

Fulton County, PA Communities That Care

2013 PAYS Analysis Report

September ~ 2014

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Executive Summary

This report describes the results of the risk and resources assessment completed as part of Fulton County's *Communities That Care* (CTC) effort. The *CTC* system is a way for members of a community to work together to promote positive youth development. The system was developed by Dr. David Hawkins and Dr. Richard Catalano. It is based on their research, which has identified risk factors that predict youth problem behaviors and protective factors that buffer children from risk and help them succeed in life.

A key goal of the CTC effort is to identify which risk factors, protective factors and problem behaviors are prevalent in a community, and implement tested and effective programs to address the community's unique profile. Over the past six years, Fulton County has used the PA Youth Survey (PAYS) as the primary source of data. The Risk- and Protective-Factor Assessment work group collected and analyzed the data from the Fulton County 2013 PAYS and identified the following as priorities for community planning:

Risk factors:

- *Parental Attitudes Favorable toward Antisocial Behavior (Family Domain)*
- *Academic Failure (School Domain)*
- *Laws and Norms Favorable to Drug Use (Community Domain)*

Protective factors:

- *Rewards for Prosocial Involvement. (School Domain)*
- *Opportunities for Prosocial Involvement (School Domain)*

Problem Behaviors:

- *Smokeless tobacco – Lifetime Use*
- *Texting and Driving, 12th graders*
- *Worry about Food 10th graders*
- *Suicide Ideation, 10th graders*
- *Parents as Source of ATOD, 6th and 8th graders*

The resources assessment was the next step in the *CTC* process. In August 2014, members of the Resources Assessment and Evaluation Work Group began working on the Strategic Plan. Work-group members created an inventory of current resources (programs) related to Fulton County's priority risk and protective factors. Next, work-group member's collected relevant information from each program listed in the inventory (see appendix C). The group determined whether each resource addresses one or more of Fulton County's priority risk or protective factors. The work group has committed to meeting on a quarterly basis to continue to update the resources available in the community. The group felt it was necessary to have ongoing evaluation to ensure the priorities of the county continue to be on the radar of the community Partners.

Introduction

Pennsylvania Youth Survey

Since 1989, the Commonwealth of Pennsylvania has conducted a biennial survey of youth in the 6th, 8th, 10th, and 12th grades to gather information about their knowledge, attitudes, and behaviors towards alcohol, tobacco, and other drug use.

The "Pennsylvania Youth Survey" or "PAYS" is conducted every other year, in the fall of odd-numbered years. Beginning with the 2013 administration, PAYS was offered at no charge to any school or district (public, private, charter, and parochial) courtesy of funding provided by the Pennsylvania Department of Education (PDE), the Pennsylvania Department of Drug and Alcohol Programs (DDAP), and the Pennsylvania Commission on Crime and Delinquency (PCCD).

Over the last several survey administrations, the PAYS has added additional questions about problem behaviors based on areas of interest to state and local leaders. These include questions around: illegal prescription drug use, gambling, depression/suicidal ideation, violence on school property, bullying (physical and online), Internet safety, gang involvement, and texting while driving.

Questions are asked across four domains (community, school, family and peer/individual) to help determine where the strengths of a community are that can be brought to bear to assist students. The questions also help determine where potential problems may exist outside of school that can have an impact on a student's readiness to learn when they arrive at their school each morning. This includes questions on having enough food, parental incarceration, military deployment of a family member, or loss of a close family member or friend.

PAYS is administered in the individual school buildings, using either paper/pencil or online tool at the school's discretion. The survey is voluntary – youth are able to skip any questions they do not wish to answer or to opt out of the survey entirely. Additionally, students are made aware that their responses will remain anonymous and confidential. No individual student-level data can be obtained from the data set, and the results are reported in aggregate at the local, county, and state levels.

PAYS is a primary tool in Pennsylvania's prevention approach of using data to drive decision making. By looking not just at rates of problem behaviors but also at the root causes of those behaviors, PAYS allows schools and communities to address root causes (such as a lack of commitment to school) rather than only looking at the symptoms after the fact (like poor grades). This approach has been repeatedly shown in national research studies to be the most effective in helping youth develop into healthy, productive members of their society.

The 2013 PAYS was administered to 200,622 youth in grades 6, 8, 10 and 12 during the fall of 2013. Community-level summary reports were issued to more than 400 school districts and counties. There were 891 schools that chose to participate in the 2013 PAYS. An attempt was made to survey all eligible Pennsylvania students, resulting in 200,622 valid participants in grades 6, 8, 10, and 12 (a participation rate of 70.3%), represented evenly across the state.

In 2013, Fulton County had 2 districts participated with a total of 496 eligible enrolled students and 357 students taking the survey for a completion percentage of 72.0%.

Fulton County’s Respondents over the years:

	County 2009		County 2011		County 2013		State 2013	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Survey Respondents	255	100.0	485	100.0	357	100.0	200,622	100.0
By Grade								
6	52	20.4	138	28.5	85	23.8	48,034	23.9
8	111	43.5	127	26.2	99	27.7	57,088	28.5
10	50	19.6	106	21.9	89	24.9	52,042	25.9
12	42	16.5	114	23.5	84	23.5	43,458	21.7
By Gender								
Male	123	48.2	258	53.2	171	48.2	100,045	50.1
Female	132	51.8	227	46.8	184	51.8	99,487	49.9

The Fulton County Communities That Care effort

In January of 2010, Fulton County began implementing the Communities That Care (CTC) prevention-planning system as part of a statewide initiative from Pennsylvania Commission on Crime and Delinquency (PCCD). Developed by Dr. David Hawkins and Dr. Richard Catalano of the Social Development Research Group in Seattle, Washington, CTC is a proven approach to preventing youth violence, delinquency and drug use, and promoting positive youth development and strong families. The strength of the CTC model lies in its foundation in decades of research on the underlying causes of youth crime. This research has identified a number of specific risk factors that are associated with youth problem behaviors.

CTC utilizes a comprehensive process that brings members of the community together to evaluate community-wide data, identify and prioritize risk factors, and implement evidence-based (i.e. proven-effective) programs aimed at reducing risk factors and ultimately improving youth outcomes. The benefits of the CTC model for community prevention planning include:

- Greater community collaboration and ownership of prevention activities
- More strategic allocation of scarce prevention resources
- Increased focus on quality of program delivery, and on outcomes and accountability
- Reduced duplication and fragmentation of resources and services
- Reduced interagency competition
- Improve sustainability of programs and strategies

Fulton County is implementing the CTC process to achieve the community’s desire that all young people in Fulton grow up supported and nurtured by their families, schools and

community, and become healthy adults who contribute positively to society. A key goal of the CTC effort is to identify which risk factors, protective factors and problem behaviors are prevalent in a community, and implement tested and effective programs to address the community's unique profile.

This report describes the results of the risk- and protective-factor assessment completed as part of Fulton County Communities That Care (CTC) effort. The Risk- and Protective-Factor Assessment work group as well as the Resource Assessment and evaluation work groups has collected data on risk factors, protective factors and problem behaviors in Fulton County and identified youth development and prevention resources that address the specific areas of concern and/or priority. With input from the community, the work groups have identified our community's strengths, the priority risk and protective factors to address in the prevention plan, and long-term goals that will help keep attention on programmatic planning for the youth of Fulton County.

Fulton County Risk and Protective Findings

The Risk- and Protective- Factor Assessment work group analyzed the data to identify which risk factors were most elevated and which protective factors were most depressed in Fulton County. Not only did the work group compare risk and protective factors to state averages, but they also took other factors into consideration such as impressions, comparisons, consistencies, clusters, political/economic situations, and the ability to influence. Upward trends in risk factors over the three survey collection cycles were also used as possible indicators in selecting priorities. An analysis was conducted, paying attention to trends over the four cycles of data, to determine significance increase/decrease and overall rankings not only within Fulton County but also comparative analysis with statewide averages.

The assessment was completed using the Pennsylvania Youth Survey, and archival data and other existing validating data for a listing of all current sources please see appendix C. The Pennsylvania Youth Survey has been administered in Fulton County since 2007 to students in grades 6, 8, 10 and 12. The 2013 Report includes survey results from 2009, 2011 & 2013.

First and foremost the data revealed Fulton County strengths. Fulton County's Youth Total Risk has declined 24% from 2009-2013. Out of 20 Risk Factors, 13 (or 65%) are declining over time. Fulton County Students reported higher levels of the following protective factors when compared to the state of Pennsylvania:

- Community Opportunity for Pro-social Involvement (74.4%), Community Domain
- Family Attachment (64.2%), and Family Domain
- Family Opportunities for Prosocial Involvement (60.2%), Family Domain

These are important areas of strength on which to build to help protect our communities' youth from the risk of problem behaviors. (See Appendix D for definitions of these protective factors.)

Based on the analysis of the data and input from the community, the following Risk Factors were identified as elevated areas of concern and merit community attention: (Graphs and Data follow)

- Parental Attitudes Favorable to Anti-Social Behaviors (46%), Family Domain
- Academic Failure (41%), School Domain
- Laws and Norms favorable to Drug Use (50%), Community Domain

It should be noted that the highest overall risk factor revealed was *Perceived Availability of Handguns* (58% at risk). This identified risk factor has had a steady decline of +/- 7% from 2009-2013, however; the risk factor is currently 29% higher than the overall state percent of 20%. In the past the committee has speculated that the high rates are relational to the rich culture of hunting, outdoor sporting and gun ownership in the county.

The following Protective Factors were also identified as concerns and merit community attention:

- Opportunities for Prosocial Involvement (School Domain)
- Rewards for Prosocial Involvement (School Domain)

3 out of the 5 domain concerns fell within the school domain. This is a shift from previous assessments where the school domain was considerably stronger.

Finally, the following were identified as elevated "Problem Behaviors" needing attention:

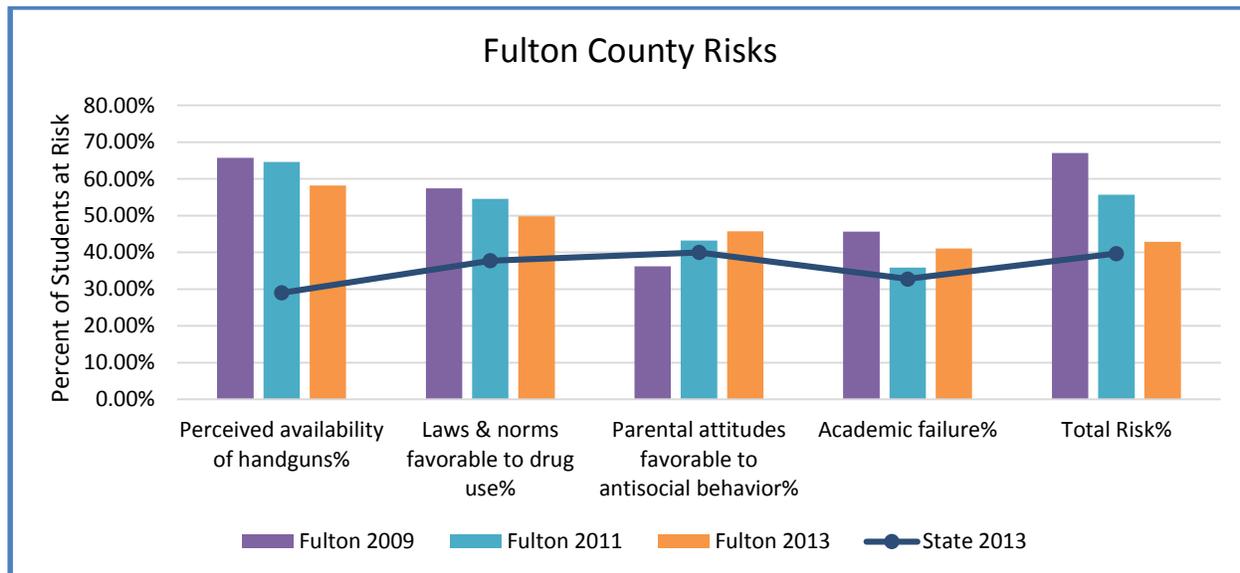
- Smokeless tobacco – Lifetime Use
- Texting and Driving, 12th graders
- Worry about Food 10th graders
- Suicide Ideation, 10th graders
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The Risk and Protective Factor Framework

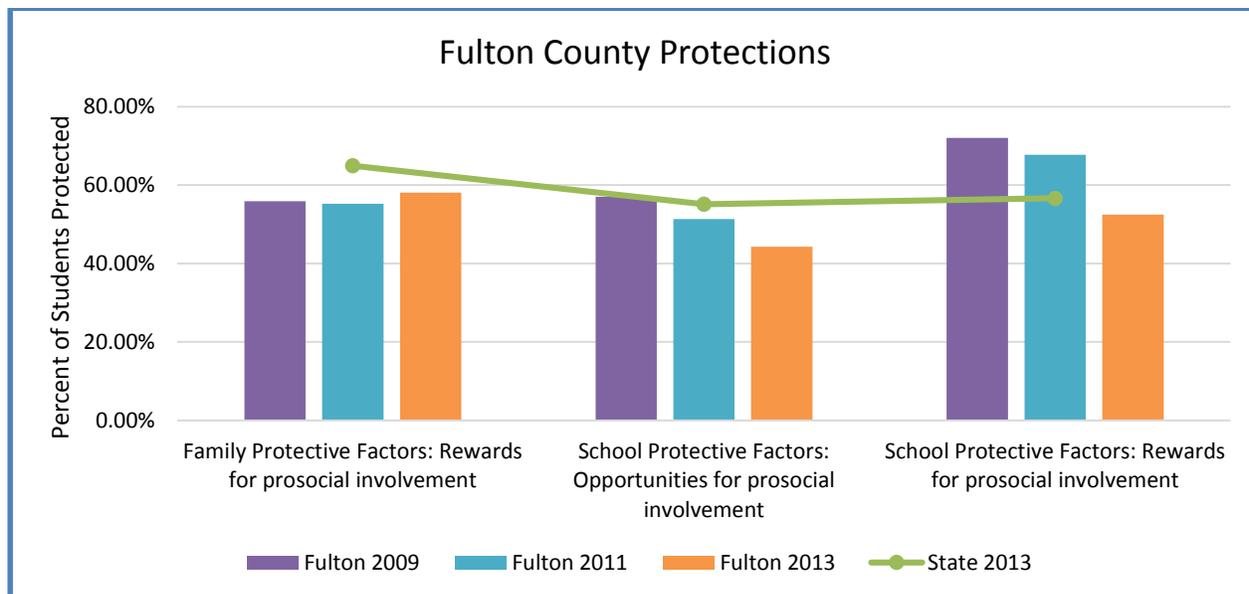
Pennsylvania has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behaviors. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by Drs. Hawkins and Catalano include bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Risk and Protection Factors at a glance:



TOTAL RISK" IS DEFINED AS THE PERCENTAGE OF STUDENTS WHO HAVE MORE THAN A SPECIFIED NUMBER OF RISK FACTORS OPERATING IN THEIR LIVES. (6TH AND 8TH GRADES: 5 OR MORE RISK FACTORS, 10TH AND 12TH GRADES: 7 OR MORE RISK FACTORS.)

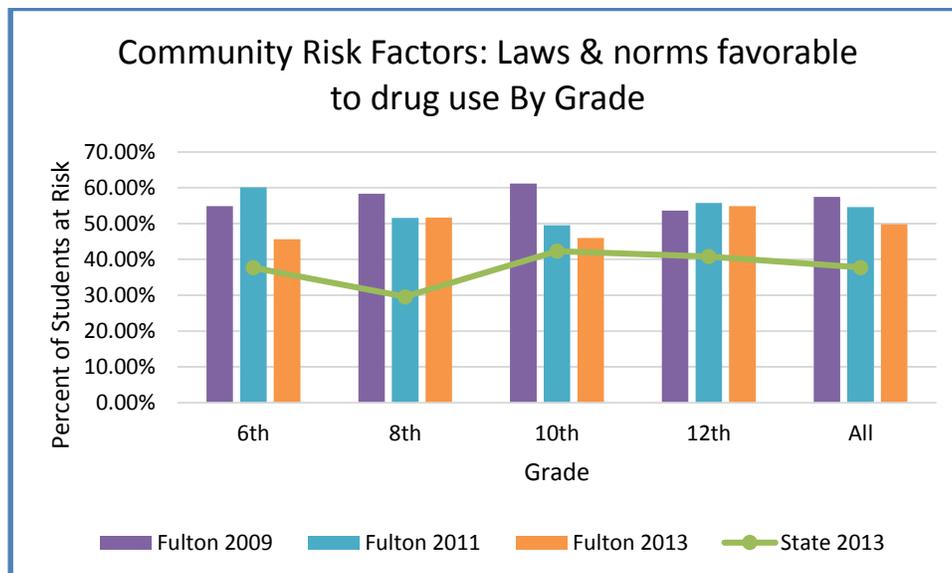


"TOTAL PROTECTION" IS DEFINED AS THE PERCENTAGE OF STUDENTS WHO HAVE MORE THAN A SPECIFIED NUMBER OF PROTECTIVE FACTORS OPERATING IN THEIR LIVES. (6TH, 8TH, 10TH, AND 12TH GRADES: 3 OR MORE PROTECTIVE FACTORS.)

Risk and Protective Factors Detailed

Risk Factors

Laws and Norms Favorable Toward Drug Use



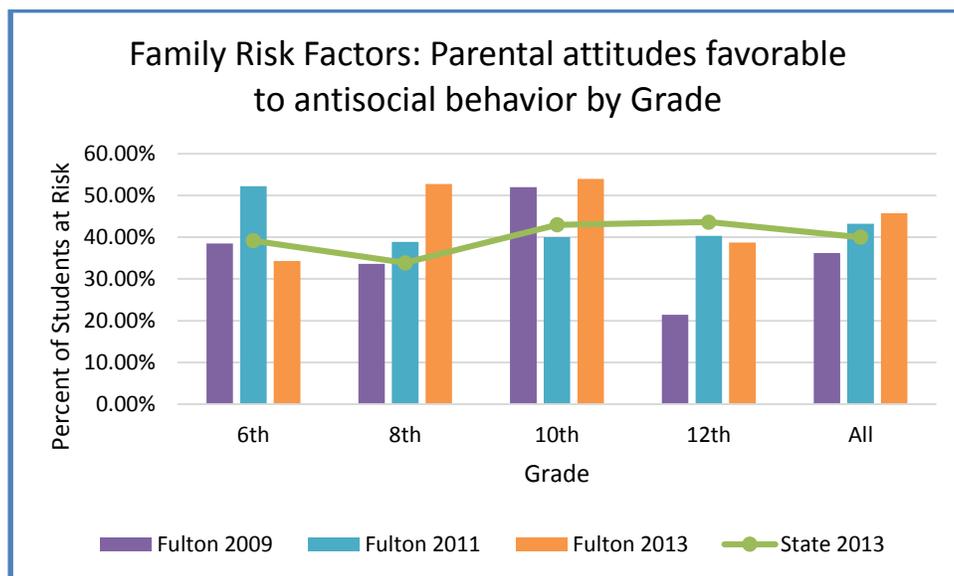
Definition: Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.

Questions:

1. If a kid drank some beer, wine, or hard liquor (for example: vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?
2. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?
3. How wrong would most adults (over 21) in your neighborhood think it was for kids your age: To drink alcohol?
4. How wrong would most adults (over 21) in your neighborhood think it was for kids your age: To smoke cigarettes?
5. How wrong would most adults (over 21) in your neighborhood think it was for kids your age: To use marijuana?

Analysis: Despite a 7% decrease over time (2009-2013), Fulton County is currently 12% higher than the state average. That means over 174 children who took the survey, based on their responses, are at risk for increased use of drugs.

Parental Attitudes Favorable Toward Antisocial Behavior



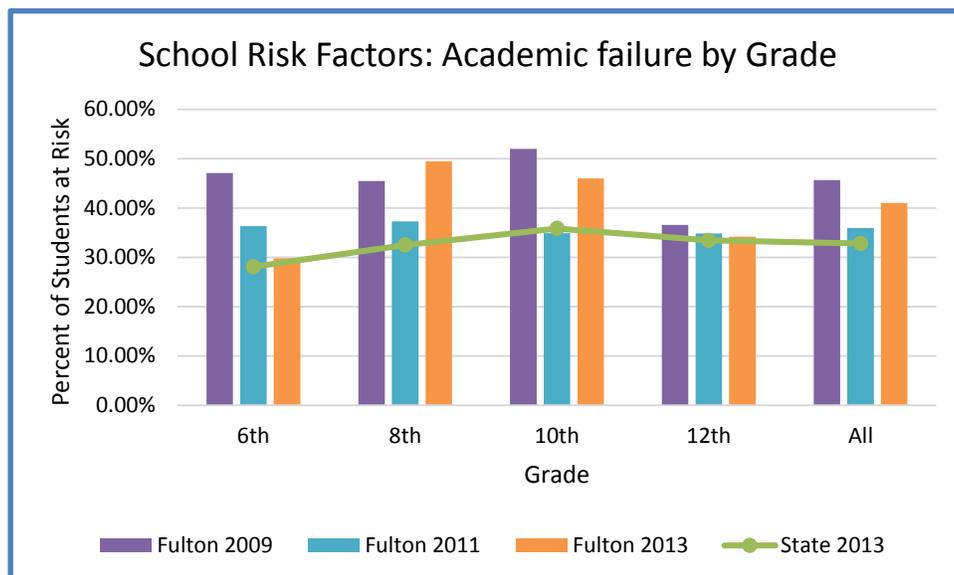
Definition: Students’ perceptions of their parents’ opinions about antisocial behavior is also important risk factor. Parental attitudes and behavior regarding crime and violence influence the attitudes and behavior of children. If parents approve of, or excuse their children for breaking the law, then the children are more likely to develop problem behaviors with juvenile delinquency.

Questions:

1. How wrong do your parents feel it would be for you to: Pick a fight with someone?
2. How wrong do your parents feel it would be for you to: Steal anything worth more than \$5?
3. How wrong do your parents feel it would be for you to: Draw graffiti, or write things or draw pictures on buildings or other property (without the owner’s permission)?

Analysis: This is one of the few risk factors that has increased between the years 2009 and 2013. More than 9%. With 46% of the students reporting an increased risk, that translates to over 164 children in Fulton County at risk of increased delinquent behaviors in the future.

Academic Failure



Definition: Beginning in the late elementary (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

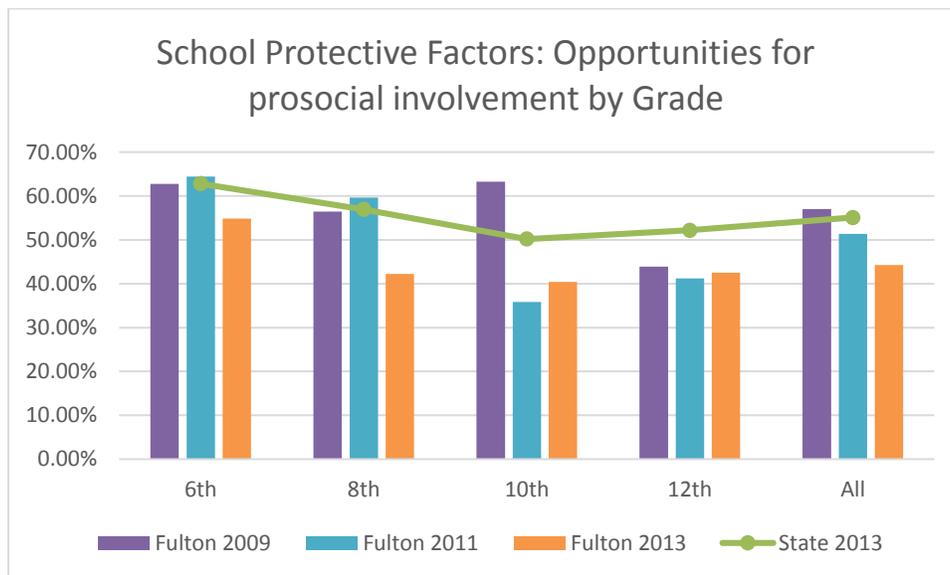
Questions:

1. Putting them all together, what were your grades like last year?
2. Are your school grades better than the grades of most students in your class?

Analysis: Although this is a risk factor that has declined over time, at only a 4% decrease since 2009, Fulton County is still 8.2% higher than the state average. That means 41%, or over 146 kids surveyed are at risk for increased problem behaviors such as drug abuse and delinquency.

Protective Factors

School Opportunities for Prosocial Involvement



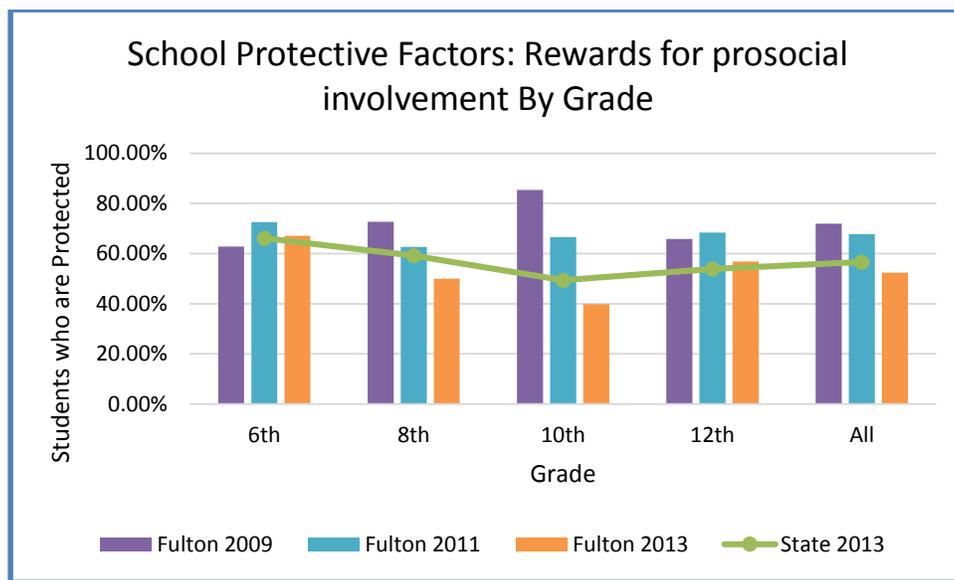
Definition: When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.

Questions:

1. Teachers ask me to work on special classroom projects.
2. There are lots of chances for students in my school to talk one-on-one with a teacher.
3. I have lots of chances to be part of class discussions or activities.
4. In my school, students have lots of chances to help decide things like class activities and rules.
5. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

Analysis: A steady decline of over 12% since 2009, puts this protective factor on the radar. Additionally, from the 357 children surveyed, Fulton County is over 10% lower in protection than the state average for opportunities for prosocial involvement in the school setting.

School Rewards for Prosocial Involvement



Definition: When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.

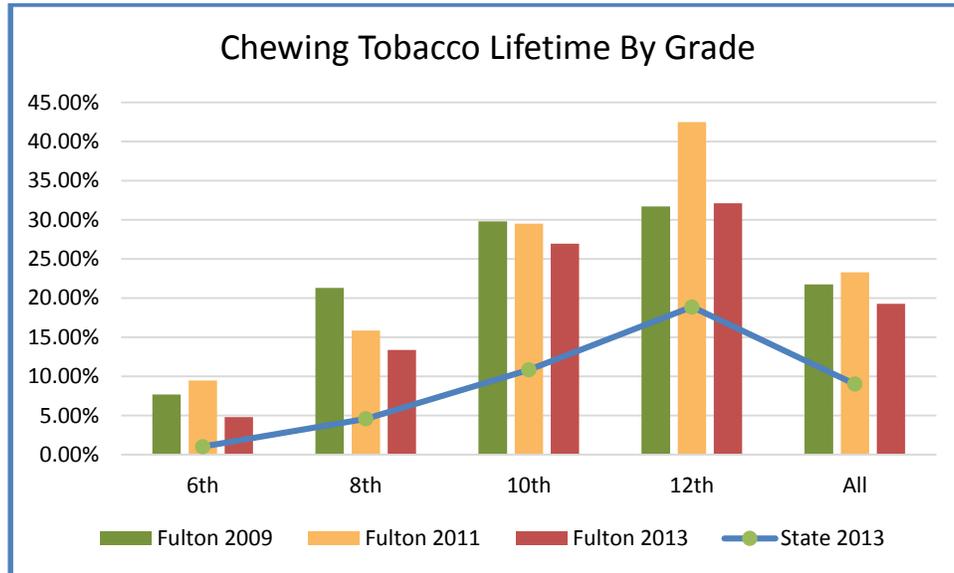
Questions:

1. My teacher(s) notices when I am doing a good job and lets me know about it.
2. I feel safe at my school.
3. The school lets my parents know when I have done something well.
4. My teachers praise me when I work hard in school.

Analysis: Even though Fulton County is currently only 4% lower than the state average, a significant decrease of over 19% from 2009 makes this area of protection a priority for our community. In the past, this was the highest area of protection for Fulton County.

Problem Behaviors Detailed

Gateway drugs – chewing tobacco, lifetime use



GATEWAY DRUGS – Smokeless Tobacco

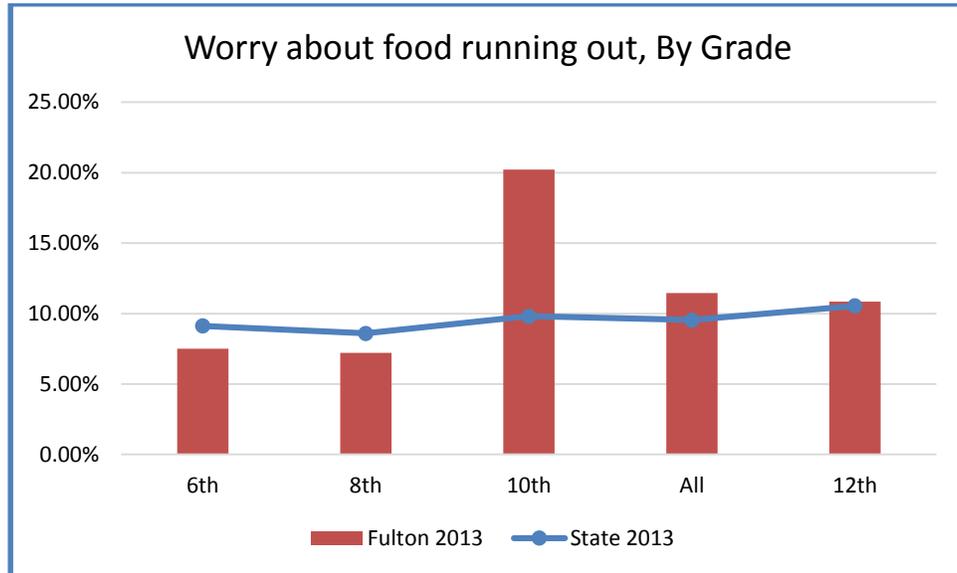
This section covers alcohol, tobacco, marijuana, and inhalants, the drugs most commonly used by youth. These drugs are often the first substances abused, leading to the term “gateway drugs.”

Because these drugs generally enjoy more social acceptability, their use may normalize the larger idea of drug use as acceptable. Another potential risk is their use may “prime” the brain for addiction to other substances.

Tobacco including cigarettes and smokeless tobacco was the second most commonly used drug among adolescents. National smoking rates, however, have declined substantially in recent years.

Fulton County Specifics: In 2013, our 12th graders were over 13% higher than the state average and our 10th graders were over 16% higher. In previous years our students were as much as 19% higher than the state average in the use of smokeless tobacco, lifetime use. The good news is Fulton County’s Smokeless Tobacco past 30 day use is in a steady decline with the largest margin of decline in the 12th grade from 2011-2013 (12% decrease in use). Overall, past 30 day use is less than 5% higher than state average for 2013.

Other stressful events – worry about food



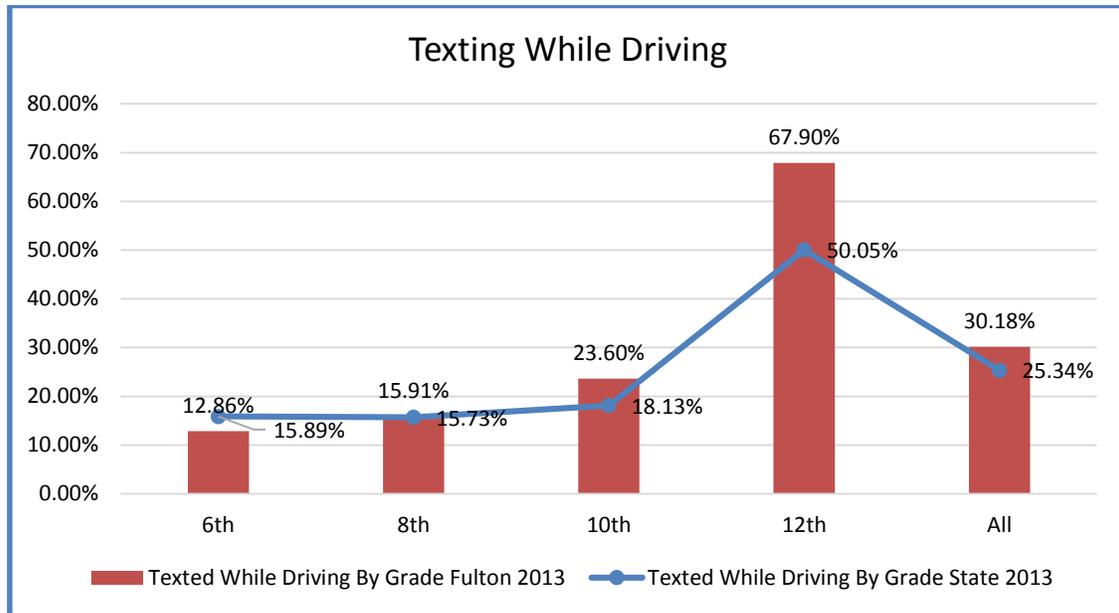
TRAUMA AND GRIEF, TRANSITIONS, AND OTHER STRESSFUL EVENTS – Worry that food at home would run out before your family got money to buy more.

Death of friends or family members, personal injury, moving homes, and worrying about food are stressful events that can negatively affect a student’s life.

Overall, the most commonly reported traumatic event was death of friend/family (reported by 45.2% of students in this county), compared to a state rate of 41.2%. 11.7% of students in this county reported changing homes once or twice within the past year, and 1.5% of students reported having changed homes five or more times in the past three years. This county saw 11.5% of students worrying they would run out of food at home due to money issues (compared to a state rate of 9.5%), and 7.0% of students having to skip a meal.

Fulton County Specifics: Fulton County’s 10th graders were over 10% higher than state average for children worrying about running out of food in the house before the family got more money to buy more. Based on the 89 10th graders that responded to the survey, 18 of those children are worried about food shortages.

Texting while Driving



TEXTING AND DRIVING

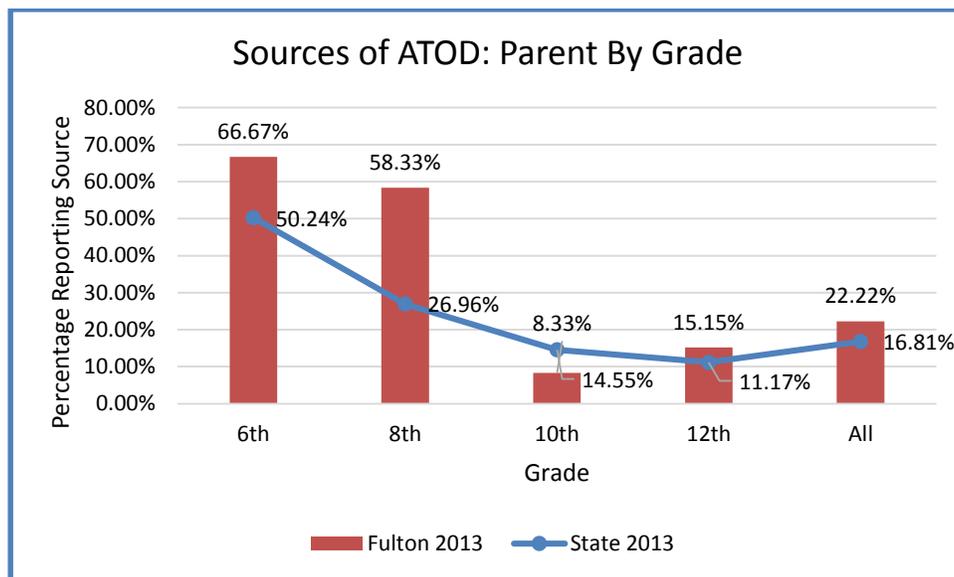
Most teens own a cell phone, and teens age 14-17 send about 100 texts every single day. Today’s multi-tasking teens can be found texting in combination with all sorts of other tasks, even driving.

Driving is an attentionally intensive activity, especially for inexperienced teen drivers. Distraction-affected crashes cause of an estimated 3,000 deaths per year. Distracted driving has three pillars: visual (eyes-off-of-the-wheel), manual (hands-off-of-the-wheel) and cognitive (taking your mind off of driving). The texting driver of a moving vehicle fits all three criteria.

Young drivers 18 to 20 have the highest incidence of self-reported crash or near-crash experiences compared to all other age groups and the highest incidence of phone involvement at the time of the crash or near-crash.

Fulton County Specifics: Rates of texting while driving in this county were highest for twelfth graders (67.9%). That is over 17% higher than the state average for 12th graders. Out of 84 total 12th graders surveyed, that is 56 youth who admit to texting while driving. 70.6% of students had been a passenger in a moving vehicle where the driver was texting.

Sources of Alcohol, Tobacco and Other Drugs



ACCESS AND WILLINGNESS TO USE – Sources of Substances

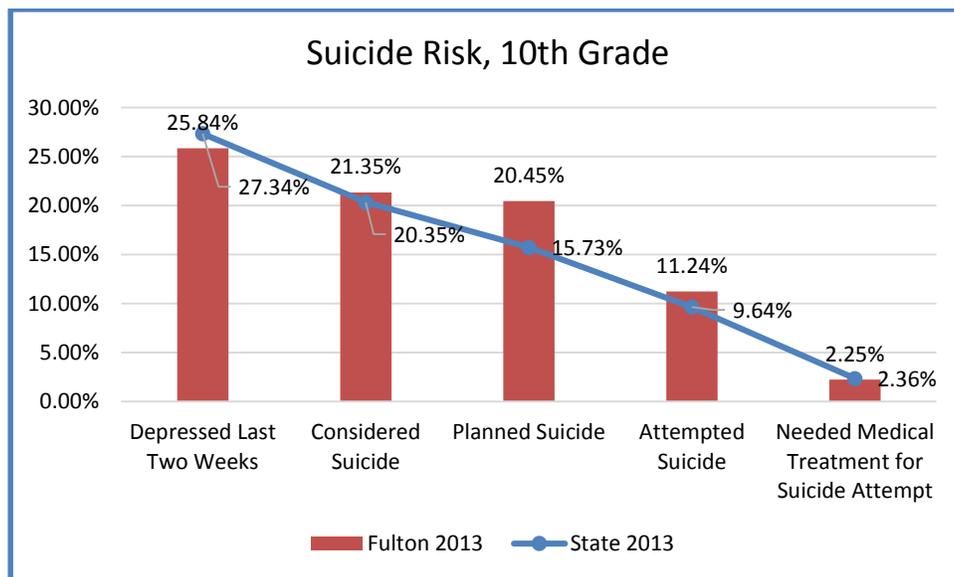
Along with perceptions of substance use risk and level of substance abuse disapproval, student willingness to try or use Alcohol, Tobacco or Other Drugs (ATODs) is one of the attitudes that facilitates drug use.

Questions about how and where ATODs were obtained help suggest new approaches for preventing substance use.

Sources of substances may include sources such as a *parent, brother or sister, friend, or other person*, as well as methods such as *bought or stole it, and took from home*. Willingness to use is purely a measure of a student’s openness to a substance (the survey explicitly states *these are not questions about current or past use of these drugs*).

Fulton County Specifics: A remarkable 66% of 6th graders surveyed in this county reported their parents as the source of ATODs. That is over 16% higher than state average. The 8th graders surveyed in this county are over 31% higher than the state average. That means that 57 kids in the 8th grade out of 99 surveyed say they got their ATODs from their parents.

Depression and suicide risk



DEPRESSION AND SUICIDE RISK – Suicide Risk

A number of scientific studies have identified a link between mental health problems, such as depression, and the use of ATODs during adolescence.

Depression is the number one risk factor for suicide by teens, a risk amplified in teens self-medicating with ATODs. In 2007, suicide was the third leading cause of death for young people ages 15 to 24.

PAYS includes four questions that ask students about feelings—sadness, hopelessness, and worthlessness— that can be symptoms of depression. PAYS also asks four questions specific to suicide, measuring depressed behavior, suicidal intention, actual suicide attempts, and the seriousness of those attempts (by asking about resulting medical intervention).

Overall, the most commonly reported depressed thought was “at times I think I am no good at all,” reported by 29.9% of students in this county. 28.8% of students actually felt depressed or sad MOST days. Overall, 13.8% of students in this county had seriously considered attempting suicide, a rate lower than the state (15.6%).

Fulton County Specifics: Of the 89 10th graders surveyed over 21% of them reported considering suicide, over 20% reported having a plan and 11% who reported attempting suicide. That is between 9 and 18 kids who are at serious risk for suicide. Of all the students surveyed (357 students), there were 46 kids who considered suicide, 42 who had a plan and 21 who reported attempting suicide in the past year.

Fulton County Resource Findings

Work-group members created an inventory of current resources (programs) related to Fulton County’s priority risk and protective factors. Next, work-group members collected relevant information from each program listed in the inventory. The group determined whether each resource addresses one or more of Fulton County’s priority risk or protective factors. Additionally, the work-group members identified each resource’s goals and strategies, target population, history and method of evaluation, evidence of effectiveness, and any gaps in, issues with, or barriers to service.

Members of the Resources Assessment and Evaluation Work Group analyzed the resource information to identify Fulton County’s tested and effective youth-development and prevention resources, as well as resource gaps and areas for improvement. The following criteria were used to identify effective resources:

- An effective resource should address research-based priority risk factors.
- An effective resource should enhance research-based priority protective factors.
- An effective resource should intervene at a developmentally appropriate age.
- An effective resource should have demonstrated effectiveness in a high-quality evaluation.

The following information outlines the most recent list of programs in Fulton County from Evidenced-Based to Good Work. You will notice that the Resource work group noted which programs target which risk factors as well as the Domain areas each program addresses.

Prevention Programs

<u>Evidenced-Based Programs</u>	Laws & Norms favorable to Drug Use	Parental Attitudes Favorable to Anti-Social Behavior	Academic Failure	Targeted Domain(s)
1. Children In Between - Court mandated in Franklin & Fulton for all parents filing for divorce. Focuses on helping parents understand and prioritize children’s needs during the changes in family dynamics caused by divorce	X	X		Individual
2. Nurturing Parenting - Addresses concerns of child abuse and neglect and improves parenting skills at various levels: from primary prevention through secondary and to tertiary treatment level. The flexible design allows the services to be tailored to individual family’s needs.		X		Family
3. Olweus Bullying Prevention Program - Designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include: reducing existing bullying problems among students, preventing new bullying problems, achieving better peer relations at school.			X	Family School Individual Community

<u>Evidenced-Based Programs continued</u>	Laws & Norms favorable to Drug Use	Parental Attitudes Favorable to Anti-Social	Academic Failure	Targeted Domain(s)
4. Parents As Teachers - In-home parent education offered county wide by FCCF to parents pregnancy to age 5		X		Family
5. PATHS – School-based program designed to enhance areas of social-emotional development.	X	X	X	School Individual
6. Too Good For Drugs – School-based prevention program for K-12 builds on students’ resiliency by teaching them how to be socially competent and autonomous problem solvers.	X		X	School Individual
<u>Promising Practices Programs</u>				
1. Camp Cadet	X		X	Individual
2. Family Group Decision Making - <i>PA Promising Practices Initiative</i> Strengths-based family practice that utilizes family & friends to create a family plan to help overcome obstacles.		X		Family
3. Head Start - Bedford Fulton Head Start Focus on parent education, child development and improving the economic circumstances of families.		X		Family
4. Independent Living Classes - Funded by Children Services; delivered by FCCF to youth aging out of foster care and juvenile justice systems.			X	Individual
5. Interrupted Classes – Interrupt the negative behaviors of ATOD use. Middle and High school youth.	X			Individual
6. Student Assistance Program provides leadership for developing a safe and drug-free environment and mental health wellness in schools and communities.	X			Individual
7. Head Start a comprehensive program available to low income families and children with disabilities 2 years before they are eligible for school.	X			Family

<u>Promising Practices Programs continued</u>	Laws & Norms favorable to Drug Use	Parental Attitudes Favorable to Anti-Social Behavior	Academic Failure	Targeted Domain(s)
8. Independent Living: “Transitioning Youth to Self-Sufficiency”. Services include individual needs assessment and educational topics designed to help youth prepare for the challenges of adulthood.			X	Individual
9. Family Development Credentialing: Participants learn and practice strength-based family support while enhancing their skills in helping families develop goals of self-reliance.	X			Family
10. Family Group Decision Making: A strengths-based family practice that utilizes family, friends, social services and government agencies to create and implement a family plan to help families overcome obstacles they are experiencing.	X			Family
11.24/7 Dad Curriculum focuses on fathering characteristics – like masculinity, discipline, and work-family balance - and helps men evaluate their parenting skills.	X			Family
12. Parents That Host - Focused on raising the awareness of the consequences of hosting teen parties: changes community norms	X			Community
13. Student Assistance Program - Supports and referrals to students in need for behavior or academic reasons		X	X	Individual School
14. Truancy Intervention Program (TIP) Using <i>Check and Connect Model</i> Collaboration of schools, District Courts and Children Services delivered by FCFP.		X	X	Family Individual School
15. COPE - Community Outreach Prevention Education: To support and preserve the family unit as a foundation for the success of healthy children.		X		Family
<u>Good Work Programs</u>				
2. Drug Take-Back Events	X			Community
3. Fatherhood Initiative - Monthly fun family activities to promote positive male involvement in family		X		Family
4. Health Fairs – School and community events	X			School Individual
5. Kick Off Your Healthy Summer Annual event open to all Fulton County families and community members to foster relationships with local resources & providers.	X	X		Family Community
7. Learn to be Healthy – Web-based prevention program encouraging healthy lifestyles.			X	Individual School

Conclusion and Recommendations

Fulton County's strengths

Of the ten protective factor scales, the highest scores in the overall sample of students in this county were reported for Community Opportunity for Prosocial Involvement (74.4% with protection), Family Attachment (64.2% with protection) and Family Opportunities for Prosocial Involvement (60.2% with protection).

The three lowest overall risk scale scores were Interaction with Antisocial Peers (19.6% at risk), Friend's Use of Drugs (27.3% at risk), and Rewards for Antisocial Behavior (29.1% at risk).

Fulton County's overall risk is declining, and areas that were a community priority in 2009 and 2011 have seen declines. For instance, use of inhalants, past 30 day use for 6th graders has dropped from 9.6% to 1.2% (2001-2013) and smokeless tobacco, all students from 12.9% to 9.0%.

Next steps

The next step in the *Communities That Care* process is to create a Community Action/Strategic Plan. This report offers the following recommendations for Fulton County's Community Action/Strategic Plan:

- Enhance the collaboration and communication between existing programs, especially those that target our priority risk & protective factors.
- Where possible, assist existing programs in finding opportunities to evaluate their effectiveness.
- Once a program has been evaluated, review ways to address gaps, barriers, and issues that limit the number of youth who benefit from those programs.

The resource work group has committed themselves to meeting on a quarterly basis to continually evaluate programs in this county. There is a need to keep our concerns on the radar and strive to make sure our youth are getting the most appropriate programming to meet their needs. The Action/Strategic Plan will be a document that can adjust as new programs are introduced and previous programs have had further evaluation and analysis.

Appendix A

Communities That Care- Risk and problem behavior relationships

Risk Factors	Adolescent Problem Behaviors					
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Community						
Availability of drugs	*				*	
Availability of firearms		*			*	
Community laws and norms favorable toward drug use, firearms and crime	*	*			*	
Media portrayals of violence					*	
Transitions and mobility	*	*		*		*
Low neighborhood attachment and community disorganization	*	*			*	
Extreme economic deprivation	*	*	*	*	*	
Family						
Family history of the problem behavior	*	*	*	*	*	*
Family management problems	*	*	*	*	*	*
Family conflict	*	*	*	*	*	*
Favorable parental attitudes and involvement in the problem behavior	*	*			*	
School						
Academic failure beginning in late elementary school	*	*	*	*	*	*
Lack of commitment to school	*	*	*	*	*	
Peer and Individual						
Early and persistent antisocial behavior	*	*	*	*	*	*
Rebelliousness	*	*		*		
Friends who engage in the problem behavior	*	*	*	*	*	
Favorable attitudes toward the problem behavior	*	*	*	*		
Early initiation of the problem behavior	*	*	*	*	*	
Constitutional factors	*	*			*	*

Appendix B Social Development Strategy

Building Protection: The Social Development Strategy

