

Developmental Assets: 2019 Profile of Fairfield Youth

Presented by
Positive Directions- The Center for Prevention and
Counseling
and
Fairfield CARES

April. 9, 2019



THE TOWN RESOURCE FOR HEALTHY CHOICES



Positive Directions- The Center for Prevention and Counseling

Positive Directions is a community-based, 501 (c)(3) not-for-profit located in Westport, Connecticut and is the primary provider of alcohol and substance misuse prevention and individual counseling services.

The Agency principally serves the towns of Fairfield, Norwalk, Weston, Westport and Wilton and its mission is to support individuals, families, and communities by providing (1) prevention services that build resiliency and life skills in adolescents, adults and families and (2) treatment for mental health and addictive behaviors.

We are your community partners, and want to work with you to achieve the best outcomes which support youth and families.

About Fairfield Cares

Fairfield CARES, established in 2009, is a town-wide organization of parents, school representatives, local business leaders, law enforcement, clergy, counseling professionals and youth services organizations.

Fairfield CARES is dedicated to preventing underage drinking and substance abuse, increasing awareness of the risks of addiction, promoting healthy choices and behaviors to increase personal wellness, and strengthening community well-being and resilience.



#LifeNotWasted Campaign

Data shows that alcohol is the priority substance abuse problem for Fairfield teens. That's why #LifeNotWasted was developed- a campaign that targets students and parents with hard-hitting messaging about the dangerous consequences of underage drinking.

Underage drinking is unacceptable in Fairfield. Under Connecticut's Social Host Law, you could be fined up to \$2,000 per minor you serve, go to jail and be liable in lawsuits for injury or damages. Post our #FairfieldCares #LifeNotWasted sticker to remind teens of your zero-tolerance policy.

Let teens drink any and you could lose ev...

We Believe In A #LifeNotWasted

When it comes to underage drinking, our children's futures are at stake. We've made it our mission to prevent underage drinking and substance abuse by raising awareness of associated risks, promoting healthy choices and strengthening well-being and resilience.

Fairfield CARES
THE YOUNG SOURCE | WELLBEING CHOICES

Intent of the Attitudes and Behavior Survey

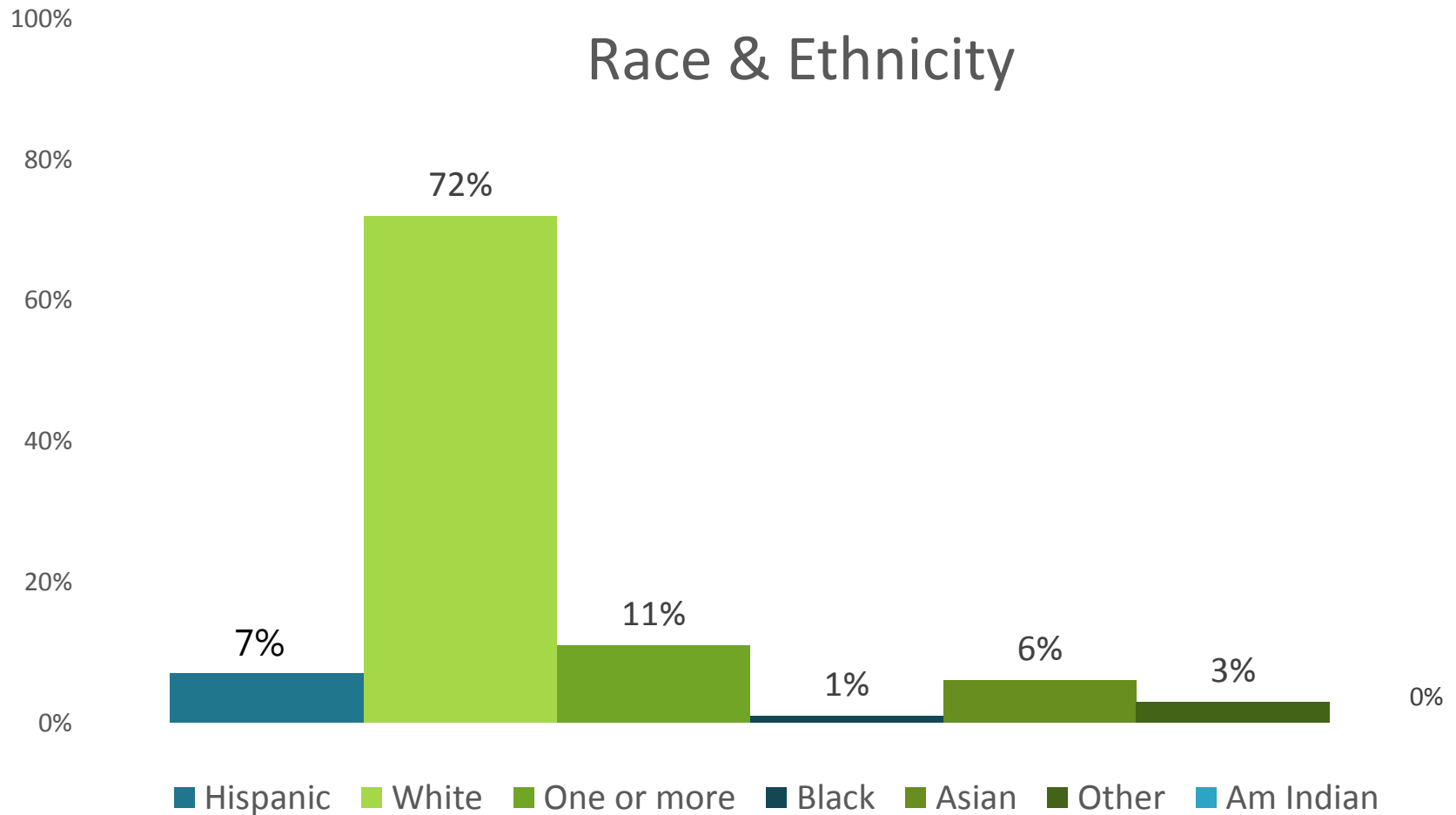
By using this survey, you will:

- Discover the strengths and supports that young people have
- Hear the perspective of young people themselves
- Learn about risk behaviors and thriving indicators that are impacting your youth
- Gain a roadmap to guide you in proactive and focused planning to increase success in school and in life
- Enable adults to better understand the youth voice in their community and create actionable strategies in all sectors

The Attitudes and Behaviors Survey measures:

- 40 Developmental Assets, which look at external supports and internal strengths
- 24 youth risk behavior elements (e.g., substance use, sexual activity, antisocial behavior)
- 10 high-risk behavior patterns
- Key social and emotional skills
- 8 thriving indicators (succeeds in school, helps others, values diversity, maintains good health, exhibits leadership, resists danger, delays gratification, overcomes adversity)
- 5 developmental deficits (alone at home, TV overexposure, physical abuse, victim of violence, drinking parties)

Demographics- 797 Students



Building Assets

Building on Strengths to Build Healthy, Successful Adults



Why Assets are Invaluable

- The more assets a young person possesses:
 - the greater likelihood of school success
 - The greater likelihood of **AVOIDING** drugs, alcohol and other risk-taking behaviors.

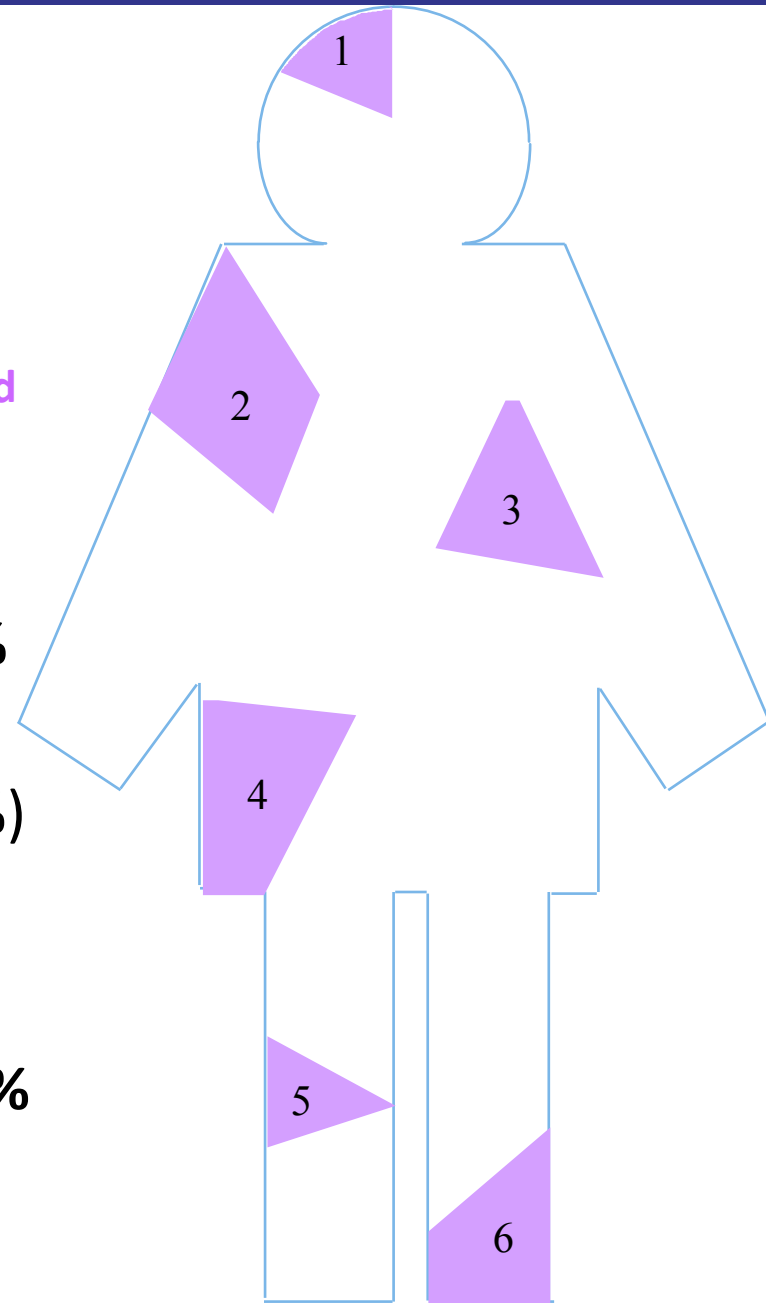
Locally, data will be used to identify needs and drive decision making around programs/services ensuring Norwalk's children receive the social-emotional supports they need to thrive and create a more aligned system to support the social-emotional health and wellbeing of all Norwalk's children.

SUPPORT

...Having people in your life who love you, care about you and are there for you in good times, bad times, and in-between times. These assets are about having places in your life where you feel cared for, supported, comfortable, and welcome.

1. Family support- **86%** (83.5%)
2. Positive family communication- **36%** (39.5)
3. Other adult relationships- **58%** (58%)
4. Caring neighborhood- **51%** (53%)
5. Caring school climate- **41%** (41%)
6. Parent involvement in schooling- **29%** (30%)

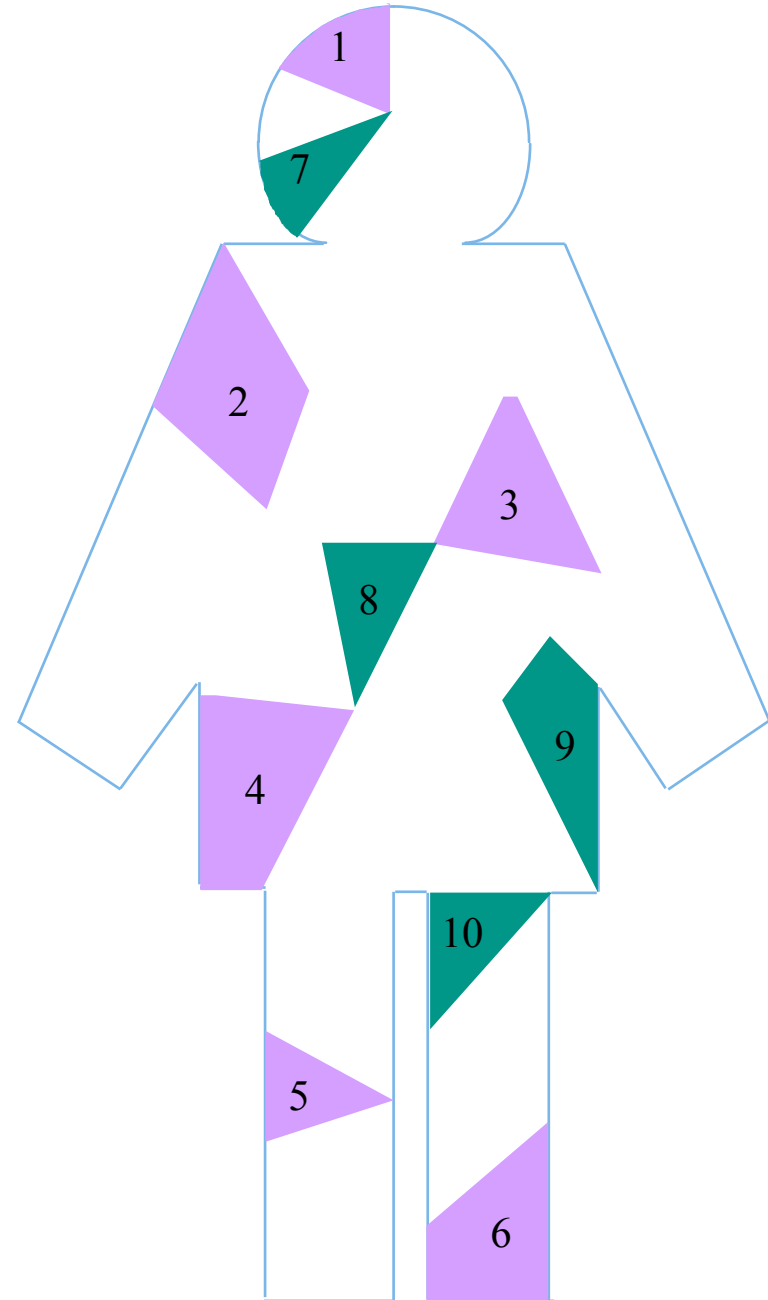
*() 2016 percentages



EMPOWERMENT

...Being valued and appreciated, knowing that you matter to other people. These assets are about having chances to contribute and serve in your community, make a difference, and get noticed for your efforts. They're about feeling safe at home, school, and in the neighborhood.

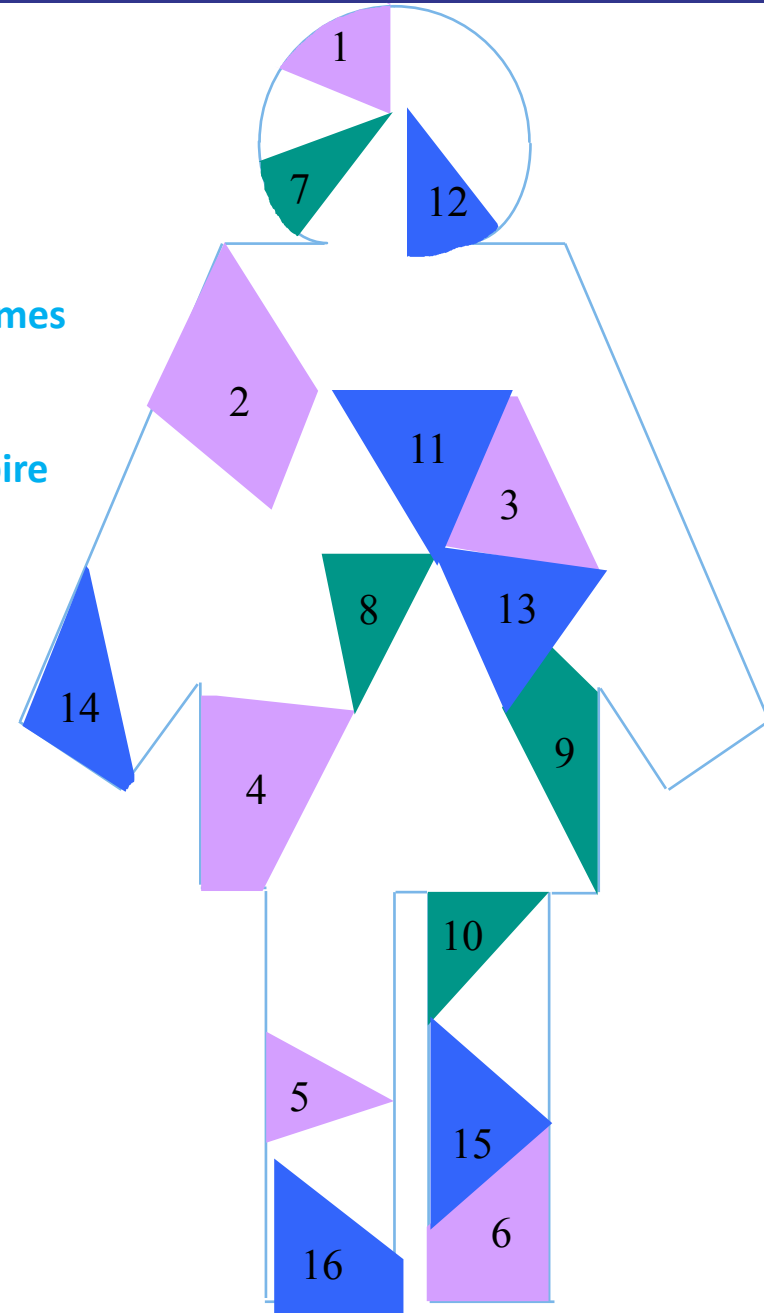
- 7. Community values youth- **32%** (31%)
- 8. Youth as resources- **37%** (38.5%)
- 9. Service to others- **48%** (51.5%)
- 10. Safety- **58%** (57%)



BOUNDARIES & EXPECTATIONS

...Knowing what is in-bounds and out-of-bounds when it comes to your behavior. These assets are about rules and consequences, and about adults who care enough to follow through. They're also about people who challenge and inspire you to do best and believe in yourself.

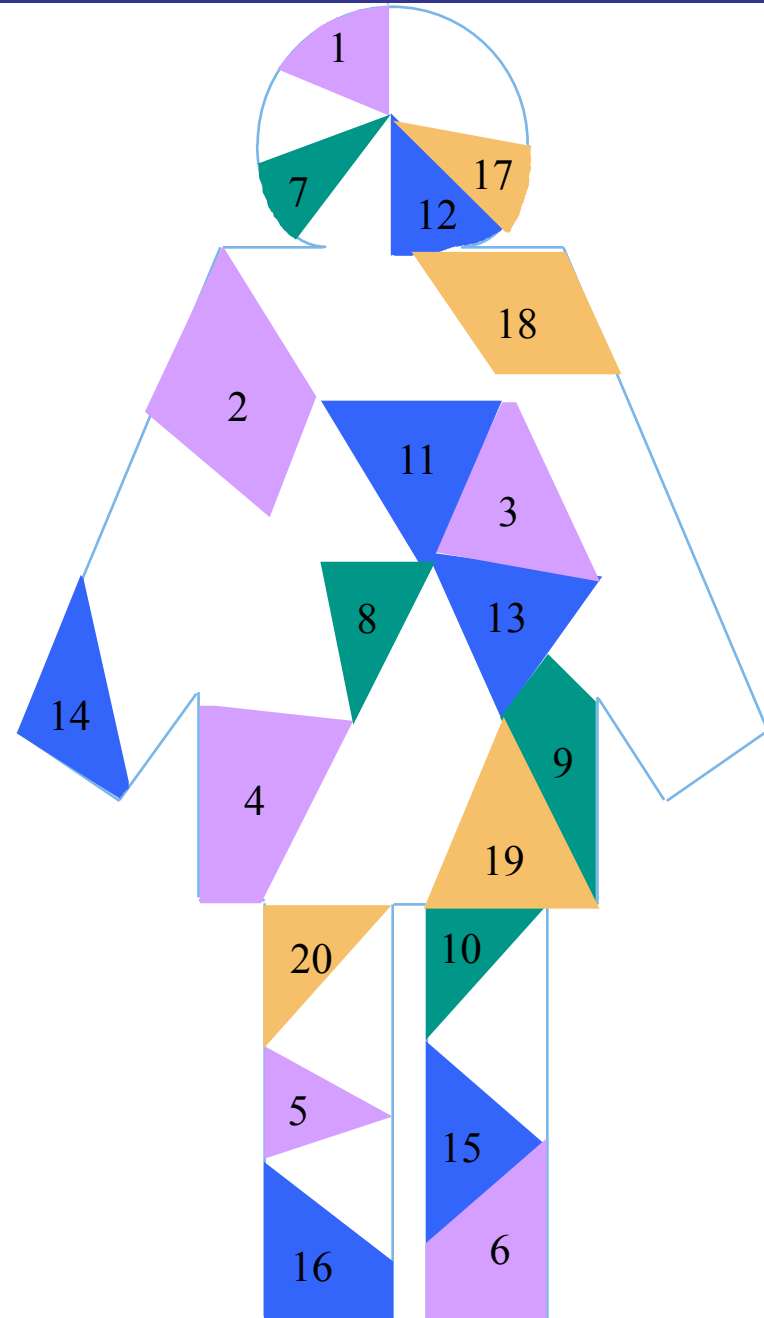
- 11. Family boundaries- **60%** (52%)
- 12. School boundaries- **66%** (58.5%)
- 13. Neighborhood boundaries- **46%** (47.5%)
- 14. Adult role models- **48%** (48%)
- 15. Positive peer influence- **82%** (80.5%)
- 16. High expectations- **60%** (55.5%)



CONSTRUCTIVE USE OF TIME

...Having positive, meaningful, challenging, and fun things to do. These assets are about getting involved with creative activities, youth programs, a religious community, and other places where you are likely to meet adults who care about youth. They're also about spending quality time at home.

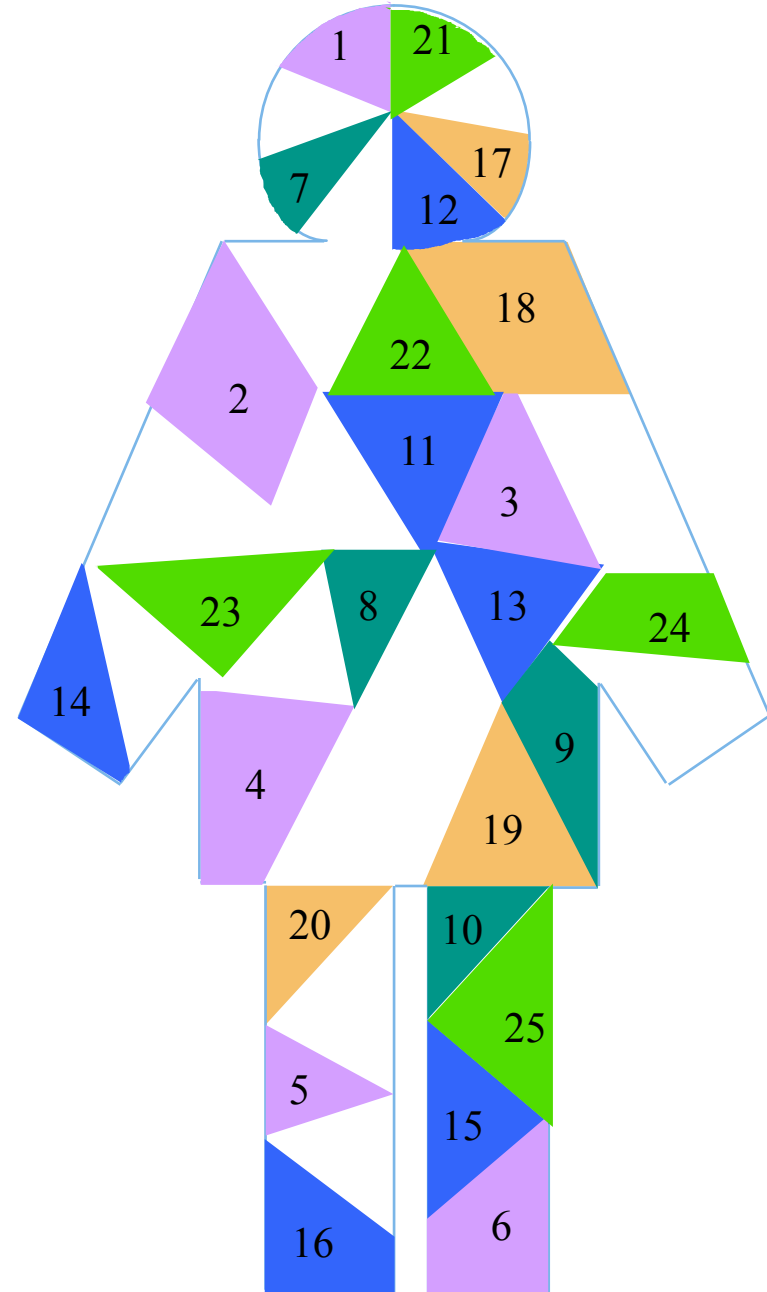
- 17. Creative activities- **22%** (17.5%)
- 18. Youth programs- **74%** (76.5%)
- 19. Religious community- **48%** (50%)
- 20. Time at home- **66%** (62%)



COMMITMENT TO LEARNING

...Taking school seriously and making the most of every opportunity to learn. These assets are about knowing that getting an education is important to your life, being curious about and open to learning new things, and developing the skills you need that are vital to your success now and in the future.

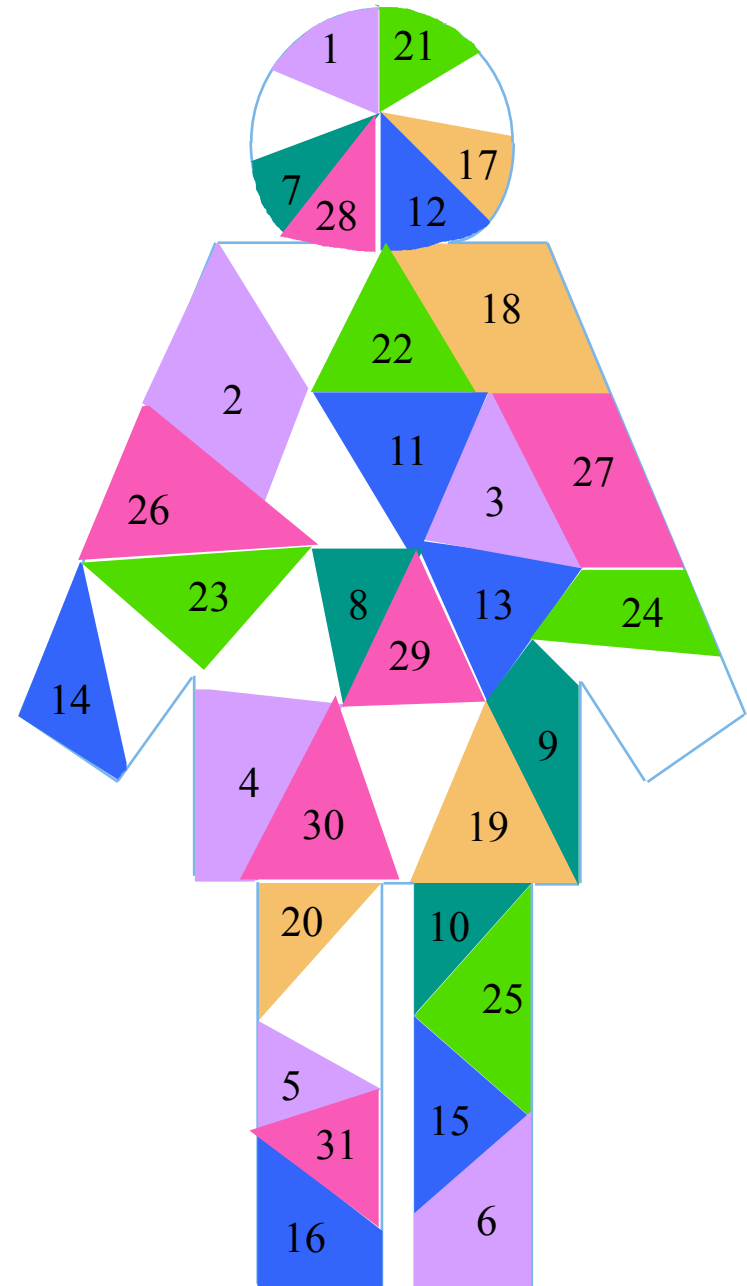
- 21. Achievement motivation- **80%** (81%)
- 22. School engagement- **83%** (67.5%)
- 23. Homework- **61%** (65%)
- 24. Bonding to school- **75%** (70.5%)
- 25. Reading for pleasure- **17%** (16%)



POSITIVE VALUES

...Building a strong inner core of positive values. These assets are about forming beliefs and convictions that guide your choices and decisions, shape your priorities, and influence what you do and say. They're about caring for others, and honoring yourself. Your values reflect who you are.

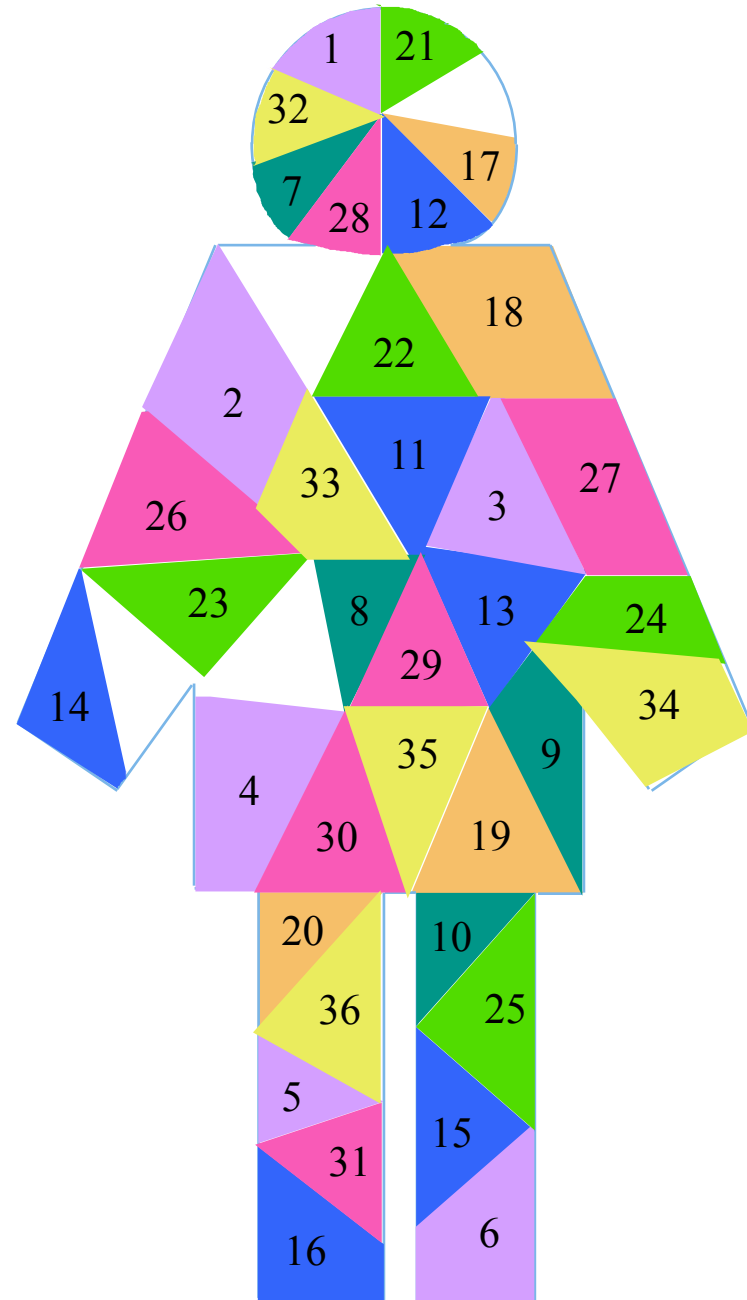
- 26. Caring- **70%** (64%)
- 27. Equality and social justice- **70%** (67.5%)
- 28. Integrity- **78%** (74%)
- 29. Honesty- **76%** (66%)
- 30. Responsibility- **75%** (68%)
- 31. Restraint- **45%** (48%)



SOCIAL COMPETENCIES

...Improving yourself and your relationships, developing the skills and attitudes that will help you function as an independent, capable person in the world. These assets are about making plans and decisions, making friends, and getting along with all kinds of people. They're about having the strength to avoid risky situations and resolve conflicts without violence.

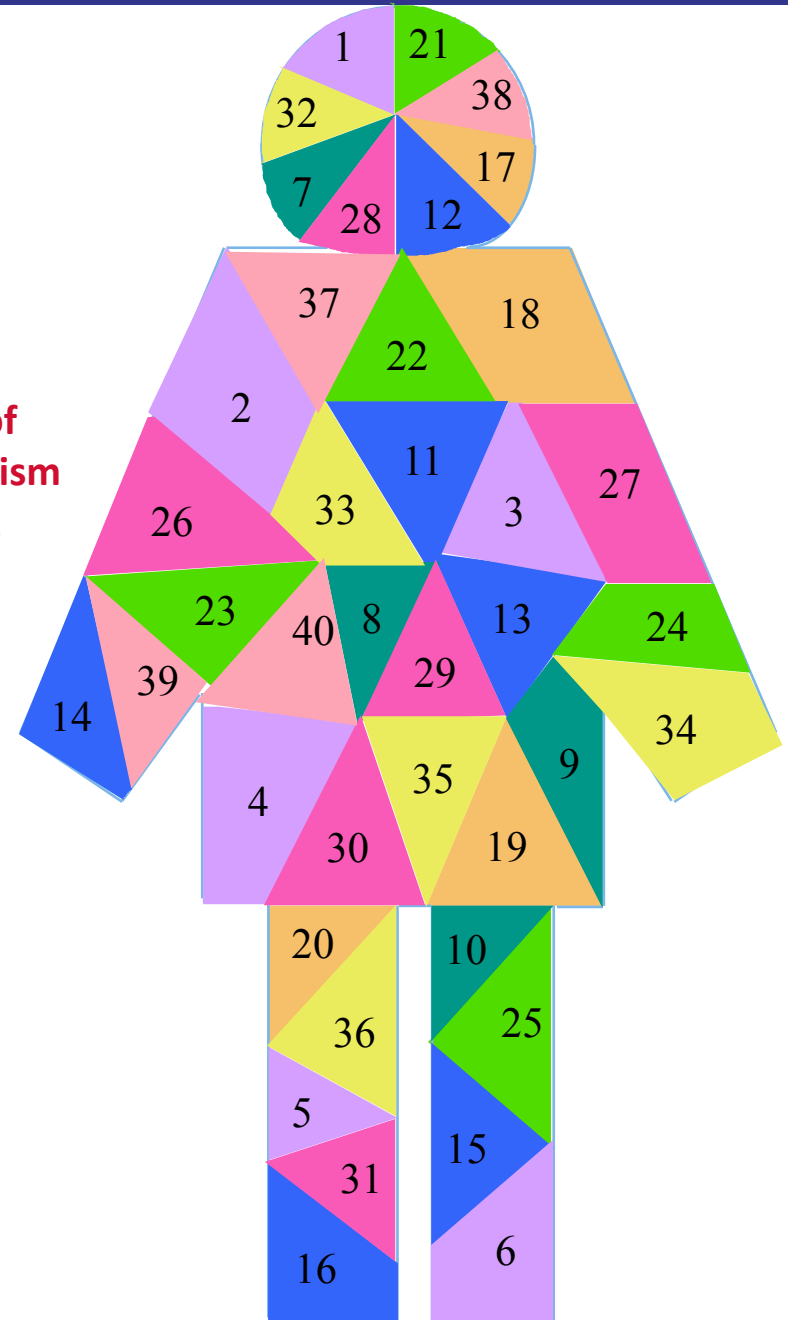
- 32. Planning and decision making- **39%** (40.5%)
- 33. Interpersonal competence- **54%** (50%)
- 34. Cultural competence- **59%** (52%)
- 35. Resistance skills- **55%** (56%)
- 36. Peaceful conflict resolution- **62%** (60%)



POSITIVE IDENTITY

...Knowing who you are and what you are: a valuable, worthwhile person with talents, skills, abilities, and promise. These assets are about knowing your personal power and your limits, having a positive self-esteem without being boastful or arrogant, and having a sense of purpose in life. You look ahead to the future with optimism and excitement because you know it is going to be good.

- 37. Personal power- **49%** (50%)
- 38. Self-esteem- **51%** (57.5%)
- 39. Sense of purpose- **66%** (70%)
- 40. Positive view of personal future- **77%** (80.5%)



Small Group Activity

Please respond to the following:

What are the strengths and needs of your youth with respect to their:

- External assets?
- Internal assets?
- Gender Differences?

What actions can you take to strengthen assets in young people?

Gender Differences

AGGREGATE GENDER DIFFERENCES

Note the following differences of more than 10% between young male and female students.

Developmental Asset	Male	Female
Service to others – serves community 1-2 hours/week	38%	57%
Safety – feels safe in the community	66%	49%
Adult Role models - Parent(s) and other adults who spend at lot of time helping other people	43%	53%
Creative Activities – spends 3 or more hours/week in lessons/practice in music/theater/other arts	15%	29%
Achievement Motivation – is motivated to do well in school	76%	83%
Positive Peer Influence – Young person’s best friends model responsible behavior	80%	85%
Homework – young person reports doing at least one hour of homework/school day	51%	71%
Planning and Decision Making – Youth knows how to plan ahead and make choices	31%	47%
Caring – finds extreme importance in helping others	62%	77%
School Engagement – young person is actively engaged in learning	81%	84%
Bonding to School – young person cares about his/her school	75%	75%
Interpersonal Competence -Young person has empathy, sensitivity, and friendship skills	41%	67%

AGGREGATE GENDER DIFFERENCES continued

Developmental Asset	Male	Female
Parent Involvement in Schooling – parents are actively involved in helping young person success in school	29%	29%
Neighborhood Boundaries – Neighbors take responsibility for monitoring youth behavior	46%	47%
Equality & Social Justice – places high value on promoting equality/reducing hunger & poverty	59%	80%
Caring Neighborhood –Young person experiences caring neighbors	51%	51%
Integrity – acts on convictions and stands up for what he/she believes	77%	80%
Responsibility – accepts and takes personal responsibility	68%	81%
Restraint – strongly agrees it is important not to use alcohol as a teenager	44%	48%
Positive View of Personal Future – believes as an adult, young person will have a good life.	76%	79%
Honesty - Young person tells the truth even when it's not easy	69%	82%
Peaceful Conflict Resolution – young person seeks to resolve conflict nonviolently	45%	79%
Self-Esteem – young person reports having high “self-esteem”	59%	45%
Resistance Skills – strongly agrees young person can resist negative peer pressure	54%	56%
Sense of Purpose – young person reports “my life has a sense of purpose”	71%	63%

MIDDLE SCHOOL GENDER DIFFERENCES

Note the following differences of more than 10% between young male and female students.

Developmental Asset	Male	Female
Service to others – serves community 1-2 hours/week	36%	53%
Safety – feels safe in the community	61%	47%
Adult Role models - Parent(s) and other adults who spend at lot of time helping other people	46%	51%
Creative Activities – spends 3 or more hours/week in lessons/practice in music/theater/other arts	13%	35%
Achievement Motivation – is motivated to do well in school	77%	84%
Positive Peer Influence – Young person’s best friends model responsible behavior	93%	96%
Homework – young person reports doing at least one hour of homework/school day	36%	56%
Planning and Decision Making – Youth knows how to plan ahead and make choices	32%	49%
Caring – finds extreme importance in helping others	62%	74%
School Engagement – young person is actively engaged in learning	75%	83%
Bonding to School – young person cares about his/her school	74%	72%
Interpersonal Competence -Young person has empathy, sensitivity, and friendship skills	46%	70%



MIDDLE SCHOOL GENDER DIFFERENCES continued

Developmental Asset	Male	Female
Parent Involvement in Schooling – parents are actively involved in helping young person success in school	29%	37%
Neighborhood Boundaries – Neighbors take responsibility for monitoring youth behavior	49%	55%
Equality & Social Justice – places high value on promoting equality/reducing hunger & poverty	60%	82%
Caring Neighborhood –Young person experiences caring neighbors	52%	49%
Integrity – acts on convictions and stands up for what he/she believes	72%	76%
Responsibility – accepts and takes personal responsibility	66%	81%
Restraint – strongly agrees it is important not to use alcohol as a teenager	63%	70%
Positive View of Personal Future – believes as an adult, young person will have a good life.	80%	78%
Honesty - Young person tells the truth even when it's not easy	68%	82%
Peaceful Conflict Resolution – young person seeks to resolve conflict nonviolently	47%	82%
Self-Esteem – young person reports having high “self-esteem”	54%	44%
Resistance Skills – strongly agrees young person can resist negative peer pressure	61%	61%
Sense of Purpose – young person reports “my life has a sense of purpose”	69%	59%



HIGH SCHOOL GENDER DIFFERENCES

Note the following differences of more than 10% between young male and female students.

Developmental Asset	Male	Female
Service to others – serves community 1-2 hours/week	41%	60%
Safety – feels safe in the community	71%	50%
Adult Role models - Parent(s) and other adults who spend at lot of time helping other people	41%	54%
Creative Activities – spends 3 or more hours/week in lessons/practice in music/theater/other arts	16%	25%
Achievement Motivation – is motivated to do well in school	75%	83%
Positive Peer Influence – Young person’s best friends model responsible behavior	69%	76%
Homework – young person reports doing at least one hour of homework/school day	64%	82%
Planning and Decision Making – Youth knows how to plan ahead and make choices	30%	45%
Caring – finds extreme importance in helping others	62%	79%
School Engagement – young person is actively engaged in learning	86%	85%
Bonding to School – young person cares about his/her school	75%	77%
Interpersonal Competence -Young person has empathy, sensitivity, and friendship skills	36%	65%

HIGH SCHOOL GENDER DIFFERENCES continued

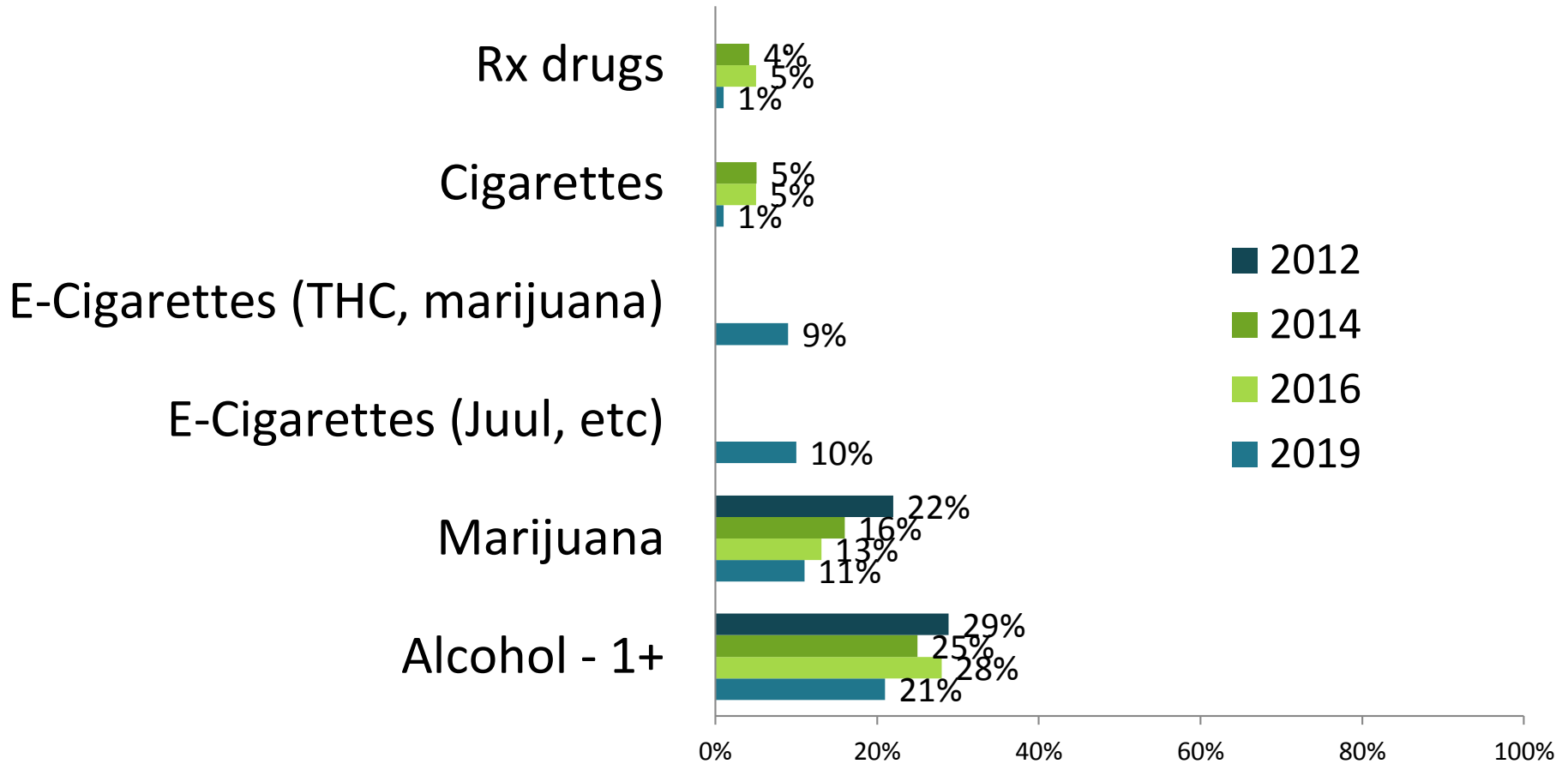
Developmental Asset	Male	Female
Parent Involvement in Schooling – parents are actively involved in helping young person success in school	29%	24%
Neighborhood Boundaries – Neighbors take responsibility for monitoring youth behavior	43%	40%
Equality & Social Justice – places high value on promoting equality/reducing hunger & poverty	59%	79%
Caring Neighborhood –Young person experiences caring neighbors	50%	53%
Integrity – acts on convictions and stands up for what he/she believes	82%	82%
Responsibility – accepts and takes personal responsibility	70%	82%
Restraint – strongly agrees it is important not to use alcohol as a teenager	27%	31%
Positive View of Personal Future – believes as an adult, young person will have a good life.	73%	79%
Honesty - Young person tells the truth even when it's not easy	70%	82%
Peaceful Conflict Resolution – young person seeks to resolve conflict nonviolently	43%	77%
Self-Esteem – young person reports having high “self-esteem”	62%	45%
Resistance Skills – strongly agrees young person can resist negative peer pressure	47%	53%
Sense of Purpose – young person reports “my life has a sense of purpose”	73%	65%



Reducing Risks

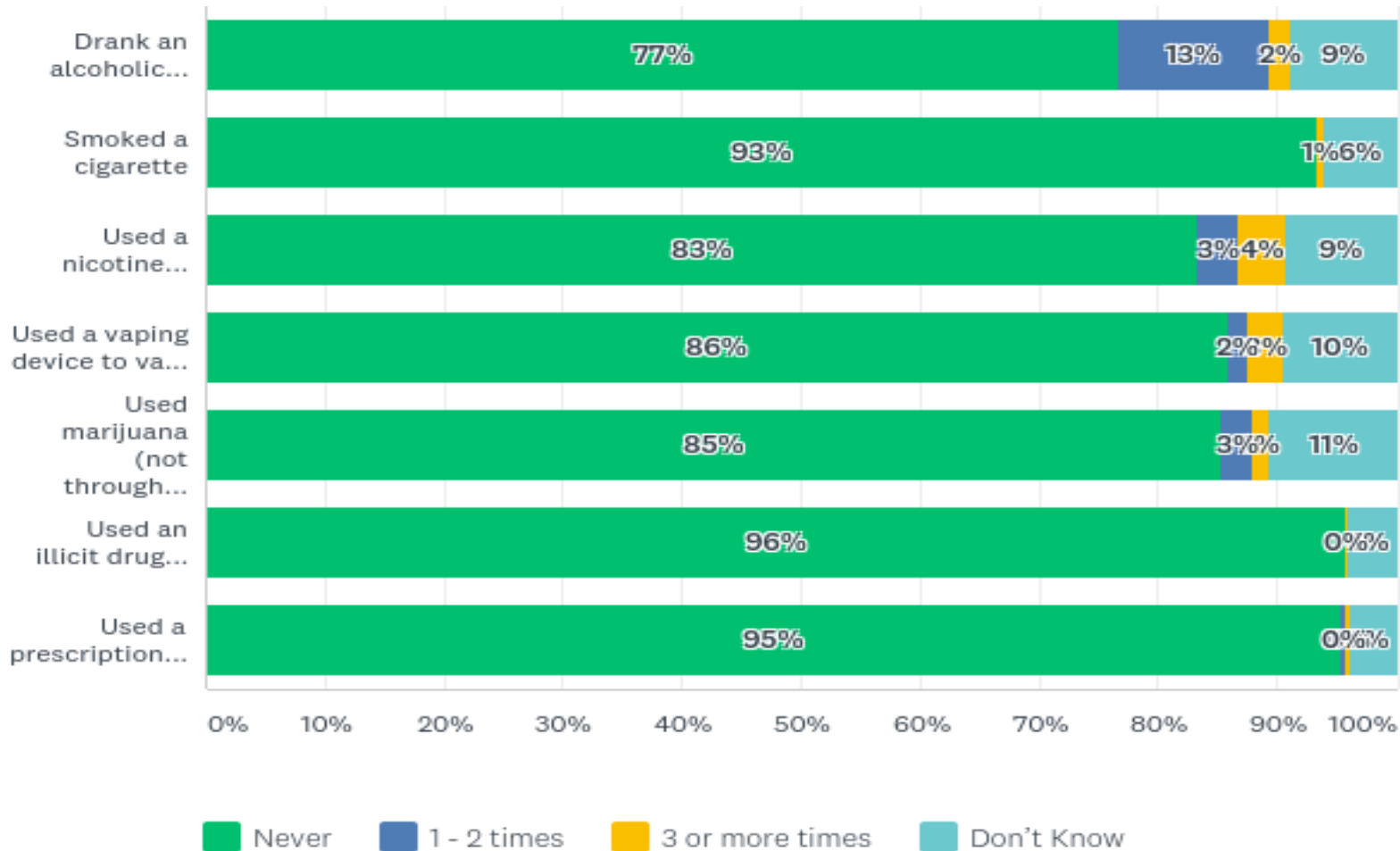
Current Substance Use and Other Risky Behaviors

30- Day Substance Use rates among Fairfield teens



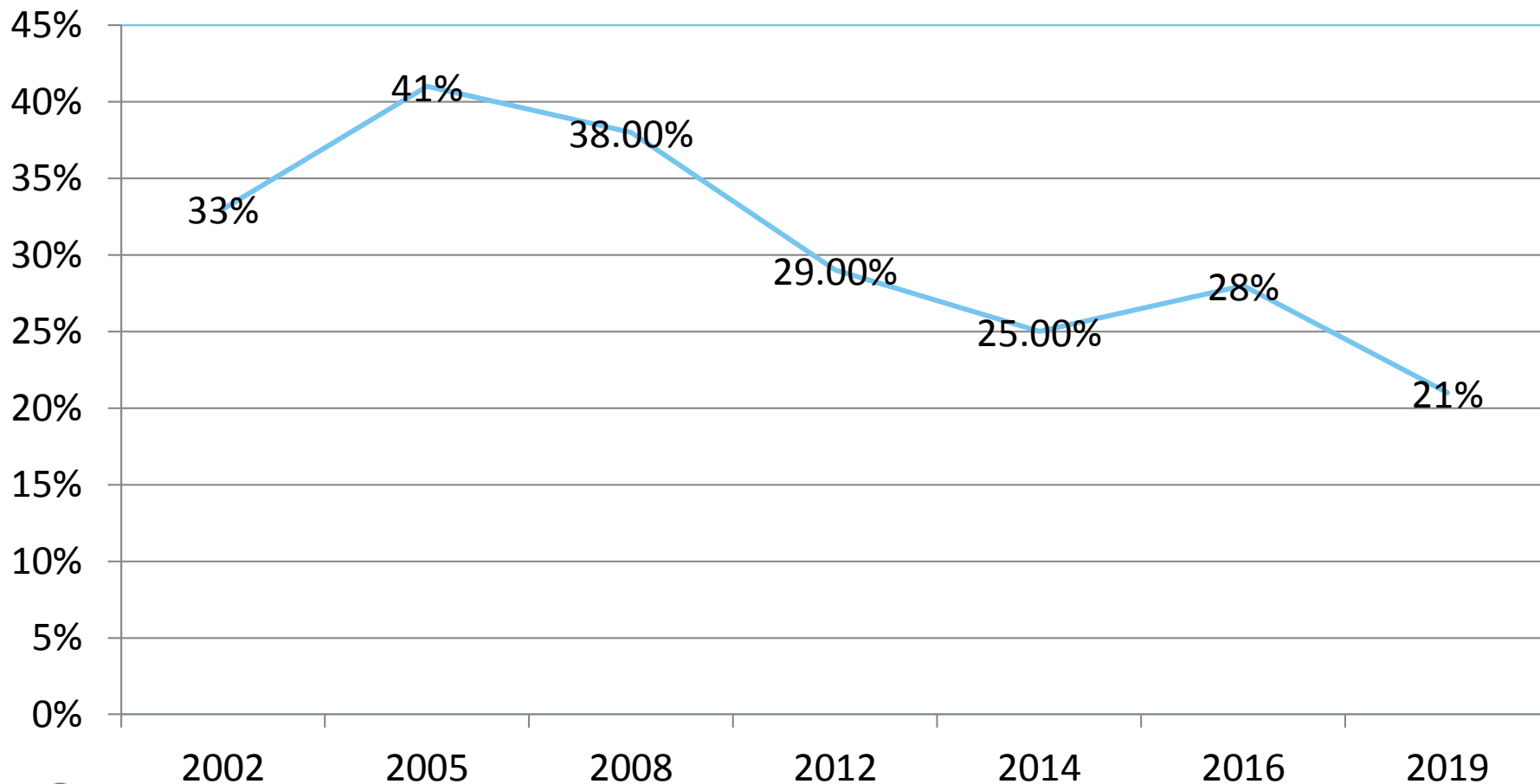
Can we add parent perception of use to this slide? RX drugs 0%, alcohol 15%, cigs-1%, Ecig thc 4%, ecig-7%, marijuana 4%

In the past 30 days, my child:



Underage Alcohol Use Trend Data

30 Day Alcohol Use 2002-2019



Small Group Activity

In your small group, please rank the source of where youth in Fairfield access alcohol.

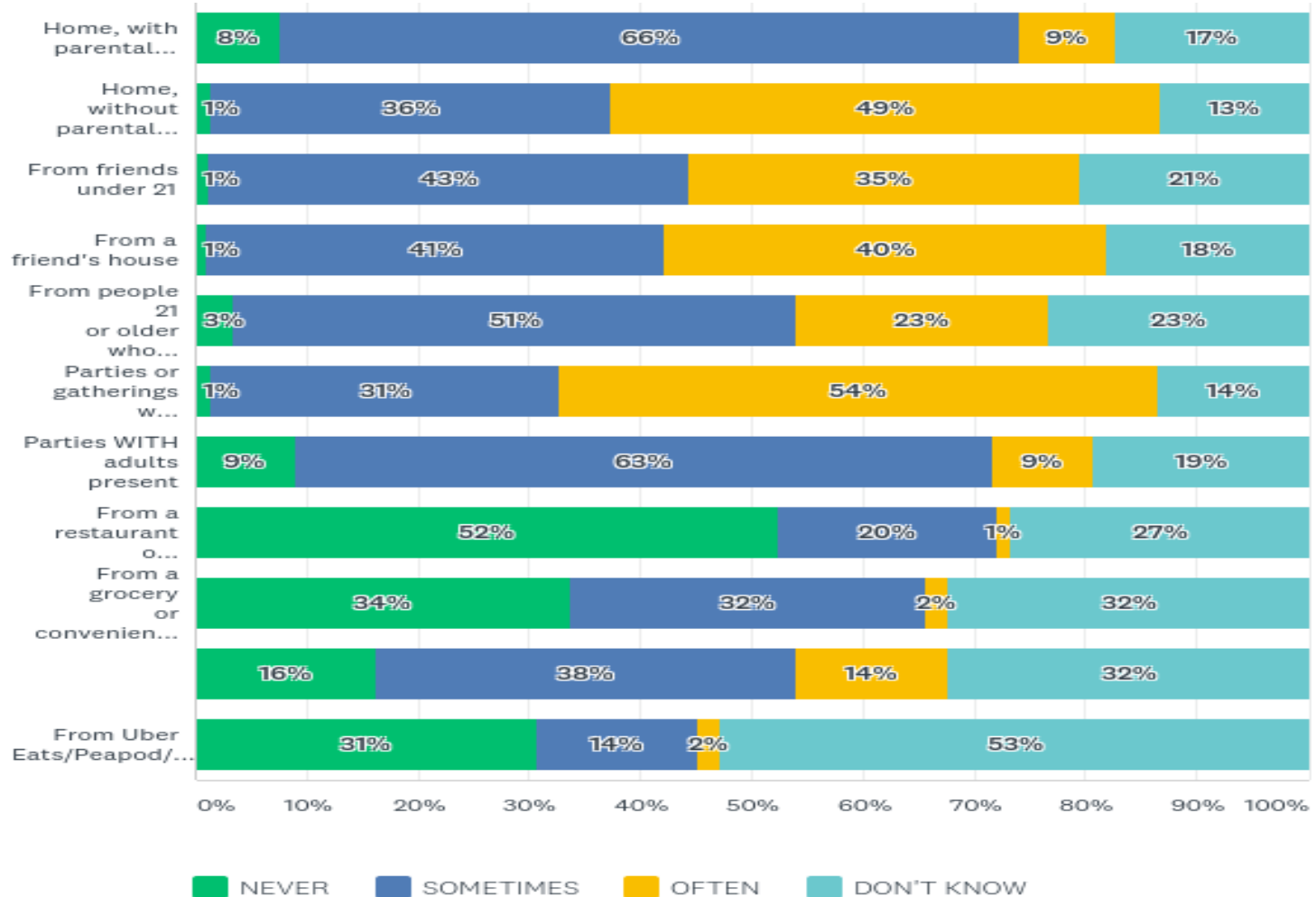
- From My House without a parent present
- Older sibling/friend
- My House with a Parent Present
- At a party with an adult present who knew underage drinking was happening
- At a party without an adult present
- I bought it myself in Fairfield
- I bought it myself in another town
- From a Friends House

Supplemental Question- If you ever drank alcohol (more than a sip), where did you get it?

(Only includes responses from students that have EVER drank alcohol and indicated where they got it from)

My House with parent permission	50%
From a Friends House	37%
At a party without an adult present	30%
At a party with an adult present who knew underage drinking was happening	25%
From My House without parent permission	25%
Older sibling/friend	21%
I bought it myself in another town	8%
I bought it myself in Fairfield	4%

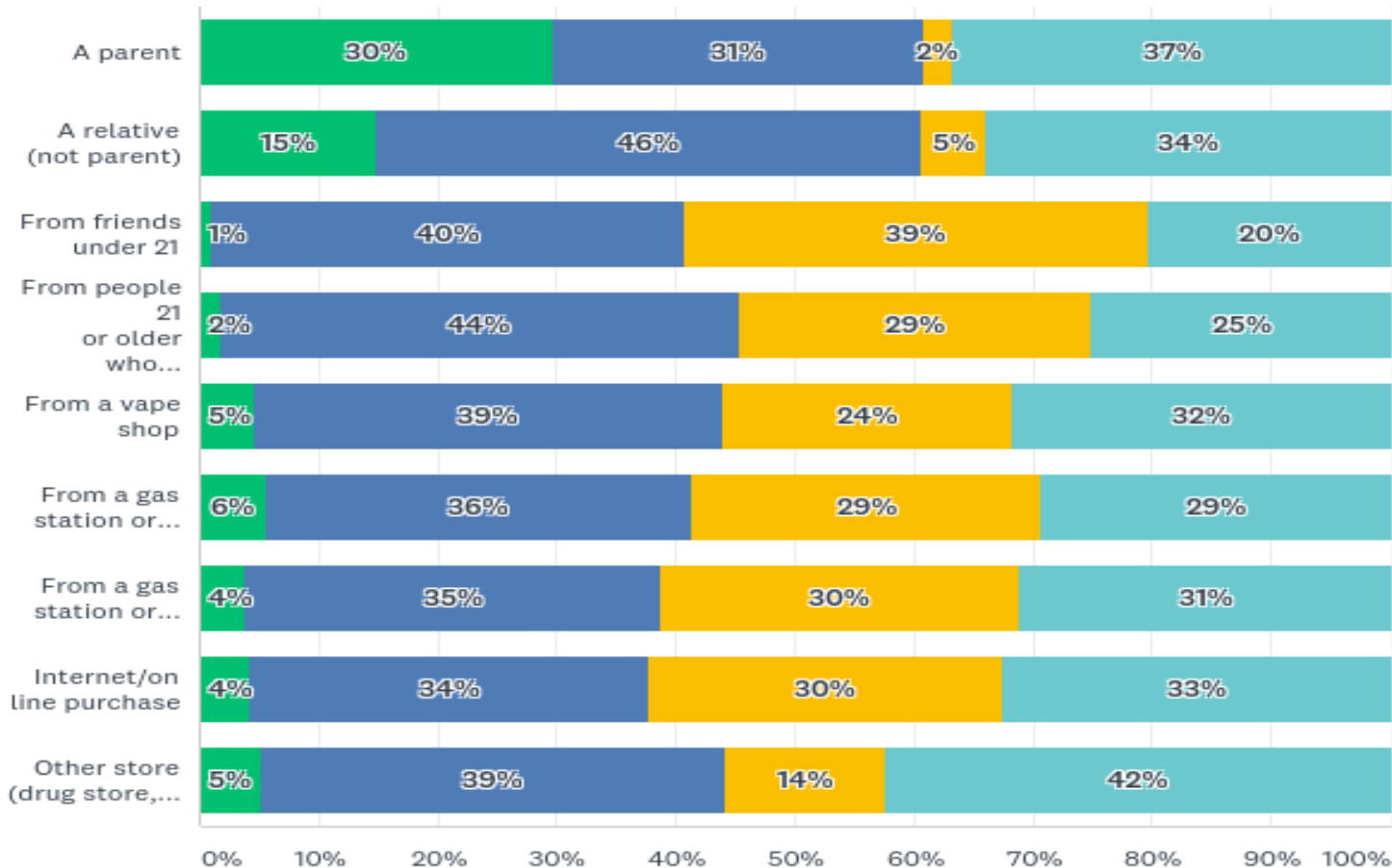
Where parents think Fairfield youth under 21 get their alcoholic beverages:



Supplemental Question- If you ever vaped, where did you get the e-cig or vaping device?

Sometimes or Often Combined	Students	Parents
Friend	90%	79%
Gas Station/Conv. Store	26%	65%
Someone Other than friend or family member	24%	73%
Family Member	18%	41%
Vape Shop	9%	63%
Internet	9%	64%
Other (Drug store, kiosk)	8%	43%

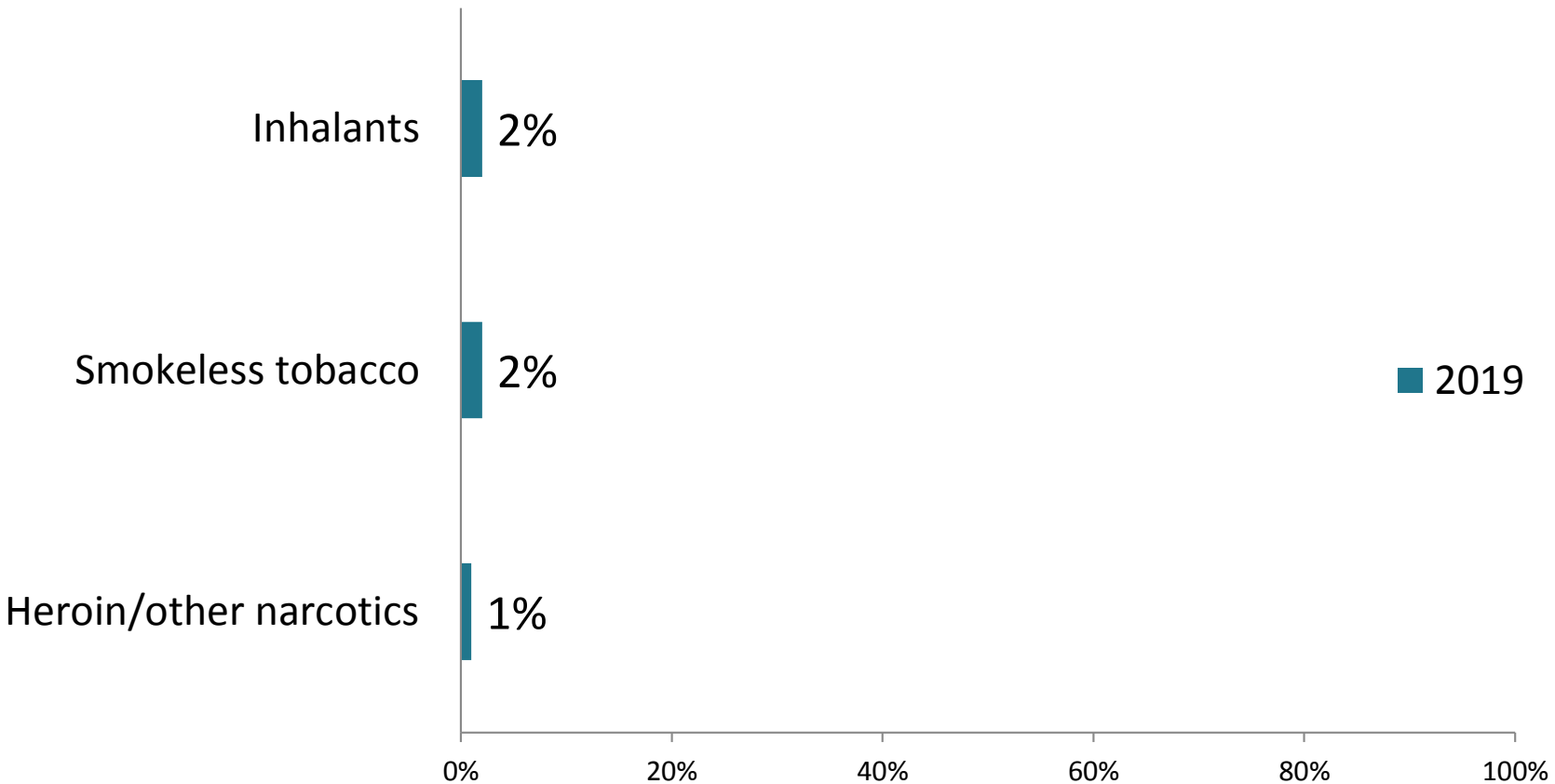
Where parents think Fairfield youth under 21 get e-cigarettes/vaping devices?



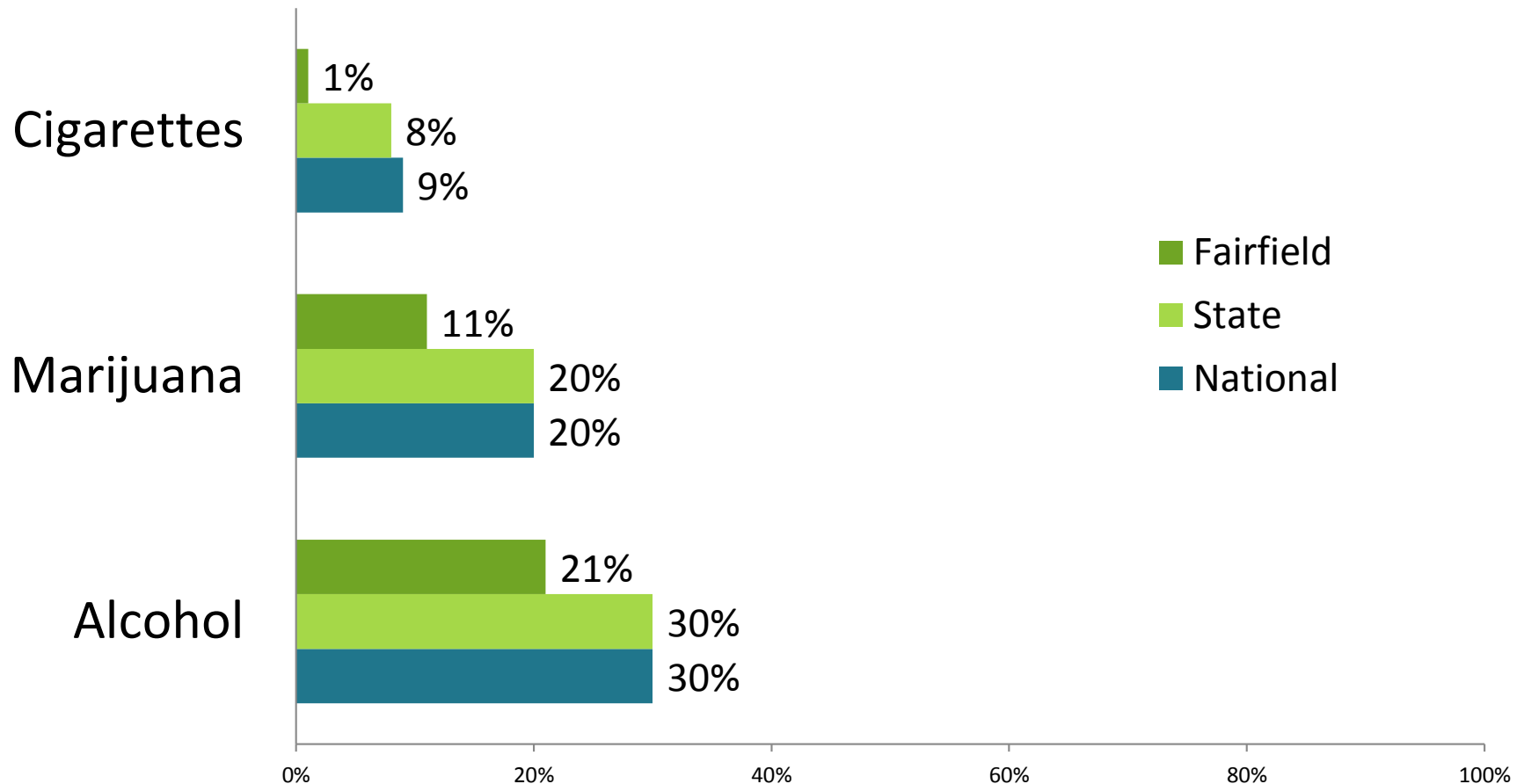
■ NEVER
 ■ SOMETIMES
 ■ OFTEN
 ■ DON'T KNOW



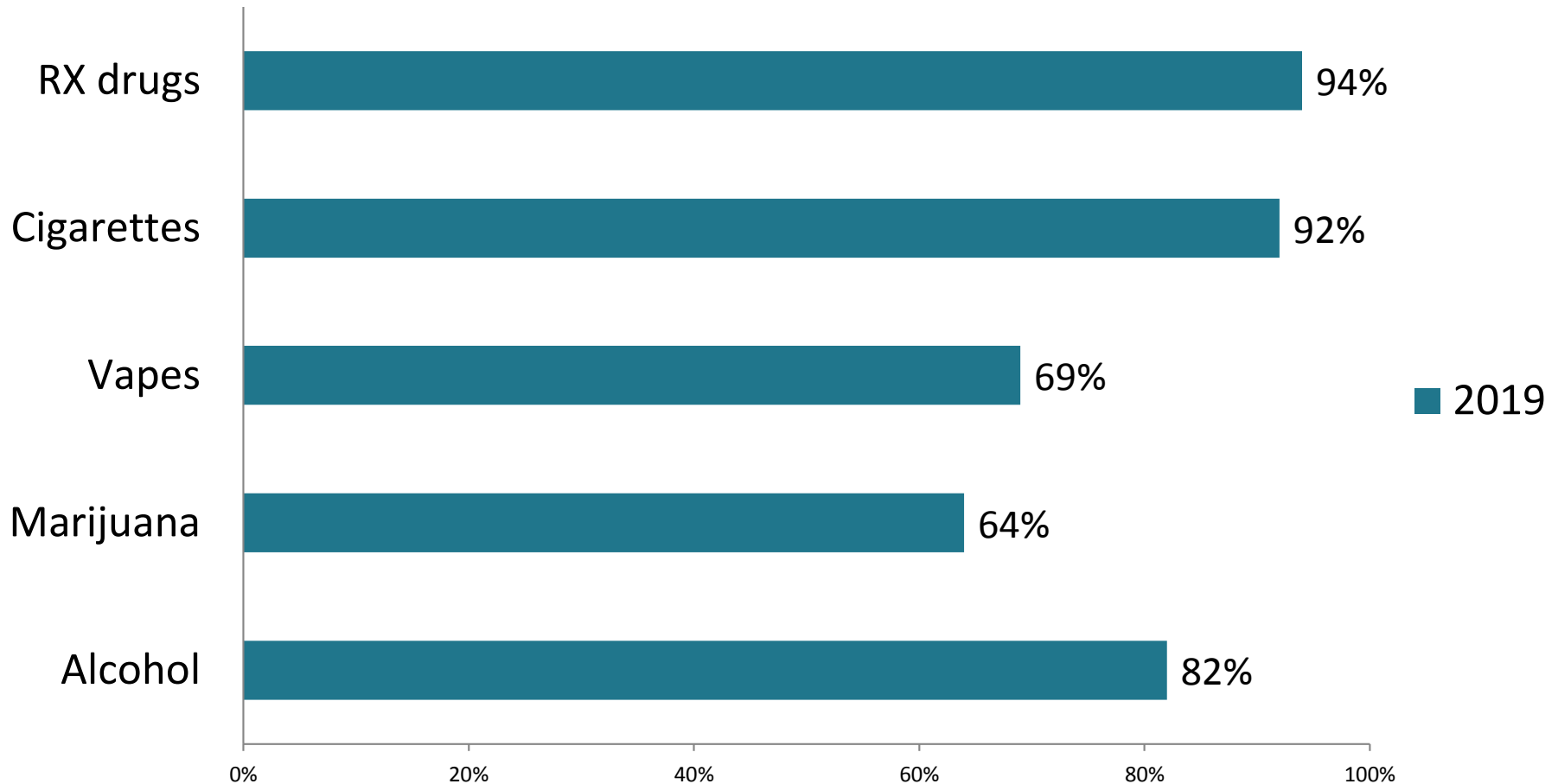
Other reported substance use rates are low.



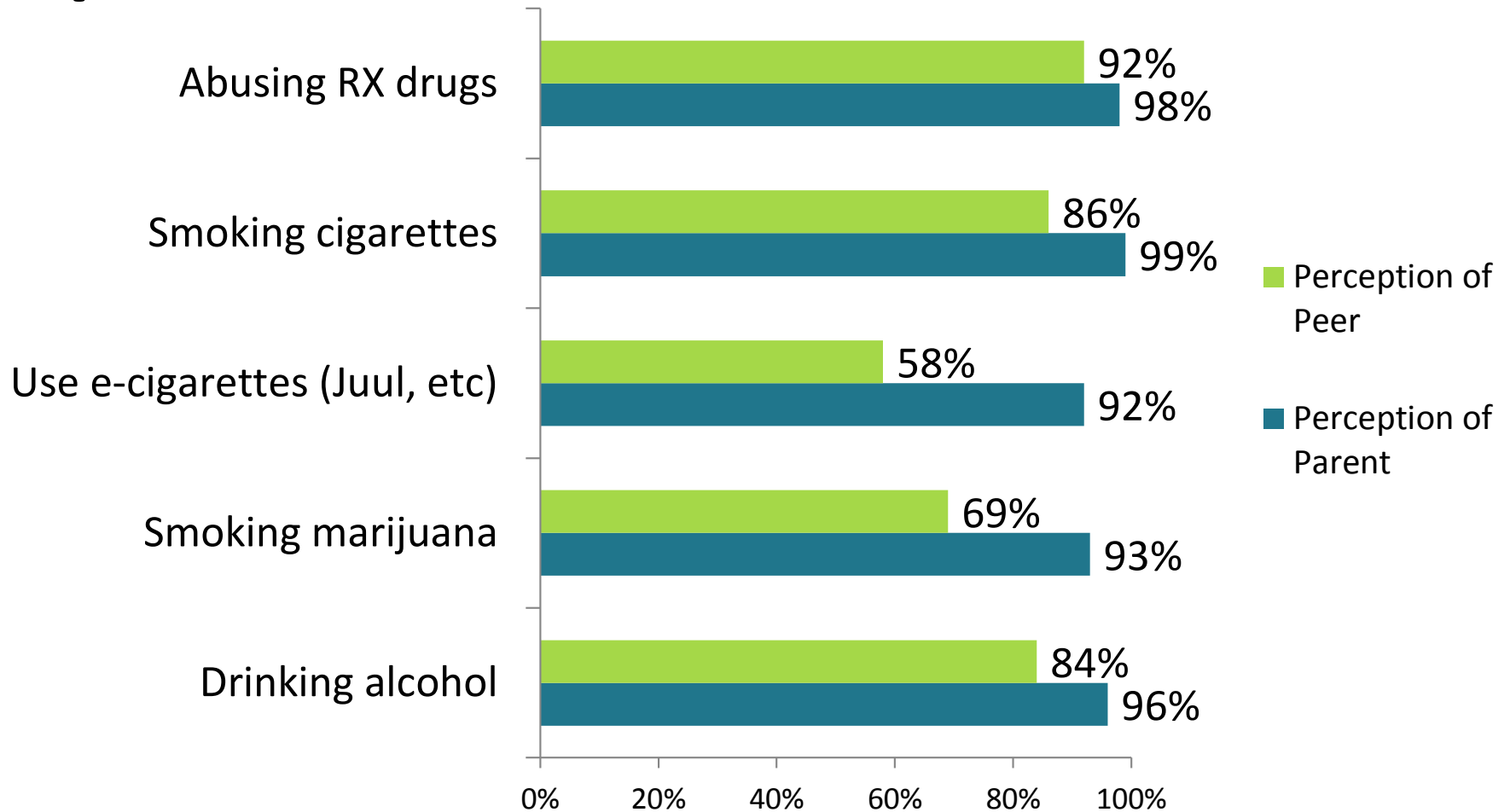
National, state and local 30 day substance use rates among high school students.



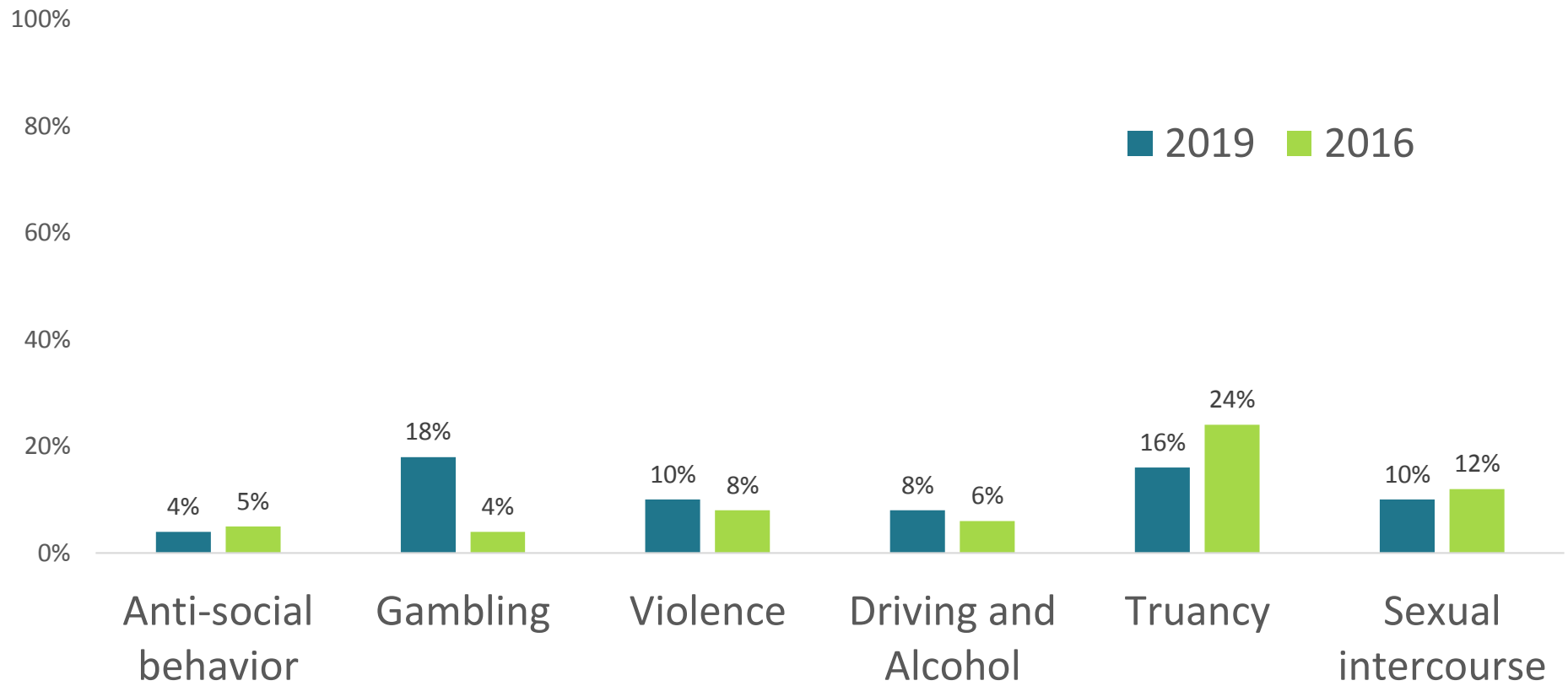
Perceived risk of harm is lowest around marijuana use.



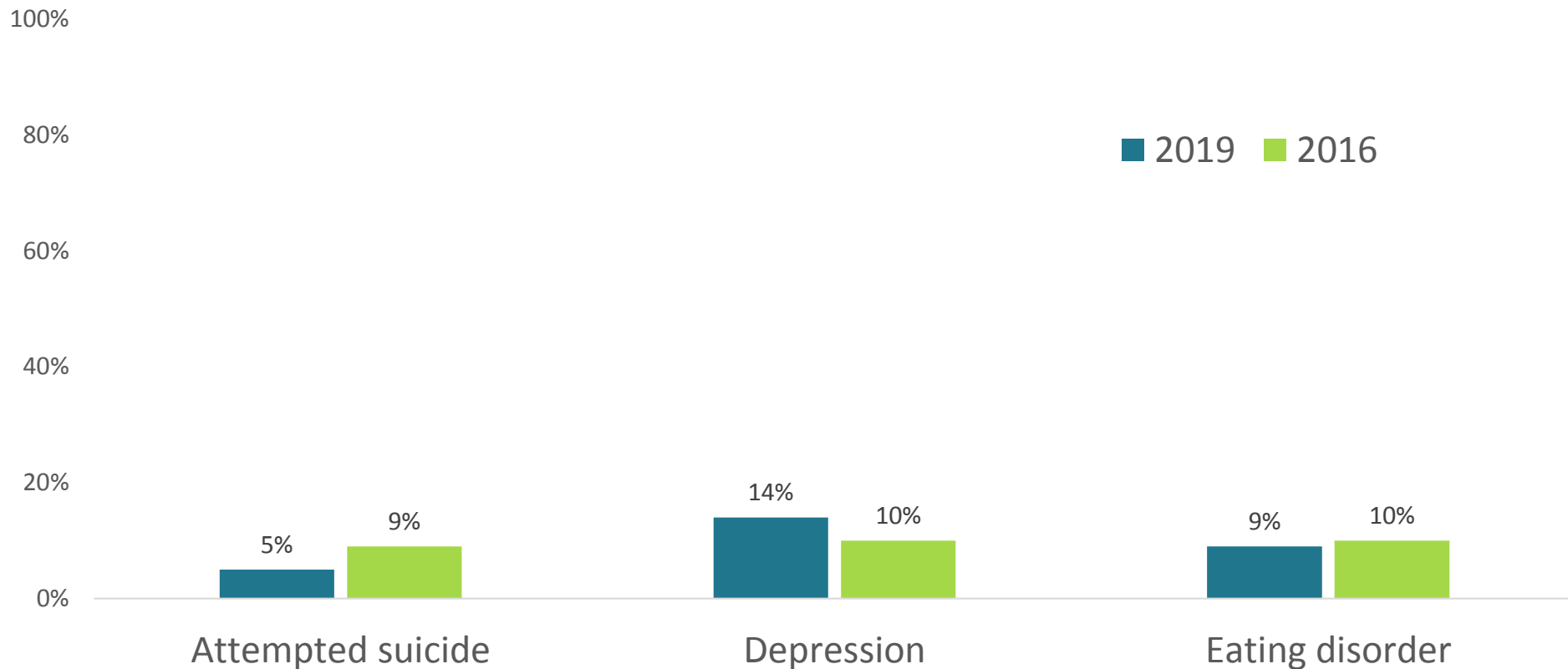
Perception of parental & peer disapproval impact teen's use.



Many Fairfield teens are not participating in risky behaviors.



...more risky behaviors



Small Group Activity

In your small group, please rank the source of stress youth in Fairfield experience.

- College/post high school planning
- Schedule (Athletics, Extra-curricular, Volunteer commitments)
- Home Life
- Academics (Homework, Tests, Grades)
- Personal safety (bully/teasing, physical violence)
- Social scene (Social media, going out with friends)
- Friends (peers)

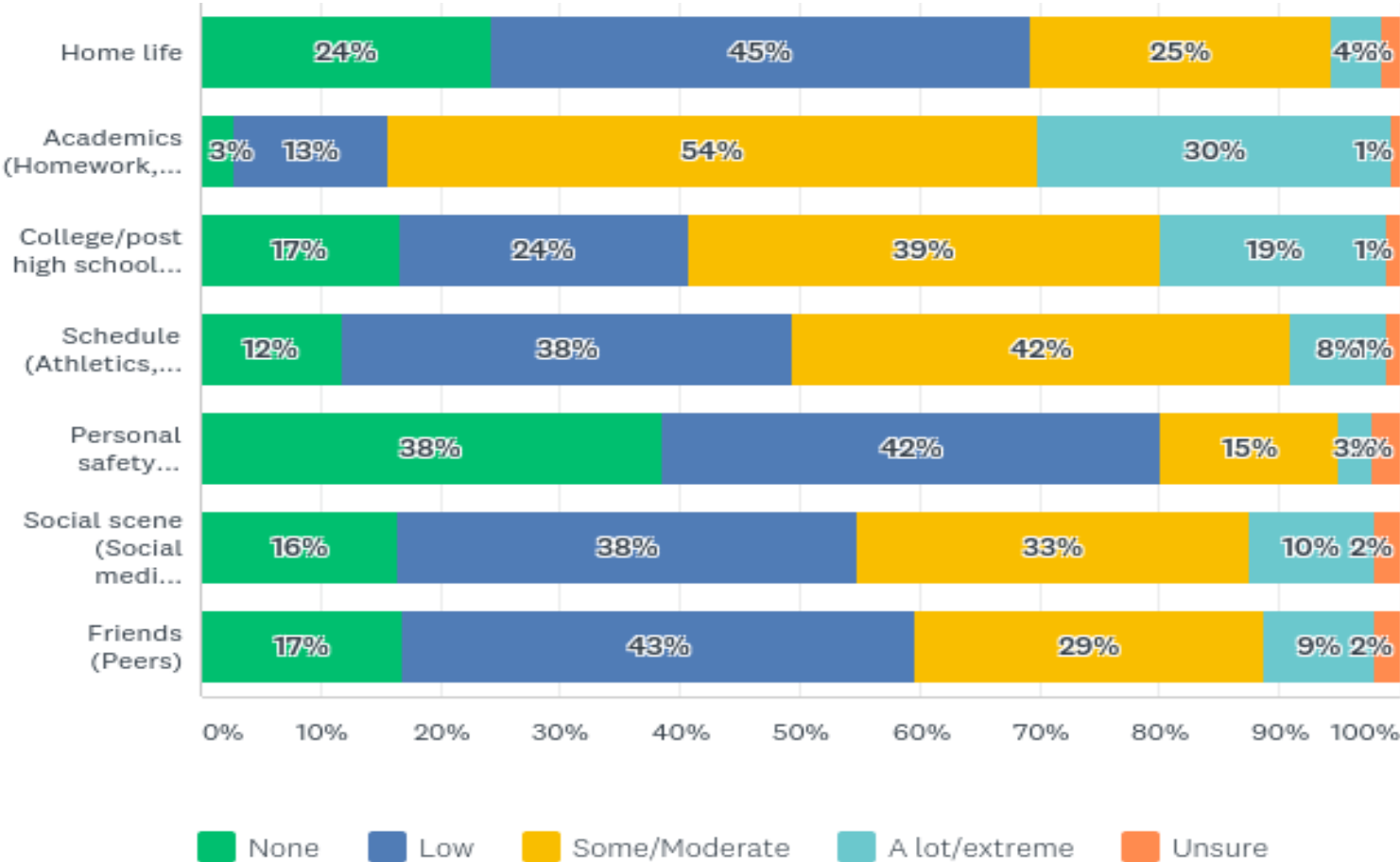
Stress on a Day to Day Life

How much stress, anxiety or worry do the following give you in your day to day life?
Moderate to Extreme Stress

			MS	HS	ALL Students	Parents
Academics (Homework, Tests, Grades)			72%	84%	78%	85%
College/post high school planning			46%	73%	60%	59%
Schedule (Athletics, Extra-curricular, Volunteer commitments)			39%	52%	46%	51%
Social scene (Social media, going out with friends)			22%	27%	29%	45%
Home Life			20%	22%	21%	29%
Friends (peers)			20%	20%	20%	40%
Personal safety (bully/teasing, physical violence)			15%	6%	10%	18%

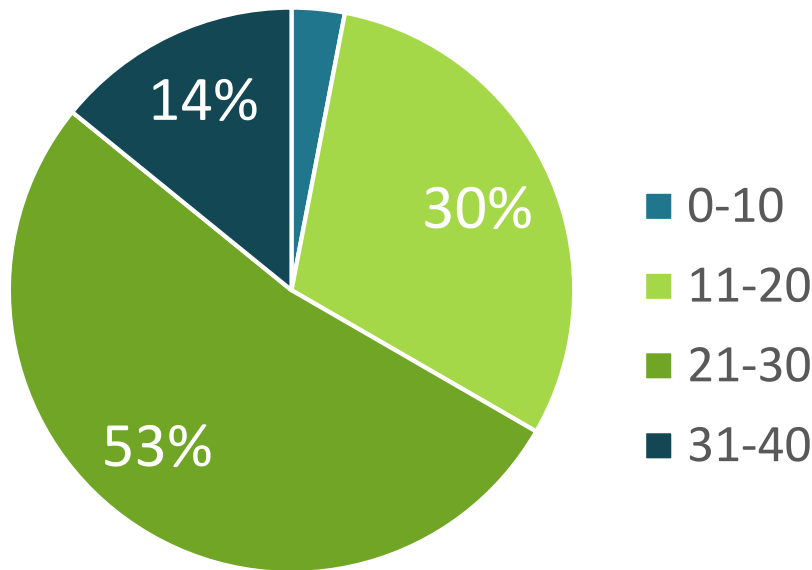
How much stress, anxiety or worry do the following give your student in their day to day life:

- Answered: 546 Skipped: 0

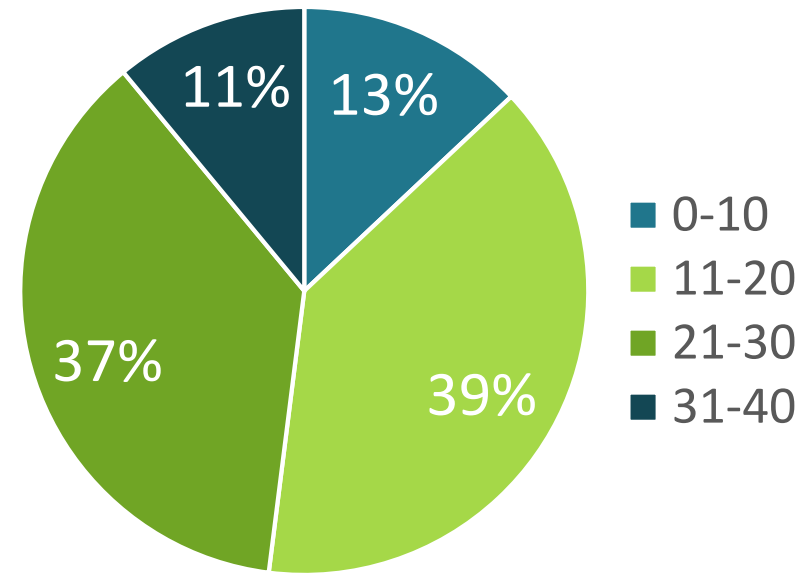


Comparison of Fairfield youth to National Asset Averages

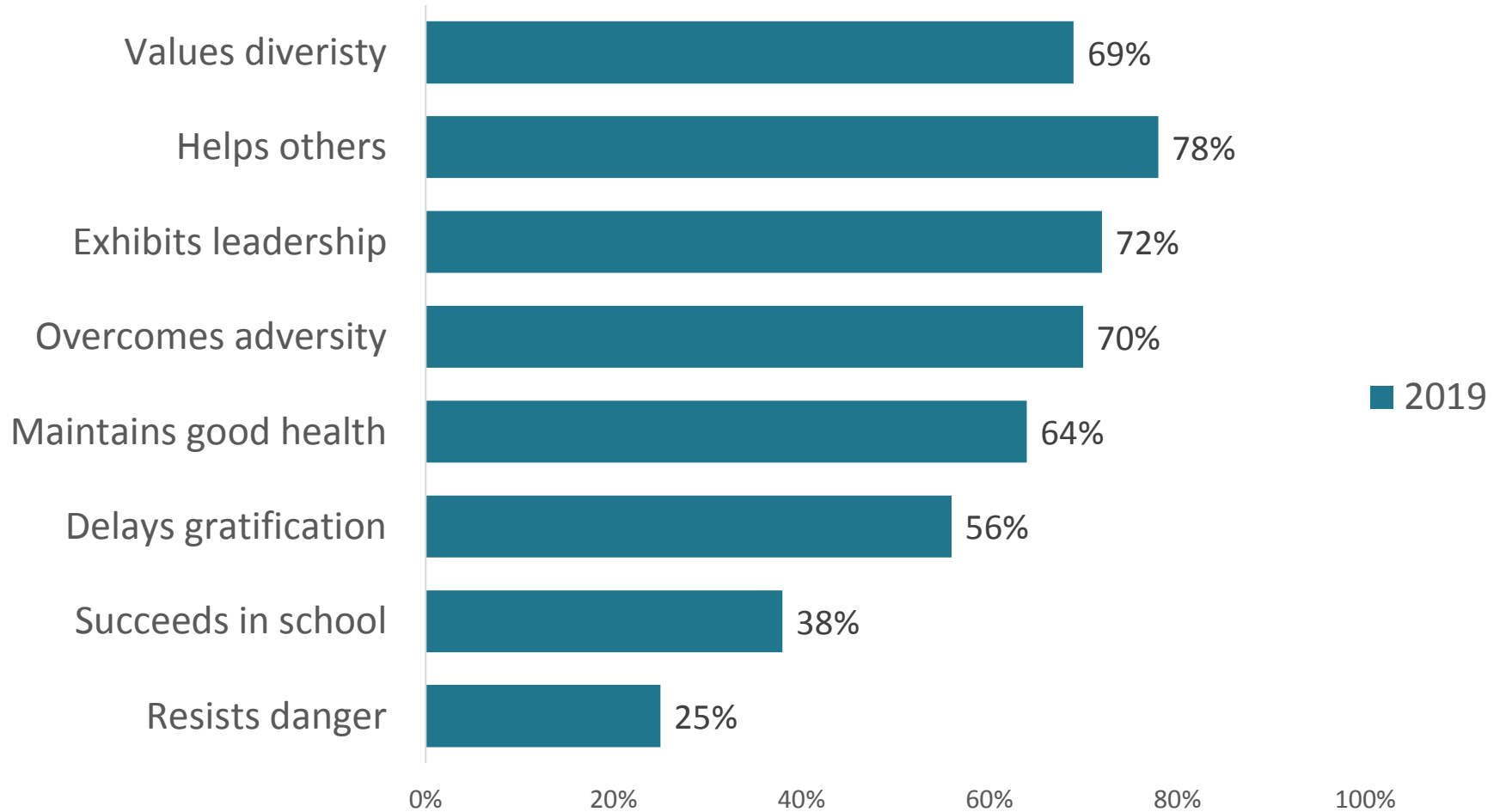
Fairfield



National Average



Thriving indicators are important elements of healthy human development.



Principles of Asset Building

All young people need assets

Everyone can build assets

Relationships are key

Asset building is an ongoing process

Consistent messages are crucial

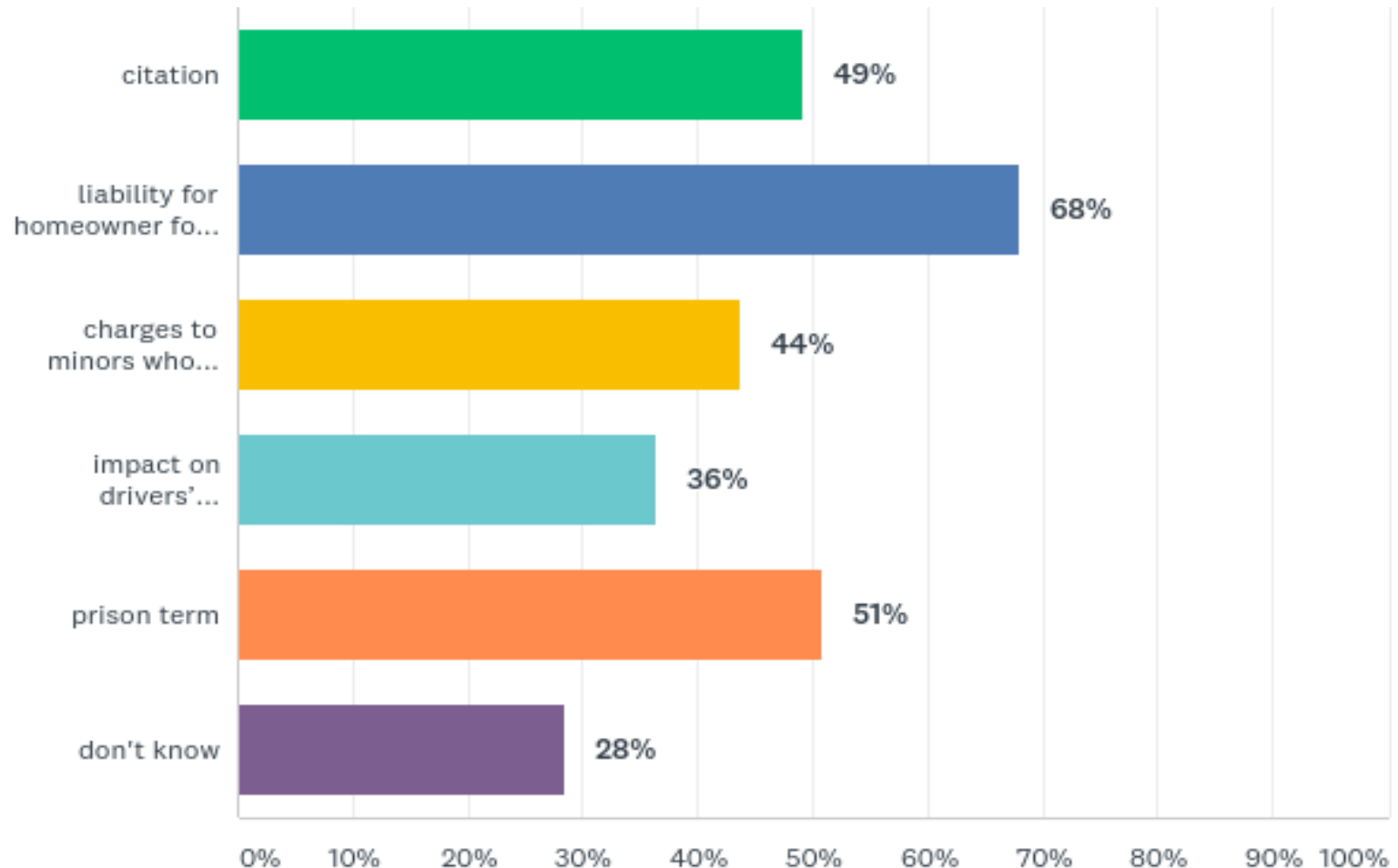
Repetition is important

Other Considerations

CSC Grant Goals

Key Goals:	Goal	Baseline 2014	2016	2019	Goal Met?
20% Decrease of 30-Day use of alcohol among youth ages 12-18	20%	25%	28%	21%	No
5% Increase in parental knowledge of the effects of alcohol on the developing adolescent brain	86%	81%	95%	99%	Yes
4% increase in parental monitoring/rules that discourage underage drinking	84%	80%	89%	90%	Yes
6% increase of knowledge in the Social Host Law	87%	81%	75%	87%	Yes
6% Increase in 12 th graders who report parental disapproval of underage alcohol use as “very wrong”	72%	66%	70%	91%	Yes ✓
5% Increase in the perception of harm of alcohol use among youth	88%	83%	82%	82%	No
A 10% Decrease in DUI violations	212	236	125	Goal Met in 2016	Yes
An Increase in off-premise retailer compliance	92%	87%	100%	Goal Met in 2016	Yes

Parent knowledge of potential consequences for violating CT Social Host Law:

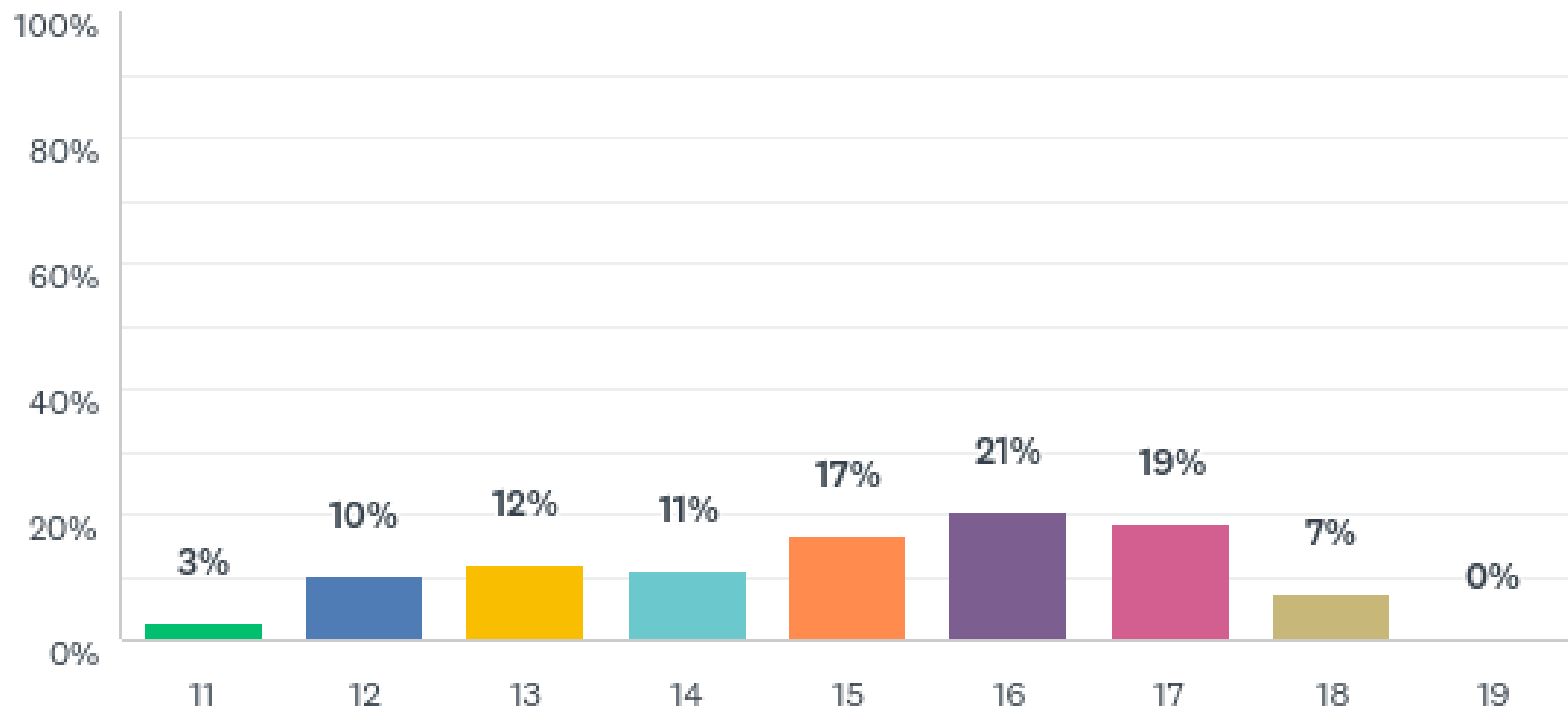


Fairfield Cares Community Coalition 2019 PARENT SURVEY



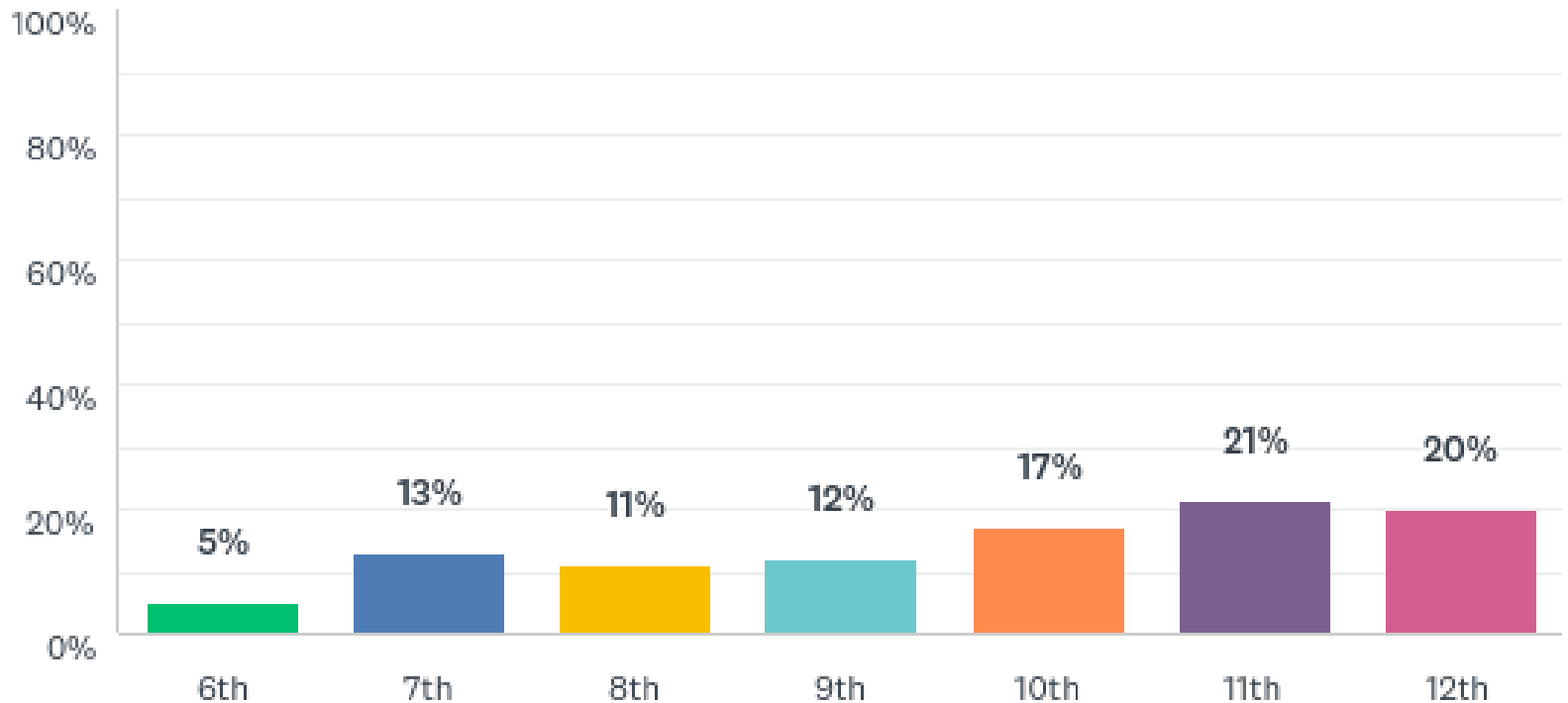
STUDENT'S AGE:

- Answered: 546 Skipped: 0



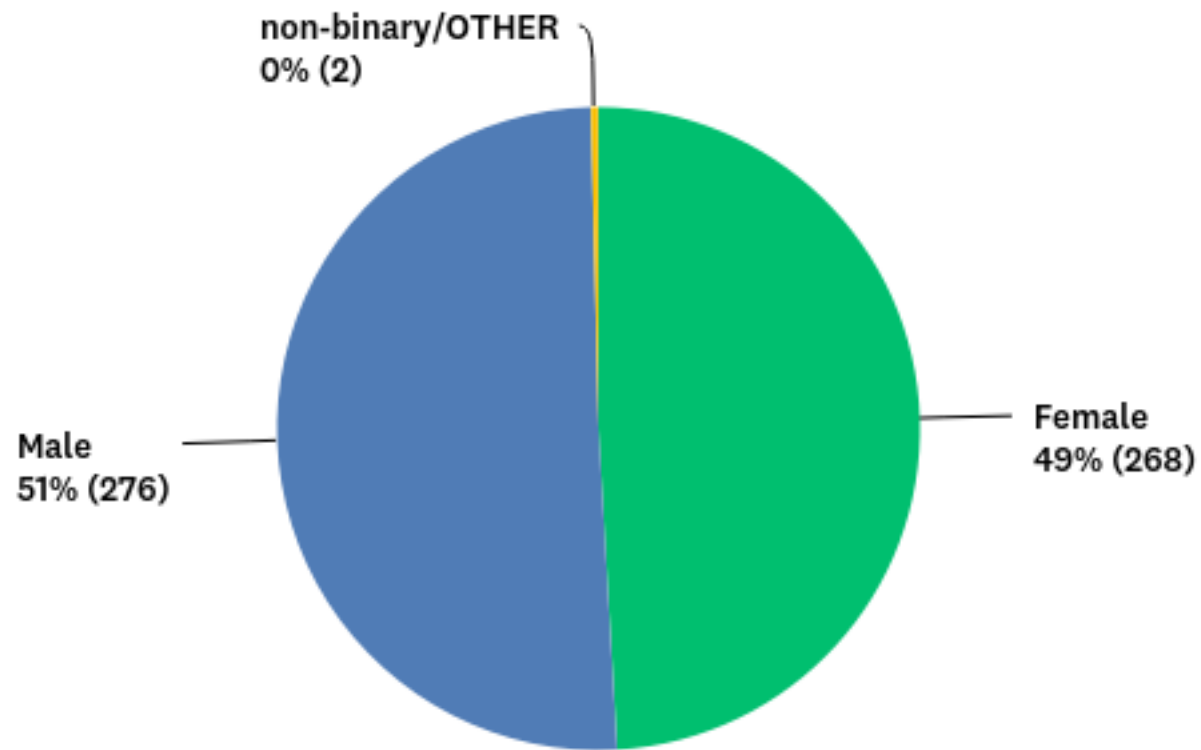
STUDENT'S GRADE:

- Answered: 546 Skipped: 0



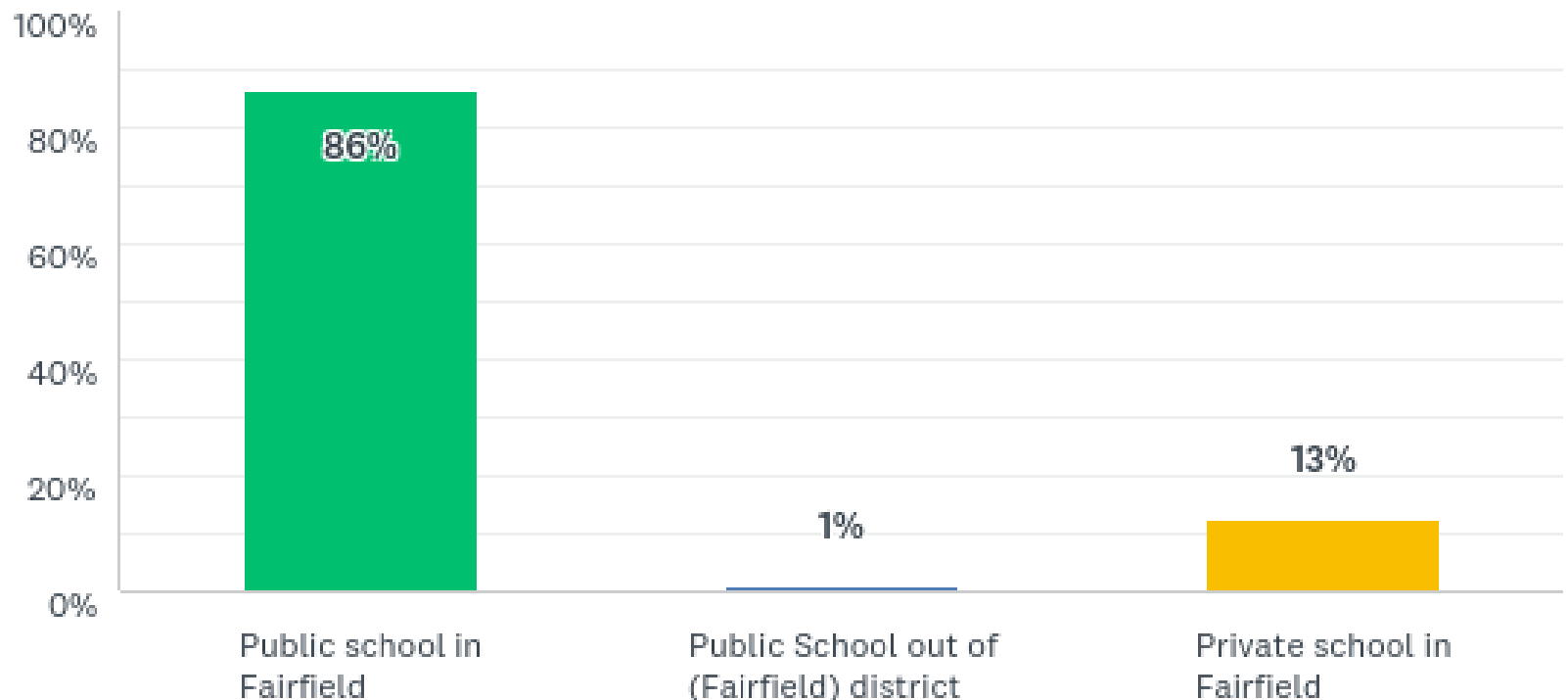
STUDENT'S GENDER:

- Answered: 546 Skipped: 0



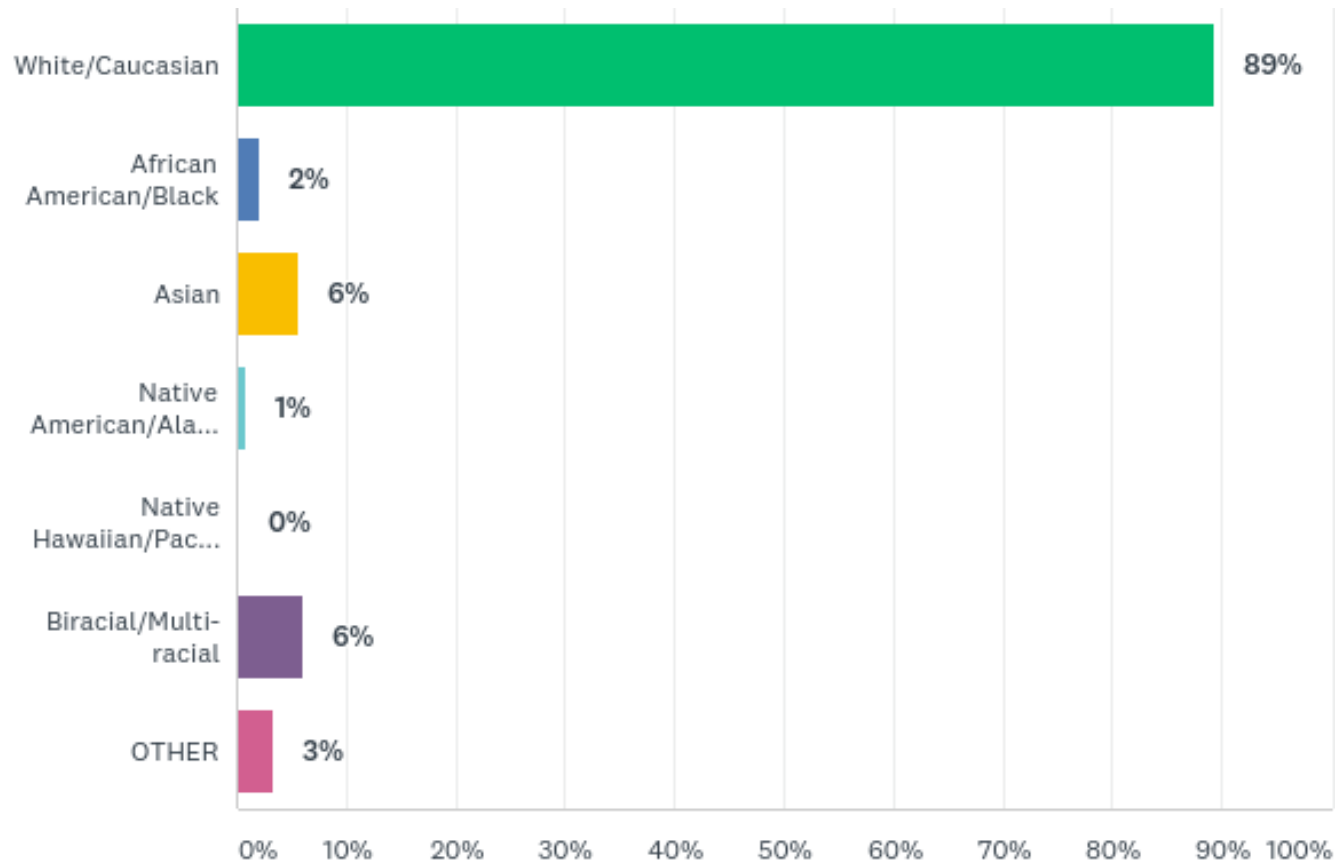
PUBLIC VS. PRIVATE SCHOOL ATTENDANCE:

- Answered: 546 Skipped: 0



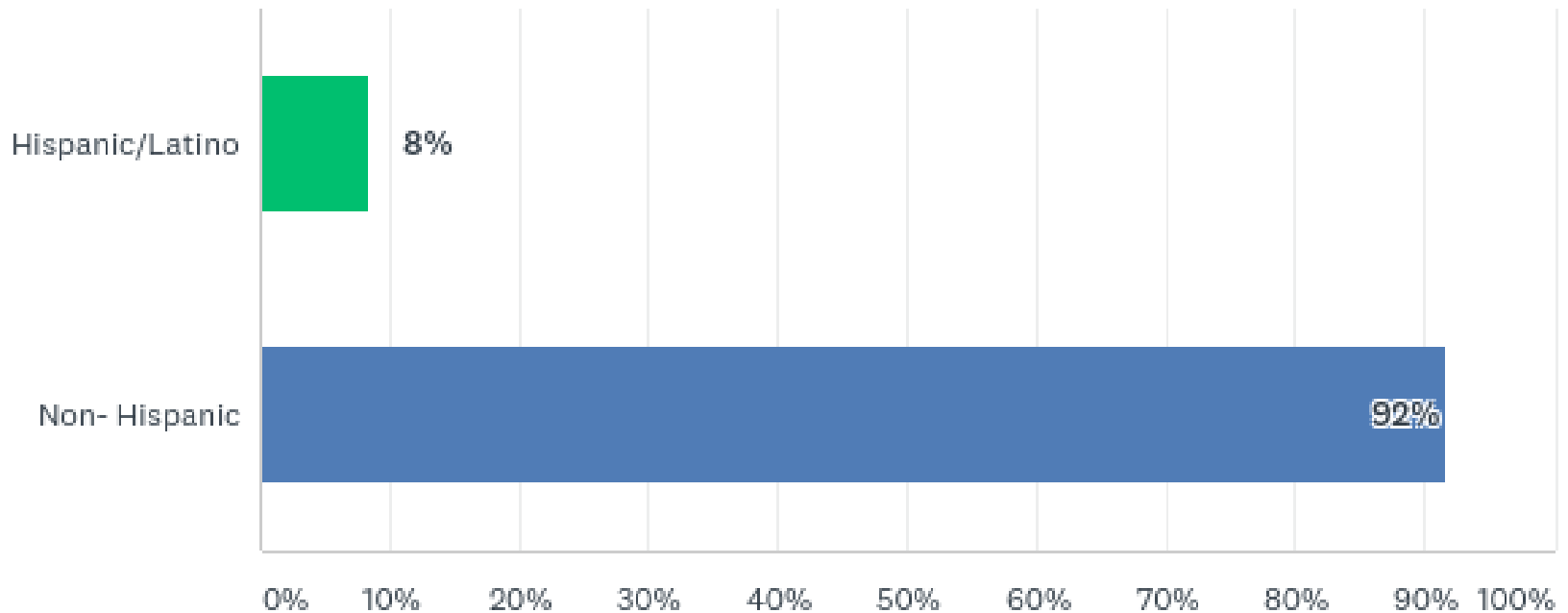
STUDENT'S RACE [all that apply]:

- Answered: 545 Skipped: 1



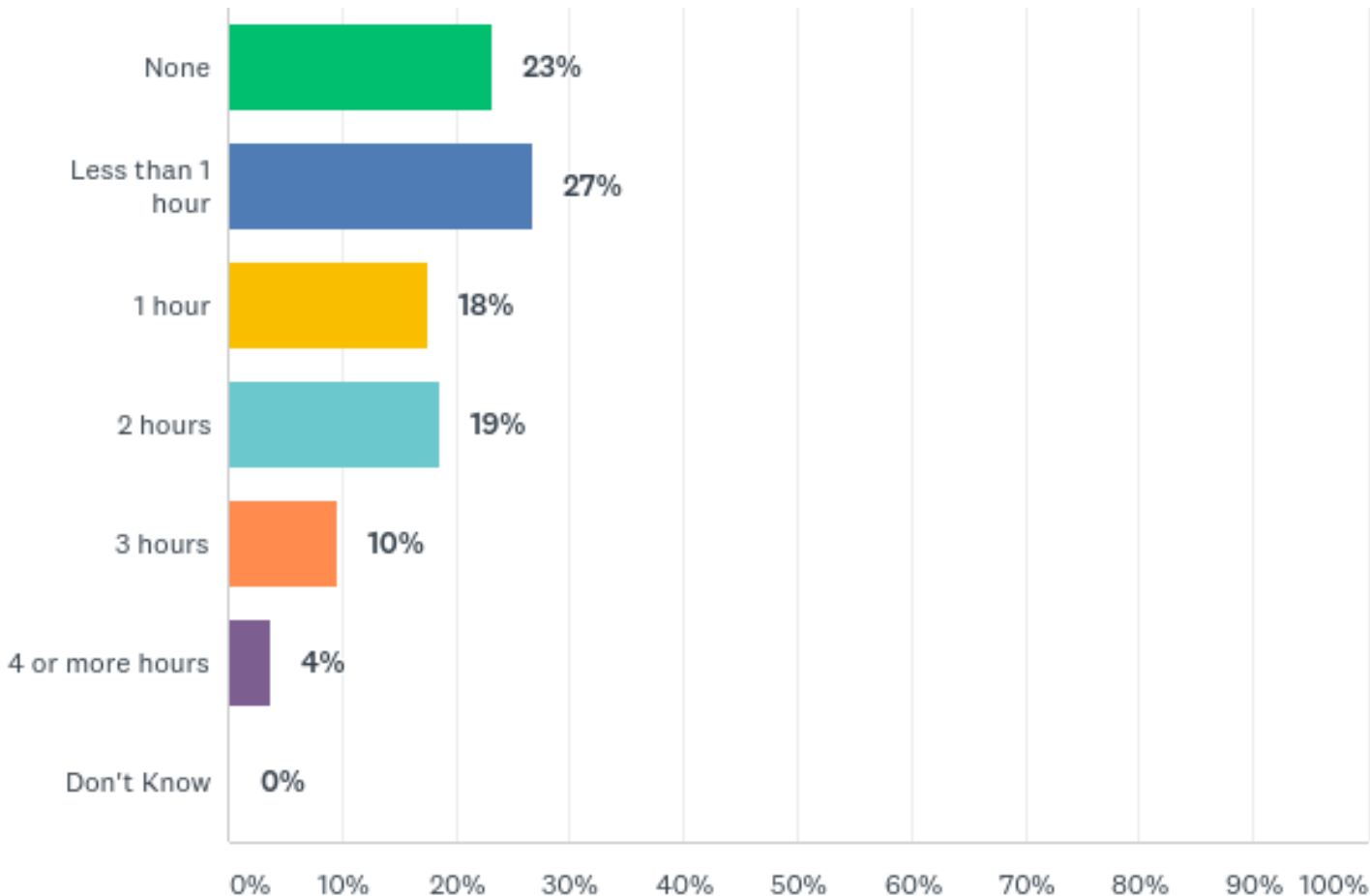
STUDENT'S ETHNICITY:

- Answered: 540 Skipped: 6



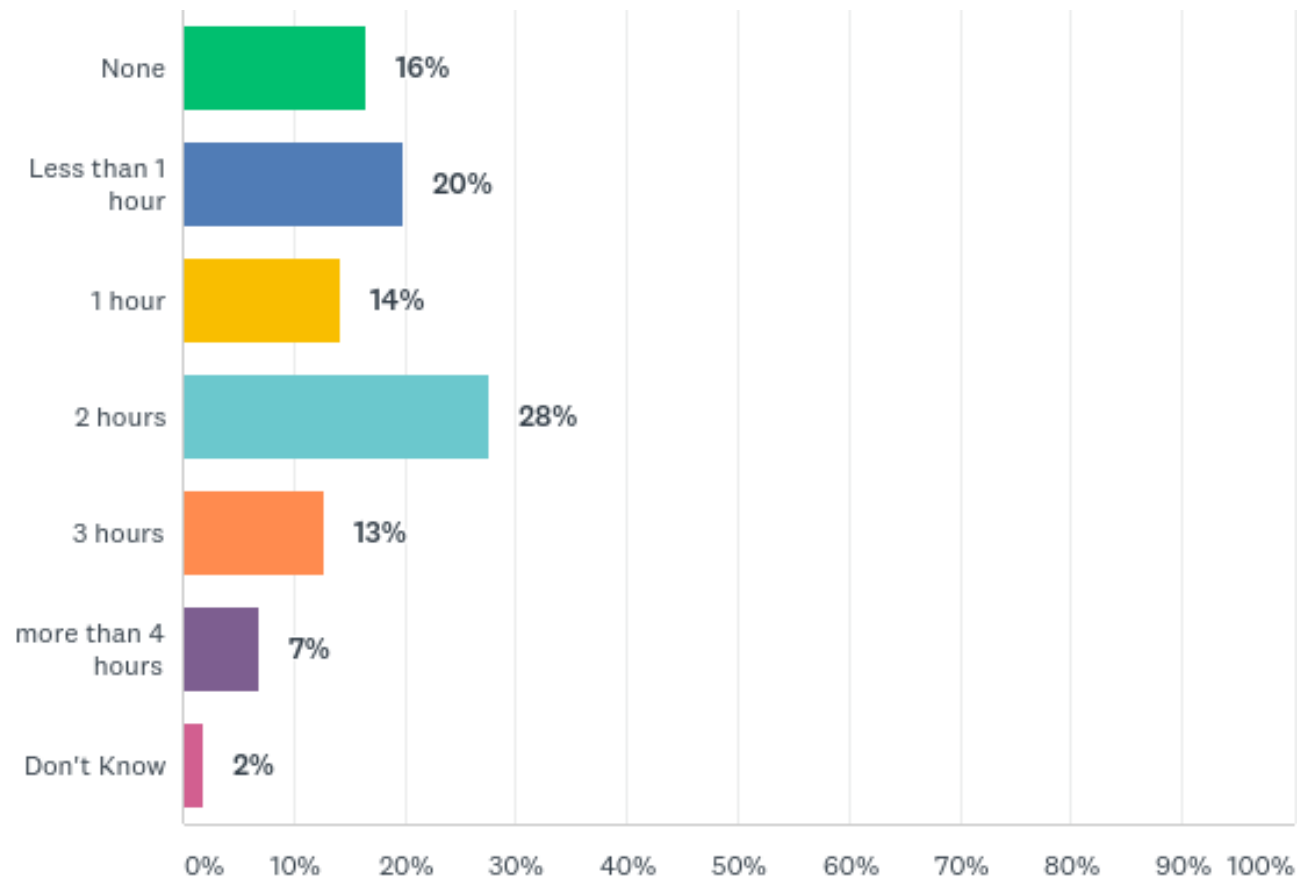
Average SCHOOL DAY hours student spends at home (or unsupervised) with NO adult present:

- Answered: 546 Skipped: 0

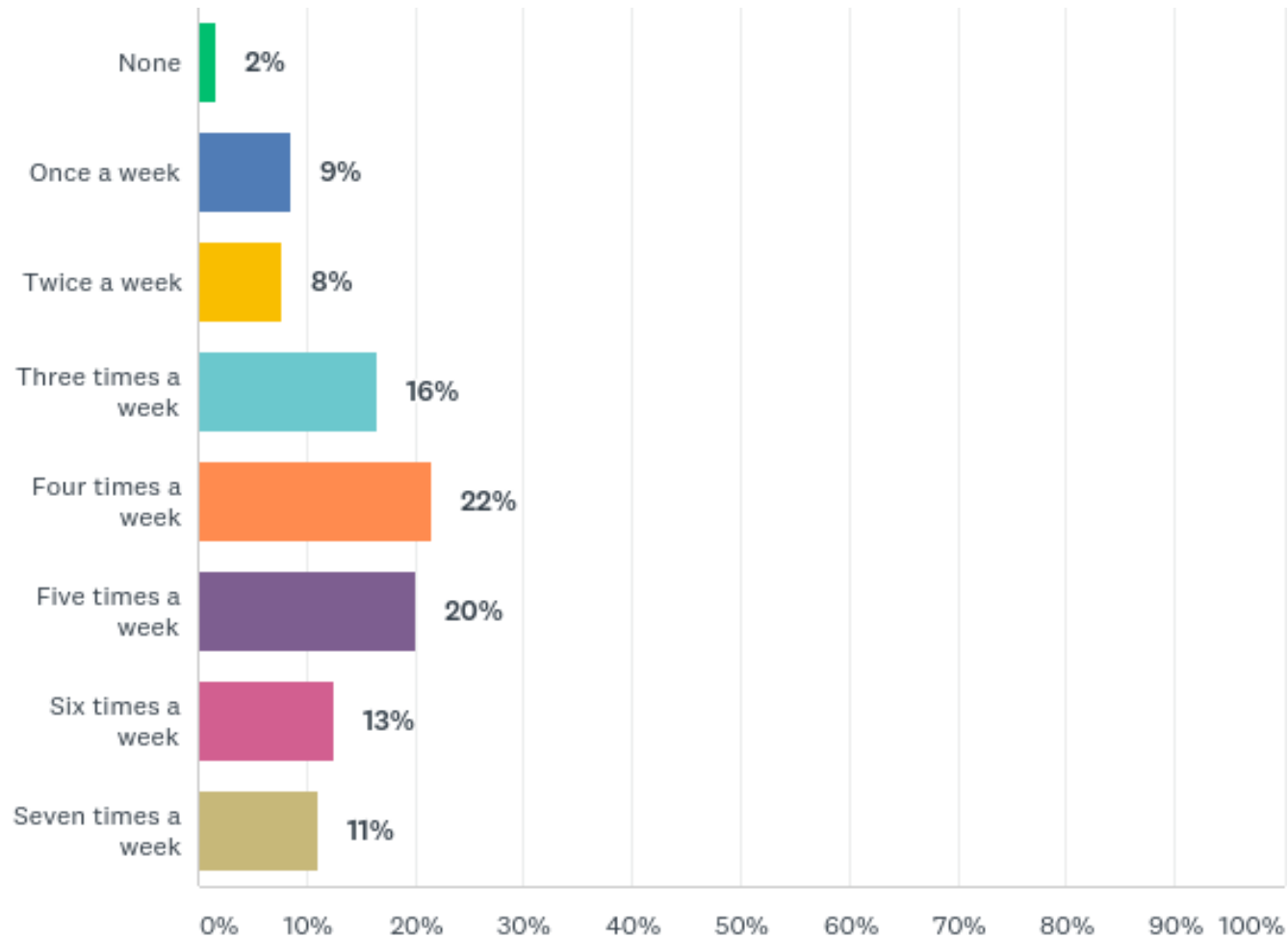


Average WEEKEND day hours student spend at home (or unsupervised) with NO adult present:

- Answered: 546 Skipped: 0

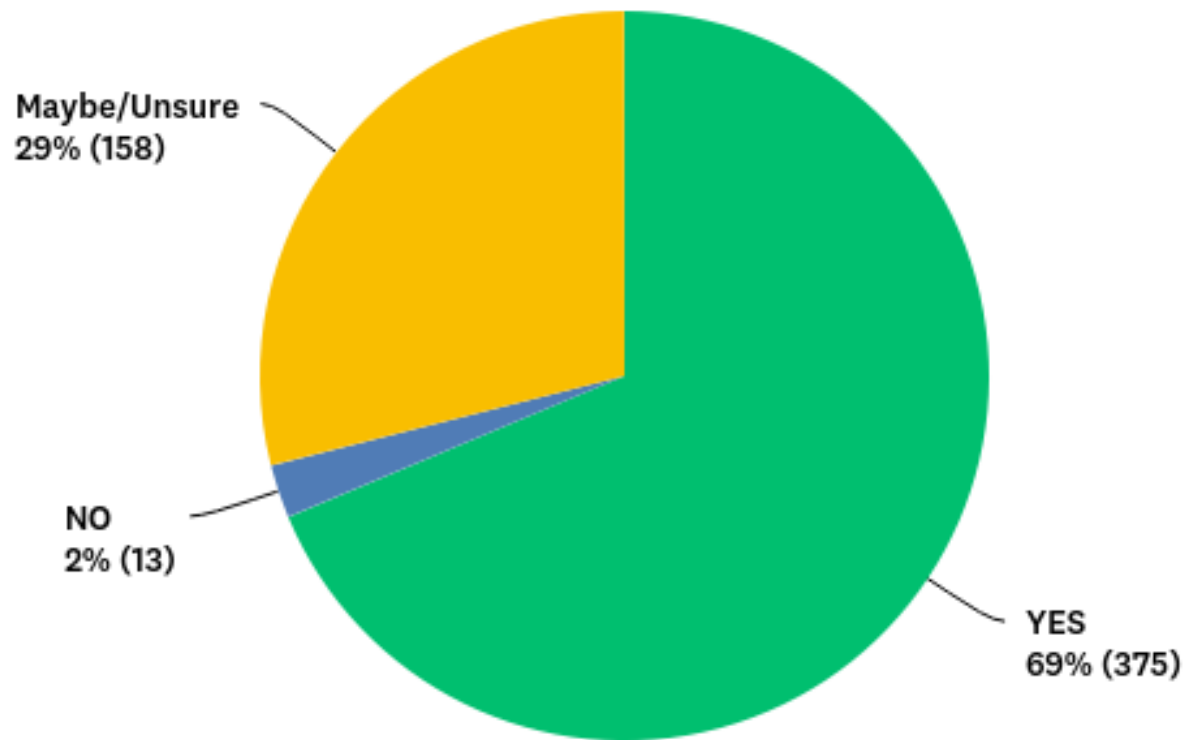


During an average WEEK, number of times family eats dinner together:



If student had a concern about alcohol or drugs, is likely to talk to parent about it:

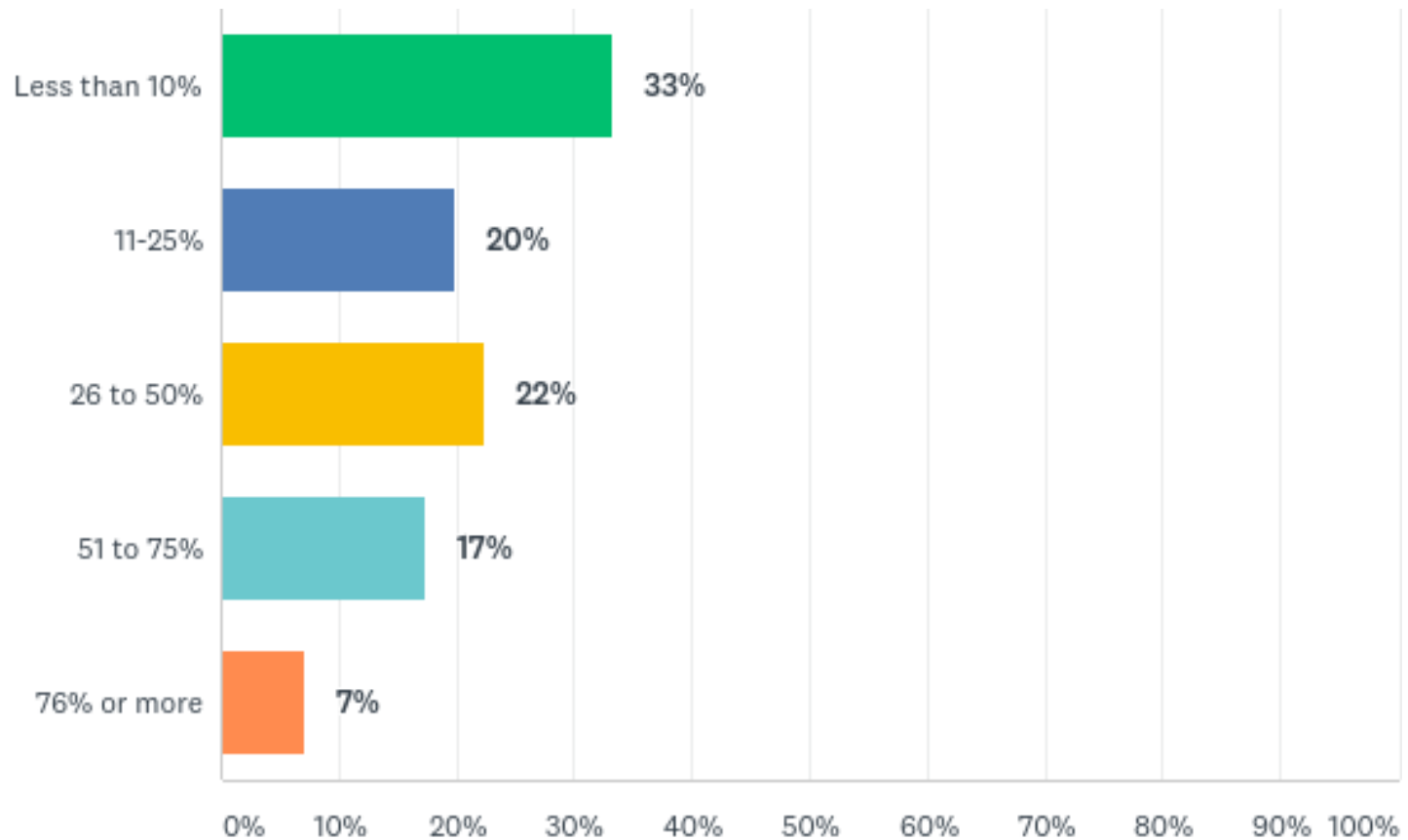
- Answered: 546 Skipped: 0



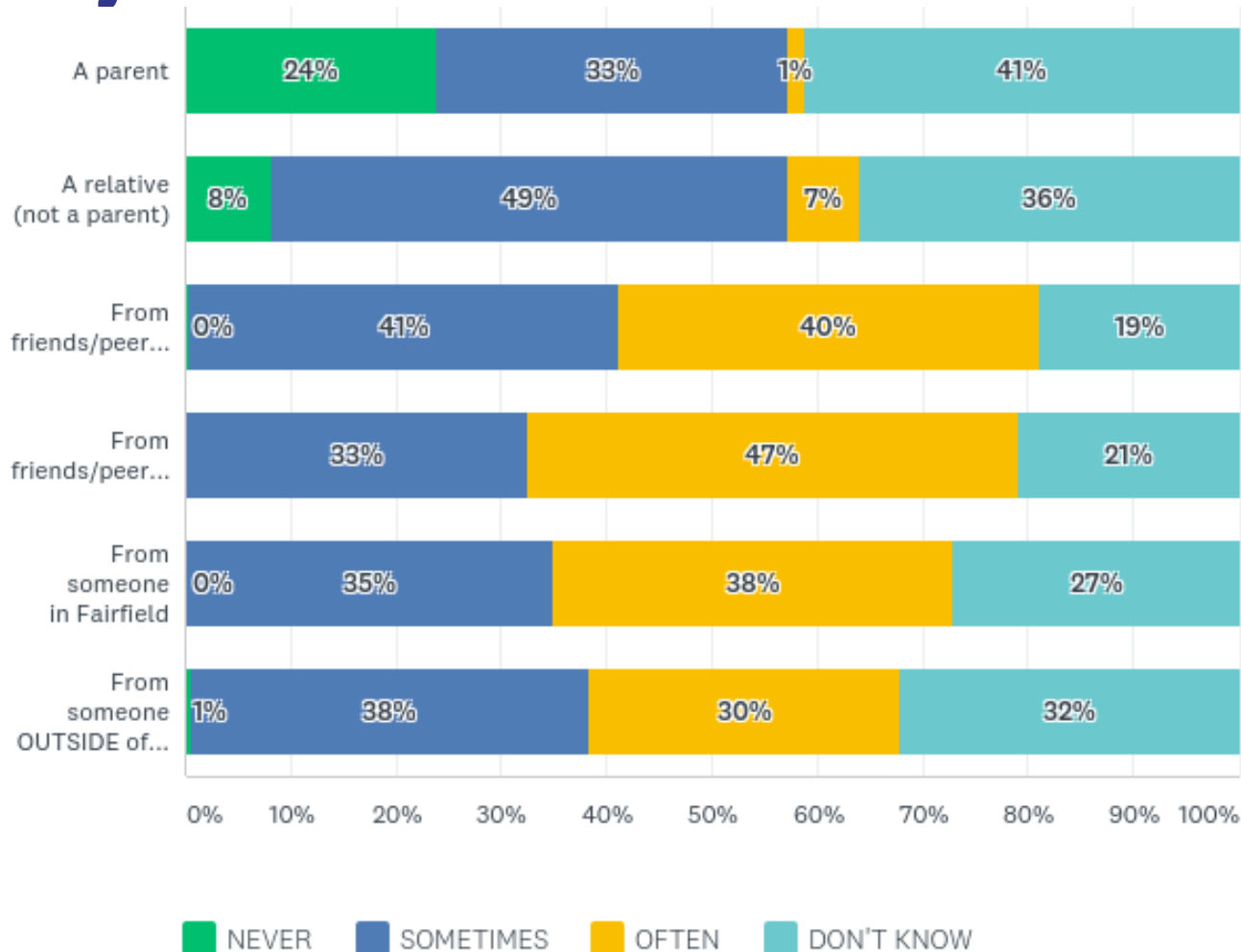
In 2017, 64% of parents said Yes.

Parent's opinion of how many students in child's grade drink alcoholic beverages at least once a MONTH:

- Answered: 546 Skipped: 0

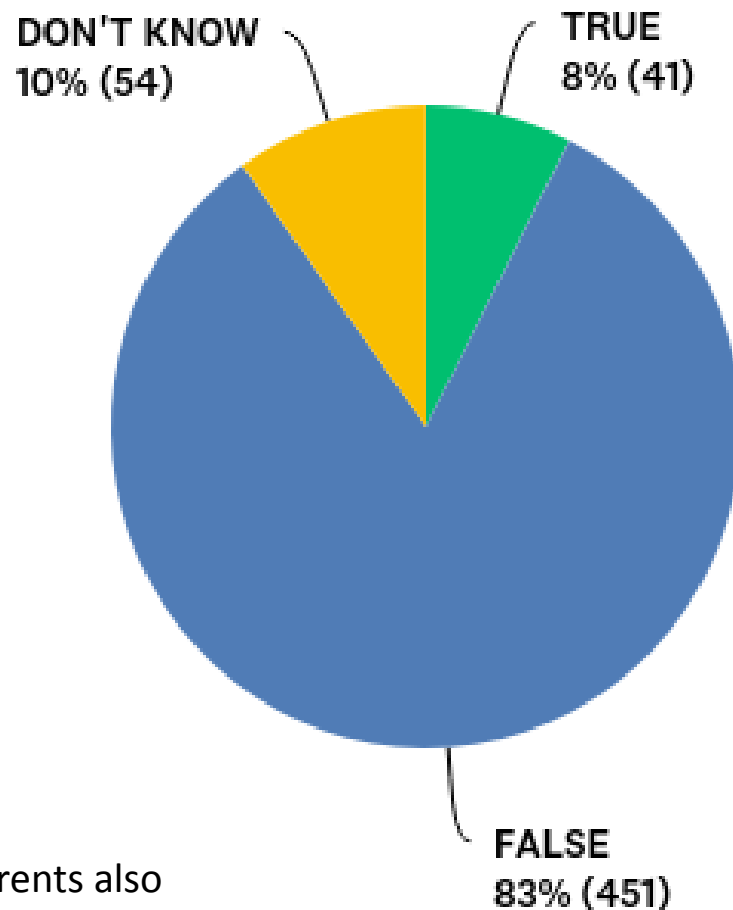


Where parents think Fairfield youth under 21 get marijuana:



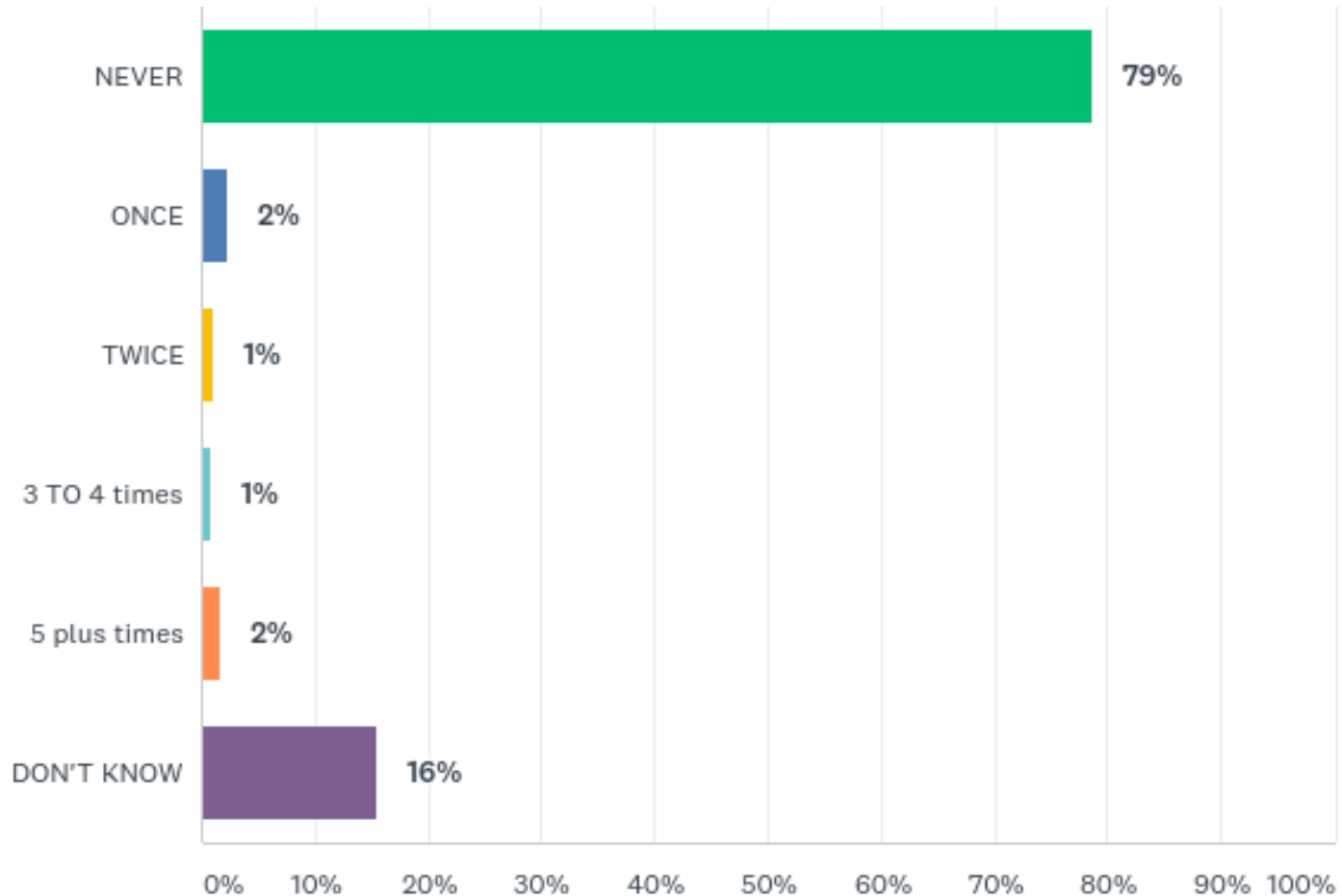
In the past 12 months, some of my child's friends under age 21 consumed alcohol at our home:

- Answered: 546 Skipped: 0

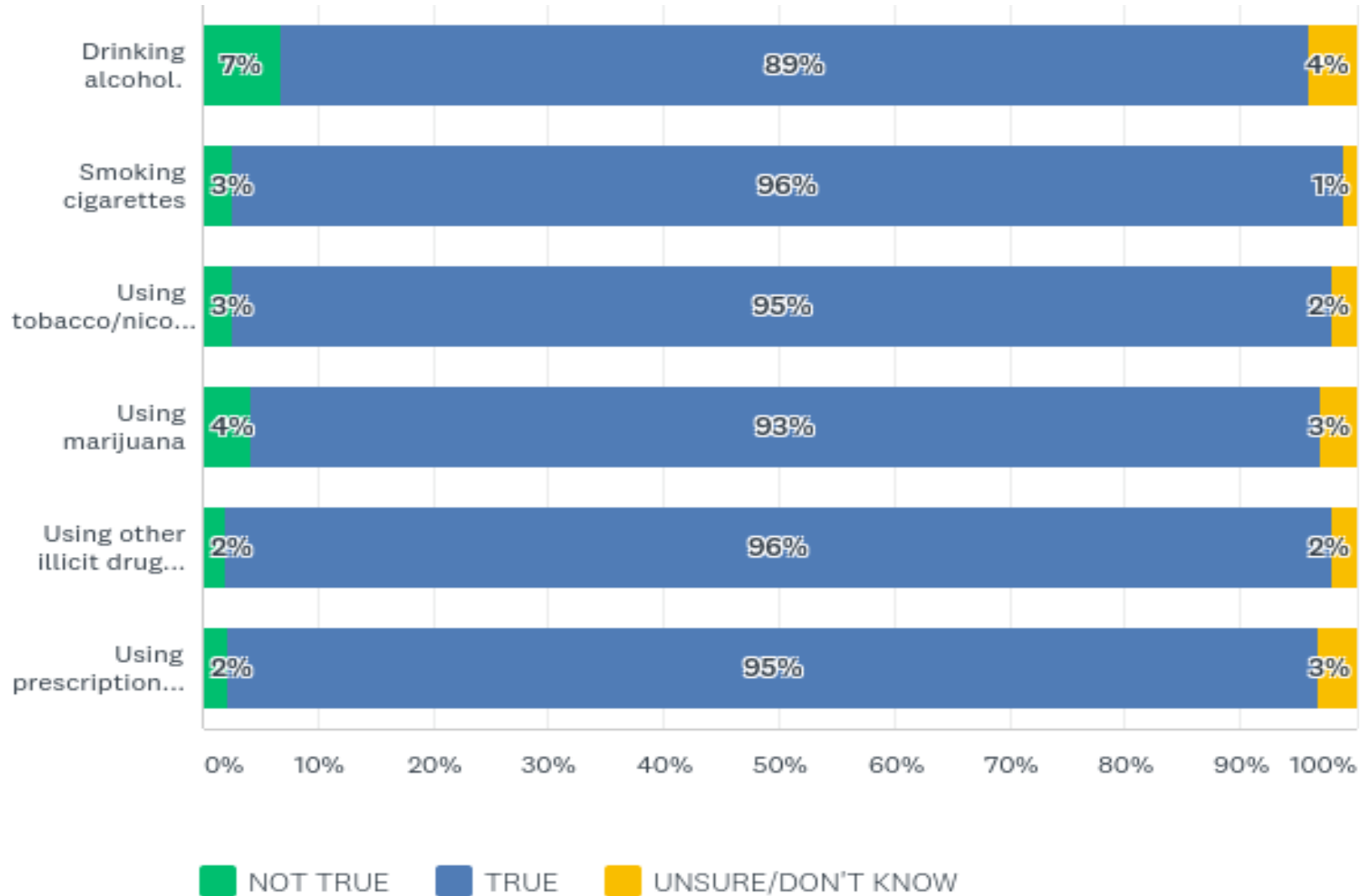


In 2017, 83% of parents also answered false

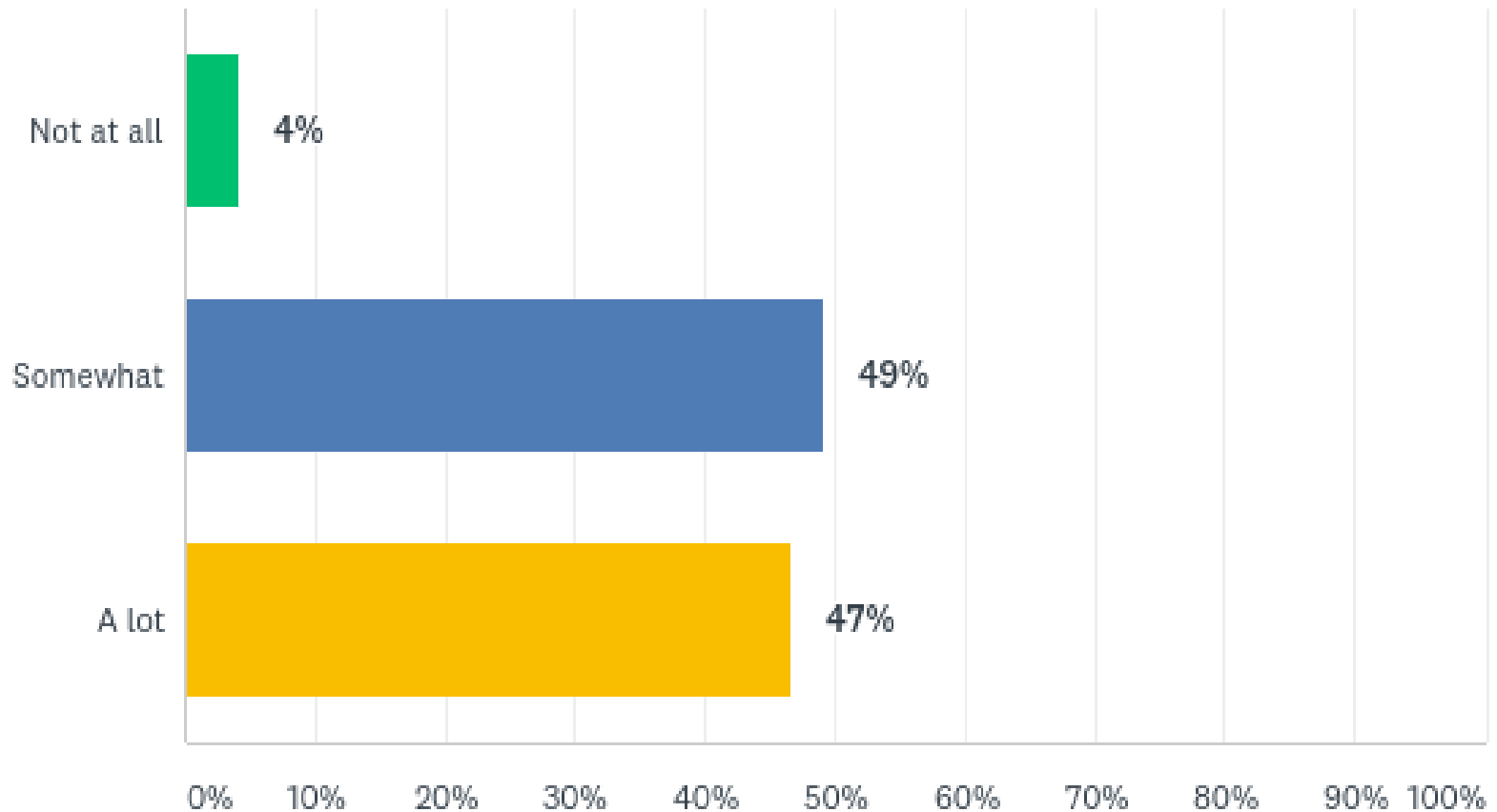
In the past 12 months, child rode in a car with a driver who had been drinking alcohol the following number of times:



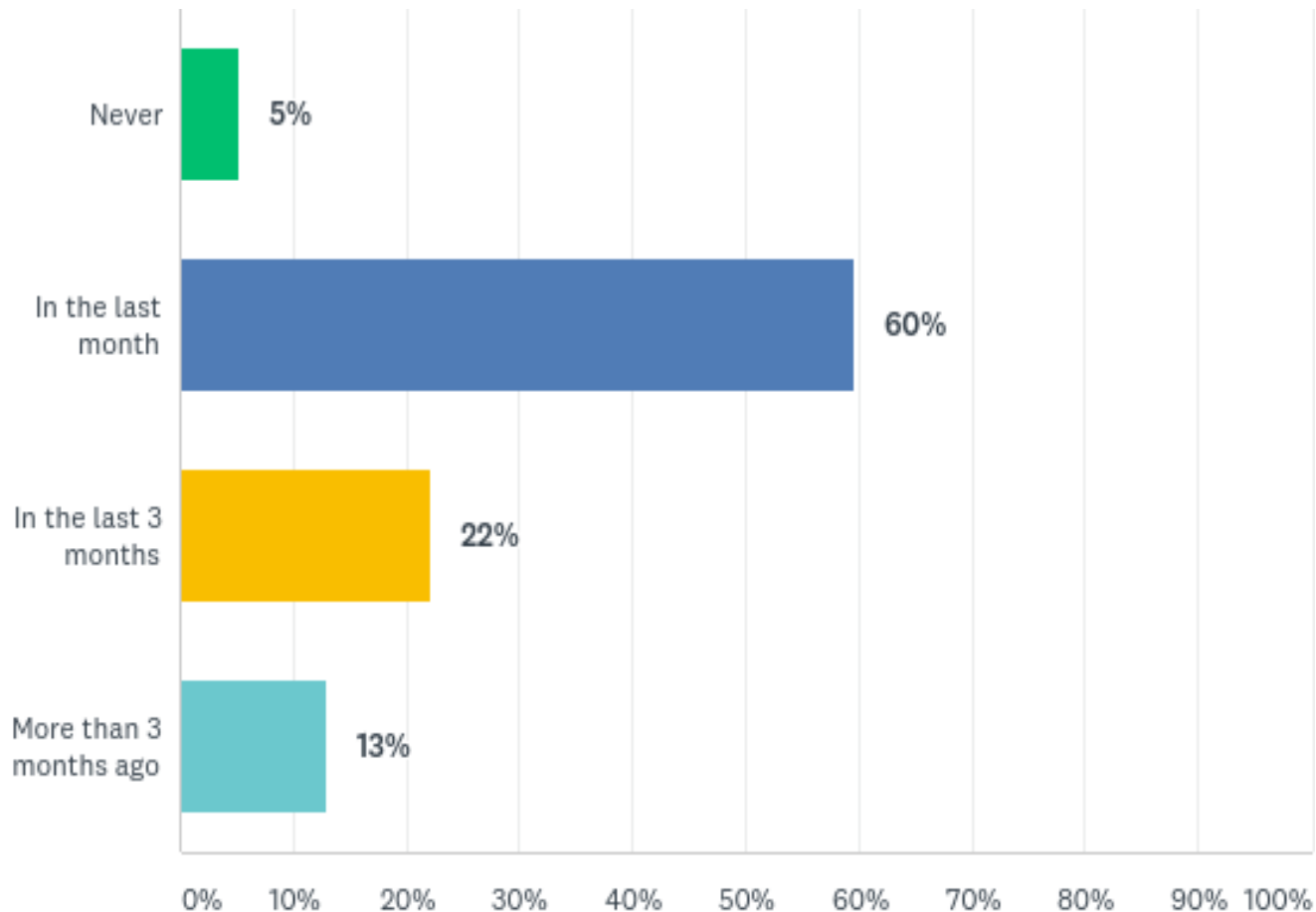
Family has clear rules to discourage child from:



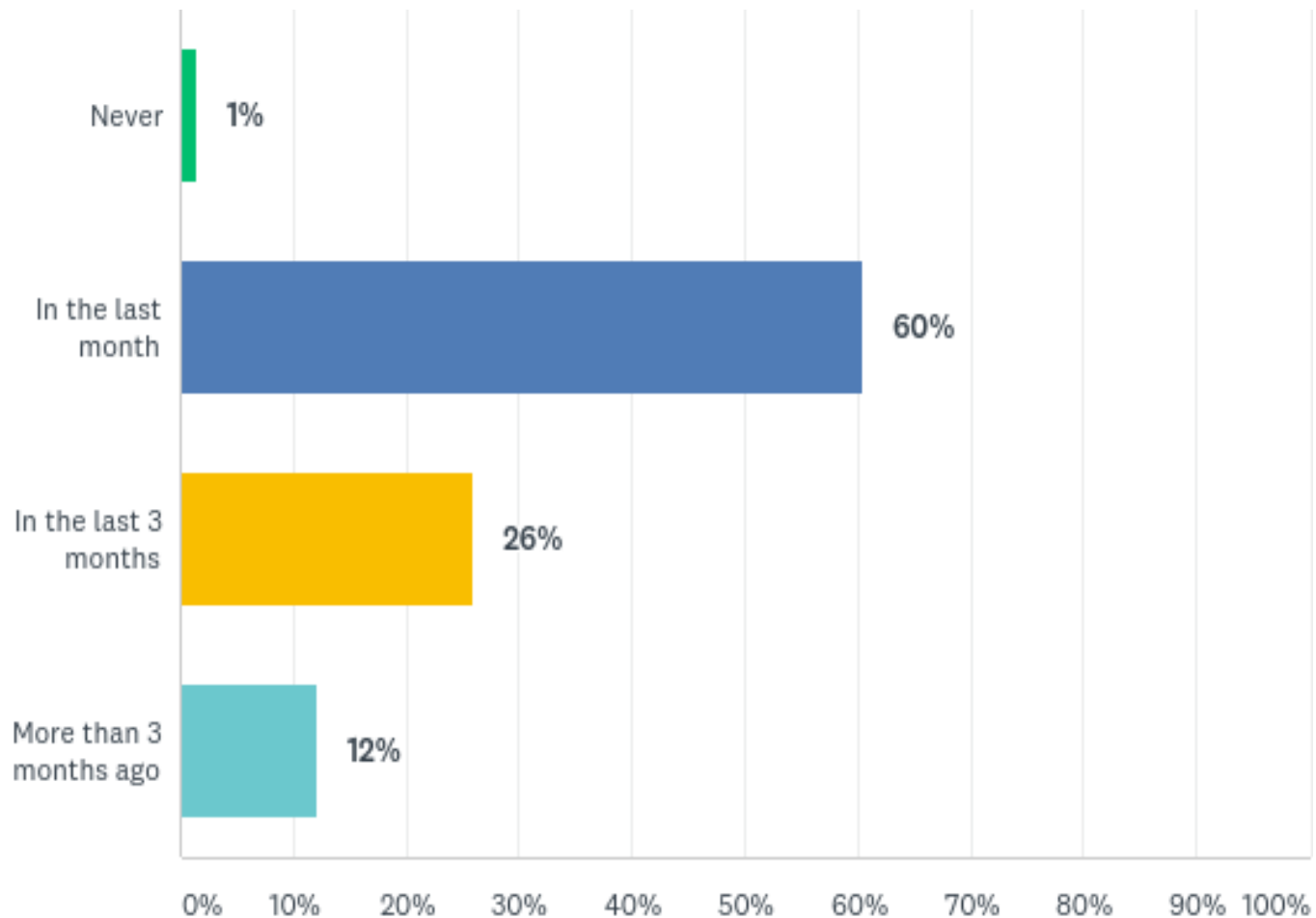
Extent parent believes family rules discourage underage drinking' and/or are very important in influencing a teenager's behavior regarding alcohol?



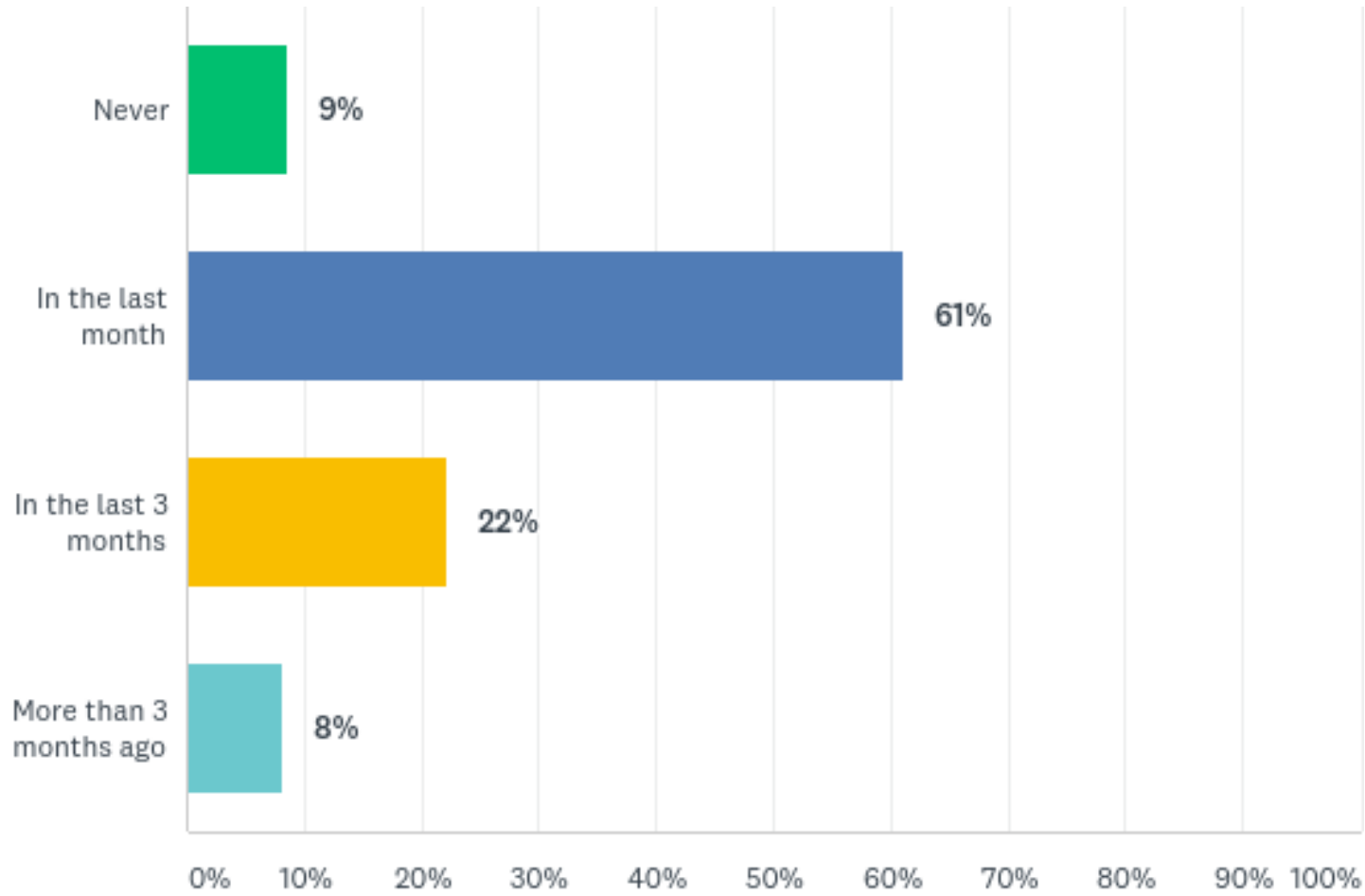
Parent has had a conversation with child about family's values (beliefs, attitudes, ideals) concerning their use of alcohol:



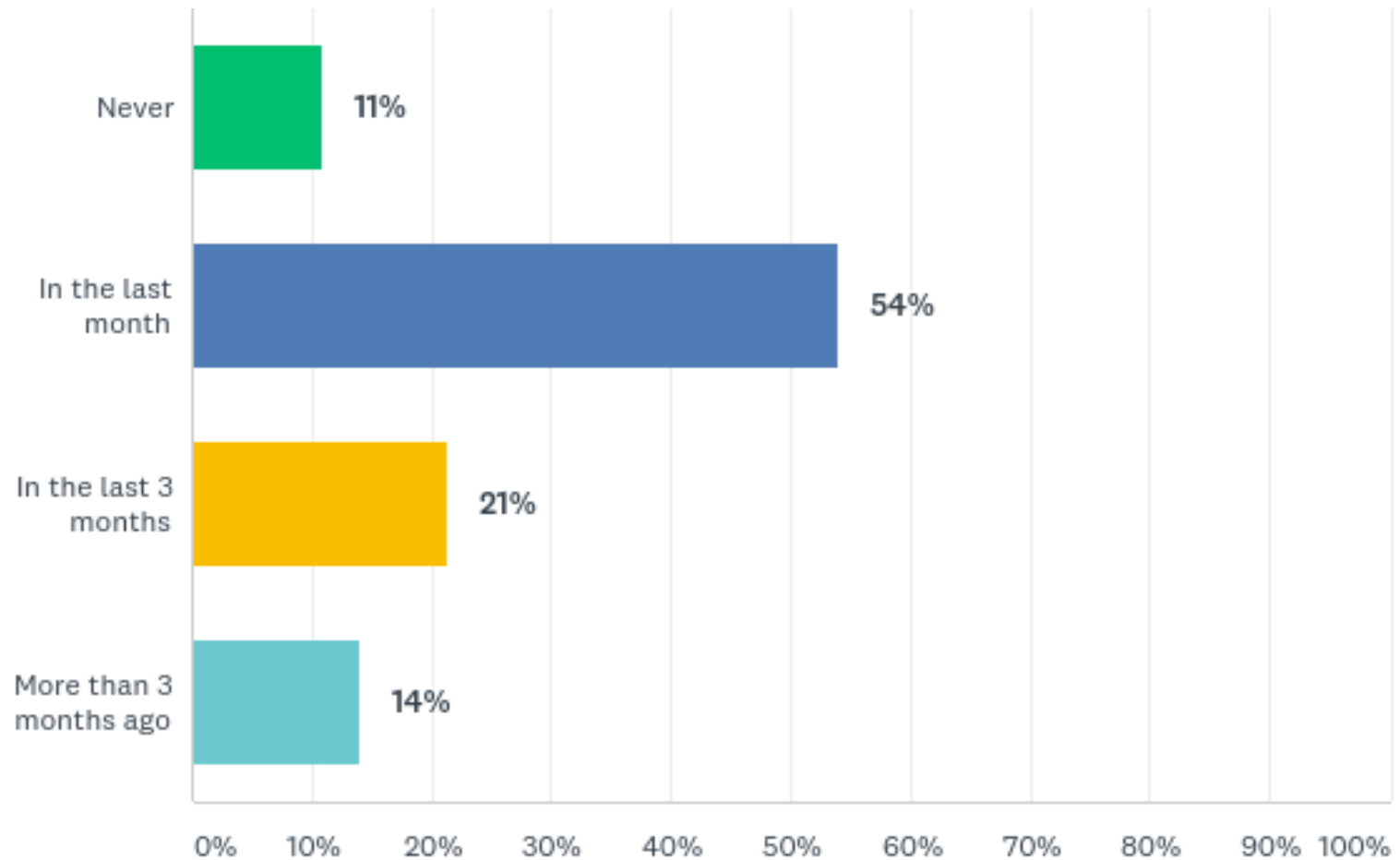
Parent has talked to child about the harmful effects of using alcohol and drugs.



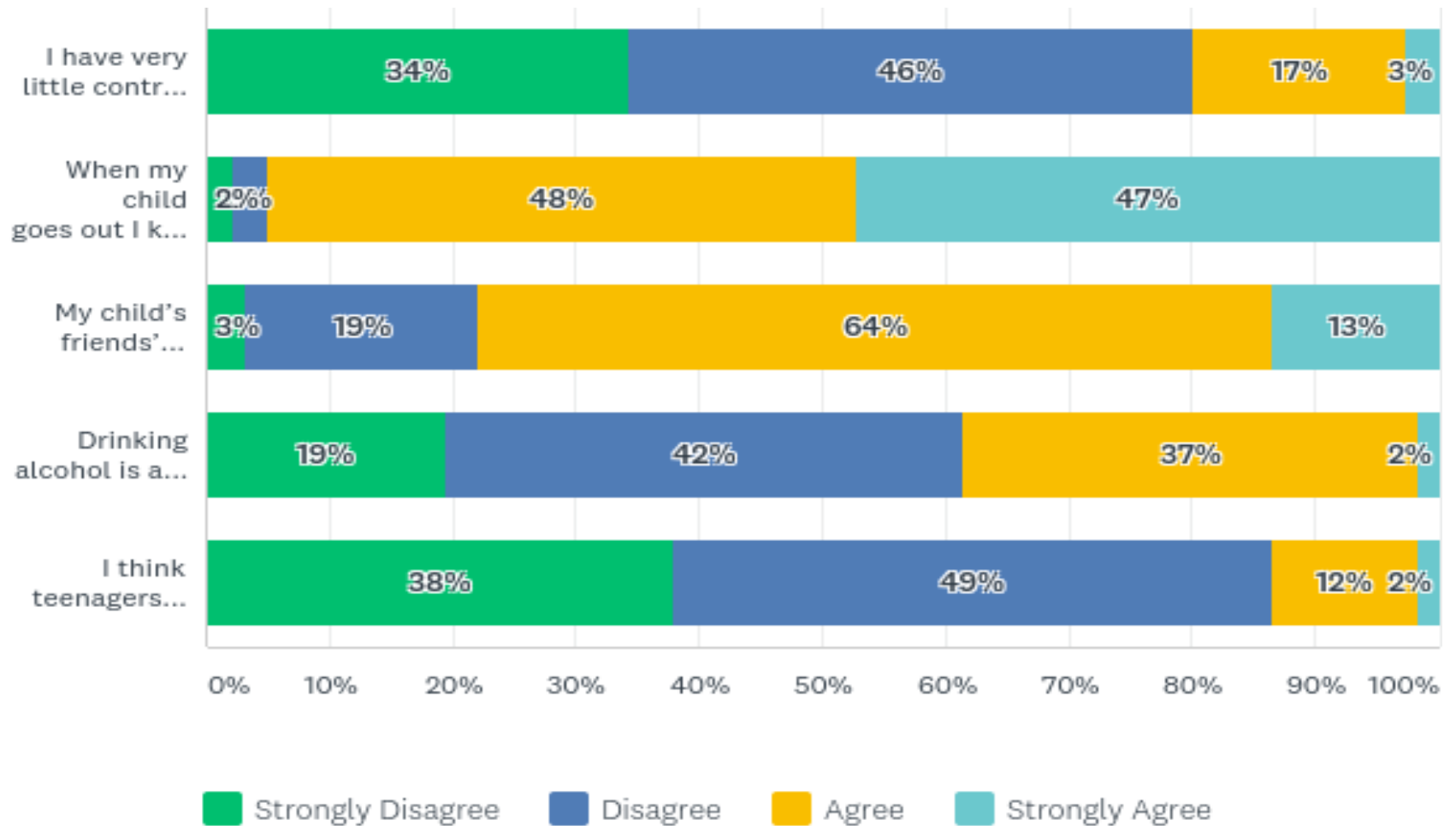
Parent has talked to child about the harmful effects of using e-cigarettes (vapes, JUULs):



Parent has talked to child about the harmful effects of using marijuana.



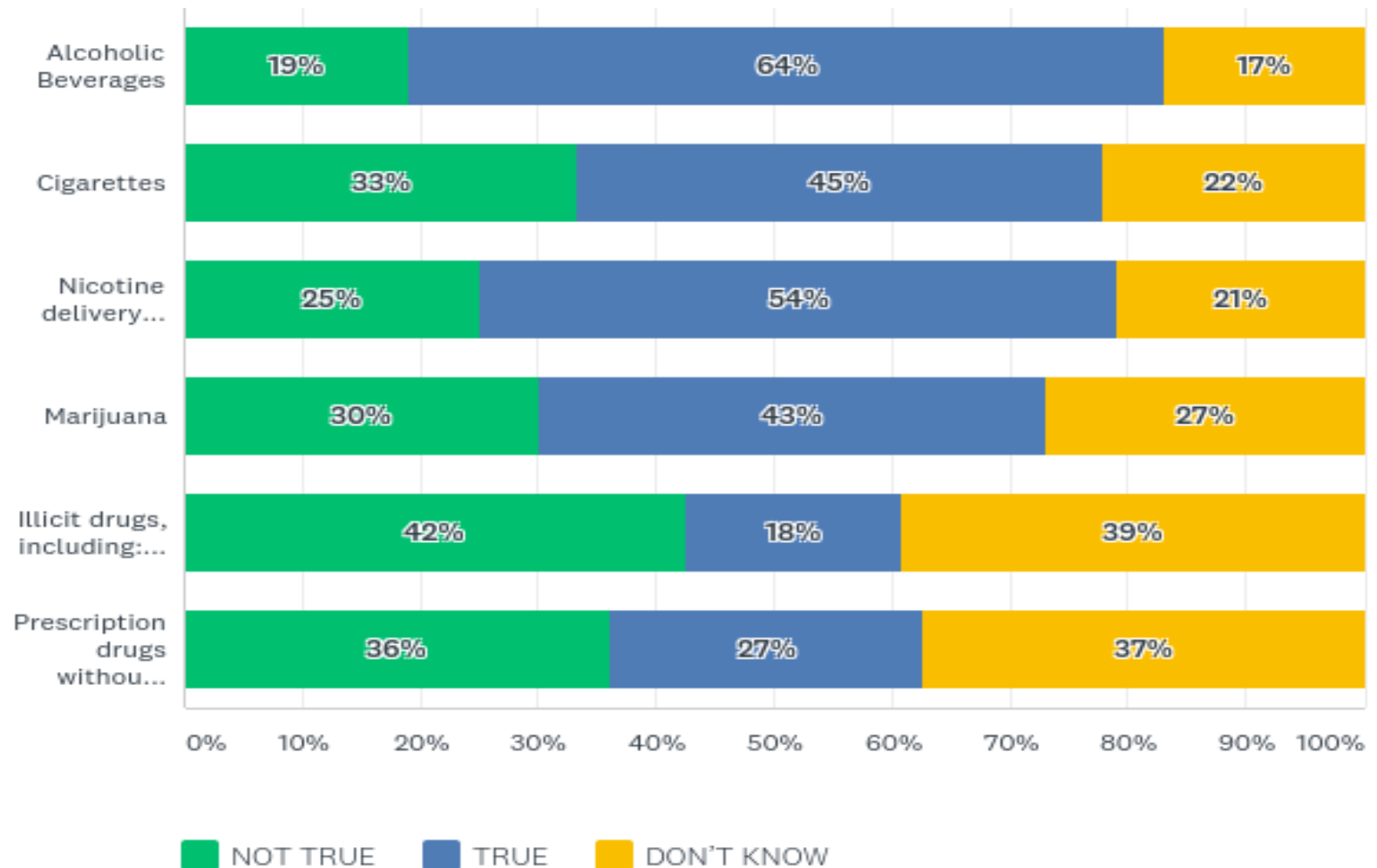
Parents feel:



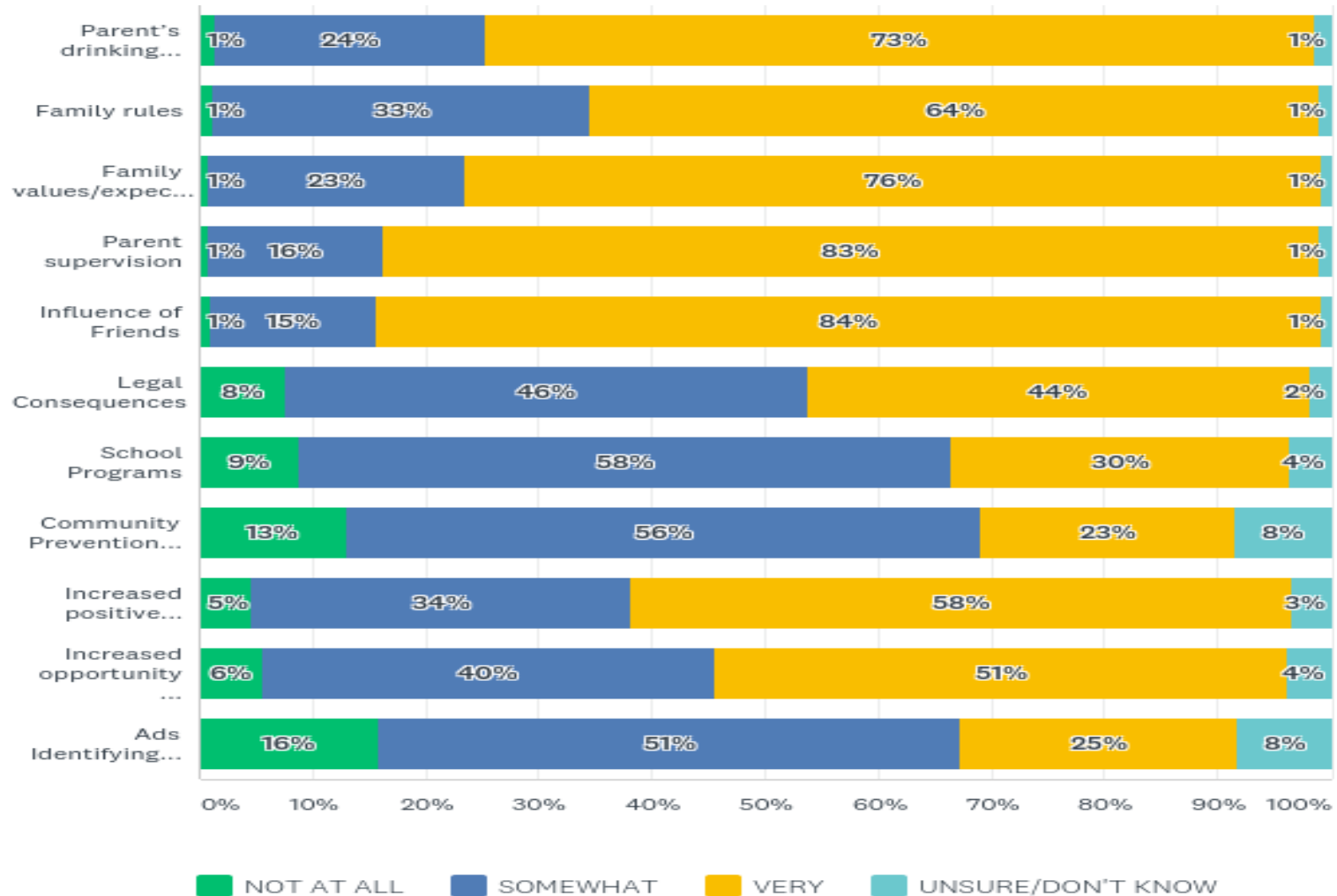
Please choose the response that best describes how you feel:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I have very little control over whether my child drinks.	34% 187	46% 251	17% 94	3% 14	546	1.88
When my child goes out I know where they are and who they are with.	2% 12	3% 15	48% 261	47% 258	546	3.40
My child's friends' parents have the same rules and values as our family regarding alcohol.	3% 18	19% 103	64% 352	13% 73	546	2.88
Drinking alcohol is a normal part of growing up.	19% 106	42% 229	37% 202	2% 9	546	2.21
I think teenagers should be allowed to drink, so they learn how to drink responsibly.	38% 207	49% 265	12% 65	2% 9	546	1.77

Parent believes it would be EASY for child to get:



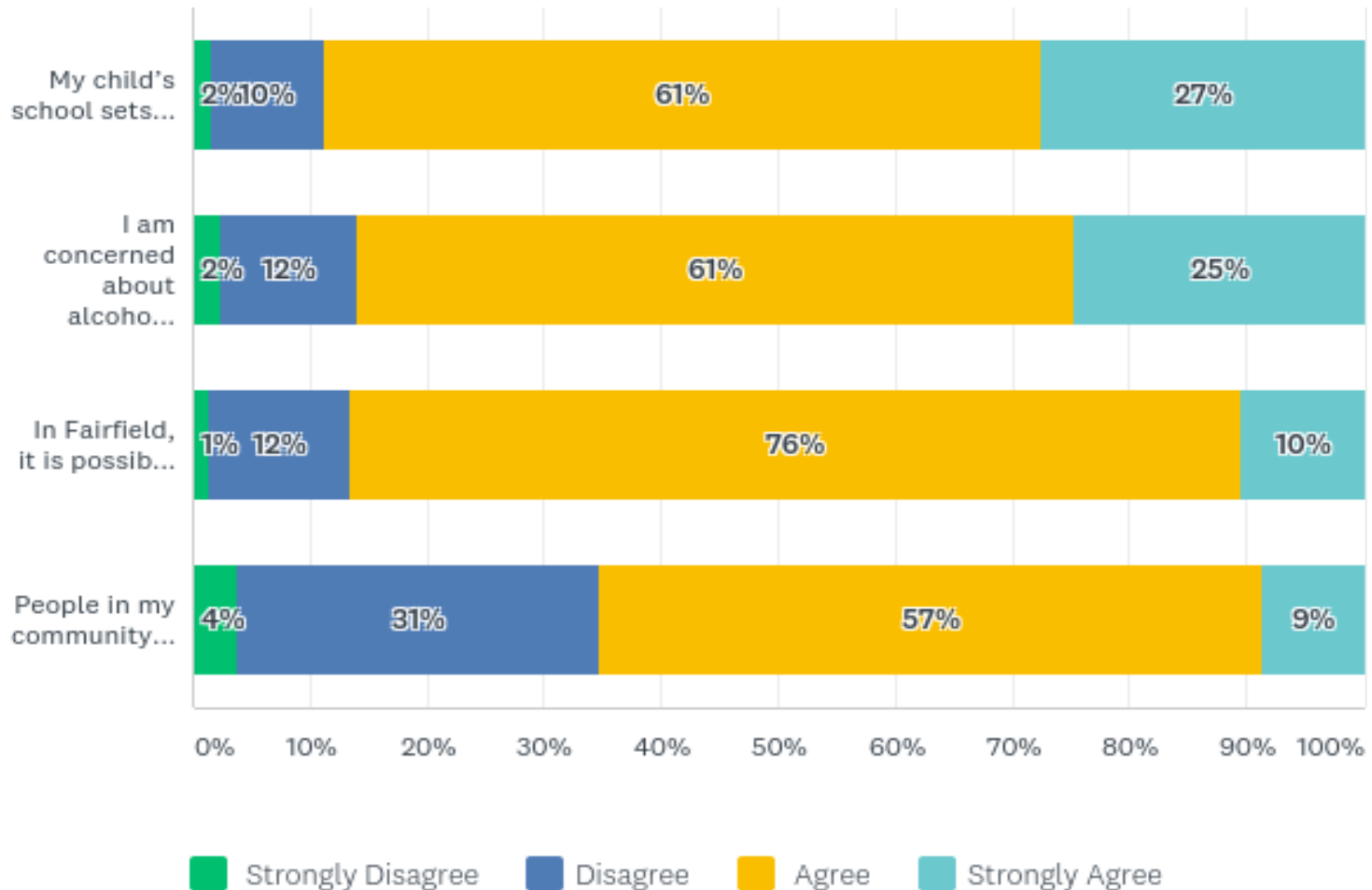
Importance of the following at influencing a child's behavior regarding alcohol:



How important are the following at influencing a child's behavior regarding alcohol?

	NOT AT ALL	SOMEWHAT	VERY	UNSURE/DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Parent's drinking behavior	1% 8	24% 130	73% 400	1% 8	546	2.75
Family rules	1% 7	33% 182	64% 351	1% 6	546	2.65
Family values/expectations	1% 4	23% 124	76% 414	1% 4	546	2.77
Parent supervision	1% 4	16% 85	83% 452	1% 5	546	2.84
Influence of Friends	1% 5	15% 81	84% 456	1% 4	546	2.84
Legal Consequences	8% 42	46% 252	44% 242	2% 10	546	2.40
School Programs	9% 48	58% 315	30% 163	4% 20	546	2.28
Community Prevention Programs	13% 71	56% 306	23% 123	8% 46	546	2.26
Increased positive recreation activities	5% 25	34% 183	58% 319	3% 19	546	2.61
Increased opportunity for work/volunteerism	6% 31	40% 218	51% 276	4% 21	546	2.53
Ads Identifying Risks	16% 87	51% 280	25% 134	8% 45	546	2.25

Parent's agreement with each of the following statements:

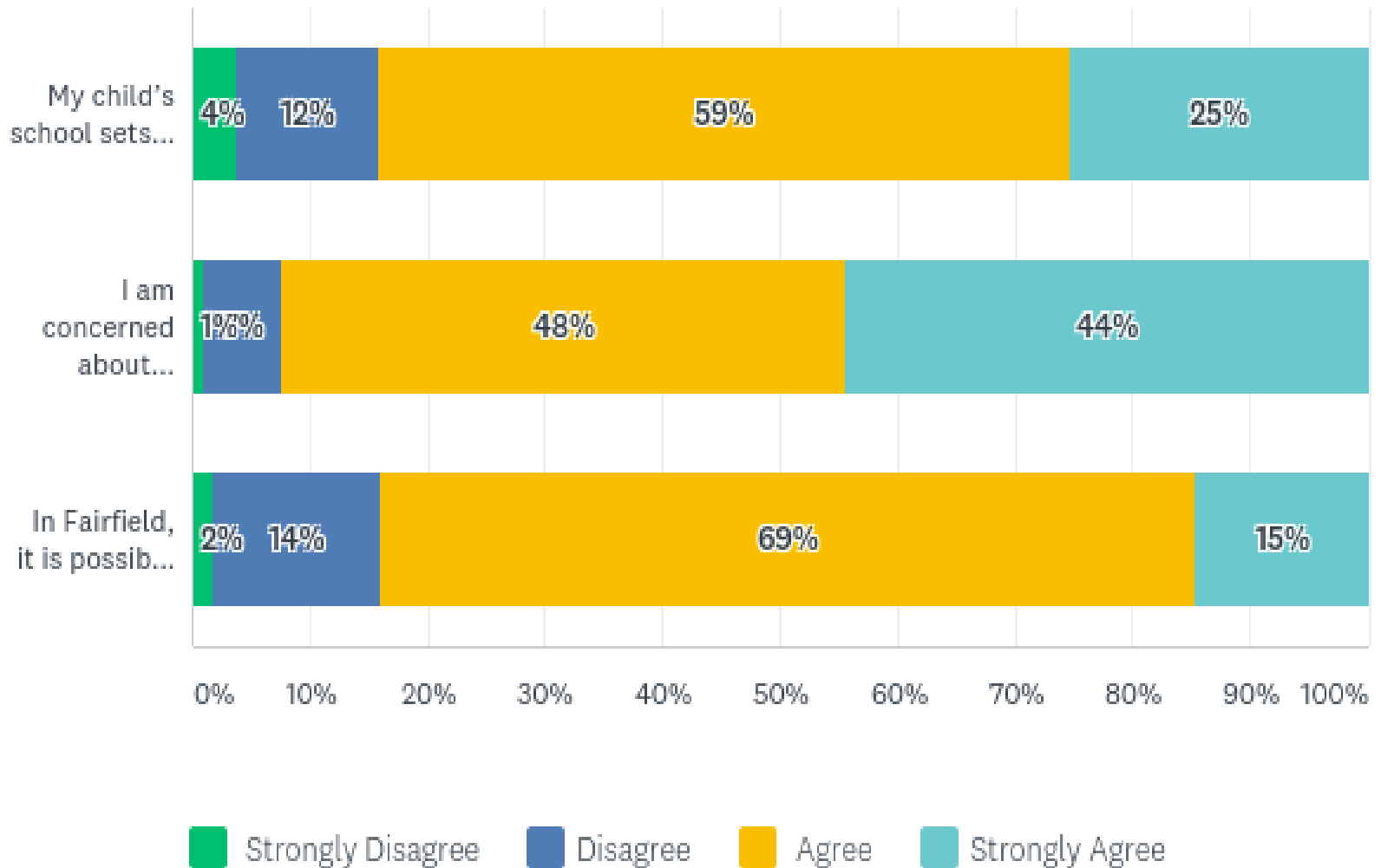


To what extent do you agree with each of the following statements:

- Answered: 546 Skipped: 0

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
My child's school sets clear rules on using alcohol and drugs at school.	2% 9	10% 52	61% 335	27% 150	546	3.15
I am concerned about alcohol and drug use by youth in Fairfield.	2% 13	12% 64	61% 334	25% 135	546	3.08
In Fairfield, it is possible to reduce alcohol and other drug problems through prevention.	1% 8	12% 65	76% 416	10% 57	546	2.96
People in my community perceive substance abuse as a personal problem, not a community problem.	4% 21	31% 169	57% 309	9% 47	546	2.70

Parent's agreement with each of the following statements:

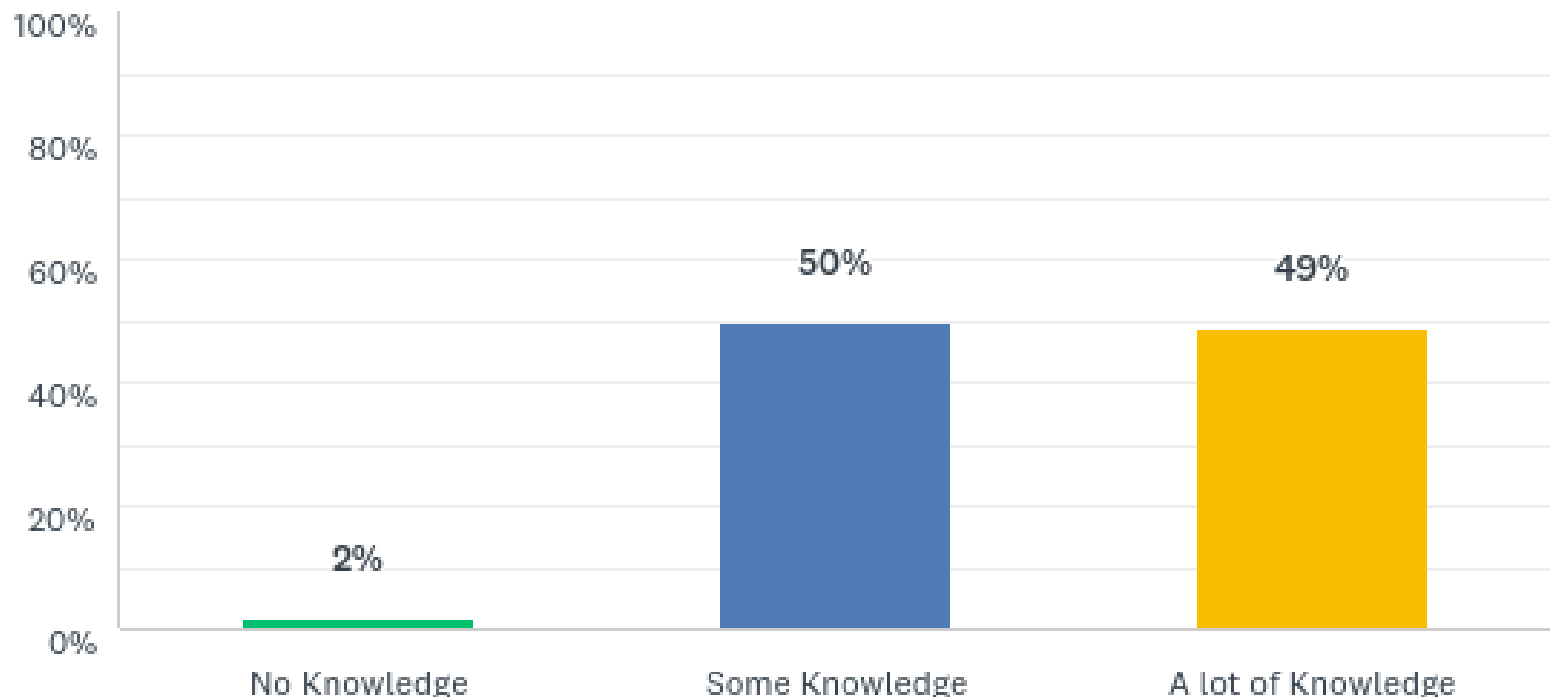


To what extent do you agree with each of the following statements:

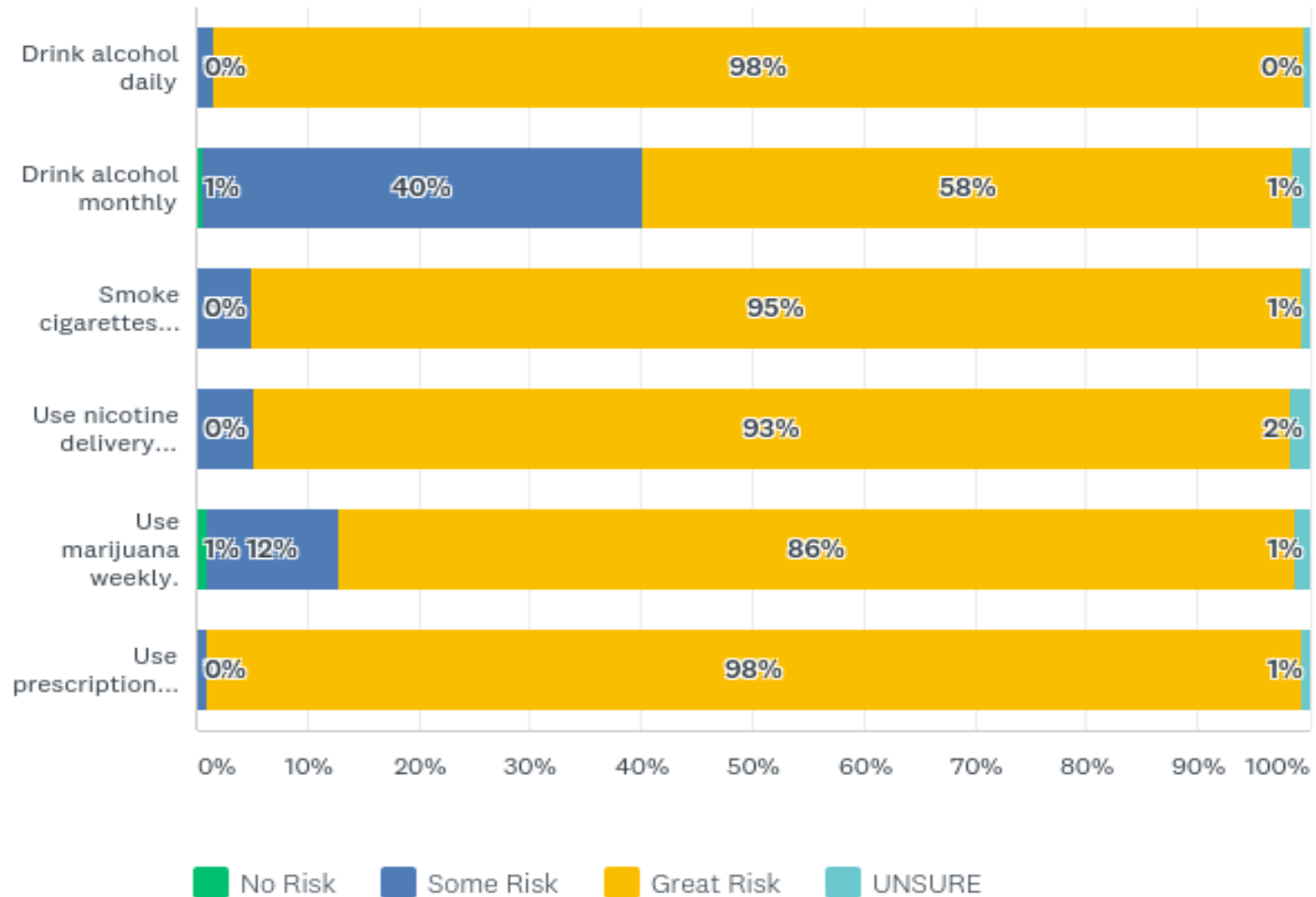
- Answered: 546 Skipped: 0

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
My child's school sets clear rules on vaping/use of ecigs at school.	4% 21	12% 66	59% 321	25% 138	546	3.05
I am concerned about vaping/ecig use by youth in Fairfield.	1% 5	7% 37	48% 262	44% 242	546	3.36
In Fairfield, it is possible to reduce vaping/ecig use through prevention.	2% 10	14% 78	69% 378	15% 80	546	2.97

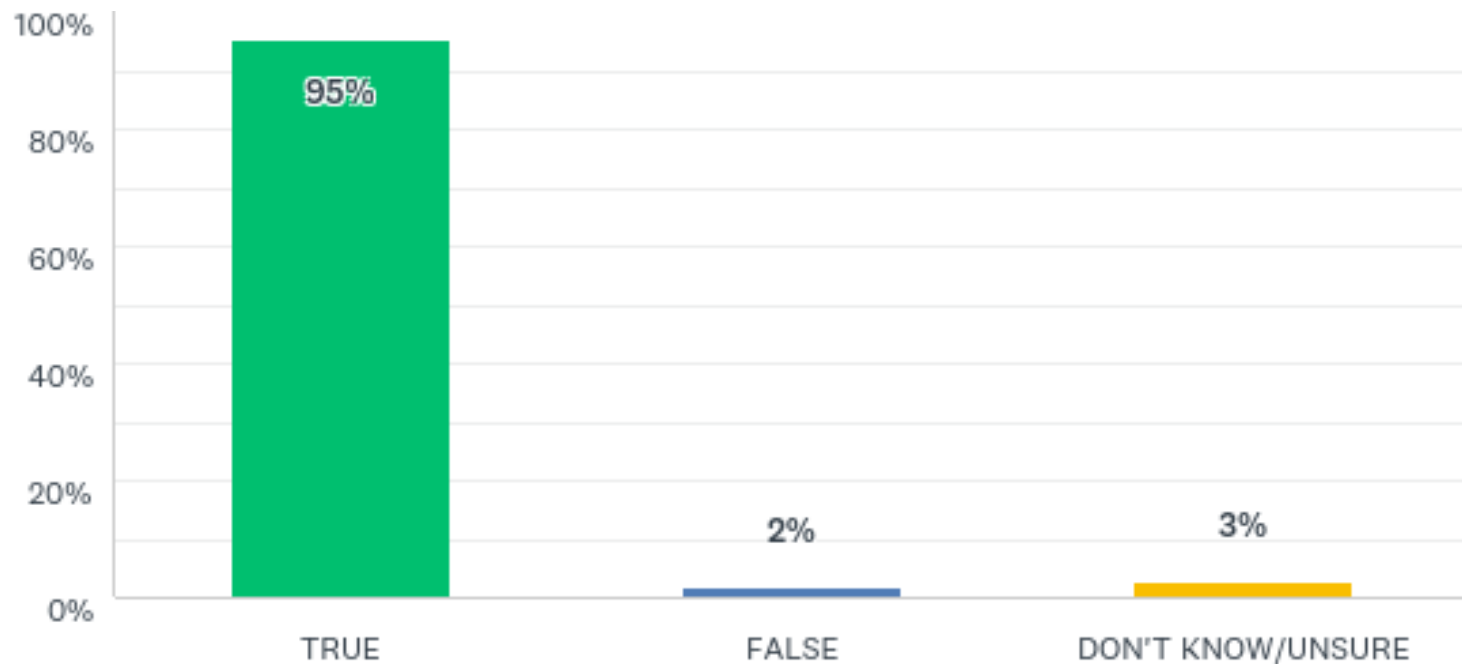
Parent's self-reported knowledge about the effects of alcohol on the development of the adolescent brain (e.g. physical and mental development)?



Parent perception of risk or harm to adolescents if they:

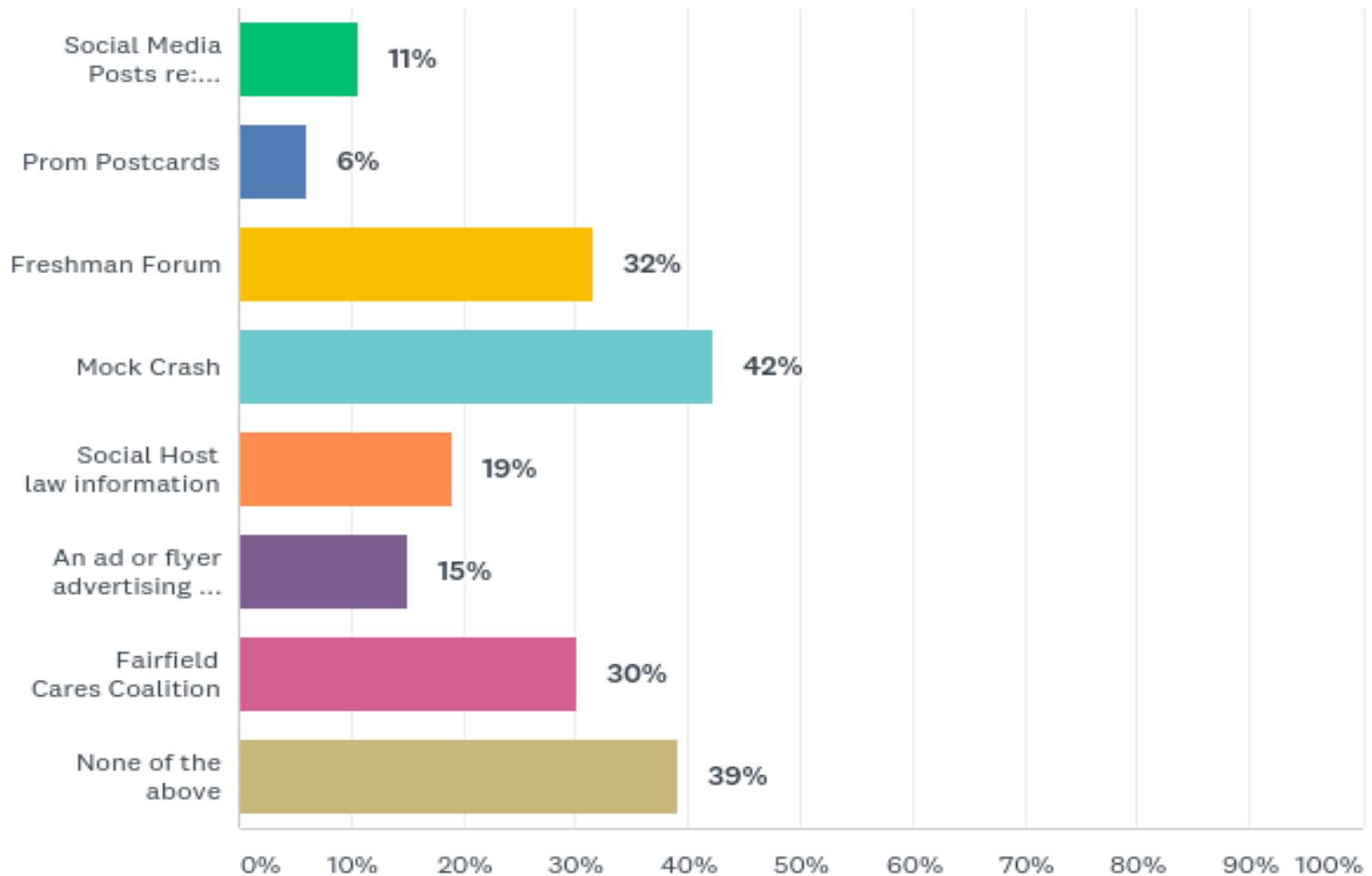


Parent perception that drinking during adolescence can interfere with normal brain development and increases the risk of developing an alcohol use disorder later in life.

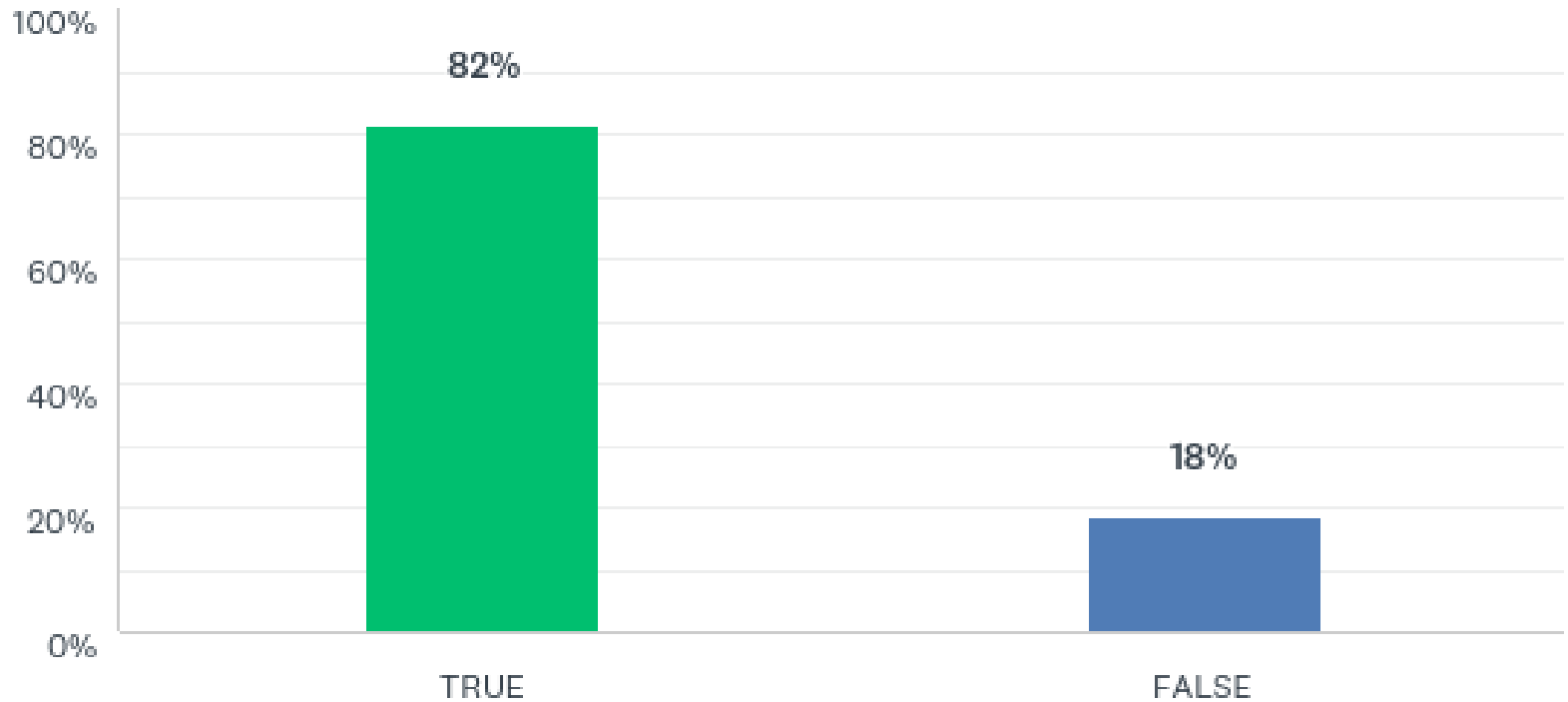


Parent awareness of Fairfield Cares Coalition

Activities:



Parent familiarity with the CT Social Host Law:



Contact Information

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