Search Institute: Developmental Relationships Survey Results June 2021

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Search Institute: Developmental Relationships (DR) Survey

- In partnership with Positive Directions (fiscal agent)

- Surveys were administered week of March 29th to grades 7th-12th

- Parents were informed of survey via letter from Superintendent Cummings and given the opportunity to opt-out their child

- Presenting aggregate data of random sample of students in grades 7-12

Demographics of Youth Respondents

Youth Demographics	Sample Size
Total	1,321
Age	
<10	0
10	1
11	3
12	84
13	176
14	251
15	283
16	265
17	182
18	70
19+	1
Grade	
Not enrolled	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	155
Grade 8	175
Grade 9	314
Grade 10	271
Grade 11	254
Grade 12	152
Post-secondary	0

Gender	
Girl	628
Boy	650
Other	29
Race	
Asian/Pacific Islander	71
Black	21
Hispanic/Latinx	80
Native American	2
White	962
Other	21
Multiracial	141

- Goal: 2,400 students
- Reached 55%
- 524 more students reached in 2021 compared to 2019

Survey Overview

Search Institute: Developmental Relationships (DR) Survey

Modules Administered:

- Developmental Relationships
- Drug-Free Communities
- School Climate
- COVID* (stress & coping)
- Racial Injustice* (efficacy beliefs)

high school only

Interpretation of results

- First administration of Developmental Relationship Survey; provides a baseline
- Results should be considered in context of pandemic
- Report does not provide norms. Most important context is our local context
- Emphasis on relationships and equitable practices--essential for young people to develop social-emotional competencies critical for success in life

Developmental Relationships Module

3 core measures:
- Developmental Relationships Framework
- Social and Emotional Competences
- Equitable Practices

The DR Framework has 5 elements, shown in red:

Elements	Actions	Definitions
Express Care Show me that I matter to you.	• Be dependable • Listen • Believe in me • Be warm • Encourage	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
Challenge Growth Push me to keep getting better.	• Expect my best • Stretch • Hold me accountable • Reflect on failures	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
Provide Support Help me complete tasks and achieve goals.	• Navigate • Empower • Advocate • Set boundaries	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.
Share Power Treat me with respect and give me a say.	• Respect me • Include me • Collaborate • Let me lead	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead
Expand Possibilities Connect me with people and places that broaden my world.	• Inspire • Broaden horizons • Connect	Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

Fairfield youth report **moderate** developmental relationships on all 5 elements, despite COVID.
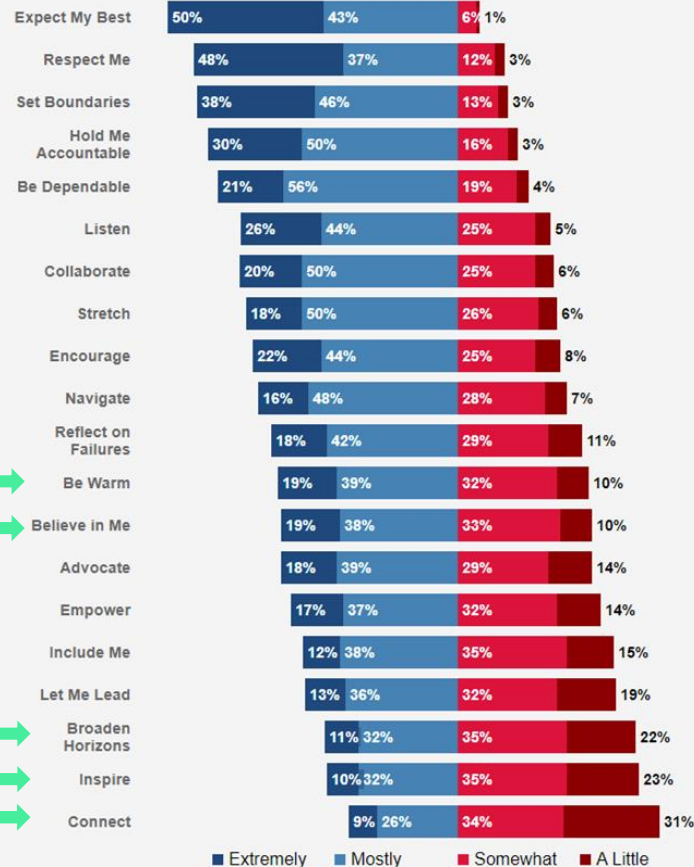
Youth generally reported experiencing **moderate** developmental relationships overall.
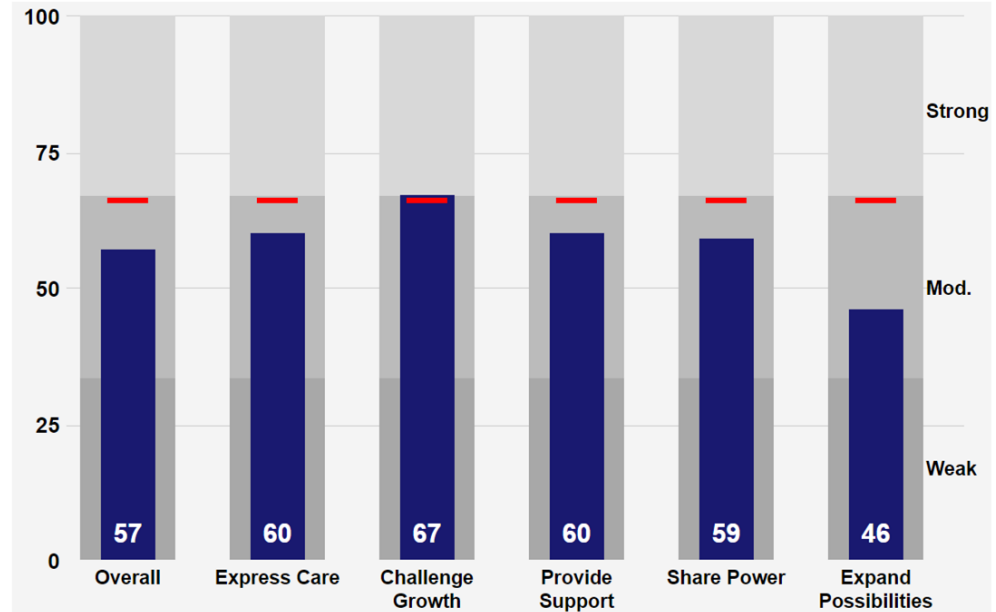
Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a "strong" score.

Developmental Relationships Framework.

	Extremely	Mostly	Somewhat	A Little
Expect My Best	50%	43%	6%	1%
Respect Me	48%	37%	12%	3%
Set Boundaries	38%	46%	13%	3%
Hold Me Accountable	30%	50%	16%	3%
Be Dependable	21%	56%	19%	4%
Listen	26%	44%	25%	5%
Collaborate	20%	50%	25%	6%
Stretch	18%	50%	26%	6%
Encourage	22%	44%	25%	8%
Navigate	16%	48%	28%	7%
Reflect on Failures	18%	42%	29%	11%
Be Warm	19%	39%	32%	10%
Believe in Me	19%	38%	33%	10%
Advocate	18%	39%	29%	14%
Empower	17%	37%	32%	14%
Include Me	12%	38%	35%	15%
Let Me Lead	13%	36%	32%	19%
Broaden Horizons	11%	32%	35%	22%
Inspire	10%	32%	35%	23%
Connect	9%	26%	34%	31%

Express Care →

Expand Possibilities →

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DR Module: Core Measure 1 (Developmental Relationships Framework)

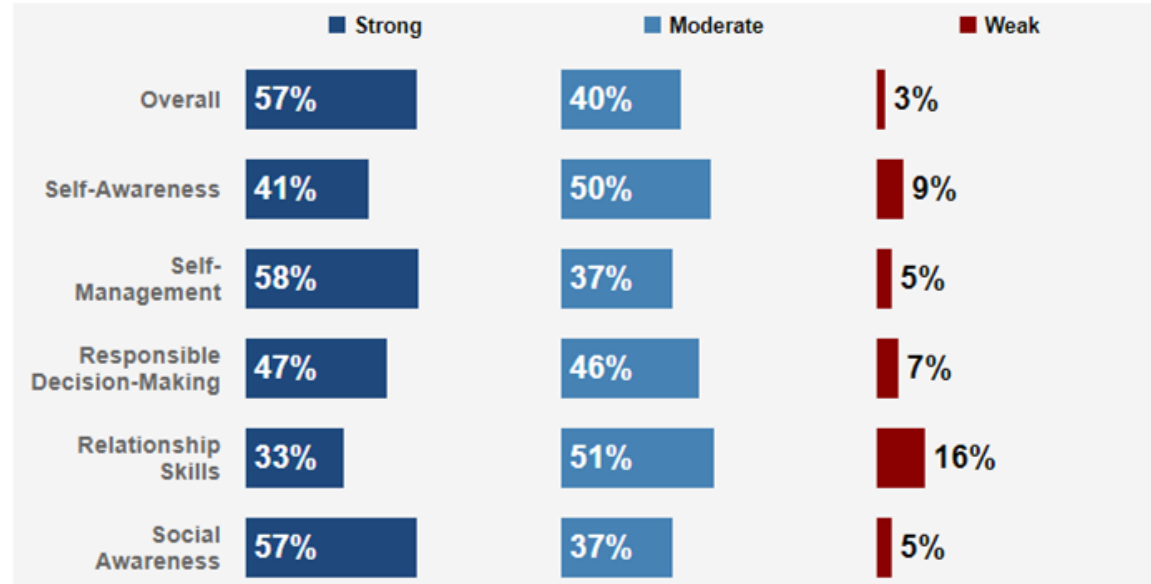The DR framework includes 20 actions that are measured and correlated to the 5 elements.

Elements	Actions	Definitions
Express Care Show me that I matter to you.	• Be dependable • Listen • Believe in me • Be warm • Encourage	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
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- For 15 of the 20 measures, more than half of students feel "extremely" or "moderately" supported by teachers

- On 6 of the 20 measures, 15%-32% of students feel only "a little" supported.

- While "Challenge Growth" element is a strength, it appears work is needed in the "Expand Possibilities" and " Express Care" elements of the framework.

Fairfield teens report strong social-emotional skills.

Youth who experienced stronger levels of Developmental Relationships (core measure 1) had stronger Social Emotional Competence skills (core measure 2).

Overall, **57% of youth reported strong** social and emotional competence. Conversely, **3% reported weak** social and emotional competence.

	■ Strong	■ Moderate	■ Weak
Overall	57%	40%	3%
Self-Awareness	41%	50%	9%
Self-Management	58%	37%	5%
Responsible Decision-Making	47%	46%	7%
Relationship Skills	33%	51%	16%
Social Awareness	57%	37%	5%

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Youth generally reported that FPS had a "moderate" culturally responsive environment.

"There are adults who have similar racial or ethnic backgrounds to mine and who I consider good role models."
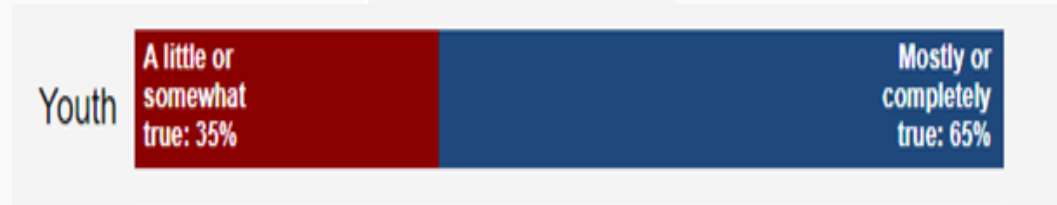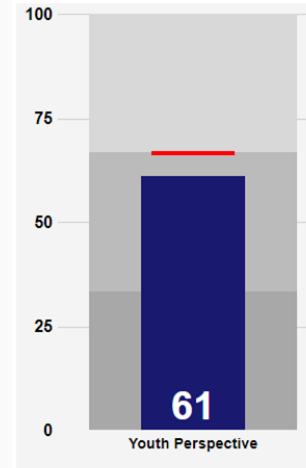
Youth who reported that the schools had a stronger culturally responsive environment (core measure 3) had stronger Social Emotional Competencies (core measure 2).

Drug-Free Communities (DFC) Module

Use of Alcohol in the Past 30 Days
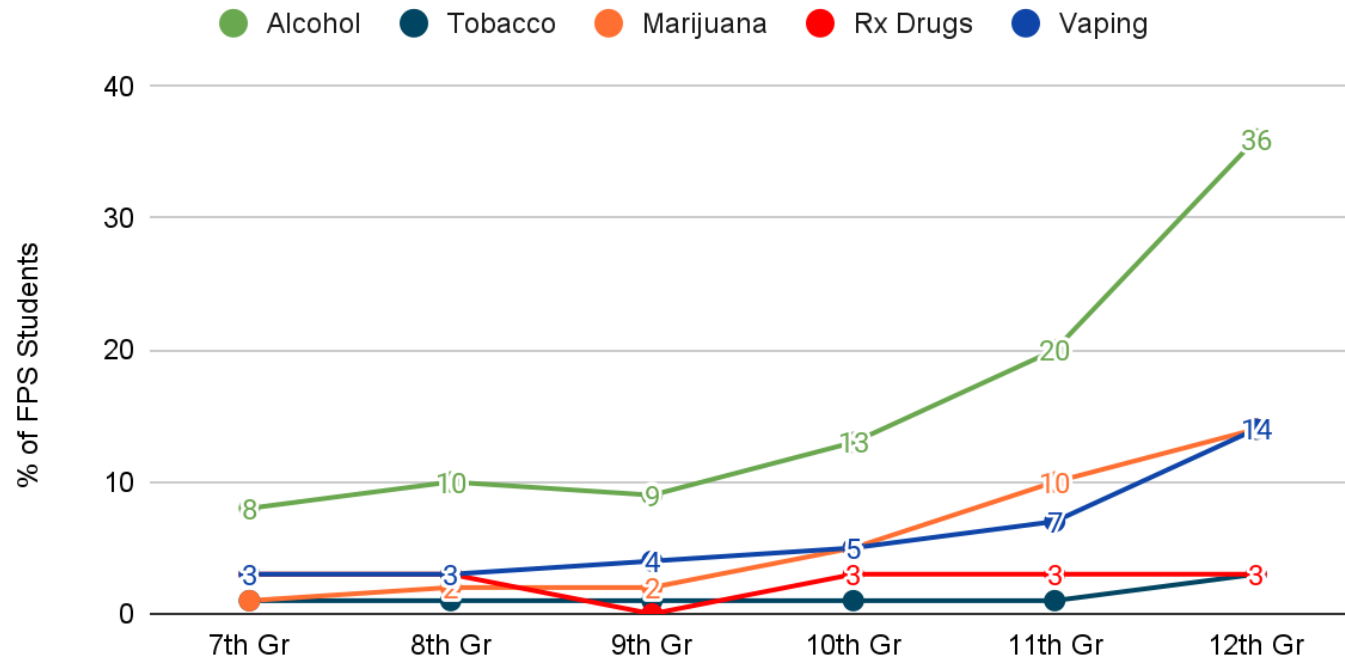
Improvement or Impact of Covid?

- **15%** of 7th-12th students compared to 21% in 2019

- **9%** of MS students compared to 8% in 2019

- **17%** of HS students compared to 31% in 2019

- **36%** of seniors drank in the past month compared to 51% in 2019

Impact of Covid?

- **79%** of 7th-12th students compared to 82% in 2019

- **79%** of MS students compared to 82% in 2019

  (75% of 7th and 82% of 8th graders)

- **79%** of HS students compared to 82% in 2019

  (83% of 9th – 74% of 12th graders)

Improvement of Impact of Covid?

- **5% of 7th-12th students compared to 11% in 2019days**

- **2%** of MS, no change from 2019

- **7%** of HS students compared to 19% in 2019

    (2% of 9th – 14% of 12th graders)

Perception of Risk of using marijuana once or twice a week

Impact of Covid?

- **61% of 7th-12th students compared to 64% in 2019days**
- **76%** of MS compared to 82% in 2019
- **55%** of HS students compared to 49% in 2019

  (64% of 9th – 48% of 12th graders)

Improvement or Impact of Covid?

- **6%** of 7th-12th grade students compared to 9% vaped nicotine and 10% vaped marijuana in 2019 (supplemental survey)

- **3%** of MS students compared to 2.2% vaped nicotine and 1.5% THC in 2019 (supplemental survey)

- **7%** of HS students compared to 16% vaped nicotine and 16% vaped THC/marijuana in 2019 (supplemental survey)

Improvement or Impact of Covid?

- **81%** of 7th-12th grade students consider vaping (tobacco, nicotine, marijuana) as a risky behavior.
- **69%** in 2019 viewed vaping nicotine as a moderate or great risk (supplemental survey) .

Ever used any of the substances:

2021 Supplemental Survey: EVER USED	MS	HS	ALL
Alcohol (beer, wine, vodka)	20.1%	24.4%	23.4%
Marijuana/THC/edibles/cannabis/weed	2.2%	10.5%	8.0%
Prescription drugs (not your own)	4.0%	0.8%	1.7%
Vaping device/e-cig/JUUL/BLU	5.3%	9.0%	7.8%

- **Almost all** students report that their <u>parents</u> disapprove of *drinking (93%)* or *vaping (97%)* -- slightly fewer report their parents disapprove of *marijuana* use (92% - but only 86% by senior year).

- Overall, **most** students report that their <u>peers</u> disapprove of substance use (78% disapprove of alcohol, 76% of vaping, but only 71% of marijuana).

- By senior year, there is a significant decrease in perception of peer diapproval of substance use:
  - 66% for alcohol, 63% for vaping, and only 47% for marijuana

School Climate Module

Youth generally reported experiencing **moderate** levels of School Climate.

	■ Strong	■ Moderate	■ Weak
Overall	26%	68%	6%
Instructional Practices	15%	47%	38%
Classroom Order	16%	70%	13%
Captivate	16%	67%	17%
Student Voice	11%	59%	30%
Safety	38%	54%	9%
Fairness	44%	52%	4%
Sense of Belonging	28%	62%	10%
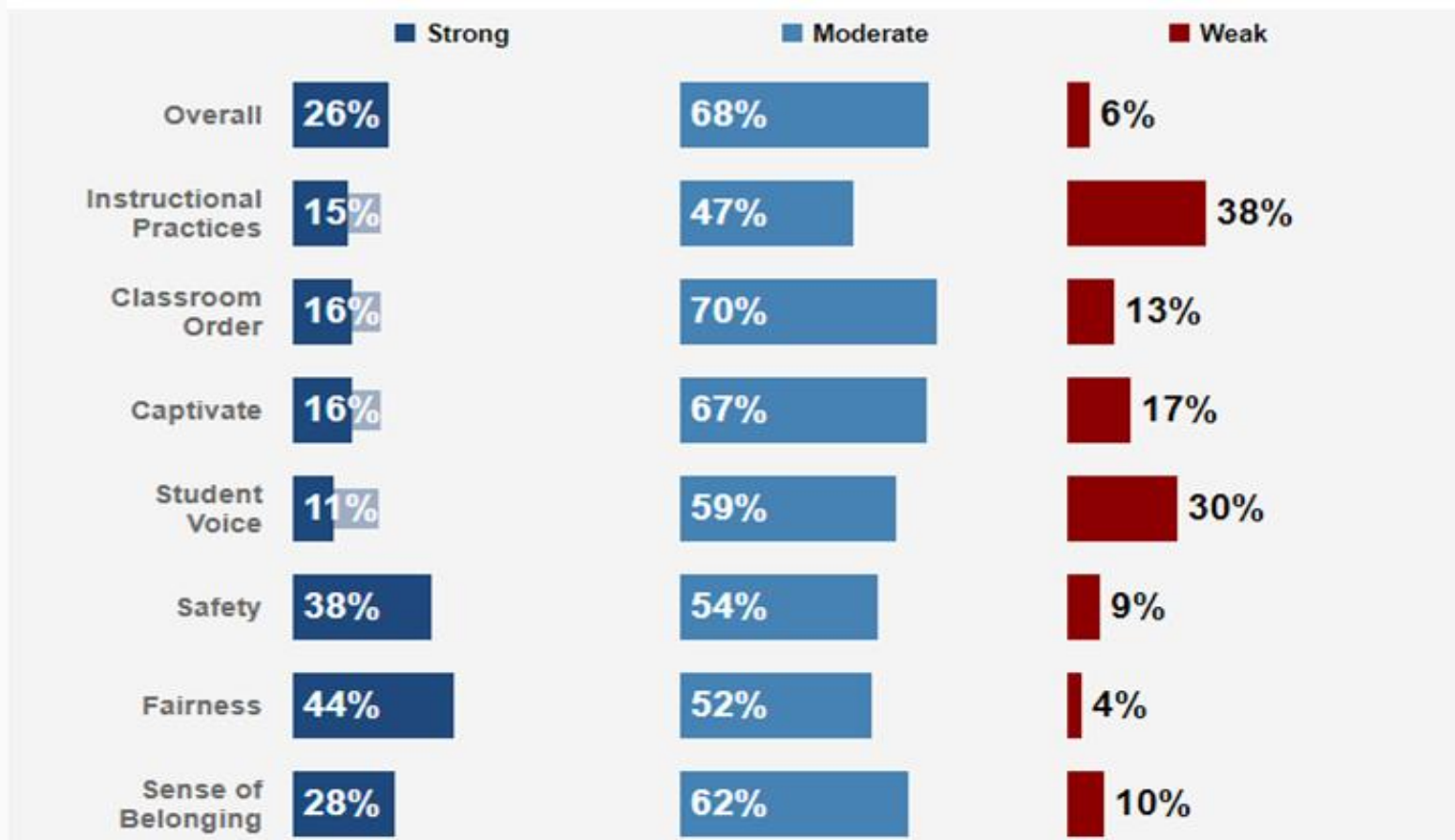
Current Events: COVID-19 Module

Stress

How stressful has the COVID-19 pandemic been for you?			
Not at all 8%	A little 22%	Somewhat 34%	Very 37%

Engagement Coping

I take steps to solve problems that have happened because of the COVID-19 pandemic: 9% | 36% | 44% | 11%
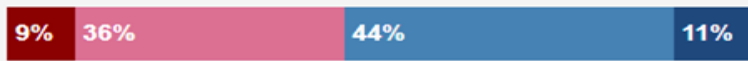
I reach out to other people about how I am feeling about the COVID-19 pandemic: 23% | 38% | 30% | 9%

I try to think about what I can learn from the COVID-19 pandemic: 13% | 39% | 34% | 14%

I accept that the COVID-19 pandemic has happened and that it cannot be changed: 4% | 12% | 36% | 47%

Legend: Never | Some of the time | Most of the time | All of the time

Disengagement Coping

I pretend that the COVID-19 pandemic has not really happened: 67% | 23% | 8% | 3%

I find it difficult to think about anything other than the COVID-19 pandemic: 48% | 38% | 11% | 4%

I try not to think about the COVID-19 pandemic: 15% | 45% | 31% | 9%

I try to take my mind off of the COVID-19 pandemic by focusing on other activities: 7% | 26% | 41% | 25%

Legend: Never | Some of the time | Most of the time | All of the time

Social (Dis)Connection

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel connected to staff here	11%	29%	52%	8%
I feel connected to friends		9%	47%	41%
I feel connected to other kids here	11%	30%	50%	9%
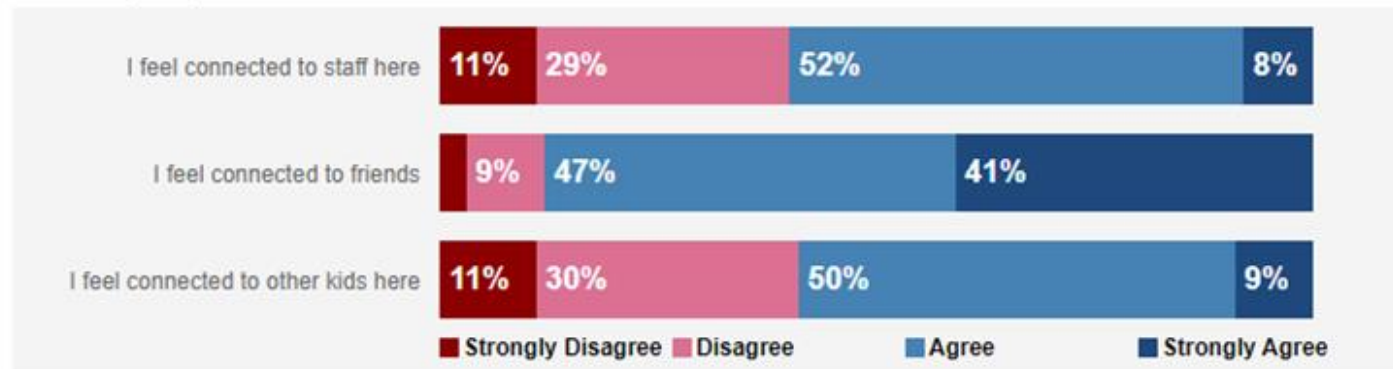
COVID-19 Related Change in Relationship Quality

	Stronger	About the same	Weaker
Are your relationships with your families stronger or weaker than before the COVID-19 pandemic?	39%	51%	10%
Are your friendships stronger or weaker than before the COVID-19 pandemic?	36%	41%	23%
Are your relationships with Teachers stronger or weaker than before the COVID-19 pandemic?	12%	44%	44%

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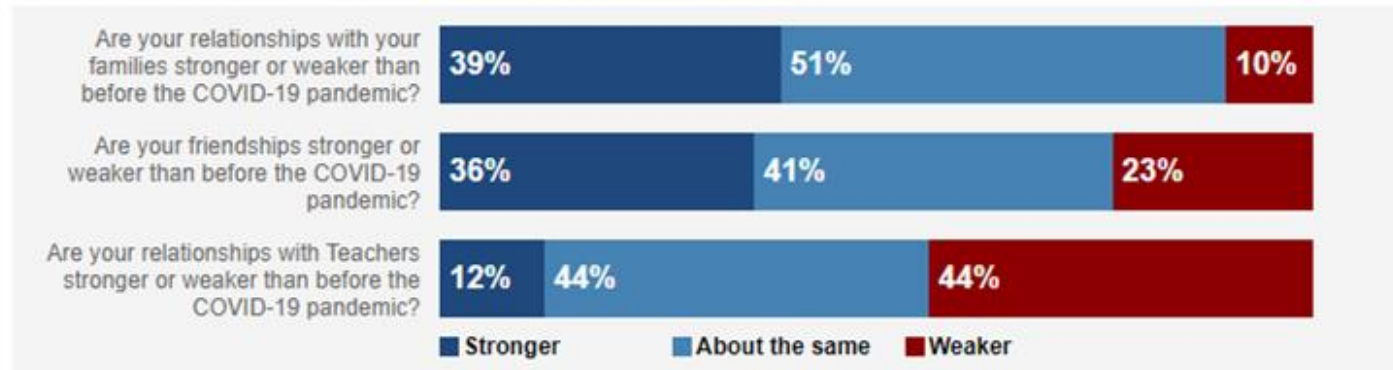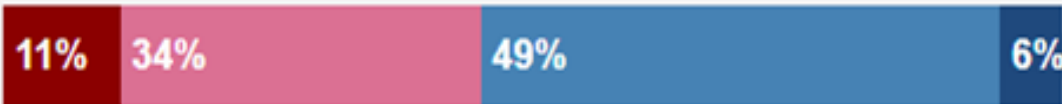
COVID-19 Specific Social-Emotional Support

My relationship with my Teachers has helped make things feel more normal during the COVID-19 pandemic.
| 11% | 31% | 51% | 7% |
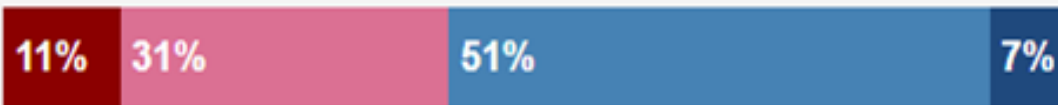
My Teachers have helped me understand, or make sense of, my feelings related to the COVID-19 pandemic.
| 11% | 34% | 49% | 6% |

My Teachers provide a safe space where I can share my feelings and experiences related to the COVID-19 pandemic.
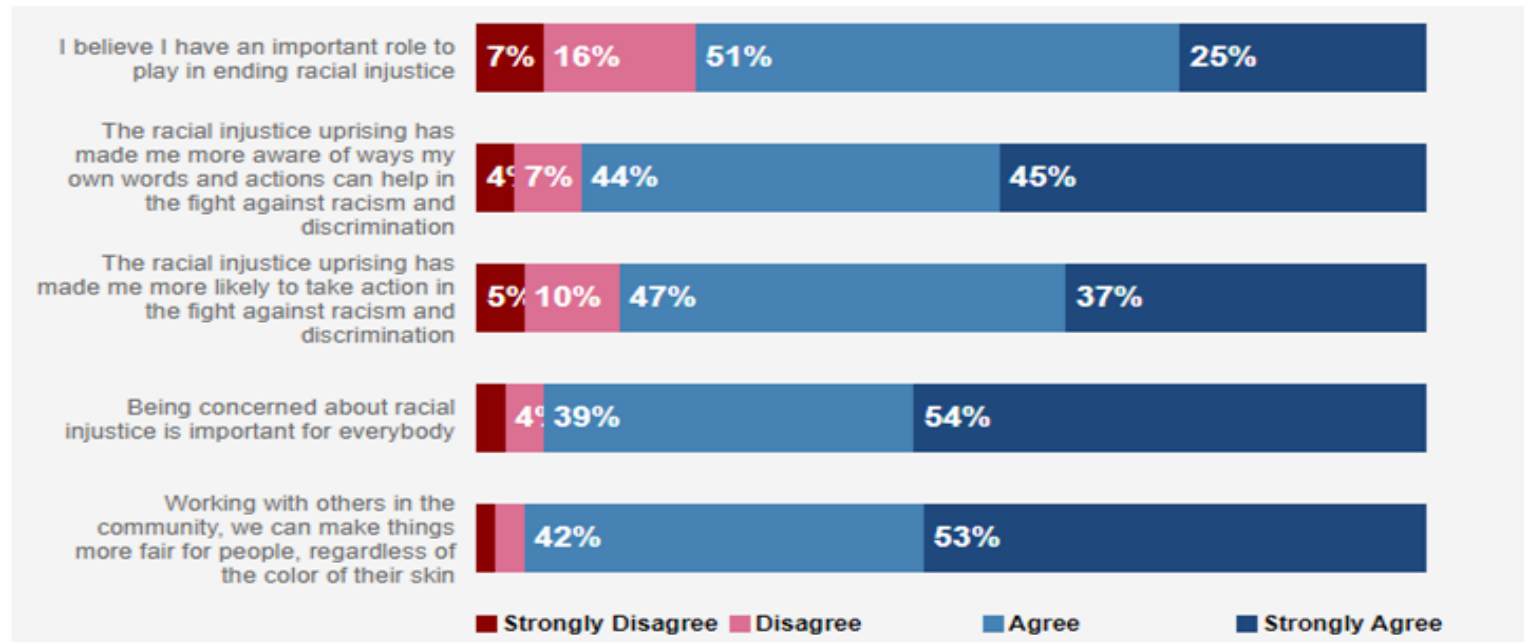| 9% | 20% | 61% | 10% |

■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

Current Events: Racial Injustice Module

The questions in this section ask young people about their role in eliminating injustices against people of color and the efficacy of those beliefs.

Following the deaths of George Floyd and Breonna Taylor (and many other people of color), there has been increased attention and unrest around the issue of racial injustice. In the questions below, we refer to this as the "racial injustice uprising".
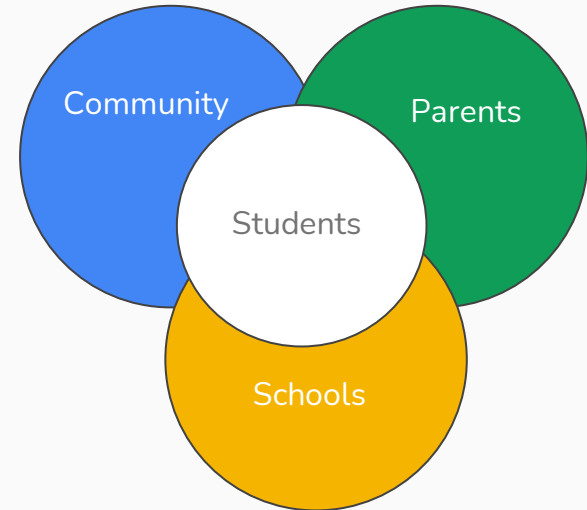
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe I have an important role to play in ending racial injustice	7%	16%	51%	25%
The racial injustice uprising has made me more aware of ways my own words and actions can help in the fight against racism and discrimination	4%	7%	44%	45%
The racial injustice uprising has made me more likely to take action in the fight against racism and discrimination	5%	10%	47%	37%
Being concerned about racial injustice is important for everybody	4%		39%	54%
Working with others in the community, we can make things more fair for people, regardless of the color of their skin			42%	53%

Next Steps

Review the data with the school community:
- Administrators and staff
- Students
- Engage a committee of administrators, teachers, and students to develop recommendations and identify action steps for areas of improvement
- Post results on school and district websites
- Provide follow-up training

Review data with community stakeholders

Questions?