Missouri Student Survey Results for St. Charles County- 2020
Racial Analysis -
Special Report by
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This special report provides the key findings from the racial analysis that was conducted on the 2020 Missouri Student Survey (MSS; developed and implemented by the Missouri Department of Mental Health) with St. Charles County public school students ranging from 6th to 12th grades. The racial analysis was conducted among the Black/African American (Black/AA) sample, the Hispanic and Latino sample (Hispanic/L), and the White/Caucasian (White/C) sample. For generalizability purposes and greater understanding, the St. Charles County sample for 2020 was 6,093 students. There were an estimated 134 Hispanic or Latino student respondents, 268 Black or African American student respondents and 5,526 White or Caucasian student respondents.

The statewide random sample (tied to MO reported data) included a total of 96 schools (48 middle and 48 high) as part of the random sample. Of these, 45 (47%) schools with 3,339 students participated in the final 2020 MSS. Data was weighted to represent the state level demographics, and this information is available in the public report. For county-level data, after data cleaning the sample size equaled 86,821 representing 93 counties (81%). Convenience samples were used in all MSS reports prior to 2016. Of note, schools closed unexpectedly during the final two weeks of the planned survey window due to the COVID-19 pandemic, which lead to a smaller-than-anticipated response rate.

Demographic Data	%	#
6th	15.3%	932
7th	32.0%	1950
8th	13.8%	841
9th	17.2%	1048
10th	5.3%	323
11th	12.6%	768
12th	3.8%	232
Male	49.3%	3004
Female	50.7%	3089
Hispanic or Latino	2.2%	134
Black or African American	4.4%	268
White/Caucasian	90.7%	5526
Total Sample	6,093	

*The **Missouri Student Survey** contains hundreds of questions on a variety of topics including: depression, use of alcohol and drugs, mental health, bullying experiences, school-based behaviors, and self-injury/suicide. It is important to mention that the schools are instructed to have all 9th graders complete the survey, and to select an additional grade level to survey. The selection process of this additional grade is not consistent over time or across all St. Charles County schools. The data table provided was developed by Cynthia J. Berry, Ph.D. of Berry Organizational & Leadership Development (BOLD) LLC., to compare St. Charles County to the state of Missouri on hundreds of relevant Missouri Student Survey items. Additional analyses have been conducted including this racial analysis special report.*

When looking at the Racial Analysis of the MSS 2020 St. Charles (SCC) Sample Table that begins one page 8, here is what to look for:

1. *The SCC 2020 column provides the percentages for the St. Charles County student respondents in 2020 per item.*
2. *The MO 2020 column provides the percentages for the state of Missouri respondents in 2020 per item.*
3. *The column titled, "% Diff. SCC to MO" provides the difference in the percentages of the St. Charles County sample and the Missouri sample. Items where St. Charles County is positive or doing better than the state were highlighted in green and items showing a negative trend or underperformance were highlighted in red.*
4. *The next three columns provide the percentages per item for the three racial/ethnic categories assessed by the MSS. For each item, the Consultant applied conditional formatting to highlight the group that was perceived as the most negative (red) and the most positive (green). Then, two additional columns provide the percentage differences between the Black/AA and White/C student sample (look for the title "Racial Analysis- B and W") and the differences between the Hispanic/L and White/C sample (look for the title "Racial Analysis – H and W"). Within these two columns, the Consultant highlighted differences that were greater than and/or less than 5% which were considered significant differences among these samples of students. This percentage has been commonly used in other MSS reports as a cut-off for significance, and was selected based on the variation of the data showing group differences (as measured by the standard deviation of the differences between the main racial comparative groups).*
5. *The last two columns includes the rating scale option that was linked to the item and data presented in addition to the category of the item.*
6. *Item names were highlighted in the table if there was a 5% or greater difference between the two racial groups. Item names highlighted in gray show that the significant difference occurred between the Hispanic/L and the White/C samples. Items highlighted in yellow show that this significant difference occurred between the Black/African American and the White/Caucasian samples. Finally, items highlighted in orange represent that this significant difference existed for both racial group comparisons. The full survey, including how questions were specifically worded, including the full rating scale, can be found at: https://dmh.mo.gov/media/pdf/missouri-student-survey-questionnaire-2020.*

Implications of Findings

While the survey data was not collected from every 6th through 12th grade student in St. Charles County, due to proper data collection methods the sample of student respondents for St. Charles County were representative of the population of students for that year, especially for 9th graders since this was the predominant grade sampled. For generalization purposes, there were an estimated 31,000 6th through 12th grade St. Charles County public school district students who were enrolled in 2018-2019, with a range of 4,400-4,700 per grade level. Therefore, when it is found that 26.1% of student respondents said they were often/always very sad in the past 30 days, this could be representative of the 8,091 6th through 12th grade St. Charles County public school district students. Additional examples of this are provided throughout the report to allow the reader to be mindful of just how many individual students are rating each item.

Generalization of these findings that are derived from the smaller samples of student respondents is cautioned for all reviewers of this report.

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Summary of Significant Differences Found with Racial Analysis of the MSS within St. Charles County, Missouri – 2020

Ease of Availability of Substances

Students were asked how easily available various substances were in their community. The percentages shown in the table align with students rating availability as very easy and sort of easy (combined percentage). It is important to review the items where 30% or more students rated them as being very and/or sort of easy to access.

The significant racial differences that were found included the following:
1. Ease of availability -alcohol – At 49.4%, the White/C sample had 5.2% more students rate alcohol as very and sort of easy to acquire in comparison to 44.2% of the Black/AA sample.
2. Ease of availability -over the counter (OTC) drugs – Both the White sample (at 49.3%) and the Hispanic/L sample (at 49.5%) had at least 5% more of their student respondents rate OTC drugs as very and sort of easy to acquire in comparison to 44% of the Black/AA sample.
3. Ease of availability -marijuana – At 38.9%, the Black/AA sample had 8.9% more students rate marijuana as very and sort of easy to acquire in comparison to 30% of the White/C sample.

All three of the racial groups rated synthetic drugs being more easily available than what the state sample data revealed.

Lifetime Substance Use

Students were asked if they had used various substances at least one time in their life, with the percentages shown in the table linked to an affirmative response.

There was only one significant racial difference of more than 5% found within this section on lifetime substance use, which was:
1. Lifetime marijuana use – There were 17.9% of the Black/AA students who confirmed use of marijuana at least once in their lifetime in comparison to 12.8% of the White/C sample and 12.6% of the Hispanic/L sample.

Past Month Substance Use

Students were asked if they had used various substances in the past month, with the percentages shown in the table linked to an affirmative response for at least one or more days in that period of time.

There were no significant racial differences within this category of items when asked about personal use. When students were asked about their peers' use, a few significant differences emerged. However, the demographic characteristics of the peer groups is unknown.
1. There were 19.6% of the Hispanic/L sample who disclosed having at least one or more friends who smoke cigarettes, which was 5.4% higher than the White/C sample at 14.2%.
2. For smoking marijuana, there were 41.3% of the Black/AA sample who reported peers' use, which was 9.1% more than the White/C sample at 32.2% with the Hispanic/L sample at 33%.

All three of the racial groups had significantly higher percentages than the state sample (2%) for students who rode with a driver under the influence in the past month: Black/AA (15.1%), Hispanic/L (16%), and White/C (18.4%).

Perception of Harm and Perception of a Substance Considered "Wrong"

Students were asked to assess how harmful they perceived the various substances, with percentages noted below linked to the rating options "moderate risk" and "great risk".

For the "perception of harm" items, there were no significant differences found between the Hispanic/L and White/C samples. There were four items where the Black/AA sample attributed less risk than the White/C sample, which included the following:

1. Perception of harm – cigarettes (1+ pack per day) – At 81%, the Black/AA sample attributed 5.5% less risk to smoking a pack or more of cigarettes per day than the White sample at 86.4%.
2. Perception of harm – marijuana – At 60%, the Black/AA sample attributed 10.1% less risk to smoking/consuming marijuana than the White sample at 70.1%.
3. Perception of harm – other illicit drugs – At 85.4%, the Black/AA sample attributed 6.3% less risk to the use of illicit drugs than the White sample at 91.7%.
4. Perception of harm – prescription drug use – At 81.3%, the Black/AA sample attributed 6.9% less risk to smoking a pack or more of cigarettes per day than the White sample at 88.3%.

The Hispanic/L sample in general attributed the highest amount of risk to the various substances, especially alcohol, OTC, and prescription drug misuse. For all three of the perception of harm items relating to alcohol, the three racial groups disclosed a higher amount of risk than the state sample, which supports the prevention programming relating to alcohol use.

For the next category, students were asked to assess how wrong certain substances were to use with results linked to the "wrong" and "very wrong" combined ratings.

There was only one item that showed a significant racial difference between the two comparative groups, which was for perception of wrongness about marijuana. There was a 5.5% difference between the Black/AA and White/C group where 82.3% of the White/C sample perceived marijuana as wrong or very wrong, with 77.1% of the Black/AA sample who perceived the substance in a similar manner.

In general, higher percentages of the Black/AA sample perceived alcohol, cigarettes, and e-cigarettes to be wrong/very wrong when compared to the other groups. However, there is minimal variation between the three groups across many of these items.

Perception of Friends Feelings About Substance Use

Students were asked to assess how wrong their friends felt about the various substances, with percentages noted below linked to the rating options "wrong" and "very wrong".

For all five of these items, the Black/AA sample rated that their peers' view the substance as not being as wrong as the White/C peers viewed them. Significant differences were found with the following:

1. Friends feelings on student alcohol use – 77% of the Black/AA sample's friends viewed it as wrong/very wrong, 6.9% less than the White/C sample's friends at 84%.
2. Friends feelings on student cigarette use– 85% of the Black/AA sample's friends viewed it as wrong/very wrong, 4.9% less than the White/C sample's friends at 90%.
3. Friends feelings on student e-cigarette use– 65.8% of the Black/AA sample's friends viewed it as wrong/very wrong, 6.4% less than the White/C sample's friends at 72.2%.
4. Friends feelings on student marijuana use– 64.1% of the Black/AA sample's friends viewed it as wrong/very wrong, 11.8% less than the White/C sample's friends at 75.9%.
5. Friends feelings on student prescription drug misuse– 82.5% of the Black/AA sample's friends viewed it as wrong/very wrong, 8.3% less than the White/C sample's friends at 90.8%.

Mental Health Items, including Youth Depression

Students were asked to identify the frequency in which they experience each depressive item in the past 30 days, with the responses for "often" and "always" combined in the percentages shown in the table.

There were many of the depression items that showed a significant racial difference between the two groups. First, the Hispanic/L student sample was significantly higher than the other two racial groups on three of the depression items, which included:
1. Students shared that they often or always experienced a disruption in their eating habits in the past 30 days, with the Hispanic/L sample at 27.8%, 6.4% higher than the White/C sample at 21.4% and the Black/AA sample at 21.3%.
2. Students acknowledged that they felt hopeless often or always in the past 30-days, where again the Hispanic/L sample was 5.4% higher at 20% than the White/C sample at 14.6%; the Black/AA sample was similar to the White/C sample at 14.1%.
3. Students revealed that they experienced a disruption to their school work often or always in the past 30-days with the Hispanic/L sample at 39.8%, which was 6% higher than the White/C sample at 33.8%; the Black/AA sample once again was similar to the White/C sample at 33.6%.
4. For the item about students experiencing a disruption to their sleep often or always in the past 30-days, the Hispanic/L sample at 36.1% was 5.5% higher than the White/C sample at 30.5%. Similar results were found with the Black/AA sample at 36.3% with 5.8% more students reporting this disruption than the White/C sample at 30.5%.

For all six of the depression items, the Hispanic/L sample exhibited higher percentages than the state sample.

Items are included that assess how students feel about their future, how they handle stress, whether they have an adult in their life to turn to for help, and where to go in the community for mental health help. The rating scale and percentages shown below align with strongly agree and agree ratings being combined.

Three of these items showed a significant racial difference between the Hispanic/L sample and the White/C sample. They included the following items:
1. There were 69.5% of the Hispanic/L sample who agreed that they felt optimistic about their future, 5.9% less than the White/C sample at 75.4%.
2. There were 66% of the Hispanic/L sample who agreed that they had an adult to turn to when things get overwhelming, 12.3% less than the White/C sample at 78.2%.
3. Finally, there were 70.1% of the Hispanic/L sample who agreed that they know where to go in the community for help, which was 7.7% less than the White/C sample at 77.8%.

The last two items also had significant differences between the other racial group comparisons.
1. There were 73.1% of the Black/AA sample who agreed that they had an adult to turn to when things get overwhelming, 5.2% less than the White/C sample at 78.2%.
2. There were 65.1% of the Black/AA sample who agreed that they know where to go in the community for help, which was 12.7% less than the White/C sample at 77.8%.

Suicide Among Students

Students were asked if they had engaged in self-harm or had suicidal ideations in the past year.

There was only one item that showed a significant difference between two groups, which was self-injury where there were 26.8% of Hispanic/L students acknowledging this in comparison to 20.2% of White/C students, a difference of 6.6%; this is also in comparison to 20.9% of Black/AA students. The state was at 18.7% for 2020. For all of the items in the suicide category, the Hispanic/L sample was more likely to engage in and contemplate these types of thoughts/behaviors. Pair these findings with the trends on depression, both should be marked as a high priority area that needs attention.

School-based Student Behaviors

Students were asked various questions about their decision making and other school-based behaviors, with the percentages shown in the table aligning with an agree/strongly agree rating (with the exception of days skipped or cut which was tied to 1 or more days).

The items in this category demonstrated the largest differences between some of the racial groups. Each of these will be noted below.

1. While 83% of the White/C sample agreed/strongly agreed that they experienced no discrimination in student treatment, there were only 58.3% of the Black/AA sample that felt this way, which was 24.7% less than the White/C sample. The Hispanic/L sample fell in the middle of those two groups with 71.1% who agreed/strongly agreed that they experienced no discrimination in student treatment.
2. There were 56% of the Black/AA sample who agreed that rules were enforced fairly, in comparison to 71.6% of White/C sample. The Hispanic/L sample percentages at 70.1% were similar to the White/C sample.
3. Both the Black/AA sample (86.3%) and the White/C sample (86%) reported higher percentages of their parents checking on their homework, with the lowest percentage of 80.2% with the Hispanic/L sample.
4. Both the Black/AA sample (at 35.7%) and the Hispanic/L sample (at 34.4%) reported significantly more days that they skipped or cut school than the White/C sample at 29.2%.
5. Both the Black/AA sample (at 18.3%) and the Hispanic/L sample (at 17.5%) had significantly higher percentages of students who agreed that they were oppositional in comparison to the White/C sample at 10.6%.
6. Finally, the Black/AA sample had 20.3% of students agree that they ignored the rules, approximately 5.6% more than the White/C sample at 14.7%.

Fighting & Perception of School Safety

Students were assessed on fighting at school and perception of school safety. The fighting and weapon-related items were tied to a response of one or more times in the past year with the rating scale for perception of school safety being the strongly agree and agree combined rating percentage.

An item in this section marked one of the largest racial differences in all of the comparisons, which was for past year fighting. The Black/AA sample had 29.1% of student respondents confirm fighting in the past year at least one or more times, which was 14.2% more than the White/C sample at 14.9%. The Hispanic/L sample had 18.6% of students confirm fighting in the past year. For comparison purposes, there were 15.9% of the Missouri sample who engaged in fighting over the past year.

Both the Black/AA and Hispanic/L sample showed less agreement with their perception of school safety than the White/C sample where 87.9% agreed/strongly agreed school was safe. The Black/AA sample had 7% less agreement at 80.9%, with the Hispanic sample at 6.3% less with 81.6% agreed that they perceive school to be safe. However, approximately 3-4% more of the Hispanic/L sample (9.3%) missed school at least one or more days in the past year due to safety concerns than the Black/AA sample at 6.4% and the White/C sample at 5.7%.

Bullying

Students were asked how many times in the past three months they experienced bullying (victim of) and/or were the perpetrator of bullying. The percentages included align with students experiencing or engaging in bullying at least one or more times in this 3-month period.

There were two items where a significantly greater percentage of the Black/AA sample confirmed they were a perpetrator of emotional and physical bullying in the past 3-months. For emotional bullying, 55.1% of this sample reported they were the offender in comparison to 45.1% of the White/C sample (a difference of 10%) and 44.3% of the Hispanic/L sample (a difference greater than 10%). For physical bullying, 19.9% of the Black/AA sample revealed they were the bully compared to 11.4% of the White/C sample, a difference of 8.5%. The Hispanic/L sample differences with the White/C sample approached significance, with 16.3% of the Hispanic/L sample reporting that they were a perpetrator of physical bullying at least one time in the past 3-months. The Black/AA sample was significantly above the state sample's percentages on all three of the bullying items about being a perpetrator.

Then, there were two items where a significantly lower percentage of the Black/AA sample experienced, which was being a victim of online or cell phone bullying and emotional bullying. These differences were not as dramatic as the previous comparisons. There were 18.6% of the Black/AA sample who divulged being a victim of online or cell phone bullying in comparison to 24.1% of the White/C sample. Then, there were 51.9% of the Black/AA sample who reported being a victim of emotional bullying at least one time in the past 3-months in comparison to 58.1% of the White/C sample, which was 6.2% higher than.

Table: Racial Analysis of the Missouri Student Survey 2020 St. Charles County Sample

Measure	SCC	MO	% Diff.	Black	Hispanic	White	Racial Analysis - B and W	Racial Analysis - H & W	Rating scale	Category
	2020	2020	STC to MO	Black	Hispanic	White			for data point	
Age of First Use – Alcohol	12.8	13.4	-0.6	12.6		12.8	-0.2		Average	Alcohol
Age of First Use – Cigarettes	12.8	13.2	-0.5	12.0		12.8	-0.9		Average	Tobacco
Age of First Use – Inhalants	10.0	10.5	-0.5	9.8		10.1	-0.2		Average	Illicit Drugs
Age of First Use – Marijuana	13.9	14.3	-0.4	13.7		14.0	-0.2		Average	Marijuana
Age of First Use – Over-the-Counter	10.9	11.2	-0.3	10.3		10.9	-0.6		Average	OTC/Rx
Age of First Use – Prescription Drug Misuse	11.0	11.2	-0.2	11.5		11.0	0.5		Average	OTC/Rx
Depression scale - Student eating disruption	21.3%	21.1%	0.2%	21.3%	27.8%	21.4%	-0.2%	6.4%	Often/always	Mental Health
Depression scale - Student feels hopeless	14.6%	15.5%	-0.9%	14.1%	20.0%	14.6%	-0.5%	5.4%	Often/always	Mental Health
Depression scale - Student irritable	30.4%	33.4%	-3.0%	32.8%	34.7%	30.6%	2.2%	4.1%	Often/always	Mental Health
Depression scale - Student school work disruption	33.6%	32.1%	1.5%	33.6%	39.8%	33.8%	-0.2%	6.0%	Often/always	Mental Health
Depression scale - Student sleeping disruption	30.7%	32.6%	-1.9%	36.3%	36.1%	30.5%	5.8%	5.5%	Often/always	Mental Health
Depression scale - Student very sad	26.1%	25.3%	0.9%	24.6%	28.9%	26.5%	-1.9%	2.4%	Often/always	Mental Health
Ease of availability - alcohol	48.7%	52.3%	-3.6%	44.2%	47.4%	49.4%	-5.2%	-2.0%	Very/sort of easy	Alcohol
Ease of availability - cigarettes	30.7%	39.5%	-8.8%	31.8%	34.4%	31.0%	0.7%	3.4%	Very/sort of easy	Tobacco
Ease of availability - electronic cigarettes	43.7%	48.6%	-5.0%	45.7%	46.4%	43.9%	1.8%	2.4%	Very/sort of easy	Tobacco
Ease of availability - marijuana	30.1%	38.0%	-7.9%	38.9%	34.0%	30.0%	8.9%	4.1%	Very/sort of easy	Marijuana
Ease of availability - other illicit drugs	9.9%	10.4%	-0.4%	11.6%	10.3%	10.0%	1.6%	0.3%	Very/sort of easy	Illicit Drugs
Ease of availability – over the counter drugs	48.7%	49.7%	-1.0%	44.0%	49.5%	49.3%	-5.2%	0.2%	Very/sort of easy	OTC/Rx
Ease of availability – prescription drugs	22.2%	21.1%	1.1%	24.1%	25.0%	22.2%	1.9%	2.8%	Very/sort of easy	OTC/Rx
Ease of availability - synthetic drugs	21.4%	18.4%	3.0%	20.2%	24.0%	21.5%	-1.3%	2.5%	Very/sort of easy	Illicit Drugs
Lifetime alcohol use	27.4%	35.3%	-7.9%	24.4%	26.6%	28.0%	-3.5%	-1.4%	Yes	Alcohol
Lifetime alcohol use (times)	25.9%	33.8%	-7.9%	22.0%	24.5%	26.4%	-4.4%	-2.0%	Yes	Alcohol
Lifetime chew use	1.6%	6.1%	-4.6%	1.8%	1.1%	1.6%	0.2%	-0.6%	Yes	Tobacco
Lifetime cigarette use	6.5%	15.0%	-8.5%	8.5%	9.4%	6.5%	2.0%	2.9%	Yes	Tobacco
Lifetime club drug use	0.7%	1.0%	-0.4%	1.0%	1.1%	0.7%	0.3%	0.4%	Yes	Illicit Drugs
Lifetime cocaine use	0.5%	1.2%	-0.8%	0.5%	1.1%	0.4%	0.0%	0.7%	Yes	Illicit Drugs
Lifetime electronic cigarette use	23.0%	29.7%	-6.7%	25.9%	26.0%	23.2%	2.7%	2.8%	Yes	Tobacco
Lifetime hallucinogen use	1.8%	2.2%	-0.4%	1.0%	1.1%	1.8%	-0.8%	-0.7%	Yes	Illicit Drugs
Lifetime heroin use	0.2%	0.3%	-0.1%	0.0%	0.0%	0.2%	-0.2%	-0.2%	Yes	Illicit Drugs
Lifetime hookah use	2.5%	5.3%	-2.7%	5.4%	3.2%	2.4%	3.0%	0.8%	Yes	Illicit Drugs
Lifetime inhalant use	2.4%	2.3%	0.1%	4.2%	3.2%	2.3%	1.8%	0.8%	Yes	Illicit Drugs
Lifetime marijuana use	12.8%	16.9%	-4.1%	17.9%	12.6%	12.8%	5.1%	-0.2%	Yes	Marijuana
Lifetime methamphetamine use	0.2%	0.7%	-0.5%	0.5%	0.0%	0.2%	0.3%	-0.2%	Yes	Illicit Drugs
Lifetime over the counter drug misuse	3.6%	3.8%	-0.2%	7.2%	4.3%	3.4%	3.8%	1.0%	Yes	OTC/Rx
Lifetime prescription drug misuse	9.6%	9.4%	0.2%	11.8%	12.0%	9.5%	2.4%	2.5%	Yes	OTC/Rx
Lifetime synthetic drug use	1.4%	1.0%	0.4%	1.4%	2.2%	1.4%	0.0%	0.7%	Yes	Illicit Drugs

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Measure	SCC	MO	% Diff.	Black	Hispanic	White	Racial Analysis - B and W	Racial Analysis - H & W	Rating scale	Category
	2020	2020	SCC to MO						for data point	
Method of Alcohol Access: A family member gives or sells it to me	36.8%	36.8%	0.0%	33.3%		37.1%	-3.7%		Lifetime users only	Alcohol
Method of Alcohol Access: A friend gives or sells it to me	39.9%	42.4%	-2.4%	32.1%		40.6%	-8.5%		Lifetime users only	Alcohol
Method of Alcohol Access: Buy it online	0.6%	0.9%	-0.3%	1.9%		0.6%	1.2%		Lifetime users only	Alcohol
Method of Alcohol Access: I ask a stranger to buy it for me	3.0%	6.4%	-3.4%	3.7%		3.1%	0.6%		Lifetime users only	Alcohol
Method of Alcohol Access: I buy it from the store / bar / etc.	5.4%	5.9%	-0.5%	3.8%		5.6%	-1.8%		Lifetime users only	Alcohol
Method of Alcohol Access: I take it without permission	23.7%	16.8%	6.9%	28.3%		23.6%	4.7%		Lifetime users only	Alcohol
Method of Alcohol Access: Other	17.5%	16.2%	1.3%	18.5%		17.3%	1.2%		Lifetime users only	Alcohol
Method of Cigarette Access: A family member gives or sells them to me	10.1%	11.5%	-1.4%			9.9%			Lifetime users only	Tobacco
Method of Cigarette Access: A friend gives/sells them to me	35.0%	41.8%	-6.8%			35.6%			Lifetime users only	Tobacco
Method of Cigarette Access: Buy them online	1.4%	4.0%	-2.6%			1.1%			Lifetime users only	Tobacco
Method of Cigarette Access: I ask a stranger to buy them for me	6.3%	6.2%	0.1%			6.8%			Lifetime users only	Tobacco
Method of Cigarette Access: I buy them from the store	8.0%	9.8%	-1.8%			8.0%			Lifetime users only	Tobacco
Method of Cigarette Access: I take them without permission	31.5%	22.8%	8.7%			30.7%			Lifetime users only	Tobacco
Method of Cigarette Access: Other	19.2%	20.2%	-1.0%			19.0%			Lifetime users only	Tobacco
Method of E-Cigarette Access: A family member gives or sells them to me	11.0%	11.4%	-0.4%	10.5%		11.0%	-0.5%		Lifetime users only	Tobacco
Method of E-Cigarette Access: A friend gives/sells to me	56.2%	55.8%	0.4%	57.9%		56.1%	1.8%		Lifetime users only	Tobacco
Method of E-Cigarette Access: Buy them online	4.9%	4.7%	0.2%	5.3%		4.7%	0.6%		Lifetime users only	Tobacco
Method of E-Cigarette Access: I ask a stranger to buy them for me	3.8%	5.2%	-1.4%	5.2%		3.6%	1.5%		Lifetime users only	Tobacco
Method of E-Cigarette Access: I buy them from the store	11.8%	10.3%	1.4%	10.3%		12.0%	-1.6%		Lifetime users only	Tobacco
Method of E-Cigarette Access: I take them without permission	6.3%	4.7%	1.6%	5.3%		6.2%	-0.9%		Lifetime users only	Tobacco
Method of E-Cigarette Access: Other	20.1%	17.8%	2.3%	15.8%		20.5%	-4.7%		Lifetime users only	Tobacco
Method of Marijuana Access: A family member gives or sells it to me	19.4%	18.6%	0.8%	25.6%		19.1%	6.6%		Lifetime users only	Marijuana
Method of Marijuana Access: A friend gives or sells it to me	71.3%	69.8%	1.5%	65.0%		72.2%	-7.2%		Lifetime users only	Marijuana
Method of Marijuana Access: A stranger gives/sells it to me	7.9%	3.0%	4.9%	5.1%		8.0%	-2.8%		Lifetime users only	Marijuana
Method of Marijuana Access: I buy it from a dealer	35.4%	33.7%	1.7%	30.0%		36.2%	-6.2%		Lifetime users only	Marijuana
Method of Marijuana Access: I buy it online	0.7%	2.4%	-1.7%	0.0%		0.6%	-0.6%		Lifetime users only	Marijuana
Method of Marijuana Access: I take it without permission	6.8%	8.1%	-1.2%	10.3%		6.8%	3.5%		Lifetime users only	Marijuana
Method of Marijuana Access: Other	9.3%	9.0%	0.4%	5.1%		9.5%	-4.4%		Lifetime users only	Marijuana
Method of Rx Access: A family member gives/sells it to me	36.0%	28.6%	7.5%			37.2%			Lifetime users only	OTC/Rx
Method of Rx Access: A friend gives or sells it to me	9.3%	12.3%	-3.0%			9.4%			Lifetime users only	OTC/Rx
Method of Rx Access: A stranger gives or sells it to me	2.2%	3.5%	-1.3%			2.1%			Lifetime users only	OTC/Rx
Method of Rx Access: Buy it online	1.2%	2.3%	-1.1%			1.3%			Lifetime users only	OTC/Rx
Method of Rx Access: I take it without permission	8.8%	5.6%	3.2%			9.1%			Lifetime users only	OTC/Rx
Method of Rx Access: Other	16.5%	16.4%	0.0%			16.0%			Lifetime users only	OTC/Rx

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Measure	SCC	MO	% Diff.	Black	Hispanic	White	Racial Analysis - B and W	Racial Analysis - H & W	Rating scale	Category
	2020	2020	SCC to MO						for data point	
Past 3-month bullying online or via cell phone	15.3%	15.7%	-0.3%	19.0%	16.3%	15.3%	3.7%	1.1%	1+ times	Bullying
Past 3-month emotional bullying	45.4%	47.2%	-1.8%	55.1%	44.3%	45.1%	10.0%	-0.8%	1+ times	Bullying
Past 3-month physical bullying	11.9%	12.4%	-0.5%	19.9%	16.3%	11.4%	8.5%	4.9%	1+ times	Bullying
Past 3-month rumor spreading	19.5%	16.2%	3.3%	24.2%	20.4%	19.4%	4.8%	1.0%	1+ times	Bullying
Past 3-month victim of bullying online or via cell phone	23.7%	25.5%	-1.8%	18.6%	21.6%	24.1%	-5.5%	-2.5%	1+ times	Bullying
Past 3-month victim of emotional bullying	57.5%	56.0%	1.5%	51.9%	54.1%	58.1%	-6.2%	-4.0%	1+ times	Bullying
Past 3-month victim of physical bullying	19.0%	19.0%	0.0%	21.2%	20.6%	18.9%	2.3%	1.7%	1+ times	Bullying
Past 3-month victim of rumor spreading	42.5%	43.6%	-1.1%	39.4%	40.2%	42.9%	-3.5%	-2.7%	1+ times	Bullying
Past month alcohol use	11.4%	17.0%	-5.6%	9.2%	9.6%	11.7%	-2.6%	-2.2%	1+ days	Alcohol
Past month chew use	0.5%	2.5%	-2.1%	0.9%	1.0%	0.4%	0.4%	0.6%	1+ days	Tobacco
Past month cigarette use	1.9%	4.5%	-2.6%	1.8%	3.1%	1.9%	-0.1%	1.2%	1+ days	Tobacco
Past month driving under the influence	1.3%	17.0%	-15.7%	1.4%	1.1%	1.3%	0.0%	-0.3%	1+ days	Alcohol
Past month electronic cigarette use	12.1%	15.5%	-3.4%	12.2%	12.6%	12.3%	-0.2%	0.3%	1+ days	Tobacco
Past month hookah use	1.1%	1.9%	-0.8%	2.2%	1.1%	1.1%	1.2%	0.0%	1+ days	Illicit Drugs
Past month inhalant use	1.3%	1.0%	0.3%	1.8%	2.1%	1.2%	0.6%	0.9%	1+ days	Illicit Drugs
Past month marijuana use	7.7%	8.9%	-1.2%	10.2%	7.4%	7.8%	2.4%	-0.3%	1+ days	Marijuana
Past month over the counter drug misuse	1.7%	2.0%	-0.3%	3.3%	2.2%	1.6%	1.7%	0.6%	1+ days	OTC/Rx
Past month prescription drug misuse	7.0%	6.3%	0.7%	8.0%	9.7%	7.0%	1.0%	2.7%	1+ days	OTC/Rx
Past month riding with a driver under the influence	18.1%	2.0%	16.1%	15.1%	16.0%	18.4%	-3.3%	-2.4%	1+ days	Alcohol
Past month synthetic drugs	0.5%	0.5%	0.0%	0.5%	1.1%	0.6%	-0.1%	0.5%	1+ days	Illicit Drugs
Past two weeks binge drinking	3.9%	6.8%	-2.9%	2.3%	2.1%	4.0%	-1.7%	-1.9%	1+ times	Alcohol
Self-injury	20.0%	18.7%	1.3%	20.9%	26.8%	20.2%	0.8%	6.6%	Yes	Self-harm
Past year planning suicide	8.5%	8.6%	-0.1%	10.9%	11.5%	8.4%	2.5%	3.0%	Yes	Self-harm
Past year seriously considering suicide	11.1%	11.1%	0.0%	12.0%	13.5%	11.2%	0.8%	2.4%	Yes	Self-harm
Past year attempting suicide	4.7%	4.9%	-0.2%	7.2%	8.2%	4.6%	2.6%	3.6%	1+ times	Self-harm
Past year suicide with injury	1.1%	0.8%	0.3%	1.3%	2.1%	1.1%	0.1%	0.9%	Yes	Self-harm
Past year fighting	15.7%	15.9%	-0.2%	29.1%	18.6%	14.9%	14.2%	3.6%	1+ times	Bullying
Past year fighting with injury	1.9%	2.4%	-0.5%	3.4%	4.1%	1.7%	1.7%	2.4%	1+ times	Bullying
Past year victim of weapon threat at school	6.3%	6.7%	-0.5%	10.6%	9.3%	6.1%	4.5%	3.1%	1+ times	Bullying
Peer gun carrying	10.4%	10.4%	0.1%	9.8%	11.3%	10.6%	-0.7%	0.8%	1+ friends	Bullying
Perception of school safety	87.5%	84.2%	3.3%	80.9%	81.6%	87.9%	-7.0%	-6.3%	Strongly/Agree	School behavior
Days missed due to safety concerns	5.7%	5.9%	-0.2%	6.4%	9.3%	5.7%	0.8%	3.6%	1+ days	School behavior
Past Year Misuse Among those who Used: Other Rx meds	14.5%	10.9%	3.6%			13.9%			1+ times	OTC/Rx
Past Year Misuse Among those who Used: Pain medication	56.5%	61.3%	-4.8%			58.0%			1+ times	OTC/Rx
Past Year Misuse Among those who Used:Seds/anxiety meds	13.8%	20.4%	-6.6%			14.2%			1+ times	OTC/Rx
Past Year Misuse Among those who Used: Sleeping meds	29.7%	27.7%	1.9%			30.7%			1+ times	OTC/Rx
Past Year Misuse Among those who Used: Stimulants	11.5%	13.4%	-1.8%			11.8%			1+ times	OTC/Rx

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Measure	SCC	MO	% Diff.	Black	Hispanic	White	Racial Analysis - B and W	Racial Analysis - H & W	Rating scale	Category
	2020	2020	SCC to MO						for data point	
Peer alcohol use	35.9%	44.6%	-8.7%	38.0%	37.8%	36.2%	1.8%	1.6%	1+ friends	Alcohol
Peer misusing Rx	10.2%	12.0%	-1.8%	14.0%	13.4%	10.1%	3.9%	3.3%	1+ times	OTC/Rx
Peer other illicit drug use	10.4%	11.5%	-1.0%	9.8%	11.3%	10.6%	-0.7%	0.8%	1+ friends	Illicit Drugs
Peer perception of coolness of alcohol use	23.0%	27.5%	-4.5%	21.7%	23.7%	23.2%	-1.5%	0.5%	Pretty cool/very	Alcohol
Peer perception of coolness of cigarette use	6.5%	10.1%	-3.6%	5.6%	10.3%	6.5%	-0.9%	3.8%	Pretty cool/very	Tobacco
Peer perception of coolness of electronic cigarette use	24.1%	26.3%	-2.2%	24.3%	25.8%	24.3%	0.0%	1.5%	Pretty cool/very	Tobacco
Peer perception of coolness of marijuana use	23.7%	25.9%	-2.2%	27.2%	28.9%	23.6%	3.6%	5.2%	Pretty cool/very	Marijuana
Student perception of peers having one or two alcoholic drinks nearly every day	27.3%	34.5%	-7.2%	29.0%	28.0%	27.4%	1.6%	0.6%	wrong/very	Alcohol
Peer smoking cigarettes	14.1%	24.2%	-10.1%	17.1%	19.6%	14.2%	2.9%	5.4%	1+ friends	Tobacco
Peer smoking marijuana	32.2%	39.7%	-7.5%	41.3%	33.0%	32.2%	9.1%	0.8%	1+ friends	Marijuana
Perception of enforcement - alcohol	36.3%	28.0%	8.3%	30.9%	36.7%	36.3%	-5.4%	0.5%	Yes or Yes!	Illicit Drugs
Perception of enforcement - cigarettes	36.8%	26.9%	9.9%	30.1%	39.2%	36.8%	-6.7%	2.4%	Yes or Yes!	Tobacco
Perception of enforcement - guns	74.3%	58.3%	16.0%	65.7%	68.0%	74.7%	-9.0%	-6.7%	Yes or Yes!	Weapons
Perception of enforcement - marijuana	51.7%	39.0%	12.7%	42.8%	52.6%	51.9%	-9.1%	0.7%	Yes or Yes!	Marijuana
School alcohol use	0.6%	0.9%	-0.3%	0.9%	1.1%	0.6%	0.3%	0.5%	1+ days	Alcohol
School marijuana use	1.5%	1.8%	-0.3%	2.3%	2.1%	1.5%	0.8%	0.6%	1+ days	Marijuana
Perception of harm - alcohol (1 or 2 drinks nearly every day)	59.2%	64.9%	-5.6%	73.0%	74.5%	71.7%	1.3%	2.8%	mod/great risk	Alcohol
Perception of harm - alcohol (5 or more drinks once or twice a week)	71.9%	75.8%	-3.9%	80.6%	85.3%	81.6%	-0.9%	3.7%	mod/great risk	Alcohol
Perception of harm - alcohol (no dosage)	81.6%	53.5%	28.1%	60.1%	62.1%	59.1%	1.0%	3.1%	mod/great risk	Alcohol
Perception of harm - cigarettes (1+ pack per day)	86.1%	81.1%	5.1%	81.0%	85.3%	86.4%	-5.5%	-1.2%	mod/great risk	Tobacco
Perception of harm - electronic cigarettes	72.1%	66.8%	5.3%	67.8%	72.3%	72.2%	-4.4%	0.1%	mod/great risk	Tobacco
Perception of harm - marijuana	69.7%	60.8%	9.0%	60.0%	69.1%	70.1%	-10.1%	-0.9%	mod/great risk	Marijuana
Perception of harm - other illicit drugs	91.4%	90.4%	1.0%	85.4%	91.6%	91.7%	-6.3%	-0.1%	mod/great risk	Illicit Drugs
Perception of harm - over the counter drugs to get high	77.9%	76.6%	1.3%	74.3%	78.9%	78.1%	-3.8%	0.8%	mod/great risk	OTC/Rx
Perception of harm – prescription drug misuse	87.8%	85.8%	2.1%	81.3%	90.4%	88.3%	-6.9%	2.2%	mod/great risk	OTC/Rx
Perception of harm - synthetic drugs	85.5%	86.8%	-1.4%	81.4%	84.0%	85.8%	-4.4%	-1.7%	mod/great risk	Illicit Drugs
Perception of friends feelings on student alcohol use	83.7%	73.9%	9.8%	77.0%	77.3%	84.0%	-6.9%	-6.6%	wrong/very	Alcohol
Perception of friends feelings on student cigarette use	89.7%	83.0%	6.8%	85.0%	86.6%	90.0%	-4.9%	-3.4%	wrong/very	Tobacco
Perception of friends feelings on student e-cig use	72.1%	63.5%	8.6%	65.8%	68.0%	72.2%	-6.4%	-4.2%	wrong/very	Tobacco
Perception of friends feelings on student marijuana use	75.5%	67.4%	8.0%	64.1%	69.1%	75.9%	-11.8%	-6.8%	wrong/very	Marijuana
Perception of friends feelings on student Rx drug misuse	90.4%	88.4%	2.0%	82.5%	83.7%	90.8%	-8.3%	-7.1%	wrong/very	OTC/Rx
Perception of parental feelings on student marijuana use	92.8%	90.9%	1.9%	90.1%	93.3%	92.8%	-2.7%	0.6%	wrong/very	Marijuana
Perception of parental feelings on student alcohol use	87.4%	81.0%	6.4%	90.6%	88.8%	87.1%	3.5%	1.7%	wrong/very	Alcohol
Perception of parental feelings on student alcohol use (1-2 drinks nearly every day)	96.9%	93.4%	3.5%	95.5%	96.7%	97.0%	-1.4%	-0.3%	wrong/very	Alcohol

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Measure	SCC	MO	% Diff.	Black	Hispanic	White	Racial Analysis - B and W	Racial Analysis - H & W	Rating scale for data point	Category
	2020	2020	SCC to MO							
Perception of parental feelings on student cigarette use	95.6%	91.8%	3.8%	93.5%	94.4%	95.6%	-2.1%	-1.2%	wrong/very	Tobacco
Perception of parental feelings on student marijuana use (once or twice a week)	94.7%	92.5%	2.2%	92.5%	95.6%	94.8%	-2.2%	0.8%	wrong/very	Marijuana
Perception of parental feelings on student OTC drug misuse	97.7%	96.4%	1.3%	95.5%	97.8%	97.9%	-2.4%	-0.1%	wrong/very	OTC/Rx
Perception of parental feelings on student Rx drug misuse	97.1%	90.1%	6.9%	97.0%	97.8%	97.1%	-0.1%	0.7%	wrong/very	OTC/Rx
Perception of wrongness - alcohol	76.0%	67.0%	9.0%	79.7%	74.7%	75.6%	4.2%	-0.8%	wrong/very	Alcohol
Perception of wrongness - alcohol (1-2 drinks nearly every day)	91.7%	84.9%	6.7%	91.9%	90.5%	91.6%	0.4%	-1.0%	wrong/very	Alcohol
Perception of wrongness - alcohol (5 or more drinks 1-2 times/wk)	93.8%	87.7%	6.1%	94.6%	93.7%	93.7%	1.0%	0.0%	wrong/very	Alcohol
Perception of wrongness - cigarettes	93.7%	87.7%	6.0%	93.7%	92.6%	93.5%	0.2%	-0.9%	wrong/very	Tobacco
Perception of wrongness - electronic cigarettes	83.1%	77.1%	6.0%	83.3%	81.3%	82.9%	0.5%	-1.6%	wrong/very	Tobacco
Perception of wrongness - marijuana	82.3%	75.0%	7.2%	77.1%	77.9%	82.3%	-5.2%	-4.4%	wrong/very	Marijuana
Perception of wrongness - marijuana (once or twice a week)	85.2%	79.4%	5.8%	80.6%	81.1%	85.3%	-4.7%	-4.2%	wrong/very	Marijuana
Perception of wrongness - over the counter drug misuse	93.5%	91.9%	1.6%	92.4%	92.6%	93.6%	-1.2%	-1.0%	wrong/very	OTC/Rx
Perception of wrongness - prescription drug misuse	95.6%	94.5%	1.0%	95.1%	93.7%	95.6%	-0.6%	-2.0%	wrong/very	OTC/Rx
Reason given for Rx Misuse: Curiosity	6.1%	7.6%	-1.5%			5.9%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To fit in with friends	2.0%	4.0%	-2.1%			1.6%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To have a good time	7.9%	11.7%	-3.9%			7.8%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To help me feel better or happier	16.7%	18.7%	-2.1%			16.8%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To help me sleep	33.7%	30.0%	3.7%			34.8%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To help with stress reduction	16.4%	23.0%	-6.6%			16.6%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To help with weight loss	4.2%	7.1%	-3.0%			4.3%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To improve academic performance	5.9%	4.3%	1.6%			6.1%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To increase my energy	10.8%	14.1%	-3.3%			11.0%			Lifetime users only	OTC/Rx
Reason given for Rx Misuse: To reduce and-or manage pain	42.6%	34.8%	7.9%			44.1%			Lifetime users only	OTC/Rx
No discrimination in student treatment	81.4%	79.6%	1.9%	58.3%	71.1%	83.0%	-24.7%	-11.8%	Strongly/Agree	School behavior
Rules are enforced fairly	70.8%	57.3%	13.5%	56.0%	70.1%	71.6%	-15.7%	-1.5%	Strongly/Agree	School behavior
Parents check on student's homework	86.0%	80.7%	5.3%	86.3%	80.2%	86.0%	0.4%	-5.8%	Strongly/Agree	School behavior
Parents consult student when making decisions	70.5%	69.3%	1.2%	70.7%	65.9%	70.5%	0.2%	-4.6%	Strongly/Agree	School behavior
Parents notice and comment on good work	84.2%	79.1%	5.2%	82.5%	82.2%	84.4%	-1.9%	-2.2%	Strongly/Agree	School behavior
School notifies parents with praise	39.8%	38.5%	1.4%	38.3%	42.9%	39.9%	-1.6%	3.0%	Strongly/Agree	School behavior
Teachers notice and comment on good work	72.4%	74.5%	-2.0%	73.7%	71.4%	72.2%	1.5%	-0.8%	Strongly/Agree	School behavior
Days skipped or cut	29.6%	30.1%	-0.5%	35.7%	34.4%	29.2%	6.6%	5.2%	1+ days	School behavior
Student believes it is ok to cheat	20.6%	18.7%	1.9%	23.4%	23.7%	20.7%	2.7%	3.0%	Strongly/Agree	School behavior
Student ignores rules	15.0%	16.6%	-1.6%	20.3%	18.6%	14.7%	5.6%	3.8%	Strongly/Agree	School behavior
Student is oppositional	11.0%	14.4%	-3.4%	18.3%	17.5%	10.6%	7.7%	6.9%	Strongly/Agree	School behavior

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Measure	SCC	MO	% Diff.	Black	Hispanic	White	Racial Analysis - B and W	Racial Analysis - H & W	Rating scale	Category
	2020	2020	SCC to MO						for data point	
Student feels optimistic about their future	75.2%	74.1%	1.1%	73.4%	69.5%	75.4%	-2.0%	-5.9%	Strongly/Agree	Mental Health
Student feels that they handle stress in a healthy way	57.5%	54.6%	2.9%	55.1%	57.7%	57.4%	-2.3%	0.4%	Strongly/Agree	Mental Health
Student has adults in their life to turn to when things feel overwhelming	77.9%	76.3%	1.6%	73.1%	66.0%	78.2%	-5.2%	-12.3%	Strongly/Agree	Mental Health
Student knows where to go in their community to get help	77.0%	70.1%	6.9%	65.1%	70.1%	77.8%	-12.7%	-7.7%	Strongly/Agree	Mental Health

When looking at the Racial Analysis of the MSS 2020 St. Charles Sample Table, here is what to look for:

1. *The SCC 2020 column provides the percentages for the St. Charles County student respondents in 2020 per item.*
2. *The MO 2020 column provides the percentages for the state of Missouri respondents in 2020 per item.*
3. *The column titled, "% Diff. SCC to MO" provides the difference in the percentages of the St. Charles County sample and the Missouri sample. Items where St. Charles County is positive or doing better than the state were highlighted in green in the table and items showing a negative trend or underperformance are highlighted in red.*
4. *The next three columns provide the percentages per item for the three racial/ethnic categories assessed by the MSS. For each item, the Consultant applied conditional formatting to highlight the group that was perceived as the most negative (red) and the most positive (green). Then, two additional columns provide the percentage differences between the Black/AA and White/C student sample (look for the title "Racial Analysis- B and W") and the differences between the Hispanic/L and White/C sample (look for the title "Racial Analysis – H and W"). Within these two columns, the Consultant highlighted differences that were greater than and/or less than 5% which were considered significant differences among these samples of students.*
5. *The last two columns including the rating scale option that was linked to the item and data presented in addition to the category the item fell within.*
6. *Item names were highlighted in the table if there was a 5% or greater difference between the two racial groups. Item names highlighted in gray show that the significant difference occurred between the Hispanic/L and the White/C samples. Items highlighted in yellow show that this significant difference occurred between the Black/African American and the White/Caucasian samples. Finally, items highlighted in orange represent that this significant difference existed for both racial group comparisons.*

The full survey, including how questions were specifically worded, including the full rating scale, can be found at: https://dmh.mo.gov/media/pdf/missouri-student-survey-questionnaire-2020

About the Consultant Who Prepared This Report
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Cynthia Berry, Ph.D., is a Psychologist with a specialization in Industrial/Organizational, Personality and Experimental Psychology, and founded BOLD, Berry Organizational and Leadership Development, LLC in January of 2006. BOLD, LLC is a 100% woman-owned business registered with the State of Missouri.

She has over twenty-one years of experience in Human Resources, Organizational and Fund Development, Evaluation and Research including large-scale community needs assessments and customer/employee/stakeholder surveys, Psychometrics and Employee and Management Training. She has vast experience in organizational and community-based assessments allowing for guided strategic plan development complete with outcome measurement tools and procedures to match. Many of the community-based projects assess opinions, satisfaction and needs relating to a specific area of interest within a community.

BOLD is further strengthened by providing services for full organizational and program budget development, fund development and writing in-depth policies and procedures. She has worked with numerous not-for-profits, for-profits and government agencies involving strategic program planning and development, employee development, fundraising and/or fund development, survey/outcome development, board facilitation activities, and organizational assessments. Since 2007, Cynthia has personally raised over $10 million dollars for many programs she has helped develop and implement. Furthermore, she has strengthened many not-for-profits with the development of measurement tools and processes to track outcomes, and the implementation of various quality improvement projects. Finally, she was an adjunct professor for the Evaluation of Programs and Services Master's level course at the George Warren Brown School of Social Work at Washington University from 2012 through 2019.