

NEEDS ASSESSMENT PART III
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1. Executive Summary

The Ophelia Project has been operating the RAPS program for 14 years. RAPS (Relationships are Pathways to Success) is an afterschool program that fosters social and emotional skills through positive adult relationships for teens and preteens using a mentorship framework. Middle School pre-adolescents and adolescents are paired with local college student mentors to teach them about healthy relationships, self-empowerment, and personal identity development. The past few years RAPS has observed a decline in both funding and participation and is currently only running in 2 schools. The Ophelia Project has been picking up the deficit for RAPS over the past several years and is looking both for alternatives for funding and broadening their services beyond the two schools they currently serve. The needs assessment examined: existing school knowledge about RAPS and relational aggression, services (both in use and would like to have), and gaps in both services and resources that RAPS might be able to accommodate.

After identifying all schools in Erie County that serve 5th-8th grade students, the assessment team sent out an online survey to key school staff (e.g. school counselors, principals). The team also used follow up telephone calls to those who did not complete the survey and asked them to complete the survey over the phone. The survey consisted mostly of items that used Likert-style rating systems, although there were some open-ended comment boxes that were used for providing context to their answers.

Relational aggression was rated as the most problematic behavior among those listed (drug and alcohol use, risky sexual behavior, physical violence, and relational aggression), however it was ranked second to last in terms of how equipped schools are to handle this behavior. For all four problem behaviors, in-school curriculum or programs and assemblies or guest speakers are the most common strategies currently being employed. Responses indicated that elements promoted by the RAPS program are important to healthy youth development and over half of the respondents indicated having some interest in having this type of program. Schools are unable to provide money (for program funding or program materials) or transportation. There is very little availability for personnel/administrative support and food/snacks. Two resources that schools are more likely to supply are space in which to meet and basic supplies. Lack of financial support was by far the biggest barrier to implementing the RAPS program.

Recruitment and empowerment of local stakeholders and program supporters through education about program offerings is important to be able to carry out programming. This can be done with increased networking, participating in community events, and improving the functionality of the website by updating information provided. In addition, to find potential markets, reaching out and forming relationships with local school districts and facilities operating before and after school programs would be an appropriate place to begin to think about marketing, and gathering community support.

Once RAPS is a well-known program in the community and is proven to be effective; program recruitment should be ongoing, but will require less effort in a community highly educated about relational aggression and the benefits of RAPS. Program effectiveness has not yet been addressed beyond internal self-assessments of program participants. A more rigorous

and detailed investigation regarding the relationship of program goals and outcomes is recommended to establish effectiveness.

2. Introduction/Problem Statement

Relational aggression is a mainstream problem that exists in schools and affects all students, whether they are the targets, aggressors or bystanders who witness peer aggression (Ophelia, 2008). Relational aggression is a behavior that is intended to hurt someone by harming his or her relationships with others (Crick & Grotpeter, 1995). Research shows that 27% or more than one in four students do not feel emotionally safe at school (Ophelia, 2008). Peer victimization is prevalent among adolescents. Available figures indicate that as many as 29.9% of children in grades 6 through 10 in schools throughout the United States are bullied moderately or frequently by peers (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001). Seventy-five percent of middle and high school students have been victimized by bullies at some point during their school years (Harachi, Catalano, & Hawkins, 1999). Research demonstrates that relatively simple forms of relational aggression can be detected among children as young as 3 years of age (Leff, Waasdorp, & Crick, 2010). Prior studies have shown that relational aggression is salient among adolescent girls but it has become clear that relational aggression also affects boys and the broader context in which it occurs. For example, research indicates that relational aggression occurs quite frequently among boys, and boys who display relational aggression (as opposed to physical aggression) experience greater psychosocial maladjustment than boys who display gender normative expressions of aggression (Leff, Waasdorp, & Crick, 2010). Leff and colleagues (2010) report that with increased use of electronic media (e.g., e-mail, text messaging, Facebook) during adolescence, youth can use this as a medium for relationally aggressive behaviors.

Why is relational aggression a problem?

Relational aggression for victims, aggressors, or bystanders has been associated with higher levels of depression, loneliness and social isolation (Crick & Grotpeter, 1995; Leff, Waasdorp, & Crick, 2010); social problem-solving and emotion regulation deficits, peer relationship difficulties (Leff, Waasdorp, & Crick, 2010) and predictive of future psychosocial maladjustment (Crick, Ostrov, & Werner 2006; Leff, Waasdorp, & Crick, 2010) and low self-esteem and self-worth in adolescent girls (Paquette & Underwood, 1999). Relational aggression has also been identified as a significant contributing factor in physically aggressive episodes (Young, Boye, & Nelson 2006). But while evidence is accumulating to suggest that relational aggression may create just as much, or possibly even more, damage than physical aggression, it is an area that is often overlooked by anti-bullying programs, which mainly target more overt and physical forms of aggression (Crick & Grotpeter, 1996; Young, Boye, & Nelson 2006). Relational aggression is often overlooked in schools because overt physical violence is better understood, more readily observed, and more easily confronted (Young, Nelson, Hottle, & Warburton 2011).

Who has a stake in the issue of relational aggression?

Since relational aggression affects both boys and girls and occurs in a broader context, research has found that students feel less safe in schools in which relational aggression is frequent (Leff, Waasdorp, & Crick, 2010). To stop destructive social norms that perpetuate the cycle of covert aggression in children, youth and adults, the Ophelia Project located in Erie, Pennsylvania began in 1997 as one community's decision to increase parental and community support for adolescents by serving youth and adults who are affected by relational and other non-physical forms of aggression. Its mission is to create safe social climates by focusing on long-term cultural change through partnership with teachers, administrators, parents and concerned and committed adults to promote emotional health and academic success. Previous surveys of student populations conducted by Ophelia show self-reported reduction of incidences of relational aggression after successful intervention (Nixon & Werner, 2010). It is possible to successfully address bullying and relational aggression but it requires an ongoing effort to create long-term systematic change. The Ophelia Project is the first national organization to systematically address relational aggression. It bridges the gap between parents and teachers by making schools a safer place. Given that relational aggression occurs quite often among both boys and girls and has an effect on the school environment, it appears that school-based programming for relational aggression is needed for both girls and boys (Leff, Waasdorp, & Crick, 2010). As research has shown the detrimental effects of relational aggression on adolescents' developmental outcomes, the Ophelia Project fills an important gap, offering programs that specifically target those environments that may perpetuate the cycle of covert aggression.

The Ophelia Project offers a variety of programs that serve the public by offering universal or selective intervention and prevention programs and promoting healthy social and emotional environments. One of these programs, RAPS (Relationships are Pathways to Success) is an afterschool program that fosters social and emotional skills through positive adult relationships for teens and preteens using a mentorship framework. Middle School pre-adolescents and adolescents are paired with local college student mentors to teach them about healthy relationships, self-empowerment, and personal identity development. Mentors lead dynamic lessons and activities around important topics such as bullying, healthy relationships, and communication skills. While children in middle schools are the target population of this program, college students participating as mentors also benefit by being mentored themselves by a program facilitator. Through the program, students reflect on their behaviors and attitudes with respect to peer aggression and develop alternative strategies to social situations involving relational aggression. RAPS fosters skill development and positive lifestyle choices in the following three developmental domains: Social/Emotional (relationships, boundaries, empathy, motivation and peer pressure), Cognitive (goal-setting, social problem-solving and creative thinking) and Physical (healthy choices, body image, physical activity, and nutrition).

Available research studies on mentoring programs have shown positive outcomes for children across a range of developmental domains. School-based mentoring programs improve the lives of youth by fostering social and emotional development (Grossman & Rhodes, 2002; Grossman & Tierney, 1998), school-connectedness (Karcher, Davis, & Powell, 2002; King, Vidourek, Davis, & McClellan, 2002; Portwood & Ayers, 2005), positive parent-child

relationships (Rhodes, Grossman, & Resch, 2000), positive academic performance (Diversi & Mecham, 2005; Hansen, 2001, 2002), self-perception of academic abilities (Bernstein, Dun Rappaport, Olsho, Hunt, & Levin, 2009), positive peer relationships (Cavell & Hughes, 2000; Herrera, 2004; Karcher, 2008; King, Vidourek, Davis, & McClellan, 2002), and self-esteem or self-confidence (Karcher, 2008; Matzenbacher, 1999).

Mentoring holds the potential to benefit youth particularly in school related areas during a developmental period when youth may be in need of relational and academic school programs that offer mentoring supports (Herrera, Grossman, Kauh, & McMaken, 2011). As an afterschool mentoring program that works in collaboration with local schools, RAPS is an ideal program for addressing relational aggression because children spend almost a third of their waking hours in school (Timmer, Eccles, & O'Brien, 1985). Mentoring programs offer opportunities for children to acquire academic skills, values and behaviors, and form relationships with adults and peers that can have a profound effect on their development, schools would appear to be an ideal context in which to provide youth with this type of relationship (Herrera, Grossman, Kauh, & McMaken, 2011).

Given the wealth of evidence that supports the use of similar mentoring programs for promoting positive outcomes in social and emotional domains, RAPS has the potential to be quite effective at addressing relational aggression. Over the twelve years since it began, RAPS is well-established in the Erie community, having served over 170 students and trained over 160 mentors. However, due to inadequate funding, the Ophelia Project's ability to provide this unique program has been compromised and RAPS may be in danger of losing their funding all together. With limited funding, a mentoring program such as RAPS may not be able to make the full, positive impact that it has the potential to make.

What are the purpose and the impact?

Over the past few years much of the funding supporting RAPS has deteriorated, expired or otherwise ended. In addition, some community organizations who have formerly participated in the program are no longer able to. If the program is to continue, there is a need to find both additional funding and organizations interested in participating. Our assessment aimed to identify schools in the area that may be in need of this type of program, what their interest level is in participating in the program, what resources they are able to provide toward the implementation of the program, and what barriers exist that are preventing them from implementing the program. The first goal of our needs assessment was that the Ophelia Project would use it to identify potential schools with which they can collaborate. Secondly, we hoped that, through the identification of resources available and barriers to implementing the program from the schools' perspective, they will be able to better understand what services and resources they need to provide in order to implement and expand the RAPS program successfully.

3. Assessment Questions

The intention of this needs assessment was to determine if there was a need for afterschool programs addressing concerns about relational aggression. Our first main question

aimed to determine the extent to which schools in Erie County, Pennsylvania (full list of schools located in Appendix A) see relational aggression as a problem and if they were interested in participating in a program that addresses and aims to prevent problem behaviors related to relational aggression, including the following: purposefully ignoring someone when angry (giving the "silent treatment"), spreading rumors about other classmates, telling others not to hang out with a certain classmate as a means of retaliation, taunting and insulting other classmates, and creating "cliques" or groups that purposefully exclude other classmates.

In addition, we would like to determine the resources that interested community partners currently have available and would be willing to provide to participate in RAPS. Our third and final question aims to identify any barriers potential community partners might have to participating in an after school program like RAPS (for a full list of questions see Appendix B).

4. Resources, Key Collaborators & Assessment Team

The Assessment Team included Washington State University (WSU) graduate students in the Human Development (HD) Program Development course: Jennifer Lawrence, Stella Illa, and Annelise Smith. Each team member is available to spend between 5-10 hours per week. The Assessment Team is guided by Leigh Anne Kraemer-Naser, Ophelia Project Education Specialist. Leigh Anne has insight into the day-to-day operations of the RAPS program, its ongoing struggles, and the strengths of the program. In addition, Leigh Anne is located in Erie County and as a result is able to offer information that would otherwise not be available or difficult to obtain in a timely manner.

Expertise about conducting a needs assessment was available from Nicole Werner. Nicole is a WSU Associate Professor leading the Program Development Course. She offered specific skills related to conducting a needs assessment and has considerable background knowledge about the Ophelia Project and RAPS program. Combined with her extensive research background on the topic of relational aggression, this made her a uniquely valuable person to contribute. In addition, Nicole had access to the data collection website Survey Monkey which the Assessment Team used to collect data from possible clients.

Susan Wellman is the founder of the Ophelia Project. Visiting the Palouse area the last part of September, she was able to meet with the WSU graduate students to fill in some history of the program and some current areas of need. Her knowledge of the organization and the Erie region was especially helpful. Susan was also available to answer any further questions we had that Leigh Anne Kraemer-Naser was unable to answer.

Our data sources included: Washington State University Libraries, the Ophelia Project webpage (www.opheliaproject.org), as well as additional documents supplied by Leigh Anne Kraemer-Naser including: financial information about RAPS, annual reports, previous RAPS survey assessments, and previous needs assessments conducted by the organization (both formal and informal). We also used databases from the National Center for Educational Statistics (a project of the U.S. Department of Education's Institute of Education Sciences) website, which included: School District Demographics System (SDDS), Private School Survey (PSS), School Survey on Crime and Safety (SSCS), and Schools and Staffing Survey. These databases can be accessed for free by the public.

To conduct a survey of potential RAPS clients, the Assessment Team used an on-line program called Survey Monkey (<http://www.surveymonkey.com>) to gather the data.

5. Methodology

a. Target Population

i. Who was the target population of your needs assessment?

The target population of this needs assessment was middle school aged children (5th-8th graders) and staff at the schools that serve them in Erie County. More specifically, it included key decision making personnel from within these schools as key informants (e.g. school counselors, principals/assistant principals, and behavior specialists). In this way, it consisted of both clients (students) and service providers (school staff). The schools that were selected included 17 middle schools and 11 private schools in the 14 schools districts of Erie County. These districts include: Corry Area, Erie City, Fairview, Fort LeBoeuf, General McLane, Girard, Harbor Creek, Iroquois, Millcreek Township, North East, Northwestern, Union City Area, and Wattsburg Area. Detailed demographic information including student gender and race/ethnicity by school can be found in Appendix A.

As for the actual participants, the team received a total of nine surveys from at least five different schools (two of the participants chose not to disclose their school name). The surveys included four principals, one assistant principal, one school counselor, one school psychologist, one reading specialist, and one teacher. The participants were overwhelmingly female (seven female, one male, and one did not answer) and all nine classified themselves as White/Caucasian.

ii. What sampling method did you use?

Using information from the National Center for Education Statistics, the assessment team identified all schools within Erie County that serve 5th, 6th, 7th, and/or 8th grade students. They attempted to recruit a school counselor, behavior specialist, principal, and/or assistant principal from each school to participate in our needs assessment. The team chose to select school counselors and behavior specialists based on their unique position within the school that allows them to be knowledgeable about both relational aggression in their school and the resources currently offered by the schools for addressing these issues. They also chose to include Principals and Vice-Principals as they are often involved in disciplinary issues and are also well-aware of the current resources available for programming in their schools.

iii. How did you recruit participants? How did you ensure adequate representation of minority groups or other hard-to-reach populations in your assessment?

After receiving permission from the school district (or the Diocese of Erie for some of the private schools) the assessment team contacted by e-mail those key informants who had been previously identified. It is important to note that the assessment team fully disclosed our reasons for conducting the survey and provided contact information to participants should they have any questions or concerns regarding the survey. To ensure adequate representation of

minority groups, the team actively recruited key informants from all schools within Erie County, including both urban and rural communities, making every effort to ensure the minority-serving schools were included in the information gathered. The assessment team consulted with people from multiple cultural/ethnic backgrounds to ensure that there was no unintentionally biased language in our survey.

b. Methods of Data Collection

i. What method(s) will you use and why?

We decided to rely on the use of a small, targeted survey and secondary data collection. As such, a web-based survey was used as the primary method of data collection for this needs assessment (for our full survey instrument, please see Appendix B). Questions were designed specifically to address the main assessment questions. While a majority of the questions were designed as closed-end ones, an area for open-ended response was also included should the participants feel the need to express or clarify any of their responses more thoroughly.

While web-based surveys do require more care in constructing the questions than some of the other modalities, it was decided that this modality would be the best given the combination of distance and limited time frame in which the assessment team had to administer and collect information from the survey. Using a web-based survey also allowed participating school counselors to complete our survey on their own time and allowed us to collect the data as quickly as possible. By using phone calls to contact only those who did not respond through e-mail, we offered a variety of ways in which participants could complete the survey while cutting down on the amount of phone calls we needed to make and increasing the likelihood that we would receive as many responses as possible.

c. Procedures

i. Describe the procedures used to carry out your data collection.

Before finalizing and administering the survey, the assessment team gained feedback on the survey from Leigh Anne, Susan, and Nicole. They also sought feedback from other graduate students to ensure the clarity and appropriateness of the questions. After gaining this feedback, the survey was entered onto the website SurveyMonkey.com.

Using the School District Demographics System (SDDS) and the Private School Survey (PSS), the assessment team identified all schools that serve 5th-8th grade students in Erie County, PA. They then tracked down the e-mail addresses of school counselors, behavior specialists, principals, and vice principals using school websites and by calling some schools when the information was not available online.

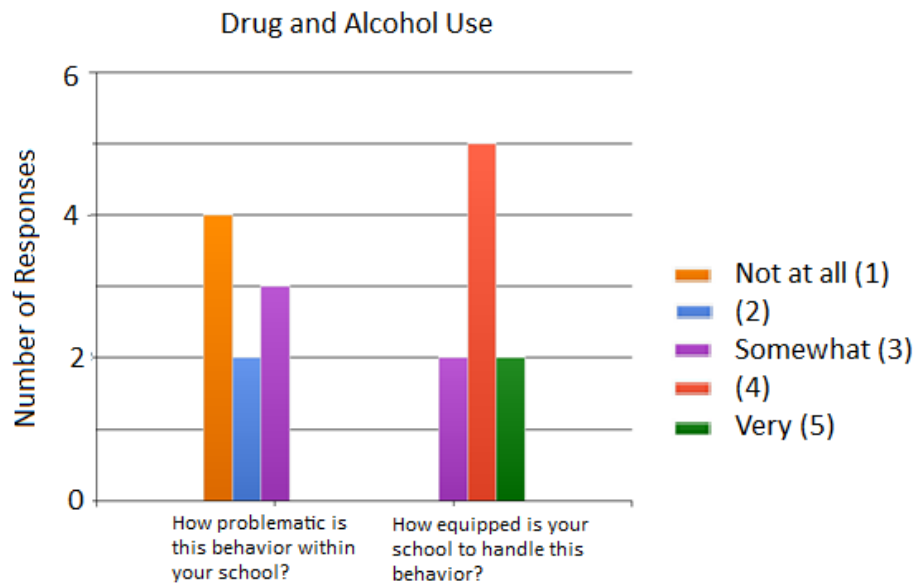
The research team sent out an e-mail in which they introduced themselves and the Ophelia Project, explained what they are asking of them and why they were conducting the survey, and directed participants to a link to complete the survey (for a copy of this e-mail, please see Appendix C). This e-mail was sent out three different times over the course of three

weeks. Those participants who did not respond after the third e-mail were contacted by telephone and asked to complete the survey over the phone.

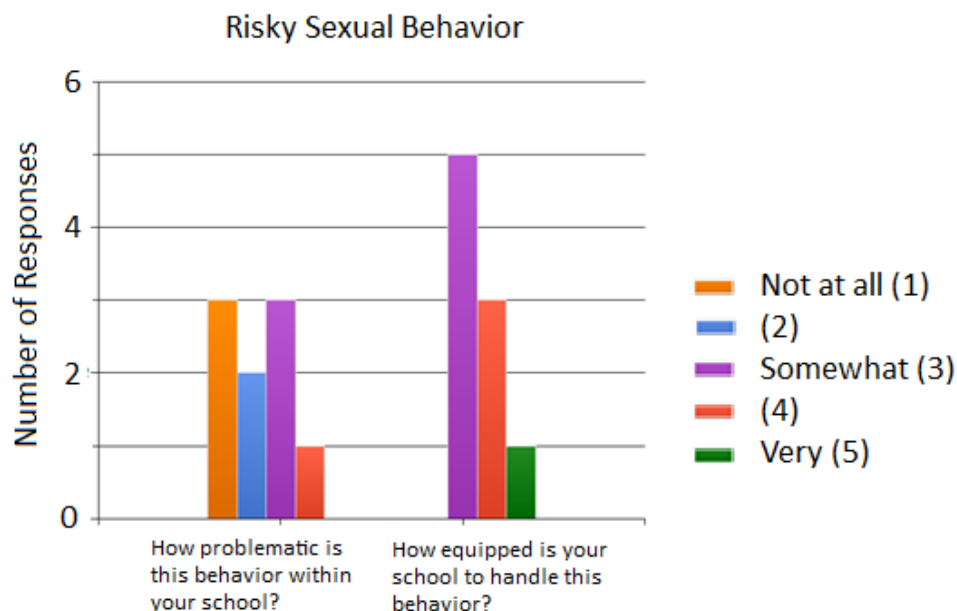
6. Results

To analyze the data, the assessment team used a mixed-method approach. First, we compiled a list of schools that indicated interest in the RAPS program and created a profile of each school's responses to give the Leigh Anne. Any open-ended responses at the end of the survey were used to provide context or identify other barriers and/or resources that may not have been represented in our survey.

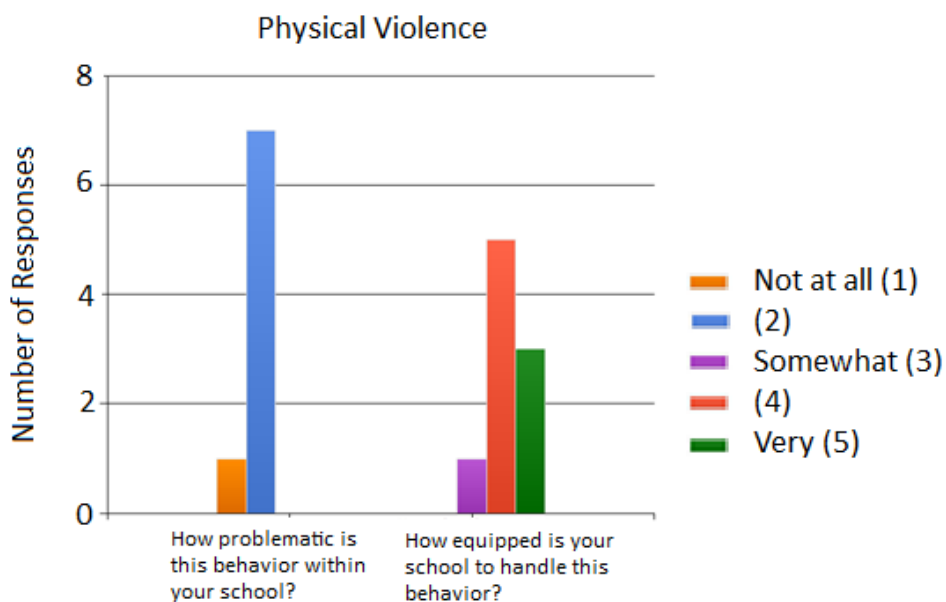
First, respondents were asked to rate how problematic certain behaviors were in their school and how equipped their school was to handle these behaviors. The results of these questions are as follows:



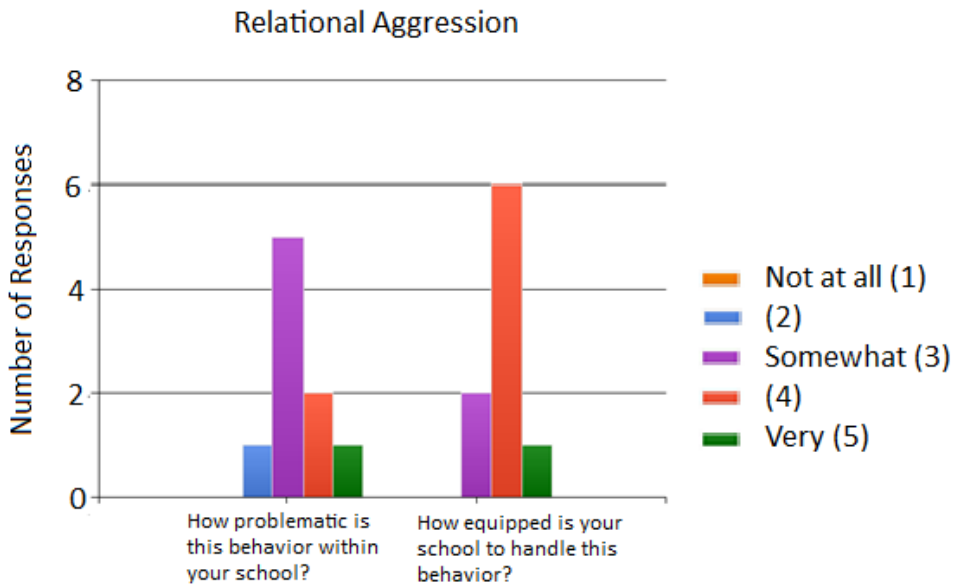
A majority of respondents rated drug and alcohol use as not at all problematic, with responses generally falling between not at all and somewhat problematic (average rating of 1.89 on a scale from 1-5). A majority of schools were rated as being between somewhat and very equipped to handle this behavior, with an average rating of 4.00.



As for risky sexual behavior, respondents gave mixed responses with the most frequent response category being tied between not at all and somewhat problematic (average rating of 2.22). However, most schools feel that they are only somewhat equipped to handle this behavior (average rating of 3.56).



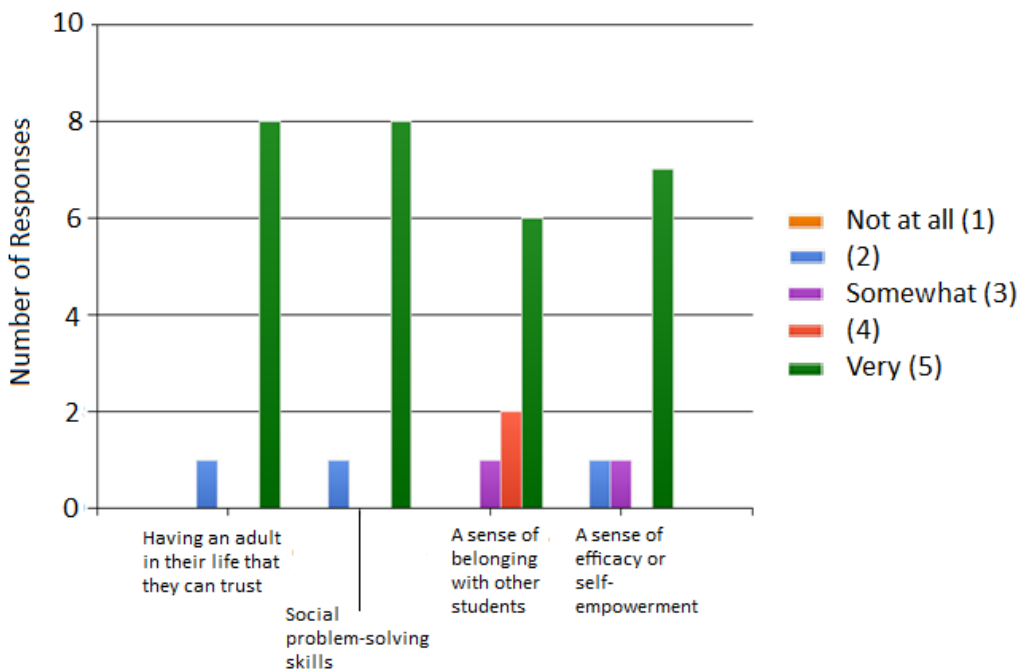
Physical violence was rated as being not very problematic (average rating of 1.88) while schools were rated as being highly equipped to handle this behavior (average rating of 4.22).



As for relational aggression, respondents rated it as the most problematic of all the behaviors listed with an average rating of 3.33. Schools were rated as being fairly well-equipped to handle this behavior (average rating of 3.89). It is important to note that while relational aggression was rated as the most problematic behavior among those listed, it was ranked second to last in terms of how equipped schools are to handle this behavior.

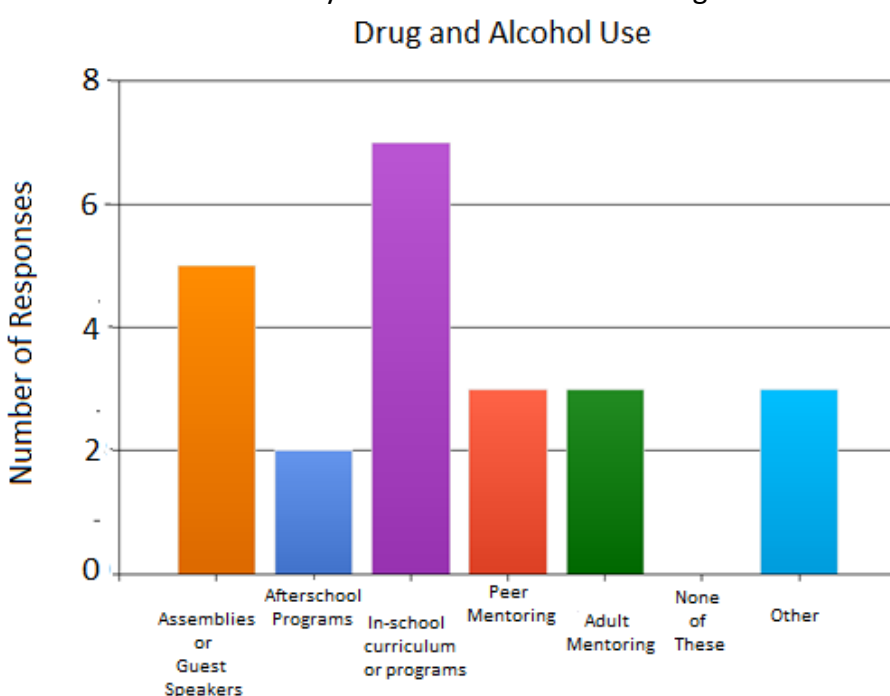
The next question asked respondents to rate how important they felt various items, all of which are promoted through the RAPS program, were to promoting healthy youth development for 5th-8th grade students. Results are as follows:

In your opinion, how important are the following in promoting the healthy development of the 5th-8th grade students you serve:

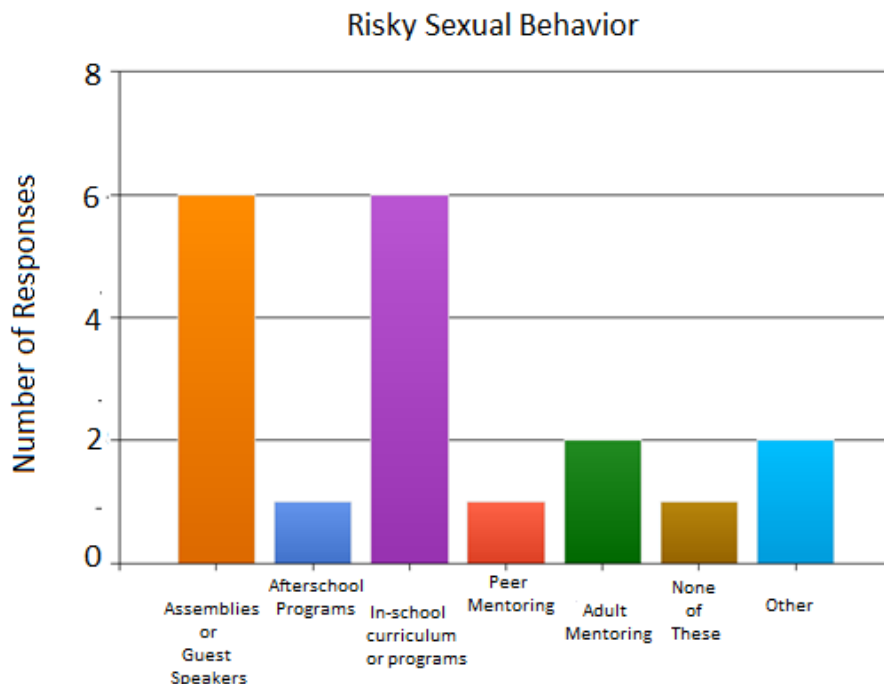


As expected, each of the four items listed were rated as being very important to promoting the healthy development of 5th-8th graders. Interestingly, one of the respondents rated most of these items as being very unimportant. This is a highly unusual outlier, but could potentially be due to misreading the rating scale. This however, is only conjecture on the part of the researchers. On this question, we also received two qualitative comments: (1) “Too many students lack the above elements in their lives, some also lack empathy” and (2) “I work in a very low SES area, breaking poverty cycles is our largest challenge. Their barriers tend to be resources, family support, and keeping busy.”

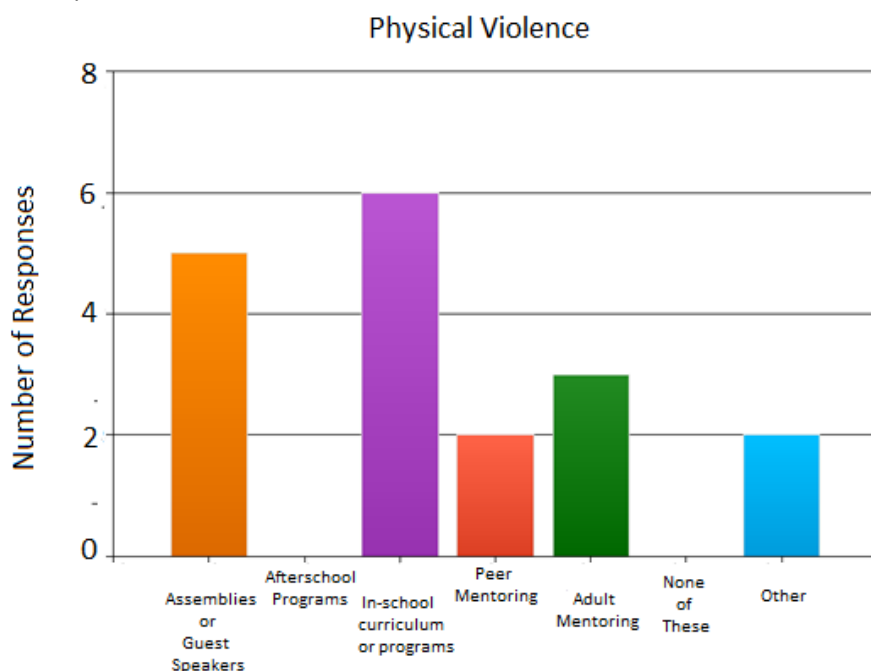
We then asked respondents to tell us about the strategies they are currently using to address the problems of drug and alcohol abuse, risky sexual behavior, physical violence, and relational aggression. For all four behaviors, In-school curriculum or programs and assemblies or guest speakers are the most common strategies currently being employed. Specific discussion of the results by behavior is shown following each of the four tables:



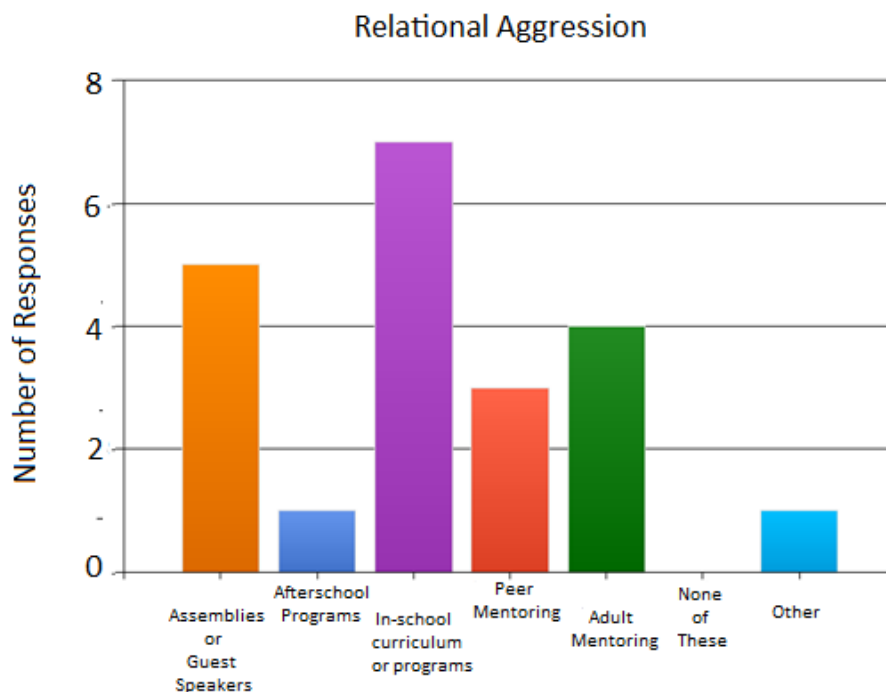
For drug and alcohol use, the three “other” responses all made reference to having a drug and alcohol counselor available at the school.



Of the two respondents that chose “other,” one described a “peer educator” program in which students teach other students about risky behaviors. The other described having a speaker come to the health class to talk about “sexting” (texting sexually explicit messages or pictures).

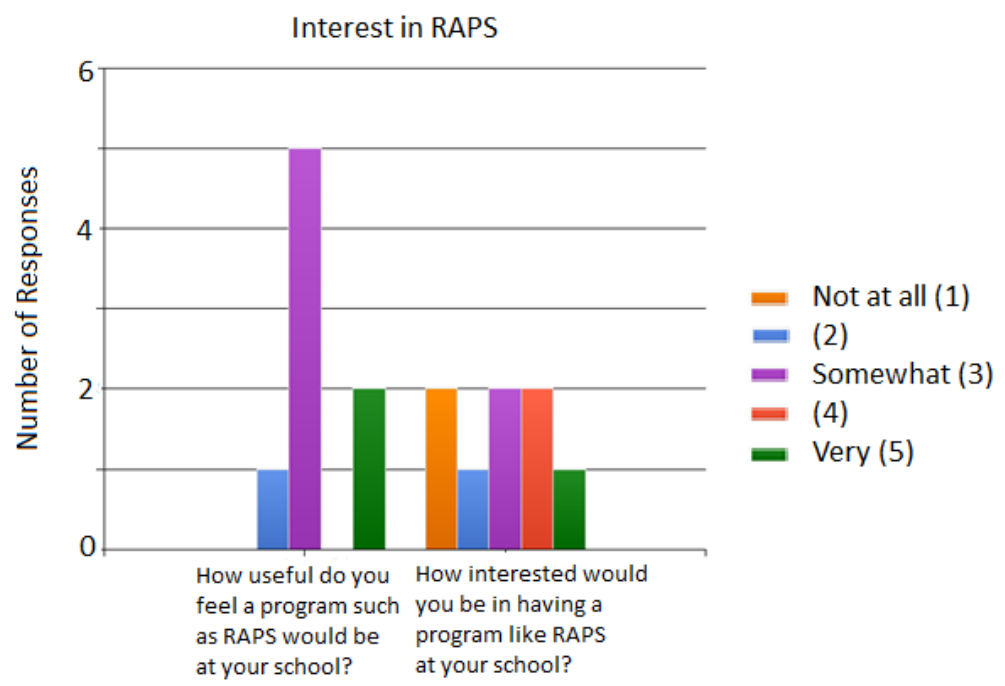


Of two respondents who chose the “other” category, one wrote the following: “not sure-some speakers in the past-probably discussed in the health classes, plus the bullying program meeting bi-weekly-olweus program sponsored through highmark.” The other cited having “a School Resource Officer on staff.”



For the one respondent who chose other, she stated that they had a combined high school and middle school and used a program called "Safenet" for the high schoolers, however it had very powerful role playing as a part of it that they deemed inappropriate for the middle schoolers.

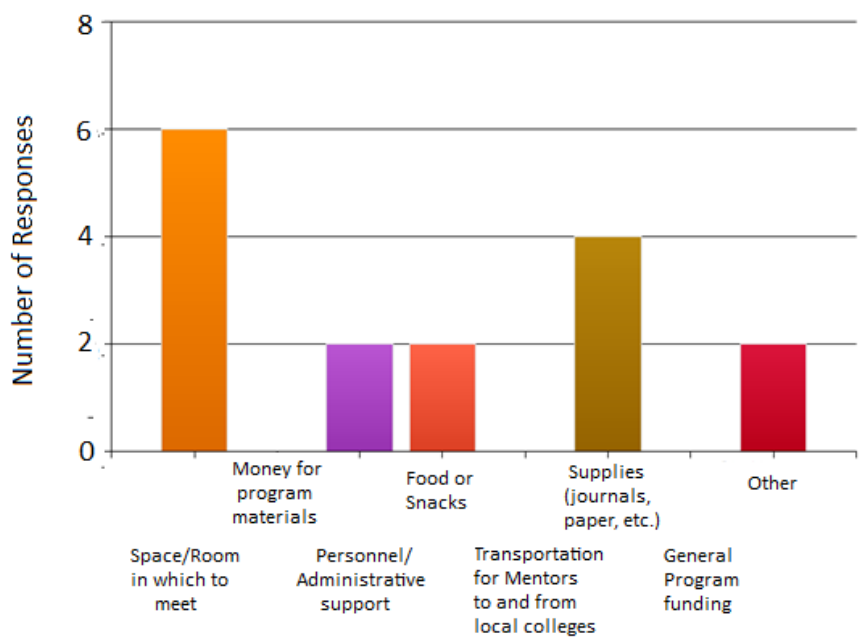
For the next questions, respondents were provided this short description of the RAPS program: "There is currently a 21-week afterschool program in your area that provides individual group activities and as well as mentor-mentee one-on-one time to teach 5th-8th grade students important lessons about healthy relationships, self-empowerment, and personal identity development. The mentors are usually local college students under the direction of a site manager who have gone through extensive training and whose services are funded through a local organization which also oversees the program." They were then asked how useful this type of program would be at their school and how interested they would be in having a program like this at their school.



As you can see, most schools felt that this type of program would be at least somewhat useful in their school and over half of the respondents indicated having some interest in having this type of program.

The last portion of our needs assessment aimed to identify current resources available in schools as well as current barriers to implementing the RAPS program. Our first question was as follows:

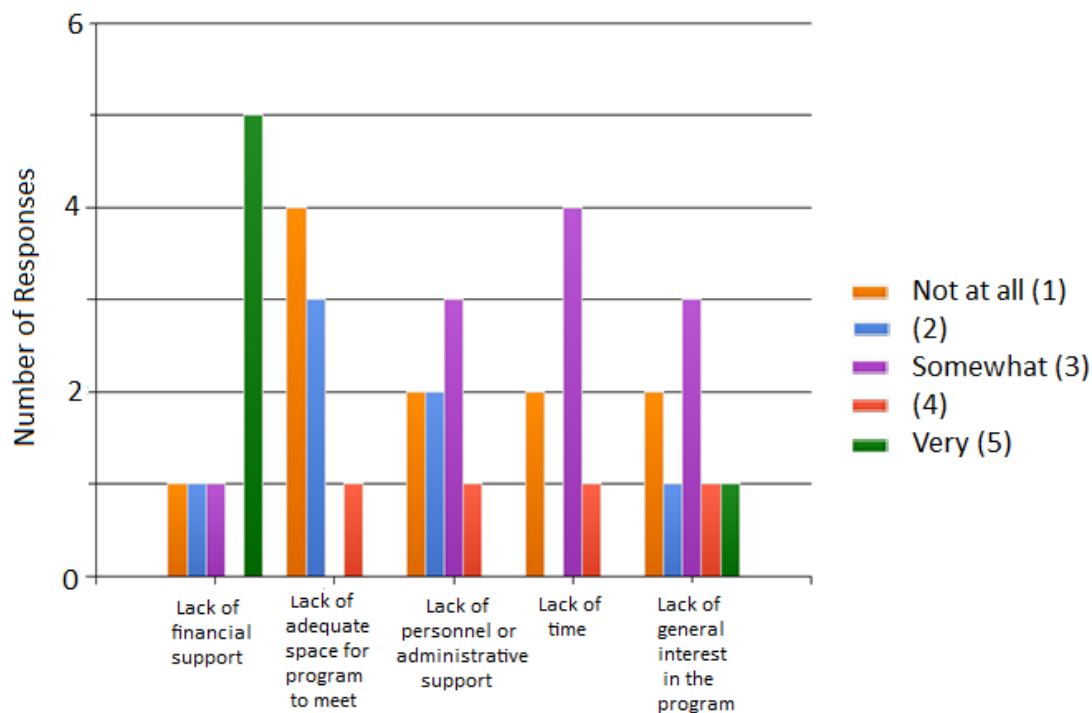
At the current time, which of these resources (if any) would your school be able/willing to provide for an afterschool mentoring program?



As is clear from the graph above, schools are unable to provide money (for program funding or program materials) or transportation. There is very little availability for personnel/administrative support and food/snacks. Two resources that schools are more likely to supply are space in which to meet and basic supplies. The two schools who chose “other” shared that they are currently implementing similar afterschool programs and are not interested in RAPS.

The last question focused on identification of barriers and was worded as follows:

Please rate the following items on how much of a barrier they pose to the implementation of an afterschool mentoring program at your school?



Lack of financial support was by far the biggest barrier to implementing the RAPS program. This is consistent with findings from the previous question in which schools were unable to provide funding for a program like RAPS.

7. Recommendations: Implications for ACTION

- There is a great need for program funding, as there are schools interested in having the program but that are unable to provide any funding.
- The recruitment and empowerment of local stakeholders and program supporters through education about program offerings is important to be able to carry out programming and sustain it in the long-term. This can be done with increased networking and participating in community events. It will also help them to expand the RAPS program beyond the two schools they are currently working with.
- Improving the functionality of the website by updating information provided will help people learn current information about the organization and find out about the curriculum and products that they serve.
- To find potential markets, reaching out and forming relationships with local school districts and facilities operating before and after-school programs would be an appropriate place to begin.
- Program effectiveness has not yet been addressed beyond internal self-assessments of program participants. A more rigorous and detailed investigation regarding the relationship of program goals and outcomes is recommended to establish effectiveness.

Appendix A: Gender and Race/Ethnicity Demographic Information of 6th-8th grade students in Erie County by School
AAIN = American Indian/Alaska Native; AAPI = Asian American/Pacific Islander; HIS = Hispanic

School Name	Total 5 th -8 th grade students	Male	Female	AAIN	AAPI	HIS	Black	White
Public Schools								
Corry Middle School	381	196	185	0	1	2	4	374
Roosevelt Middle School	302	152	129	1	3	30	98	149
Wilson Middle School	555	283	255	2	27	70	266	173
Wayne Middle School	594	296	275	0	16	126	277	152
Fairview Middle School	474	236	238	1	3	11	6	453
Fort LeBeouf Middle School	494	252	241	0	2	2	5	484
James Parker Middle School	702	383	299	4	3	6	11	658
Rice Avenue Middle School	621	333	286	5	0	4	8	602
Iriquois Junior-Senior High School	614	313	301	1	4	8	33	568
Walnut Creek Middle School	610	325	285	0	23	16	12	559
Westlake Middle School	519	266	253	1	4	16	16	482
James S. Wilson Middle School	548	285	263	0	8	10	22	508
North East Middle School	381	210	171	0	1	5	2	373
Northwestern Middle School	402	209	193	0	0	2	6	394
Union City Middle School	270	125	145	0	0	3	2	265
Wattsburg Area Middle School	494	242	249	0	0	2	4	485
Harbor Creek Middle School	301	155	146	0	4	3	6	288
Private Schools								
Villa Maria	84	This information is unavailable						
St. Luke School	95							
Our Lady of Mt. Caramel	78							
Our Lady of Peace Elementary	160							
Our Lady's Christian School	141							
St. James Elementary	84							
St. John- Holy Rosary Eastside Catholic	62							
Erie Day School	56							
Cathedral Center School	97							
Blessed Sacrament School	104							
St. George School	170							

Appendix B: School Counselor/Administrator Survey

1. What is your role within your school? _____

2. Please select your gender:

Male Female Transgender

3. Please select your race/ethnicity. You may indicate as many as you want.

_____ Asian or Pacific Islander

_____ Black or African American

_____ Latino/a

_____ Hispanic

_____ American Indian or Native American

_____ White/Caucasian

_____ Other

4. For the following items, please rate how much of a problem you feel this issue is within your school and how well-equipped you feel your school is to handle this issue:

a. Drug and Alcohol Use:

How problematic is this behavior within your school?

1	2	3	4	5
Not at all		Somewhat		Very

Do you feel your school is equipped to handle this issue?

1	2	3	4	5
Not at all		Somewhat		Very

b. Risky Sexual Behavior:

How problematic is this behavior within your school?

1	2	3	4	5
Not at all		Somewhat		Very

Do you feel your school is equipped to handle this issue?

1	2	3	4	5
Not at all		Somewhat		Very

c. Physical Violence:

How problematic is this behavior within your school?

1	2	3	4	5
Not at all		Somewhat		Very

Do you feel your school is equipped to handle this issue?

1	2	3	4	5
Not at all		Somewhat		Very

d. Relational Aggression (Behaviors that are intended to harm others through damaging relationships but do not involve physical force. Teasing, excluding other students from groups or games, and giving the silent treatment can be relationally aggressive behaviors)

How problematic is this behavior within your school?

1	2	3	4	5
Not at all		Somewhat		Very

Do you feel your school is equipped to handle this issue?

1	2	3	4	5
Not at all		Somewhat		Very

5. How important do you feel the following are in promoting the healthy development of the students you serve?

Having an adult in their life that they can trust

1	2	3	4	5
Not at all		Somewhat		Very

Social problem-solving skills (e.g. conflict resolution, negotiation, compromise etc.)

1	2	3	4	5
Not at all		Somewhat		Very

A sense of belonging with other students

1	2	3	4	5
Not at all		Somewhat		Very

A sense of efficacy/self-empowerment

1	2	3	4	5
Not at all		Somewhat		Very

6. What is your school currently doing to address the following issues? Please check all that apply

Drug and Alcohol Use:

- Assemblies/Guest speakers
- Afterschool programs
- In-school curriculum/programs
- Peer mentoring
- Adult mentoring
- None of these
- Other _____

Risky Sexual Behavior:

- Assemblies/Guest speakers
- Afterschool programs
- In-school curriculum/programs
- Peer mentoring
- Adult mentoring
- None of these
- Other _____

Physical Violence:

- Assemblies/Guest speakers
- Afterschool programs
- In-school curriculum/programs
- Peer mentoring
- Adult mentoring
- None of these
- Other _____

Relational Aggression:

- Assemblies/Guest speakers
- Afterschool programs
- In-school curriculum/programs
- Peer mentoring
- Adult mentoring
- None of these
- Other _____

There is currently a 21-week afterschool program in your area that provides group activities as well as mentor–mentee one-on-one time to teach students important lessons about healthy relationships, self-empowerment, and personal identity development. The mentors are usually local college students under the direction of a site manager who have gone through extensive training and whose services are funded through a local organization which also oversees the program.

7. How beneficial do you feel a program such as this would be at your school?

1	2	3	4	5
Not at all		Somewhat		Very

8. How interested would you be in having a program like this at your school?

1	2	3	4	5
Not at all		Somewhat		Very

9. At the current time, which of these resources, if any, would your organization be able/willing to provide for an afterschool mentoring program? Please check all that apply:

- Space/Room in which to meet
- Money for program materials
- Personnel/Administrative Support
- Food/Snacks
- Transportation for mentors to and from local colleges/universities
- Supplies (journals, paper, etc.)
- Program Funding
- Other _____

10. Please rate the following items on how much of a barrier they pose to the implementation of an afterschool mentoring program?

Lack of financial support

1	2	3	4	5
Not at all		Somewhat		Very

Lack of adequate space for program to meet

1	2	3	4	5
Not at all		Somewhat		Very

Lack of personnel/administrative support

1	2	3	4	5
Not at all		Somewhat		Very

Lack of time

1	2	3	4	5
Not at all		Somewhat		Very

Lack of general interest in the program

1	2	3	4	5
Not at all		Somewhat		Very

11. Do you see any other potential barriers to implementing an afterschool mentoring program that have not been mentioned? If so, please explain:

12. We would love to be able to follow up with you regarding your answers to the survey. Please feel free to fill out as much of the following contact information as you would like:

Name: _____

School Name: _____

E-mail address: _____

Phone number: _____

Appendix C



THE OPHELIA PROJECT www.OpheliaProject.org

Dear School Employee,

We are writing to ask for your help collecting information about your experience working with 5th-8th grade students at your school. In collaboration with The Ophelia Project®, this survey was designed by graduate students at Washington State University to identify ways in which the Ophelia Project's programs can better meet the needs of youth and schools in Erie County.

The following link will take you to our brief online survey. It should only take about ten minutes to complete: <https://www.surveymonkey.com/s/opheliaproject>

The survey is completely anonymous. However, you have the option to fill in your contact information at the end of the survey, if you choose to do so. We realize that your time is limited, and we appreciate your willingness to assist us with this project. As a small token of our appreciation, we will enter all participants who complete the survey, and who provide contact information, in a drawing for one of several \$15 Amazon.com gift cards.

It would be most appreciated if you could complete the survey by November 16th. If you have any questions or concerns, please feel free to contact us using the e-mail address listed below. If there is someone in your school who might also have information about behaviors of 5th-8th grade students, please feel free to forward this survey.

Again, your participation in our survey is truly appreciated. Your answers to this survey will help in the evaluation and implementation of programs that aim to promote positive youth development for students in Erie County.

Best Regards,

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