

2017 EVALUATION OF SUNDAY FRIENDS: THE WORKING ALTERNATIVE TO CHARITY



**Carol Ann Gittens, Ph.D.
Santa Clara University**

With special thanks to the SCU student research team:

Hallie Friedfeld

Aimee Verapinto

Sabina Zacco

Amy Angeles

Cat Blohm

Andrea Peña

Danielle Marinsik

Corinna Zamudio

Carolina Perez

Cynthia Cardenas

Xitlali Rodriguez

Martha Ramirez

Sara Ryugo

Zinniah Mariscal

Table of Contents

GENERAL CONCLUSIONS FROM 2017 EVALUATION REPORT.....	4
Introduction.....	6
Sunday Friends Program Background.....	6
Sunday Friends Mission.....	6
The Program.....	7
Sunday Friends Financial Literacy Model.....	7
Academic Activities and Community Services at Sunday Friends.....	8
PROGRAM OUTCOMES.....	9
RESEARCH METHODOLOGY USED IN 2017.....	10
Subjects.....	10
Questionnaires.....	10
Data Collection.....	11
Results.....	12
Youth: Child and Teens.....	12
Report on Feelings While at Sunday Friends.....	12
Experiences at Sunday Friends Compared to Other Times During the Week.....	17
When Youth are Not at Sunday Friends.....	19
Older Youths' Feelings about the Future.....	21
Conclusions.....	25
PARENT SURVEY RESULTS.....	26
Language Skill and Use.....	26
Health Related Behaviors of Self and Family.....	28
Perceptions of Sunday Friends Environment.....	30
Parents' Involvement in Children's School/Academic Life.....	36
Parents' Report on Youths' Feelings.....	40

Parents’ Perceptions of the Developmental Assets.....	46
Developmental Assets 1-20: External Assets.....	46
Developmental Assets 21-41: Internal Assets.....	55
Appendix A: Demographics.....	66
Adult Respondents.....	66
Youth Respondents.....	70
Appendix B: 2017 Parent, Youth and Child Surveys.....	72
2017 PARENT SURVEY.....	73
2017 TEEN SURVEY.....	89
2017 CHILD SURVEY.....	96

GENERAL CONCLUSIONS FROM 2017 EVALUATION REPORT

Every other year since 2005, Sunday Friends has conducted an evaluation of its programs in cooperation with a local university research team. The 2017 Sunday Friends evaluation was conducted in collaboration with Dr. Carol Ann Gittens, Associate Professor of Child Studies, and her research team from Santa Clara University. Surveys were administered to youth, parents, and program volunteers.

In 2017, Dr. Gittens and her team conducted the Sunday Friends evaluation at two of the Program's sites, Lowell Elementary and Santee Elementary. The 2017 evaluation included previous years' survey foci on the perceived benefits on the Sunday Friends program in areas such as personal and family finances, health-related behaviors, effective coping, stress-management, positive discipline, academic and technical skill building, English language development, and parental role modeling. In 2017 the parent survey was also expanded to include measurement of the degree to which parents feel the Sunday Friends program has helped them to be more able to promote the [Search Institute Developmental Assets](#) within their children.

Overall, Sunday Friends has created an extraordinary sense of community among its attendees. Adults were nearly all likely to report that they are treated with dignity and respect at Sunday Friends (95%), and 91% reported that they would be sad if they were not able to attend Sunday Friends. Adults nearly unanimously reported that the Sunday Friends volunteers are friendly (99%) and all adults surveyed reported that the Sunday Friends volunteers are good role models for the children and youth. 94% of adults report that the SF take-home projects bring their family closer together. Ninety-six (96%) of adults feel that the SF take-home projects help to reinforce what was learned at the SF program.

Sunday Friends is having a strong positive effect on children and youth's emotions, their attitudes about themselves and others, and their engagement with their family. An overwhelming majority of the children and youth said that when they are at Sunday Friends, they feel good about helping others and that they feel close to their family. An overwhelming majority of the youth strongly agreed that participating in Sunday Friends made them feel responsible, proud of themselves, happy, respected, appreciated, and safe. An outstanding majority of children say they feel proud when working for something that they want, and they shared that they spend more time with their family even when not at Sunday Friends.

The impact of Sunday Friends on the lives of children and teens is particularly noticeable in terms of the academic perceptions and aspirations espoused by the young participants. A full 100% declared that it is important to do better in school, nearly unanimously they agree that it is important to have goals for the future. An impressive ninety percent of the youth feel that the things they are learning at Sunday Friends are helping with their school success.

The tremendous consistency across the Youth and Adult surveys suggest that the Sunday

Friends Program is overwhelmingly successful in meeting its desired outcomes. Sunday Friends' community-building and financial literacy-oriented, working alternative to charity approach based on education is successful at fostering the developmental assets and achieving its goals to empower families.

Some extremely positive findings are that 96% of parents either agree or strongly agree that Sunday Friends has helped them to reduce their usual level of stress; Ninety-five percent of adults report that they feel they are a better parent as a result of participating in the Sunday Friends program; and 97% of adults report being more able to think about their family's future needs. These findings are highly consistent with the overarching mission and goals espoused by the Sunday Friends program.

Across all Developmental Asset scales, there was a very high level of agreement that the program promotes the internal or external domain of healthy development and wellbeing for children. This reveals a resounding endorsement of the positive benefits of Sunday Friends.

There is ample evidence in the 2017 program evaluation that Sunday Friends thrives in promoting financial literacy among its participants, nurtures health and wellbeing among parents and youth alike, and contributes significantly to parents' capacity to care for their children and plan for the future. The Sunday Friends Program demonstrates resounding success in achieving its mission to educate children and their families to foster a commitment to schooling and academic success. It is concluded with confidence that Sunday Friends is actualizing its vision to break the cycle of poverty through education and the development of life skills oriented around program goals and aligned with key developmental assets that will enhance wellbeing among parents and their children.

Introduction

A former Silicon Valley engineer founded Sunday Friends, a non-profit, nonsectarian organization located in the east side of San José, California, in 1997. She created [Sunday Friends](#) based on the unique organizing model expressed in the tag line: “A Working Alternative to Charity”. This organization has served thousands of children in the community with over 1,700 volunteers each year.

Sunday Friends provides multiple activities for families who are in need of financial support. By participating in activities that in part benefit the larger community, family members earn tickets that are redeemed for needed and wanted items in the Sunday Friends store. The activities include, among other things, computer skills training, healthy cooking projects, “Thank You Letter” writing, English-as-a-Second-Language programs, crafts, and education in nutrition and in financial literacy. One of the goals of these activities is to encourage children and youth to express themselves fully, interact with others positively, improve their sense of self, and give back to the community that gives to them. Other goals for parents include assistance in achieving a sense of self-reliance, family unity, lowered-stress, and hopefulness for the future. Sunday Friends depends heavily on donations to the organization (especially for items in the store) and the commitments of local volunteers (particularly for activities) to accomplish its work.

This report presents the results of the 2017 program evaluation of Sunday Friends. The objective of this evaluation is to assess the effectiveness of Sunday Friends at accomplishing its goals. The organization follows the “Developmental Assets” approach developed by the [Search Institute](#) in Minneapolis as a framework for supporting the healthy development of all children and youth. This Developmental Assets approach has been promoted by Santa Clara County’s Project Cornerstone, which has partnerships with various other organizations in the area. The analyses conducted for the 2017 evaluation were based on three questionnaires—for Youth, Adults, and Volunteers—for which questions were created over past years of evaluations to measure applicable Developmental Assets. Items from the Adult survey were used to form scales to measure the three Sunday Friends Program Outcomes (discussed below).

Sunday Friends Program Background

Sunday Friends Mission

An overarching goal of Sunday Friends is to guide low-income families to become self-empowered and self-reliant. A guiding principle of Sunday Friends is to not treat participants as charity cases, but rather as agents for community and social change. Their tagline, “a working alternative to charity,” highlights this philosophy.

The Sunday Friends mission statement is: *Sunday Friends empowers families in need to break the generational cycle of poverty by fostering positive development in children while educating and guiding parents to support their children's life success.* Children and parents earn basic necessities for engaging in program classes and activities while they contribute to their community, learn life skills and develop self-reliance, confidence, and sufficiency. Parents are encouraged to participate to develop parenting and life-skills such as English language fluency and financial literacy, and to grow as positive role models and advocates for their children in the home and with their children's teachers. The efforts are rewarded with economic assistance, which is an opportunity to purchase necessities and other desired items using earned tickets.

The Program

Four Sundays each month, the participants in Sunday Friends gather at one of the three San Jose program locations. The program operates once a month at the flagship site at Lowell Elementary School, once a month at Santee Elementary, and once a month at Meadows Elementary. The registration table for families typically opens in late morning, though the families and staff often arrive earlier in anticipation of the day's events. The majority of activities such as letter writing, crafts, food preparation, STEM and other educational activities, etc. occur in the school cafeteria. Youth will spend nearly the whole day in this space. Children work with volunteers of all ages from middle school to older adults on craft projects that are educational and serve others (such as gifts for persons in convalescent homes). Crafts are typically seasonally appropriate (such as nature crafts for Earth Day and Easter). The day progresses with children preparing and serving healthy foods. Parents and guardians attend classes in the school's classrooms on money management, parenting effectiveness or health and nutrition, among other topics. Adults and older children attend ESL classes.

Sunday Friends Financial Literacy Model

Sunday Friends promotes an economic literacy model that is intended to motivate self-reliance through effective budgeting, planning, saving, and working for the common good. The Sunday Friends economic system, in many ways underpins the activities and behaviors at Sunday Friends. Although the goals of the organization are humanitarian like many other charitable organizations, its unique model promotes financial literacy and education as route toward success in the home, school and larger social world.

Participants earn "tickets" as they engage in various activities. These may be redeemed in the "Treasure Chest," the Sunday Friends store, at the end of the day. Family members are able to purchase goods and everyday household items and necessities, such as soap, toothbrush and toothpaste, diapers, bedding, clothes, school supplies, toys, and on occasion bicycles, by cashing in earned tickets. Items in the Treasure Chest come from donations to the organization. Volunteers who attempt to match ticket prices with dollar prices at discount stores set the prices of those items. Families take turns at the store with the assistance of volunteers who help them shop responsibly and within a short time span in the later afternoon. The Treasure Chest remains open until all families have been served. The program typically closes around 7 PM.

Families are also able to use the Sunday Friends Bank to save their tickets over time. The Bank allows families to earn interest on their saved tickets, thus enabling individuals and families to plan for more expensive future purchases (e.g., bicycles). Through Sunday Friends' banking system, participants are socialized to banking, learning how to balance accounts, save, and withdraw tickets. This system gives the low-income families who participate in Sunday Friends banking experiences that they may not have had prior to program participation. The bank pays interest on tickets saved, and persons may use, give away, store, or exchange tickets at will.

Workshops are offered during the Sunday Friends program to teach individuals about the process personal finance management such as opening checking accounts and managing them so as to avoid overdrafting funds. This model promotes financial literacy, budgeting and planning, both individually and oftentimes also as a family unit.

Academic Activities and Community Services at Sunday Friends

In its effort to end the cycle of poverty among families in the region, Sunday Friends uses a model of pro-social and life-skills oriented education offerings and no-cost services from community-based health, legal, financial, and other professional organizations as an intervention for the parents and their children. Education, seen as a pathway out of poverty, is consistently emphasized at the program. Primary activity goals are to teach English language skills, financial literacy, health and nutrition, computer skills, college-preparedness, reading and writing development, parent effectiveness, violence prevention, and caring for community, family and self. These are taught in classes (such as ESL—English as a Second Language—classes) and through program rules and types of program activities. Routinely, adults take English classes, usually directed by a volunteer from the community who teaches speaking, reading, and writing. Children and youth's educational activities include letter writing, educational games and STEM projects, food preparation, and crafts for the community.

Community collaborations include K-12 and post-secondary educational partners, health organizations, financial organizations, legal firms, and foundations, clubs and non-profits who donate food, bicycles, school supplies, etc. A complete description of the educational programs and community collaborations is available on the [Sunday Friends website](#). Participation in education classes and other program activities is rewarded with tickets, thus allowing one to make purchase at the Treasure Chest or deposits into the Sunday Friends Bank.

PROGRAM OUTCOMES

OUTCOME #1 Parents' Behavior Fosters their Children's Healthy Development

- 1.1 SENSE OF CONFIDENCE ABOUT USING POSITIVE PARENTING METHODS
- 1.2 SENSE OF ONE'S CURRENT STRESS LEVEL (LEVEL OF OPTIMISM AND HOPE)
- 1.3 SENSE OF SATISFACTION IN TALKING WITH MY CHILDREN ABOUT THINGS THAT MATTER
- 1.4 HOME ACTIVITIES / CONSTRUCTIVE USE OF HOME TIME TOGETHER
- 1.5 POSITIVE BEHAVIORS CHILDREN SEE THEIR PARENTS DOING (ROLE MODELING)
- 1.6 CURRENT ORIENTATION OF SHORT-TERM SURVIVAL OR LONG-TERM ORIENTATION FOCUSED ON PARENTING ROLE
- 1.7 CHILDREN'S POSITIVE WELL-BEING AND OPTIMISM

OUTCOME #2 Children Demonstrate Pro-Social and Pro-Education Attitudes and Behavior

- 2.1 CHILDREN'S POSITIVE SOCIAL BEHAVIORS
- 2.2 QUALITY OF CHILDREN'S DECISIONS
- 2.3 CHILDRENS LEARNING & TASK ORIENTATION
- 2.4 PARENTS' ENGAGEMENT IN CHILD'S ACADEMICS, LEARNING & TASK ORIENTATION

Outcome #3 Family Members Understand and Practice Sound Financial Management Behaviors

- 3.1 PROMOTION OF OVERALL FAMILY STABILITY
- 3.2 PROMOTION OF FINANCIAL MANGAGEMENT

RESEARCH METHODOLOGY USED IN 2017

Previous Sunday Friends evaluations have been conducted at the organization's flagship location at Lowell Elementary. In 2015, the evaluation was expanded to include all three of the Program's sites, including Anne Darling Elementary and Kennedy Elementary, a site that was opened since the 2013 evaluation. In 2017, Sunday Friends operated two locations during the time of data collection, Lowell and Santee Elementary Schools. Surveys were collected at both sites. A significant focus in the 2017 evaluation was on the evaluation of the degree to which parents feel the Sunday Friends program has helped them to be more able to promote the [Search Institute Developmental Assets](#) within their children.

Subjects

Families (children, youth, parents and guardians) and volunteers at Sunday Friends participated in this research. Families were invited to complete the 2017 evaluation surveys on four Sundays in March and April, 2017 during regular program hours. Surveys were administered at the two Sunday Friends program sites running in spring 2017. The families were recruited in person by the program staff onsite during morning registration. The questionnaires were written in English and Spanish (with the choice of which to use made by respondents); trained researchers interviewed participants; most adult interviews were conducted in Spanish by bilingual interviewers. Most Youth surveys were conducted typically in English by these same trained researchers. To be eligible for the survey, the individual must have attended at least two programs. Only children over the age of 7 and younger than 10 years were eligible to complete the Child survey. Children between the ages of 11-18 completed the Teen survey. **Demographics for the Youth and Adult respondents are provided in the Appendix A.**

Sunday Friends volunteers were also surveyed in 2017¹. Volunteers had two mechanisms for participating in this survey evaluation. All volunteers on-site during one of the four data collection dates were invited to complete a paper version of the Volunteer survey before the end of their shift. Program staff at the volunteer check-in table recruited volunteers. Alternatively, Sunday Friends volunteers from the Program's registry were sent an email invitation to participate. All volunteer questionnaires were administered online via the platform [surveymonkey.com](#).

Questionnaires

The Child, Teen, and Parent surveys used in the 2017 evaluation are provided in the Appendix B of this report.

¹ Results for the Volunteers are presented in a separate report.

Youth (defined as children and teens) who were over the age of 7, and who had attended at least two programs, completed the survey with the permission of a parent or guardian. Youth answered questions about: 1) their feelings while attending Sunday Friends; 2) their feelings and behaviors at Sunday Friends in comparison to other times during the week; 3) their feelings and behaviors when they are not at Sunday Friends; 4) and their general attitudes toward the Sunday Friends community, towards school, their planning and hopefulness about the future, health, nutrition and exercise, towards money, spending and other decision making, and towards their family. The two youth surveys ended with basic demographic questions. Most survey items were responded to on a scale of 1-5 with 1 being “Not at All” characteristic and 5 being “Very” characteristic of the child’s feelings or self-perceptions.

Adults including parents and guardians and other adult family members who attend Sunday Friends regularly, answered questions about Sunday Friends and themselves, and their perceptions about how the program has influenced their children. Adults answered questions about: 1) their feelings about the Sunday Friends program; 2) their own and their children’s health habits; 3) English-language use and development; 4) how Sunday Friends is impacting their children’s feelings, attitudes and behaviors; 5) and whether the Sunday Friends program has contributed to a positive change in their personal lives and in their interactions with their children and children’s school. The Adult survey ended with basic demographic questions. Most survey items were responded to on a scale of 1-6 with 1 being “Strongly Disagree” and 6 being “Strongly Agree”. A sixth option of Not Applicable was available in most sections of the survey. Results presented in this report include only those data from respondents who indicated that the question was applicable to them (gave answers using the 1-6 optional response categories).

Data Collection

Having received approval from Santa Clara University’s Institutional Review Board, the SCU research team followed standard consent procedures; respondents were informed that participation was voluntary and that they could withdraw from the study at any time without consequences. Even though the survey questions did not center on sensitive topics, the participants were informed that they could skip any question or questions that created discomfort or misunderstanding. Adults were required to sign a consent form before receiving the survey interview. Parents were required to sign a consent form for the child to participate. All consent forms were provided in English and in Spanish.

The Child, Teen, and Adult surveys were administered through a face-to-face interview. Each interviewer immediately entered responses into the online survey platform using a laptop computer. Hard copies of all surveys were available in English and Spanish if the youth or adult wanted to follow along with the questions as they were being asked. Volunteers independently completed the evaluation survey either in hardcopy available on site, or by email invitation to an online survey platform. A “passive” consent form for volunteers was embedded into the online survey platform and printed as the cover of the hardcopy. Actual completion and submission of the survey was taken as a sign of consent.

Children and youth were paid 500 tickets for filling out their survey, while adults were paid 1500 tickets for filling out their much longer survey. Recall that the tickets are currency in the Sunday Friends economy that participants may exchange for goods at the Sunday Friends store or deposit in the bank. Tickets are the standard way that Sunday Friends compensates families, and the compensation rate for this project was like that for other activities. Volunteers who completed the survey were entered into a lottery for a prize that was given by the Sunday Friends organization.

Results

Youth: Child and Teens

Forty-nine youth completed the survey in 2017. Youth data were collected at the Lowell Elementary and Santee Elementary Sunday Friends Program locations. Eligible children who were 7 through 10 years or older completed the Child survey. Older youths (11-18 years old) completed the Teen survey. A parent or guardian was asked to grant permission for their child to participate. A total of 22 youths completed the Child Survey and 27 completed the Teen Survey.

Responses to the survey items were collected via computer using the online survey platform. All Child and Teen Surveys were administered in person. Trained research assistants asked the questions out-loud and then input the youth's responses into the age-appropriate online survey. Though available in both English and Spanish, the vast majority of youth chose to complete the survey in English. Results are presented separately for children and teens. Demographics of the children and youth data are presented in Appendix A.

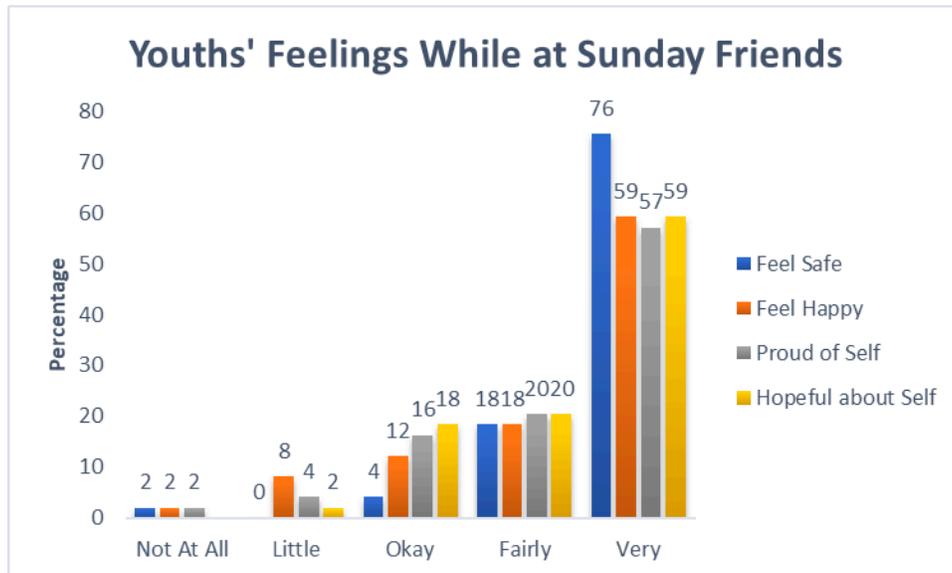
Report on Feelings While at Sunday Friends

The first set of questions, appearing on both the Child and Teen surveys, addressed the feelings and attitudes the respondents report having while at the Sunday Friends program. The results for children and teens were combined to represent all surveyed youth for these common questions.

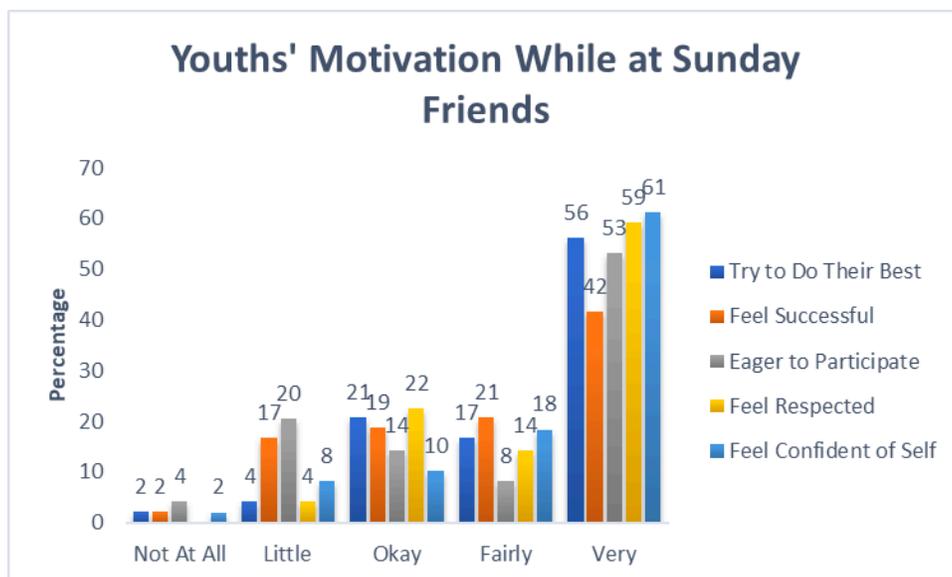
The youth (N=49) that participate in the Sunday Friends program were asked to report on their behavior and feelings when at Sunday Friends. They were asked about their engagement while at Sunday Friends and the emotions that they have when participating in the program.

Sunday Friends is having a strong positive effect on children and youth's emotions, their attitudes about themselves and others, and their engagement with their family. An overwhelming majority of the children and youth said that when they are at Sunday Friends they feel good about helping others and that they feel close to their family. An overwhelming majority of the youth strongly agreed that participating in Sunday Friends made them feel responsible, proud of themselves, happy, respected, appreciated, and safe. An outstanding

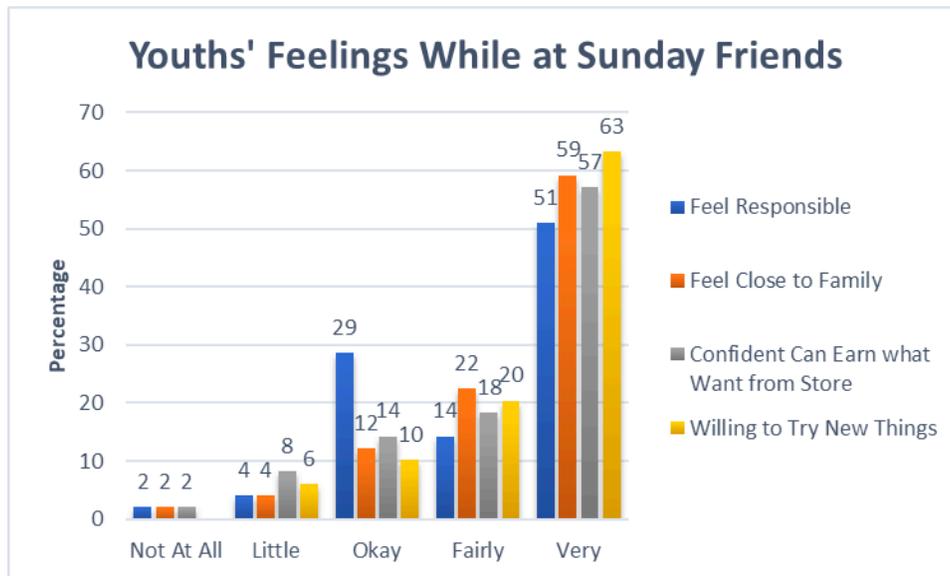
majority of children say they feel proud when working for something that they want, and they shared that they spend more time with their family even when not at Sunday Friends.



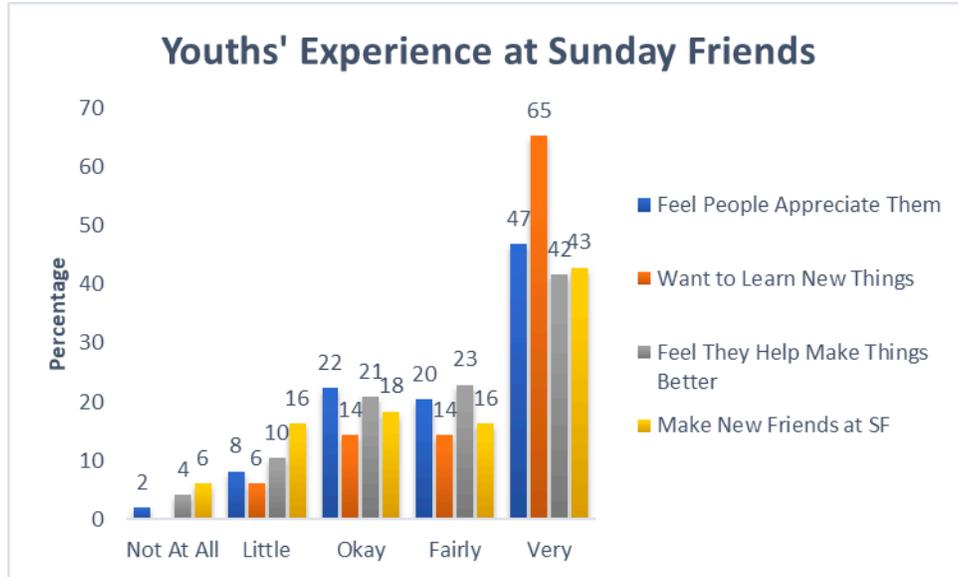
- 98% of youth report feeling safe
- 89% of youth report feeling happy
- 92% of youth report feeling proud of themselves
- 79% of youth feel hopeful about themselves



- 94% of youth report trying to do their best
- 82% of youth report feeling successful
- 76% of youth report feeling eager to participate
- 74% of youth report feeling respected
- 90% of youth report feeling confident in themselves



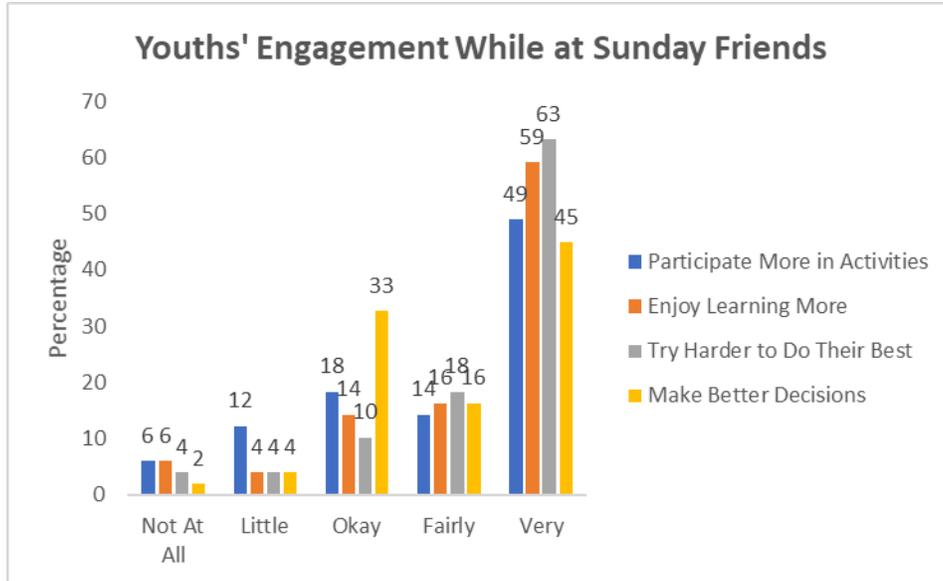
- 94% of youth report feeling responsible
- 94% of youth report feeling close to their family
- 89% of youth report that they are confident they can earn what they want from the SF store
- 84% of youth are willing to try new things



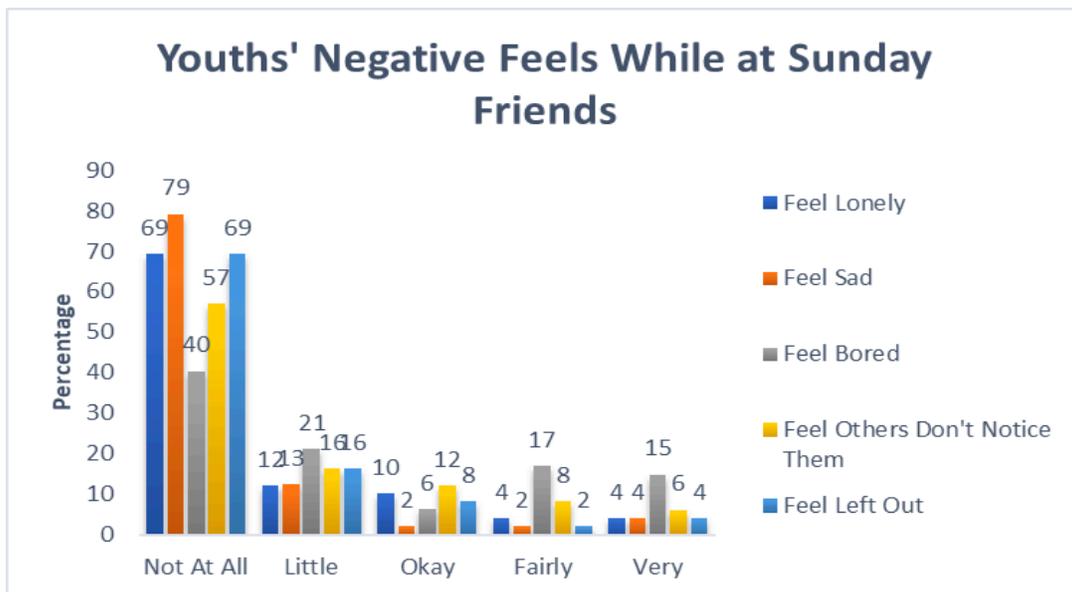
- 89% of youth feel that people appreciate them
- 93% of youth report wanting to learn new things
- 86% of youth feel that they help make things better
- 78% of youth report that they make new friends at Sunday Friends

The vast majority of the youth reported that when they are at Sunday Friends they feel motivated to learn new things, willing to try new things, and are inclined to want to do their best. Mirroring these findings is the fact that youth were likely to strongly disagree that they feel sad, left out, or bored and unnoticed.

A sense of belonging, connection to community, and engagement with one's family are significant predictors of resilience and success among children and youth. Youth participating in Sunday Friends reported feeling more appreciative of their family, particularly during their time at the Sunday Friends program as compared to other days of the week. They indicated that they help others more, they use better manners at Sunday Friends, and participate in activities more than other days of the week. An impressive percentage of youth reported making better decisions at Sunday Friends than compared to other days of the week.

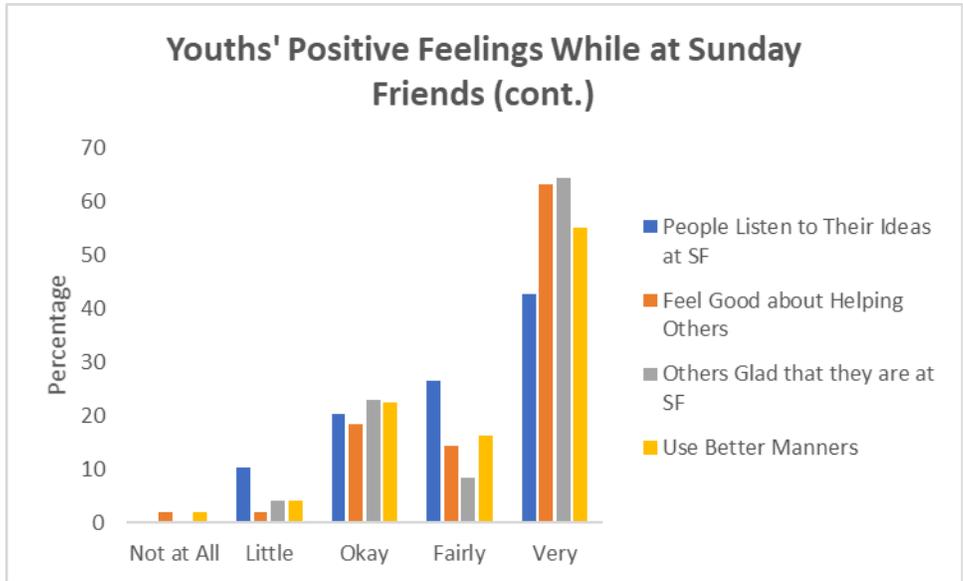


- 81% of youth report that they participate more in activities
- 89% of youth report that they enjoy learning more
- 91% of youth report that they try harder to do their best
- 94% of youth report that they make better decisions



- 91% of youth are not feeling lonely while at Sunday Friends
- 94% of youth are not feeling sad while at Sunday Friends
- 67% of youth are not feeling bored while at Sunday Friends

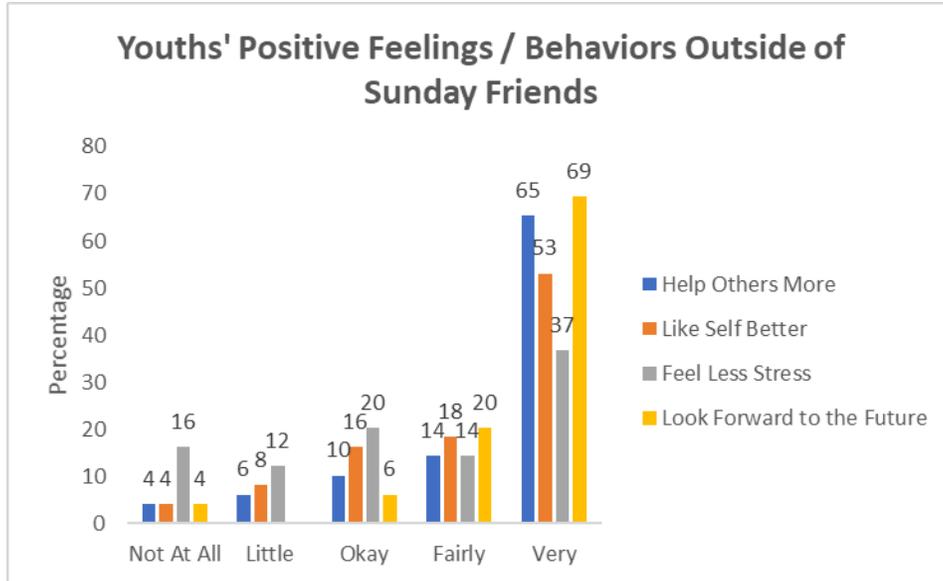
- 84% of youth are not feeling un-noticed while at Sunday Friends
- 93% of youth are not feeling left out while at Sunday Friends



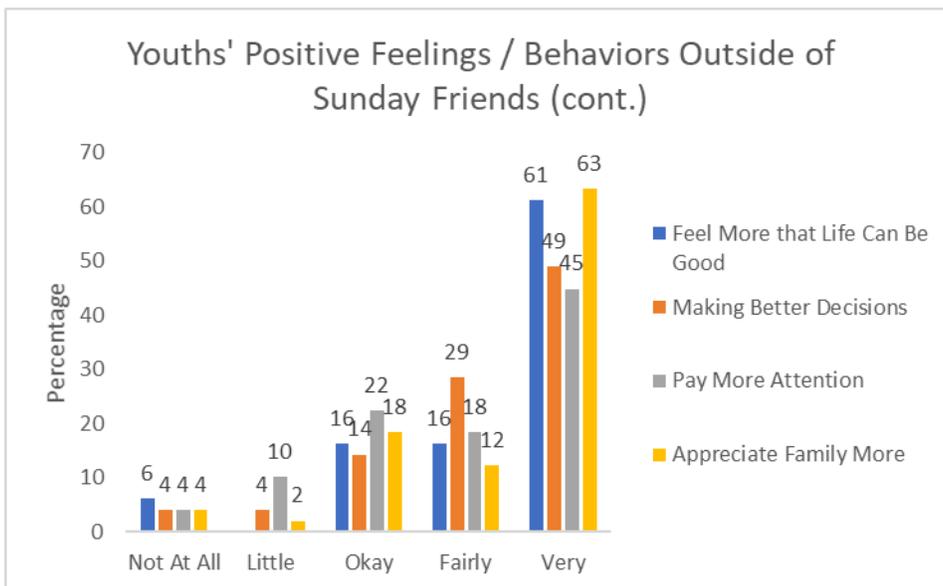
Experiences at Sunday Friends Compared to Other Times During the Week

The youth that participate in the Sunday Friends program were asked to report on their behavior and feelings at Sunday Friends as compared to other times of the week. When comparing their experience at Sunday Friends to other days, the majority of the youth reported that feel more that life can be good, that they want to do their best, they enjoy learning more, pay more attention, and they feel more sure about themselves.

Youth were highly likely to report appreciating their family more during their time at the Sunday Friends program as compared to other days of the week. They indicated that they help others more, they use better manners at Sunday Friends, and participate in activities more than other days of the week. An impressive percentage of youth reported making better decisions at Sunday Friends than compared to other days of the week.

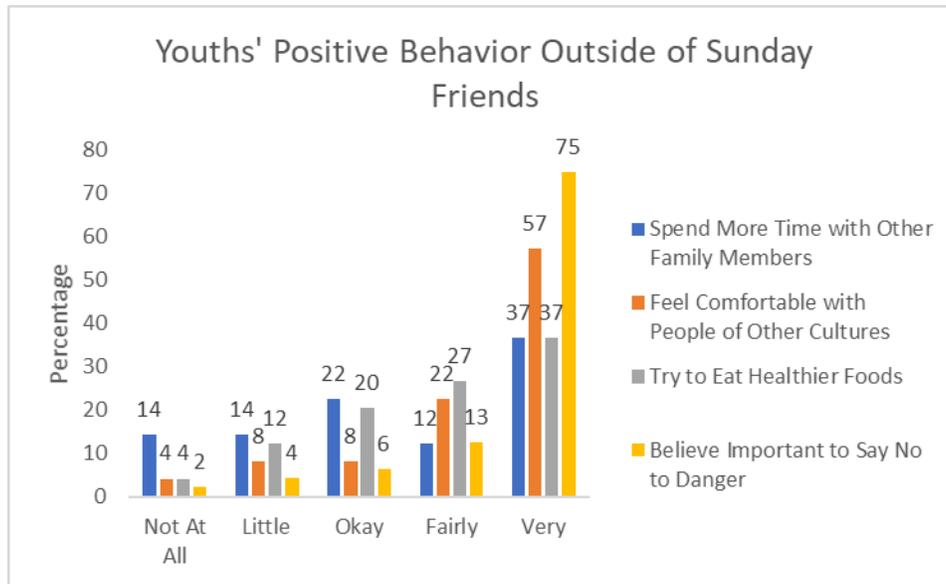


- 89% of youth report that they help others more
- 87% of youth report liking themselves better
- 72% of youth report feeling less stress
- 90% of youth report that they look forward to the future



- 78% of youth report feeling more that life can be good
- 94% of youth report feeling that they are making better decisions
- 85% of youth report that they pay more attention

- 94% of youth report feeling they appreciate their family more



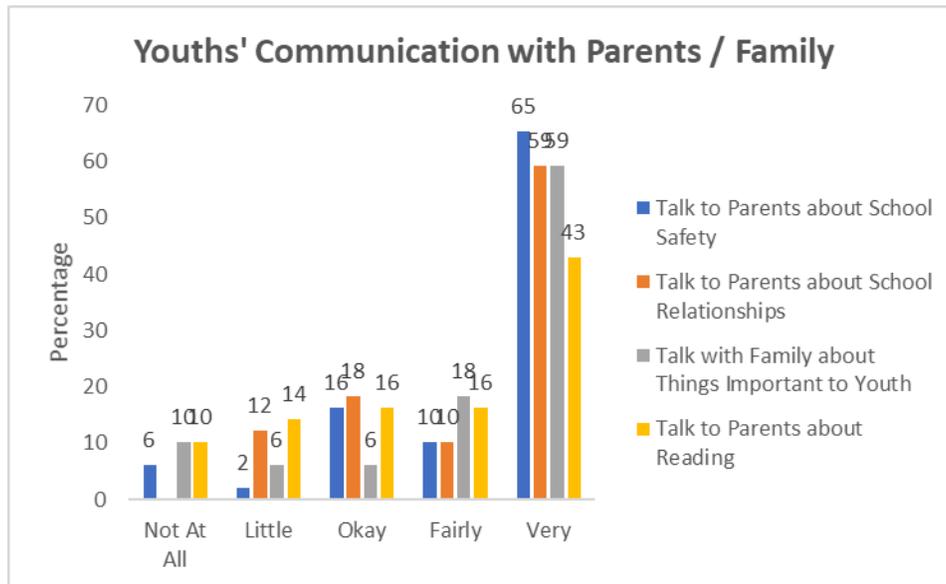
- 71% of youth report spending more time with other family members
- 87% of youth report feeling comfortable with people of other cultures
- 84% of youth report trying to eat healthier foods
- 94% of youth believe it is important to say no to danger

When Youth are Not at Sunday Friends

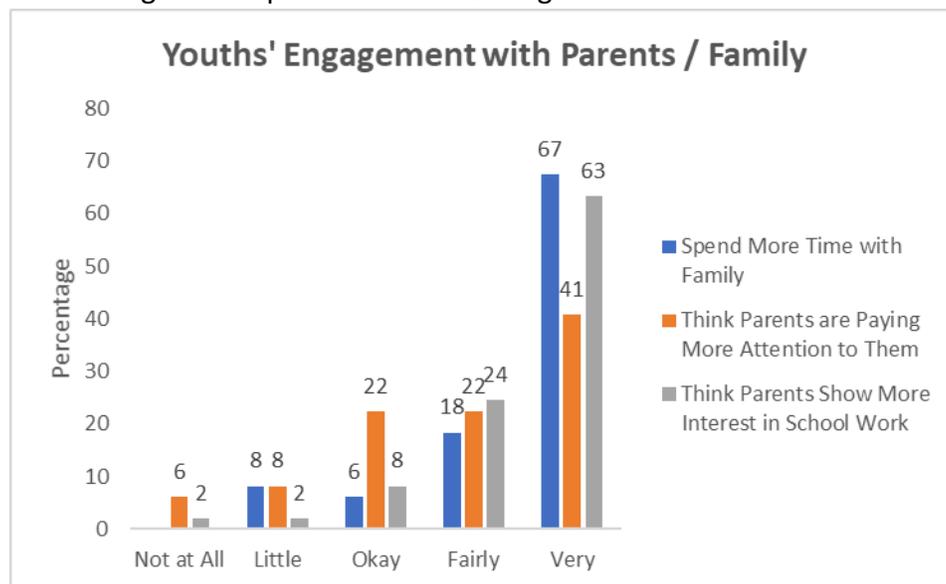
True behavioral change is maximally likely when there is opportunity to practice new skills and apply them to multiple contexts within one’s life. The youth that participate in the Sunday Friends program were asked to report on their behavior and feelings when *not* at Sunday Friends. The popular perspective of the youth was that they have been practicing the skills that they have learned at Sunday Friends. Across the board, youth consistently reported that Sunday Friends volunteers had a positive impact on multiple areas of their lives. When comparing their experience at Sunday Friends to other days, the widely-held perspective of the youth was the feeling that life can be good, that they want to do their best, they enjoy learning more, that they actually pay more attention, and they feel more self-confident.

The positive impact of participating in Sunday Friends continues when children and teens are not at the program. Children and teens were asked to report of their pro-social behaviors during times when they are not at Sunday Friends. Particularly of interest was youths’ attitudes toward school, health behaviors, sense of safety, and level of comfort with others from different cultures. Also of interest was the youths’ feeling about themselves, their future, their relationships with parents and family and the degree to which they are openly communicating

with their parents / family. For example, 90% of youth believe that what they are learning at SF helps them in school.

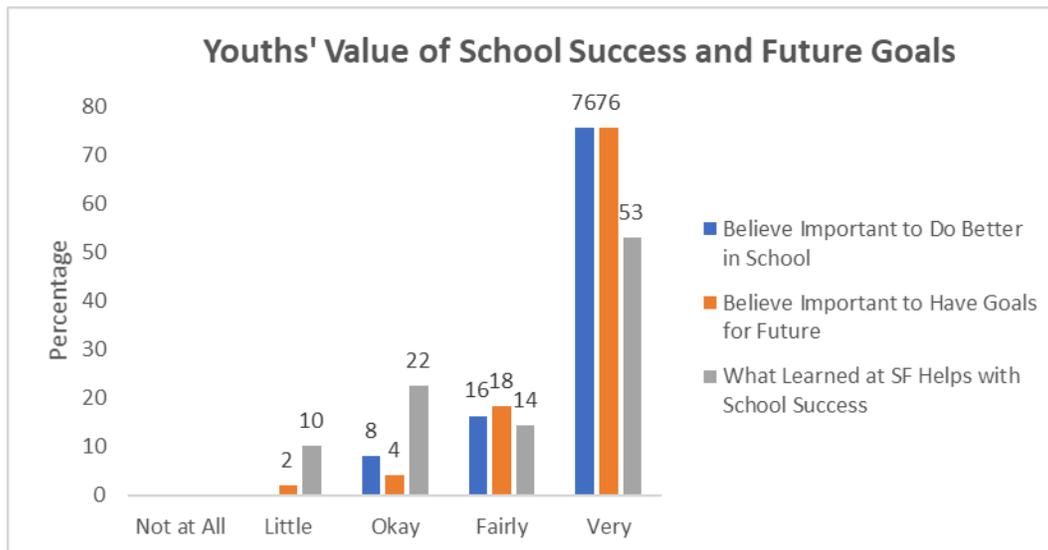


- 92% are talking to their parents about school safety
- 70% are talking to their parents about school relationships
- 86% are talking with their family about things they feel are important
- 76% are talking to their parents about reading



- 91% of youth report spending more time with their immediate family
- 90% of youth think that their parents are paying more attention to them
- 96% of youth report that their parents are more interested in their schooling

The impact of Sunday Friends on the lives of children and teens is particularly noticeable in terms of the academic perceptions and aspirations espoused by the young participants. A full 100% declared that it is important to do better in school, nearly unanimously they agree that it is important to have goals for the future. An impressive ninety percent of the youth feel that the things they are learning at Sunday Friends are helping with their school success.

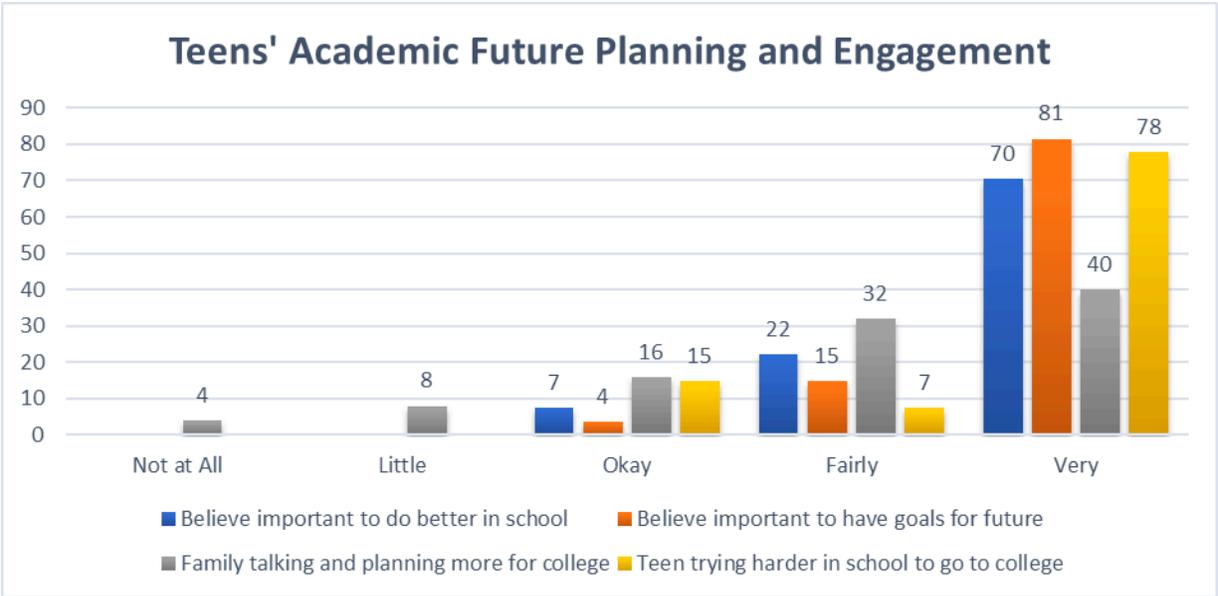


- 100% of youth believe it is important to do better in school
- 98% of youth believe it is important to have goals for the future
- 90% of youth believe that what they are learning at SF helps them in school

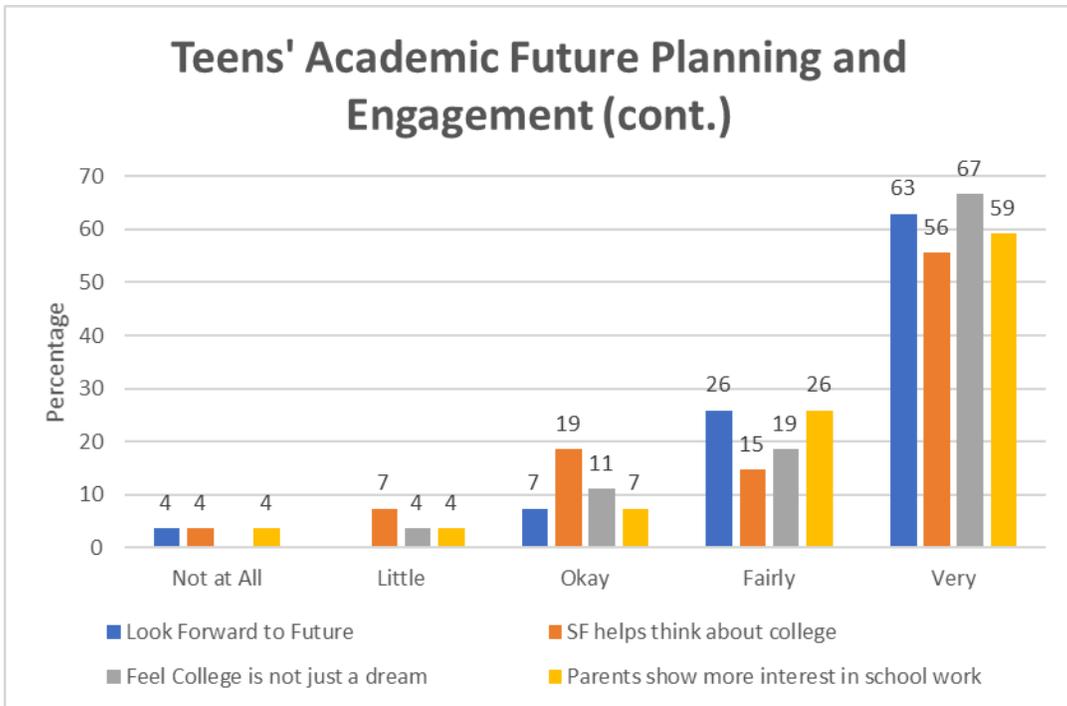
Older Youths' Feelings about the Future

Additional questions were asked of older youth (11 years or older). These questions were reserved for the older respondents because researchers asked the teens to think about their spending decisions, their cultural identity, and the possible benefits of the SF program on their ability to plan and think about their academic future. Older respondents were also asked more detailed questions about their sense of belonging to the SF community.

Teens were overwhelmingly likely to believe it is important to have plans for the future. The majority reported that they were trying harder in school to go to college. A substantial percentage of teens reported that Sunday Friends has helped them think about planning for college, and that they look forward to the future. Only slightly less strong endorsement was made for youth feeling that their parents show more interest in their schooling, and that their family is talking and planning for college.



- 100% of teens believe it is important to do better in school
- 100% of teen believe it is important to have goals for the future
- 82% of teens report that their family is talking and planning more for college
- 100% of teens report that they are trying harder in school to go to college

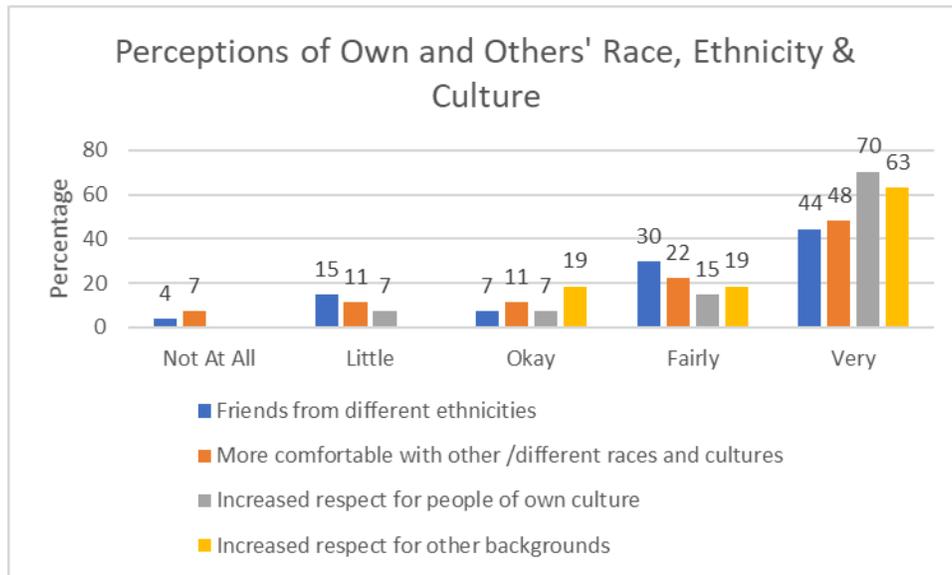


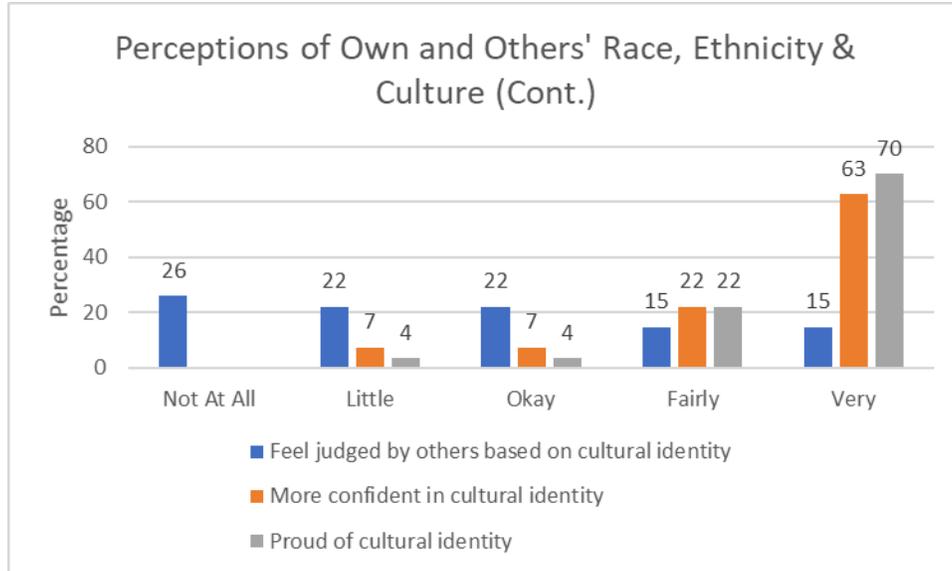
- 96% of teens report that they look forward to the future

- 96% of teens feel that college is not just a dream
- 92% of teens report that their parents are showing more interest in their school work
- 89% of teens feel that Sunday Friends helps them think about college

A particularly impressive finding in the 2017 program evaluation was the degree to which teens reported feeling a strong sense of cultural identity as well as high levels of respect for their own and others’ cultures. There was a clear theme that the teens’ level of cultural comfort and respect had increased as a result of participating in the Sunday Friends program.

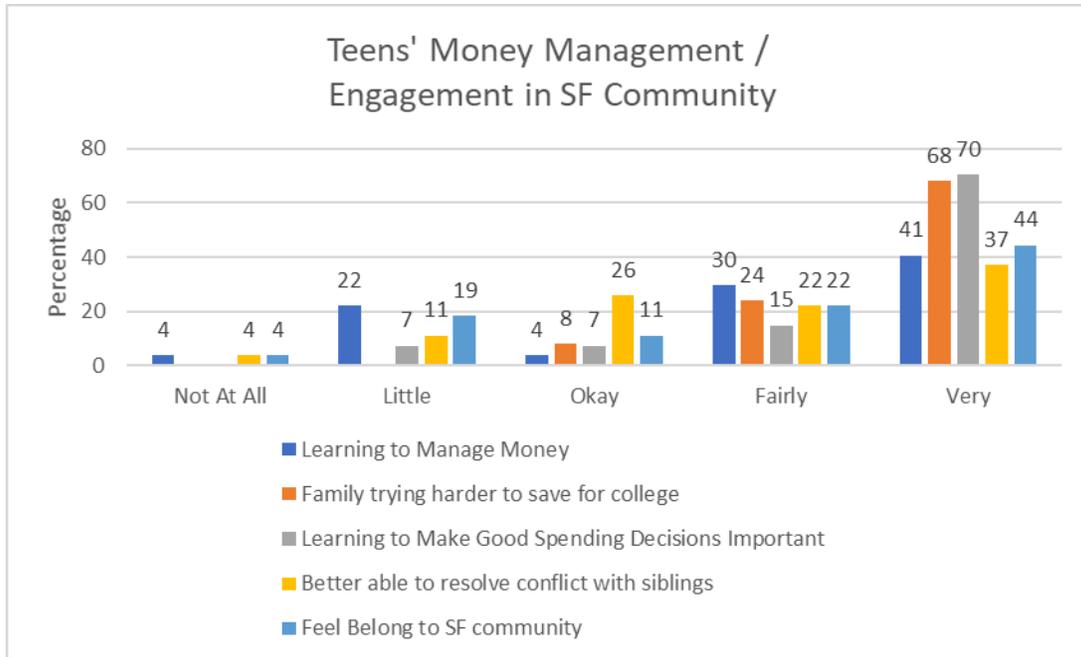
The teens were asked to share their perceptions of their own culture and their feelings toward people of other cultural backgrounds. Teens were unanimous in saying that they have increased respect for other backgrounds. The vast majority reported increased respect for people of their own culture as well. While fewer teens reported having friends from different ethnicities, they were likely to feel more comfortable with others from different races and cultures.





- 100% of teens (ages 11-18) reported feeling increased respect for other backgrounds
- 96% of teens reported feeling proud of their cultural identity
- 93% of teens reported feeling increased respect for people from their own culture
- 92% of teens reported feeling more comfortable with other / different races and cultures
- 89% of teens reported having friends of different ethnicities
- 70% of teens reported feeling judged on occasion by others based on cultural identity

A core outcome for the Sunday Friends program is the teaching of financial management and financial planning strategies. All signs point to the success of Sunday Friends in achieving this goal. All the teens reported that their families were trying harder to save for college. Most teens said that they believe that it is important to learn how to make good spending decisions. Also, the teens tended to feel that they were learning to manage money because of Sunday Friends.



- 100% of teens reported that their families are trying harder to save for college
- 93% of teens reported feeling that learning to make good spending decisions is important
- 74% of teens reported that they are learning to manage money because of Sunday Friends
- 85% of teens reported being able to resolve conflicts with siblings
- 77% of teens feel they belong to the Sunday Friends community

Conclusions

Some impressive results were once again revealed through the 2017 program evaluation in terms of youths' academic perceptions, social and future goals. Youth consistently report that their parents are showing more interest in their school work, talking and planning more for college; The teens reported increased respect and comfort with others from different cultural backgrounds, and overall the youth are overwhelmingly optimistic about their future. A core outcome for the Sunday Friends program is the teaching of financial management and financial planning strategies. All signs point to the success of Sunday Friends in achieving this goal.

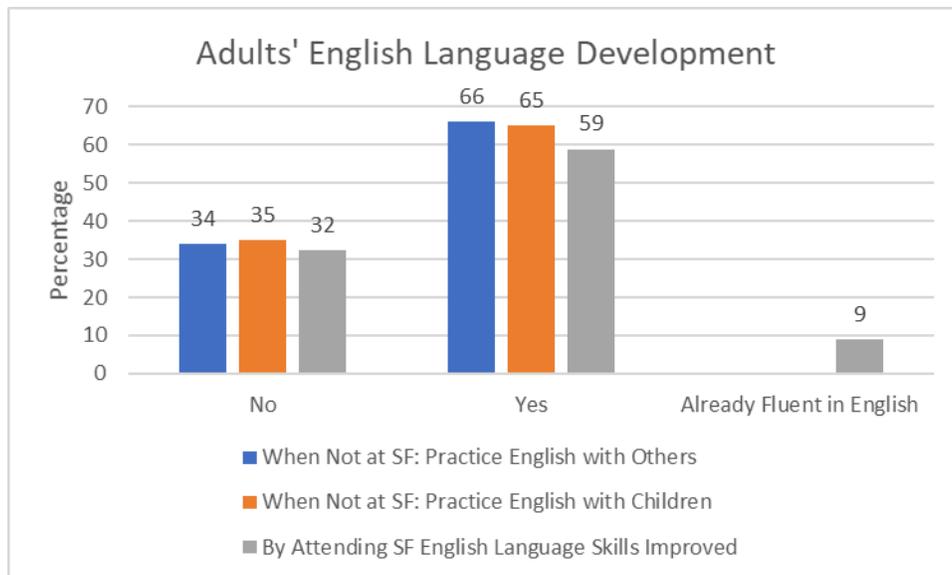
PARENT SURVEY RESULTS

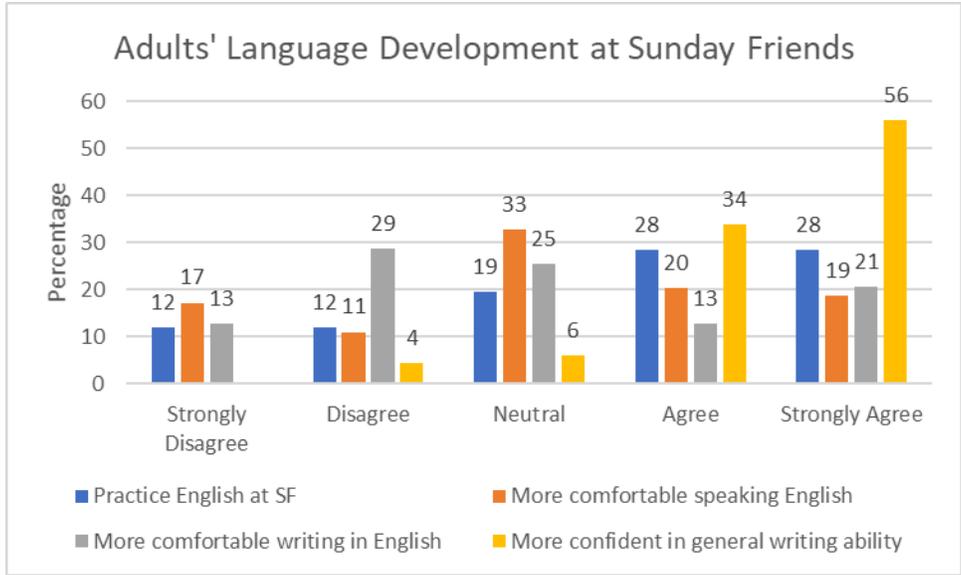
Sixty-eight (68) adults completed the survey in 2017. Adult data were collected at the Lowell Elementary and Santee Elementary Sunday Friends Program locations. Adults who had

attended at least two Sunday program dates were eligible to complete the survey. Eligible parents were provided with a consent form in both Spanish and English by a Sunday Friends Volunteer. Signed consent forms were collected at the Registration table during morning checked in.

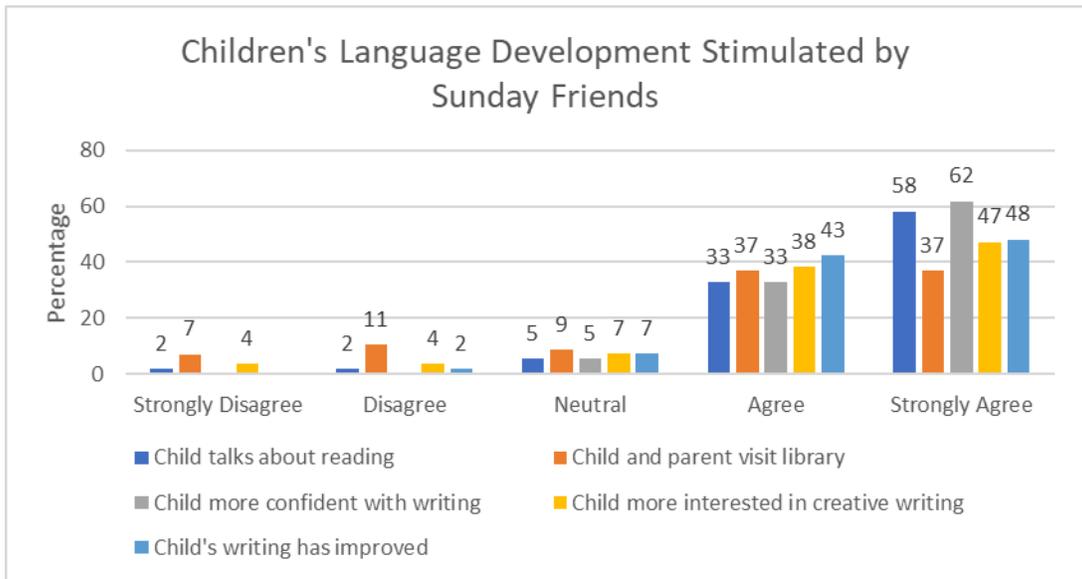
Language Skill and Use

Adults were asked to indicate the language that they used most. 96% of the respondents indicated that they used Spanish as their dominant language. 4% reported that they used English. Most adults who responded to the survey reported feeling that the activities offered through Sunday Friends to help with learning English were very helpful, with letter writing being perceived as the most helpful. The majority of adults reported that they practice English with their children and others when not at the Sunday Friends Program. Parents were mostly likely to agree that Sunday Friends promoted their children’s confidence in writing skills and their inclination to talk about reading. Parents were similarly pleased with their own growth in general writing confidence.



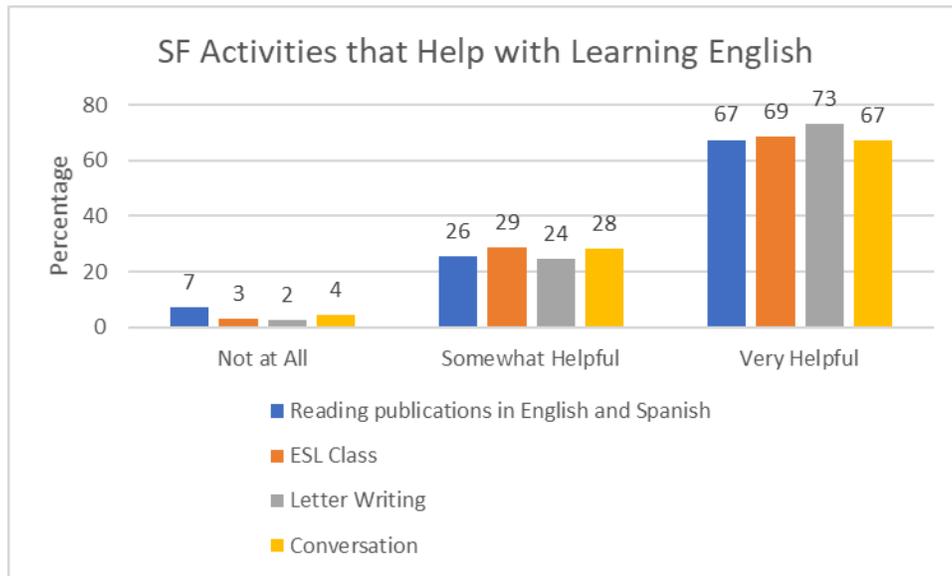


- 56% of adults report that they practice English while at Sunday Friends while only 24% disagreed.
- 39% of adults report that they are more comfortable speaking English, and 28% disagree
- 34% of adults are more comfortable writing in English, and 42% disagree
- **90% of adults are more confident in general writing ability, and only 4% disagree**



- 91% of parents report that their child talks about reading
- 63% of parents report that they are visiting the library with their child

- 95% of parents report that their child is more confident with writing
- 85% of parents report that their child is more interested in creative writing
- 91% of parents report that their child's writing has improved

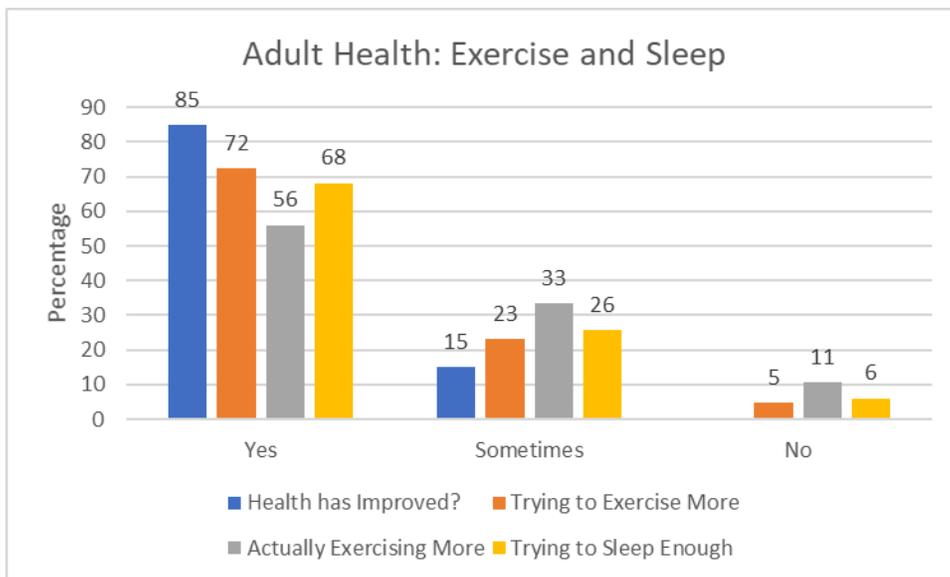
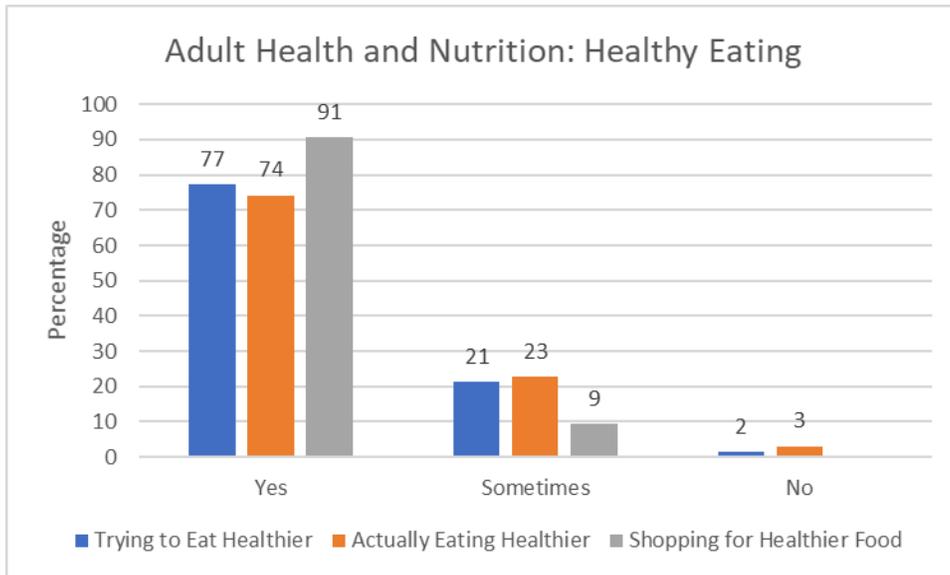


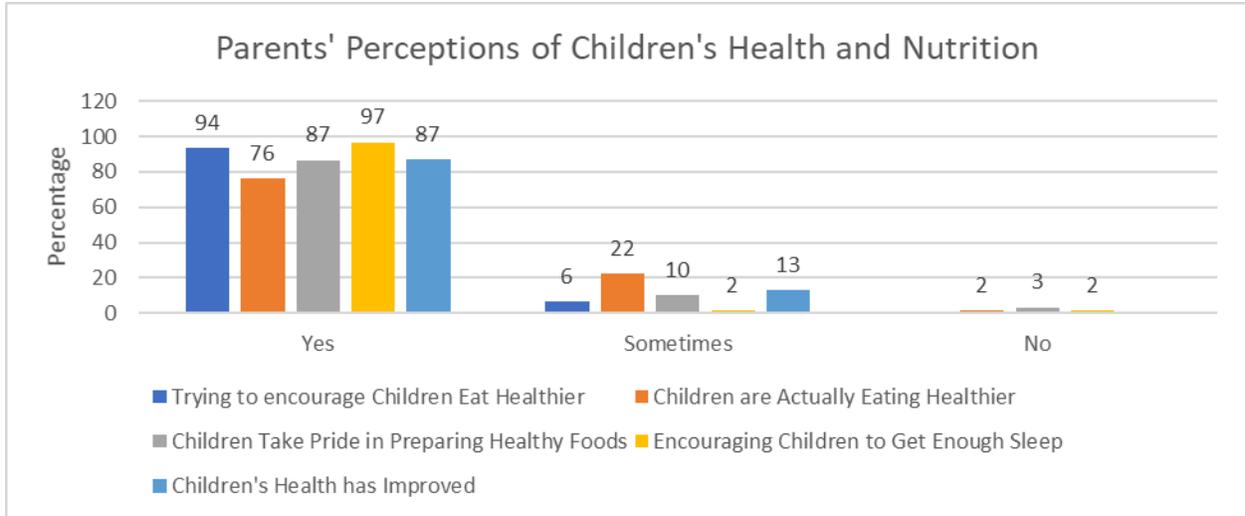
Participation in Sunday Friends is transformative in terms of parents' well-being and how they feel about their parenting skills. Adults were, on the whole, hopeful about their life as a result of their participation in Sunday Friends. In that same vein, nearly all of the adult respondents agreed that they feel more self-confident, feel that they are a better parent, feel better about how they are disciplining their children, feel more successful, feel more confident about how they are handling situations with their children, and feel less stress in meeting the needs of their family.

Health Related Behaviors of Self and Family

A significant commitment of the Sunday Friends program is health promotion, particularly through healthy eating, exercise, and other positive health-related behaviors. Adults were asked questions about their health and the life changes they have made to become healthier. Parents were also asked about the health behaviors of their children. The program's achievements are reflected in the positive survey results. Most of the adults reported that they were making new efforts to maintain a healthier lifestyle. **The critical impact Sunday Friends makes on the health of the parents and their children is remarkable. Parents report trying to eat healthier, trying to shop for healthier foods, trying to get their child to eat healthier meals, and encouraging their child to get enough sleep. Parents believe their child's health has improved, believe that their health has improved, and they have been trying to get more exercise.** A clear majority of adults say that they are incorporating these healthy practices into their life sometimes if not

regularly. They report eating healthier meals, exercising more, their children eat healthy meals, and that their children take pride in preparing healthy meals. All of the adults report that they are sometimes if not regularly shopping for healthier food.



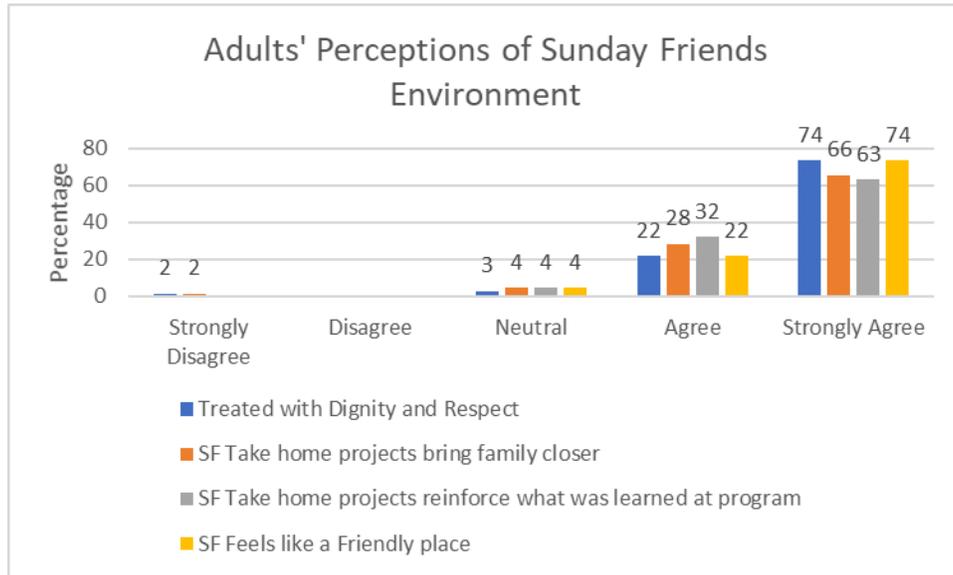


Perceptions of Sunday Friends Environment

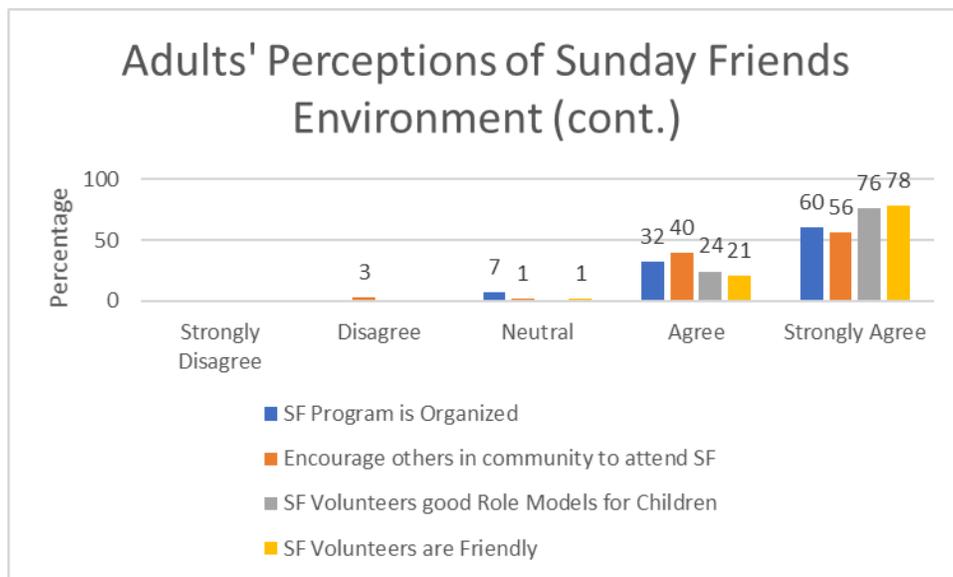
The adults who participated in the Sunday Friends survey were asked questions to determine their perceptions of the Sunday Friends environment and the impact Sunday Friends has had on them personally and on their family. There was overwhelming endorsement of how the Sunday Friends program and volunteers engage with participants and create an organized environment that is conducive to the wellbeing and sense of community among the parents and children who attend each Sunday.

Parents are nearly unanimous in feeling that the Sunday Friends volunteers are friendly (99%) and all adults surveyed reported that the Sunday Friends volunteers are good role models for the children and youth. Adults were nearly all likely to report that they are treated with dignity and respect at Sunday Friends (95%), and 91% reported that they would be sad if they were not able to attend Sunday Friends. **Some additional extremely positive findings are that 96% of parents either agree or strongly agree that Sunday Friends has helped them to reduce their usual level of stress; Ninety-five percent of adults report that they feel they are a better parent as a result of participating in the Sunday Friends program; and 97% of adults report being more able to think about their family's future needs. These findings are highly consistent with the overarching mission and goals espoused by the Sunday Friends program.**

General Perceptions of Sunday Friends Program and Volunteers



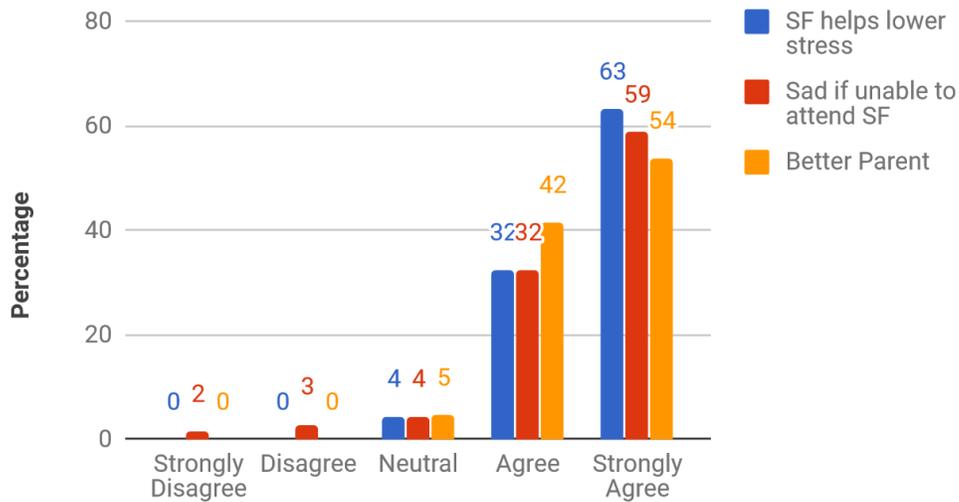
- 95% of adults feel like they are treated with dignity and respect while at Sunday Friends
- 94% of adults report that th SF take home projects bring their family closer together
- 96% of adults feel that the SF take home projects help to reinforce what was learned at the SF program
- 94% of adults feel that Sunday Friends is a friendly place



- 93% of adults feel that the SF program is well organized

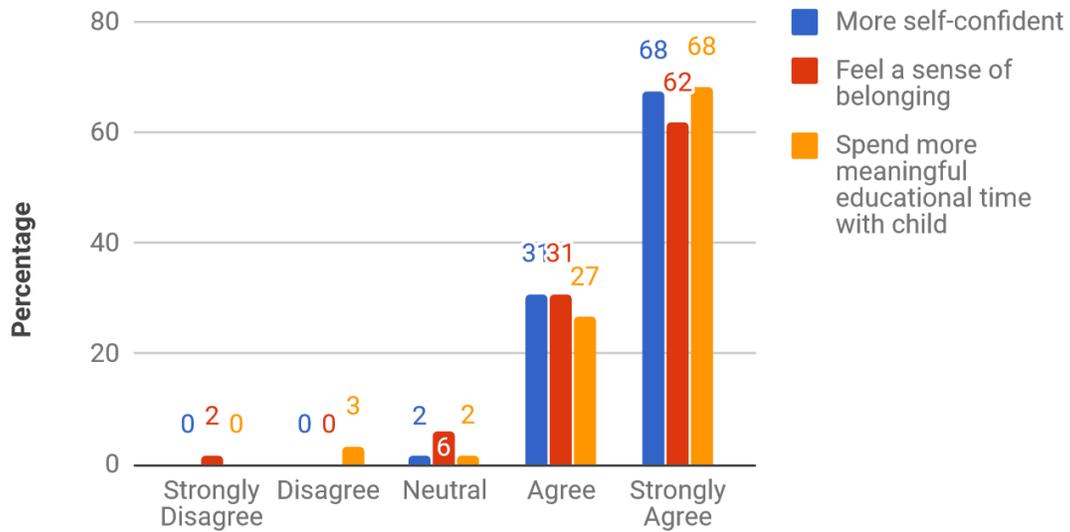
- 96% of adults report that they encourage others in their community to attend Sunday Friends
- 100% of adults feel that the SF volunteers are good role models for children
- 99% of adults feel that the SF volunteers are friendly

Impact of SF on Adults' Self-Confidence, Belonging, and Stress Level



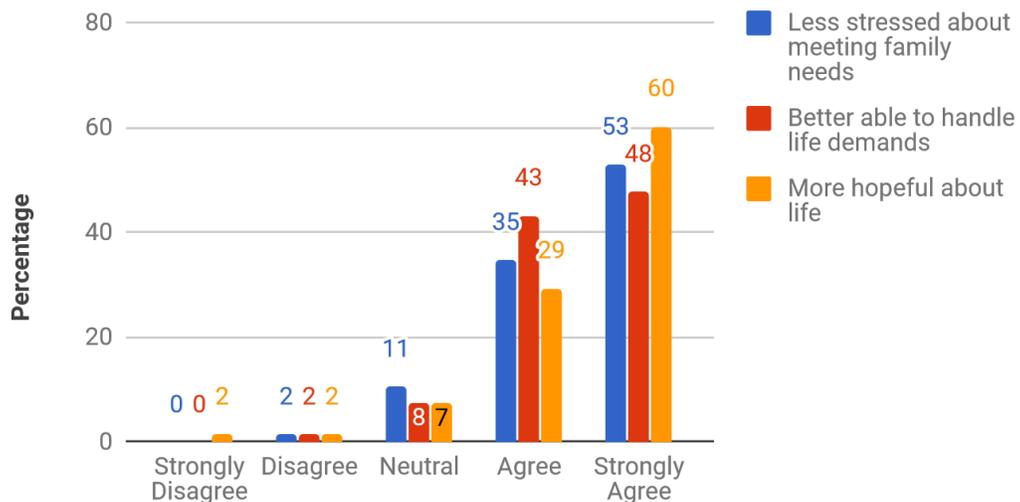
- 96% of adults report that SF helps to lower their stress
- 91% of adults report that they would be sad if they could not attend Sunday Friends
- **95% of adults report that they are a better parent as a result of participating in Sunday Friends**

Impact of SF on Adults' Self-Confidence, Belonging, and Stress Level (cont)



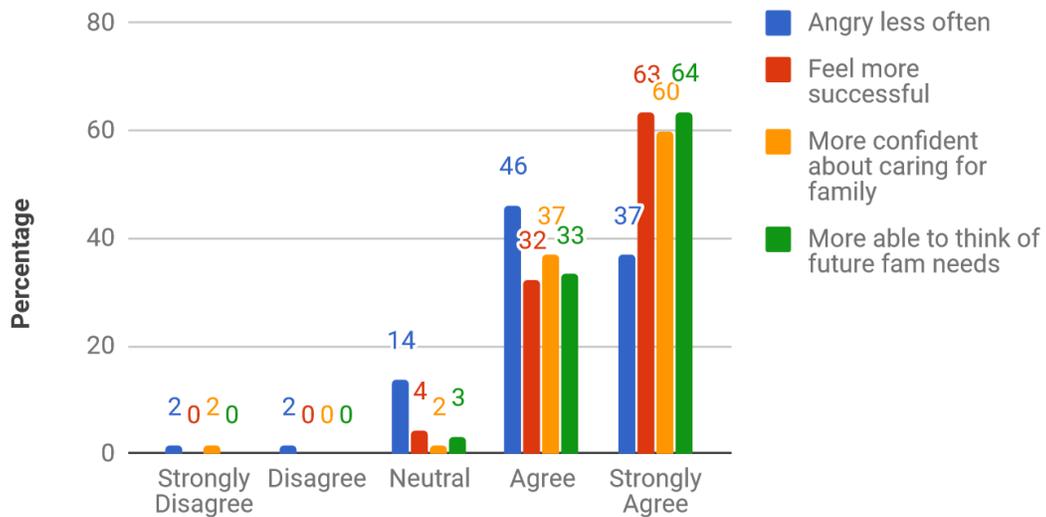
- 98% of adults report that they feel more self confident
- 92% of adults report that they feel a sense of belonging
- 95% of adults report that they spend more meaningful educational time with their child

Impact of SF on Adults' Self-Confidence, Belonging, and Stress Level (cont)



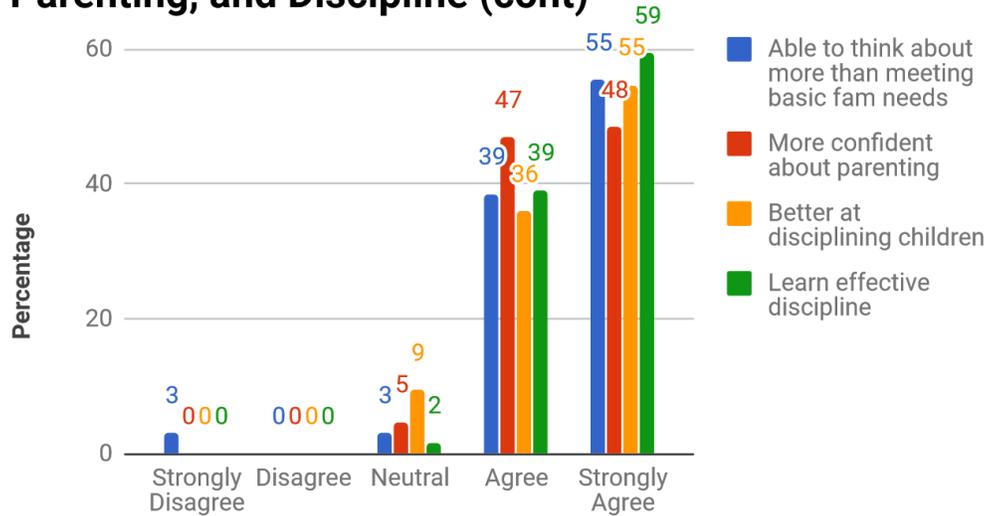
- 83% of adults report that they are less stressed about meeting the needs of their family
- 90% of adults report that they are better able to handle life's demands
- 89% of adults report that they are more hopeful about life

Impact of SF on Adults' Anger Management, Parenting, and Discipline



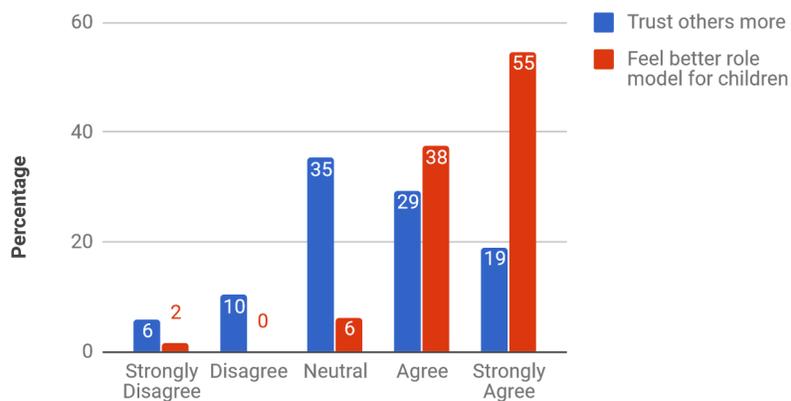
- 82% of adults report that they are angry less often as a result of participating at SF
- 96% of adults report feeling more successful
- 96% of adults report feeling more confident about caring for their family
- **97% of adults report being more able to think about their family's future needs**

Impact of SF on Adults' Anger Management, Parenting, and Discipline (cont)



- 94% of adults report being able to think about more than just meeting the basic family needs
- 95% of adults feel more confident about their parenting skills
- 91% of adults feel they are better at disciplining their children
- **98% of adults report learning effective discipline techniques through SF programs**

Impact of SF on Adults' Comfort and Trust with Others



- 48% of adults report that they trust others more, while 16% disagree
- **92% of adults feel they are being a better role model for their children**

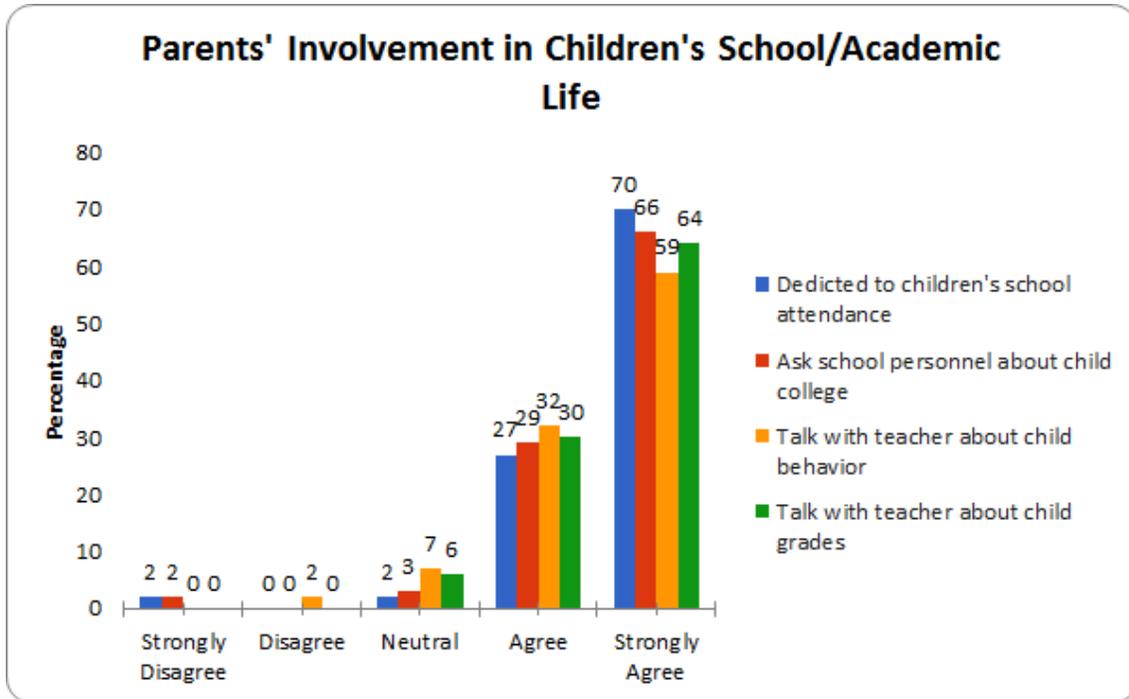
Parents' Involvement in Children's School/Academic Life

A primary goal of the Sunday Friends Program is to promote the development of academic skills and motivation to succeed educationally. Parents were asked about their children's academic skill building. A notable majority of adults reported feeling strongly that Sunday Friends has positively impacted their children's' motivation and task orientation as well as their own engagement in their child's school experience. Ninety-three percent (93%) report that their children are doing better in school. Parents reported that their child enjoys writing more, they are learning math, science and computer skills, that they do better in school, and are reading more for fun.

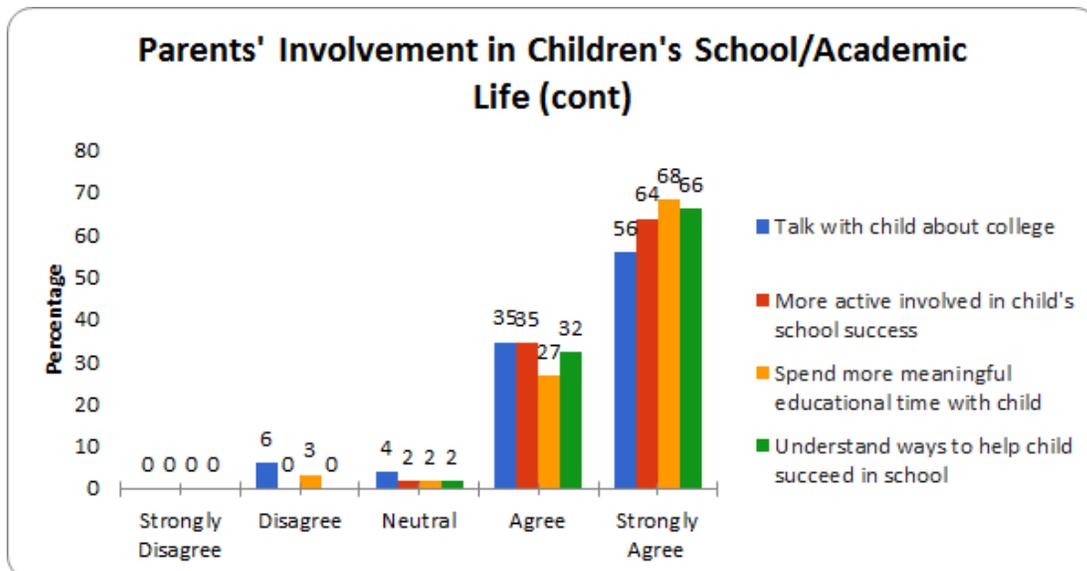
Parents reported that they are very likely to be more actively involved in helping their child succeed in school, that they better understand ways to help promote their child's academic success, and that they are spending more meaningful and educational time with their child.

Parents reported high levels of collaborative and interactive engagement with their children that are related to academic skill building. Seventy percent of the adults agreed or strongly agreed with the statement that they are reading on a daily basis with their child. A slightly higher percentage report writing with their child weekly. A particularly powerful finding was the very high percentage of parents who reported that they are more dedicated to ensuring regular school attendance and are talking with their child's teacher about the child's behavior and grades.

Overall there is an abundance of evidence that Sunday Friends is achieving its mission to educate children and their families in order to foster a commitment to schooling and academic success. The following tables present the results related to parents' involvement in their children's school life and academic experience. Additional information regarding parents' perceptions of school related outcomes appears in the section on Developmental Assets below.

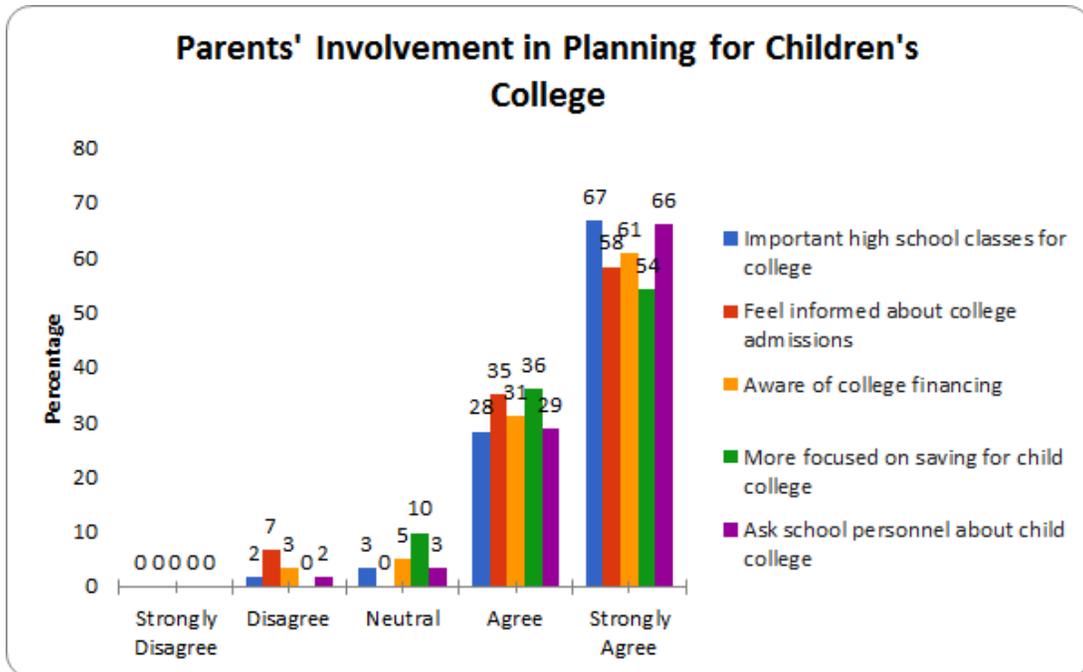


- 96% of parents report that they are dedicated to ensuring their child's school attendance
- 95% of parents report that they feel more confident about asking school personnel about their child going to college.
- 91% of parents report that they are talking with their child's teacher about behavior
- 94% of parents report that they are talking with their child's teacher about grades

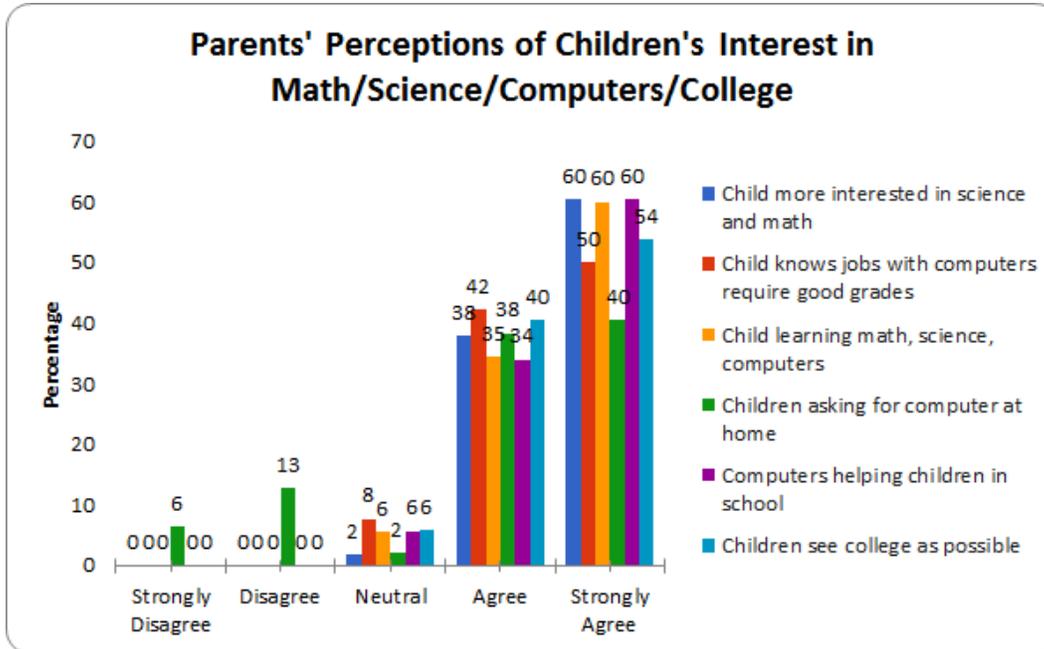


- 90% of parents report that they talk with their child about planning for college.

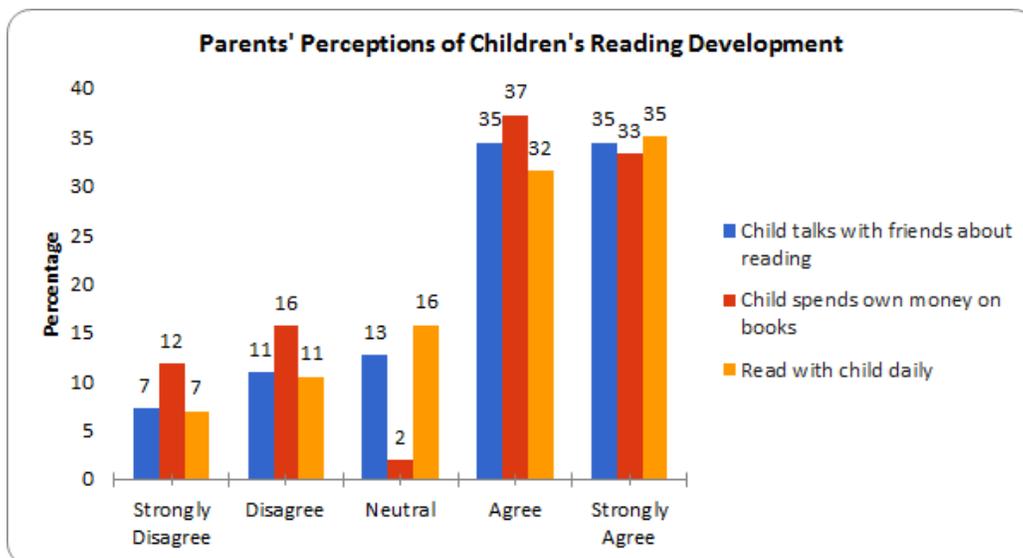
- 98% of parents indicated that they are more actively involved in their child’s school success.
- 95% of parents report spending meaningful and educational time with their children.
- 98% of parents expressed confidence in their understanding of ways to help their child succeed in school.

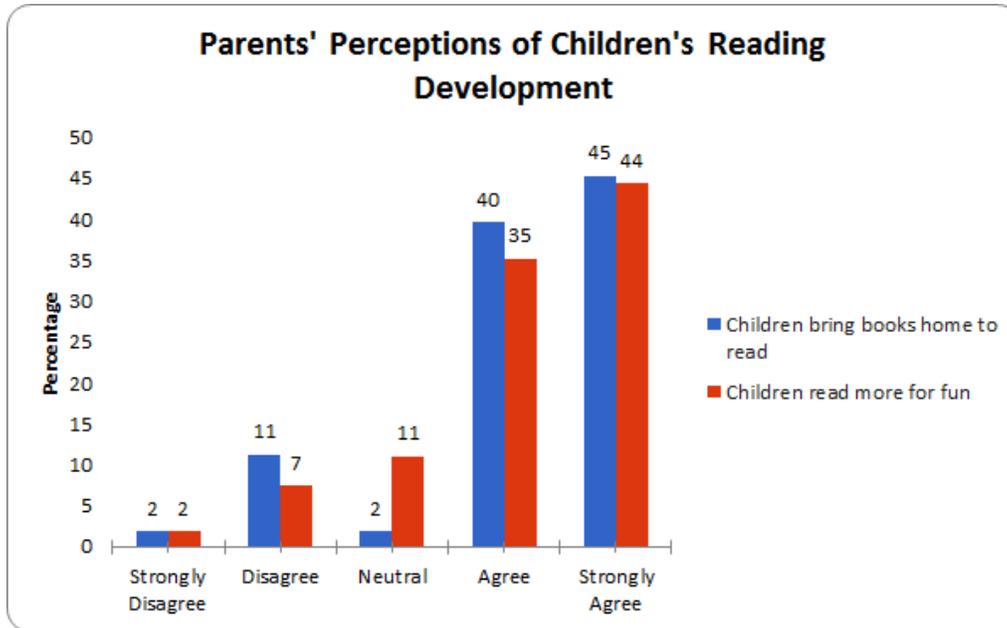


- 95% of parents agree that they understand the importance of learning which high school classes are required to go to college.
- 93% of parents reported that they felt informed about the college admissions process.
- 92% of parents agreed that they were aware of college financing options.
- 90% of parents reported that they are more focused on saving for their child’s college
- 95% of parents reported that they feel more confident about asking school personnel about their child going to college



- 98% of parents report that their child is more interested in science and math
- 92% of parents report that their child knows jobs with computers require good grades
- 94% of parents agree that their child is learning math, science, and computers
- 79% of parents report that their child is asking for a computer at home
- 94% of parents feel that computers are helping their child in school
- 94% of parents agree that their child sees college as not just a dream but something that can be in their future





- 68% of parents agree that their child is talking with friends about something they are reading
- 70% of parents report that their child spends their own money on books
- 67% of parents report that they read daily with their child
- 85% of parents report that their child brings books home to read
- 79% of parents agree that their child is reading more for fun

Parents' Report on Youths' Feelings

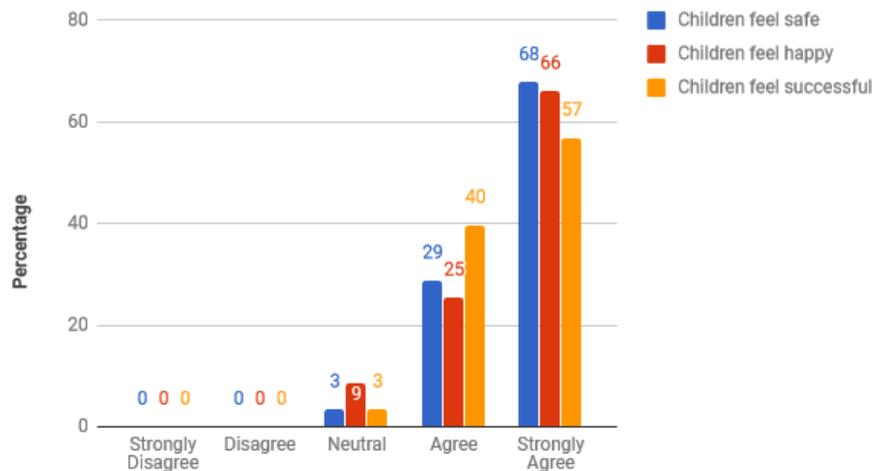
Parents were asked to report on their children's experiences at Sunday Friends. As a result, they were asked "When you are at SUNDAY FRIENDS with your children, do you think your children feel..." and they were to rate the extent to which they thought their children felt motivated, sad, confident, etc.

The vast majority of the adults who answered this survey reported that their children were benefiting from the Sunday Friends program. When presented with the positive self-concept and pro-social elements, very few parents and guardians answered with "strongly disagree" and "disagree". This means that Sunday Friends is achieving its goal of providing participating children with positive socio-emotional and learning experiences. Some of the elements with the strongest agreement are they want to do their best (98%), they enjoy learning new things (100%), they feel supported by the Sunday Friends volunteers (98%), they appreciate their family more (96%), feel people are glad to see them at Sunday Friends (94%), they feel

respected (95%), responsible (95%), successful (97%), motivated (97%), they feel close to their family (96%), they feel happy (91%), proud (97%), self-confident (97%), and they feel safe (97%).

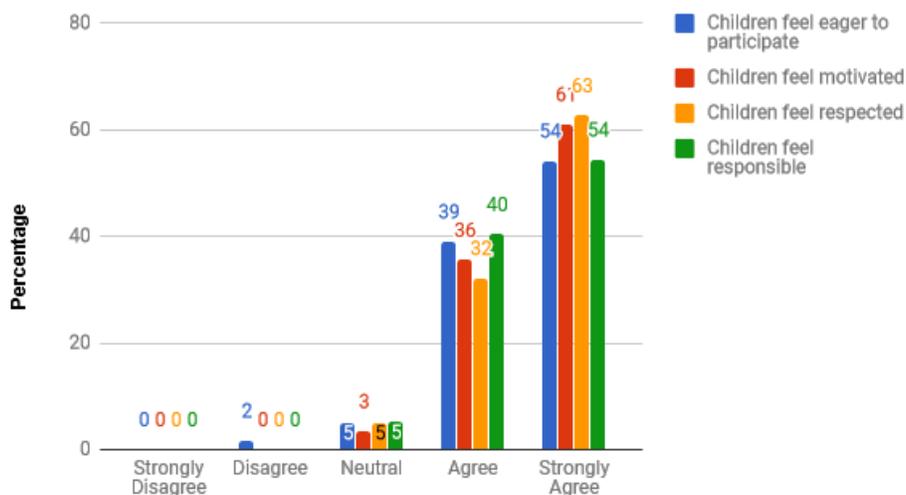
The findings also demonstrate that a large majority of the parents believe that their children feel appreciated (94%), eager to participate (93%), hopeful about themselves (98%), less depressed (97%), and that life can be good (98%).

(Parents' Sense of) Children Positive Feelings



- 97% of parents report their child feels safe while at Sunday Friends
- 91% of parents report their child feels happy while at Sunday Friends
- 97% of parents report their child feels successful while at Sunday Friends

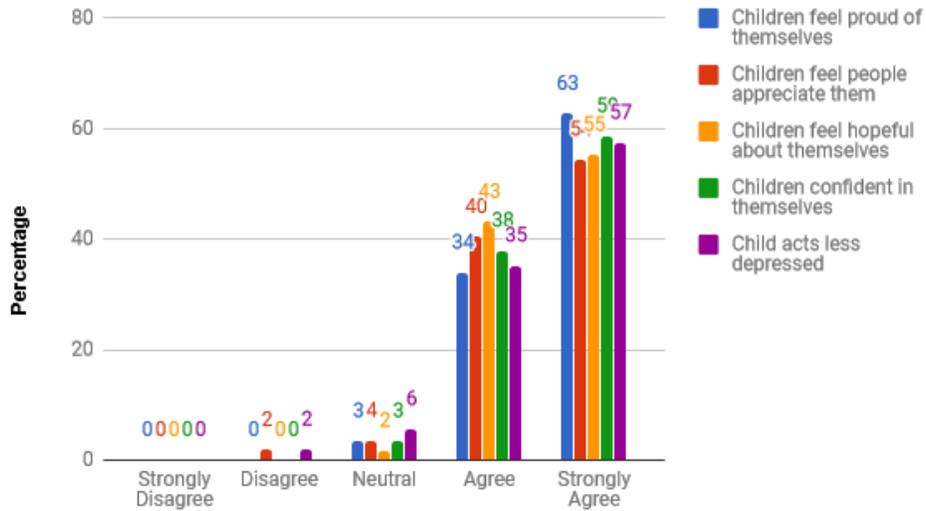
(Parents' Sense of) Children Feelings, cont.



- 93% of parents report their child feels eager to participate while at Sunday Friends

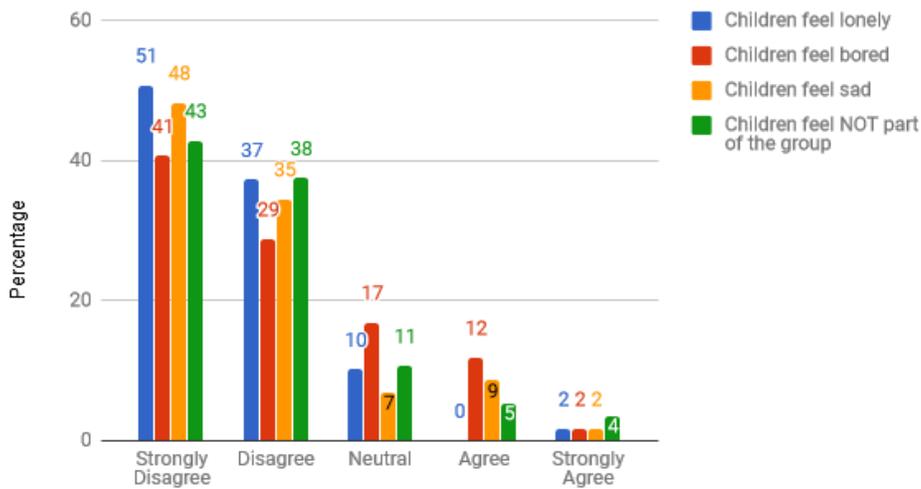
- 97% of parents report their child feels motivated while at Sunday Friends
- 95% of parents report their child feels respected while at Sunday Friends
- 95% of parents report their child feels responsible while at Sunday Friends

(Parents' Sense of) Children's Positive Self Perceptions



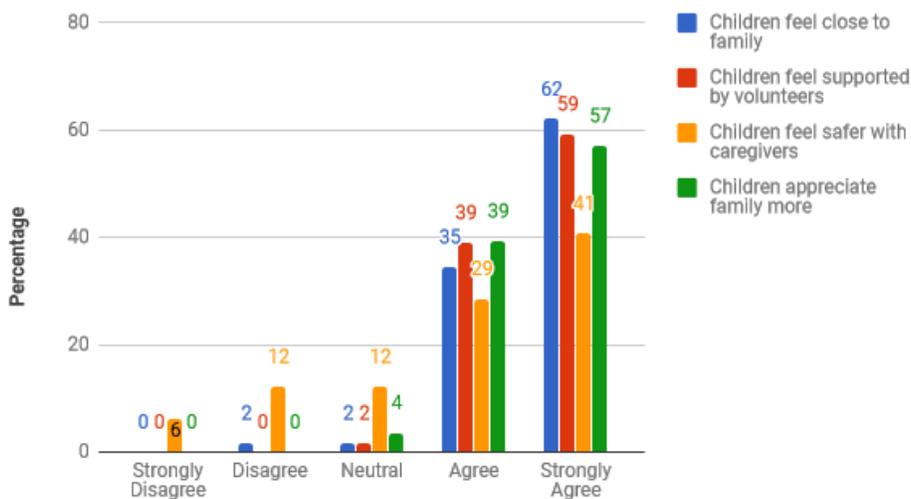
- 97% of parents report their child feels proud while at Sunday Friends
- 94% of parents report their child feels people appreciate them while at Sunday Friends
- 98% of parents report their child feels hopeful while at Sunday Friends
- 97% of parents report their child feels confident while at Sunday Friends
- 97% of parents report their child acts less depressed while at Sunday Friends

Impact on Children's Negative Emotions



- 88% of parents disagree that child feels lonely while at Sunday Friends
- 70% of parents disagree that child feels bored while at Sunday Friends
- 82% of parents disagree that child feels sad while at Sunday Friends
- 80% of parents disagree that child feels outside of the group while at Sunday Friends

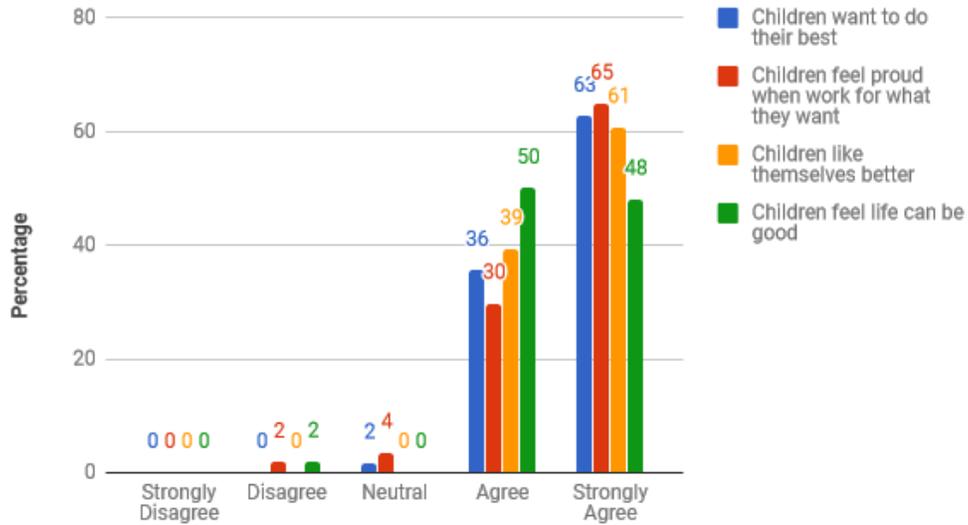
Children's Sense of Security with Family and Others



- 96% of parents report their child feels close to their family
- 98% of parents report their child feels supported while at Sunday Friends
- 70% of parents report their child feels safer with caregivers

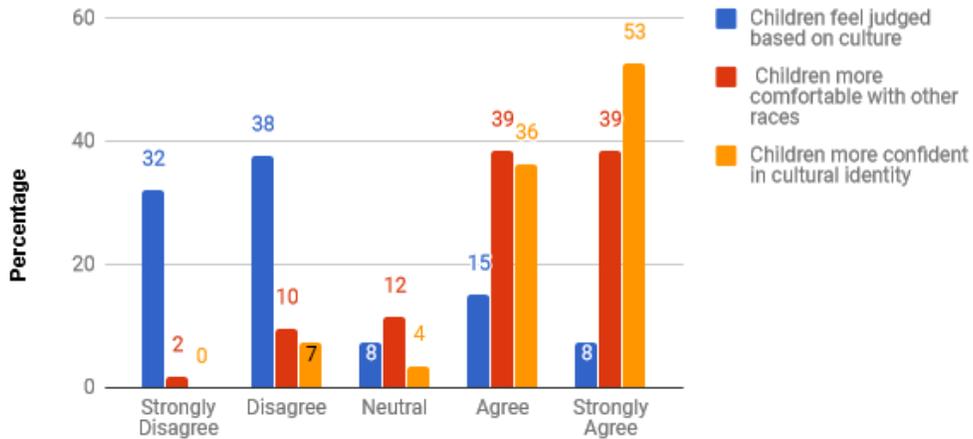
- 96% of parents report their child appreciates their family more

Children Sense of Motivation and Agency



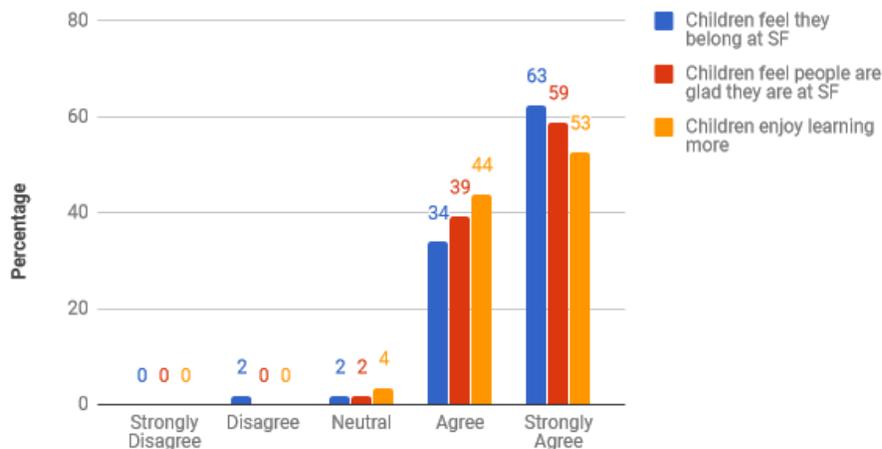
- 98% of parents report their child wants to do their best while at Sunday Friends
- 94% of parents report their child feels proud when they work for what they want while at Sunday Friends
- 100% of parents report their child likes themselves better
- 98% of parents report their child feels that life can be good

(Parents' Sense of) Children's Experience of Culture and Identity



- 70% of parents disagree that their child feels judged based on culture
- 78% of parents report their child feels more comfortable with other races
- 89% of parents report their child feels more confident in their cultural identity

Children Sense of Belonging and Engagement at Sunday Friends



- 96% of parents report their child feels they belong while at Sunday Friends
- 94% of parents report their child feels that people are glad they are at Sunday Friends
- 100% of parents report their child enjoys learning more

Parents’ Perceptions of the Developmental Assets

Developmental Assets 1-20: External Assets

In this final section of the 2017 Sunday Friends evaluation report, we turn our attention to parents’ perceptions of the Sunday Friends program effectiveness in supporting and promoting the healthy development of their children as well as the program’s success in nurturing the parental behaviors that would promote children’s healthy development and well-being. In this section, the report presents results for several Developmental Assets as outlined by the Search Institute and Santa Clara County’s Project Cornerstone. The analyses conducted for the 2017 evaluation were based on the Adult questionnaire. To form the Developmental Asset scales, questions were drawn from past evaluation surveys and written as newly added survey items. Asset scale questions were translated into Spanish and piloted in 2016 before being added to the 2017 evaluation survey.

Across all Developmental Asset scales, there was a very high level of agreement that the program promotes the internal or external domain of healthy development and wellbeing for children. This reveals a resounding endorsement of the positive benefits of Sunday Friends.

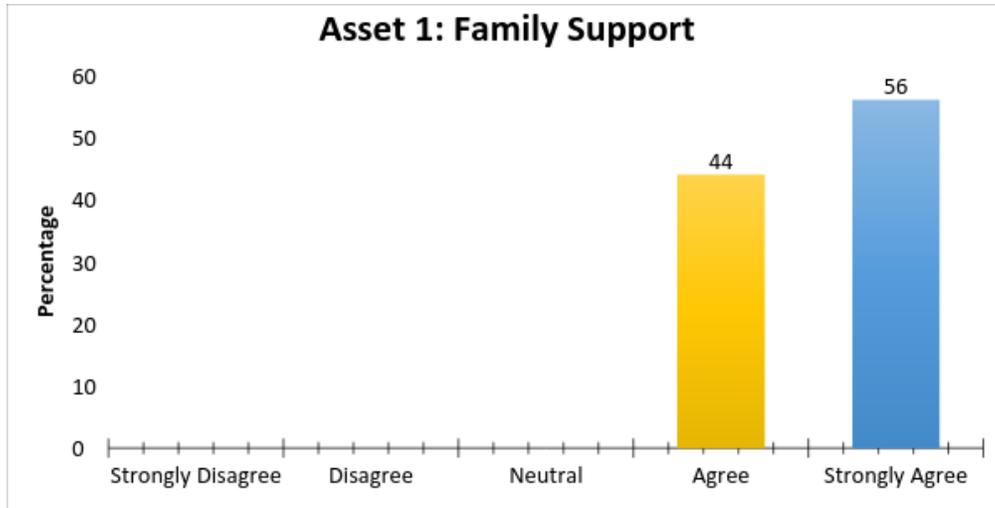
Sunday Friends teaches necessary skills to both the children and adults who attend the program in order to help better their lives. Some classes aim to give parents a sense of confidence so that they are better able to use positive parenting methods. Because of such assistance and education, the hope is that the parents will be able to use the information to foster their children's healthy development.

The Sunday Friends Program is committed to promoting positive social and emotional well-being through its wide array of education classes, activities, and community-based services. The positive benefits are intended for adult and child alike. Parents reported the Sunday Friends program has had a strong positive impact on the social and emotional well-being of their children.

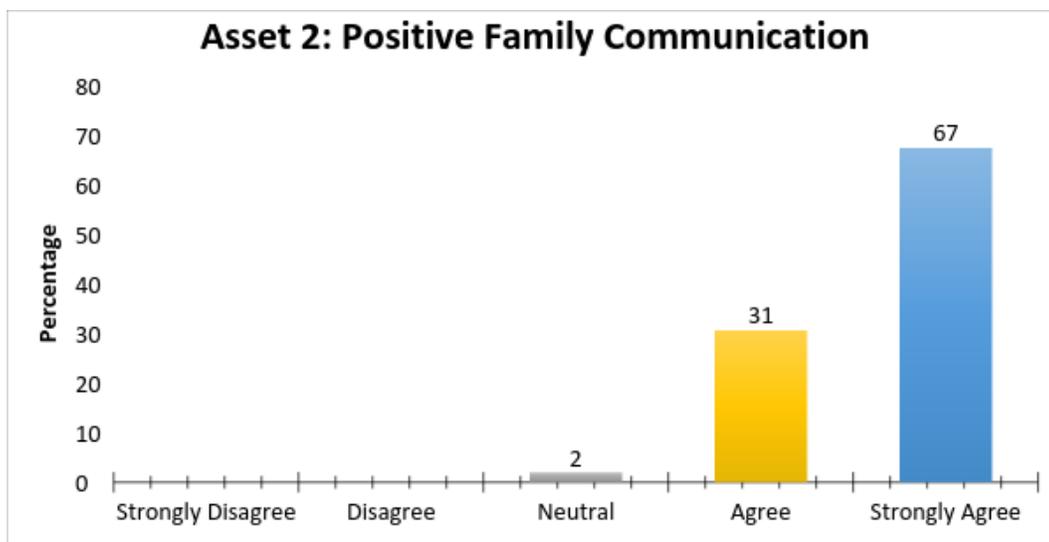
Respecting and helping others is an overarching principle of the Sunday Friends day each weekend. There is strong agreement among the adults that participation in Sunday Friends has encouraged their children to show more respect for people and the things around them, to use better manners, to have more positive relationships with adults outside of the family, and to realize that they can help others.

There is strong agreement among the adults that participation in Sunday Friends has helped them to be more confident that they will be able to care for their family in the future, to be more dedicated to making family stability a priority, to be more dedicated to ensuring their child's regular school attendance, and to think about the family's needs each month but be able to also think of other things. Parents reported strong agreement that they feel they are a better role model for their children, and that they feel less stressed in being able to meet the needs of their family.

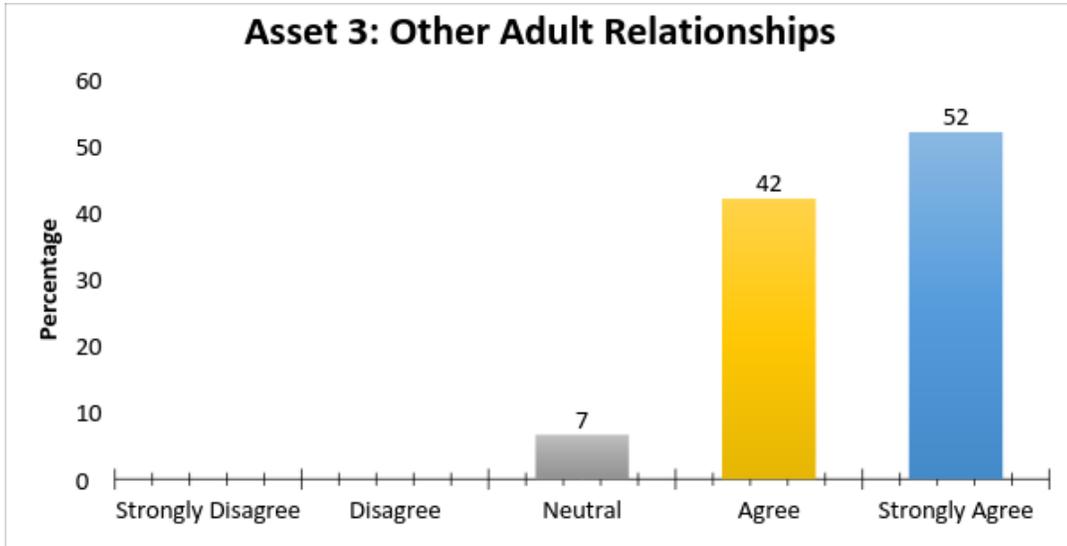
It can be concluded that the Sunday Friends Program is nearly universally viewed as positive, supportive and beneficial across many varying developmental assets.



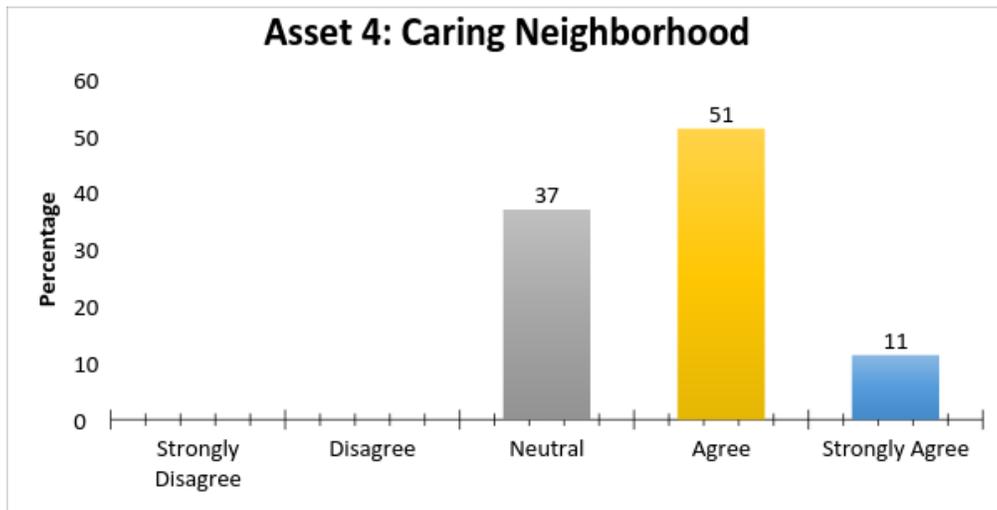
Asset 1) Family Support: Family life provides high levels of love and support



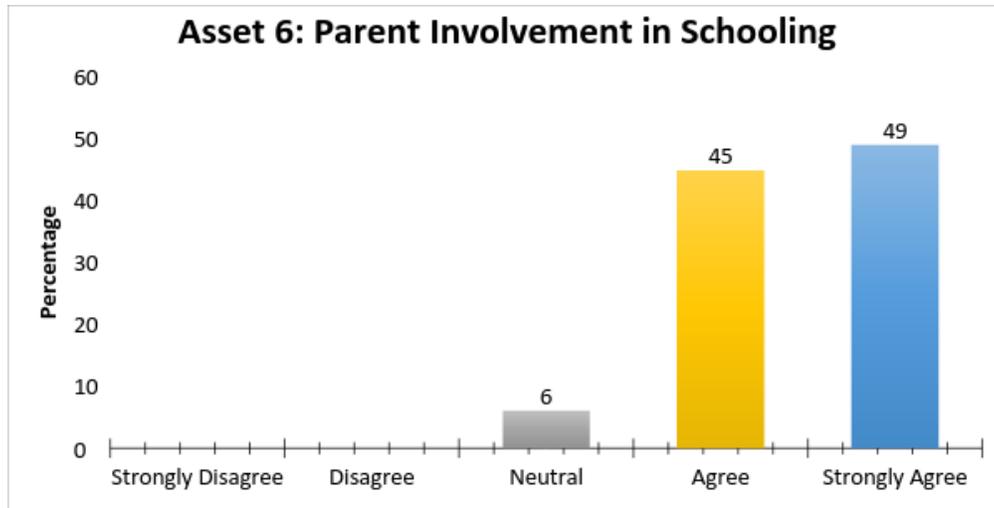
Asset 2) Positive Family Communication: Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).



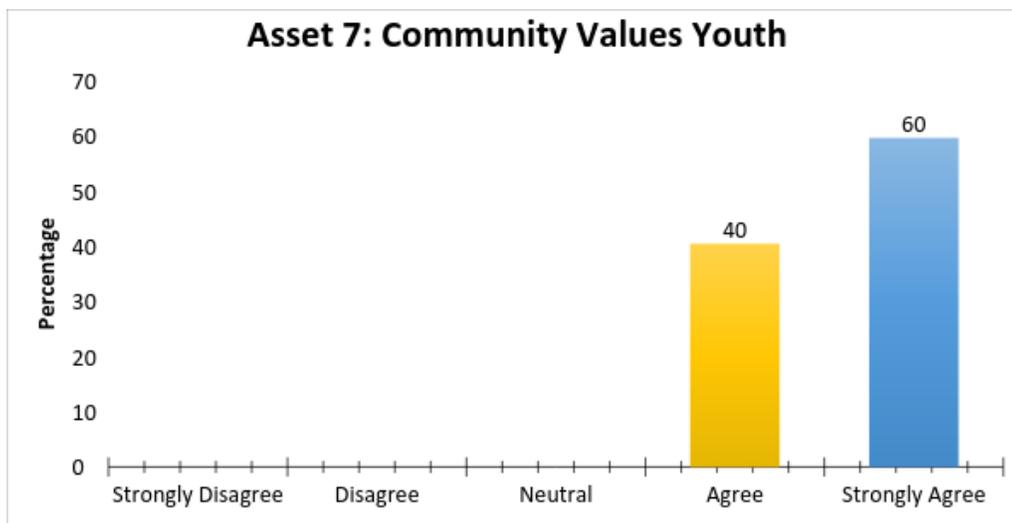
Asset 3) Other Adult Relationships: Child receives support from adults other than her or his parent(s).



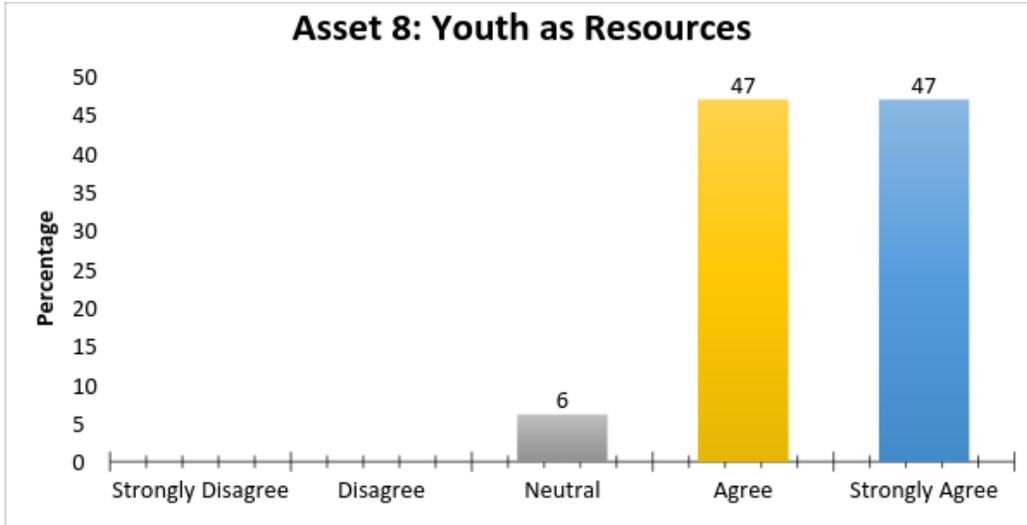
Asset 4) Caring Neighborhood: Young person (child) experiences caring neighbors



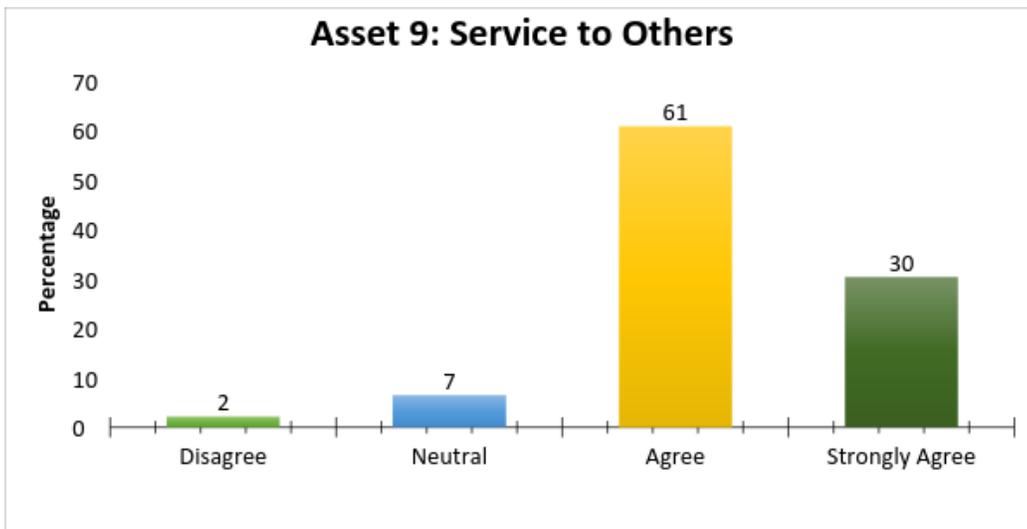
Asset 6) Parent Involvement in Schooling: Parent(s) are actively involved in helping young person (child) succeed in school



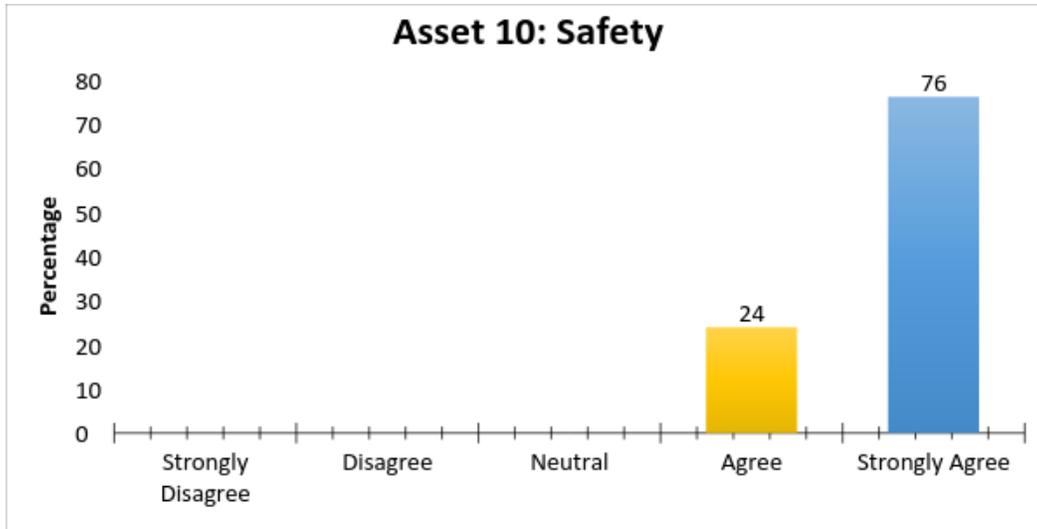
Asset 7) Community Values Youth: Child feels valued and appreciated by adults in the community



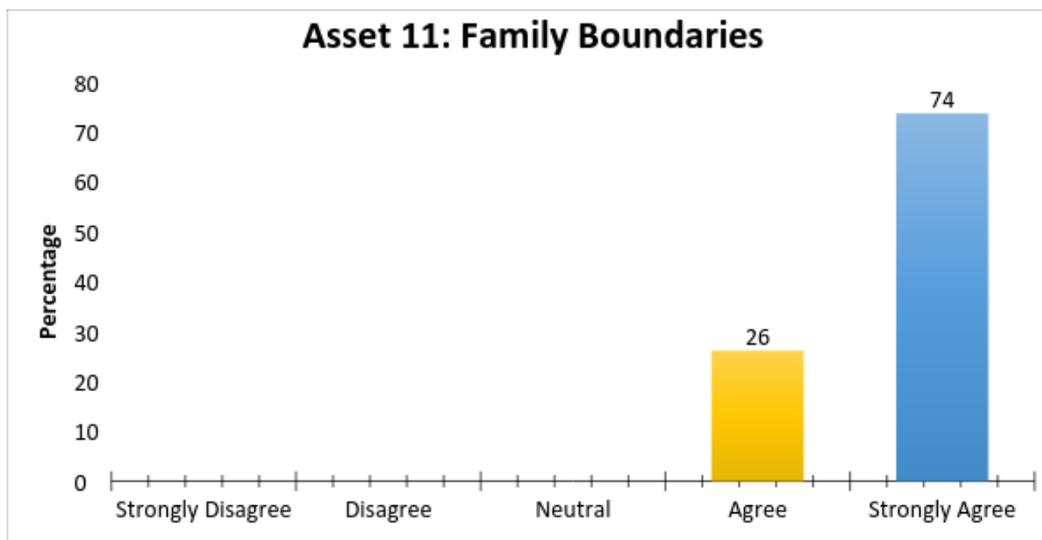
Asset 8) Youth as Resources: Child is included in decisions at home and in the community.



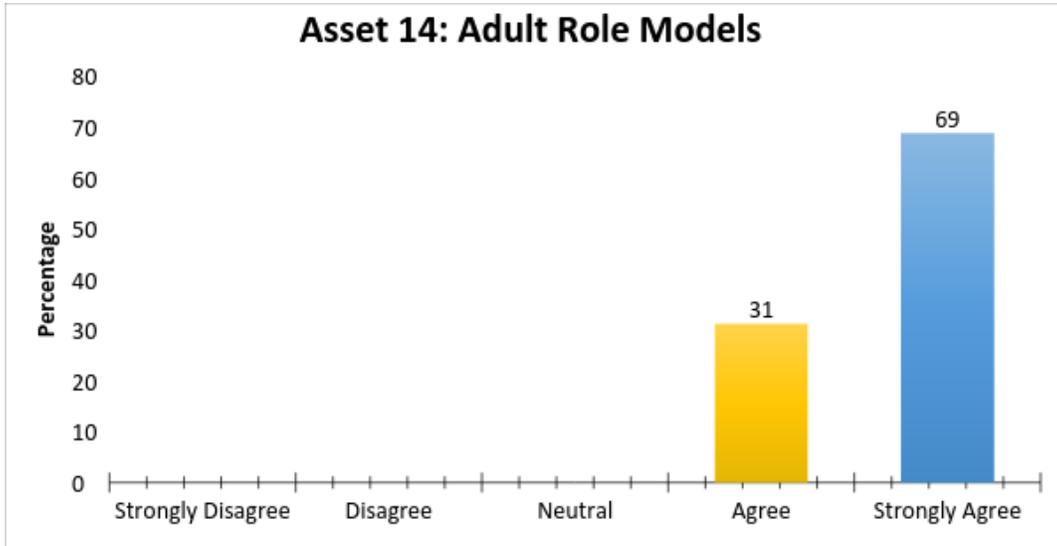
Asset 9) Service to Others: Child has opportunities to help others in the community.



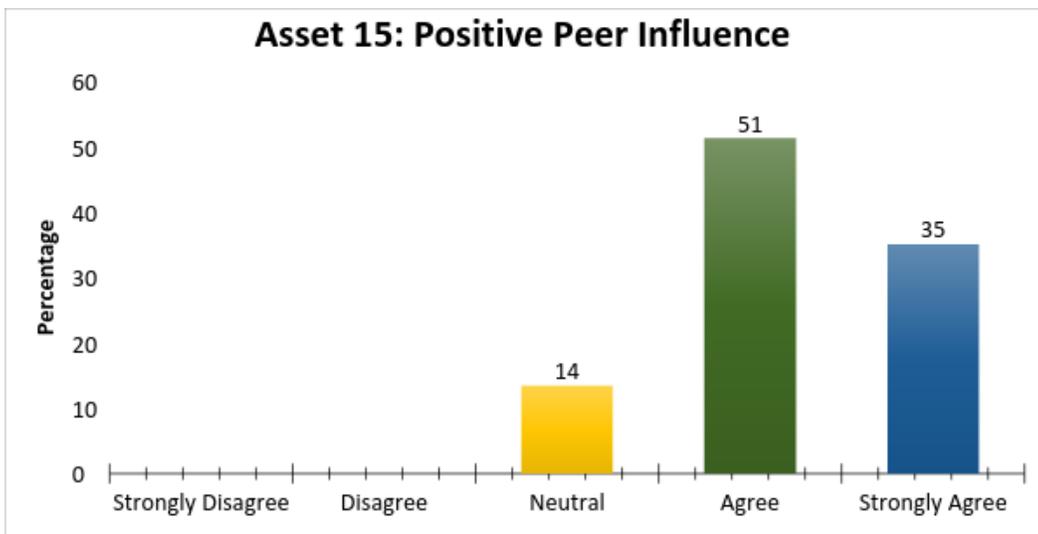
Asset 10) Safety: Young person (child) feels safe at home, school, and in the neighborhood



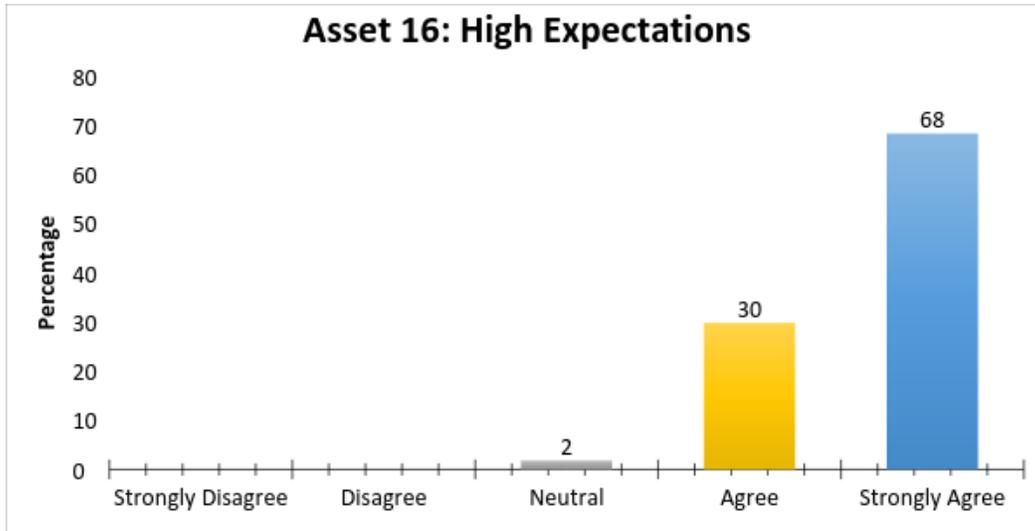
Asset 11) Family Boundaries: Family has clear rule and consequences and monitors the young person's (child's) whereabouts;



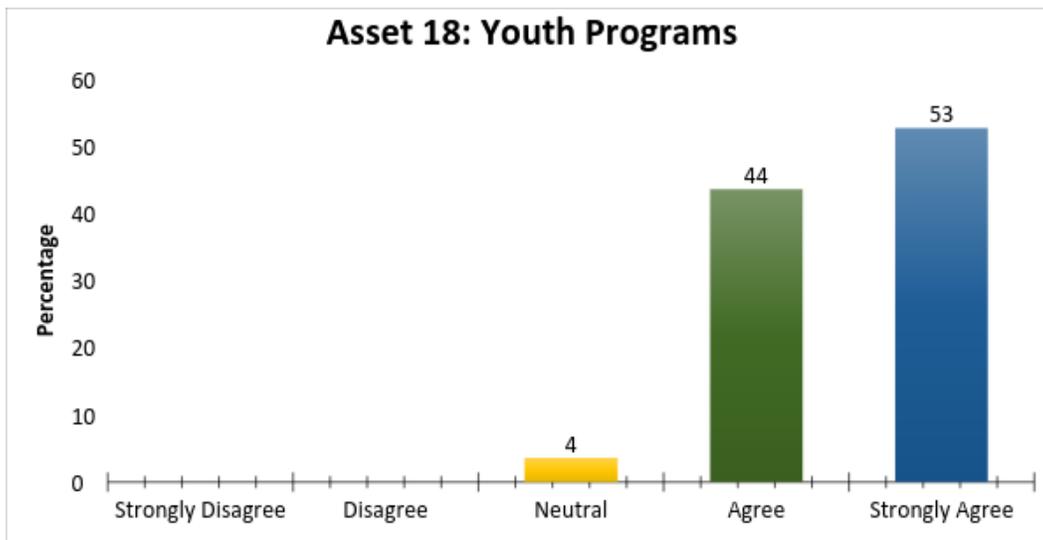
Asset 14) Adult Role Models: Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.



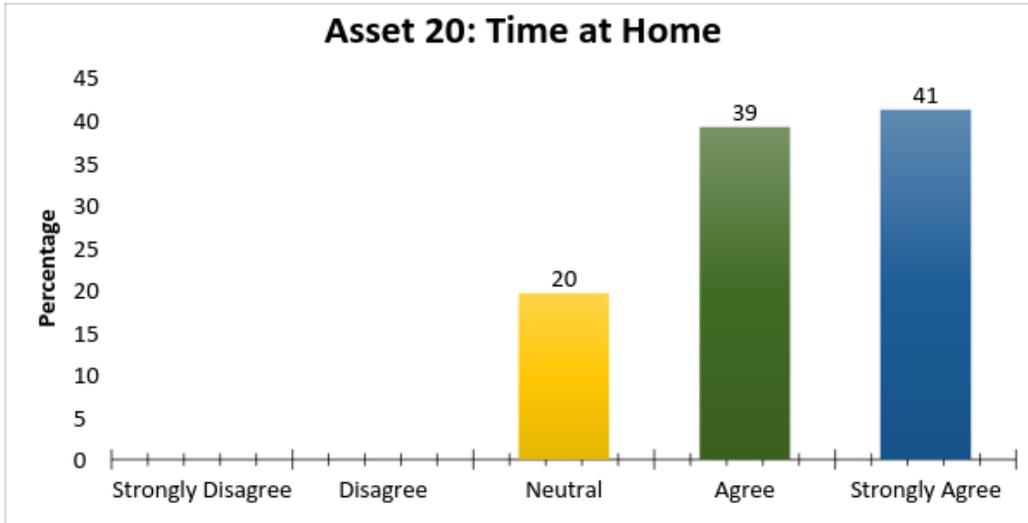
Asset 15) Positive Peer Influence: Child's closest friends model positive, responsible behavior.



Asset 16) High Expectations: Parent(s) and teachers expect the child to do her or his best at school and in other activities.

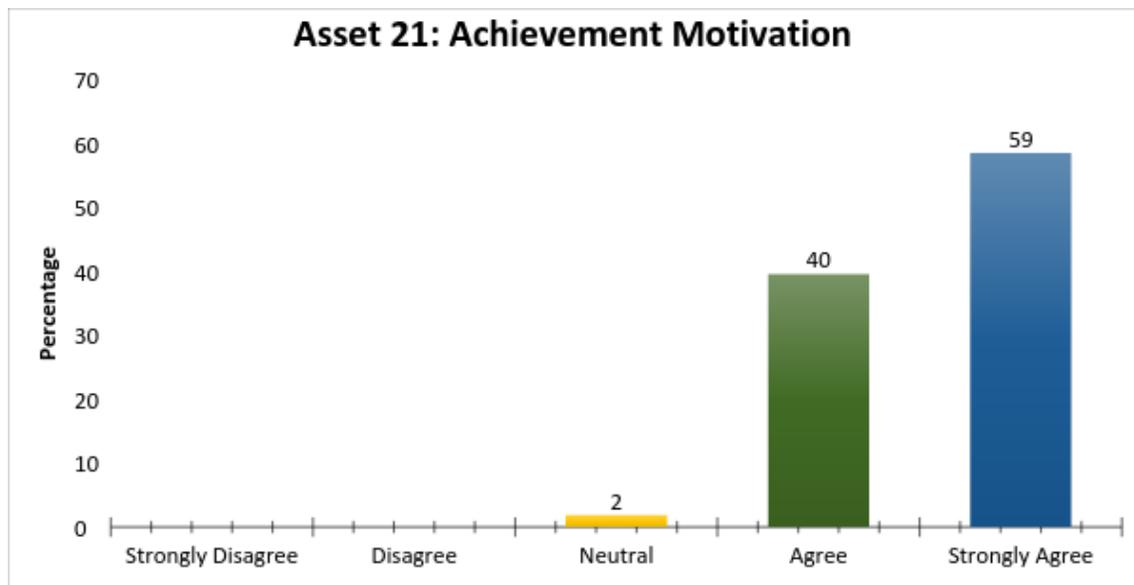


Asset 18) Youth Programs: Child participates two or more times per week in co-curricular school activities or structured community programs for children.

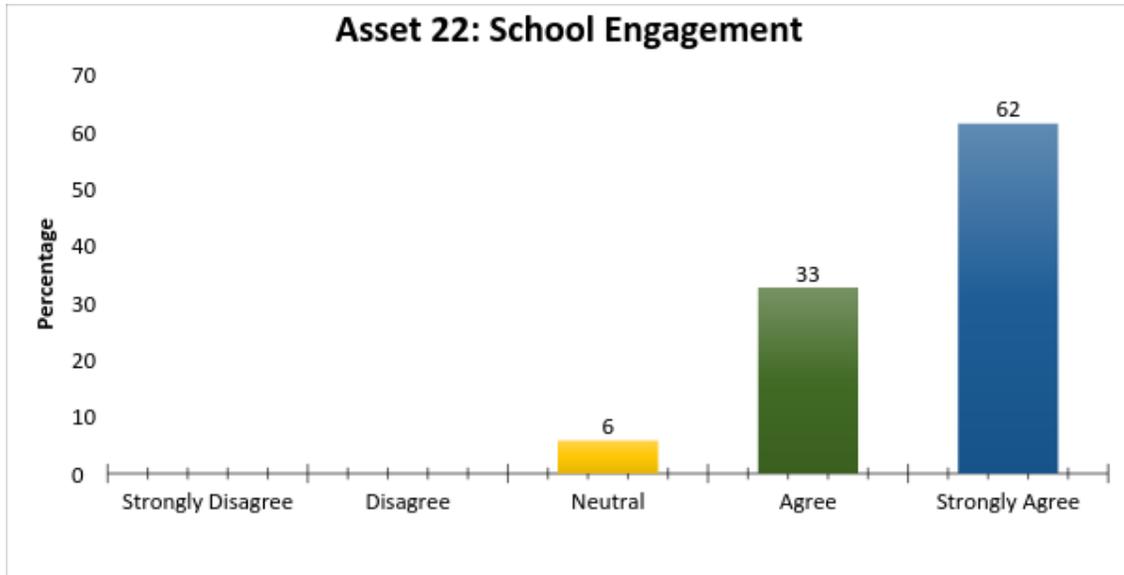


Asset 20) Time at home: Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

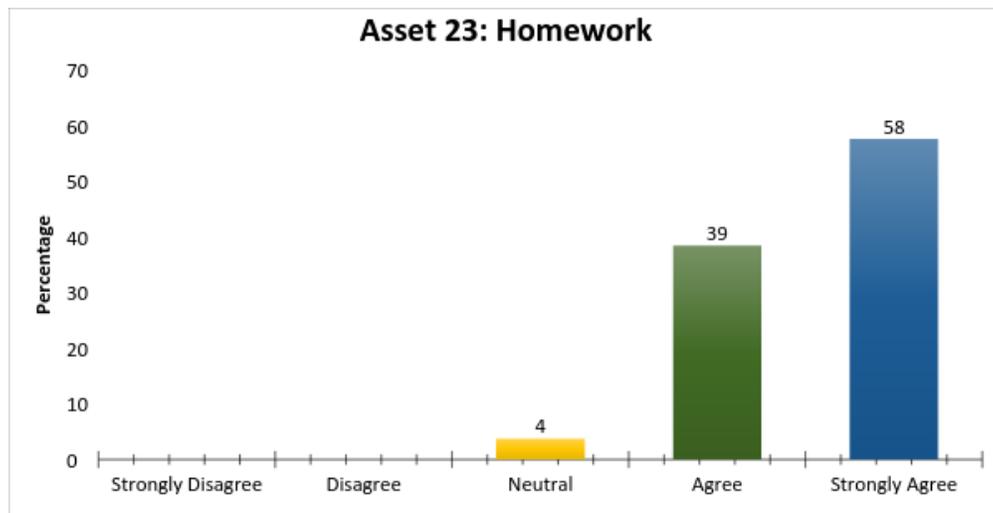
Developmental Assets 21-41: Internal Assets



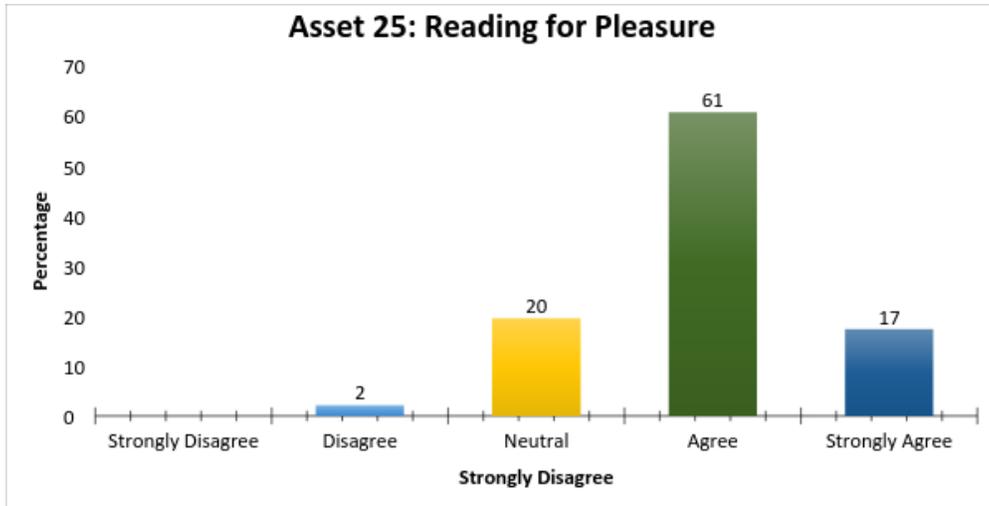
Asset 21) Achievement Motivation: Child is motivated and strives to do well in school.



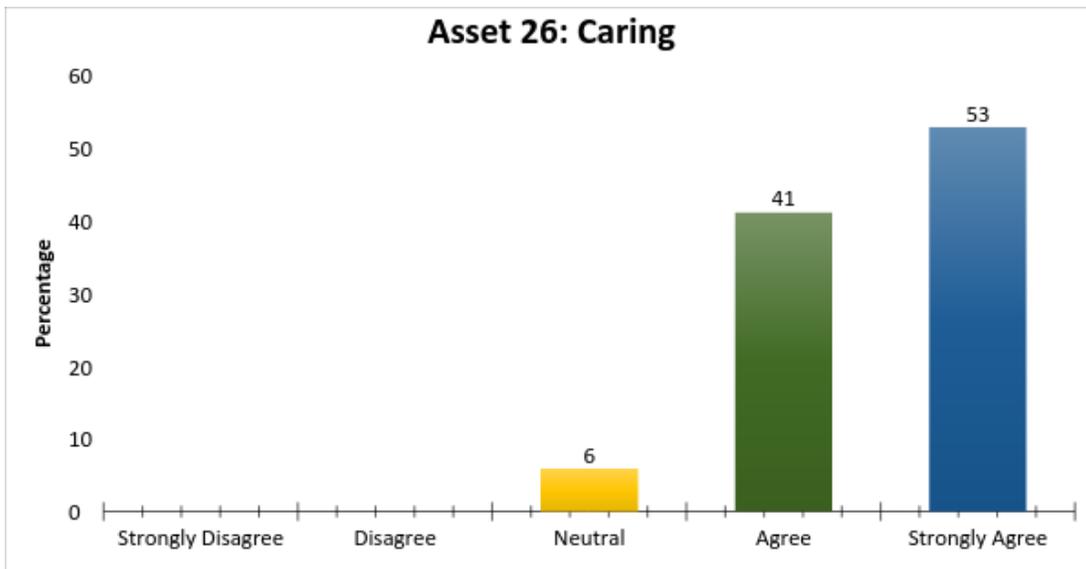
Asset 22) Learning engagement: Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.



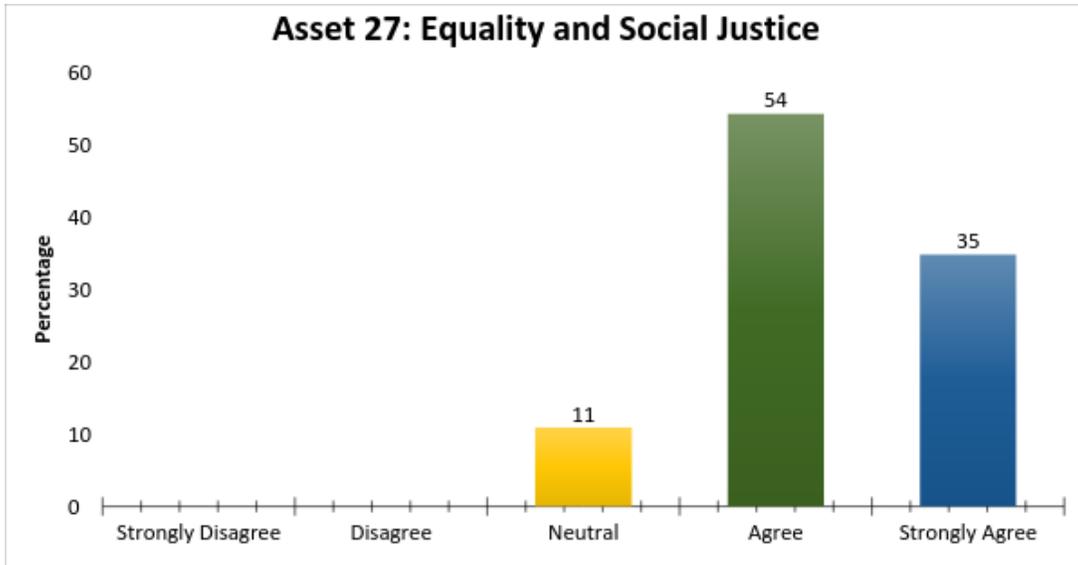
Asset 23) Homework: Child usually hands in homework on time.



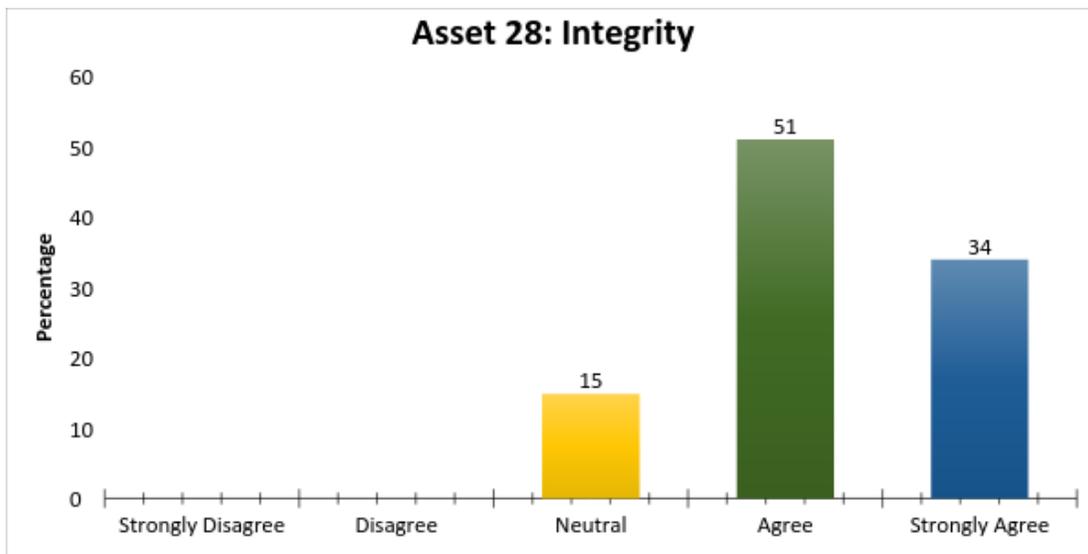
Asset 25) Reading for pleasure: Child enjoys and engages in reading for fun most days of the week.



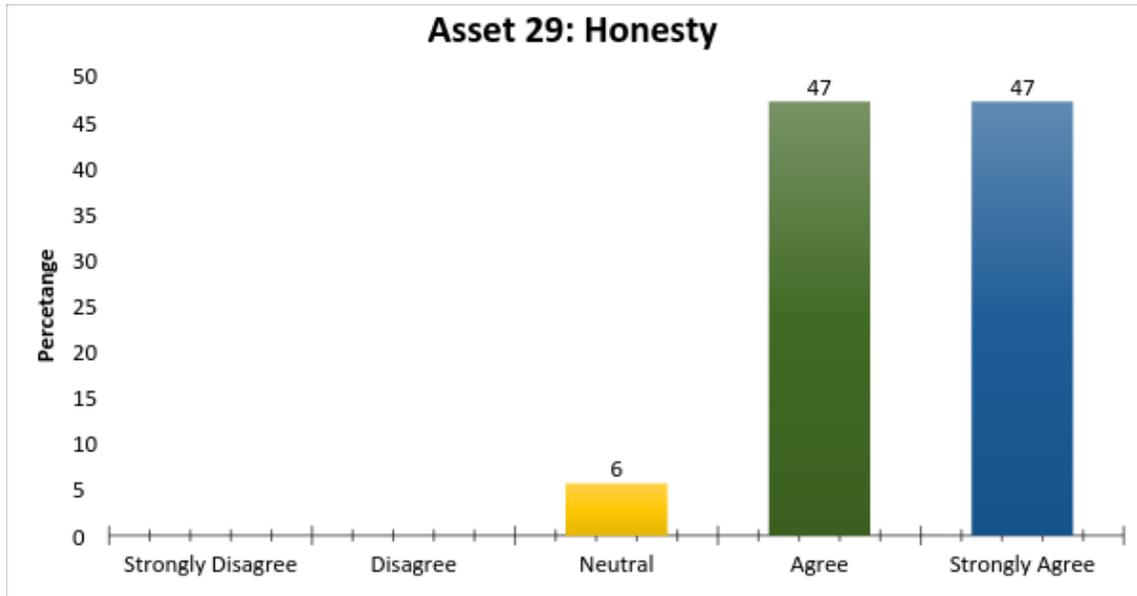
Asset 26) Caring: Parent(s) tell the child it is important to help other people.



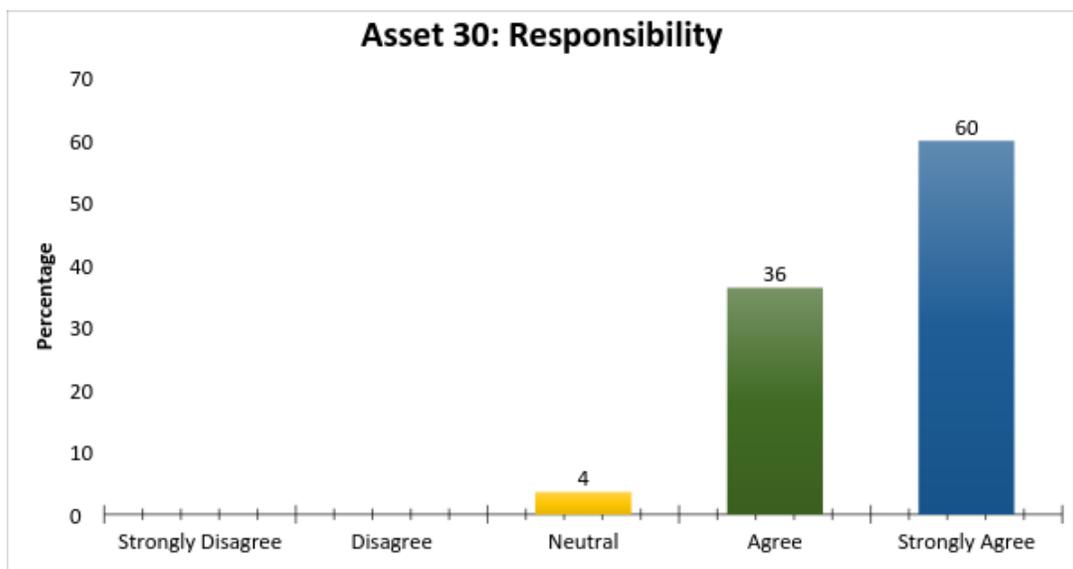
Asset 27) Equality and Social Justice: Parent(s) tell the child it is important to speak up for equal rights for all people.



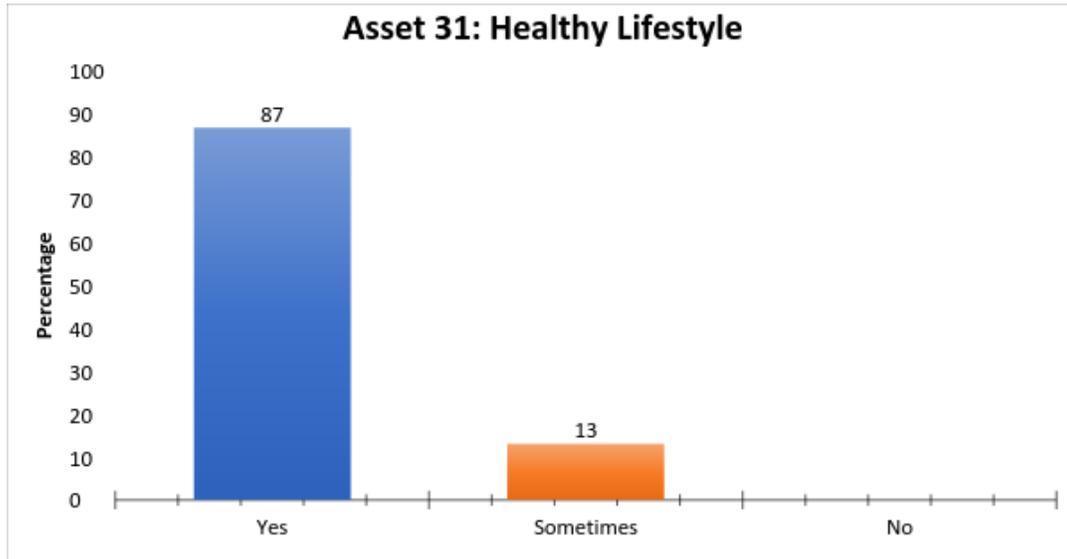
Asset 28) Integrity: Parent(s) tell the child it is important to stand up for one's beliefs.



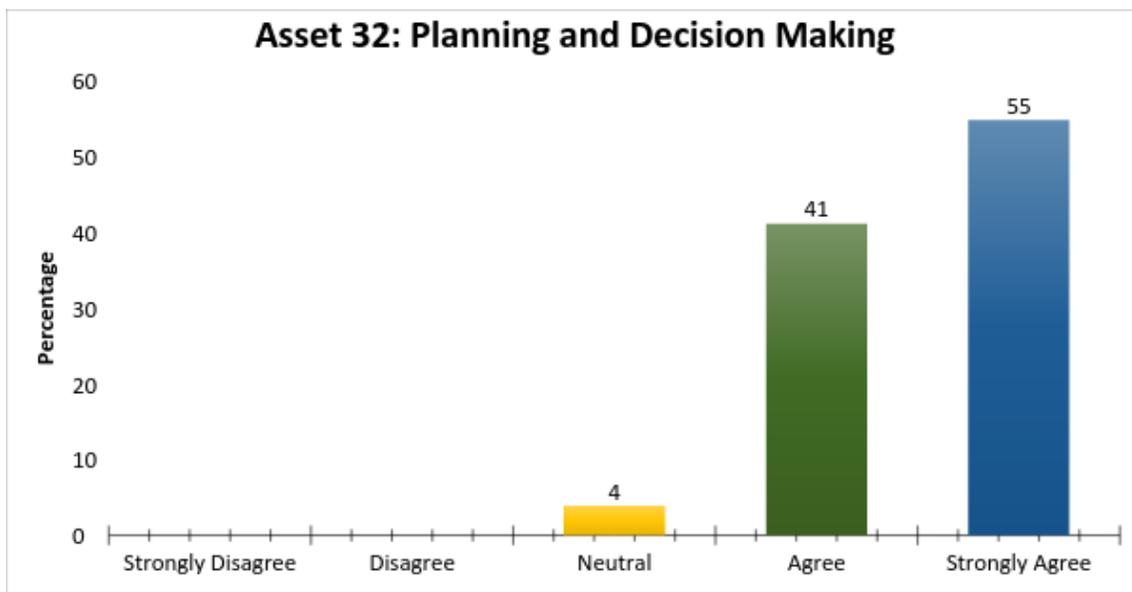
Asset 29) Honesty: Parent(s) tell the child it is important to tell the truth.



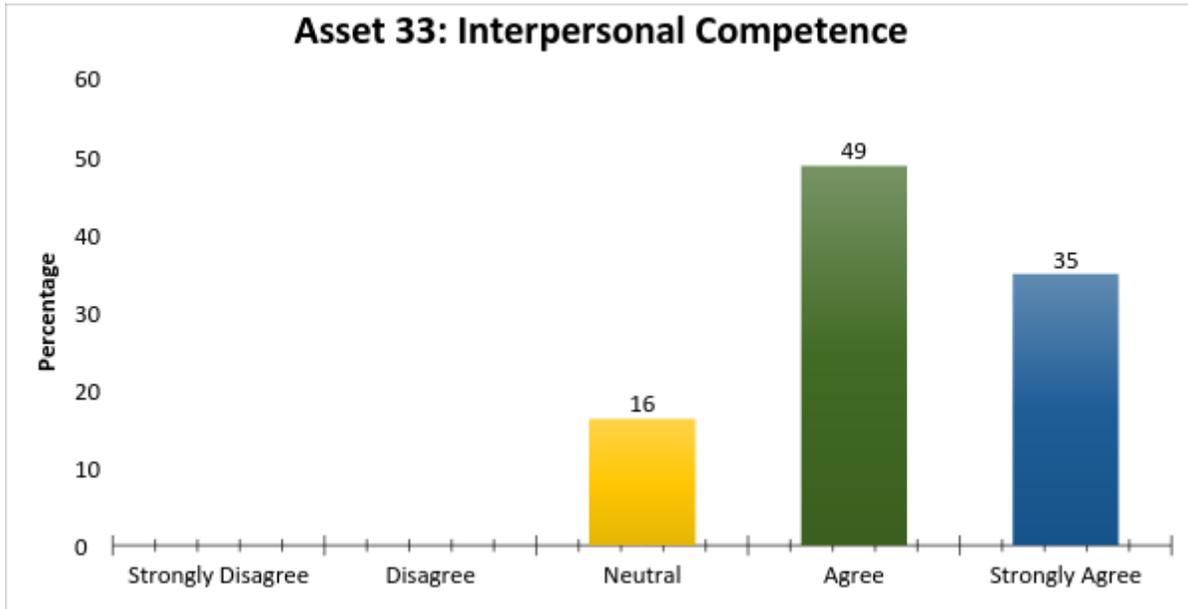
Asset 30) Responsibility: Parent(s) tell the child it is important to accept personal responsibility for behavior.



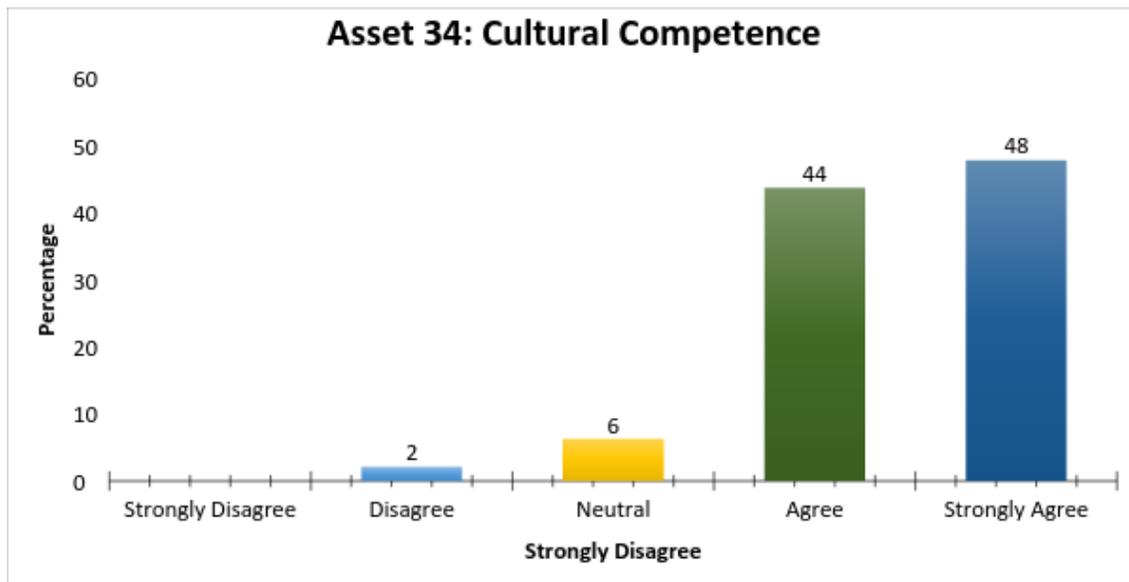
Asset 31) Healthy Lifestyle: Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.



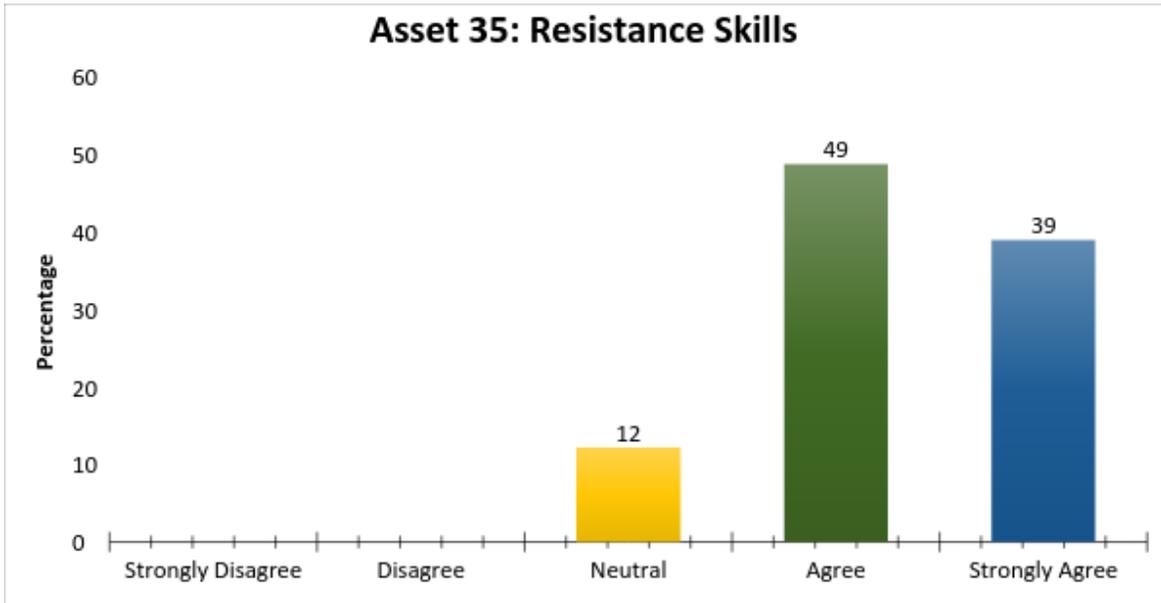
Asset 32) Planning and Decision Making: Child thinks about decisions and is usually happy with results of his or her decisions.



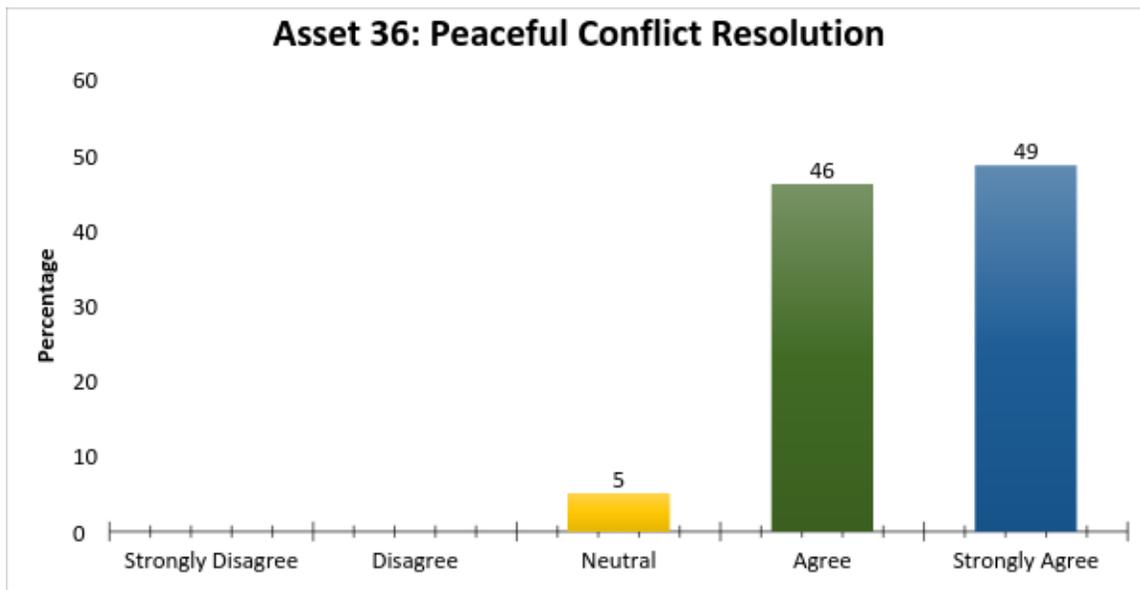
Asset 33) Interpersonal Competence: Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.



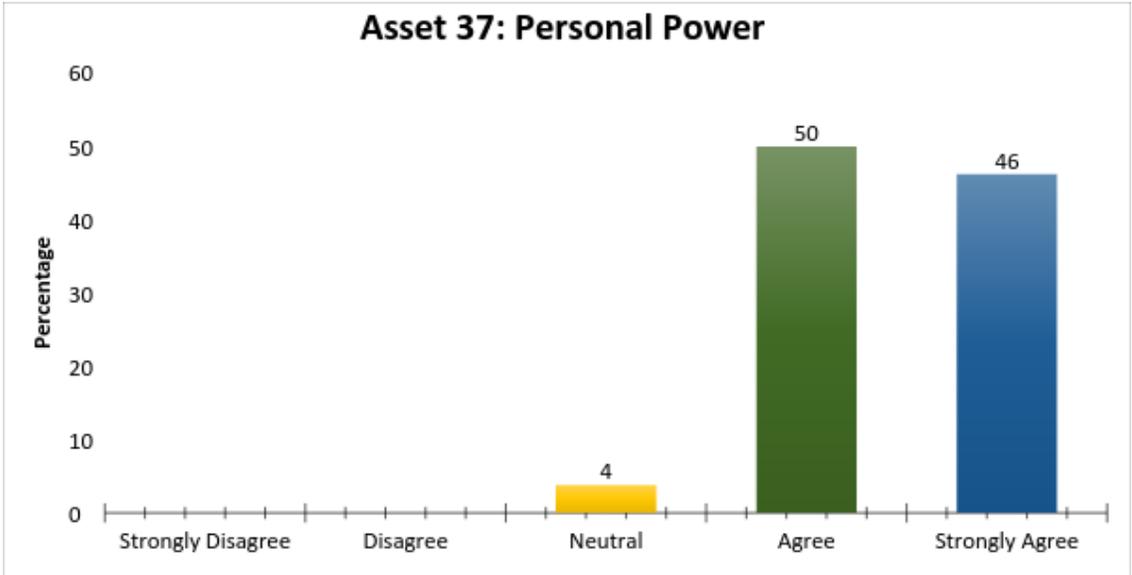
Asset 34) Cultural Competence: Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with his or her own cultural identity.



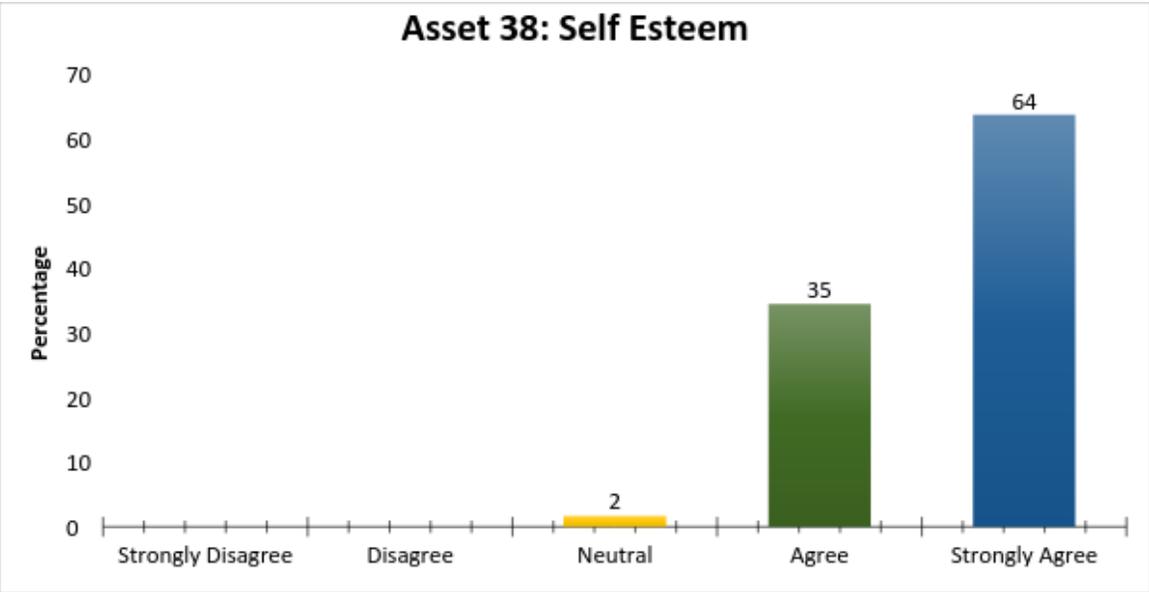
Asset 35) Resistance Skills: Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.



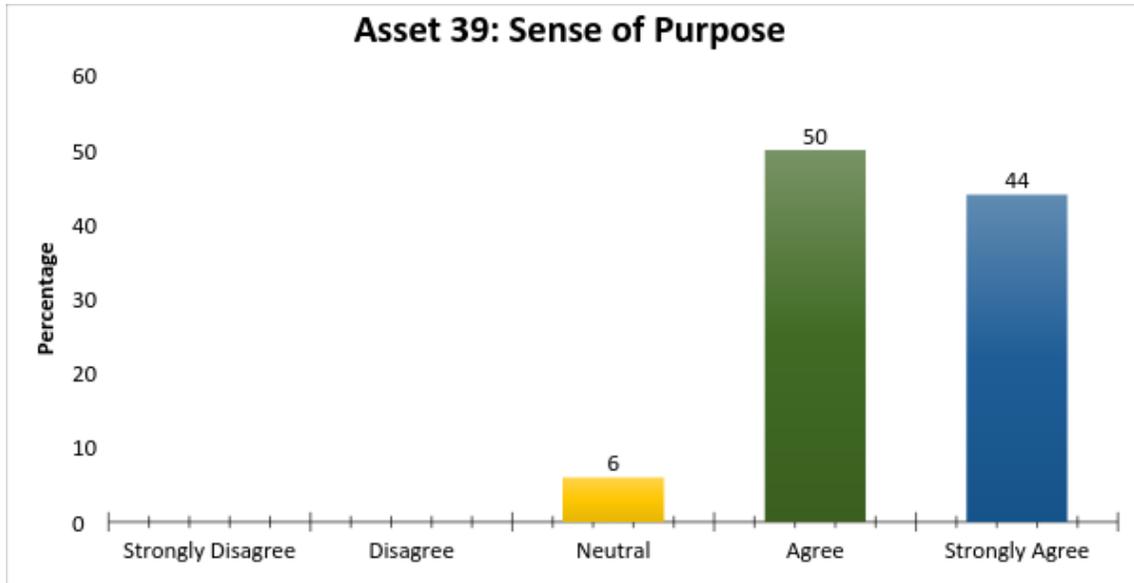
Asset 36) Peaceful Conflict Resolution: Young person (child) seeks to resolve conflict nonviolently



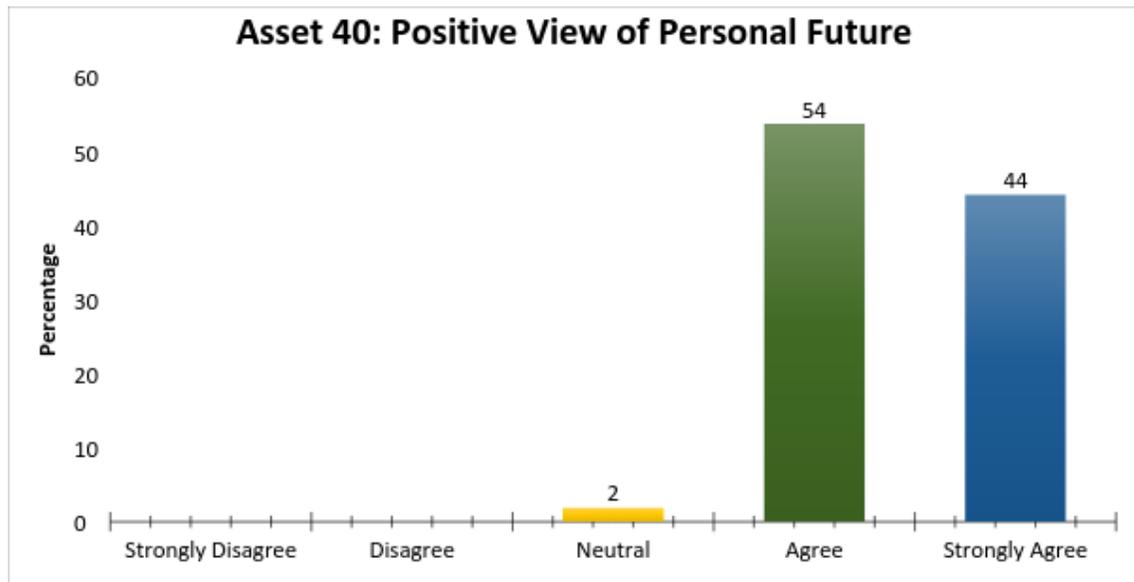
Asset 37) Personal Power: Child feels he or she has some influence over things that happen in his or her life.



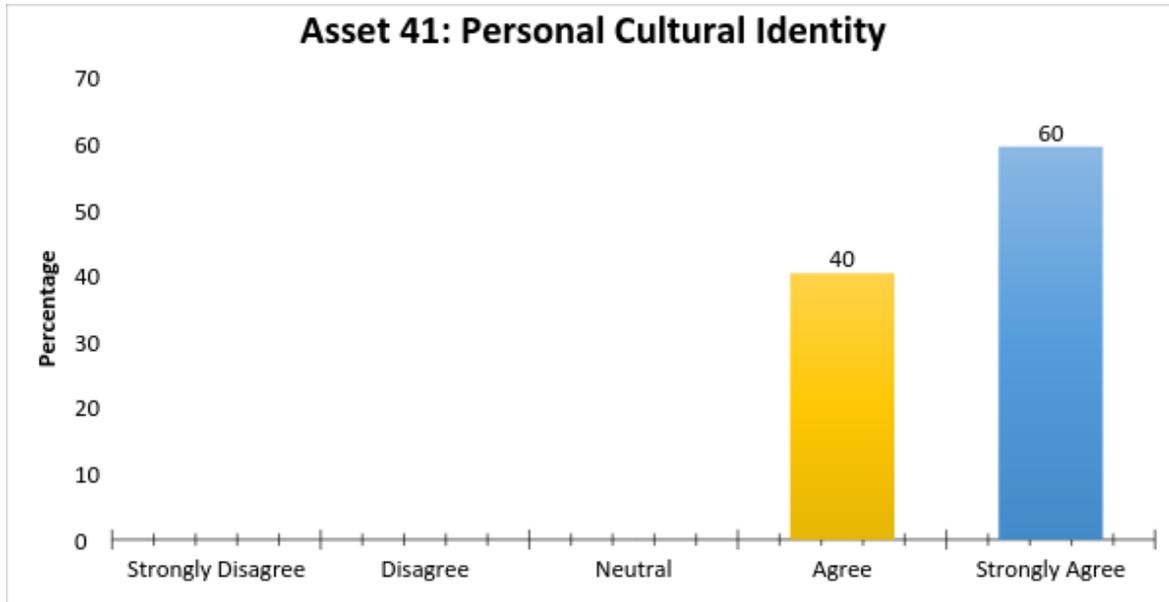
Asset 38) Self-Esteem: Child likes and is proud to be the person that she or he is.



Asset 39) Sense of Purpose: Child sometimes thinks about what life means and whether there is a purpose for his or her life.



Asset 40) Positive View of Personal Future: Young person (child) is optimistic about her/his personal future



Asset 41) Positive Cultural Identity: Young person (child) feels comfortable with and proud of her/his identity including but not limited to disabilities, ethnicity, faith/religion, family status, gender, language and sexual orientation.

Appendix A: Demographics

Adult Respondents

Sex of Adult Respondent			
		Frequency	Valid Percent
Valid	Male	57	83.8
	Female	11	16.2
	Total	68	100.0

How much living space does family have?			
		Frequency	Valid Percent
Valid	Whole apartment to selves	27	39.7
	Whole house to selves	13	19.1
	Single room /shared kitchen	11	16.2
	Single room/No kitchen	3	4.4
	Several rooms/shared kitchen	14	20.6
	Total	68	100.0

Total annual household income			
		Frequency	Valid Percent
Valid	Less than \$30,000/year	40	65.6
	Between \$30,000 and \$50,000/year	20	32.8
	More than \$50,000/year	1	1.6
	Total	61	100.0

Year started at SF			
		Frequency	Valid Percent
Valid	2001	3	5.5
	2002	2	3.6
	2003	1	1.8
	2005	1	1.8
	2006	1	1.8
	2007	2	3.6
	2008	1	1.8
	2010	1	1.8
	2011	2	3.6
	2012	2	3.6
	2013	3	5.5
	2014	11	20.0

2015	7	12.7
2016	11	20.0
2017	7	12.7
Total	55	100.0

How long living in USA			
		Frequency	Valid Percent
Valid	Less than 1 year	1	1.5
	1-3 years	1	1.5
	More than 6 years	66	97.1
	Total	68	100.0

Ethnicity (Adult)			
		Frequency	Valid Percent
Valid	American Indian/Alaskan Native	1	1.5
	Hispanic	64	94.1
	Pacific Islander	1	1.5
	Mestizo	2	2.9
	Total	68	100.0

AGE OF RESPONDENT					
	N	Minimum	Maximum	Mean	Std. Deviation
Age of Adult Respondent	68	21	73	43.60	12.296

Respondent's Employment Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time for Pay	20	29.4	29.4	29.4
	Part-time for Pay	8	11.8	11.8	41.2
	Homemaker	30	44.1	44.1	85.3
	Unemployed	7	10.3	10.3	95.6
	N/A	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

Spouse's Employment Status			
		Frequency	Valid Percent
Valid	Full-time for Pay	30	56.6

Part-time for Pay	7	13.2
Homemaker	9	17.0
Unemployed	1	1.9
N/A	6	11.3
Total	53	100.0

Language(s) Spoken			
		Frequency	Valid Percent
Valid	English	2	2.9
	Spanish	36	52.9
	Other	30	44.1
	Total	68	100.0

Respondent's Education Level			
		Frequency	Valid Percent
Valid	No Elementary	9	13.4
	Completed Elementary	12	17.9
	Completed Middle School	16	23.9
	Completed High School	23	34.3
	Completed College	4	6.0
	Graduate / Professional School	1	1.5
	N/A	2	3.0
	Total	67	100.0

Spouse's Education Level			
		Frequency	Valid Percent
Valid	No Elementary	6	11.3
	Completed Elementary	11	20.8
	Completed Middle School	11	20.8
	Completed High School	17	32.1
	Completed College	3	5.7
	Other	1	1.9
	N/A	4	7.5
	Total	53	100.0

Youth Respondents

SEX OF YOUTH RESPONDENT			
		Frequency	Valid Percent
Valid	Boy	21	42.9
	Girl	28	57.1
	Total	49	100.0

AGE OF YOUTH RESPONDENT

	N	Minimum	Maximum	Mean	Std. Deviation
Age	49	6	18	11.20	2.986
Valid N (listwise)	49				

Grade Level

	Frequency	Valid Percent
Valid		
2	2	4.2
3	3	6.3
4	5	10.4
5	7	14.6
6	9	18.8
7	4	8.3
8	4	8.3
9	4	8.3
10	5	10.4
11	2	4.2
12	1	2.1
13	2	4.2
Total	48	100.0

Who Brings you to Sunday Friends?

	Frequency	Valid Percent
Valid		
Only Mom	30	61.2
Both Mom and Dad	12	24.5
Relatives	6	12.2
Other	1	2.0
Total	49	100.0

Appendix B: 2017 Parent, Youth and Child Surveys

2017 PARENT SURVEY

We are very interested in knowing how parents like you who come to SUNDAY FRIENDS feel about this program. We would like to improve the SUNDAY FRIENDS program, so your answers will be very helpful. I will read out each question. **There are no right or wrong answers.** Please choose ONE answer that you think is **best** for you.

A. YOU AND SUNDAY FRIENDS:

Q2. Most of the time, who comes with you to Sunday Friends? Check ALL THAT APPLY:

- | | |
|--|---|
| <input type="checkbox"/> ₁ Son or Daughter
<input type="checkbox"/> ₂ Niece or Nephew
<input type="checkbox"/> ₃ Grandchild
<input type="checkbox"/> ₄ Spouse | <input type="checkbox"/> ₅ Adult relatives (parents, grandparents, aunt, uncle, cousin)
<input type="checkbox"/> ₆ Children cared for (nonrelatives)
<input type="checkbox"/> ₇ Other (specify)
<input type="checkbox"/> ₈ Alone |
|--|---|

Q3. What are the ages of the children currently living with you? Check ALL THAT APPLY:

- | | |
|--|---|
| <input type="checkbox"/> ₁ Less than 1 year old
<input type="checkbox"/> ₂ 1-2 years old
<input type="checkbox"/> ₃ 3-5 years old
<input type="checkbox"/> ₄ 6-9 years old
<input type="checkbox"/> ₅ 10-12 years old | <input type="checkbox"/> ₆ 13-18 years old
<input type="checkbox"/> ₇ N/A (grown children / no children) |
|--|---|

A3. Tell us how you respond to each statement about you and SUNDAY FRIENDS below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

4	You are treated with dignity and respect	11	The volunteers are good role models for your children
5	The program is organized well	12	The volunteers are friendly
6	You practice English through speaking or conversation at Sunday Friends	13	Sunday Friends feels like a friendly place to be
7	Sunday Friends has helped you reduce your usual stress level	14	If you were unable to attend Sunday Friends it would make you sad
8	You encourage others in your community to attend Sunday Friends	15	The take home projects bring your family members closer together

- 9 You would like more classes about immigration issues
- 10 You are satisfied with Sunday Friends

16 The take home projects help you to remember what you learned at Sunday Friends

B. ABOUT HEALTH HABITS:

Regarding YOUR current health and eating habits:

Please answer the questions below if you have been attending Sunday Friends for more than 2 months.

Since I began coming to Sunday Friends...	YES	SOMETIMES	NO	N/A
A (17). I have been trying to eat a healthier diet than I did before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B (18). I have actually been eating a healthier diet than I did before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C (19). I have tried to shop for healthier foods more than I did before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D (20). I believe my health has improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. (21) I have been trying to get more exercise than I did before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. (22) I have actually been exercising more than I did before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g.(23) I have been trying to get enough sleep at night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. (24) I have been trying to encourage my children to eat a healthy diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i.(25) My children have been eating a healthier diet than they did before.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

j. (26) My children take pride in preparing healthy food.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

k. (27) I have encouraged my children to get enough sleep at night.

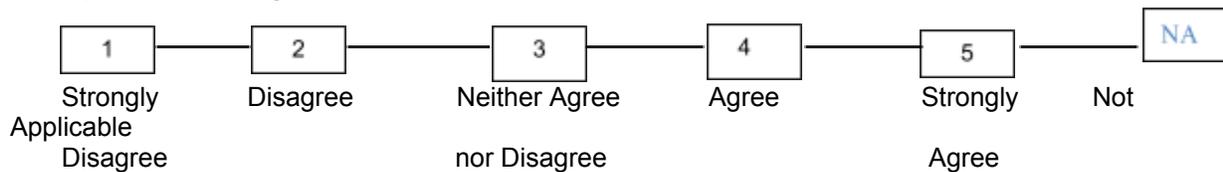
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

l. (28) I believe my children's health has improved.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

C. YOU, YOUR CHILD, YOUR FAMILY AND SUNDAY FRIENDS:

C1. Think about YOURSELF and how you have changed since starting SUNDAY FRIENDS. Tell us in what ways do you think YOUR PARTICIPATION in SUNDAY FRIENDS has made a **positive change in YOUR life.**



	You pay more attention to increasing your child's sense of safety at home.
	You pay more attention to increasing your child's sense of safety at school.
	You are more dedicated to knowing where your child is at all times.
	Your family has rules about when your child is to be home.
	You pay more attention to whether someone might be bullying your child.
	You discipline your child when s/he leaves home without telling you where s/he will be.
	Even when you share your living space with others (not limited to family members), you make the rules for your child.
	You think that it is important for you and your spouse to agree on the family rules.
	You talk more about safety in the neighborhood with your child.

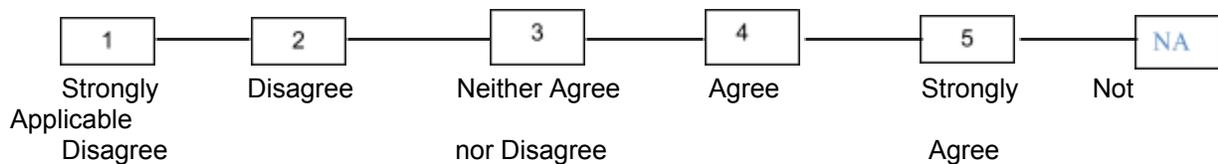
	You talk more about safety at school with your child.
	You pay more attention to the effects of television violence on your child's sense of safety when s/he is outside of the home.
	You think about the safety of your neighborhood on a regular basis.
	Your family feels proud of your cultural identity.
	Your family has increased its respect for people from different racial, ethnic or cultural backgrounds.
	Your family has increased its respect for people who share your cultural identity.

	You are more comfortable speaking English
	You feel you are a better parent
	You feel more self-confident
	You feel less stressed in meeting the needs of your family
	You are more hopeful about your life
	You feel a sense of belonging
	You feel more successful
	You feel more comfortable writing in English
	You feel more confident in your writing ability (in general)
	You have more desire to be active in the community
	You feel more confident that you will be able to care for your family in the future
	You trust other people more
	You feel more positive about the future because of Sunday Friends.
	You feel more comfortable when around people from other races or cultures
	You have gotten more involved in other groups (such as religious, parents, neighborhood)
	You feel you are a better role model for your children
	You share the things you learn with other people outside of Sunday Friends
	You have made new friends
	You feel more able to give back to the community
	You feel angry less often
	You have learned useful things that will help you
	You have more knowledge about how things work so you solve your problems.

	You feel you are using your money more carefully
	You feel you have more people or places to turn to when you have problems.
	You feel you are setting a better example for your children by spending carefully
	You feel less certain about your future.
	You feel more stress in your daily life.
	You better understand the value of spending time with your children doing creative activities
	You feel more confident that your children will be financially stable when they grow up
	You feel more confident about how you are handling situations with your children
	You feel better about how you are disciplining your children
	You have learned some effective ways to discipline your children
	You pay more attention to leading by example so your children see your good behavior
	You think about meeting your family's needs each month, but you are more able to think about other things too
	You are better able to handle life's many demands
	You are more dedicated to ensuring your children's regular attendance in school
	You feel more confident that your children will be able care for themselves as they grow up
	You better appreciate the value of your family working together
	You understand better how important it is for your child to learn to use computers
	You understand the importance of learning which high school classes are required to go to college
	You are more informed about college admissions procedures
	You are more aware that there are various options for college financing that may apply to your child(ren)
	You are more focused on saving some money for college
	You feel more confident about asking school personnel about your child going to college
	You are more able to think about the needs of your family in the future

	You are more able to think about whether your children will grow up able to take care of themselves
	You are more able to think about what your actions are teaching your children
	You are more dedicated to making family stability a priority
	You feel more a part of the Sunday Friends community

C2. Think about your child and how he or she has changed since starting SUNDAY FRIENDS. Tell us in what ways do you think YOUR PARTICIPATION in SUNDAY FRIENDS has made a **positive change in your CHILD’S life**.



	My child knows that I expect him / her to check in often when s/he is playing outside.
	My child knows there will be consequences if s/he leaves home without telling me where s/he will be.
	My child knows my family’s rules and generally follows them.
	My child talks with me about his/her school friends.
	My child talks with me about his/her relationships at school (with teachers and peers).
	My child and I visit our neighborhood library.
	My child talks to me about what s/he is reading.
	My child talks with me about how to answer questions at school about what his/her race is.
	I have seen my child let another child go ahead of him/her in line.
	My child tries to play peacemaker when other children have disagreements or get into fights.
	My child has friends who have different ethnic backgrounds.

	My child knows I expect her/him to do their best
	My child is more interested in learning new things
	My child is more able to find acceptable ways to get what s/he wants
	My child helps a neighbor, friend or relative more than before
	My child watches less TV than before whenever s/he is at home
	My child reads for fun more than before whenever s/he is at home
	My child helps with household chores or cooking more than before
	My child practices making careful decisions about saving and spending
	My child acts less depressed
	My child spends more time doing creative activities
	My child does NOT look forward to the future
	My child has become more interested in science or math because of working with computers and other learning games.
	My child is more confident in his/her writing skills
	My child is more interested in writing for fun or creative expression
	My child's writing has improved
	My child has a better understanding that a job with computers requires good grades in school

C3. Think about YOUR INTERACTIONS WITH YOUR CHILD and how this has changed since starting SUNDAY FRIENDS. Tell us in what ways do you think YOUR PARTICIPATION in SUNDAY FRIENDS has made a **positive change in your INTERACTIONS WITH YOUR CHILD.**

1	2	3	4	5	NA
Strongly Applicable Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not

	I allow my child to play with friends in our neighborhood without an accompanying adult.
	Because we live close to my child's school, I allow my child to walk or ride his/her bike to school alone or with friends.
	My child is allowed to go places (such as the store) with an adult neighbor without me.
	I know my child's friends.
	I think my child's friends are a good influence.
	I approve of the one or two children my child really looks up to.
	I have overheard my child talking with friends about a book someone is reading.
	My child will spend his/her own money to buy a book.
	I try to limit the amount of violence on television or in video games that my child is exposed to each day.
	I pay attention to which boys and girls my child picks as friends.

	I talk with my child's teacher about his/her behavior in school.
	I talk with my child's teacher about his/her grades.
	I talk with my child about college and how to plan for it.
	I have more positive interactions with my child.
	I am more actively involved in helping my child succeed in school.
	I spend more time with my family.
	I talk more with my child.
	I am spending more meaningful and educational time with my child.
	I better understand ways to help my child succeed in school.

	My child and I read together every day.
	My child and I write together every week.
	My child talks with me about things that are important to him/her more than before.
	My child and I spend more time at home sharing activities without a TV on.
	I have a united family that works together.
	My child is more interested in helping the family be successful

D. ABOUT YOUR CHILDREN AND SUNDAY FRIENDS:

D1. When you are at SUNDAY FRIENDS with your children, do you think **your children feel...**

1		2		3		4		5		NA
---	--	---	--	---	--	---	--	---	--	----

Strongly Applicable	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Agree
------------------------	----------	-------------------------------	-------	-------------------	--------------

	Safe
	Happy
	Proud of themselves
	Successful
	Lonely
	Eager to participate
	Motivated
	Respected
	Responsible
	Close to their family
	Bored

	They want to learn new things
	They are not part of the group
	People appreciate them
	They help make things better
	Confident that they can earn what they want from the Treasure Chest
	They are willing to try new things
	They are hopeful about themselves
	Confident in themselves
	Others don't notice them
	They want to do their best
	They belong here

Sad

Supported by the volunteers

People are glad they are here

D2. Do you think SUNDAY FRIENDS has influenced your CHILD'S life?

Strongly
Applicable
Disagree

Disagree

Neither Agree
nor Disagree

Agree

Strongly

Agree

Not

They know what the U.S. national holidays are.

They pay more attention to the actions of their friends.

They act in safer ways in their daily life.

When they are angry they are more able to calm themselves down without resorting to yelling or violence.

They like to try foods from other countries.

They spend time with people from different racial, ethnic, and cultural backgrounds.

They are better able to resolve conflicts with their siblings.

They are more interested in the school projects about other countries.

They have close friends who behave responsibly and respectfully.

They feel safer with other people who take care of them.

They enjoy making new friends.

They feel judged by others based on their cultural identity.

They feel more comfortable with people from different racial, ethnic, and cultural backgrounds.

Other children frequently ask my child for advice about school or other children.

They try to be helpful to other families in my neighborhood.

They ask more questions about how other races live.

When we are in a shared housing situation, they try to get along with everyone.

They feel more confident in their own cultural identity.

They bring home some books to read just for fun.

They pay more attention to safety issues in their daily life.

<input type="checkbox"/>	They use better manners	<input type="checkbox"/>	They show more respect for things around them
<input type="checkbox"/>	They participate more in activities	<input type="checkbox"/>	They show more respect for people
<input type="checkbox"/>	They appreciate their family more	<input type="checkbox"/>	They like themselves better
<input type="checkbox"/>	They enjoy learning more	<input type="checkbox"/>	They get help with speaking English
<input type="checkbox"/>	They try harder to do the best they can	<input type="checkbox"/>	The writing practice is helping them do better in school
<input type="checkbox"/>	They enjoy writing more	<input type="checkbox"/>	They make better decisions
<input type="checkbox"/>	They are learning math, science, and computer skills	<input type="checkbox"/>	They pay more attention
<input type="checkbox"/>	They do better in school	<input type="checkbox"/>	They act more like a leader
<input type="checkbox"/>	They feel more proud when they work for things they want	<input type="checkbox"/>	They belong to more activity groups (like sports teams, school clubs, youth groups, or others)
<input type="checkbox"/>	They are better at making friends	<input type="checkbox"/>	They read more for fun
<input type="checkbox"/>	They are learning how to manage money	<input type="checkbox"/>	They talk more at home about things that are important to them
<input type="checkbox"/>	They realize that they can help others	<input type="checkbox"/>	They are better at standing up for themselves
<input type="checkbox"/>	They are more able to say no to doing wrong or dangerous things	<input type="checkbox"/>	They are learning better ways to get what they want
<input type="checkbox"/>	Since my child started working on computers at Sunday Friends they keep asking for a computer at home.	<input type="checkbox"/>	They have more positive relationships with adults outside the family such as teachers or Sunday Friends volunteers
<input type="checkbox"/>	The computer classes are helping them do better in school	<input type="checkbox"/>	They see college as not just a dream but something that can be in their future
<input type="checkbox"/>	They are more interested in working harder in school to be ready to go to college	<input type="checkbox"/>	They feel more that life can be good

E. ABOUT ENGLISH LANGUAGE:

E34. **Mostly**, what language do you use? Check ONE.

English

₂ Spanish

₃ Vietnamese

₄ Chinese

₅ Other: _____

E35. By attending SUNDAY FRIENDS have **you** improved your English language skills?

NO (*SKIP TO NEXT SECTION*)

YES (*CONTINUE*)

NOT APPLICABLE as you are fluent in English

E36. How much does each of the following help **you** with learning English?

	Not at all	Somewhat helpful	Very helpful	Don't participate
ESL class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter-writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading publications in both English and Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other(specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E37. When not at Sunday Friends, do you practice using English with others?

YES

NO

38. When not at Sunday Friends, do you practice with your children?

YES

NO

F. SOME QUESTIONS ABOUT YOU AND YOUR FAMILY:

<p>39. Are you:</p> <ul style="list-style-type: none">• ₁ Male• ₂ Female	<p>40. How old are you? _____ (years)</p>
<p>41. How much space do you and your family have where you currently live?</p> <ul style="list-style-type: none">• The whole apartment to ourselves• The whole house to ourselves.• A single room & shared kitchen• A single room with no kitchen• Several rooms & shared kitchen	<p>F42. In the past year what was the TOTAL income from earnings of ALL the members of your family?</p> <ul style="list-style-type: none">• Less than \$30,000/year• Between \$30,000 and \$50,000/year• More than \$50,000/year
<p>F43. Approximately when was the first time you attended the SUNDAY FRIENDS program?</p> <p>_____ (month) _____ (year)</p>	<p>F44. How long have you lived in this country (USA)?</p> <ul style="list-style-type: none">• Less than 1 year• 1-3 years• 4-6 years• More than 6 years
<p>F45. During the past 12 months, approximately how many SUNDAY FRIENDS programs have you attended at any location?</p> <ul style="list-style-type: none">• 1-5 programs• 6-10 programs• 11-15 programs• 16-20 programs• 21-26 programs	<p>F46. Are any of your children in a special school program?</p> <ul style="list-style-type: none">• Challenger school• Edu-care• Charter school• Private school (non-religious)• Religious school• Other _____

<ul style="list-style-type: none"> • 26 or more programs 	
<p>F47. Most of the time, with whom do your children live? Check ONE:</p> <ul style="list-style-type: none"> • Only mom • Only dad • Both mom and dad • Relatives (grandparent, aunt, uncle, cousin) • Other (specify)_____ • N/A (grown children / no children) 	<p>F48. Most of the time, who cares for your children when you are not with them?</p> <ul style="list-style-type: none"> • Spouse • Relatives (grandparent, aunt, uncle, cousin) • Older Brother or Sister • Family friend / Neighbor • Hired Babysitter • Child Care Center / After-school Care • N/A (grown children / no children)
<p>F49. Where do you live right now? Check ONE:</p> <ul style="list-style-type: none"> • Rented house or apartment • Self-owned house or apartment • Relative's house or apartment (includes grandparent, aunt, uncle, cousin) • Friend's house or apartment • Shelter • Other (specify)_____ 	<p>F50. For how long have you been living in your present housing arrangement? Check ONE:</p> <ul style="list-style-type: none"> • 1-6 months • 7-12 months • 1-2 years • 3-5 years • 5-10 years • More than 10 years
<p>F51. If you live in your own house or apartment do other people (not family) live with you?</p> <ul style="list-style-type: none"> • Yes • No • N/A 	<p>F52. In what country were you born? _____ (country)</p>
<p>F53. How many languages do you speak (know)?</p> <ul style="list-style-type: none"> • Check ALL THAT APPLY: • English • Spanish • Vietnamese • Chinese <p>Other _____</p>	<p>F54. How would you describe yourself? Check ONE</p> <ul style="list-style-type: none"> • American Indian/Alaskan Native • Asian • Black/African American (not of Hispanic origin) • Hispanic • White (not of Hispanic origin) • Pacific Islander

<p>F55. Thinking of one of your children, how would you describe your child?</p> <p>56. HOW OLD is this child? _____</p> <p>Check ONE:</p> <ul style="list-style-type: none"> • American Indian/Alaskan Native • Asian • Black/African American (not of Hispanic origin) • Hispanic • White (not of Hispanic origin) • Pacific Islander • Multiethnic / Mixed Race • Mestizo • Other _____ • N/A (grown children / no children) 	<ul style="list-style-type: none"> • Multiethnic / Mixed Race • Mestizo <p>Other _____</p> <p>F57. Thinking about another of your children, how would you describe your child?</p> <p>58. HOW OLD is this child? _____</p> <p>Check ONE:</p> <ul style="list-style-type: none"> • American Indian/Alaskan Native • Asian • Black/African American (not of Hispanic origin) • Hispanic • White (not of Hispanic origin) • Pacific Islander • Multiethnic / Mixed Race • Mestizo • Other _____ • N/A (grown children / no children)
---	---

<p>F59. What is the highest level of education for you and your spouse/significant other? Check ONE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">You</th> <th style="text-align: center;">Spouse / Significant Other</th> </tr> </thead> <tbody> <tr> <td>Not completed Elementary School</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Completed Elementary School</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Completed Middle School/Junior High</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Completed High School</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Completed College</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Completed Graduate/Professional School</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Other (write in)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>		You	Spouse / Significant Other	Not completed Elementary School	1	1	Completed Elementary School	2	2	Completed Middle School/Junior High	3	3	Completed High School	4	4	Completed College	5	5	Completed Graduate/Professional School	6	6	Other (write in)	7	7	<p>F20. This question is about the employment status for you and your spouse/significant other. Check ALL THAT APPLY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">You</th> <th style="text-align: center;">Spouse / Significant Other</th> </tr> </thead> <tbody> <tr> <td>Work full-time for pay</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Work part-time for pay</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Homemaker</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Currently unemployed</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Retired</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Full-time student</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Part-time student</td> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>		You	Spouse / Significant Other	Work full-time for pay	1	1	Work part-time for pay	2	2	Homemaker	3	3	Currently unemployed	4	4	Retired	5	5	Full-time student	6	6	Part-time student	7	7
	You	Spouse / Significant Other																																															
Not completed Elementary School	1	1																																															
Completed Elementary School	2	2																																															
Completed Middle School/Junior High	3	3																																															
Completed High School	4	4																																															
Completed College	5	5																																															
Completed Graduate/Professional School	6	6																																															
Other (write in)	7	7																																															
	You	Spouse / Significant Other																																															
Work full-time for pay	1	1																																															
Work part-time for pay	2	2																																															
Homemaker	3	3																																															
Currently unemployed	4	4																																															
Retired	5	5																																															
Full-time student	6	6																																															
Part-time student	7	7																																															

Not applicable

8

Disabled

8

8

Not applicable

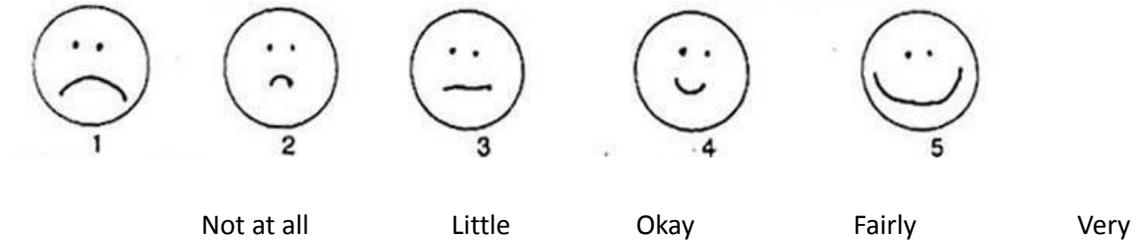
9

Thank You for Completing the Survey!

2017 TEEN SURVEY

We are very interested in knowing how young people like you who come to SUNDAY FRIENDS feel about this program. We would like to improve the SUNDAY FRIENDS program so your answers will be very helpful. I will read out each question. There are no right or wrong answers. Please choose ONE answer that you think is best for you.

A. About you and SUNDAY FRIENDS:



A1. When you are at SUNDAY FRIENDS, do you feel...

Safe	Others don't notice you
Happy	You want to learn new things
Proud of yourself	Hopeful about yourself
Successful	You help make things better
Lonely	You try to do your best
Eager to participate	You are willing to try new things
Sad	You feel left out
Respected	Confident of yourself
Responsible	You make new friends
Close to your family	People listen to your ideas
Bored	You feel good about helping others
Confident that you can earn what	People are glad that you are here at the Sunday Friends program

	you want from the store		
	People appreciate you		

A2. Compared to other times during the week, when you are at SUNDAY FRIENDS, do you...

	Use better manners		Show more respect for things around you
	Participate more in activities		Show more respect for people
	Appreciate your family more		Like yourself better
	Enjoy learning more		Get help with speaking English
	Try harder to do the best you can		Feel more that life can be good
	Make better decisions		Pay more attention
	Help out others more		Spend more time with other family members
	Feel less stress		Feel more sure about yourself
	Feel like adults show you more respect		Want to do your best



1

2

3

4

5

Not at all

Little

Okay

Fairly

Very

A3. When you are NOT at SUNDAY FRIENDS, do you...

	Practice using English with others		Think people listen to your ideas
--	------------------------------------	--	-----------------------------------

	Feel proud when you work for things you want		Read for fun more often
	Talk with your family about things that are important to you		Feel you make better decisions
	Spend time with people from different racial, ethnic, and cultural backgrounds.		Like to try foods from other countries.
	Try to eat healthy foods when you can		Spend more time with your family
	Feel comfortable with people of other cultures		Feel like you are angry more often
	Worry about your parents		Exercise more
	Try to prepare foods like the ones you helped make at Sunday Friends		Think your parents are paying more attention to you
	Feel safer at home than you used to.		Feel safer at school than you used to.
	Go places (such as the store) with an adult neighbor (without your parents).		Spend time with friends in your neighborhood without a grown up present.
	Walk or ride your bike to school alone or with your friends because you live close to school.		Talk to your parent(s) about how to answer questions at school about your race.
	Feel more confident about talking with your parents about threats, such as gangs, in your neighborhood.		Think about the safety of your neighborhood on a regular basis.
	Feel more confident about talking with your parents about safety at school.		Think about the safety of your school on a regular basis.
	Talk to your parent(s) about your relationships at school (with your teachers and other kids).		Talk to your parent(s) about your school friends.
	Talk to your parent(s) about what you are reading.		Make more trips to the neighborhood library than you used to.

	Act in safer ways in your daily life.		Pay more attention to whether your friends are being safe.
	Notice that other kids frequently ask you for advice about school or classmates.		Try to be helpful to other families in your neighborhood.
	Talk with friends about a book someone is reading.		Spend your own money to buy a book.
	Feel more curious about how other races live.		Bring home some books to read just for fun.

A4. I think...

	Sunday Friends helps me to like other people better		I attend Sunday Friends only because my parents or family members make me.
	I really like attending Sunday Friends		Things I learn at Sunday Friends help me be successful in school.
	My parent(s) try to limit the amount of violence on television or in video games that I watch each day.		I know the U.S. national holidays.
	I want to be like the volunteers at Sunday Friends		The volunteers at Sunday Friends are nice to me.
	I enjoy making new friends.		Sunday Friends helps me to be a leader.
	It is important to do better in school		I can help others.
	It is important to have goals for the future		It is important to stand up for myself.
	My parent(s) approve of my friends.		My parent(s) approve of my personal heroes.
	My parent(s) know my friends.		My parents pay attention to which kids are my friends.
	It is important to say no to wrong or dangerous activities.		I feel more comfortable with people from different racial, ethnic, and cultural backgrounds.

	I have friends who have different ethnic backgrounds.		I try to play peacemaker when other kids have disagreements or get into fights.
	I sometimes feel judged by others based on my cultural identity.		I have let another kid go ahead of me in line.
	My parents want to know where I am all the time.		My family has rules about when I need to be home.
	When we are in a shared housing situation, I try to get along with everyone.		I pay more attention to safety issues in my daily life.
	My parents agree more on family rules than in the past.		I feel like my parents are paying more attention to any problems I have with other kids at school.
	My parents believe that watching violent television shows is bad for me.		I get in trouble if I leave home without telling my parent(s) where I will be.
	My family is trying harder to save money for me to go to college.		My writing has improved.
	My family spends more time talking about college and how to plan for it.		My parent(s) expect me to check in often when I am outside of the house.
	I am trying harder in school so I can go to college.		I am more interested in math, science, and computers because of the learning activities at Sunday Friends.
	I have close friends who behave responsibly and respectfully.		I know my family's rules and generally follow them.
	I am more confident in my writing skills.		I am more interested in writing for fun and to express myself.



1



2



3



4



5

Not at all

Little

Okay

Fairly

Very

A5. Tell us how you feel...

	I feel I am learning to manage money		I try to belong to activity groups (like sports teams, school clubs, youth groups, or others)
	I look forward to the future		I think learning how to make good spending decisions is important.
	I feel safer with other people who take care of me.		I am better able to resolve conflicts with my siblings.
	I talk about Sunday Friends with other people		I think it is important that my family works together
	Sunday Friends has helped me think about planning for college.		I feel I belong to the Sunday Friends community
	I feel more confident in my own cultural identity.		When I am angry I am more able to calm myself down without resorting to yelling or violence.
	I feel proud of my cultural identity.		I feel increased respect for people from different racial, ethnic or cultural backgrounds.
	I feel increased respect for people who share my cultural identity.		I am more interested in the school projects about other countries.
	I feel college is not just a dream but something that is possible for me.		The take home projects bring my family members closer together.
	My parent shows more interest in my school work		

B. Now a few questions about you and your family:

B1. How old are you? _____ (years)

B2. Are you: •₁ Boy •₂ Girl

B3. What grade are you in? _____ at which school? _____
(grade) (Name of School)

B6. Most of the times, who brings you to Sunday Friends?

Check ONE.

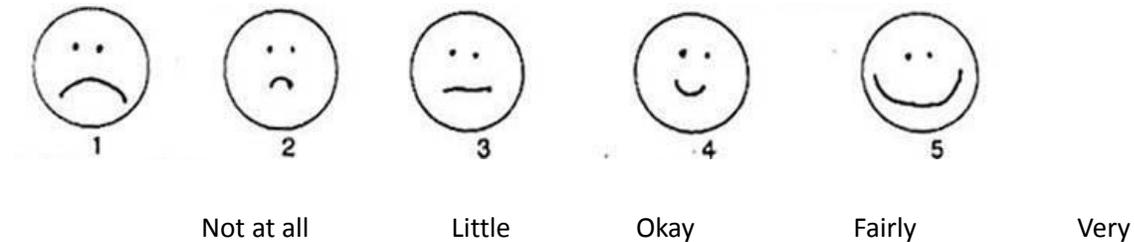
- ₁ Only Mom
- ₂ Only Dad
- ₃ Both Mom and Dad
- ₄ Relatives (grandparents, aunt, uncle, cousin)
- ₅ Other (specify) _____

Thank You for Completing the Survey!

2017 CHILD SURVEY

We are very interested in knowing how young people like you who come to SUNDAY FRIENDS feel about this program. We would like to improve this program so your answers will be very helpful. I will read out each question. **There are no right or wrong answers.** Please choose ONE answer that you think is **best** for you.

A. About you and SUNDAY FRIENDS:



A1. When you are at SUNDAY FRIENDS, do you feel... (2)

	Safe		Others don't notice you
	Happy		You want to learn new things
	Proud of yourself		Hopeful about yourself
	Successful		You help make things better
	Lonely		You try to do your best
	Eager to participate		You are willing to try new things
	Sad		You feel left out
	Respected		Confident of yourself
	Responsible		You make new friends
	Close to your family		People listen to your ideas
	Bored		You feel good about helping others
	Confident that you can earn what you want from the store		People are glad that you are here at the Sunday Friends program
	People appreciate you		

A2. Compared to other times during the week, when you are at SUNDAY FRIENDS, do you...

	Use better manners		Show more respect for things around you
	Participate more in activities		Show more respect for people
	Appreciate your family more		Like yourself better
	Enjoy learning more		Get help with speaking English
	Try harder to do the best you can		Feel more that life can be good
	Make better decisions		Pay more attention
	Help out others more		Spend more time with other family members
	Feel less stress		Feel more sure about yourself
	Feel like adults show you more respect		Want to do your best



1



2



3



4



5

Not at all

Little

Okay

Fairly

Very

A3. When you are NOT at SUNDAY FRIENDS, do you...

	Practice using English with others		Think people listen to your ideas
	Feel proud when you work for things you want		Read for fun more often
	Talk with your family about things that are important to you		Feel you make better decisions
	Try to eat healthy foods when you can		Spend more time with your family

	Feel comfortable with people of other cultures		Feel like you are angry more often
	Worry about your parents		Exercise more
	Try to prepare foods like the ones you helped make at Sunday Friends		Think your parents are paying more attention to you

	Go places (such as the store) with an adult neighbor (without your parents).		Spend time with friends in your neighborhood without a grown up with you.
	Walk or ride your bike to school alone or with friends, with your parents' permission.		Bring home some books to read just for fun.
	Talk with your parents about your safety at school.		Talk with friends about a book someone is reading.
	Talk to your parent(s) about your relationships at school (with your teachers and other kids).		Talk to your parent(s) about your school friends.
	Talk to your parent(s) about what you are reading.		Make trips to your neighborhood or school library more with your parents

A4. I think ...

	Sunday Friends helps me to like other people better.		I attend Sunday Friends only because my parents or family members make me
	I really like attending Sunday Friends.		Things I learn at Sunday Friends help me to do better in school.
	I want to be like the volunteers at Sunday Friends.		The volunteers at Sunday Friends are nice to me

	It is important to do better in school.		I can help others
	It is important to think about the future.		It is important to stand up for myself
	It is important to say no to wrong or dangerous activities.		Sunday Friends helps me to be a leader.
	My family talks about college		Going to college when I am older is something I might want to do.
	My parents know my friends.		I try to calm other kids when they have disagreements or get into fights.
	I enjoy making new friends.		I have let another kid go ahead of me in line.
	My parents want to know where I am all the time.		My parents pay attention to which kids are my friends.
	When we share our living space with others I try to get along with everyone.		My parent(s) try to limit the amount of violence that I watch each day.
	When I am angry I am more able to calm myself down without yelling.		I feel like my parents are paying more attention to any problems I have with other kids at school.
	My parent(s) expect me to check in often when I am outside of the house.		Even when we share our living space with others (not limited to family members), my parent(s) make the rules for me.
	I am more interested in math, science, and computers because of the learning activities at Sunday Friends		I get in trouble if I leave home without telling my parent(s) where I will be.
	I am more confident in my writing skills.		My writing has improved since I started coming to Sunday Friends.
	I feel safer with other people who take care of me.		I fight less with my brothers and sisters
	My parent(s) shows more interest in my school work		I look forward to the future.
	I am more interested in writing.		I read better since I started coming to Sunday Friends.

Thank You for Completing the Survey!