



THE NEWTON PARTNERSHIP

... investing in children, youth, and families

The Newton Partnership grew out of a \$6M grant awarded to the Newton Public Schools by the US Department of Education (CFDA 84.184L). **Our mission** is to foster a network of support for children, youth, and families in Newton by supporting the nonprofits that serve them, by raising community awareness and funding for issues facing children, youth and families, and by cultivating collaboration among youth-serving organizations.

The Newton Partnership has provided programs, education, and training for students, school staff, parents, and community members that address school climate, bullying, alcohol and other drugs, social-emotional support, and mental health services for children and youth. Partners include: the Newton Public Schools; Newton Departments of Health and Human Services and Police; Freedman Center at the Mass. School of Professional Psychology; Riverside Community Care Inc.; West Suburban YMCA; John M. Barry Boys and Girls Club; Middlesex Partnerships for Youth; Newton PTO Council; Newton Community Service Center; Newton Wellesley Hospital; Dreamfar High School Marathon; Waypoint Adventure; and Multi Service Eating Disorders Association.

SAFE SCHOOLS/HEALTHY STUDENTS (2008-2013)

Collaboration among the partners has been and will continue to be the key to implementing and sustaining services and programs for children, youth and families. Major accomplishments are highlighted below:

Improve School Safety

- 22 school buildings outfitted with keyless entry systems; SSHS provided the majority of funding.
- 1,200 window shades installed on classroom doors.
- 738 door locks installed on classroom doors in elementary school buildings.

Expand Student Social, Emotional and Behavioral Supports

- Teen center for high-risk youth expanded and sustained, serving 400+ unduplicated at risk teens each year; Outreach and drop in services provided at high schools.
- A .5FTE Youth Services Director role created at the Department of Health and Human Services, funded by SSHS.
- Mentoring relationships established: One-to-One Program between elementary and high school students averaging 100 pairs per year; Youth and adults through the Newton Mentoring Alliance, averaging 38 adult-child pairs each year.
- Consultation provided to more than 50 after school and early childhood programs to implement strategies to support children with challenging behavioral and emotional issues.
- More than 600 workshops offered to 2,552 staff and 8,500 parents and community members to offer practical strategies and information about emotional and social issues, stress, bullying, body image, friendship concerns, family crises, developmental, behavioral and community issues. All workshops had high satisfaction ratings.
- 14,000 parents provided online database and consultation about out of school time programs.
- In collaboration with Mayor, Youth Commission, and Health and Human Services, organized 2012 Newton Youth Summit, with 175 participants.

Increase Access to Mental Health Services

- Significantly reduced wait-list time for counseling through outreach counselor, serving an average of 38 children/year. Service provided in collaboration with Riverside Community Care and Freedman Center.
- More than 800 families accessed mental health services via Project INTERFACE database and counselor.
- 2.0 FTE Prevention/Intervention Counselors provided crisis intervention, individual counseling, and group therapy to an average of 121 middle schoolers per year during the period 2008-2012.

Prevent Bullying/Violence

- Anti-bullying curricula purchased for elementary, middle, and high school levels; teachers trained in implementation of curricula and all staff trained to implement new anti-bullying legislation. Ongoing professional development offered to staff in workshops and annual Safe for All Conference.
- Community wide presentations such as Rachel's Challenge heightened awareness and understanding.

Prevent and Reduce Alcohol and Other Drug Use

- Safe Rides offered 114 students cab rides home on weekends.
- Implemented a variety of drug and alcohol prevention events and activities for youth – teen center, outings, recreational and fitness activities, and more.

The Newton Partnership is also the umbrella group for a US Department of Education Physical Education Program (PEP) grant (\$1.6 million 2011-2015) and a Department of Justice Mentoring grant (\$300,000 2010-2014).

Recently incorporated as a non-profit, building on the work of the Newton Child Care Fund and the aforementioned grants, The Newton Partnership Inc. (TNP) will serve as a community foundation focused on raising funds to address the changing needs in the Newton community. TNP monitors community trends with regard to children, youth, and families to ensure that the community mobilizes to address identified needs. With ongoing collaboration among organizations, TNP believes that our collective impact in Newton far exceeds what organizations can do alone.

Submitted by Social Science Research and Evaluation, Inc.

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GENERAL OVERVIEW

Process and Outcome Evaluation

Process Evaluation

Was the project conducted as planned?

February 2012 Annual Report
February 1, 2011-January 31, 2012

Performance targets were met for 66 (80%) of the 83 process measures for which we had complete data.

Outcome Evaluation

Did the project produce expected positive changes?

Performance targets were met for 20 (56%) of the 36 outcome measures for which we had complete data.

SELECTED PROJECT DATA

School Building Safety and Security

Objective: To improve school building safety and security.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of NPS staff who report their building is safe. (50% increase from baseline)	Outcome	Year 1	70.2%	80.4%	78.6%	82.2%	100%
In years 2-4, number of school buildings fitted with keyless access systems.	Process	5	15 (Total=20)	0 (Total=20)	0 (Total=20)	2 (Total=22)	20
In years 2-4, number of classroom doors with door shades.	Process	0	0	1200	0 (Total=1200)	0 (Total=1200)	950
In years 2-4, number of classroom doors with door locks.	Process	0	0	0	0	738	400

Aggression and Violent Behavior

Objective: To reduce the level of aggressive or violent behavior among Newton Public Schools students.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of NPS middle school staff who agree that there is adequate access to anger management programming at the middle schools. (30% increase from baseline)	Outcome	Year 1	67.2%	66.2%	66.7%	66.1%	87.4%
Number of high school students suspended for physical fights/acts of violence. (25% decrease from baseline)	Outcome	Year 1	68	77	61	TBD	51
Number of middle school psycho-educational groups focused on anger management.	Process	N/A	6	13	10	8	4/year

Communication with Parents

Objective: To improve communication between the school district and parents.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Parents who report they received communication from The Newton Partnership. (20% increase from baseline)	Outcome	Year 1	56.4%	62.1%	83.9%	82.9%	67.7%
Parents who report satisfaction with the variety of parent education offerings. (20% increase from baseline)	Outcome	Year 1	61.8%	64.5%	65.8%	66.1%	74.2%
Percent of parents participating in relevant parent education offerings who report an increased ability to identify skills and strategies needed to support their school children with regard to anger management, aggression, or violence.	Outcome	N/A	81.3%	93.8%	88.2%	91.4%	80%
Number of parent participants in Safe Schools Violence Prevention workshops.	Process	N/A	911	925	689	TBD	150/year

Cyberbullying

Objective: To decrease cyberbullying among Newton students and to better equip students to be safe on-line.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of students who report being the victims of cyberbullying. (20% decrease)	Outcome	14.7%	7.3%	11.0%	4.7%	TBD	11.8%
Anti-Cyberbullying curriculum/programs implemented in 21 schools.	Process	N/A	Yes	Yes	Yes	Yes	Yes
Number of parents trained on Internet Safety and Cyberbullying each year.	Process	N/A	160	579	628	TBD	40/year

Culture of Safety

Objective: To improve the district's culture to one of personal safety and respect for students.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Number of staff who received training in new bullying curricula/programs.	Process	N/A	60	50 (Total=110)	222 (Total=332)	TBD	170 by Year 4
Number of staff who received violence prevention training.	Process	N/A	45	89	24	TBD	20/year
Number of staff who received cultural competence training.	Process	N/A	25	21	15	TBD	20/year

Mental Health Intervention

Objective: To identify/intervene early with students struggling with social, emotional, or behavioral issues.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of students at-risk for social, emotional, or behavioral issues who are enrolled in 1:1 mentoring who will show a decrease in social, emotional, or behavioral issues.	Outcome	N/A	57.1%	54.2%	44.6%	53.1%	60%
Number of junior and senior high school student mentors trained and matched with elementary and middle school students.	Process	N/A	204	106	202	TBD	85 in Y1, 120/year in Y2-4
Of middle and high school students mentored by adults, percent at-risk for/presenting social, emotional, behavioral issues.	Process	N/A	64%	75%	100%	TBD	15%

Mental Health Referrals

Objective: To implement a coordinated resource/referral system to respond to the MH needs of PreK-12 students.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Ability of school-based mental health workers (e.g., psychologists, social workers, counselors) to refer students and connect them with appropriate MH services. (10% increase from baseline)	Outcome (Scale 1-5)	Year 1	4.35	4.79	4.59	4.60	4.79
PreK-12 parents' knowledge about MH services available to their children. (50% increase from baseline)	Outcome (Scale 1-5)	Year 1	2.96	2.84	2.61	2.69	4.44
PreK-12 parents' ability to access MH services for their children. (50% increase from baseline)	Outcome (Scale 1-5)	Year 1	3.30	3.20	3.11	3.22	4.95
Number of families that receive comprehensive assessment, stabilization, and referral services.	Process	33	121	230	273	TBD	40/year

Parents: Children’s Mental Health

Objective: To help parents understand children's social, emotional, and behavioral issues and to increase their skills in supporting their children.

Objective: To improve parents’ ability to identify mental health issues in their children and to support their children with mental health issues.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of parents participating in TNP parent education offerings who report having increased their understanding of students' social, emotional, and behavioral issues.	Outcome	N/A	92.4%	81.5%	91.7%	94.9%	80%
Percent of parents participating in TNP parent education offerings who report having increased their ability to assist their children with social, emotional, and behavioral issues.	Outcome	N/A	92.4%	79.1%	90.7%	91.9%	80%
Number of parents who attended trainings on suicide and depression.	Process	N/A	0	274	433	TBD	No Target
Number of parents who attended trainings on children's emotional concerns.	Process	N/A	1,511	1,723	1,192	TBD	No Target
Number of parents who attended trainings on accessing mental health services in Newton.	Process	N/A	102	178	483	TBD	No Target

Teachers: Children’s Mental Health

Objective: To improve teachers’ ability to identify mental health issues in their students and support their students with mental health issues in the regular classroom.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of teachers participating in TNP staff development offerings who report an increase in their understanding of students' mental health issues.	Outcome	N/A	N/A	79.4%	90.2%	87.1%	90%
Percent of teachers participating in TNP staff development offerings who report an increase in their ability to assist their students with mental health issues.	Outcome	N/A	N/A	77.6%	86.0%	83.9%	90%
Number of teachers who attended the annual conference on “Supporting Students with Mental Health Issues.”	Process	N/A	N/A	70	64	TBD	100/yr

Stress Management

Objective: To improve students' abilities to manage stress.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of high school students who reported their lives are somewhat or very stressful. (5% decrease from baseline)	Outcome	72.3%	70.0%	73.4%	75.0%	TBD	68.7%
Percent of high school students who reported they worry often or almost every day about such issues as grades, homework, tests, etc. (5% decrease from baseline)	Outcome	67.6%	67.6%	65.2%	69.2%	TBD	64.2%
Percent of parents who feel the district is doing at least an adequate job of addressing student stress management. (5% increase from baseline)	Outcome	Year 1	60.1%	58.0%	65.7%	66.3%	63.1%

Early Childhood Program Staff

Objective: To better equip community/public early childhood program staff to identify, assess, and serve students with social, emotional, and behavioral issues.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of early childhood program staff who report feeling more able to address behavioral issues in students.	Outcome	N/A	N/A	63.5%	42.1%	TBD	75%
Number of expulsions from NPS preschool programs. (50% decrease from baseline)	Outcome	Year 1	6	1	2	TBD	3
Number of early childhood programs provided consultation services.	Process	N/A	21	44	9	TBD	20/year
Number of teachers receiving TA, coaching, mentoring, and/or in-class modeling.	Process	N/A	92	83	38	TBD	20/year

Parents of Young Children

Objective: To help parents understand and feel prepared to support their young children with significant social, behavioral, emotional or mental health issues.

		Baseline	Year 1	Year 2	Year 3	Year 4	Target
Percent of parents participating in TNP parent education offerings who report they are better able to support their young children with social, emotional, behavioral, or mental health issues.	Outcome	N/A	N/A	83.3%	100%	TBD	80%
Number of parents who attended workshops on mental health issues in young children.	Process	N/A	28	246	0	TBD	15/year
Number of parents who attended workshops on social, emotional, and behavioral issues in young children.	Process	N/A	242	371	39	TBD	15/year

USING PROJECT DATA

Process Data: Project Records

- The Newton Partnership staff and project partners began recording and collecting data on project-related activities in 2008. Substantial portions of these data are reported to funding agencies to show progress on various school- and community-based activities and programs.
- Data from project records presented in these documents were collected and analyzed on a biannual basis.

Many activities in Newton have been expanded and supported as a result:

- Curricula addressing stress, bullying, and substance use were established or expanded in all grades at the Newton Public Schools. Teachers and other staff members received training and support during implementation.
- Mentoring relationships were established (young students mentored by older students, teens mentored by adults), and there has been a high rate of satisfaction with the results of these programs, both from parents and from teachers of children served through mentorship.
- After school and drop-in programs for teenagers were expanded and developed to increase access to recreational activities in positive, supportive environments.
- Numerous workshops in a variety of formats were provided to parents and staff members to offer practical strategies and information about emotional and social issues, stress, bullying, body image, friendship concerns, family crises, adapting to a new community or situation, broad ranges of developmental concerns, and a variety of other issues that affect the school climate, family environment, and the community as a whole. Parents and staff were very satisfied with these educational and skill-building opportunities, and many reported that they were better able to help their children and work with their students as a result of their participation.
- Families in Newton, including many with special needs, received assistance accessing summer and after school activities through direct service and a comprehensive database of area summer and after school options. Families who received this assistance were quite satisfied with the service.
- After school and early childhood programs received training and support in order to implement long-term educational programs designed to reduce aggressive behavior and increase social competence among young children. Early childhood staff found the training to be valuable and the program to be effective for children.

Outcome Data: Surveys of NPS Staff, Parents, and Students

- In each of the past four years, all NPS staff and parents of NPS students were invited to participate in online surveys concerning school safety, their ability to support children with mental health concerns, their experiences with educational workshops, their ability to access mental health services, etc. Items addressed both general NPS efforts as well as initiatives led by The Newton Partnership.
- Newton students in grades 6 through 12 have participate in the Youth Risk Behavior Survey every other year. Questions range from demographic and background items, to student substance use, to other issues related to student health, such as stress.

Since the advent of these programs via The Newton Partnership in 2008, in Newton:

- There was a *decrease* in the proportion of middle and high school students who reported missing one or more days of school during the past 30 days because they felt unsafe at school or on the way to/from school.
- There was a *decrease* in the proportion of middle and high school students who reported being in a physical fight on school property in the past 12 months.
- There was an increase in mental health services for middle school students at-risk for issues with substance use, aggression and violence, and anger management.
- Since 2008, over 600 families in Newton have received direct assistance in accessing community-based mental health services through the Project INTERFACE Helpline.
- There was a *decrease* in the proportion of middle and high school students who reported using alcohol or marijuana in the past 30 days.
- There was a *decrease* in the proportion of high school students who, in the past 30 days, rode with a driver who had been drinking alcohol or using marijuana. There was also a *decrease* in the proportion of high school students who drove in the past 30 days after drinking alcohol or using marijuana.

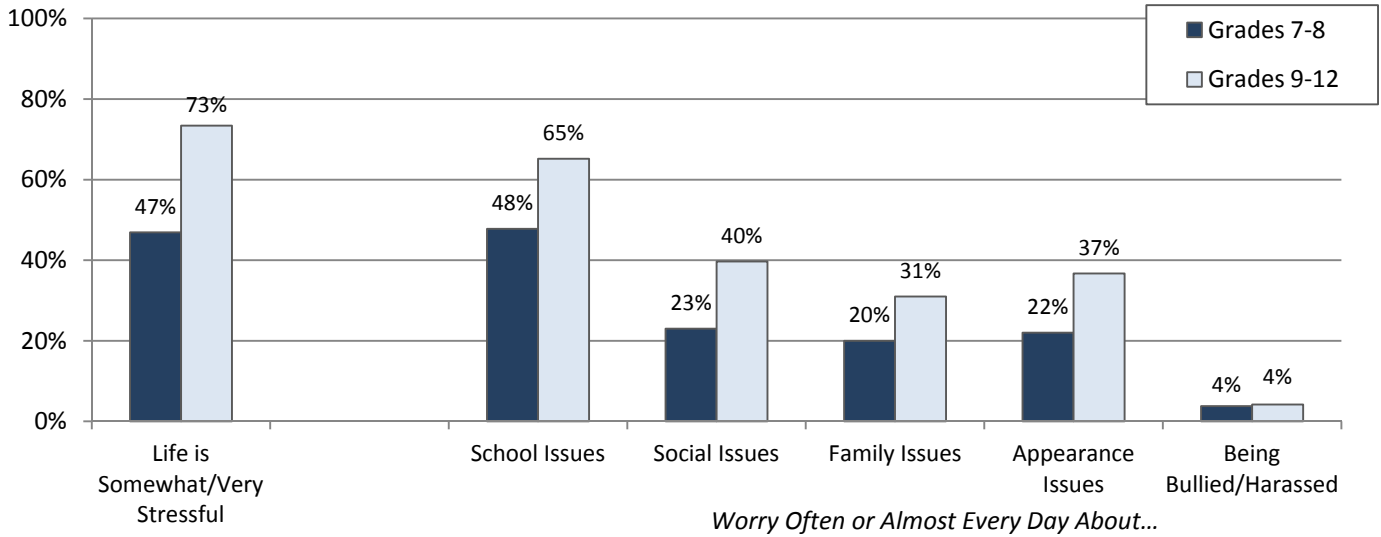
STRESS

- **Student Services.** In 2010 and 2011, stress management curricula in grades K through 8 were implemented or offered additional support from The Newton Partnership. Between 2009 and 2011, 112 NPS staff received training to implement or support their delivery of stress reduction curricula.
- **Parent Education.** Since 2008, numerous workshops for parents have been held on identifying, addressing, and reducing stress with their children at all age levels. Parents participating in these workshops reported high levels of satisfaction with the workshop information.

Stress and Worry among Newton Students (Grades 7-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

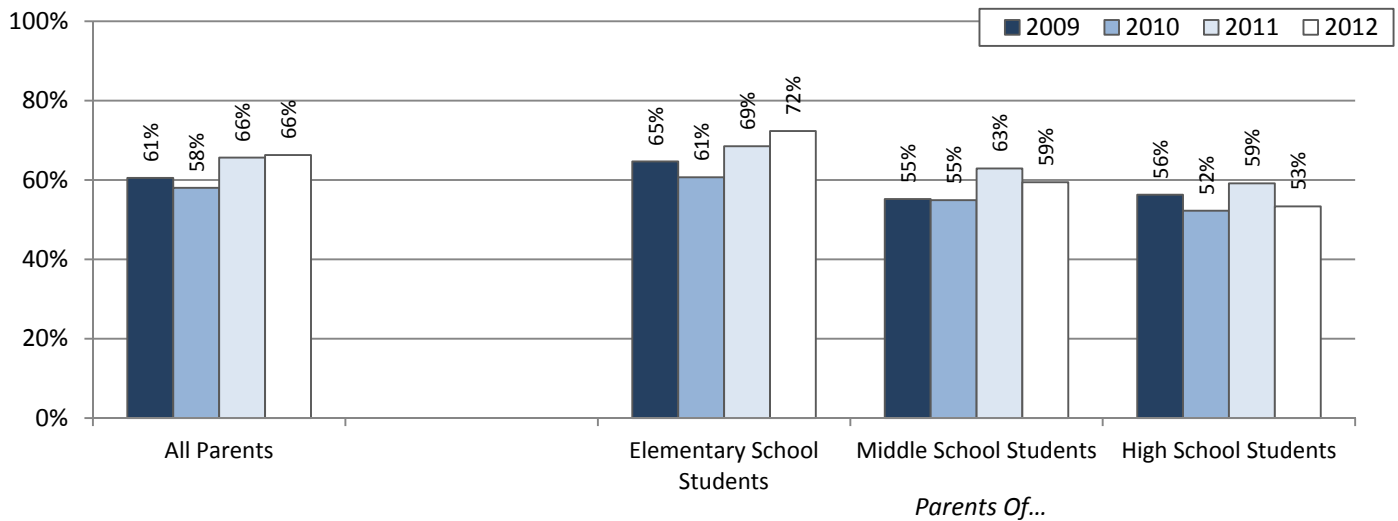
The percentage of 2010 Newton high school students who described their lives as *somewhat* or *very stressful*¹ increased with age/grade. Students were most likely to worry *often* or *almost every day* about school issues, followed by social issues.



Parents' Positive Ratings of NPS Efforts to Help Students Manage Stress²

Data Source: Surveys of NPS Parents in 2009, 2010, 2011, and 2012

Most parents rated NPS's efforts to help students manage stress as *good*, *very good*, or *excellent*. The highest overall rating was in 2012. Parents of elementary students were more likely to report positive ratings compared to parents of middle and high school students.



¹ Students were asked to rate, overall, how stressful their life was on a four-point scale: Not at all stressful, Not very stressful, Somewhat stressful, or Very stressful.

² Parents were asked to rate NPS efforts on a five-point scale: Poor, Fair, Good, Very Good, or Excellent.

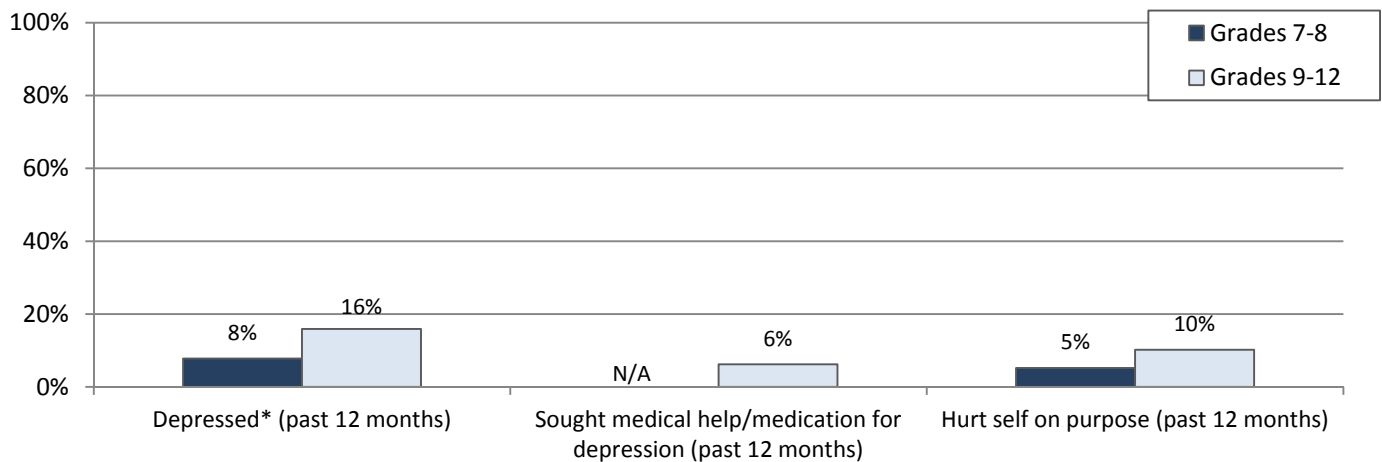
MENTAL HEALTH

- Family Services.** Hundreds of Newton families have been served through the Project INTERFACE Helpline, which matches callers to community-based mental health providers who meet families' stated needs. Since 2008, 99% of over 600 callers from Newton received community-based mental health services.
- Parent Education.** Of respondents to a 2012 survey of NPS parents, 58% reported that they were *knowledgeable about mental health services available to children and adolescents in Newton*, a slight increase from 55% who reported they felt knowledgeable on the 2011 survey. In addition, 80% felt they were *able to access mental health services for children and adolescents in Newton*, up from 75% in 2011.

Depression and Self-Harm among Newton Students (Grades 7-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

In 2010, high school students were more likely than middle school students to report feeling depressed or hurting themselves on purpose in the past 12 months. High school girls were more likely than boys to report feeling depressed (20%, 12%), seeking medication (8%, 5%), and hurting themselves on purpose (14%, 6%).

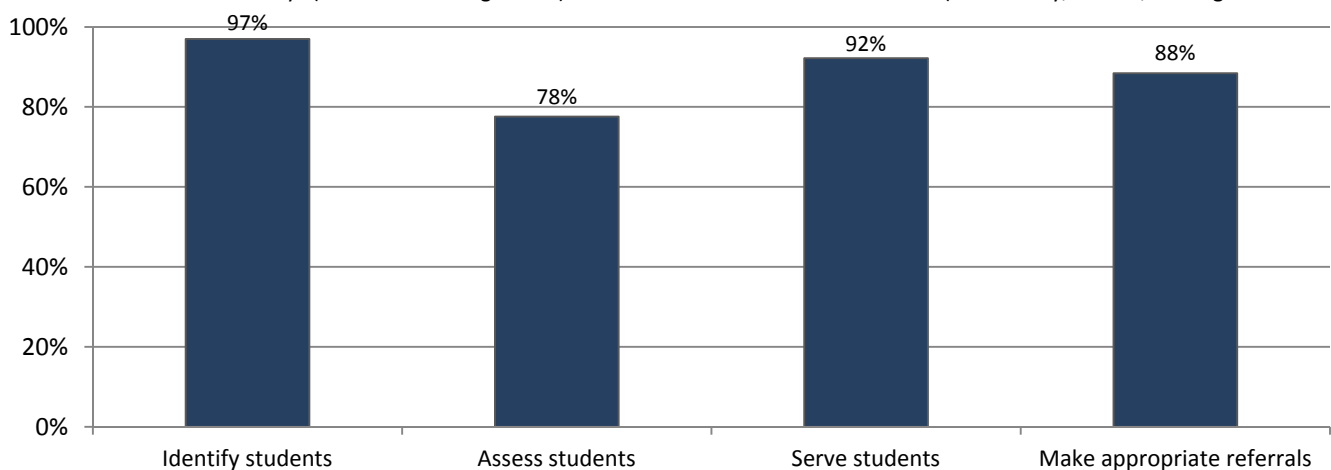


*During the past 12 months, did you ever feel so sad or hopeless almost every day for TWO WEEKS OR MORE IN A ROW that you stopped doing some usual activities?

NPS Staff Ability to Assist Students with Mental Health Needs¹

Data Source: Survey of NPS Staff in 2012

In 2012, most NPS staff felt they were able to help students with social, emotional, and behavioral issues. These rates remained relatively consistent across annual surveys (from 2009 through 2012) and were similar for each school level (elementary, middle, and high school staff).



Able to work with students who have social, emotional, and behavioral problems

¹ Staff were asked to rate their ability on a five-point scale: Not At All Able, Not Very Able, Somewhat Able, Mostly Able, Very Able.

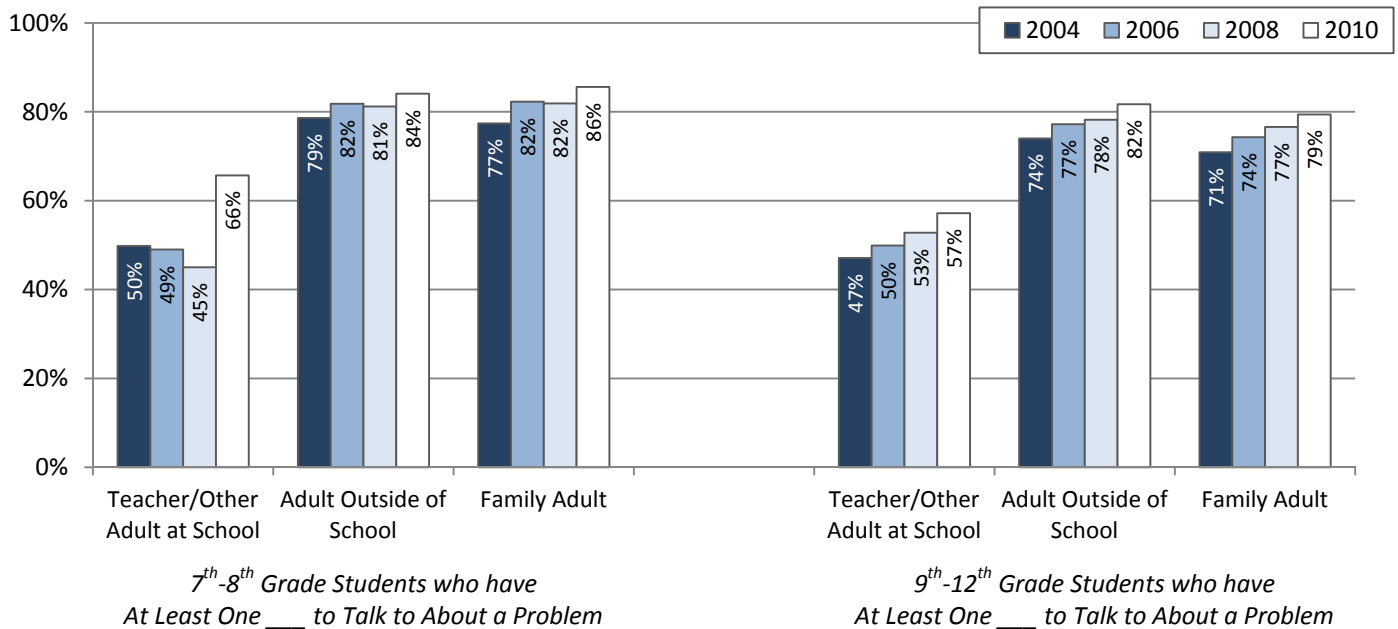
SOCIAL SUPPORTS

- Mentoring from Adults.** On average, 40 middle and high school students per year have been mentored by adults since 2009 through The Newton Partnership's Mentoring Connection. Many of these students were at risk violent or aggressive behavior and substance use, and nearly all of them were at risk for social, emotional and behavioral issues.
- Mentoring from Other Students.** The 1:1 mentoring program has grown quickly during the past four years, and in 2011-2012, over 200 high school mentors were trained and matched with elementary and middle school students who displayed social, emotional and behavioral issues. The teachers of those elementary and middle school students commented on the overall positive results, and more than 50% of teachers saw a *decrease* in social, emotional and behavioral issues among students being mentored. Parents were also very pleased, and almost all said that the program met their expectations, was a positive experience, and they hoped their child would have a mentor the following school year.
- Staff Trainings.** Over the past few years, The Newton Partnership has offered numerous trainings designed to help staff better support students in general (e.g., on school climate, creating healthy environment for school success, etc.), as well as students with different specific needs (e.g., autism, body image, etc.). Most staff who attended these trainings reported an increase in their *understanding of and ability to assist with* students' varying social, emotional and behavioral needs.

Newton Students' Access to Help from Adults (Grades 7-12)

Data Sources: Newton Youth Risk Behavior Surveys in 2004, 2006, 2008, and 2010

In 2010, most students in middle school and high school reported that they had at least one teacher or other adult at school, at least one adult outside of school, and/or at least one adult in their family they could talk to about a problem.



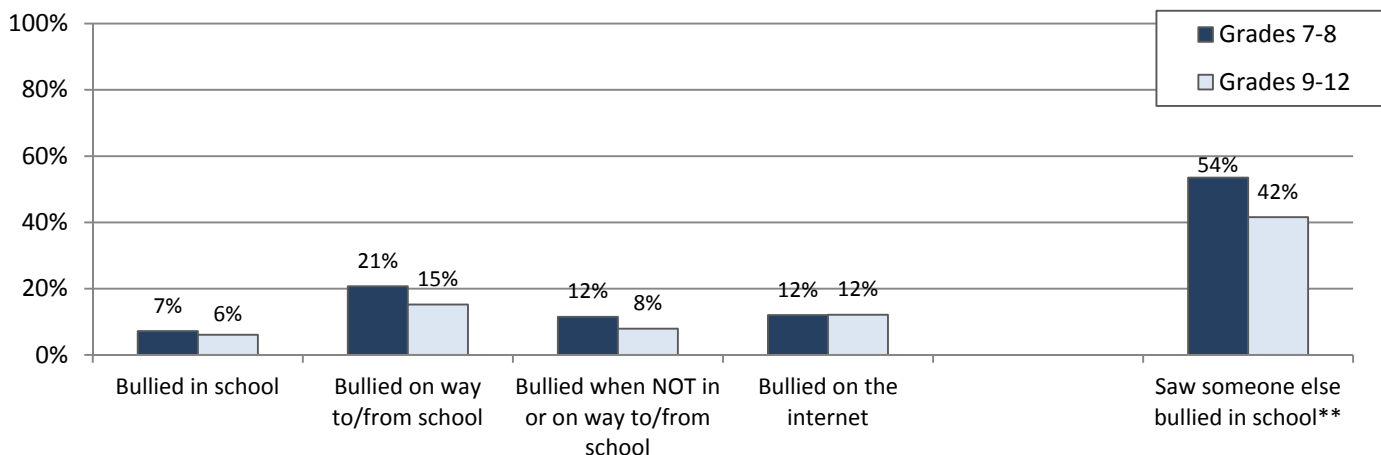
BULLYING

- Addressing bullying as a part of student education.** Nearly all parents (over 90%) and school staff (over 90%) responding to annual surveys reported that they thought it was *somewhat or very important* for students to receive age-appropriate information in school about bullying and cyberbullying.¹ On a list of nine possible topics (including mental health, stress management, and alcohol and other drugs), bullying and cyberbullying were the topics that parents and staff thought were most important to cover in schools. Bullying and cyberbullying education are provided at every school level in the NPS.
- Education about bullying.** Bullying and cyberbullying have been key components of Newton parent education offerings and NPS staff professional development, including lectures by experts on how to protect children and prevent bullying, and information about the Massachusetts bullying law and NPS bullying policies.

Newton Students' Experiences with Bullying* in the Past 30 Days (Grades 7-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

In 2010 Newton middle school students were more likely than high school students to report having been bullied in the past 30 days, and were more likely to report having seen someone else bullied in school in the past 30 days. Rates of having been bullied on the internet in the past 30 days were about the same for middle and high school students. Rates of being bullied were lower in 2010 than in previous years.

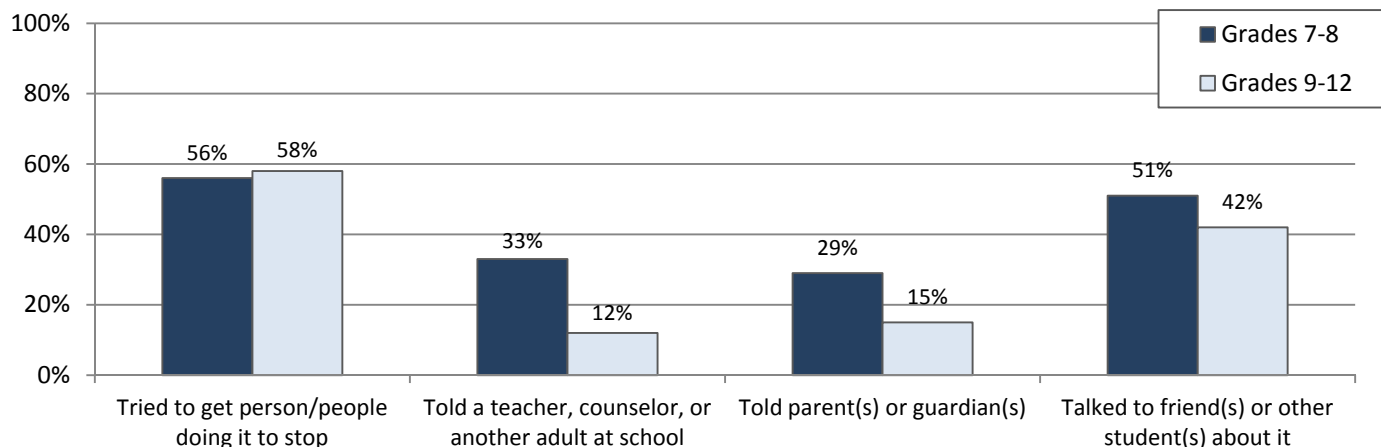


*The questions asked if students were "bullied or harassed (such as threatened, picked on, made to do something you didn't want to do)."

Newton Students' Response* the Last Time They Were Bullied in School in the Past 30 Days (Grades 7-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

Respondents who had been bullied in the past 30 days were asked about their response the last time they were bullied. In 2010, middle and high school respondents were about as likely to try to get the person/people to stop. Middle school students were more likely to get another person involved, by telling an adult at school, a parent or guardian, or talking to a friend or other student.



*Respondents who had been bullied in school in the 30 days prior to the survey were asked how they responded the last time it happened.

¹ Parents and staff were asked to rate the importance of providing age-appropriate information based on a five-point scale: Very Unimportant, Somewhat Unimportant, Neutral, Somewhat Important, Very Important.

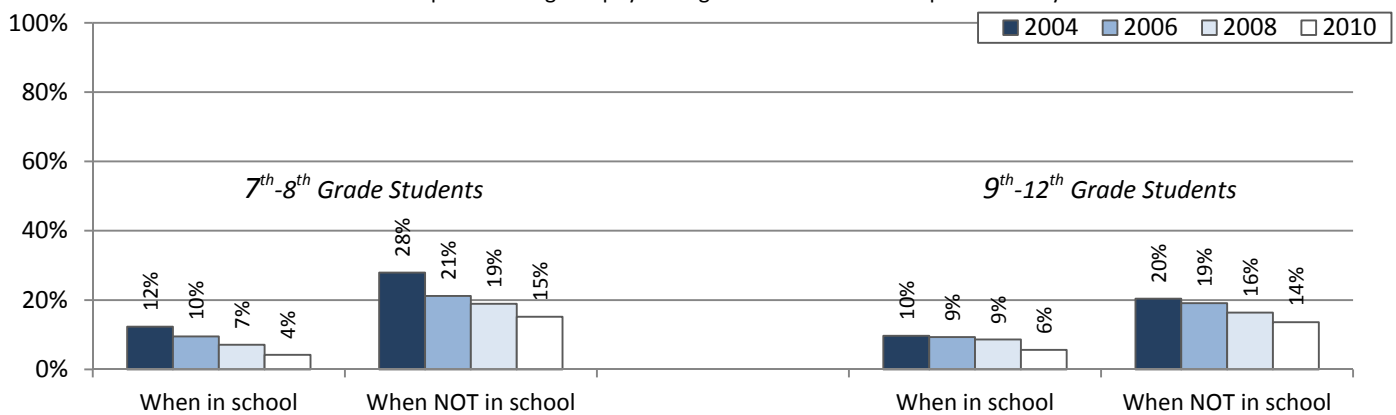
VIOLENCE AND SAFETY

- School Climate.** In 2012, 82% of NPS staff responding to an annual survey rated their school as *safe* or *very safe* (a substantial increase from 70% in 2009). During that time, physical safety measures were put in place (keyless access, door shades and locks), school safety policies were enhanced, and staff were quite satisfied with information and techniques they learned in staff workshops about creating and supporting safe school climates.
- Anger Management in Middle Schools.** The Newton Partnership supported Intervention/Prevention Counselors in each of the middle schools who worked closely with over 300 students who were at risk for anger and violence issues, and in 2011, 61% of staff reported referring students to these counselors for additional support. Many (66%) middle school staff reported on a 2012 survey that they felt anger management programming for students was *adequate*, virtually no change from the 67% who reported it was *adequate* in 2009.
- Parent Education.** The Newton Partnership has offered over 140 workshops for parents since 2008 that focused on violence prevention, serving over 2500 attendees; 89% of parents responding to annual surveys reported that they learned skills and strategies needed to support their children with regard to anger management, aggression, or violence.

Newton Students Who Were in a Physical Fight During the Past 12 Months (Grades 7-12)

Data Sources: Newton Youth Risk Behavior Surveys in 2004, 2006, 2008, and 2010

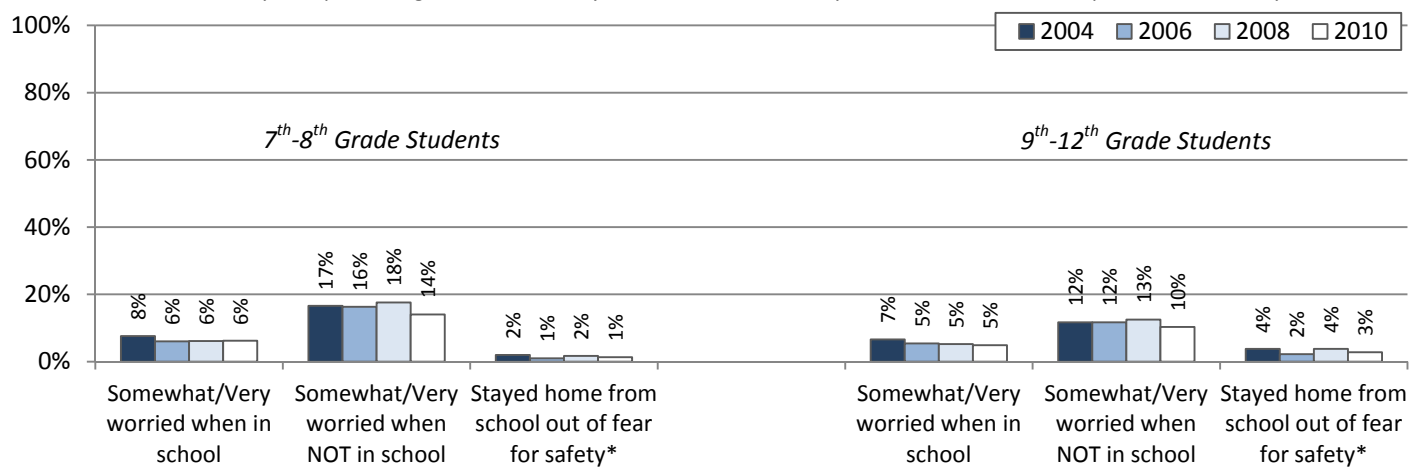
Students were more likely to report having been in a physical fight when they were *NOT in school* as opposed to when they were in school. Middle school students were more likely than high school students to report being in a physical fight when they were NOT in school. The proportion of students who reported being in a physical fight decreased over the past several years.



Newton Students Who Worried about Their Safety (Grades 7-12)

Data Sources: Newton Youth Risk Behavior Surveys in 2004, 2006, 2008, and 2010

Students were more likely to report being *somewhat* or *very worried*¹ for their safety when NOT in school compared to when they were in school.



*During the past 30 days.

¹ Students were asked about the extent to which they worry about their safety when they are in school, and the extent to which they worry about their safety when they are NOT in school using a four-point scale: Not at all worried, Not very worried, Somewhat worried, or Very worried.

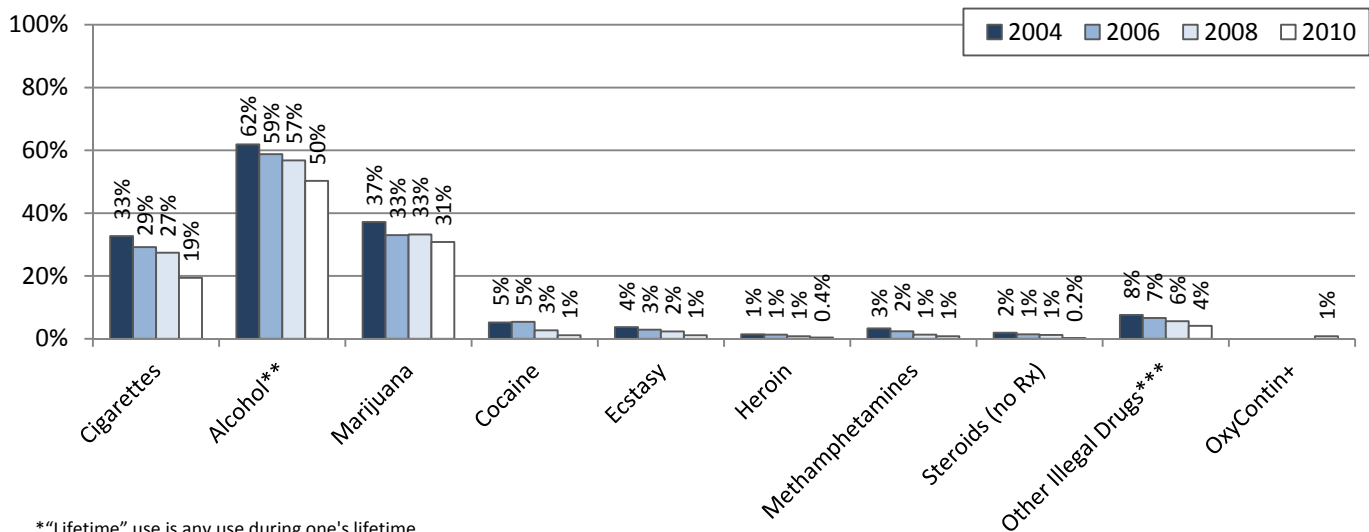
SUBSTANCE USE & RELATED BEHAVIORS

- Middle school students' lifetime substance use.** In 2010, 2% of 7th and 8th graders reported having tried *cigarettes* at least once in their lifetime, 10% had used *alcohol* (other than for religious purposes), and 2% had tried *marijuana*.
- Use of medications.** In 2010, a small proportion of Newton high school students reported that in the past 12 months they *used someone else's prescription medication to get high* (2%), *used over-the-counter medication to get high* (2%), or they *used "study drugs" to stay awake* (3%).
- Impaired riding/driving.** In 2010, 8% of Newton high school students reported that in the past 30 days they *rode with a driver who had been drinking*, and 1% of students *drove after drinking* (7% of students who drive). Rates for marijuana were higher: 16% of students *rode with a driver who had been using marijuana*, and 4% *drove after using marijuana* (18% of students who drive).

Newton Students' Lifetime* Substance Use (Grades 9-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

In 2010, high school students were most likely to report ever having tried alcohol (other than for religious purposes), followed by marijuana and cigarettes. Newton students' lifetime use of cigarettes, alcohol, and other drugs decreased in the past several years.



*"Lifetime" use is any use during one's lifetime.

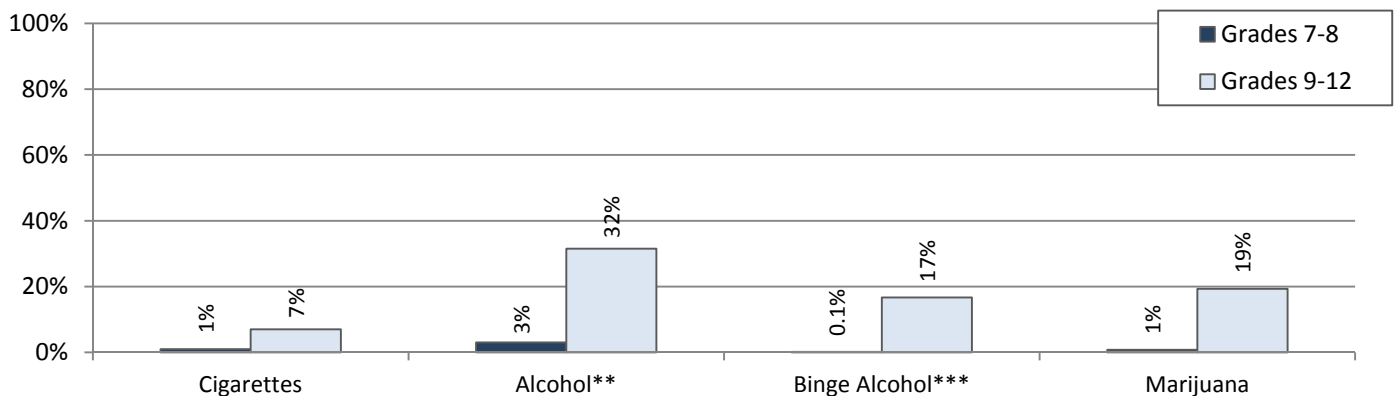
**The questions about alcohol were preceded by the following instruction, "The next questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, vodka, or whiskey. For these questions, drinking alcohol does NOT include drinking a few sips of wine for religious purposes."

***"Other illegal drugs" item asked about "any other type of illegal drug such as LSD (acid), PCP, mushrooms, Ketamine (Special K), Rohypnol (Roofies), GHB, or Oxycontin without a doctor's prescription."

Newton Students' Current* Substance Use (Grades 7-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

In 2010, high school students were more likely than middle school students to report having used tobacco, alcohol, or marijuana in the past 30 days. Students were most likely to report having used alcohol in the past 30 days, followed by marijuana and cigarettes.



*"Current" use is any use in the past 30 days.

**The questions about alcohol were preceded by the following instruction, "The next questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, vodka, or whiskey. For these questions, drinking alcohol does NOT include drinking a few sips of wine for religious purposes."

***"Binge" alcohol use is five or more drinks in a row.

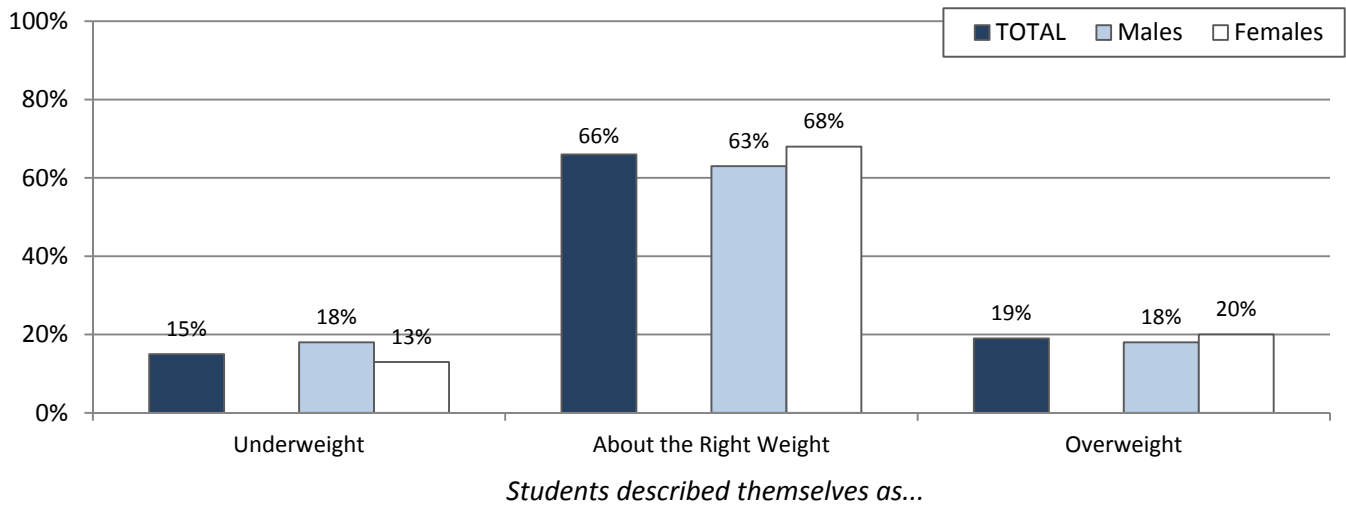
BODY IMAGE

- Parent and Staff Education.** Workshops on healthy body image have been an important component of The Newton Partnership's parent education outreach and professional development opportunities, as part of their efforts to support positive mental health in children and youth.
- Additional Student Data.** Among high school students who reported in 2010 they were trying to lose weight or maintain their weight, 41% said they exercised or ate less, 5% fasted, 2% vomited or took laxatives, and 1% took diet pills, powders or liquids. Females were more likely to report using each of these methods compared to males. (Respondents could choose more than one method for losing or maintaining weight.)

Newton Students' Perception of Body Weight (Grades 9-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

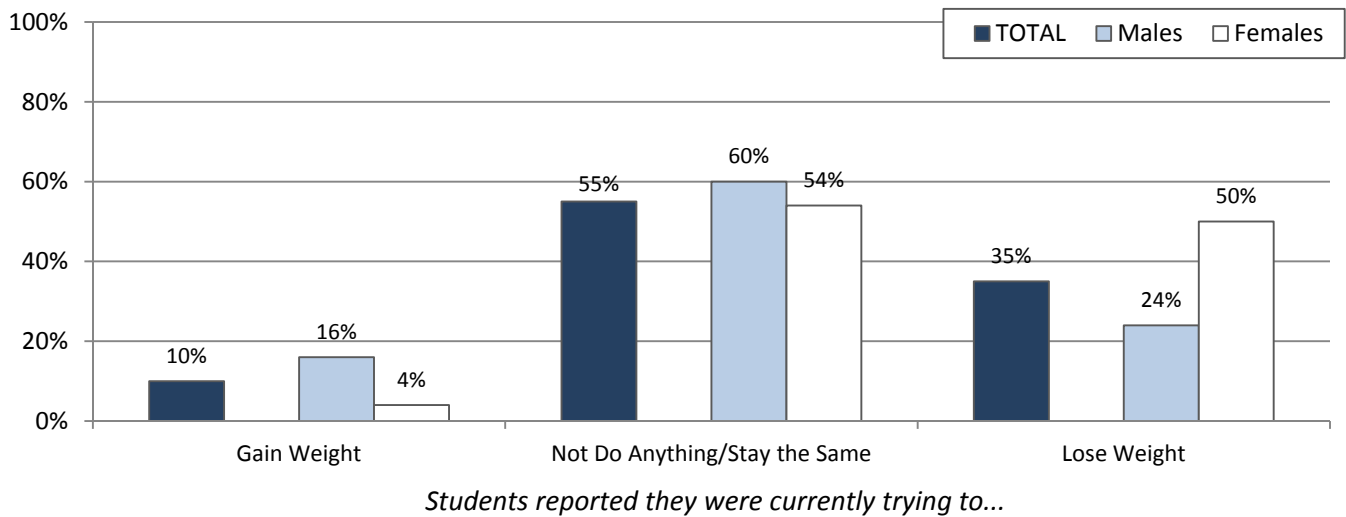
In 2010, most Newton high school students felt they were about the right weight. Males were more likely than females to think they were underweight. Females were slightly more likely than males to feel they were overweight.



Newton Students Reporting Attempts to Change their Weight (Grades 9-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

In 2010, many Newton high school students reported they weren't trying to do anything about their weight, or that they were trying to stay the same weight. Males were more likely to say they were trying to gain weight, and females were more likely to say they were trying to lose weight.



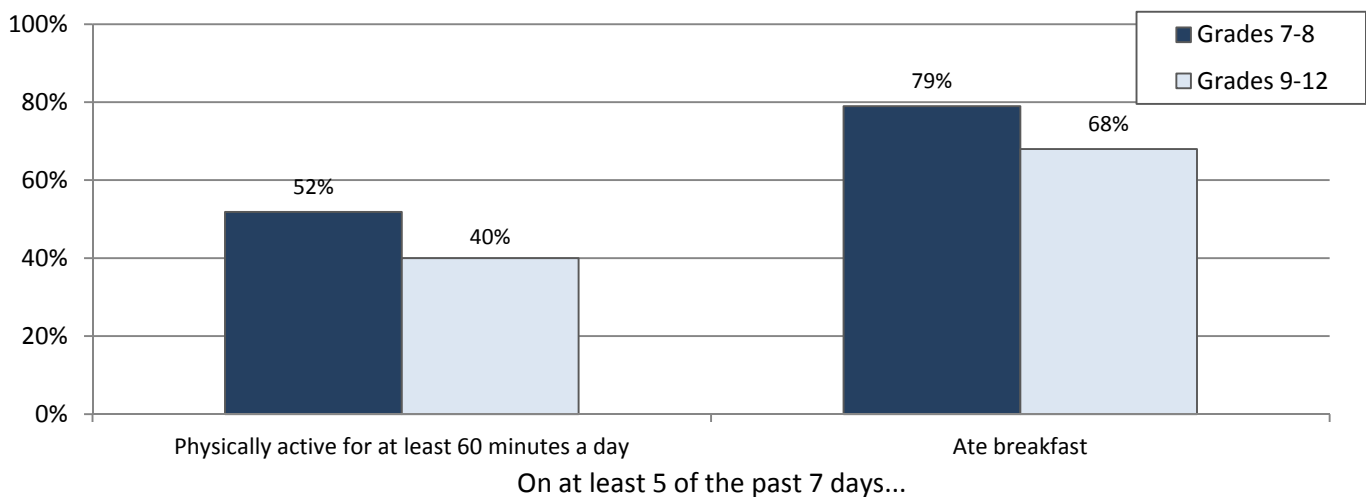
PHYSICAL ACTIVITY AND NUTRITION

- Importance of Wellness to Parents.** In the 2012 survey of NPS parents, parents of middle and high school-aged children were asked how important different wellness behaviors were to them. Most parents reported that it was *important* or *very important* that their adolescent children *are physically active every day or almost every day* (91% of parents), and *eat breakfast every day* (89%).
- Wellness Programs for Youth.** Building on the success of a recent grant supporting wellness and adventure education in the Newton Public Schools, The Newton Partnership is implementing a youth advisory program to foster wellness behaviors through mentoring relationships with adults in Newton. Teens with varying wellness needs and goals are being recruited through the schools and community partners (West Suburban YMCA, John M. Barry Boys & Girls Club, and Dreamfar High School Marathon). The program places additional emphasis on improving access to community-based nutritional programs (e.g., age-appropriate cooking classes), fitness programs (e.g., hip-hop dance classes) and wellness education for parents.

Students' Activity and Nutrition in the Past 7 Days (Grades 7-12)

Data Source: Newton Youth Risk Behavior Survey in 2010

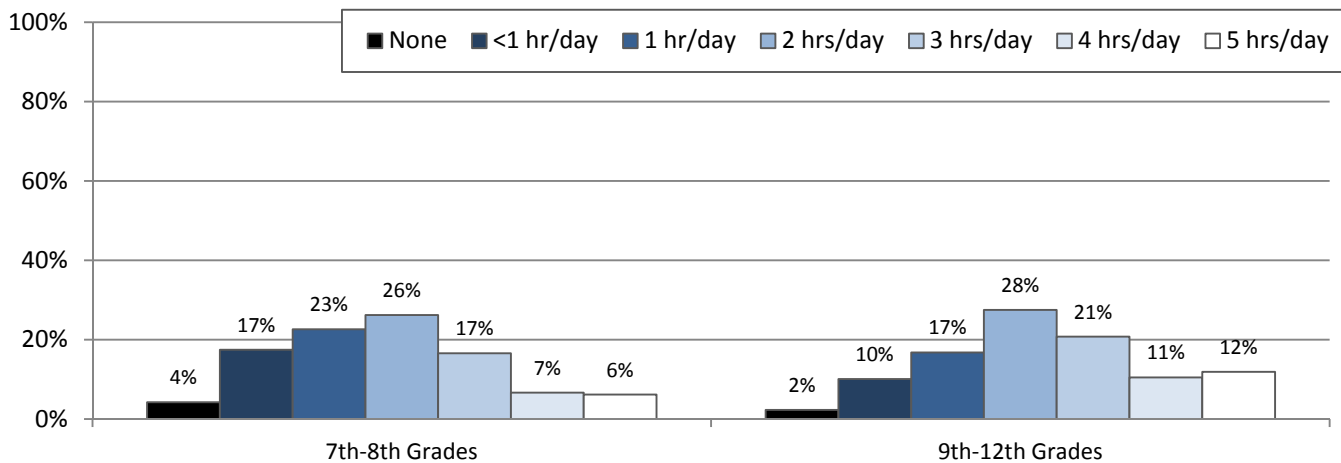
In 2010, middle school students were more likely than high school students to report that they were physically active on at least five of the seven days before the survey, and they were more likely to report that they ate breakfast on at least five of the seven days before the survey. More than half of middle and high school students ate breakfast on *all of the seven days* before the survey.



Newton Students' Screen Time* Hours on an Average School Day (Grades 7-12)

Data Sources: Newton Youth Risk Behavior Survey in 2010

In 2010, middle school and high school students reported similar patterns of screen time, where the largest group spent about 2 hours a day watching TV, playing video games, or on the Internet. Very few students reported that they did not spend *any* time in these activities on an average school day.



*Hours spent watching TV, playing video games, or on the Internet (surfing the web, playing games, using email, instant messaging, etc.)?



THE NEWTON PARTNERSHIP

...investing in children, youth and families

SNAPSHOT: Newton Public Schools, Newton, Massachusetts

The Newton Partnership: Connecting School and Community

Meaningful bullying prevention is dependent upon children, teachers, administrators, parents, and the community working in partnership.

—Susan Linn, Co-Director,
The Newton Partnership

Early in its SS/HS Initiative, Newton Public Schools developed a partnership of more than a dozen agencies (e.g., city organizations, mental health providers, community service agencies, parent-teacher organizations, early childhood educators) to ensure that children of all ages stay safe and healthy. The district also enlisted a Community Team with representatives from partnering agencies, parents, and students to provide input to the project.

Adopting the title *The Newton Partnership* (TNP) to indicate the importance of building a community-wide support system to address bullying and other concerns for all children and families in Newton, the group has supported the implementation of programmatic interventions at all grade levels and in 40 early education and childcare programs. Early childhood specialists offer consultation, training, and support to parents, preschools, and childcare providers throughout Newton. Teacher workshops include training in *Second Step*, an empathy development and violence prevention curriculum. A week-long Circle of Respect initiative provided activities for parents, students, staff, and the community to address bullying, including cyberbullying.

All households in the community receive newsletters and electronic communications about bullying prevention activities and resources. Workshops on bullying prevention are offered for parents of children of all ages. Through its mental health service partners, TNP provides families and mental health service providers with resources, referrals, consultation, and counseling services.

Over the first three years of the SS/HS Initiative, there was a 55% decrease in the number of students who reported that they were harassed or bullied in school, and a 60% decrease in the number of students who reported being victims of cyberbullying, as measured in annual student surveys.

As TNP completes its five-year SS/HS Initiative, bullying prevention activities continue. For example, all public school staff participate in annual bullying prevention training. TNP provides prosocial out-of-school time outlets for children, especially for those with multiple risk factors, at the local Y and Boys & Girls Club. With the help of TNP, the mayor of Newton convened a youth summit on issues faced by Newton teens, including bullying. Action plans developed at the summit are engaging children, parents, and community decision-makers in ways to work together to sustain bullying prevention activities into the future.