



Mental Health, Hope, and Adverse Childhood Experiences Among Students Experiencing Housing Insecurity

*Summary of findings from the 2018 and 2021
Healthy Youth Surveys
November 2022*

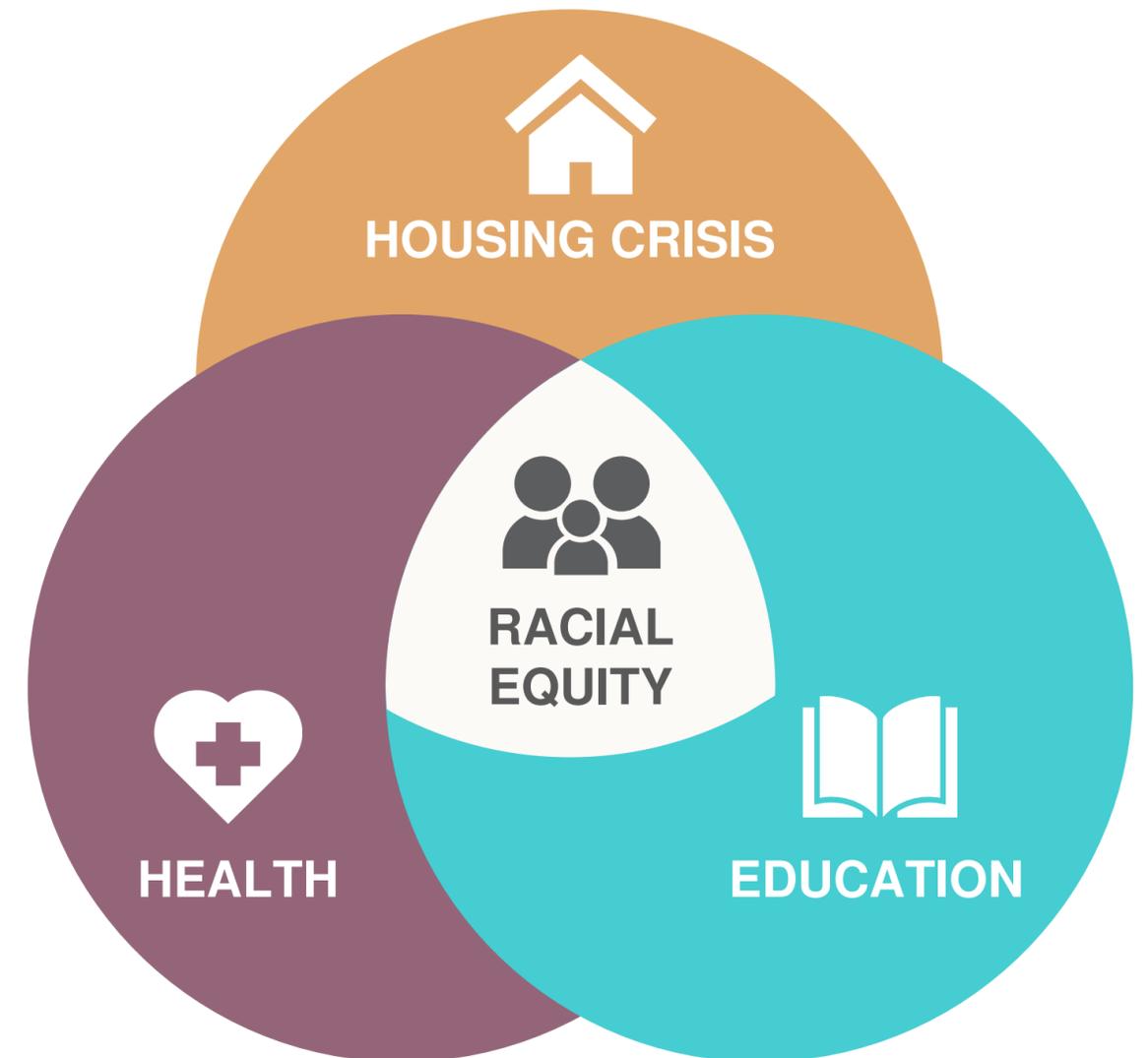
About Building Changes

Vision

Communities thrive when people have safe and stable housing and can equitably access and use services.

Mission

Building Changes advances equitable responses to homelessness in Washington State with a focus on children, youth, and families and the systems that serve them.



Overview

This resource summarizes findings from the Healthy Youth Survey (HYS), a unique tool in Washington State that sits at the intersection of the housing, education, and health systems.

We hope the data highlighted here can help inform schools, parents, public health professionals, human service agencies, and policymakers of the unique health and well-being needs of students experiencing housing insecurity.

The HYS asks a variety of questions about student health and well-being. This resource specifically highlights data on certain mental health topics, hope, and Adverse Childhood Experiences (ACEs). A few other questions on mental health show some significant differences between students experiencing housing insecurity and their securely-housed peers. For a full list of questions in the mental health section of the survey, see Appendix A4.

Unless otherwise noted, the data highlighted in this presentation are from statewide frequency reports for 8th, 10th, and 12th grades produced for the HYS by Looking Glass Analytics¹ and retrieved from <https://www.askhys.net/Reports>.

Please note that this presentation includes discussion of topics including mental health challenges and self-harm. We acknowledge this content may be difficult and encourage readers to engage to the extent they are comfortable.

¹ Interpretations in this presentation are those of the authors and do not necessarily represent the views of the Looking Glass Analytics, the Office of Superintendent of Public Instruction, the Department of Health (DOH), Health Care Authority, or the Liquor and Cannabis Board.

About the Healthy Youth Survey



What is it?

The Healthy Youth Survey (HYS) is administered every two years to Washington students in grades 6, 8, 10, and 12. Results can help inform students, schools, parents, and communities about students' thoughts, feelings and behaviors as well as current health trends and concerns.

Who sponsors it?

The survey is a joint effort between the Office of Superintendent of Public Instruction, the Department of Health (DOH), Health Care Authority, and the Liquor and Cannabis Board.

What does it ask?

The survey asks students their thoughts, feelings, and behaviors pertaining to a variety of health and safety topics, including school climate and community safety, anxiety and depression, substance use and misuse, and healthy eating habits and physical activity.

Source: <https://www.askhys.net/Docs/Basics%20of%20the%20HYS%202021.pdf>

Survey Process

Forms & Sampling

- DOH selects three simple random samples to constitute representative samples of schools serving Grade 6, Grade 8, and Grades 10 and 12 combined.
- Students are given one of two different forms, each containing a set of core questions as well as some questions that differ by grade. This affects sample sizes for each question.

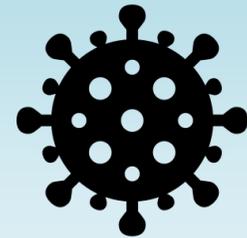
A total of 31,167 students in 169 schools contributed to the statewide results for 2021



Sources: <https://www.askhys.net/Home/AboutHYS> and <https://www.askhys.net/Docs/HYS%202021%20Analytic%20Report%207-21-2022.pdf>
For additional information on forms and sampling, see Appendix A1.

HYS Limitations and Caveats

There are several factors to keep in mind when interpreting results.



COVID-19

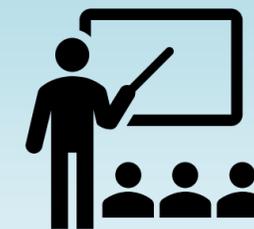
The survey was delayed due to COVID-19. Thus, the 2021 cohort does not align with previous years.

Results must be interpreted with caution due to the impact of the pandemic.



Underrepresentation

Results may somewhat underrepresent students in alternative schools, schools with smaller enrollments, schools with higher percentages of highly mobile families, and schools with lower on-time graduation rates.



Participation

Participation rates vary and schools/students may choose not to participate or may not have been at school on the day of the survey. Schools/districts may opt out of asking specific questions about some topics.

Source: <https://www.askhys.net/Docs/HYS%202021%20Bias%20Analysis%207-16-2021.pdf>

Insecure Housing vs Homelessness

The HYS uses a self-reported status of housing insecurity that differs from the McKinney-Vento definition of students experiencing homelessness.

Insecure Housing

- Are your current living arrangements the result of losing your home because your family cannot afford housing?

- Yes

- No

- Not sure

McKinney-Vento

- Individuals who lack a fixed, regular, and adequate nighttime residence including:
 - Doubled-up
 - Living in motels, hotels, trailer parks, or campgrounds
 - Living in emergency or transitional shelters
 - Sleeping in places unfit for human habitation
 - Living in cars, parks, public spaces, abandoned buildings, etc.

Source: <https://nche.ed.gov/mckinney-vento-definition/>

Participation Rates and Percentage of Sampled Students Experiencing Housing Insecurity (2021)

	8 th Grade	10 th Grade	12 th Grade
Total grade participation rate*	71%	70%	44% [†]
# of housing-insecure students	168	211	153
# of housing-secure students	6,171	7,736	4,686
% of housing-insecure students [‡]	2.6%	2.7%	3.2%

*Participation greater than 70% signifies that results are probably representative of the entire grade. Participation between 40% and 69% signifies that results may be representative of the grade, and rates lower than 40% are likely not representative of the entire grade.

[†]Although the 12th grade participation rate is below 70 percent, these findings are expected to be representative of Washington youth in public schools, based on an extensive examination of bias conducted for previous HYS administrations.

[‡]This rate is lower than in previous years. Rates of housing insecurity from the 2018 HYS were 6.0%, 6.0%, and 6.7%, respectively. These rates differ from the percentage of students experiencing homelessness. In 2021, OSPI cited the percentage of students experiencing homelessness as 2.6%, 2.7%, and 3.7% in 8th, 10th, and 12th grades respectively.

Note: 6th grade students are not asked about their housing status.

Sources: <https://www.askhys.net/Docs/HYS%202021%20Analytic%20Report%207-21-2022.pdf>.

Race/ethnicity (2021)

While the 2021 HYS demographic estimates show some proportional differences, few were statistically significant.

	8 th Grade		10 th Grade		12 th Grade	
	Insecure Housing (n=163)	Secure Housing (n=6,071)	Insecure Housing (n=209)	Secure Housing (n=7,647)	Insecure Housing (n=152)	Secure Housing (n=4,664)
American Indian/Alaska Native	4.3%	2.2%	0.5%	1.2%	2.6%	1.2%
Asian/Asian American	8.0%	8.0%	5.7%	10.4%	8.6%	7.9%
Black/African American	4.3%	3.8%	2.4%	3.5%	5.3%	2.4%
Hispanic/Latino	14.1%	13.5%	20.6%	15.5%	23.0%	16.5%
Native Hawaiian/Pacific Islander	1.2%	1.0%	2.4%	0.9%	2.6%	0.8%
White/Caucasian	42.9%	48.2%	41.1%	50.9%	42.1%	53.3%
Other	6.7%	7.1%	1%	2.6%	2.0%	1.7%
More than one	18.4%	16.1%	26.3%*	15.2%*	13.8%	16.3%

**Significant
For data on gender identity and sexual orientation, see Appendices A2 and A3.*

Mental Health Indicators

HYS asks students questions on mental health. While the answers are not sufficient to diagnose, they can be used as surrogate measures for symptoms of depression and anxiety. The questions are shown below, and results are shown on the next three slides.

Depression
indicator

- During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

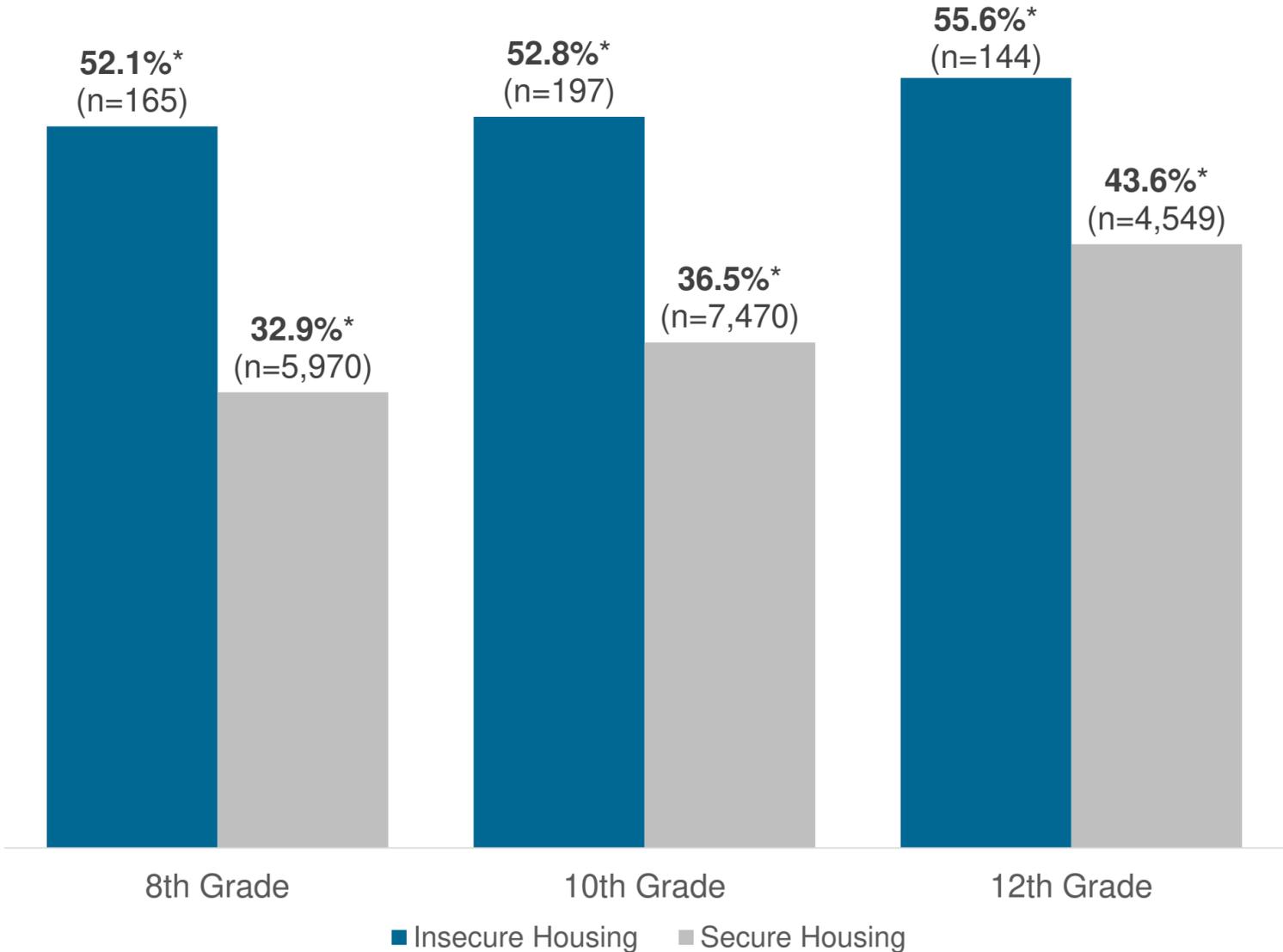
Anxiety
indicators

- How often over the last 2 weeks were you bothered by feeling nervous, anxious, or on edge?
- How often over the last 2 weeks were you bothered by not being able to stop or control worrying?

Source: <https://www.askhys.net/Docs/HYS%202021%20Analytic%20Report%207-21-2022.pdf>
For list of full questions in the mental health section of the survey, see Appendix A4.

Depressive Feelings (2021)

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?



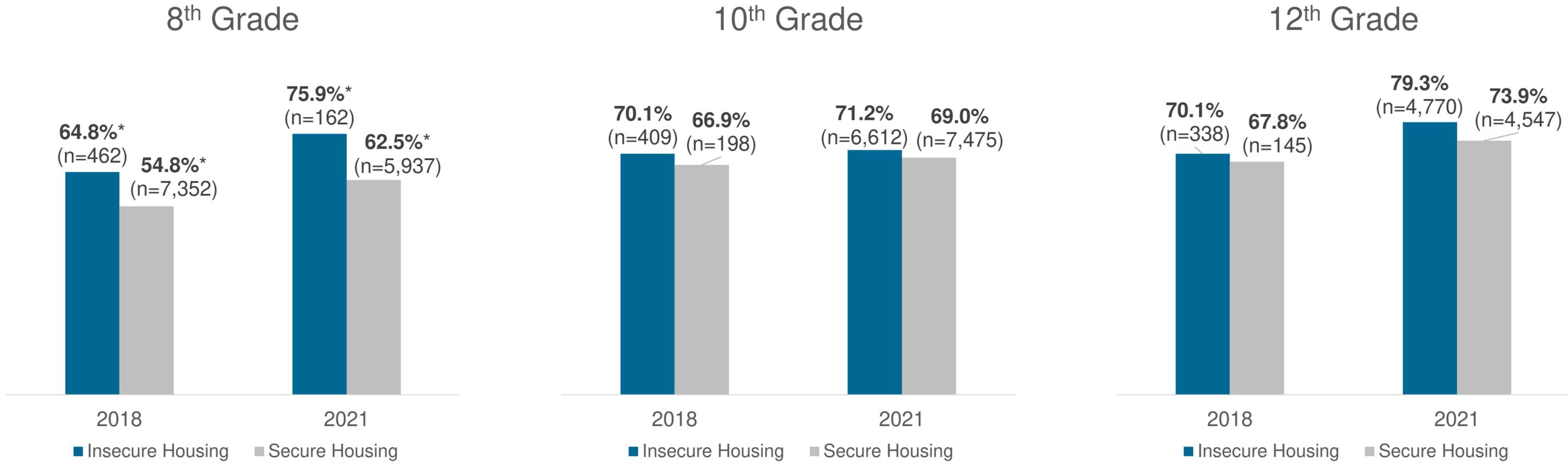
Students experiencing housing insecurity were **significantly more likely** to experience symptoms of depression across all three grade levels in 2021.

Students experiencing housing insecurity in all grade levels were also **significantly more likely** to have felt symptoms of depression in 2018. The percentage increased somewhat across each grade from 2018 to 2021. See Appendix A5 for details.

*Significant

Feelings of Anxiety

Percentage of students feeling bothered by feeling anxious, nervous, or on edge on any days in the last two weeks.

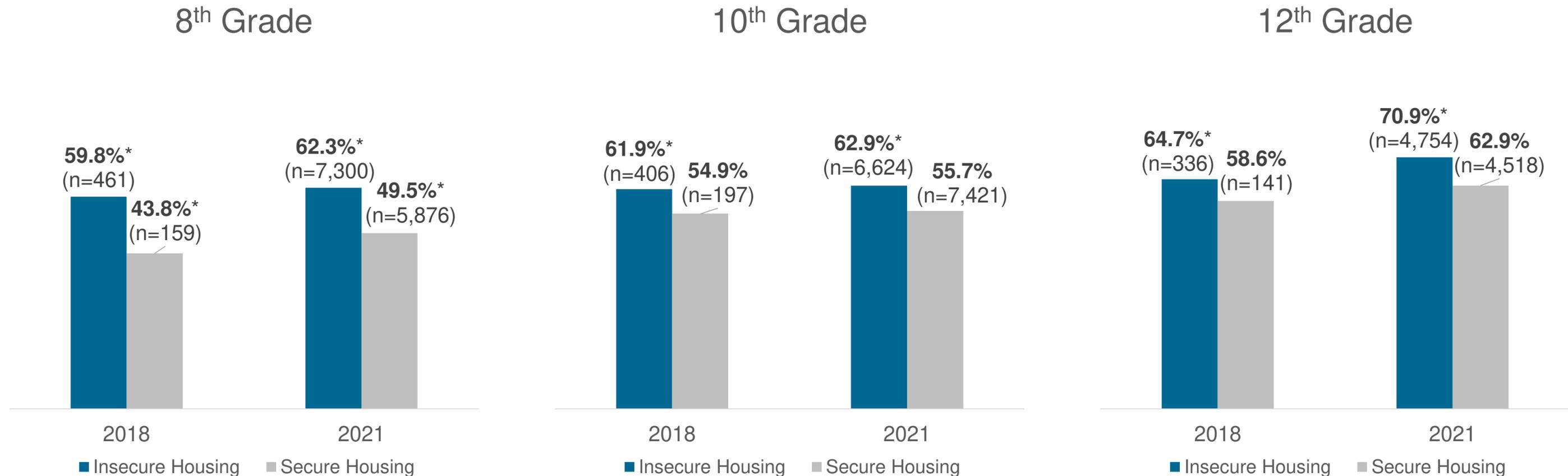


From 2018 to 2021, all students saw an increase in their anxiety and nervousness, with 8th grade students with an insecure housing status **increasing by 11.1 percentage points.**

*Significant
Data represents students who responded with any answer other than “Not at all.” For complete responses, see Appendix A6.

Inability to Control Anxiety

Percentage of students feeling bothered by not being able to stop or control worrying on any days in the last two weeks.

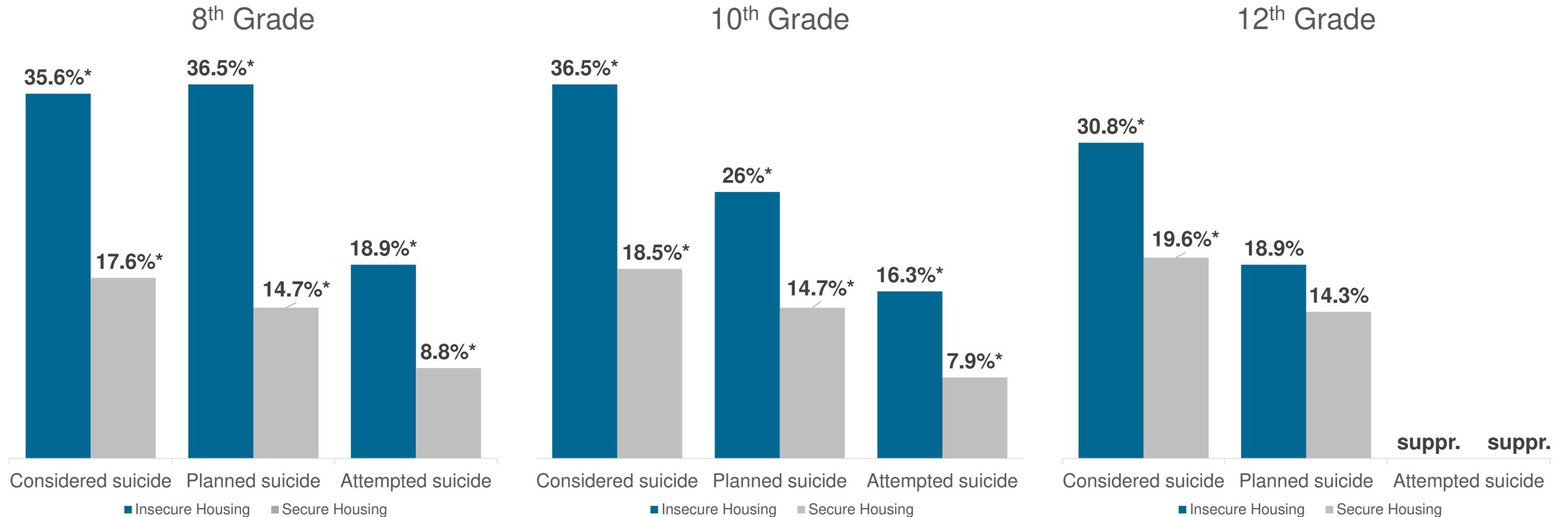


From 2018 to 2021, all students experienced an increase in their worrying, with 12th grade students with insecure housing experiencing the greatest **increase of 6.2 percentage points**.

*Significant
Data represents students who responded with any answer other than “Not at all.” For complete responses, see Appendix A7.

Suicide (2021)

Students experiencing housing insecurity reported **significantly higher** rates of suicidal ideation, planning, and attempts when compared to their peers with secure housing.

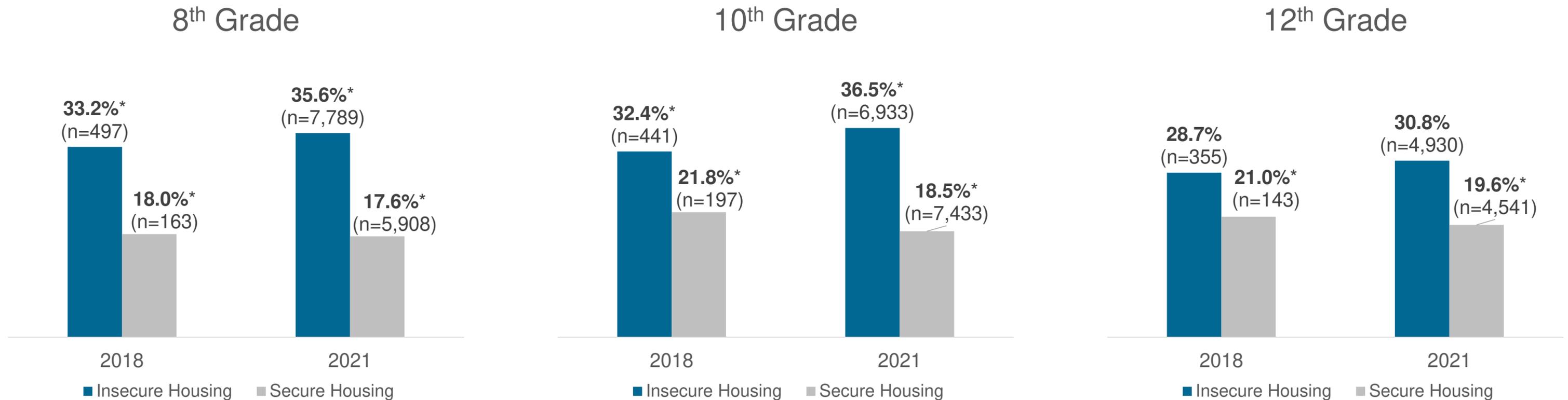


*Significant

For sample sizes, see Appendix A8.

Suicidal Ideation

Percentage of students that seriously considered attempting suicide in the past 12 months.



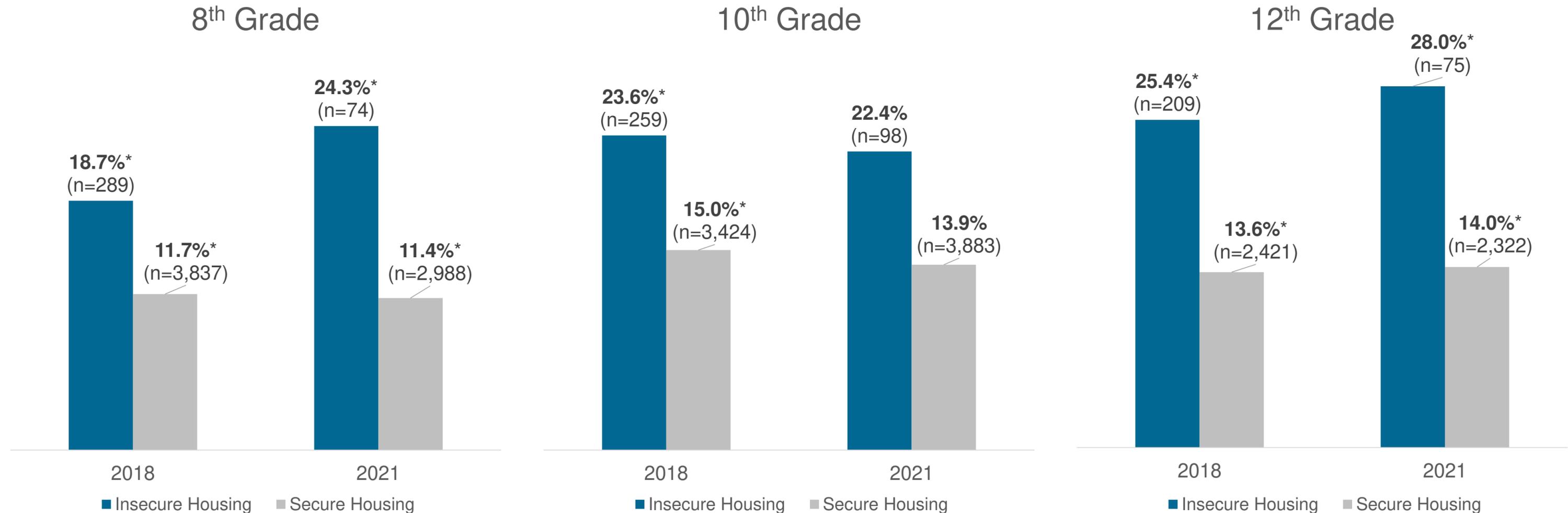
From 2018 to 2021, students with insecure housing showed an **increase in suicidal ideation** while students with secure housing showed a decrease.

The greatest change was in 10th grade, with students experiencing housing insecurity reporting a **4.1 percentage point increase** in suicidal ideation from 2018 to 2021.

*Significant

Social and Emotional Support by Adults

Percentage of students reporting they have no adults to turn to for help when they are feeling sad or hopeless.



*Significant

Percentages represent students who answered 'no' when asked, 'When you feel sad or hopeless, do you have an adult you can turn to for help?'

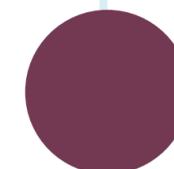
Other answers not shown include 'Yes', 'Not sure', and 'I never feel sad or hopeless'.

For complete responses, see Appendix A9.

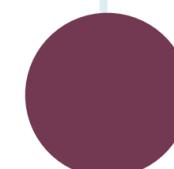
Social and Emotional Support by Type (2021)

If you feel sad or hopeless almost every day for two weeks or more in a row, to whom would you most likely turn for help?

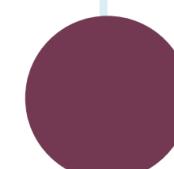
	Insecure Housing (n=114)	Secure Housing (n=3,867)
Sibling or cousin	21.9%	27.2%
Teacher, school counselor, or other adult in my school	6.1%	10.6%
Friend or peer	44.7%	50.1%
Parent/guardian	21.9%*	37.9%*
Religious/faith leader	4.4%	4.5%
Coach	4.4%	6.6%
Other adult that's not my parent	8.8%	9.8%
I don't have anyone I would talk to	20.2%	12.5%
I have not felt sad or hopeless for two weeks or more in a row	18.4%*	27.2%*



10th grade students experiencing housing insecurity were **significantly less likely** to turn to a parent or guardian for support.



10th grade students experiencing housing insecurity were **significantly less likely** to have not felt sad or hopeless for two or more weeks.



8th and 12th grade students showed similar results. See Appendix A10 for details.

**Significant*

Data reflects responses from the 10th grade students in the 2021 HYS

Children's Hope Scale

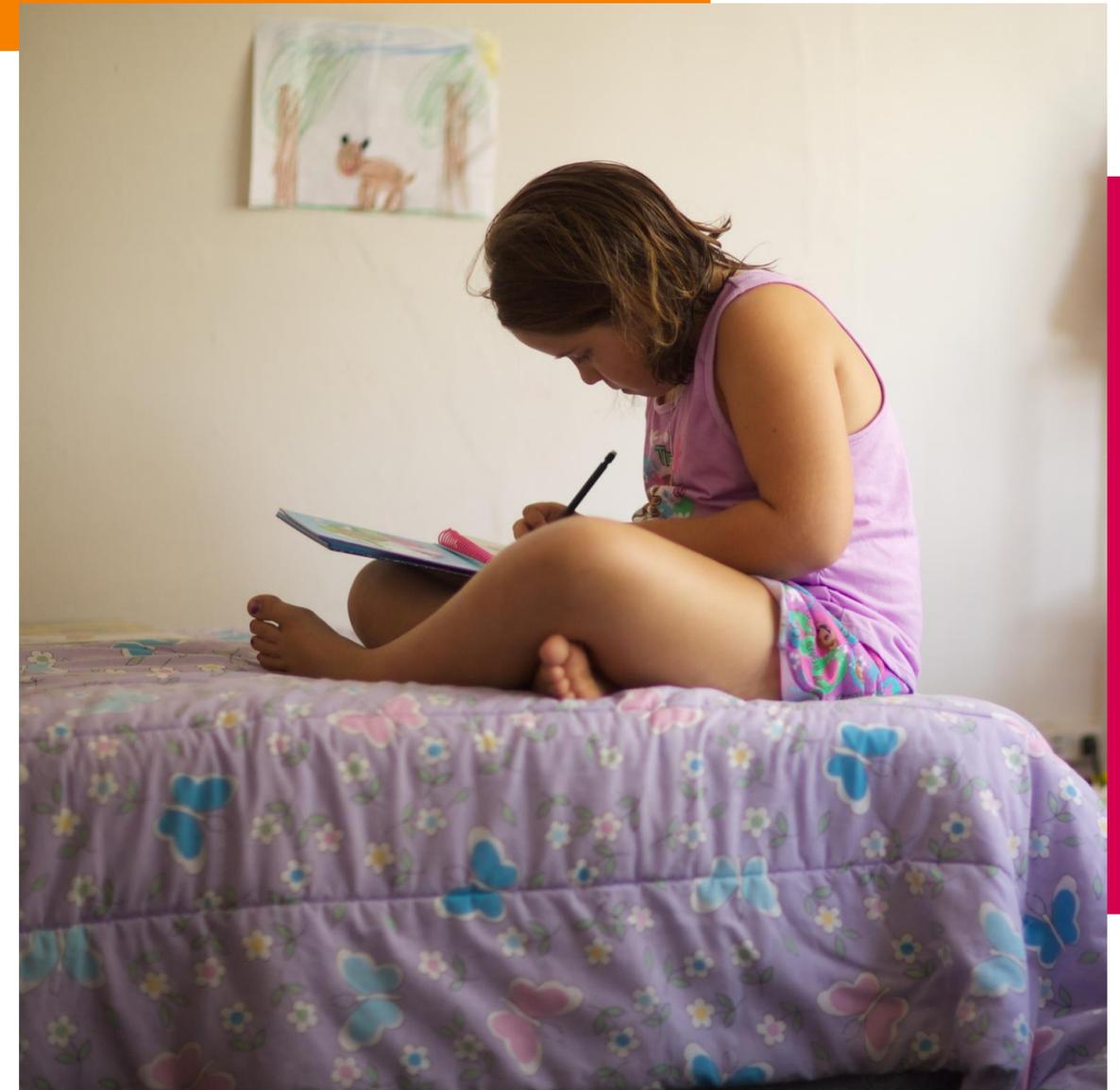
The HYS includes items from the Children's Hope Scale, an assessment which measures the ability to initiate and sustain action towards goals and the ability to find a way to carry out goals.

- Hope is the belief that your future will be better than today and you have the power to make it so¹
- Hope is important for academic success
 - Hopeful students have higher overall GPAs² and overall greater academic achievement³
- Children who can identify a means to carry out goals (pathways) and the ability to initiate and sustain action towards goals (agency) are considered more hopeful

1. Hellman, C. (2022, September 14). *Hope and Healing Centered Engagement Practices [Webinar]*. <https://www.k12.wa.us/sites/default/files/public/studentssupport/pubdocs/Hope%20and%20Healing%20Centered%20Engagement%209-14-2022%202.pdf>

2. Day, L., Hanson, K., Maltby, J., Proctor, C., & Wood, A. (2010). Hope uniquely predicts objective academic achievement above intelligence, personality, and previous academic achievement. *Journal of Research in Personality, 44*(4), 550–553. <https://doi.org/10.1016/j.jrp.2010.05.009>

3. Ciarrochi, J., Heaven, P. C. L., & Davies, F. (2007). The impact of hope, self-esteem, and attributional style on adolescents' school grades and emotional well-being: A longitudinal study. *Journal of Research in Personality, 41*(6), 1161–1178. <https://doi.org/10.1016/j.jrp.2007.02.001>; Leeson, P., Ciarrochi, J., & Heaven, P. C. L. (2008). Cognitive ability, personality, and academic performance in adolescence. *Personality and Individual Differences, 45*(7), 630–635. <https://doi.org/10.1016/j.paid.2008.07.006>



Children's Hope Scale: Measurement

The Children's Hope Scale asks a total of four questions across two domains. Responses are assigned a score ranging from 1 (none of the time) to 6 (all of the time).

Pathways Questions (12 points)

- I can think of many ways to get the things in life that are most important to me.
- When I have a problem, I can come up with lots of ways to solve it.

Agency Questions (12 points)

- I am doing just as well as other kids my age.
- I think the things I have done in the past will help me in the future.

Responses to each of the four questions are summed to create a total score.



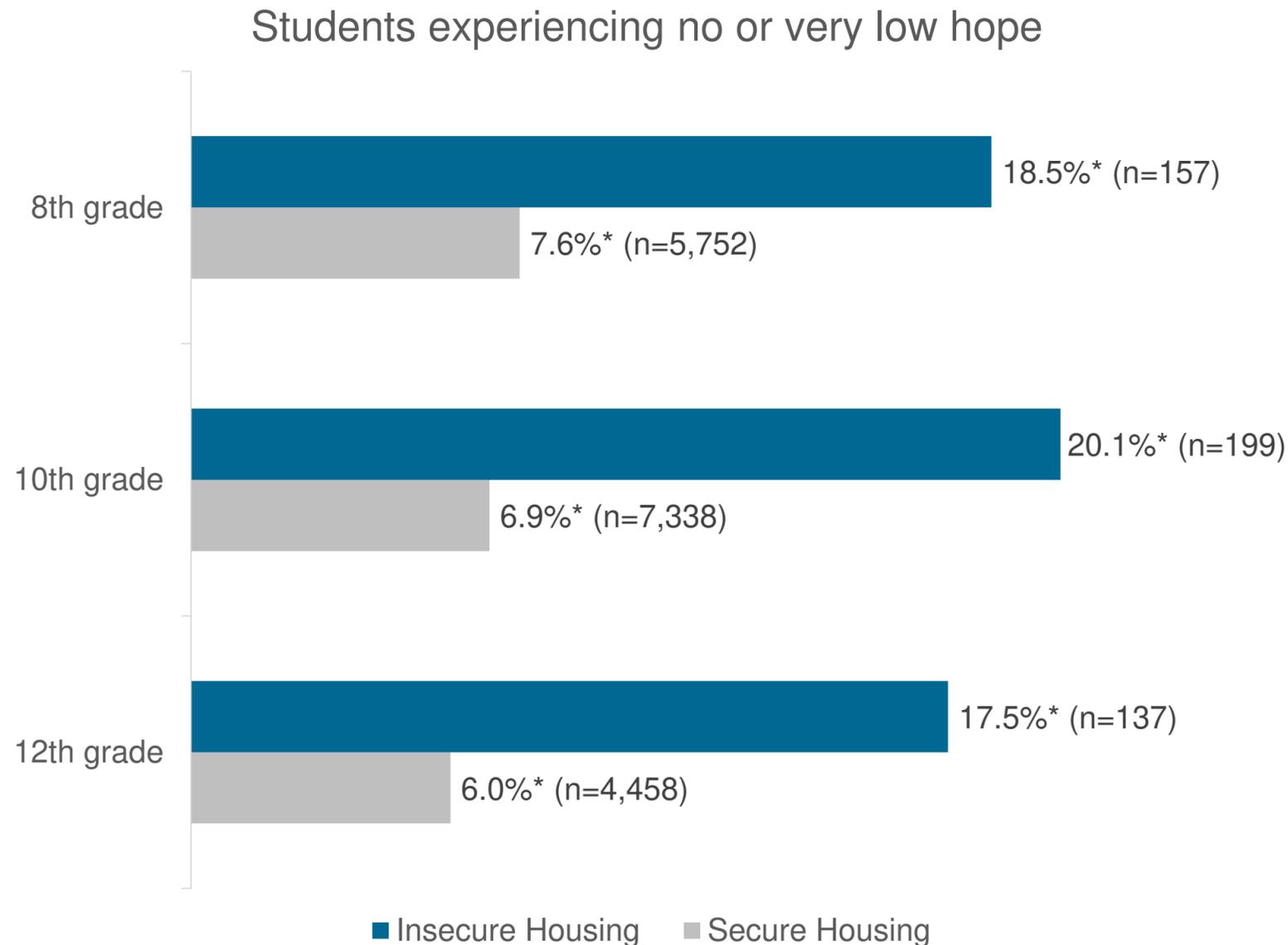
17-24 points = highly hopeful

4-8 points = no to very low hope

Source: <https://www.k12.wa.us/sites/default/files/public/student-support/pubdocs/Explanation%20of%20the%20Children%27s%20Hope%20Scale%202021.pdf>

Children's Hope Scale: Hope and Housing Insecurity (2021)

Students experiencing housing insecurity are **significantly more likely** to experience no or very low hope.



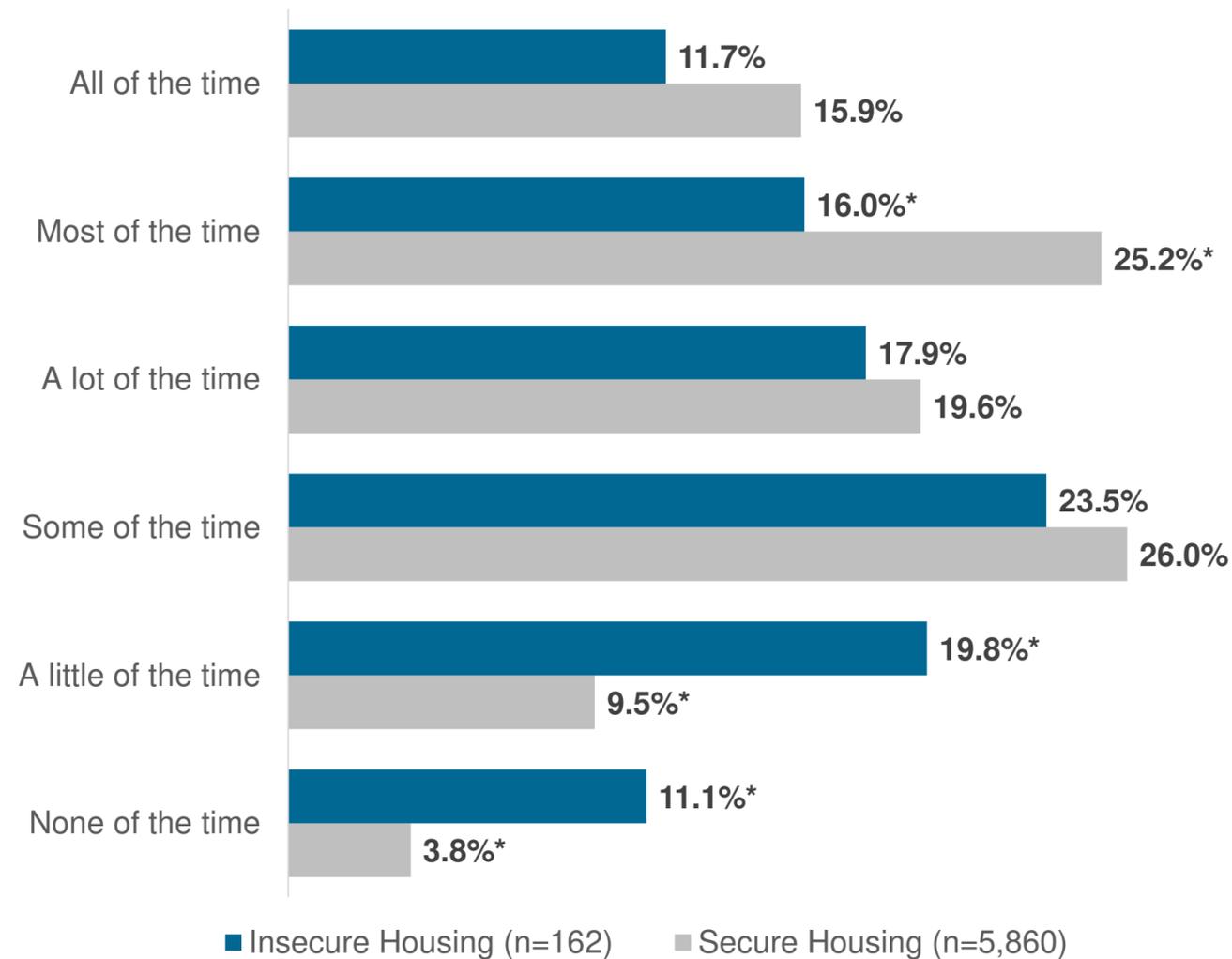
*The proportion of students experiencing insecure housing who reported little to no hope ranged from about **2.4x higher** in 8th grade to about **2.9x higher** in 12th grade when compared to peers with stable housing.*

*Significant
For the full Children's Hope Scale distribution, see Appendix A11.

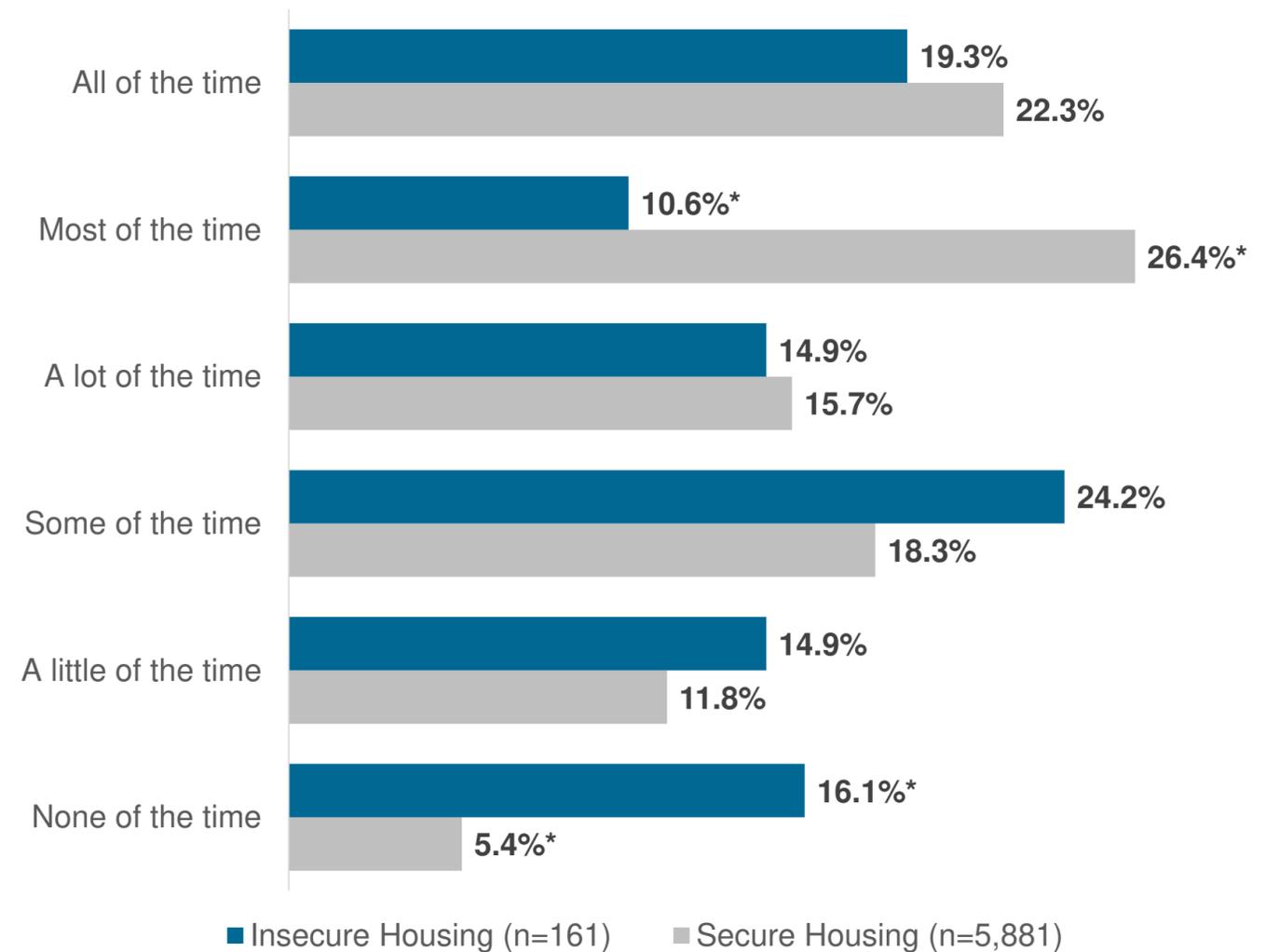
Children's Hope Scale: Pathways (2021)

Pathway questions indicate a student's abilities to carry out goals.

I can think of many ways to get the things in life that are important to me.



I am doing just as well as other kids my age.



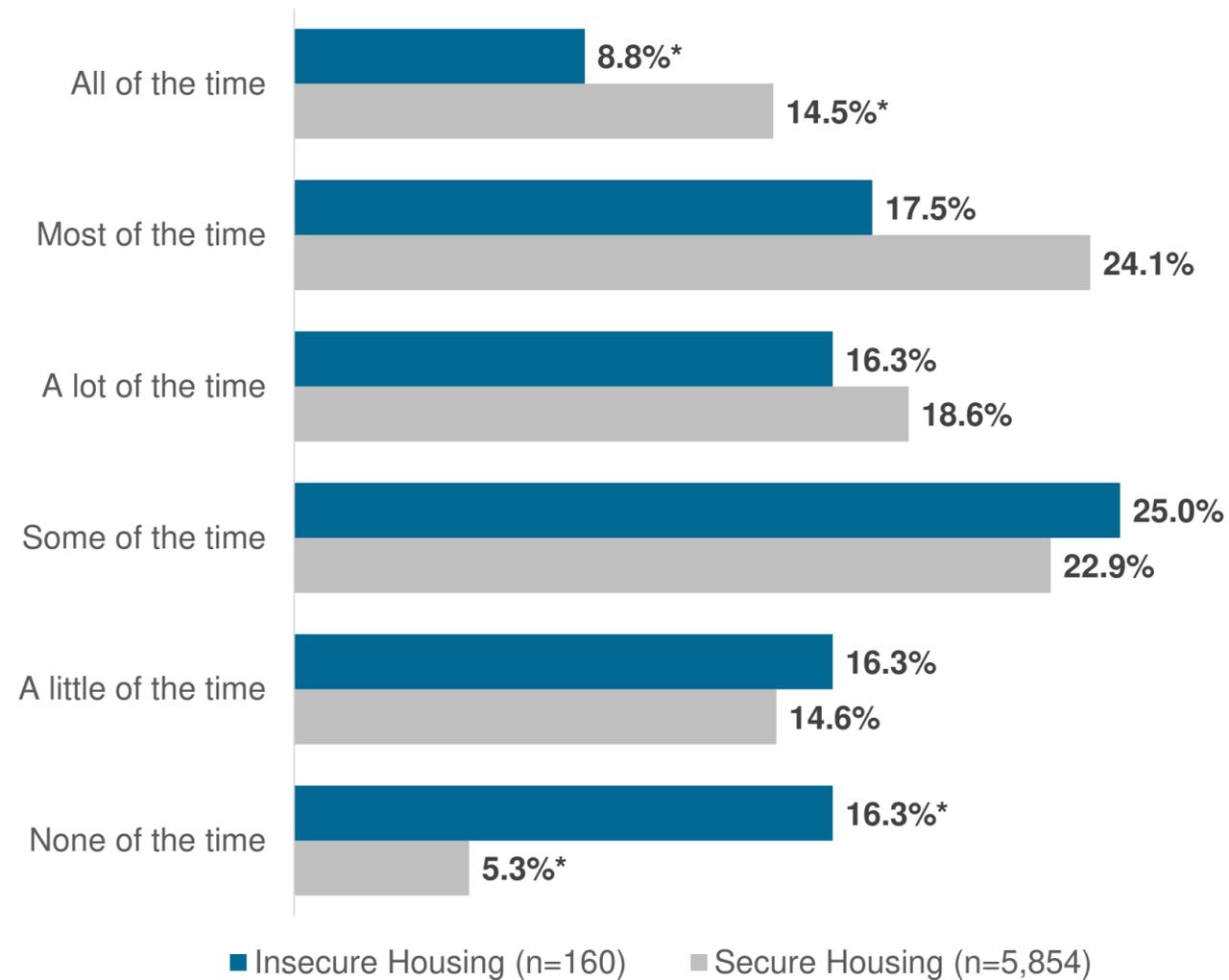
* Significant

Data reflects 8th grade responses from the 2021 HYS. For 10th and 12th grade responses, see Appendix A12.

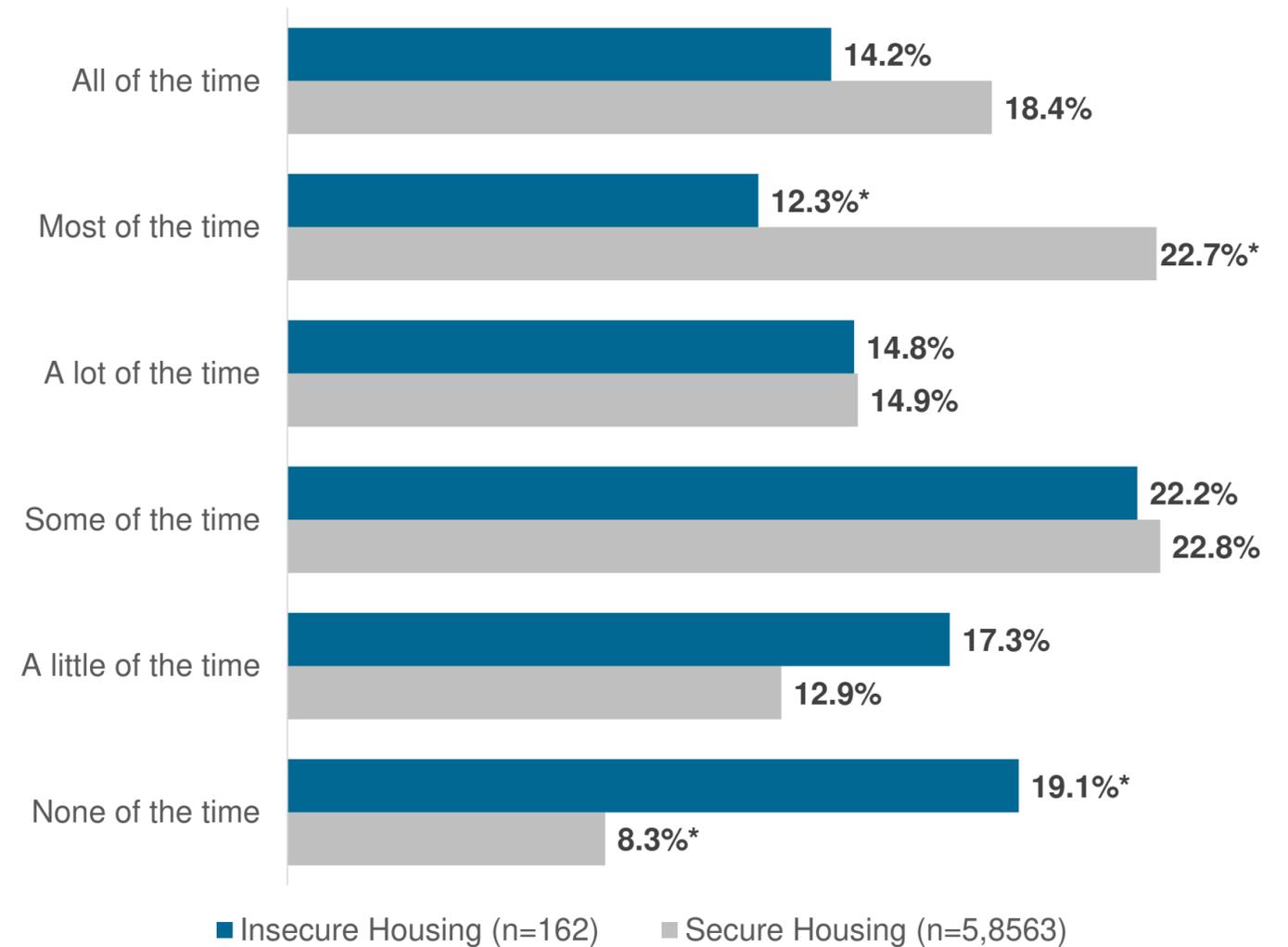
Children's Hope Scale: Agency (2021)

Agency questions indicate a student's abilities to initiate and sustain action to carry out goals.

When I have a problem, I can come up with lots of ways to solve it.



I think the things I've done in the past will help me in the future.

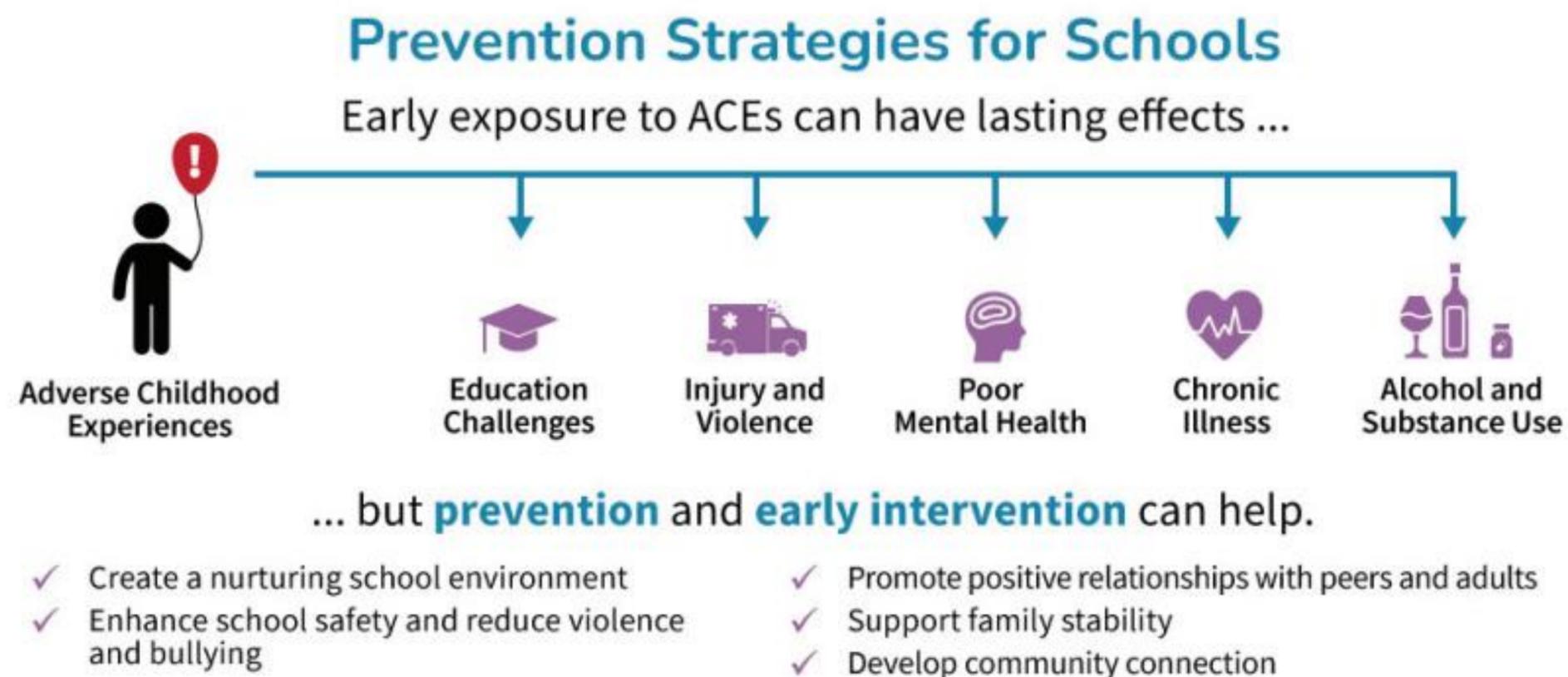


*Significant

Data reflects 8th grade responses from the 2021 HYS. For 10th and 12th grade responses, see Appendix A13.

Adverse Childhood Experiences

According to the HYS Interpretive Guide, Adverse Childhood Experiences are “indicators of severe childhood stressors and family dysfunction that occur during a person’s first 18 years of life.”



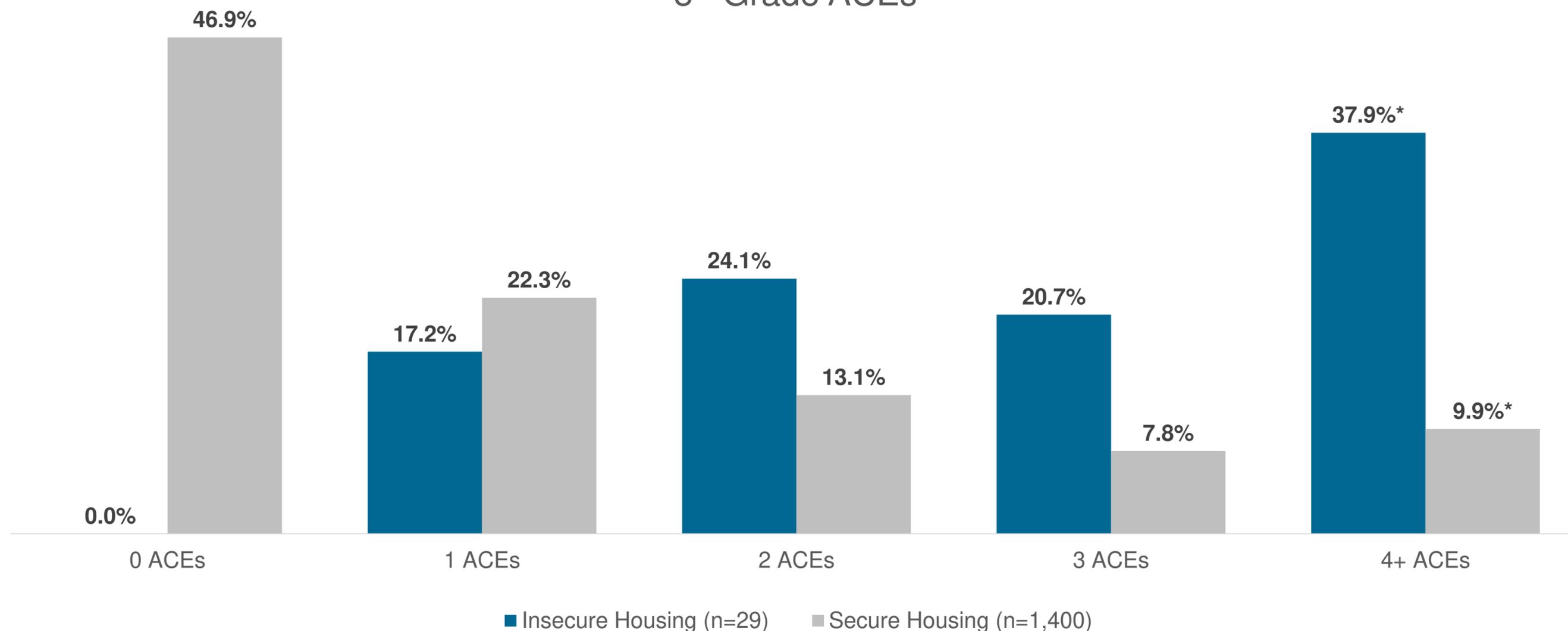
ACE domains include safety with peers, intimate partner violence/experiencing sexual force, interpersonal relations at home, and family financial hardship

Source: https://www.askhys.net/Docs/HYS_Interpretive-Guide_ACEs_2021_FINAL_1_13_22.pdf
For full list of questions used to determine ACEs, see Appendix A14.

Number of ACEs (2021)

Students experiencing homelessness were **significantly more likely** to have experienced 4 or more ACEs.

8th Grade ACEs



*Significant

Note: Questions used to calculate ACEs are only asked on Form B of the HYS, and due to the sensitive nature of the questions, administrators may opt out of asking them and students may opt out of answering. Thus, sample sizes are lower.

For rates for 10th and 12th grades, see Appendix A14.

Thank you!

Building Changes advances equitable responses to homelessness in Washington State with a focus on children, youth, and families, and the systems that serve them.

To learn more about our work, visit buildingchanges.org.

For more information and data about the Washington Healthy Youth Survey, visit www.askhys.net.

For questions, please contact:

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Appendix

This appendix provides additional detail on HYS results for students experiencing housing insecurity.

A1. HYS methods and data collection

A2. Gender identity (2021)

A3. Sexual orientation (2021)

A4. Full list of mental health questions (2021)

A5. Depressive Feelings (2018)

A6. Complete responses: Feelings of anxiety

A7. Complete responses: Controlling anxiety

A8. Sample sizes for questions about suicide (2021)

A9. Complete responses: Social/emotional support by adult (2021)

A10. Complete responses: Social/emotional support by type (2021)

A11. Children's Hope Scale Distribution by Grade (2021)

A12. Children's Hope Scale: Pathways for 10th and 12th Grades (2021)

A13. Children's Hope Scale: Agency for 10th and 12th Grades (2021)

A14. Questions used to determine ACEs

A15. Number of ACEs for students in 10th and 12th Grades (2021)

A1. HYS methods and data collection

Forms & Sampling

- Two versions are administered so that a greater number of questions can be asked in the limited time allotted (one class period).
- Certain core items are included on both versions.
- Both versions are administered in every participating secondary classroom, with alternating students receiving either Form A or Form B.
- Questions about sexual behavior and sexual violence can be removed by schools choosing not to administer them. School District Superintendents could request an exemption to remove questions about sexual orientation and gender identity.
- DOH selects three simple random samples to constitute representative samples of schools serving Grade 6, Grade 8, and Grades 10 and 12 combined

Source: <https://www.askhys.net/Home/AboutHYS>

A2. Gender identity (2021)

While there are proportional differences in the samples, few were statistically significant.

	8 th Grade		10 th Grade		12 th Grade	
	Insecure Housing (n=155)	Secure Housing (n=5,713)	Insecure Housing (n=193)	Secure Housing (n=7,340)	Insecure Housing (n=146)	Secure Housing (n=4,503)
Male	44.5%	47.2%	52.8%	46.3%	50.7%	46.9%
Female	42.6%	40.6%	31.6%*	43.4%*	35.6%	44.1%
Transgender	1.3%	0.8%	0.5%	0.6%	1.4%	0.8%
Questioning/Not sure	2.6%	2.8%	3.1%	1.8%	1.4%	1.5%
Something else fits better	3.2%	2.9%	2.6%	2.0%	3.4%	1.7%
I do not know what this question is asking	0.0%	0.2%	0.0%	0.3%	0.7%	0.2%
More than one response	5.8%	5.6%	9.3%	5.5%	6.8%	4.8%

*Significant

A3. Sexual orientation (2021)

While there are proportional differences in the samples, none of the differences were significant.

	8 th Grade		10 th Grade		12 th Grade	
	Insecure Housing (n=154)	Secure Housing (n=5,599)	Insecure Housing (n=191)	Secure Housing (n=7,257)	Insecure Housing (n=144)	Secure Housing (n=4,465)
Heterosexual (straight)	58.4%	67.4%	62.3%	70.7%	63.2%	72.3%
Gay or lesbian	2.6%	4.2%	5.2%	3.6%	5.6%	3.4%
Bisexual	15.6%	12.1%	18.3%	12.7%	18.1%	13.2%
Questioning/not sure	10.4%	6.8%	4.7%	5.7%	4.9%	4.9%
Something else fits better	9.1%	6.4%	5.2%	5.0%	4.9%	4.9%
I do not know what this question is asking	3.9%	3.1%	4.2%	2.2%	3.5%	1.5%

Note: The differences between students with insecure housing versus those with secure housing are not statistically significant.

A4. Full list of mental health questions (2021)

1.	During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
2.	During the past 12 months, did you ever seriously consider attempting suicide?
3.	During the past 12 months, did you make a plan about how you would attempt suicide?
4.	During the past 12 months, how many times did you actually attempt suicide?
5.	How often over the last 2 weeks were you bothered by: Feeling nervous, anxious, or on edge?
6.	How often over the last 2 weeks were you bothered by: Not being able to stop or control worrying?
7.	When you feel sad or hopeless, are there adults that you can turn to for help?
8.	If you feel sad or hopeless almost every day for two weeks or more in a row, to whom would you most likely turn for help?
9.	Last year, did you hear or see information at your school about the warning signs of suicide and how to get help for yourself or a friend?
10.	How often do you: Experience increased social anxiety due to your internet use?
11.	How often do you: Feel withdrawal when away from the internet?
12.	How often do you: Lose motivation to do other things that need to get done because of the internet?

A5. Depressive Feelings (2018)

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

	8 th Grade		10 th Grade		12 th Grade	
	Insecure Housing (n=500)	Secure Housing (n=7,821)	Insecure Housing (n=444)	Secure Housing (n=6,953)	Insecure Housing (n=356)	Secure Housing (n=4,939)
Yes	51.4%*	29.3%*	52.7%*	38.0%*	51.4%*	39.2%*
No	48.9%*	70.7%*	47.3%*	62.0%*	48.6%*	60.8%

*Significant

A6. Complete responses: Feelings of anxiety

How often over the last 2 weeks were you bothered by: Feeling nervous, anxious, or on edge?

	8 th Grade		10 th Grade		12 th Grade	
	Insecure Housing	Secure Housing	Insecure Housing	Secure Housing	Insecure Housing	Secure Housing
2021	(n=162)	(n=5,937)	(n=198)	(n=7,475)	(n=145)	(n=4,547)
Not at all	24.1%*	38.5%*	28.8%	31.4%	20.7%	26.3%
Several days	28.4%	30.4%	26.3%	30.1%	28.3%	30.7%
More than half the days	16.7%	13.9%	14.1%	17.1%	16.6%	19.0%
Nearly every day	30.9%*	17.2%*	30.8%*	21.4%*	34.5%*	23.9%*
2018	(n=462)	(n=7,352)	(n=409)	(n=6,624)	(n=338)	(n=4,754)
Not at all	35.1%*	46.3%*	29.8%	33.5%	30.8%	32.1%
Several days	28.8%	31.7%	27.9%*	37.2%*	33.1%	36.8%
More than half the days	11.7%	9.1%	15.2%	12.9%	14.2%	13.7%
Nearly every day	24.5%*	12.9%*	27.1%*	16.5%*	21.9%*	17.5%*

*Significant

A7. Complete responses: Controlling anxiety

How often over the last 2 weeks were you bothered by: Not being able to stop or control worrying?

	8 th Grade		10 th Grade		12 th Grade	
	Insecure Housing	Secure Housing	Insecure Housing	Secure Housing	Insecure Housing	Secure Housing
2021	(n=159)	(n=5,876)	(n=197)	(n=7,421)	(n=141)	(n=4,518)
Not at all	37.7%*	52.0%*	37.1%	45.0%	29.1%*	37.5%*
Several days	25.8%	22.3%	26.4%	24.0%	22.7%	27.6%
More than half the days	13.2%	12.2%	9.6%	14.5%	17.7%	15.7%
Nearly every day	23.3%*	13.4%*	26.9%*	16.4%*	30.5%*	19.2%*
2018	(n=461)	(n=7,300)	(n=406)	(n=6,612)	(n=336)	(n=4,754)
Not at all	41.0%*	57.8%*	38.2%*	45.9%*	36.6%	41.6%
Several days	28.4%	24.1%	27.3%	29.1%	26.5%	31.0%
More than half the days	10.4%	7.9%	12.1%	11.1%	14.9%	11.7%
Nearly every day	20.2%*	10.2%*	22.4%*	13.4%*	22.0%*	15.6%*

*Significant

A8. Sample sizes for questions about suicide (2021)

	Insecure Housing	Secure Housing
8th Grade		
Considered	163	5,908
Planned	74	2,945
Attempted	74	2,970
10th Grade		
Considered	197	7,433
Planned	96	2,857
Attempted	98	3,871
12th Grade		
Considered	143	4,541
Planned	74	2,318
Attempted	74	2,324

A9. Complete responses: Social/emotional support by adult (2021)

When you feel sad or hopeless, are there adults that you can turn to for help?

	8 th Grade		10 th Grade		12 th Grade	
	Insecure Housing	Secure Housing	Insecure Housing	Secure Housing	Insecure Housing	Secure Housing
2021	(n=74)	(n=2,988)	(n=98)	(n=3,883)	(n=75)	(n=2,322)
I never feel sad or hopeless	13.5%	18.4%	16.3%	17.1%	20.0%	14.5%
Yes	41.9%	53.7%	41.8%	51.3%	36.0%*	55.7%*
No	24.3%*	11.4%*	22.4%	13.9%	28.0%*	14.0%*
Not sure	20.3%	16.4%	19.4%	17.7%	16.0%	15.8%
2018	(n=289)	(n=3,837)	(n=259)	(n=3,424)	(n=209)	(n=2,421)
I never feel sad or hopeless	21.8%	24.9%	17.0%	18.3%	17.2%	16.5%
Yes	47.4%	51.0%	39.8%*	51.0%*	42.6%*	55.2%*
No	18.7%*	11.7%*	23.6%*	15.0%*	25.4%*	13.6%*
Not sure	12.1%	12.5%	19.7%	15.8%	14.8%	14.6%

*Significant

A10. Complete responses: Social/emotional support by type (2021)

When you feel sad or hopeless, are there adults that you can turn to for help?

	8 th Grade		12 th Grade	
	Insecure Housing (n=92)	Secure Housing (n=3,125)	Insecure Housing (n=79)	Secure Housing (n=2,339)
Sibling or cousin	23.9%	26.5%	21.5%	27.7%
Teacher, school counselor, or other adult in my school	9.8%	11.4%	8.9%	12.6%
Friend or peer	39.1%	44.3%	45.6%	54.9%
Parent/guardian	35.9%	40.4%	30.4%	39.5%
Religious/faith leader	4.3%	4.8%	5.1%	5.4%
Coach	1.1%*	4.7%*	2.5%	5.8%
Other adult that's not my parent	10.9%	9.3%	17.7%	11.4%
I don't have anyone I would talk to	20.7%	11.5%	27.8%*	13.3%*
I have not felt sad or hopeless for two weeks or more in a row	21.7%	32.0%	17.7%	13.3%

*Significant

A11. Children's Hope Scale Distribution by Grade (2021)

	8 th Grade		10 th Grade		12 th Grade	
	Insecure Housing (n=157)	Secure Housing (n=5,752)	Insecure Housing (n=199)	Secure Housing (n=7,388)	Insecure Housing (n=137)	Secure Housing (n=4,458)
No or very low hope	18.5%*	7.6%*	20.1%*	6.9%*	17.5%*	6.0%*
Slightly hopeful	28.7%*	19.4%*	22.6%*	19.7%*	25.5%	18.1%
Moderately hopeful	19.7%	26.3%	28.1%	27.4%	26.3%	28.2%
Highly hopeful	33.1%*	46.7%*	29.1%*	46.1%*	30.7%*	47.6%*

*Significant

A12. Children's Hope Scale: Pathways for 10th and 12th Grades (2021)

I can think of many ways to get the things in life that are important to me.

10 th Grade	Insecure Housing (n=204)	Secure Housing (n=7,429)
None of the time	9.3%*	3.4%*
A little of the time	15.7%*	8.4%*
Some of the time	22.1%	25.5%
A lot of the time	21.1%	21.4%
Most of the time	17.2%	25.9%
All of the time	14.7%	15.4%

12 th Grade	Insecure Housing (n=143)	Secure Housing (n=4,516)
None of the time	11.9%*	2.9%*
A little of the time	14.0%	6.8%
Some of the time	27.3%	23.7%
A lot of the time	21.0%	22.9%
Most of the time	17.5%*	26.9%*
All of the time	8.4%*	16.8%*

I am doing just as well as other kids my age.

10 th Grade	Insecure Housing (n=205)	Secure Housing (n=7,440)
None of the time	13.2%*	5.6%*
A little of the time	20.5%*	12.4%*
Some of the time	21.0%	20.6%
A lot of the time	16.6%	17.1%
Most of the time	16.6%*	26.3%*
All of the time	12.2%	17.9%

12 th Grade	Insecure Housing (n=140)	Secure Housing (n=4,524)
None of the time	14.3%*	5.2%*
A little of the time	22.1%*	12.8%*
Some of the time	25.7%	22.9%
A lot of the time	10.7%*	17.0%*
Most of the time	19.3%	24.6%
All of the time	7.9%*	17.5%*

*Significant

A13. Children's Hope Scale: Agency for 10th and 12th Grades (2021)

When I have a problem, I can come up with lots of ways to solve it.

10 th Grade	Insecure Housing (n=202)	Secure Housing (n=7,408)
None of the time	5.9%	3.9%
A little of the time	18.8%	12.8%
Some of the time	26.7%	23.7%
A lot of the time	21.8%	20.9%
Most of the time	16.8%	24.5%
All of the time	9.9%	14.2%

12 th Grade	Insecure Housing (n=139)	Secure Housing (n=4,499)
None of the time	8.6%*	3.0%*
A little of the time	20.9%*	10.5%*
Some of the time	25.2%	24.4%
A lot of the time	14.4%	22.1%
Most of the time	23.7%	25.0%
All of the time	7.2%*	14.8%*

I think the things I have done in the past will help me in the future.

10 th Grade	Insecure Housing (n=202)	Secure Housing (n=7,422)
None of the time	19.3%*	7.3%*
A little of the time	15.3%	12.4%
Some of the time	23.3%	23.2%
A lot of the time	17.3%	17.7%
Most of the time	14.9%*	22.7%*
All of the time	9.9%*	16.8%*

12 th Grade	Insecure Housing (n=140)	Secure Housing (n=4,506)
None of the time	17.9%*	6.1%*
A little of the time	12.1%	10.9%
Some of the time	22.1%	22.0%
A lot of the time	15.0%	17.8%
Most of the time	22.9%	23.5%
All of the time	10.0%*	19.7%*

*Significant

A14. Questions used to determine ACEs

Note: The ACEs score does not include all adverse childhood experiences a student may have been exposed to.

1.	I feel safe during school.
2.	During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school?*
3.	Bullying is one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?*
4.	During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?***
5.	In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)**
6.	Have you ever been in a situation where someone made you engage in kissing, sexual touch, or intercourse when you did not want to?
7.	Not counting TV, movies, or video games and sporting events, have you ever seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time?
8.	Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked, or punched you), leaving a mark, bruise, or injury?
9.	How often does an adult in your home or swear at you, insult you, put you down, or humiliate you?
10.	Are your current living arrangements the result of losing your home because your family cannot afford housing?
11.	How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food?***

*1+ times in last 30 days, **1+ time in last 12 months

For more information, see Washington State Healthy Youth Survey Interpretive Guide (https://www.askhys.net/Docs/HYS_Interpretive-Guide_ACEs_2021_FINAL_1_13_22.pdf)

A15. Number of ACEs for students in 10th and 12th Grades (2021)

Percentage of students by number of ACEs reported from the list in A14.

	10 th Grade		12 th Grade	
	Insecure Housing (n=63)	Secure Housing (n=2,474)	Insecure Housing (n=46)	Secure Housing (n=1,459)
0 ACEs	0.0%	44.9%	0.0%	38.2%
1 ACE	33.3%	23.0%	19.6%	24.9%
2 ACEs	17.5%	13.1%	21.7%	14.9%
3 ACEs	14.3%	9.0%	19.6%	9.4%
4 or more ACEs	34.9%*	9.9%*	39.1%*	12.5%*

**Significant*