

Staunton, Augusta County & Waynesboro Youth Community Needs Assessment



Prepared for Greater Augusta Prevention Partners and
the Central Shenandoah Valley Office on Youth

December 2018

Table of Contents

Executive Summary	1
Introduction And Background.....	3
Research Methods	3
Developmental Assets Theory	4
Needs For Future Research	5
Community Demographics.....	6
Household Composition.....	6
Community Profile.....	8
Drug Abuse	8
Education.....	10
Food Insecurity.....	11
Juvenile Justice.....	11
Childhood Poverty.....	12
Obesity.....	13
Suicide	14
Teen Pregnancy	16
Stakeholder Opinions	19
About the Parents	21
Parental Identified Problems	23
Community Level Risk Factors	23
Availability of Drugs, Alcohol, and Tobacco.....	25
Obesity	25
Poverty, Affordable Housing & Access to Healthcare.....	26
Racism	27
Lack Of Mentoring Programs	27
Lack Of Community Resources	27
Lack Of Preschool Programs	27
Unsafe neighborhoods	28
School Level Risk Factors	29
Behavioral Problems at School.....	30
Failing Grades	30
School Dropouts.....	31
Skipping School	31
Lack of Quality Education	32
Unsafe Schools	32
Peer Level Risk Factors.....	34

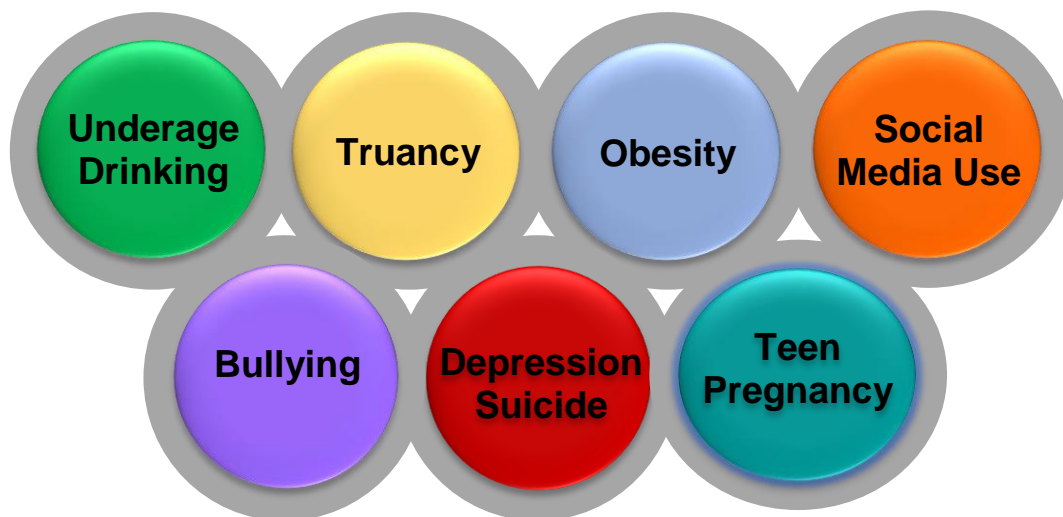
Social Media Usage	34
Peer Pressure & Bullying	36
Dating Violence	37
Family & Individual Risk Factors	39
Depression	39
Not Having Enough Food.....	40
Teen pregnancy	40
Suicide.....	40
Parental Opinions Of Afterschool Opportunities and Needs in the Community	41
Stakeholders' Perceptions Of When Supervision Is Necessary.....	41
Parental Perceptions Of When Supervision Is Necessary	41
Where Children Go Afterschool	42
Satisfaction With Afterschool Activities	44
Demographic Differences on Satisfaction with Afterschool Activities	45
Parental Perceptions of Current Afterschool Activities in the Community.....	46
Residential Differences On How Families View Available Afterschool Activities	47
Demographic Differences On How Families View Available Afterschool Activities.....	47
What Parents Look for in Afterschool Activities.....	48
Demographic Differences On What Parents Look for in Afterschool Activities	49
Afterschool Activities Families Enroll Or Would Enroll In.....	51
Demographic Differences On Types of Programming Parents Do or Would Enroll Their Child in Afterschool	52
Arts and Crafts	53
Dance	53
Music.....	54
Organized Sports	54
Parent And Stakeholder Recommendations.....	55
Social Media Usage	55
Availability Of Drugs, Alcohol And Tobacco.....	57
Peer Pressure And Bullying	60
Behavior Challenges At School	61
Obesity.....	62
Summary And Conclusions.....	64
Appendix: Key Informant Interview Guide	66
Appendix: Intercept Interview Questionnaire	71
Appendix: Parent Perception Survey Instrument.....	73

EXECUTIVE SUMMARY

The purpose of this Needs Assessment was to investigate the greatest challenges facing youth in the Waynesboro, Staunton and Augusta County (SAW) communities and to review the resources currently available to youth and parents. Further, the project was tasked with finding actions the community can take to address these issues and provide the Central Shenandoah Valley Office on Youth (OOY) and the Greater Augusta Prevention Partners (GAPP) with ideas and strategies to meet the challenges of youth in the SAW area.

Research methods included phone interviews with community stakeholders who work with youth, 2) secondary data analysis, 3) face-to-face intercept surveys with parents, and 4) paper surveys mailed to parents. This Needs Assessment is organized by risk and protective factors. Risk and protective factors are the aspects of a person and environment or personal experience that make it more likely (risk factors) or less likely (protective factors) that people will experience a given problem or achieve a desired outcome. While risk and protective factors have been presented in different ways, this report organizes risk and protective factors into four (4) levels: Community Level Factors, School Level Factors, Peer Level Factors, and Family\Individual Level Factors.

Parental engagement and the importance of positive adult role models were issues expressed throughout the research.



The major youth challenges in our community identified in this Needs Assessment are:

1. Bullying
2. Depression & Suicide
3. Obesity
4. Social media use
5. Teen Pregnancy
6. Truancy
7. Underage drinking especially by high schooler

In general, parents are most concerned with peer related factors and least concerned with school related factors. Some challenges are not new to community organizers such as the problems of poverty and the lack of affordable housing options. Other findings do provide new insight into the concerns of parents such social media. Some issues that were not concerns to parents do arise as concerns from empirical secondary data.

Only five (5) of the 24 problems presented to parents were thought to be “Big” problems by a majority of parents. These concerns were social media, drugs, peer pressure, bullying and obesity.

Ranked Items of Big Concern to Recipients		
1	Social media concerns	62%
2	Drugs	60%
3	Peer pressure/influence	57%
4	Bullying	54%
5	Obesity	50%
6	Behavioral problems at school	45%
7	Poverty	40%
	Access Healthcare	40%
	Affordable housing options	40%
10	Depression	36%
11	Not having enough food	32%
12	Racism	29%
13	Lack of mentor programs	27%
	Lack of community resources	27%
15	Teen pregnancy	25%
16	Failing grades	23%
17	Suicide	22%
18	Dating violence	21%
19	Students who dropouts	21%
20	Lack of quality education	19%
21	Lack of preschool opportunities	18%
22	Skipping school	17%
23	Unsafe schools	15%
24	Unsafe neighborhoods	15%

INTRODUCTION AND BACKGROUND

The purpose of this Needs Assessment is was to investigate the greatest challenges facing youth in the SAW area; to identify the resources in the community currently available to meet those needs; and to identify what resources are needed to meet those needs. Further, the project was tasked with identifying actions the community can take to address these issues and provide the Central Shenandoah Valley Office on Youth (OOY) and the Greater Augusta Prevention Partners (GAPP) with ideas and strategies to meet the challenges of youth in the SAW area.

RESEARCH METHODS

Secondary data were collected and analyzed including United States Census, the Center for Disease Control, Virginia Department of Education, Virginia Department of Health, Virginia Department of Juvenile Justice and other local surveys.

GAPP contracted with Analytic Insight (AI) of Lewiston, ME to conduct data collection. AI conducted twenty-five (25) phone interviews with key stakeholders, individuals in the community who work with youth. Interviews were conducted with representatives from the local schools, youth-serving organizations, faith-based organizations, government departments that work with youth such as the Waynesboro and Augusta County Parks and Recreation Departments, afterschool child care providers, and counseling professionals who serve youth and families.

A quantitative survey provided data to inform the research, and responses were collected via mail, online, and through distribution at locations throughout the community. For the mail survey, AI purchased a commercial listing of households with children in the SAW area. A mailing to 5,001 households resulted in 303 completed surveys; two hundred and sixty-two (262) surveys were returned as undeliverable. The response rate was 6.4%. To improve the response rate, copies of the survey were distributed at locations throughout the community, resulting in an additional 129 completed surveys. The survey was also provided online resulting in 93 completed surveys. In total, 525 full-length surveys were completed.

One hundred thirty-eight (138) intercept surveys, a shorter version of the survey, were administered face-to-face at locations throughout the community including the Kroger's in Waynesboro and Staunton as well as the Augusta County Fair. In total, 663 survey responses were received.

Survey Method	Completed Surveys
Mail	303
Online	93
Intercept	138
Local distribution	129
Total Completed Surveys	663

AI arranged a forum at which community stakeholders met to discuss actions the community could take to positively engage youth in the community. Stakeholders included representatives from the schools, organizations that serve or work with youth, religious organizations and parents. The forum was held on August 9, 2018 at the Best Western Plus Conference Center in Waynesboro.

At the forum, stakeholders discussed actionable items the community could take around five topic areas determined as the leading community issue areas by the family survey.

These topic areas included:

1. Social media usage
2. Availability of drugs, alcohol and tobacco
3. Peer pressure and bullying
4. Behavioral challenges at school
5. Obesity

Stakeholders discussed what programming or actions could be useful for families and youth in the community, the resources necessary for the recommended programming or action, and the collaboration opportunities that could be available among community stakeholders.

DEVELOPMENTAL ASSETS THEORY

This report has been organized around the theory of risk and protective factors. Risk and protective factors are the aspects of a person and environment or personal experience that make it more likely (risk factors) or less likely (protective factors) that people will experience a given problem or achieve a desired outcome. Risk and protective factors are key to determining how to address community health and development issues. Research consistently show that young people have increased chances of experiencing positive outcomes on health, education, and development when they have a strong foundation of protective factors and fewer risk factors. Many risk and protective factors are important considerations in almost all community health and development areas. For example, poverty is a risk factor for teen pregnancy, substance abuse, and inadequate access to health care. Likewise, a child with a strong relationship with a caring adult is a protective factor against substance abuse, dropping out of school, committing criminal actions.

Not all risk and protective factors are equal. Some risk and protective factors are much more influential than others. For example, having friends who use drugs has been shown to be a very significant risk factor for a teen to start using drugs. It's a much stronger risk factor than simply having the substances available in the community. It's important to consider the relative importance of each risk and protective factor when prioritizing corrective actions.

NEEDS FOR FUTURE RESEARCH

The focus of this Needs Assessment was to obtain data from secondary sources and parents. However, to strength the assessment results, research should be conducted to collect the opinions of youth themselves. Several stakeholders emphasized the need to ask youth directly what services, resources and programming they would like to see offered in the community. The only local data available from youth was obtained in 2014. This report did not include data collection from youth due to the challenges of access to youth, underage confidentiality issues, and cost. Future research may include a survey of youth and/or focus groups to explore their opinions and insights about the greatest challenges they face in the community and potential solutions.

Additional research is also suggested to define what parents mean when they say that Behavioral Problems at School, Racism, and Lack of Community Resources are problems.

Children need more things to do and more things to get involved in that they want to get involved in. Not us saying, 'Hey, we have a great program! You're going to love it!' But involving them in the process and in the planning."

Stakeholder

Additional research is also suggested to further define the top concern of parents about Social Media usage. "Social media" is a broad category that can include concerns ranging from the amount of time youth spend on cellphones to internet security. In order to find solutions to the problem, it is important to know exactly what about social media usage parents are concerned about.

COMMUNITY DEMOGRAPHICS

The cities of Waynesboro, Staunton and Augusta County (SAW) are located in the Shenandoah Valley in western Virginia. Augusta County is the second-largest county in Virginia by total area, and it surrounds the two independent cities.

The SAW area gained population since 2010, according to estimates from The University of Virginia's Weldon Cooper Center for Public Service. The region grew more slowly than the State overall but more than most rural areas of the state, which declined in population. Augusta County is the largest of the three communities by population and by the number of households. Augusta County has approximately four times the number of families in residence as either city.

Nearly 21,000 children 18 years of age and under live in the SAW area representing over 20% of the local population. Waynesboro (24%) has the highest percentage of children compared to Staunton and Augusta County (19%)¹.

Though disparities in race are evident between the Cities and Augusta County, the population is mostly White (86%), followed by Black/African American (28%), and Hispanic (4%).

HOUSEHOLD COMPOSITION

The majority of children (68%) live in married-couple households; however, this is lower than the State average of 73%. Nearly a quarter of children (24%) live in families headed by a single mother and a growing percent (7%) of children live in families headed by a single father². Household composition impacts the needs of families, as non-traditional and single-parent households typically have lower incomes and greater needs in terms of services and assistance. These issues should be taken into consideration when planning programming to meet community needs.

Ten percent of households with children in Augusta County are headed by grandparents which is higher than the State average (7%); Seven percent of households in the City of

¹ Census Bureau QuickFacts. (2018). *U.S. Census Bureau QuickFacts: Waynesboro City, Virginia; Staunton City, Virginia; Augusta County, Virginia*. [online]. Available at: <https://www.census.gov/quickfacts/fact/table/waynesborocityvirginia,stauntoncityvirginia,augustacountyvirginia/PST045217> [Accessed 14 Nov 2018].

² Virginia Department of Social Services. (2017). *Local Departments of Social Services Profile*. [online]. Available at: http://www.dss.virginia.gov/geninfo/reports/agency_wide/ldss_profile.cgi. [Accessed 20 Nov 2018].

Waynesboro are headed by grandparents the same as the State average³. (City of Staunton data is not currently available.)

Of all single males raising children 13% are raising their grandchildren in Augusta County; nine percent (9%) are raising their grandchildren in the City of Waynesboro; the state average is 9%. Of all single females raising children 13% are raising their grandchildren in Augusta County and the City of Waynesboro the same as the State average⁴. (City of Staunton data not currently available).

According to Kids Count, seven percent (7%) of children in our region (6th Congressional District) live with cohabitating domestic partners. This percent is close to both the State and the National average⁵.

Four percent (4%) of households in our region have a child identified as having a disability according to the American Community Survey (ACS). ACS limits disabilities to one of six types: hearing difficulty, vision difficulty, cognitive difficulty, ambulatory difficulty, self-care difficulty, and independent living disability. Using a much broader definition of disability such as children with Individual Education Plans (IEP) the percent of families with a child having a disability is likely much higher.

In Waynesboro, four percent (4%) of households include a foster child while in Augusta County less than one percent (<1%) of households include a foster child. According to the Virginia Department of Social Services⁶, this area has fewer foster homes than are needed. Some children who need a foster home in our area are placed in foster homes outside their home community or, in some cases, temporarily placed in therapeutic homes.

The majority (70 – 74%) of children live in families where both parents work. This is an important statistic when reviewing the need for childcare and before and after school care.

³ U.S. Census. (2017). *Children Characteristics*. [online]. Available at: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF> [Accessed 20 Nov 2018].

⁴ Ibid.

⁵ Annie E. Casey Foundation, KIDS COUNT Data Center. *Child Food Insecurity*. [online]. Available at: <https://datacenter.kidscount.org/data/tables> [Accessed 14 Nov. 2018]. *Children in care of grandparents*. (2017). [online]. Available at: <https://datacenter.kidscount.org/data/tables/108-children-in-the-care-of-grandparents?loc=48&loct=2#detailed/2/48/false/871,870,573,869,36,868,867,133,38,35/any/433,434> [Access 20 Nov 2018].

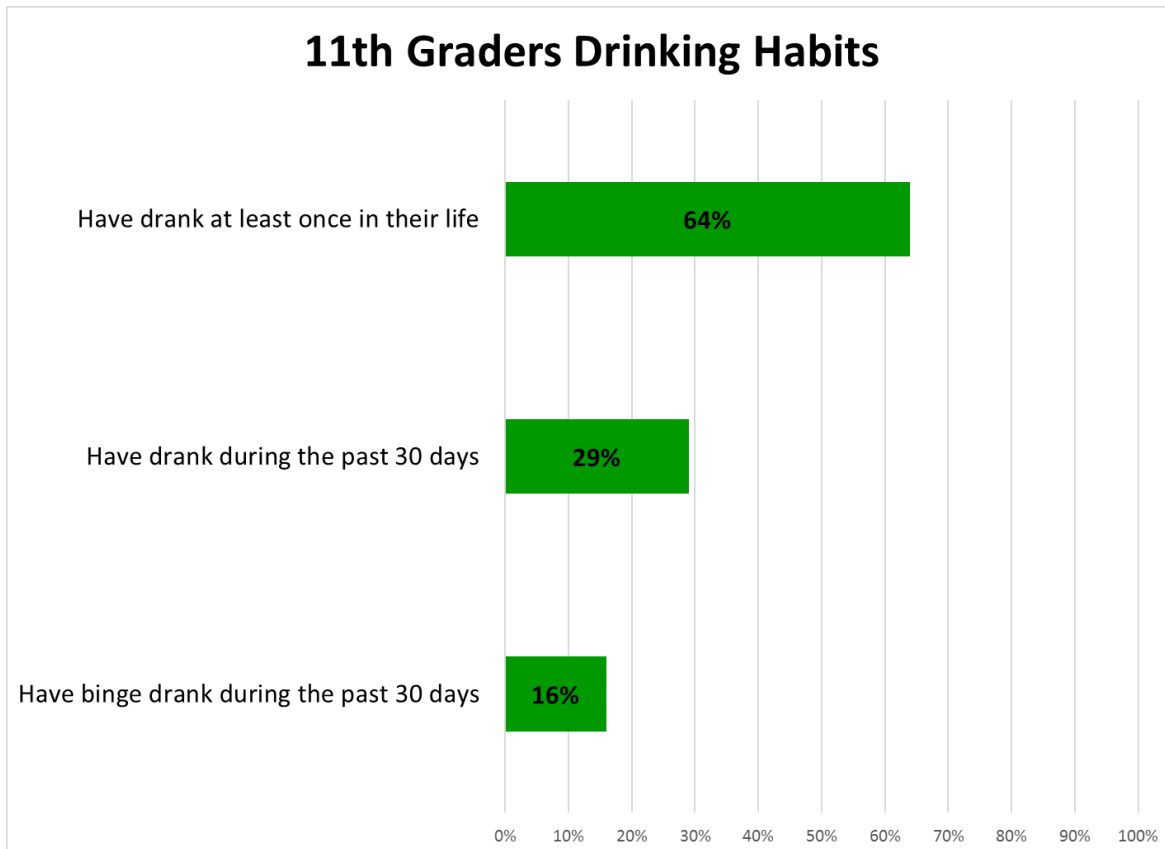
⁶ Virginia Department of Social Services. (2017). Local Departments of Social Services Profile. [online]. Available at: http://www.dss.virginia.gov/geninfo/reports/agency_wide/ldss_profile.cgi. [Accessed 20 Nov 2018].

COMMUNITY PROFILE

DRUG ABUSE

The majority of local youth do not use drugs. The 2014 local administration of the Youth Risk Behavior Survey (YRBS) shows locally 63% of middle and high school students had never drank alcohol; 79% had never smoked tobacco; and 81% had never used marijuana⁷. Alcohol is the biggest youth substance abuse problem in the community.

Even though the majority of middle and high school youth have never consumed alcohol, as students get older the percent of youth who drink increases. Nearly 20% of youth drink for the first time between 9th grade and 11th grade. A majority (66%) of 11th graders report having drank alcohol at some time in their life. Of those 11th graders who have drank, they drink frequently and they drink a lot. Nearly half (29%) of 11th graders are currently drinking (in the past 30 days). And nearly half of those (16%) report they have drank five (5) or more drinks within a couple of hours in the past 30 days⁸.



⁷ Thelk, A.D. (2010). Report of the 2010 Administration of the Youth Risk Behavior Survey: Waynesboro (VA) and Staunton (VA) City Schools. Waynesboro, VA: Central Shenandoah Valley Office on Youth.

⁸ Ibid.

One reason that underage drinking is such a problem in the community is that underage drinking is often seen as a rite of passage and many parents themselves drank for the first time as a teenager thus making underage drinking seem more acceptable. Data from a local parental perception survey conducted by the Greater Augusta Prevention Partners found that 2/3 of parents agree that underage drinking is a normal part of the youth experience. In fact, parents believe that more local youth consume alcohol regularly, drive while intoxicated, and rode with someone who was intoxicated than youth actually report doing so. Most parents have an accurate idea of the age at which youth begin to drink, believe it is easy for youth to get alcohol, believe they get alcohol through parents, and believe that youth drink at home⁹. Despite parents believing the underage drinking problem is worse than youth indicate and indicating that they believe that parents are in part to blame for underage drinking there is no local movement of parents to change this community norm. A normal first action step to change parental acceptance would be to educate parents on the risks of alcohol consumption but nearly all parents already believe that youth risk harming themselves if they drink alcohol. Interestingly, nearly all (96%) parents said they would be concerned or very concerned if they found out their child was drinking¹⁰. One hypothesis for this apparent contradiction is that parents believe all the above things about youth in general, but believe their child is not drinking alcohol.

Several other factors contribute to the high rate of underage drinking in our community.

1. Youth report that over a third (37% of 9th graders) to half (51% of 11th graders) of their peers would not or only a little disapprove of their drinking.
2. A quarter (25%) of local high school students perceive little to no risk to drinking alcohol.
3. Youth report that obtaining alcohol is easy. Over 60% of high school youth reported it would be easy to get alcohol. Most of these respondents reported that it would be “very easy¹¹.”

The second most frequently abused drug by youth is marijuana. Nearly a third (31%) of local high school students have tried marijuana; while nearly 1 in every 5 high schoolers (19%) has used marijuana in the past 30 days¹². These numbers are similar to national percentages.

⁹ Springer, Kathleen and Dr. Brian Kelley. (2018) Parental Perception Survey of Youth Substance Abuse in the City of Staunton, the City of Waynesboro, and Augusta County. Greater Augusta Prevention Partners.

¹⁰ Ibid.

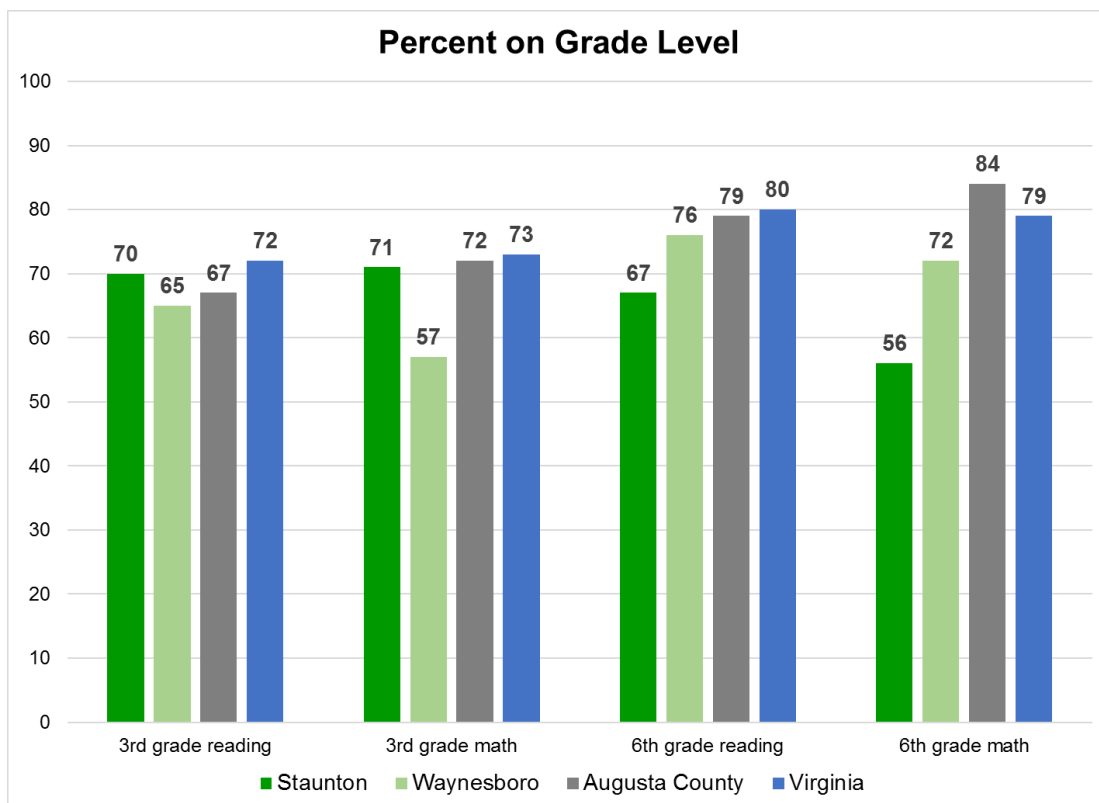
¹¹ Thelk, A.D. (2010). Report of the 2010 Administration of the Youth Risk Behavior Survey: Waynesboro (VA) and Staunton (VA) City Schools. Waynesboro, VA: Central Shenandoah Valley Office on Youth.

¹² Ibid.

EDUCATION

Eighty-three percent (83%) of local children attend public school with the remaining 17% attending private or home school¹³.

School data shows that most students in the community are not on grade level for reading or math in both 3rd and 6th grade. In Virginia, pass rates are provided in the following categories: 1) English: Reading; 2) English: Writing; 3) Mathematics; 4) Science, and 5) History/Social Studies. In all categories for the past three school years both Staunton and Waynesboro have been below the State average. Augusta County Public Schools show pass rates lower than the State average in only the two English categories. The most troubling category for pass rates was in the English: Reading category where all three school systems are below the State average¹⁴.



Data from the Virginia Department of Education School Quality Profiles shows that all teachers (98-99%) in area school systems are qualified teachers with a Bachelor's degree or higher.

¹³ U.S. Census Bureau (2011). *Selected housing characteristics, 2007-2011 American Community Survey 5-year estimates*. Available at: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP0 [Accessed 20 Nov 2018].

¹⁴ Virginia Department of Education. SOL Test Results. [online]. Available at: http://www.doe.virginia.gov/statistics_reports/sol-pass-rates/index.shtml [Accessed 19 Nov 2018].

Approximately 60% of graduating students in the SAW area continue their education by enrolling in some type of Institution of Higher Education. This is lower than the State average of (70%)¹⁵. These figures do not include further education via a trade school.

FOOD INSECURITY

Food security is defined by having enough food for all people, at all times and enough for an active, healthy lifestyle. Nine percent (9%) of community residents were determined to be “food insecure,” having run out of food in the past year and/or worried about running out of food¹⁶.

Children identified as food insecure has been steadily declining on a national, state and local level. Still according to data from the Voices for Virginia Children, nearly twenty percent of children living in Staunton (18%), Waynesboro (17%), and Augusta County (14%) are identified as food insecure higher than the 13% for the State.¹⁷ Around 40% of local persons receiving SNAP benefits (food stamps) are children¹⁸. This number is corroborated by youth self-reports of not having enough food. In 2014, 16% of Waynesboro and 12% of Staunton middle and high school youth reported going to bed hungry because there was not enough food in their home.

JUVENILE JUSTICE

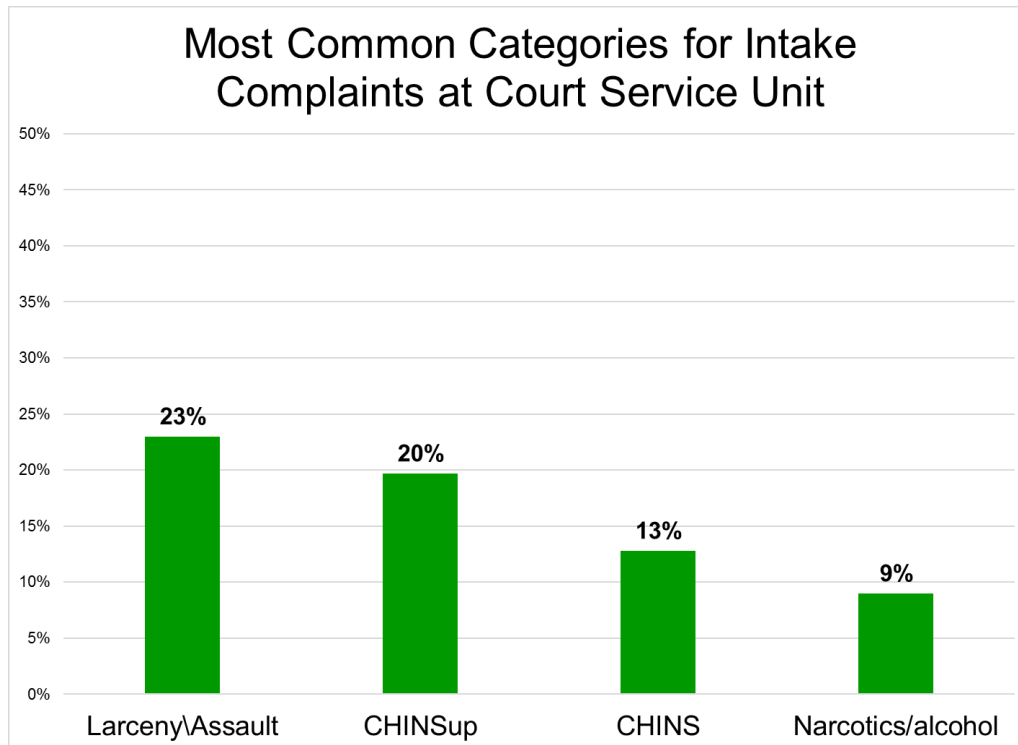
The 25th Court Service unit averages nearly 700 complaints annually from the SAW area. Complaints are reports filed to the court service unit of potentially illegal activity by a juvenile. Complaints can be made by any person in the community. The most common juvenile complaints brought to the court service unit for the SAW area are 1) larceny\assaults, 2) truancy, 3) child in need of protective services (CHINS) and drugs. Larceny\assaults and drugs account for over half (60%) of all sentences to detention or jail.

¹⁵ Virginia Department of Education. (2017). *Postsecondary Education Reports*. [online]. Available at: https://p1pe.doe.virginia.gov/postsec_public/postsec.do?dowhat=LOAD_REPORT_C11 [Accessed 14 Nov 2018].

¹⁶ 2016 Community Health Needs Assessment Report. (2016). Augusta Health. [online]. Available at: <https://www.augustahealth.com/community-outreach/community-health-needs-assessment> [Accessed 14 Nov 2018].

¹⁷ Annie E. Casey Foundation, KIDS COUNT Data Center. *Child Food Insecurity*. [online]. Available at: <https://datacenter.kidscount.org/data/tables> [Accessed 14 Nov 2018].

¹⁸ Virginia Department of Social Services. (2017). Local Departments of Social Services Profile. [online]. Available at: http://www.dss.virginia.gov/geninfo/reports/agency_wide/ldss_profile.cgi. [Accessed 20 Nov 2018].



Over the past three years the majority of youth from the SAW area involved in the juvenile justice system are white (69%) males (62%) age 15 – 17. However, the percent of females (38%) involved in the juvenile justice system from the SAW area is higher than the State average (33%)¹⁹.

The Youth Assessment & Screening Instrument (YASI) is administered by the Department of Juvenile Justice (DJJ) to assess the risk and needs for all individuals in the juvenile probation system. Youth in the probation system in the SAW area are most likely to be assessed at “moderate risk” (47%), followed by “low or no risk” (39%, and finally “high risk” (14%)²⁰.

CHILDHOOD POVERTY

Nearly 4,000 local children live in poverty. In the past decade, the number of local children living in poverty has increased by two percent (2%); this mirrors the increase in children living in poverty statewide. U.S. census data shows in 2016, 16% of children 0-17 years old in the SAW area live below the federal poverty line; this is higher than the State average (13%)²¹.

¹⁹ Virginia Department of Juvenile Justice. (2017). *Data Resource Guide Fiscal Year 2017*. [online]. Available at: <http://www.djj.virginia.gov/pages/about-djj/drg.htm> [Accessed 20 Nov 2018].

²⁰ Ibid.

²¹ U.S. Census Bureau (2016). *Poverty Status in the Past 12 Months*. [online]. Available at: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>. [Accessed 27 Nov 2018].

Among children living in poverty a significant percent of children live in deep poverty, defined by below 50% of the federal poverty line. The four-year average of children living in poverty ranges between just over a third (Augusta County – 38%, Staunton – 36%) to over a half (Waynesboro - 56%)²².

The percent of local children eligible for free and reduced lunch is higher than the State average (44%) in Staunton (55%) and Waynesboro (61%) and slightly lower in Augusta County (41%)²³. *All school systems operate under the USDA Community Eligibility Provision where an entire school can be considered eligible for free or reduced lunch though there may be a small minority of students who financial would not qualify.

Eighteen percent (18%) of children in Augusta County and 33% of children in Waynesboro live in households that receive some form of public assistance. This is lower than the State average of 21%. Of those households in which children live and receive public assistance, the highest percent are single-mother households followed by single-father households²⁴. (Staunton data not available.)

OBESITY

Obesity is measured by a person's body mass index (BMI). Overweight is defined as a BMI at or above the 85th percentile and below the 95th percentile for children and teens of the same age and sex. Obesity is defined as a BMI at or above the 95th percentile for children and teens of the same age and sex.

Parents rated obesity as one of the leading problems in the community. Indeed, obesity is a major health concern across the United States. The Center for Disease Control (CDC) states that the prevalence of obesity in 2015-2016 for children and adolescents aged 2-19 years was 19% and affected about 13.7 million children²⁵. Obesity prevalence was 14% among 2- to 5-year-olds, 18% among 6- to 11- year-olds, and 21%

²² Annie E. Casey Foundation, KIDS COUNT Data Center. [online]. Available at: <https://datacenter.kidscount.org/data/tables/9183-of-children-in-poverty-living-in-deep-poverty?loc=48&loct=5#detailed/5/6812-6821,6823-6945/false/1607,1573,1522/any/18206,18207>. [Accessed 27 Nov 2018].

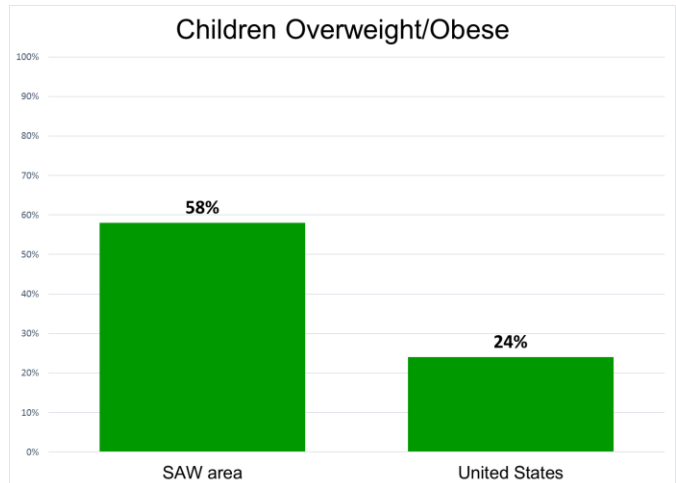
²³ Virginia Department of Education. (2017). *VDOE National School Lunch Program Free and Reduced Price Eligibility Reports*. [online]. Available at: <http://www.doe.virginia.gov/support/nutrition/statistics/index.shtml>. [Accessed 12 Nov 2018].

²⁴ U.S. Census Bureau (2011). *Selected housing characteristics, 2007-2011 American Community Survey 5-year estimates*. Available at: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP04. [Access 26 Nov 2018].

²⁵ Hales, C. M., M.D., Carroll, M. D., M.S.P.H., Fryar, C. D., M.S.P.H., & Ogden, C. L., Ph.D. [Oct. 2017]. *Prevalence of Obesity Among Adults and Youth: United States, 2015–2016*. National Center for Health Statistics Brief. (No. 288). Available at: <https://www.cdc.gov/obesity/data/childhood.html>. [Accessed 27 Nov. 2018].

among 12- to 19-year-olds.

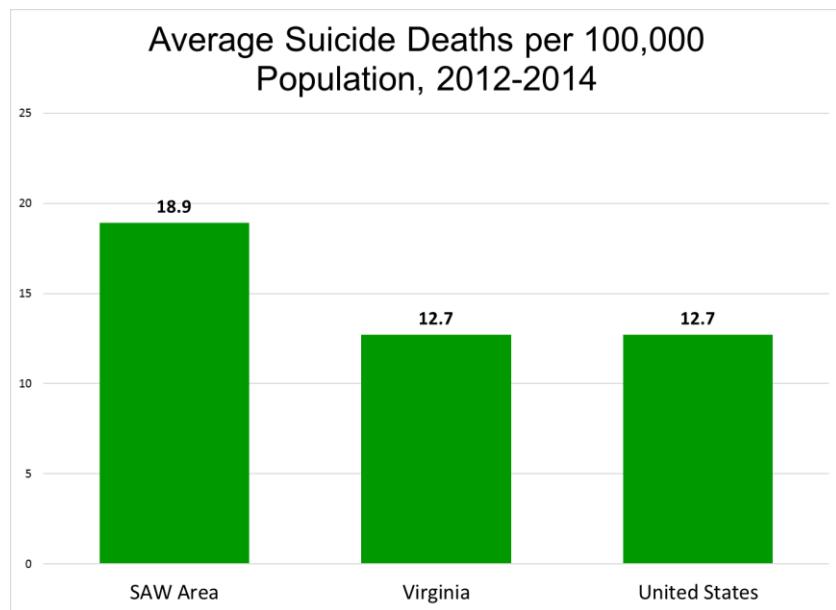
Local data is alarming. The local childhood obesity rate is double that of the nation. According to the Augusta Health 2016 Community Health Needs Assessment, based on the heights/weights reported by surveyed parents, 58% of children age 5 to 17 living in the SAW area are either obese or overweight²⁶ compared the national average of 24%.



SUICIDE

The SAW area has a higher rate of suicide related deaths for all ages than the State and National averages. Between 2012 and 2014, there was an annual average age-adjusted suicide rate of 18.9 deaths per 100,000 in the SAW area.

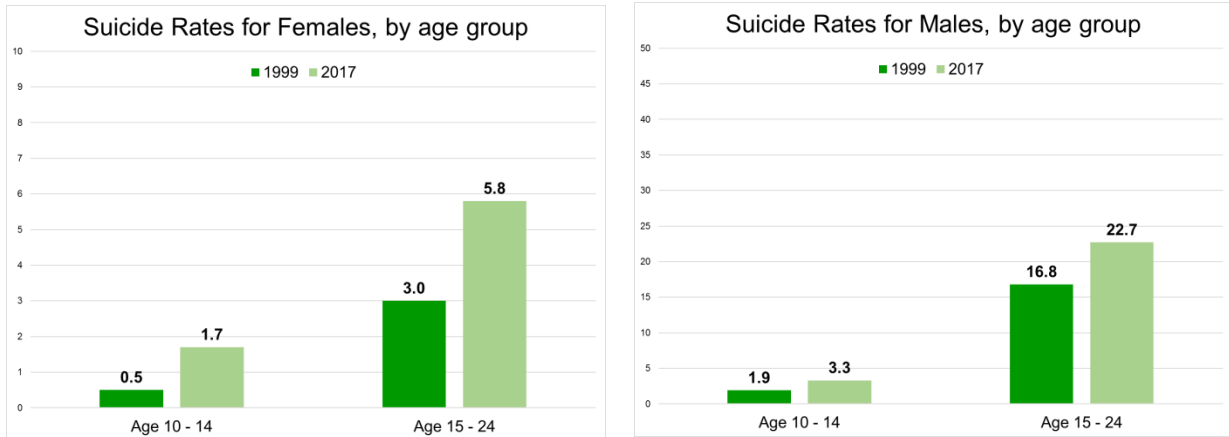
Nationally, the rate of suicides is increasing among the very young.



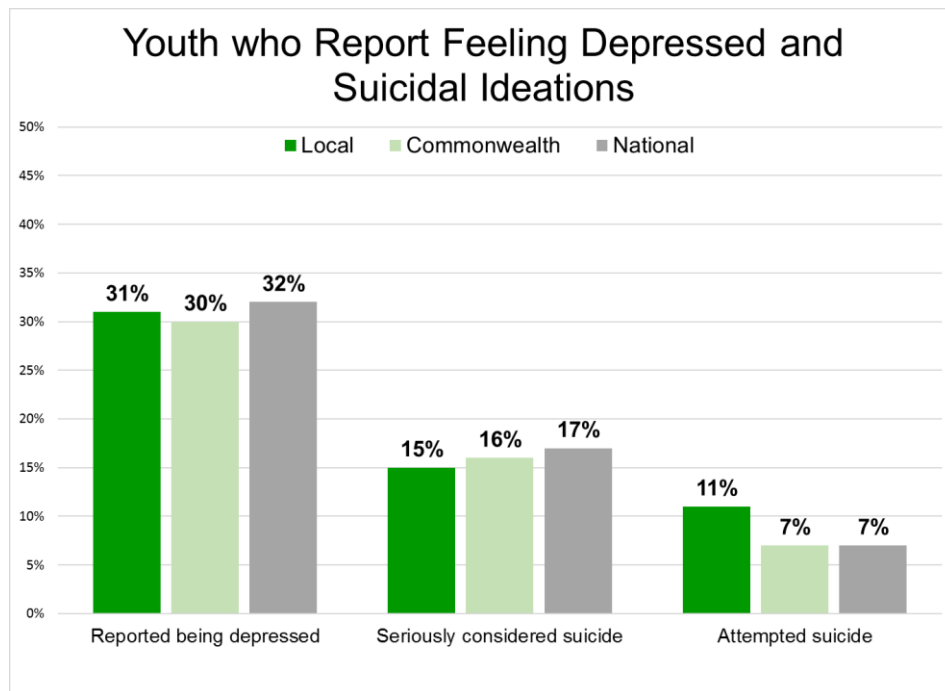
The rate of suicide deaths among girls aged 10-14 rose three-fold from 0.5 per 100,000 to 1.7 per 100,000 from 1999 to 2017. The rate of suicides for boys aged 10-14 rose from 1.9 per 100,000 to 3.3 per 100,000 between 1999 and 2017²⁷. Data specific to the rate of local youth deaths due to suicide are unavailable, but it should be expected that a similar rise in local suicide deaths is occurring. Self-report data from the local YRBS gives us a glimpse into youth's feeling of depression and suicidal ideations.

²⁶ Professional Research Consultants, Inc. 2016 PRC Community Needs Health Assessment. Available at: https://www.augustahealth.com/sites/default/files/documents/community-outreach/health_needs_prioritization_session_slides_2016.pdf [Accessed 14 Nov 2018].

²⁷ Hedegaard H, Curtin SC, Warner M. Suicide mortality in the United States, 1999–2017. NCHS Data Brief, no. 330. Hyattsville, MD: National Center for Health Statistics. 2018.



In 2014, nearly a third (31%) of local middle and high school students met the clinical definition of depression; 15% of students seriously considered suicide and 11% of students attempted suicide in the past year²⁸. The local numbers regarding students reporting being depressed and considering suicide are similar to the State and National averages with the exception of the percent of students reporting attempting suicide. The 11% of middle and high school students who reported attempting suicide in the past 12 months is higher than the State and National average of seven percent (7%)²⁹.



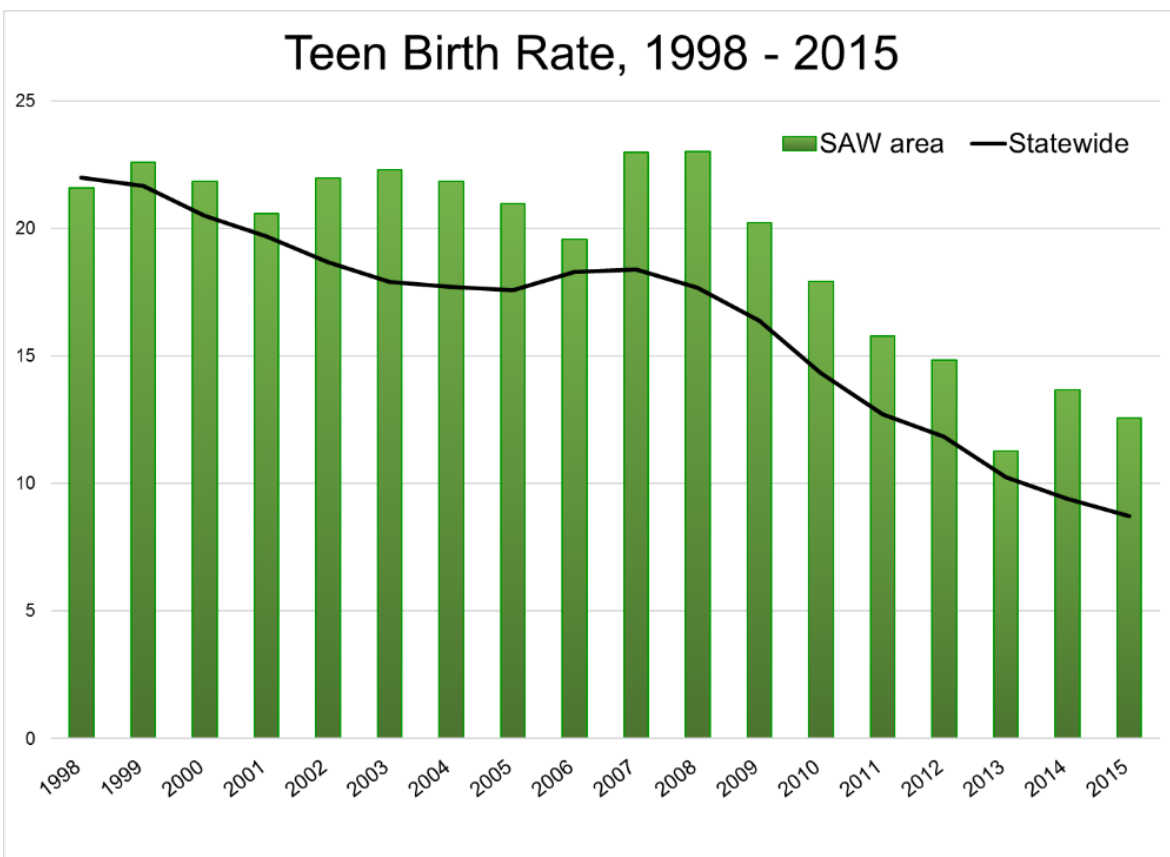
²⁸ Thelk, Ph.D., A. (2014). *Youth Risk Behavior Survey: 2014 Administration (Waynesboro City Schools & Staunton City Schools)*. [online]. Central Shenandoah Valley Office on Youth. Available at: <http://www.officeonyouth.com/youth-risk-behavior-surveys/> [Accessed 14 Nov. 2018].

²⁹ Centers for Disease Control and Prevention. [2015] Youth Risk Behavior Survey Data. Available at: www.cdc.gov/yrbps. [Accessed on 27 Nov 2018].

TEEN PREGNANCY

Teen births in the SAW area continue to be a significant risk factor for youth. On average 100 babies are born each year in the area to mothers under the age of 19. In addition, an average of 16 teen pregnancies are voluntarily terminated each year.³⁰

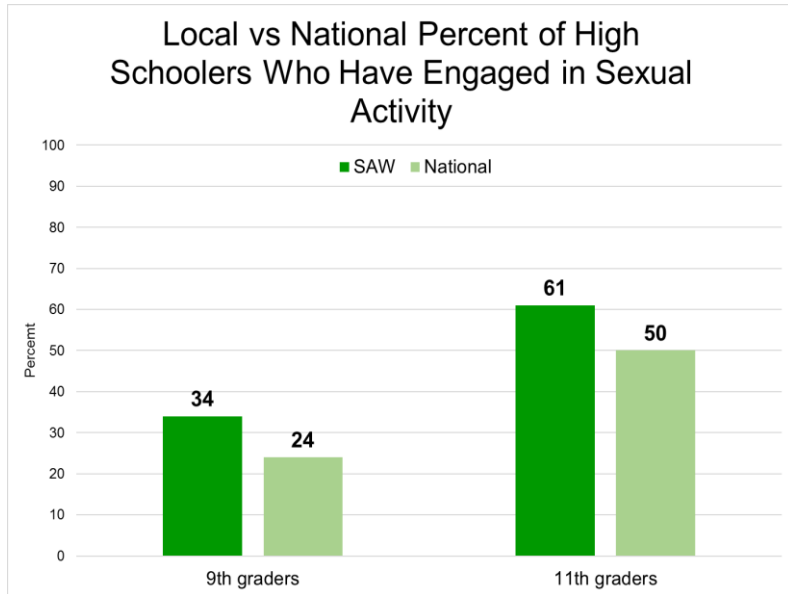
Over the past decade the rate for teen births has generally declined in Virginia and the Nation. The Staunton and Waynesboro areas have paralleled this decline; however, the rates for these two areas continue to be significantly higher than the rate for State and Nation. 2015 Virginia health statistics revealed that the teen pregnancy rate per 1,000 for the SAW area was 12.6 pregnancies per 1,000, significantly higher than the State rate of 9 pregnancies per 1,000³¹.



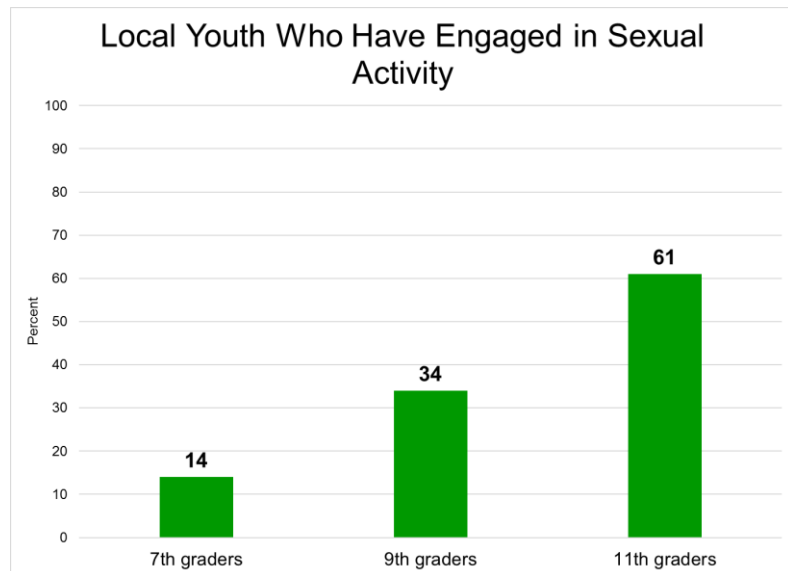
³⁰ Virginia Center for Health Statistics. (2016). Available at: <http://www.vdh.state.va.us/healthstats/index.asp>

³¹ Virginia Department of Social Services. (2017). Local Departments of Social Services Profile. [online]. Available at: http://www.dss.virginia.gov/geninfo/reports/agency_wide/ldss_profile.cgi. [Accessed 20 Nov 2018]

Despite the decline in teen pregnancy rates in the past 10 years, data shows many teens engaging in sexual activity. The percentage of youth who have engaged in sexual activity in the SAW area remains 10 percentage points higher than the national average. Comparing 2014 local Youth Risk Behavior Survey (YRBS) data to 2015 national YRBS data 34% of local 9th graders have engaged in sexual activity as compared to 24% nationally. Sixty-one percent (61%) of local 11th graders have engaged in sexual activity compared to 50% nationally³².



As age increases, the percent of youth who have had sex exponentially increases. In 2014, 14% of 7th graders reported having engaged in sexual activity while more than double (34%) that percent of 9th graders reported having engaged in sexual activity and nearly twice as many 11th graders (61%) having engaged in sexual activity³³. The local YRBS indicates that sexually active youth, on average, had their first sexual encounter between the ages of 13-15³⁴.



³² Thelk, A.D. (2010). Report of the 2010 Administration of the Youth Risk Behavior Survey: Waynesboro (VA) and Staunton (VA) City Schools. Waynesboro, VA: Central Shenandoah Valley Office on Youth.

³³ Ibid.

³⁴ Ibid.

Other troubling statistics pertain to high numbers of sexual partners and a lack of birth control use. In 2014, over one-third (38%) of local high school students reported having had more than two³⁵ sexual partners. Despite the risk of pregnancy and the increased risk of sexually transmitted infections (STIs) from contact with multiple sexual partners, few youth reported using birth control. In 2014, over a third (35%) of high school students reported never having used birth control during sexual activity³⁶.

³⁵ Ibid.

³⁶ Ibid.

STAKEHOLDER OPINIONS

The research included an assessment of what community stakeholders think are the greatest challenges to youth in the community today. In general, community stakeholders expressed concern about the lack of community resources and services that positively engage youth throughout their school career. Affordability of afterschool programming, as well as affordable child care was also noted as a great challenge for many families in the community.

Wide-reaching societal problems such as poverty, lack of adequate healthcare, and the availability to drugs were referenced by many stakeholders as great challenges for youth in the community. Socio-economic and racial divides continue to create challenges for all in the community, but especially for youth who crave a sense of belonging and acceptance.

“We need to find more opportunities for kids to say ‘I fit here.’ Our community is still very segregated in terms of socio-economic status and race. We need to address that directly and honestly and significantly over time. I don’t think we’ve gotten really real about the geography of our state.”

Stakeholder Interview

Additionally, community stakeholders expressed concern about the lack of parental engagement and the instability of a child’s home life as major challenges for youth in the community. Stakeholders again referenced parental drug use as a major concern.

Some stakeholders noted the stress placed upon parents who are overstretched in time and resources. Due to the lack of well-paying jobs in the community, several stakeholders described households where many parents work two jobs or different shifts in order to make ends meet. Children in high school may experience increased stress as they work part-time jobs to help parents with the costs of housing, food and other basic needs.

“To community leaders- This is your future. These are the citizens in the community. What do you want them to be like? Do you want them to be engaged citizens, be employable, to cope well? So, I would say stop being apathetic. These are our kids.”

Stakeholder Interview

Other youth challenges noted by community stakeholders include a sense of apathy, both amongst the youth in the community, as well as community leaders. Several stakeholders felt that community leaders have not provided enough resources to combat negative youth behaviors in the community and encourage sustained positive engagement. These stakeholders believe many children are not being adequately served and worry about the impact this will have on the future of the community. One

stakeholder specifically expressed concern that many youth experience a sense of hopelessness about their future and how to change their condition.

Other stakeholders reflected on the lack of coping and social skills, as well as the lack of positive emotional development among youth. Many stakeholders connected the lack of social skills to the prevalence of social media use by children afterschool where bullying, peer pressure and sense of constant judgment causes increased anxiety and stress on children today.

Children need to have a reassurance of hope in their life. A lot of them are lost. A lot of them have no feeling of hope. They do not think there is anything they can say or do to make their condition better.”

Stakeholder Interview

Indeed, increased anxiety and stress on youth in the community is a concern of many stakeholders. Several stakeholders acknowledged the pressures children face to balance academic success with participation in afterschool activities such as sports and school clubs, as well as community service and civic engagement.

Stakeholders agreed that the YMCA and Boys and Girls Club in Staunton and in Waynesboro, provide examples of community resources that are especially important for youth in the community. Similarly, stakeholders believe that the Central Shenandoah Valley Office on Youth provides services and resources to combat negative youth behaviors in the community. However, several stakeholders expressed concern that there is no community-wide effort to embrace the challenges youth face.

Stakeholders acknowledged the importance of involving youth in decisions about their lives and in decisions about the types of programming and services that would best fit their needs.

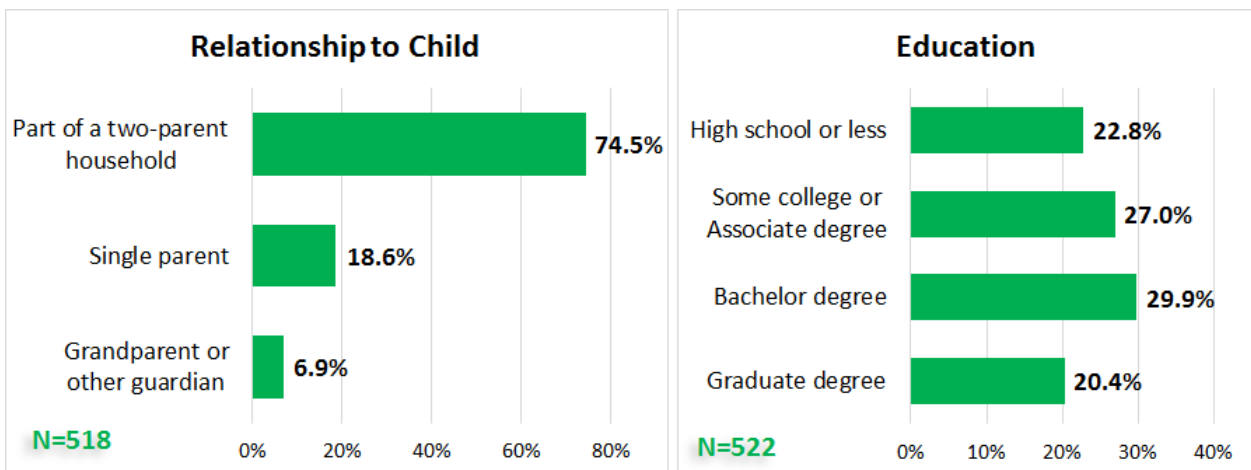
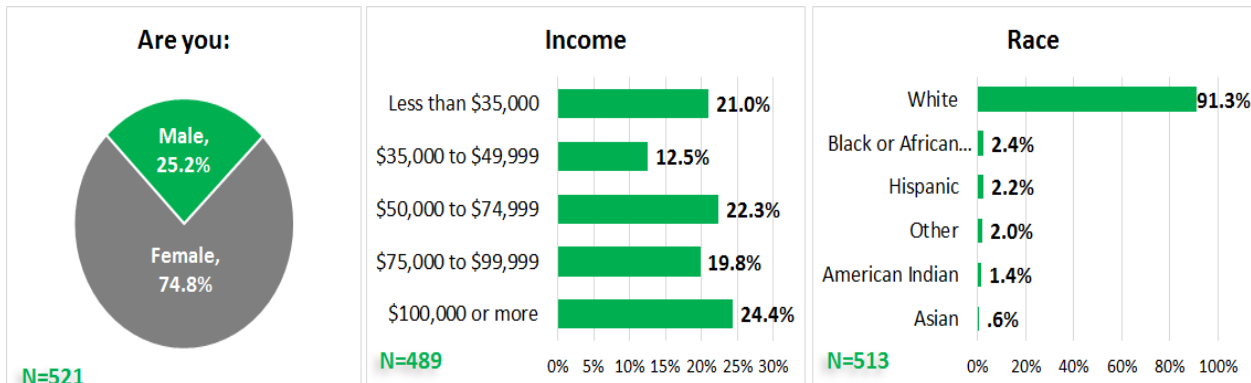
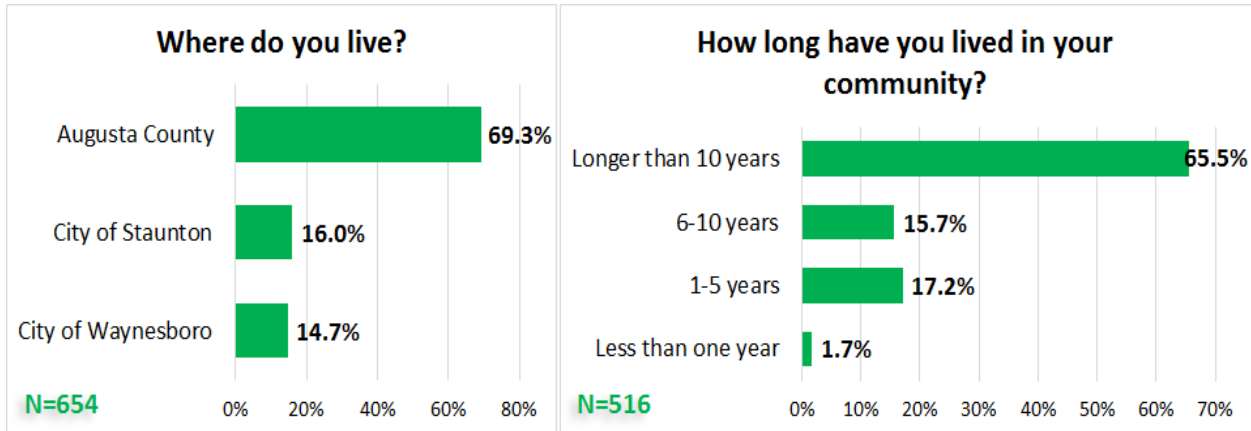
As one stakeholder noted, children should be able to access services before a negative decision forces them into the court system or other negative consequences. More emphasis on programming to prevent negative youth behaviors and encourage positive behaviors are needed.

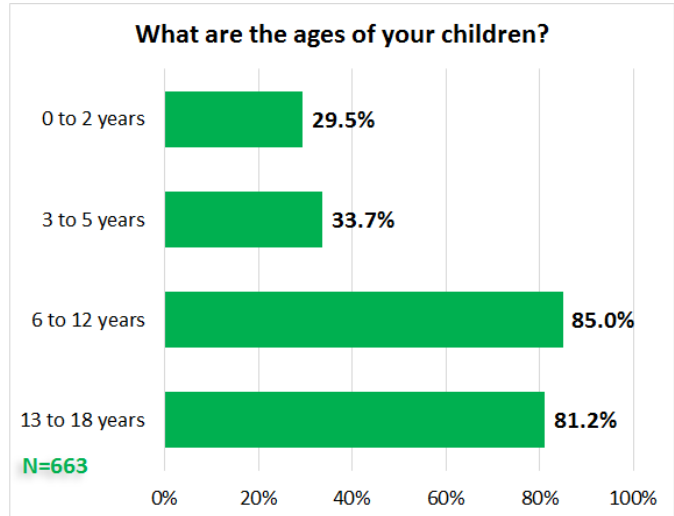
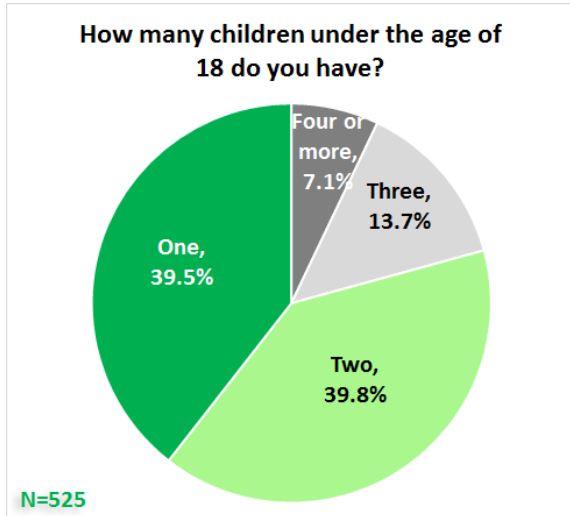
“The pressures that these kids are facing today are so far above what any of us faced when we were that age. When you talk about college, you need to have good grades. And you better be the captain of a couple teams and do volunteer work, and you better have a job and seven clubs with a leadership position. They’ve got to get all of that balanced.”

Stakeholder Interview

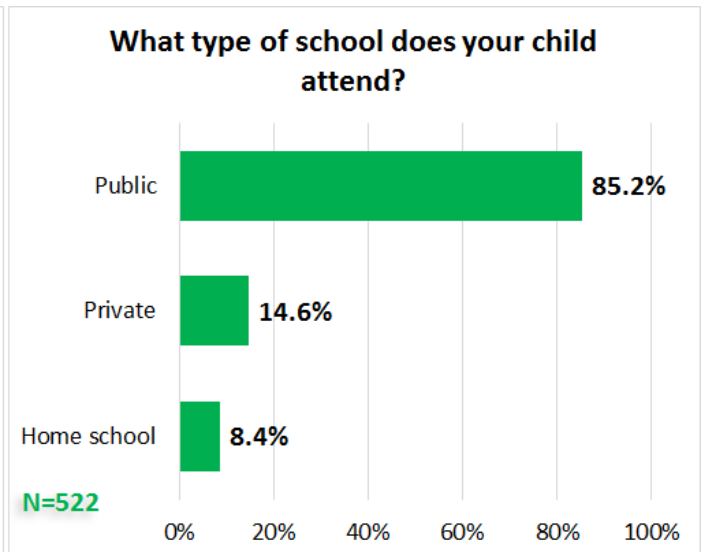
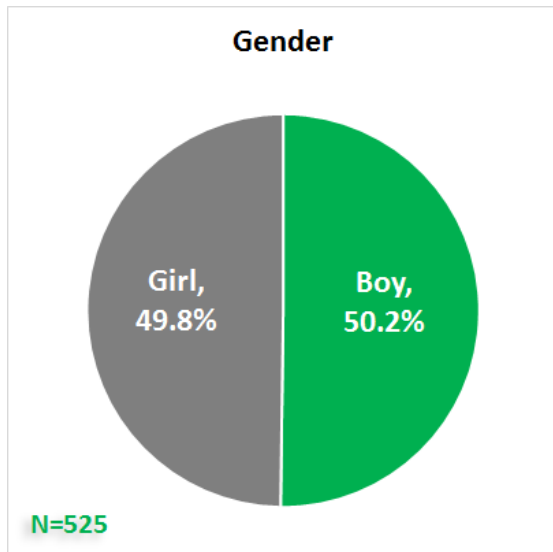
ABOUT THE PARENTS

This section describes the characteristics of the parents who completed the survey. Most parents reside in Augusta County and have lived in the community longer than 10 years. Parents were more likely to be female, white and higher income as compared with the population overall. Most parents were part of a two-parent household and have mixed levels of education.





Most parents have one to two children ages 6 to 18 years.



A comparable percentage of parents completed the survey on behalf of a girl or boy. Most children of parents attend public school.

PARENTAL IDENTIFIED PROBLEMS

The research included an assessment of the greatest problems that parents think youth face in the community today. Parents were asked to rank each problem as a “Big Problem,” “Small Problem” or “Not a Problem.” The table below shows the issues ranked as a “big” problem in the community.

The top five “Big” problems identified by parents are:

1. Concerns about social media usage
2. Availability of drugs, alcohol and tobacco
3. Peer pressure/influence
4. Bullying
5. Obesity

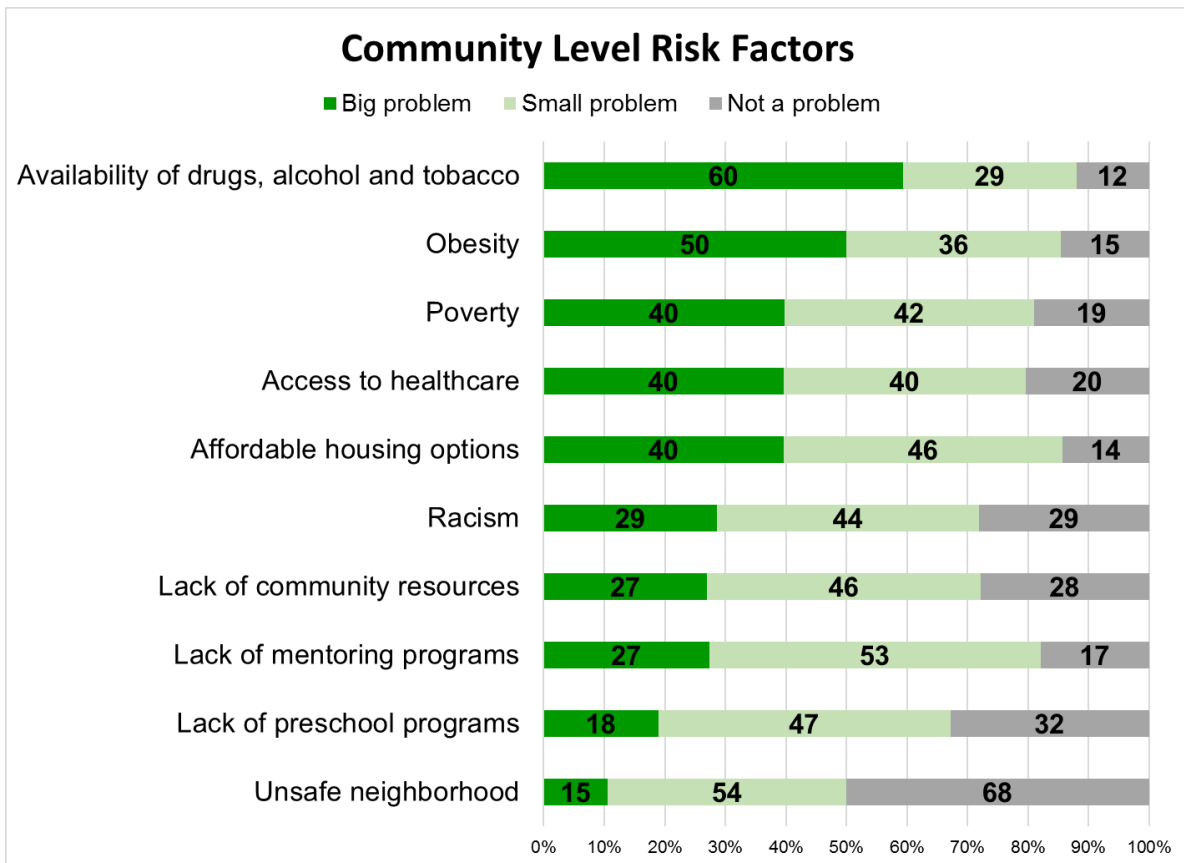
For the sake of this report identified problems were organized into one of four risk and protective factor categories: 1) Community Factors, 2) School Factors, 3) Peer Factors and 4) Family\Individual Factors. Some problems can be placed in more than one category. When this is so, the challenge will be mentioned under both categories.

Items Ranked as a “Big” Problem for Youth		
1	Social media concerns	62%
2	Availability of Drugs	60%
3	Peer pressure/influence	57%
4	Bullying	54%
5	Obesity	50%
6	Behavioral problems at school	45%
7	Poverty	40%
8	Access Healthcare	40%
9	Affordable housing options	40%
10	Depression	36%
11	Not having enough food	32%
12	Racism	29%
13	Lack of community resources	27%
14	Lack of mentoring programs	27%
15	Teen pregnancy	25%
16	Failing grades	23%
17	Suicide	22%
18	Dating violence	21%
19	Students who dropouts	21%
20	Lack of quality education	19%
21	Lack of preschool opportunities	18%
22	Skipping school	17%
23	Unsafe schools	15%
24	Unsafe neighborhoods	15%

COMMUNITY LEVEL RISK FACTORS

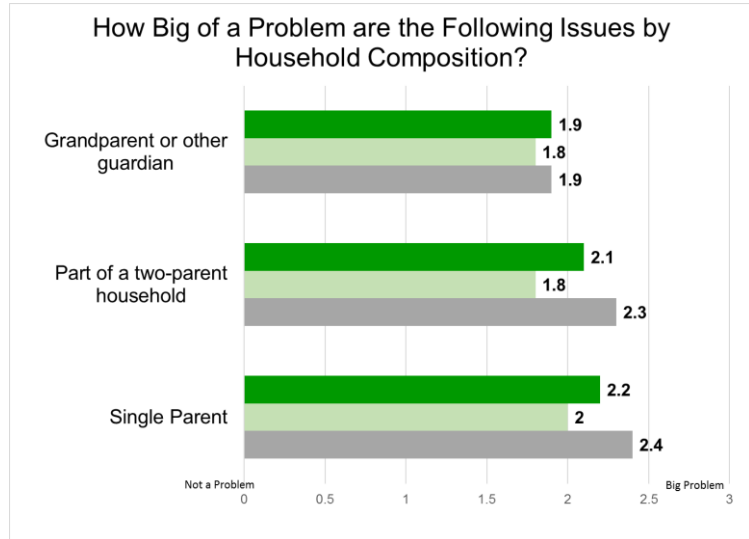
Community risk factors include:

- Availability of drugs, alcohol, & tobacco, ranked #2
- Obesity, ranked #5
- Poverty, ranked #7
- Access to healthcare, ranked #8
- Affordable housing options, ranked #9
- Racism, ranked #12
- Lack of community resources, ranked #13
- Lack of mentoring programs, ranked #14
- Lack of preschool programs, ranked #21
- Unsafe neighborhood, ranked #24



Community risk factors are not specifically “youth” problems but are also experienced by parents themselves. Several of the risk factors identified by parents in this Needs Assessment have previously been identified by other community organizations. Augusta Health has identified access to healthcare as a community concern. The Community Action Partnership of Staunton, Augusta County, and Waynesboro (CAPSAW) has identified poverty and the lack of affordable housing options as community concerns.

The only statistically significant differences found among community risk factors pertained to household composition. Single parents are more likely to report that poverty, unsafe neighborhoods and racism are bigger problems for youth in the community compared to two-parent households and households headed by grandparents or other guardians.



Availability of Drugs, Alcohol, and Tobacco

Parents and stakeholders agree that the availability of drugs, alcohol and tobacco is a big problem for youth in the community. A majority (60%) of parents ranked availability of drugs, alcohol, and tobacco as a “big” problem facing youth in the community. Drugs was the second most frequently defined problem out of 24 youth concerns.

Community stakeholders believe the availability of drugs, alcohol and tobacco to underage students is also a major problem for students at the high school level. Most stakeholders believe that this issue was not a major problem for elementary school students. The table below provides the average rating on a three-point scale that stakeholders gave each topic area for availability of drugs.

	Availability of Drugs	Availability of Alcohol	Availability of Tobacco
High School	1.9	1.8	1.6
Middle School	1.6	1.6	1.3
Elementary School	0.7	0.7	0.8

Additional information about drugs as a risk factor for area youth is described under the subheading Drug Abuse on page 8 of this report.

Obesity

*Obesity can also be considered a Family\Individual Risk Factor.

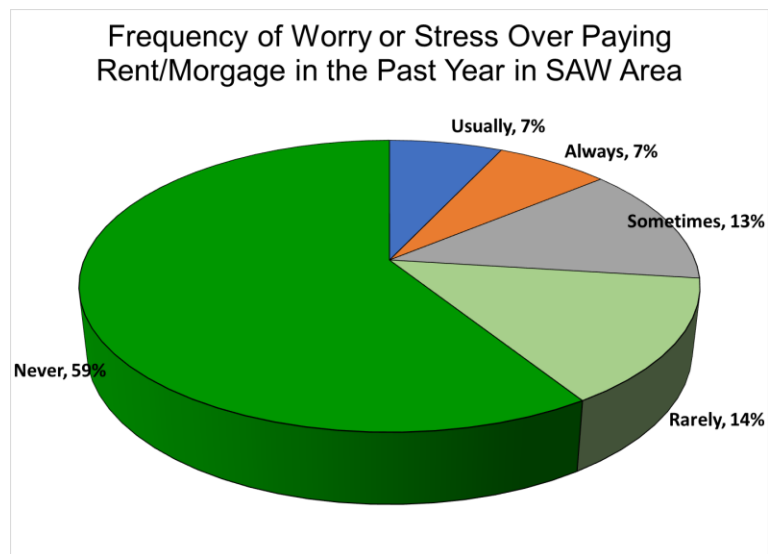
Half of parents believe obesity is a problem facing youth in the community. As previously mentioned, data supports parents’ identification of obesity as a problem.

Childhood obesity affects nearly 2 out of every 5 children in our community and is nearly 4x higher than the national average. The percent of overweight children is over twice as high as the national average³⁷.

Poverty, Affordable Housing & Access to Healthcare

Poverty, Affordable housing options, and Access to Healthcare were all ranked as “big” problems for youth in the community by 40% of parents. Poverty, affordable housing, and access to healthcare go hand in hand and are not specifically “youth” issues. These are community issues that have significant impacts on youth but are also experienced by parents themselves.

Over a quarter of area adults (27%) reported that they “sometimes,” “usually” or “always” are worried or stressed about having enough money to pay their rent or mortgage in the past year³⁸. Five percent (5%) of high school students across the State reported they stayed in a hotel or motel, a shelter, or a friend's or family member's home because their family lost the place where they lived during the past 12 months.³⁹



According to Housing Virginia, Augusta County is near the top for unaffordability of housing in Virginia⁴⁰. Forty-one percent (41%) of households using federal rental assistance include children⁴¹.

³⁷ Professional Research Consultants, Inc. 2016 PRC Community Needs Health Assessment. Available at: https://www.augustahealth.com/sites/default/files/documents/community-outreach/health_needs_prioritization_session_slides_2016.pdf [Accessed 14 Nov 2018].

³⁸ Ibid.

³⁹ Virginia Department of Health (2017). *Virginia High School Survey: Summary Tables*. [online]. Virginia Department of Health. Available at: <http://www.vdh.virginia.gov/virginia-youth-survey/data-tables/> [Accessed 19 Nov 2018].

⁴⁰ Sourcebook Housing Virginia. (2017). Available at: <http://www.housingvirginia.org/sourcebook/> [Accessed 20 Nov 2018].

⁴¹ Center on Budget and Policy Priorities. (2017) *Virginia Fact Sheet: Federal Rental Assistance*. Available at: <https://www.cbpp.org/research/housing/national-and-state-housing-fact-sheets-data%20%5b20> [Accessed 20 Nov 2018]

Nearly five percent (5%) of children in the SAW area are without health insurance, the same as the State average⁴². Twenty-five percent of area middle and high school youth reported that at some point they had been sick enough to want to see a doctor but did not.

Racism

While nearly three-quarters (73%) of parents think racism is a problem for youth in the community most parents (44%) say it is a “small” problem. Large percentages of parents concerned about racism mirrors national trends. A May 2018 NBC news poll showed that 64% of respondents say that racism in American society and politics remains a major problem⁴³.

Lack Of Mentoring Programs

Eighty percent of parents think the lack of mentoring programs is a problem for youth in the community. There is a 2:1 ratio of parents who think this is a “small” problem compared to those who think it is a “big” problem.

Lack of mentoring programs ranked 13 out the 24 concerns for parents. However, stakeholders felt this was a much bigger concern than parents. Several of the proposed solutions to addressing problems offered at the stakeholder meeting were to have some type of mentoring program.

Big Brothers/Big Sisters had a small presence in the community until 2011 when the area stopped being serviced. Currently the Waynesboro Boys and Girls Club, Staunton YMCA, and the Staunton Mentoring Alliance are the only local organizations that provide mentoring services and those services are provided to a small number of youth.

Lack Of Community Resources

Nearly three-quarters (73%) of parents think lack of community resources is a problem for youth in the community with most parents (46%) saying it is a “small” problem. Further research needs to be done to identify what types of resources parents think are lacking.

Lack Of Preschool Programs

It is interesting to note while the lack of preschools has been identified as a problem among stakeholders, it appears to not be a great concern among parents. Parents ranked lack of preschool programs 21 of 25 parent concerns. Only 18% of parents think

⁴² U.S. Census Bureau. (2016). Small Area Health Insurance Estimates.”

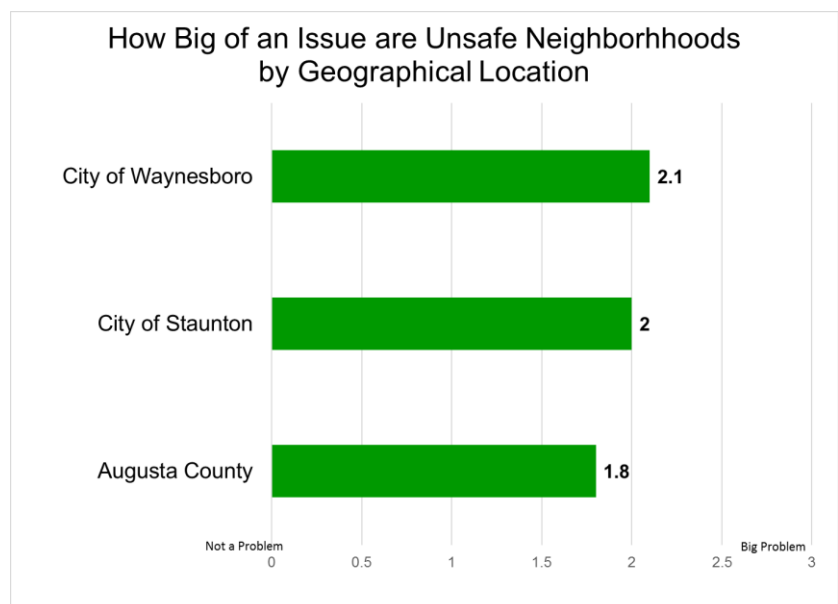
⁴³ Arengé, Andrew, Stephanie Perry and Dartunorro Clark. (29 May 2018). *Poll: 64 percent of American say racism remains a major problem*. Available at: <https://www.nbcnews.com/politics/politics-news/poll-64-percent-americans-say-racism-remains-major-problem-n877536>. [Accessed 27 Nov 2018].

lack of preschool programs is a “big” problem; 47% of parents say it is a “small” problem. Currently 46 daycare facilities are listed through the Department of Social Services for the SAW area. All 46 were called for this study, only 20 facilities responded. Of the 20 licensed daycare facilities who responded, 12 currently have waiting lists, 7 do not, and 1 does not keep a list.

Unsafe neighborhoods

Unsafe neighborhoods are not a problem identified by parents or students. It ranked last among all categories as a “Big” problem for parents and students overwhelmingly (96%) said they never missed school because they felt they would be unsafe on their way to school⁴⁴.

Parents in the City of Staunton and the City of Waynesboro feel unsafe neighborhoods are a slightly bigger problem than parents living in Augusta County.

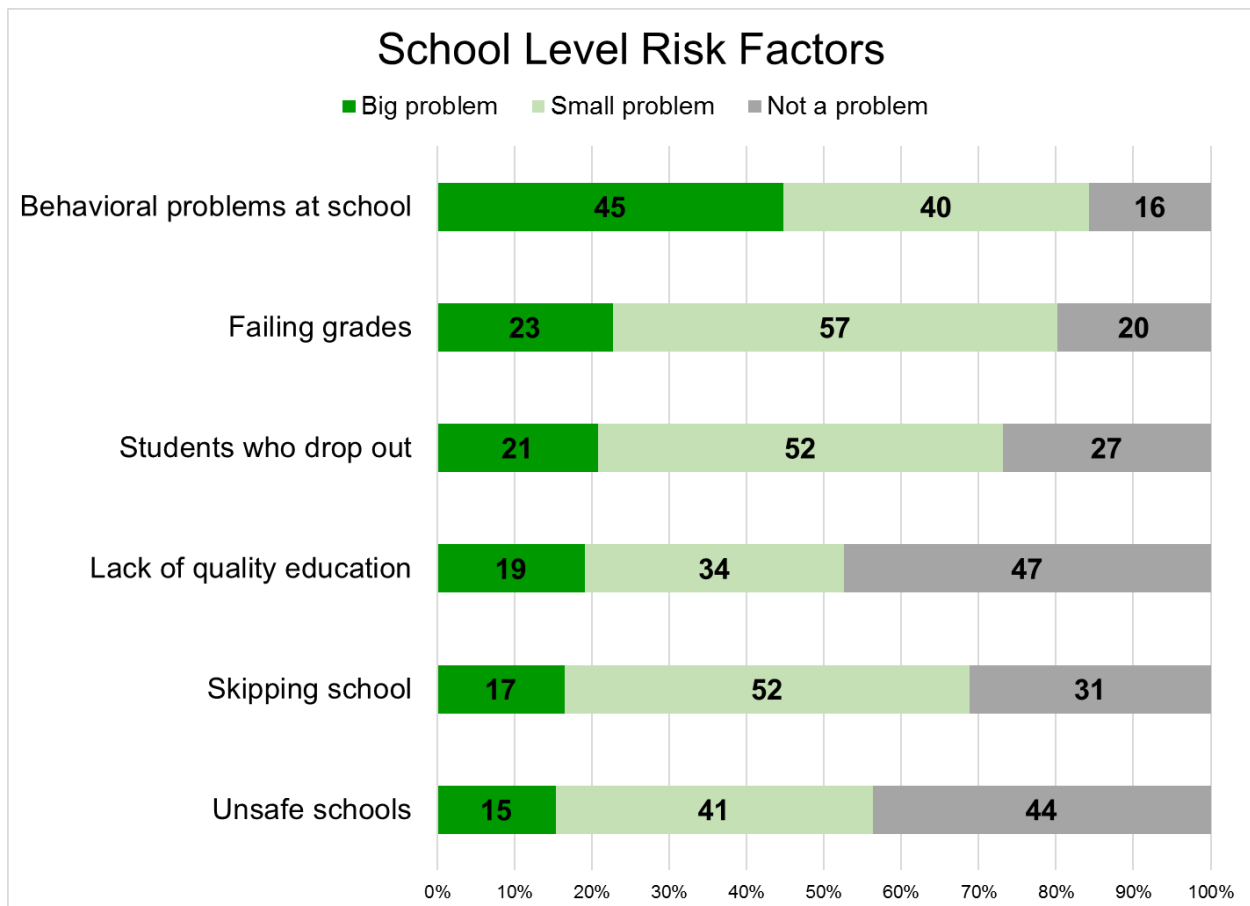


⁴⁴ Thelk, Ph.D., A. (2014). Youth Risk Behavior Survey: 2014 Administration (Waynesboro City Schools & Staunton City Schools). [online]. Central Shenandoah Valley Office on Youth. Available at: <http://www.officeonyouth.com/youth-risk-behavior-surveys/> [Accessed 14 Nov 2018].

SCHOOL LEVEL RISK FACTORS

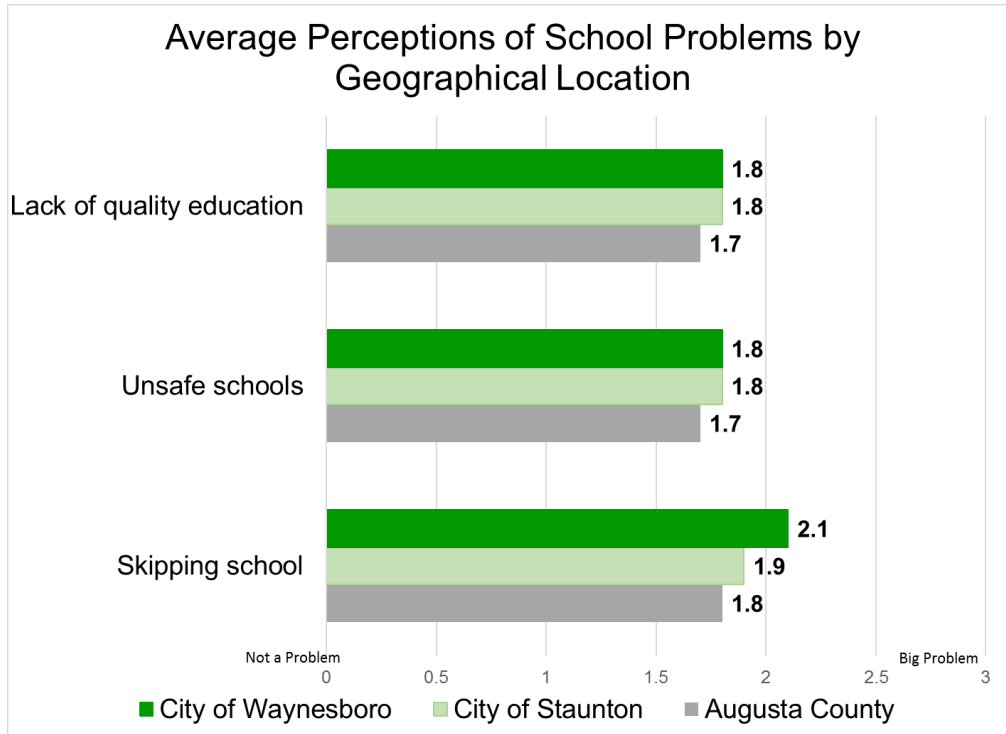
School Level Risk Factors include:

- Behavioral issues at school, ranked #6
- Failing grades, ranked #16
- Students who drop out, ranked #19
- Lack of quality education, ranked #20
- Skipping school, ranked #22
- Unsafe schools, ranked #23



On a positive note, no issue related to schools was thought to be a “big” problem by a majority of parents. In fact, most school related issues ranked at the bottom of all problems possibly facing youth. Behavioral problems at school was rated as a “big” problem by a minority (45%) of parents and all other all issues related to schools were reported by no more than a quarter (23%) of parents as a “big” problem. A large majority of parents say that failing grades, school dropouts, lack of a quality education, students skipping school, and unsafe schools are a “small” or “not” a problem for youth in the community.

The only statistically significant differences found among school risk factors pertained to parents' place of residence. Families in the City of Waynesboro and City of Staunton tend to think skipping school, unsafe school and lack of a quality education are bigger problems than families who reside in Augusta County.



Behavioral Problems at School

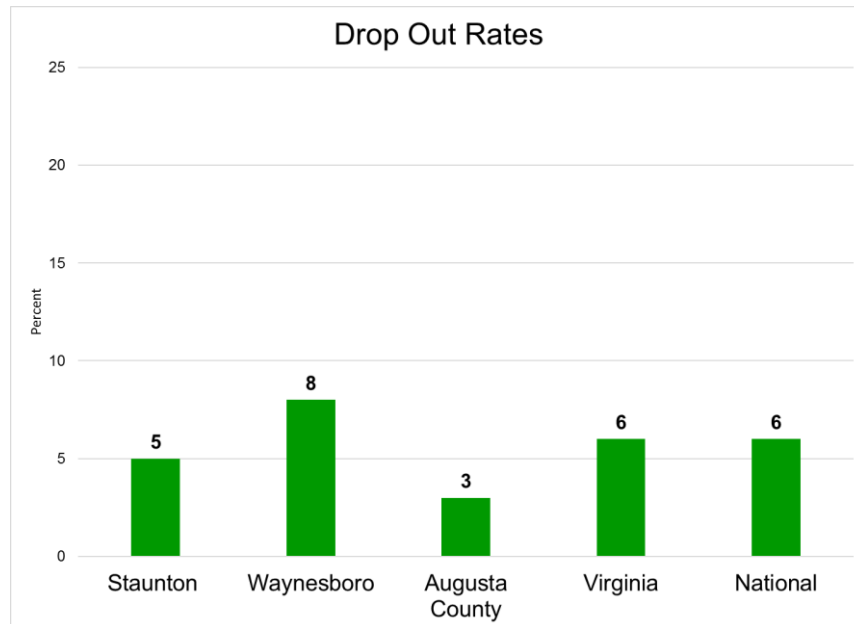
“Behavioral problems” is a broad concern that could encompass a range of issues. Further research is needed to better identify what types of behaviors are considered problems, who may be behaving in such a manner, and how these behaviors affect students.

Failing Grades

The majority of parents (80%) think failing grades are a problem; however, a majority (57%) feel it is a “small” problem. School data shows that most students in the community are not on grade level for reading or math in both 3rd and 6th grade. Additional test result data is discussed under “Lack of Quality Education.” Parents are more concerned with failing grades than with lack of quality education. Further research should be done to discover how parents differentiate between the problem of failing grades and lack of quality education. One hypothesis is that failing grades could be viewed as a more individual problem that does not necessarily reflect upon the entire school system.

School Dropouts

Nearly three quarters of parents (73%) said they felt that students who dropout was a problem but only 21% said this was a “big” problem. Due to small sample sizes percentages should be viewed with caution. A change of even one student can significantly affect the overall percentage.

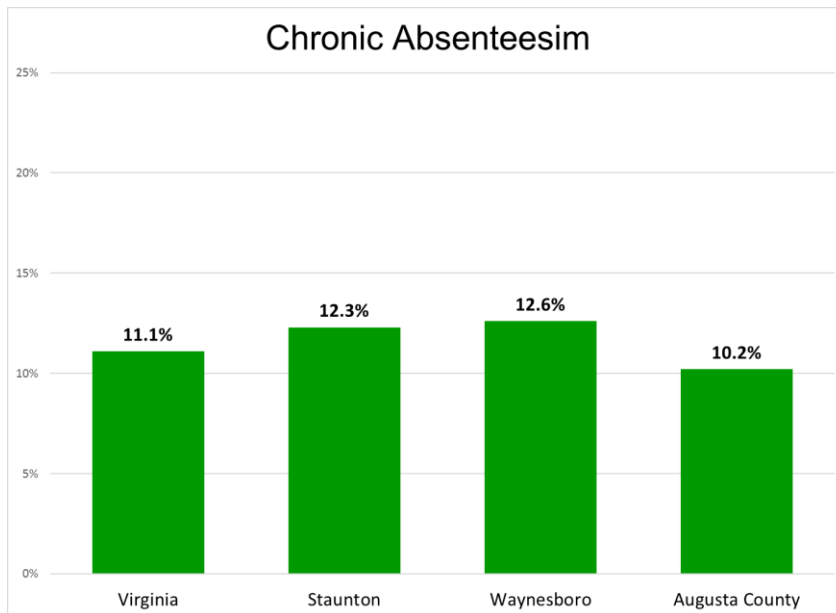


Skipping School

Skipping school was not a “big” problem for parents ranking as the 22 concern out of all 24 concerns. Seventeen percent (17%) of parents think that students skipping school is a “big” problem. However, the data for our area shows that truancy is a problem. Nearly a quarter (23%) of Virginia high school students self-report that they skipped school at least once during the past school year⁴⁵.

Truancy makes up the second most complaints from the SAW area to the 25th District Juvenile Courts averaging near 200 complaints per year. One in five juvenile complaints made to the 25th District Court Service Unit is for truancy. Truancy complaints are most often filed by school systems after a student has missed ten unexcused absences and after a conference with the parents.

⁴⁵ Virginia Department of Health. (2017). *Virginia High School Survey: Summary Tables*. [online]. Virginia Department of Health. Available at: <http://www.vdh.virginia.gov/virginia-youth-survey/data-tables/> [Accessed 19 Nov 2018]



The Virginia Department of Education reports that in 2017-2018, 11% of Virginia students had a problem with chronic absenteeism. The two Cities were slightly higher (Staunton – 12.3%; Waynesboro 12.6%) and Augusta County was slightly lower than (10.2%) the State average⁴⁶. Due to small sample sizes these percentages should be viewed with caution. A

change of even one student can significantly affect the overall percentage.

Lack of Quality Education

All schools in the area have become accredited by the Virginia Department of Education as of the 2018 school year. Staunton and Augusta County have one school remaining that is accredited with conditions; Waynesboro has two schools accredited with conditions.

Nearly half of parents (47%) do not think that quality education is a problem in the community. Despite parents' positive attitude regarding the area's quality of education, test scores show pass rates most often below the State average. For more detailed information on the quality of local education see the subheading "Education" on page 10.

The data described above is for the entire public-school system. Within the school system there will be pockets of higher achievement where parents who report satisfaction with school quality may have their children enrolled.

Unsafe Schools

Unsafe schools were of least concern out of all youth issues around schools. This bodes well for our school systems especially in an era in which school violence is becoming ever more present nationally.

⁴⁶ Virginia Department of Education. (2017). *School Quality Profiles*. [online]. Available at: <http://schoolquality.virginia.gov/>. [Accessed 21 Nov 2018].

The vast majority of students in Staunton and Waynesboro report feeling safe at school and on their way to or from school. Less than ten percent of students did not go to school because they felt unsafe at school⁴⁷. (Augusta County data unavailable) Statewide trend data does show the percent of students who most of the time feel safe and secure at school has remained the same since 2011⁴⁸.

Most students in Staunton and Waynesboro (87%) had not carried a gun or knife for self-protection during the past 30 days. Only three percent (3%) of students reported carrying a gun or knife on school property during the past 30 days⁴⁹. Yet, approximately a tenth (9%) of students reported being threatened or injured with a weapon while on school property in the past year⁵⁰. (Augusta County data unavailable)

Violence against personal property appears to be a problem within both in Staunton and Waynesboro school districts. Twenty-eight percent (28%) of Staunton and 24% of Waynesboro youth reported that someone had deliberately damaged their property such as a car, clothing, or books on school property within the past 12 months⁵¹. (Augusta County data unavailable)

Less than 15% of Staunton and Waynesboro students reported having been in a physical fight on school property in the past 12 months prior to the survey. However almost a third of youth have been in a physical fight somewhere during the past 12 months (32% Waynesboro; 30% Staunton)⁵². (Augusta County data unavailable)

⁴⁷ Thelk, Ph.D., A. (2014). *Youth Risk Behavior Survey: 2014 Administration (Waynesboro City Schools & Staunton City Schools)*. [online]. Central Shenandoah Valley Office on Youth. Available at: <http://www.officeonyouth.com/youth-risk-behavior-surveys/> [Accessed 14 Nov 2018].

⁴⁸ Virginia Department of Health (2017). *Virginia High School Survey: Summary Tables*. [online]. Virginia Department of Health. Available at: <http://www.vdh.virginia.gov/virginia-youth-survey/data-tables/> [Accessed 19 Nov 2018].

⁴⁹ Thelk, Ph.D., A. (2014). *Youth Risk Behavior Survey: 2014 Administration (Waynesboro City Schools & Staunton City Schools)*. [online]. Central Shenandoah Valley Office on Youth. Available at: <http://www.officeonyouth.com/youth-risk-behavior-surveys/> [Accessed 14 Nov 2018].

⁵⁰ Ibid.

⁵¹ Ibid.

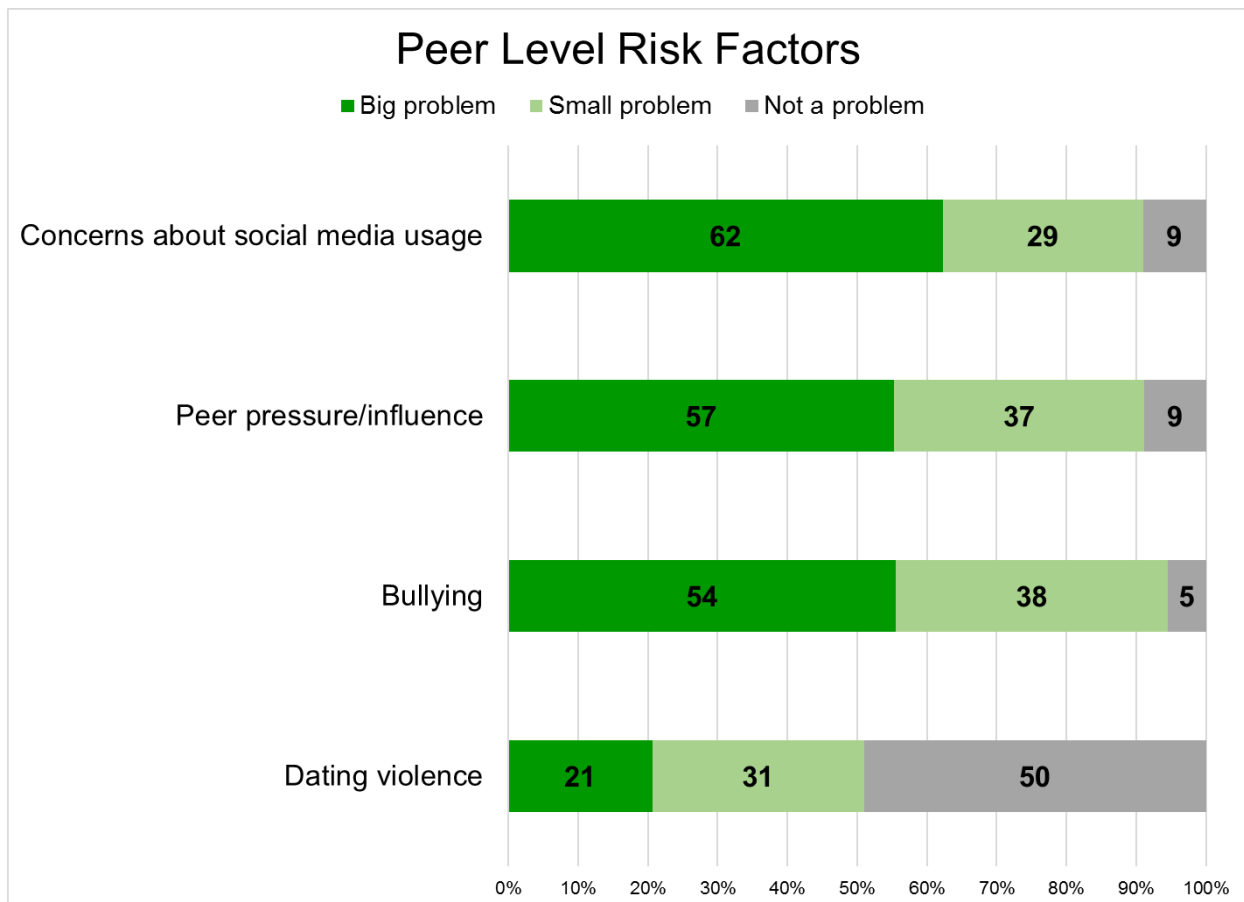
⁵² Ibid.

PEER LEVEL RISK FACTORS

Peer level risk factors include:

- Concerns about social media usage, ranked #1
- Peer pressure/influence, ranked #2
- Bullying, ranked #4
- Dating violence, ranked #18

Peer level risk factors are of highest concern to parents. Three of the four peer level risk factors ranked at the top of all parental concerns



Social Media Usage

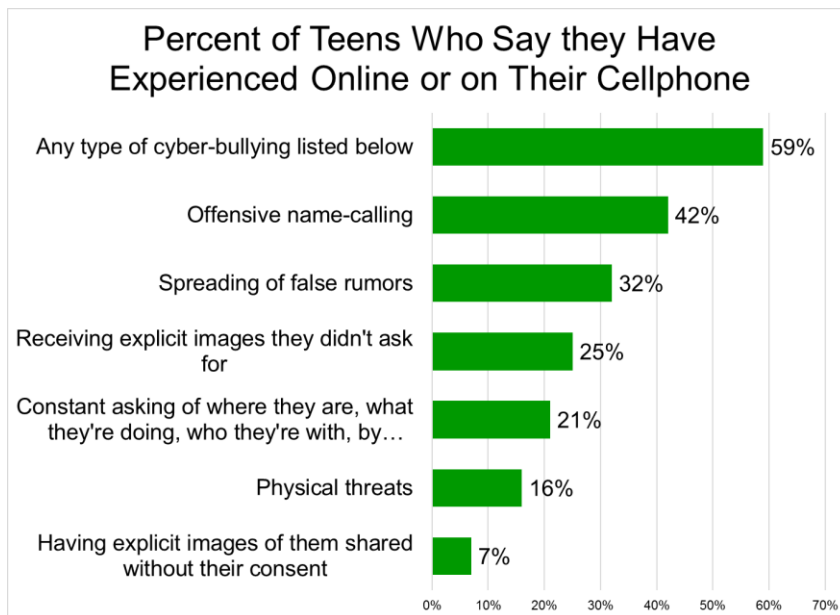
Ninety percent (93%) of local parents say social media usage is a problem for youth with the majority (62%) saying this is a “big” problem. Concerns about social media usage was the third rank problem overall. Further research is needed to determine exactly what about social media usage concerns parents. For example, are they concerned about too much social media usage, possible exploitation through social media predators, cyber bullying, etc.?

Pew Research reports that, like local parents, nationally parents are concerned about social media usage. Pew reports that the majority (57%) of parents of teens say they worry about their teen receiving or sending explicit images.

Parental concerns about social media usage and bullying are well founded. Pew Research reports that 59% of teens report having been cyber bullied. One quarter (25%) of teens reported seeing explicit images they didn't ask for.

“One of the things that we’ve seen a trend in causing a lot of conflict is social media. It’s taking bullying and that idea of being pressured, or being ‘on,’ or being judged all the time. It’s 24/7. There’s constant feedback and having that access to peers that’s sometimes not positive access.”

Stakeholder interview



Nationally, “The vast majority of teens (90%) believe online harassment is a problem that affects people their age, and 63% say this is a major problem.⁵³”

The percentage of Virginia middle school students who report being cyber bullied sometime in their life is 20%. Fourteen percent (14%) of Virginia high school students

reported being cyber bullied in the 12 months prior to the survey. Traditionally, Virginia girls report being e-bullied more often than boys. In 2017, girls reported being cyber bullied nearly twice as much than boys⁵⁴.

⁵³ Anderson, Monica. (2018). *A Majority of Teens Have Experienced Some Form of Cyberbullying* | Pew Research Center. [online]. Available at: <http://www.pewinternet.org/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/> [Accessed 20 Nov 2018].

⁵⁴ Virginia Department of Health (2017). *Virginia High School Survey: Summary Tables*. [online]. Virginia Department of Health. Available at: <http://www.vdh.virginia.gov/virginia-youth-survey/data-tables/> [Accessed 19 Nov 2018].

Peer Pressure & Bullying

Stopbullying.gov, an official website of the United States government, defines bullying as “unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems⁵⁵.” Bullying actions can include making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Parents and stakeholders agree that peer pressure and bullying are major problems for youth in the community. Nearly all parents believe that peer pressure (93%) and bullying (92%) are problems. In fact, peer pressure and bullying ranked number 1 and number 2 out all 24 concerns presented to parents.

Peer pressure is a natural influence on youth decisions and behaviors. In 2014, a quarter of middle and high school students reported that “Friends” most influence their decisions and behaviors. As youth get older, the influence of friends increases and the influence of family decreases. That being said, the largest percentage (45%) of students report that “Family” most influences their decisions and behavior⁵⁶. This is important to keep in mind when discussing solutions to community problems. Parents and family still matter to youth and thus still have a significant influence on how youth behave.

When local students were asked how true was it that students at their school treat each other with respect, the results were skewed toward the sometimes/never true side as seen in the following table.

Please rate the statement, “At my school, students treat each other with respect” where 1 means Never True and 5 means Always True ⁵⁷ .				
Never True 1	2	3	4	Always True 5
8%	35%	43%	11%	3%

According to the Virginia Youth Survey (VYS), statewide, close to half (43%) of middle school youth report being bullied on school property at some point in their life. Sixteen percent (16%) of Virginia high school youth report being bullied in the 12 months prior to

⁵⁵ <https://www.stopbullying.gov/what-is-bullying/index.html>

⁵⁶ Thelk, Ph.D., A. (2014). Thelk, Ph.D., A. (2014). *Youth Risk Behavior Survey: 2014 Administration (Waynesboro City Schools & Staunton City Schools)*. [online]. Central Shenandoah Valley Office on Youth. Available at: <http://www.officeonyouth.com/youth-risk-behavior-surveys/> [Accessed 14 Nov 2018].

⁵⁷ Ibid.

the survey. Bullying occurs to students at all age levels. Traditionally, girls report being bullied more often than boys⁵⁸.

On a positive note, VYS data show that the percent of Virginia students who report being bullied on school property has consistently declined since 2011⁵⁹.

Dating Violence

Parents ranked dating violence 18 out of all 24 problems. Less than quarter (21%) think dating violence is a problem with the majority of those reporting they think it is a “small” problem.

Parents’ lack of concern regarding dating violence should be noted with a word of caution. According to the organizations Love is Respect, “One in three adolescents is the victim of physical, sexual, emotional or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence⁶⁰.” Statewide, eleven percent (11%)⁶¹ of high school students reported having experienced physical dating violence which was higher than the national average of eight percent (8%)⁶² (one or more times during the 12 months before the survey, including being hit, slammed into something, or injured with an object or weapon on purpose by someone they were dating or going out with among students who dated or went out with someone during the 12 months before the survey).

Although it is true that only 6% of local middle and high school students reported in 2014 that they had experienced physical violence in a dating relationship, 15% of area youth reported they had experienced behaviors that are identify as an unhealthy relationship⁶³ such as one-party verbal abusing, limiting time with friends and family, attempting to control, or constantly needing to know the whereabouts of the other partner. It can also be hypothesized that the percent of students experiencing dating violence is underreported.

⁵⁸ Virginia Department of Health (2017). *Virginia High School Survey: Summary Tables*. [online]. Virginia Department of Health. Available at: <http://www.vdh.virginia.gov/virginia-youth-survey/data-tables/> [Accessed 19 Nov 2018].

⁵⁹ Ibid.

⁶⁰ Love is Respect. *Dating Abuse Statistics*. [online]. Available at: <https://www.loveisrespect.org/resources/dating-violence-statistics/>. [Accessed 27 Nov 2018].

⁶¹ Virginia Department of Health (2017). *Virginia High School Survey: Summary Tables*. [online]. Virginia Department of Health. Available at: <http://www.vdh.virginia.gov/virginia-youth-survey/data-tables/> [Accessed 19 Nov 2018].

⁶² Centers for Disease Control and Prevention. [2015] Youth Risk Behavior Survey Data. [online]. Available at: www.cdc.gov/yrbbs. [Accessed on 27 Nov 2018].

⁶³ Thelk, Ph.D., A. (2014). *Youth Risk Behavior Survey: 2014 Administration (Waynesboro City Schools & Staunton City Schools)*. [online]. Central Shenandoah Valley Office on Youth. Available at: <http://www.officeonyouth.com/youth-risk-behavior-surveys/> [Accessed 14 Nov 2018].

In addition, six percent (6%) of area high school students reported being forced to have sex when they did not want to (2014).

FAMILY & INDIVIDUAL RISK FACTORS

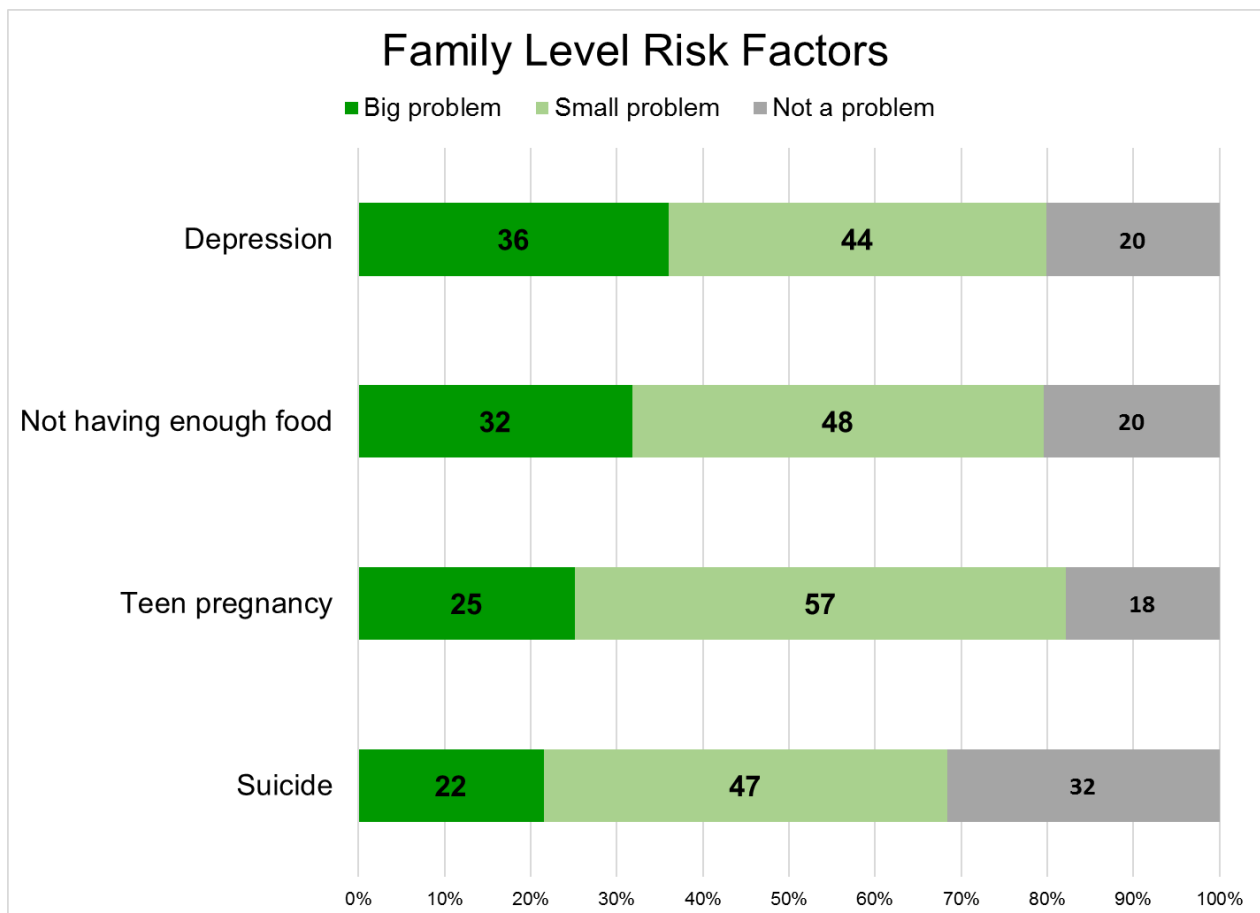
Family & Individual Risk Factors include:

- Depression, ranked #10
- Not having enough food, ranked #11
- Teen pregnancy, ranked #15
- Suicide, ranked #17

The only statistically significant differences found among family and individual risk factors pertained to family composition and depression.

Depression

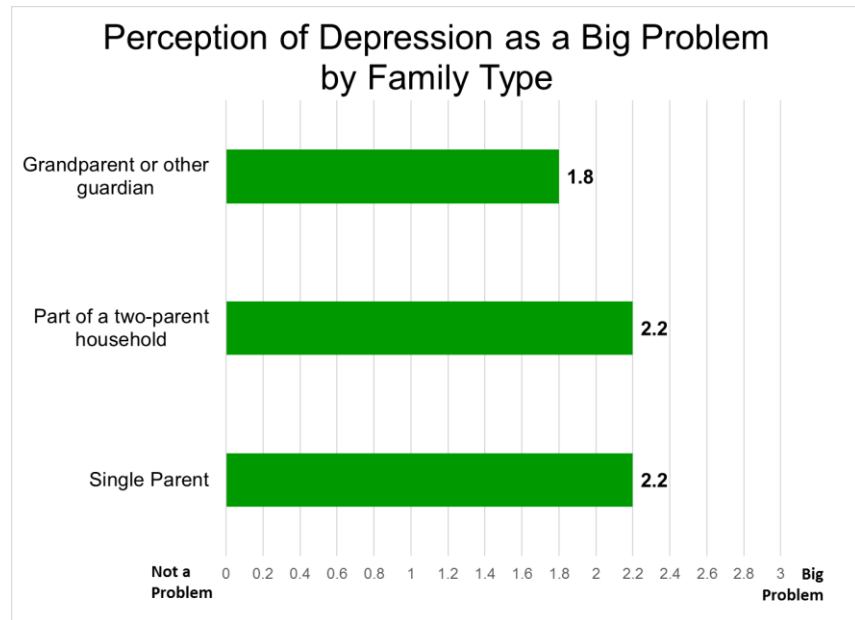
Just over a third (36%) of parents said depression was a “big” problem. Suicide was considered a “big” problem by only 22% of parents. Despite the lower percent of parents identifying depression and suicide as “big” problems, as discussed on page 14 under “Suicide and Depression”, depression and suicide are serious risk factors to youth in the community.



The only statistically significant differences found among family and individual risk factors pertained to family composition and depression.

Grandparents and other guardians found depression to be a smaller problem compared to two-parent and single parent households. This may be due to generational perceptions of depression

as a health condition. Grandparents may be less likely to see depression as a serious problem and may not always recognize the negative impacts of depression on youth.



Not Having Enough Food

*Not having enough food can also be a community risk factor.

Nearly a third (32%) of parents think the lack of food is a “big” problem. As noted on page 11 under “Food Insecurity” the entire SAW area has a larger percentage of children identified as food insecure than the State average.

Teen pregnancy

Only a quarter (25%) of parents think teen pregnancy is a “big” problem for youth in the community. However as discussed on page 16 under “Teen Pregnancy”, the Cities of Staunton and Waynesboro continue to have a higher pregnancy rate than the State average.

Suicide

Parents report suicide as an issue of least concern. Suicide may not be of concern, but self-report data from local youth indicates that suicide and mental health should be of concern. Secondary data previously discussed on page 14 makes the case as to why suicide should be a community concern.

PARENTAL OPINIONS OF AFTERSCHOOL OPPORTUNITIES AND NEEDS IN THE COMMUNITY

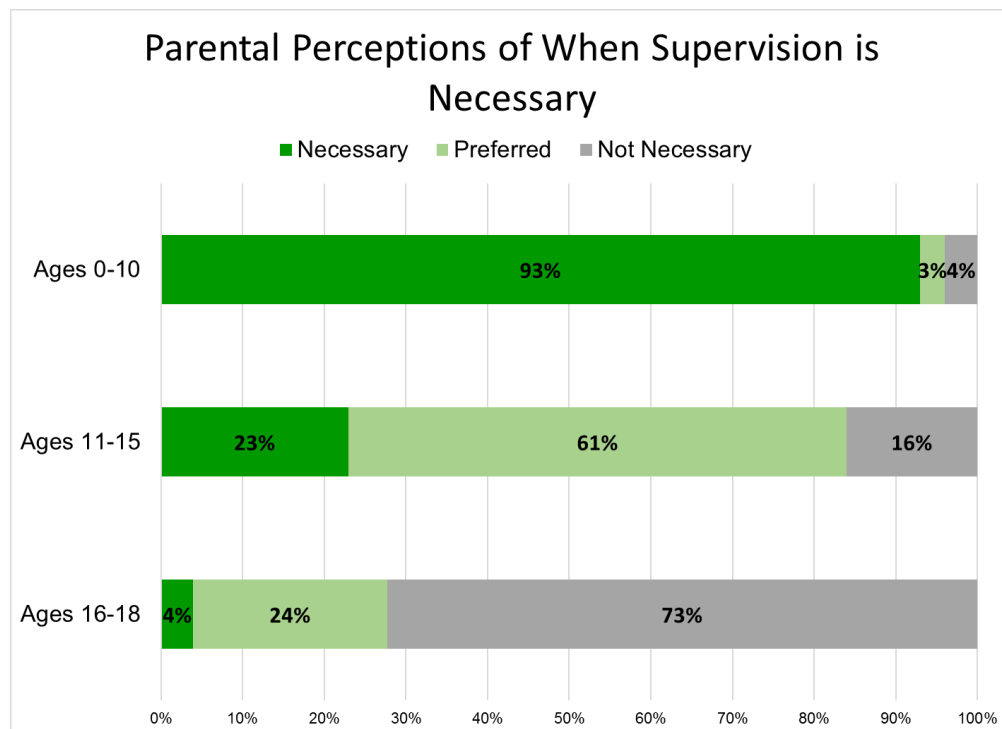
STAKEHOLDERS' PERCEPTIONS OF WHEN SUPERVISION IS NECESSARY

Community stakeholders expressed concern about the lack of adult supervision for children afterschool and on weekends, particularly for middle school age youth. Most stakeholders believe that afterschool activities are available for elementary school youth more so than for middle school and high school youth.

Several stakeholders noted the importance of engaging children before they reach high school. In order to realize the positive influence of afterschool programs and structured activities, children need to be engaged early and consistently through elementary and middle school.

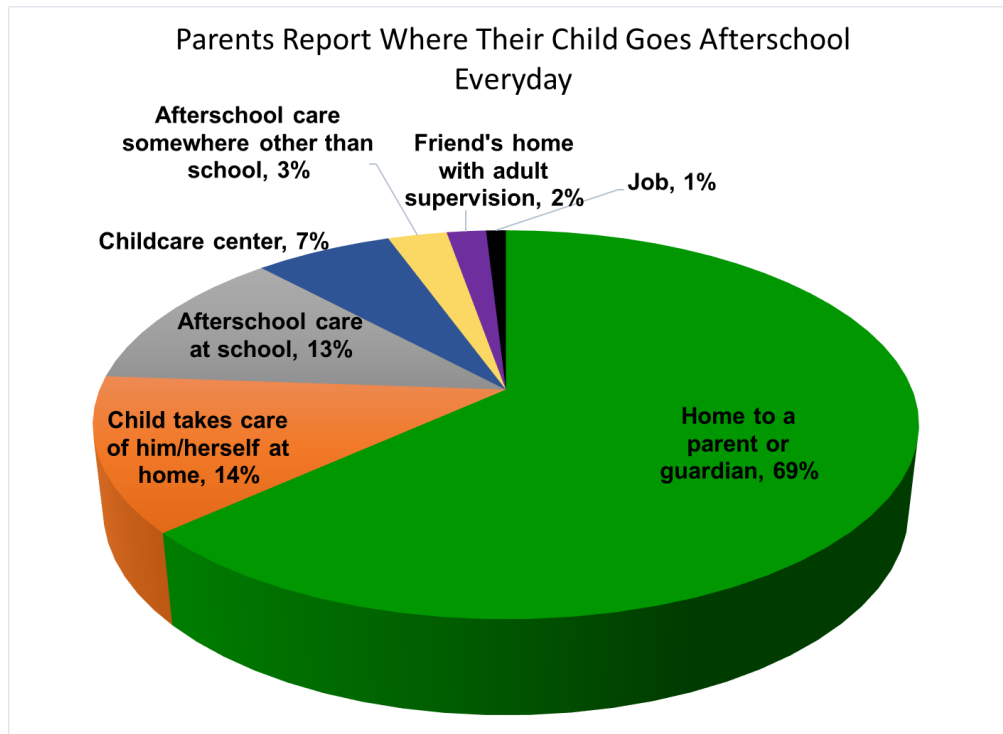
Many stakeholders noted the importance of positive adult role models for children, whether that is a parent or some other adult in their life. Stakeholders believe that afterschool activities that provide mentors to positively engage youth would benefit the community.

PARENTAL PERCEPTIONS OF WHEN SUPERVISION IS NECESSARY



WHERE CHILDREN GO AFTERSCHOOL

2016 U.S. Census Data shows that over half of all children in the SAW area have both parents working⁶⁴ meaning the majority of families in the community either need childcare or their children are unsupervised.

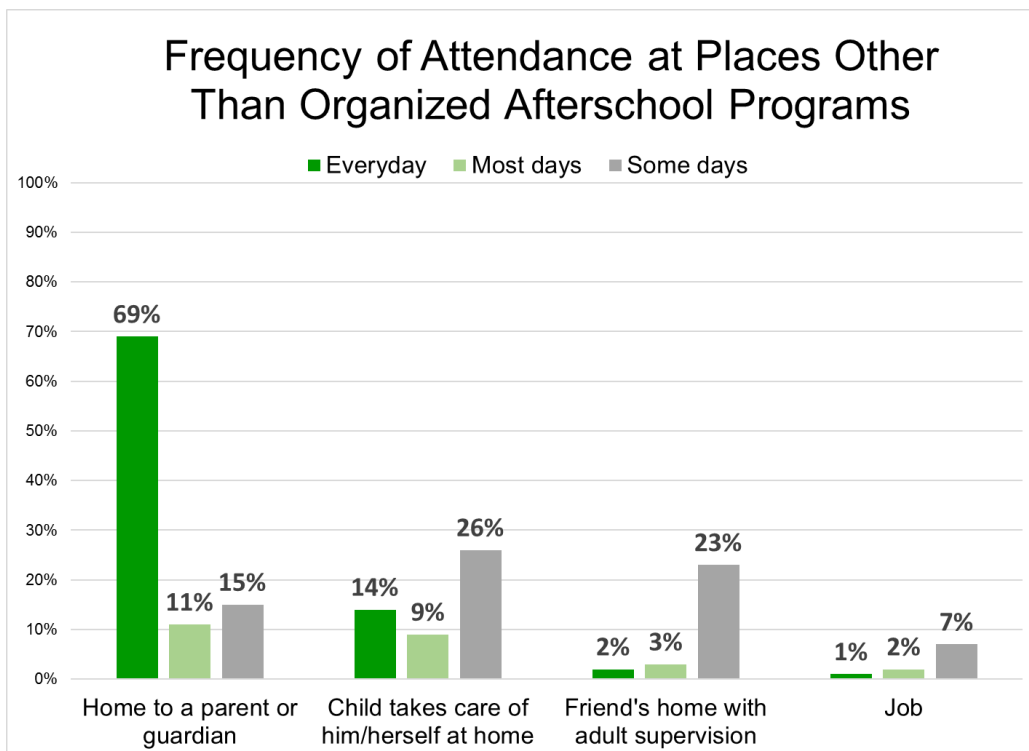
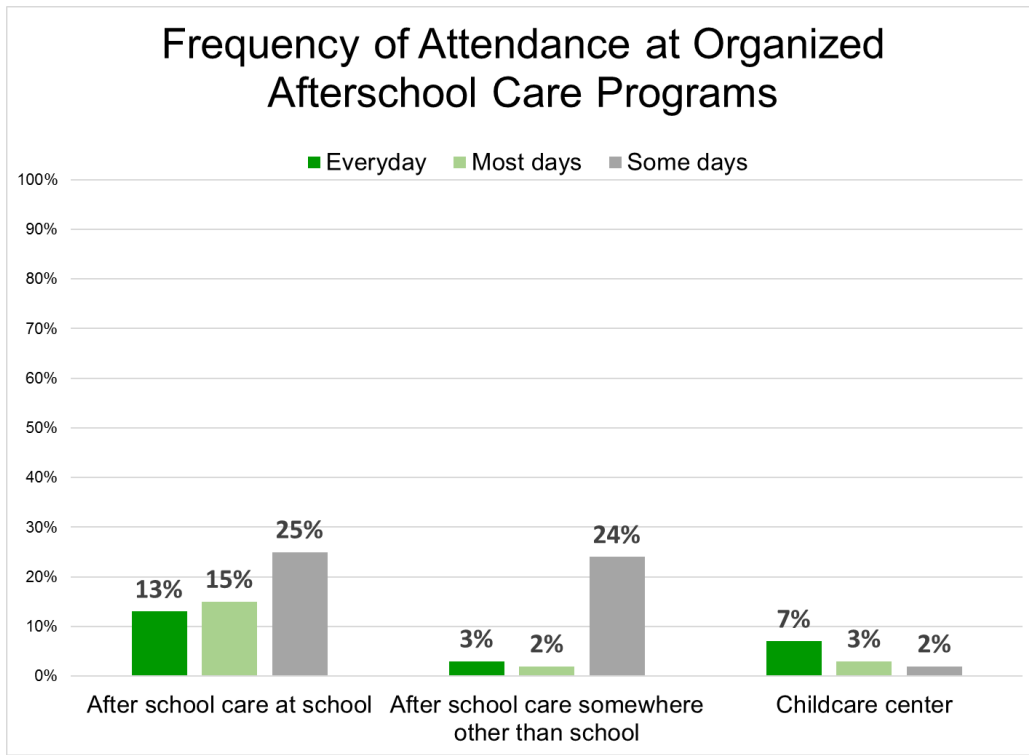


According to parents, the vast majority of children (69%) go home to a parent or guardian every day. A quarter (25%) of children go to afterschool care somewhere other than their home every day - most of these children go to afterschool care at their school. A minority (14%) of children take care of themselves afterschool every day.

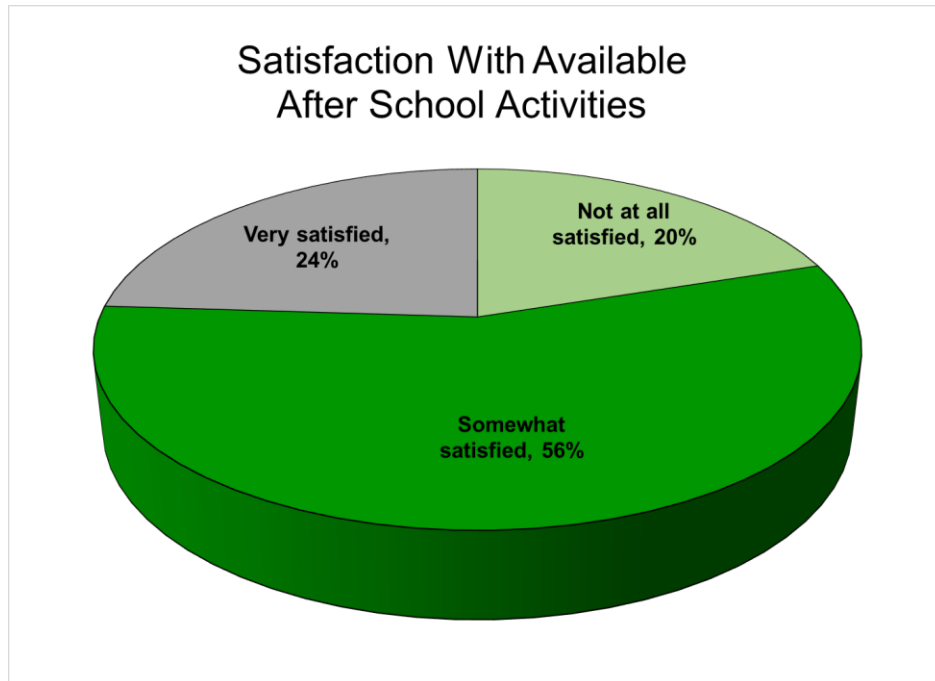
While a majority of children go home to a parent or guardian every day afterschool, community stakeholders expressed concern that most children watch TV, play video games or use social media on phones and tablets when they return home from school. Indeed, excessive and unsupervised social medial usage was a repeated concern throughout the stakeholder interviews, even for children who go home to a parent or guardian each day.

⁶⁴ Annie E. Casey Foundation, KIDS COUNT Data Center. *Children under 6 with all parents in the labor force*. [online]. <https://datacenter.kidscount.org/data/tables/6214-children-under-6-with-all-parents-in-the-labor-force?loc=48&loct=5#detailed/5/6812-6945/false/870,573,869,36,868,867,133,38,35,18/any/12934> [Accessed 14 Nov 2018].

The following charts show the frequency of attendance at organized and other afterschool care opportunities.



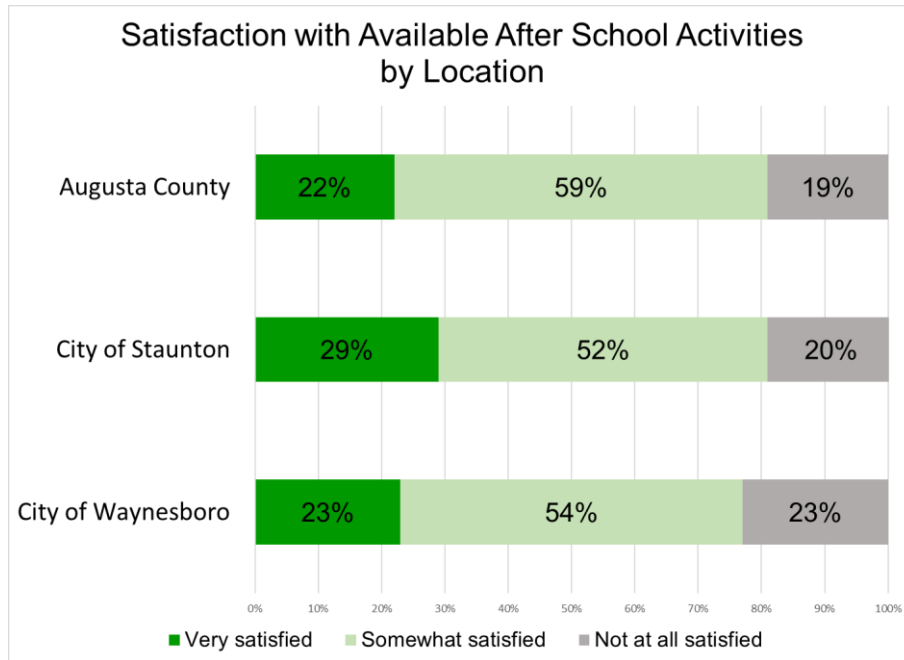
SATISFACTION WITH AFTERSCHOOL ACTIVITIES



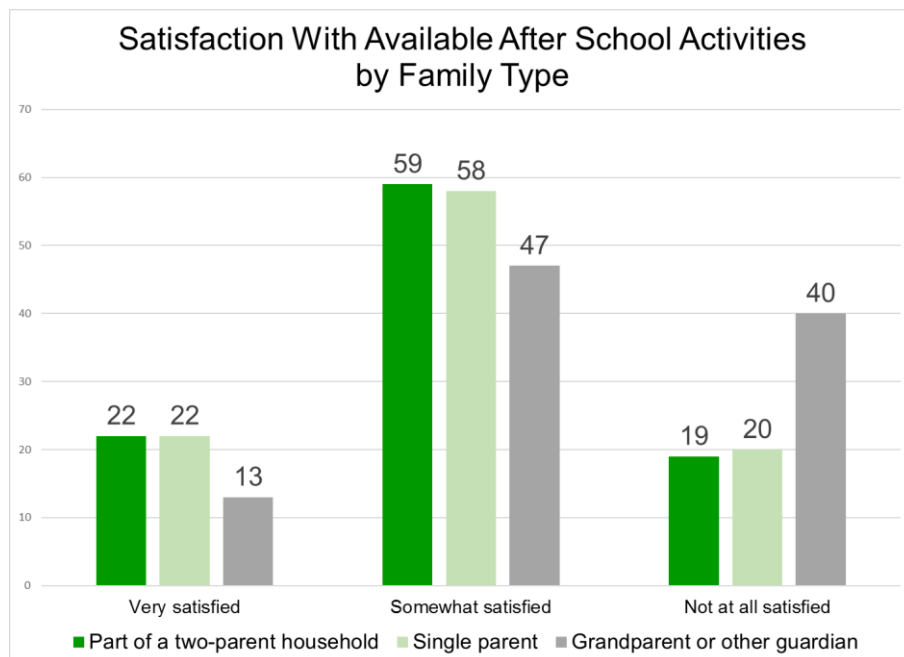
Two-thirds (75%) of parents report that they are very or somewhat satisfied with available afterschool activities in the community with nearly a quarter (24%) saying they are very satisfied. Despite parents' apparent satisfaction with available afterschool activities, community stakeholders expressed concern over the lack of afterschool programming currently available. Stakeholders overwhelmingly believe that more community resources and services are necessary for children to participate in afterschool.

Demographic Differences on Satisfaction with Afterschool Activities

Little differences are seen in satisfaction levels for families in Augusta County, the City of Staunton and the City of Waynesboro.



Differences in satisfaction levels regarding afterschool activities are seen by family type. Children being raised by grandparents or another guardian are the least satisfied with available afterschool activities. Only 13% of grandparents or other guardians report that they are very satisfied with available afterschool activities in the community and 40% report they are not at all satisfied.

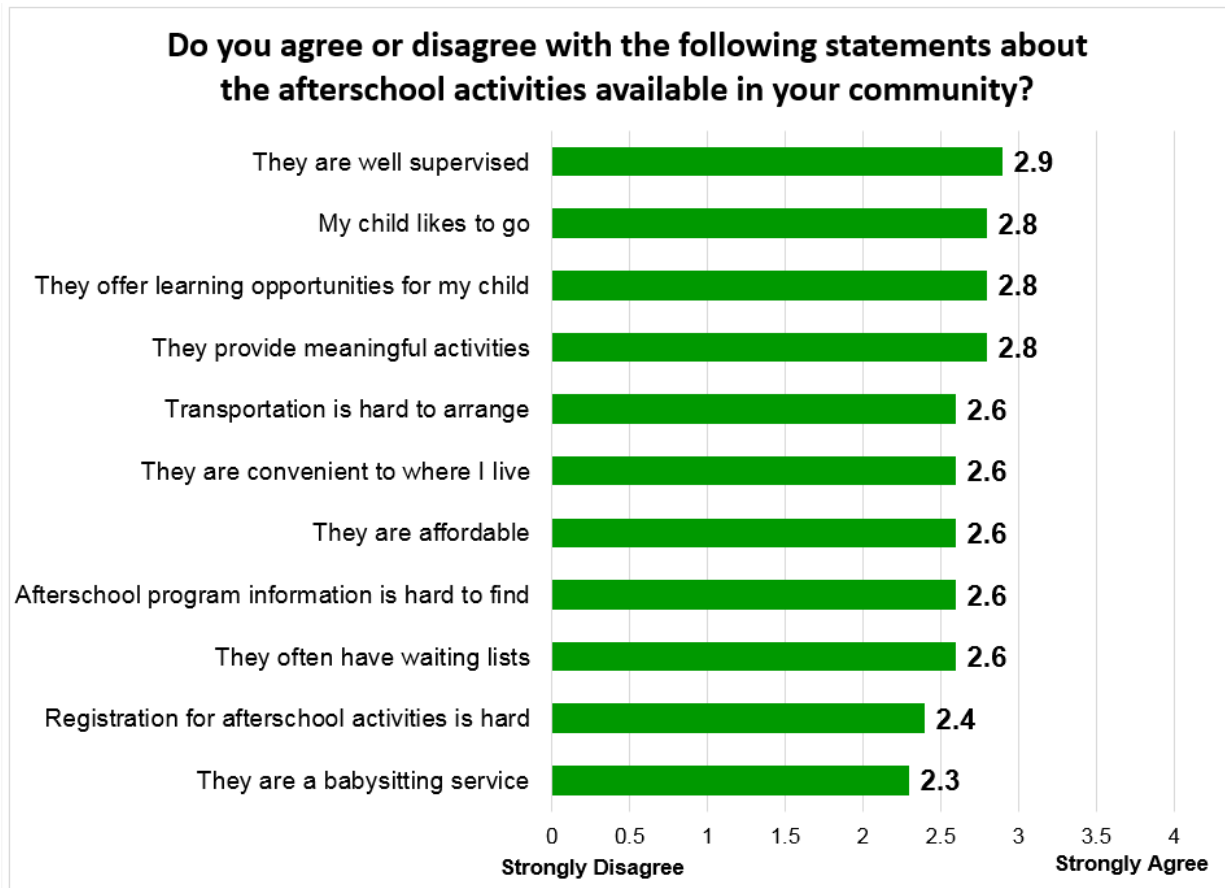


PARENTAL PERCEPTIONS OF CURRENT AFTERSCHOOL ACTIVITIES IN THE COMMUNITY

Parents were asked to agree or disagree with several statements pertaining to current afterschool activities in the community. The graph below shows the average rating parents gave to statements regarding available afterschool activities in the community on a four-point scale where 1.0 represented strong disagreement with the statement and 4.0 represented strong agreement.

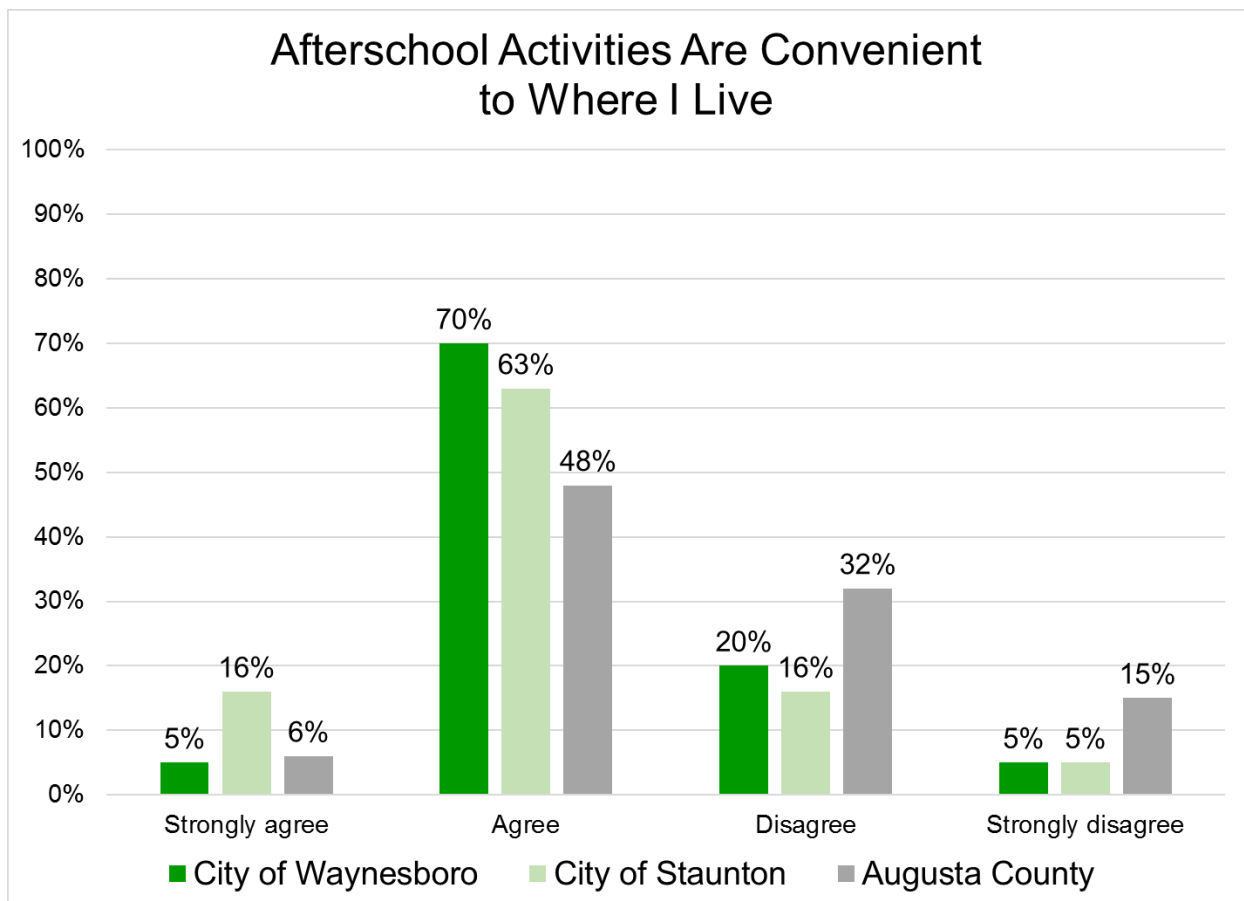
Overall, parents tend to agree that available afterschool activities are well-supervised (2.9), provide meaningful activities (2.8), and offer learning opportunities for their children (2.8). Additionally, parents agree that their children like to go (2.8) to the available afterschool activities in their community. Of note, while these highest rated items reach 2.9, which are rated as “agree,” no items approached the rating of “strongly agree.”

On average, parents tend to disagree that afterschool activities are only a baby-sitting service (2.3) and that registration for afterschool activities is hard (2.4). Again, the lowest rated item reaches 2.3, which is rated as “disagree” and no item reached “strongly disagree.”



Residential Differences On How Families View Available Afterschool Activities

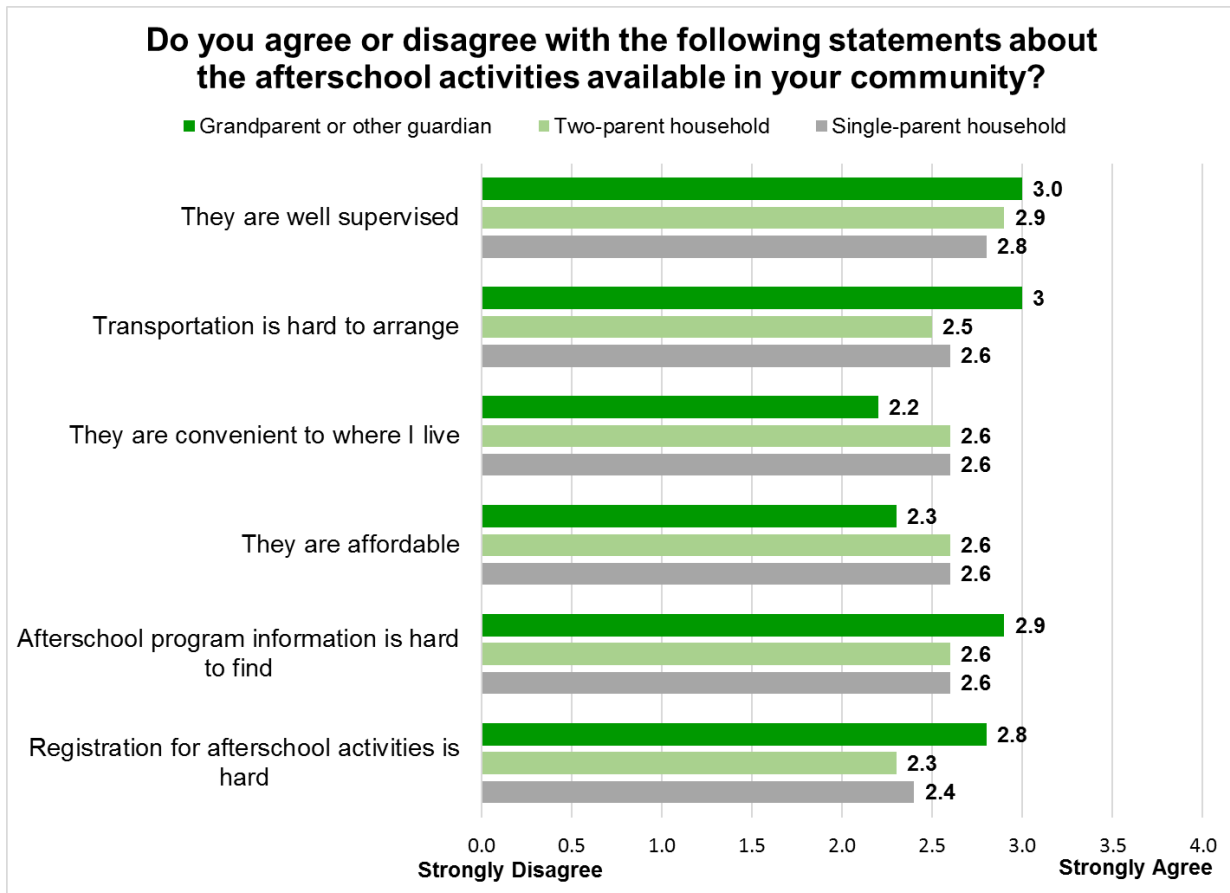
Some differences are seen in how families view available afterschool activities based on their place of residence. A majority (79%) of parents living in the City of Staunton agree or strongly agree that afterschool activities are convenient to where they live, with 16% strongly agreeing with this statement. Similarly, 75% of parents living in the City of Waynesboro agree or strongly agree that afterschool activities are convenient to where they live. Only 5% strongly agree with this statement. However, just over half (54%) of parents living in Augusta County agree or strongly agree that afterschool activities are convenient to where they live, with 15% strongly disagreeing that afterschool activities are convenient to where they live. This is most likely due to the far-reaching expanse of Augusta County and the concentration of afterschool activities within the two Cities.



Demographic Differences On How Families View Available Afterschool Activities

Differences in family structure influenced how parents viewed available afterschool activities in the community. There is little difference between single-parent and two-parent households regarding available afterschool activities in the community. However, grandparents or other guardians reported several differences regarding their perceptions of available afterschool activities.

Grandparents or other guardians tend to have more negative feelings toward afterschool activities. They agree that transportation is hard to arrange (3.0), afterschool programming information is hard to find (2.9), and that registration for afterschool activities is hard (2.8) more so than single-parent and two-parent households. Grandparents or other guardians tend to disagree that afterschool activities are convenient to where they live (2.2) and affordable more so than single-parent and two-parent households. Considering the growing population of youth who are being raised by grandparents it would be beneficial to review afterschool activities in light of the needs of grandparents and the way they receive information and communications.



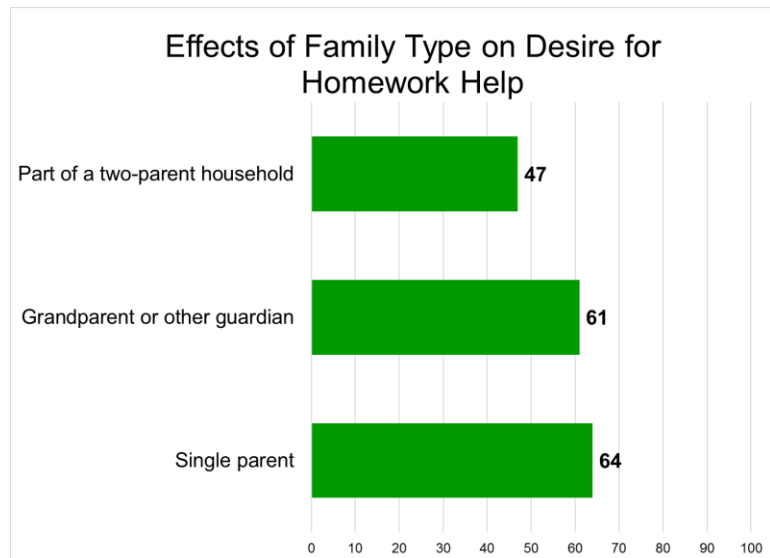
WHAT PARENTS LOOK FOR IN AFTERSCHOOL ACTIVITIES

The most popular item parents look for in an afterschool program is a place where their child will have fun followed by a place where they will be safe. A place for their child to be supervised or a place to not be alone were ranked 4 out of 7 and 7 out of 7 respectively. Just half of parents look for afterschool programs that help their child do better in school. Several community stakeholders think that families would benefit from afterschool programming that provides help with homework and helps children gain school success skills.

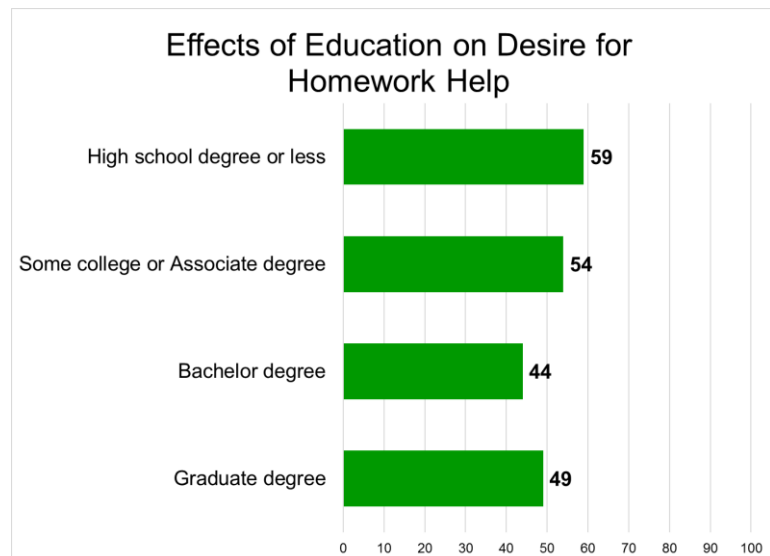
Demographic Differences On What Parents Look for in Afterschool Activities

Perceptions of what parents look for in afterschool activities did not vary significantly by the child's grade level, family type, education or income, except for the desire for activities that provide help with homework. Families with children in middle school are significantly more likely to look for afterschool activities that provide their children with help with homework.

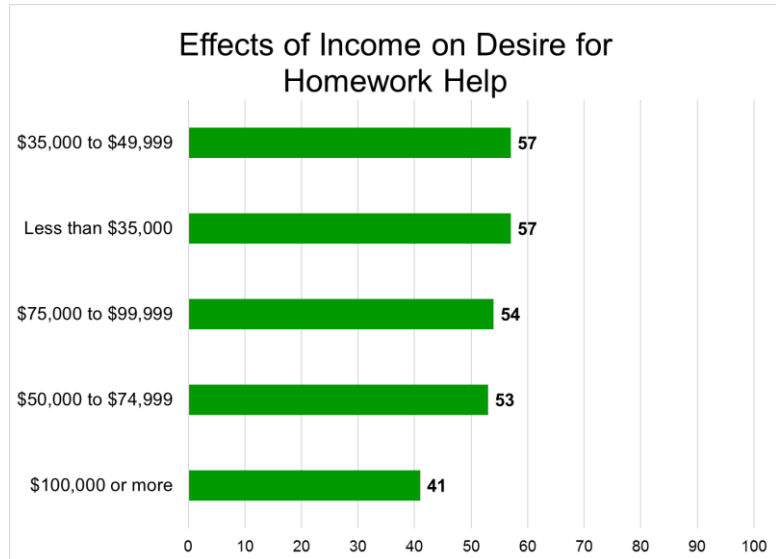
Single-parents (64%) and grandparents or other guardians (61%) are significantly more likely to look for afterschool activities that provide their children with homework help compared to parents in a two-parent household (47%).



In general, parents with less education are more likely to look for afterschool activities that provide their child homework help than parents with more education. A majority of parents with a High School Diploma or less look for afterschool activities that provide homework help while less than half of parents with more education look for afterschool activities that provide homework help.

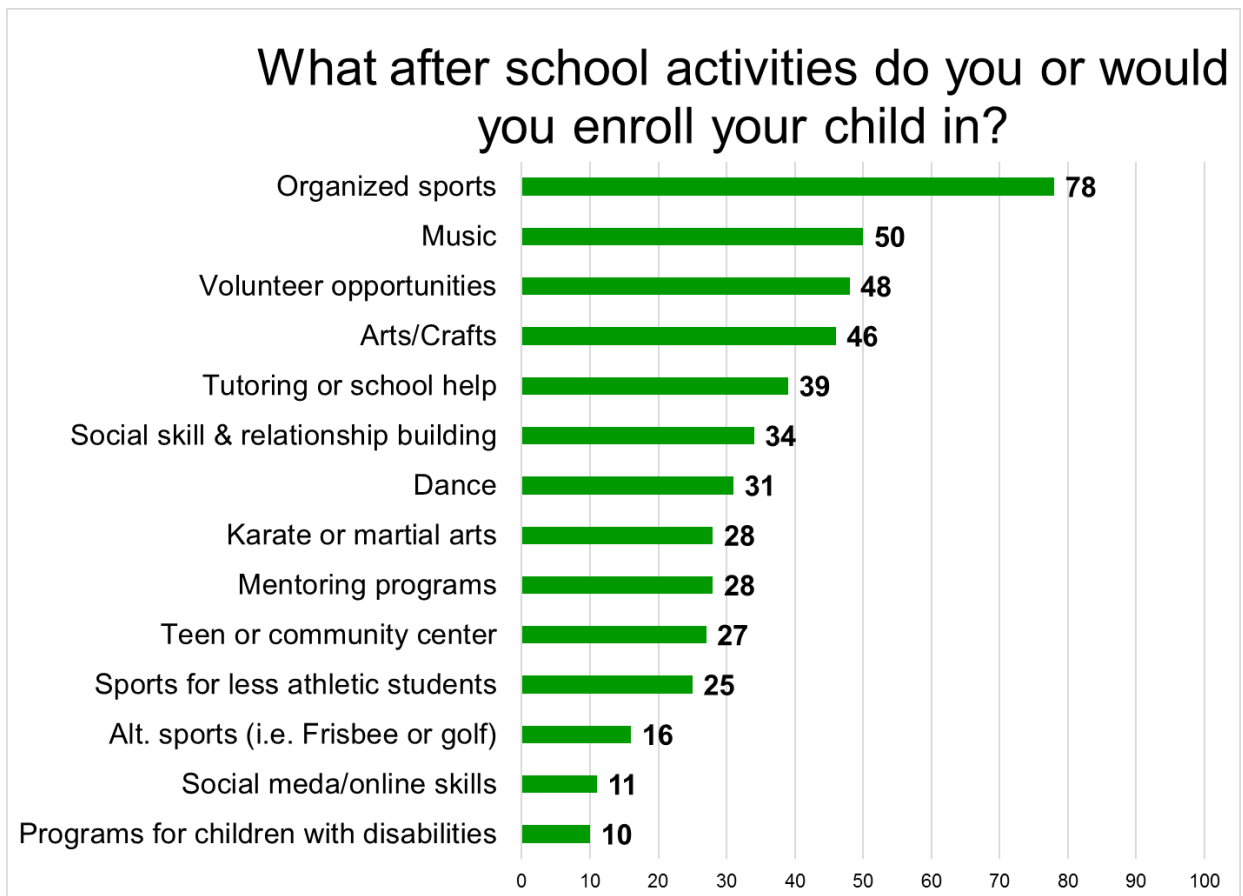


As income increases the desire for afterschool activities that provide homework help decreases. Significantly, more lower income families (60%) look for afterschool activities that provide homework help than parents with the highest income (41%).



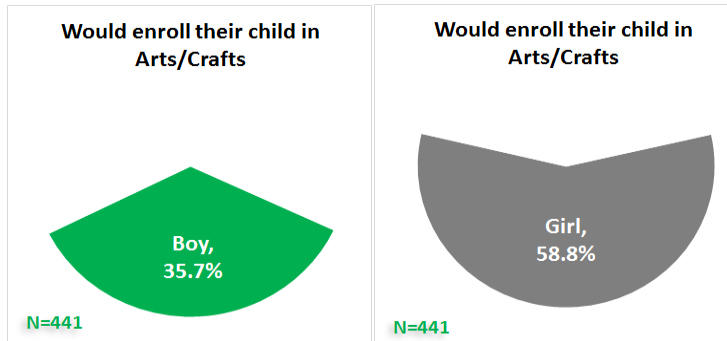
AFTERSCHOOL ACTIVITIES FAMILIES ENROLL OR WOULD ENROLL IN

The only two afterschool activities in which a majority of parents enroll or would enroll their child in were organized sports (78%) and music (50%). The high percentage of parents who may or would enroll their children in organized sports could be contributed to the availability of sports at school. It is interesting to note that ten percent (10%) of parents do or would enroll their children in programs for children with disabilities. This could represent an opportunity for a community organization to address a specific and desired program type.

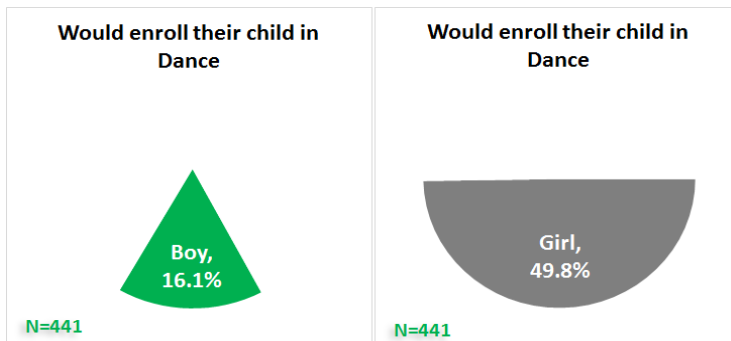


Demographic Differences On Types of Programming Parents Do or Would Enroll Their Child in Afterschool

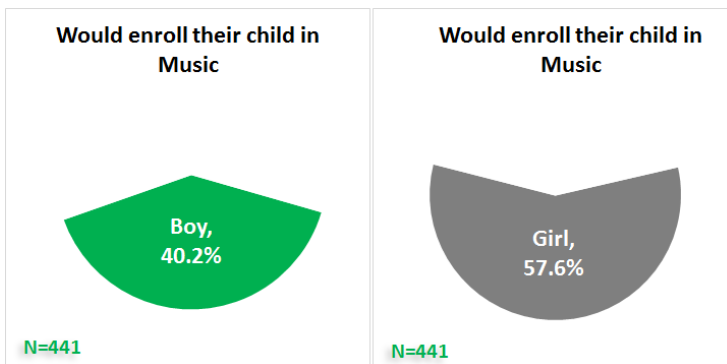
The types of programming that families enroll or would enroll their child in did not vary significantly when considering the child's gender, education and incomes, except for programming for arts and crafts, dance and music.



Significantly, more parents or guardians of girls (59%) tend to enroll or want to enroll their daughter in afterschool programming focused on arts and crafts, dance and music compared to parents or guardians with boys (36%).



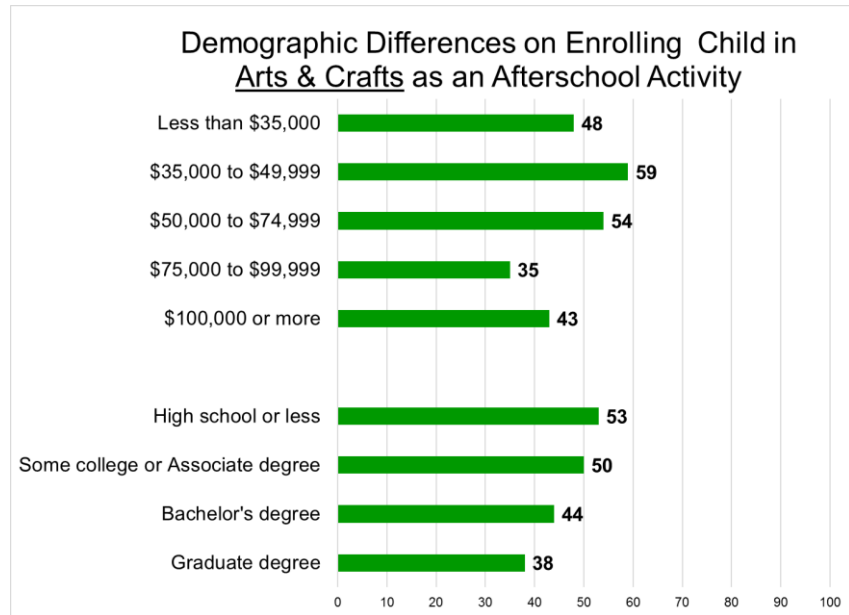
Similarly, parents or guardians of girls are three times more likely to enroll their daughter in afterschool activities focused on dance compared to parents or guardians of boys (50% compared to 16%).



And again, well over half (58%) of parents or guardians of girls enroll or would enroll their daughter in afterschool programming focused on music compared to 40 of parents or guardians of boys.

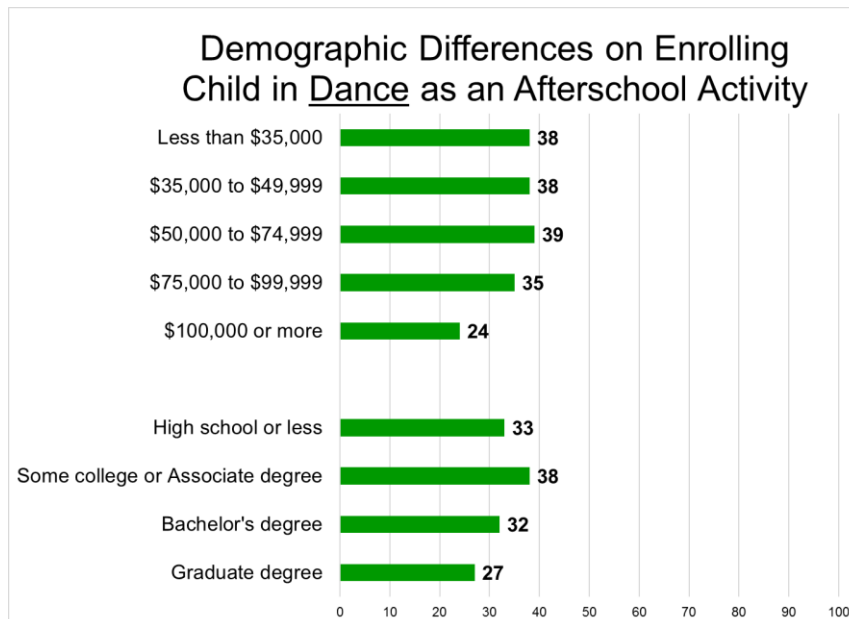
Arts and Crafts

Differences were seen among families who do or would enroll their child in arts and crafts when considering the parent or guardian’s level of education and income. Participation in afterschool programming focused on arts and crafts is significantly more popular among parents who have less education and families in the low to mid-income range.



Dance

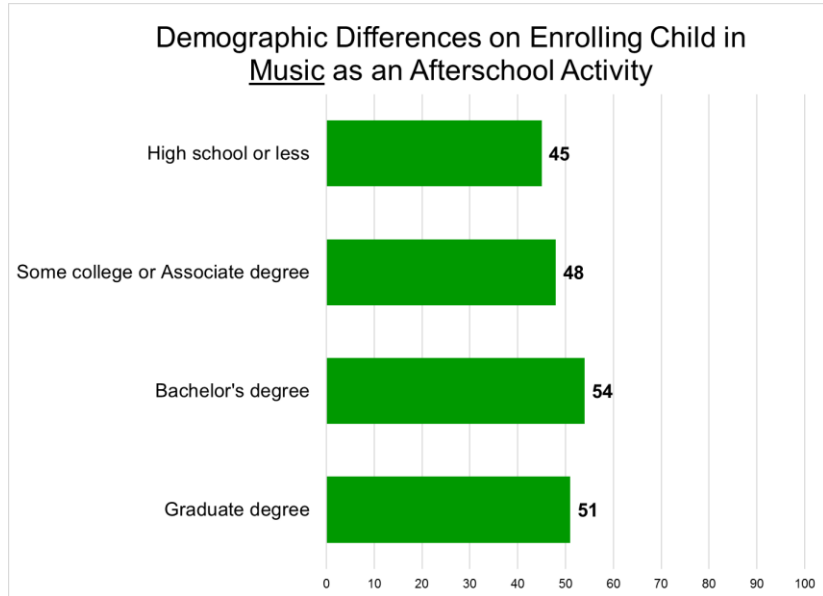
Similarly, afterschool programming focused on dance showed significant differences among families who do or would enroll their child in dance when considering the parent or guardian’s level of education and income. Participation in afterschool programming focused on dance is significantly less popular among parents with a



Graduate degree (27%) than parents with less education and less popular among families in the highest income range compared with lower income families.

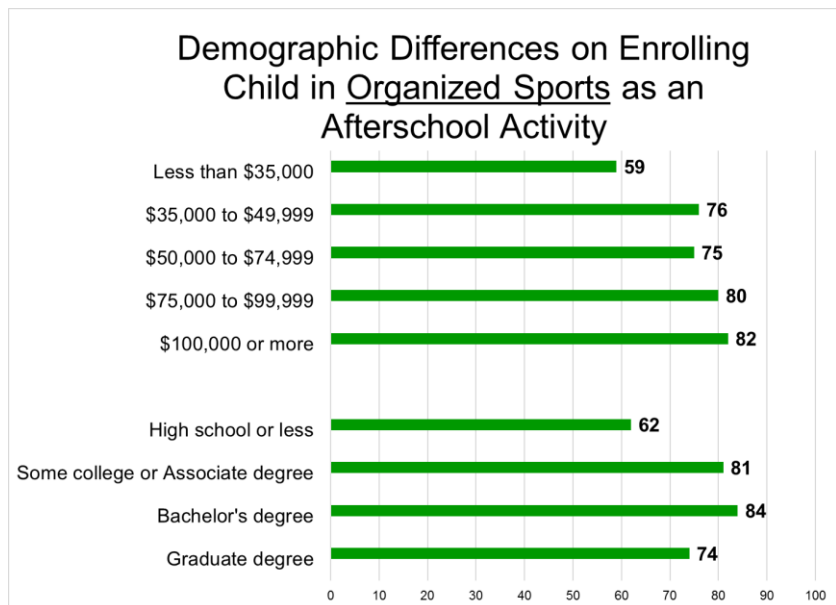
Music

While programming focused on arts and crafts and dance are less popular with more educated families, the opposite is true for programming focused on music. Significantly more parents with a Bachelor degree (54%) and a Graduate degree (51%) report that they enroll or would enroll their child in afterschool programming focused on music.



Organized Sports

Similarly, afterschool programming focused on organized sports showed significant differences among the same variables: parent or guardian's level of education and income. Parents or guardians with a high school education are less likely to enroll their child in organized sports when compared to parents or guardians with at least some college.



Similarly, parents or guardians at the lowest income level are less likely to enroll their child in organized sports. This may reflect the costs associated with organized sports for equipment and travel, as well as the increased time constraints placed on parents with less education and lower income levels.

Several community stakeholders also referenced affordability as a barrier to children participating in organized sports, as well as afterschool programming more generally. Additionally, one stakeholder noted that many children are not eligible to play sports due to academic underperformance.

PARENT AND STAKEHOLDER RECOMMENDATIONS

Community stakeholders met at a forum to discuss actions the community could take to positively engage youth in the community.

At the forum, stakeholders discussed actionable items the community could take around five topic areas. Stakeholders discussed what programming or actions could be useful for families and youth in the community, the resources necessary for the recommended programming or action to occur, and the collaboration opportunities that could be available among community stakeholders. The topic areas that were addressed included social media usage, availability of drugs, alcohol and tobacco, peer pressure and bullying, behavior challenges at school and obesity.

SOCIAL MEDIA USAGE

Key informant interviews conducted during the initial phase of the research revealed that many stakeholders believe unsupervised social media usage is a major problem for youth today. Many stakeholders expressed concern that social media usage exacerbates bullying and peer pressure as youth move from a controlled school environment to an afterschool social media platform outside of parental or adult supervision.

Several stakeholders noted that youth are unaware of the danger that posting pictures or other materials online can pose, especially in an online environment where material “lives forever.” Similarly, law enforcement noted the dangers of youth social media usage and the opportunity this presents for sexual predators to prey on vulnerable children and young adults.

Stakeholders also noted that social media usage can lead to decreased socialization and a lack of basic social skills among youth. Some stakeholders felt that youth do not know or understand the benefits of talking to each other face to face where body language and other social cues enhance interpersonal relationships.

Parents agree with stakeholders that social media usage among youth is a major problem in the community with 62% of parents rating concerns about social media usage as a “big” problem for youth in the community. Considering this finding, stakeholders discussed programming or actions that the community could take to combat this issue.

ACTION 1: Parental Education

Stakeholders and parents agreed that more parental education is needed on the issues surrounding youth social media usage. Many strategies were discussed throughout the stakeholder interviews, as well as the stakeholder forum, which are detailed below.

Some strategies to enhance parental education include:

- Involving youth in teaching parents and other adults about the various social media platforms available, how they are used, and potential dangers.
- Explore and promote social media trainings for adults and parents hosted by the Virginia Foundation for Healthy Youth.
- Adapt the training “Social Media for Educators” hosted by the Virginia Department of Criminal Justice as a training for parents and adults. Currently, this training teaches educators about contemporary social networking sites, tips and tools for teaching communities about social media, and provides hands-on demonstrations for educators to navigate different social media sites.
- Create shared messaging between the various organizations that serve youth in the community such as educational materials for parents outlining strategies and tips to monitor their children’s social media usage. These materials can be disseminated through the schools, Office on Youth and other organizations that serve youth in the community both through an online link or website and as flyers or handouts.
- Explore public/private partnerships with cellular providers such as Sprint or Verizon where the cellular companies offer parents a discount and can sell their services at an event in exchange for funding to support social media education to youth, parents, and adults.

Numerous community stakeholders were listed as possible collaborators to enhance parental education around youth social media usage. The following collaborators were listed though this is not an all-inclusive listing.

Local Parks and Recreation Depts,
School districts,
Law enforcement,
Office on Youth,
Staunton and Waynesboro YMCAs,
Boys and Girls Club,

Parent Teacher Organizations (PTOs),
Faith-based organizations,
Boy / Girl Scouts,
Public libraries,
Virginia Department of Criminal Justice,
Virginia Foundation for Healthy Youth.

ACTION 2: Peer-To-Peer Mentorships

Another action item to combat negative social media influence included the creation of social media “role models” where older youth teach and mentor younger peers on safe social media usage. This could include creation of a social club through the schools, Office on Youth, YMCAs, Boys and Girls Club, public libraries, etc. Additionally, participation in a mentorship program could become part of community service project or program.

AVAILABILITY OF DRUGS, ALCOHOL AND TOBACCO

Community stakeholders and parents both believe the availability of drugs, alcohol and tobacco to underage students is a major problem. At the community forum, stakeholders discussed several underlying issues associated with the availability of drugs, alcohol and tobacco to youth in the community. A few stakeholders raised the concern of increased parental acceptance of marijuana and alcohol, especially as marijuana legalization brings increased normalization to marijuana use among adults. These stakeholders worry that some parents do not consider these items to be drugs at all, but rather a part of a young adult’s life experience. Similarly, some stakeholders worry that drug, alcohol and tobacco use by parents contributes to the availability of these materials to their children.

Stakeholders discussed programming or actions that could be taken to reduce the availability of drugs, alcohol and tobacco to youth in the community. Overall, the stakeholders agreed that a collaborative, layered approach is needed in the community in order to address this multi-faceted problem.

ACTION 1: Therapeutic Day Treatment (TDT) Programs in Schools

According to the Virginia Department of Behavioral Health and Developmental Services, therapeutic day treatment for children and adolescents’ means “a treatment program that serves (1) children and adolescents from birth through age 17 and under certain circumstances up to 21 with serious emotional disturbances, substance use, or co-occurring disorders, or (ii) children from birth through age seven who are at risk of serious emotional disturbance.” These programs combine psychotherapeutic interventions with education and mental health or substance abuse treatment. Services include evaluation, medication education and management, opportunities to learn and use daily living skills, enhancement of social and interpersonal skills; as well as individual, group, and family counseling.

Currently, TDT programs are offered by Valley Community Services Board (VCSB), which offers a variety of services for children and families including a comprehensive

array of mental health and substance abuse services within the counties of Augusta and Highland and the cities of Staunton and Waynesboro. VCSB offers TDT programs in the following schools:

1. Berkeley Glenn Elementary
2. Bessie Weller Elementary
3. Beverley Manor Elementary
4. Clymore Elementary
5. Genesis Alternative School
6. Hugh K. Cassell Elementary
7. Kate Collins Middle School
8. McSwain Elementary
9. Robert E. Lee High School
10. Shelburne Middle School
11. Ware Elementary
12. Waynesboro High School
13. Wenonah Elementary
14. Westwood Elementary
15. William Perry Elementary
16. Wilson Elementary
17. Wilson Middle School

Stakeholders state that TDT programs could be enhanced, promoted and expanded. One suggestion incorporates peer support groups for students battling substance abuse. Another suggestion includes enhancing teacher training around community resources for substance abuse, as well as identifying at-risk youth and families for referral.

Various community stakeholders would be important for collaborative efforts to enhance, promote and expand TDT program including but not limited to the school districts, local law enforcement, afterschool programs such as the YMCA and the Boys and Girls Club, and VCSB.

ACTION 2: “See the Girl” Program through Mary Baldwin University

Mary Baldwin University (MBU) recently developed a partnership with the Delores Barr Weaver Policy Center’s “See the Girl” empowerment training for students to better understand themselves and how to work effectively with others. In this program, MBU College for Women students can participate in community outreach with local at-risk K–12 girls in partnership with area schools and agencies.

Stakeholders discussed how Waynesboro, Staunton and Augusta County schools could benefit from partnering with MBU and promote the program in the community. Stakeholders agreed that programs like “See the Girl” that target at-risk youth would be beneficial. Programs could engage youth in activities starting in elementary school and provide mentorship opportunities with older students or adults to promote healthy choices and provide additional support during times of need.

ACTION 3: “Seeking Safety” Counseling Model

Seeking Safety is a coping skills approach to help people attain safety from trauma and/or addiction.

Promoters of this program state that the treatment is present-focused and highly flexible, as well as designed to be safe, optimistic and engaging for participants. It can be conducted in a group or individual format for adults and adolescents in any treatment setting for any type of trauma and/or addiction. Seeking Safety programs have been used for over 20 years for many types of programs including community-based, mental health, addiction, criminal justice, veteran/military, adolescent, school, and medical settings.

Stakeholders discussed establishing a Seeking Safety Program in the community. Collaborators may include Family Preservation Services, Inc., as well as the local schools, Office on Youth, afterschool programs such as the YMCA or Boys and Girls Club, and VCSB.

ACTION 4: Methamphetamine Education Campaign

Some stakeholders noted increased methamphetamine use in the community as a major problem. The Skyline Drug Task Force was created in 2016 and includes the Waynesboro and Staunton police departments, the Augusta County and Nelson County Sheriff's offices, and the Virginia State Police. As of August 2017, the task force found that the vast majority of arrests in the first year since inception had been for methamphetamine⁶⁵ with 261 arrests and seized methamphetamine valued at \$1.349 million.

Stakeholders agreed that more information and educational materials regarding methamphetamines would benefit the community. Education campaign strategies could include such items as⁶⁶:

- Infographic and posters highlighting information and statistics about methamphetamine, as well as promotion of the Meth Helpline.
- Parent and Family Fact Sheets with information on the signs of meth use, symptoms and harms associated with meth use, as well as tips on how to address the problem with a family member or friend using meth.

⁶⁵ Stuart, Bob (2017 Aug 18) 'Area drug task force arrests are mostly meth after one year' The News Virginian.
https://www.dailyprogress.com/newsvirginian/news/local/area-drug-task-force-arrests-are-mostly-meth-afterone/article_2eaad3e4-846f-11e7-a1e5-8bbe30c162b3.html

⁶⁶ WA Methamphetamine Campaign Community Toolkit, Mental Health Commission, November 2016

- Shared media messages across key stakeholders including the cities of Waynesboro and Staunton, Augusta County, Office on Youth, law enforcement, the school districts, substance abuse providers, etc.
- Frequently asked questions to provide to local newspapers or radio interviews.

PEER PRESSURE AND BULLYING

Parents and stakeholders agree that peer pressure and bullying are major problems for youth in the community. At the community forum, stakeholders discussed several ways in which the community could address peer pressure and bullying among youth.

Action 1: Youth Mentorship Program: Big Brothers Big Sisters

Stakeholders agreed that establishing a local youth mentorship program would benefit the community and address issues of peer pressure and bullying. Stakeholders talked about re-establishing a Big Brothers Big Sister's program for the SAW area.

Previously, Big Brothers Big Sisters of the Central Blue Ridge which operates out of Charlottesville, Virginia served the SAW area. However, in 2012 Big Brothers Big Sisters of the Central Blue Ridge advised that they no longer had the resources to operate in the SAW area and closed their local office to concentrate their services on Charlottesville and Albemarle County.

Stakeholders opined that the SAW area would benefit from obtaining a Big Brother Big Sisters charter to serve this community. Collaborators may include Big Brothers Big Sisters of America, Office on Youth and VCSB, faith-based organizations, professional business associations, and senior centers.

Action 2: "Stop-It App" for all Schools

Waynesboro and Augusta County Public Schools recently instituted a mobile app called "STOPit," which allows students and parents to report bullying incidents anonymously via mobile app, web, or a phone hotline service. This is a promising step. Additionally, it is recommended that Waynesboro and Augusta County Public Schools monitor and evaluate the effectiveness of the STOPit app. Such evaluation questions may include:

- How many incidents were reported?
- What consequences resulted from the report?
- What was the outcome of cases compared with schools not implementing a program?

Similarly, stakeholders discussed the idea of placing "Bully Boxes" at schools, which would allow students to anonymously report incidents of bullying or other inappropriate behavior.

Action 3: Restorative Justice Practices

Restorative justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior, which is best accomplished when the parties themselves meet cooperatively to decide how to repair the harm. Schools have used various strategies including community or relationship building circles, restorative language, use of Restorative Questions, peer mediation and peer juries.

Eastern Mennonite University (EMU) located in Harrisonburg offers a five-course graduate certificate in restorative justice in education (RJE). Recently, twelve education professionals from Waynesboro, Staunton and Harrisonburg completed their RJE certificate⁶⁷. Restorative justice education “addresses educational inequities by offering students, teachers, parents and administrators an alternative to punitive discipline and by creating classroom cultures that focus on nurturing healthy relationships, justice, and equity.”

The community may benefit from enhancing its’ relationship between EMU and the school districts in order to establish restorative justice policies and procedures within their schools.

BEHAVIOR CHALLENGES AT SCHOOL

Many stakeholders acknowledged that behavioral challenges in school are often rooted in issues outside of school. However, the burden of dealing with negative student behaviors falls on the school system. Several stakeholders noted that parental hostility towards the schools needs to be addressed through further outreach and parental engagement strategies.

Action1: Enhance Parental Engagement Strategies in Schools

According to the US Center for Disease Control, parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents⁶⁸. While not all parents are motivated to become engaged in their child’s education for the same reasons, CDC finds that the primary motivation is a belief that their actions will improve their children’s learning and well-being. They suggest that school staff should demonstrate to parents how their children’s health and education can be enhanced by their engagement in

⁶⁷ Eastern Mennonite University. (2017, August 3). *Valley Educator Complete Graduate Certificate in Restorative Justice in Education* [Press release]. Available at: <https://emu.edu/now/news/2017/08/valley-educators-complete-graduate-certificate-restorative-justice-education/> [Accessed 12 Dec 2018].

⁶⁸ Centers for Disease Control and Prevention. *Parent Engagement: Strategies for Involving Parents in School Health*. Atlanta, GA: U.S. Department of Health and Human Services; 2012

school activities. Additionally, parents are typically more involved if they perceive that school staff and students both want and expect their involvement. Schools need to provide a variety of activities and frequent opportunities to fully engage parents throughout the school year.

Action 3: Restorative Justice, Trauma-Informed Care, TDT Programs and Youth Mentorships

Some of the strategies discussed in the previous sections were reiterated by community stakeholders as ways to combat negative student behaviors and behavioral challenges such as instituting restorative justice programs as an alternative to suspension, expanding trauma-informed care strategies and therapeutic day treatment (TDT) programs in the schools to include self-pay students, as well as creating youth mentorship opportunities.

More broadly, stakeholders discussed the importance of incentivizing positive behaviors and achievements, as well as establishing positive peer groups. One stakeholder stated that students and families need to be provided with clear and concise expectations and consequences for behavior in school. Another stakeholder discussed the need for mindfulness training for children, as well as building resiliency. Additionally, stakeholders noted the importance of building relationships with families and to get the right people involved quickly when negative student behaviors emerge.

Finally, stakeholders discussed the need for more counselors and assistants in the schools. Some stakeholders talked about the amount of stress placed on children today both socially and academically. Training educators on trauma-informed care, as well as increasing school staff to provide mental health support and facilitate peer support groups were strategies discussed by community stakeholders.

OBESITY

Community stakeholders discussed various actions the community could take to combat and prevent obesity among youth.

Action 1: Expand Project Grows and Community Gardens

Project GROWS is a non-profit farm located on 10 acres in Augusta County. Their mission is to improve the overall health of children and youth in the SAW area through community farming that includes hands-on experience, nutrition education, and access to healthy food. Project GROWS offers a summer program for youth to work in the community garden, provides education related to food, nutrition, and health, and partners with the Boys and Girls Club for a composting program.

Stakeholders discussed ways in which Project GROWS could expand further into the community. Some suggestions including partnering with the YMCAs to develop an afterschool program, as well as coordinate activities with the schools, such as establishing community gardens on school grounds or offering field trips to the farm for hands-on gardening and nutrition education. Similarly, several stakeholders opined that the community would benefit from more community gardens in general.

Action 2: Programming Around Healthy Choices and Healthy Cooking

Today's families more often have two parents working full-time hours. Juggling work schedules as well as children's afterschool commitments means that many families today eat "on-the-go." Stakeholders discussed the need for programming to educate families on healthy choices when eating outside the home, as well as healthy and quick cooking techniques to encourage families to eat together at home when they can.

Action 3: Promote Movement, i.e. Bike Lanes and Walking Paths, Fitness Trackers and Mobile Apps

Many stakeholders noted the need for individuals to increase movement throughout the day to combat obesity. Several strategies were suggested to help promote more movement among the population. One strategy included promoting more bike lanes and walking paths in the community. Another strategy centered on establishing programming for individuals where they can customize a fitness program to their individual needs and desired goals. This could incorporate technology to help individuals reach their goals such as fitness trackers or other mobile apps to encourage movement and healthy eating tips.

Collaborators to promote healthy living may include

Project GROWS,	Schools,
Alleghany Mountain Institute,	Pediatricians,
Health Department,	Doctors,
Augusta Health,	Dieticians,
VA Cooperative Extension,	Fitness experts,
YMCAs,	Health-food stores,
Boys and Girls Club,	Local chefs,
National and State Parks,	Faith-based organizations.

SUMMARY AND CONCLUSIONS

The youth problems identified through this Needs Assessment represent a broad spectrum of issues. Some issues have been identified previously and continue to be longstanding issues in the community such as underage drinking and teen pregnancy; while, other issues have more recently been identified as youth concerns such as social media use and obesity. None of the issues identified are glaring community-wide problems affecting the majority of the population. The lack of glaring community-wide problems represents the strength of this community as a stable and positive place for most youth. The top identified problems fit into one of two categories: 1) more general societal problems or 2) intense problems affecting smaller groups.

Underage drinking, Obesity, and Bullying represent broader societal issues.

- Underage drinking is a social norm and is seen as a rite of passage in this community.
- Obesity requires both environmental change as well as individual behavioral change.
- Bullying has become the prevalent and acceptable mode of political, professional, and sometimes personal discourse in society. It is only natural that this issue has infiltrated into the interpersonal dialogue of youth.

Truancy, Depression/Suicide, and Teen Pregnancy are serious issues that represent “smaller” problems affecting pockets of the population. These problems are complex and intense challenges for those impacted.

- Truancy: though the majority of students are not skipping school to the point of truancy for those youth who are truant their families generally have complex problems that require a complete set of wrap around services to ameliorate the situation.
- Teen pregnancy: the community at large may not see teenage mothers each time they step into a school; but for those teen mothers, their families, and their children this is a life-altering situation that generally has negative outcomes.
- Depression/Suicide: Depression is often a disease kept in the shadows that the community at large may not recognize. But for parents of a depressed child, the situation is often difficult. Unfortunately, the impact of depression on children is often going unnoticed until the situation has become much more complex, dangerous, and harder to ameliorate.

Several stakeholders expressed concern that there is no community-wide effort to embrace the challenges youth face. Indeed, it may be hard to formulate a community-wide effort around any of the issues identified. Because many of the top problems are

not glaringly obvious issues affecting large portions of this community it may be hard to bring a single concerted community effort against any one of the top identified problems.

Rather than rallying the community around a single issue, it is recommended that those individuals, organizations, government agencies, and other community sectors who are positioned to work on a specific identified problem join in addressing root causes, learning best practices, implementing evidenced-based programs, and joining resources that could address that specific problem.

Through the course of this work, and particularly during the stakeholder forum, parents, community members, stakeholders, and policy makers offered their perceptions of the problems facing youth in the SAW area, as well as potential solutions to these problems. Stakeholders demonstrated a high level of engagement and enthusiasm, indicating that the climate is ideal for identifying solutions and implementing strategies.

Stakeholders emphasized the importance of involving youth in decisions about their lives and what types of programs and services they would find most appealing for their needs; therefore, specific programming should include obtaining the opinions and perceptions of the youth who would participate prior to design.

Appendix: Key Informant Interview Guide

Key Informant Interview Guide

Greater Augusta Prevention Partners' Community Youth Needs Assessment

Name/Organization: _____

Phone Number: _____ Date/Time: _____

Introduction:

Hello, I'm calling from Analytic Insight. We are working with the GAPP Coalition and the Central Shenandoah Valley Office on Youth to conduct a community youth needs assessment. We have an appointment to speak. Is this still a convenient time?

I'm going to be recording our interview using a smart pen that links my notes to an audio recording. After the report is developed, I will destroy the recording part of our conversation. Is it OK with you if I record this conversation?

Your interview will be combined with other interviews. We will not use your name or position in our report. We report only what was said, not who said it.

- * I have here that you are the _____ (e.g. Director) of the _____ (Organization). How long have you been in this position?
- * What services or resources does your organization provide to youth in the community?

My first questions are going to be about youth at the high school level, and then we'll talk about the needs of middle, elementary and pre-school youth.

- * What do kids in high school typically do when they are not in school, after-school and on weekends?
- * What services and activities are available for them when they are not in school, after-school and on weekends?
- * Do you think the available out-of-school opportunities and activities are adequate? What else is needed?
- * What do you see as the biggest problem for high school kids in your community?
- * How big of a problem are the following issues? Please rate as not a problem, small problem or big problem:

Risk Factor	0-Not a Problem	1-Small Problem	2-Big Problem
* Availability of drugs			
* Availability of alcohol			
* Availability of tobacco or ESDs to underage students			
* Truancy			
* Students who drop-out			
* Unsafe school environment			
* Racism			
* Unsupervised time after school or on weekends			
* Lack of community support services			
* Non-English speaking homes			
* Sexual activity			
* Behavioral issues at school			
* Depression			
* Bullying			
* Peer pressure/influence			
* Dating violence			
* Unsafe neighborhoods			
* High incidence of criminal activity			
* Poverty			
* Child abuse/neglect			
* Domestic violence			
* Lack of adequate health care			
* Food insecurity			
* Housing insecurity			

- * What factors help reduce these risks?
- * What impact do the following factors have on reducing the risk to high school youth? Please rate as no impact, small impact or big impact.

Protective Factor	0-No Impact	1-Small Impact	2-Big Impact
* Stable home environment			
* Parental involvement			
* High parental expectations for academic success			
* High academic standards at school			
* Caring school support and opportunities for engagement			
* Available after school programs			
* Local policies or ordinances around alcohol and tobacco availability			

Protective Factor	0-No Impact	1-Small Impact	2-Big Impact
* Regular access to food			
* Presence of mentors and support to develop skills			

- * Are there any locations in the community that attract trouble or put kids at risk?
- * What characteristics about your community contribute to the problems you see with high schoolers?
- * What additional services or resources do you think are needed for high school age youth?

Next, I have a few questions about the needs of kids at the middle school level.

- * What do kids in middle school typically do when they are not in school, after-school and on weekends?
- * What services and activities are available for them when they are not in school, after-school and on weekends?
- * Do you think the available out-of-school opportunities and activities are adequate? What else is needed?
- * What do you see as the biggest problem for middle school kids in your community?
- * How big of a problem are the following issues? Please rate as not a problem, small problem or big problem:

Risk Factor	0-Not a Problem	1-Small Problem	2-Big Problem
* Availability of drugs			
* Availability of alcohol			
* Availability of tobacco or ESDs to underage students			
* Truancy			
* Students who drop-out			
* Unsafe school environment			
* Racism			
* Unsupervised time after school or on weekends			
* Lack of community support services			
* Non-English speaking homes			
* Sexual activity			
* Behavioral issues at school			

Risk Factor	0-Not a Problem	1-Small Problem	2-Big Problem
* Depression			
* Bullying			
* Peer pressure/influence			
* Dating violence			
* Unsafe neighborhoods			
* High incidence of criminal activity			
* Poverty			
* Child abuse/neglect			
* Domestic violence			
* Lack of adequate health care			
* Food insecurity			
* Housing insecurity			

- * What factors help reduce these risks?
- * What impact do the following factors have on reducing the risk to middle school youth? Please rate as no impact, small impact or big impact.

Protective Factor	0-No Impact	1-Small Impact	2-Big Impact
* Stable home environment			
* Parental involvement			
* High parental expectations for academic success			
* High academic standards at school			
* Caring school support and opportunities for engagement			
* Available after school programs			
* Local policies or ordinances around alcohol and tobacco availability			
* Regular access to food			
* Presence of mentors and support to develop skills			

- * Are there any locations in the community that attract trouble or put kids at risk?
- * What characteristics about your community contribute to the problems you see with middle schoolers?
- * What additional services or resources do you think are needed for middle school age youth?

My next questions focus on elementary school kids and their needs.

- * What do kids in elementary school typically do when they are not in school? Are “latch-key kids” a problem?
- * What do kids in elementary school typically do when they are not in school, after-school and on weekends?
- * What services and activities are available for them when they are not in school, after-school and on weekends?
- * Do you think the available out-of-school opportunities and activities are adequate? What else is needed?
- * What do you see as the biggest problem for elementary school kids in your community?
- * How big of a problem are the following issues? Please rate as not a problem, small problem or big problem:

Risk Factor	0-Not a Problem	1-Small Problem	2-Big Problem
* Availability of drugs			
* Availability of alcohol			
* Availability of tobacco or ESDs to underage students			
* Truancy			
* Students who drop-out			
* Unsafe school environment			
* Racism			
* Unsupervised time after school or on weekends			
* Lack of community support services			
* Non-English speaking homes			
* Sexual activity			
* Behavioral issues at school			
* Depression			
* Bullying			
* Peer pressure/influence			
* Dating violence			
* Unsafe neighborhoods			
* High incidence of criminal activity			
* Poverty			
* Child abuse/neglect			
* Domestic violence			
* Lack of adequate health care			
* Food insecurity			
* Housing insecurity			

APPENDIX: INTERCEPT INTERVIEW QUESTIONNAIRE



The Central Shenandoah Valley Office on Youth would like to hear about your experience raising a child in this community. Thank you for filling out this brief survey!

1. What ages are your children? (Check all that apply.)

- | | | | |
|----------------|---------|----------|----------|
| 0 to 12 months | 5 years | 10 years | 15 years |
| 1 year | 6 years | 11 years | 16 years |
| 2 years | 7 years | 12 years | 17 years |
| 3 years | 8 years | 13 years | 18 years |
| 4 years | 9 years | 14 years | |

2. Where do you live?

- City of Staunton City of Waynesboro Augusta County

3. How satisfied are you with the existing activities that are available in this community during after-school hours?

- Verysatisfied Somewhatsatisfied Not at all satisfied

4. What do you look for in an afterschool program? (Please check all that apply.)

- | | |
|-------------------------------|--|
| Fun for my child | To be safe after school |
| To build friendships | To not be alone after school To gain skills for school success |
| To be supervised after school | |
| To get help with homework | |

Other _____

5. Do children need to be supervised after school? For each age, is supervision necessary or preferred?

Ages:	Necessary	Preferred	Not Necessary
0-10			
11-15			
16-18			

6. As a parent/guardian, how big a problem are the following in your community?

	Not a Problem	A Small Problem	A Big Problem
Concerns about social media usage			
Availability of drugs, alcohol and tobacco			
Behavioral problems at school			
Bullying			
Dating violence			
Unsafe schools			
Lack of mentoring programs			
Lack of quality education			
Lack of preschool programs			
Youth depression			

THANK YOU FOR YOUR OPINIONS!

APPENDIX: PARENT PERCEPTION SURVEY INSTRUMENT

Family and Youth Community Needs Survey



Greetings,

The Central Shenandoah Valley Office on Youth and the Greater Augusta Prevention Partners Coalition would like to hear about your experience raising a child in your community. The Office on Youth works regionally to create a community where all youth thrive. GAPP works to reduce youth substance abuse in our community. Your completion of this survey will help local government and community organizations better serve youth.

If you have a child under the age of 18, please complete this survey for a chance to [win a \\$100 Visa gift card](#).

The raffle ticket with your contact information will be separated from your survey responses. All survey responses are anonymous.

Please take a few minutes to fill out this form and return it to us.

Sincerely,

Ginny Newman

Ginny Newman
Director - Office on Youth

ABOUT YOU AND YOUR FAMILY

Q1 How many children under the age of 18 do you have?

- One Two Three Four or more

Q2 What are the ages of your children? (Please check all that apply.)

- | | | | |
|---|----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> 0 to 12 months | <input type="checkbox"/> 5 years | <input type="checkbox"/> 10 years | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 6 years | <input type="checkbox"/> 11 years | <input type="checkbox"/> 16 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 7 years | <input type="checkbox"/> 12 years | <input type="checkbox"/> 17 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 8 years | <input type="checkbox"/> 13 years | <input type="checkbox"/> 18 years |
| <input type="checkbox"/> 4 years | <input type="checkbox"/> 9 years | <input type="checkbox"/> 14 years | |

Q3 What kind of school does your child (or children) attend? (Please check all that apply.)

- Public Private Home school

Q4 How satisfied are you with the existing activities that are available in your community during after-school hours?

- Very satisfied Somewhat satisfied Not at all satisfied

ABOUT YOUR CHILD

The questions in this section are asking about the services and opportunities available during after school hours and weekends. **If you have more than one child, please answer based on the child with the most recent birthday.**

Q5 What is the age of the child you will be answering about?

--	--

Q6 Is the child you will be answering about a boy or a girl?

 Boy

 Girl

 Other

Q7 Where does your child go after school?

	Every day	Most days	Some days	Never
a) Home to a parent or guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Child takes care of him/herself at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) To a friend's home with adult supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) To after school activities at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) To after school activities somewhere else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) To a child care center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) To a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ABOUT YOUR COMMUNITY

Q8 Do children need supervision after school? For each age, is supervision necessary or preferred?

	Necessary	Preferred	Not Necessary
Ages 0-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ages 11-15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ages 16-18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9 Do you agree or disagree with the following statements about the after-school activities available in your community?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) They are convenient to where I live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Transportation is hard to arrange.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) They are affordable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) They are well-supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My child likes to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) They offer learning opportunities for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) They often have waiting lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Registration for after-school activities is hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) They provide meaningful activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) They are a baby-sitting service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) After-school program information is hard to find.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 What do you look for in an after-school program? (Please check all that apply.)

<input type="checkbox"/> Fun for my child	<input type="checkbox"/> To get help with homework	<input type="checkbox"/> To gain school success skills
<input type="checkbox"/> To build friendships	<input type="checkbox"/> To be safe	<input type="checkbox"/> Other _____
<input type="checkbox"/> To be supervised	<input type="checkbox"/> To not be alone	

Q11 What after-school activities would you (or do you) enroll YOUR child in? (Check all that apply.)

<input type="checkbox"/> Organized sports	<input type="checkbox"/> Mentoring program	<input type="checkbox"/> Social skill and relationship building
<input type="checkbox"/> Karate or martial arts	<input type="checkbox"/> Volunteer opportunities	<input type="checkbox"/> Teen center or community meeting place
<input type="checkbox"/> Dance	<input type="checkbox"/> Alternative sports i.e. Frisbee or Golf	<input type="checkbox"/> Programs for children with disabilities
<input type="checkbox"/> Arts/Crafts	<input type="checkbox"/> Sports for less athletic students	<input type="checkbox"/> Other _____
<input type="checkbox"/> Music	<input type="checkbox"/> Social media/online skill building class	
<input type="checkbox"/> Tutoring or school help		

Q12 As a parent/guardian, how big of a problem are the following issues for youth in your community?

	Not a Problem	Small Problem	Big Problem
a) Concerns about social media usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Availability of drugs, alcohol and tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Skipping school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students who drop out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Behavioral problems at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Peer pressure/influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Dating violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Failing grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Unsafe schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Lack of mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Lack of quality education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Lack of preschool programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Lack of community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Obesity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 How big of a problem are the following social issues for your community?

	Not a Problem	Small Problem	Big Problem
a) Racism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teen pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Unsafe neighborhoods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Not having enough food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Affordable housing options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Access to healthcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ABOUT YOU

These next questions ask for some general information about the person completing the survey.

Q14 How long have you lived in your community?

- Less than one year
 1-5 years

- 6-10 years
 Longer than 10 years

Q15 Where do you live?

City of Waynesboro

City of Staunton

Augusta County

Q16 Are you:

Male

Female

Other

Q17 What race or ethnic group do you consider yourself? (Please check all that apply.)

American Indian

Hispanic

Asian

White

Black or African American

Other

Q18 How would you describe your relationship to the child you are answering the survey about?

Single parent

Grandparent or other relative

Part of a two parent household

Non-related guardian

Q19 What is your annual household income?

Less than \$20,000

\$50,000 to \$74,999

\$150,000 to \$199,999

\$20,000 to \$34,999

\$75,000 to \$99,999

Over \$200,000

\$35,000 to \$49,999

\$100,000 to \$149,999

Q20 What is your education?

Less than high school diploma

Associate degree

High school graduate or GED

Bachelor's degree

Some college

Graduate degree

Thank you for filling out this survey!
Please return the completed survey in the postage-paid envelope.
If you would like to enter the raffle for a \$100 Visa gift card, please complete
and enclose your raffle ticket!