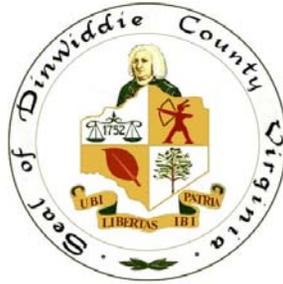


# Dinwiddie County



## Youth Prevention Needs Assessment 2010

*Conducted  
by:*

**Dinwiddie County Public Schools  
Post Office Box 7  
14016 Boydton Plank Road  
Dinwiddie, Virginia 23841  
(804)469-4190**

**Department of Comprehensive Services  
14101 Boydton Plank Road  
Dinwiddie, Virginia 23841  
(804) 469-5391**

*Funded  
by:*

A grant from the Governor's Office of Substance Abuse Prevention with the Governor's portion of funds from the United States Safe and Drug-Free Schools and Communities Act of 2001, Title IV, Part A of the No Child Left Behind Act of 2001. The Catalog of Federal Domestic Assistance number is 84-186.

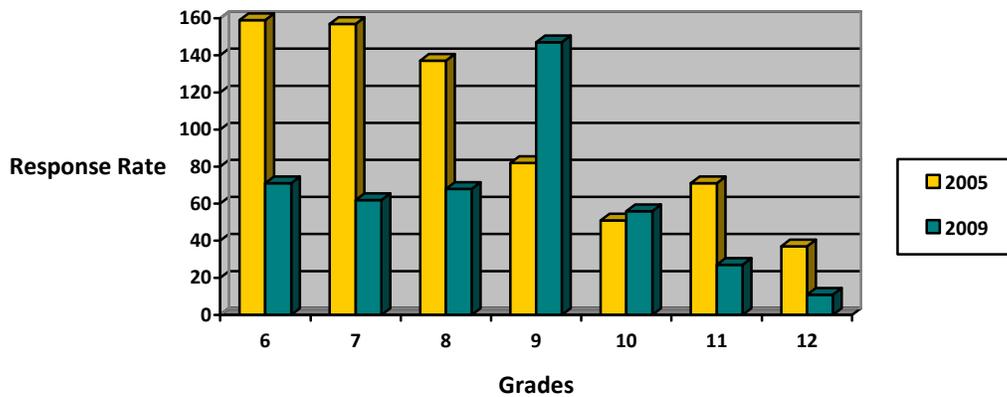
June 2010

## *Executive Summary*

A Community Prevention Needs Assessment was conducted in Dinwiddie County. This project was funded with a grant from GOSAP, the Governor’s office on Safety and Alcohol Prevention and focused on issues facing youth and what can be done to address these issues. Information was collected through various means to include a youth survey, community forum, focus groups and key informant interviews. Social indicator data was also collected along with a thorough review of relevant literature.

In 2005 the California Healthy Kids Survey was administered to Dinwiddie County youth in grades 6 through 11. Eleven twelfth graders participated in the survey, however, due to the small number of participants, their reported data could not be used. By using the same survey in 2009 Dinwiddie County would be able to compare results and determine changes in behavior/attitudes of youth. This analysis would help determine if programs were positively impacting students in our schools and the community. However, due to low response rates in 2009, the comparison cannot be used as a valid indicator of change in behavior or attitude.

**California Healthy Kids Survey Comparison**



<b>Grades</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>2005</b>	159	157	137	82	51	71	37
<b>2009</b>	71	62	68	138	56	27	11

According to the students’ own report, the use of alcohol, tobacco and other drugs is prevalent among Dinwiddie students. Students in grade 6 through 9 reported increased offerings of drugs at school while students in grade 10 and 11 expressed a decrease. All

grades report lower rates of lifetime cigarette smoking and the use of tobacco products in general. However, the 8<sup>th</sup> graders again report much higher rates of usage in the past 30 days.

The national average for obesity for ages 2-19 in 2008 was reported to be 12% by the Journal of American Medical Association, January 20<sup>th</sup>, 2010. Seventy percent of students surveyed reported being physically active this year and the same percentage reported concerns with losing weight or maintaining their current weight. This leads us to perceive that students are aware of body image and are concerned about obesity.

According to student survey responses, there appears to be an alarming number of youth in Dinwiddie County who are sexually active. Sexual activity is being reported as early as the sixth grade. Further, over 11% of students surveyed reported having had sexual intercourse prior to age 11. Sixty-one percent (61%) of 11th grade students surveyed reported having had sexual intercourse while only 26% of 9<sup>th</sup> grade students surveyed made the same report.

A common need expressed by all focus groups is “*something for youth to do in their free time*”. Parents, students and professionals agree that the absence of positive, structured activities outside of school is a contributing factor in youths’ participation in risky behavior (alcohol, tobacco, drugs, sex and delinquency). The same groups also identified under-involved and/or ineffective parenting as contributing factors.

According to survey results, Dinwiddie County students are resilient. External assets were measured in the areas of home, school, peer and community environments. According to survey responses, younger students, report stronger connections with home and community. Older students reported stronger connections with peers than home while community connections remained strong. The survey further indicated that students feel a lack of involvement in meaningful activities in all four areas.

Dinwiddie County Public Schools already has an array of services and programs in place to address many of the identified issues. In the fourth grade, students participate in Students Organized for Developing Attitudes (SODA) program, which encourages students to set goals and make good decisions. In the sixth grade, students participate in the Teens Against Tobacco Use (TATU) program, which educates youth about the dangers of tobacco use. The “Too Good For Drugs” program is in place for children in kindergarten through eighth grade. This program educates students on the dangers of alcohol and drug use and the importance of making good choices. Ninth grade students receive the “Too Good For Drugs and Violence” program beginning in 2008, which includes lessons on anger management and conflict resolution. Students in the seventh and eighth grades receive “Life Skills” training which focuses on decision making and choices. At the High School level, students are able to participate in the Safety/SADD (Students Against Drunk Driving) organization. Participation is voluntary and open to all students. Bullying Committees are present in grades K-7. Character Education is also a focus in grades K-12.

There are recreational activities available to youth through the Dinwiddie Department of Parks and Recreation. Among these are fitness classes, youth league soccer, dancing, football, baseball, cheerleading and karate. The Department of Parks and Recreation also sponsors day camps for youth throughout the summer. In addition, there is an active 4-H program offered through the Dinwiddie County Cooperative Extension Office.

While there is much being done by the schools to address alcohol, tobacco and drug use along with violence, it is important that these messages be carried over into the community and home as well. Involving parents in youth programming will serve to enhance messages received by children. In addition to spending quality time with their parent(s) through dialogue and discussion, students will learn how their parents feel about the important issues of alcohol, tobacco, drugs, violence, delinquency and sexual behavior. By taking the time to be involved in their child's life, parents will increase their child's sense of self-worth. Through education and support, programs geared toward parents will assist them in talking with their children about controversial issues.

While often localities look to the school system to provide programming that targets youth needs, approaching and addressing concerns from a community perspective, in addition to school-based programs, may prove more effective. By working together, schools, communities and most importantly parents can ensure that youth are afforded every opportunity to be successful.

## **Methodology & Approach**

This Community Prevention Needs Assessment was made possible by a grant through the Governor's Office on Substance Abuse Prevention (GOSAP) under the Safe and Drug-Free Schools and Communities Act (SDFSCA). Dinwiddie County's last assessment of need was completed in 2005. Comparisons were made using 2005 and 2009 Fall data. Results will be used to prioritize needs, determine the appropriateness of existing programs and to plan additional programs. Once needs are identified, grants will be sought to fund/continue appropriate programs.

The focus of this needs assessment is youth issues. Specifically alcohol, tobacco and other drug use, violence, health and sexual attitudes/behavior. In order to obtain as much input as possible, several data collection methods were utilized to include a standardized youth survey, focus groups, key informant interviews, a community forum, literature review, collection of social indicator data and school records.

The largest amount of data was obtained through a standardized youth survey. Active consent was required in order for students to participate. This presented a significant challenge as response rates were extremely low. To address this, multiple attempts were made to gain active consent. Letters were mailed to the parents of all 2,500 students enrolled in grades 6 through 11 on two occasions. In addition to letters, informational flyers were sent home with students on three separate occasions. Information about the project and requests for participation were posted on both the Dinwiddie County website and Dinwiddie County Public Schools website. A message was sent to all parents using the automated, telephonic "Alert Now" system. Copies of the actual surveys and consent forms were available at each school for review by parents and the general public. Finally, secondary principals visited individual classrooms in their buildings to encourage students to have parental consent for their participation in the survey. Despite all efforts, the survey was completed by only 71 sixth graders, 62 seventh graders, 68 eighth graders, 138 ninth graders, 56 tenth graders, 27 eleventh graders, and 11 twelfth graders. A total of 422 students completed the survey. An invitation to participate was included in annual packets mailed to all children who are home schooled. None opted to participate, however, one parent did provide a lengthy written commentary on the absence of religion in schools and the resulting plight of public education.

Focus groups were conducted with youth involvement in the First-Time Offender and Effective Parenting Programs, both funded through the Virginia Juvenile Community Crime Control Act (VJCCCA). Focus groups were also conducted with the Gerow Ruritan Club and the Dinwiddie Historical Society. Additional focus groups were conducted with professionals in the field. These groups include the Family Assessment and Planning Team (FAPT) and the Community Policy and Management Team (CPMT). Agencies represented on these teams include Court Services, Social Services, Public Schools, Health Department and Mental Health. There are also parent representatives, vendor representatives and an individual serving as the County Administrator's designee. Focus groups were also conducted with the School Health Advisory Board (SHAB), the Safe and Drug-Free Schools and Communities Committee, The County Administrator,

and County Division Chiefs and Department Heads. One final focus group was conducted with the Dinwiddie Interagency Council. This group consists of representatives of the agencies listed above as well as all other Dinwiddie County agencies.

Given the history of poor attendance at community events, the Project Team opted to conduct a roaming survey of citizens at the annual “Back to School Fair” in lieu of a community forum. This annual event is sponsored by the Dinwiddie Department of Social Services and supported by all other local human service agencies. The fair is well-attended by professionals as well as community members.

## **Results**

*The following graphs and charts provide a visual comparison of local, state and national data.*

### Demographics

1. Demographic Comparison covering years 2000-2008

### Delinquency

2. Department of Juvenile Justice Statistics 2005
3. Department of Juvenile Justice Statistics 2009

### National Comparison of Drug Use

4. National vs. Local Data 2009 – 8<sup>th</sup> grade
5. National vs. Local Data – 10<sup>th</sup> grade

### Local Usage Rates

6. Local Lifetime and 30 Day Usage – 6<sup>th</sup> through 8<sup>th</sup> grade
7. Local Lifetime and 30 Day Usage – 9<sup>th</sup> through 11<sup>th</sup> grade

### School Safety

8. Local School Safety – 6<sup>th</sup> through 8<sup>th</sup> grade
9. Local School Safety – 9<sup>th</sup> through 11<sup>th</sup> grade

### Youth Development

10. Youth Development Description
11. Local Youth Development Results – 6<sup>th</sup> through 11<sup>th</sup> grade
12. Local Youth Development Snapshot Results 6<sup>th</sup> through 11<sup>th</sup> grade

### Sexual Activity

13. National vs. Local Sexual Activity Data 2009
14. Local Sexual Activity Data 2009 – 6<sup>th</sup> through 8<sup>th</sup> grade
15. Local Sexual Activity Data 2009 – 9<sup>th</sup> through 11<sup>th</sup> grade

### Parental Perspective

16. Local Teen Pregnancy Data 2007
17. Parent Survey Summary

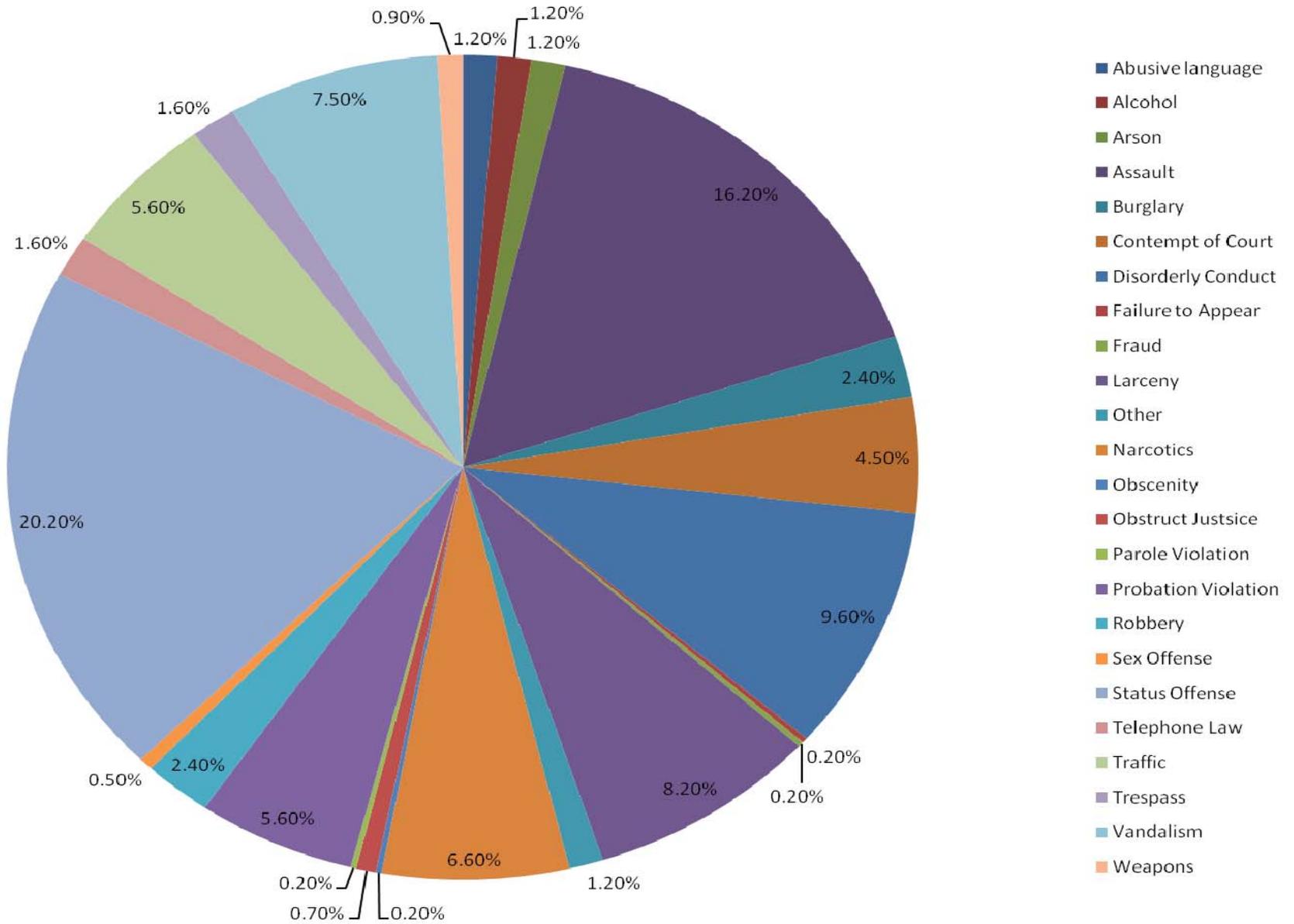
## Demographics Comparison

2000 – 2008

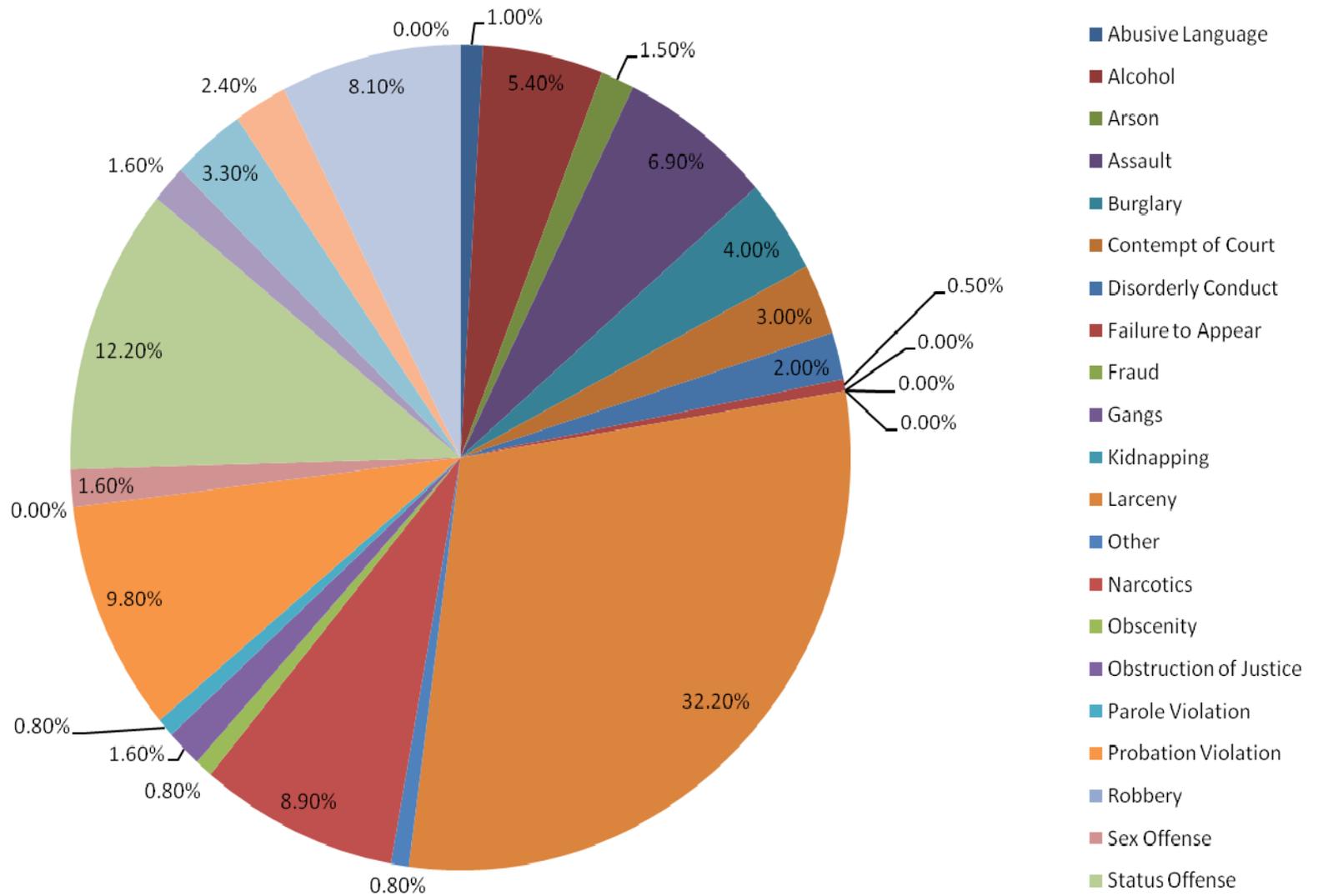
Demographic	2000 U.S. Census			2008 U.S. Census Estimates		
	Dinwiddie	Virginia	USA	Dinwiddie	Virginia	USA
<b>Population</b>	24,533	7,078,515	298,593,212	26,338	7,795,424	307,006,550
Male	49.7%	49%	49.1%	48.8%	49.1%	49.3%
Female	50.3%	51%	50.9%	51.2%	50.9%	50.7%
<b>Race</b>						
One Race	99.2%	98%	97.6%	99.1%	98%	97.8%
White	64.6%	72.3%	75.1%	65.9%	70.7%	74.3%
Black	33.7%	19.6%	12.3%	32.4%	19.5%	12.3%
Hispanic or Latino	1%	4.7%	12.5%	1.5%	6.6%	15.1%
American/Indian/Alaska Native	.2%	.3%	.9%	.3%	.3%	.8%
Asian	.3%	3.7%	3.6%	.3%	4.8%	4.4%
Hawaiian or Pacific Islander	0	.1%	.1%	0	.1%	.1%
Other	.4%	2%	5.5%	.2%	2.6%	5.8%
Two or More Races	.8%	2%	2.4%	.9%	2%	2.2%
<b>Age</b>						
Median	38.5	35.7	35.3	39.7	37.1	36.7
Under 5 yrs.	5.6%	6.5%	6.8%	5.8%	6.7%	6.9%
*5-17 yrs.	6.2%	6.9%	6.5%	5.4%	5.1%	5%
18 yrs. +	76%	75.4%	74.3%	77.3%	76.4%	75.5%
65 yrs. +	12.2%	11.2%	12.4%	11.5%	11.8%	12.6%
<b>Marital Status</b>						
Married (non-separated) Males	58.6%	58.2%	56.7%	51.4%	53.8%	52.2%
Married (non-separated) Females	52.6%	53.4%	52.1%	51.1%	49.7%	48.2%
<b>Education</b>						
Education – High School graduate or higher	70%	81.5%	80.4%	73.8%	85.7%	84.5%
Education – Bachelor’s degree or higher	11%	29.5%	24.4%	14.1%	33.2%	27.4%

In labor force (16 yrs and older)	62.2%	66.8%	63.9%	63%	67.6%	65.2%
Demographic	2000 U.S. Census			2008 U.S. Census Estimates		
	Dinwiddie	Virginia	USA	Dinwiddie	Virginia	USA
<b>Economic Status</b>						
Median household income	\$41,582	\$46,677	\$41,994	\$52,023	\$61,044	\$52,175
Family poverty rate	6.6%	7.0%	9.2%	7.4%	7.0%	9.6%
Individual poverty rate	9.3%	9.6%	12.4%	12.8%	9.9%	13.2%
<b>Housing</b>						
Housing - owned	79.2%	68.1%	66.2%	76.3%	69.3%	67.1%
Housing - rented	20.8%	31.9%	33.8%	23.7%	30.7%	32.9%
Median value of owned homes	\$86,900	\$125,400	\$119,600	\$152,100	\$259,200	\$192,400

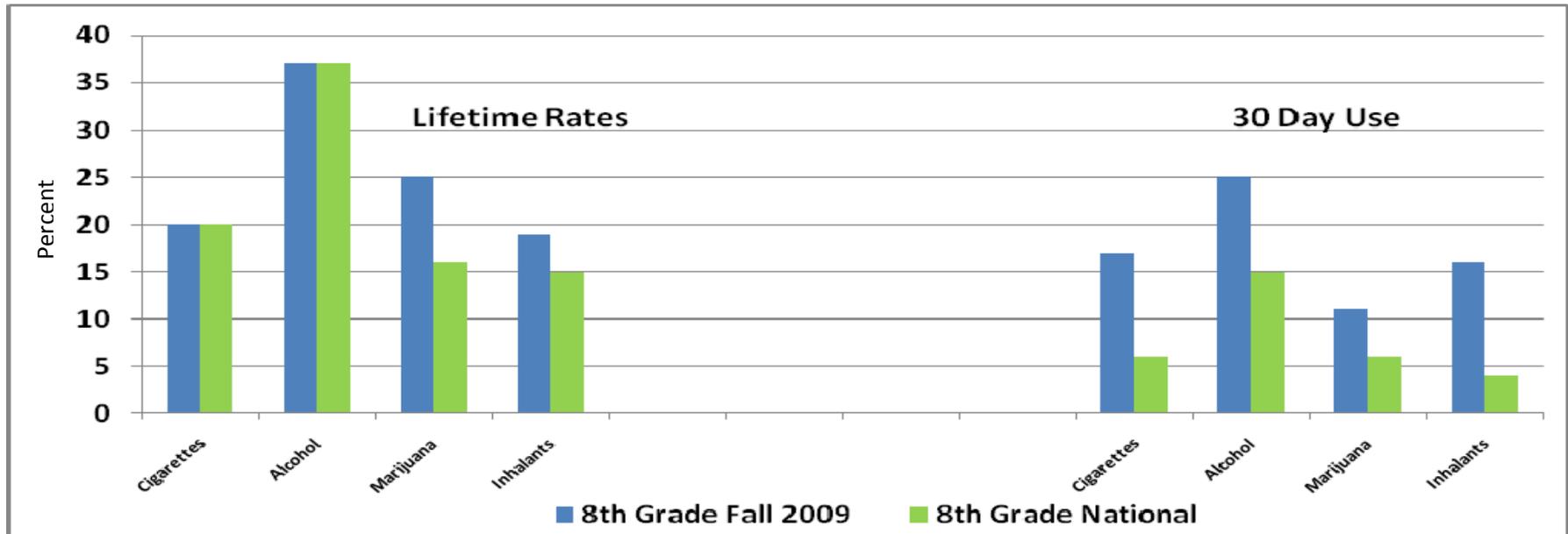
# DEPARTMENT OF JUVENILE JUSTICE STATISTICS 2005



## *Department of Juvenile Justice Statistics 2009*



## 8<sup>th</sup> Grade: National vs. Local Data 2009



### Lifetime Usage:

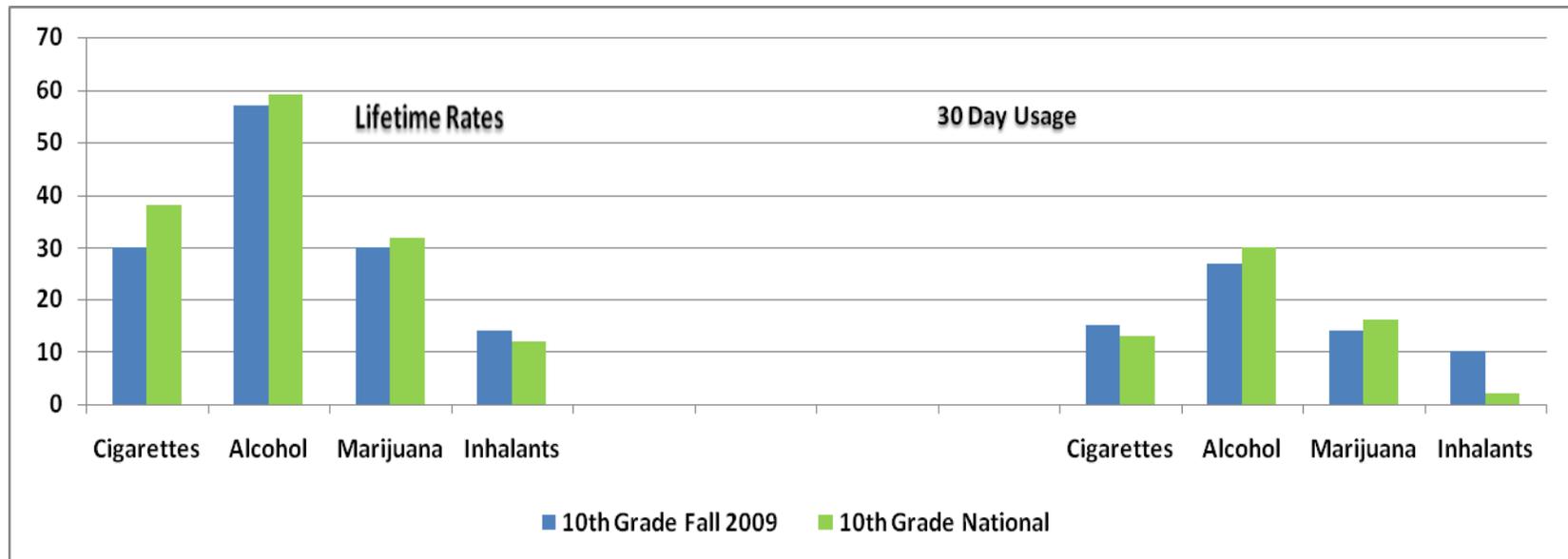
Comparing our youth in the 8<sup>th</sup> grade to national data [Monitoring the Future and YRBS (Youth Risk Behavior Survey)] our student cigarette and alcohol usage is level with students across the nation. Our marijuana usage is over 5% lower than the national level. Inhalants also are below the national average of 18%.

### 30 Day Use:

Dinwiddie County Students in the 8<sup>th</sup> grade demonstrated a decrease in the usage of cigarettes, alcohol, marijuana and inhalants ranging from 6%- 12% across the board as compared to national results for the same grade level.

*\*Please note that due to the number of student responses, no conclusions can be drawn at this time regarding a change in behavior or attitude.*

## 10<sup>th</sup> Grade: National vs. Local Data 2009



### LIFE TIME RATE:

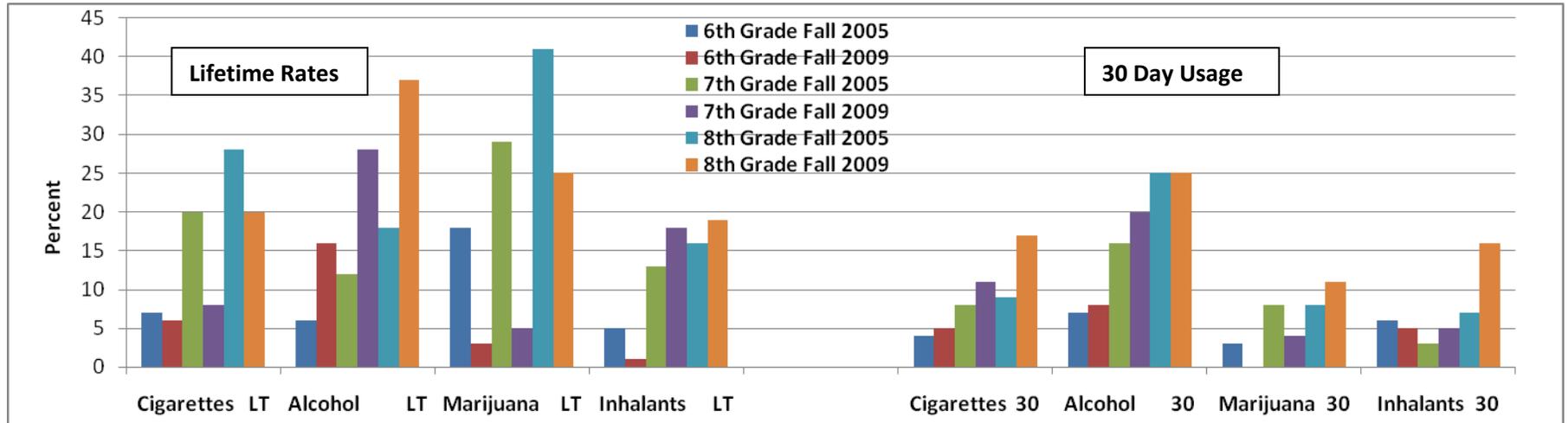
Although no conclusive results can be ascertained, it appears that the lifetime rates (students ever experiencing usage in their life time) with cigarettes, alcohol and marijuana for 10<sup>th</sup> graders are below the national rates, but the lifetime rate is slightly higher than the national rate for inhalants.

### 30 Day Use:

In all the areas of 30 Day Use (students have used cigarettes, alcohol, marijuana and inhalants within the last 30 days) the students participating in the survey are below the national rate in alcohol and marijuana use but only slightly higher in the usage of cigarettes. The rate of inhalant usage by 10<sup>th</sup> graders is 8% higher than the national rate.

**\*Please note that due to the number of student responses, no conclusions can be drawn regarding a change in attitude or behavior.**

## LOCAL LIFETIME RATES AND 30 DAY USAGE (6-8)



**LIFE TIME RATES:** *Lifetime usage implies that the student has tried cigarettes, alcohol, marijuana or inhalants at least once in their lifetime up to the time of the survey.*

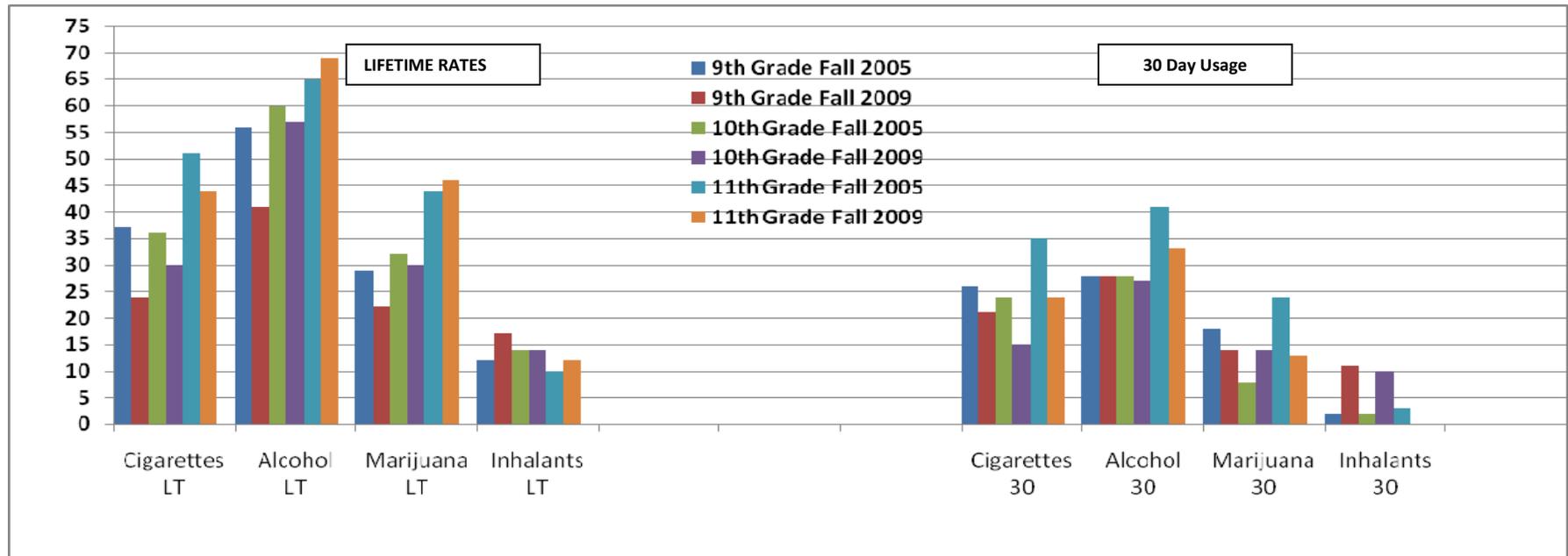
Based on the Lifetime rates for 6<sup>th</sup> grade cigarette usage, the drop was insignificant. However, the decrease for 7<sup>th</sup> grade was nearly 12% from the previous survey in 2005. The 8<sup>th</sup> graders also presented a decrease of about 8%. The 6<sup>th</sup> graders demonstrated an increase in the alcohol use by 10%, while the 7<sup>th</sup> and 8<sup>th</sup> graders were near the 15% range. Marijuana usage appears to be on the decline. Marijuana usage for 6<sup>th</sup> grade decreased by 15% in 2009. However, the 7<sup>th</sup> grade demonstrated almost a 24% decline and the 8<sup>th</sup> grade marijuana usage also decreased by more than 10%. Although the usage of inhalants in the 6<sup>th</sup> grade was low in 2005, it decreased again by almost 5% in 2009. The 7<sup>th</sup> graders had about a 5% increase and the 8<sup>th</sup> graders had less than a 4% increase in their life time usage.

**30 DAY USAGE:** *Thirty day usage denotes the number of students who have used alcohol, cigarettes, marijuana or inhalants within the 30 days prior to the date of the survey.*

Students in the 6<sup>th</sup> and 7<sup>th</sup> grades have a less than 5% increase in the use of cigarettes while 8<sup>th</sup> graders increase their usage by 10%. Alcohol for 6<sup>th</sup> grade was again very slight. Our 7<sup>th</sup> graders had an increase of 5% while the 8<sup>th</sup> graders appeared to have no change in usage. Marijuana usage by the 6<sup>th</sup> grade was not reported. The 7<sup>th</sup> grade displayed a drop of 5% while the 8<sup>th</sup> graders had about a 3% increase. The 6<sup>th</sup> grade had a slight drop in inhalant usage. While the 7<sup>th</sup> grade presented a slight increase in inhalant use, the 8<sup>th</sup> grade had a 10% increase.

**\*Please note that due to the number of student responses, no conclusions can be drawn at this time regarding a change in behavior or attitude.**

## LOCAL LIFETIME RATES AND 30 DAY USAGE (9-11)



**Lifetime Rates:** *Lifetime usage implies that the student has tried cigarettes, alcohol, marijuana or inhalants at least once in their lifetime up to taking the survey.*

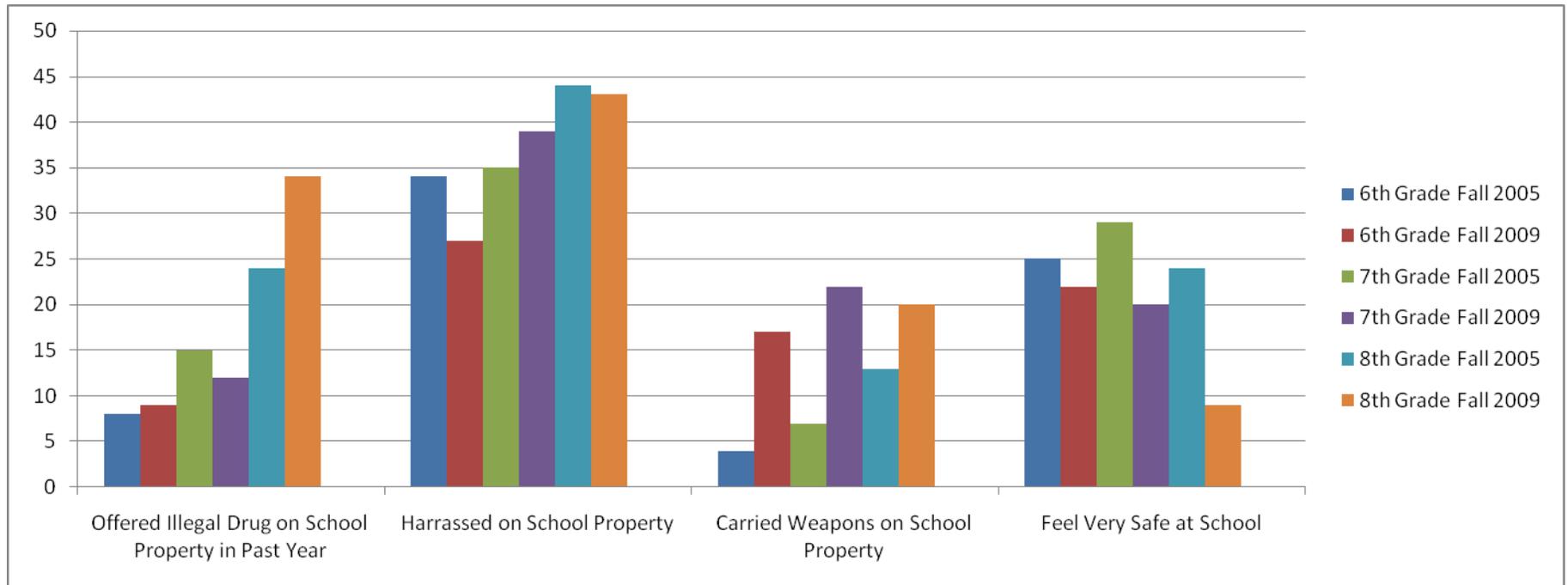
Based on the lifetime rates, all grades decreased in usage of cigarettes. Alcohol and marijuana usage for 9<sup>th</sup> and 10<sup>th</sup> grades demonstrated a decrease. However, the 11<sup>th</sup> grade showed a slight increase. Inhalant usage increased for 9<sup>th</sup> and 10<sup>th</sup> grades at the rate of 8%. However, the 11<sup>th</sup> grade reported a 0% indicating no involvement for Fall 2009.

**30 Day Usage:** *Thirty day usage denotes the number of students who have used alcohol, cigarettes, marijuana or inhalants within the 30 days prior to taking the survey.*

Students in this category all reported a decrease in the 30 day usage of cigarettes. Alcohol usage was slightly down for the 10<sup>th</sup> grade and almost a 10% decrease for the 11<sup>th</sup> grade. The 9<sup>th</sup> graders remained the same. Marijuana usage was down for 9<sup>th</sup> and 11<sup>th</sup> grades, but 10<sup>th</sup> grade reported a 5% increase. Inhalants for 9<sup>th</sup> and 10<sup>th</sup> grades illustrated a 10% increase while the 11<sup>th</sup> grade had no comparison data.

**\*Please note that due to the number of student responses, no conclusions can be drawn regarding a change in behavior or attitude.**

## **LOCAL SCHOOL SAFETY (6-8)**

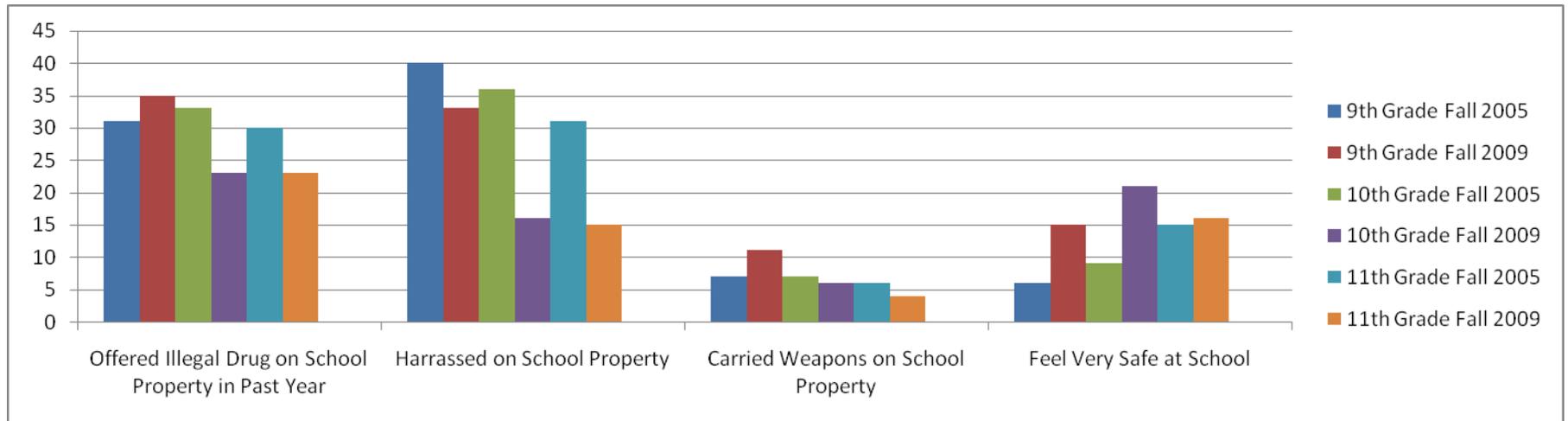


Sixth graders had a slight increase in the percentage of being offered illegal drugs on school property, while 8<sup>th</sup> graders had expressed close to a 10% increase. The 7<sup>th</sup> graders indicated a drop of 3%. Students in the 6<sup>th</sup> grade had a 6% decrease in harassment on school property along with the 8<sup>th</sup> grade at a much slighter decrease. Students in the 7<sup>th</sup> grade had a 4% increase in the amount of harassment on school property.

All grades 6-8 displayed an increase in percentage concerning carrying weapons on school property. The greatest increase was in the 6<sup>th</sup> and 7<sup>th</sup> grades at 10%. With respect of feeling really safe at school, grades 6-8 presented a decrease in this feeling with the 8<sup>th</sup> grade reaching a 10% increase from 2005-2009.

- Please note that due to the number of student responses, no conclusions can be drawn regarding a change in behavior or attitude.

## **LOCAL SCHOOL SAFETY (9-11)**



According to the students surveyed, the 9<sup>th</sup> grade responses indicated a slight increase in the offering of drugs from 2005-2009, while the 10<sup>th</sup> and 11<sup>th</sup> graders demonstrated a 7% decrease.

All levels of harassment on school property presented a decrease with the 10<sup>th</sup> and 11<sup>th</sup> grades indicating almost a 30% drop from the previous survey.

The presence of weapons carried on school property showed a 4% increase for the 9<sup>th</sup> grade, but a decline in the 10<sup>th</sup> and 11<sup>th</sup> grades.

The 9<sup>th</sup> and 10<sup>th</sup> grade students appear to be feeling very safe as compared to the 2005 survey, while 11<sup>th</sup> graders indicate a slight increase in feeling very safe from the 2005 survey.

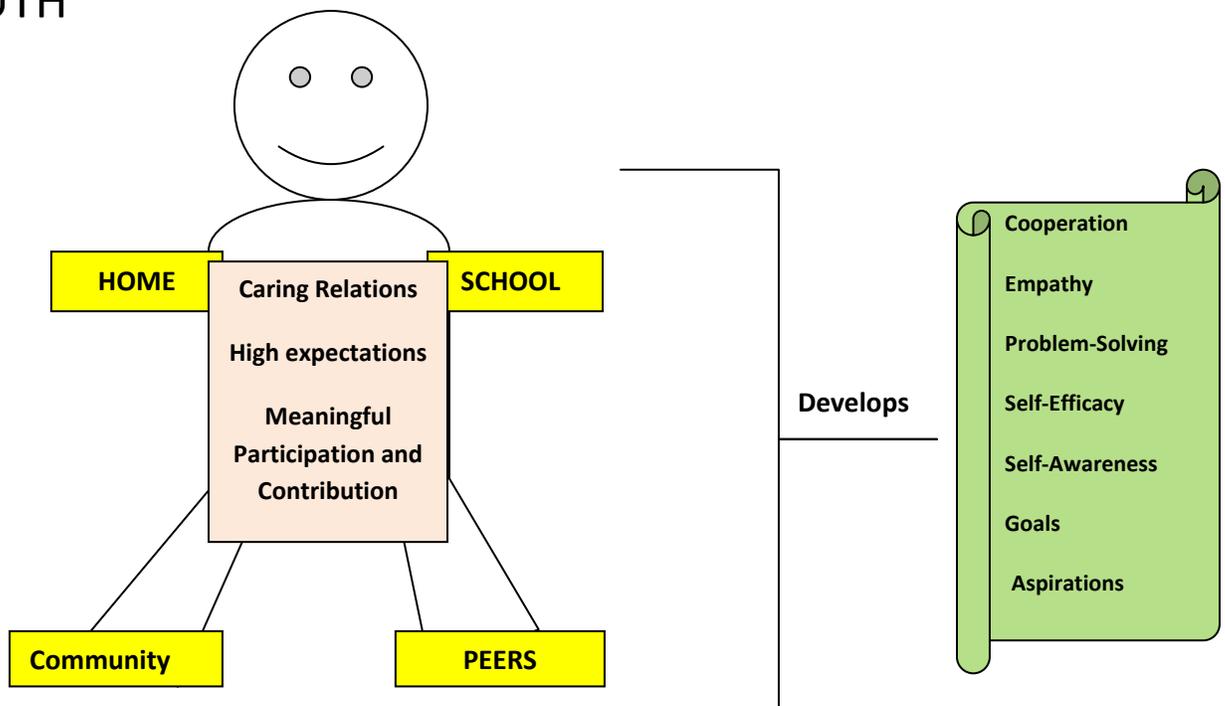
**\* Please note that due to the number of student responses, no conclusions can be drawn regarding a change in behavior or attitude.**

# YOUTH DEVELOPMENT:

The California Healthy Kids Survey uses a Youth Resiliency and Youth Development module which assesses the strengths, competencies, positive social and health attitudes, and behaviors exhibited by youth as well as identifying the risk and problem behaviors. This module is both developmentally and culturally appropriate based on extensive field tests and pre-test youth focus groups.

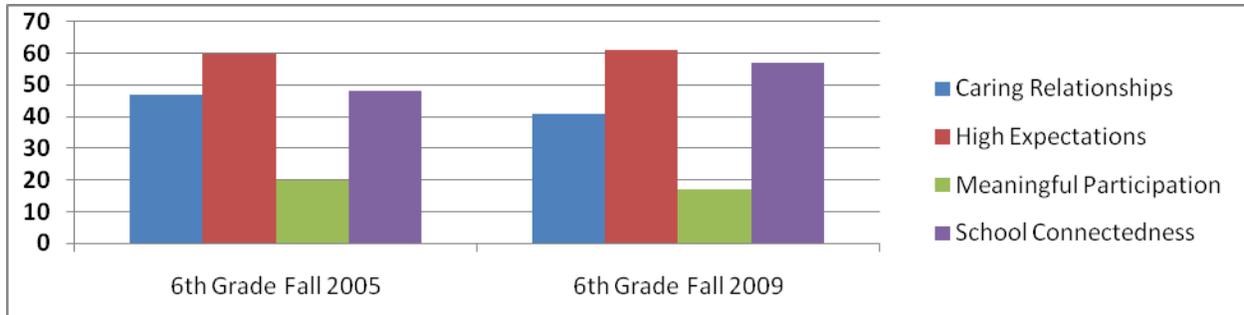
The Youth Development process is the natural tendency for youth to meet their human needs for love, belonging, respect, identity, power, mastery, challenge and meaning. Consequently, when youth experience home, school, community and peer environments with rich external assets and protective factors such as caring relationships, high expectations, meaningful participation and contribution, developmental needs are met. Eventually, the youth will develop their own protective and internal assets of cooperation, empathy, problem solving, self-efficacy, self-awareness, and goals and aspirations. This leads to improved health, social and academic outcomes. All of these behaviors impact society.

## YOUTH

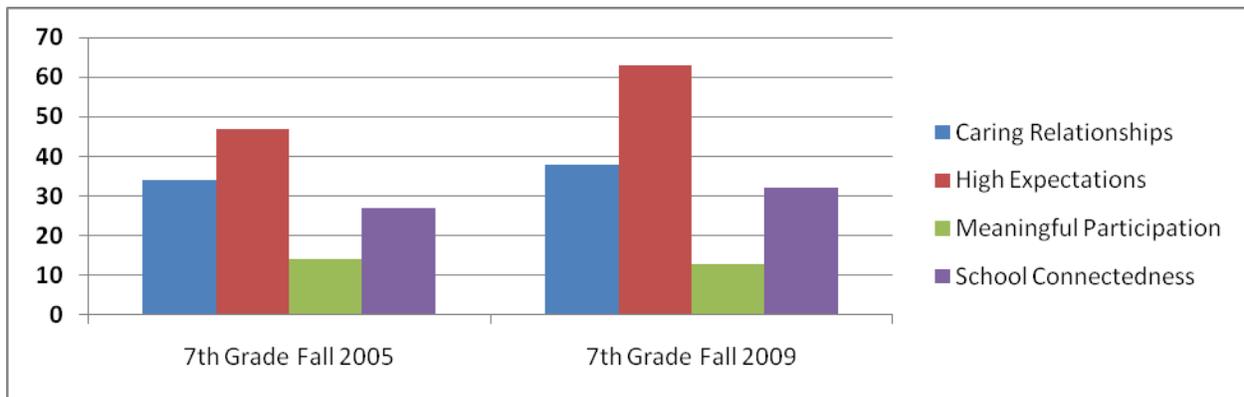


Another benefit of youth achieving these characteristics is protection against involvement in health-risk behaviors such as alcohol, tobacco, other drug abuse and violence and the promotion of successful learning.

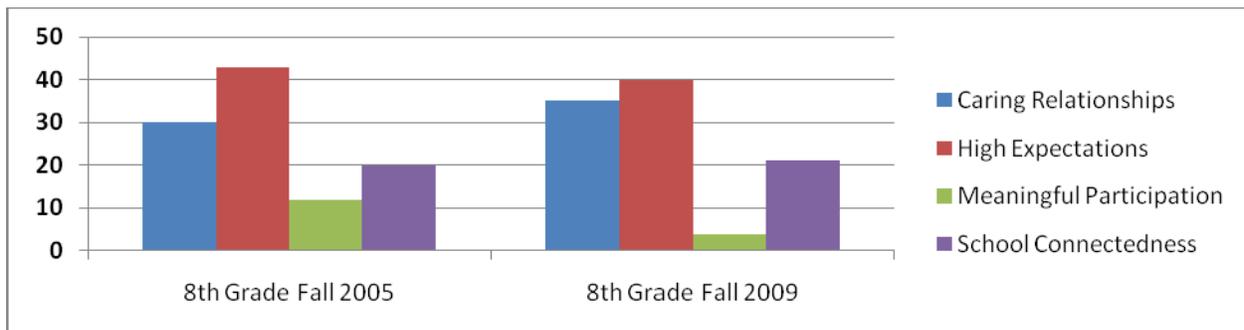
## LOCAL YOUTH DEVELOPMENT RESULTS (6-11)



The chart above indicates that from 2005-2009 sixth graders had a slight decrease in caring relationships and meaningful participation while expectations remained the same and school connectedness had a slight increase.



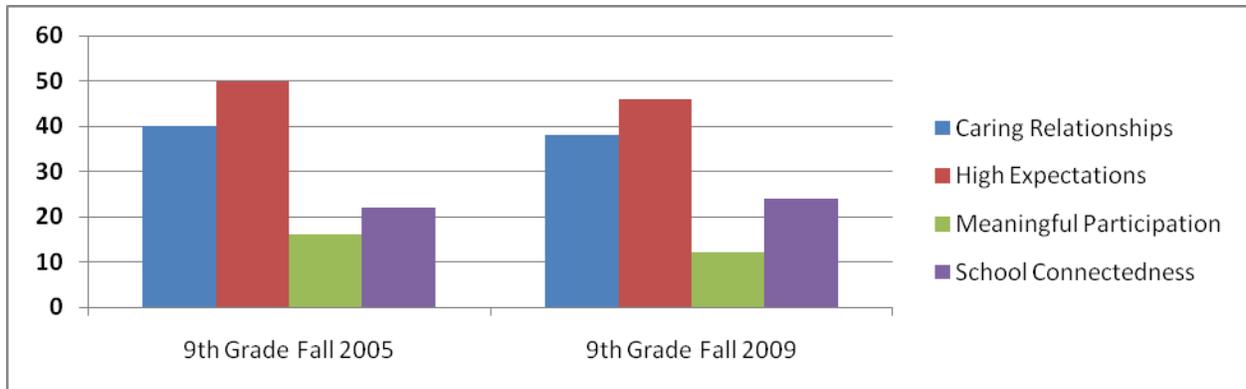
Seventh graders were static with meaningful participation but all other external assets presented an increase. The greatest increase arose with high expectations at 13% from the home, school, community and peers.



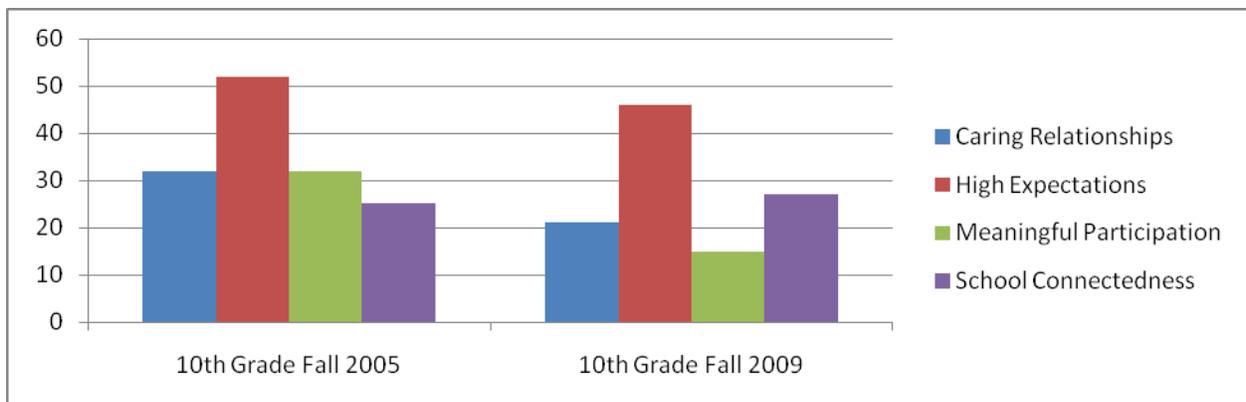
Eighth graders exhibited a 5% increase in caring relationships and a slight increase in school connectedness. However, caring relationships and meaningful participation dropped by 5% in 2009.

\*Please note due to the number of student responses, no conclusions can be drawn regarding a change in behavior or attitude.

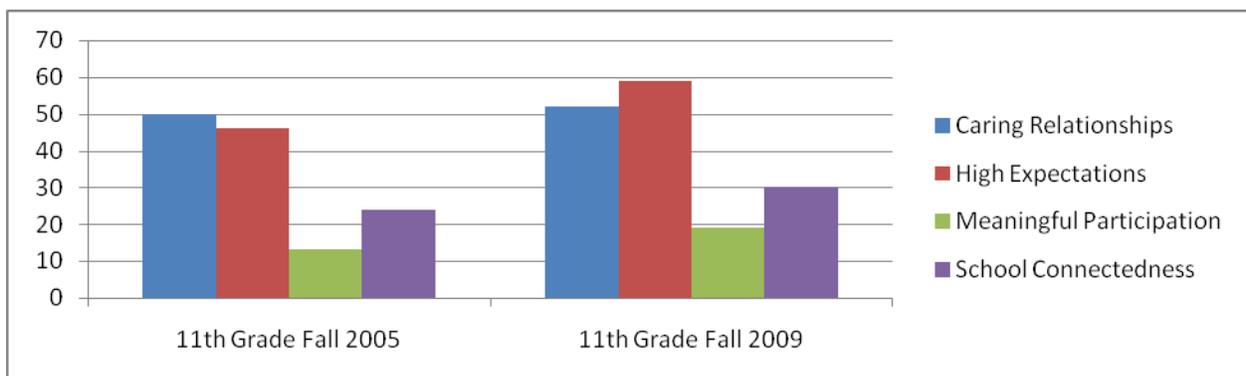
## LOCAL YOUTH DEVELOPMENT RESULTS (6-11)



Ninth grade students surveyed resulted in a slight decrease in caring relationships, high expectations, meaningful participation. However, reports also indicated a slight increase in school connectedness.



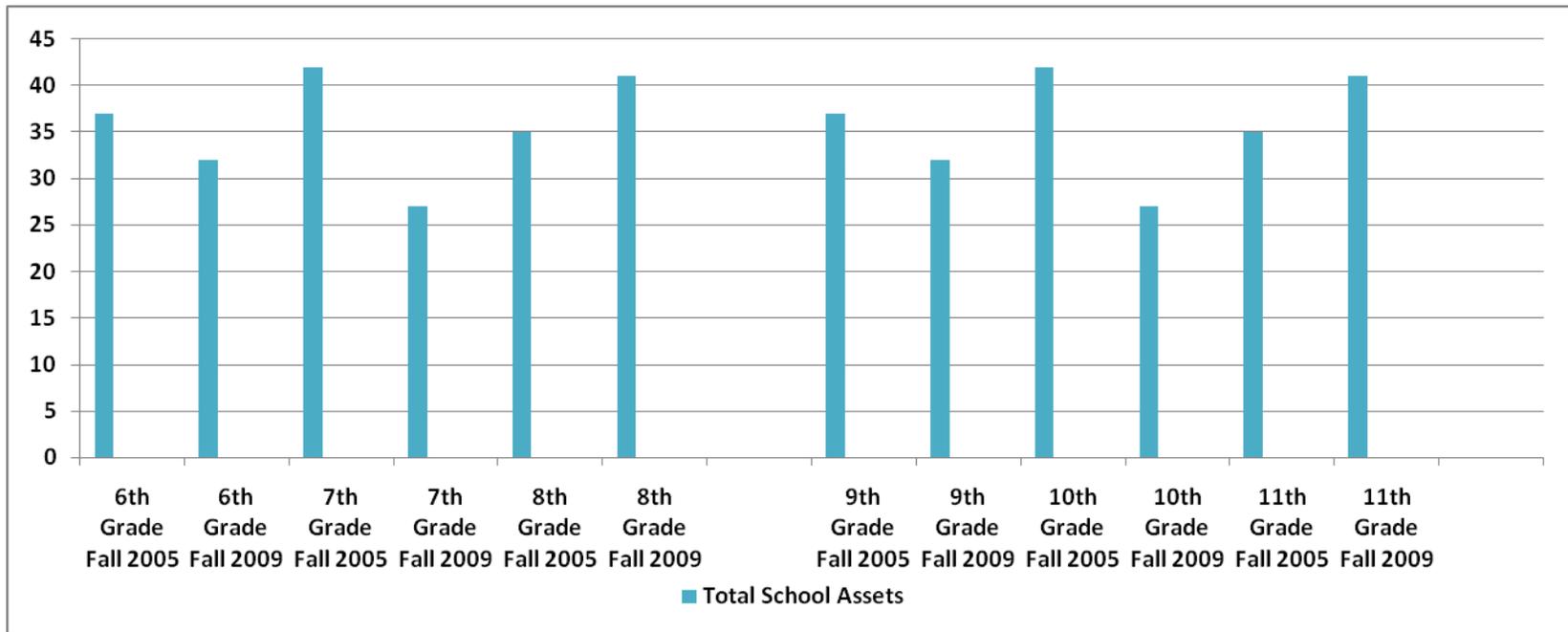
Results in 10<sup>th</sup> grade indicated a 13% drop in meaningful participation and a 10% drop in caring relationships. While there exist only a 5% drop in high expectations, school connectedness rose by about 2% from 2005-2009.



Eleventh grade students surveyed demonstrated varied increases in all external assets.

*\*Please note that due to the number of student responses, no conclusions can be drawn regarding a change in behavior or attitude.*

## ***YOUTH DEVELOPMENT SNAPSHOT***

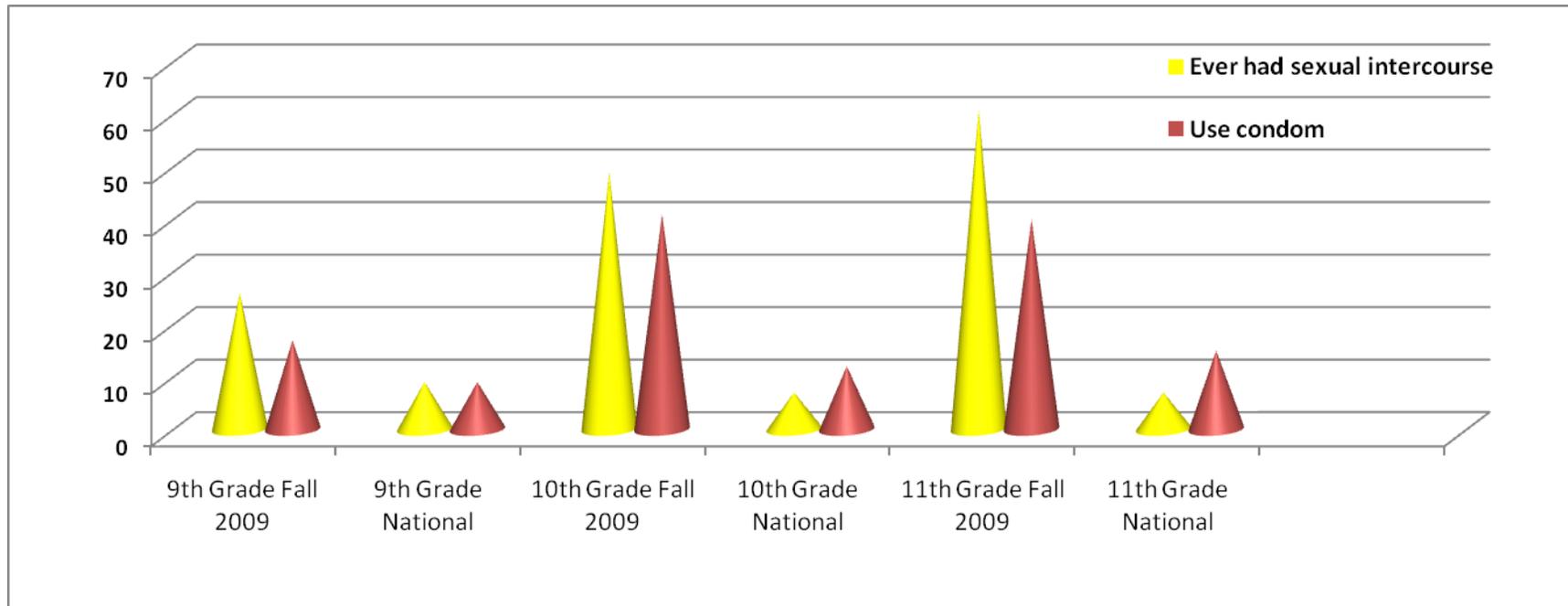


**Total assets= caring relationships, high expectations, meaningful contributions and school connectedness.**

The results from the students surveys indicated that the overall implications for 8<sup>th</sup> grade and 11<sup>th</sup> grade are positive. They demonstrated a higher degree of caring relationships, high expectations, meaningful contributions and school connectedness. However, the above charts also illustrate that 6<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> graders presented an overall decrease in the assets of caring relationships, high expectations, meaningful contributions and school connectedness.

**\*Please note that due to the number of students surveyed, no conclusions can be drawn regarding a change in attitude or behavior.**

## NATIONAL vs. LOCAL SEXUAL ACTIVITY DATA 2009



### Ever Had Sexual Intercourse:

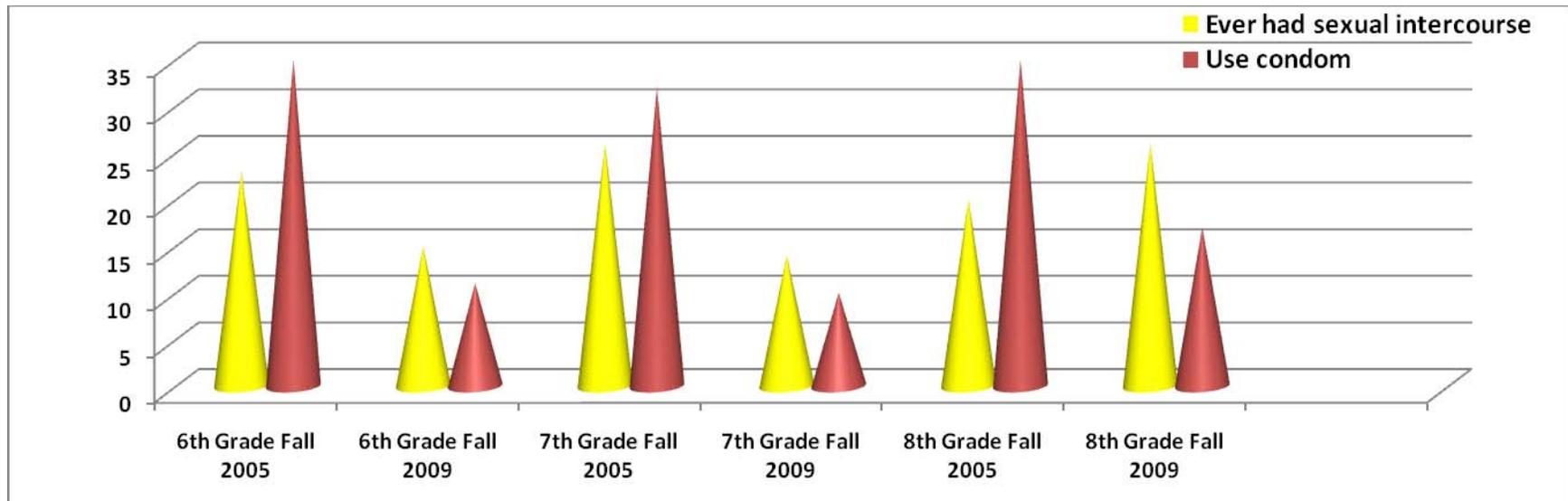
Students in the 9<sup>th</sup> grade were 15% higher in their experience with sexual intercourse as compared to the national data (Monitoring the Future and Youth Risk behavior Survey) for 2009-2010. In the tenth grade, the students were 5% higher than the national average. In the 11<sup>th</sup> grade, the percentage for students surveyed was 20% higher than the national data.

### Use of Condom:

Students surveyed demonstrated a drop of 10% to 30% in the usage of condoms as compared to the national data.

\*Please note that due to the number of student responses, no conclusions can be drawn at this time regarding a change in behavior or attitude.

## 6-8 LOCAL SEXUAL ACTIVITY DATA 2009



### Ever Had Sexual Intercourse:

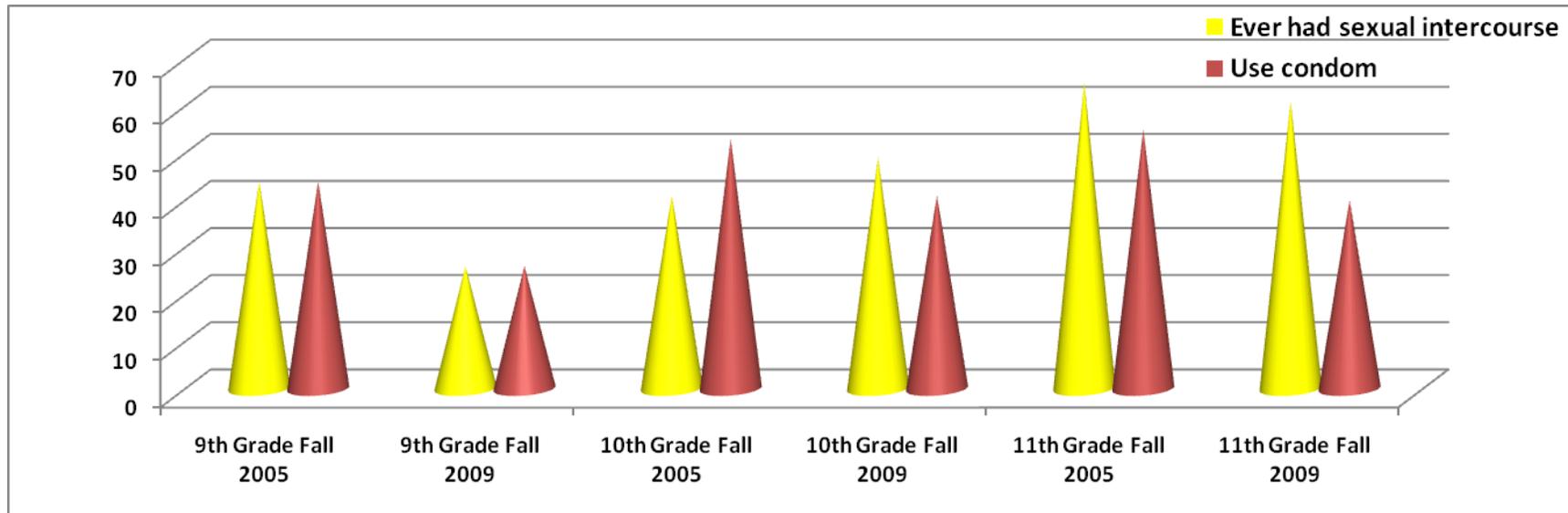
According to the above graph, students in grade 8 experienced an increase in ever having sexual intercourse based on the comparison between 2005 and 2009 survey reports, in contrast to 6<sup>th</sup> and 7<sup>th</sup> grade students had a decrease of 10%.

### Use of Condom:

The illustration above indicates that the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades reported decrease in the use of condoms compared to the data in the Fall of 2005 to the Fall of 2009.

**\*Please note that due to the number of student responses, no conclusions can be drawn regarding a change in behavior or attitude.**

## 9-11 LOCAL SEXUAL ACTIVITY DATA 2009



### Ever Had Sexual Intercourse:

According to the above graph, students in the 9<sup>th</sup> grade experienced almost a 20% decrease in sexual intercourse, students in the 10<sup>th</sup> grade had a 5% increase, and students in the 11<sup>th</sup> grade almost static.

### Use of Condom:

All grades referenced in this graph denoted a definite decrease in the use of a condom compared to the results in the Fall of 2005. The rates were close to a 10% decrease.

*\*Please note that due to the number of student responses, no conclusions can be drawn regarding a change in behavior or attitude.*

## *Parent Survey Summary*

The California Healthy Kids company does not have a parent survey that compares to the youth surveys that were completed in this assessment. Therefore, the Pride Survey was given to parents and it addressed concerns such as: tobacco, alcohol and drug usage for students of the 2009-2010 school year. The following data will serve as the baseline for parent responses.

Cigarette usage in the 11<sup>th</sup> and 12<sup>th</sup> grade was shown at approximately 15% verses it being 8% in the 10<sup>th</sup> grade. There was no reported data for the 6 – 8 grade level. Eighth grade smokeless tobacco use was at 8% whereas no usage was reported for grades 10 - 12. Cigars were used by the 11<sup>th</sup> grade at 14% as compared to 7% usage by the 12<sup>th</sup> grade. There was no reported data for grades 6 – 8.

Parent surveys indicated that liquor usage during the past year by students showed at above 20% for 11<sup>th</sup> and 12<sup>th</sup> grade and 8% for the 8<sup>th</sup> grade. None was reported for grades 6, 7, 9 and 10. Coolers, breezers, hard lemonades, etc., were above 25% in usage for 11<sup>th</sup> and 12<sup>th</sup> grade and between 8% and 15 % for grades 8 - 10. There is a 9% increase in beer usage for 11<sup>th</sup> grade as compared to 9<sup>th</sup> grade. For grades 8, 10 and 12, beer usage ranged between 5% - 8%.

The parent survey indicated that during the past year illicit drugs (marijuana) ranged between 14% and 15% for 11<sup>th</sup> and 12<sup>th</sup> graders and 6% for 10<sup>th</sup> grade. There was no reported data for grades 6 – 8.

The Pride Survey completed by parents concluded that over 50% of their children often feel safe in the classroom for grades 7 – 10 and 6 and 12 graders were at 60% in feeling safe. Parents reported that over 40% of students in grades 6 – 12 often feel safe in the halls. While 27% of all grades (6 – 12) reported feeling safe on the school bus often/a lot.

## **Recommendations**

1. Begin preparations for implementation of supplement assessment covering the same issues with a broader cross-section of the youth population.
2. Review regional data and collaborate with region to determine if behaviors and attitudes are consistent within their youth population.
3. Research and investigate opportunities for combined programming to address the common needs of youth.
4. Research alternative assessment tools with assured reports based on thorough analysis.
5. Confer with the local Health Department to determine appropriate strategy to address concerns related to sexual activity and teen pregnancy.
6. Continue communication with local human service agencies and advisory groups.
7. Maintain and continue existing prevention programs using pre/post tests to monitor effectiveness.

**\*Please note that due to the number of student responses, no conclusions can be drawn regarding a change in behavior or attitude.**

# 2009 GOSAP Needs Assessment

## Sources of Information

---

United States Census Bureau: [www.census.gov](http://www.census.gov)

Virginia Department of Education: [www.doe.virginia.gov](http://www.doe.virginia.gov)

County of Dinwiddie: [www.dinwiddieva.us](http://www.dinwiddieva.us)

Virginia Department of Health: [www.vdh.state.va.us](http://www.vdh.state.va.us)

California Healthy Kids Survey: [www.wested.org](http://www.wested.org)

P.R.I.D.E. Parent Survey: [www.pridesurveys.com](http://www.pridesurveys.com)

Monitoring the Future Survey: [www.monitoringthefuture.org](http://www.monitoringthefuture.org)

Substance Abuse and Mental Health Services Administration: [www.samhsa.gov](http://www.samhsa.gov)

Center for Disease Control: [www.cdc.gov/healthyyouth](http://www.cdc.gov/healthyyouth)

Virginia Department of Juvenile Justice: [www.djj.virginia.gov](http://www.djj.virginia.gov)

Governor's Office of Substance Abuse Prevention

Dinwiddie County 2005-2006 Community Needs Assessment

Dinwiddie County Directory of Services -February 2005

University of Virginia- Curry School of Education

Journal of American Medical Association

### **Dinwiddie County Focus Groups:**

- Effective Parenting Program
- Family Assessment and Planning Team
- Community Policy and Management Team
- Safe and Drug-Free Schools Advisory Council
- Student Health Advisory Board
- Gerow Ruritan Club
- First-Time Offender Program
- Dinwiddie Historical Society
- County Administration
- Home School Parents
- Constitutional Officers
- School Administration and Staff
- Interagency Council