



## COMMUNITY NEEDS ASSESSMENT 2020



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### INTRODUCTION

ICAN: Positive Programs for Youth is a free youth center in the East Valley celebrating 30 years of programs for youth, teens, families and the community. ICAN's Positive Youth Development model equips youth to achieve personal and academic success.

ICAN serves youth in the East Valley - particularly the downtown Chandler area (primarily zip code 85225) - a small pocket of Chandler where government housing, trailer parks and run-down apartments house a population that includes 15,000 youth.<sup>1</sup> Poverty in this area is grinding and youth in the area suffer from a lack of basic needs and exposure to risky behaviors. The 2020 ICAN Needs Assessment gives a detailed demographic profile of the youth and families served by ICAN.



Its purpose is to identify the current conditions of the community and provide direction and focus for ICAN's program model to ensure that high-quality programs are being offered to fulfill ICAN's mission: to empower youth to be productive, self-confident and responsible members of the community.

## DEMOGRAPHIC PROFILE



**85% of ICAN families<sup>2</sup> live below the AZ Poverty Level of \$36,000 a year/family of 4<sup>3</sup>**



**50% of ICAN youth live in single parent households<sup>2</sup>**

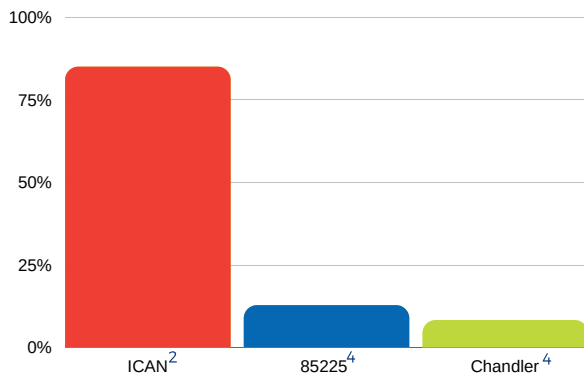


**50% of families report incomes of \$20,000/year or lower<sup>2</sup>**



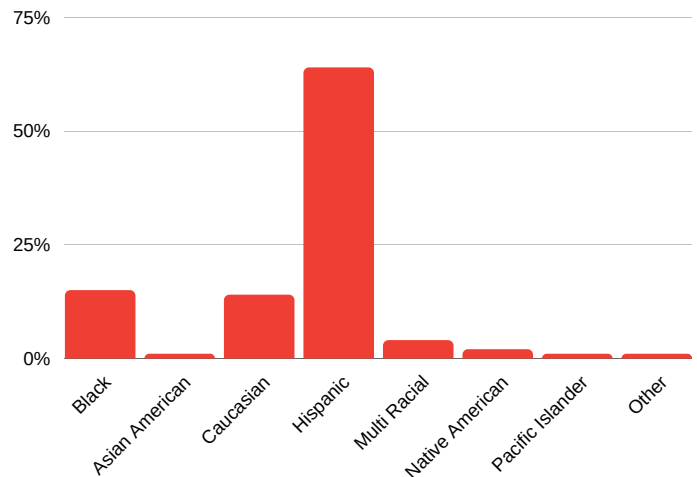
**100% of ICAN youth attend Title 1 schools in the Chandler Unified School District<sup>2</sup>**

### PERCENT LIVING IN POVERTY

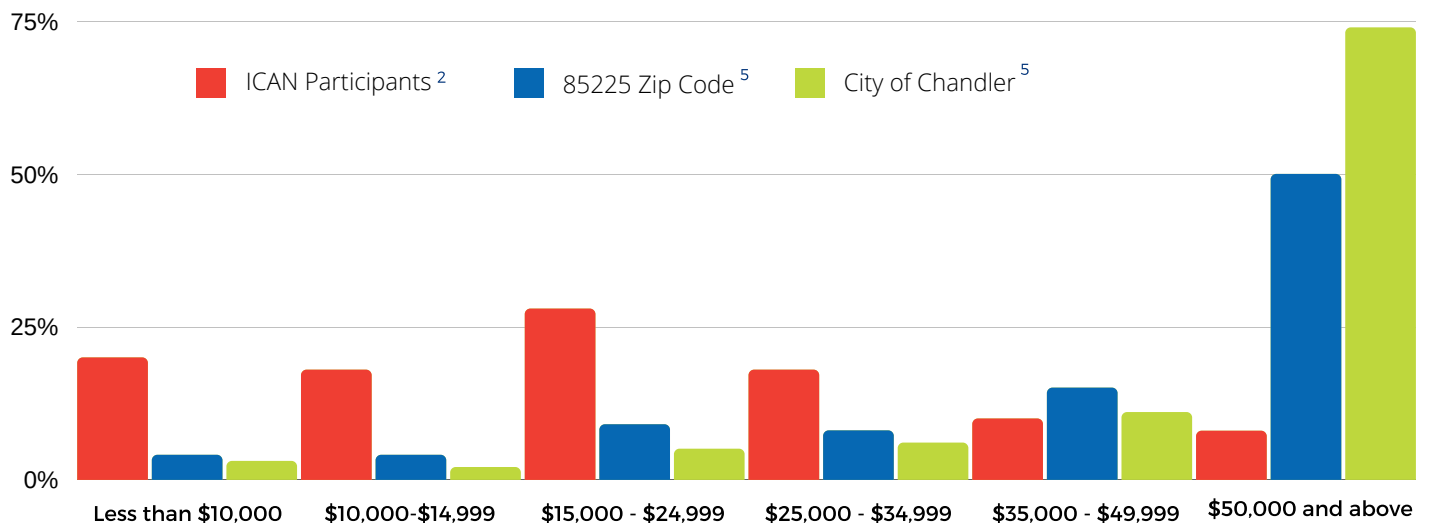


Based on  
ACCCHS AZ - Poverty level of \$36k/family of 4

### PARTICIPANT ETHNICITY<sup>2</sup>



### INCOME COMPARISON



## EDUCATION PROFILE<sup>6</sup>

### SCHOOL SUSPENSIONS COMPARISON

- Andersen Junior High- **227**
- Bogle Junior High- **204**
- Willis Junior High- **447**
- Payne Junior High-149
- San Tan Junior High-170

ICAN feeder school

### SCHOOL VIOLATIONS COMPARISON

- Andersen Junior High- 101
- Bogle Junior High- 84
- Willis Junior High- 110
- Payne Junior High-88
- San Tan Junior High-106

ICAN feeder school



### ACHIEVEMENT TESTING DATA

- Andersen Junior High- 34/30
- Bogle Junior High- 50/57
- Willis Junior High- 36/43
- Payne Junior High-52/62
- San Tan Junior High-53/61

ICAN Feeder School (ELA/Math)

## POTENTIAL IMPACT OF COVID 19 CRISIS

If students experience five to six months of limited or no learning, the regression in student achievement could be at least double the loss experienced over a summer, effectively eradicating most or all of the learning gained during the 2019-2020 school year.<sup>7</sup>

When all of the impacts are taken into account, the average student could fall seven months behind academically, while Black and Hispanic students could experience even greater learning losses, equivalent to ten months for Black children and nine months for Latinos.<sup>8</sup>

# COMMUNITY HEALTH PROFILE



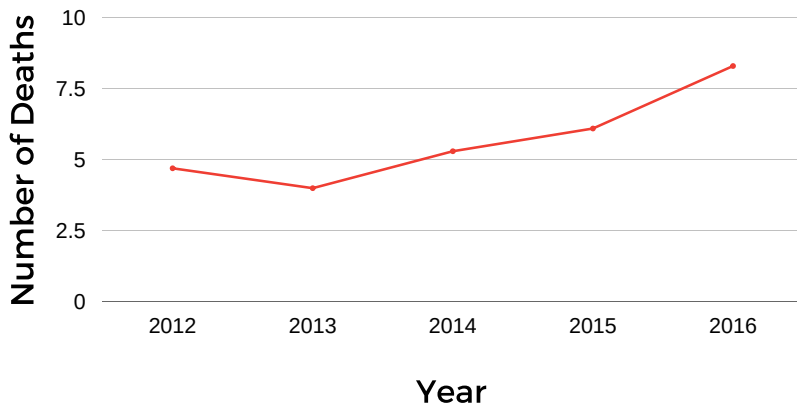
## PERCENTAGE OF SUBSTANCE USE<sup>9</sup>

WITHIN 30 DAYS BY STUDENTS - 85225  
ARIZONA YOUTH SURVEY 2018

Substance Type	Maricopa County	City of Chandler	85225 Zip Code
Alcohol	20.1%	18.7%	<b>21.2%</b>
Cigarettes	3.7%	4.3%	<b>5.8%</b>
E-Cigarettes	20.2%	27.4%	<b>29.5%</b>
Marijuana	15.9%	18.4%	<b>22.5%</b>
Hallucinogens	1.3%	1.4%	<b>1.1%</b>
Prescription Drugs	2.8%	2.6%	<b>2.9%</b>

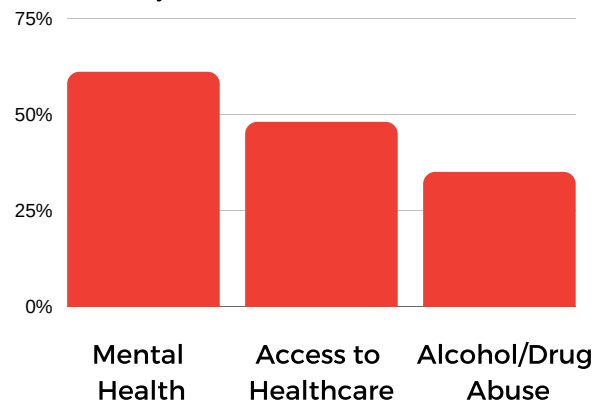


## OPIOID MORTALITY RATE<sup>10</sup> CHANDLER REGIONAL MEDICAL CENTER



## TOP 3 HEALTH PROBLEMS<sup>10</sup> CHANDLER REGIONAL MEDICAL CENTER

The top three most important "Health Problems" that impact the Chandler Regional Medical Center Area, based on community feedback.



# COMMUNITY HEALTH FACTORS

Dignity Health's Community Need Index (CNI) identifies the severity of health disparity for every zip code in the U.S. on a scale of 1-5. The 85225 zip code has a CNI score of 4 - the highest score within the City of Chandler.<sup>10</sup>



According to the Arizona Department of Health Services, the Chandler Central Primary Care Area (where the 85225 zip code is located) has been federally designated as a Medically Underserved Area.<sup>10</sup>

# COMMUNITY HEALTH PROFILE



## RISK FACTORS<sup>9</sup>

FOR YOUTH LIVING IN 85225  
PERCENTAGE OF STUDENTS REPORTING RISK  
TOTAL OF GRADES 8, 10 & 12

COMMUNITY DOMAIN	
Low Neighborhood Attachment	55.8%
Laws & Norms Favor Drug Use	32.3%
Perceived Availability of Drugs	39.9%
Perceived Availability of Handguns	23.8%
FAMILY DOMAIN	
Poor Family Management	32.9%
Family Conflict	42.3%
Family History of Antisocial Behavior	35.4%
Parent Attitudes Favorable to ASB	43.4%
Parent Attitudes Favorable to Drugs	28.2%
SCHOOL DOMAIN	
Academic Failure	49.8%
Low Commitment to School	55.2%
PEER-INDIVIDUAL DOMAIN	
Rebelliousness	27.1%
Early Initiation to Drug Use	21.7%
Attitudes Favorable to ASB	35.0%
Attitudes Favorable to Drug Use	34.4%
Perceived Risk of Drug Use	58.1%
Interaction with Antisocial Peers	42.4%
Friend's Use of Drugs	25.9%
Rewards for ASB	51.4%
Gang Involvement	9.0%



## PROTECTIVE FACTORS<sup>9</sup>

FOR YOUTH LIVING IN 85225  
PERCENTAGE OF STUDENTS REPORTING PROTECTION  
TOTAL GRADES 8, 10 & 12

COMMUNITY DOMAIN	
Rewards for Prosocial Involvement	21.6%
FAMILY DOMAIN	
Family Attachment	46.8%
Opportunity for Prosocial Involvement	53.9%
Rewards for Prosocial Involvement	45.7%
SCHOOL DOMAIN	
Opportunity for Prosocial Involvement	70.5%
Rewards for Prosocial Involvement	54.2%
PEER-INDIVIDUAL DOMAIN	
Belief in the Moral Order	60.0%
Interaction with Prosocial Peers	47.8%
Prosocial Involvement	29.7%
Rewards for Prosocial Involvement	67.4%



## RISKY BEHAVIORS<sup>9</sup>

FOR YOUTH LIVING IN 85225  
TOTAL OF GRADES 8, 10 & 12

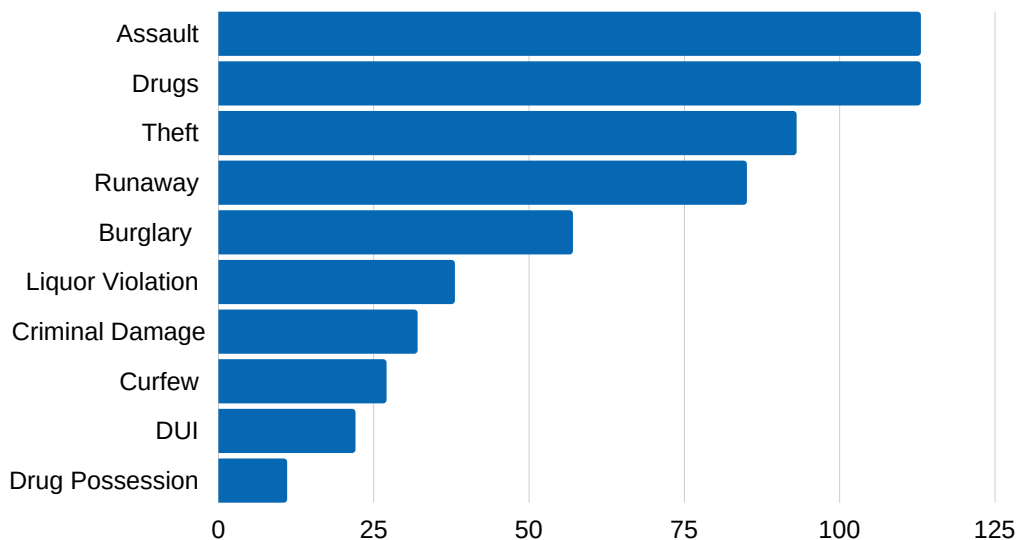
Percentage of Students who Report Binge and Poly Substance Use	
Binge drinking (5+ drinks in a row)	12.1%
Poly Substance Use (any)	7.0%
Poly Substance Use (alcohol and Rx Drugs)	1.2%
Percent of Students with Antisocial Behavior	
In the past year (12 months) have you:	
Suspended from School	10.6%
Carried a Handgun	5.4%
Sold Illegal Drugs	6.1%
Stolen something worth more than \$5	19.7%
Stolen or Tried to Steal a Motor Vehicle	1.5%
Been Arrested	5.1%
Attacked Someone with the Idea of Seriously Hurting Them	6.2%
Drunk or High at School	18.1%
Taken a Handgun to School	0.4%
Been in a Physical Fight	15.8%
Physically Assaulted your Boyfriend/Girlfriend	4.8%
Threatened, Shot at or Shot Someone with a Gun	2.6%
Placed a Bet or Gamble on Anything for Money or Something of Value	24.7%
Harassed or Made Fun of Another Person Online or Through Text	16.7%



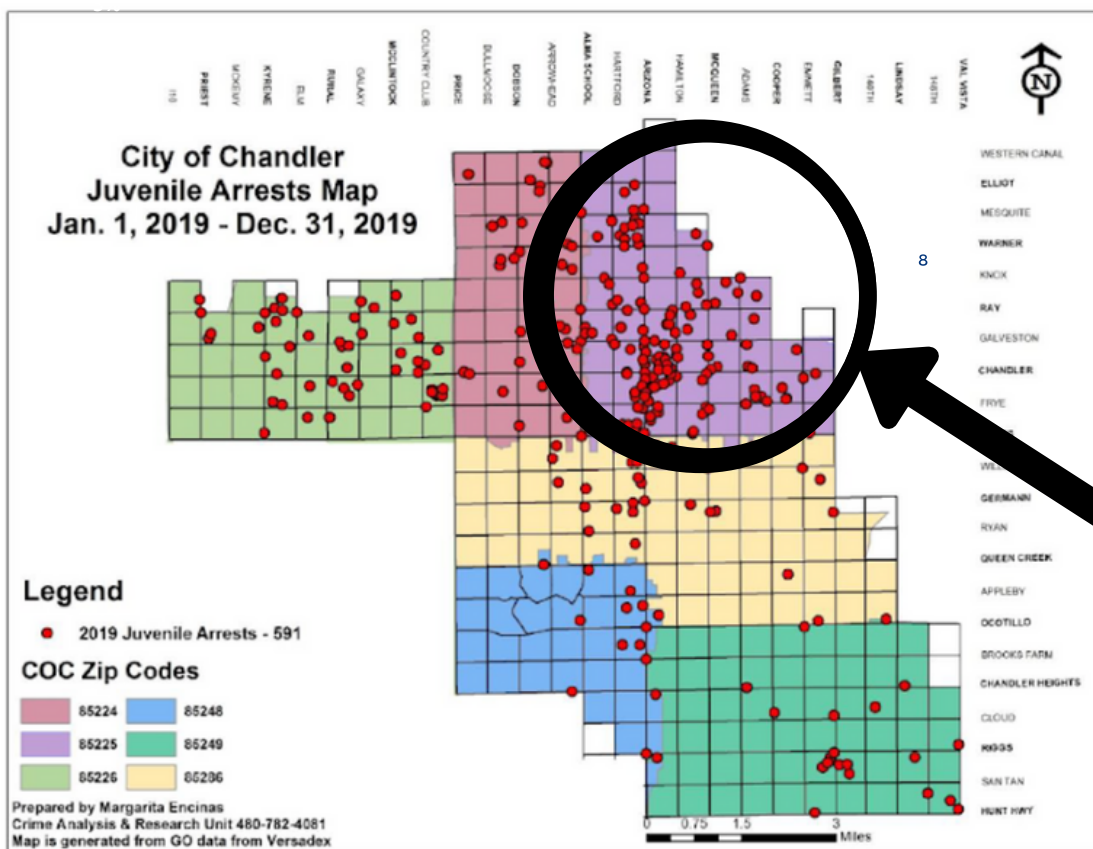


# COMMUNITY CRIME PROFILE<sup>11</sup>

## JUVENILE ARRESTS - CITY OF CHANDLER, 2019

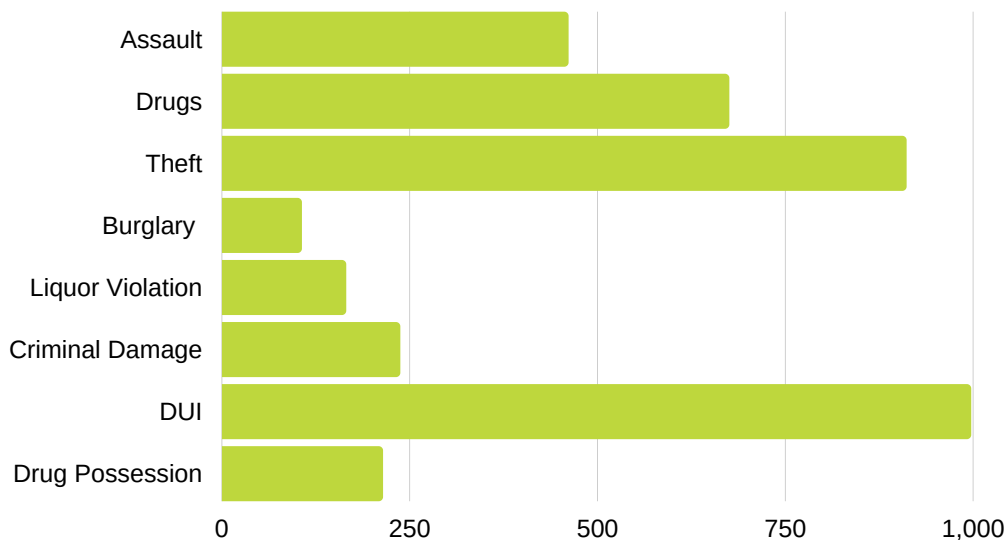


Number of Arrests in 2019

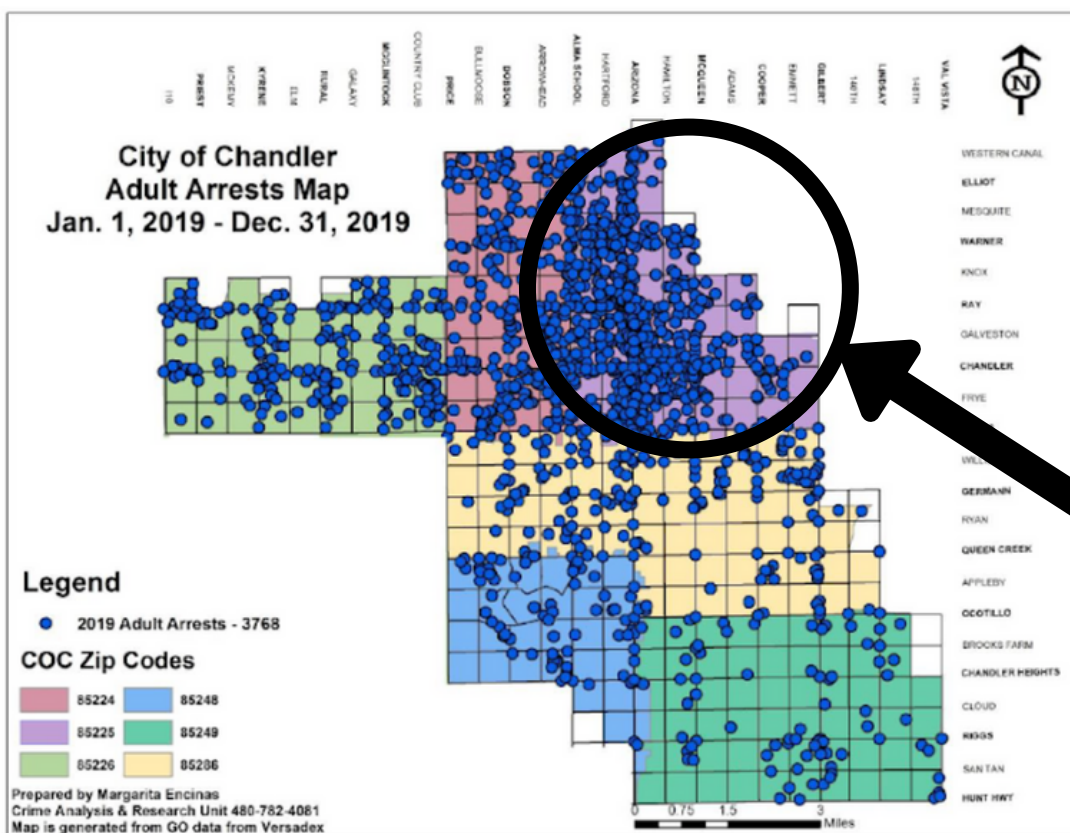


# COMMUNITY CRIME PROFILE<sup>11</sup>

## ADULT ARRESTS - CITY OF CHANDLER, 2019



Number of Arrests in 2019



## ADVERSE CHILDHOOD EXPERIENCES (ACES)



Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). For example: experiencing violence, abuse, or neglect, witnessing violence in the home or community, having a family member attempt or die by suicide.<sup>12</sup>



1 in 10 children nationally has experienced three or more ACEs, placing them in a category of especially high risk. In Arizona as many as 1 in 7 children had experienced three or more ACEs.<sup>13</sup>

61% of Black children and 51% of Hispanic children have experienced at least one ACE, compared with 40% of White children and only 23% of Asian children.<sup>13</sup>

ACEs can cause stress reactions in children which can lead to toxic levels of stress hormones that can interrupt normal physical and mental development and can even change the brain's architecture.<sup>13</sup>

ACEs have been linked to childhood alcoholism, drug abuse, depression, suicide, poor physical health, and obesity. There are also some links to lower educational attainment, unemployment, and poverty.<sup>13</sup>



Preventing ACEs could potentially reduce a large number of health conditions. For example, up to 1.9 million cases of heart disease and 21 million cases of depression could have been potentially avoided by preventing ACEs.<sup>12</sup>



## ROLE OF OUT OF SCHOOL TIME PROGRAMS



After the school day ends, 1 in 5 kids across America are alone and unsupervised. These hours—from 2 to 6 p.m.—are the peak time for juvenile crime.<sup>14</sup>



Participation in and demand for afterschool programs are much higher among children from low-income households, as well as with Black and Hispanic children.<sup>15</sup>



Children living in communities of poverty are more likely to be chronically absent from school and more likely to experience stress and behavior problems.<sup>15</sup>



Since 2000, Juvenile arrest rates have decreased by 70% corresponding with the rise in availability of high-quality afterschool opportunities across the country.<sup>14</sup>



Every \$1 invested in afterschool programs saves \$3 by

- ✓ Reducing crime and welfare costs
- ✓ Improving kids' performance at school
- ✓ Increasing kids' earning potential

## 21st Century Learning Skills<sup>16</sup>

*How today's students can stay competitive in a changing job market*

### Learning Skills

Critical Thinking



Creativity



Collaboration



Communication



ICAN's 5 C's of Positive Youth Development

### Literacy Skills

Information



Media



Technology



ICAN's S.T.E.A.M. Programs

### Life Skills

Flexibility



Leadership



Initiative



Social

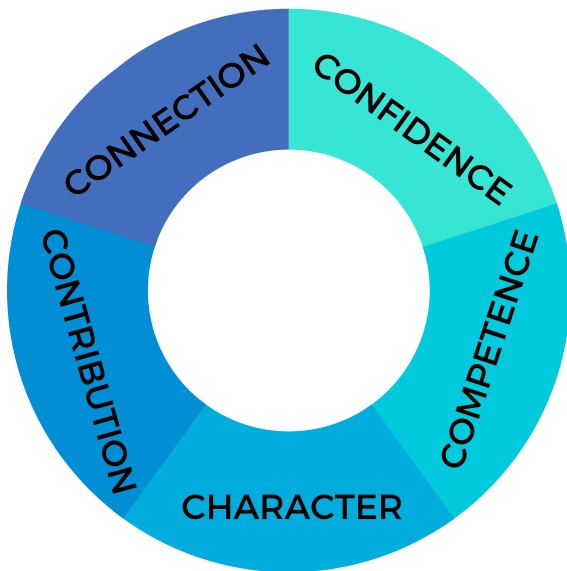
Productivity



ICAN's Social Emotional Learning

## PROGRAM PROFILE

### THE 5 C'S OF POSITIVE YOUTH DEVELOPMENT



The 5 C's of Positive Youth Development Model is a nationally-recognized youth engagement model that focuses not on "fixing" behavior problems, but engaging youth as problem solvers - with opportunities to learn, make a difference and overcome the problems they face.<sup>17</sup>



### SOCIAL EMOTIONAL LEARNING (SEL)

To grow socially and emotionally, children need to develop an increasing capacity to experience, express, and gain self-control over their emotions and social interactions.<sup>18</sup>

SEL is enhanced by nurturing relationships and positive learning experiences. A consistent, predictable, and engaging environment strengthens a child's confidence in approaching new challenges and interacting with others.<sup>18</sup>

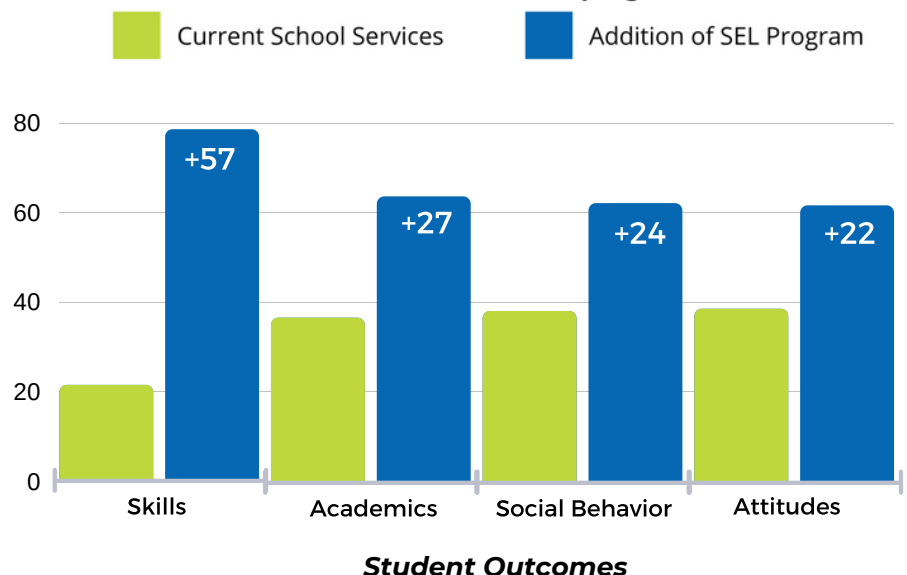
For every dollar invested in SEL programs, there is a return of \$11 in the areas of substance abuse, delinquency, mental health & social competence.<sup>19</sup>



8 out of 10 employers say social and emotional skills are the most important to success and yet are also the hardest skills to find.<sup>20</sup>

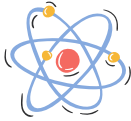
### The Practical Benefits of an SEL Program<sup>19</sup>

*Percentage of students who showed improvements with the addition of an SEL program*



## PROGRAM PROFILE

### S.T.E.A.M. - SCIENCE, TECHNOLOGY, ENGINEERING, ART & MATH



STEAM learning in out-of-school time programs enables Arizona youth to develop the critical thinking, communications, and problem-solving skills to participate in the increasingly competitive global economy.<sup>21</sup>



More of the brain is at work when the arts are a part of the learning process, resulting in strengthened attentiveness and comprehension.<sup>22</sup>



STEM jobs are growing 1.5% faster than other jobs.<sup>23</sup>



Underrepresented racial and ethnic groups make up 27% of the population but comprise only 11% of the STEM workforce.<sup>24</sup>

Between 2014 and 2024 AZ and US STEM jobs will grow by:<sup>25</sup>



23%



16%



Among Chandler's 30 largest employers, 8 companies provide over 20,000 jobs in STEM related fields, including Intel, NXP, Microchip Technology, Northrop Grumman, Rogers Corporation, Dignity Health, AZ Nutritional Supplements, and CVS.<sup>26</sup>

## FAMILY PROGRAMS



ICAN's Family Programs encourage parents to explore and strengthen family values, family bonding, and positive parenting skills to decrease family conflict. Skills shared with parents reinforce the positive youth development techniques used with youth at ICAN.



Parenting education particularly benefits families from low-income or otherwise underserved populations<sup>27</sup>

By improving parenting practices and family relationships, these programs can promote positive outcomes by reducing salient risk factors and promoting more effective family functioning<sup>28</sup>

Family-based programs can be an effective approach for reducing adolescent substance use<sup>29</sup>



## CONCLUSION

The 2020 ICAN Needs Assessment provides an in-depth demographic profile of the youth that ICAN serves, along with education, health and public safety issues that impact the community surrounding ICAN. The assessment gives insights into the importance of Out of School Time Programs, and the importance of understanding Adverse Childhood Experiences.

The assessment shows how ICAN's program components directly align with current 21st Century Learning Skills, including Literacy and Life Skills.

ICAN's Positive Youth Development model and "5 C's" address the Learning Skills outlined, including communication and collaboration. ICAN's focus on incorporating STEAM addresses Literacy Skills which include information and technology. Life Skills, which include flexibility and initiative, are addressed through ICAN's SEL component.

The Needs Assessment justifies ICAN's program components through research and statistics that validate their importance.

These program components are shared with youth at ICAN throughout the year. ICAN's Community Programs component shares these



same skills with youth in the classroom, through a partnership with Chandler Unified School District - reaching thousands of additional youth each year.

ICAN Family Programs reinforce skills learned at ICAN with the entire family so that they are utilized in the home and more effective overall.

In conclusion, this Needs Assessment justifies that ICAN's program remains comprehensive in providing a vulnerable youth population and their families the skills, attention and care they need to succeed.



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