



**October 12, 2021**  
**Meeting Notes**

**1. Welcome & introductions (Kristin 10 mins)**

Attendance: Talia Seavey, Kristin French, Jen Cutler, Ellen Rose, Chief Rich Briggs, Brandi Kinsman, Audrey LaCroix, Kelly Roy, Dave Muri, Raj Gupta, Olivia Dufour, Kelley St. Coeur, Mike Caira, Dave DiGirolamo, Ed Burman, Amy Turncliff, Jenn Ball, Michael Hebert

**2. Introduction to new members (10 mins)**

Kristin introduced new Coalition members and invited them to address the group. Rajit Gupta (Health Department Director) -New to the coalition and ready to do work with the coalition on prevention and education. Announced that Olivia Dufour did our compliance checks around the town. No sales to youth! The Health Department can also provide help around Narcan. Olivia Dufour - Her role as the Regional Tobacco Control Agent is to run the district tobacco control work for the MetroWest area. She is responsible for enforcement work related to laws and regulations and to make sure that kids are not getting access to tobacco products from local retailers. There have been no sales to youth in the recent Ashland compliance checks. We have been talking about what we can do to support local coalitions and school systems with vaping cessation/prevention and how we can create partnerships. The program received funding in April 2020. Olivia hopes to be in touch with some of the school officials in attendance soon. Chief Rich Briggs- The PD will continue to support the coalition. DAET will continue to promote Drug Take Back Days and the local annual retailer training. Chief Briggs, Dave Muri and DAET will be meeting on Thursday about monthly check-ins to support each other in the community. Amy Turncliff - Amy is transitioning out of the Chair role and is excited to have Jen Cutler step into the role. She acknowledged the number of people at this meeting and thanked everyone who has been keeping this going. Amy will stay involved, but not front and center. Jen Cutler - Thanked Amy and acknowledged that it makes sense for SEL to work with prevention. The coalition has helped SEL in many ways and is excited for this opportunity.

**3. Search Institute Developmental Relationships Survey (40 mins)**

- Developmental Relationships, Social & Emotional Competencies, Equitable Practices

Background: The Coalition has adopted positive youth development as a framework for our work. We have been slowly integrating Development Assets/Developmental Relationships Into our prevention work and have administered the Search Institute's Developmental Relationships Survey to collect some

of this data. The survey was administered in Spring 2021, during the pandemic. The data will help us bridge the work that the school and coalition are doing together. Jen will present on the Developmental Relationships portion and Kristin will present the DFC core measures and then Developmental Assets Profile for the community context.

#### \*Jen C Presentation

##### Developmental Relationships

The results are really positive even amidst the pandemic. The data highlights where we are doing well and we can grow. The survey is completely anonymous. With anonymity, students are more likely to be honest. The survey allows for the student voice.

AHS completed in April 2021. 83% of students completed the survey.

AMS May 2021. 86% of students completed.

Developmental Relationships help young people discover who they are, develop abilities, develop relationships, and meaningfully contribute to society. Youth with more/stronger DR are more likely to have positive outcomes.

The presentation discussed the data at a high level. The data will be looked at more in depth with educators soon.

- DFC Core Measures and Community Developmental Assets Profile

#### \*Kristin F Presentation

##### DFC Core Measures Data

The metrics surveyed include: Past 30-day use, Perception of Risk, Perception of Peer Disapproval, and Perception of Parent Disapproval. The substances surveyed are alcohol, tobacco, marijuana, prescription drugs, and vaping.

Background: We collected this data to fill the gap between the 2018 Ashland Adolescent Health Survey and the upcoming 2021 Ashland Adolescent Health Survey (2020 delayed due to COVID). The spring survey data gives us an idea of what is more recently going on with Ashland youth with regard to substance use and perceptions.

##### Summary:

Core Measures: High perceptions of risk, high perceptions of peer disapproval, high perceptions of parent disapproval are associated with lower rates of substance use.

Developmental Assets Profile: Community Context

Background: The DAP utilizes aspects of the Search Institute's Developmental Assets to help assess youth connection and engagement with the community. It is used to measure adult/youth relationships outside of the school setting and helps to make the work between schools and the community strong.

Summary: Higher engagement within the community context is associated with lower levels of youth substance use.

- Next Steps - How are we utilizing this data?

Jen C. - To provide education of DR to families, students, educators and community members. There is a training planned for January for key staff and community members to learn how to use the DA/DR frameworks to support students and put interventions in place to make our schools even more safe and supportive. The surveys reflect the student voice and will help us track change in data over time. Kristin- DFC core measures assists us in prevention prioritization. DA profile data helps sectors and the community engage and empower youth.

4. Small Group Discussion - Sector Engagement (15 mins) (postponed)

- Sector success stories - Businesses and Youth
- Breakout - Faith/Fraternal Organizations, Healthcare

5. DAET & Participant updates/celebrations (15 mins)

EdBurman - Metrowest is part of CIMS program (Critical Incident Management System). Communities will be notified if an overdose occurs outside of their own community.. Every MA county is now up and running, with the exception of Suffolk County. Ed and Kelly Joseph from Framingham met with the Department of Corrections . People from a recovery program are now put into CIMS before they are released, so the appropriate community can follow up and provide ongoing support. The program has now gone further than overdose data. Somerville PD suggested a mental health component, which has already been added to the system. Towns can now be notified of MH incidents and provide ongoing support as needed.

Talia- The Youth coalition has had 2 meetings. There has been a slow but steady build. At DAET's Murphy's event on Friday, October 15th our youth are hoping to recruit more members. We will host a Youth leadership and prevention skill building training on October 21st.

Kristin- We are planning a teen event at Ashland Nutrition event in December. Youth want to be involved in the planning process.

Dave- The STAND campaign is launching again at AMS this Fall and we are looking forward to getting back into it.

Kristin- Introduced the new Update document that provides a quarterly recap and calendar of upcoming events.

Kristin - The next meeting will most likely be virtual. The meeting will be used for a stakeholder Focus Group and will be facilitated by an outside consultant.

Next Meeting

January 11, 2022

5:30PM - 7PM

# **Search Institute's Developmental Relationships Survey**

## **COMPONENTS OF THE ASHLAND SURVEY**

- Developmental Relationships
- DFC Core Measure Data (substance use & perceptions)
- Developmental Assets Profile: Community Context

\*Please note that the survey was administered in Spring 2021 during the pandemic

# Search Institute's Developmental Relationships Survey

## What is it?

- Research-based, valid and reliable assessment of developmental relationships, social and emotional competencies, and equitable practices
- Provides student voice
- Provides data that is relevant and actionable and is used to guide the district in proactive and focused planning to increase positive outcomes for our students

# Search Institute's Developmental Relationships Survey

## Who completed the survey?






- 83% (494/594) of students in grades 9-11 at Ashland High School completed the survey in **April 2021**.
- 86% (582/676) of students at Ashland Middle School completed the survey in **May 2021**.

# Developmental Relationships: What Are They?

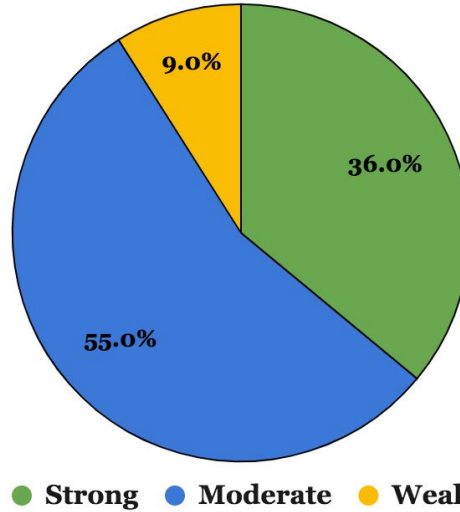
Developmental relationships are relationships that help young people discover who they are, develop abilities to share their own lives, and learn how to engage with and contribute to the world around them.

Research has found that young people who experience strong developmental relationships across different parts of their lives are more likely to show signs of positive development in many areas, including:

- ↑ academic motivation
- ↑ social-emotional growth and learning
- ↑ sense of personal responsibility
- ↓ engagement in high-risk behaviors

Elements	Actions
 <b>Express Care</b> Show me that I matter to you.	<ul style="list-style-type: none"><li>• Be dependable</li><li>• Listen</li><li>• Believe in me</li><li>• Be warm</li><li>• Encourage</li></ul>
 <b>Challenge Growth</b> Push me to keep getting better.	<ul style="list-style-type: none"><li>• Expect my best</li><li>• Stretch</li><li>• Hold me accountable</li><li>• Reflect on failures</li></ul>
 <b>Provide Support</b> Help me complete tasks and achieve goals.	<ul style="list-style-type: none"><li>• Navigate</li><li>• Empower</li><li>• Advocate</li><li>• Set boundaries</li></ul>
 <b>Share Power</b> Treat me with respect and give me a say.	<ul style="list-style-type: none"><li>• Respect me</li><li>• Include me</li><li>• Collaborate</li><li>• Let me lead</li></ul>
 <b>Expand Possibilities</b> Connect me with people and places that broaden my world.	<ul style="list-style-type: none"><li>• Inspire</li><li>• Broaden horizons</li><li>• Connect</li></ul>

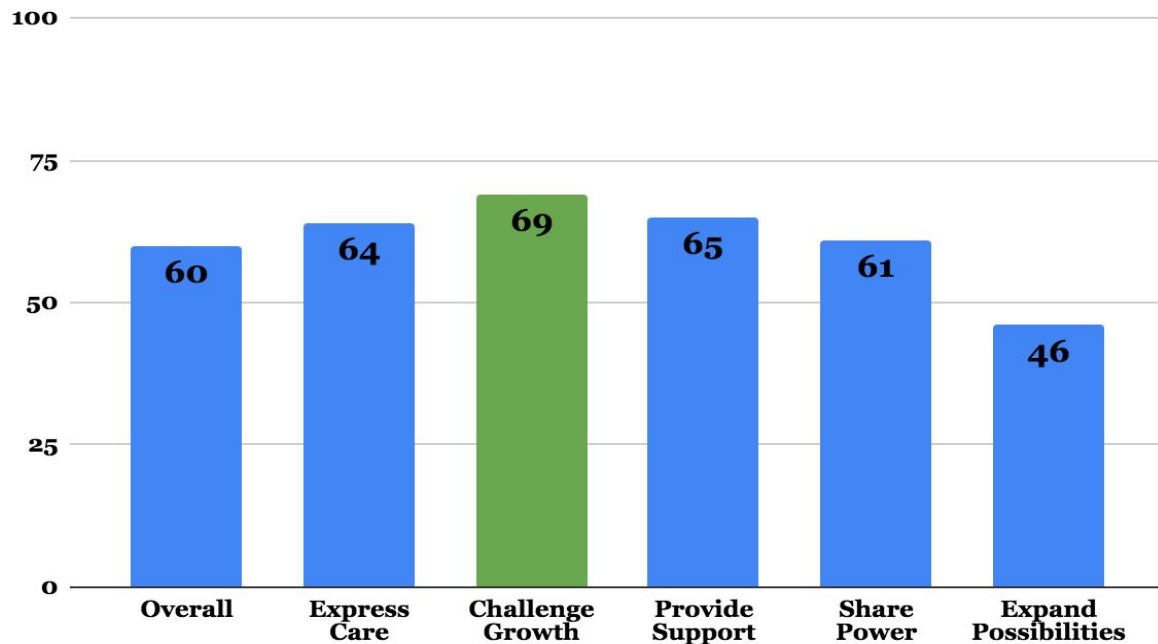
## Developmental Relationships (AMS)



	Strong	Moderate	Weak
6th (196 students)	42%	50%	8%
7th (189 students)	37%	56%	7%
8th (168 students)	30%	57%	13%



# Ashland Middle School Developmental Relationships



Example Items from each element:

## **Express Care**

If I have a problem, I know my teachers will help me.

## **Challenge Growth**

My teachers expect me to do my best.

## **Provide Support**

My teachers teach me how to ask for help when I need it.

## **Share Power**

My teachers give me chances to be a leader.

## **Expand Possibilities**

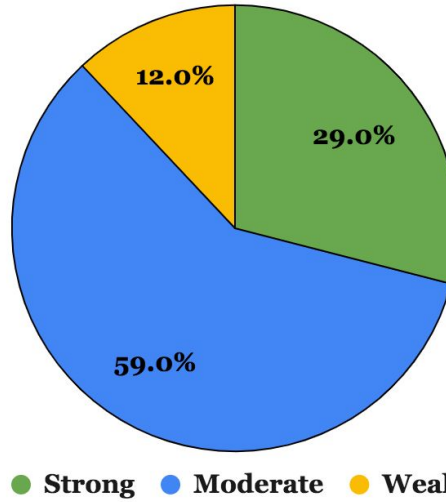
My teachers help me discover new things that interest me.

**Strong= 66.67-100**

**Moderate= 33.33-66.33**

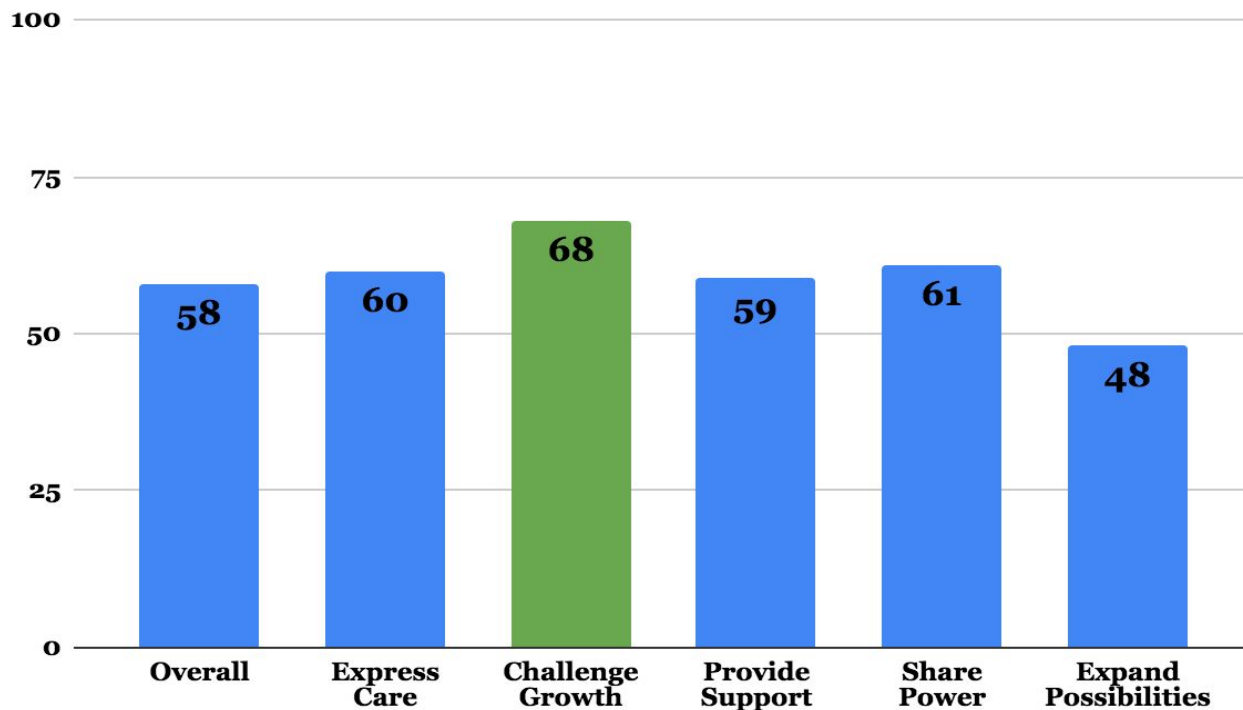
**Weak= 0-33**

## Developmental Relationships (Grades 9-11)



Developmental Relationships	Strong	Moderate	Weak
9th (171 students)	36%	54%	10%
10th (148 students)	22%	63%	15%
11th (164 students)	28%	62%	10%

# Ashland High School Developmental Relationships



Example Items from each element:

## **Express Care**

If I have a problem, I know my teachers will help me.

## **Challenge Growth**

My teachers expect me to do my best.

## **Provide Support**

My teachers teach me how to ask for help when I need it.

## **Share Power**

My teachers give me chances to be a leader.

## **Expand Possibilities**

My teachers help me discover new things that interest me.

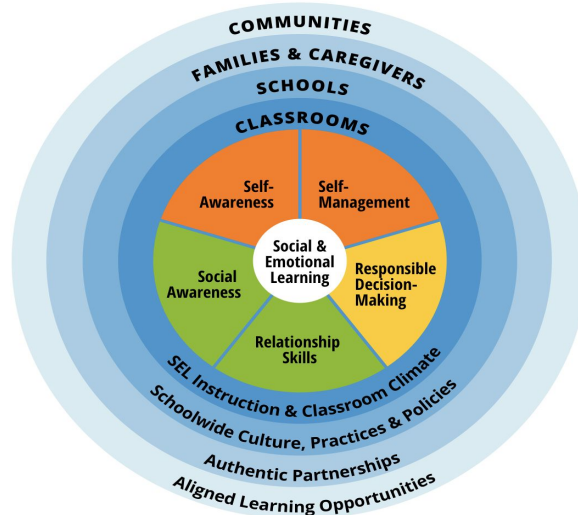
**Strong= 66.67-100**

**Moderate= 33.33-66.33**

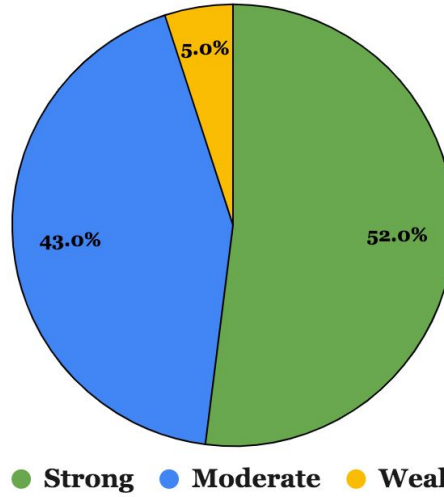
**Weak= 0-33**

# Social-Emotional Learning Competencies: What Are They?

The Collaborative for Academic, Social, and Emotional Learning defines social and emotional learning (SEL) as the process through which young people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017).

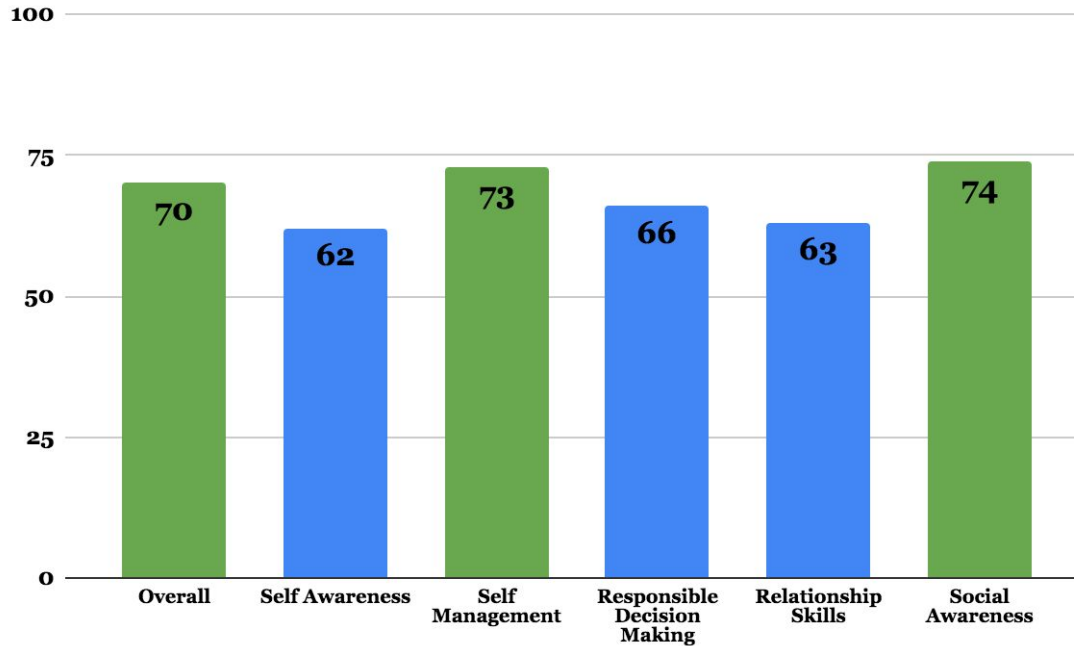


## Social-Emotional Competence (Grades 6-8)



Social-Emotional Competence	Strong	Moderate	Weak
6th (196 students)	55%	39%	6%
7th (189 students)	52%	42%	5%
8th (168 students)	49%	47%	4%

# Ashland Middle School Social-Emotional Competence



Example Items from each competency:

## **Self Awareness**

I know who I am and what I believe in.

## **Self Management**

I finish things on time.

## **Responsible Decision Making**

I tell the truth, even when it is hard.

## **Relationship Skills**

I am good at making friends.

## **Social Awareness**

I am a good listener when other people need me.

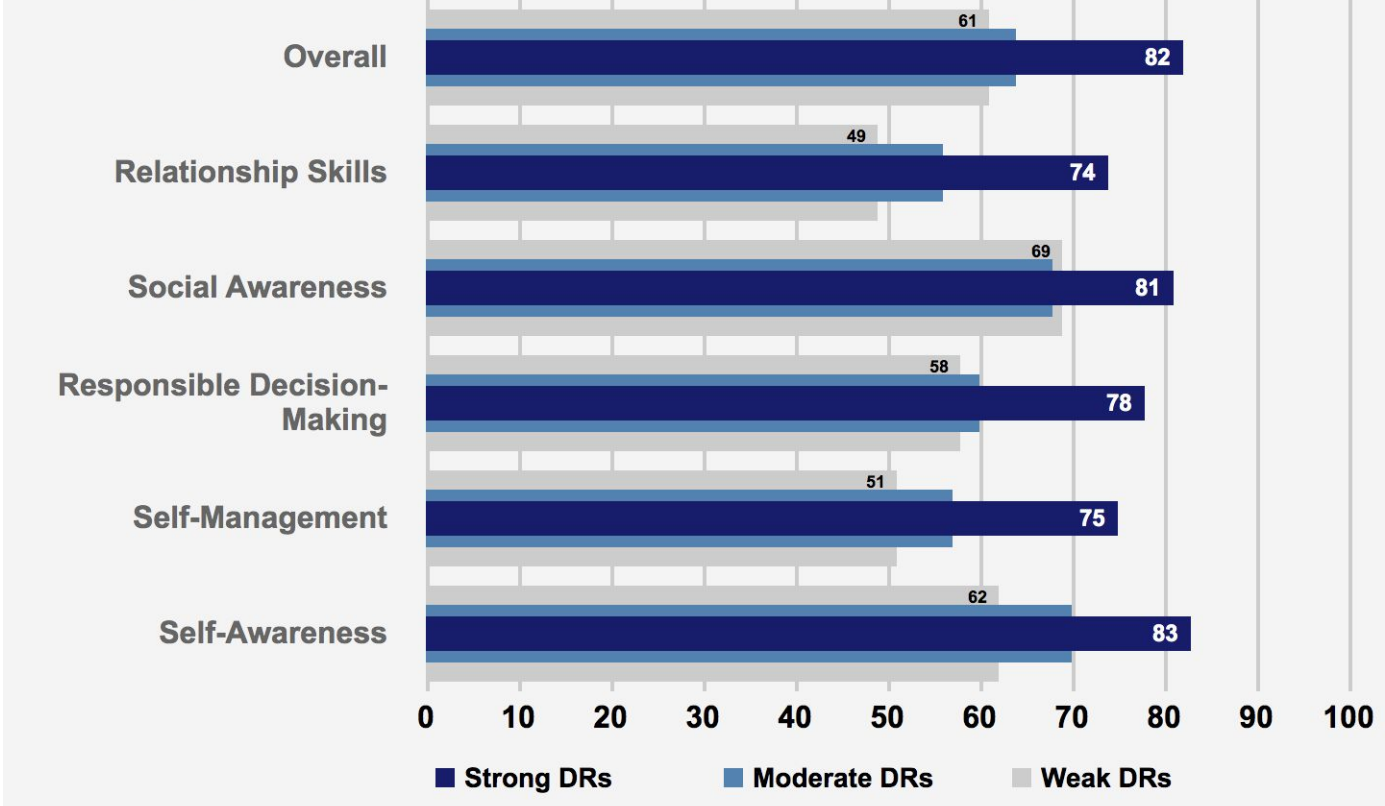
**Strong= 66.67-100**

**Moderate= 33.33-66.33**

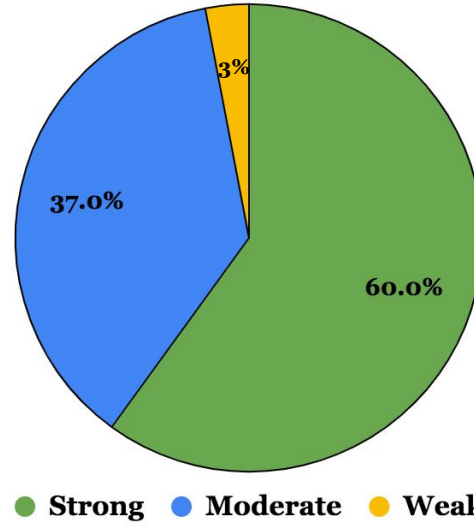
**Weak= 0-33**

Overall, youth who experienced stronger levels of developmental relationships had stronger social and emotional competence scores.

Ashland Middle School



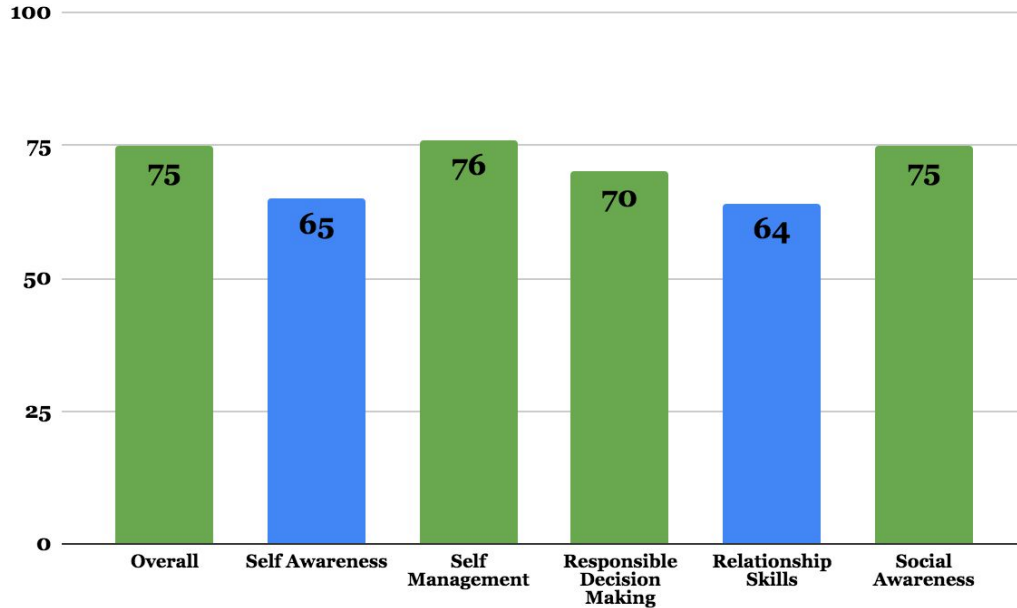
## Social-Emotional Competence: Grades 9-11



Social-Emotional Competence	Strong	Moderate	Weak
9th (171 students)	58%	38%	4%
10th (148 students)	57%	40%	3%
11th (164 students)	66%	32%	2%



## Ashland High School Social-Emotional Competence



Example items from each competency:

### **Self Awareness**

I know who I am and what I believe in.

### **Self Management**

I finish things on time.

### **Responsible Decision Making**

I tell the truth, even when it is hard.

### **Relationship Skills**

I am good at making friends.

### **Social Awareness**

I am a good listener when other people need me.

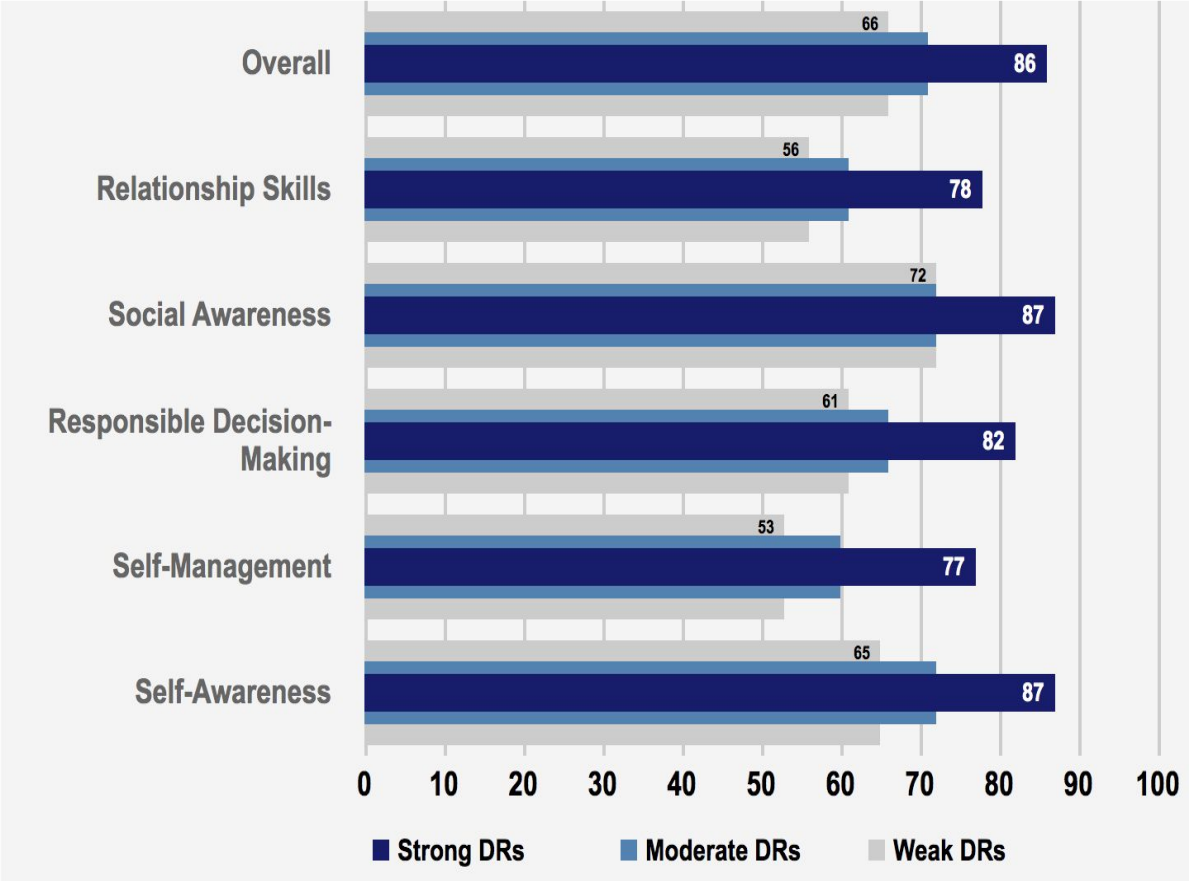
**Strong= 66.67-100**

**Moderate= 33.33-66.33**

**Weak= 0-33**

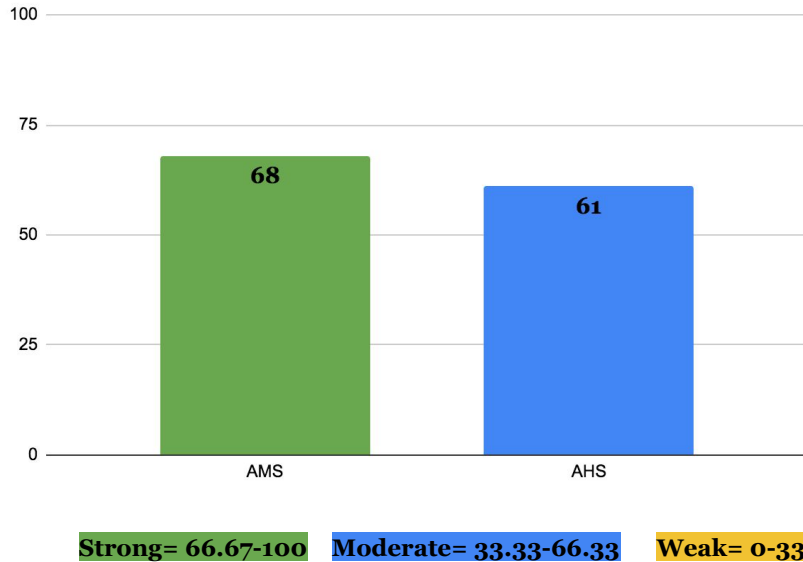
Overall, youth who experienced stronger levels of developmental relationships had stronger social and emotional competence scores.

# Ashland High School



## How culturally responsive is your school?

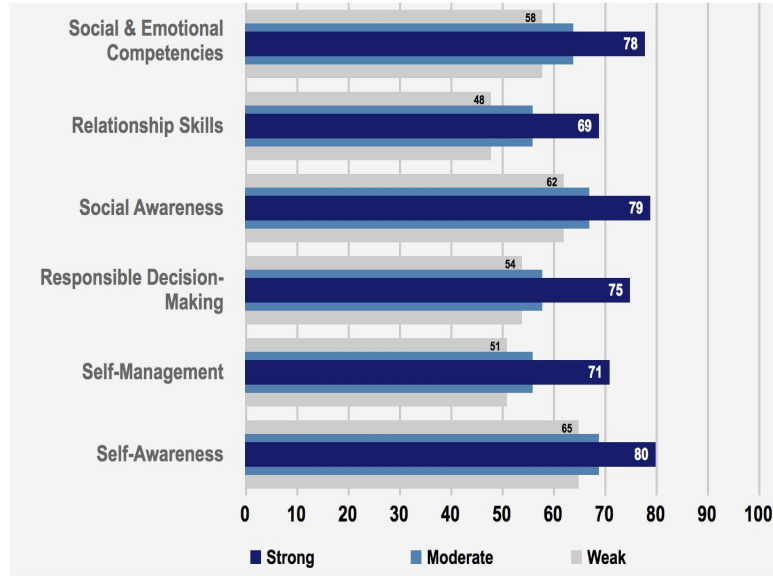
*When I am at my school:*



- We learn how to work with people of different backgrounds.
- My teachers consider cultural needs and practices.
- All people are treated fairly, no matter who they are.
- I am encouraged to share my own culture or background.
- I am encouraged to get to know my teachers and kids with different cultures and backgrounds.
- My teachers enforce rules fairly.

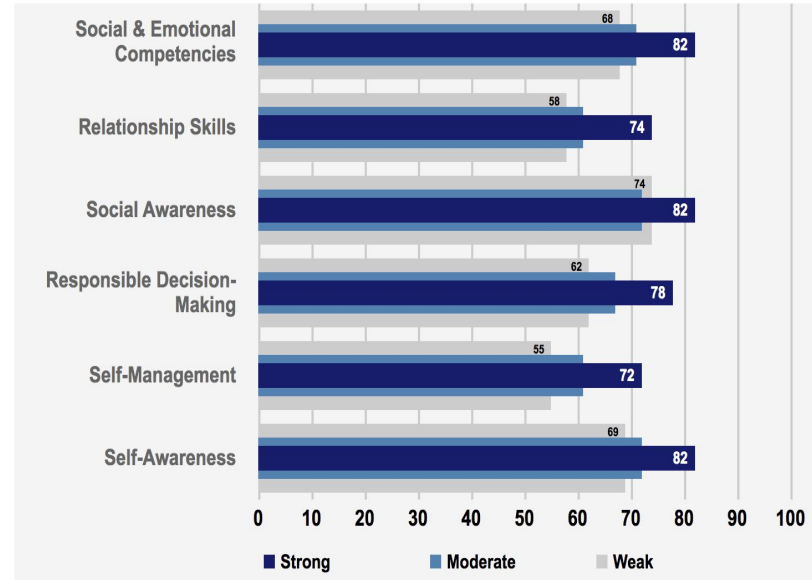
## Ashland Middle School

Youth who reported that the organization had a **strong culturally responsive environment** had **stronger social and emotional competence scores**.



## Ashland High School

Youth who reported that the organization had a **strong culturally responsive environment** had **stronger social and emotional competence scores**.



# DFC CORE MEASURE DATA

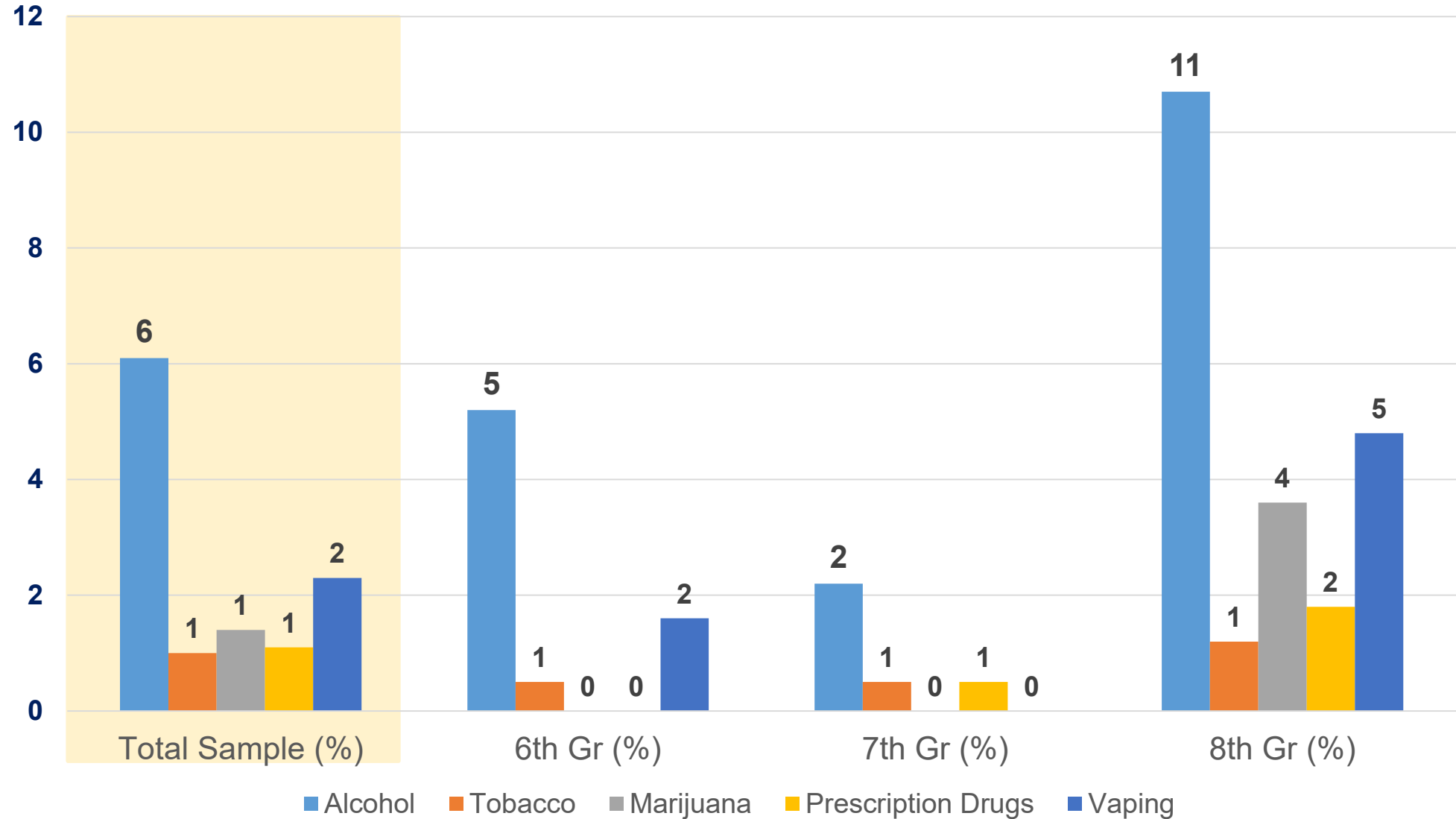
- AMS May 2021
- AHS April 2021

- Past 30-Day Substance Use (current)
- Perception of Risk
- Perception of Parental Disapproval
- Perception of Peer Disapproval

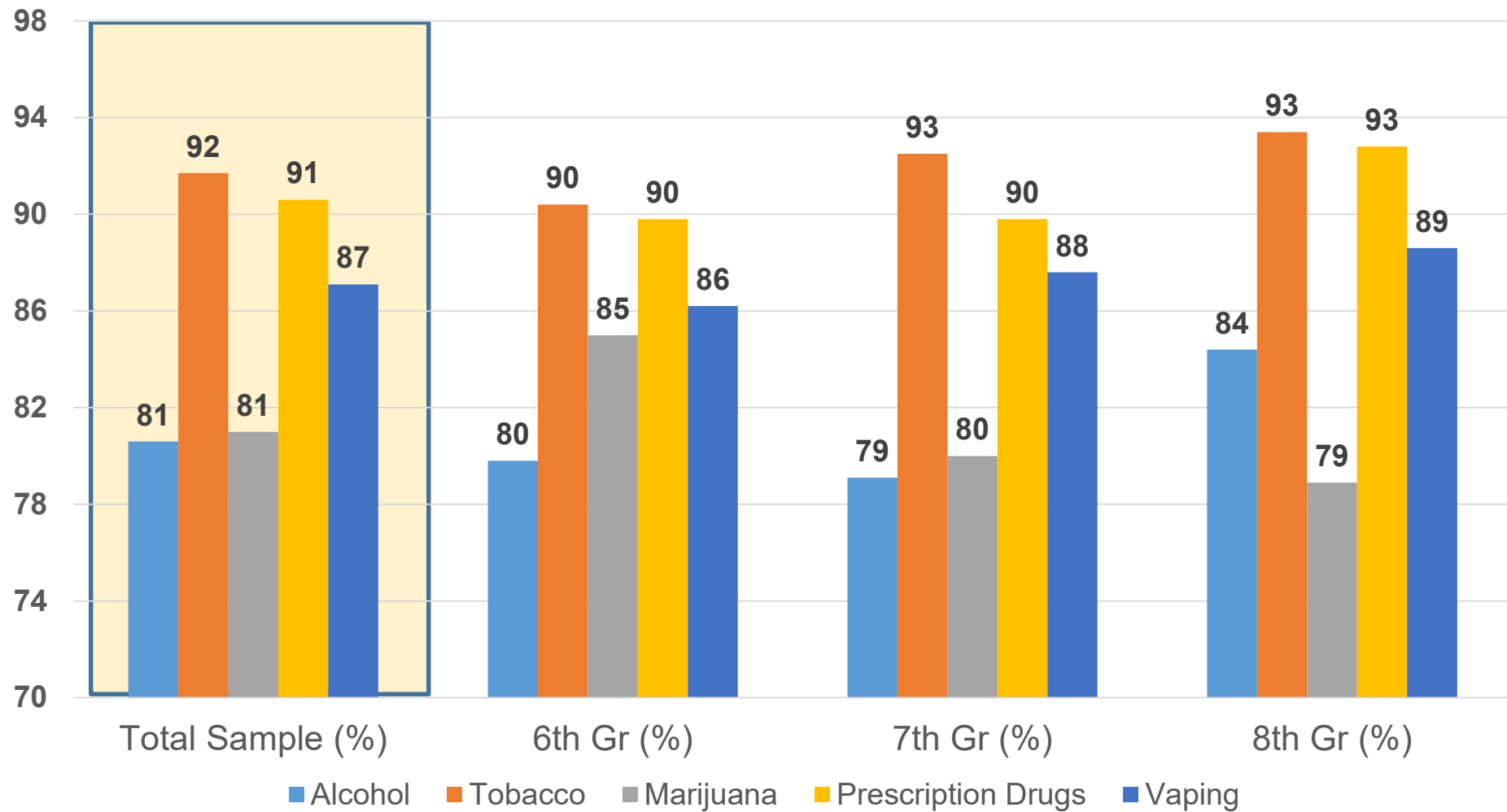
- Alcohol
- Tobacco
- Marijuana
- Prescription Drugs
- Vaping

ASHLAND MIDDLE SCHOOL  
GRADES 6-8

# Past 30-Day Substance Use Among AMS Grades 6-8 2021

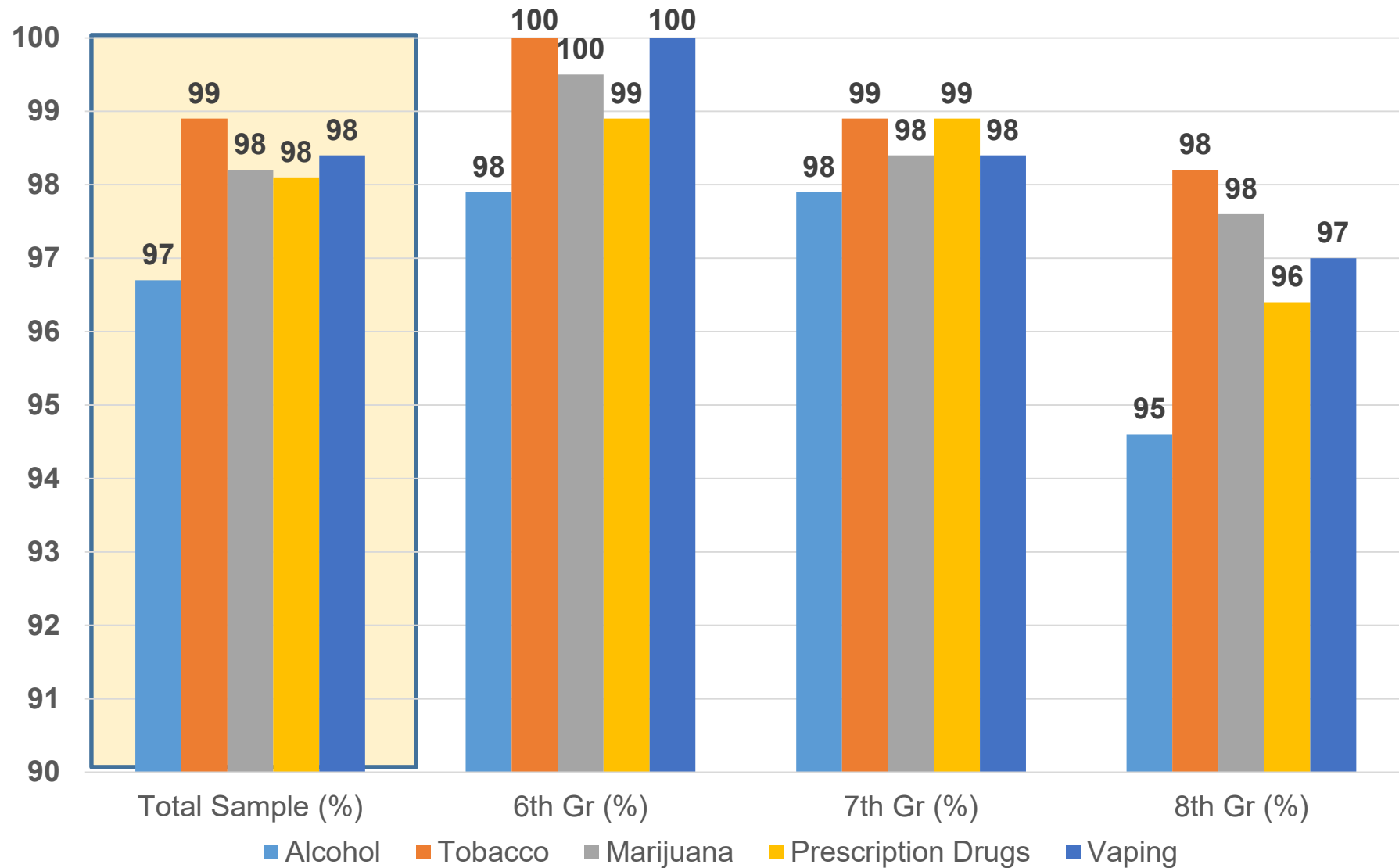


# Perception of Risk Among AMS Grades 6-8 2021

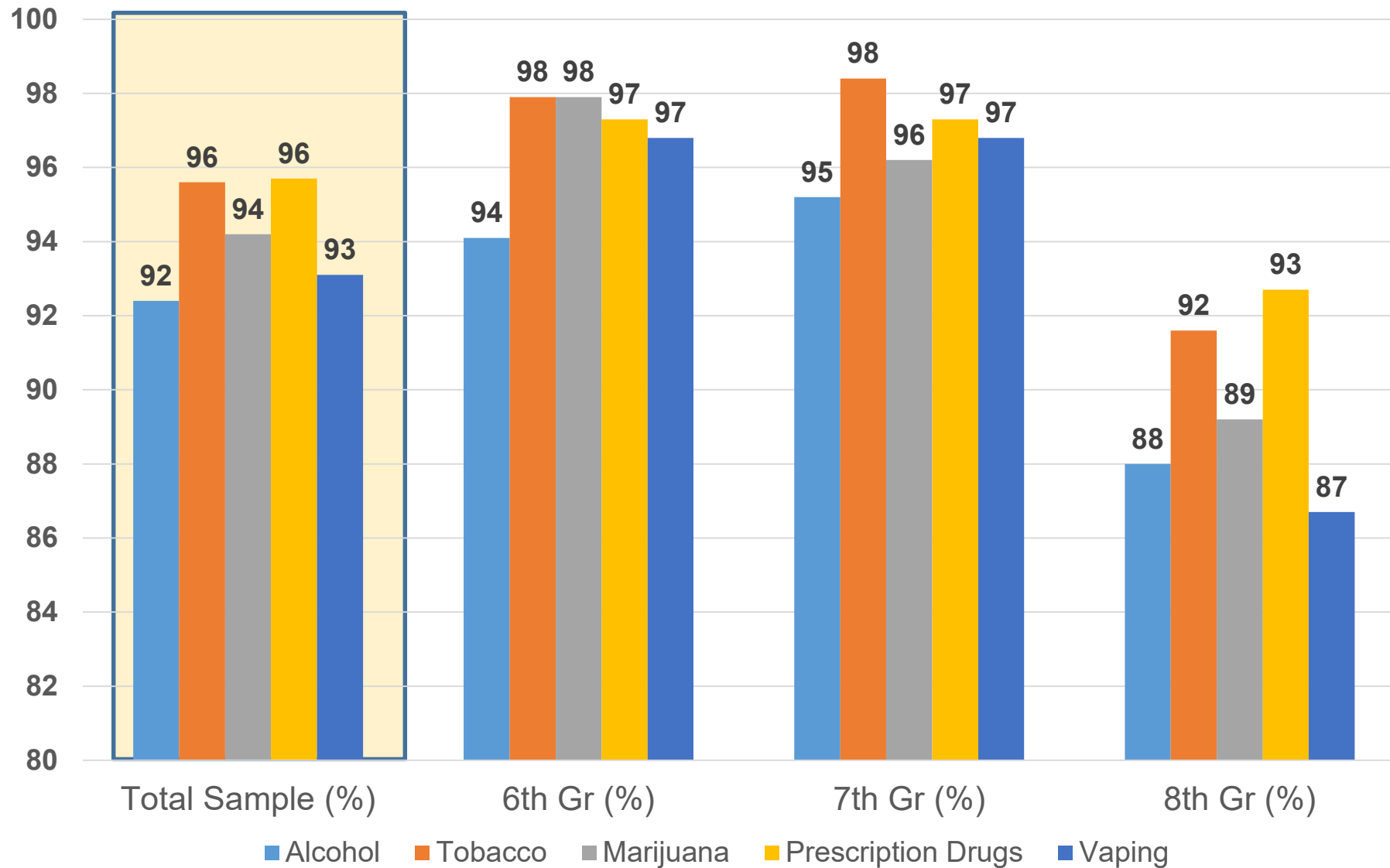




# Perception of Parent Disapproval Among AMS Grades 6-8 2021

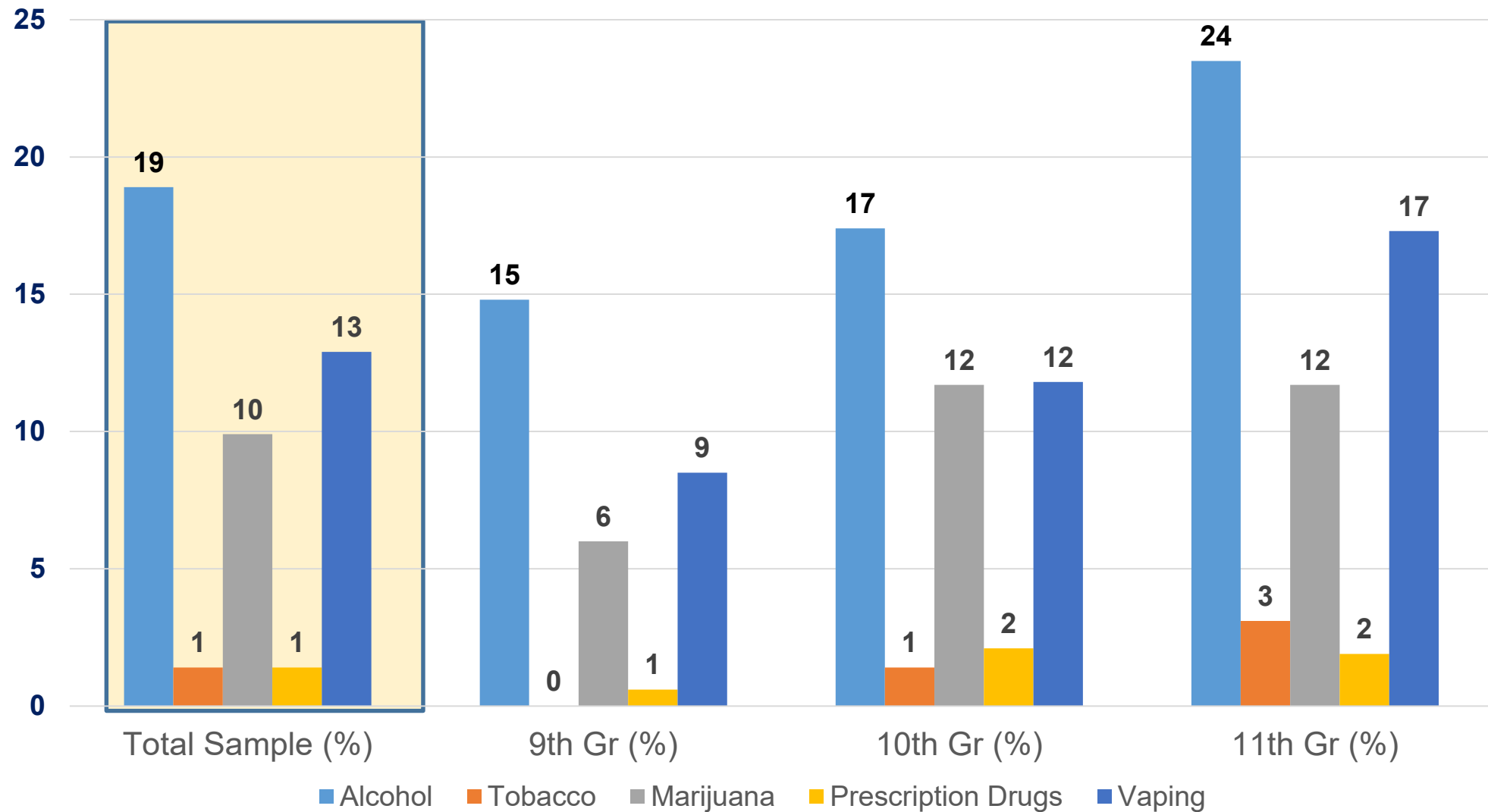


# Perception of Peer Disapproval Among AMS Grades 6-8 2021



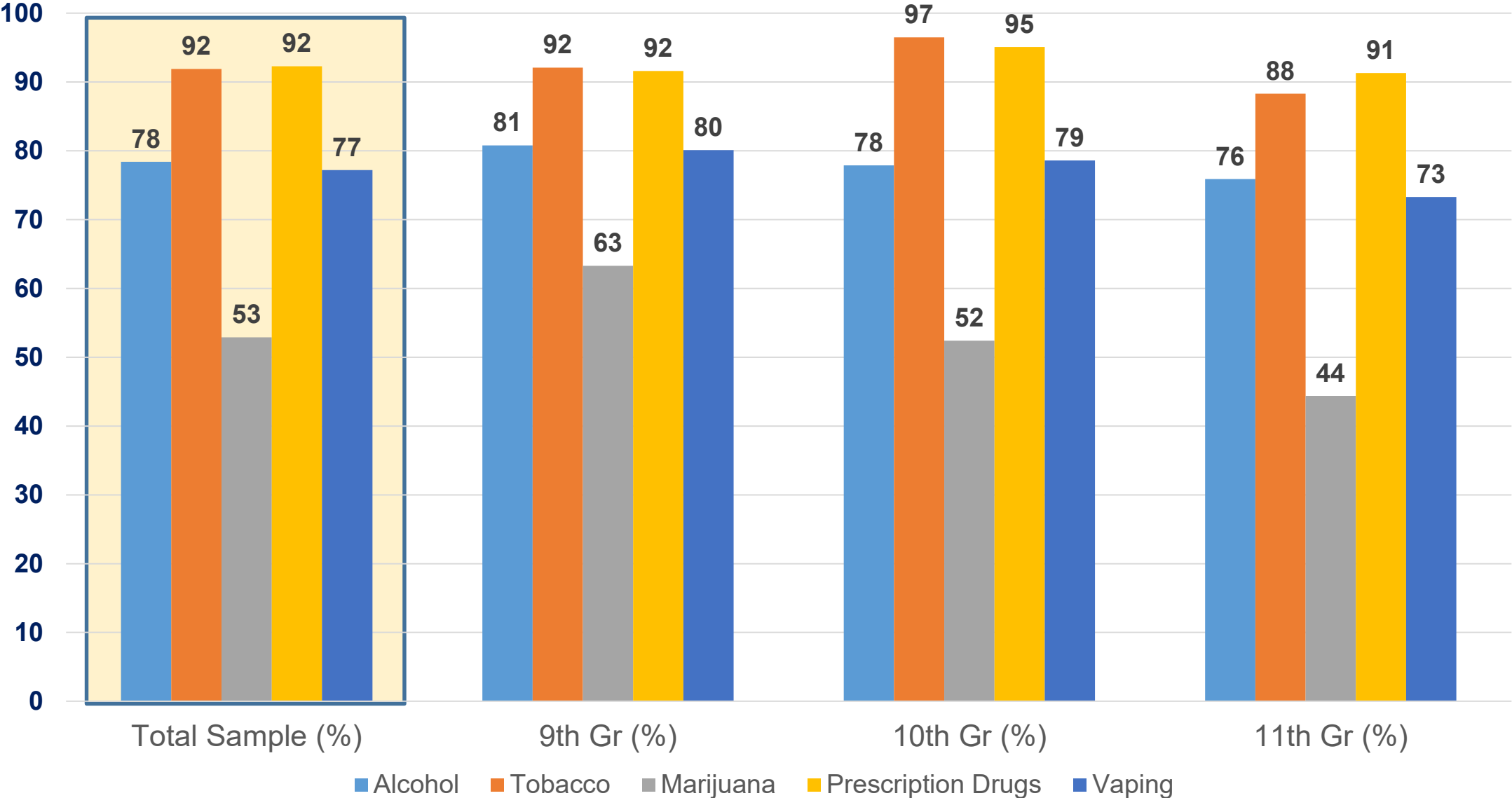
ASHLAND HIGH SCHOOL  
GRADES 9-11

# Past 30-Day Substance Use Among AHS Grades 9-11 2021

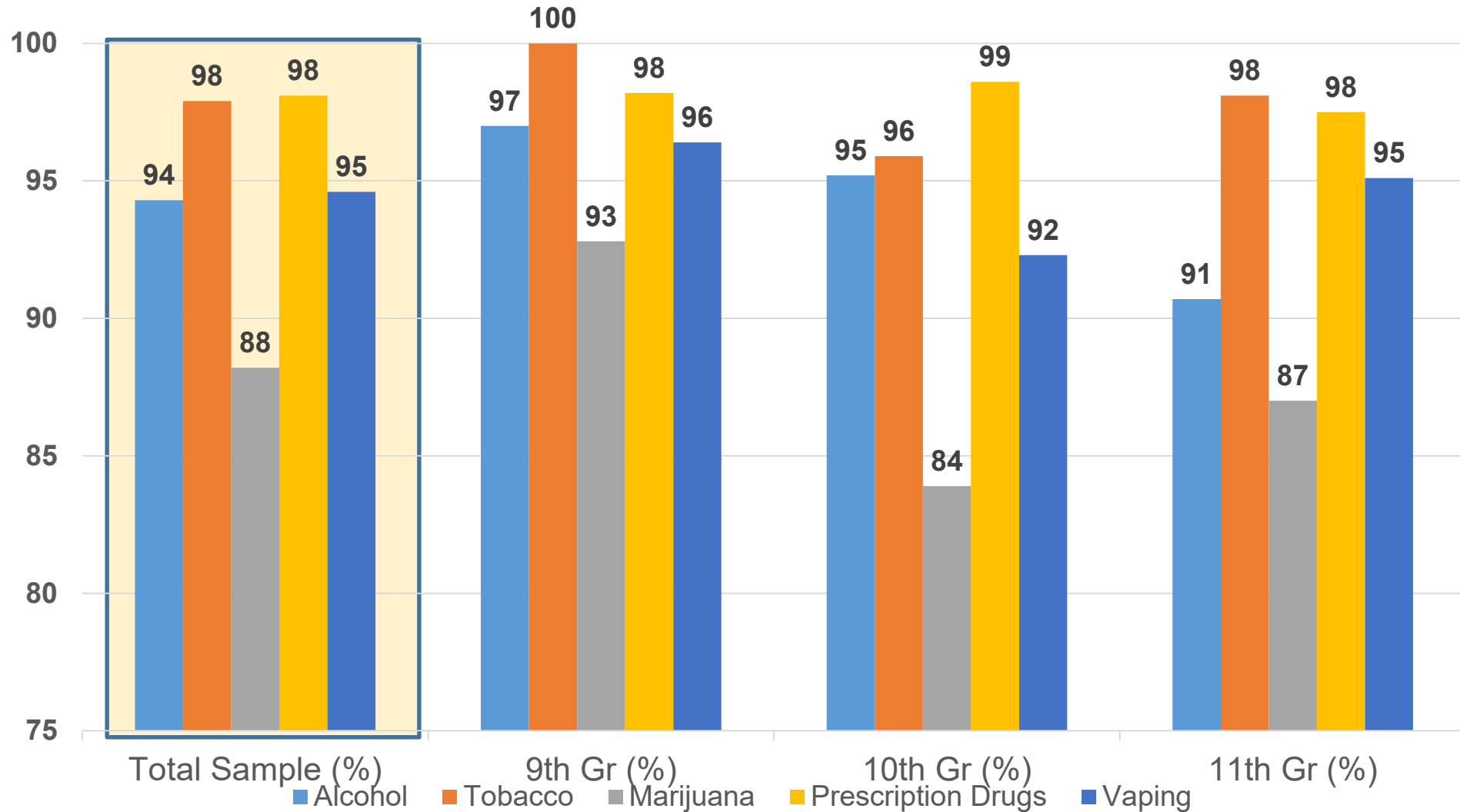


# Perception of Risk Among AHS Grades 9-11

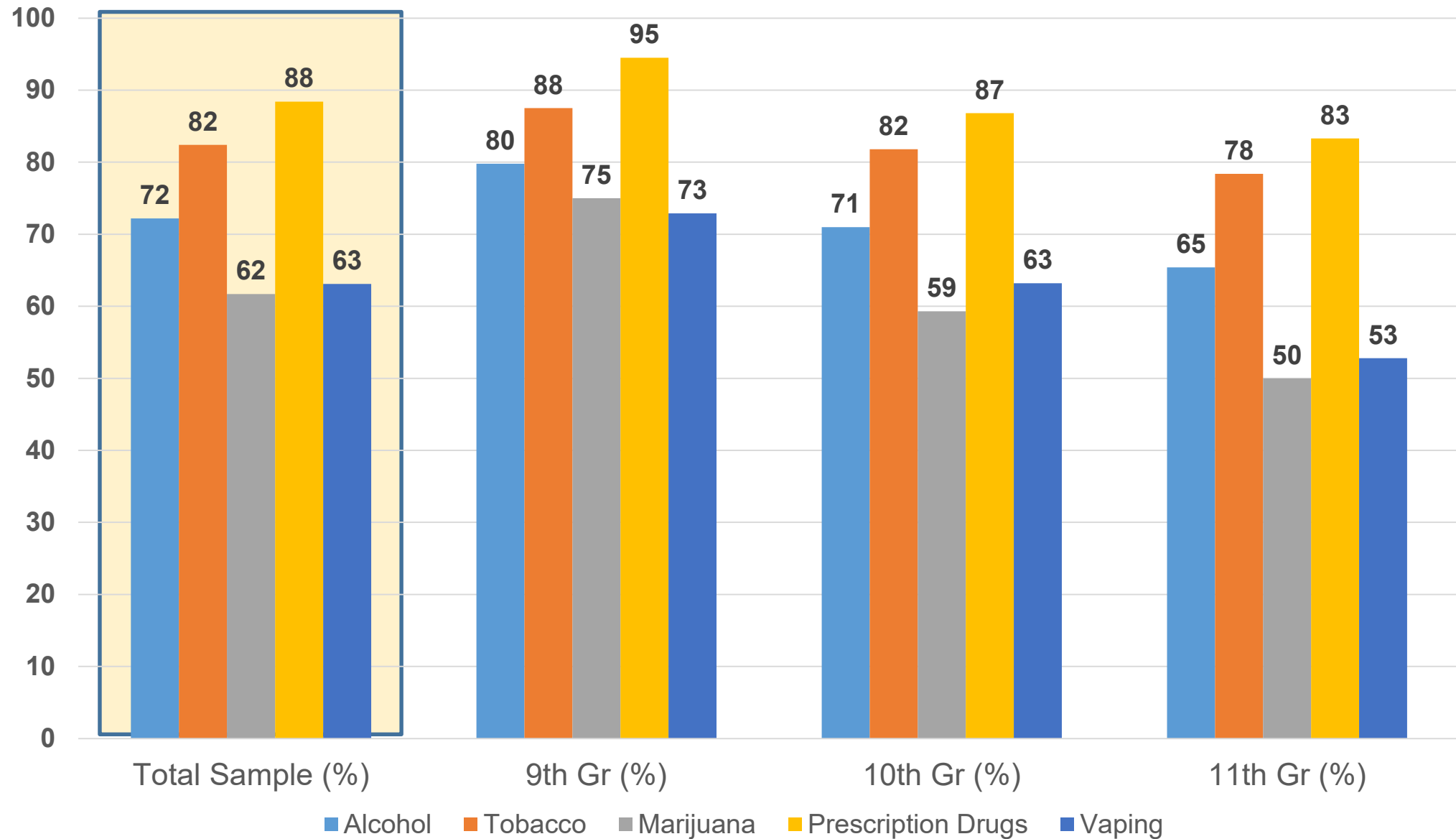
## 2021



# Perception of Parent Disapproval Among AHS Grades 9-11 2021



# Perception of Peer Disapproval Among AHS Grades 9-11 2021



## ASSOCIATIONS BETWEEN DFC CORE MEASURES

- 30-day substance use with perception of **harm**
- 30-day substance use with perception of **parent disapproval**
- 30-day substance use with perception of **peer disapproval**
- 30-day substance use with perception of **parent disapproval** and **peer disapproval**

### FINDINGS:

- High perceptions of **harm** are significantly associated with lower levels of substance use
- High perception of **parent disapproval** are significantly associated with lower levels of substance use
- High perceptions of **peer disapproval** are significantly associated with lower levels of substance use
- These perceptive attitudes appear to impact youth's use of **all listed substances** not just the specific one that the question was asking about.

- Youth's perception of **disapproval from their peers** had a larger impact on their 30-day use of all substance compared to perception of disapproval from their parents, with the exception of prescription drugs. The influence gap is smallest for 30 day marijuana use.



## DEVELOPMENTAL ASSETS PROFILE: COMMUNITY CONTEXT

# DEVELOPMENTAL ASSETS PROFILE: COMMUNITY CONTEXT

Reliable & valid assessment of the strengths, supports, and non-cognitive factors that are essential of a young peoples success in school and life

Discover strengths of young people

Discover support of young people

Listen to perspectives of young people

## THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS MEASURED IN THE DAP

### External Assets



#### SUPPORT

Young people need to be surrounded by people who love, care for, appreciate, and accept them.



#### EMPOWERMENT

Young people need to feel valued and valuable. This happens when youth feel safe and respected.



#### BOUNDARIES AND EXPECTATIONS

Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.



#### CONSTRUCTIVE USE OF TIME

Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.

### Internal Assets



#### COMMITMENT TO LEARNING

Young people need a sense of the lasting importance of learning and a belief in their own abilities.



#### POSITIVE VALUES

Young people need to develop strong guiding values or principles to help them make healthy life choices, including responsibility, empathy, and self-control.



#### SOCIAL COMPETENCIES

Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.



#### POSITIVE IDENTITY

Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

**COMMUNITY CONTEXT** – Take a moment to think of people outside of your school. Below is a list of positive things that you might have in yourself, your family, friends, neighborhood, and community. For each item that describes you, check if the item is true. If you do not want to answer an item, leave it blank.

I am helping to make my community a better place

I am involved in a religious group or activity

I am involved in a sport, club, or other group outside of school

I am given useful roles and responsibilities

I am developing respect for other people

I am involved in creative things such as music, theater, or art

I am serving others in my community

I have a safe neighborhood

I have good neighbors who watch out for me

I have adults outside of school who are good role models to me

I have support from adults outside of school other than my parents

SCALE: 0 Not at all or rarely   1 Somewhat or sometimes   2 Very or often   3 Extremely or Almost Always

<b>MIDDLE SCHOOL</b>	
I have a safe neighborhood	2.58
I have adults outside of school who are good role models to me	2.43
I am developing respect for other people	2.24
I have support from adults outside of school other than my parents	2.19
I have good neighbors who help watch out for me	2.16
I am involved in a sport, club, or other group outside of school	2.06
I am given useful roles & responsibilities	1.77
I am involved in creative things such as music, theater, or art	1.39
I am helping to make my community a better place	1.36
I am serving others in my community	1.15
I am involved in a religious group or activity	1.04

SCALE: 0 Not at all or rarely   1 Somewhat or sometimes   2 Very or often   3 Extremely or Almost Always

<b>HIGH SCHOOL</b>	
I have a safe neighborhood	2.56
I have adults outside of school who are good role models to me	2.31
I am developing respect for other people	2.23
I have support from adults outside of school other than my parents	2.13
I am involved in a sport, club or other group outside of school	2.05
I have good neighbors who help watch out for me	1.95
I am given useful roles & responsibilities	1.76
I am helping to make my community a better place	1.27
I am serving others in my community	1.24
I am involved in creative things such as music, theater, or art	1.21
I am involved in a religious group or activity	.85

SCALE: 0 Not at all or rarely    1 Somewhat or sometimes    2 Very or often    3 Extremely or Almost Always

## **ASSOCIATIONS BETWEEN DFC CORE DATA WITH DEVELOPMENTAL RELATIONSHIPS, AND DEVELOPMENTAL ASSETS**

### **30 day use with DR, DR elements and DAP**

FINDINGS: Having stronger Developmental Relationships and Developmental Assets (i.e. strong connections) appear to have an overall association with reduced 30-day substance use

### **Perception of Harm with DR, DR Elements, DAP**

FINDINGS: On average, youth who experience higher levels of DR were also more likely to have higher perceptions of harm

### **Perception of Parent Disapproval with DR, DR Elements, DAP**

FINDINGS: Stronger levels of DR and DA are associated with higher levels of parental disapproval

### **Perception of Peer Disapproval with DR, DR Elements, DAP**

FINDINGS: DR and DA have a clear impact on peer disapproval.

## SUMMARY

- High perceptions of harm are significantly associated with lower levels of substance use
- High perceptions of parental disapproval are significantly associated with lower levels of substance use
- High perception of peer disapproval are significantly associated with lower levels of substance use

Youths' perception of disapproval from their peers were associated with lower rates of 30-day use for all substances with the exception of prescription drugs.

The Developmental Relationships and Developmental Assets appear to have an overall association with reduced 30-day substance use

On average, youth who experience high levels of Developmental Relationships were also more likely to have high perceptions of harm from using these substances

Stronger levels of Developmental Relationships and Developmental Assets are associated with higher level of parental disapproval about the use/abuse of these substances

Youths' peers are particularly influential when it comes to their decision to use (or abstain from) these substances, as well as their attitudes toward how harmful these substances are

## **How are we utilizing this data?**

- Provide education on developmental relationships to our families, educators, students, and our community members
- Build stronger developmental relationships within our school and greater community
- Put interventions into place to make our schools even more safe and supportive environments by listening to student voice
- Baseline data to help measure the effectiveness of our SEL and Equity practices
- Assist with prevention prioritization
- Inform sector & community practices that engage, support, and empower youth