



Youth Survey

CHICAGO
CENTER for
YOUTH
VIOLENCE
PREVENTION



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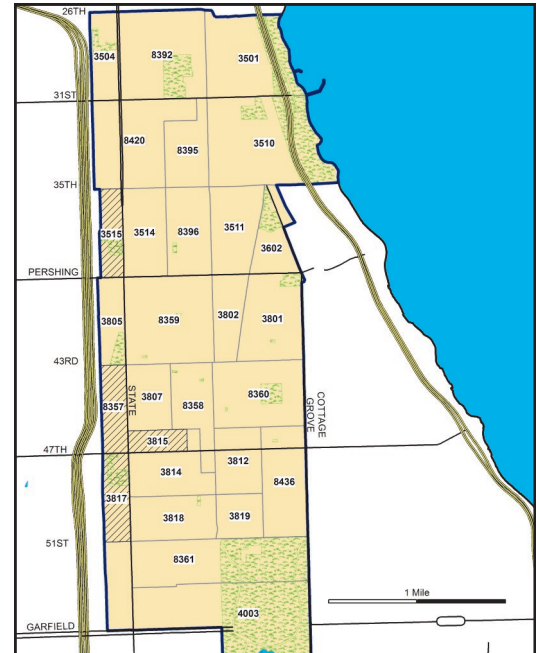
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This report describes the results of the student assessment of risk and protective factors completed through student surveys as part of the **TURN Center's Communities That Care (CTC)** effort. A key goal of CTC is to identify which risk factors, protective factors, and problem behaviors are most prevalent in the community, and to use this information to



select and implement programs based on the best available evidence that address the community's unique needs.

The Communities That Care Youth Survey is designed to measure students' mental health and behavior problem areas. The survey also measures factors that research has shown to be the underlying causes of student health and development. These are referred to as risk and protective factors, and are measured in all the areas of students' lives that influence well-being.

The risk and protective factors assessed in this survey are the characteristics of the environment (community, school, family) or the student (relationship with peers, behavior in early childhood) that have been found to influence the likelihood of important outcomes, including drug use, delinquency, violence, depression, and academic achievement.

Participating Schools

- ◆ Ariel Elementary Community Academy
- ◆ Crispus Attucks Elementary Magnet Academic Center
- ◆ Ludwig Van Beethoven Elementary School
- ◆ Bret Harte Elementary School
- ◆ James R Doolittle Jr Elementary School
- ◆ John B Drake Elementary School
- ◆ John Fiske Elementary School
- ◆ Charles Kozminski Elementary Community Academy
- ◆ Irvin C Mollison Elementary School
- ◆ John J Pershing Elementary Humanities Magnet
- ◆ Beulah Shoemith Elementary School
- ◆ Emmett Louis Till Math and Science Academy
- ◆ Ida B Wells Preparatory Elementary Academy
- ◆ Woodlawn Community Elementary School
- ◆ Carter G Woodson South Elementary School
- ◆ Paul Laurence Dunbar Career Academy High School
- ◆ Dr Martin Luther King Jr College Prep HS
- ◆ Daniel Hale Williams Prep School of Medicine



Demographics

Gender	Percent
Female	58%
Male	42%
Ethnicity	Percent
Hispanic	5%
Race	Percent
White	0%
Black/African American/African	85%
Asian	0%
Pacific Islander	1%
Native American/Eskimo/Aleut	2%
Multiracial/Biracial	10%
Other	2%
How long have you lived in this community?	Percent
Less than one year	10%
1-2 years	17%
3-4 years	14%
4-5 years	11%
6 or more years	48%

Participation Rates

	Eligible Sample	Completed	Participation
6th	710	581	82%
8th	565	437	77%
10th	419	262	63%
12th	445	258	58%

Why focus on risk and protective factors?

To promote positive development and prevent problem behaviors, it is necessary to address the factors that influence children’s health and development.

For example, youth 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 youth who live in safer neighborhoods. However, not all students exposed to risk will develop problem behaviors. Some youth are exposed to protective factors that shield them from the negative influence of risk, thus reducing the likelihood of adverse

outcomes. For example, parents, friends, and teachers can model positive behaviors, and provide opportunities, skills, and recognition for meaningful involvement to protect a child living in that same struggling neighborhood.

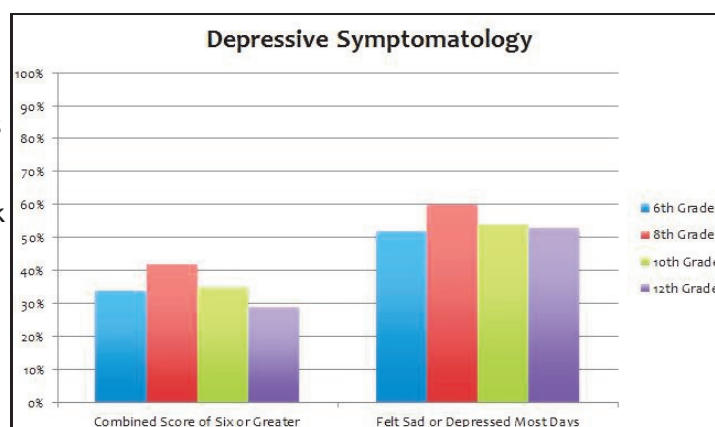
Research has found that many of the same risk and protective factors are related to multiple student outcomes. That is, factors that put students at risk for behavior problems in the classroom are often the same factors that put students at risk for using illegal substances or becoming involved in delinquent or criminal behavior. By administering

the CTC Student Survey, the Bronzeville community will be able to identify the risk and protective factors most in need of attention. When communities take ownership and use their data to collaborate and focus on priority risk and protective factors, they see improvements not only in those risk and protective factors, but also in the mental health and behavior outcomes for youth.

Student Mental Health and Behavior

Depression

Symptoms of depression (measured by survey items such as “sometimes I think that life is not worth it,” “at times I think I am no good at all,” and “all in all, I am inclined to think I am a failure”) spiked in 8th grade, with **42% of 8th graders reporting clinical symptoms of depression** (a score of six or greater).



Across all four grades, one-third of students reported high levels of depressive symptoms.

Thirty-four percent of 6th graders, 35% of 10th graders and 29% of 12th graders also reported high levels of depressive symptoms. When asked, “In the past year, have you felt depressed or sad most days, even if you felt okay sometimes,” more than half the students in each grade level answered “yes.”

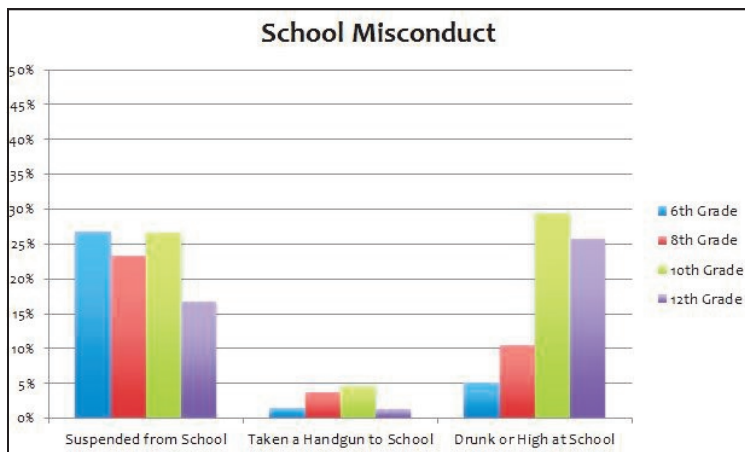
Student Mental Health and Behavior, cont.

School Behavior Problems and Misconduct

Twenty-seven percent of 6th graders, 23% of 8th graders, 27% of 10th graders, and 17% of 12th graders reported having been suspended from school. Overall, 2.7% of students

reported having taken a handgun to school in the past year, with the highest rate reported by 10th graders (4.5%). In addition, more than 25% of high school youth reported being

drunk while in school (29% of 10th graders and 26% of 12th graders), with a small number of middle school youth also reporting having been drunk while at school (5% of 6th graders and 11% of 8th graders).

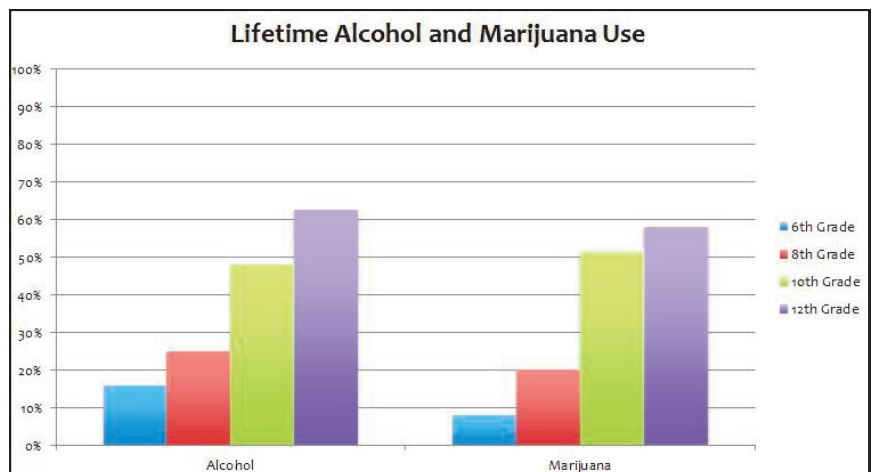


“...alcohol and marijuana are the substances most widely used.”

Substance Use

According to student responses, alcohol and marijuana are the substances most widely used. For example, 16% of 6th graders, 25% of 8th graders, 48% of 10th graders, and 63% of 12th graders reported that they had consumed alcohol at some point in their life.

Similarly, 8% of 6th graders, 20% of 8th graders, 52% of 10th graders, and 58% of 12th graders reported having used marijuana in their lifetime.



Use of these substance increased across grades.

Student Mental Health and Behavior, cont.

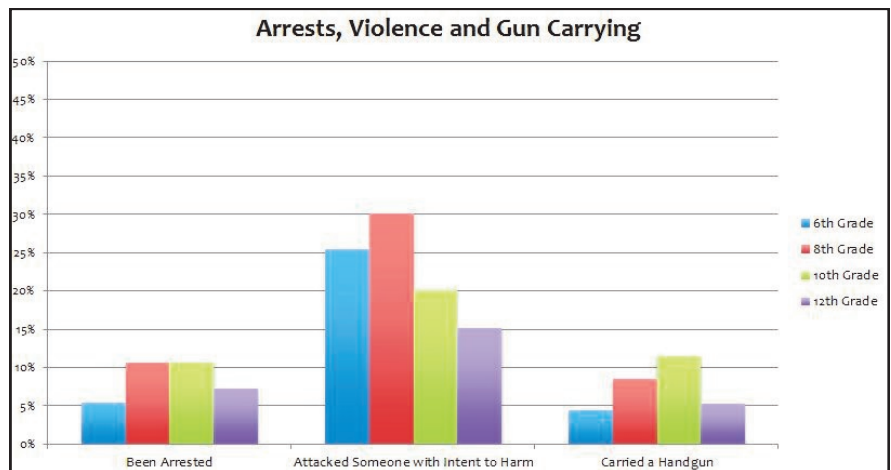
Aggression and Violence

Overall, 23% of students reported having attacked someone with the intention to harm (25% of 6th graders, 30% of 8th graders, 20% of 10th graders, and 15% of 12th graders) and 14% reported having purposefully damaged or destroyed property (14% of 6th graders, 18% 8th of graders, 16% of 10th graders, and 8% of 12th graders).

Student reports of arrest were just under 10% overall with 5% of 6th graders, 11% of 8th graders, 11% of 10th graders, and 7% of 12th graders

reporting they had been arrested at some point in their lives. In addition, 7% of students had ever

carried a gun (4% of 6th graders, 8% of 8th graders, 11% of 10th graders, and 5% of 12th graders).



Risk Factors

Risk factors are characteristics that are known to increase the likelihood that a student will engage in problem behavior(s). The CTC Youth Survey included questions around risk factors in multiple areas of students' lives; individual, peer, school and community. Interventions that focus on decreasing risk factors are an important priority for the community.

School Risk Factors

Students were asked several questions regarding their performance in and commitment to school. There were two school-level risk factors assessed in this survey:

Academic Failure: Students report poor grades and are struggling to keep up with other students academically (example

question: "Putting them all together, what were your grades like last year?")

Low Commitment to School: Students report that school success is not meaningful or important to them (example question: "Now, thinking back over the past year in school, how often did you try to do your best work in school?")

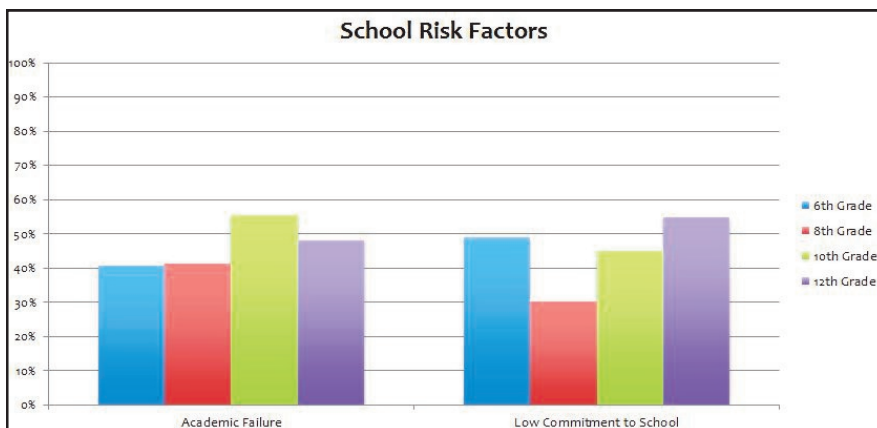
Lack of commitment to school means the child no longer sees the role of student and time in school as meaningful and rewarding. Young people who have lost this commitment to school are at high risk for academic failure, as well as behavioral problems in school and the community.

(Cont. page 7)

Risk Factors, cont.

School Risk Factors, cont.

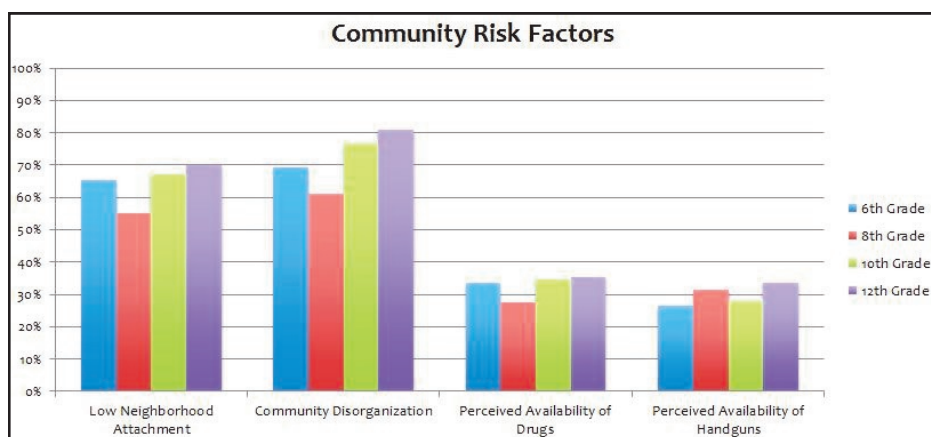
As seen in the figure to the right, about half the students completing this survey reported both low commitment to school (49% of 6th graders, 30% of 8th graders, 45% of 10th graders, and 55% of 12th graders) and academic failure (41% of 6th graders, 41% of 8th graders, 55% of 10th graders, and 48% of 12th graders).



Community Risk Factors

The figure below shows that more than half the students reported high levels of community disorganization and low attachment to the neighborhood. Approximately 30% of students reported that it would be easy for them to get a gun. Youth are at higher risk for involvement in delinquency, crime and violence when living in neighborhoods where people report little attachment to their community, feel there is little they can do to make a difference in the community, and report high levels of community disorganization. Students reported on several community-level risk factors:

Low Attachment to the Neighborhood: Students report that they are not emotionally connected to their neighborhood (example question: “I’d like to get out of my neighborhood.”)



Community Disorganization:

Students report that their neighborhood is characterized by high crime rates, physical deterioration (e.g., abandoned buildings, graffiti), lack of informal social control (people in the neighborhood watching out and/or being willing to intervene when they see problems) (example question: “How much do the following statements describe your neighborhood: crime and/or drug selling.”)

Approximately 30% of students reported that it would be easy for them to get a gun.

(Cont. page 8)

Risk Factors, cont.

Community Risk Factors, cont.

Additional community risk factors include:

Perceived Availability of Guns: Students report that it would be easy for them to get a gun.

Perceived Availability of Drugs: Students report that it would be easy for them to obtain alcohol, marijuana, and other illegal drugs.

Family Risk Factors

Students reported on parenting behaviors, family relationships, and family members' attitudes and involvement in antisocial behavior and drug use. Family-level risk factors assessed include:

Poor Family Management:

Parents do not provide clear expectations and rules; parents fail to monitor their children's behavior; use of inconsistent or excessively harsh punishment when disciplining (example question: "When I am not at home, one of my parents knows where I am and who I am with.")

Family Conflict: Students report high levels of conflict or violence between family members (example question: "We argue

about the same things in my family over and over.")

Family History of Antisocial Behavior:

History of problem behaviors (e.g., crime, violence, and/or alcohol or drug abuse) among family members (example question: "Has anyone in your family ever had a severe alcohol or drug problem?")

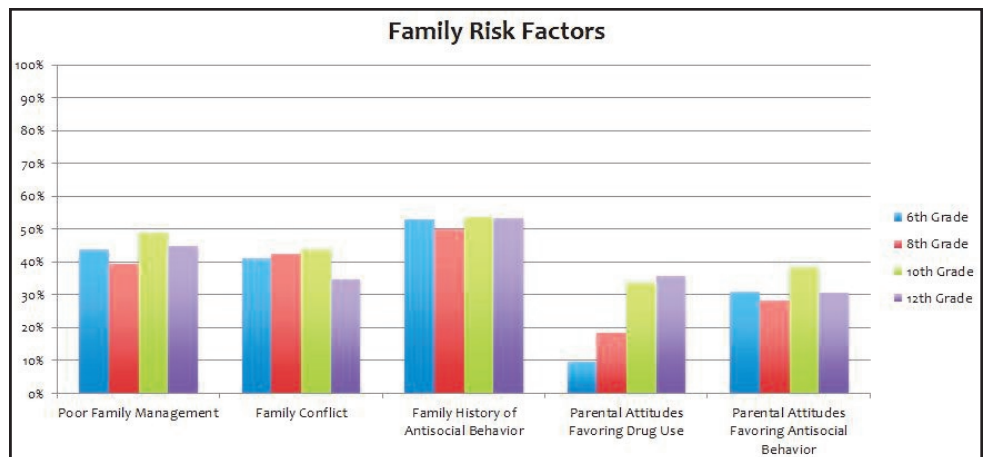
Parental Attitudes Favoring Drug Use:

Parents are tolerant of their children's

alcohol or drug use (example question: "How wrong do your parents feel it would be for you to drink alcohol?")

Parental Attitudes favoring Antisocial Behavior:

Parents are tolerant of their children's misbehavior, including violent and delinquent behavior (example question: "How wrong do your parents feel it would be for you to pick a fight with someone?")



Risk Factors, cont.

Individual Risk Factors

Students answered questions about themselves and their peers. Individual-level risk factors measured in the survey include:

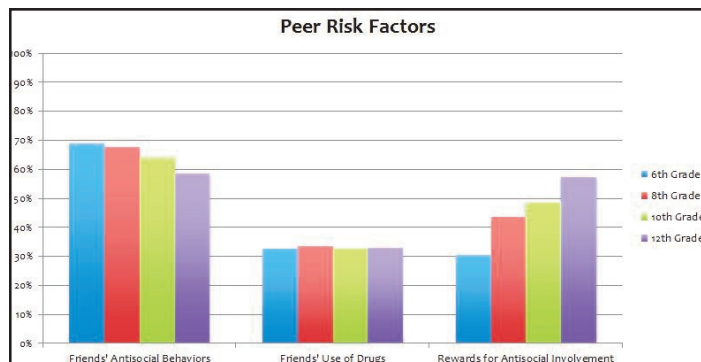
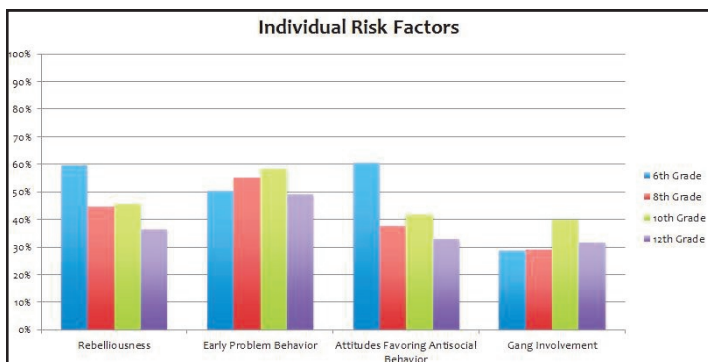
Rebelliousness: Students report that they often do not obey rules and that they take an active rebellious stance against society and social norms

(example question: “I do the opposite of what people tell me, just to make them mad.”)

Early Problem Behavior: Youth report that they started engaging in delinquent or violent behavior during childhood (example question: “How old were you when you first ...”).

Students who initiate delinquent and violent behavior at a young age, report attitudes supporting the use of aggression and violence, and take on an active and rebellious stance against social norms and rules are at greater risk for school failure and continuing involvement in delinquent and antisocial behavior

into young adulthood. Across all grades, nearly or more than half of students reported attitudes supporting violence, rebelliousness, and early initiation of delinquent and antisocial behavior. Across grades, just over 30% reported some level of gang involvement.



Peer Risk Factors

Students also reported about risky attitudes and behaviors of peers in the school and neighborhood including:

Friends' Antisocial Behavior: Students report about friends engaged in risky

delinquent and violent behavior.

Friends' Use of Drugs: Students report about friends drinking alcohol or use drugs.

Rewards for Antisocial Behavior: Students report

that drug use and delinquent behavior is socially rewarding (example question: “What are the chances that you would be seen as cool if you smoked marijuana?”)

As depicted in the graph, the majority of students reported having friends

who engage in delinquent or violent behavior; over one-third have friends who use drugs.

Protective Factors

Protective factors are characteristics that are known to decrease the likelihood that a student will engage in problem behaviors. The CTC Youth Survey assessed protective factors across four major domains: school, community, family and individual/peer.

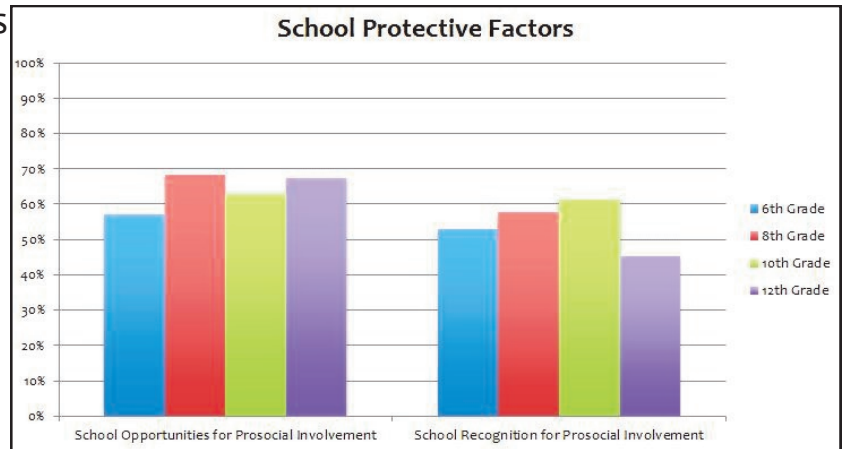
School Protective Factors

Students completing the survey were asked several questions regarding protective factors at the school level:

Opportunities for Prosocial Involvement: Students report about opportunities to participate meaningfully in school and the classroom (example question: “In my school, students have lots of chances to help

decide things like class activities and rules.”)

Recognition for Prosocial Involvement: Students report that recognition is given for contribution, efforts, and progress in school (example question: My teachers praise me



when I work hard in school.”) Youth are less likely to engage in problem behaviors when they have opportunities for meaningful involvement in their classroom and school and when contribution, effort, and progress in school is recognized and rewarded. School protective factors were identified by

students as among the most prevalent positive factors in the Bronzeville community. More than half the students indicated that schools provide both opportunities (57% of 6th graders, 68% of 8th graders, 63% of 10th graders, and 67% of 12th graders) for prosocial involvement.

Community Protective Factors

Students were asked about the following community-level protective factors:

Opportunities for Prosocial Involvement in the Community: Students have opportunities to participate in positive activities and interact

with positive adults in the community (example question: “Which of the following activities for you people your age are available in your community – sports teams, boys and girls club, organized clubs, service clubs.”)

Recognition for Prosocial Involvement: Students are recognized

by adults for their positive contribution to the community (example question: “My neighbors notice when I am doing a good job and let me know it.”)

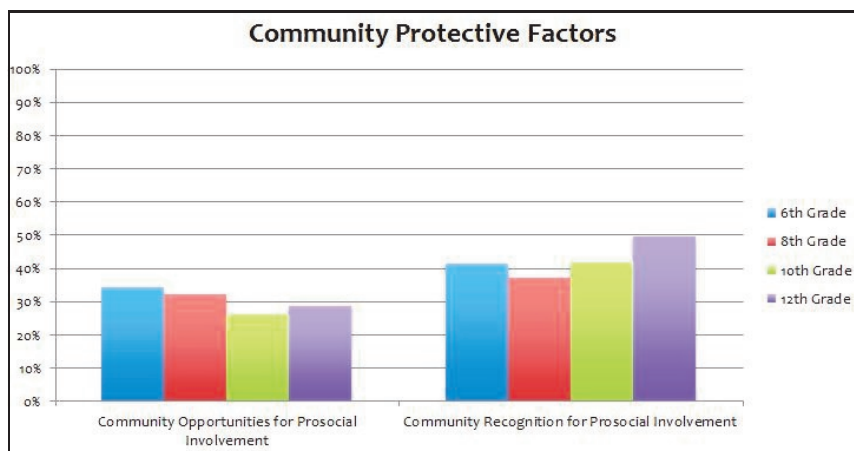
(Cont. page 11)

Protective Factors, cont.

Community Protective Factors, cont.

Students reported fewer opportunities for prosocial involvement in the community than in school (34% of 6th graders, 32% of 8th

graders, 26% of 10th graders, and 29% of 12th graders) and lower levels of community recognition for prosocial involvement than in school (42% of 6th graders, 37% of 8th graders, 42% of 10th graders, and 50% of 12th graders).



“Students reported fewer opportunities for prosocial involvement in the community than in school.”

Family Protective Factors

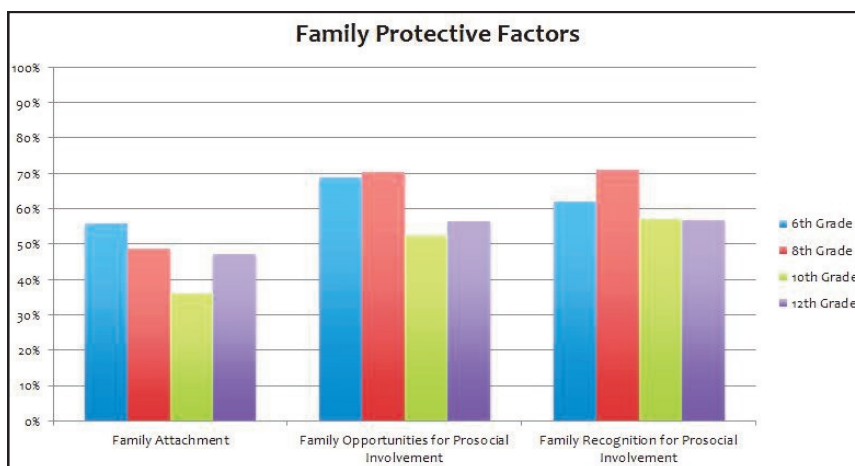
Students responded to questions about the support and connection felt within their family, as well as opportunities for and recognition of prosocial involvement. Family protective factors included:

Family Attachment: Emotional bond and connection to family (example question: “Do you feel very close to your mother?”)

Family Opportunities for Prosocial Involvement: Opportunities to participate meaningfully in the responsibilities and activities of the family (example question: “My parents ask me what I think before most family decisions affecting me are made.”)

Family Recognition for Prosocial Involvement: Family members recognize and provide encouragement for healthy behaviors (example question:

“How often do your parents tell you they’re proud of you for something you’ve done?”).



Protective Factors, cont.

Individual-Peer Protective Factors

Students answered questions about their own behavior and the behavior of peers that serve as protective factors.

Interaction with Prosocial Peers:

Students have friendships with peers who engage in positive, healthy activities (example question: “In the past year, how many

of your best friends have tried to do well in school?”)

Opportunities for Prosocial Involvement:

Students participate in positive, healthy activities (example question: “How many times in the past year have you participated in clubs, organizations, or activities at school?”)

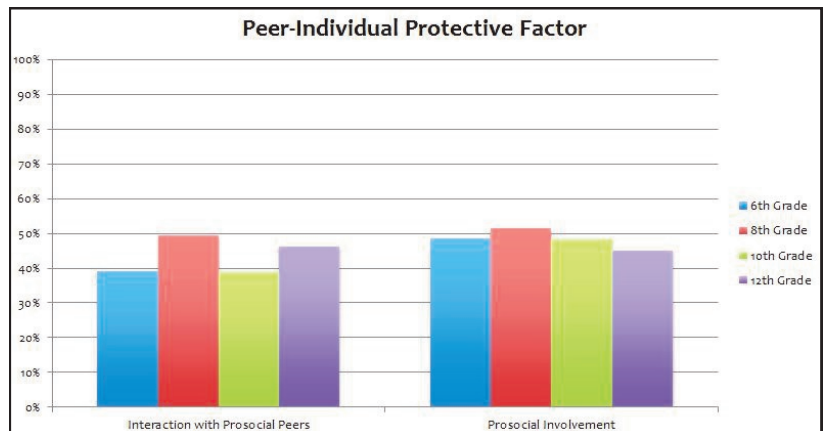
The availability of opportunities for involvement in prosocial activities is reflected in individual reports of actual involvement.

Approximately half the students in each grade level reported participating in prosocial activities such as sports, clubs or after-school activities (48% of 6th graders, 51% of 8th graders, 48% of 10th

graders, and 45% of 12th graders). Less than half said that they interact with and are friends with prosocial peers or peers who engage in positive healthy activities (39% of 6th graders, 50% of 8th graders, 39% of 10th graders, and 46% of 12th graders).

Student Participation

The assessment was completed using the *Communities That Care Youth Survey* administered to students in grades 6, 8, 10 and 12 in all 19 Chicago Public Schools in the Bronzeville community in the spring of 2015. All students who were enrolled in three or more classes and who could take the survey unassisted in English were eligible to participate. A total of 1,538 students in the 19 schools completed the survey. This number represents 72% of eligible 6th, 8th, 10th and 12th grade students. Participation rates were highest among 6th grade youth, with 82% completing the survey. Of eligible students, 77% of 8th graders, 63% of 10th graders and 58% of 12th graders completed the survey.



A note about assessment of family risk and protective factors:

Across each grade, less than 50% of youth responded to questions regarding family-level risk and protective factors. It is not possible to determine why students chose not to answer these questions, though it is not unusual for youth to protect the privacy of family. Participation rates of less than 50% lead us to question the representativeness of the responses and interpret these data with that in mind.

Frequently Asked Questions

Who took the CTC Youth Survey?

The Communities That Care Youth Survey was administered in 19 schools in the Bronzeville neighborhood of Chicago. All eligible 6th, 8th, 10th, and 12th grade students in participating schools who chose to participate took the survey. (See page 3 for demographics).

How was the survey administered?

In most cases, for 6th, 8th, 10th, and 12th grade students, the survey was administered by community proctors with the assistance of classroom teachers during regular class periods. Administration occurred on a specified day throughout each school in the Spring of 2015. A contact person from each school worked with the survey coordinators at Bright Star Community Outreach in partnership with Northwestern University, the University of Chicago Medical Center, United Way of Metropolitan Chicago and the University of Washington to ensure that the survey reached as many eligible students as possible.

Did the students have to participate?

No. Participation in the CTC Youth 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. Proctors and 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. In most schools, the refusal rate averaged about 4%.

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 CTC Youth Survey.** Furthermore, there are strategies built into the analysis of this survey to screen for dishonest or exaggerated responses. If a survey does not meet the criteria for honesty, it is eliminated from the data set.

Who was eligible for the survey?

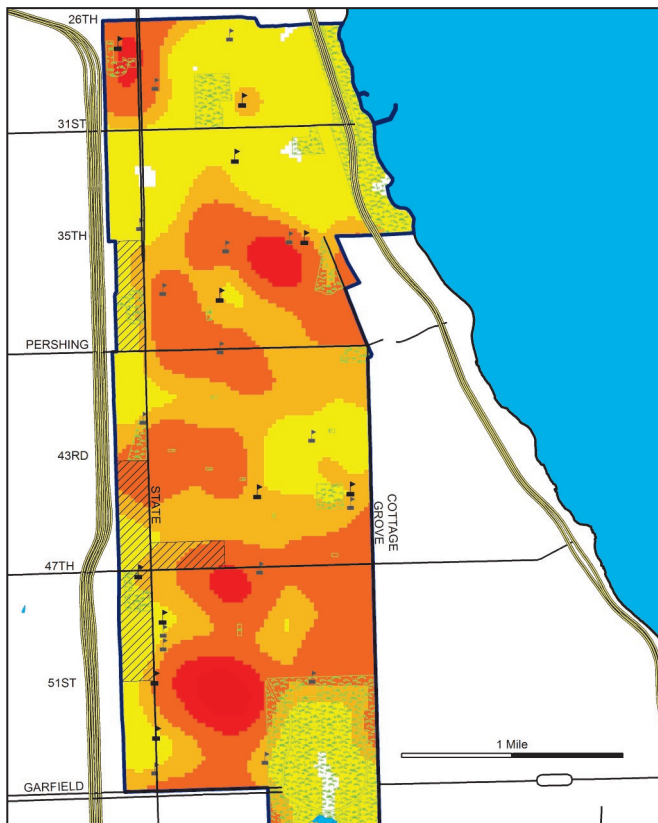
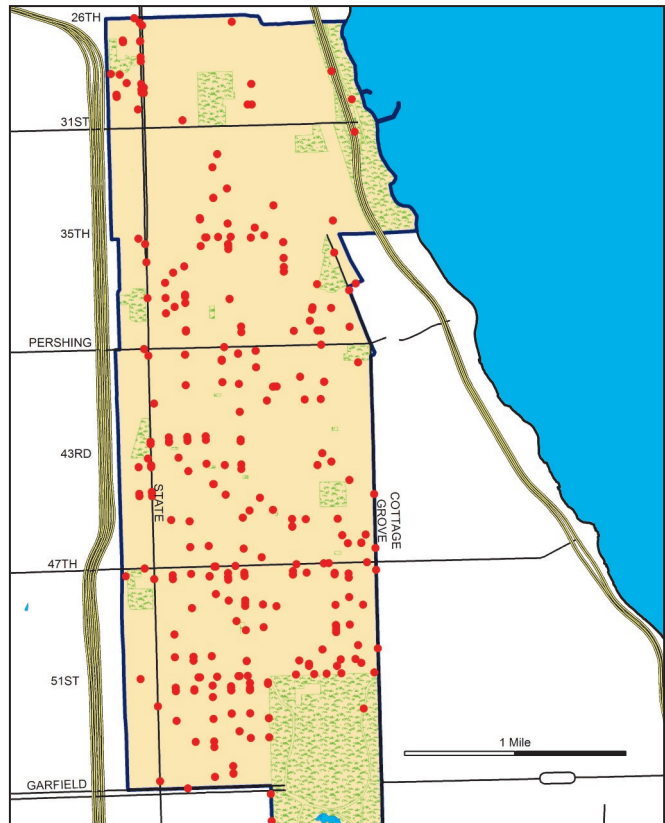
All students who were enrolled in three or more classes and who could take the survey unassisted in English (with extra time if needed) were eligible for the survey.

Are these data representative of our student population?

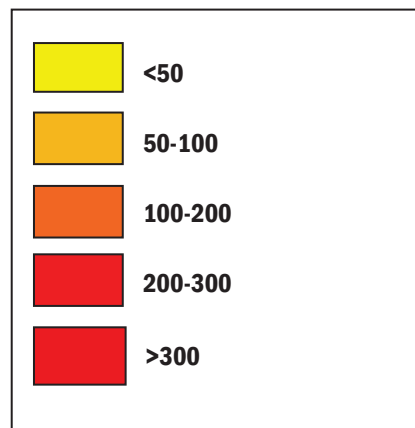
The survey questions are derived from extensive research over the past 20 years in the field of prevention science and related fields. They have been tested on large diverse samples of youth to ensure that they accurately and consistently measure each behavior or factor.

Violent Crime Incidents (2015)

Last March 2016, the data assessment workshop started the beginning of Phase 3 of the *Communities that Care* (CTC) process, the development of a community profile. In advance of the workshop, the Chicago Data Portal was used to generate the available public administrative and crime data for the workshop. Maps included public data for the Bronzeville Community:
Violent Crime Incidents (2015) and Density (Incidents per square mile) – included homicides, aggravated assaults/batteries, and criminal sexual assaults, with robbery excluded.



Violent Crime Density (Incidents per square mile)



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