



2019 Youth Risk Behavior Survey Highlights

**Presentation to the Substance Misuse and
Prevention Oversight and Advisory Council**

Presented by Kristen Murray and Jennifer Hicks

January 27, 2020

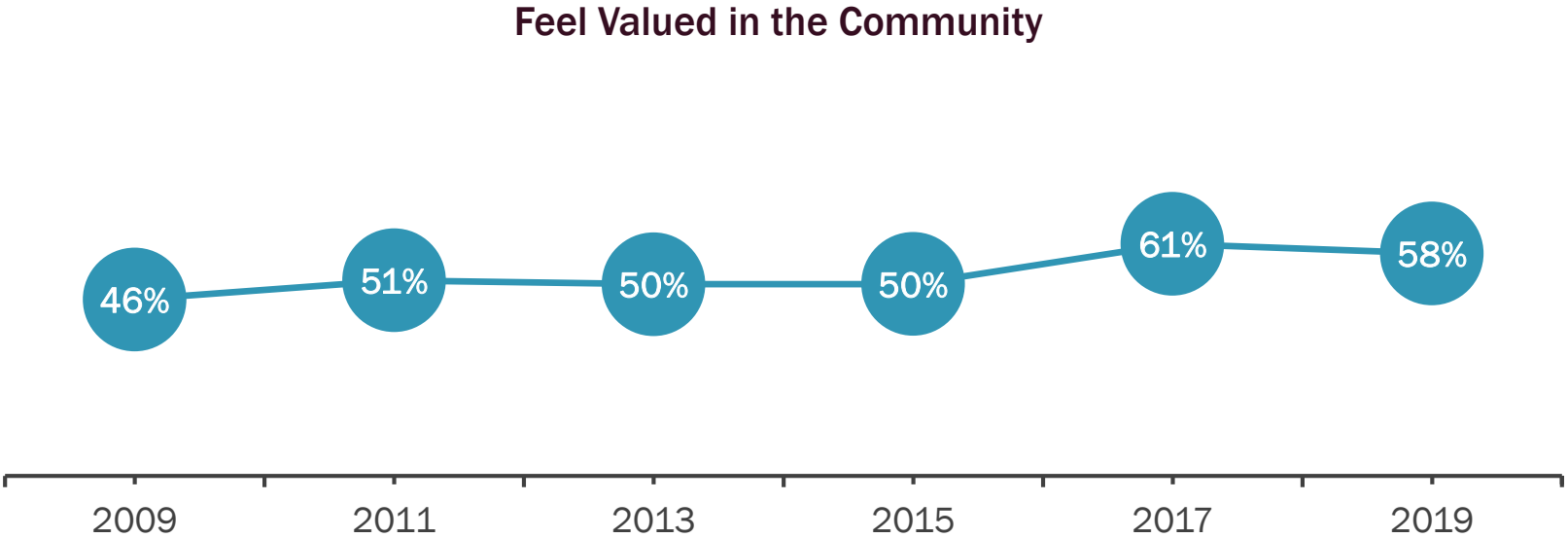
The Youth Risk Behavior Survey (YRBS)

- A national, school-based survey
Implemented in cooperation with CDC and
VT Agency of Education
- To monitor health risk behaviors and protective factors
- Survey of High School and Middle School students
- Conducted in spring semester of odd years since 1993

Protective Factors / Resilience

Protective factors are individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events.

A Majority of Students Feel Valued in Their Community

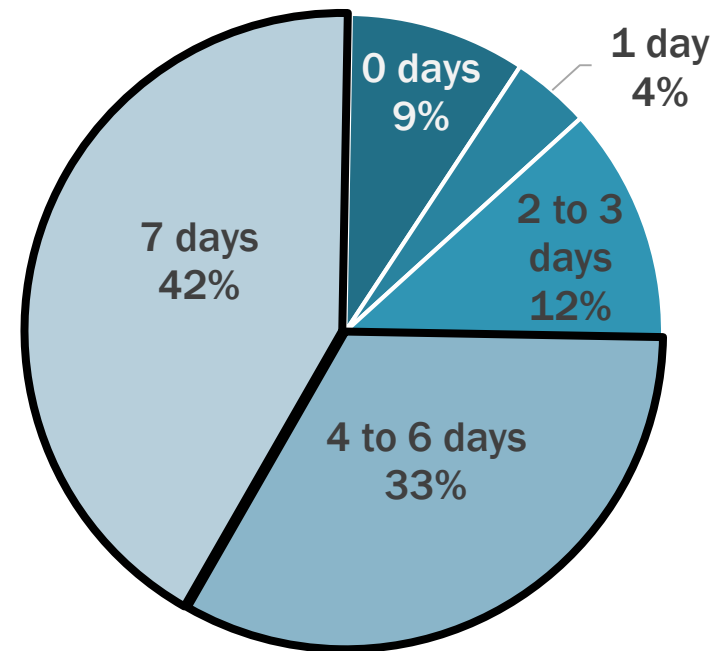


Family Engagement

Three out of four students eat dinner with a parent at least four times a week.

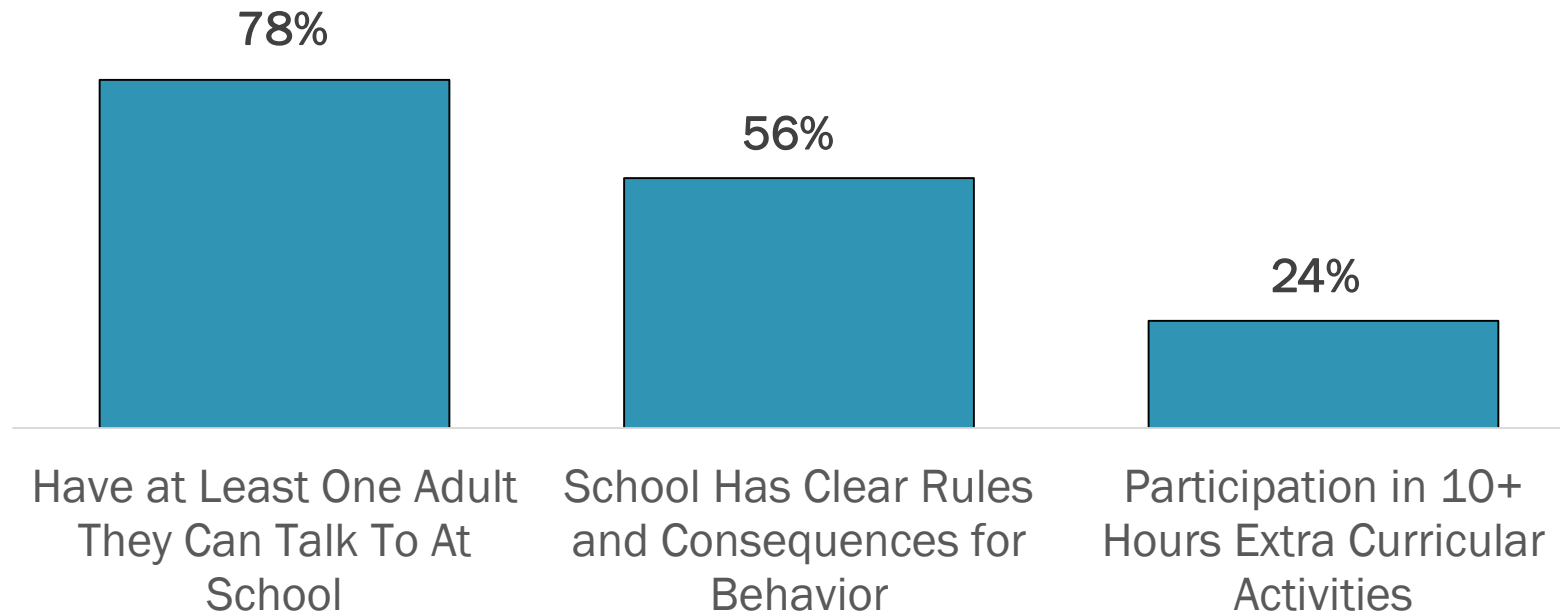
4% of students slept away from home recently because they ran away, were abandoned, or their parents kicked them out.

Number of Days Ate Dinner With Parents, Past Week



School Engagement

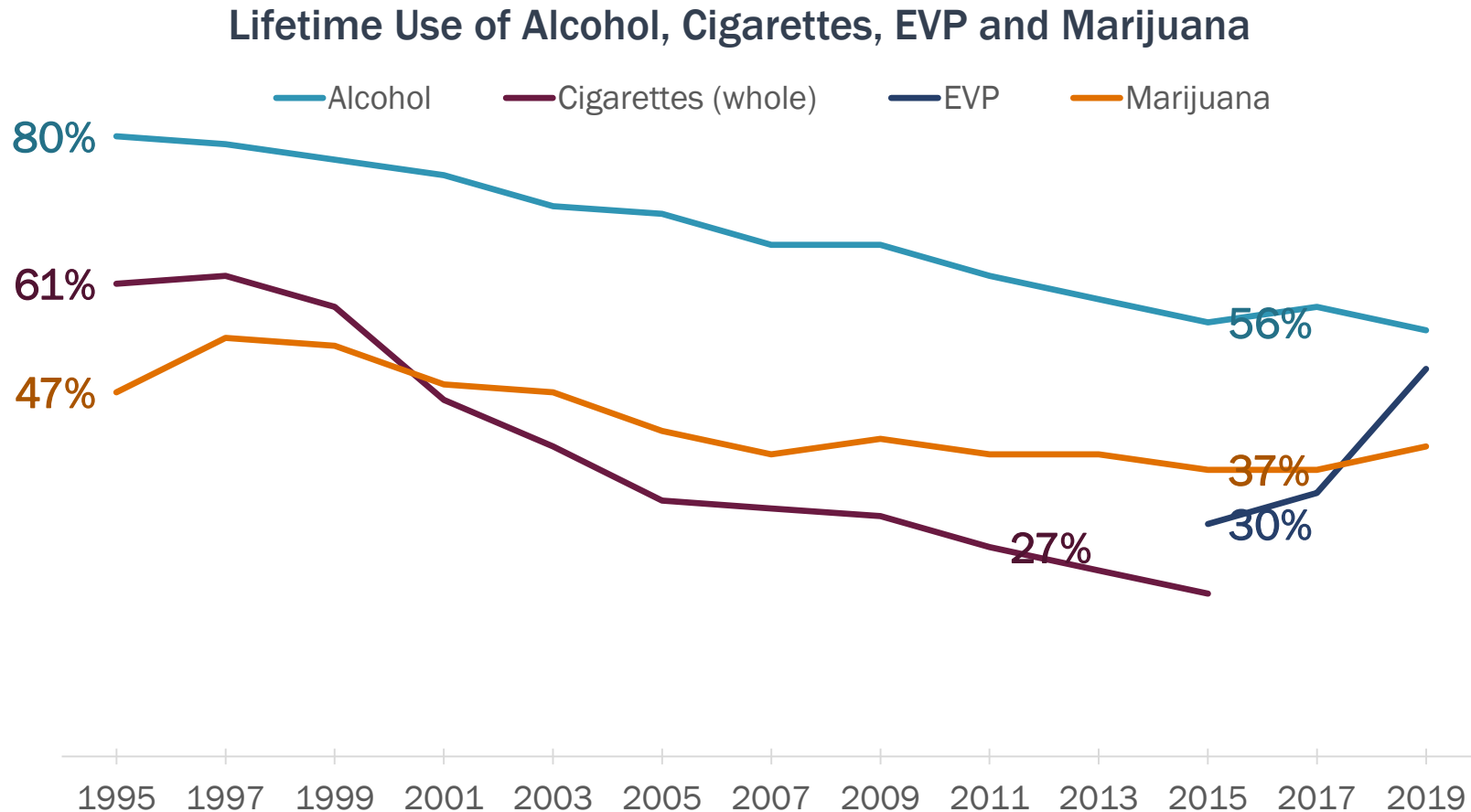
Most students have a trusted adult they can talk to if they have a problem.



Substance Use

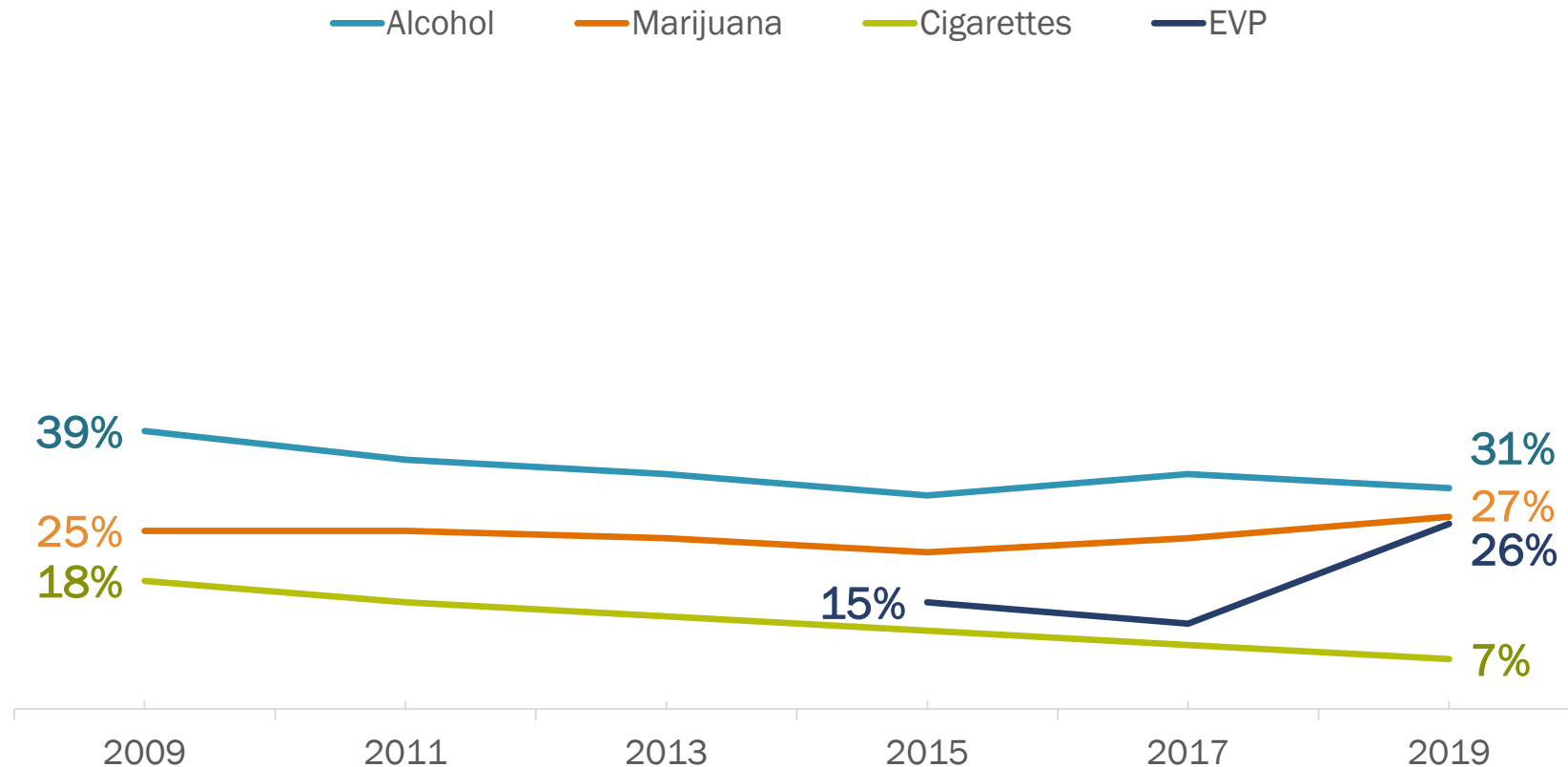
Alcohol, Tobacco, Marijuana and Other Substances

Students who have EVER used alcohol, cigarettes, or marijuana has significantly decreased.



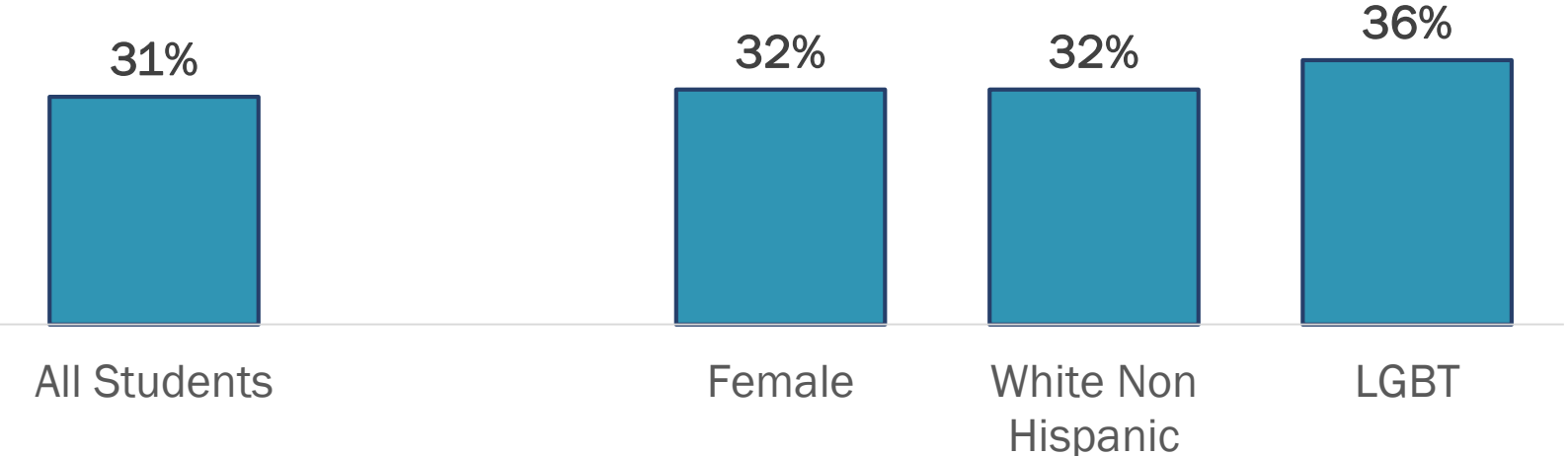
Current use of alcohol and cigarettes use has significantly decreased over the past decade; marijuana use remains stable.

Past 30 Day Alcohol, Marijuana, Cigarette, and EVP Use



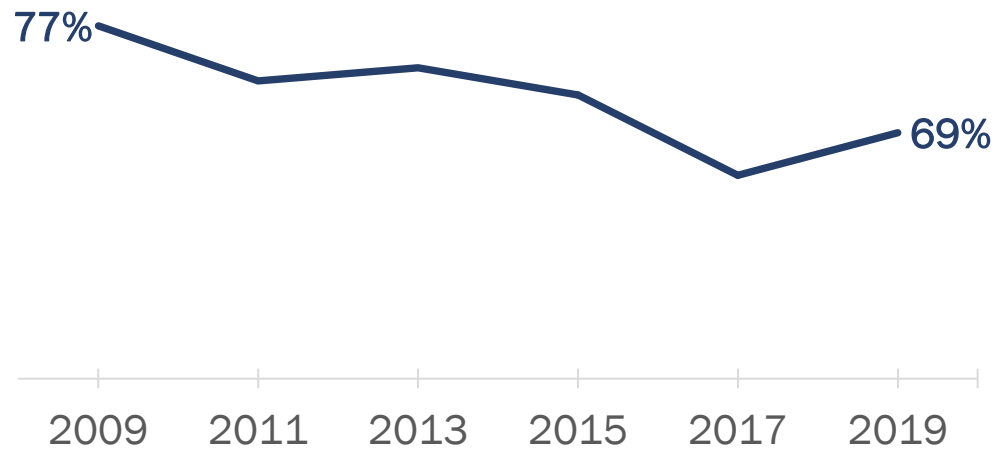
Three in ten high school students drank alcohol during the past 30 days; half as many binge drank.

Drank Alcohol in Past 30 Days

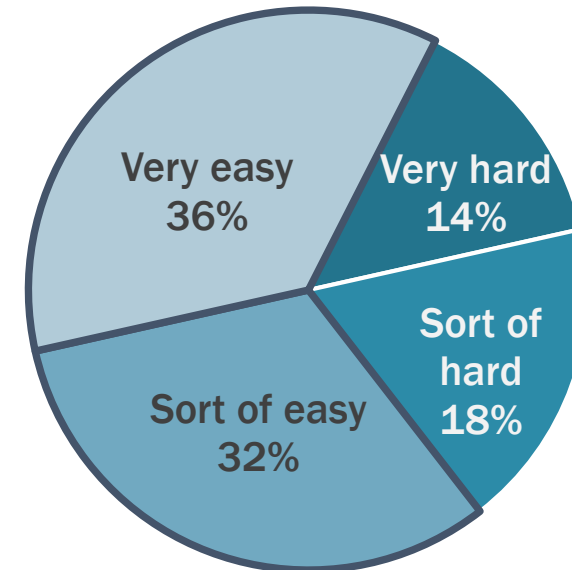


Seven in ten students believe their parents would think it is wrong for them to use alcohol; two-thirds think alcohol would be easy to get.

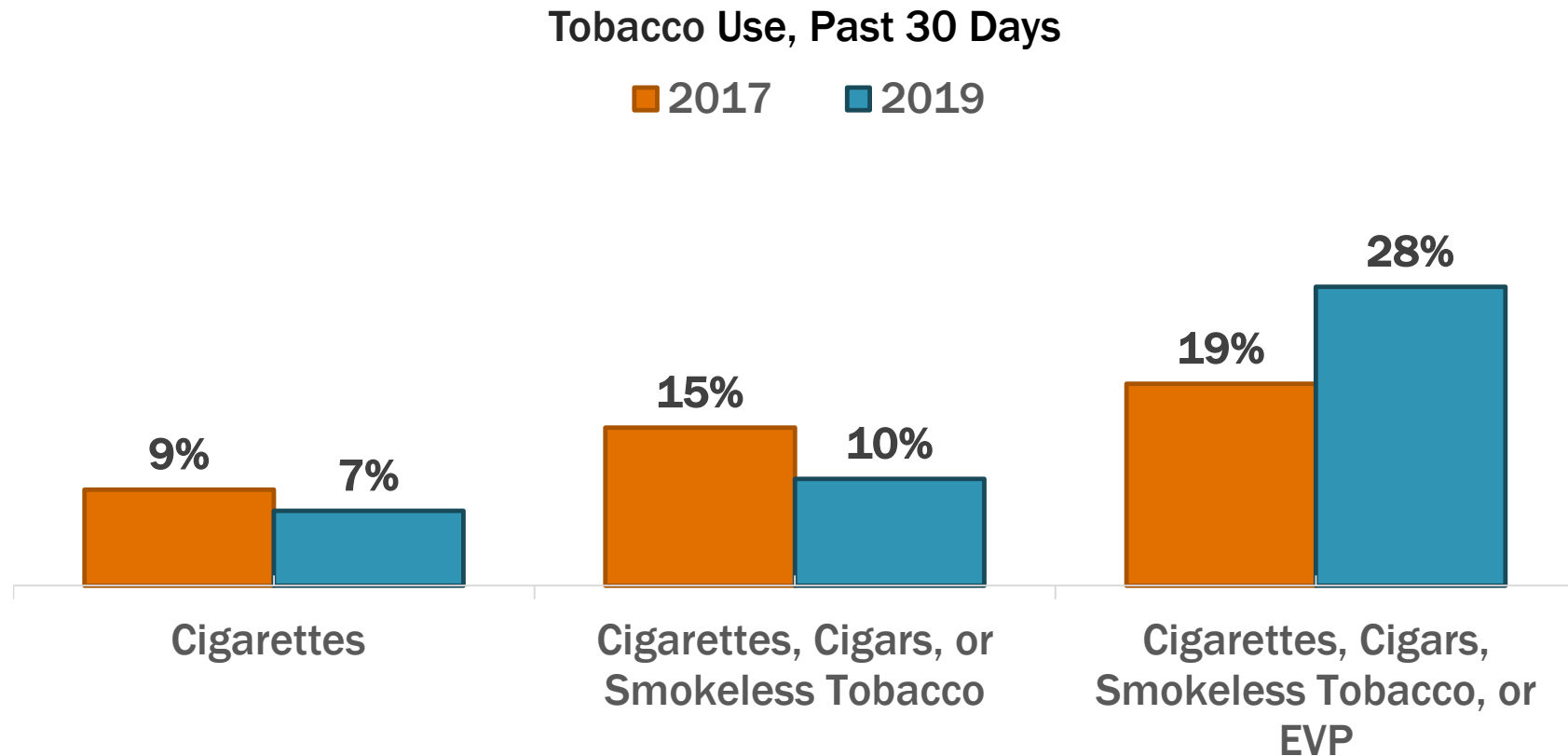
Perceived Parental Perceptions of Alcohol Use as Wrong or Very Wrong



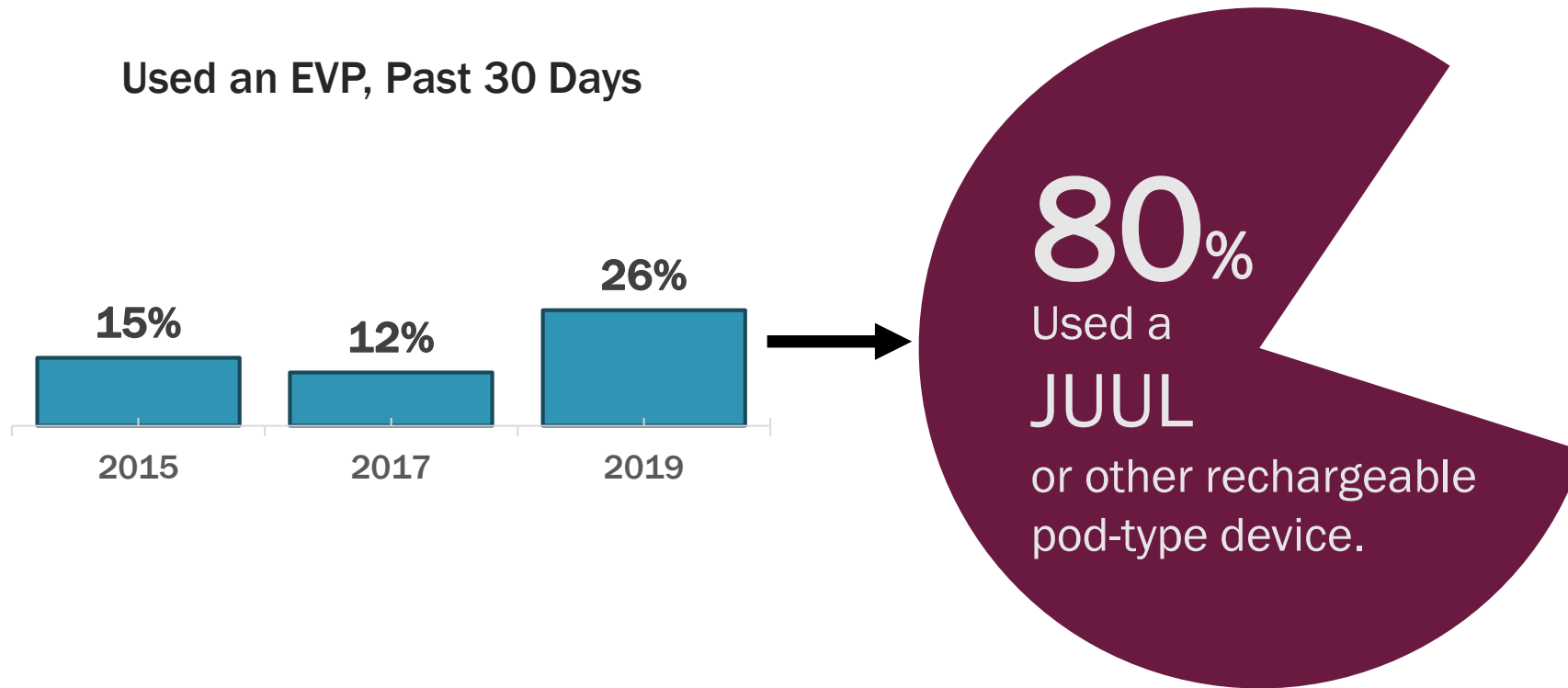
Perceived Access to Alcohol



Cigarette use has declined; EVP use is increasing significantly.

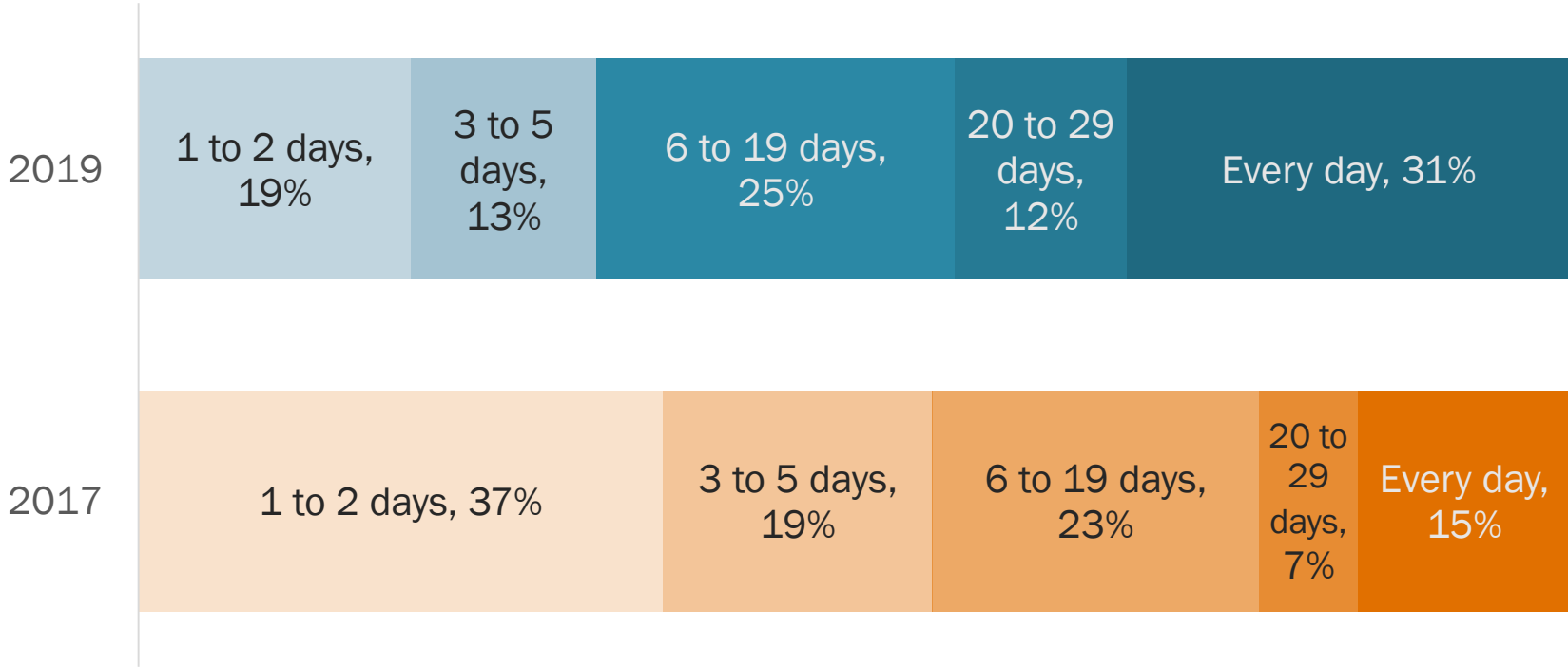


EVP use more than doubled; Most EVP use is JUUL or similar product.



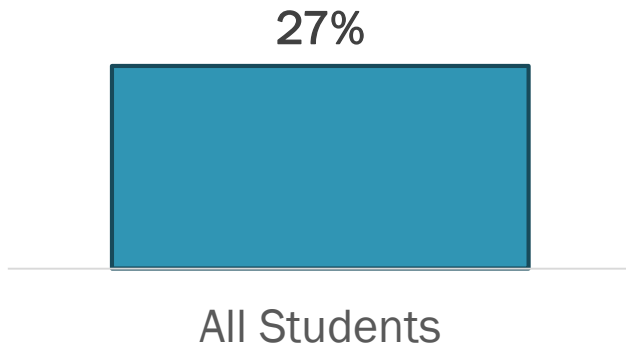
Twice as many teens are using EVP every day.

Days Used EVP, Among Current Users

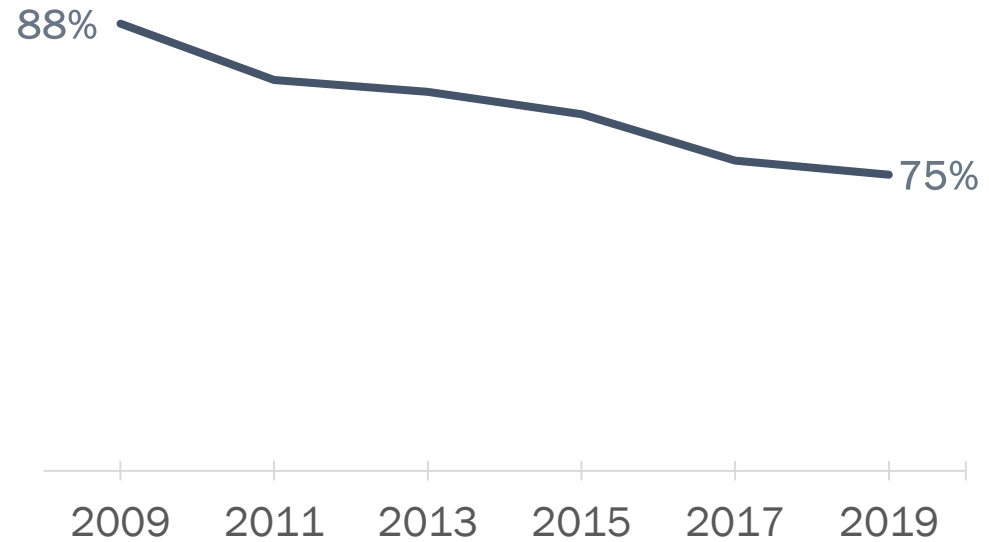


More than one in four students recently used marijuana.

Used Marijuana in Past 30 Days



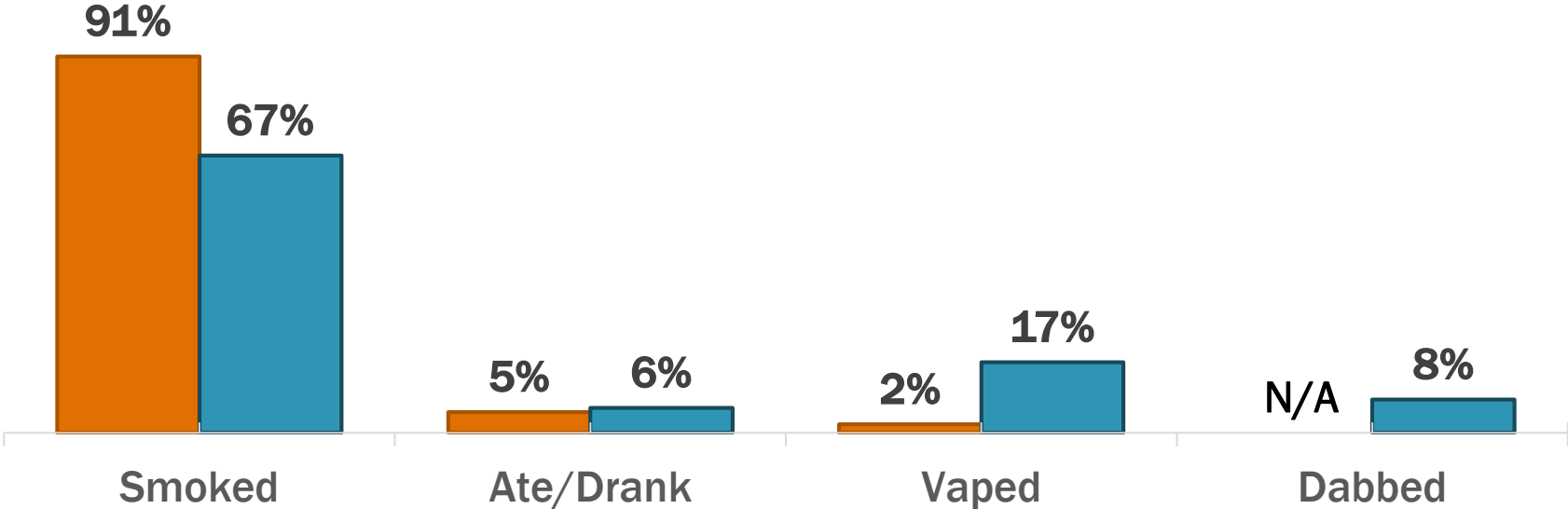
Perceived Parental Perceptions of Marijuana Use as Wrong or Very Wrong



Vaping marijuana was 8 times higher in 2019.

Primary Methods Used to Consume Marijuana, Among Current Users

2017 2019



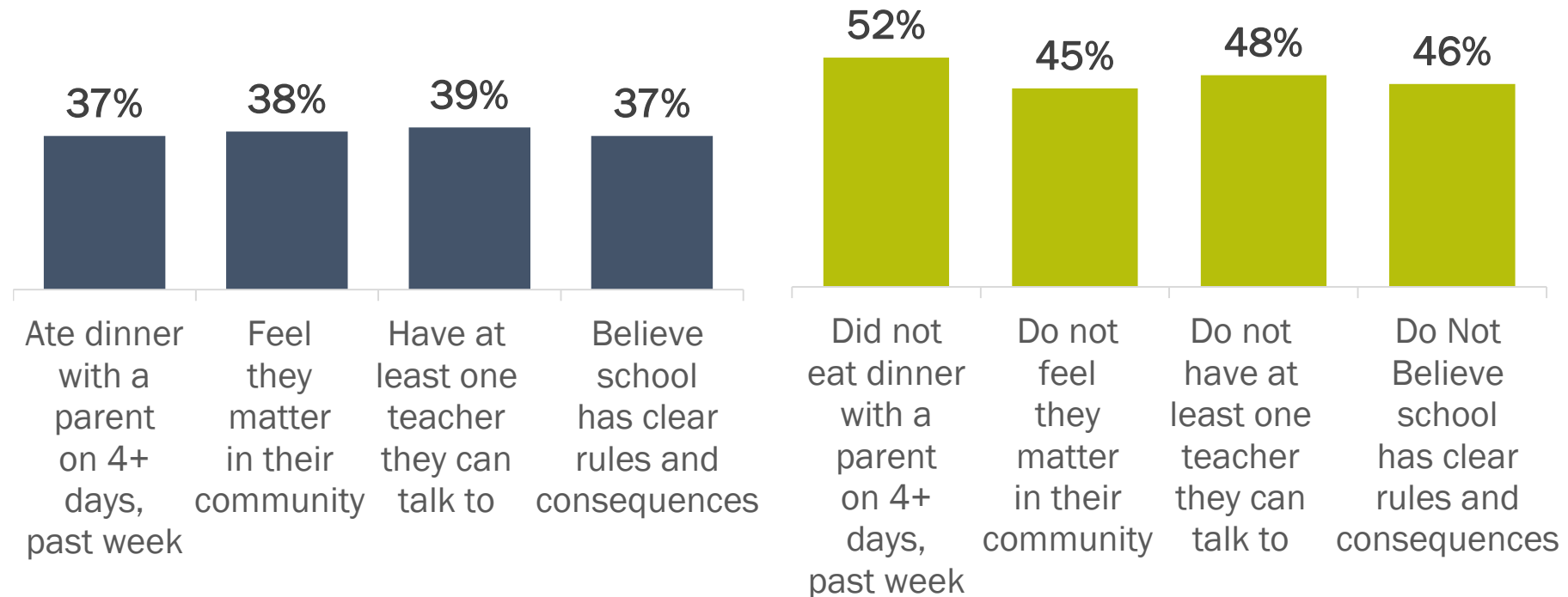
NOTE: In 2019 dabbing was added as a response option.

Resilience and Substance Use

High school students who feel supported at home, in school and in their community are less likely to use substances.

Students with protective factors report with less substance use.

Percent of Students With and Without Specific Protective Factors Who Report Recent Substance Use[†]





Thank you!

Let's stay in touch.

Email: kristen.murray@vermont.gov

Web: www.healthvermont.gov

Social: @healthvermont



Helping Youth Succeed: Prevention, Belonging, and Vermont's Third Space Network

Holly Morehouse, Vermont Afterschool
hollymorehouse@vermontafterschool.org

Sara Chesbrough, VT Dept of Health
sara.chesbrough@vermont.gov



Vermont Afterschool

Statewide nonprofit since 2009
Large network of partners
VT9to26 Coalition
Multiple state agencies and private funders

■ Our Team

- Social Emotional Learning Specialist
- Program Quality Coach
- Prof Development Leader
- Youth Voice Coordinator
- Research Analyst
- Communications Coordinator
- Public Health and Community Development Specialist
- Policy and Systems Expert

■ What We Provide

- Training and Technical Assistance
- Coaching Strands
- Positive Youth Development, Resilience, Youth Voice
- Social Emotional Learning and Trauma Informed Practice
- Program start-up and sustainability
- Program quality improvement processes and tools

Vermont Department of Health Division of Maternal & Child Health

Our vision: Strong, healthy families power our world.

Our mission: We invest in people, relationships, communities and policies to build a healthier Vermont for future generations.

Guiding Principles:

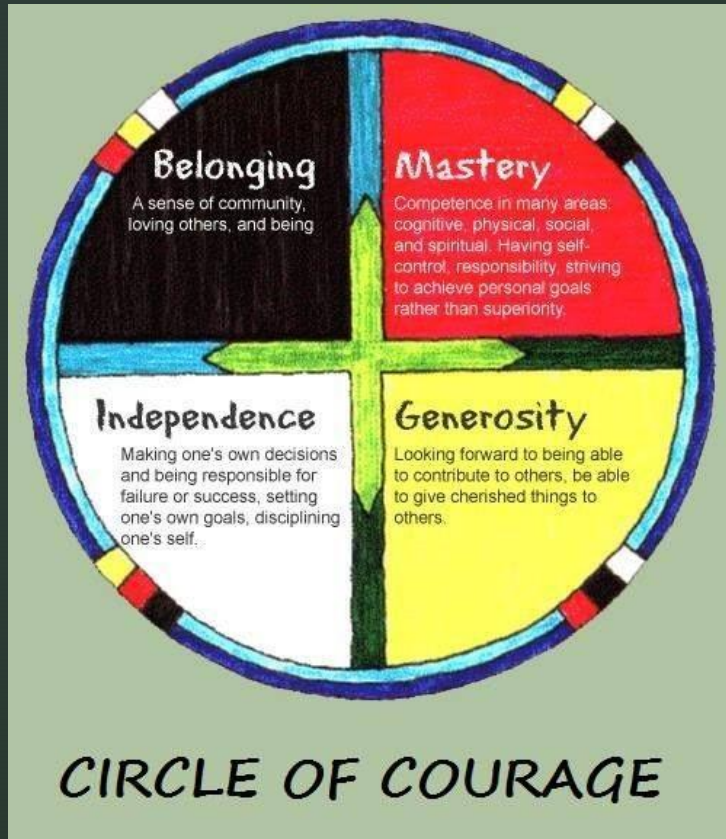
- Strengths-based approach
- Two-generation framework
- Partnership with state agencies, health care providers, human service organizations, families

Performance Measures across the lifespan:

- Women's and Maternal Health
- Perinatal and Infant Health
- Children with Special Health Needs
- School Age and Adolescent Health



Circle of Courage model



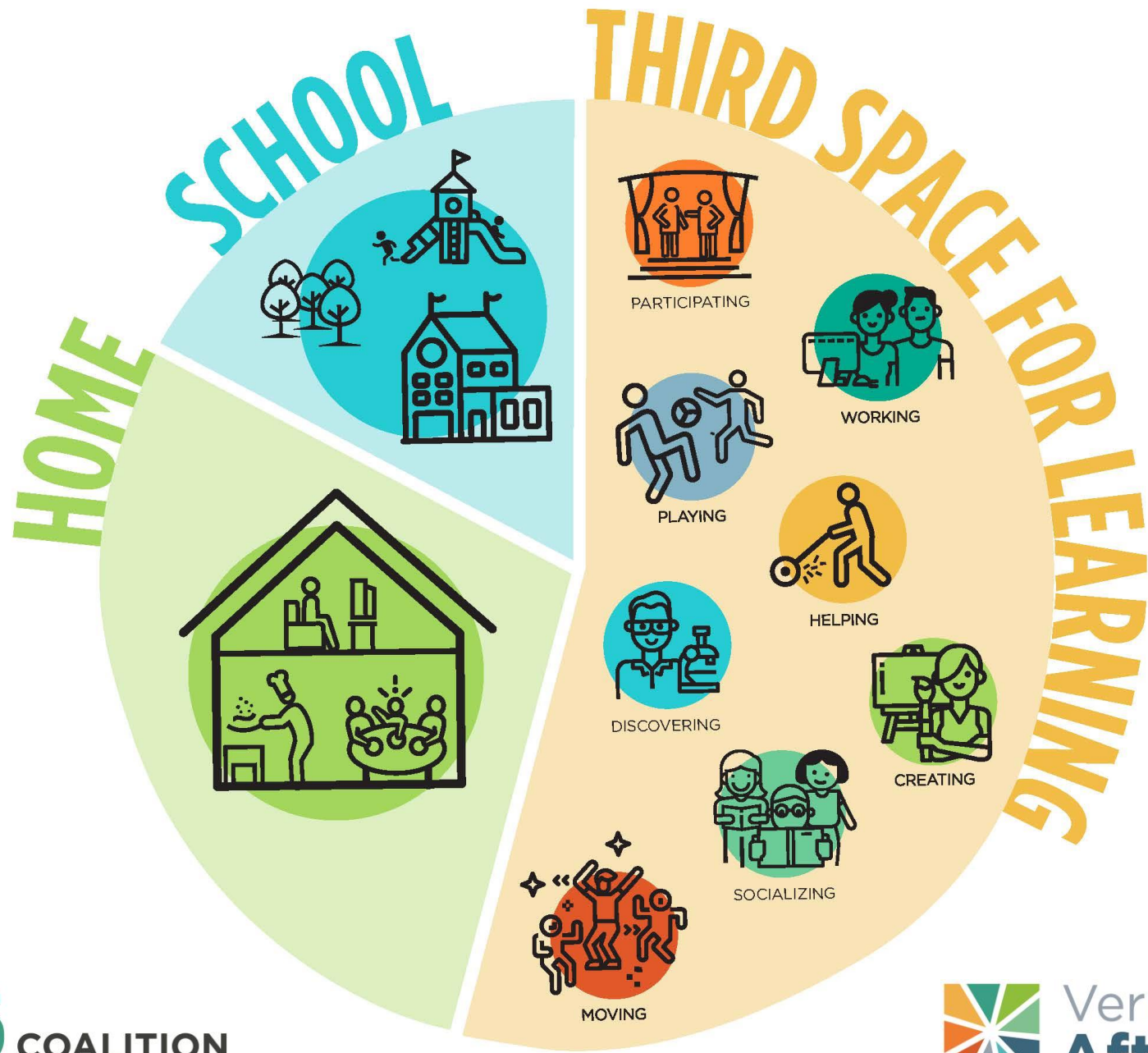
Generosity – The opportunity to show respect and concern

Mastery – The opportunity to solve problems and meet goals

Belonging – the opportunity to establish trusting connections

Independence – The opportunity to build self-control and self-respect

SOURCE: Martin Brokenleg and Larry Brendtro



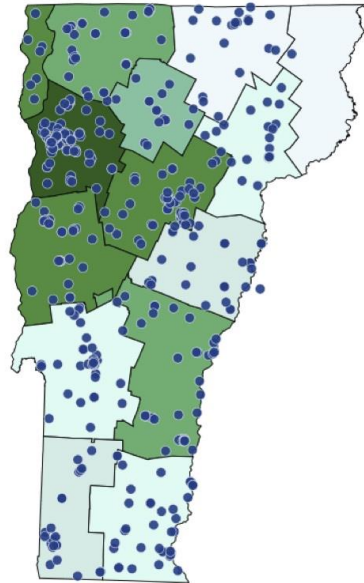
Expanded Learning Opportunities (ELO) Legislative Working Group

- Under Vermont's PreK-16 Council
- Charged with investigating equity and access to afterschool and summer learning programs
- Charged with coming up with recommendations on a state approach to address gaps

Three Reports:

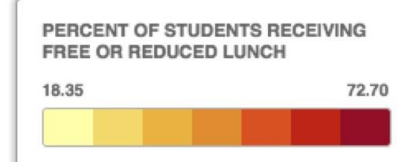
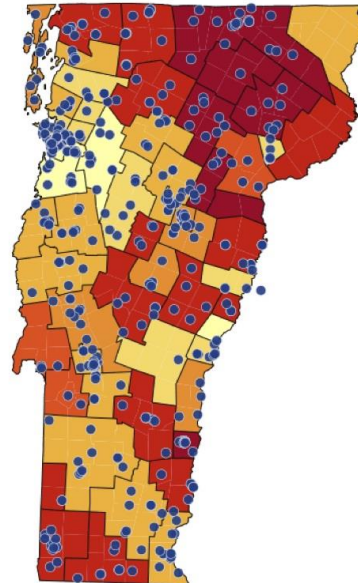
- Every Hour Counts (Dec 2014)
- Closing the Gap (Nov 2015)
- All Learning Counts (Dec 2015)

Expanded Learning Opportunities: Locations and Median Family Income by county



view online: <http://goo.gl/HBAZ7i>

Expanded Learning Opportunities: Locations and Low Income Students by supervisory union



view online: <http://goo.gl/KaYdV9>

Median Family Income is from 2010 US Census Data.

Free and Reduced Lunch Data is for the 2012-13 school year, obtained from the VT Agency of Education Child Nutrition Programs Annual Statistical Report: http://education.vermont.gov/documents/EDU-Child_Nutrition_2013_Eligibility_Report.pdf

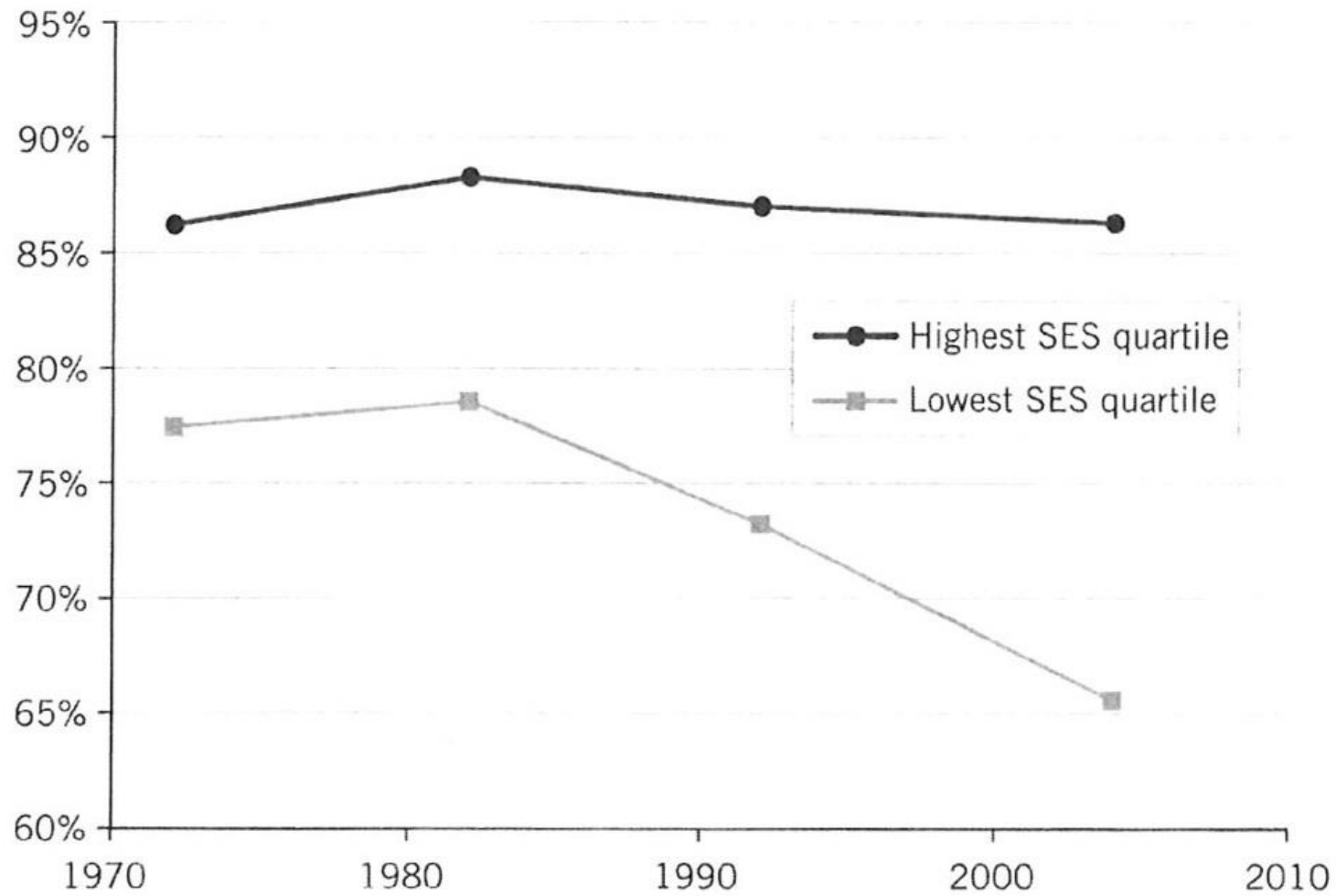


Vermont's Opportunity Gap

More than 21,000 Vermont kids are enrolled in afterschool, but **22,000** are waiting for an available program



Figure 4.3: Growing class gap in participation in school-based extracurriculars, 1972–2002



Sources: National Longitudinal Study of 1972, High School and Beyond (1980), National Education Longitudinal Study of 1988, Education Longitudinal Study of 2002.

Income Gaps

Peak Hours

On school days, the hours between 3-6pm are the peak hours for youth to commit crimes, be in or cause an automobile accident, be victims of crime, smoke, drink alcohol, or use drugs.

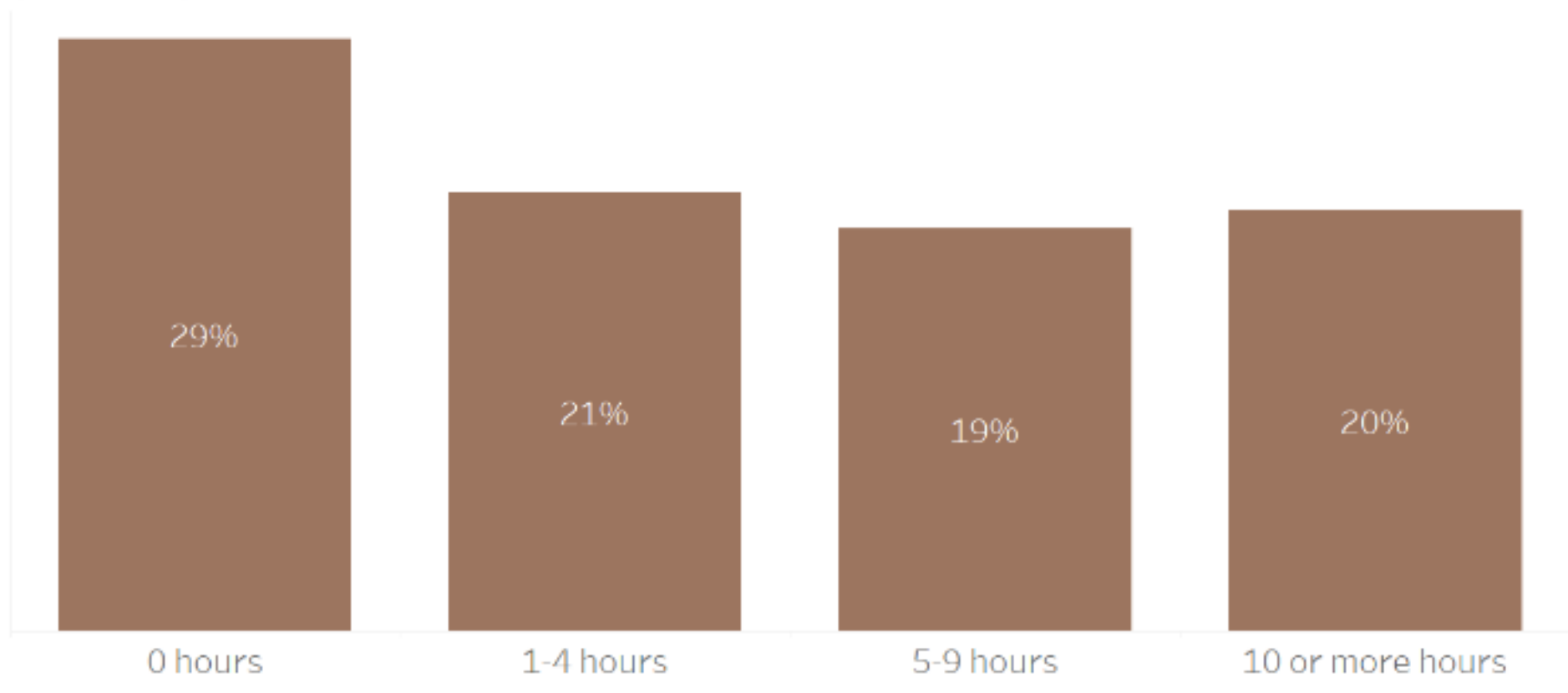




Protective Factors

- Afterschool programs reduce substance abuse through the development of protective or resiliency factors such as school connectedness, self-control, self-confidence, and quality peer relationships
- Quality afterschool programs also provide trauma-informed practices that offset the impact of Adverse Childhood Experiences (ACEs). Addressing the impact of ACEs in turn reduces development of substance use disorders and other future health concerns.

Percent of VT high school students who use marijuana by hours of participation in afterschool activities (YRBS 2017)

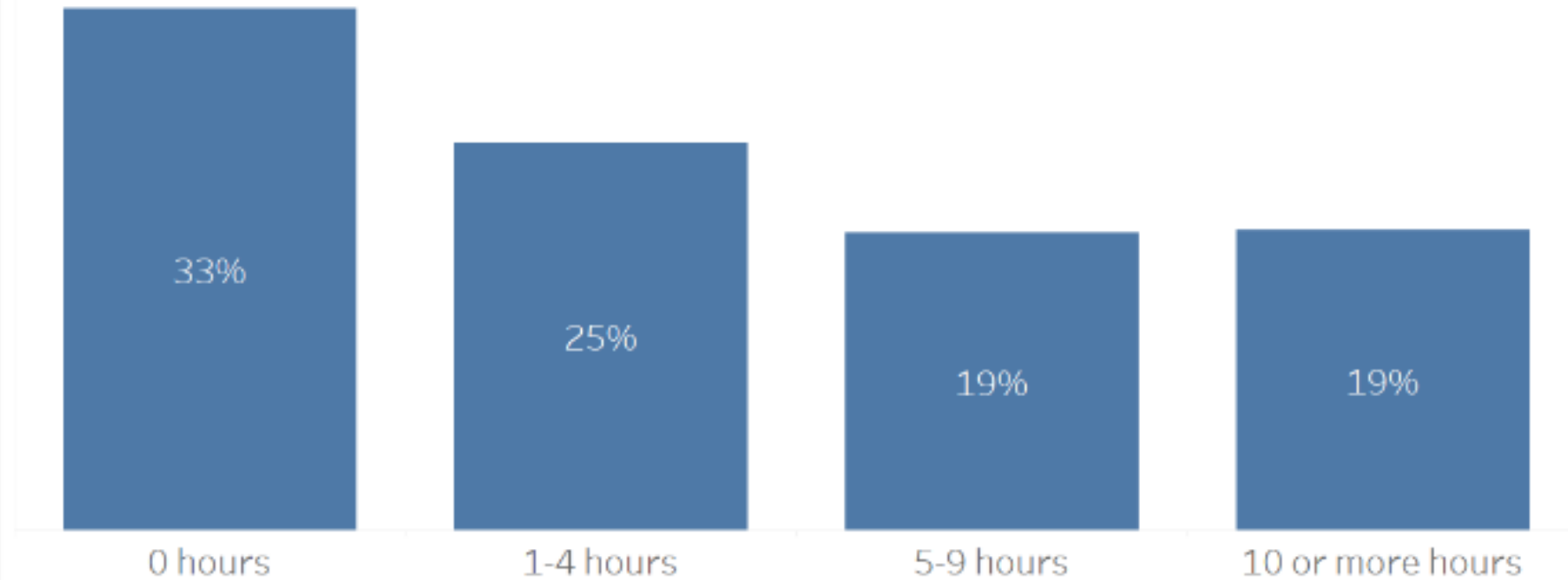


Caption

Percentage of students who currently used marijuana (one or more times during the 30 days before the survey)

19,916 high school students responded to both questions
Youth Risk Behavior Survey, 2017 | Data provided by the CDC

Percent of VT high school students who reported feeling sad or hopeless almost every day for at least two weeks by hours of participation in afterschool activities (YRBS 2017)

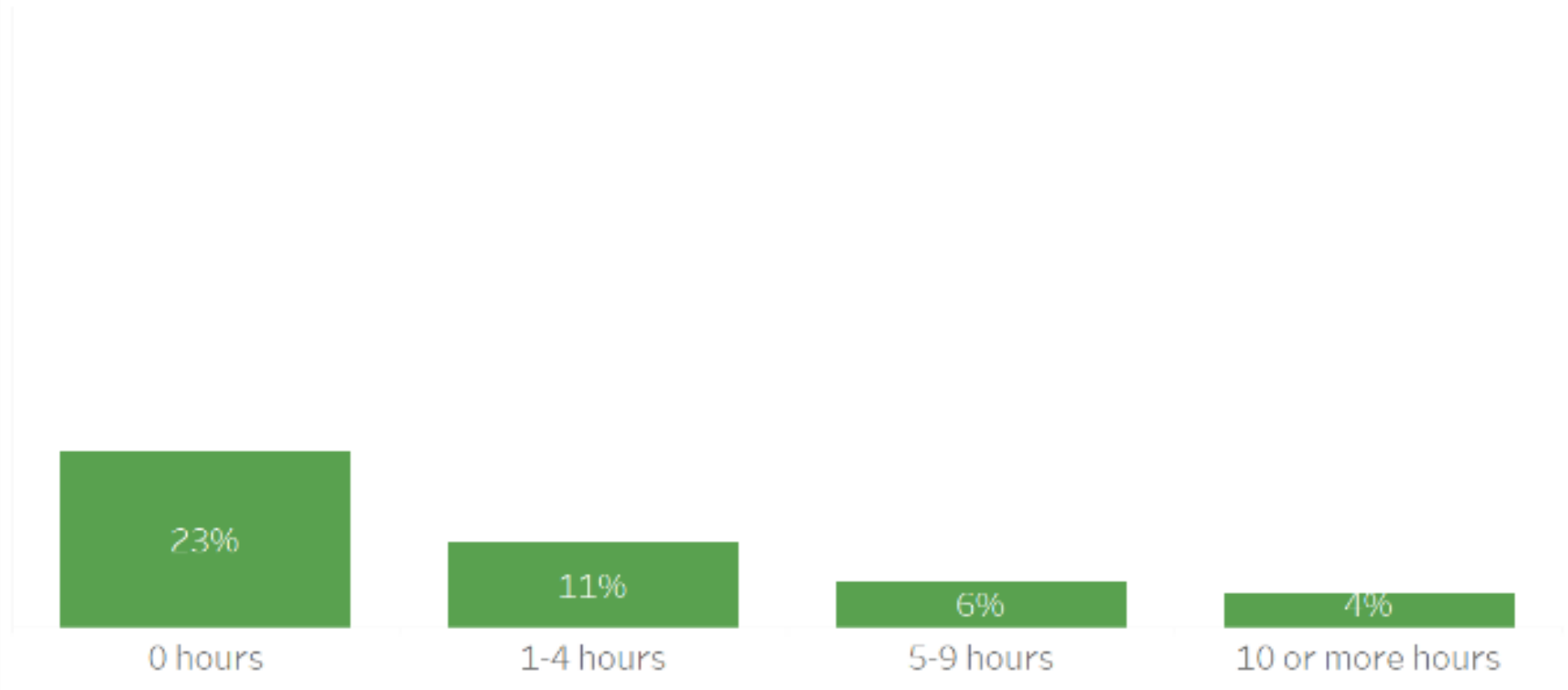


Caption

Percentage of students who felt sad or hopeless (almost every day for ≥ 2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey)

20,013 high school students responded to both questions
Youth Risk Behavior Survey, 2017 | Data provided by the CDC

Percent of VT high school students did not participation in one hour of physical activity any day in past week by hours of participation in afterschool activities (YRBS 2017)

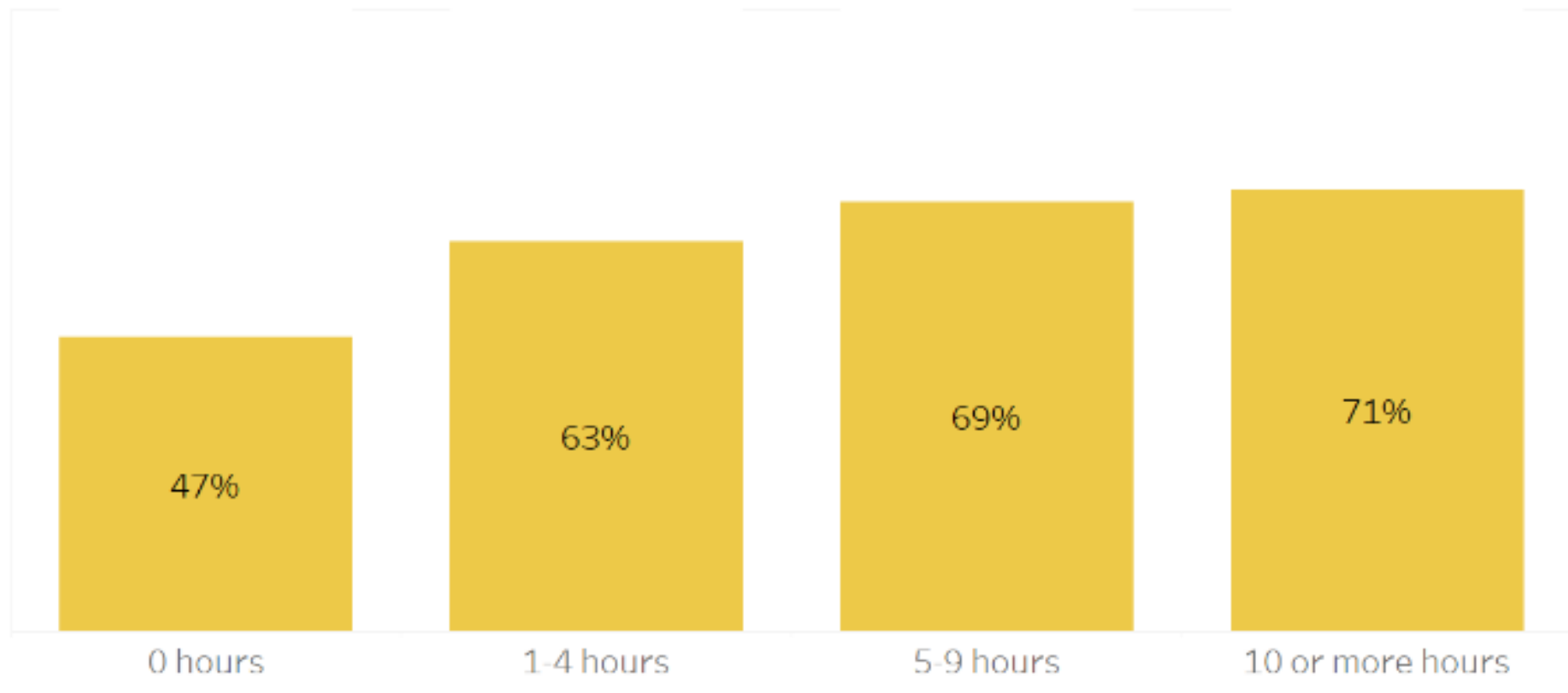


Caption

Percentage of students who did not participate in at least 60 minutes of physical activity on at least 1 day (in any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey)

19,895 high school students responded to both questions | Youth Risk Behavior Survey, 2017 | Data provided by the CDC

Percent of VT high school students who feel they matter to people in their community by hours of participation in afterschool activities (YRBS 2017)



Caption

Percentage of students who strongly agree or agree that in their community they feel like they matter to people

20,009 high school students responded to both questions | Youth Risk Behavior Survey, 2017 | Data provided by the CDC

Harrastushaku.fi

Mahdollisuuksia hulluuteen asti.

Helsinki

Finland's Focus on Youth Rights, Youth Workers, and the Third Space

- Built the Field of Youthwork
- Investment in Third Space
- Youth Centers and Hobbies
- Youth Policies and Youth Law
- Youth Voice at Every Level
- Create Engaged Citizens



Vermont youth have the right
to express your self through feelings speech clothing actions
Creativity and more

- 10 Vermont youth have the right to have support ^{and edu.} from friends family and community
- Vermont youth have the right to have access to healthy food and water
- Vermont youth have the right to connect to each other through technology ^{transportation}
- Vermont youth have the right to be respected and heard
- Vermont youth have the right to be engaged in community
- Vermont youth have the right to a respected voice in making decisions that effect how we live.

VT9T026 COALITION

We make Vermonters here.

- If you grow up in Vermont, you can be ready for anything.
- Our young people will make Vermont better if we listen to and respect their voices.

Young people make a better Vermont.

- We value youth as they are. Just by being young people living here, they enrich our community.
- We can celebrate our young people being young and recognize the value of youth in our community.
- Young people are problem-solvers who are eager to be engaged.
- We have a collective responsibility to ensure that all young Vermonters are safe, healthy, supported, educated, and engaged.

Youth want and need what we all want and need.

- Vermont youth know what they need. We should listen to them and work with them to provide real opportunities for them to lead.
- We have the Youth Declaration of Rights as a starting point. Vermont youth have told us what they need in this document.
- Young and old alike want to be successful and want and need to be loved and appreciated for who they are.
- Young and old alike need community connection, opportunities to learn, and access to recreation and other activities.
- Vermont youth have a right to explore interests, connect with each other and build skills, and these opportunities should exist throughout our community.

The “third space” is where youth live, work, and play.

- The third space for youth is everywhere that is not home and not school.
- Young people spend lots of time outside of their homes and outside of school. This “third space” is an important place for them to get what they need as they grow up.
- As we go about our lives, we can welcome youth as part of our communities and provide opportunities for them to learn new skills and to have opportunities to play, relax and be young.

We can work with youth to provide many opportunities for young people to be young and to grow into healthy and happy Vermonters.



Funded in part by: The Vermont Community Foundation, the C.S. Mott Foundation, and the Vermont Department of Health

For more information, contact Holly Morehouse at Vermont Afterschool:
hollymorehouse@vermontafterschool.org

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Helping youth succeed is about making sure that they have opportunities to be:

ACTIVE

ENGAGED

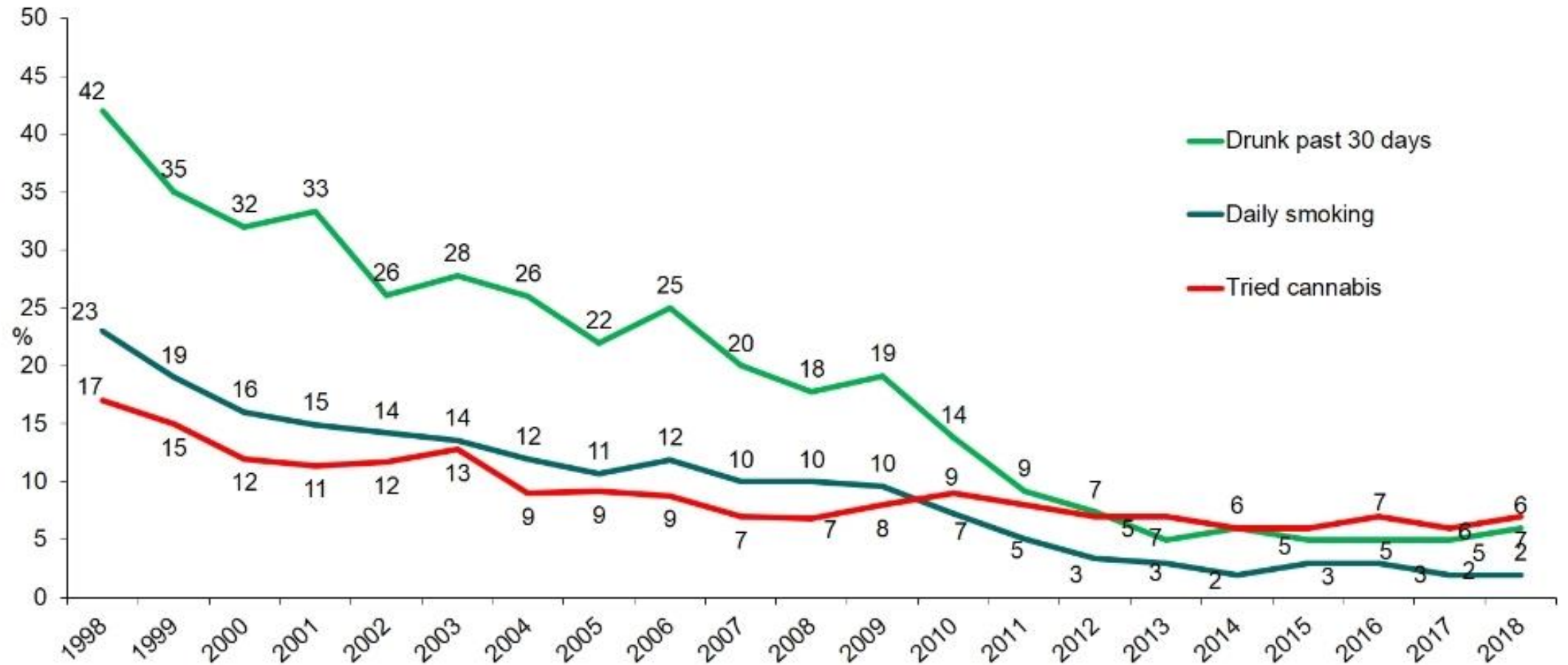
CONNECTED

HEARD



Positive development over 20 years (10th grade students)

Substance use in Iceland 1997-2018



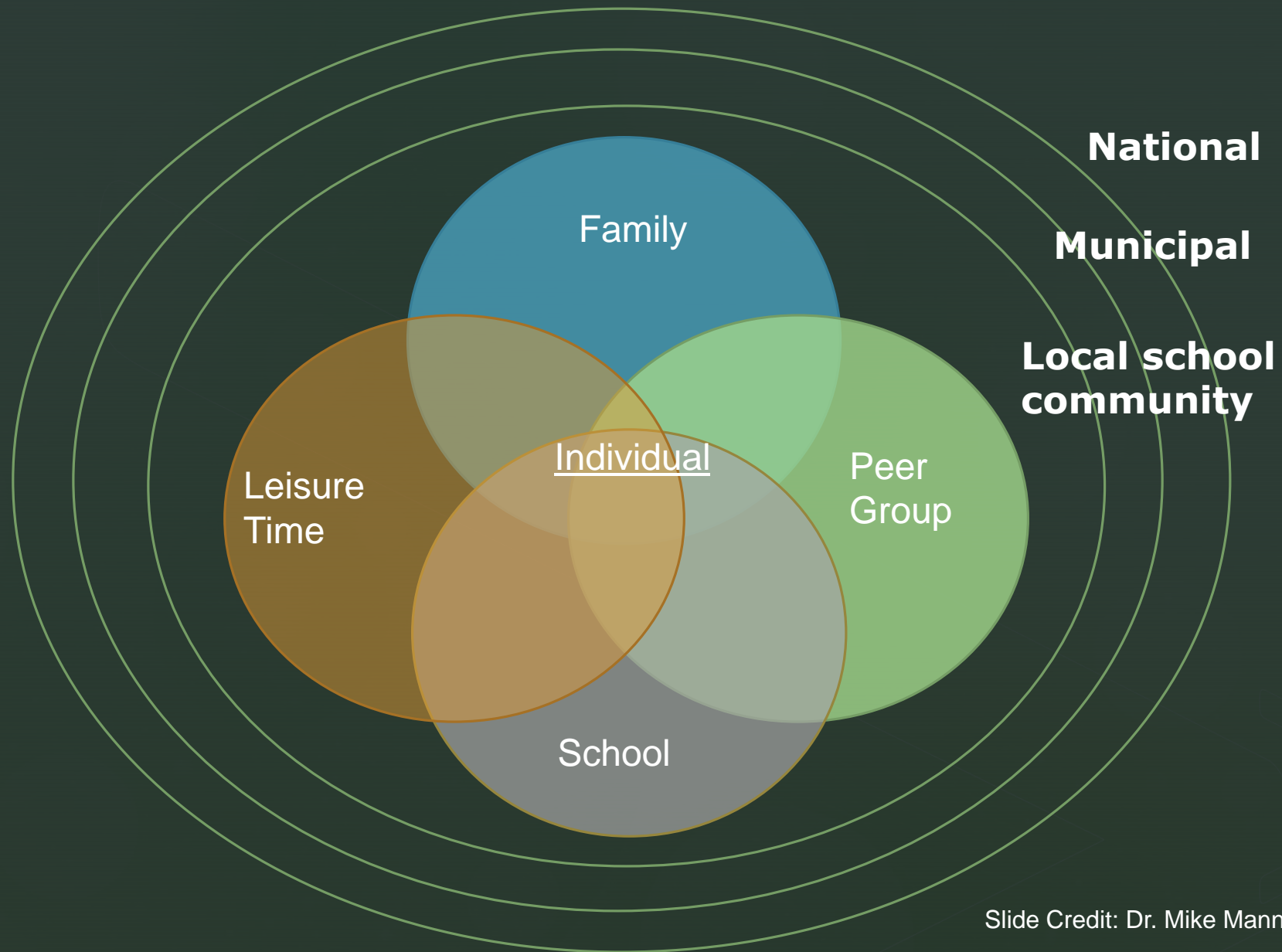


New Vision for Icelandic Society

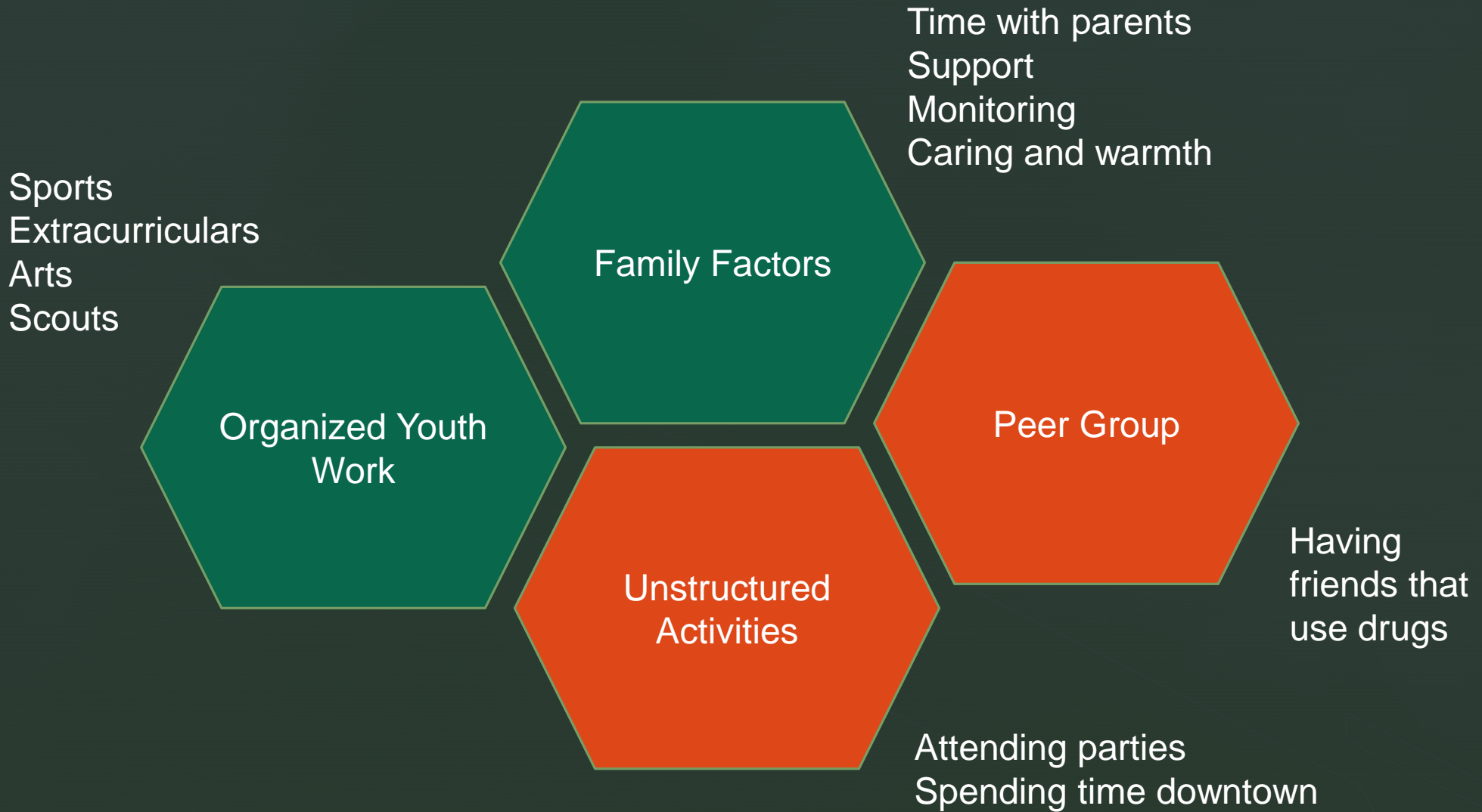
- Common agreement that young people have a right to grow up substance-free
- Parents connected with one another and engaged with their kids
- Keeping youth busy, active, and engaged
- Investment in leisure time, sports clubs, coaches, and the Leisure Card
- All levels of society united around this common vision
- 20-year journey informed by data and community involvement throughout



Icelandic Approach: Ecological domains of intervention focus

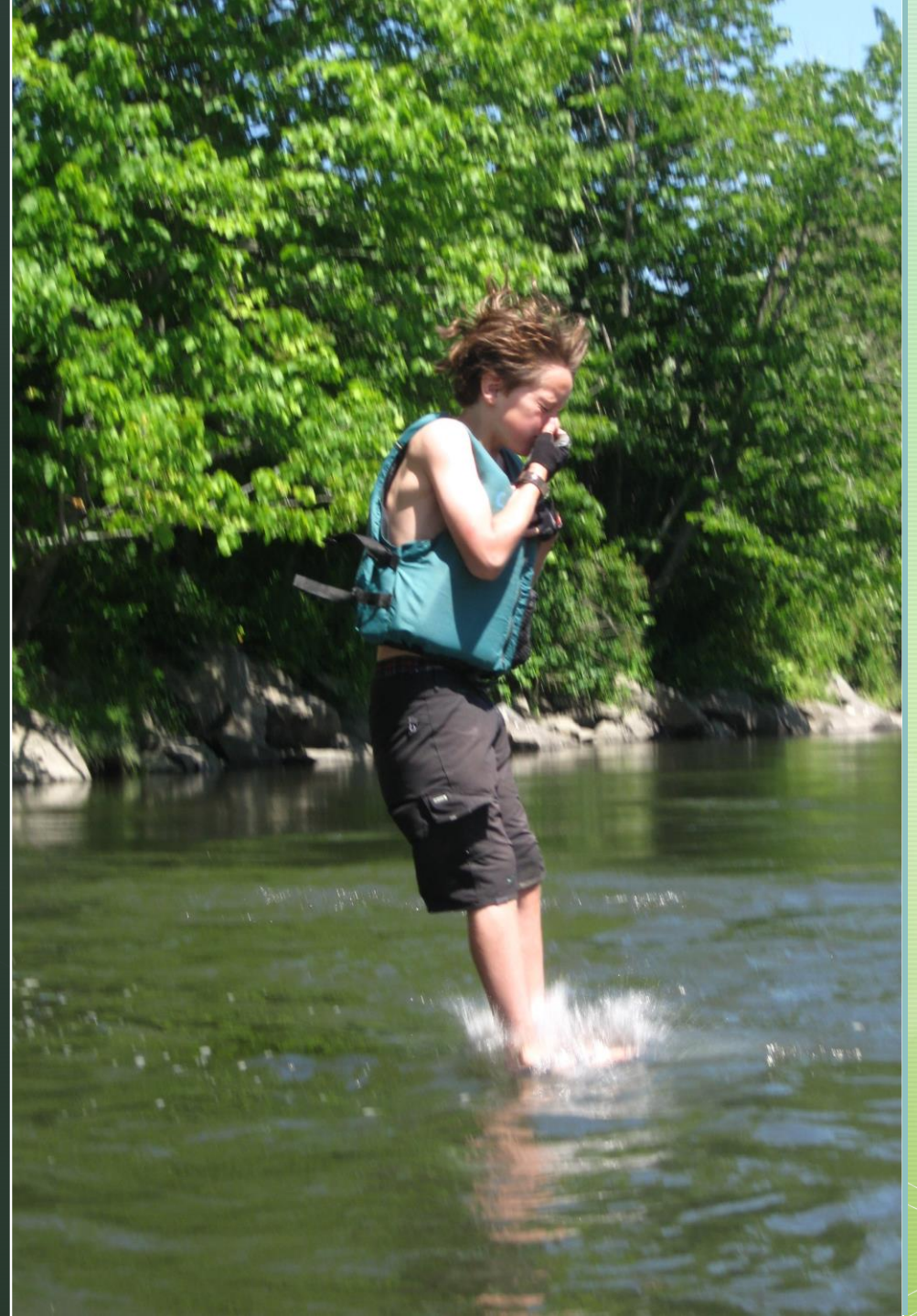


Risk and Protective Factors

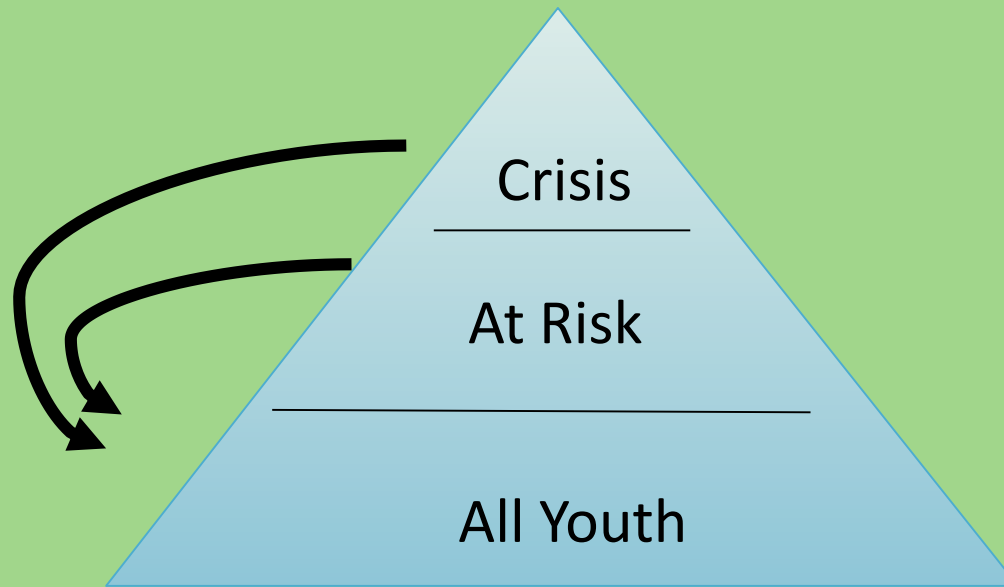


Instead of celebrating youth
who beat all the odds and
are able to swim successfully
upstream...

Let's change the current.



Focus on prevention efforts at the bottom of the pyramid and support systems and strategies that serve all youth



Vermont Youth Project

Planet Youth (Iceland)

Youth Voice (Finland)

Initiatives Already Working
Well in Vermont

Elements of a Vermont Model



Multiple domains – Family, School, Third Space



Focus on protective factors- connectedness, belonging, engagement, identity



Recognition that there is something different and special about this time in life



“Treat” the environment that young people are growing up in



Trained field of professionals specializing in youth



Grounded in the Rights of Youth



State leadership and investment



Outcome measures to drive community-wide change

VYP Year 1 Update



6 Communities participating



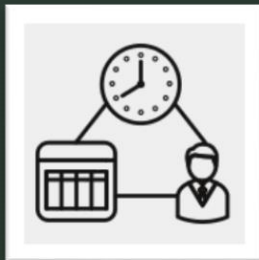
Survey in October and data received in December



25 attended data training in September



13 schools surveyed 7-12 graders with 82% participation rate overall



60 Attended Strategies Workshop in December



Community Meetings

Vermont Youth Project

KEY FINDINGS

- Substance use rates are relatively high, particularly cannabis use
- Parent and Family Engagement: parental collaboration and co-communication relatively low
- Perceptions: There is a culture of acceptance, particularly around alcohol and cannabis
- Third Space Activities: Unorganized free time (e.g. late outside hours) and lack of structured activities in out of school time is significant

Recent State Reports

- Advisory Council on Child Poverty and Strengthening Families
- Marijuana Commission
- Opioid Coordination Council



Afterschool for All Grant Program

Funding Priorities for the \$600k:

- Increase access for low-income children and youth;
- Create or expand options in underserved areas of the state;
- Serve adolescents and teenagers; and/or
- Foster skills in Science, Technology, Engineering, and Math (STEM).

- **101** Letters of Interest submitted in Spring 2019
- **30%** were to start new programs; **66%** were to expand existing programs
- Total Amount Requested by Letters of Interest is **\$5,451,587**

This is Doable

- Some things are really hard
 - Generational Poverty
 - Curing Addiction
 - Economic Development in Rural Areas
 - Demographic Challenges
- Creating programming and opportunities for youth to be active, engaged, connected, and heard is doable



Measures of Resilience Among Vermont High School Students

Data Summary: 2017 Vermont Youth Risk Behavior Survey

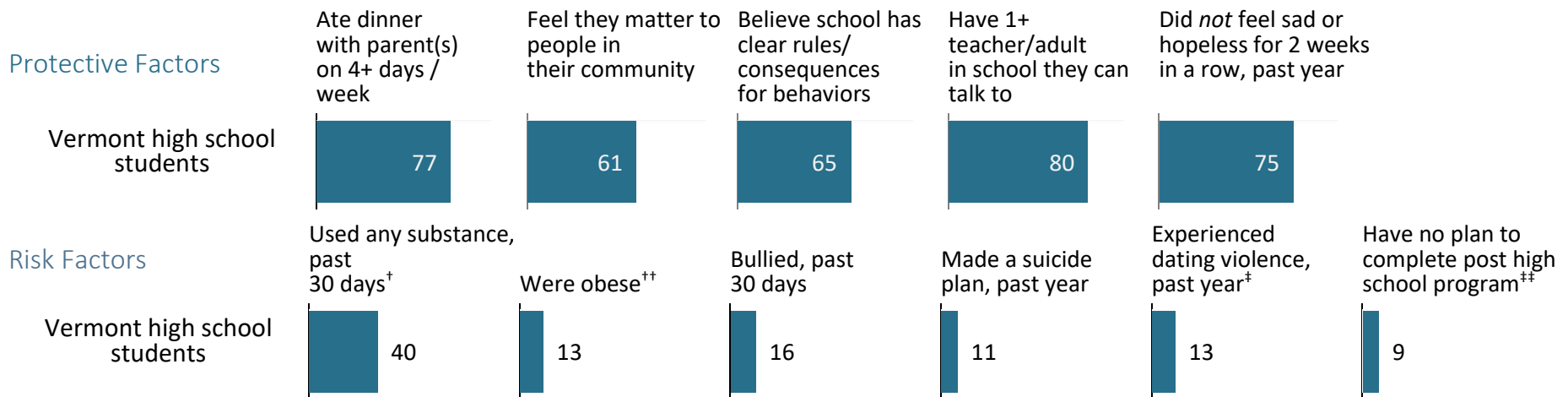
Resiliency helps individuals bounce back from adversity and support positive health outcomes.

Prevention and youth development efforts have typically addressed reducing specific health risk behaviors, such as *not* using alcohol or doing drugs, *not* engaging in unsafe sexual behaviors, or *not* engaging in violent activities. However, research suggests that a greater health impact might be achieved by also enhancing protective factors or helping youth become resilient. This in turn influences one's ability to overcome adversity and reduce or avoid multiple behaviors that place them at risk for adverse health and educational outcomes.

Protective factors are individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events. These factors promote social and emotional competence and can include things such as family support and monitoring; caring adults; positive peer groups; strong sense of self, self-esteem, and future aspirations; and engagement in school and community activities.^{1,2}

While developing resiliency starts early in life, supportive relationships and protective factors in our environment help build resilience at all ages.³ This brief presents data that demonstrate how the presence of protective factors correlate with health risk factors and behaviors among high school youth in Vermont.

Percent of high school students who report risk and protective factors



[†]Any substance includes: alcohol use, marijuana use, any tobacco use, or prescription drug misuse. ^{††}Obesity is having a BMI above 95th percentile for one's sex-and age.

[‡]Experienced dating violence includes any physical or sexual violence among students who dated in the past year. ^{††}No plan to complete post high school programs includes: definitely and probably will not, and not sure.

¹ Centers for Disease Control and Prevention. *Protective Factors*. Updated August 7, 2018. Retrieved from <https://youth.gov/youth-topics/positive-youth-development>

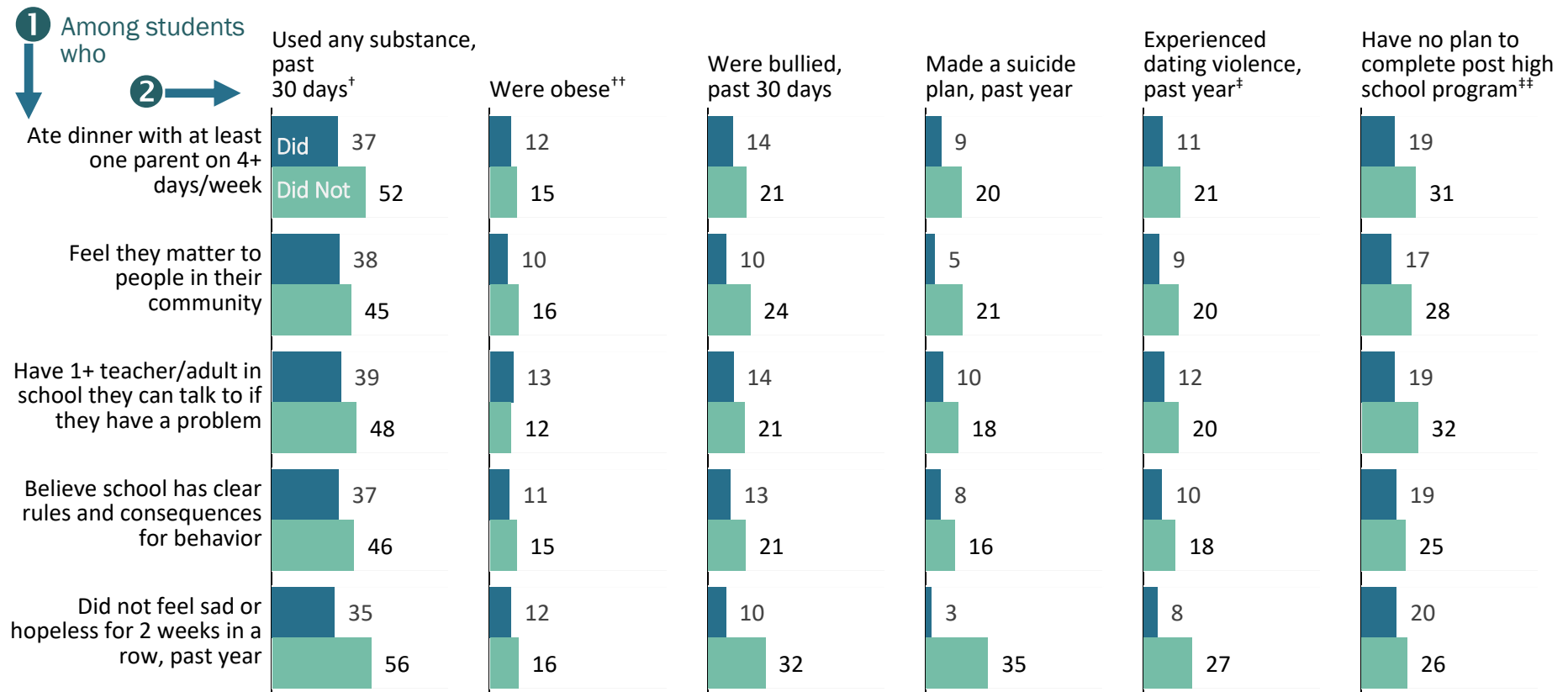
² Lerner, R.M. (2005) *Promoting Positive Youth Development: Theoretical and Empirical Bases*. Retrieved from <https://ase.tufts.edu/iaryd/documents/pubPromotingPositive.pdf>

³ Center on the Developing Child (2015). *The Science of Resilience* (In Brief). Retrieved from www.developingchild.harvard.edu.

Overall, adolescents in grades 9-12 who have supportive family, school and community relationships are less likely to: use substances, be obese, be bullied, make a suicide plan, experience dating violence, or have no post-graduation plans than students who do not report having these relationships.

Data below show how the **presence of protective factors** correlates with fewer students reporting risk factors when compared to students **without protective factors**. The table should be read: Among students who (protective factor) x% (risk factor). For example: Among high school students who ate dinner with at least one of their parents on 4 or more days during the previous week 37% used any substance in the past 30 days, statistically less than the 52% of students who used any substance among those did not eat dinner with a parent 4 or more days/week.

Percent of students who report risk factors by the presence or absence of protective factors*



* Excluding obesity by having a teacher or trusted adult at school, all results were statistically significant among those who experienced a protective factor compared to those who did not. Individual substances including any tobacco use, binge drinking, and frequent marijuana (not shown) were also compared and showed significant differences similar to any substance use during the past 30 days.

Additional information about the YRBS, including resiliency reports by county are available on the [Vermont Youth Risk Behavior](http://www.healthvermont.gov/yrbs) webpage at www.healthvermont.gov/yrbs. Questions or comments about the YRBS, please contact Kristen Murray at kristen.murray@vermont.gov.



AFTERSCHOOL FOR ALL

GRANT PROGRAM

Vermont Afterschool is proud to be working with Vermont's Agency of Human Services to establish the **Afterschool for All Grant Program**. The purpose of the grant program is to support efforts that will increase access to afterschool and summer learning programs in Vermont. Up to \$600,000 total will be awarded through this grant process over the next two years.

GRANT PRIORITY AREAS

Funding was given to projects to start or expand afterschool and/or summer learning programs in Vermont, with priority for programs that:

- Increase access for low-income children and youth;
- Create or expand options in underserved areas of the state;
- Serve adolescents and teenagers; and/or
- Foster skills in Science, Technology, Engineering, and Math (STEM).

GRANT OVERSIGHT COMMITTEE

The grant oversight committee was charged with developing the grant application and overseeing the grant award and selection process. Committee members included:

- Barb Russ, member of the ELO Working Group and former afterschool director
- Carolyn Weir, Vermont Community Foundation
- Cass Mabbott, Department of Libraries
- Katie Mobley, Community College of Vermont, member of the ELO Working Group
- Holly Morehouse, Vermont Afterschool, member of the ELO Working Group
- Katy Davis, Hunger Free Vermont
- Lynne Robbins, Child Development Division, Department for Children and Families
- Sara Chesbrough, Maternal and Child Health, Department of Health
- Rich Tulikangas, Division of Vocational Rehabilitation

TIMELINE AND PROCESS

All funds must be spent by the end of FY21. Letters of Interest were collected in March 2019, with a subset of the most promising projects invited to submit a full grant application in May 2019. In June 2019, 12 projects were selected to each receive a two-year grant.

2019-2021 GRANTEES

Addison Northwest School District
Albany Community School
Bennington Center for Restorative Justice
Brookfield Elementary School
Franklin Northeast SU LEAPS
Friends for Change Youth Group of Bellows Falls

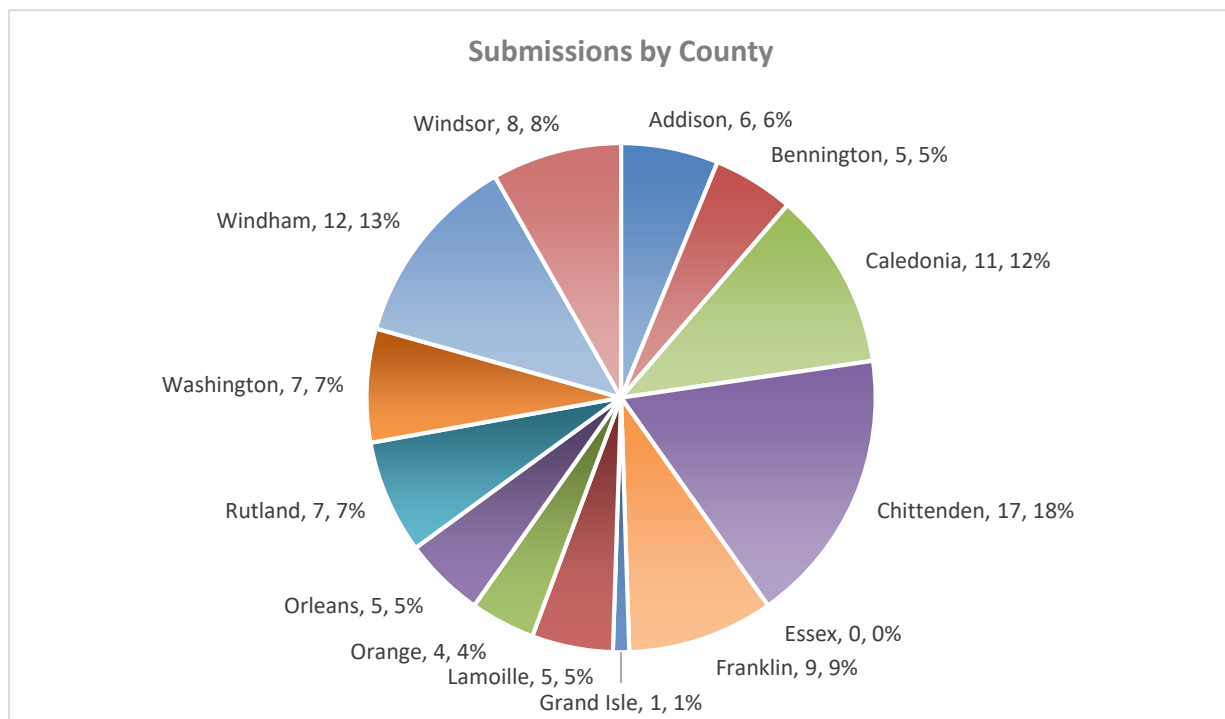
Kingdom East Afterschool
Meeting Waters YMCA
Twinfield Union School
Two Rivers SU
Upper Valley Haven
Winooski School District

OVERVIEW OF LETTERS OF INTEREST

101 Letters of Interest submitted in Spring 2019

30% were to start new programs; **66%** were to expand existing programs

Total Amount Requested by Letters of Interest is **\$5,451,587**



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VT9T026 COALITION

We make Vermonters here.

- If you grow up in Vermont, you can be ready for anything.
- Our young people will make Vermont better if we listen to and respect their voices.

Young people make a better Vermont.

- We value youth as they are. Just by being young people living here, they enrich our community.
- We can celebrate our young people being young and recognize the value of youth in our community.
- Young people are problem-solvers who are eager to be engaged.
- We have a collective responsibility to ensure that all young Vermonters are safe, healthy, supported, educated, and engaged.

Youth want and need what we all want and need.

- Vermont youth know what they need. We should listen to them and work with them to provide real opportunities for them to lead.
- We have the Youth Declaration of Rights as a starting point. Vermont youth have told us what they need in this document.
- Young and old alike want to be successful and want and need to be loved and appreciated for who they are.
- Young and old alike need community connection, opportunities to learn, and access to recreation and other activities.
- Vermont youth have a right to explore interests, connect with each other and build skills, and these opportunities should exist throughout our community.

The “third space” is where youth live, work, and play.

- The third space for youth is everywhere that is not home and not school.
- Young people spend lots of time outside of their homes and outside of school. This “third space” is an important place for them to get what they need as they grow up.
- As we go about our lives, we can welcome youth as part of our communities and provide opportunities for them to learn new skills and to have opportunities to play, relax and be young.

We can work with youth to provide many opportunities for young people to be young and to grow into healthy and happy Vermonters.



Funded in part by: The Vermont Community Foundation, the C.S. Mott Foundation, and the Vermont Department of Health

For more information, contact Holly Morehouse at Vermont Afterschool:

hollymorehouse@vermontafterschool.org

YOUTH DECLARATION OF RIGHTS

VERMONT YOUTH HAVE THE RIGHT TO:

EDUCATION

- Access free classes on Basic Life Skills (signing a lease, budgeting, taxes, resumes, etc.)
- Equal opportunities and experiences in arts education before, during, and after school
- A post-secondary education no matter their financial situation
- A student-directed, safe space for afterschool support and community engagement free of charge
- Time outdoors during the school (or work) day

EQUALITY & JUSTICE

- Explore their identities in a safe environment
- Education on gun safety and to live in a gun-aware community that is educated and aware of proper gun usage
- Have their voices heard in legal decisions that affect everyone
- Be protected in all of their life circumstances, be able to have their own privacy in their environments, and to have a private profile
- Education on anything concerning self-defense

HOBBIES & ENTERTAINMENT

- Free WIFI in or out of school or work for educational purposes
- Access free entertainment and opportunities to try a variety of activities
- Important people in their lives who spend time with them, and who teach them to do things safely (mentors)
- Live with and be supported by caring adults
- Provide input to the state when rules and regulations are developed that affect youth

HOME & SHELTER

- Access an affordable shelter with heating and electricity
- A safe place with a caring family and a bed
- Access clean, weather-appropriate clothing
- To be protected from abuse of all kinds

MENTAL HEALTH

- Have access to affordable mental health care
- A personal break to handle their mental situation
- Choose their own identity, whether that be sexual orientation, religious identification, and/or gender identification
- Have people in society who support their mental well-being

NATURAL ENVIRONMENT

- A healthy environment that provides the basic necessities to all life
- Know about the environment, and what is being done to it
- Have a say about what happens to the environment
- Safe recreation in the outdoors and in their communities

PHYSICAL HEALTH

- Hygienic products, clothing, and utilities suitable for all climates and environments
- Have access to outdoor recreational and natural spaces (e.g., parks, fields, courts, lakes, pitches, trails, paths, etc.)
- Safe and affordable health care that covers medical treatment, preventative care, reproductive health, vaccines, and intervention in the name of physical safety
- Have sports and recreational resources for the purposes of promoting physical health and activity
- Access to sustainable sources of clean water and food (fresh and healthy)—enough for at least two meals a day

SOCIAL SUPPORTS & CONNECTIONS

- Express themselves through feelings, speech, clothing, actions, creativity, and more
- Have support and education from friends, family, and community
- Have access to healthy food and water
- Connect to each other through technology and transportation
- Be respected and heard
- Be engaged in community
- A respected voice in making decisions that affect how they live

WORK & TRANSPORTATION

- Choose a safe and healthy job, while making a fair wage
- Accessible, reliable, and affordable transportation regardless of economic circumstances

Vermont Youth Project

The Vermont Youth Project is a community-driven collaborative process designed to embrace positive youth development at the local level. We support inclusivity of youth in the community and implementation of strategies that will help youth thrive in the community, at school, and home.

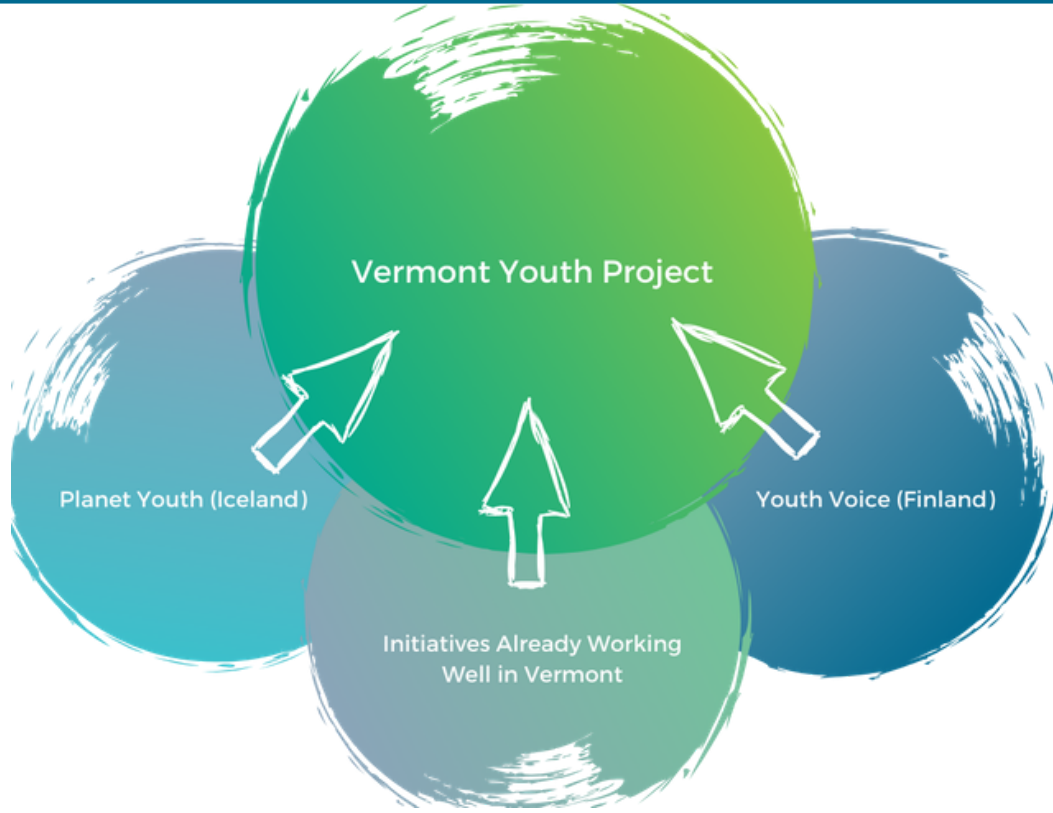
How Vermont Youth Project Supports Communities

While Vermont Youth Project uses the Planet Youth data tool (from the Icelandic Model of Prevention) and takes inspiration from Finland's efforts on youth voice, this is a Vermont Model designed to support the great efforts already happening in your community.

Communities participating in this project have a support system that helps with amplifying, connecting, and refocusing the great programming and efforts already happening in your community as well as identifying new opportunities to provide healthy environments for youth.

Participating communities will each have specific and localized plans that start with access to real-time data so they know what's going on with their youth **right now**. With the data, these communities will decide and implement community strategies with support and facilitation from Vermont Youth Project staff and consultants.





Planet Youth (Iceland)

- Surveying of youth to determine risk and protective factors in every community
- Data driven community strategies
- Sports centers and third space opportunities
- Coaches are well-educated and trained professionals
- Leisure card
- Quality standards for leisure activities
- Emphasis on parent engagement.

Vermont Youth Project

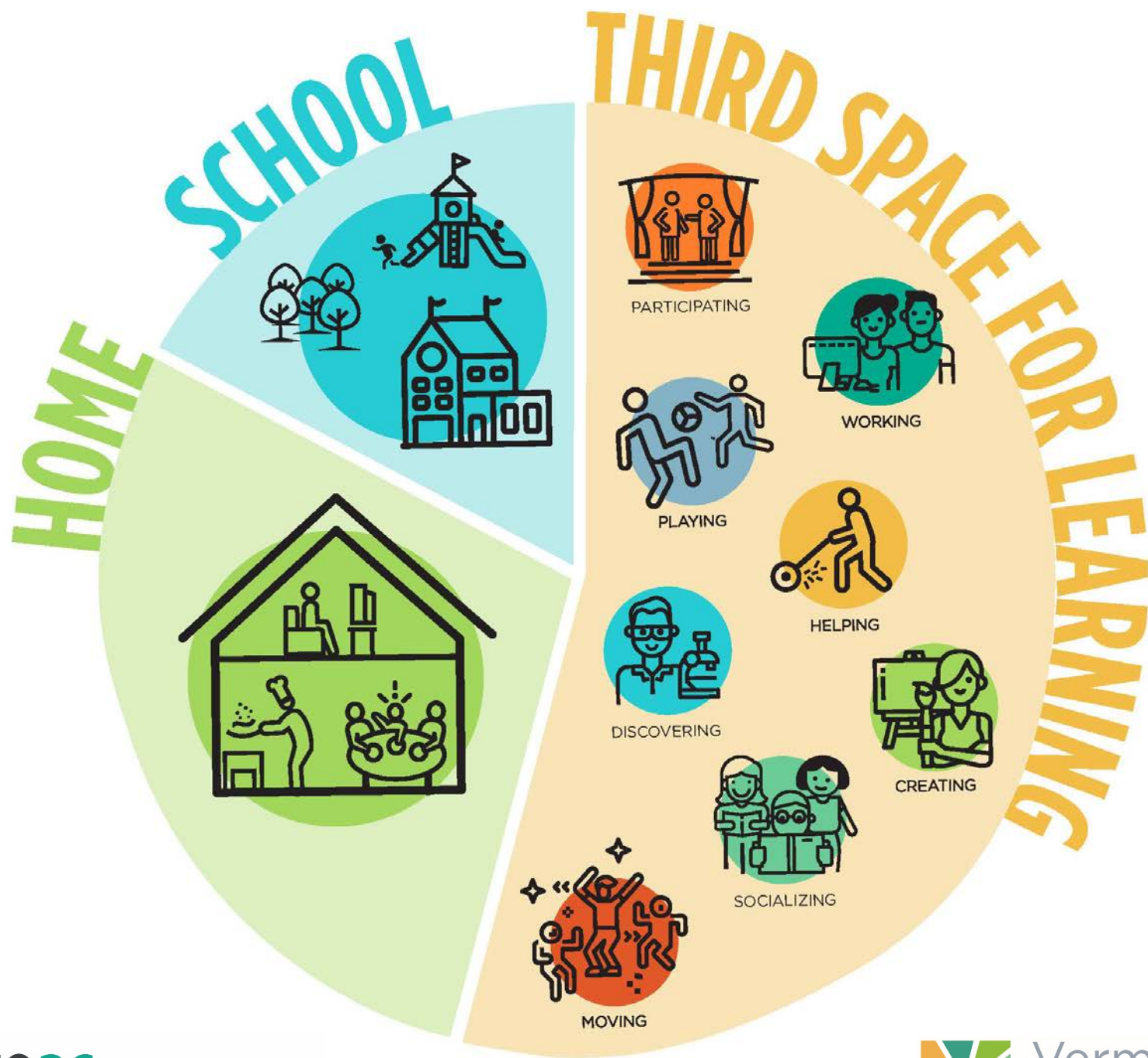
- Surveying of youth to determine risk and protective factors in the participating community
- Data driven community strategies
- Community engagement around positive youth development
- Building partnerships
- Third space youth engagement
- Every youth will have a hobby
- Youth rights and youth voice in decision-making

Youth Voice (Finland)

- Youth law
- Emphasis on youth voice
- Youth councils
- Emphasis on the third space
- Neighborhood youth centers
- Every youth will have a hobby
- Participatory budgeting
- Trained youth workers as a profession.



Robin Katrick
 Youth and Community Health Coordinator
 Vermont Youth Project State Lead
 robin@vermontafterschool.org



Vermont's Afterschool for All Program

Based on Comprehensive Data and State Recommendations on Equity. The Expanded Learning Opportunities (ELO) Working Group under Vermont's PreK-16 Council was charged by the Legislature in 2014-2016 to review and evaluate issues of equity in and access to Vermont's expanded learning opportunities (ELOs), including afterschool and summer learning programs. The Working Group produced a full inventory of afterschool programs in Vermont and three comprehensive reports, including recommendations for funding a statewide Afterschool for All system.

Currently Operating as Vermont's Afterschool for All Program. Work has continued since those reports to keep program data up-to-date. In 2019, a state grant program was created and awarded \$600,000 in state funds from the tobacco settlement fund to expand access to afterschool and summer programming through Vermont's Afterschool for All program.

AFTERSCHOOL FOR ALL RECOMMENDATIONS:

Funding. With \$2.5 million in funding, combined with current federal programs and local contributions, afterschool and summer programs can be provided to children and youth in all low-income VT communities.

Priority Areas. Priority areas for funding in the current Afterschool for All grants, include:

- Increasing access for low-income children and youth;
- Creating or expanding options in underserved areas of the state;
- Serving adolescents and teenagers; and/or
- Fostering skills in Science, Technology, Engineering, and Math (STEM).

Oversight Committee. A state level Oversight Committee, established to oversee the Fund, is essential to creating a collaborative and inclusive grant process and understanding the cross-sector impact of afterschool and summer programming. The Oversight Committee can also track trends in need, equity, and access. The Afterschool for All state grant program currently has such a committee in place.

Department of Health. With the strong connections to prevention and long-term health outcomes, the Department of Health is an appropriate placement for the state funding program.

Eligibility. Eligible programs can serve children of all ages (grades K-12) and include: non-profit organizations with current 501.3(c) status; schools, school districts, and supervisory unions; towns, public recreation departments, and municipal government organizations; and licensed childcare centers.

Funding Categories. State funds should be made available for 1) running programs; 2) providing professional development and support to programs; and 3) for interested communities to do local inventories of need and access.

Public private partnership. Vermont already has a vibrant statewide afterschool system to build upon. We envision that this public-private partnership will continue for running programs, supporting best practices in programming, and for funding.

BACKGROUND:

Expanded Learning Opportunities Working Group. House & Senate Education Committees both included language in the Misc. Ed Bill in 2014 that charged the PreK-16 Council with creating an Expanded Learning Opportunities (ELO) Working Group to “review and evaluate issues of equity in and access to Vermont’s Expanded Learning Opportunities, including afterschool and summer programs” (H.876). Unfortunately, the Misc. Ed. Bill was not enacted that year, but the PreK-16 Council decided to do this work given that the legislature had intended to make the request.

State Inventory. In 2014, Vermont Afterschool was awarded a data grant from the National Conference of State Legislatures to gather and analyze the data needed to make recommendations about equity and access to afterschool and summer learning in Vermont. The ELO Working Group’s reports are based on this data and include references to both national research as well as to site-specific program data in Vermont. Maps included in the ELO Working Group’s first report identify gaps in access tied to poverty and geographic location. Since that time, Vermont Afterschool has worked to update the program data each year with live, interactive maps posted on our website:

<http://www.vermontafterschool.org/impact/map/>

Addressing Equity. In 2015, ELO Working Group created the report *Every Hour Counts: Vermont Students Succeed with Expanded Learning Opportunities*. This report consolidated the best research and information available on ELO’s both nationally and in Vermont. The report includes detailed information for Vermont on student outcomes, components of program quality, impact on working families, program cost and location, and return on investment. The report also puts forth a clear priority for ensuring access to ELO programs for the children and youth in every Vermont community by 2020.

Establishing a State Fund. House Education Committee created the ELO Special Fund in Misc. Ed bill (H.480) and charged the ELO Working Group under the PreK-16 Council with developing recommendations for how the fund should be set up and administered. In 2016, the ELO Working Group developed recommendations in *Closing the Gap in Vermont: The Expanded Learning Opportunities (ELO) Special Fund* for how to prioritize funding areas and how best to oversee this funding. In 2017, the House Education Committee took up H.270 (introduced by Rep. Diane Lanpher) and recommended \$1 million in the ELO Special Fund but the bill never made it out of committee.

State Prevention Priorities. Expanding access to afterschool and summer learning programs is included in the priority recommendations of Vermont’s Opioid Coordination Council (2019) and the Marijuana Commission (2019) as an essential component of prevention goals statewide.

Tobacco Settlement Funds. In 2018, the legislature allocated \$600,000 in funding from tobacco settlement funds through AHS to increase access to afterschool and summer learning programs. In Spring 2019, over 100 Letters of Interest are submitted from communities across the state for requests totaling over \$5.5 million for two-year projects. A grant oversight committee selected 12 projects to receive funding for two years.