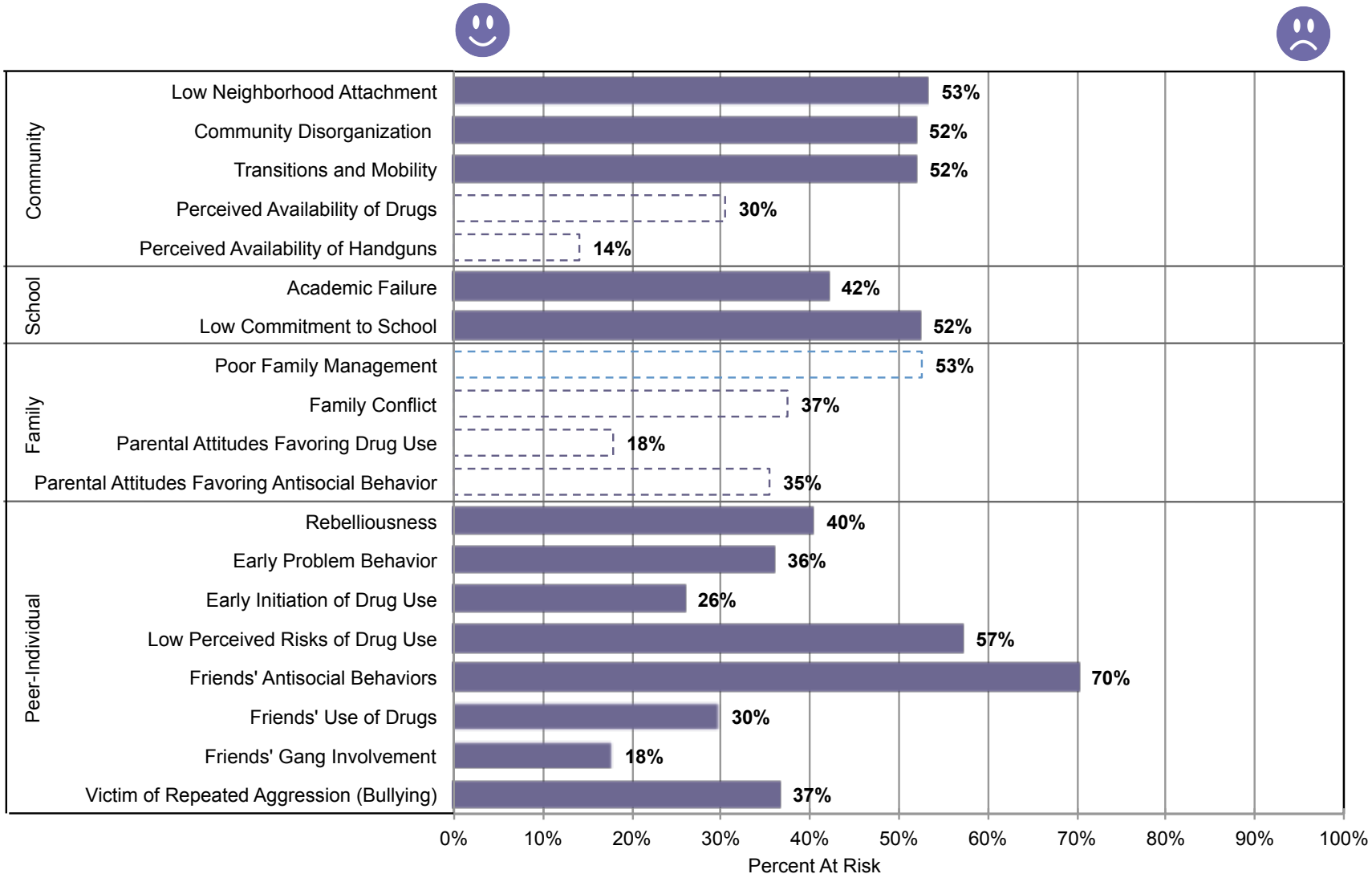
A In Figures 2 and 3, each bar represents the proportion of surveyed youth whose answers reflect significant risk or protection on each risk or protective factor. It is the percentage of youth who can be considered "at risk" or "protected" for problem behaviors based on the identified factor. In Figure 2, approximately 47 percent of 6th grade youth reported a protective level of school opportunities for prosocial involvement in 2012. Percentages are rounded to the nearest whole number. An un-shaded, dotted bar is shown if less than 50 percent of eligible students answered the relevant questions. The higher the response rate, the more likely it is that the data accurately represent the experiences of the entire target population. For the risk factors (Figure 3), a longer bar (higher percent) shows that more children are at risk. For the protective factors (Figure 2), a shorter bar (lower percent) shows that fewer children are experiencing protection. All risk and all protective factors on the profile can be compared to each other because they use a common metric or are 'on the same scale.'

B Factors are grouped into four domains: community, family, school and peer-individual. Those domains represent important areas of influence for children's healthy development.

C Specific aspects of students' life experiences that predict either increased likelihood (risk factors) or decreased likelihood (protective factors) that students will engage in problem behaviors. Each factor is measured in the survey by a set of two to ten scientifically validated questions. Definitions and examples of each of the risk and protective factors are provided in the pages following the risk and protective profiles or charts.

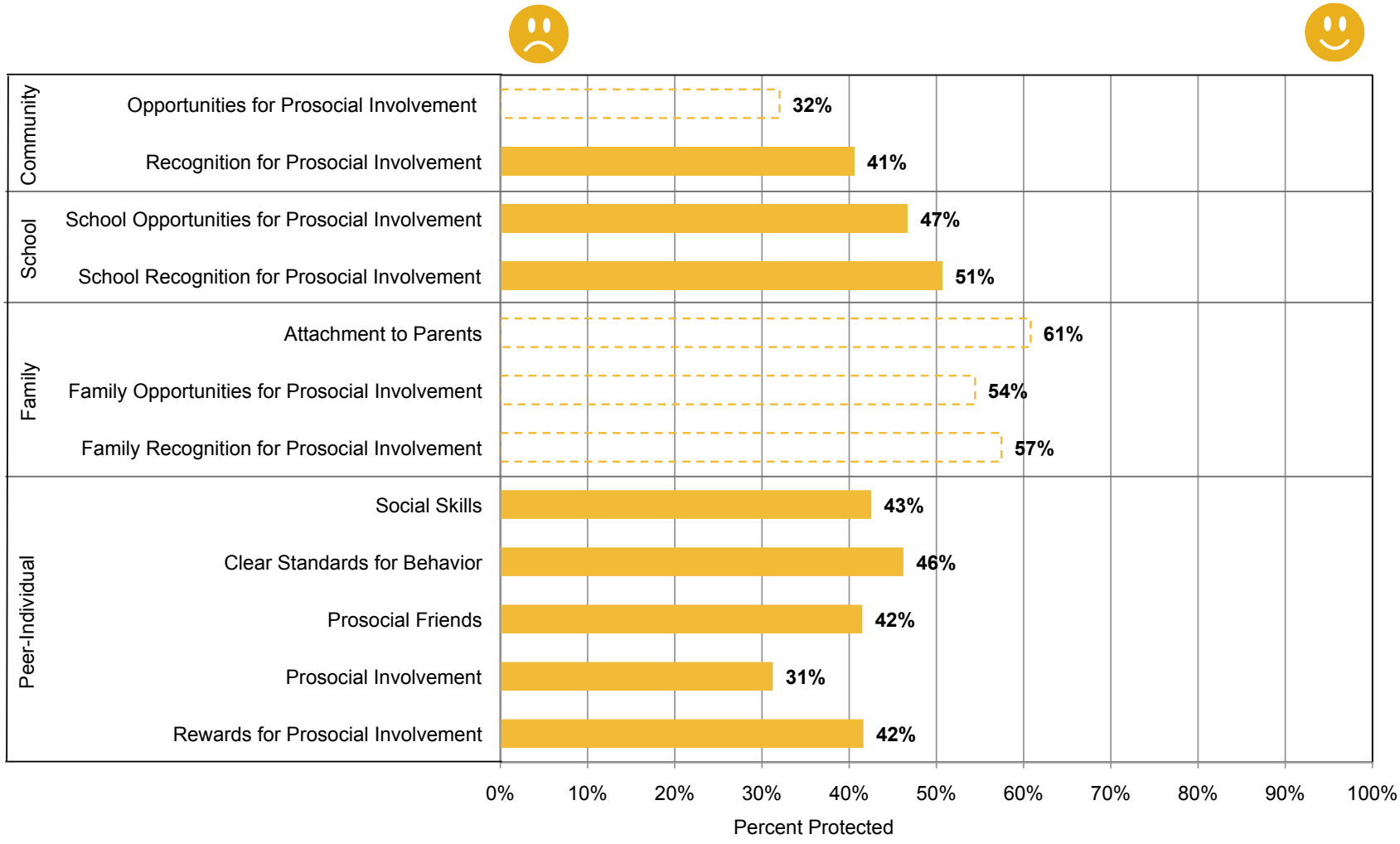
D In the risk factor profiles (Figure 3), the "smile" at left and the "frown" at right indicate that a longer bar (higher percent) is negative. In the protective factor profiles (Figure 2), the "frown" at left and the "smile" at right indicate that a longer bar (higher percent) is positive.

Risk Profile for 6th Grade: Percent of Children at Risk, PPSD 2012



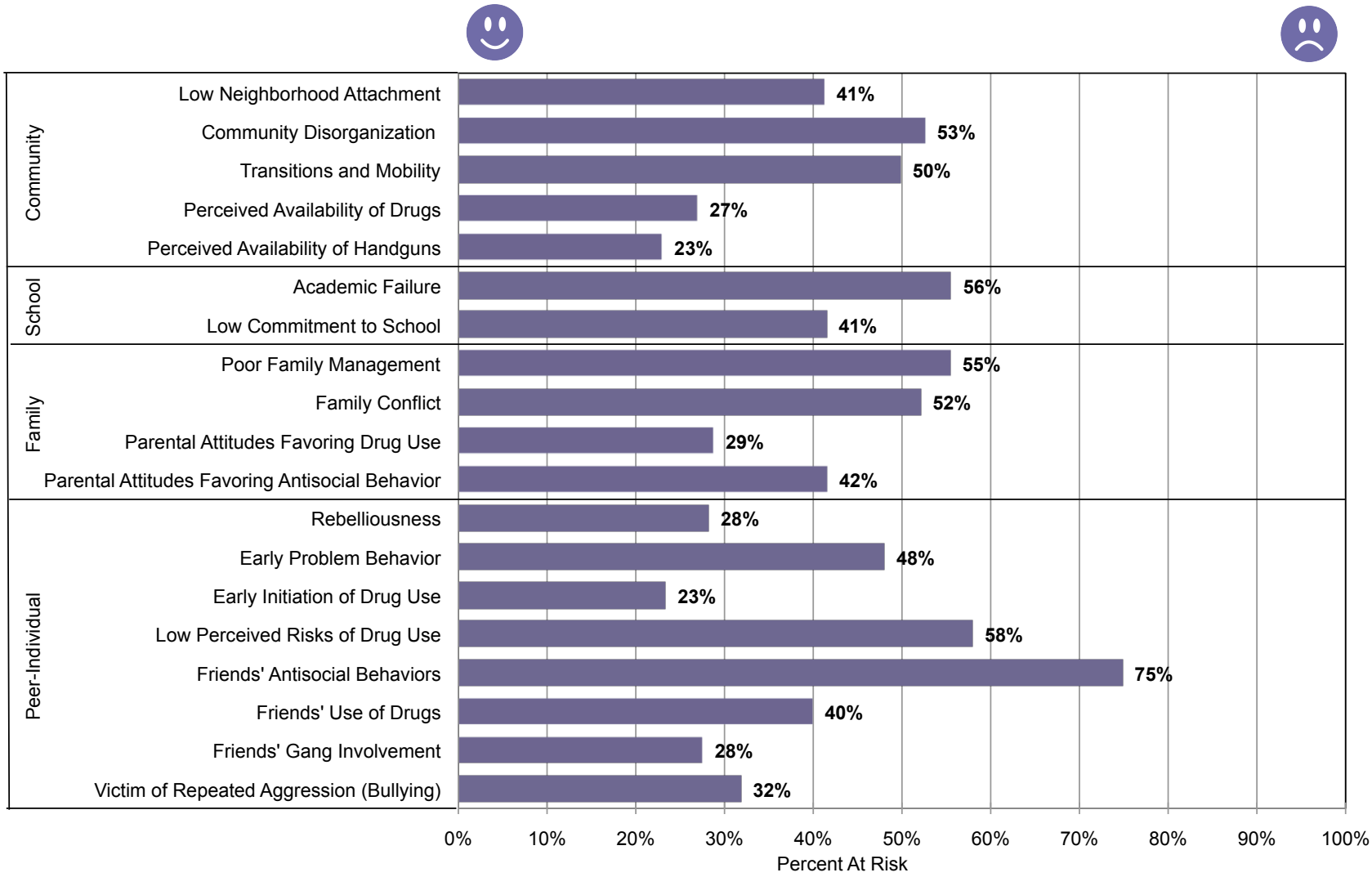
Less than 50% of students responded to the questions measuring this factor, reducing how representative results are for this factor.

Protective Profile for 6th Grade: Percent of Children Protected, PPSD 2012

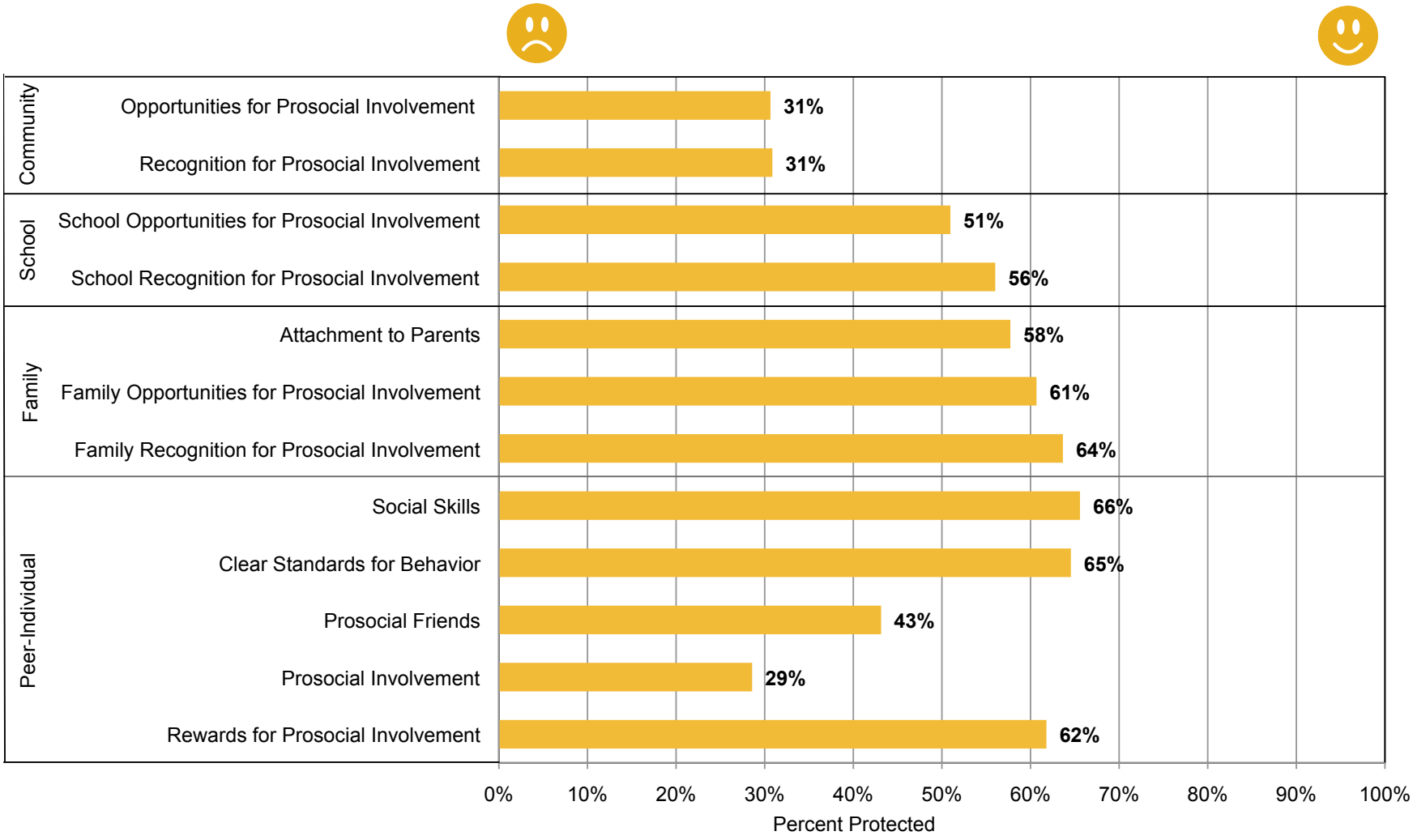


Less than 50% of students responded to the questions measuring this factor, reducing how representative results are for this factor.

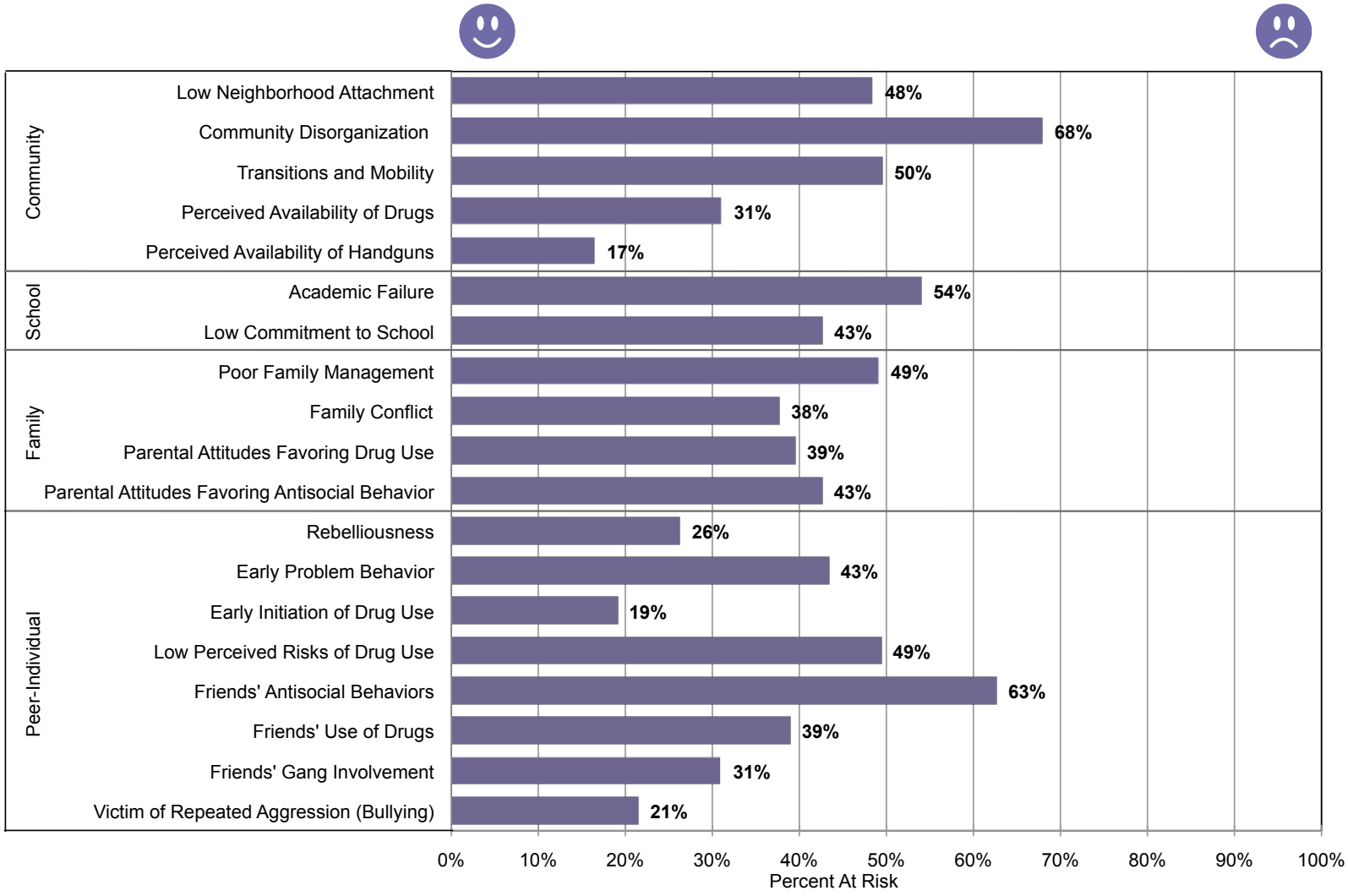
Risk Profile for 8th Grade: Percent of Children at Risk, PPSD 2012



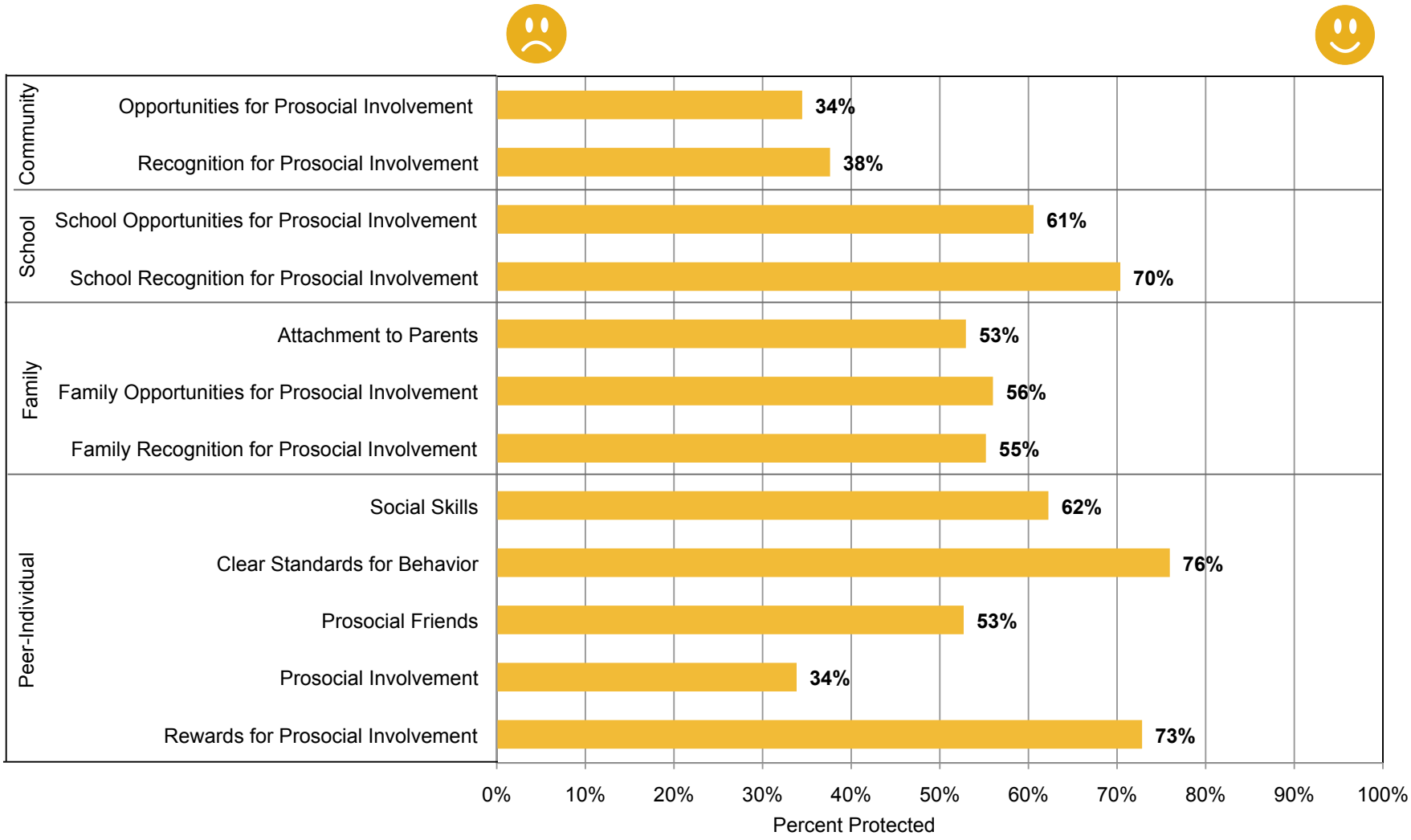
Protective Profile for 8th Grade: Percent of Children Protected, PPSD 2012



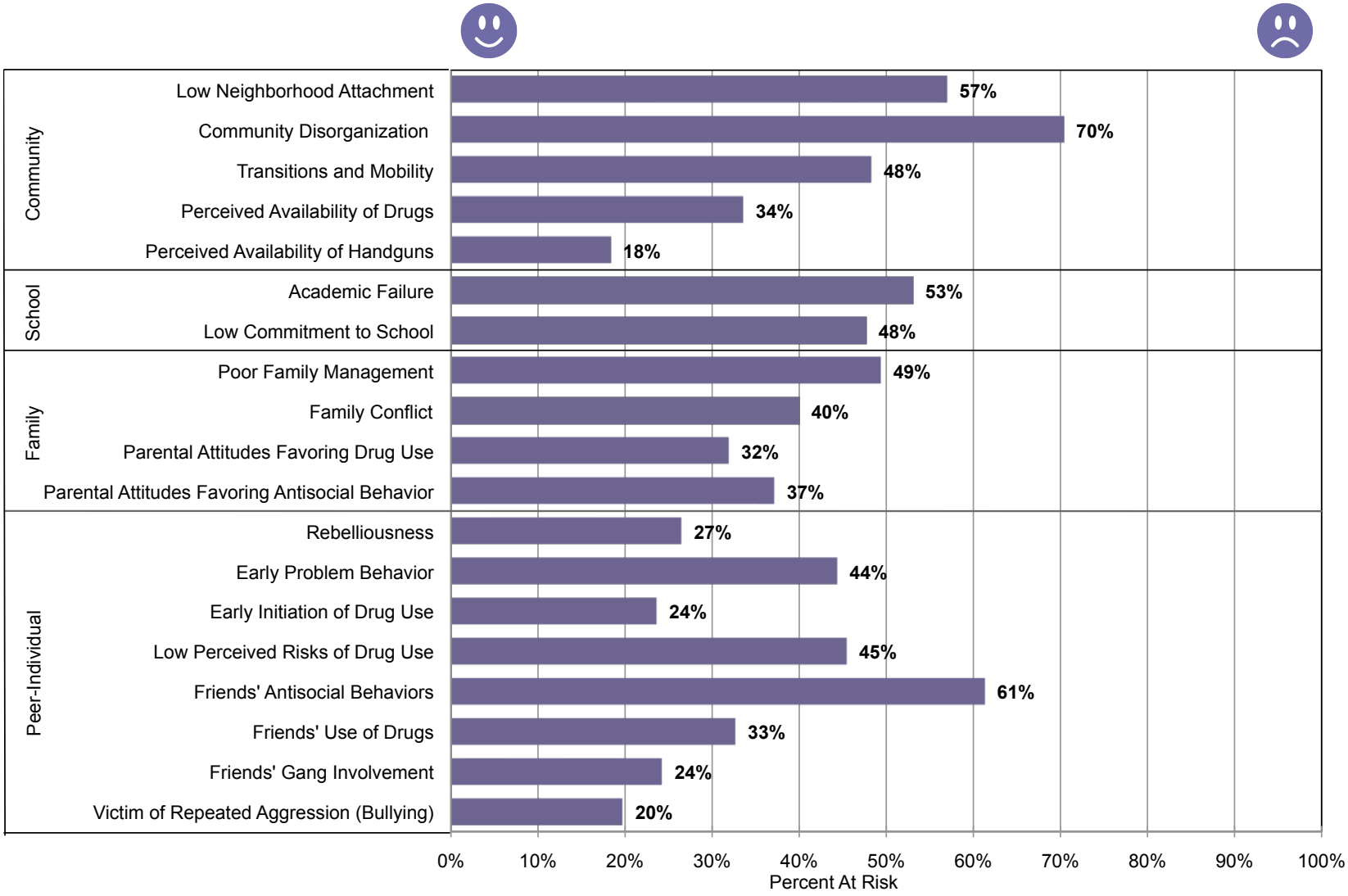
Risk Profile for 10th Grade: Percent of Children at Risk, PPSD 2012



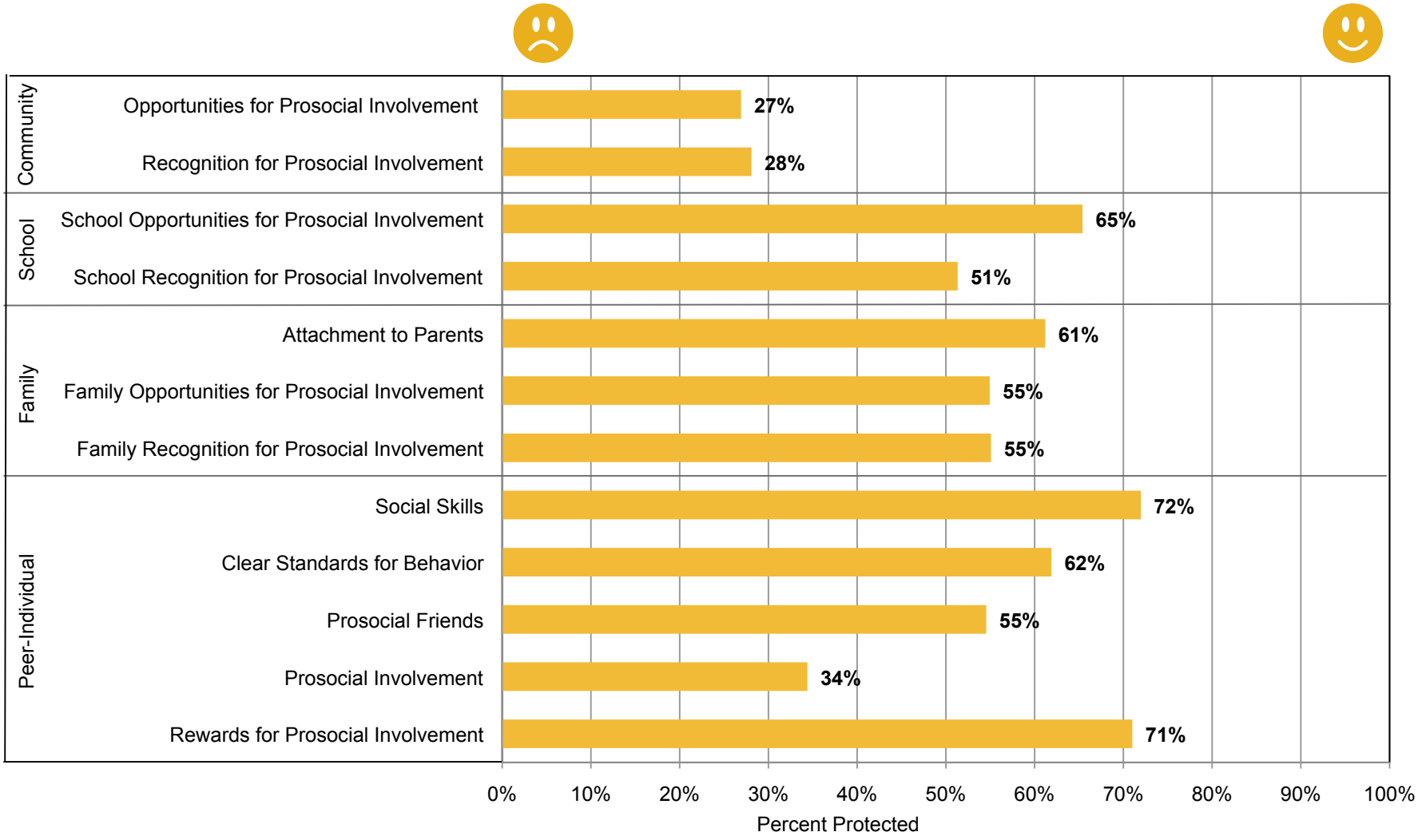
Protective Profile for 10th Grade: Percent of Children Protected, PPSD 2012



Risk Profile for 12th Grade: Percent of Children at Risk, PPSD 2012



Protective Profile for 12th Grade: Percent of Children Protected, PPSD 2012



Definitions of Risk and Protective Factors

Table 3: Risk Factor Definitions

Risk Factor: Definitions		
Community	Low Neighborhood Attachment	Youths report that they are not emotionally connected to their neighborhood. Example question: "I'd like to get out of my neighborhood."
	Community Disorganization	Youths report that their neighborhoods are characterized by a lack of safety, physical deterioration, high rates of crime and racial insults or attacks. Example question: "How much does each of the following statements describe your neighborhood: crime and/or drug selling."
	Transitions and Mobility	Youths report that they have experienced many school and/or residential changes during their childhood. Example question: "How many times have you changed homes since kindergarten?"
	Perceived Availability of Drugs	Young people report that it would be easy for them to obtain cigarettes, alcohol, marijuana and other illegal drugs. Example question: "If you wanted to get some marijuana, how easy would it be for you to get some?"
	Perceived Availability of Handguns	Youths report that it would be easy for them to obtain a handgun. Example question: "If you wanted to get a handgun, how easy would it be for you to get one?"

Risk Factor: Definitions		
School	Academic Failure	Youths report that they receive poor grades and that they are not keeping up with other students academically. Example question: “Are your school grades better than the grades of most students in your class?”
	Low Commitment to School	Youths report that school success is neither meaningful nor important to them. Example question: “How often do you feel that the schoolwork you are assigned is meaningful and important?”
Family	Poor Family Management	Youths indicate that parents do not provide clear expectations and rules for their children’s behavior; fail to monitor their children’s behavior; and/or use inconsistent or excessively harsh or severe punishment when disciplining their children. Example question: “If you skipped school, would you be caught by your parents (or caregivers)?”
	Family Conflict	Youths report high levels of conflict between family members, and conflict that is ongoing or poorly resolved. Example question: “We argue about the same things in my family over and over.”
	Parental Attitudes Favoring Drug Use	Youths report that parents are tolerant of their children’s alcohol, tobacco or marijuana use. Example question: “How wrong do your parents (or caregivers) feel it would be for you to smoke marijuana?”
	Parental Attitudes Favoring Antisocial Behavior	Youths report parents are tolerant of their children’s misbehavior, including violence and delinquent behavior. Example question: “How wrong do your parents feel it would be for you to steal something worth more than $5?”

Risk Factor: Definitions		
Peer and Individual	Rebelliousness	Youths report that they often do not obey rules and that they take an active rebellious stance against society and social norms. Example question: “I do the opposite of what people tell me, just to get them mad.”
	Early Problem Behavior	Students report that they have initiated violence and delinquent behaviors at an early age. The earlier youth begin engaging in antisocial behavior, the higher the risks for poor outcomes in the future. Example question: “How old were you when you first attacked someone with the idea of seriously hurting them?”
	Early Initiation of Drug Use	Youths report that they have initiated cigarette, alcohol or drug at an early age. The earlier youth begin using substances, the higher the risks for poor outcomes in the future. Example question: “How old were you when you first smoked a cigarette, even just a puff?”
	Low Perceived Risks of Drug Use	Youths report that alcohol and substance use is not likely to cause people harm. Example question: “How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana regularly?”
	Friends’ Antisocial Behaviors	Youths report that they associate with peers who engage in violence and delinquent behavior. Example question: Think of your four best friends … In the past year (12 months), how many of your best friends have been suspended from school? Been arrested?”
	Friends’ Use of Drugs	Youths report that they associate with peers who use alcohol or other substances. Example question: Think of your four best friends … In the past year (12 months), how many of your best friends have smoked cigarettes?”
	Friends’ Gang Involvement	Youths report having close friends involved in gangs. Example question: “In the past year (12 months) how many of your best friends have been members of a gang?”
	Victim of Repeated Aggression (Bullying)	Youths report having been subjected to various types of aggression either several times or a lot in the past 12 months. Example question: “Think about how often these things have happened to you during the past year (12 months): … A student or group of kids pushed, shoved, tripped or picked a fight with me.”

Table 4: Protective Factor Definitions

Protective Factor: Definitions		
Community	Opportunities for Prosocial Involvement	Youths report opportunities to participate in positive activities and interactions with prosocial adults in their neighborhood. Example question: "There are lots of adults in my neighborhood I could talk to about something important."
	Recognition for Prosocial Involvement	Youths report that young people are recognized by adults in the community for positive participation in community activities. Example question: "There are people in my neighborhood who encourage me to do my best."
School	School Opportunities for Prosocial Involvement	Opportunities are available for youths to participate meaningfully in their classroom and school. Example question: "There are lots of chances to be part of class discussions or activities."
	School Recognition for Prosocial Involvement	Recognition is given for contributions, efforts and progress of youths in school. Example question: "My teachers notice when I am doing a good job and let me know about it."
Family	Attachment to Parents	Youths report a strong emotional bond to their parents. Example question: "Do you share your thoughts and feelings with your mother (or the person who is like a mother to you)?"
	Family Opportunities for Prosocial Involvement	Youths report having opportunities to participate meaningfully in family responsibilities and activities with their parents or caregivers. Example question: "My parents (or caregivers) give me lots of chances to do fun things with them."
	Family Recognition for Prosocial Involvement	Youths report feeling rewarded, recognized, or praised by their parents for exhibiting healthy behaviors. Example question: "How often do your parents (or caregivers) tell you they're proud of you for something you've done?"

Protective Factor: Definitions		
Peer and Individual	Social Skills	Youths report that they display appropriate skills for social interaction, including refusal skills (e.g., when responding to peer pressure). Example question: "You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?"
	Clear Standards for Behavior	Youths indicate having a positive belief system of what is "right" and "wrong". Example question: "It is important to be honest with your parents (or caregivers), even if they become upset or you get punished."
	Prosocial Friends	Youths report establishing friendships with peers who engage in positive, healthy activities. Example question: "In the past year (12 months), how many of your best friends have participated in clubs, organizations or activities at school?"
	Prosocial Involvement	Youths participate actively in positive, healthy activities. Example question: "How many times in the past year (12 months), have you volunteered to do community service?"
	Rewards for Prosocial Involvement	Youths perceive social benefits for engaging in positive, healthy activities. Example question: "What are the chances you would be seen as cool if you worked hard at school?"

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Evidence2Success Youth Well-being Survey References

The survey was developed specifically for Evidence2Success, based on other extensively used surveys. Most of the items in the survey were drawn from the Communities that Care Youth Survey, the Strengths and Difficulties Questionnaire and other existing instruments, which have reliable, valid, comprehensive and brief measures of the outcomes, risk and protective factors addressed in Evidence2Success. A few new items were developed specifically for Evidence2Success or adapted from existing measures.

The survey was also reviewed and tested to ensure that students could understand and respond to the questions within a 50-minute class period. Following review by an interdisciplinary team of researchers and practitioners, the survey was pilot tested with over 600 youth in 5th, 8th and 9th through 12th grades, and cognitively pretested with an ethnically diverse sample of over 180 youth in the 5th, 6th and 10th grades. The survey was revised based on this feedback. Two separate versions of the survey were created for youth in 6th through 8th grades and 10th through 12th grades, with slight revisions based on developmental differences between the two age groups. In addition, the Providence Public School District reviewed the standard survey, removed a few questions and inserted two questions to determine students' reasons for school absences and to learn about their post high school plans.

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Appendices

Appendix A: Frequently Asked Questions

Who took the Evidence2Success Youth Well-being Survey?

The Evidence2Success Youth well-being Survey was administered in six middle schools and eight high schools in the Providence Public School District. All eligible 6th, 8th, 10th and 12th grade students in those schools who chose to participate took the survey.

Table A-1: Evidence2Success Youth Well-being Survey Completion Rates by School and Grade, PPSD 2012

School	6th Grade					8th Grade				
	Eligible Students	Surveys Completed	Completion Rate	Analysis Sample*	Response Rate**	Eligible Students	Surveys Completed	Completion Rate	Analysis Sample*	Response Rate**
Esek Hopkins MS	180	160	89%	153	85%	206	179	87%	172	83%
Gilbert Stewart MS	255	220	86%	216	85%	247	208	84%	203	82%
G. C. Delsesto MS	333	299	90%	290	87%	325	279	86%	267	82%
Nathan Bishop MS	231	200	87%	195	84%	242	217	90%	212	88%
Nathanael Greene MS	302	268	89%	262	87%	311	290	93%	279	90%
Roger Williams MS	269	238	88%	227	84%	258	231	90%	216	84%
Total per Grade	**1570**	**1385**	**88%**	**1343**	**86%**	**1589**	**1404**	**88%**	**1349**	**85%**

Table A-1: Evidence2Success Youth Well-being Survey Completion Rates by School and Grade, PPSD 2012 (continued)

School	10th Grade					12th Grade				
	Eligible Students	Surveys Completed	Completion Rate	Analysis Sample*	Response Rate**	Eligible Students	Surveys Completed	Completion Rate	Analysis Sample*	Response Rate**
Central High School	238	190	80%	156	66%	244	202	83%	191	78%
Classical High School	303	288	95%	283	93%	244	215	88%	206	84%
Dr. J. Alvarez High School	158	137	87%	121	77%	79	67	85%	65	82%
E-cubed Academy	81	64	79%	47	58%	87	70	80%	68	78%
Hope High School	283	221	78%	192	68%	240	188	78%	171	71%
Mt. Pleasant High School	197	165	84%	147	75%	178	154	87%	146	82%
Providence Career and Tech. Sch.	114	98	86%	90	79%	64	58	91%	55	86%
W. B. Cooley Senior High Sch.	166	139	84%	114	69%	145	103	71%	98	68%
Total per Grade	**1540**	**1302**	**85%**	**1150**	**75%**	**1281**	**1057**	**83%**	**1000**	**78%**

* Analysis sample includes survey responses from students meeting the honesty criteria and those who answered the question about their current grade level.

**Response rate = analysis sample / eligible students.

Who was eligible for the survey?

All students who were enrolled in three or more classes and who could take the survey unassisted in English or Spanish were eligible to participate.

How was the survey administered?

In most cases, classroom teachers administered the survey during regular class periods on a specified day in April 2012. A contact person from each school worked with the survey coordinators at the Social Development Research Group to ensure the survey reached as many eligible students as possible.

Did the students have to participate?

No. Participation in the Evidence2Success Youth well-being Survey is always voluntary. Parents were notified of the survey ahead of time, asked to give consent for their children to participate and given the opportunity to refuse their student's participation. Students were also informed of their right to refuse. Teachers were provided with training and materials to ensure that students' participation in the survey was voluntary and that all responses were anonymous and confidential. In addition, students were reminded several times that they could skip any question(s) they did not wish to answer, and that they could stop at any time.

Are these data representative of our student population?

Higher percentages of participating students from a certain grade, school or district increase confidence that the data represents the population in that grade, school, or district. A response rate of 80 percent or greater allows for high levels of confidence that the data reflect, with reasonable accuracy, the experiences of the population taking the survey. Lower response rates decrease confidence that the data accurately represent the experiences of the student population. Where fewer than 50 percent of the eligible students completed the questions pertaining to an outcome or risk or protective factor, the data charts include an un-shaded, dotted bar instead of a colored bar. As response rates decline, the data may less accurately represent the experiences of the student population.

What is the difference between overall survey completion rates and response rates reported on data charts?

Overall completion rates show the percentage of eligible students who completed the survey. Some surveys are removed from the analysis if they are missing answers to key variables (e.g., grade level) or do not meet the honesty and consistency criteria (see below). In the 2012 Providence survey, 5.36 percent of completed surveys were removed from the dataset prior to analysis. Additionally, some students either chose not to answer, or missed answering some questions. Their surveys were included in the analysis, and the missing data explains variation in response rates for specific outcome measures and risk and protective factor scales. The response rates are lower than the completion rates, because they show the percentage of eligible students whose data were used for analysis.

How do we know the students were honest?

Research on student self-report of substance use and antisocial behavior indicates that students tend to be honest about their behavior and experience on anonymous, confidential surveys such as the Evidence2Success Youth Well-being Survey. Furthermore, survey analysis strategies allow researchers to screen for dishonest or exaggerated responses. If a survey does not meet the criteria for honesty, it is eliminated from the dataset.

How were the survey questions selected?

The survey questions are derived from over 20 years of extensive research in the field of prevention science and related fields. They have been tested on large diverse samples of youth to ensure that they accurately and consistently measure each behavior or factor. The Providence Public School District approved the survey before it was administered.

What are the national comparisons used in the outcomes charts?

Where available, we provide a data from a national or state survey as a comparison point for the data we present in the outcomes charts. The comparisons used are Monitoring the Future (MTF) and the Youth Risk Behavior Survey (YRBS). Monitoring the Future is an ongoing study of the behaviors of secondary students, where nationally representative samples of youth in the 8^{th}, 10^{th} and 12^{th} grades are surveyed. For more information, see: http://www.monitoringthefuture.org/. The Youth Risk Behavior Survey is administered by the Centers for Disease Control and Prevention (CDC) and monitors health-risk behaviors among middle and high school students. Some data are collected at the national level, while other is only available at the state or local level. For more information, see: http://www.cdc.gov/HealthyYouth/yrbs/index.htm.

Appendix B: Demographic Information

The survey was conducted with students in the 6th, 8th, 10th and 12th grades, in six middle schools and eight high schools in Providence. The respondents were evenly divided among boys and girls. The majority of the students were Hispanic/Latino (56%), followed by Black/African American (16%), and White (8.5%). Table B-2 provides the distribution by racial/ethnic groups.

Slightly more than half of the students report speaking mostly English at home (52%), 35 percent speak mostly Spanish, and 12 percent speak other languages (or use English and Spanish equally).

Tables B-5 and B-8 present the highest level of schooling completed by the students' parents. Approximately 46.5 percent of parents have completed high school or higher. Students reported that a quarter of their fathers and a third of their mothers had been unemployed and seeking work for one month or more during the past year (12 months).

Four percent of students reported ever having spent time in foster care and three percent reported having spent time in a juvenile detention center or correctional facility. Of those who were in foster care in the past year, the majority was in foster care for more than one month. Among those in juvenile detention during the past year, most were in for less than a month.

Table B-1: Gender		
	N	Percent
Females	2416	50.4%
Males	2376	49.6

Table B-2: Race/Ethnicity		
	N	Percent
White, not Hispanic	400	8.5%
Black, African or African American	729	15.5
Spanish/Hispanic/Latino	2648	56.2
Asian/Pacific Island	263	5.6
Native American	70	1.5
Multiracial/biracial	220	4.7
Other	383	8.1
Total	**4713**	**100.0**

Table B-3: Language spoken at home		
	N	Percent
English	2503	52.3%
Spanish	1692	35.3
Another language	594	12.4
Total	4789	100.0

Table B-4: Parental unemployment past year (unemployed and seeking work for one month or more in the past 12 months)		
	N	Percent
Father	657	24.6%
Mother	959	32.8

Table B-5: Mother's level of schooling completed		
	N	Percent
Grade school or less	355	12.4%
Some high school	538	18.8
Completed high school	632	22.1
Some college	457	16.0
Completed college	536	18.8
Graduate or professional degree	326	11.4
Don't have a mother	13	.5
Total	2857	100.0

Table B-6: Foster care involvement		
	N	Percent
Has ever spent time in foster care	204	4.3%
Total	4737	100.0

Table B-7: Time spent in foster care in the past year		
	N	Percent
None in past year	4041	97.0%
One week or less	30	.7
More than week, less than month	24	.6
Between 1 and 4 months	13	.3
More than 4 months, but less than 6 months	7	.2
6 months or more	53	1.3
Total	4168	100.0

Table B-8: Father's level of schooling completed		
	N	Percent
Grade school or less	314	12.8%
Some high school	465	18.9
Completed high school	535	21.8
Some college	297	12.1
Completed college	397	16.2
Graduate or professional degree	284	11.6
Don't have a father	162	6.6
Total	2454	100.0

Table B-9: Juvenile justice involvement		
	N	Percent
Has ever spent time in juvenile detention or adult correctional center	158	3.4%
Total	4709	100.0

Table B-10: Time spent in juvenile detention in the past year		
	N	Percent
None in past year	3924	96.4%
One week or less	58	1.4
More than week, less than month	29	.7
Between 1 and 4 months	23	.6
More than 4 months, but less than 6 months	10	.2
6 months or more	27	.7
Total	4071	100.0

Appendix C: Additional School Survey Questions

Evidence2Success Survey Report: Absences and Post High School Plans of Providence Public School District Students

PPSD requested that two additional questions — about students' reasons for school absences and about their post high school plans — be included in the survey. The following section highlights responses to those questions, and includes data on two standard Evidence2Success survey questions to provide further insight into school absences. Combining this data with other sources of information, such as absentee rates and other data from the Evidence2Success Youth Well-Being Survey, can help to uncover underlying causes of student absences. Additional data will also give PPSD a sense of students' post high school plans, which can help to inform district strategies.

Results for Questions on Absences and Post High School Plans

The following charts and tables below show the aggregated results for 6th and 8th grade district middle school students and 10th and 12th grade district high school students for several questions about students' reasons for school absences and their post high school plans. The results are based on a total of slightly fewer than 5,000 PPSD students (N=4,842). Tables C-5 through C-8 display data for the two questions added by PPSD showing the percentage of students who marked each response option by individual school surveyed.

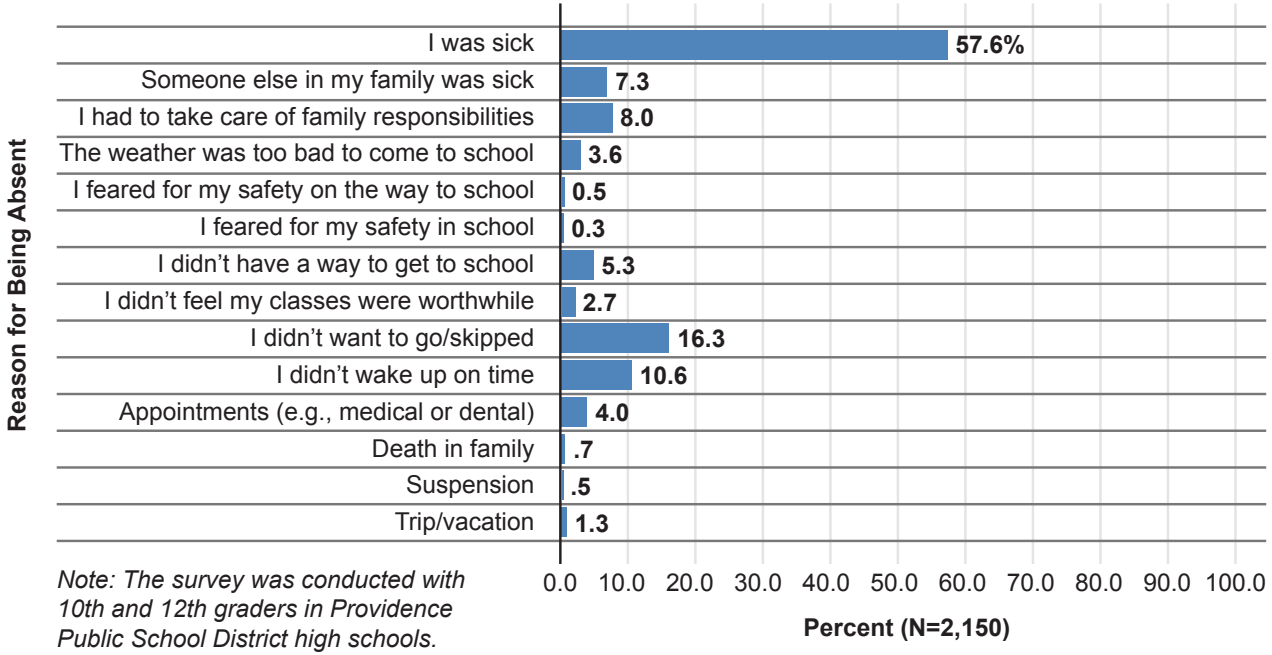
Additional Survey Question on Reasons for Absences

This question was originally worded so that students would select one answer ("In the past year (12 months) I have missed the most days of school because…"). However, most students marked more than one answer, so the data was analyzed as if the question had been one that allowed students to select all answers that apply. As a result, the totals exceed 100 percent.

Among middle school students, the lead reason for absences was, by far, being sick, or injured (61.8%). Other frequently identified reasons that kept students away from school were not waking up on time (10.6%), not wanting to go or skipping class (7.2%) and appointments, mostly medical or dental (6.8%).

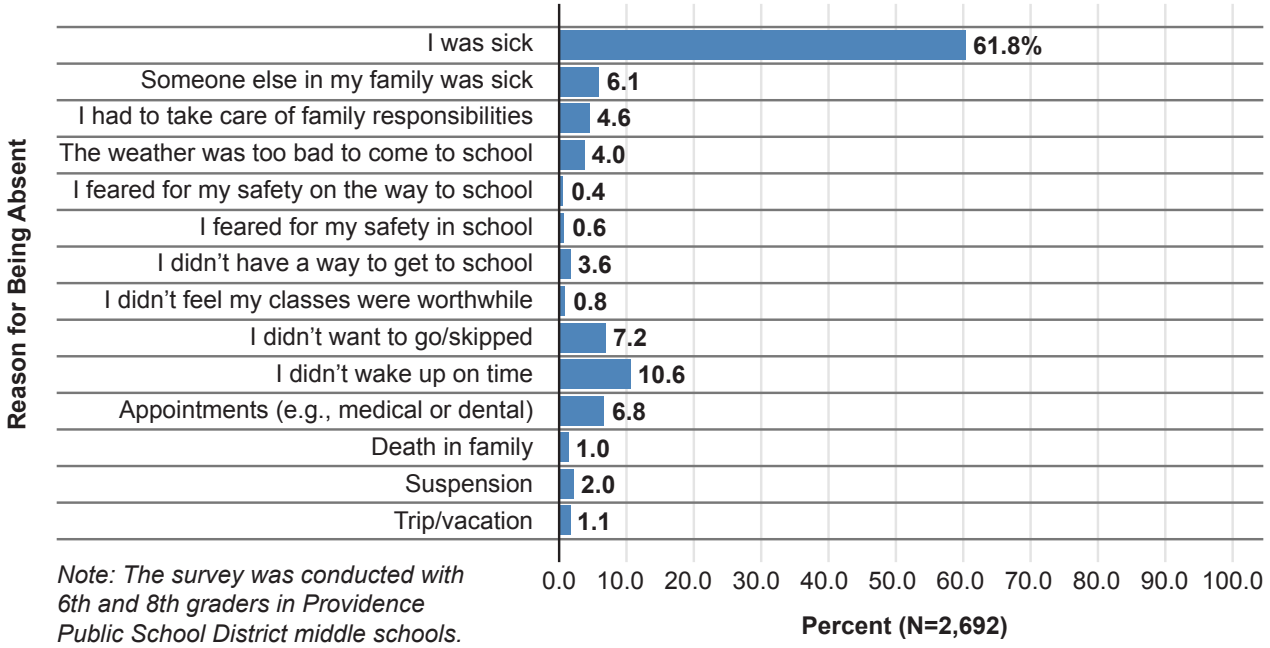
For high school students, being sick was – again – the most frequent reason for absences (57.6%), followed by not wanting to go or skipping class (16.3%), not waking up on time (10.6%), taking care of family responsibilities (8%) and staying home because someone in their family was sick (7.3%).

Figure C-1: High School Students' Reasons for Absences in the Past 12 Months: 2012



Note: The survey was conducted with 10th and 12th graders in Providence Public School District high schools.

Figure C-2: Middle School Students' Reasons for Absences in the Past 12 Months: 2012



Note: The survey was conducted with 6th and 8th graders in Providence Public School District middle schools.

Standard Evidence2Success Survey Questions on School Absences

Students also reported that, in the four weeks preceding the survey, about 45 percent missed no school because of illness or injury, about 41 percent report missing between one and three days, and about 13 percent report missing four or more days due to these health reasons (Tables C-1 and C-2). Furthermore, 12 percent of middle school students and 26 percent of high school students reported that they missed at least a day of school in the past four weeks because they skipped or cut class (Tables C-3 and C-4).

Table C-1: Days of School Students Missed Due to Illness or Injury in the Past 4 weeks, Middle School, 6th and 8th Grades, PPSD, 2012	
	Percent
None	45.08%
1 to 3 days	41.05
4 or more days	13.87
Total (N=2,553)	100.00

Table C-2: Days of School Students Missed Due to Illness or Injury in the Past 4 weeks, High School, 10th and 12th Grades, PPSD, 2012	
	Percent
None	44.38%
1 to 3 days	42.17
4 or more days	13.45
Total (N=1,992)	100.00

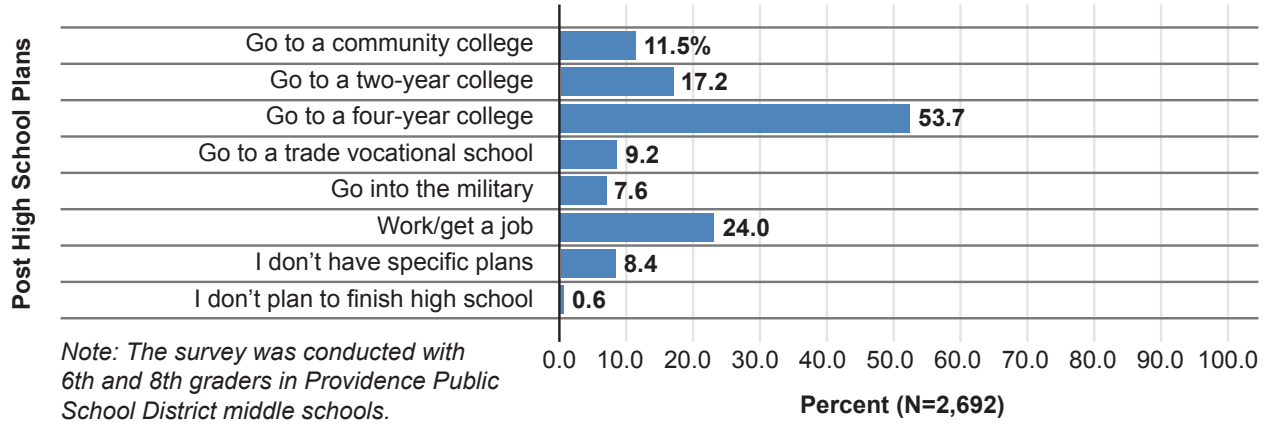
Table C-3: Days of school missed because student skipped or cut class in past 4 weeks, Middle School, Grades 6 and 8, PPSD, 2012	
	Percent
None	88.41%
1 or more days	11.59
Total (N=2,165)	100.00

Table C-4: Days of school missed because student skipped or cut class in past 4 weeks, High School, Grades 10 and 12, PPSD, 2012	
	Percent
None	73.98%
1 or more days	26.02
Total (N=1,764)	100.00

Additional Survey Question on Post High School Plans

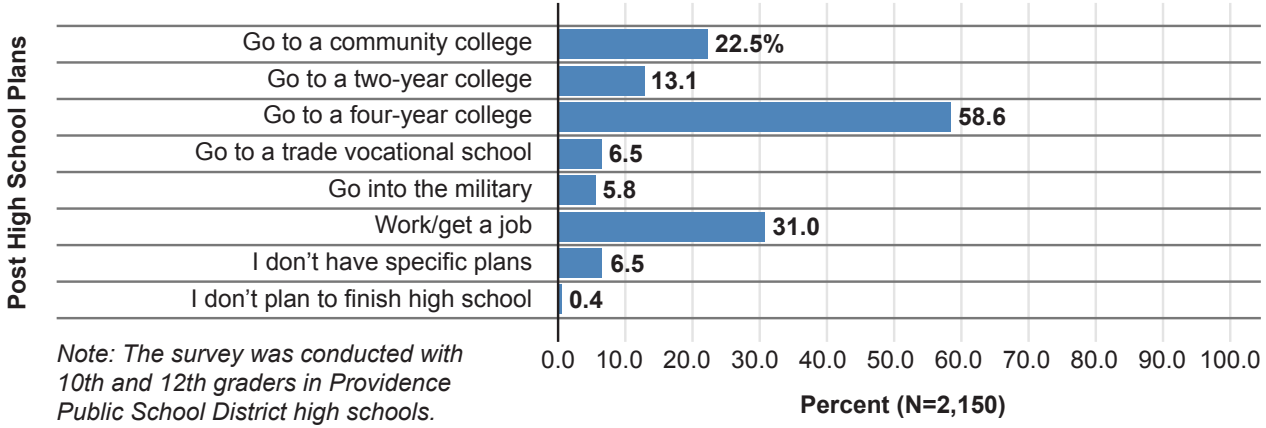
Most middle and high school students report that they will go to a four-year college (53.7% and 58.6%), and that they will get a job (24% and 31%). Combined percentages for two-year college and community college were 28.7 percent for middle school students and 35.6 percent for high school students. This question was also worded so that students could select all response options that applied to them, so totals do not add up to 100 percent.

Figure C-3: Middle School Students' Post High School Plans: 2012



Note: The survey was conducted with 6th and 8th graders in Providence Public School District middle schools.

Figure C-4: High School Students' Post High School Plans: 2012



Note: The survey was conducted with 10th and 12th graders in Providence Public School District high schools.

Table C-5: Middle School Students' Reasons for Absences in the Past 12 Months by School: 2012

Reasons for being absent	All Middle Schools (N=2692)	Esek Hopkins MS (N=325)	Gilbert Stuart MS (N=419)	Gov. Christopher Delsesto MS (N=557)	Nathanael Greene MS (N=541)	Nathan Bishop MS (N=407)	Roger Williams MS (N=443)
I was sick	61.8%	59.4%	59.9%	60.3%	65.6%	64.6%	60.3%
Someone else in my family was sick	6.1%	0.0%	6.7%	7.0%	7.9%	6.9%	5.6%
I had to take care of family responsibilities	4.6%	0.0%	5.7%	6.3%	6.8%	3.2%	3.6%
The weather was too bad to come to school	4.0%	0.6%	5.0%	4.5%	5.2%	3.7%	3.8%
I feared for my safety on the way to school	0.4%	0.0%	0.2%	0.5%	0.0%	0.7%	0.7%
I feared for my safety in school	0.6%	0.0%	0.2%	0.4%	0.4%	1.5%	0.9%
I didn't have a way to get to school	3.6%	1.5%	4.5%	5.9%	3.0%	3.4%	2.5%
I didn't feel my classes were worthwhile	0.8%	0.0%	1.7%	0.7%	1.1%	0.5%	0.7%
I didn't want to go/skipped	7.2%	0.6%	8.8%	11.5%	7.0%	8.1%	4.5%
I didn't wake up on time	10.6%	1.2%	13.6%	13.6%	10.4%	12.3%	9.5%
Other reasons:							
Appointments (e.g., medical or dental)	6.8%	7.4%	7.4%	6.1%	7.6%	6.1%	6.1%
Death in family	1.0%	2.2%	0.7%	0.0%	1.8%	0.5%	1.1%
Suspension	2.0%	0.9%	2.6%	1.8%	1.7%	3.4%	1.4%
Trip/vacation	1.1%	0.0%	0.7%	0.7%	1.7%	2.7%	0.7%

Note: The survey was conducted with 6th and 8th graders in Providence Public School District middle schools.

Table C-6: High School Students' Reasons for Absences in the Past 12 Months by School: 2012

	All High Schools	Central HS	Classical HS	Dr. Jorge Alvarez HS	E-Cubed Academy	Hope HS	Mt. Pleasant HS	Providence Career & Technical School	William B. Cooley Sr. HS/Sanchez
Reasons for being absent	(N=2150)	(N=347)	(N=489)	(N=186)	(N=115)	(N=363)	(N=293)	(N=145)	(N=212)
I was sick	57.6%	55.9%	65.0%	51.6%	42.6%	54.0%	63.5%	55.9%	55.7%
Someone else in my family was sick	7.3%	8.9%	5.5%	8.6%	2.6%	8.8%	7.8%	8.3%	5.7%
I had to take care of family responsibilities	8.0%	11.0%	4.9%	10.8%	0.9%	10.2%	7.2%	9.0%	8.5%
The weather was too bad to come to school	3.6%	1.4%	1.8%	6.5%	0.9%	4.7%	4.8%	6.2%	5.2%
I feared for my safety on the way to school	0.5%	0.3%	0.0%	1.1%	0.0%	1.1%	0.0%	2.1%	0.0%
I feared for my safety in school	0.3%	0.9%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%
I didn't have a way to get to school	5.3%	6.6%	2.0%	6.5%	1.7%	8.8%	4.1%	9.0%	4.2%
I didn't feel my classes were worthwhile	2.7%	2.0%	3.5%	0.5%	0.0%	4.1%	1.7%	4.8%	2.4%
I didn't want to go/skipped	16.3%	17.9%	20.7%	17.7%	8.7%	16.0%	10.2%	18.6%	14.2%
I didn't wake up on time	10.6%	9.5%	6.1%	10.2%	7.8%	13.2%	13.0%	20.7%	9.9%
Other reasons:									
Appointments (e.g., medical or dental)	4.0%	4.6%	4.3%	3.8%	2.6%	3.3%	3.8%	1.4%	6.6%
Death in family	0.7%	0.6%	1.2%	0.5%	0.0%	1.1%	0.3%	0.7%	0.5%
Suspension	0.5%	0.6%	0.0%	0.5%	0.9%	1.1%	0.3%	0.0%	0.9%
Trip/vacation	1.3%	0.0%	3.1%	1.6%	0.9%	0.8%	1.0%	0.7%	0.5%

Note: The survey was conducted with 10th and 12th graders in Providence Public School District high schools.

Table C-7: Middle School Students' Post High School Plans by School: 2012

Post High School Plans	All Middle Schools (N=2,692)	Esek Hopkins MS (N=325)	Gilbert Stuart MS (N=419)	Gov. Christopher Delsesto MS (N=557)	Nathan Bishop MS (N=407)	Nathanael Greene MS (N=541)	Roger Williams MS (N=443)
Go to a community college	11.5%	9.8%	13.1%	14.4%	8.8%	7.8%	14.7%
Go to a two-year college	17.2	20.0	22.0	19.9	12.5	14.2	14.9
Go to a four-year college	53.7	56.3	48.2	48.1	60.0	63.8	45.8
Go to a trade vocational school	9.2	8.3	9.3	6.3	11.1	11.8	8.4
Go into the military	7.6	7.1	8.8	7.9	8.4	7.6	5.9
Work/get a job	24.0	18.8	24.8	22.1	24.6	31.6	19.4
I don't have specific plans	8.4	5.8	5.5	9.9	10.8	9.1	7.9
I don't plan to finish high school	0.6	0.6	0.7	0.5	0.5	0.6	0.9

Note: The survey was conducted with 6th and 8th graders in Providence Public School District middle schools.

Table C-8: High School Students' Post High School Plans by School: 2012

Post High School Plans	All High Schools (N=2,150)	Central HS (N=347)	Classical HS (N=489)	Dr. Jorge Alvarez HS (N=186)	E-Cubed Academy (N=115)	Hope HS (N=363)	Mt. Pleasant HS (N=293)	Providence Career & Technical School (N=145)	William B. Cooley Sr. HS/Sanchez (N=212)
Go to a community college	22.5%	29.4%	7.6%	21.5%	22.6%	25.6%	30.4%	25.5%	28.3%
Go to a two-year college	13.1	14.1	4.1	12.9	8.7	16.3	21.2	17.2	15.1
Go to a four-year college	58.6	47.3	88.3	55.9	61.7	47.7	45.7	49.0	51.9
Go to a trade vocational school	6.5	6.6	4.1	6.5	3.5	5.2	8.2	14.5	8.0
Go into the military	5.8	4.6	5.3	4.8	2.6	7.2	6.5	8.3	6.1
Work/get a job	31.0	29.7	35.0	23.1	25.2	25.1	36.9	46.2	25.5
I don't have specific plans	6.5	4.9	6.1	2.7	12.2	9.4	4.8	7.6	7.1
I don't plan to finish high school	0.4	0.6	0.0	0.0	0.0	0.6	0.7	0.7	0.5

Note: The survey was conducted with 10th and 12th graders in Providence Public School District high schools.

Appendix D: Contacts

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