A Needs Assessment of Programs that Build Resilience against Adverse Childhood Experiences among Youth at Waconia and Central School Districts in Carver County, Minnesota

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Prepared by

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CARVER COUNTY

Resilient Communities Project
UNIVERSITY OF MINNESOTA
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Resilient Communities Project:
A needs assessment of programs that build resilience against
adverse childhood experiences (ACEs) among youth at Waconia
and Central School Districts in Carver County, Minnesota

A PROJECT
SUBMITTED TO THE FACULTY
OF THE DIVISION OF HEALTH POLICY & MANAGEMENT OF
THE UNIVERSITY OF MINNESOTA
BY

Ashley Barrett

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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This is to certify that I have examined this copy of a master's project by

Ashley Barrett

and have found that it is complete and satisfactory in all respects,
and that any and all revisions required by the final
examining committee have been made.

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Abstract

Adverse childhood experiences (ACEs) are stressful or traumatic experiences in a person's life that occur before the age of 18 and can contribute to poor long-term health outcomes in adulthood. Research has found that how youth respond to adverse experiences is important in determining their outcomes. A needs assessment using key informant interviews was done to determine whether youth at two school districts in Carver County, Minnesota have access to programs that build resilience against ACEs. Programs that build resilience were not equally available within both school districts. Curriculum-based programs were found at one school district, but lacking at the other. Community resources were also more available at one school district than the other. Both school districts were found to have limited access to mental health services and transportation to after school activities. Both school districts could improve on increasing parent involvement and helping their students gain access to transportation. Family-based mental health services would help fill the gap in mental health services and an activity bus would improve upon the lack of transportation that both school districts experience.

Background

  The earliest years of our lives are crucial in many ways and can set us on paths leading toward or away from good health (Braveman et al., 2011). Adverse childhood experiences (ACEs) are stressful or traumatic experiences in a person's life that occur before the age of 18 and are often recalled as an adult, including abuse, neglect, and a range of household dysfunction (Minnesota Department of Health, 2011).

  The Adverse Childhood Experiences Study (ACEs Study) is one of the largest investigations ever conducted to assess associations between childhood maltreatment and health and wellbeing later in life (Centers for Disease Control and Prevention, 2014). The study is a partnership between the Centers for Disease Control and Prevention (CDC) and Kaiser Permanente's Health Appraisal Clinic in San Diego (Centers for Disease Control and Prevention, 2014). The ACEs study "uses the sum of adverse experiences to predict health and developmental outcomes" (Naramore et al., 2015, p. 3). High-risk ACE scores (reported as 4 or more) are associated with increased risk of adverse physical and behavioral health outcomes for adults and adolescents (Naramore et al., 2015, p. 3).

  The CDC developed a set of ACE questions for states to use in the Behavioral Risk Factor Surveillance System (BRFSS) in 2008 (Minnesota Department of Health, 2011). The BRFSS is used by states to measure the health status of their citizens based on behavioral risk factors (Minnesota Department of Health, 2011).

  The Minnesota BRFSS survey measured nine types of ACEs: "physical abuse, sexual abuse, emotional abuse, mental illness of a household family member, problematic drinking or alcoholism of household member, illegal street or prescription drug use by household member, divorce or separation of a parent, domestic violence towards a parent, and incarceration of

household member" (Minnesota Department of Health, 2011, p. 6). An ACE score measures the cumulative exposure to these adverse childhood conditions (Minnesota Department of Health, 2011).

The 2011 BRFSS survey results showed that over half of adults in Minnesota experienced at least one ACE (Minnesota Department of Health, 2011). The 2011 BRFSS survey also showed that the five most common ACEs experienced by Minnesotans include: emotional abuse (28%), problem drinker (24%), separation or divorce (21%), mental illness (17%), and physical abuse (16%) (Minnesota Department of Health, 2011). The results also showed that ACEs often occur together with 60% of Minnesotans experiencing two or more and 15% experiencing 5 or more (Minnesota Department of Health, 2011).

Public Health Significance

Adverse Childhood Experiences (ACEs) are a major public health problem in that they contribute to poor long-term health outcomes, which therefore influence quality of life, longevity, healthcare spending, productivity, and more. Experiencing one or more ACEs increases an individual's risk of various negative health behaviors or conditions later in life, including smoking, obesity, alcohol abuse, drug use/dependence, depression, anxiety disorders, early intercourse, job problems and memory disturbances (Minnesota Department of Health, 2011). ACEs have been linked to "poor physical and mental health, chronic disease, lower educational achievement, lower economic success and impaired social success in adulthood" (Minnesota Department of Health, 2011, p. 8).

It is important to emphasize prevention of ACEs and also to promote resilience by increasing protective factors that can help mitigate the harmful effects of adverse childhood

experiences. Research has found that how youth respond to adverse experiences is much more important than the experience itself in determining their outcomes (Center for the Study of Social Policy, 2016). Resilience is "the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress" (American Psychological Association, 2015, p. 1). Resilience means, "bouncing back" from difficult experiences—such as adverse childhood experiences (ACEs).

Previous efforts to improve child and adolescent health have focused interventions on specific health risk behaviors, such as tobacco use, alcohol and drug use, gang violence, and early sexual initiation (Centers for Disease Control & Prevention, 2009). However, a growing body of research has found that a greater health impact might be achieved by also enhancing protective factors that help children and adolescents avoid behaviors that have negative consequences on health and education (Centers for Disease Control & Prevention, 2009). Protective factors are "individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events; increase an individual's ability to avoid risks or hazards; and promote social and emotional competence to thrive in all aspects of life now and in the future" (Centers for Disease Control & Prevention, 2009, p.3).

The National Longitudinal Study of Adolescent Health observed the impact of protective factors on the health and well-being of 36,000 7th through 12th graders (Centers for Disease Control & Prevention, 2009). The study found that factors related to individual, school, and family influenced health behaviors. School-connectedness was found to be the strongest protective factor for boys and girls against substance use, school absenteeism, early sexual initiation, violence, and risk of unintentional injury (Centers for Disease Control & Prevention, 2009). School connectedness was ranked second in importance after family connectedness as a

protective factor against emotional distress, disordered eating, and suicidal ideation and attempts (Centers for Disease Control & Prevention, 2009).

School connectedness is defined as "the belief by students that adults in the school care about their learning as well as about them as individuals" and also is expanded to include peer influence (Centers for Disease Control & Prevention, 2009, p. 3). Factors that increase school connectedness include adult support, belonging to a positive peer group, commitment to education, and school environment (Centers for Disease Control & Prevention, 2009).

Research also shows that along with school connectedness, a child's environment should be taken into consideration when discussing resilience-based interventions (Meichenbaum, 2016). A child's environment includes their home, school, and community. It is important to create an environment where children feel emotionally and physically safe (Spokane Regional Health District, 2016). Resilience-based interventions should involve families, caregivers, teachers, and others who have an impact on a child's development. It is also important to encourage a relationship that is safe, stable, and nurturing between child and caregiver (Centers for Disease Control and Prevention, 2014). These three factors (safety, stability, and nurturing) help reduce the occurrence of childhood maltreatment and also reduce the negative effects of childhood maltreatment (Centers for Disease Control and Prevention, 2014).

The Minnesota Department of Health (2016) has found that the following protective factors help mitigate the consequences of ACEs, which include:

- Close relationships with competent caregivers or other caring adults
- Parent resilience
- Caregiver knowledge and application of positive parenting skills
- Identifying and cultivating a sense of purpose (faith, culture, identity)

- Individual developmental competencies (problem solving skills, self–regulation, agency)

- Children's social and emotional health

- Social connections

- Socioeconomic advantages and concrete support for parents and families

- Communities and social systems that support health and development, and nurture human capital

Research suggests that involvement in extracurricular activities can also be an important source of positive influence and is closely linked to positive youth development (Brown, 2016). Positive youth development involves the following constructs: "(1) competence in academic, social, and vocational areas; (2) confidence; (3) connection to family, community, and peers; (4) character, and (5) caring and compassion" (Wilson, 2009, p.4).

Youth who participate in extracurricular activities are more likely to have better grades, attend school more regularly, have higher educational attainment, and have higher self-concepts (Brown, 2016). They are also less likely to use substances, dropout of school, and have behavioral problems (Brown, 2016). Extracurricular activities can include participation in clubs, student government, youth groups, and more. Examples include, but are not limited to: school band, church youth group, baseball team, 4-H club, and German club.

Research Objectives

The purpose of this project was to investigate whether there are programs and/or initiatives within Waconia and Central School Districts and also the community that promote resilience against adverse childhood experiences (ACEs) in Carver County school-aged youth. This project focused on youth ages 13 through 18 (grades 7th--12th) at Waconia and Central School Districts in Carver County. Furthermore, I have investigated whether additional programs

and/or initiatives are necessary in helping youth at the Waconia and Central School Districts build resilience against ACEs.

I focused on youth ages 13 through 18 (grades 7th--12th) from Waconia and Central School Districts in Carver County based on the most recent Minnesota Student Survey results. The 2013 Minnesota Student Survey involved students in grades 5,8,9, and 11 at Waconia and Central School Districts in Carver County. Students in grades 8, 9, and 11 answered questions regarding ACEs and therefore I focused on this particular age group, but also added grades 7th and 12th to include the majority of middle- and high school-aged students. Waconia School District is located in the City of Waconia and Central School District is located in the City of Norwood Young America. Both school districts are located in Carver County.

2013 Minnesota Student Survey Crosstabs:

The results of the 2013 Minnesota Student Survey show that there are students at Waconia and Central School Districts who experience ACEs and are negatively impacted by them. The following ACEs were reported: current or previous incarceration of a parent (12%), unstable living situation (2%), separated or divorced parents (25%), alcohol abuse in household (9%), illegal substance or prescription drug abuse in household (4%), emotional abuse (11%), physical abuse (12%), domestic abuse (4%), and sexual abuse outside of family (2%) and within family (1%).

Students with higher ACE scores were more likely to report engaging in unhealthy behaviors, such as underage drinking, binge drinking, and smoking cigarettes. As shown in figure 1, students with higher ACE scores smoked cigarettes more frequently (appendix 1).

During the last 30 days, on how many days did you smoke a cigarette?
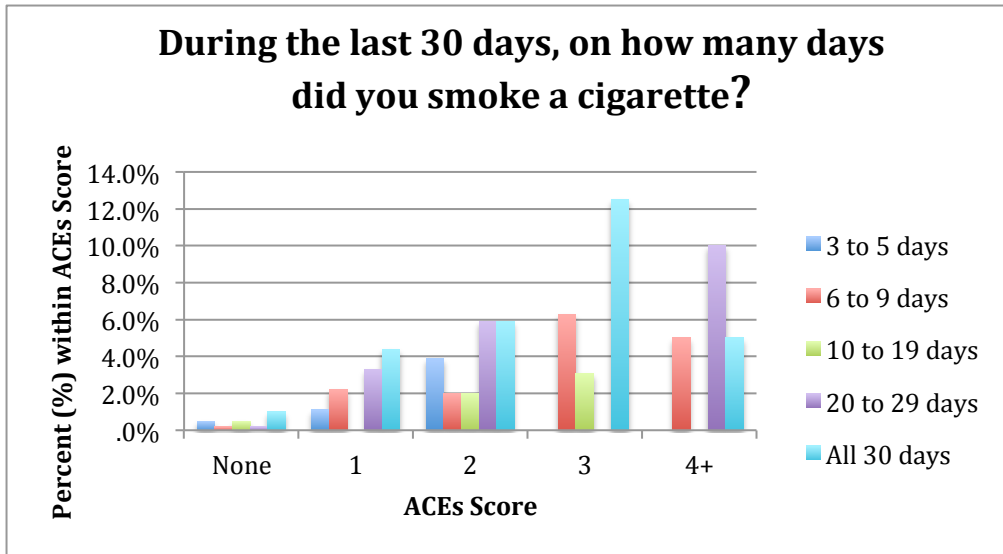
Figure 1: Percentage of students within ACEs score who smoked cigarettes during the last 30 days

Students with high ACE scores (4 or more) were also more likely to report being obese as shown in figure 2. Higher ACE scores were also linked to poor mental health outcomes, including depression, anxiety, and suicidal ideation (appendix 1). Students with higher ACE scores were also more likely to report having a long-term mental health, emotional, or behavioral problem (appendix 1).

Weight Status

Figure 2. Weight status of students within ACEs score

Students with higher ACE scores also had lower ratings of feeling safe at home and in their neighborhood (appendix 1). Grades were also reported as being lower in students with higher ACE scores (appendix 1). Students with higher ACE scores were more likely to report feeling like their parents do not care about them (appendix 1). This was also true for their feelings towards teachers/other adults at school and adults in the community caring about them (appendix 1).

Collaboration

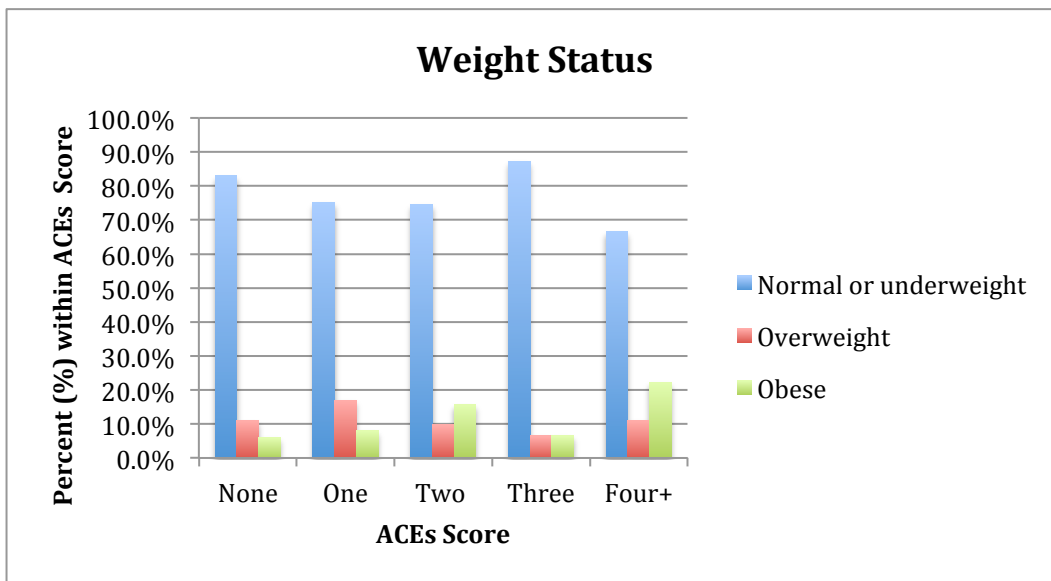I worked in collaboration with Carver County Public Health Department and the Resilient Communities Project (RCP) at the University of Minnesota. The RCP is a cross-disciplinary program that supports one-year partnerships between a selected community, which in this case is Carver County, and the University of Minnesota (Center for Urban and Regional Affairs, 2015). RCP is an initiative of the Sustainability Faculty Network at the University of Minnesota (Center for Urban and Regional Affairs, 2015).

Methodology

I aimed to investigate whether there are programs and/or initiatives within Carver County, specifically the communities of Waconia and Norwood Young America, that promote resilience among school-aged youth in grades 7th through 12th. This project was classified as a "needs assessment", which is a systematic process of investigating a community to gather information on various resources such as knowledge, abilities, interests and resources that are currently available to them (OVC's Technical Assistance Guide Series, 2010; University of Minnesota, 2015). The purpose of a needs assessment is to collect information about a priority

population, decide what needs are being met and what resources exist and determine what needs are currently not being addressed (University of Minnesota, 2015).

The six key steps to conducting a needs assessment that I have used during this investigation include: formulating needs assessment questions, reviewing existing data sources, collecting new data, analyzing data, reporting findings, and using these findings (OVC's Technical Assistance Guide Series, 2010).

Institutional Review Board (IRB) Approval

The University of Minnesota IRB approved my thesis. A determination of human subject research form was sent to the University of Minnesota Institutional Review Board (IRB) and it was determined that additional IRB review was not required.

Search Institute's 40 Developmental Assets for Adolescents

Key informant interview questions were derived from the 40 Developmental Assets for Adolescents (ages 12-18) from the Search Institute (appendix 2). The Search Institute is an organization based out of Minneapolis, Minnesota that links research and practice to address critical issues in education and youth development (Search Institute, 2016). The Search Institute has developed 40 positive experiences and qualities called Developmental Assets that are spread across eight broad areas of human development (Search Institute, 2006). These categories include external and internal assets (Search Institute, 2006). External assets include: support, empowerment, boundaries & expectations, and constructive use of time (Search Institute, 2006). Internal assets include: commitment to learning, positive values, social competencies, and positive identity (Search Institute, 2006). The external assets and subtypes used in this project are listed below in Table 1.

SUPPORT	
Asset #5: Caring school climate	School provides a caring, encouraging environment
Asset #6: Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school
EMPOWERMENT	
Asset #7: Community values youth	Young person perceives that adults in the community value youth
Asset #8: **Youth as resources**	Young people are given useful roles in the community
Asset #9: Service to others	Young person serves in the community one hour or more per week
CONSTRUCTIVE USE OF TIME	
Asset #17: Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts
Assets #18: Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community

Table 1. Developmental assets and subtypes used in constructing key informant interview questions (Search Institute, 2006)

Key Informant Interviews

I conducted eight key informant interviews via phone call. Key informants were audio-recorded and I transcribed the recordings verbatim. Key informants represented Waconia School District, Central School District, and the communities of Waconia and Norwood Young America (appendix 4).

Recruitment of Key Informants

Recruitment of key informants involved an introductory email that introduced the project and myself. Background information regarding Adverse Childhood Experiences (ACEs), the Minnesota Behavioral Risk Factor Surveillance System (BRFSS) study on ACEs, and the 2013

Minnesota Student Survey, definitions for resilience & protective factors, and individuals involved in the project were included as an attachment to the recruitment email (appendix 3). A recruitment email was sent to 13 identified key informants. Follow-up emails were sent approximately two weeks after initial email to individuals who did not respond to the first email. Follow-up phone calls were made to three key informants who did not respond to the emails. Eight (8) of the 13 identified key informants responded to recruitment and were interviewed.

Key Informant Interview Protocol

The key informant interviews started out with an introduction of myself and a thorough explanation of the project. I asked each key informant if they had any immediate questions regarding the project before the interview was started. Verbal permission to record the interview was received from each of the eight key informants. Each interview lasted approximately 15-45 minutes, depending on the background of the individual and breadth of experience working with school-aged youth at Waconia and Central School Districts.

I asked four to six interview questions that were specific to the key informant's role. Questions were placed into three different categories based on the role of the key informant, which included school representatives, community representatives, and faith-based community representatives (appendix 3). A follow-up thank-you email was sent to each key informant who participated in this project. I also provided incentives in the form of $20 Target Gift Cards to key informants for their participation in my research. The Resilient Communities Project (RCP) funded these incentives.

Analysis of Interview Data

I analyzed data from key informant interviews that was relevant to programs and/or initiatives that promote resilience among youth in grades 7th through 12th at Waconia and Central

School Districts in Carver County, namely: what programs and/or initiatives are available based on the 40 Developmental Assets of Adolescents and what additional programs or initiatives would be beneficial to these students. Additional themes emerged from the data. Thematic analysis of the interview transcripts was used and data saturation was reached. Initial coding of interview transcripts was conducted and common themes were then visually mapped, with the inclusion of quotes (appendix 5). A codebook was developed of prior codes and emergent codes, which were used to derive themes from the interviews (appendix 6).

Results

EXTERNAL ASSET: SUPPORT

Waconia and Central School Districts offer different programs and/or initiatives classified under the external asset subtype "***caring school climate***". A key informant from Waconia School District mentioned that Waconia School District is launching a new resiliency program now called REACH (Relationships, Effort, Aspirations, Cognition, & Heart), which is a school-based climate curriculum. The purpose of REACH is to promote positive behavior supports within Waconia School District.

Central High School offers an opportunity to be part of a group called Peer Group. Students identified as "good leaders" by their peers are voted into Peer Group. A key informant from Central School District remarks "It is done in the classroom [and] it is a really good program. Students identify students who they look up to be a good role model". The Peer Group puts on a mental health symposium every school year in the fall called "Mental Health Break" in response to student suicides that happened a few years prior to this project. Mental Health Break's purpose is to teach kids how to handle and cope with stress. Community organizations

are invited to participate. Organizations that have helped in the past include, but are not limited to: Carver County Public Health, The Minnesota Consortium on Mental Health, The Jonas Center, First Street Center, Yellow Ribbon Suicide Prevention, and The National Guard.

Waconia Middle School has just started a train-the-trainer program for this coming school year (Fall 2016) called "Where Everyone Belongs" (WEB) that involves 8th grade students serving as peer mentors for incoming 6th grade students. The program was developed primarily to help promote positive adjustment to their new school and also help provide support to reduce anxiety, stress, and bullying. Waconia High School offers a similar program where juniors and seniors serve as peer mentors to incoming freshmen. Central Middle School has Central Time where students are in a homeroom environment and have a connection with the same teacher for three years. Students also socialize with students who are their age, but also other students who are younger and older.

Waconia Middle School promotes academic support through its mentoring program called 'Check & Connect', which was developed at the University of Minnesota. Check & Connect is a comprehensive intervention that focuses on engaging "marginalized, disengaged students" through "relationship building, problem solving, capacity building, and persistence" (University of Minnesota Institute on Community Integration, 2016). Check & Connect involves teachers who are trained to serve as mentors. In addition to teaching, they provide added support to approximately two to four students who are considered at risk for academic failure. Parent engagement is also a strong component to the Check & Connect Program.

Waconia Middle School also has a comprehensive student advisory team, which is made up of school administration, school counselors, school nurses, therapists, teachers, and the AmeriCorps Promise Fellow. The student advisory team works with referrals that come from

staff involving students who are having challenges. After reviewing the referrals, the team makes recommendations for intervention strategies. This is the same team that services as the initial gateway for special education assessments as well. They also make recommendations on how to improve school climate overall with an anti-bullying approach.

Teachers and other school staff at Waconia and Central School Districts are required to take an online anti-bullying training under the new Minnesota Legislature's Anti-Bullying Law. Teachers at Waconia School District are also involved in "Professional Learning Communities". According to a key informant from Waconia School District, Waconia has a fairly robust emphasis on professional development and teachers are involved in Professional Learning Communities where they are part of a cohort and meet together on how best to provide support for the students in which they serve.

Waconia School District has adopted the "Whole Child Philosophy" where they acknowledge the need to provide intentional support to the full range of the students needs, not just academic, but social and emotional as well. The Professional Learning Communities meet together regularly to utilize real data, which includes academics, behavior coursework, and student engagement data to measure progress. Together they brainstorm on solutions on how to provide individualized needs of students within their cohort and then they monitor that continuously.

Waconia School District also has an AmeriCorps Promise Fellowship program that involves a college graduate intern who is interested in working with students at risk for academic challenges. The AmeriCorps Promise Fellow provides support to a minimum of 30 kids and helps with a variety of different tasks; including tutoring, providing staff support for Homework Help, and helping students become involvement in extracurricular activities.

The external asset subtype "***parent involvement***" was also discussed in key informant interviews at Waconia and Central School Districts. A key informant from Waconia School District mentioned that parents are quite engaged as a whole with elementary-aged children, but as their children get older parents become less involved. They also added that it is different depending on the parents, but as a whole parent involvement in their child's schooling decreases as they get older.

Parent involvement was reported similarly at Central School District. A key informant from Central School District said, "I think they could improve. You know, at the elementary there are a lot of different nights. There are parent teacher conferences and those are always well attended. There's kind of a PTA I don't know what they are called really even. They are wonderful in supporting of teachers. I think teachers do a good job of communicating with parents at the elementary, but you know as far as getting them involved in decision-making. I think there is a lot of room for improvement".

Another key informant from Central School District compared parent involvement to Waconia School District and noted, "I just got something from Waconia Schools and that was just a wonderful flier and it was so positive. And I thought that is so nice. I fee like I know what is going on in Waconia now. Where as when Central sends out a flier, it is [that] our test scores are wonderful and everything's rosy. In Waconia, they highlighted the global projects. It was so family friendly. I don't know, I just don't feel like we are that friendly. I just don't".

Mental healthcare access was also mentioned as an important component to the external asset of support. Waconia and Central School Districts consult with Carver County's First Street Center Mental Health Services for mental health services and school-linked therapy. A school-linked therapist is available to work with students who are in need of therapy in a school setting.

Waconia and Central School Districts also have student counselors and school nurses that make referrals if mental health services are needed.

Although there is access to mental health services through Carver County's First Street Center Mental Health Services in Waconia, students and their families do not always seek out services when they are needed. Also, students are often waitlisted due to the increasing need for mental health services. This is especially detrimental to students who are in crisis and/or uninsured. First Street Center is also not easily accessible to some students and their families in Norwood Young America because it is located in Waconia. School-linked therapy helps fill this gap, but these services are given to students who are in need of them most.

A key informant from Central School District mentioned a family-based approach to mental health services and suggested, "I think more family-based stuff would be great. We are pretty limited in what we can do and the time we can do it. I don't know how we would do it exactly. That would take some money. But, that would be the thing that I would say we could fill the gap for".

EXTERNAL ASSET: EMPOWERMENT

Key informants from Waconia and Central School Districts discussed opportunities for "***youth to serve as resources***". Waconia and Central School Districts each had a youth advisory board in the past, but they haven't been active for the past 2-5 years. At Waconia School District, the youth advisory council was active "a couple years ago" and gave middle school students the opportunity to voice their concerns and opinions of activities that should be offered. The youth advisory council disbanded and student council fills that role currently.

A key informant from Waconia School District discussed that the school offers high school students the opportunity to become a member of the school board. This allows the

selected high school junior or senior to be an active member of the student board and give feedback on what is going on at the high school and input from a student's perspective. The key informant added that this opportunity is very well received and provides a unique opportunity for high school students to have a voice.

Youth at Central School District are able to be on the Community Education Advisory Board. A key informant in Norwood Young America also revealed that surveys have been used in the classrooms in the past. Students at Central School District voiced that they would like to have a community center in their community and also more ballparks.

Another component to the external asset of empowerment is "**service to others**". Waconia School District provides service learning as a core component and all students (kindergarten through 12th grade) are required to be a part of a community service project. At least one throughout the school year is part of a core requirement. Waconia School Districts holds a requirement for community service in order to graduate from high school. Youth in grades 7th through 12th who attend Waconia and Central School Districts are also involved in community service through programs such as Boy Scouts, Girl Scouts, National Honors Society, Student Council, and 4H Club.

Central High School's Peer Group and Future Farmers of America (FFA) group are involved in a variety of community service opportunities. Students at Central Middle School are required to do community service as well. Central middle school students are required to serve 6-8 hours of community service each quarter as part of their "Central Time". A key informant mentioned that community education has tried to look at additional things they could do for community service, but with limited staffing it has not been an option.

Key informants from Waconia and Central School Districts also mentioned programs and/or initiatives within the community that exemplify the concept that the "***community values youth***". Waconia School District's students have access to a variety of community resources. Backyard Wishes is a grassroots program that provides financial support for families who are unable to cover the fee for extracurricular activities. Backyard Wishes also provides outerwear, school clothing, school supplies, uniforms, holiday gifts, field trip fees, scholarships, snack fees, and more. Backyard Wishes primarily serves families within the boarders of Waconia School District.

Another resource is Waconia Lion's Group, which is a volunteer organization that serves the community of Waconia. Activities include sponsorship of blood drives, community service projects, free activities for kids, and more. Waconia Lion's Group also helps families who are in need of financial support by providing similar resources to Backyard Wishes.

Other community supports available in the Waconia School District include the Waconia HERO Coalition and the Drug-Free Communities Support grant. The Waconia HERO Coalition is a grassroots coalition of parents, educators, and community leaders who originally came together to address the issue of bullying in schools (Hero Coalition, 2016). They now have expanded efforts into reducing and/or preventing the use of alcohol, tobacco, and other drugs among youth by providing education, engagement of youth and parents, and policy change (Hero Coalition, 2016). In 2014, Waconia HERO Coalition was awarded the Drug Free Communities Support Grant from the U.S. Department of Health and Human Services. The Drug Free Communities Support Grant provides $625,000 over five years (Hero Coalition, 2016). The grant matches funds that are given from community-based coalitions that support the prevention of substance use in youth (Hero Coalition, 2016).

Resources in the community that are available to Central School District include

Norwood Young America Lion's Groups, TreeHouse, and The Bridge for Youth. Community

organizations promote resilience by participating in Central High School's program put on by

their Peer Group called Mental Health Break.

Other resources that are located in Carver County include TreeHouse and The Bridge for

Youth. TreeHouse is located in Chaska, Minnesota and provides social, emotional, physical,

intellectual, and spiritual support to teens by providing access to one-to-one mentoring or group

activities with other teens. TreeHouse focuses on issues teens face, which include bullying,

depression & suicide, self-harm, sex & dating, and substance abuse. TreeHouse doesn't typically

serve teens of Waconia, but it is a resource that is available. The Bridge for Youth has a new

location in Chanhassen, Minnesota and provides housing and other support services to teens who

are facing issues, such as domestic or alcohol abuse, mental health problems, homelessness, and

family conflict (The Bridge for Youth, 2016).

Most of the resources that are available to Central School District are not located in

Norwood Young America. The Norwood Young America Lion's Groups are located within

Norwood Young America and serve this community, but TreeHouse and The Bridge for Youth

are located in Chaska and Chanhassen. This makes it difficult for teens that go to Central School

District to seek out these resources if they do not have transportation.

EXTERNAL ASSET: CONSTRUCTIVE USE OF TIME

Waconia and Central School Districts offer opportunities for "***creative activities***" through

Community Education, which are fee-based programs. Both school districts also offer choir,

band, art, theatre, and dance. High school students at Waconia and Central School Districts are

required to have one credit related to art, band, or music. A key informant from Central School

District mentioned that a summer drama is available for youth in Norwood Young America. There is also an art teacher from Central Middle School that offers an art camp that has a cost.

Waconia and Central School Districts offer a variety of "***youth programs***" and extracurricular activities. Some that were mentioned in key informant interviews include sports, band, choir, and yearbook. Waconia School District reported a high number of students being involved in extracurricular activities. According to a key informant from the district, "We do have a very robust extracurricular activity programs at Waconia. And a high percentage of our kids are involved. The last I heard we were close to at least 85% of our student body is enrolled in at least one structured extracurricular activity besides other things like church." A key informant from Central School District commented, "If they aren't in a sport, they are probably working" and also that "They live by football, basketball, baseball, and wresting. That is the common thread in any small town community, is sports."

Some faith-based activities that are available to youth from Waconia and Central School Districts include Middlers, Confirmation Group, and Carver County Senior Youth group. Middlers is a program that provides bible reading and social time for youth who are in grades 3rd through 7th. Confirmation group is a group of students in grades 7th through 9th who meet together to study the bible and spirituality for a two-year period. A community service activity is also a part of their confirmation time together. Carver County Senior Youth (CCSY) Group is located at the Waconia Moravian Church and includes roughly 13-15 youth who attend Central and Waconia School Districts. Students who are part of CCSY Group come together with youth leaders to talk about issues of race, economics, social class, sexuality, and politics in a safe environment. A few students are also engaged in a leadership-training program that gets them ready for mission work.

Barriers to participating in youth programs and extracurricular activities were similar at both Waconia and Central School Districts, but most apparent at Central School District. These barriers included lack of transportation, money, and space. Transportation was mentioned as the most important barrier. Waconia and Central School Districts both lack an activity bus, which reduces extracurricular participation for students without other sources of transportation. Waconia School District is currently trying to get funding and recourses to get an activity bus. A key informant at Waconia mentioned that this is a high priority at the middle school.

A key informant from Central School District mentioned "Transportation is huge because our community is made up of three [cities]---Hamburg, Norwood Young America, and Cologne. Most of the programming actually takes place in Norwood Young America. I hear that all [of] that time. People are always saying transportation is an issue". Another key informant from Central School District agreed and added "Number one, not all of the kids live in town. In order to get in to meet with the majority of their friends, there's gotta be the ability to do that. So [it's] whether their parents are around or [are] capable of doing that". Another key informant from Central mentioned, "We do have a county transportation bus type of thing, but everyone always thinks it's just for the old people. So, to somehow market it to kids so they can get to these activities I think they would be more involved that right now are staying at home".

Another key informant from Central mentioned that there wasn't much to do for extracurricular activity that isn't organized and competitive. Another issue that exacerbates this problem is lack of space. Unlike Waconia School District, Central School District does not have access to community center. A grassroots community group is currently engaged in finding funding for a community center to be built in Norwood Young America where students from Central School District would have access to it. A key informant discussed how students struggle

to find a place to "hang out with friends". One commented "It's one of those tinier towns with not a lot going on [Norwood Young America]". Another added, "There definitely could be more. I mean we don't have a community center. There is nowhere for kids to hang out".

Money was also mentioned as a possible deterrent for youth to participate in extracurricular activities. One key informant from Central School District answered, "Especially in our community, transportation is huge as far as people not being able to participate. And money. I am constantly telling students there are scholarships and our Lion's group is wonderful for helping out. They've been just wonderful. We've paid for sports physicals because sometimes people can't afford those". Another from Central disagreed and mentioned, "I don't think money keeps people away. I just think that sometimes what keeps people away is again, kind of desire. We do live in a farm community so during the summer months youth have to be working on the farms. So there is a need for them to be at home and not be able to participate in some things. I also feel that kids in our own community are involved in a lot of things, but they are leaving our community down to the city where they are can participate in some activities".

Discussion

Carver County appears to have programs and initiatives that promote resilience among school-aged youth in grades 7th through 12th at Waconia and Central School Districts. After conducting key informant interviews, it has been made apparent that programs, initiatives, and resources that promote resilience are not equally available at both school districts.

The first developmental asset that was addressed was caring school environment. Research has found that a caring school environment is fundamental in fostering resiliency against adverse experiences (Benard, 1993; Meichenbaum, 2016). The level of care and support

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within a school is a strong indicator of positive outcomes for youth (Benard, 1993). Research has also found that teachers often serve as protective buffers in the lives of children who overcome adversity (Benard 1993). A favorite teacher was frequently cited as a positive role model outside of the family circle for youth who have faced adverse experiences (Benard, 1993).

Waconia School District's curriculum-based programs promote a caring school climate and school connectedness by promoting supportive relationships among teachers and students and between students. Research shows that positive relationships with teachers and peers in schools can reduce the impact of traumatic experiences (Kahn & Vezzuto, 2015). These programs include Check & Connect, WEB, Professional Learning Communities, and involvement in the AmeriCorps Promise Fellowship program. These programs promote school connectedness, which has been supported by research in increasing resilience among youth (Meichenbaum, 2016).

Waconia School District is also currently working with the Search Institute on launching a new resiliency program called REACH, which will further their efforts on promoting a caring school environment through the use of positive behavior supports. Research also shows that students develop resiliency in a positive and safe learning environment that sets high, yet achievable academic and social expectations (Christle et al., 2016). Waconia School District's curriculum-based programs help establish high, but realistic expectations and provide continuous supports for students to reach set goals.

Central School District supports a caring school environment through Mental Health Break and Central Time. These programs promote supportive relationships with teachers and other students. Key informants from Central School District did not discuss any formal curriculum-based programs that promote resilience and therefore this requires further

investigation. Based on key informant interviews this appears to be an opportunity for growth at Central School District.

Another developmental asset that was investigated is community involvement. Research on resilience has found that community characteristics influence the development of many protective factors throughout a child's life that can impact his or her development (Minnesota Department of Health, 2016). Communities and social systems that support health and development help protect youth from ACEs (Minnesota Department of Health, 2016). Community involvement in youth programs and initiatives enforces the idea that the community values youth and therefore this promotes resilience.

Waconia School District has a strong supportive network in the community of Waconia, which includes Backyard Wishes, Waconia HEROs Coalition, and the Drug-Free Communities grant. Both school districts also have access to their community Lion's Group, which provides concrete supports and social connections, which are important to promoting resiliency in youth (Spokane Regional Health District, 2016). Other organizations that provide concrete supports to youth in Carver County are TreeHouse and The Bridge for Youth. These programs are not located in Waconia or Norwood Young America and therefore the true availability of these programs is questionable, but in theory they are available to youth in Carver County.

Central High School promotes community involvement by inviting organizations within the community that support health and resilience in youth to their program "Mental Health Break". Central School District appears to lack some of the community resources that are available to Waconia School District. Community involvement is an opportunity for growth at Central School District. A key informant from Central said, "I don't know where to go with the whole chemical health piece because it is kind of on the backburner. I think we lose so many

kids who are using or finding other ways to feel good about themselves or other ways to socialize like at parties and with their friends. The more involved they are with things that you are talking about, like leadership, creativity, or chances to be busy after school the less they will be doing some of that. But, I don't know what we are really doing with that".

The developmental assets "service to others" and "youth as resources" help youth foster a sense of belonging within their community. Research shows that a sense of belonging to a community is a key factor in becoming resilient (NSW Department of Education and Communities, 2016). Having a voice in what goes on in your community and also serving your community allow youth to gain a sense of belonging. Youth are more resilient when they feel that they are valuable assets to their community (NSW Department of Education and Communities, 2016). Waconia and Central School Districts each had a youth advisory board in the past, but they haven't been active for the past 2-5 years. Enabling youth to have an active role and voice within their community is an opportunity for growth in Carver County.

Other developmental assets that were investigated include involvement in youth programs and creative activities. Research has shown that participation in youth programs and creative activities increase school connectedness, decrease absenteeism, and also decrease the likelihood of alcohol and drug use (Wilson, 2009; Brown, 2016). Students involved in extracurricular activities are also less likely to have behavioral problems (Wilson, 2009; Brown 2016). Activities outside of school promote positive youth development and can impact the development of competencies that carry into adulthood (Wilson, 2009).

Key informants indicated there are barriers to involvement in youth programs and creative activities at Waconia and Central School Districts. Lack of space to do noncompetitive, unorganized extracurricular activities was a concern for Central School District. Unlike

Waconia, Norwood Young America does not have a community center. A community center would be a valuable resource to Norwood Young America in that it would enable students to be involved in activities outside of school. A key informant from Central School District mentioned that students have voiced a desire to have more recreational opportunities that aren't school sports. They would also like to see a community center and more ball parks.

Transportation was also a major barrier to participation in extracurricular activities for students from both school districts. Both school districts lack an activity bus, which would help with issues related to transportation and involvement in extracurricular activities. When asked if after school programs and extracurricular activities help children become more resilient, a key informant responded, "Yeah, I do. For some of these kids who are dealing with depression for instances their social connections and more involved they are with other activities. I think that it helps them socially, but also offers them an opportunity to have other adult role models. Some of the kids I have met with don't access those things, which isolates them a bit more and makes school harder for them". An activity bus would also enable students to hang out with other students after school who are unable to get transportation otherwise. A key informant at Central School District mentioned that students do not have a place to "hang out" with their friends.

Addressing the barriers discussed above would help students become more engaged in activities outside of school and build relationships with students and adults. This is consistent with research on resilience, which has found that attachment to adults other than a child's parents and extra-curricular activities can help foster students' resilience in schools (Lee et al., 2012).

Other opportunities for growth in Waconia and Central School Districts include more parent involvement and access to mental health services. Key informants from both school districts described a decreasing involvement from parents in their child's schooling after

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elementary school. Parent involvement in schooling has been shown to be a protective factor for fostering resilience in youth (Meichenbaum, 2016). Research shows that students with parents involved in their schooling tend to have better academic performance, fewer behavioral problems, and are more likely to graduate high school (Child Trends, 2013). Close relationships with competent caregivers or other caring adults and parent resilience have been found to be important protective factors in promoting resilience among youth (Minnesota Department of Health, 2016).

Waconia and Central School Districts also have access to Carver County's mental health services at First Street Center Mental Health Services located in Waconia. Students at Central School District especially have difficulty accessing Carver County's mental health services at First Street Center in Waconia. A key informant mentioned that many students who are in need of treatment are waitlisted. There appears to be a gap in mental health resources available to Carver County youth. Research shows that children are more likely to access mental health services through primary care and schools than through specialty mental health clinics (Kahn & Vezzuto, 2015).

Another key informant mentioned that family-based mental health services could be a great addition to what is currently available to youth in Carver County. School-linked therapists and mental health services provided at First Street are limited in what they can do. Family-based mental health services have been supported by research in promoting resilience against adverse experiences in youth and therefore would be another opportunity for growth in Carver County (Meichenbaum, 2016).

Limitations

This needs assessment data is limited by the small sample of key informants that were interviewed. Thirteen key informants were invited to participate and eight were interviewed. Students in grades 7th through 12th from Waconia and Central School Districts were not interviewed and therefore I missed out on a lot of valuable data from this important population. Teachers were also not included in this needs assessment, which may have impacted the data that I have received. Only one faith-based organization was interviewed and therefore I was unable to get a sense on whether youth in Carver County are engaged in faith-based activities. I also only did two school districts out of a total of 37 public schools in Carver County and therefore I cannot generalize this information to the entire county.

Conclusion

The 2013 Minnesota Student Survey has shown that students at Waconia and Central School Districts who experience ACEs are more likely to engage in unhealthy behaviors. It is important to recognize that how youth respond to these adverse experiences is significant in determining their outcomes (Center for the Study of Social Policy, 2016). Prevention of ACEs should be emphasized first and foremost, but it is also important to promote resilience and protective factors that can help mitigate the harmful effects of adverse childhood experiences.

This needs assessment indicates that youth in grades 7th through 12th at Waconia and Central School District have access to programs that promote resilience, but there are opportunities for growth and improvement. Waconia and Central School Districts promote caring school climates through curricula-based programs, creative activities, and opportunities for engagement in youth programs and extracurricular activities.

Both school districts could improve on increasing parent involvement and helping their students gain access to transportation. Students and school staff from Waconia and Central School Districts have voiced their desire for an activity bus. Central School District's students have also discussed the need for a community center in Norwood Young America. Creating access to youth programs outside of school will promote resilience through promoting positive relationships among youth and adults.

Youth in Carver County also have difficulty gaining access to mental health services within their community. School-linked and county-based mental health services are limited in what they can provide due to waitlists and location of services. Expanding access to mental health services would allow students to gain more timely access to mental health services when they are in most need. Including family-based mental health services would also be an opportunity for growth within Carver County.

Many of the issues addressed in this needs assessment are common in rural communities due to resources being spread out and therefore it is important for rural communities to make creative decisions on how they can address these barriers. Examples of evidence-based programs found in research that build resilience in school-aged youth can be found in appendix 8. Transportation and access to mental health services are vital to the health and wellbeing of youth in Carver County.

Waconia and Central School Districts can a promote resilience through providing a caring school environment and promoting parent/caregiver involvement in their child's schooling. Waconia and Central School District should also focus on out-of-school activities and activities that promote service in their community. These activities promote positive relationships and a sense of belonging which increase resilience among youth.

Key informant interviews provided a small piece to the puzzle of what is truly going on in the communities of Waconia and Norwood Young America in terms of resilience in school-aged youth. Results of this needs assessment will hopefully promote awareness about the importance of programs within schools and the community that build resilience against ACEs in Carver County school-aged youth.

Appendix 1: 2013 Minnesota Student Survey Crosstabs with ACEs score (Kinney, 2016)

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
During the past 30 days, on how many days did you have 5 or more drinks in a row, that is, within a couple of hours?	0 days	91.4%	81.3%	76.5%	78.1%	60.0%	86.9%
	1 day	4.5%	8.8%	11.8%	15.6%	15.0%	6.7%
	2 days	1.9%	4.4%	7.8%		5.0%	2.8%
	3 to 5 days	1.7%	3.3%		6.3%	15.0%	2.4%
	6 to 9 days	.5%	2.2%	3.9%		5.0%	1.1%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

During the last 30 days, on how many days did you smoke a cigarette? * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
During the last 30 days, on how many days did you smoke a cigarette?	0 days	94.8%	84.6%	76.5%	59.4%	75.0%	89.3%
	1 to 2 days	2.9%	4.4%	3.9%	18.8%	5.0%	4.1%
	3 to 5 days	.5%	1.1%	3.9%			.8%
	6 to 9 days	.2%	2.2%	2.0%	6.3%	5.0%	1.1%
	10 to 19 days	.5%		2.0%	3.1%		.7%
	20 to 29 days	.2%	3.3%	5.9%		10.0%	1.5%
	All 30 days	1.0%	4.4%	5.9%	12.5%	5.0%	2.6%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

During the last 12 months, have you had SIGNIFICANT problems with feeling very trapped, lonely, sad, blue, depressed or hopeless about the future? * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
During the last 12 months, have you had SIGNIFICANT problems with feeling very trapped, lonely, sad, blue, depressed or hopeless about the future?	Yes	21.1%	42.9%	72.5%	62.5%	50.0%	31.8%
	No	78.9%	57.1%	27.5%	37.5%	50.0%	68.2%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

During the last 12 months, have you had SIGNIFICANT problems with feeling very anxious, nervous, tense, scared, panicked or like something bad was going to happen? * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
During the last 12 months, have you had SIGNIFICANT problems with feeling very anxious, nervous, tense, scared, panicked or like something bad was going to happen?	Yes	22.8%	36.3%	60.8%	62.5%	50.0%	31.0%
	No	77.2%	63.7%	39.2%	37.5%	50.0%	69.0%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

During the last 12 months, have you had SIGNIFICANT problems with becoming very distressed and upset when something reminded you of the past? * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
During the last 12 months, have you had SIGNIFICANT problems with becoming very distressed and upset when something reminded you of the past?	Yes	24.0%	49.5%	56.9%	61.3%	50.0%	33.3%
	No	76.0%	50.5%	43.1%	38.7%	50.0%	66.7%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

During the last 12 months, have you had SIGNIFICANT problems with thinking about ending your life or committing suicide? * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
During the last 12 months, have you had SIGNIFICANT	Yes	6.6%	26.4%	31.4%	31.3%	35.0%	13.9%

problems with thinking about ending your life or committing suicide?	No						
		93.4%	73.6%	68.6%	68.8%	65.0%	86.1%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Do you have any long-term mental health, behavioral or emotional problems? Long-term means lasting 6 months or more * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
Do you have any long-term mental health, behavioral or emotional problems? Long-term means lasting 6 months or more	Yes	6.2%	21.1%	15.7%	25.0%	10.0%	10.3%
	No	93.8%	78.9%	84.3%	75.0%	90.0%	89.7%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Weight status * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
Weight status	Normal or underweight	83.0%	75.0%	74.5%	87.1%	66.7%	80.8%
	Overweight	11.0%	17.0%	9.8%	6.5%	11.1%	11.6%
	Obese	6.0%	8.0%	15.7%	6.5%	22.2%	7.7%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How would you describe your grades this school year? * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
How would you describe your grades this	Mostly As	53.1%	28.1%	18.4%	20.0%	10.0%	43.5%
	Mostly Bs	34.5%	36.0%	44.9%	53.3%	45.0%	36.9%
	Mostly Cs	9.4%	27.0%	24.5%	20.0%	20.0%	14.1

school year?		None	One	Two	Three	Four+	%
	Mostly Ds	1.4%	6.7%	6.1%	3.3%	25.0%	3.5%
	Mostly Fs	.7%	2.2%	4.1%			1.2%
	Mostly Incompletes	.5%		2.0%	3.3%		.7%
	None of these letter grades	.2%					.2%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
How much do you feel your parents care about you?	Not at all		1.1%	2.0%	6.5%	5.0%	.8%
	A little	.5%	2.2%	5.9%	16.1%	15.0%	2.5%
	Some	3.1%	14.4%	11.8%	22.6%	25.0%	7.2%
	Quite a bit	13.4%	25.6%	51.0%	22.6%	15.0%	18.9%
	Very much	83.0%	56.7%	29.4%	32.3%	40.0%	70.7%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How much do you feel teachers/other adults at school care about you? * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
How much do you feel teachers/other adults at school care about you?	Not at all	1.4%	7.8%	11.8%	19.4%	20.0%	4.8%
	A little	12.2%	23.3%	41.2%	25.8%	25.0%	17.4%
	Some	35.0%	40.0%	23.5%	41.9%	35.0%	35.1%
	Quite a bit	38.4%	17.8%	19.6%	9.7%	15.0%	31.5%
	Very much	12.9%	11.1%	3.9%	3.2%	5.0%	11.2%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How much do you feel adults in your community care about you? * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
How much do you feel adults in your community	Not at all	6.7%	18.9%	33.3%	16.1%	20.0%	11.7%
	A little	18.0%	30.0%	27.5%	38.7%	45.0%	22.5%

care about you?	Some	32.0%	30.0%	31.4%	32.3%	20.0%	31.3%
	Quite a bit	31.3%	14.4%	5.9%	12.9%	15.0%	25.2%
	Very much	12.0%	6.7%	2.0%			9.4%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

I feel safe in my neighborhood. * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
I feel safe in my neighborhood.	Strongly agree	69.5%	52.7%	54.9%	38.7%	25.0%	62.7%
	Agree	29.6%	41.8%	41.2%	51.6%	70.0%	34.8%
	Disagree	1.0%	5.5%	3.9%	9.7%		2.3%
	Strongly disagree					5.0%	.2%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

I feel safe at home. * ACES Score Crosstabulation

% within ACES Score

		ACES Score					Total
		None	One	Two	Three	Four+	
I feel safe at home.	Strongly agree	81.2%	67.0%	62.7%	40.6%	40.0%	74.1%
	Agree	18.3%	31.9%	29.4%	46.9%	50.0%	23.8%
	Disagree	.5%	1.1%	5.9%	12.5%	5.0%	1.8%
	Strongly disagree			2.0%		5.0%	.3%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix 2: 40 Developmental Assets of Adolescents

40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

HEALTHY COMMUNITIES • HEALTHY YOUTH

Category	Asset Name and Definition
External Assets	
Support	1. Family Support-Family life provides high levels of love and support.
	2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
	3. Other Adult Relationships-Young person receives support from three or more nonparent adults.
	4. Caring Neighborhood-Young person experiences caring neighbors.
	5. Caring School Climate-School provides a caring, encouraging environment.
	6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7. Community Values Youth-Young person perceives that adults in the community value youth.
	8. Youth as Resources-Young people are given useful roles in the community.
	9. Service to Others-Young person serves in the community one hour or more per week.
	10. Safety-Young person feels safe at home, school, and in the neighborhood.
Boundaries & Expectations	11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts.
	12. School Boundaries-School provides clear rules and consequences.
	13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior.
	14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior.
	15. Positive Peer Influence-Young person's best friends model responsible behavior.
	16. High Expectations-Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
	19. Religious Community-Young person spends one or more hours per week in activities in a religious institution.
	20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	
Commitment to Learning	21. Achievement Motivation-Young person is motivated to do well in school.
	22. School Engagement-Young person is actively engaged in learning.
	23. Homework-Young person reports doing at least one hour of homework every school day.
	24. Bonding to School-Young person cares about her or his school.
	25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
Positive Values	26. Caring-Young person places high value on helping other people.
	27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty.
	28. Integrity-Young person acts on convictions and stands up for her or his beliefs.
	29. Honesty-Young person "tells the truth even when it is not easy."
	30. Responsibility-Young person accepts and takes personal responsibility.
	31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	32. Planning and Decision Making-Young person knows how to plan ahead and make choices.
	33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills.
	34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations.
	36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
Positive Identity	37. Personal Power-Young person feels he or she has control over "things that happen to me."
	38. Self-Esteem-Young person reports having a high self-esteem.
	39. Sense of Purpose-Young person reports that "my life has a purpose."
	40. Positive View of Personal Future-Young person is optimistic about her or his personal future.

<u>**Appendix 3:**</u> **Recruitment Email & Attachment**

Dear [key informant],

My name is Ashley Barrett and I am a graduate student at the University of Minnesota School of Public Health. I am currently working on a master's project that focuses on adverse childhood experiences (ACEs) in Carver County youth. Adverse childhood experiences (ACEs) are stressful or traumatic experiences in a person's life that occur before the age of 18 and are often recalled as an adult, including abuse, neglect, and a range of household dysfunction (Minnesota Department of Health, 2011). **Please see the document that is attached to this email for more information.**

I am specifically interested in whether there are programs and/or initiatives in place within schools and the community that promote resilience among Carver County youth. I have chosen to focus my project efforts on youth ages 13 through 18 at Waconia and Central School Districts in Carver County due to their participation in the Minnesota Student Survey in 2013.

I am reaching out to approximately 10-15 individuals who are involved within the community and schools of Carver County. You were identified as someone who could speak to the needs of Carver County youth in your school and/or community. Your participation in this project is greatly appreciated by Carver County Public Health, the University of Minnesota's Resilient Communities Project, and myself. Carver County Public Health will be using the information provided by you and other key informants to understand current and future opportunities for youth to develop protective factors and build resiliency.

Participants in key informant interviews will be given a $20 Target Gift Card for their participation. If you are interested in helping by participating in a 30-minute key informant interview via phone call, please email me at wolfx419@umn.edu or call me at ***. I am trying to schedule key informant interviews for the months of June and early July. Your involvement in this project is very valuable to the health and wellbeing of Carver County youth. Thanks in advance for your participation!

Sincerely,

Ashley Barrett

Email Attachment

<u>What are ACEs?</u>
Adverse childhood experiences (ACEs) are stressful or traumatic experiences in a person's life that occur before the age of 18 and are often recalled as an adult, including abuse, neglect, and a range of household dysfunction (Minnesota Department of Health, 2011).

The Center for Disease Control and Prevention (CDC) developed a set of ACE questions for states to use in the Behavioral Risk Factor Surveillance System (BRFSS) in 2008 (Minnesota Department of Health, 2011). The BRFSS is used by states to measure the health status of their citizens based on behavioral risk factors (Minnesota Department of Health, 2011). The BRFSS survey results in 2011 showed that over half of Minnesotans experience at least one ACE (Minnesota Department of Health, 2011).

The Minnesota BRFFSS survey measured the following nine types of ACEs: "physical abuse, sexual abuse, emotional abuse, mental illness of a household family member, problematic drinking or alcoholism of household member, illegal street or prescription drug use by household member, divorce or separation of a parent, domestic violence towards a parent, and incarceration of household member" (Minnesota Department of Health, 2011, p. 6).

An ACE score measures the cumulative exposure to these adverse childhood conditions (Minnesota Department of Health, 2011). An exposure to any single ACE condition counts as 1 point towards the total ACE score (Minnesota Department of Health, 2011). Therefore if an individual did not experience an ACE their score would be zero (Minnesota Department of Health, 2011).

What is resilience?
Resilience is "the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress" (American Psychological Association, 2015, p. 1). Resilience means "bouncing back" from difficult experiences—such as adverse childhood experiences (ACEs).

What are protective factors?
Previous efforts to improve child and adolescent health have focused interventions on specific health risk behaviors, such as tobacco use, alcohol and drug use, gang violence, and early sexual initiation (CDC, 2009). However, a growing body of research has found that a greater health impact might be achieved by also enhancing protective factors that help children and adolescents avoid behaviors that have negative consequences on health and education (CDC, 2009). Protective factors are "individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events; increase an individual's ability to avoid risks or hazards; and promote social and emotional competence to thrive in all aspects of life now and in the future" (CDC, 2009, p.3).

Who is involved in this project?
This project involves the University of Minnesota School of Public Health, Carver County Public Health, and the Resilient Communities Project. The Resilient Communities Project (RCP) is a successful, cross-disciplinary program that supports one-year partnerships between a selected community and the University of Minnesota. RCP has selected Carver County as its partner community for the 2015—2016 academic year. RCP provides the community of Carver County with access to students and faculty across a range of academic disciplines. RCP also offers students real-world opportunities to apply their knowledge and training.

Appendix 4: List of Key Informants

Key informants interviewed in this project include:

- The Director of the Office of Grants & Development at Waconia School District

- The Director of Community Education at Waconia School District

- The pastor of Waconia Moravian Church

- A school-based social worker from Carver County Community Social Services Department

- A school social worker from Central School District

- A school nurse from Central School District

- The Director of Community Education at Central School District

- The Mayor of Norwood Young America

Appendix 5: Key Informant Interview Questions

School Representatives

School Climate:
1. First, I'd like you to think about the school climate. Tell me about programs or initiatives [_____ School District] offers that
   (1) Fosters positive relationships among teachers and students, and between students.
   (2) Promotes encouragement of students by teachers, school staff and fellow students.
Are you aware of any training(s) teachers and other school staff participate in to build positive relationships with students?
   If yes, is this training optional, or required?

Parent Involvement in Schooling:
2. How does [_____School District] (or, "how do you") encourage and promote parent involvement in their child's schooling?
   [*Probe: If a parent cannot attend parent-teacher conferences, in what other ways can they get involved?*]
   [Examples: parent-teach conferences (fall and spring), weekly emails from teachers to parents (about weekly lesson plans/homework), direct parent emails, phone calls, one-on-one meetings, ect.]

Creative Activities:
>   3. Are you aware of opportunities – either during school or after school – for students to develop their creativity
>   [Note: interested in free, school-supported opportunities, not fee-for-class options]
>   Do you know if students are required to participate in creative activities, such as art or music classes?

Youth Programs:
>   4. Now, I would like you think about how youth spend their time after school. Are students involved in after-school activities, such as sports teams, non-sport activity clubs, creative activities (either school- or community-sponsored), or work?
>   Do you feel there is a diverse range of extra-curricular activities for students to participate in, if they are interested? [*Note: sport and non-sport activities*]

Youth as Resources:
>   5. Tell me about leadership or contribution opportunities in your classroom or at [_____ School District] for students? [Examples include student council, school improvement teams, opportunities to express their opinions (e.g., activities, letters to the editor, etc.]

Other:
>   6. Is there any additional information you think would be helpful for Carver County?

>   7. Is there anyone you recommend I connect with to gather more information?

Community Representatives

Service to others:
>   1. What types of community services opportunities are available to youth in Carver County?
>   Do Carver County youth participate in community service?

Creative Activities:
>   2. Are you aware of opportunities in the community for youth to develop their creativity?
>   [Note: clarify if they are free opportunities, or if payment is needed]

Youth as resources:
>   3. Does your organization allow young people to sit on boards and committees that affect its mission and program?
>   Does your organization offer other opportunities for youth to volunteer and contribute?
>   Are you aware of other opportunities in the community for youth to become engaged and voice their opinions, or volunteer?

Parent Involvement:
>   4. How does [your organization] (or, "how do you") encourage and promote parent involvement in their child's activities?

Other:

    5. Is there any additional information you think would be helpful for Carver County?

    6. Is there anyone you recommend I connect with to gather more information?

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Faith-Based Community Representatives
Religious community

</div>

1. Tell me about the opportunities available at your church for youth to become involved with. (e.g., faith-based, community service, etc.)
   Do you feel youth participate in these activities? Why or why not?

2. Does your organization offer opportunities for youth to volunteer and contribute? Are you aware of other opportunities in the community for youth to become engaged and voice their opinions, or volunteer?

3. Is there any additional information you think would be helpful for Carver County?

4. Is there anyone you recommend I connect with to gather more information?

Theme	Central School District (7th-12th grade)	Waconia School District (7th-12th grade)	Both
Supportive relationships	Peer Group (3,8) "At middle school, which is 6-8, they have Central Time where the students are in kind of like a homeroom. So they have that connection with that teacher for 3 years. An then they're in there with other kids that are their age, but other students as well that are older or younger." (8)	• "Launching a new resiliency program now called REACH. School-based climate curricular. Promoting a sense positive behavior supports" (4) • Where Everyone Belongs (WEB) (peer mentoring program at middle school) (4) • Peer mentoring program (high school) (4) • Works with Youth Frontiers (4) • Professional Learning Communities (4) • Whole Child Philosophy (4)	• Carver County Senior Youth group (faith-based) (1) • Student Organizations (e.g. National Honors Society, Student Council, etc.) (4) • Staff required to take online anti-bullying training (Minnesota Legislature Anti-Bullying Law)
Community service	• Peers (3,8) • Student Council (6) • Middle School— "part of their central time grade is based on them having to serve 6-8 hours of community service each quarter. Promotes getting them out and doing some volunteer and community service type of things in	• "Our district K-12 provides service learning as a core component and all kids K-12 are required to be a part of a community service project. At least one throughout the school year is part of a core requirement" (4)	• Boy scouts and Girl scouts (2,6) • National Honors Society (3,4,8) • 4H Groups (6) • Student council (?)

	the community" (8) • "Through community education we have tried to look at additional things we could do, but with the small amount of staff that we have it seems to be on the backburner for quite a bit, but it is an area we would like to expand." (6)		
Faith-based activities			• Middlers • Confirmation group • Carver County Senior Youth group
Creative opportunities	• Summer drama available (2) • Theatre opportunities at middle and high school (6) • Art teacher offers art camp (middle school level)—payment (6) • Band and choir offered (6) • Dance studio (6) • "They have to have on credit at the high school level. Can be band, music, or art" (6) "Some are involved in music and theatre". [Is there still a requirement where they have to participate in an art or	• Community Education programming primary focuses on pre-K through 8th grade (5)	• Opportunities through Community Education that are fee-based (5,6) • Choir, band, art, and theatre offered through school (3,4,5,6,8)

	music class?] "Right, they still do. I am thinking that even computer design, graphic design. I bet even that counts. But, yeah music, art, band. Something to get that exposure. They get to meet those people". (8) •		
Extracurricular involvement	• "If they aren't in a sport, they are probably working" (3) • "very limited space, especially if you want to have a big group of something" (3) • "They live by football, basketball, baseball, and wresting. That is the common thread in any small town community is sports" (3) • "We have organized sports, but nothing really like that [unorganized and noncompetitive]" (3) • Grassroots community group trying to get community center • It's one of those tinier towns with not a lot going on [NYA]" (3) • "Transportation is huge because our	• Has a community center available to youth • "We do have very robust extracurricular activity programs at Waconia. And a high percentage of our kids are involved. The last I heard we were close to at least 85% of our student body is enrolled in at least one structured extracurricular activity besides other things like church. Usually that is a good indication of engagement". (4) • Backyard Wishes provides financial support for families who may not be able to cover the fee for extracurricular activities—focuses primarily within the boundaries of Waconia School	• Barriers: transportation, money, lack of activity bus (3,4,6,7,8)

	community is made up three—Hamburg, Norwood Young America, and Cologne. Most of the programming actually takes place in Norwood Young America. I hear that all the time. People are always saying transportation is an issue" (6) • "Number one, not all of the kids live in town. In order to get in town to meet with the majority of their friends, there's gotta be the ability to do that. So whether their parents are around or capable of ding that" • [Are they working towards getting an activity bus?] "No. I don't forsee that with money being like it is" • "We do have a county transportation bus type of thing, but everyone always thinks it's just for the old people. So, to somehow market it to kids so they can get to these activities I think they would be more involved	District • "sometimes they may not always be able to participate in some of the extravagant out of state field trips….but the goal is to not have finances be a barrier for students to participate in an extracurricular activity" (4) • "I think it is important to know though that again one of the biggest barriers still for further participation in extracurricular activities is transportation. So there are kids sometimes who have a hard time being involved as much as they'd want to because of limited access to transportation. Right now we do not have an activity bus. We are trying to get one." (4) • "Our goal is to eventually get an activity bus and then we think that participation rates will even increase more or kids will be involved in more than just one	

	that right now are staying at home" • [Does money keep them from participating?] "I don't think money keeps people away. I just think that sometimes what keeps people away is again, kind of desire. We do live in a farm community so during the summer months youth have to be working on the farms. So there is a need for them to be at home and not be able to participate in some things. I also feel that kids in our own community are involved in a lot of things, but they are leaving our community down to the city where they are can participate in some activities" (6) • [Do you think after school programs and extracurricular activities and programs that help express creativity, do you think that this helps children become more resilient?] "Yeah, I do. For some of these kids who are dealing with	activity as a result of that. " (4)	

	depression for instances their social connections and more involved they are with other activities. I think that it helps them socially, but also offers them an opportunity to have other adult role models. Some of the kids I have met with don't access those things, which isolates them a bit more and makes school harder for them" (7) • "You mentioned drive. I do think sometimes it's motivation to do that stuff. There's definitely some kids I am involved with you know…I am waiting for something to show up in the diagnostic manual about video games. But it's things like that they are so hyper-focused on that keeps them from being involved in stuff. There is not always a push from certain parents to get them out of the house or set boundaries with any electronics really. Even though some		

	programs allow for scholarships for certain things. You know, money an sometimes be a factor in their ability to even participate" (6) • "Waconia is fairly affluent too in general. But both of those areas draw from even more rural pockets as well. (6) • There definitely could be more. I mean we don't have a community center. There is nowhere for kids to hang out. " (8) "Yeah, I'd say there is a large group that plays sports. Maybe even 3 sports because we have a lot less sports than Waconia. They don't get cut from anything in our school so if people want to be a part of a group, they can, which is nice. They can be managers. So if kids don't have a place they can always volunteer to get involved or play on the team. So they are always looking for people. (8) I think that if somebody's wanting to do something, I think it's kind of easy to get something started in a		

small town. You could find people. But as far as a place to hang out, yeah I don't know. Creativity, yeah I don't know, probably not a lot. " (8)

Especially in our community, transportation is huge as far as people not being able to participate. And money. I am constantly telling students there's scholarships and our Lion's group is wonderful for helping out. They've been just wonderful. We've paid for sports physicals because sometimes people can't afford those. (8)

. I know that the middle school and high school that they have some scholarships that if money were getting in the way of somebody participating they would find a way. Waive the fee or even reduce it or something. There's not many activities for kids to do. You look at Waconia and there's just oh my gosh, it's just a world of difference. Just for where the kids can hang out and what they can be involved in" (8)

- "I think kids are looking for things to do and places to

	hang out" (8) "Oh I think so. I think it gives them exposure to other adults and an outlet for them and they can focus on themselves and so many kids have to go home and do chores and take care of other kids. I think it is an avenue that they can explore for themselves and feel good about themselves" (8) • "I just don't think there's enough of that (8) "I don't know where to go with the whole chemical health piece because it is kind of on the backburner. I think we lose so many kids who are using or finding other ways to feel good about themselves or other ways to socialize like at parties and with their friends. the more involved they are with things that you are talking about, like leadership, creativity, or chances to be busy after school the less they will be doing some of that. But, I don't know what we are really doing with that. " (8)		

Leadership opportunities	• Peer Group-discuss in greater detail National Honors Society you have to be invited in and that depends on your GPA. The Peer Group isn't open ended either. They are voted in by their peers as people who are helpful and respectful. We get all variety which is kind of cool how it works up. Student council, they are voted in for that too. As far as, like Chemical Free Group, or anything like that. There isn't a group if I am just an average student who wants to participate. You know we have FFA. Kids can do FFA. We used to have FLA but we don't have that anymore. I don't think there's a lot of opportunity with leadership. I think sometimes they get that with their jobs or volunteering. Yeah, I don't think there's a lot of leadership opportunity." (8)	• "Actually, there is quite a bit" (4) • "At the high school level we have multiple student leadership opportunities. We are very active in the FCCLA (Family, Career and Community Leaders of America) Program. What would have traditionally been Home Ec,but now is Family Consumer Science. It is similar to DECA and other student leadership because it is community service projects and there are competitions [state and nationwide]" (4) • "We also have a very active Conservation Club. Close to 300 of our kids, which is almost a quarter of our high school enrollment. It is basically a student-run organization" (4) • "Students Against Destructive Driving" • Yearbook • "A local rotary club partners with the district to provide it's called	• National Honors Society • Student Council • FFA • 4H Group

		Inter Act. It is sort of a rotary club for high school students. Again, that is a leadership-based, community-service based program. Students run the program and then they decide what kind of service projects they work on" (4) • "The middle school has comprisable things. They have Garden Club. So they probably are not as sophisticated, but they also have many opportunities. And now with the new peer mentoring program that is going to be a new initiative where 8th graders can take a new leadership role mentoring their 6th grade peers". (4)	

Youth as resources	• Had a youth advisory board in the past (hasn't been active in 5 years) (2) • "There are youth on the community ed advisory board. They kind of give ideas for different programming across the board that they would like to see for kids and adults" • "I know that they would like more recreation opportunities for kids that are not high school sports. More like intramural types of activities is what they are looking for. We are always limited in lack of space and cannot provide additional things in that way". • Have done surveys in classrooms in the past (2) • Community Center and more ball parks (2) • Peer Group (3,8)	• "Used to have a youth advisory council a couple years ago where it was middle school aged kids who were able to express their needs and concerns and were able to come up with activities that they wanted to see that we offered. We don't have that anymore, it kind of disbanded because no the school has a student council type thing" (5) • "School offers where a high school student actually sits on the school board and is a member of the school board. That person is able to be a part of the school board and give feedback and tell them what is going on at the high school and to provide any input if they ware looking for a high schoolers perspective that they can give that information. It has been really well received. It is usually a junior or senior that gets to sit on the school	

		board and they attend the meetings and give their updates and reports of what is going on. It is really cool actually" (5)	
Parent involvement	• Parents are invited to come when professional speakers are at school (3) • Fliers sent to parents (3) • Carver County puts information in the paper (3) • Community organizations promote programs through the school: "Would they like a better turnout? Absolutely. Five percent of parents involved—that's five more percent that get it out to other parents as well. You can't make people go, but they are usually so well done. Very educational for families". (3) • Community education advisory board (6) • "We have PTO in the school and they	• Community Education--"All of our recreation stuff is based on volunteers from parents. They're coaches and help do everything. We couldn't survive without all of the volunteers we get. It is a good thing. Overall we have good people and good volunteers" (5) • It's always going to be different depending on the grade, but usually parents are quite engaged as aw hole with elementary kids and then as they get older, parents typically start backing off a little bit as a whole, but that's obviously different depending on the parents"(4)	

	do a lot of extra activities like school carnivals, fundraisers, book fairs, and things like that through the school. All of the extra activities like band and choir, those that have competitions, they all have parent boards and they ask parents who are in the program to sit on the board. Almost all of our athletics are the same way. Football, basketball, they all have parent boards also. One year our football team made it to the state tournament so the parent organization raised money to send the football team on the coach bus and pay a meal. When you have kids involved and parents involved working with it they go way out of the way for their kids. I think there is a lot of parent involvement in the area, yeah" (6)		
	"Hmm. I think they could improve. You know, at the elementary there's a lot of different nights. There's		

	parent teacher conferences and those are always well attended. Theres kind of a PTA I don't know what they are called really even. They are wonderful in supporting of teachers. I think teachers do a good job of communicating with parents at the elementary, but you know as far as getting them involved in decision making. I think there is a lot of room for improvement. (8) "well in elementary, those kids are in the same room with the same teachers for the entire year. but you get in middle and high school and teachers have 120 kids or something a day. its just harder. i think we always, i get the feeling, teachers will put stuff out on their web page and of course parents are going to read it. Yeah, the ones that are really involved already read everything. You know, probably everyone else doesn't. The elementary, there are family carnivals, literacy nights, and maps nights. I don't know how to get them involved or I probably would've more. I think it could be better." (8)		

	"I just got something from Waconia Schools and that was just a wonderful flier and it was so positive. My grandkids go there. And I thought, good that i so nice. I fee like I know what is going on Waconia now Where as when Central sends out a flier, it is our test store are wonderful and everything's rosy. In Waconia, they highlighted the global projects. It was so family friendly. Oh, it we're saying goodbye to our custodian and our cook and this person retired. I don't know, I just don't feel like we are that friendly. I just don't. (8)		
Community values youth	• Involvement with Mental Health Break (3,8)	• Waconia Heroes Coalition (4) • Drug Free Communities Support Grant (4)	• Tree House (serves eastern part of Carver County) (4) • The Bridge (located in Chanhassen) (4) • Lion's Groups (8)

| Mental health care access | • "The part about our position in the school is I think we have taken out some of the kids that I am meeting with I don't know the families would access the mental health services if they had to drive to Waconia. They are not capable of it because either they don't have access to a vehicle or the job won't allow it. I do think the therapists in the schools have been helpful in that way because kids are getting services that they wouldn't otherwise" (7)
• "I think more family-based stuff would be great. We are pretty limited in what we can do and the time we can do it. I don't know how we could do it exactly. That would take money. But, that would be the thing I would say could fill the gap" (7)
For the last, probably 4 or 5 years, we have a therapist who can work with middle and high school. Jason Rippentrop through social services, First Street now, can see | • First Street Center (3,7,8) | • Consults with county for mental health resources (3,7,8) |

	students and so that has been wonderful as we have had someone in crisis or someone's parent couldn't afford it or they don't have a way of transportation. He has been very busy. He has been at Central for a long time and is a good resource"(8)		
	"We had Yoga for Classrooms, the person who wrote the program, developed the program, and teaches the program. They drove her out to speak with any teachers at the preschool through high school last summer. And Samantha from public health, I don't know what her name is now. Anyway, so yeah as far as resiliency the yoga, i thought that was incredible. It was kind of a piece of the mental health and it taught kids just awareness and how to calm themselves and how to focus. it was everything and you could have a desk and chair and you could do these things. We didn't far enough teachers do it , but more and more the elementary and middle school and high school had teachers that went and they were so impressed."		

	(8) . I think you're teaching them skills. I think that's another positive thing that came out of your grant. That could really teach resiliency and some skills. I had one girl whose mom went to the ambulance and the girl ran out into the dark in the winter. And I said what did you do? And she said I just did my balloon breath. And I thought, oh my gosh, I cant even believe she did that. " (8)		
Academic Support	• "Ramp Up For Readiness", which is a university program that they bought into" (middle school) (8)	• Check 'n Connect program (middle school) (4) • Comprehensive student advisory team (middle school) (4) • Student advisory team (high school) (4) • Learning Lab (high school) (4) • Professional Learning Communities (4) • Whole Child Philosophy (4) • AmeriCorps Promise Fellow (4)	•

Appendix 7: Codebook for key informant interviews

"A Priori Codes"

Community service- voluntary work by youth that is intended to help others

Supportive relationships- relationships among teachers and students and between students that are positive and encouraging

Extracurricular involvement – activity outside the regular curriculum of school [can be free or fee-based]

Leadership opportunity- an activity, group, or program that enables a young person to develop leadership skills

Youth as resources – opportunities for youth to become involved in voicing their opinion, making decisions, or being on a board

Parent involvement – involvement in child's schooling and extra activities

Creative opportunity – activity that involves creativity, such as art, music, theatre, etc.

Faith-based activity- an activity affiliated with a religion

Community values youth- Young person perceives that adults in the community value youth (taken from 40 developmental assets)

"Emergent Codes"

Mental health care access – Young person has access to mental health services within the school and/or at an outside clinic

Appendix 8: Examples of evidence-based programs that build resilience against ACEs in youth (Meichenbaum, 2016, p. 27)

- Visiting Nurse Program

- Perry Preschool Project

- Head Start preschool programs

- Family support services

- Parent-child interaction therapy

- Prevent negative consequences of divorce in parents and children

- Wrap around services

- Child abuse prevention programs

- Promoting school connectedness

- School mental health programs

- Positive behavior support

- Drug abuse prevention programs and prevention of school dropouts

- Creating a caring community

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