

City of Chesapeake

Comprehensive Plan for Services for Children and Youth 2013 Update

In 2008, the City of Chesapeake developed a Comprehensive Plan for Children and Youth. The 2008 plan provided a foundation and roadmap for the development of services designed to serve children and youth and their families. Since 2008 there has been economic change nationally and in Chesapeake. This plan updates the 2008 demographic data and provides new data that focuses on the impact of those economic changes. The vision, mission, areas of influence and 2008 plan principles are sound and remain unchanged.

“Even if you don’t care about kids and all you care about is your own well being then you ought to be concerned. We have to think about what kind of state, what kind of country we expect to have if we are not investing in the success of our children”

Patrick McCarthy
President of the Annie E. Casey Foundation

This plan was developed and updated by the active participation of Chesapeake children and youth services providers to adopt goals and priorities in programs and services for youth and families. This plan focuses on Chesapeake children and youth as a whole rather than any particular subgroup of children or youth, or any distinct issue, or any single area of the City.

The plan was created to align our city’s priorities for youth across city departments, schools, and the many community organizations focused on youth within our city. Our main focus is to use this new data to increase community collaboration to improve systems and programs for children and families.

PRIORITIES OF THE PLAN

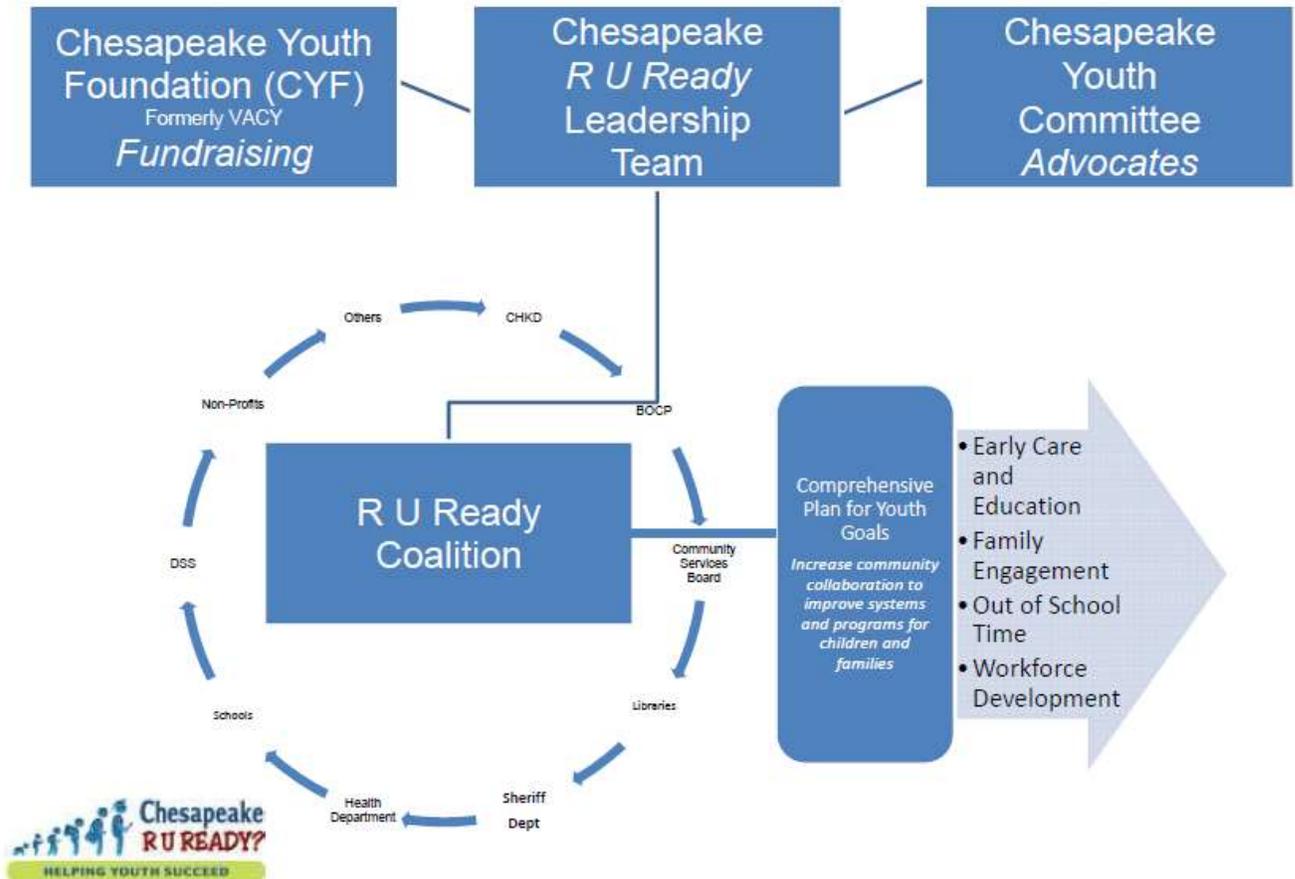
Bring Chesapeake’s system of youth services in line with the principles of the plan.

- *Develop community partnerships and collaboration;*
- *Re-engineer the process by which funding decisions are made regarding services for children and youth;*
- *Create greater access to information by creating methods for families to easily access educational, resource and information regarding children and youth;*
- *Implement outreach to parents to support their roles as their children’s first and primary teacher;*
- *Ensure higher quality child care is more accessible to Chesapeake families;*
- *Increase service capacity and access to affordable, structured and supervised out of school time programs that are age appropriate and appeal to youth;*
- *Promote post-secondary education or opportunities for youth.*

How will we know we are successful?

- Increased resident satisfaction with the accessibility of information regarding services and resources for children and youth;
- Increase in the number of service proposals that are collaborative, for example, at least five departments, agencies or community entities utilizing existing city resources to create new or expanded services;
- Increase in funding for youth and family programs.

What does our collaborative system look like?



The Residents of Chesapeake

What the reader will quickly note is that while this report is divided into a number of sections all of the information is inter-related. For example, teenage girls who are not involved in afterschool programs are more likely to become pregnant. Teenage parents are more likely to drop out of school and as adults more likely to live in poverty.

A Quick Look

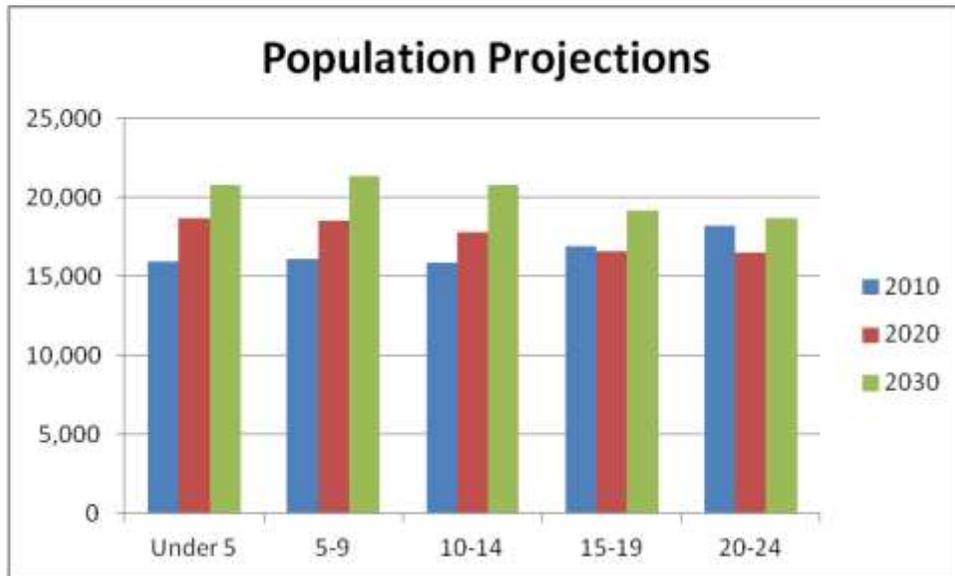
- *Over 25% of Chesapeake's population is under 19 years of age*
- *33,000 families (living with related children under 18) are living in poverty*
- *There are 21,225 families with children under 18 where both of the parents are in the workforce.*
- *90% of Chesapeake students graduate on time*
- *Chesapeake's rate of infant mortality has declined significantly since 2007*
- *Juvenile complaints coming before the courts has steadily declined since 2007*

According to the US Census Bureau over one quarter of the City's population is under the age of 19. This is not only a significant portion of the population but also these youth represent the future of our city and the nation. Without a strong, supportive and stable family, good health and a good education youth struggle to become productive adults. These youth are the City's future and it is critical that focus be placed on supporting the kind of environment that will produce healthy, well informed and dynamic citizens.

DEMOGRAPHIC ESTIMATES: 2011¹	ESTIMATE	PERCENT OF THE TOTAL POPULATION
Under 5 years	14,763	8.6%
5 to 9 years	15,936	7.2%
10 to 14 years	15,338	6.9%
15 to 19 years	18,217	8.2%

The Chesapeake Planning Department estimated that the January 1, 2011 population was 223,647^{li}. According to the US Census Bureau's 2009 American Community Survey, twenty nine percent (29%) of the City's population is under the age of 19. The percentage of youth

under the age of 19 has remained relatively stable. It was 28.5% of the population at the time the last report was written.



According to the City’s 2011 Statistical Profile it is estimated that while the number of youth, birth to 14, will continue to rise through 2020, the population of person 15-19 and 20-24 will dip below the 2010 levels^{lii}.

PERCENTAGE OF MALES AND FEMALES^{liv}		
	Males	Females
Under 5 years	51.1%	48.9%
5 to 9 years	50.3%	49.7%
10 to 14 years	52.7%	48.9%
15 to 19 years	52.7%	47.3%
20 to 24 years	50.8%	49.2%

RACIAL BREAKDOWN OF CITIZENS OF CHESAPEAKE^{liii}	
Race	Percent
White	65.90%
African American	30.70%
American Indian and Alaska Native	1.00%
Asian	3.00%
Native Hawaiian and Other Pacific Islander	0.10%
Some other race	1.60%

Unfortunately there is no racial breakdown for children and youth. However, assuming that the City’s youth more or less mirror the general population, almost 66% are white and 31% are African American. There is an equal split between males and females.

LANGUAGE SPOKEN AT HOME POPULATION OF 5 YEARS AND OVER^{lv}		
English only	192,312	93.90%
Language other than English	12,443	6.10%

Ninety-four percent (94%) of Chesapeake residents speak only English at home. However for approximately twelve thousand residents a language other than English, is the primary language spoken in the home. The most common (44%) non-English language is Spanish. Children with limited English proficiency (LEP) experience more difficulty in school and a high rate of health problems most likely due to 27% of LEP children being uninsured^{lvi}.

The Family and the Economic Environment

As noted earlier, since the 2008 report, there has been a significant downturn in the economy. 2009 data is the most recent data that is available from the US Census Bureau and the economic environment has continued to deteriorate since then. Families have been faced with stagnant wages, layoffs and falling home prices. For a family of four the 2011 federal poverty level is \$22,350. Since the measure has not been revised since the 1960s, it is widely acknowledged to be an inaccurate depiction of a family’s ability to meet basic needs. Research suggests that to meet their basic needs, an income of \$44,700 is needed for a family of four^{lvii}. According to the most recent Annie E. Casey Foundation report, “*The research is clear: Children who grow up in low-income families are less likely to successfully navigate life’s challenges and achieve future success. The younger they are and the longer they are exposed to economic hardship, the higher the risk of failure.*”^{lviii} Children that come from financially secure environments are more likely to graduate from high school and college and this leads to greater success in life. The economic downturn is resulting in a cohort of economically disadvantaged youth who will be less able to contribute to the growth of the economy and the growth and sustainability of our city.

HOUSEHOLD INCOME AND BENEFITS^{lix} (IN 2009 INFLATION-ADJUSTED DOLLARS)		
	Number	Percent
Less than \$10,000	4,235	5.3%
\$10,000 to \$14,999	2,197	2.7%
\$15,000 to \$24,999	5,626	7%
\$25,000 to \$34,999	5,653	7%
\$35,000 to \$49,999	11,147	13.8%
\$50,000 to \$74,999	16,872	21%
\$75,000 +	34,774	43.2%

An initial review, would indicate the economic picture for Chesapeake citizens looks promising. The median family income is \$64,405 and the mean income is \$79,073. However there is a clear dichotomy in the population. According to the US Census Bureau 2009 American Community Survey, 22% of Chesapeake households earn less than \$35,000 annually which is \$10,000 less than what is needed to support a family of four.

2009 – FAMILIES LIVING IN POVERTY^{lx}				
Number of families in Chesapeake = 61,085 ❖ Number of families with children under 18 = 32,958 ❖ Female householders with children under 18= 7,462	Chesapeake		Virginia	
	Families living below the poverty level	Female householders living below the poverty level	Percent of Families living below the poverty level	Female householders living below the poverty level
Number of families	2,749 (4.5% of all families)	1,911 (16 % of female householders)	7.50%	23.9%
Number of families with children under 18	2,109 (6.4% of all families with children under 18)	1,649 (22.1% of female householders with children under 18)	11.7%	31.7%

In the 2009 American Communities Survey, the US Census Bureau reported that there are 61,085 families in Chesapeake and 54% of those families had children under the age of 18. Just over two thousand of the families with children under 18 lived below the poverty line¹. Female householders (no husband present) are a large portion of those living below the poverty level. Female householders represent 22.6% of all the families with children under the age of 18, however 78% of the families with children that are living in poverty are female householders. The vast majority (81% or 27,001 families) of the families with children only had one or two children and only 5% of those families lived below the poverty line. Of the 7,462 female householders with children under eighteen, 6,390 (85.6%) had one or two children and 919 (12.3%) had three or four children. Fifty eight percent of the female householder families with 3 or 4 children lived below the poverty line. The trends in Chesapeake mirror the state findings, however poverty is at a much lower rate in the city than the statewide average.

RATE OF UNEMPLOYMENT^{lxi}			
Year	Chesapeake	Virginia	United States
2007	3.0%	3.0%	4.6%
2008	2.9%	4.0%	5.8%
2009	6.5%	6.8%	9.3%
2010	6.9%	6.9%	9.6%

¹ The poverty level or poverty threshold is calculated annually by the US Census Bureau. For 2009 it was an income \$22,350 for a family of four with two children under the age of 18.

Chesapeake and the State of Virginia have, up to this point, had an easier time of weathering the recession. Military spending has supported our state and in particular our region. However we have not been exempt from the growing rate of unemployment. Except for the dip in 2008, Chesapeake’s rate of unemployment has mirrored the state level of unemployment. During the last decade Chesapeake’s lowest rate of unemployment was in 2000 when the rate was 2.3% and the highest was in 2010 when the rate was 6.9%. There is a link between employment and poverty. In 2009 24.4% of Chesapeake residents living in poverty were unemployed^{lxii}.

In 2009 24.4% of Chesapeake residents living in poverty were unemployed.

There is also a link between level of education and economic status (see page 26). According to the Annie E. Casey Foundation “median earnings for workers with only a high school diploma are substantially lower today than a generation ago largely because of the loss of manufacturing jobs that offered family supporting wages and benefits. Although less dramatic, large numbers of white-collar, middle-income jobs have also disappeared, given globalization and technological

The median earnings for workers with only a high school education is lower today than it was a generation ago.

development. These middle-income jobs have largely been replaced by either low-wage service jobs that provide little opportunity for advancement or high-wage, high-skill jobs. It now takes two incomes to maintain the same standard of living that a unionized blue-collar worker with only a high school diploma provided for his family a generation ago.”

The most visible sign of this recession has been home foreclosures. Before 2007, homeownership had traditionally been the most reliable way for low income families to build assets. After 2007 when the value of homes fell dramatically, most if not all of the gains families had made were lost. Although the collapse of the housing bubble impacted individuals and families across the economic spectrum, the sharpest falloffs are projected to have occurred for the youngest families and these are the families that are most apt to have young children. The typical family in the cohort from ages 45-54 is projected to have 31.2 percent less wealth in 2009 than the same families in this age cohort in 1989^{lxiii}. Families that had homes they could not sell and mortgages that they could no longer afford often lost their homes to foreclosure. While Chesapeake has not been impacted as seriously as some other localities, it also has not been immune to these trends. Foreclosure can bring change and uncertainty for

FORECLOSURES IN CHESAPEAKE	
Year	Number
2000	410
2001	304
2002	217
2003	118
2004	198
2005	64
2006	53
2007	169
2008	559
2009	624
2010	1003

a youth who may have to change neighborhoods, schools and social ties. Foreclosures even impact families that did not own a home, as nationally a sizeable share of foreclosed properties are rental units.

Foreclosures have impact on individuals, families and the communities. At the individual level financial strain may result in forced moves; substantial discord in the adults relationships loss of friends, schools and teachers; giving away of family pets; and older youth having to miss school to be in charge of babysitting younger siblings for parents who can no longer afford child care.^{lxiv} Regrettably families in foreclosure need help at a time when people, organizations and institutions that may be traditional sources of assistance are over burdened and underfunded. Declining property values and physical deterioration of homes (not only due to higher vacancy rates but families that are going to lose their home have no incentive to keep up their property) significantly impacts tax revenues leading to local government fiscal stress and deterioration of services and resources available for support and education.

The median family in the age cohort from 18-34 will have 67.6% less in net worth in 2009 than in 2004

Some of the families that lose their homes move to rental property, some move in with relatives or friends and some become homeless. The U.S. Department of Housing and Urban Development (HUD) has a very strict definition of homelessness². Utilizing the HUD definition, Chesapeake Coalition for the Homeless conducts, each January, a one-day, point-in-time count of the number of homeless persons.

The count includes people in shelters and transitional housing, those presenting for services and those counted by street teams that spend the

HOMELESSNESS^{lxv}					
	2003	2005	2007	2008	2009
Total Homeless Individuals	140	270	174	129	37
Homeless youth under the age of 18	16	10	84	*	0

day outside looking for homeless persons. This count does not include persons who have moved in with family or friends, living in weekly motels rentals or living in other makeshift housing arrangements. It is not clear why there was such a dramatic drop off in the number of homeless

² An individual who lacks a fixed, regular, and adequate nighttime residence; and who has a primary nighttime residence that is a supervised publicly or privately operated shelter, an institution that provides a temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

persons in 2009. There is no method to calculate the number of homeless youth in 2009, however, of the 37 individuals, 24 were described as homeless families with children.

Another way of estimating the homelessness or near homelessness is looking at the demands on programs that help families which are facing economic distress. Chesapeake receives limited Promoting Safe and Stable Families (PSSF) funding from the Virginia Department of Social Services. One of the goals of the PSSF program is to assist families experiencing a crisis which could destabilize the family and result in the children being placed into out-of-home placements. During the first three quarters of SFY2011, the PSSF program was contacted by an increasing number of persons who were unable to meet their basic needs such as shelter, food, utility costs, and transportation. A significant number of these families were homeless or near homelessness. Many persons who request assistance did not qualify for the program (by 3rd quarter report it was 251 persons/ families). They were provided with information and referral to other resources. While this information is not collected in a rigorous manner, it parallels other data that indicates that a noteworthy number of Chesapeake families are dealing with economic hardship.

Family Disruption

Children face many types of family disruption but abuse and neglect may be the disruption with the greatest impact. Not only has the child suffered at the hands of the adult they have the strongest ties to, but they often have to move quickly to the home of another family member or the home of a stranger. On a positive note, Chesapeake’s rate of founded cases of abuse and neglect are consistently below the state average. Other than state fiscal year (SFY) 2009 which had an unusually high number of founded cases, since SFY 2007 the annual number of founded cases has bounced between 90 and 108 cases a year. In 2010 there were 90 founded cases and while this is the lowest number for many years, it is a significant number of children who have been abused or neglected and who have had their lives disrupted.

FOUNDED CASES OF ABUSE AND NEGLECT^{lxvi}				
State Fiscal Year	Chesapeake Number of Children in Founded Reports	Virginia Number of Children in Founded Reports	Chesapeake Rate per 1,000 Children	Virginia Rate per 1,000 Children
2010	90	4,058	1.56	2.2
2009	150	* ³	2.68	*
2008	96	6099	1.7	3.4
2007	108	6487	1.7	3.4
2006	150	7330	2.4	3.9

³ The State did not publish this information in 2009

A finding of founded abuse or neglect is near the end of the process and the Department of Social Services' staff work to find other options than removal of a child from their family. The plan oversight committee asked if the decrease in founded case was due to a decrease in the number of persons requesting child protective services review or if only the number of founded cases had decreased. Over the last three years, as compared with the other localities statewide, the number of referrals has remained relatively stable. Chesapeake has accepted a higher percentage of referrals but has a lower percentage of founded cases.

NUMBER OF CHILD PROTECTIVE SERVICES REFERRALS AND FINDING						
	Chesapeake			Statewide		
	Number Referrals	Number Accepted	Number Founded	Number Referrals	Number Accepted	Number Founded
SFY2010	1656	1026	55	66,848	35,853	4,058
% of referrals		61.9%	3.3%		54.6%	6.1%
% of accepted			5.4%			11.3%
SFY2009	1670	1031	86	65,875	35,678	3,646
% of referrals		61.7%	5.1%		54.1%	5.5%
% of accepted			8.3%			10.2%
SFY2008	1713	986	96	63,636	34,768	3,857
% of referrals		57.5%	5.6%		54.6%	6.1%
% of accepted			9.7%			11.1%

In state fiscal year 2010, the most frequent reason for a child protective services referral was physical neglect, with physical abuse the second most common. However sexual abuse had a much higher rate of founded cases when compared to child protective services referrals and child protective services referrals accepted.

CATEGORY OF ABUSE AND NEGLECT SFY 2010^{lxvii}					
	Referrals	Accepted	Founded	Percent referrals that were founded	Percent accepted that were founded
Medical Neglect	60	54	2	3%	4%
Physical Abuse	537	464	31	6%	7%
Mental Abuse/Neglect	194	162	5	3%	3%
Substance Exposed Infants	19	17	2	11%	12%
Sexual Abuse	107	78	17	16%	22%
Physical Neglect	1,010	882	62	6%	7%

The repercussions of abuse and neglect can vary based on the type, duration, frequency and severity of the abuse, the age of the child, and the relationship between the victim and abuser. The consequences can be broken down into four broad areas: 1) physical health, 2) psychological health, 3) behavioral and 4) societal.

Prevent Child Abuse America estimated these costs of child abuse and neglect at more than \$69 billion per year (2001)

- *Physical health consequences* – Studies have found children between 1 and 2 years of age, who have been placed in foster care due to abuse, were at significantly higher risk for problems with brain development, as opposed to children who had not been abused. Adults who experienced abuse or neglect during childhood are more likely to suffer from physical ailments such as allergies, arthritis, asthma, bronchitis, high blood pressure, and ulcers.
- *Psychological consequences* – In one long-term study, as many as 80% of young adults who had been abused met the diagnostic criteria for at least one psychiatric disorder at age 21. These young adults exhibited many problems, including depression, anxiety, eating disorders, and suicide attempts.
- *Behavioral consequences* – Abused and neglected children are more likely to experience problems such as delinquency, teen pregnancy, low academic achievement, drug use, and are more likely to engage in sexual risk-taking as they reach adolescence. In addition, abused and neglected children are more likely to be arrested for criminal behavior as a juvenile, and twice as likely to be arrested for violent and criminal behavior as an adult.
- *Societal consequences* – There are direct costs of abuse and neglect including the cost for the child welfare, judicial and law enforcement systems. There are also indirect costs, the long-term economic consequences of child abuse and neglect. These include costs associated with juvenile and adult criminal activity, mental illness, substance abuse, and domestic violence. They can also include loss of productivity due to unemployment and underemployment, the cost of special education services, and increased use of the health care system^{lxviii}.

It is estimated that approximately one-third of abused and neglected children will eventually victimize their own children.

Out of School Time

As noted in the section on the Family and the Economic Environment, it takes two incomes to maintain the same standard of living enjoyed by the prior generation. Chesapeake has an appreciable number of families where both parents work, or in the case of single parent families that parent works. According to the 2009 U.S. Census Bureau 2009 American Community survey there were just fewer than 33,000 families in Chesapeake that had children under the age of 18. Almost 67% of those families were married couples. In sixty-nine percent (approximately 15,375 families) of those married couples both parents were in the labor force. Sixty-nine percent (4,373) of the female householders (female head of household with no husband present) and 100% (1,477) of the male householders (male head of household with no wife present) were in the labor force. This means there are over 21,000 families with children under 18 where the parents are in the workforce.

PERCENTAGE OF FAMILIES WITH CHILDREN UNDER 18 WHERE SOLE OR BOTH PARENTS WORK^{lxix}	
Number of Families	30,040
Married Couple	22,225
Percentage that have both parents in the labor Force	69.10%
Other Families	7,815
Female Householders	6,338 81.10%
Percentage in the labor Force	69%
Male Householders	1,477 18.90%
Percentage in the labor Force	100%

For these 21,000 working families, we have to ask who is watching the children while the parents are at work. While school occupies much of this time there is a substantial number of hours when school is not in session (after school and during the summer). While there are many day care/ after school opportunities for younger children, there are fewer options for youth attending middle and high school.

In Chesapeake, 69.1% of families with children under the age of 18 have both husband and wife in the workforce.

The question of who is watching the children while their parents are working comes into sharper focus when we look at data regarding juvenile crime and adolescent sexual activity. According to a 1999 report from the U.S. Department of

Justice, violent crimes by juveniles peak in the afternoon between 3 p.m. and 4 p.m. on school days. In comparison, on non-school days the pattern of juvenile violent crimes is similar to adults with a gradual increase in the afternoon and evening hours with a peak at 8 p.m. to 10 p.m. Not surprisingly, juveniles are at highest risk of being the victim of a violent crime in the 4 hours following the end of the school day (roughly 2 p.m. to 6 p.m.)^{lxx}.

Youth are at highest risk of being the victim of a violent crime in the 4 hours following the end of the school day

A 2002 article in the journal Pediatrics found that among the respondents who had had intercourse, 91% said the last time had been in a home setting, including their own home (37%), their partner's home (43%), and a friend's home (12%), usually after school. The study noted that among girls (but not among boys), sexual activity was associated with nonparticipation in after-school programs; 71% of those who were not participating in an after-school activity were sexually active compared with 59% of those who were participating. Boys who were unsupervised for more than 5 hours per week after school were twice as likely to have gonorrhea or Chlamydia infections as boys who were unsupervised for 5 hours or less.^{lxxi} Tobacco and alcohol use were associated with unsupervised time among boys but not among girls. Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs, and are more likely to drink, smoke and engage in sexual activity. (YMCA of the USA, March 2001)

Youth that participate in after school activities are less likely to drop out of school and the prevalence of obesity was lower

On the flip side there are many positive outcomes for youth that participated in after school activities. Youth who regularly attend after school activities were 20% less likely to drop out of school, had higher class attendance, lower course failures and higher graduation rates. Researchers at Johns Hopkins University concluded two-thirds of the achievement gap between lower and higher income youth results from unequal access to summer learning opportunities.^{lxxii} A study measuring the health and social benefits of afterschool programs found that controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for afterschool program participants (21 percent) compared to nonparticipants (33 percent)^{lxxiii}.

Health and Wellness

Studies have found that an unhealthy lifestyle during their youth has a noticeable impact on a young person's current performance and their health as adults. Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Health-risk behaviors such as substance use, violence, and physical inactivity are consistently linked to academic failure and often affect students' school attendance, grades, test scores, and ability to pay attention in class. Chronic diseases, substance use, unprotected sex and teen pregnancy all have negative impacts on a child or young adult's future. Adolescents who are healthy and happy are better equipped to contribute to their communities as young citizens.

BIRTH INFORMATION^{lxxiv} Numbers in () are the state rate					
Category	2005	2006	2007	2008	2009
Teen pregnancy rate per 1,000 population ages 10-19	27 (26.5)	27.3 (27.1)	27.2 (30.6)	27.7 (26.3)	24.5 (24.3)
Teen pregnancy rate per 1,000 population ages 18-19	113.3 (92.1)	114.4 (91.6)	123.2 (90.3)	111.8 (84.7)	80.8 (76)
Percentage of births to unmarried woman	32.4% (32.2%)	34% (34.1%)	36.2% (35.3%)	37.3% (35.8%)	40.3% (35.8%)
Percentage of total births babies born weighing less than 2500g	7.3% (8.2%)	8.7% (8.3%)	10.6% (8.6%)	10% (8.4%)	9.3% (8.4%)

There are many health related issues that impact youth including chronic illness, acne, malnutrition/ obesity, substance use and mental illness. Of all of these issues teen pregnancy, which is seen as preventable and is known to have detrimental impact, has received much of the attention. Teen pregnancy often has negative effects on the mother and the child. Some of these include:

- Teen mothers aged 18-19 are about one-third more likely to have a child placed in foster care.
- Children of teen mothers do worse in school than those born to older parents.
- Less than half of mothers who have a child before they turn 18 ever graduate from high school.
- Two-thirds of families begun by a young unmarried mother are poor.^{lxxv}

In 2009, 73% of the Chesapeake teen mothers were 18 or 19 years of age, 63% had completed high school. 90% were unmarried.

Compounding the negative consequences, teen mothers are likely to have a second birth relatively soon.

In 2009 the birth rate for Chesapeake woman of childbearing age is 12.5 per 1,000 population which is lower than the state rate of 13.3 per 1,000. The teen pregnancy rate in the state of Virginia has been steadily declined from 37.4 pregnancies per 1,000 populations in 1995 to 24.3 in 2009^{lxvii}. Other than 2007, Chesapeake's rate of teen pregnancy is slightly higher than the state rate. However when this group is divided into smaller age ranges there are greater differences. For girls aged 10-17, Chesapeake's rate of teen pregnancy has consistently been much lower than the state rate, but in the City there is much higher rate is found in young woman 18 to 19. At both the state and local level, the highest rate of teen pregnancies occurs in young woman ages 18-19. While the state rate for 18 & 19 year olds has been slowly declining, Chesapeake's rate increased from 2005 to 2007 where it peaked at 123.2 pregnancies for every 1,000 young women. Chesapeake's rate has been declining since 2007; however it still remains above the state rate. While Chesapeake's rate is higher than the state rate, it is considerably lower than Planning District 20's teen pregnancy rate of 318.5 per 1,000 females ages 18 & 19. Dr.

Around 40% of babies born to teen parents have a low birth weight resulting in an elevated risk of neuro-developmental and congenital difficulties

Heidi Kulberg, Deputy Director for the Chesapeake Health Department, provided some more in depth information about the 2009 Chesapeake teen pregnancy statistics. In 2009 there were 244 births to woman age 19 and under. Forty seven percent of those women were 19 and another 29% were eighteen. Sixty-three percent of the teen mother had

graduated from high school. Ninety percent were unmarried.

Youth that become parents at an early age face many challenges and these challenges impact the course of their lives and the lives of their children. A healthy start to life is critical for a child, and the mother must also be healthy enough to care for their child. Teens who think they can't tell their parents they're pregnant, feel scared, isolated, and alone. Without the support of family or other adults, pregnant teens are less likely to eat well, exercise, get plenty of rest and most importantly they are at risk of not getting adequate prenatal care. Prenatal care is critical, especially in the first months of pregnancy. Pregnant teens are at greater risk of getting high blood pressure than pregnant women in their 20s or 30s. They also have a higher risk of preeclampsia. Prenatal care screens for medical problems and getting proper nutrition are key for the mothers and their children. The medical risks not only affect the pregnant teen, but they can also disrupt the unborn baby's growth. Also, they can lead to further pregnancy complications such as premature birth.

Teens are at higher risk of having low-birth-weight babies (under 5 lbs 8 ounces or 2,500 grams). Low-birth weight babies are at increased risk for serious health problems as newborns, lasting disabilities and even death. Since 2007 the percentage of low birth weight newborns has been

declining in Chesapeake and in 2009 for the first time in many years, it dropped below the state average.

INFANT MORTALITY RATE PER 1,000 BIRTHS^{lxxvii}					
	2005	2006	2007	2008	2009
Chesapeake	8.6	7.5	12.3	8.3	5.7
Virginia	7.4	7.1	7.7	6.7	7

Chesapeake has a history of an unusually high rate of infant mortality⁴. Between 2000 and 2004 the state rate of infant mortality hovered between six and seven per 1,000 births, Chesapeake’s rate was constantly above ten per 1,000 births. In 2005, Chesapeake’s rate began to fall only to bounce up again in 2007.

Chesapeake Health Department was one of ten Health Department Districts that received seed money to create programs that would reduce the high rate of infant mortality. The Health Department began this project by doing an analysis of Chesapeake’s birth and mortality information. The data revealed:

- The highest risk populations in Chesapeake for infant mortality include teens, African Americans and the uninsured.
- GIS mapping elucidated population clusters within the city where the concentration of infant mortality was the highest; South Norfolk area was one of these clusters.
- During the years studied, from 2000 to 2005, the leading causes of infant death in Chesapeake include sudden infant death syndrome, extreme prematurity and other pre-term infant related factors.

Under the Health Department’s leadership an Infant Mortality Coalition was created in 2007. The Health Department partnered with a number of private and public organizations to focus on the highest risk area. The strategy has worked. Chesapeake’s infant mortality rate has declined steadily since 2007 and as of 2009 (the most recent data available) it was below the state rate.

While teen age pregnancy and infant mortality are serious health issues for Chesapeake there are other health related concerns.

⁴ Infant mortality is defined as death of an infant before his or her first birthday

- In 2010 there were 3,370 Chesapeake youth aged 0 to 18 who were uninsured. That is 5.9% of the youth in that age range^{lxxviii}.
- According to a national report, 31% of children are considered either overweight or obese^{lxxix}. The Virginia prevalence of overweight and obese children has risen since 2003. Health Department data indicates that in 2010 there were 6,007 (24% of the youth 10 to 17) Chesapeake youth who were considered overweight or obese.
- In 2010 there were two children under of 36 months that were diagnosed with high levels of lead. This number has been falling since 2005 when the number was fifteen. While Chesapeake's rate is declining, the state rate has been increasing. Almost all of Chesapeake positive high lead identifications were in the South Norfolk area^{lxxx}.
- Between 1989 and 1998 Chesapeake averaged 103.8 children born each year with a birth defect. This translates into 383 babies per 10,000 live births which is well below the state average of 494 per 10,000 live births
- The Department of Behavioral Health and Developmental Services estimates that Chesapeake has 516 children aged birth to three that are eligible for Part C/ Early Intervention services⁵.

***In 2010 there were
3,370 Chesapeake
youth ages birth to 18
that were uninsured***

Behavioral Healthcare – Unlike many of the other major organizations that provided services to children, Virginia's behavioral healthcare system for children is fragmented and uncoordinated. Mental health services and substance abuse services are funded by the Department of Behavioral Health and Developmental Services, the Comprehensive Services Act, the Department of Social Services, local and state Juvenile Justice/ Court Services programs, the schools and the Department of Medical Assistance Services. There is limited coordination among these agencies and no unified planning. In addition, there is no unified data system and the data from some state departments is not readily available. Thus in this section we will focus on information from the Department of Behavioral Health and Developmental Services, the Chesapeake CSB, the Chesapeake Public Schools and the Office of the Comprehensive Services Act. This data is incomplete as it does not include services provided by the private sector even if the services are paid for by public funds.

⁵ In order for a child to be eligible for Part C / Early Intervention services they must have a developmental delay (functioning at 25% below their age in a number of areas such as communications, physical development or the child must have a diagnosed condition such as Down syndrome, autism, vision or hearing loss or cleft palate

Children with mental health disorders are more likely to have problems in school, experience chronic absenteeism, receive poor grades, drop out of school and be suspended or expelled. Minority children and children living in poverty are the least likely to receive treatment, and often find themselves funneled into the juvenile justice system as a result. Mental health problems affect almost seventy percent of youth in the juvenile detention system.^{lxxxix}

It is estimated that Chesapeake has up to 3,359 children with a serious emotional disturbance

Determining the need for mental health and substance abuse services among children and adolescents has been difficult. The Federal Center for Mental Health Services believes that at least one in five children and adolescents have a mental health disorder^{lxxxii}. Since the children’s mental health system is so fragmented we have to use multiple sources of data to get a gestalt of the need.

NUMBER OF YOUTH SERVED BY THE CSB^{lxxxiii}			
	Outpatient	Psychiatric Services	Case Management
FY10	94	170	69
FY11	147	184	93

According to the Virginia Department of Behavioral Health and Developmental Services Comprehensive State Plan for 2010- 2016, the estimated prevalence of serious emotional disturbance for children and adolescents in Chesapeake ranges between 3,359 and 1,527 depending on the level of functioning used. In 2008, the Chesapeake CSB served 228 children, 83 of which had a serious emotional disturbance.^{lxxxiv} In FY 2010 the CSB served over 300 children and youth and during FY 2011 they served over 400 children. While there has been a steady increase in the number of children served, the system is still not funded at the level that would allow the over 3,000 children identified as needing services by Virginia Department of Behavioral Health and Developmental Services to receive the needed services.

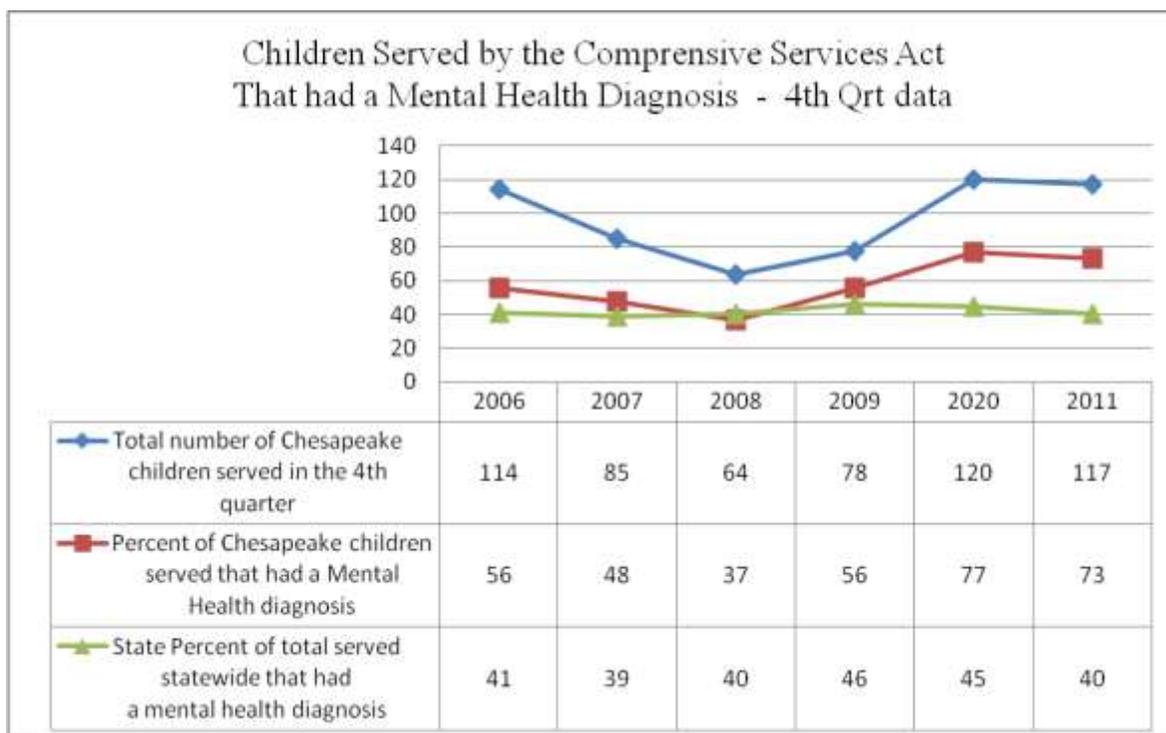
In their May 2011 report, Children’s Mental Health in Virginia: System Deficiencies and Unknown Outcomes, Voices for Virginia’s Children (a statewide, privately funded, awareness and advocacy organization) noted that Virginia’s Mental Health System is fragmented; there is not uniform data collection process across the different systems and little outcome data available. In the report they looked at the array of services that were available in each CSB catchment area. Chesapeake, like 67% of the other CSBs, had between 10 and 19 services.

Negative Outcomes for Youth with Mental Illness

- ◆ *10% of children and adolescents in the U.S. live with a serious mental illness that causes significant impairment in their day-to-day lives. Only 20% of the youth needing services are identified and receive mental health services.*
- ◆ *50% of students with a mental illness, age 14 and older drop out of high school—the highest dropout rate of any disability group. 73% of those who drop out are arrested within five years.*
- ◆ *Children with mental illness fail more courses, earn lower grade point averages, miss more days of school, and are retained at grade level more often than other students with disabilities.*
- ◆ *Children with mental illness are twice as likely to be living in a correctional facility, halfway house, drug treatment center, or “on the street” after leaving school compared to students with other disabilities.*

Supporting Schools and Communities in Breaking the Prison Pipeline: A Guide To Emerging and Promising Crisis Intervention Programs for Youth

National Alliance on Mental Illness – 2009



The Chesapeake Interagency Consortium (CIC) is the local arm of the Virginia Comprehensive Services Act (CSA). The purpose of the CSA is to provide high quality, child centered, family focused, cost effective, community-based services to high-risk youth and their families. The funding for the CSA was created by pooling eight funding streams including foster care maintenance funding; thus not all the youth that are served are high risk. In addition to the foster care and independent living maintenance funding, the Comprehensive Services Act/ Chesapeake Interagency Consortium provides services for youth and their families whose needs cannot be met by any one of the core agencies (Chesapeake Public Schools, the Court Services Unit, the Department of Human Services/ Social Services, the Community Services Board and the Health Department). The graph above plots the number of children served in the 4th quarter of FY 2006-2011. Since 2006, the percentage of Chesapeake children served, who have a mental health diagnosis has steadily risen. Chesapeake’s percentage has consistently been higher than the statewide percentage. This high rate most likely reflects the lack of other resources (or inability to access other resources due to lack of payment source or waiting lists) rather than a higher than normal rate of mental health problems among Chesapeake youth.

CHESAPEAKE PUBLIC SCHOOL STUDENTS IDENTIFIED AS EMOTIONALLY DISTURBED^{lxxxv}					
	2006	2007	2008	2009	2010
Number of students identified as emotionally disturbed (ED)	507	475	440	409	382
Number of students In special education	7090	7028	7056	6948	6859
Percent of special education students that are designated as emotionally disturbed	7.2%	6.8%	6.2%	5.9%	5.6%
School enrollment	40,336	39,763	40,046	39,921	39,897
Percent of total enrollment that are emotionally disturbed	1.26%	1.19%	1.10%	1.02%	0.96%

The Individuals with Disability Education Act (IDEA, federal legislation) guarantees a free and appropriate public education in the least restrictive environment to all children with disabilities. Approximately 17% of the children attending Chesapeake public schools are identified as requiring a specialized education that addresses their individual differences and needs (special education). Children who are identified as having emotional or behavioral disorders need to have behaviors that have existed over a long period of time, not just on occasion or for a short period of time; and to a serious degree, that interferes with their learning. Less than two percent of the school’s enrollment are identified as having emotional or behavioral disorders. The percentage of the student enrollment in special education has steady declined since 2006. Over

that same period of time, the percentage of children in special education identified as emotionally disturbed has also been declining. In school year 2010 (2009-2010) less than one percent of youth enrolled in the Chesapeake Public Schools were identified as emotionally disturbed.

The available data does not provide clarity on the mental needs of Chesapeake youth.

As noted in the Voices for Virginia's Children's report, the system is fragmented and thus it is difficult to come to any conclusions from the data. The

Community Services Board and the Interagency Consortium data would indicate the number of youth needing mental health services seems to be increasing, however the school data would indicate there is a steady decline in the number of children that are emotionally disturbed.

Unfortunately data regarding illicit substance use and/or the need for substance abuse treatment is just as fragmented as the mental health data. Much like the mental health information, data from disparate sources has to be pieced together to create a picture of substance use and abuse by Chesapeake youth.

Many studies indicate the use of illicit drugs (to include alcohol for under aged drinkers) negatively impacts the health and development of youth. The impact of drug use on children and adolescents is well documented^{lxxxvi}. They include:

More than 4 in 10 people who begin drinking before age 15 eventually become alcoholics

- Long term health problems either from the use of the drug (e.g. pulmonary issues from smoking) or from neglect of their health such as not getting enough sleep, poor eating habits or not getting enough exercise;
- Problems in relationships including fights with family, significant others or friends;
- Drop in attendance and performance at school, including failing classes, skipping school and getting into fights;
- Taking risks while high including driving under the influence of drugs, using dirty needles, having unprotected sex; and
- Getting into legal trouble.

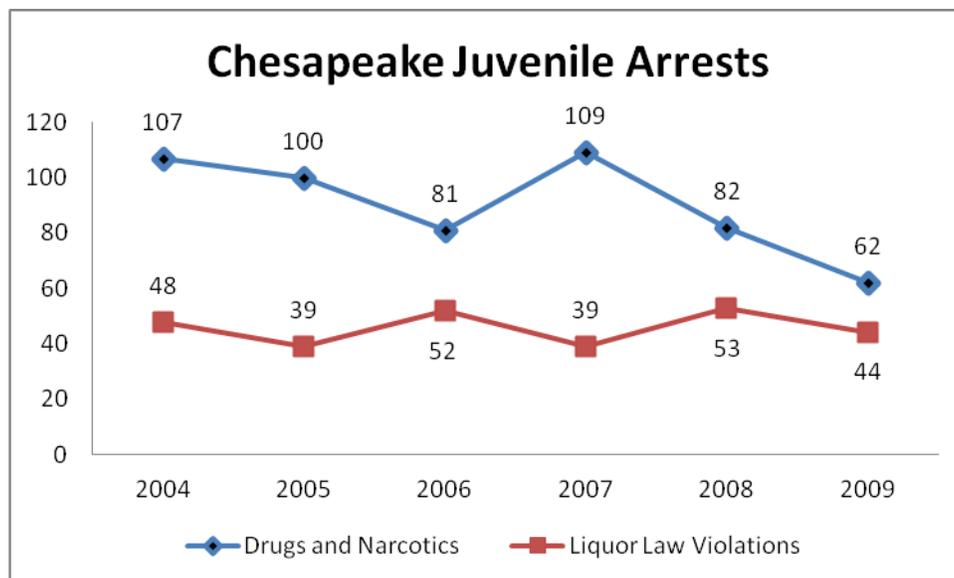
The National Institute on Drug Abuse (NIDA) most recent report has a little bit of good news and some disturbing findings. An annual NIDA survey measures drug, alcohol, and cigarette use adolescent students nationwide. The 2010 report^{lxxxvii} found:

- Alcohol use and binge drinking is declining among high school seniors,
- Since 1997 the use of tobacco/ cigarettes has steady declined,

- Daily marijuana use is increasing among 8th, 10th, and 12th graders. Among 12th graders it was at its highest point since the early 1980s. Marijuana use is now ahead of cigarette smoking on some measures,
- After marijuana, prescription and over-the-counter medications account for most of the top drugs abused by 12th graders.

SUBSTANCE ABUSE USE ^{lxxxviii}						
	Marijuana			Alcohol		
Primary drug of abuse reported by clients under 18 and in substance abuse treatment at CSSB (total clients = 183 FY10 and 172 FY11)	FY10	60%		FY10	21%	
	FY11	65%		FY11	16%	
Secondary drug of abuse reported by clients under 18 and in substance abuse treatment at CSSB	FY10	13%		FY10	33%	
	FY11	12%		FY11	39%	
Age of first use for primary drug of abuse for clients under 18 and in substance abuse treatment at CSB		FY10	FY11		FY10	FY11
	Less than 10	2%	2%			
	Ages 11-14	58%	62%	Ages 10-14	45%	44%
	Ages 15-17	39%	36%	Ages 15-17	55%	56%

The substance abuse treatment data from the Community Services Board (see chart above) indicates that Chesapeake youth may be following the same track as the national trends. A greater proportion of youth in treatment have begun their drug use at an earlier age and marijuana is the drug of choice.



Data from the Virginia State Police on juvenile arrest shows a different picture. Other than 2007, the arrests for drugs and narcotics have decreased significantly since 2004 while liquor law violations have remained more or less constant.

STUDENTS WHO WERE OFFENDERS OF SCHOOL ALCOHOL, TOBACCO AND OTHER DRUG POLICIES					
NUMBER OF INDIVIDUAL OFFENDERS^{lxxxix}					
	School Year				
	2005-06	2006-07	2007-08	2008-09	2009-10
<i>High School</i>					
Tobacco	162	93	85	81	70
Alcohol	10	21	22	20	31
Possession or Sale of Schedule 1 & 2 Drugs	55	53	56	74	70
<i>Middle School</i>					
Tobacco	12	6	7	12	9
Alcohol	6	3	5	7	10
Possession or Sale of Schedule 1 & 2 Drugs	7	14	18	18	17

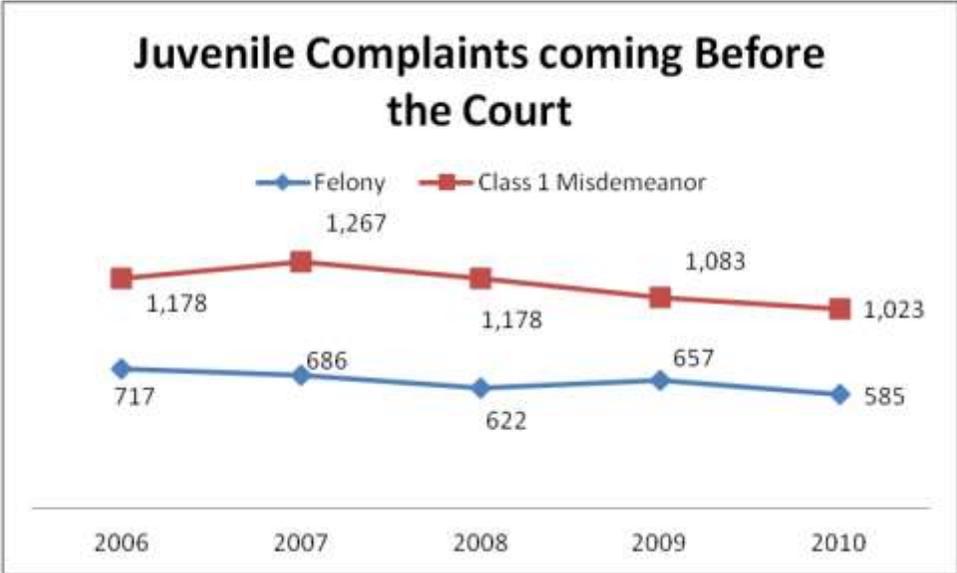
Information from the Chesapeake Public Schools indicates that among students attending high school and middle school there has been a general trend of decreasing use of tobacco. Alcohol use among youth attending middle school is more or less unchanged but it is on the rise among students attending high school. Most disturbing is the rise in the possession or sale of schedule 1 & 2 drugs⁶.

It is not clear exactly what this data tells us. The persons who are in treatment or who have been caught violating the law or school policy are most likely only a small subset of Chesapeake youth that are using drugs.

⁶ Schedule 1 drugs have a high potential for abuse, have no currently accepted medical use in treatment in the United States. Examples include marijuana, heroin and LSD. Schedule 2 drugs have a high potential for abuse which may lead to severe psychological or physical dependence. Examples include amphetamines, cocaine and oxycodone.

INVOLVEMENT WITH THE CRIMINAL JUSTICE SYSTEM

Often times, suburban or affluent communities believe crime or violence does not happen in their communities. However, crime happens everywhere; economically depressed neighborhoods, affluent neighborhoods, and neighborhoods with minority and majority race residents. The impact of juvenile crime is significant. For every youth involved in the juvenile justice system there is at least one other person involved, the victim of that crime.



Since 2005 there has been a steady decline in the number of juvenile complaints (cases would come through the court services unit which is the local arm of the state Department of Juvenile Justice) coming before the court.^{xc} As with the other data it is not clear what is driving this trend.

PERCENTAGE OF TOTAL JUVENILE COMPLAINTS THAT ARE FELONIES^{xc}					
	2006	2007	2008	2009	2010
Chesapeake Court Service Unit Felony Complaints	774	686	662	657	585
Percent of all Complaints	11%	9.8%	8.1%	8.5%	7.7%
Virginia Court Service Units Felony Complaints	20,096	*	18,631	17,883	14,868
Percent of all complaints	9.3%	*	8.4%	8%	6.9%

Between 2002 and 2006 the number of felony⁷ complaints and the percentage of felony complaints that that came before the Chesapeake Juvenile Court rose steadily. After 2006 the number and percent of felony complaints began to decline (both locally and statewide). As compared to the state average, in 2010, Chesapeake has a higher percentage of youth that are brought to intake with complaints of assault (16.4% - Chesapeake; 14.2% statewide), larceny (23.4% - Chesapeake; 15.8% statewide), and status offense (12.7% - Chesapeake; 11.7% statewide). Chesapeake youth had a lower percentage of probation violation (2.3% vs 5.2%) and alcohol violations (2.6% vs 4.1%). While the peak ages for juvenile intake cases is 16 & 17 (over 50% are in this age range), it is also notable Chesapeake consistently has a higher percentage of juvenile intakes cases where the youth are ages 8-12.

In 2010 Chesapeake had 2,339 juvenile complaints and 5,225 domestic relations or child welfare offenses.

The State Department of Juvenile Justice has been implementing a new assessment tool, the Youth Assessment and Screening Instrument (YASI). This tool looks at many areas (e.g. legal history, and family, school mental health, alcohol and drug abuse)

that are used to predict the youth’s likelihood of future arrests and future violent offenses. The YASI was not used by all court services units in 2010. In future years this may be a better method of comparison of status of Chesapeake youth versus other youth statewide.

It is important to remember the numbers only tell us so much. For example, the National Crime Victimization Survey reveals the majority (fifty-eight percent) of serious violent crimes committed by youth are not even reported to the police. That means any numbers gleaned from arrest rates or police reports actually under represent the amount of youth violence.

CHESAPEAKE JUVENILE ARRESTS FOR RUNAWAY^{xcii}					
	2005	2006	2007	2008	2009
Number of Runaways	466	495	510	427	543 ⁸
Total Number of Juvenile Arrests	1123	1038	1021	1024	1008 ⁹
Percentage Runaways	41%	48%	50%	42%	54%

⁷ Crimes commonly considered to be felonies include, but are not limited to: aggravated assault and/or battery, arson, burglary, illegal drug abuse/sales, embezzlement, grand theft, treason, espionage, racketeering, robbery, murder, rape, kidnapping and fraud.

⁸ The number of juvenile runaway arrests in the State Police Crime in Virginia report is zero. The 543 number was provided by Paul Leccese Police Planner via a 9/8/2011 e-mail to Mary Riley.

⁹ The 543 runaway number was added to the total number of juvenile arrests that is listed in the State Police Crime in Virginia report for 2009.

The 2008 Comprehensive Plan noted that the juvenile arrests in Chesapeake have steadily declined since 2004. This mirrors Chesapeake’s overall crime rate that has been going down for a number of years. This trend does not explain the precipitous reduction in both the runaway rate and the juvenile arrest rate in 2009. According to the State Police Crime in Virginia report, Chesapeake had no arrests for runaway. This seemed very unlikely, thus Mary Riley, Director of the Chesapeake Office of Youth Services, followed up with staff of the police Department who indicated the correct number was 543. The data for 2010 is not available at this time so it impossible to tell if the runaway arrests are trending up or down. It is noted that while the arrests statewide for runaways has been declining¹⁰ in 2009 it still was 12% of all juvenile arrests.

ACADEMICS AND EDUCATION

The economic future of our City depends on the next generation of young Chesapeake residents becoming ready for college or technical education, work, and life. As the “baby boom” generation prepares for retirement, our youth must provide the brainpower and manpower to meet the needs of the job market.

MEDIAN EARNINGS^{xciii} IN THE PAST 12 MONTHS (In 2009 Inflation-Adjusted Dollars)		
	Chesapeake	Virginia
Population 25 years and over with earnings	40,147	38,192
Less than high school graduate	\$26,932	\$19,536
High school graduate (includes equivalency)	\$32,481	\$28,049
Some college or associate's degree	\$35,414	\$34,427
Bachelor's degree	\$49,762	\$53,657
Graduate or professional degree	\$68,677	\$73,740

The economic importance of a good education is demonstrated by looking at the medium income of Chesapeake residents with different levels of education. As noted earlier, the federal poverty level is \$22,350 for a family of four. However, since this figure has not been updated in a number of decades, it is estimated \$44,700 is the true amount needed for a family of four. This would mean a family with a single income earner would need at least a bachelor’s degree to live above the poverty level or both parents would have to work if they each only had a high school education.

¹⁰ According to the Crime in Virginia reports that are compiled by the State police runaways were 14% of the juvenile arrests in 2006-2008 and then declined to 12% of the 2009 arrests.

Over 88% of Chesapeake residents 18 to 24 years have obtained a high school education or better and almost 90% of Chesapeake residents 25 and older have obtained a high school education or better. However, there are almost 15,000 residents over the age of 25 that do not have a high school diploma and 3,400 of them have less than a ninth grade education. Under 30% of Chesapeake residents over 25 have a bachelor’s degree or higher, meaning that the vast majority of families would need to have two wage earners.

2009 EDUCATIONAL ATTAINMENT^{xxciv}		
	Chesapeake	Virginia
Population 18 to 24 years	22,062	829,755
Less than high school graduate	12.0%	13.1%
High school graduate (includes equivalency)	35.8%	28.8%
Some college or associate's degree	43.5%	46.4%
Bachelor's degree or higher	8.8%	11.7%
Population 25 years and over	142,786	5,207,987
Less than 9th grade	2.4%	5.3%
9th to 12th grade, no diploma	8.1%	8.1%
High school graduate (includes equivalency)	25.5%	25.4%
Some college, no degree	26.3%	20.6%
Associate's degree	9.5%	6.6%
Bachelor's degree	17.7%	19.9%
Graduate or professional degree	10.5%	14.1%

As compared with the state average, Chesapeake residents have a lower percentage of residents with less than a high school degree and a higher percentage of residents with some college or an associate’s degree. A smaller percentage of Chesapeake residents have a bachelor’s degree (17.7%) than the state (19.9%) and a smaller percentage have a graduate or professional degree (10.5%) than the state (14.1%).

As the education level of adults improves, so does their child's chances for success in school

Overall, Chesapeake youth receive an excellent education as identified by the high percentage of students that earn advanced studies diplomas, the high rate of on-time graduation, and the low dropout rate.

CHESAPEAKE AND VIRGINIA GRADUATION AND COMPLETERS BY TYPE OF DIPLOMA								
	Standard Diploma	Advanced Studies Diploma	Special Diploma	Certificate of Program Completion	GED Certificate	ISAEP³	Modified Standard Diploma	Total
2009-2010	1167	1681	114	14	7	84	64	3131
Percent	37%	54%	4%	0.4%	0.2%	3%	2%	
Virginia Percent	41%	50%	0%	0.0%	1.0%	2%	3%	
2008-2009	1110	1761	100	13	0	104	88	3176
Percent	35%	55%	3%	0.4%	0%	3%	3%	
Virginia Percent	41%	50%	3%	0.0%	1%	3%	2%	
2007-2008	1157	1703	125	17	41	81	102	3226
Percent	36%	53%	4%	1%	1%	3%	3%	
Virginia Percent	41%	49%	2%	3%	0%	1%	1%	
2006-2007	1125	1631	123	30	35	34	87	3065
Percent	37%	53%	4%	1%	1%	1%	3%	
Virginia Percent	41%	49%	3%	0.50%	1%	2%	3%	

As noted in the chart above, a higher percentage of graduating Chesapeake students are receiving an advanced studies diploma. The percentage of advanced diplomas¹¹ has been slowly growing and the number of standard diplomas has remained more or less the same thus there has been a decrease in the other types of diplomas particularly the GED certificate and the modified standard diploma.

Chesapeake's on time graduation rate has been increasing and it is consistently ahead of the state average. The on-time graduation rate is based on individual student-level that is tracked over a four or five year period. The rate takes into consideration student mobility, changes in student enrollment, policy and instructional practices. The formula also recognizes that some students with disabilities and limited English proficient (LEP) students are allowed more than the standard four years to earn a diploma and are still counted as "on-time" graduates. The cohort for the school year 2011 (September 2010- June 2011) were counted as first time 9th graders in the 2008 school year. Adjustments were made for transfers in, transfers out and students permitted to take four years to graduate/complete school. Graduates are defined as students who earn one of the following diplomas:

- Advanced Studies Diploma
- Modified Standard Diploma
- Standard Diploma
- Special Diploma

¹¹ To receive an advanced diploma students must have four years each in math, laboratory sciences, history/ social sciences versus only three years which are required for a standard diploma. In addition the student must have completed three years of a foreign language.

ON TIME GRADUATION RATE

	2007-2008		2008-2009		2009-2010		2010-2011	
	Chesapeake	Virginia	Chesapeake	Virginia	Chesapeake	Virginia	Chesapeake	Virginia
All students	87.6%	82.1%	86.4%	83.2%	88.4%	85.7%	90.2%	86.6%
Female	89.2%	85.1%	89.0%	86.5%	91.1%	88.3%	92.2%	89.5%
Male	85.9%	79.2%	83.9%	80.1%	85.8%	83.3%	88.4%	83.9%
African American	83.2%	74.0%	82.0%	75.7%	84.7%	79.3%	86.1%	80.3%
White	90.2%	85.9%	88.8%	87.0%	90.4%	89.0%	92.0%	89.1%
Economically Disadvantaged ¹²	74.9%	69.2%	78.1%	70.9%	75.7%	75.0%	81.8%	76.5%

Chesapeake’s pattern of on-time graduation is higher than the state average however the break down is equivalent to the state trends. Female and white students have the highest on time graduation rate. Economically disadvantaged students, males and African American students have a lower on-time graduation rate. In addition to the on-time graduation rate the schools annually report on the number of students in grades seven through twelve who drop out. These are students who left high school permanently or whose whereabouts are unknown. The dropout percentage represents the number of dropouts for a given school year divided by the student membership on September 30th of that school year. The dropout rate is not the inverse of the on-time graduation rate. A dropout is a former student who:

- Was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or
- Was not enrolled on October 1 of the previous school year although expected to be in membership; and who:
 - has not graduated from high school or completed an approved educational program, or
 - is not enrolled in another public school district, private school or approved educational program, or
 - is not absent due to suspension, illness or death.

¹² A student is considered economically disadvantaged if they are eligible for free or reduced lunch, or receive TANF (Temporary Assistance for Needy Families), or are eligible for assistance under the Medicaid program.

DROP OUT RATE^{xcv}									
	2008-2009			2009- 2010			2010-2011		
	Chesapeake Number	Chesapeake Percent	State Percent	Chesapeake Number	Chesapeake Percent	State Percent	Chesapeake Number	Chesapeake Percent	State Percent
All Students	226	7.6%	8.0%	214	6.4%	7.8%	193	5.6%	7.2%
Females	92	5.3%	6.5%	81	4.9%	6.5%	74	4.4%	5.6%
Males	174	9.9%	9.4%	133	7.9%	9.1%	119	6.8%	8.6%
African American	140	11.0%	11.4%	108	8.9%	11.7%	96	8.6%	10.9%
White	116	5.9%	5.6%	96	5.2%	5.2%	79	4.4%	4.8%
Economically Disadvantaged	147	15.4%	14.7%	139	14.2%	14.3%	127	12.1%	13.1%

For the last two years, Chesapeake’s drop-out rate has been lower than the state average. 193 students from the 2010-2011 school year are either unaccounted for or dropped out of school. Almost 66% of those students were considered economically disadvantaged during some period between the 7th grade and when they dropped out. African American’s and males have a higher dropout rate than other groups reviewed. Not completing high school has a significant impact on an individual’s future.

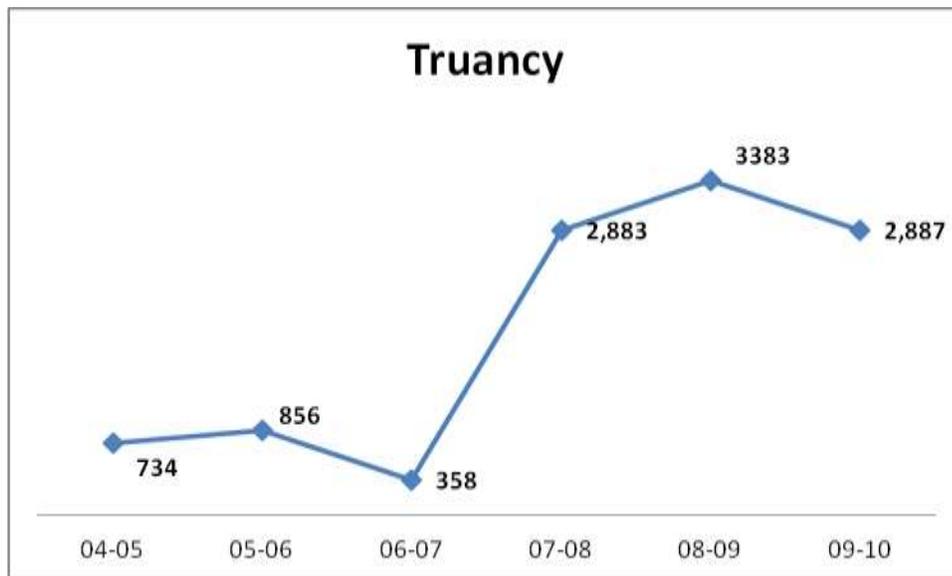
The consequences of dropping out are well documented. For example, school dropouts:

- Are more likely to be involved in problem behaviors such as delinquency, substance abuse, and early childbearing;
- Have significantly fewer job prospects;
- Make lower salaries;
- Are more often unemployed;
- Experience unstable marriages more frequently.

On average, persons who drop out of high school earn 27% less than those completing high school and 58% less than college graduates

Before dropping out of school, students often demonstrate a pattern of truancy. Truancy is not just one incident but rather a pattern of repeated, unexcused absences from compulsory education. According to the Virginia Department of Education (DOE) guidelines, a student is defined as truant after they have had 10 or more unexcused absences. The truancy data on the DOE website^{xcvi} is based on the number of students with whom a conference was held after the student had accumulated six absences during a school year. Truancy is of concern not only because a young person is not in school and is not receiving an education, but it is also a concern

because truancy has been clearly identified as one of the early warning signs of students headed for potential delinquent activity, or educational failure via suspension, expulsion, or dropping out.



There is no explanation of why there was such a dramatic increase in the number of conferences held beginning in the 2007-2008 school year. It is unlikely there was a sudden increase in truancy. More likely is that schools became more vigilant about tracking and aggressively working with students who were truant. The current policy requires parents of students who accumulate five unexcused absences to meet with the school administration to develop an attendance improvement plan for the student. A determination will be made if outside help sources can provide assistance if there are six unexcused absences. Students are referred to court services if they have seven or more unexcused absences.

Truancy has been clearly identified as one of the early warning signs that youth are headed for potential delinquent activity, social isolation, and/or educational failure. Numerous studies^{xcvii} have found truancy correlated with substance abuse, gang activity, and involvement in criminal activities such as burglary, auto theft, and vandalism. Adults who were frequently truant as teenagers are much more likely to have poorer physical health and mental health, lower paying jobs, and an increased chance of living in poverty.

Truancy, of course, is not the only reason that Chesapeake youth are not in school. Students can be put on short or long term suspensions for infractions of school rules or policies. Short term suspensions are up to ten days and long-term suspension occurs when a child is removed from class or school for more than ten consecutive school days but less than 365 calendar days.

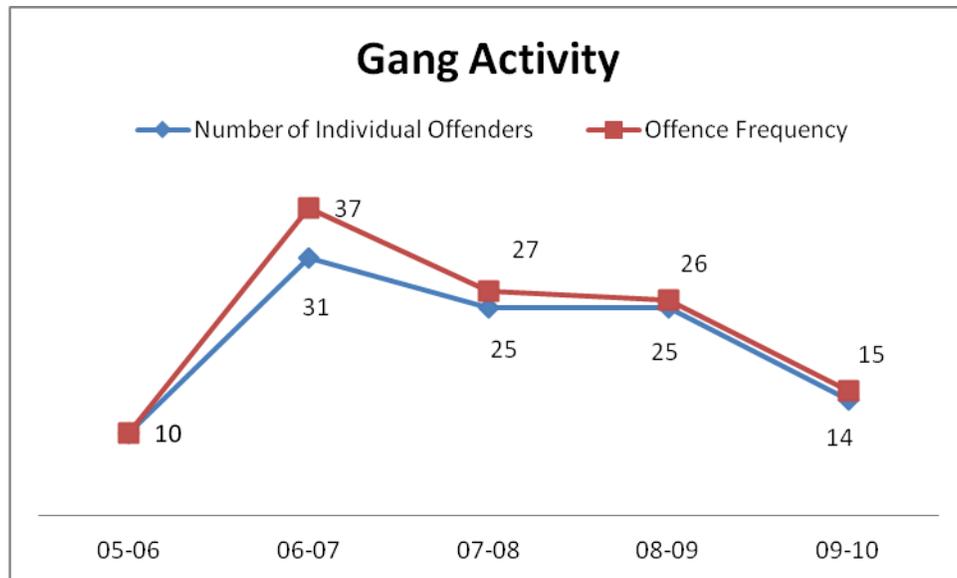
SHORT AND LONG TERM SUSPENSIONS MIDDLE SCHOOL & HIGH SCHOOL NUMBER OF STUDENT OFFENDERS					
	School Year				
	2005-06	2006-07	2007-08	2008-09	2009-10
<i>Short Term Suspensions</i>					
Middle School	1,329	1,386	1,387	1,304	1,196
High School	2,311	2,599	2,492	2,264	2,066
<i>Long Term Suspensions</i>					
Middle School	6	7	12	5	12
High School	7	24	20	16	29

There was a decline in the number of suspensions between the 2002-2003 school year and the 2006-2007 school year when there was a significant uptake in suspensions. The largest increase in suspensions came in the area “disorderly and disruptive behavior” which includes disrespect, defiance, disruptive, and possession of obscene or disruptive literature. Great Bridge High School (474 suspensions in FY06 and 1,202 in FY 07) and Western Branch High School (1,507 suspensions in FY06 and 2,467 in FY 07) had the greatest increase in suspensions.

Two areas of school related crime and violence that are currently of concern to the public are gang activity and bullying. In 2005, the Virginia Department of Education added gangs to its Student Conduct Policy Guidelines. They define “criminal street gang” as “*any ongoing organization, association, or group of three or more persons, whether formal or informal, (i) which has as one of its primary objectives or activities the commission of one or more criminal activities, (ii) which has an identifiable name or identifying sign or symbol, and (iii) whose members individually or collectively have engaged in the commission of, attempt to commit, conspiracy to commit, or solicitation of two or more predicate criminal acts, at least one of which is an act of violence, provided such acts were not part of a common act or transaction.*”

Students are prohibited from involvement in any gang-related activity during the time they are under the jurisdiction of the schools. Such activities may include, but are not limited to the display of symbols of gang membership (i.e., clothing, jewelry, or other accessories that symbolize gang membership or affiliation), recruitment of or invitation to other students to join or otherwise affiliate themselves with gangs, gang-related violence, or gang-related vandalism (including graffiti).

Gang activity^{xcviii} in the Chesapeake Schools peaked in the 2006-2007 school year and has steadily declined since then. Gang activity is still of considerable concern for law enforcement and there is no clarity as to why there has been a decrease in gang activity at school. One explanation may be that young people are involved in gang activity outside of the school day and school property.



Gangs and gang membership has very serious consequences for the youth and their community. Studies^{xciix} have shown that:

- The influence of the gang on levels of youth violence is greater than the influence of other highly delinquent peers.
- Youth commit many more serious and violent acts while they are gang members than they do after they leave the gang.
- In comparison with single-year gang members, multiple-year members had much higher robbery and drug-trafficking rates while in the gang.

The other school related crime that is of current public concern is bullying. The schools describe bullying as follows:

“While bullying can involve a single, severe behavior, bullying is usually defined as repeated negative behaviors intended to frighten or cause harm that may include, but are not limited to verbal, written, or electronic (virtual) threats or physical harm. Examples of bullying include, but are not limited to: Physical intimidation, taunting, name calling, and insults; comments regarding the race, gender, religion, physical abilities, or characteristics of a person or his associates, and false statements about other persons.”

BULLYING^c					
NUMBER OF OFFENDERS					
	2005-06	2006-07	2007-08	2008-08	2009-10
High School	109	19	15	26	7
Middle School	527	111	82	66	102

The Chesapeake Public Schools has a very strong stand against any type of bullying including cyber-bullying, even if it occurs outside of school on equipment not owned by Chesapeake Public Schools. Much like gang activity, bullying peaked in the 2005-2006 school year. Incidents of bullying have been increasing in the middle schools, which is the age range that the majority of bullying takes place.

By self-report, boys are more likely than girls to bully others. Girls frequently report being bullied by both boys and girls, but boys report that they are most often bullied only by other boys.

Stresses of being bullied can interfere with student’s engagement and learning in school. Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide. By creating a climate of fear and disrespect, bullying also has an impact on other students at school who are bystanders^{ci}. Thus a reduction in bullying is not only beneficial for the victims but also has a positive impact on all of the students.

WORKPLACE READINESS

As noted in the earlier section the median income for Chesapeake residents with a high school diploma is \$6,000 higher than the residents without a high school diploma. This correlates with data from the U.S. Department of Labor that demonstrates that education pays. In 2010, while the overall rate of unemployment is 8.2%, almost fifteen percent of persons without a high school diploma were unemployed. The rate of unemployment steadily decreases with high levels of educational attainment. In the book, The Jobs Revolution: Changing How America Works^{cii}, the authors note that 85% of the newly created U.S. jobs will require education beyond high school. Corporate Voices for Working Families report that although we are experiencing high unemployment and joblessness, employers continue to have trouble finding skilled and educated employees.

America faces a profound challenge to its economic vitality and future. Too many young people today—the workforce of tomorrow—are not prepared to succeed in a knowledge-based economy.

Corporate Voices for Working Families

EDUCATION AND UNEMPLOYMENT RATE^{ciii}	
Unemployment Rate – 2010	Educational Attainment
1.9%	Doctoral degree
2.4%	Professional degree
4.0%	Master's degree
5.4%	Bachelor's degree
7.0%	Associate degree
9.2%	Some college, no degree
10.3%	High-school graduate
14.9%	Less than a high school diploma

There is a variety of reasons some youth do not have the skills needed in the workforce. One explanation is lack of experience. From 1948 to 1989, between 45% and 60% of teenagers had summer jobs. In periods of recession, fewer teens had jobs and during business expansions over half the teens had summer employment. Today, just one in four American teens has a summer job^{civ}. Over the past decade, summer employment among people ages 16 to 19 has plummeted to the lowest level since the government started keeping tabs after World War II. Summer employment had traditionally been where youth either learned or practiced the “soft”

skills associated with work such as showing up on time, dressing appropriately, and working with others.

In addition to a lack of experience, employers are reporting many applicants don’t have basic skills. According to a study done by the Conference Board, over 40 percent of employer respondents rate new entrants with a high school diploma as “deficient” in their overall preparation for the entry-level jobs they typically fill.^{cv} The report found high school graduates were deficient in writing in English, reading comprehension, and mathematics. Employers have identified the following as the basic skills needed:

By 2018, 63 percent of all jobs in America will require at least some postsecondary education.

Bill and Melinda Gates Foundation

- Understanding and ability to communicate effectively including the ability to read and write reports, letters and manuals;
- Understanding and ability to use documents (such as safety instructions, assembly directions, maps);
- Understanding and ability to use numbers by themselves or charts and tables;
- Thinking critically and acting logically to solve problems and make decisions;
- Using computers, technology, tools and information systems effectively;
- Ability to build and work in teams;
- Positive attitude toward change.

Schools have stepped forward to offer programs to teach students basic workplace skills. Chesapeake public schools offer a number of programs in the areas of career and technical education. Career and technical education programs are designed to develop the skills,

CHESAPEAKE PUBLIC SCHOOLS CAREER AND TECHNICAL EDUCATION^{cvi}			
	2008-09	2009-10	2010-11
NOCTI ¹³ Assessments	67	70	131
State Licensures	12	53	38
Industry Certification	967	1217	1411
CTE Completers	1499	1494	1511

understanding, and attitudes needed by workers in their occupations. The programs organized within career pathways include agriculture, family and consumer sciences, trade and industry, marketing education, business education, diversified occupations, technology education, cosmetology, health education, and others. An increasing number of Chesapeake students are enrolled in and completing career and technical education programs. The programs are offered to students as early as the 6th grade and there are a variety of programs that are offered.

Workplace skills and knowledge are also gained when students pursue post secondary education. A significant number of Chesapeake High school graduates and completers pursue higher education.

HIGH SCHOOL GRADUATES AND COMPLETERS BY CONTINUING EDUCATION PLANS^{cvi}							
School Year	Attending Two-year Colleges	Attending Four-year Colleges	Other Continuing Education Plans	Employment	Military	No Plans	Total
2009-2010	1041	1514	131	238	183	24	3131
2008-2009	982	1568	141	295	165	25	3176
2007-2008	1,030	1,547	164	322	128	35	3,226
2006-2007	892	1,484	173	340	113	63	3,065

Approximately 82% of the 2009-2010 Chesapeake high school graduates and completers had plans to attend either a two year college (33.25%) or four year college (48.36%). Fewer than fourteen percent (7.6% employment and 5.8% military) planed to seek employment directly out of high school. Unfortunately there is no available data on how many of these students actually attended a two or four year college or how they did if they did attend.

Regardless of the path that a Chesapeake youth pursues, skills and education will be needed to obtain and maintain employment. Education and employment are the keys to a healthy and vibrant community.

¹³ NOCTI (National Occupational Competency Testing Institute) occupational competency examinations are the most widely used assessments for trade and industrial students and teachers. The NOCTI assessments measure academic and vocational reading, writing, and math skills associated with the students' career choice, and are nationally validated assessments recognized by trade and industry.

NEXT STEPS

The Chesapeake Comprehensive Plan for Children and Youth was created to align our city's priorities for youth across city departments, schools, and the many community organizations focused on youth within our city. Our goal is to increase community collaboration to improve systems and programs for children and families.

The Chesapeake system should support our children and families as they make each important transition. For this reason the following goals were developed as a guiding framework for our service providers.

Our areas of concentration are: Early Care and Education, Family Engagement, Out of School Time and Workplace Readiness. Through this process of collaboration we strive to promote a system that families can utilize throughout their child's development:

- *R U Ready* to be a parent?
- *R U Ready* for a toddler?
- *R U Ready* for kindergarten?
- *R U Ready* for middle school?
- *R U Ready* for high school?
- *R U Ready* for college and the workforce?

GOALS OF THE PLAN

PRINCIPLE

Increase community collaboration to improve systems and programs for children and families.

EARLY CARE AND EDUCATION

All Chesapeake children will have access to a high quality early learning environment that will ensure they enter kindergarten ready to learn and assist in providing the foundation for future success in school, life and work.

FAMILY ENGAGEMENT

All Chesapeake families will have access to information, education and support to assist their role as the cornerstone of their child's development and future success.

OUT OF SCHOOL TIME

All Chesapeake children should have access to supervised out of school activities that promote positive relationships, learning and assist in providing skills for school, work and life.

WORKPLACE READINESS

All Chesapeake youth should have opportunities to develop skills that prepare them to be successful in the workforce.

Early Care and Education

Goal: All Chesapeake children will have access to a high quality early learning environment that will ensure they enter kindergarten ready to learn, continue to read proficiently through the third grade and assist in providing the foundation for future success in school, life and work.

Initiative	Program Administration	Objective	Strategy	Outcomes
Enhancing Early Learning Environments	Provider Training Committee: <ul style="list-style-type: none"> • Chesapeake Community Programs • Chesapeake Public Schools • Chesapeake Library • Children's Harbor • VA Infant Toddler Specialist Network • Chesapeake Behavioral Integrated Healthcare • Chesapeake Childcare providers 	<p>Make higher quality care, as defined by professional standards, more accessible to Chesapeake Families.</p> <p>Improve the quality of early care and education with family home and child care center facilities.</p> <p>Increase in the number of quality rated family home providers and child care centers in Chesapeake.</p>	<p>Provide training and professional development opportunities for early childhood professionals.</p> <p>Provide opportunities through collaborative funding for family home/child care centers to participate in the Virginia Star Quality Initiative, Early Education Small Business mentorship program and teacher educational scholarships.</p>	<p>Increase the capacity and enrollment of children enrolled in high quality care. Increase in the percentage of centers participating in the Virginia Star Quality Initiative. Increase in the percentage of centers participating in the Small Business mentorship program. Increase in the availability and affordability of professional development opportunities for early care professionals.</p>

Early Care and Education

Goal: All Chesapeake children will have access to a high quality early learning environment that will ensure they enter kindergarten ready to learn, continue to read proficiently through the third grade and assist in providing the foundation for future success in school, life and work.

Initiative	Program Administration	Objective	Strategy	Outcomes
<p>Ensuring Smooth Kindergarten Transitions</p>	<p>Kindergarten Transition Committee:</p> <ul style="list-style-type: none"> • Chesapeake Community Programs • Chesapeake Public Schools • Chesapeake Library • Children’s Harbor • Chesapeake Childcare providers • Early Adventures • Head Start 	<p>Promote a seamless transition from early education and care to K-12 settings by ensuring Chesapeake children enter kindergarten with the resources needed to be successful in school.</p> <p>Promote the importance of beginning kindergarten ready to learn.</p> <p>Provide educational materials to the community to educate on the importance of our children entering kindergarten ready to learn.</p>	<p>Create and distribute Kindergarten Readiness checklist and enrollment information.</p> <p>Create, market and distribute citywide kindergarten transition plan.</p> <p>Offer parent and early care professional Kindergarten Readiness workshops.</p> <p>Offer training for kindergarten teachers, principals and child care providers on kindergarten transition and community connections.</p> <p>City wide day of school enrollment and health immunizations.</p> <p>Educate community on the importance of beginning kindergarten ready to learn.</p>	<p>Increase in the percentage of children entering kindergarten with the appropriate documentation and on time.</p> <p>Increase in the percentage of children with expected literacy proficiency as assessed by PALS.</p> <p>Increase in the percentage of children enrolling in kindergarten prior to August 30.</p>

Early Care and Education

Goal: All Chesapeake children will have access to a high quality early learning environment that will ensure they enter kindergarten ready to learn, continue to read proficiently through the third grade and assist in providing the foundation for future success in school, life and work.

Initiative	Program Administration	Objective	Strategy	Outcomes
Promote grade level reading by third grade.	Chesapeake Public Library Chesapeake Public Schools Chesapeake Community Programs	Ensure all children read at or above grade level by third grade.	<p>Create collaborative partnerships to promote the importance of grade level reading by third grade.</p> <p>Align the Chesapeake Library system literacy curriculum with the Chesapeake Public Schools K-3 literacy curriculum.</p> <p>Expand and/or create programs designed to improve reading on grade level by third grade.</p> <p>Participate in Cites of Service- Third Grade Reads initiative.</p> <p>Community education on the importance of grade level reading by third grade to future school, work and life success.</p> <p>Participate in the national campaign- The Campaign for Grade-Level Reading.</p>	<p>Increase in the percentage of children entering kindergarten with expected literacy proficiency as assessed by PALS.</p> <p>Increase in third grade reading scores, especially in our Title 1 schools.</p> <p>Increase in graduation rates.</p>

Out of School Time

Goal: All Chesapeake children should have access to supervised out of school activities that promote positive relationships, learning and assist in providing skills for school, work and life.

Initiative	Program Administration	Objective	Strategy	Outcomes
Affordable, Accessible and High Quality Out of School time care.	Out of School Time Committee: <ul style="list-style-type: none"> • Chesapeake Parks and Recreation • Chesapeake Public Libraries • Chesapeake Community Programs • Chesapeake Churches 	Increase the number of high quality out of school time programs in areas of high need. Increase the number of youth attending out of school time activities.	Promote the importance of safe, physical and emotional environments for youth. Provide training to city, community service agencies and churches on quality after school care. Educate community and schools on current after school opportunities. Create additional after school opportunities in areas of identified need, such as Holly Cove.	Increase in third grade reading scores. Decrease in underage drinking, drug use, teen pregnancy, juvenile crime and bullying. Increase in graduation rates.

Initiative	Program Administration	Objective	Strategy	Outcomes
Collaborative partnerships focused on providing more middle and high school after school opportunities.	Out of School Time Committee: <ul style="list-style-type: none"> • Chesapeake Parks and Recreation • Chesapeake Public Libraries • Chesapeake Community Programs • Chesapeake Churches 	Increased partnerships between community agencies, schools and churches to coordinate, create and market out of school time opportunities for our middle and high school students.	Identify existing resources, market those resources and work to fill in the identified after school care gaps. Educate community on the benefits of Out of School time opportunities. Create after school resource guide.	Decrease in underage drinking, drug use, teen pregnancy, juvenile crime and bullying. Increase in graduation rates. Increase in middle and high school youth participating in OST programs.

Out of School Time

Goal: All Chesapeake children should have access to supervised out of school activities that promote positive relationships, learning and assist in providing skills for school, work and life.

Initiative	Program Administration	Objective	Strategy	Outcomes
Preventing Summer Slide	Out of School Time Committee: <ul style="list-style-type: none"> • Chesapeake Parks and Recreation • Chesapeake Public Libraries • Chesapeake Community Programs • Chesapeake Churches 	Increase awareness on the importance of continued learning during the summer months.	Provide Summer Reading Program in Libraries and Parks and Recreation Summer Blast program. Educate community on Summer Slide and the negative impact that it has on children’s learning and future school success. Provide educational camps in areas experiencing achievement gaps or loss of learning during summer months.	Increase in the percentage of children entering kindergarten with expected literacy proficiency as assessed by PALS. Decrease in underage drinking, drug use, teen pregnancy, juvenile crime and bullying. Increase in graduation rates. Increase in third grade reading scores.

Initiative	Program Administration	Objective	Strategy	Outcomes
Offer Out of School Suspension drop off center	Out of School Time Committee: <ul style="list-style-type: none"> • Chesapeake Parks and Recreation • Chesapeake Public Libraries • Chesapeake Community Programs • Chesapeake Churches 	Suspended Middle School and High School students will have alternative programs during their out of school suspensions or expulsions.	Provide drop off facility for students suspended or expelled from school.	Reduction in out of school suspensions. Decrease in underage drinking, drug use, teen pregnancy, juvenile crime and bullying. Increase in graduation rates.

Family Engagement

Goal: All Chesapeake families will have access to information, education and support to assist their role as the cornerstone of their child’s development and future success.

Initiative	Program Administration	Objective	Strategy	Outcomes
Parent Education and Awareness	Family Engagement Committee: <ul style="list-style-type: none"> • Chesapeake Health Department • Chesapeake Integrated Behavioral Healthcare • Chesapeake Community Programs • Children’s Hospital of King’s Daughter • Kids Priority One • Chesapeake Public Library • Chesapeake Public Schools 	<p>Increase the availability of information and support targeting prenatal care, child development, school readiness, underage drinking, drug use, bullying, teen pregnancies and juvenile crime.</p> <p>Ensure that all parents have access to the educational information provided, through language or literacy support.</p>	<p>Through collaborative partnerships, identify existing resources, effectively market those resources and work to fill in the needed gaps.</p> <p>Provide a continuum of educational support and awareness through workshops, seminars, PSAs, articles and website/newsletter.</p> <p>Develop and distribute a community resource guide that is updated yearly.</p>	<p>Increased parental awareness through tracking: website hits, email subscribers, workshop participants, marketing materials distribution and parent surveys.</p> <p>Increase in PALS assessment scores.</p> <p>Decrease in underage drinking, drug use, teen pregnancy, juvenile crime and bullying.</p> <p>Increase in the percentage of children entering kindergarten with the appropriate documentation and on time.</p>

Family Engagement

Goal: All Chesapeake families will have access to information, education and support to assist their role as the cornerstone of their child’s development and future success.

Initiative	Program Administration	Objective	Strategy	Outcomes
Enhancing Early Home Environments and Family Stability	CHIP Chesapeake Health Department	<p>Increase programs to assist at-risk parents during early childhood in developing the framework for future nurturing and supportive relationships.</p> <p>Ensure all children and families have access to health care (including behavioral healthcare) and appropriate, timely immunizations.</p>	<p>CHIP to provide PAT (Parents As Teachers) through home visiting and education provided by registered nurses and parent educators.</p> <p>Implement Universal Screening/ Assessment/ Contact with all parents at the time of birth/adoption.</p> <p>Provide volunteer outreach program, First Steps to all births at CRMC.</p> <p>Provide Baby Care Program to promote healthy outcomes for at-risk pregnant women and infants through home visiting and education, provided by registered nurses.</p> <p>Seek collaborative funding for vital home visitation programs in Chesapeake.</p>	<p>Increase in PALS assessment scores.</p> <p>Decrease in child abuse cases.</p> <p>Increase in the percent of babies born healthy; by reducing the number of low birth weight babies.</p> <p>Increase in the percentage of children who have received proper and timely immunizations.</p> <p>Reduction in infant mortality rate.</p> <p>Increase in referrals made through screenings and First Steps.</p> <p>Increase in the number of families receiving home visitation/case management services and/or referrals to community agencies.</p>

Family Engagement

Goal: All Chesapeake families will have access to information, education and support to assist their role as the cornerstone of their child’s development and future success.

Initiative	Program Administration	Objective	Strategy	Outcomes
Community Investment and Involvement	Chesapeake Parks and Recreation Chesapeake Community Programs Chesapeake Libraries	<p>Increase community service projects for families.</p> <p>Increase in family activities at recreation centers, libraries, schools and other agencies.</p>	<p>Promote and provide more recreational, social, and community service projects for Chesapeake children and families.</p> <p>Educate the community on benefits of family involvement in school and in the larger community.</p> <p>Utilize a variety of public media outlets such as website, clipper, PSA’s, and Leisure Guide to provide families information and access to community events and volunteer opportunities.</p> <p>Create a volunteer resource list to distribute to schools and community.</p> <p>Highlight families that volunteer within our community through a monthly Chesapeake Family spotlight.</p>	<p>Increase in the percentage of children entering kindergarten with expected literacy proficiency as assessed by PALS.</p> <p>Increased parental awareness through tracking: website hits, email subscribers, workshop participants, marketing materials distribution and parent surveys.</p> <p>Decrease in underage drinking, drug use, teen pregnancy, juvenile crime and bullying.</p> <p>Decrease in child abuse cases.</p> <p>Increase in graduation rates.</p>

Workforce Readiness

Goal: All Chesapeake youth will have opportunities to develop skills that prepare them to be successful in the workforce.

Initiative	Program Administration	Objective	Strategy	Outcomes
System Development-Collaboration and Partnership	Chesapeake Public Schools Tidewater Community College Chesapeake Libraries Chesapeake Community Programs Business Leaders	Develop a local system of education, career and workforce development for our youth. Increase awareness of career preparation opportunities. Decrease barriers to obtaining GED.	Promote GED programs and work to find funding to assist in eliminating barriers to graduation. Market Job Assistance sites in Chesapeake Libraries. Promote career preparation opportunities on Edline, internet, PAS, clipper and other media outlets. Begin integration of career information in elementary and middle school.	Increase in graduation rates. Increase in GED rates. Increased awareness by children and families of technical career and college opportunities, job assistance centers and skill building programs. Increase in prepared and educated workforce.

Initiative	Program Administration	Objective	Strategy	Outcomes
Science, Technology, Engineering and Math (STEM) opportunities.	WFD committee: <ul style="list-style-type: none"> • Chesapeake Business Technology Consortium • Chesapeake Public Schools • Chesapeake Community Programs • Chesapeake Public Libraries • Community agencies 	Increase interest and enthusiasm in students in a variety of careers focused in STEM. Increase affordable opportunities for youth to explore STEM focused careers.	Provide FREE STEM camps and out of school time opportunities through community partnerships and collaborative funding.	Increase in graduation rates. Increase in youth choosing STEM related fields of study. Increase in participation in programs offered.

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