Youth Issues Survey
The Brooklyn Youth Council

DATE: April 5, 2016
TO: Alliance Board of Directors
FROM: Rebecca Gilgen—Executive Director
Kaysone Syonesa—Project Coordinator
Ivan Lui—Data Coordinator

Executive Summary

Purpose

The purpose of this survey was for the Brooklyn Youth Council (BYC), a group of 17 youth who take action to positively impact their community, to (1) understand the issues that Brooklyn youth face, so that they could (2) better represent and give voice to youth in their communities. In addition, the BYC would also (3) develop their youth research skills.

In the fall of 2015, the BYC used grounded theory to conduct a consensus workshop and focused conversation with students. Then they used the results to develop a brief survey, sampling the general youth population that live and/or go to school in Brooklyn Center and Brooklyn Park. The survey was administered to youth ages 13-18 via paper surveys in schools and online between January and February 2016. A total of 186 students were surveyed that represented most of the demographics for the Brooklyn youth population. One of the key challenges the BYC faced in the data collection process was obtaining approval from administrators in order to conduct the survey in their schools. While not statistically significant, this survey was meant to build understanding so we could dive deeper.

Key Findings

1. For young people in the Brooklyn, there is no one single issue that is much more important than the others. Instead young people identified multiple and different issues that they deal with. The top three issues identified in the survey result were Responsibilities (53%), Lack of Motivation (39%), and Problems at School (34%).
   a. For those who selected Responsibilities, the sub-topics they identified were Homework (85%), Home (e.g. chores, babysitting) (49%), and Job (26%)
   b. For those who selected Lack of Motivation, majority selected the sub-topic Lack of Self-Motivation (97%)
   c. And for those who selected Problems at School, they identified Can’t Focus (67%), Don’t Understand (48%), and Attendance (e.g. missing the bus) (25%)
2. These top issues are consistent with a Gates Foundation study (J. Bridgeland, 2006) that reported similar issues identified by youth who dropped out of school. The top reasons students cited as major factors in dropping out were:
   a. Responsibilities: Needed to get a job and make money (32%), became a parent (26%), or had to care for a family member (22%)
   b. Lack of Motivation: Not being motivated or inspired to work hard (69%)
   c. Problems at School: Classes were not interesting (47%), missing too much school (43%), and failing in school (35%)

In addition to these key findings we learned:

- When the data was disaggregated by race/ethnicity:
  o Asian Americans students chose Responsibilities as more of an issue (65%) than the total group (53%)
  o Black/African Americans students selected Lack of Resources/Opportunity more (26%) than the total group (10%)
  o White/Caucasian students selected Mental Health Issues more (46%) than the total group (25%)
  o Hispanic/Latino students chose Discrimination & Racism (40%) more than the total group (20%)

- When the data was disaggregated by gender:
  o Males selected Responsibilities more than Females (65% vs. 48%)
  o Males selected Violence/Crime more than Females (18% vs. 5%)
  o Females selected Mental Health Issues more than Males (31% vs. 15%)
  o Females selected Family Problems more than Males (23% vs. 8%)
Next Steps

- Share the Executive Summary with the Alliance Board.
- Share the final report with the staff, youth, and community to explore the identified issues that youth face in the Brooklyns.
- Use this as a learning experience for the Alliance to improve the strategy on connecting with school administrators to support youth-led research and initiatives in their schools and communities.
- Continue to use this learning opportunity for BYC members to further engage in youth research and to create a better and effective process for future youth research in partnership with their schools.
- Use this survey as a foundation to inform the 2016 Youth-to-Youth Survey this summer and to further the work of the BYC for the following year.

Special thanks to all the youth who made time to respond to the survey and to the school staff that approved the administering of the surveys. Without their participation and approval, this learning opportunity and knowledge would not be possible.
Introduction

The Brooklyn Bridge Alliance for Youth exists to give youth aged 10-19 a chance to thrive by connecting them to opportunities afterschool and during the summer, and seeks to create a community in which youth experience increased graduation rates, increased pathways to college and career, and decreased experiences of violence.

Part of the Alliance is the Brooklyn’s Youth Council (BYC), a group of youth that meet weekly to tackle problems in the community facing youth. They represent youth in Brooklyn Center and Brooklyn Park by providing a voice in collaboration with the community and local government in order to positively raise awareness of problems facing youth.

Purpose

The purpose of this survey was for the Broklyns Youth Council (BYC) to (1) understand the issues that Broklyns youth face, so that they could (2) better represent and give voice to youth in their communities. In addition, the BYC would also (3) develop their youth research skills.

Background Research

There were a couple of studies that surveyed young people about the issues they face. The Minnesota Youth Council (2013) surveyed more than 1,000 youth statewide and found that the top issues were Crime, Safety, and Gangs (26%), Bullying (14%), Drugs and Alcohol (12%), Teen Pregnancy (6%), Environment (5%), Homelessness (5%), School Dropouts (5%), and Other (27%).

A 2004 Gallup Poll (Arora, R.) asked 785 teens aged 13-17 nation-wide to answer the question: What do you think is the most important problem facing people your age? Results included Drugs/Smoking/Alcohol (20%), Peer pressure/Fitting in/Looks/Popularity (17%), Education (13%), Career/Employment/Economy/Money/Future (10%), Violence/Gangs (2%), and Safety (1%).

Youth face many issues, and for some, these challenges become significant factors that lead to adverse consequences on their success, such as dropping out of school. The Gates Foundation study The Silent Epidemic (J. Bridgeland, 2006) surveyed young people who dropped out of school to understand why they chose not to stay. The top reasons students cited as major factors in dropping out were:

- Responsibilities: Needed to get a job and make money (32%), became a parent (26%), and had to care for a family member (22%)
- Lack of Motivation: Not being motivated or inspired to work hard (69%)
• Problems at School: Classes were not interesting (47%), missing too much school (43%), and failing in school (35%)

The Minnesota Student Survey (MSS) is given to students in grades 5, 8, 9, and 11 every three years to assess a variety of risk and protective factors. According to the 2013 survey, youth hope and self-efficacy start to diminish as they get older. There was also a correlation between youth experiencing lack of motivation to having no sense of hope or feeling like they do not have the needed career readiness skills.

**Methods**

In the fall of 2015, the BYC used grounded theory to conduct a consensus workshop and focused conversation with students to help ground their research and gather information about the issues that youth face. Then they used the results to develop a brief survey, sampling the general youth population that live and/or go to school in Brooklyn Center and Brooklyn Park.

The survey included 13 issues with sub-topics and is attached in Appendix A. The targeted school samplings were determined by where the BYC members attended school and included the schools listed in Table 1 below. The original evaluation plan included setting up an appointment with school administrators, discussing the survey at the scheduled meetings, and then obtaining approval to conduct the surveys in their schools during advisory periods. This would allow a simple random sample from clustered groupings. From December 2015 to February 2016, the BYC attempted to schedule meetings with their school administrators to obtain approval to conduct the survey in their schools. BYC members and staff experienced difficulties obtaining the approval needed to implement the survey, which prolonged the data collection process. With schools where the BYC received approval, they conducted surveys mostly in their advisory classes by giving specific survey instructions to students, providing a visual example, handing out the surveys, and collecting the completed ones.

The survey was administered to youth ages 13-18 via paper surveys in schools between January and February 2016. In February, with fewer than desired number of surveys obtained, the BYC sought an alternative method to collect the data they needed. It was determined that an online survey could help them to connect with their peers. A Google online survey was developed from the paper format and used to survey youth via social media, email, word of mouth, and one-to-one connections. The paper and online data collection was finalized by the end of February 2016. A total of 186 students were surveyed that represented most of the demographics for the Brooklyns youth population.

The BYC faced some key challenges in the data collection process, especially in getting enough school samplings to statistically represent the schools. This was due in part to the BYC experiencing delayed responses from school administrators when trying to gain access and approval to conduct the surveys. Other challenges include the BYC’s capacity to conduct surveys in their classes because of other conflicting priorities or responsibilities. Due to the challenges the BYC encountered, they utilized a less rigorous convenient
sampling method for both paper and online surveys to obtain as many responses as they could get.

Table 1 lists the demographic data of the student sample obtained. The schools with the highest percentages were Brooklyn Center Secondary, Park Center High School, and Champlin Park High School. The number of 8th graders and 10th graders who responded to the survey were much lower than the number of 9th, 11th, and 12th graders. While the statistics regarding city of residence has a good balance in numbers between Brooklyn Center and Brooklyn Park, it does not reflect the overall proportion of youth living in each city, with Brooklyn Park having about twice the youth population of Brooklyn Center.

The American Community Survey (ACS) Data for 2009-2013 reports that the population for youth under 18 in the Brooylks is White (29%), Black/African-American (34%), Asian (19%), and Hispanic/Latino (11%). This survey sample over-represents Asian students, and under-represents Hispanic/Latino and Black/African-American students. For the gender statistics, there were almost twice the number of female students than male students who took the survey.

The differences in sample demographics versus the whole youth population in the Brooylks can be attributed to the difficulties in getting access into all of the schools to implement the survey as well as the convenient sample method that was used by the BYC. The schools with the highest percentages had more BYC members attending, which gave more access to students that live and/or go to school in the Brooylks. Schools with less than 1% response especially reflect these challenges in accessing the school and had less BYC members attending.

Table 1: Sample Demographics

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Center Secondary</td>
<td>83</td>
<td>45%</td>
</tr>
<tr>
<td>Park Center High School</td>
<td>42</td>
<td>23%</td>
</tr>
<tr>
<td>Champlin Park High School</td>
<td>40</td>
<td>22%</td>
</tr>
<tr>
<td>Osseo Senior High</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Robbinsdale Cooper High School</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Brooklyn Middle School</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Sage Academy</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Minnetonka</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Homeschool</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>9</td>
<td>59</td>
<td>32%</td>
</tr>
<tr>
<td>10</td>
<td>14</td>
<td>8%</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>30%</td>
</tr>
<tr>
<td>12</td>
<td>54</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City of Residence</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Park</td>
<td>76</td>
<td>41%</td>
</tr>
</tbody>
</table>
Similarly, the data collected in both paper and online surveys had more responses from Grades 9, 11, and 12 because there were more BYC members represent by these grade levels. Eighth graders in the BYC in particular had difficulty in accessing the school administration to gain approval to conduct surveys in classes and had less BYC members to represent this grade level in order get enough samplings from this group.

When conducting the surveys, BYC members noticed that in some classes the racial make-up had more Asian Americans students, which contributed to the higher percentage. The online surveys also had more responses from Asian Americans. Similarly, for gender statistics, there were more responses from female due to the make-up of the chosen classes and online responsiveness. The BYC members noted that in their anecdotal experiences, females tend to respond to more social media than males.

### Survey Limitations

The survey process selected has some limitations, which would affect the results, including 1) how the youth was feeling at the time of taking the surveys might bias what they thought were important issues, 2) the respondents not all understanding the questions the same way, and 3) if young people normalize any of the issues (i.e. violence/crime due to desensitization).

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>63</td>
<td>34%</td>
</tr>
<tr>
<td>Asian American/Pacific Islander</td>
<td>43</td>
<td>23%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>38</td>
<td>20%</td>
</tr>
<tr>
<td>Hmong</td>
<td>17</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td>African</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Laotian</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Indian</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>117</td>
<td>63%</td>
</tr>
<tr>
<td>Male</td>
<td>62</td>
<td>33%</td>
</tr>
</tbody>
</table>

The Brooklyn Bridge Alliance for Youth
Brockyls Youth Council - Youth Issues Survey
Many challenges impacted the statistical significance sample. To have a statistically significant sample with 95% confidence level and +/- 4% margin, in order to represent the youth population in the Brooklyns, the BYC would have needed to collect 565 surveys, based on current population estimates. The results of this survey, although valid for the sample selected, may not be confidently extrapolated to the entire youth population in the Brooklyns. While not statistically significant, this survey was meant to build understanding of the issues affecting youth, so that we could guide future research.

**Key Findings**

Table 2 provides a more detailed look at the top issues impacting youths in the Brooklyns.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities</td>
<td>99</td>
<td>53%</td>
</tr>
<tr>
<td>Lack of Motivation</td>
<td>73</td>
<td>39%</td>
</tr>
<tr>
<td>Problems at School</td>
<td>64</td>
<td>34%</td>
</tr>
<tr>
<td>Mental Health Issues</td>
<td>47</td>
<td>25%</td>
</tr>
<tr>
<td>Illegal Drug Use</td>
<td>45</td>
<td>24%</td>
</tr>
<tr>
<td>Lack of Self-Confidence</td>
<td>42</td>
<td>23%</td>
</tr>
<tr>
<td>Discrimination &amp; Racism</td>
<td>38</td>
<td>20%</td>
</tr>
<tr>
<td>Family Problems</td>
<td>35</td>
<td>19%</td>
</tr>
<tr>
<td>Bullying</td>
<td>29</td>
<td>16%</td>
</tr>
<tr>
<td>Lack of Support</td>
<td>27</td>
<td>15%</td>
</tr>
<tr>
<td>Abuse</td>
<td>19</td>
<td>10%</td>
</tr>
<tr>
<td>Lack of Resources/Opportunity</td>
<td>19</td>
<td>10%</td>
</tr>
<tr>
<td>Violence/Crime</td>
<td>19</td>
<td>10%</td>
</tr>
</tbody>
</table>

The top three issues identified in the survey result were Responsibilities (53%), Lack of Motivation (39%), and Problems at School (34%). For those who selected Responsibilities, the sub-topics they identified were Homework (85%), Home (e.g. chores, babysitting) (49%), and Job (26%). For those who selected Lack of Motivation, majority selected the sub-topic Lack of Self-Motivation (97%). And for those who selected Problems at School, they identified Can’t Focus (67%), Don’t Understand (48%), and Attendance (e.g. missing the bus) (25%).

Table 3 shows the percentage of students who selected each issue disaggregated by gender and race/ethnicity. Results, which differed significantly from female to male, or between specific racial or ethnic groups and the total, are highlighted in red. These key results were that Males selected Responsibilities (65% vs. 48%) and Violence/Crime (18% vs. 5%) more than Females. Females selected Mental Health Issues more than Males (31% vs. 15%) and Family Problems (23% vs. 8%) more than Males.
Table 3: Top Issues Impacting Youths in the Brooklyns Disaggregated by Gender and Race/Ethnicity

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Total %</th>
<th>Gender</th>
<th>Race / Ethnicity</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>M</td>
<td>Asian</td>
<td>Black/</td>
<td>White</td>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>53%</td>
<td>48%</td>
<td>65%</td>
<td>65%</td>
<td>53%</td>
<td>40%</td>
<td>47%</td>
</tr>
<tr>
<td>Lack of Motivation</td>
<td>39%</td>
<td>44%</td>
<td>32%</td>
<td>48%</td>
<td>40%</td>
<td>37%</td>
<td>13%</td>
</tr>
<tr>
<td>Problems at School</td>
<td>34%</td>
<td>32%</td>
<td>40%</td>
<td>38%</td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Mental Health Issues</td>
<td>25%</td>
<td>31%</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Illegal Drug Use</td>
<td>24%</td>
<td>20%</td>
<td>19%</td>
<td>26%</td>
<td>26%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>Lack of Self-Confidence</td>
<td>23%</td>
<td>26%</td>
<td>18%</td>
<td>23%</td>
<td>19%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>Discrimination &amp; Racism</td>
<td>20%</td>
<td>20%</td>
<td>21%</td>
<td>17%</td>
<td>26%</td>
<td>17%</td>
<td>40%</td>
</tr>
<tr>
<td>Family Problems</td>
<td>19%</td>
<td>23%</td>
<td>8%</td>
<td>18%</td>
<td>16%</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>Bullying</td>
<td>16%</td>
<td>15%</td>
<td>16%</td>
<td>15%</td>
<td>16%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>Lack of Support</td>
<td>15%</td>
<td>15%</td>
<td>11%</td>
<td>14%</td>
<td>16%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>Abuse</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>6%</td>
<td>9%</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Lack of Resources/Opportunity</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>3%</td>
<td>26%</td>
<td>6%</td>
<td>20%</td>
</tr>
<tr>
<td>Violence/Crime</td>
<td>10%</td>
<td>5%</td>
<td>18%</td>
<td>9%</td>
<td>5%</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

When the data was disaggregated by race/ethnicity, Asian Americans students chose Responsibilities as more of an issue (65%) than the total group (53%), Black/African Americans students selected Lack of Resources/Opportunity more (26%) than the total group (10%), White/Caucasian students selected Mental Health Issues more (46%) than the total group (25%), and Hispanic/Latino students chose Discrimination & Racism (40%) more than the total group (20%).

Discussion

The results of the youth issues survey showed that there was only one issue (Responsibilities, 53%) that the majority of students selected, and even this was not by an overwhelming amount. For young people in the Brooklyns, it would seem that there is not one single issue that is much more important than the others. Instead young people identified multiple and different issues that they deal with. The Minnesota Youth Council (2013) and the Gallup Poll (2004) also show similar results, with no one issue even reaching 30% of respondents in those surveys.

The BYC reflected that young people today have many things outside of school that they feel are important priorities, such as jobs or taking care of another family member, and are valid reasons as to why responsibilities had the highest results. Yet young people lack the skills to manage these multiple responsibilities between school, personal, and work life. They feel that all youth are expected to handle responsibilities effectively without regards to individual circumstances such as family dynamics or lack of support and preparation.
The low percentages of students who selected Illegal Drug Use and Violence/Crime were surprising to the BYC, as they thought these would rank higher. However, both the Minnesota Youth Council and Gallup Polls did not rate those issues substantially different percentage-wise.

The top 3 issues we found in the Youth Issues Survey are consistent with the Gates Foundation study (Bridgeland, 2006) that reported similar issues identified by youth who dropped out of school. While some students choose to drop out because of significant academic challenges, most dropouts are students who could have, and believe they could have, succeeded in school. This survey of youth who left school without graduating suggests that, despite career aspirations that require education beyond high school, circumstances in the students’ lives and an inadequate response to those circumstances from the schools led to them dropping out.

Similarly, the 2013 Minnesota Student Survey indicated that almost all youth expect to graduate with plans for the future. And yet by grade 11, they do not feel good about their future, indicating that their vision/hope for their future diminishes, self-confidence decreases, and they don’t have the resiliency and coping skills to positively deal with things that are hard in their lives.

For youth this means that as they get older and closer to graduating, the correlating factors identified in the Gates Foundation Study, MSS, and BYC Youth Issues survey highlight that if the weight of responsibilities, lack of motivation, and problems at school start to become too overwhelming and unmanageable, then these factors highly impact and create barriers to their success.

**Conclusion**

The youth issues survey effort was to bring to light the issues that youth face in the Brooyulns. Our research showed that youth deal with multiple issues, including responsibilities, lack of motivation, and problems at school. There is an opportunity to build on this study to dive in deeper to learn more, highlight, and understand why these are issues for young people. Though the findings may not be statistically significant, it has identified areas that could be used as a foundation to inform our projects. Ultimately, understanding the issues that youth are dealing with will help the Alliance to better partner with youth to provide supports they can use to succeed in life.

As the BYC continues their work with future youth research projects, staff should explore processes and mechanisms need to be put in place with the Alliance, schools, and community to support them. Youth research is an important element in achieving the Alliance 2016 priority in expanding youth engagement to increase access to opportunities.
Next Steps

The Youth Issues Survey has identified several areas where we can use the information in our work to take the following actions:

- Share the Executive Summary with the Alliance Board.
- Share the final report with the staff, youth, and community to explore the identified issues that youth face in the Brooklyns.
- Use this as a learning experience for the Alliance to improve the strategy on connecting with school administrators to support youth-led research and initiatives in their schools as well as in their community.
- Continue to use this learning opportunity for BYC members to further engage in youth research and to create a better and effective process for future youth research.
  - Improve the research process.
  - Develop a school administration process in conducting youth-led researches in schools and in how schools respond to these youth initiatives.
  - Improve the survey design for better data collection and analysis process, and larger sampling of students in areas of race/ethnicity, gender, grades, schools, and city of residences to represent the general Brooklyns youth population.
  - Implement the online survey at the same time as a paper survey, as it was effective in getting more responses in a short period of time.
- Use this survey as a foundation to inform the 2016 Youth-to-Youth Survey this summer and further the work of the BYC for the following year.
Bibliography


APPENDIX A: Youth Issues Survey

What issues impact you and your friends in the Brooklyns the most?

Based off the list below, please rank the top 3 issues that you & your friends face, 1-3 (1 being most important)
Also, if there are items below the ones you've ranked, please check all that apply to you.

Have you or your friends ever experienced the following issues in the last 12 months?

___ Illegal Drug Use
   ○ Tobacco
   ○ Alcohol
   ○ Prescription drugs
   ○ Marijuana, etc.
   ○ Other: _____________

___ Violence/Crime
   ○ Theft
   ○ Physical assault
   ○ Sexual assault
   ○ Other: _____________

___ Discrimination and Racism
   ○ Ethnic
   ○ Religious
   ○ Gender
   ○ Age
   ○ Other: _____________

___ Abuse
   ○ Physical
   ○ Verbal
   ○ Mental
   ○ Emotional
   ○ Self-harm
   ○ Other: _____________

___ Bullying
   ○ Poor treatment of people and cultures
   ○ Cyber bullying
   ○ Getting treated differently
   ○ Other: _____________

___ Mental Health Issues
   ○ Depression
   ○ Anxiety
   ○ Other: _____________

___ Responsibilities
   ○ Homework
   ○ Home (e.g. chores, babysitting)
   ○ Job
   ○ Other: _____________

___ Problems at School
   ○ Attendance (e.g. missing the bus)
   ○ Can’t focus
   ○ Don’t understand
   ○ Other: _____________

___ Lack of Support
   ○ From family
   ○ From school
   ○ From friends
   ○ From adults
   ○ Other: _____________

___ Lack of Resources/Opportunity
   ○ Access to computers & internet
   ○ Transportation
   ○ Supplies
   ○ Poverty (e.g. don’t have enough money for basic needs or for school)
   ○ Other: _____________

___ Family Problems
   ○ Pressures based on culture
   ○ Pressures based on religion
   ○ Divorce
   ○ Parents fighting
   ○ Other: _____________

___ Lack of Motivation
___ Lack of Self-Confidence (e.g. not believing in yourself, can’t stay positive)

Please fill out the following information to better help us

Grade: _______ School: ____________________________
City You Live In: ____________________________ Race/Ethnicity: ____________________________ Gender: _______