One22 Releases Findings from Teton County Community Youth Needs Analysis

Jackson, WY - One22 released today its completed needs analysis of at-risk and in-need middle and high school aged students in Teton County. The project, which was funded by the Laura Jane Musser Fund and prepared with the help of more than two dozen contributing organizations, paints a stark picture of the challenges facing underserved youth in our community.

“When we’re working with families in crisis, no matter what the presenting circumstance, it’s important to keep in mind the impacts that housing and food insecurity, violence and discrimination, and lack of opportunity have on the next generation,” said One22 Executive Director Sharel Lund Love.

“There are incredible resources for youth in Teton County, and all are seeking to deploy their services in the highest, best use. This study will aid all youth-serving organizations to refine programming according to real-world feedback to a trusted source,” said Love. “The bottom line is that our children are facing some very grown up decisions, and some will break your heart. But we cannot expect to help their parents or them, though public policy or direct services, unless we understand their day-to-day realities in their own words.”

Love said One22 will continue to assemble data to help inform the community and its policy makers of the needs and challenges that often go unnoticed or misunderstood among the greater Teton area’s interdependent residents.

The research was conducted in the summer and fall of 2017 after One22 received a grant from the Laura Jane Musser Fund to help develop a comprehensive research project to uncover the needs of underserved youth in our community. The goal of this data-driven, first-hand analysis, is to provide our community with the information necessary to design, improve, and implement youth programming.

“Economic challenges, immigration issues, college pressures, acceptance and social media acceptance, peer pressures related to drugs/alcohol/sex, and racism and discrimination were amongst the biggest issues facing youth in our community today,” wrote One22 Program Director Carey Stanley in the executive summary. “We hope that other stakeholders in the community, particularly those involved in Systems of Education, will work together to build future programming based on this research and the expressed needs and interests in the community.”

The analysis includes a comprehensive overview of research methods, findings, identified issues, and youth and family program recommendations. The full report is now available at one22jh.org.

Research team
Carmen Bonilla, Domenic Cuzzolina, Monica Lohn, Jack McGuire, Jordan Rich, Henry Sollitt, and Carey Stanley
Contributing stakeholders
Teton Literacy Center, Teton County School District, Teton County Systems of Education, Teton Youth and Family Services, Doug Coombs Foundation, Teton County Library, Jackson Cupboard, Hole Food Rescue, GAP!, Teton County Parks and Recreation, Latina Leadership group, Boundless, Teton County Public Health, Teton County Systems of Care, Children's Learning Center, Teton County Housing Authority, Immigrant Hope, Curran Seeley, National Museum of Wildlife Art, Grand Teton National Park, Community Safety Network, Jackson Hole tutoring and College Counseling, Growing Great Families, Jackson Hole Soccer Camp, Jackson High School Robotics Club, Jackson Hole Community School, and Jackson Hole Youth Soccer Association

About One22
One22 was established in 2016 by uniting three long-time legacy organizations, each with more than a decade of service to the the most vulnerable segments of the greater Teton area: Community Resource Center, Latino Resource Center and El Puente. Through its interrelated programs, Language Access, Emergency Assistance, Latino Services and Community Education, One22 strives to help our neighbors manage hardship, make connections and move forward.

For more information, please contact Carey Stanley at carey@one22jh.org.

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Teton County Community
Youth Needs Analysis

October 2017

Generously funded
by the Laura Jane Musser Fund & One22

Research Team: Carmen Bonilla, Domenic Cuzzolina,
Monica Lohn, Jack McGuire, Jordan Rich, Henry Sollitt
& Carey Stanley

Sincere thanks to contributing stakeholders:

Teton Literacy Center, Teton County School District, Teton County Systems of Education, Teton Youth and Family Services, Doug Coombs Foundation, Teton County Library, Jackson Cupboard, Hole Food Rescue, GAPI, Teton County Parks and Recreation, Latina Leadership group, Boundless, Teton County Public Health, Teton County Systems of Care, Children’s Learning Center, Teton County Housing Authority, Immigrant Hope, Curran Seeley, National Museum of Wildlife Art, Grand Teton National Park, Community Safety Network, Jackson Hole tutoring and College Counseling, Growing Great Families, Jackson Hole Soccer Camp, Jackson High School Robotics Club, Jackson Hole Community School, and Jackson Hole Youth Soccer Association

With special thanks to Alina Andrac, Annel Hernandez, and Blanca Moya
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Summary

Thanks to a generous grant from the Laura Jane Musser Fund, One22 completed a needs analysis of middle school and high school aged students in Teton County in the summer and fall of 2017. The objective of this research is to inform future programming for youth in the community by offering a better understanding of the issues facing youth and their families in our community today. Economic challenges, immigration issues, college pressures, acceptance and social media acceptance, peer pressures related to drugs/alcohol/sex, and racism and discrimination were amongst the biggest issues facing youth in our community today. We hope that other stakeholders in the community, particularly those involved in Systems of Education, will work together to build future programming based on this research and the expressed needs and interests in the community.

Introduction and Purpose of the Study

In 2017, One22 received funds from the Laura Jane Musser Fund for Intercultural Harmony to support the development of new youth programming at One22. One22 is a local nonprofit organization in Teton County, Wyoming, and the result of a 2016 merger of three long-standing legacy community non-profit organizations: Community Resource Center, Latino Resource Center, and El Puente. One22 works directly with families in crisis and hardship in three main areas: Language and Health Care Access, Client Advocacy and Emergency Financial Assistance, and Education Programming, including financial wellness programs. Prior to the merger, Latino Resource Center supported two successful youth programs: Cuenta Conmigo and College Bound Latina. Rather than reiterate these programs post-merger, we used the Musser Funds to conduct a community needs analysis in order to ascertain what youth programming is most needed in our community. This research is designed in conjunction and collaboration with various stakeholders that work with youth and families in the community. We hope that the research not only helps inform our future programming for youth and families but, more importantly, serves all local organizations and helps decrease the gap between cultures within Teton County and creates a stronger community.

According to a recent study by the Economic Policy Institute, Teton County, Wyoming (population 23,000) has the largest income disparity between rich and poor of any county in the U.S. While the official ranking may be new, the discrepancy is something the community has felt for many years. Home to three ski
areas and set at the entrance to two major national parks, Teton County’s economy is primarily tourism-based. The demand for workers to support the local economy has grown exponentially in the last two decades. Many of those seeking service industry jobs in Teton County are born outside the U.S., most of them Latino. While the rest of Wyoming is primarily Caucasian, 15 percent of the population in Teton County and 27 percent of the Town of Jackson is now of Latino descent, with most from rural Mexico.

The income gap mentioned above reflects not only a disparity between rich and poor, but also between cultures. A large percentage of our immigrant families, even with two parents working, are among those living in poverty. In 2015, the median income in Teton County was $72,000; however, the median household income for the Latino population was just $26,400. Average earnings per job for immigrant workers were 63 percent of nonimmigrant workers. Many Latino families remain in Jackson despite its high cost of living in order to provide a better education and more opportunities for their children than are available in their home countries. Of the Latinos currently residing in Teton County, Wyoming, 34% are under age 19, many of whom are children of parents who immigrated to the U.S. with little education and little money. Many Latino parents work multiple jobs, and, yet, families still struggle to make ends meet. The daily struggle and stress suffered by these families is often felt behind closed doors, invisible to the white, predominantly middle class of Jackson Hole. This means that the issues many Latino youth face (e.g., housing insecurity, food insecurity, poverty, health issues, discrimination, and limited education or English proficiency in older generations) are foreign to their non-Latino peers.

Given these cultural and economic differences in our community, there is a prevalent—though unspoken and as yet unaddressed—discord between Latino and non-Latino youth. This manifests itself in self-segregated social groups in schools at all levels, discrimination against Latino students and low participation among Latino families in community-wide events. These issues are felt deeply in our community, but to date there has been no systematic effort to measure the impact of these problems or identify potential solutions.

The purposes of this research was to produce a comprehensive youth needs analysis in order to build youth programming that is relevant and helps address gaps and discord between the diverse cultures that comprise our community.
Research Design

The research instrument was developed collaboratively with more than 25 community stakeholders. The research team spent hours meeting with each of the organizations in Teton County that work with youth and families to discuss the community need, this grant, and goals and objectives. Representatives from organizations shared what questions they had of youth and parent and what they wanted to ask on the survey. In addition, we held a focus group with parents of middle and high school students in Spanish. Through this process we took notes, reviewed and coded these notes, and then developed research questions based on the themes that emerged from our stakeholder discussions. From there, we created two questionnaires—one for students and one for parents of youth. The questions were both quantitative and qualitative, open-ended questions. After multiple iterations of the research instrument and edits by some stakeholders, the instrument was tested on students and parents. Future edits were then made based on these tests and suggestions. Finally, we translated the instrument into Spanish, did a few more test runs of the Spanish version, and then research assistants began to obtain participants and interviews.

We recruited a diverse group of bilingual researchers, with representation from both genders, a wide range of ages, ethnic backgrounds, and nationalities. With this diversity, we hoped to be able to establish trust with an array of participants and hoped to elicit the most well-rounded, honest responses from our participants.

Interviews were conducted on iPads, using a cloud-based survey software called Survey Analytics. Consent for survey participation was obtained orally and recorded on the survey responses. In addition, consent to audio record the interview was requested, and if a participant agreed, responses were audio-recorded on the ipad and selectively transcribed. Surveys were administered in the language of the participant’s choice, with most parent interviews in Spanish. Most surveys were administered orally in an interview style format and conducted in home or in a public space (soccer fields, school, park, etc...). Some survey (particularly for older students) were done in a manner in which the iPad was handed to the student, and the student privately and silently responded to the survey. Some student respondents were done independently. Most students were given the option of their preference of administration of the instrument.
Data analysis was done in two parts. Survey Analytics ran the analysis of all quantitative data. Qualitative responses were coded and sorted for analysis. All data was stored with code numbers for identification purposes, and no names were acquired or affiliated with the data collected.

It is important to note when looking at qualitative research, it is important to recognize that participants may state what they think the researcher wants to hear. In considering this, some of our research results may reflect this common phenomenon in qualitative research. Hence, some numbers, such as percent of citizenship, homeless, etc... could actually be higher than represented in the data.

**Participant Recruitment & Research Reliability**

Recruitment was primarily through snowball sampling—in which a research participant would then provide recommendations of other participants to reach out to for interviews. Some interview subjects were also recommended by stakeholder organizations, while other organizations gave us permission to be present at their activities and recruit participants there, for example, Jackson Hole Youth Soccer and the Jackson Hole Community School.

Based on our district estimate of 32% of students in grades 6 through 12 of Hispanic ethnicity and 65% Anglo, we attempted to flip that upside down in order to hear the voice of the underserved and Latino youth community and families. These are the youth that our organization and others want to reach; thus, our target of interview participants was 65% Latino respondents to our survey. We interviewed 110 student participants between sixth and twelfth grades. Seventy-two percent of the student respondents were of Latino descent. Our target sample size allows for a confidence level of 95% with a confidence interval of 9 overall.

| Sample Size (Participant interviews completed) | 110 |
| Population Size (TCSD 6-12 grade enrollment)  | 1365|
| Confidence Level                                | 95% |
We also interviewed 47 parents of middle school/high school students in order to balance the student perspective.

Interviews lasted between 35 minutes and 1 hour and 15 minutes. All interviews were conducted between the months of June and September of 2017, and the grade level recorded of the respondents reflects the grade that they entered in Fall 2017.

**Research Findings**

**Participant Demographics**

Of the student participants, demographic breakdown is as follows:
Of the parent respondents, demographic breakdown is as follows:
Citizenship

Ten percent of students responded that they are not U.S. citizens. This means that they likely hold a residency visa, such as Deferred Action for Childhood arrivals (DACA)\(^1\) or are without documentation. Fifty-one percent of students said at least one of their parents was not a citizen, and 15% stated that at least one of their siblings was not a citizen.

41 percent of parents interviewed responded that they are US citizens, which leaves the remaining 59 percent with a visa, DACA, or without documentation.

In light of the national administration’s rhetoric surrounding immigrants in the country as well as the increased presence of Immigration and Customs Enforcement (commonly referred to as ICE) in the community, it is important to note the stress that immigration status puts on a family in the current political climate of the United States. Over the first nine months of the Trump presidency,

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\(^1\) On June 15, 2012, the Secretary of Homeland Security announced that certain people who came to the United States as children and meet several guidelines may request consideration of deferred action for a period of two years, subject to renewal. This was rescinded in September 2017. (https://www.uscis.gov/archive/consideration-deferred-action-childhood-arrivals-daca)
ICE made 43% more arrests of undocumented immigrants in the US. Of that 43%, 28,000 had no criminal record and were detained on account of their immigration status. The fear of deportation and disintegration of the family is a constant for many residents, and youth carry this fear with them daily. Statements from student interviews demonstrate this fear and stress:

[The recent presidential election] has affected my family legally. It affects me because I live in a constant fear that I will never see them again. My community has begun to lack empathy towards the Hispanic community, something I had not seen as much of before.

I now have to tell my mom to always be careful.

New laws affect my family and the relationship that we have because we live with the fact that any day one of us could be deported and our family would be broken apart.

I feel like I’ll get deported anytime.

I was afraid that we would have to go back to Mexico. I feel more safe here than there because I haven’t been there a lot. I was afraid I’d have to leave my friends too.

DACA has been taking away which means great opportunities to going to college and having a great future has been taken away

I don’t have papers anymore, I’m worried that I won’t be able to go to college anymore or that my brother won’t be able to attend college, which he is currently enrolled.

Porque veo que muchos de los jóvenes en nuestra comunidad tienen padres sin documentos y deben vivir con el miedo constante de perderlos, lo cual tiene efecto en su comportamiento y rendimiento en clase, en la clase de nuestros propios hijos. Nuestros niños son 30% latino o mexicanos, y la retórica anti-inmigrante seguramente les hiere. (Because I see that many of

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the youth in our community have undocumented parents who live in constant fear of losing them, which effects their behavior and performance in class, in the class of our own children. Our kids are 30% Latino or Mexican, and the anti-immigrant rhetoric certainly hurts them.)

**Housing**

**Parent Respondents**

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<th>Housing Status</th>
<th>Percentage</th>
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<tbody>
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<td>Rent</td>
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<tr>
<td>Own</td>
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<td>Live in employee housing or have employer-subsidized rent</td>
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<tr>
<td>Homeless</td>
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</tr>
<tr>
<td>Other</td>
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**Student Respondents**

<table>
<thead>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>66.56%</td>
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<tr>
<td>Own</td>
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<tr>
<td>Live in employee housing or have employer-subsidized rent</td>
<td>0.66%</td>
</tr>
<tr>
<td>Homeless</td>
<td>0.01%</td>
</tr>
<tr>
<td>Other</td>
<td>0.01%</td>
</tr>
</tbody>
</table>
Fifty-eight percent of respondents rent, 6% are in employee housing, 1% live in motels/hotels, and 1% identify as being homeless. Seventy-seven percent of student respondents and 81% of parent respondents have lived in Teton County for more than 10 years; however, 19% of both students and parents stated they have moved more than two times in the past two years, highlighting the instability and high cost of housing in Teton County.

That high cost, which has rapidly increased since 2010, makes stable housing all but inaccessible for many of Teton County’s residents. The average income necessary to buy a condo priced at the median price in Teton County is $50,000 dollars annually. To buy a home, that income needs to be well over twice that at $120,000 dollars a year.³

Forty-two percent of parent respondents state they spend between 30 and 50% of their income on housing, and 28% spend more than 50% on housing (be it rent or mortgage). A large number of respondents state they share their living space with other relatives or non-relatives in order to reduce expenses. We have heard stories of students that share living quarters with numerous unrelated individuals, sleeping on a couch in the living area or taking shifts in a bed. Parents and students reported instances of living with non-relatives. Seven students and four parent respondents stated that they were living with someone not from their family, and in some cases were living with as many as three non-relatives. Insecurity in housing was demonstrated to be harmful to both student and parent wellbeing, with one student in particular talking about being constantly tired, unmotivated and unsure of his future after high school while also stating that he lived on a couch in his living room.

Other students shared similar issues regarding privacy and space:

“No [no siento que tengo bastante privacidad] porque tengo que compartir mi cuarto con 4 de mis hermanas... (No [I don’t feel like I have enough privacy] because I have to share my room with four of my siblings.)

‘Debido a la situación de vivienda que se está presentado en el pueblo, a mi mamá solo puede pagar un apartamento pequeño, en el que tengo que compartir el cuarto con mis 3 hermanas.’ (Due to the housing situation in town, my mom can only afford a small apartment, in which I have to share the room with my 3 sisters.)

The impacts of demanding work schedules are felt by both parents and students with potentially detrimental effects to both parties. For example, 37 students stated that they were providing unpaid childcare to family members or neighbors, with some students doing three or more days each week. In the summer, that number climbed to 41 with 10 students doing so 5-7 days a week. Students reported that they were responsible for caring for their younger siblings during both the school year and the summer as early as middle school.

The seasonal nature of employment in the valley causes many parents to work varied hours over the course of the year; however, most work an incredible number of hours in the high season of summer. 55 percent of respondents work more than 40 hours in the high season, and nine percent of parent respondents work more than 60 hours a week in the high season.

“...desgraciadamente uno tiene que trabajar demasiadas horas para poder dar sustento a la familia y eso quita la cantidad y calidad del tiempo que uno tiene disponible.” (Unfortunately, one has to work too many hours to provide for the family, this takes away the quantity and quality of time that one has available)
Despite the numerous hours that many parents work, the majority of both parents and students claim they have a good relationship and good communication with each other and spend ample time together.

Many parents, however, requested parenting classes particularly targeted for the tween and teen ages—such as Love and Logic and Cuenta Conmigo. In addition, parents stated they would like to spend more time with their children and would like to be able to participate in some facilitated, organized family activities.

In order to engage parents, however, it is important to not only consider how many hours they work in different seasons and when they are available, it is also essential to consider the best ways to reach parents and families. We asked parents where they get their information regarding programming in the county, and responses were varied—from word of mouth (21%), email (12%), School District communications (20%), text message (8%), and flyers (8%) as the most popular. This underscores the need provide outreach in a wide variety of places in order to reach Latino parents.

Yo creo que lo que beneficie siempre es mas educacion a los padres acerca de como educar a los hijos. Mas apoyo en eso. Los padres por trabajar tanto no tienen el tiempo para educar bien a sus hijos. (I believe that what is beneficial is more education for parents about how to educate their children—more help in this. The parents that work a lot do not have time to educate their children well.)

**Education & Language**

Twenty-nine percent of parent respondents have less than an 8th grade education. Over half of the parent respondents reported that they could only speak English at a basic/intermediate level. Significantly more stated that they could only write in English at a basic level; 26 percent replied to having a basic/intermediate ability to write in English. The combination of low education level and limited English abilities has created challenges for the children generation as they assimilate into high school and the community in Jackson Hole.

“My mom didn’t get to finish middle school, and so I think that’s one of the problems why she can’t always help with my homework, or whatever, but my dad definitely can it’s just I don’t live with him...”
**Transportation**

Students and parents both claim their main mode of transportation in the winter and summer is a private family-owned vehicle. 13% state their main mode is public transport (START bus). This is significant considering the number of individuals who reported either they or their parents are not citizens. The state of Wyoming does not currently issue driving privileges to individuals who do not have legal documentation in the US (i.e. visa, residency, or citizenship). Many of our respondents, therefore, may be driving without a licence, which can result in a ticket or even lead to potential future deportation proceedings.

**Economics**

A mere 11% of households in Teton County reports incomes of over $200,000 dollars a year; yet, these households constitute 88% of the total income earned in the county. While the median income in the county was $72,000 dollars annually, the median income of Latino residents was $26,400. New residents are reporting increasingly high incomes, with an average income in excess of $300,000 dollars a year. Overall, personal income of residents of Teton County has risen 72 percent from 2009-2014 with the influx of new wealthy residents; however, that growth has existed for very few residents. Despite a growing economy in Jackson, many Latino residents have seen little of that economic gain, and furthermore, are making just 63% of the earnings of non-immigrant workers in their respective positions.

Ten percent of parent respondents state they do not feel secure in their ability to purchase sufficient food for their family. In addition, 47.5% of respondents have used food assistance in the valley in the past year—primarily the Jackson Food Cupboard.

Forty-seven percent of parents said their children qualify for and receive Free or Reduced Lunch. Nearly 8% said they are not sure if they qualify. (NOTE: TCSD reports 23% percent of its student body in grades 6-12 on Free or Reduced Lunch.) Teton County School District also reports concern in decreasing applications for Free and Reduced Lunch in the past years, and some theorize that this may be due to the lunch application requesting social security numbers of parent applicants, which may identify an individual’s immigration status.

In addition to the high cost of housing and food, a large portion of our community are supporting families elsewhere. 67.5 percent of the parent respondents, said
they support family elsewhere, primarily in Mexico, with some respondents spending well over 10% of their income on this.

**Identified Issues and Program Recommendations**

We asked student participants directly what they felt were the biggest issues facing themselves and their peers today. Four main themes emerged from this data—1) Acceptance/social media acceptance, 2) College, 3) Peer pressure, particularly in relation to drugs/alcohol/sex, and 4) Racism/discrimination/immigration fears

1) **Acceptance/Social Media Acceptance**

85 percent of parents state they have made some attempt to put limits on their use of social media; whereas, only 56 percent of students claim they have had limits on social media use set. For the majority of students, social media sites are used daily, in particular, Snapchat, YouTube, and Instagram. Parents are also frequent users of social media sites, with Facebook being the most popular; 45 percent of parent respondents state they use Facebook daily.

Many students (36%) stated they see cyber-bullying and misuse of social media as a problem for themselves and their peers. Also, a handful of students addressed the additional pressures around internet acceptance.

Some students suggested the need for educational programming around social media use; however, most were quick to highlight the fact that these programs would be unpopular and would have to be required by the school in order for students to participate.

2) **College**

**Despite the various discordances amongst our respondents and community, the one unifying theme amongst the youth in Teton County is that the majority of respondents want to attend college or some postsecondary education upon completion of high school.**

College was frequently discussed by older students as one of the biggest pressures and problems they were facing; however, these pressures were distinct between ethnic and socioeconomic groups. The majority of student respondents stated that their goal was future education after high school, and there was no major conflict expressed between students and parents in regards to future goals and plans.
Parents expressed support for the child’s goals of pursuing postsecondary education.

Some students discussed the pressure of getting into a good school (i.e. an Ivy League school) and the correlated pressures to get good grades in high school. Others, however, discussed the fear of not being able to finance college or other postsecondary educational opportunities. Many expressed that the expense of college would be out of the reach of their family:

She [my mom] keeps encouraging me to finish school, don’t be like me because she’s a housekeeper. She motivates me to keep hoping for a better life then she had.

Many students, particularly students of Latino descent, expressed that the greatest barrier deterring them from pursuing their future dreams is financial assistance and funding. This underscores the need for students with DACA or without documentation to have opportunities through alternative funding sources and scholarships, such as the nascent CFJH First in Family scholarship.

Algo que me puede impedir esto es que soy inmigrante [sic]. [Something that could prevent me from this is that I am an immigrant.]

Some barriers would be that I don't have a Social Security Number which would mean that colleges could deny me into their schools, and it would also be difficult for me to get scholarships and financial aid... I do not have enough money to attend college so without the help of scholarships and financial aid it would be very difficult.

3) Drugs, Alcohol, and Sex

Many students identified drugs and alcohol and the pressures to use them as an issue facing local youth. Although some respondents claimed they did not feel pressured by their group of peers to use drugs, they did say drugs are an issue in the high school and cigarettes and vaping popular are in the middle school grades.

Everyone smokes weed.
The pressures and expectations for drug use from my peers is pretty high. Many of my peers think that it is very cool to be using drugs, and they want you to do drugs as well.

People who want to be popular, being popular in this town can lead to bad paths, sex, drugs, parties. The association between drugs, sex and parties and popularity.

Student respondents said drinking is also an issue in the high school grades; however, responses to our question regarding the age at which individuals had their first drink, other than a few sips demonstrates that Teton County youth are starting to drink at a very young age.

Pressures surround sexual activity appear to be high as well, based on students comments, with different pressures and expectations for different genders.

There is an expectation that boys will lose their virginity before senior year.

There is a lot of slut-shaming and rumors.
Furthermore, students appear to be obtaining their sexual education from a very diverse (and perhaps not always accurate array of sources).

4) Racism and Discrimination

The racial, cultural, and ethnic divisions in Teton County are pervasive, and students’ responses regarding racism and discrimination demonstrate the need for intercultural programming and education. It is important to note that these interviews represent a particular moment in time, after Trump’s presidential election. It is impossible to measure if the racial tensions and segregation in the high school has increased post-election, although some respondents state that it has. In addition, it is challenging to separate the connection between race/ethnicity and socio-economic disparities in the community.

*We more than ever feel like the minority and feel more discrimination than ever...[We] feel unwanted and people are judging you based on what color skin you are or if you look different then the typical white person [sic].*
When Donald Trump won kids were bullying others for being Latino always asking “When are you guys going?”

When asked what groups students associate with in the school, responses frequently suggested racial and ethnic groupings.

I don’t really hang out with other races.

People have become racist to Mexicans because their parents don’t want them to be friends with them. Now they don’t hang out anymore. I see this a lot in school.

“White people” because a lot of them make you feel uncomfortable and unwelcomed.

Latino group, because we don’t mix with the white people and it is a stereotype that is very much true. We don’t accept each other in friend groups.

I hang out with my own race, like during lunch I sit with Latinos only because I would feel uncomfortable sitting with Americans because then I would feel like I don’t fit in.

In school there’s some Americans who are in a group, and then there’s some Mexican and Americans in another group, and then there’s a group that’s just Latinos. I’m in the Mexican/American group and the Mexican group so I have friends who are white and Latino.

There seems to be a division at school with Mexicans.

[I don’t hang out with] La comunidad anglo porque tienen otro estilo de vida. (I don’t hang out with the Anglo community because they have another lifestyle).

I am not comfortable with the white group because they are different whether it’s economically or socially.

The whites sometimes isolate you because of your skin color of the way your talk and look.
Student respondents identified the groups they do not associate with or feel comfortable with, and class tensions permeated the conversation:

The upper class group, because we never socialize with them, and see the world differently.

The groups that are different from would be the rich white popular girls. They are different from me because they have money and they are always sought out from everybody.

Girls and boys with more money.

The white people because of our differing socioeconomic status.

As this research was conducted after the election of Trump to the presidency and changes in policy and attitudes nationally towards immigrants. Fifty-eight percent of respondents stated that they feel our community was affected by the election. Despite this, the majority of respondents replied that they feel comfortable in Teton County.
We more than ever feel like the minority and feel more discrimination than ever...feel unwanted and people or judging you based on what color skin you are or if you look different than the typical white person.

In addition to feelings of racism, discrimination and discomfort post-election, many respondents are facing additional stressors related to changes in immigration policy in the country.

I feel like I'll get deported anytime.

I don't have papers anymore; I'm worried that I won't be able to go to college anymore.

New laws affect my family and the relationship that we have because we live with the fact that any day one of us could be deported and our family would be broken apart.

I was afraid that we would have to go back to Mexico. I feel more safe here then there because I haven’t been there a lot. I was afraid I’d have to leave my friends too.

I fear for my family’s safety concerning the possible laws that could get them deported.

...veo que muchos de los jóvenes en nuestra comunidad tienen padres sin documentos y deben vivir con el miedo constante de perderlos, lo cual tiene efecto en su comportamiento y rendimiento en clase, en la clase de nuestros propios hijos. Nuestros niños son 30% Latino o Mexicanos, y la retórica anti-inmigrante seguramente les hiere. (I see that many youth in our community have undocumented parents and they live in constant fear of losing them, which has an impact on behavior and performance in class. Our children are 30 % Latino and Mexican and the anti immigrant rhetoric hurts.)

...I live in a constant fear that I will never see them again. My community has begun to lack empathy towards the Hispanic community, something I had not seen as much of befor
Program Recommendations

Based on the data findings, we recommend the following priorities for youth and family programming:

1) Budgeting classes for local families subsisting on limited incomes

2) Education on responsible social media use for both parents and youth

3) Evidence based sexual education programming for youth

4) Parenting classes and facilitated activities for families

5) Intercultural programming to help build upon commonalities and increase integration between races and classes in Teton County

6) Continued research on local youth and family needs