

Springfield Teen Health: Moving from Data to Action

Friday October 16, 2020, 12:00-1:00pm

Moderated by Nikki Burnett, Executive Director at Educare Springfield

Featured Speakers:

- Dr. Kathleen Szegda, Director of Community Research and Evaluation at the Public Health Institute of Western MA
- Sharon Hall-Smith, MA, Director of Prevention & Community Services at the Gándara Center
- Michelle Balch, Senior Administrator of Performance and Evaluation/ District Leader of Wellness Initiatives at Springfield Public Schools



PUBLIC HEALTH INSTITUTE
OF WESTERN MASSACHUSETTS
PARTNERS FOR HEALTH EQUITY



Gándara Center
Culturally Sensitive Care

Springfield Youth Health Survey Initiative

Planning Team



Gándara Center
Culturally Sensitive Care



MARTIN LUTHER KING, JR.
family services

Community centered. Spirit inspired.

MLKFS Peer Health
Advocates!

2019 Sponsors



Baystate  Health

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About the Surveys

Youth Health Survey (YHS)

- for 8th grade students
- Modified version of survey used by MDPH and MDESE

Youth Risk Behavior Survey (YRBS)

- for 10th and 12th grade students
- Modified version of survey used by MDPH and MDESE, developed by CDC

- **Frequency:** every other year (PNAS administered in other years)
- **Topics:** physical activity, diet, mental health, drugs and alcohol, violence, bullying, sexual activity, and more

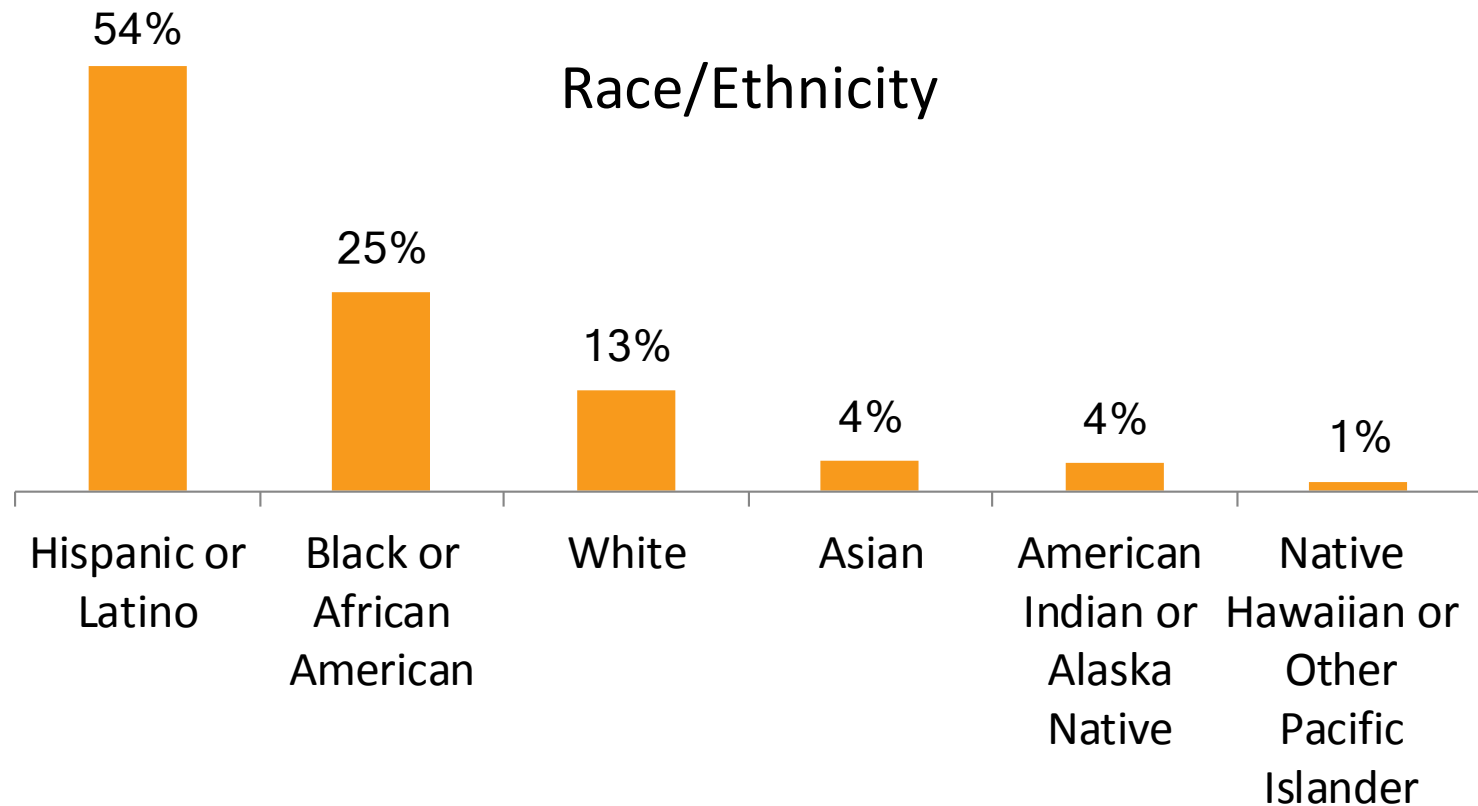
2019 YHS 8th Grade Participants



Number of Participants	Number of Enrolled Students	2019 Participation Rate
1,267	1,760	72%



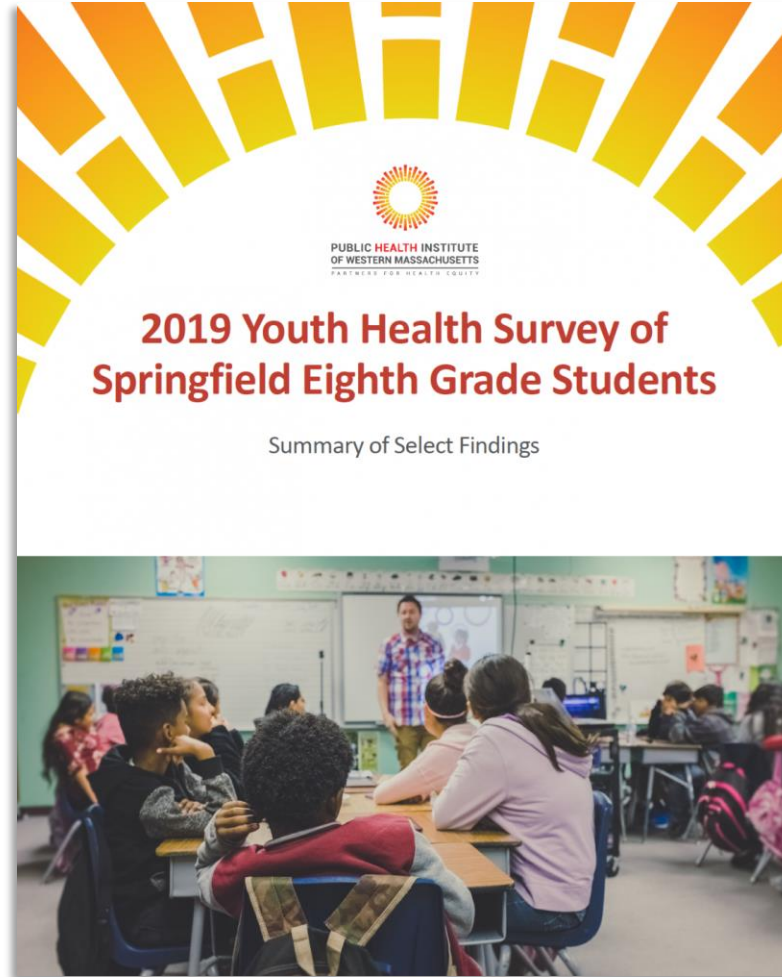
Who Participated?



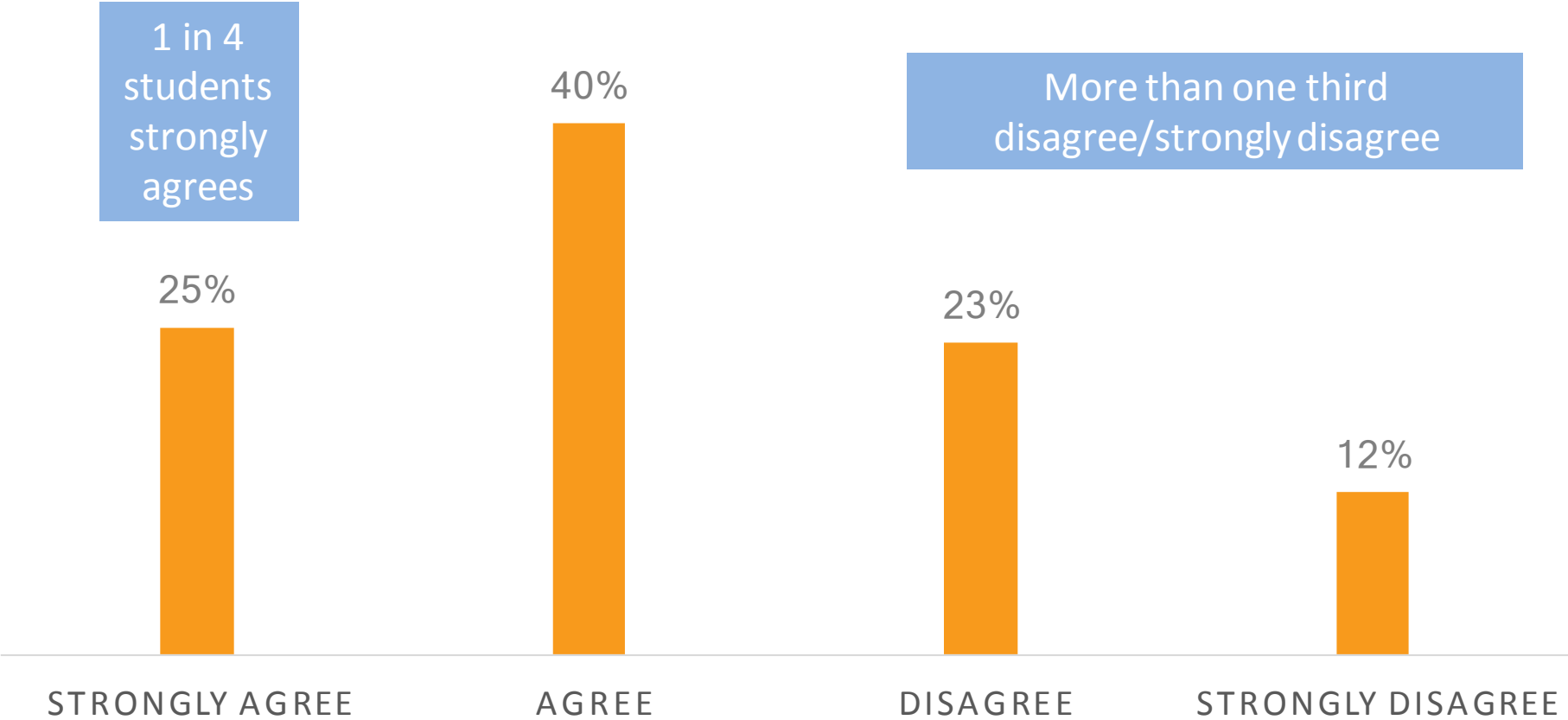
- **Gender:** 50% Female, 50% Male, 1% Identify Some Other Way
- **Sexual Orientation:** 81% Heterosexual, 10% Bisexual, 2% Gay/Lesbian, 7% Unsure



What Did We Learn?



Equal Treatment of Students Regardless of Race, Ethnicity, or Culture



Mental Health



*Sadness and hopelessness
almost every day for two
weeks.*

Inequities

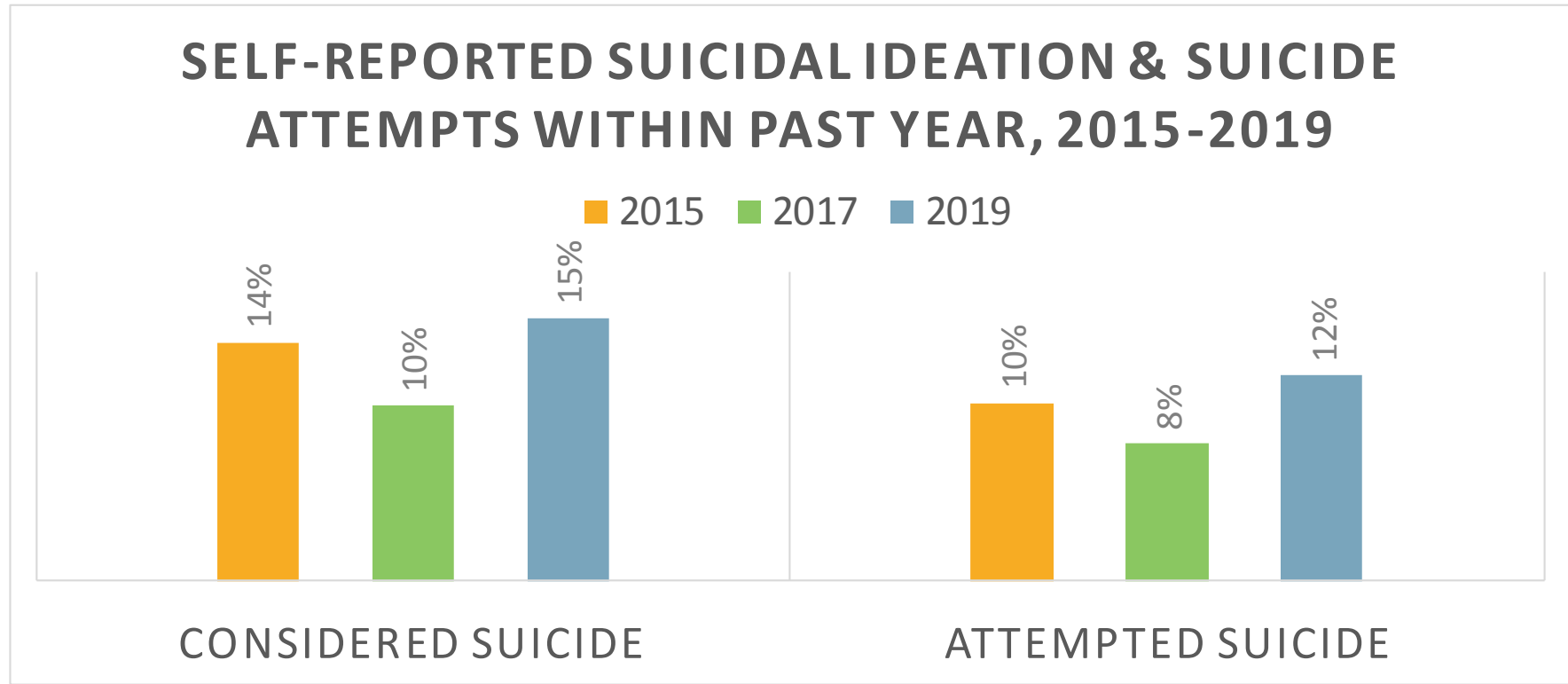
- **Females:** almost 2x more likely than males (46 vs. 24%)
- **LGBTQ:** 65% reported sadness and hopelessness for two weeks

Similar across different races/ethnicities





Mental Health



Inequities

- **Females:** 2x more likely (20%) to consider suicide than males
- **LGBTQ:** 44% considered suicide, 30% attempted suicide

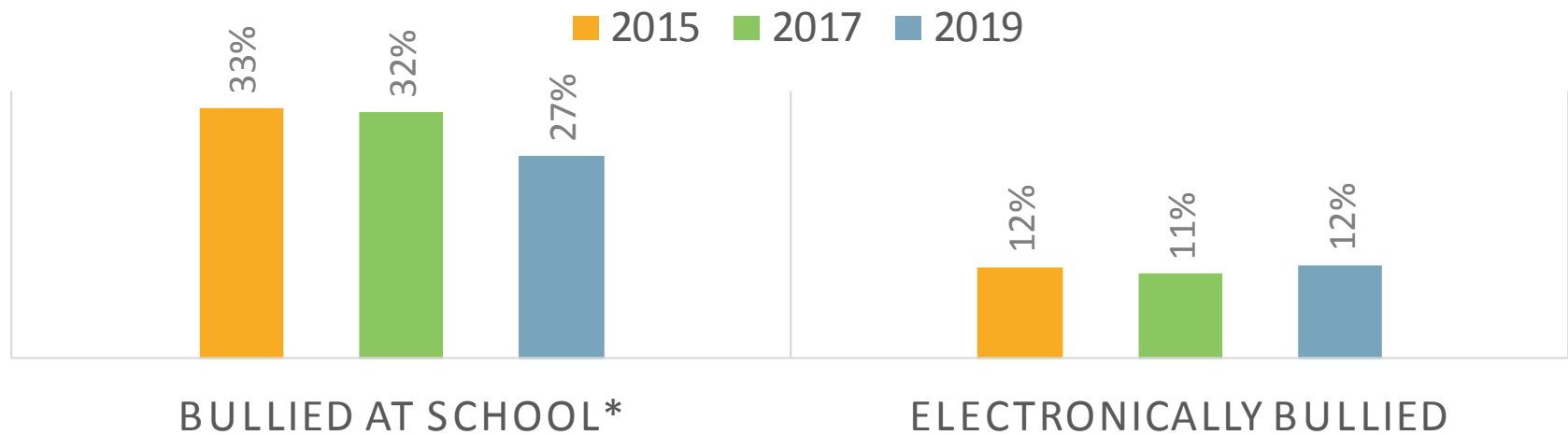
Gambling

- Very few students reported playing casino games or slot machines (3%)
- 29% of students have gambled or played a gambling type game
 - Most likely reported - gambling for games of skill such as pool or golf (13%)



Bullying

SELF-REPORTED VICTIM OF BULLYING WITHIN THE PAST YEAR, 2015-2019



*There are slight wording differences between 2015/2017 and 2019 questionnaires. The 2015 and 2017 questionnaires only ask about bullying at school, whereas 2019 asks about bullying at school *or on the way to and from school*.

Inequities

Females: 34% vs. 18% males reported being bullied

LGBTQ: 50% reported being bullied



Sexual Activity



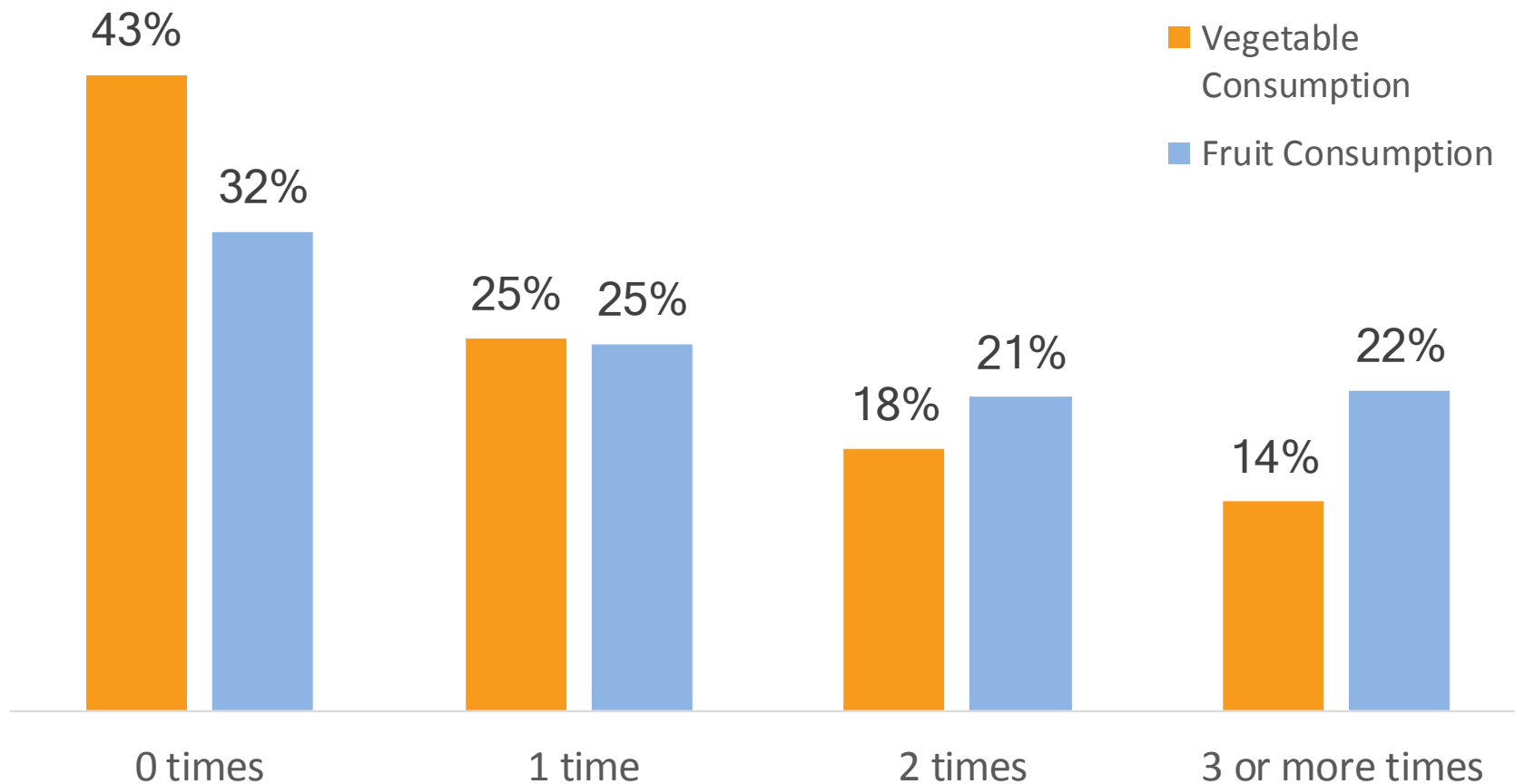
*Nearly 9 out of 10 students (86%)
are not sexually active.*

Area for Action

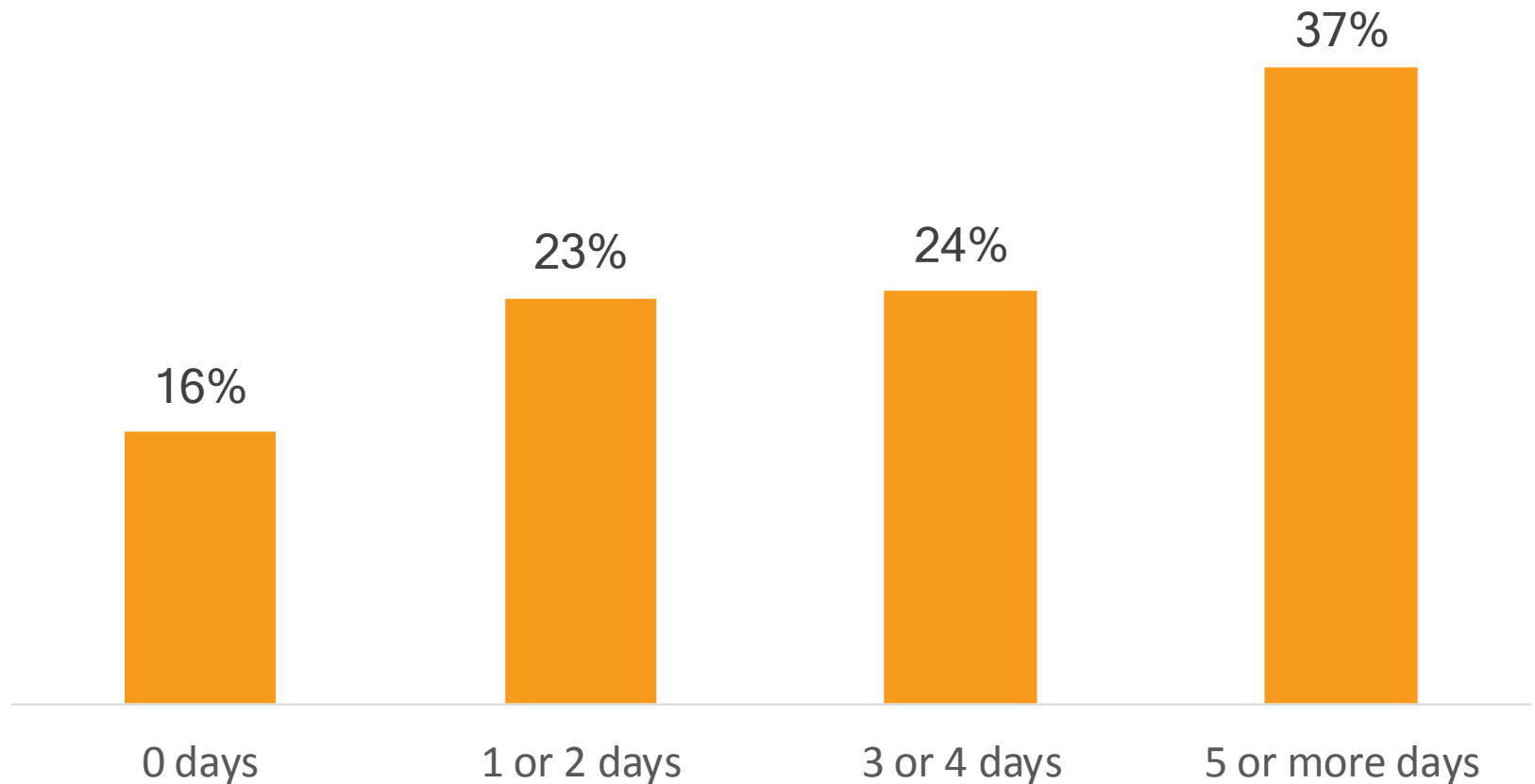
Among students who reported having sex:

- 15% did not want to the first time
- 7% reported being forced the first time

Past Day Vegetable and Fruit Consumption, YHS



Past Week Daily Physical Activity



Neighborhood Safety

Safety is an important factor that has numerous impacts, including mental health and activity



- 31% don't consider their neighborhood to be safe from crime
- 31% have witnessed someone being physically harmed in their neighborhood
- 21% skipped school at least once in the 30 days prior to the survey because they felt they would be unsafe at or on the way to school

Making Change

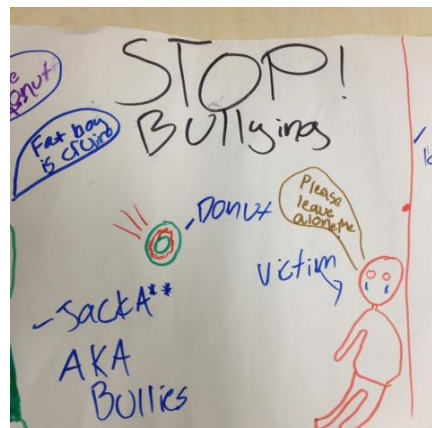
- **Youth Leaders:** MLK Peer Health Advocates involved in survey process and policy advocacy
- **School Leaders:** Creating PSE change
- **School-Community Organization Partnerships:**
LiveWell Springfield TCI, Youth Mental Health Coalition



Thank You!

SPRINGFIELD YOUTH HEALTH DATA

Results of the 2020 Prevention Needs Assessment Survey



Our Youth Are Speaking! We Need to Listen.

The 2020 Springfield Prevention Needs Assessment Survey is supported by: Springfield Public Schools; Stop Access Coalition of the Gándara Center; Springfield Department of Health and Human Services; Massachusetts Gaming Commission; Public Health Institute of Western Massachusetts.

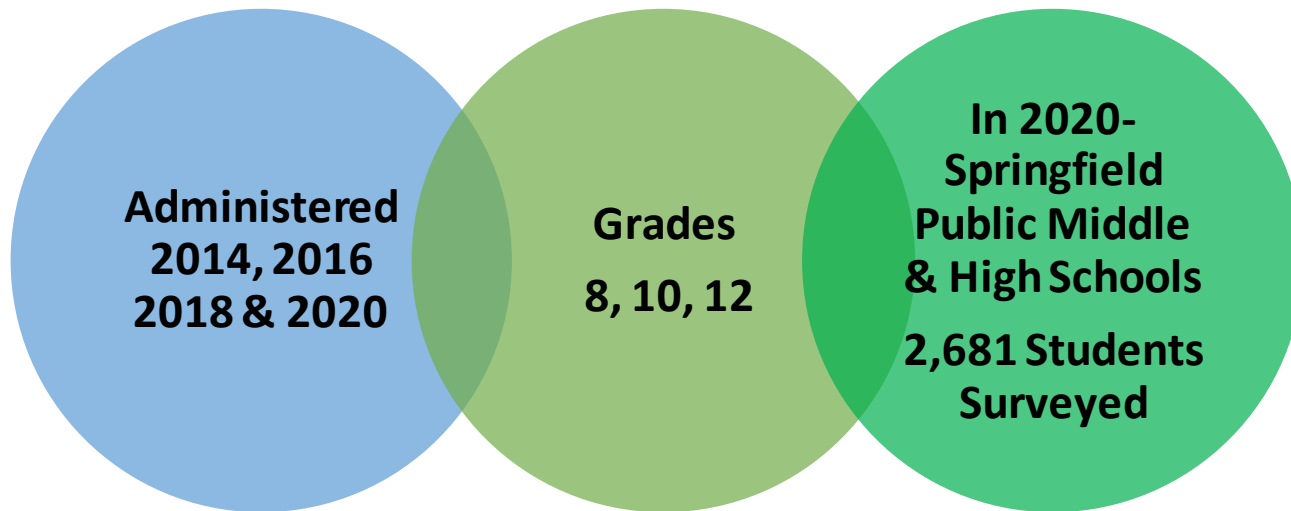


Stop Access Coalition: Who are We?

Stop Access Drug Free Communities Coalition is a group of residents and organizations, managed by the Gandara Center, working together to prevent and reduce underage alcohol, tobacco, and marijuana use in Springfield, by using public health strategies.



Springfield Data- Prevention Needs Assessment Survey (PNAS)



What puts youth at RISK for alcohol and drug use?

- ◆ Alcohol & drugs are easy to get
- ◆ Pro-use messages & advertising
- ◆ Laws are unclear or not enforced

Community

- ◆ Exposure to adults who drink/drug
- ◆ Parents feel it is OK for youth to drink
- ◆ Family conflict

Family

- ◆ Academic failure
- ◆ Low commitment to school

School

- ◆ Early use of alcohol and drugs
- ◆ Don't think alcohol/drug use is harmful
- ◆ Shift in attitude to favor alcohol use

Self/Friends

What PROTECTS youth? against these risks?

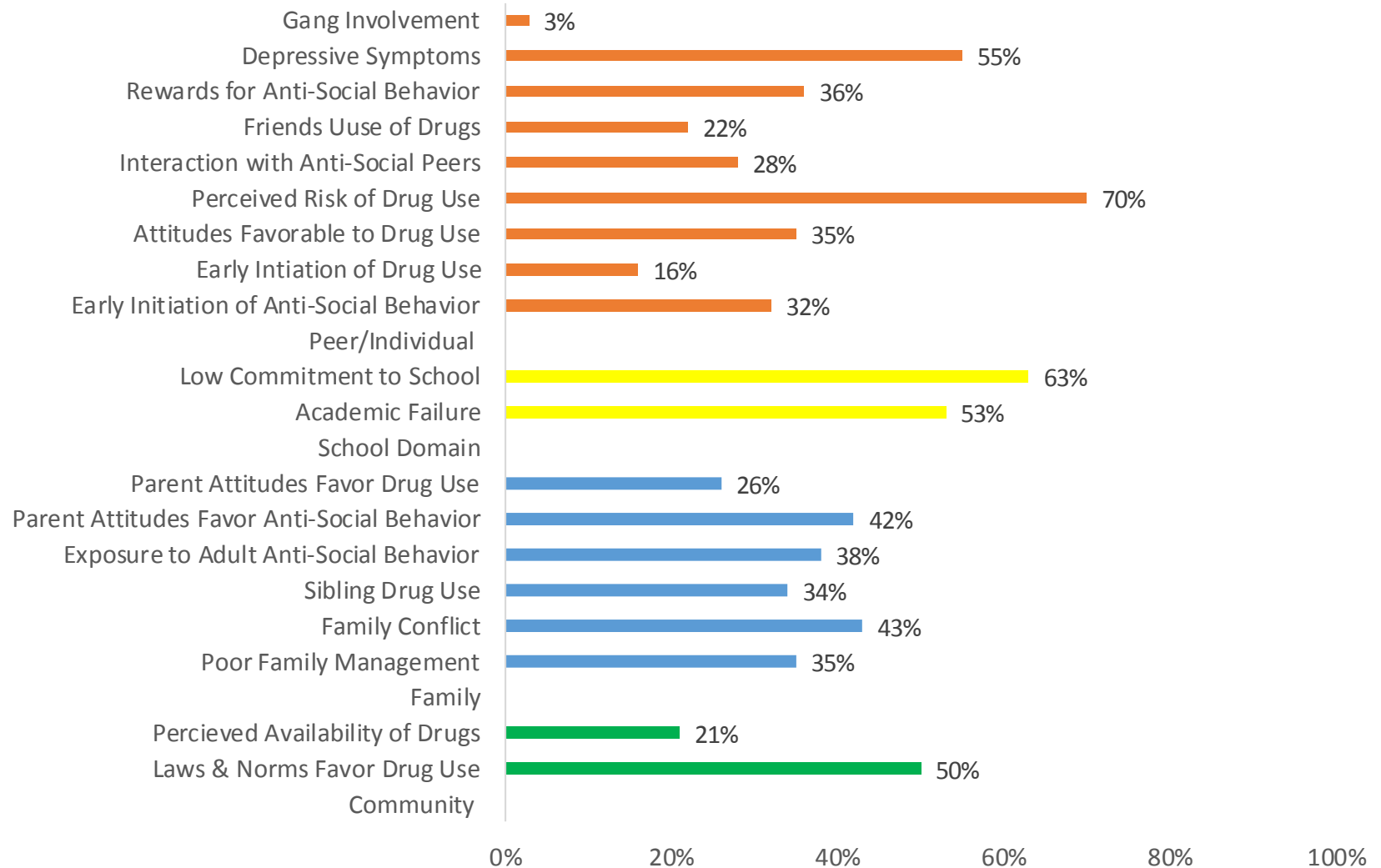
- ◆ Staying involved in community activities
- ◆ Getting recognized for community work
- ◆ Feeling connected to the neighborhood

- ◆ Clear rules about alcohol & drug use
- ◆ Close family relationships; praise
- ◆ Consistent limits & expectations

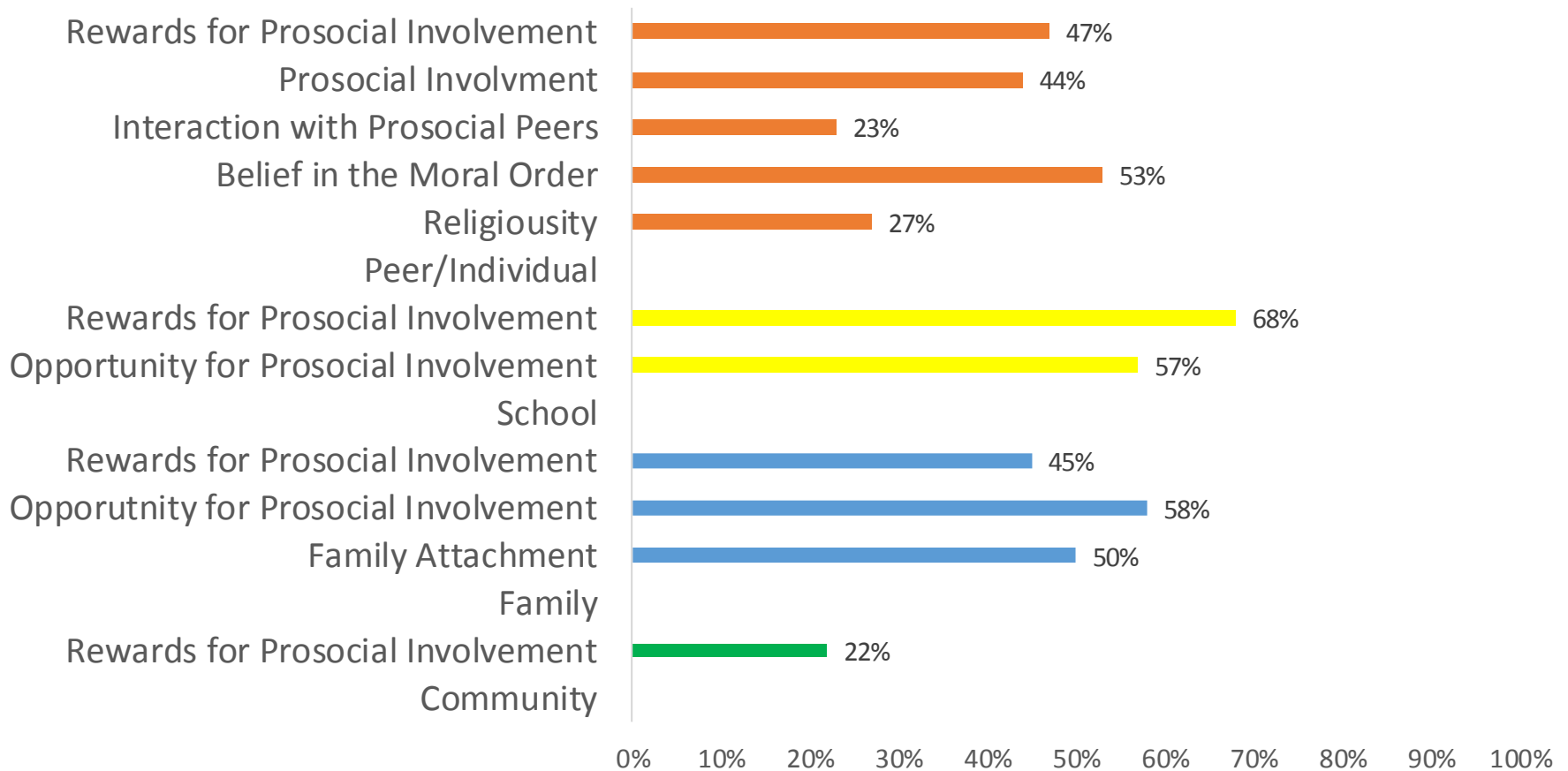
- ◆ Opportunities to participate in activities
- ◆ Being recognized and rewarded for contributions and good effort

- ◆ Friends who don't drink or use drugs
- ◆ Participation in positive activities
- ◆ Being rewarded for hard work & effort

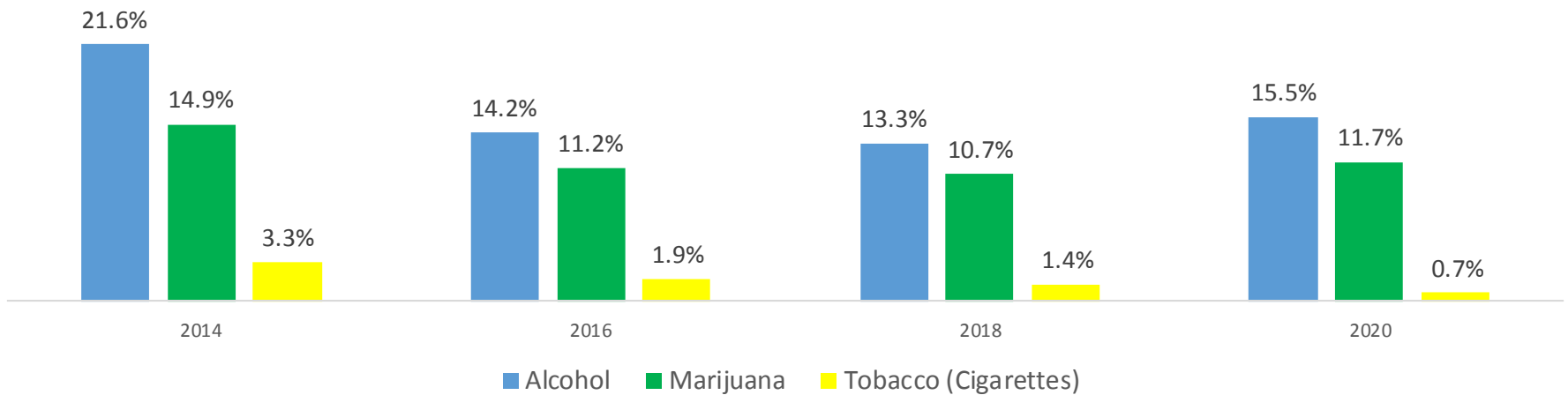
Percent of Youth Reporting Risk Factors (2020- Grades 8, 10 & 12)



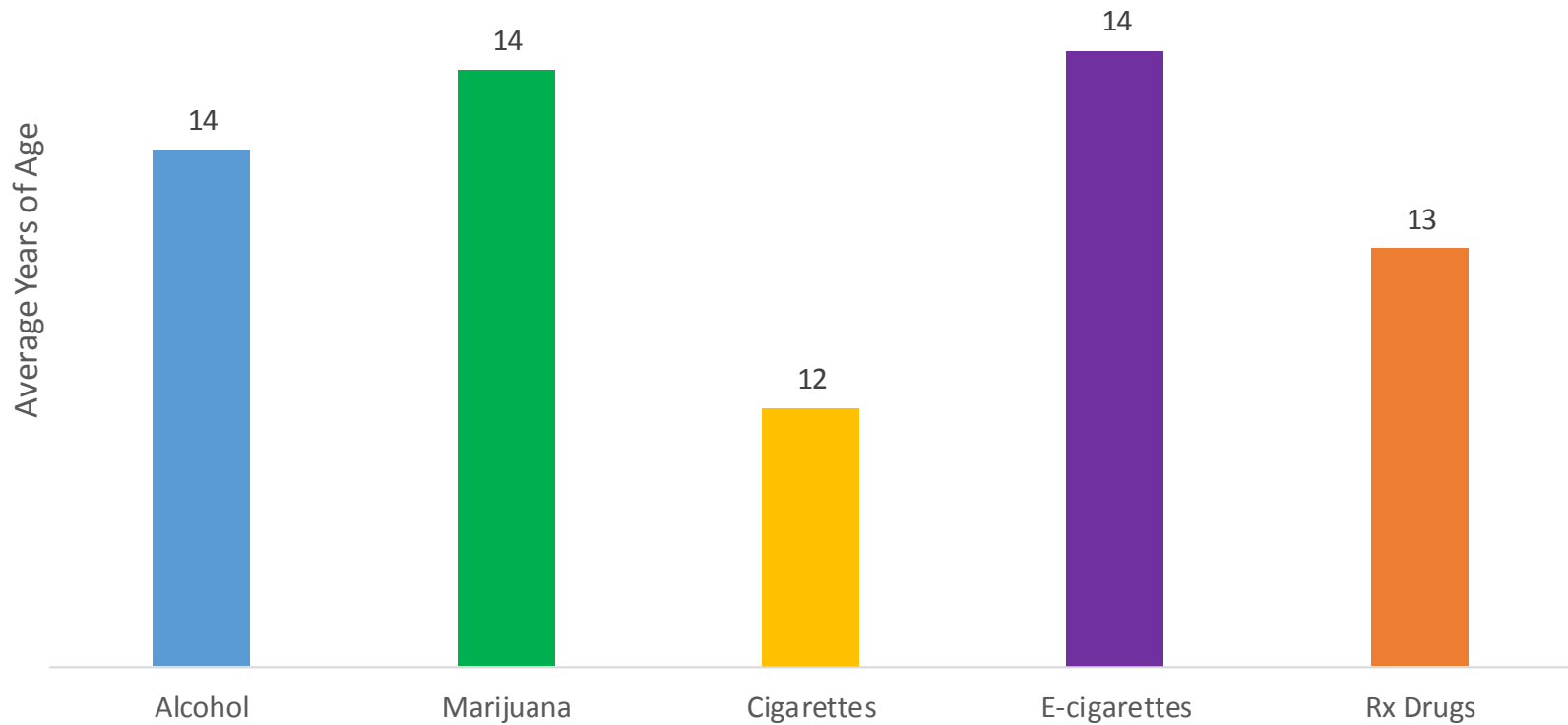
Percent of Youth Reporting Protective Factors (2020- Grades 8, 10 & 12)



Youth Substance Use in Past 30-Day 8th, 10th & 12th Grades Combined 2014-2020

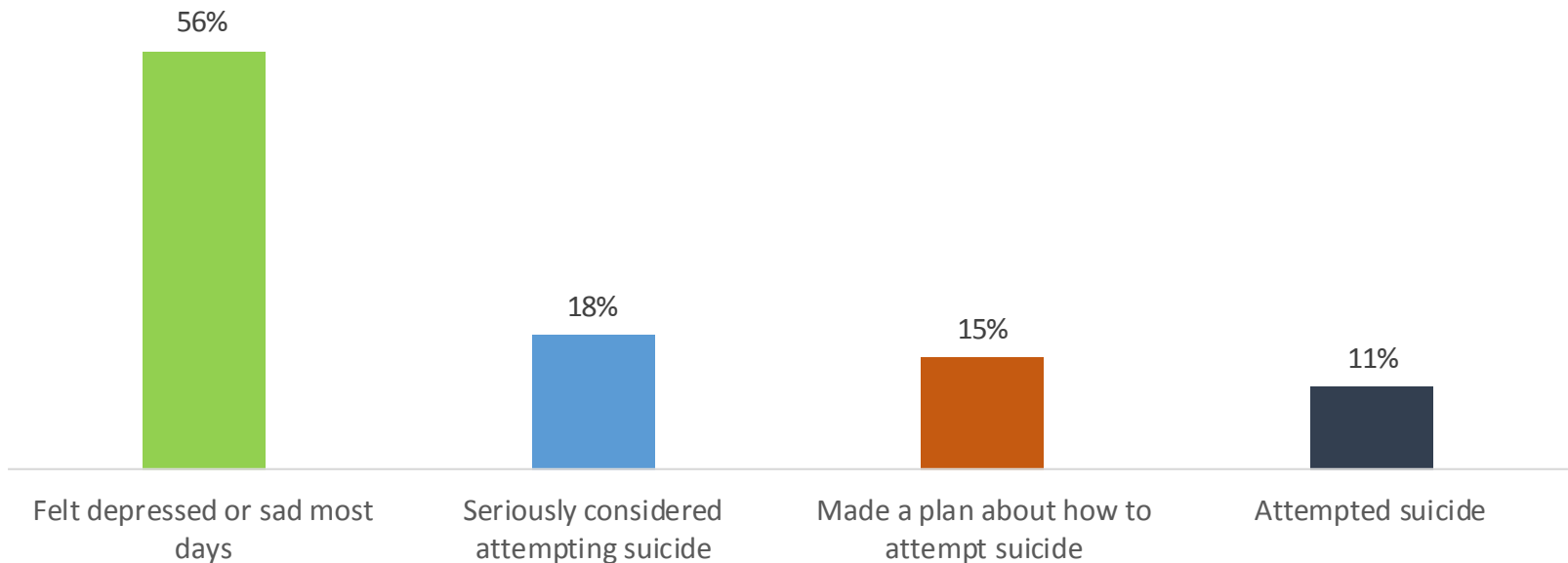


Average Age of First Use in Years



Depressive Symptoms, Suicidal Thoughts & Suicide Attempts During the Past 12 Months

(Grades 8, 10 & 12 combined)



Stop Access Drug Free Communities Coalition



**Bringing the community together
to support youth success!
Please join us.**

PNAS Report: <https://gandaracenter.org/stop-access/>

**Call 413-733-9024 or e-mail
shall-smith@gandaracenter.org for more information.**



Springfield Public Schools

A CULTURE OF EQUITY AND PROFICIENCY

Springfield Public Schools: Supporting Students and Educators

Providing students and educators with supports and professional development around Social Emotional needs and Inclusive Practices

Student Voice Leads to Action

- With this data, SPS prioritized trainings and Professional Development sessions for educators and administrators to support growth and development of our leaders and educators
- We recognized the needs of students through the YHS data and created a plan of action
- We have used the data to also apply for grants, leverage community partnerships and prioritize district initiatives



Inclusivity Training

- Supporting LGBTQ through Inclusive Practices trainings were provided to all Assistant Principals and Principals over the course of 2 full day trainings
- Full day trainings were provided for Counselors and Physical Education/Health teachers
- SPS offered over 25 individual professional development sessions open to all educators and paraprofessionals to help support the incorporation of inclusive practices in the classroom



Second Step Curriculum

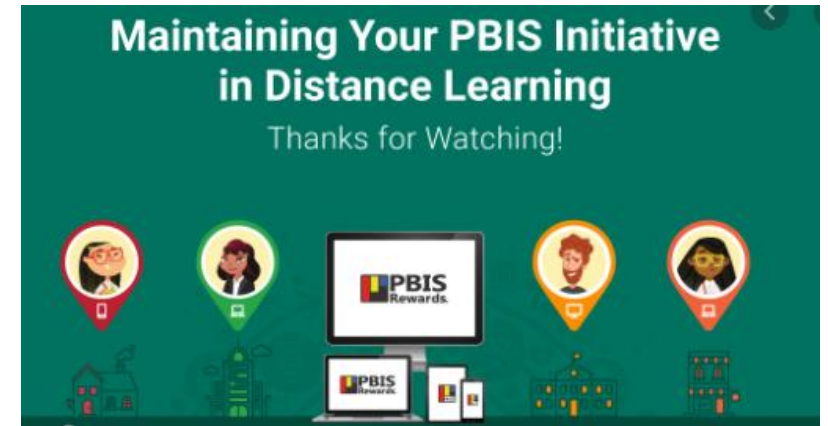
- Each elementary school is implementing the Second Step Curriculum
- Schools were provided training, access to resources, and identified educators who would provide direct instruction
- Schedules were also created to include specific times to deliver the curriculum
- Additional evidence-based Bullying Prevention Lessons
- This shift allowed for a cohesive curriculum and prioritized students and SEL needs.

SECOND STEP[®]



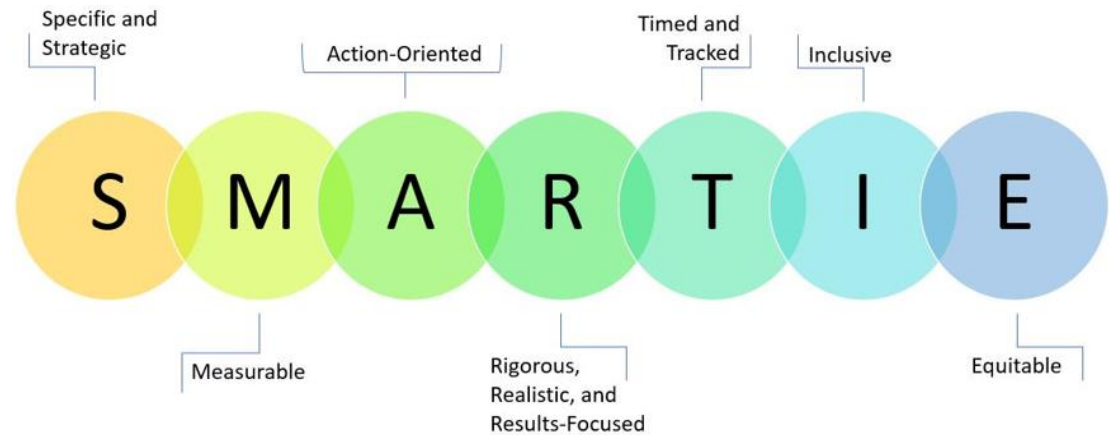
PBIS and Secondary

- Educators received training from PBIS teams in August
- Curriculum will be decided this year, for implementation next year



Educator and Administrator Goals for Accountability

- Adding an **inclusion and equity** component to SMART goals to drive towards more equitable instruction and outcomes for students.
- Now SMARTIE goals



Inclusive: brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision-making

Equitable: includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression

New Nutrition Culinary Center

- Developed to increase vegetable consumption
- FoodCorps members involvement in schools
- Community Partnerships, Springfield Food Policy Council
- Updating the Wellness Policy to increase Physical Education and Recess opportunities for students
- Breakfast in the Classroom, School Meal Sites



Wellness Policy Updates

- Overall comprehensiveness and strength: For the 2017 policy, the overall score for comprehensiveness was 54 and for strength was 25. For the updated 2019 policy, the overall score for comprehensiveness increased to 71 and for strength increased to 43.
- Nutrition education: Both policies received a perfect score (100) for comprehensiveness in this category which indicates that the wellness policy includes provisions on all key topics related to nutrition education. The strength score for the 2017 policy was 57 and increased to 86 for the 2019 policy. This section was improved by adding language about the national school meals programs and relevant nutrition standards. This section could be further improved by being more specific about the skills required for behavior-based nutrition education.
- Standards for the USDA child nutrition programs: The 2017 policy received extremely low scores of 7 for both comprehensiveness and strength for this section. The 2019 policy received much higher scores, with 23 for comprehensiveness and 8 for strength. The poor scores that Springfield Public Schools (SPS) received for 2017 policy reflects the fact that the section of the wellness policy called “The School Breakfast/Lunch Programs” actually referenced nutrition standards for competitive foods in schools (Smart Snacks). This issue was addressed in the 2019 policy. This section could be further improved by addressing the gaps that still exist. For example, access to the USDA School Breakfast Program, compliance with USDA nutrition standards for reimbursable meals, and strategies to increase participation in the school meal program.
- Nutrition standards for competitive and other foods and beverages (smart snacks): SPS increased the score for comprehensiveness from 64 to 100, and the score for strength from 18 to 64. This section was significantly strengthened by addressing USDA minimum nutrition standards for foods and beverages sold to students both during the school day and during extended hours. An easy step to improve the score in this section would be to describe the USDA Smart Snack standards in full or provide a link to the standards in the policy.
- Physical education and physical activity: SPS increased the score for comprehensiveness from 65 to 70, and the score for strength from 5 to 10. This section was strengthened by offering education opportunities to school staff, as well as adopting a Safe Routes to School curriculum and stating intent to work with city agencies, schools, and families to promote walking and biking to school. This section could be further improved by adding language to strengthen the provisions relate to PE and PA. For example, SPS could consider adding specific minute requirements or goals for moderate to vigorous physical activity (MVPA) for all students for both PE and PA. The SPS policy only lists minute requirements for PE for elementary school students.