



EDUCATION AND WORKFORCE DEVELOPMENT

FALL 2023

AWP 3.0



About AWP

The purpose of the Athens Wellbeing Project (AWP) is to provide comprehensive data from a representative sample of households on our unique needs and assets in Athens-Clarke County. Launched in 2016, the AWP is championed by the Athens Area Community Foundation. Three rounds of survey data collection have been completed-- version 1.0 in Fall 2016, version 2.0 in Fall 2018, and version 3.0 in Fall 2021--with the intent of building a longitudinal dataset across time.

AWP data provide information across all domains of life in our community. These include:

- Lifelong Learning
- Health
- Housing
- Community Safety
- Civic Vitality

The AWP is pioneering an unprecedented collaboration of community leaders, using a data collection approach that is representative of our community. The research design and community participation incorporates vulnerable populations providing unique opportunities to understand wellbeing across all groups in our county.

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INTRODUCTION

About Education

Education is one of the earliest influencers of wellbeing in children and teenager's lives and has the potential to influence lifelong behavioral choices. Education and access quality is one of the Social Determinant's of Health (SDOH) because of the interconnection between health and wellbeing; therefore one cannot be addressed effectively without also addressing the other. Adolescents are more likely to receive higher education when they maintain healthier lifestyle choices and healthier lifestyle choices among adolescents results in better education performance [1]. There are also many aspects outside of an adolescent's choice that effect their quality of education; children from lower income families, children with disabilities, and those who experience discrimination are more likely to struggle in school [1].

Education is a key component leading individuals to other areas of wellbeing, including college level training, higher paying jobs and access to healthcare due to having insurance. Therefore, the level to which schools are involved in adolescent's life is associated with influencing their decisions overall wellbeing.

The importance of education in relation to wellbeing is not a new concept: Globally, the World Health Organization (WHO) and the United Nations Education, Scientific and Cultural Organization (UNESCO) created standards defined as "Health Promoting Schools" that define the importance of supporting wellbeing within adolescent education around the world and in , WHO created the Global School Health Initiative to promote the Health Promoting School standards [2].

Nationally, the CDC provides School Health Profiles, which are collected data that measure different programs within school systems that influence wellbeing. In addition, the CDC in collaboration with ASCD provide the Whole School, Whole Community, Whole Child Model (WSCC) Model to improve health and education access in a way that acknowledges that interconnectedness [3].

Addressing health and education through the WSCC Model is associated with improved cognitive, physical, social and emotional development in children [3]. There are numerous resources for this model publicly available education stakeholders.

[1] "Education Access and Quality." Education Access and Quality - Healthy People 2030. Accessed December 14, 2023. <https://health.gov/healthypeople/objectives-and-data/browse-objectives/education-access-and-quality>.

[2] "Global Standards for Health Promoting Schools." World Health Organization, October 1, 2018. <https://www.who.int/publications/i/item/global-standards-for-health-promoting-schools>.

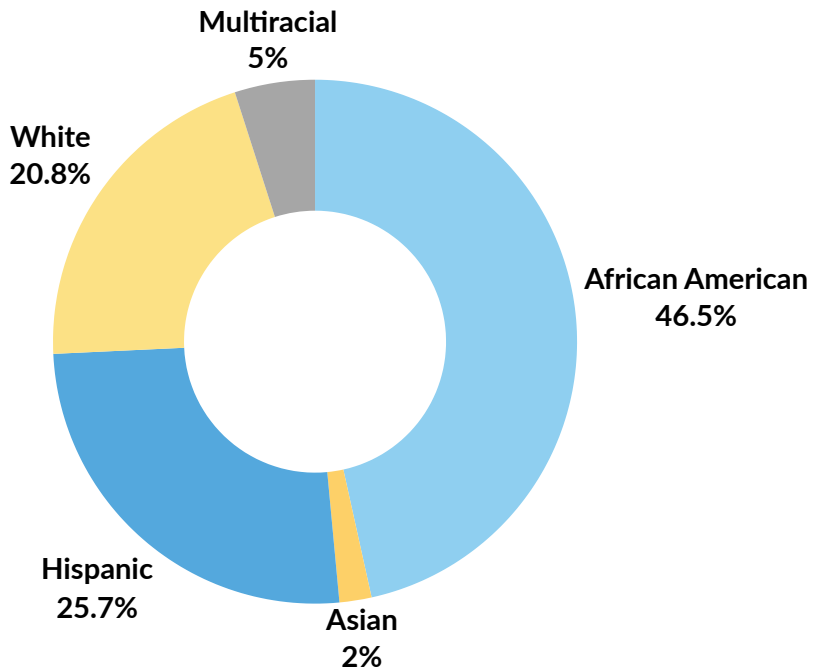
[3] "Whole School, Whole Community, Whole Child (WSCC)." Centers for Disease Control and Prevention, February 9, 2023. <https://www.cdc.gov/healthyschools/wsc/index.htm>.

EDUCATION IN ATHENS-CLARKE COUNTY

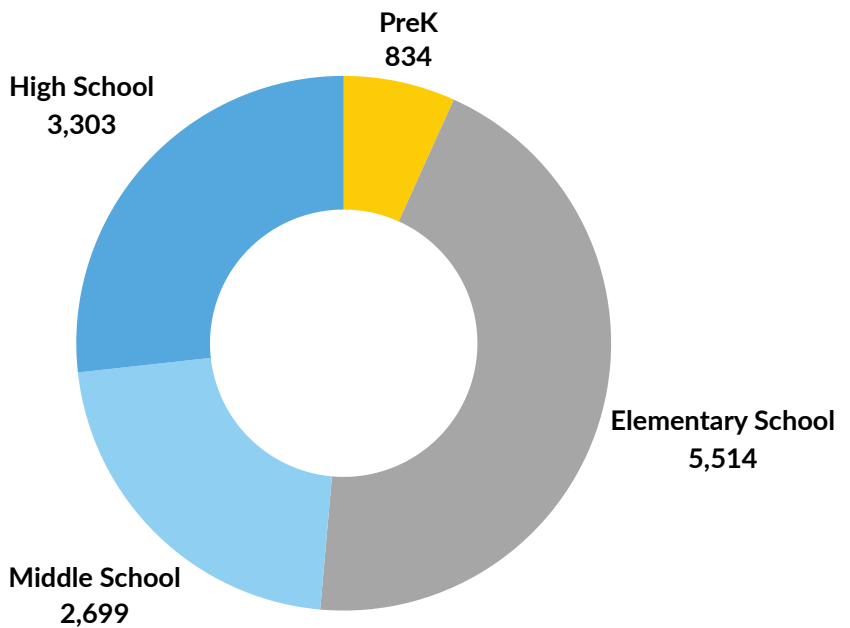
Athens Student Population

In Athens, Georgia there are 21 school in the Clarke County School District (CCSD) with 12,340 students enrolled in from PreK through High School [4]. 16.8% of the Athens population is under 18 [5]. Of the 50,284 households in Athens, 40% contain at least one child in CCSD. Nearly 45% of all students are currently enrolled in Elementary School, highlighting the growing population of students completing their education in CCSD [5].

Athens, Georgia
Clarke County School District
Student Demographics [5]



Athens, Georgia:
Clarke County School District
Enrollment by School Levels [5]



[4] "CCSD SchoolCharts Dashboard." SchoolCharts: Georgia, n.d. <https://schoolcharts.illuminateed.com/dashboard/6/9/6290000>.
 [5] "Athens-Clarke County Unified Government, Georgia." U.S. Census Bureau QuickFacts, n.d. <https://www.census.gov/quickfacts/athensclarkecountyunifiedgovernmentbalancegeorgia>.

CHILDHOOD EDUCATION






Importance of childhood education

The impact of education begins in childhood. Like many aspects of health, the environment and conditions of childhood impacts future health and wellness. In addition to cognitive development (part of which is learning subjects such as math, science, and reading), children benefit from building social relationships, learning and modeling appropriate behaviors, and gaining emotional maturity [6]. Positive and supportive relationships with other students and teachers can also reduce the negative impact of some conditions such as food insecurity and poverty. Benefits are most effective if the child has:

- positive school environment with perceptions safety and healthy relationships
- ownership of their learning to maintain interest in the subjects
- ability to learn and utilize stress management skills
- support from community through extracurricular activities, outside-of-school educational opportunities, or health and social services

Early Childhood Education: Birth to age five

Early childhood education (ECE) includes preschool and kindergarten programs that serve children under 5 years old [7]. The quality and availability of these programs are widely varied as there are no national regulations, but the benefits of these programs are well-researched [8]. Children in ECE programs are more likely to graduate from high school and college, obtain higher lifetime earnings, have better health outcomes, and experience reduced mortality [8,9]. On a population level, investing in high-quality ECE programs benefits the local and state economy; there is a \$4 - \$13 return for every \$1 invested in the programs through the lifelong benefits of the participants [8]. Most importantly, attending high-quality programs for at least 2 years showed the same benefits for low-, middle-, and high-income children, indicating that early childhood education reduces disparities between income levels.

Benefits of ECE ^[10]			Developing independence.
	Improving brain development		Learning new routines
	Developing interpersonal attributes		Support transitioning into school

[6] Flook, Lisa. "Four Ways School Can Support the Whole Child." Greater Good Magazine. The Greater Good Science Center at University of California, Berkeley, April 23, 2019. https://greatergood.berkeley.edu/article/item/four_ways_schools_can_support_the_whole_child.

[7] "Universal Pre-K and Kindergarten Give Children the Foundation They Need for a Lifetime of Learning and Success." NEA Today: Early Childhood Education. National Education Association, December 2, 2021. <https://www.nea.org/advocating-for-change/action-center/our-issues/early-childhood-education>.

[8] Bustamante, Andres S., Eric Dearing, Henrik Daae Zachrisson, Deborah Lowe Vandell, and Kathy Hirsh-Pasek. High-quality early child care and education: The gift that lasts a lifetime, November 4, 2021. <https://www.brookings.edu/articles/high-quality-early-child-care-and-education-the-gift-that-lasts-a-lifetime/>.

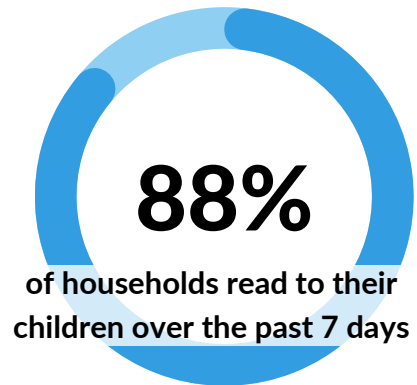
[9] Stauss, Valerie. "New Look at Benefits of Quality Preschool Education." The Washington Post. May 8, 2023. <https://www.washingtonpost.com/education/2023/05/08/new-look-benefits-quality-preschool-education/>.

[10] "Benefits of Early Childhood Education." Education: Parent and Carers: Benefits of Early Childhood Education, July 25, 2023. <https://education.nsw.gov.au/early-childhood-education/information-for-parents-and-carers/every-child-benefits>.

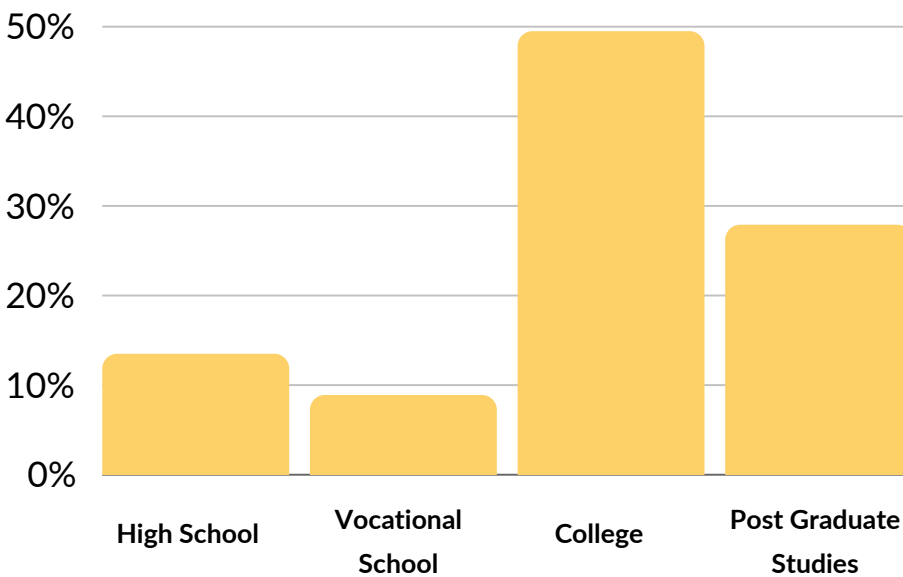
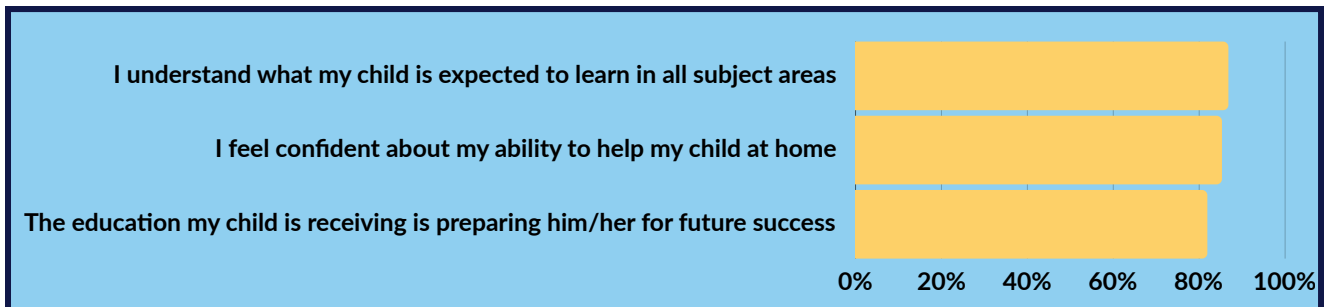
CHILDHOOD EDUCATION

Parental involvement

Parental involvement and engagement is a key aspect of student success. Students are more likely to have higher attendance rates, perform better in school, and graduate from high school if parents or guardians engage in their schooling [11]. Parental involvement can include setting a structured time for homework and discussing school while at home, reading with the student, engaging with teachers, or attending school events [11].



Several factors can affect the level of parental involvement. Students whose parents expect higher educational attainment, such as graduating from college or pursuing an advanced degree, likely experience higher parental engagement [12]. Higher levels of parental confidence in their parenting abilities (parental self-efficacy) are more likely to be consistently engaged with school work and more engaged in school activities [12]. Perceptions of the school's concern for the student's wellbeing can also affect the level of parental involvement. If the parents believe that the school is concerned about the welfare of the student outside of academic subjects and can effectively communicate with the families, parents are more likely to engage [12].



Parental expectations for their child's completed schooling level in Athens, Georgia

[11] "Parental Involvement in Your Child's Education." The Annie E. Casey Foundation, December 14, 2022. <https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows#:~:text=It%20Positively%20Influences%20Children%27s%20Behavior,children%20adapt%20better%20to%20school.>
 [12] Đurišić, Maša, and Mila Bunijevac. "Parental Involvement as a Important Factor for Successful Education." Center for Educational Policy Studies Journal 7, no. 3 (2017): 137–53. <https://doi.org/10.26529/cepsj.7.4.>

CHILDHOOD EDUCATION: ABSENTEEISM

Barriers Preventing Access to Education

High-quality education and supportive school systems can support students overcoming inequality factors and improve their quality of life after graduation. However, missing school consistently can impair student achievement, social skills development, and can increase their risk of dropping out of school [13, 14].

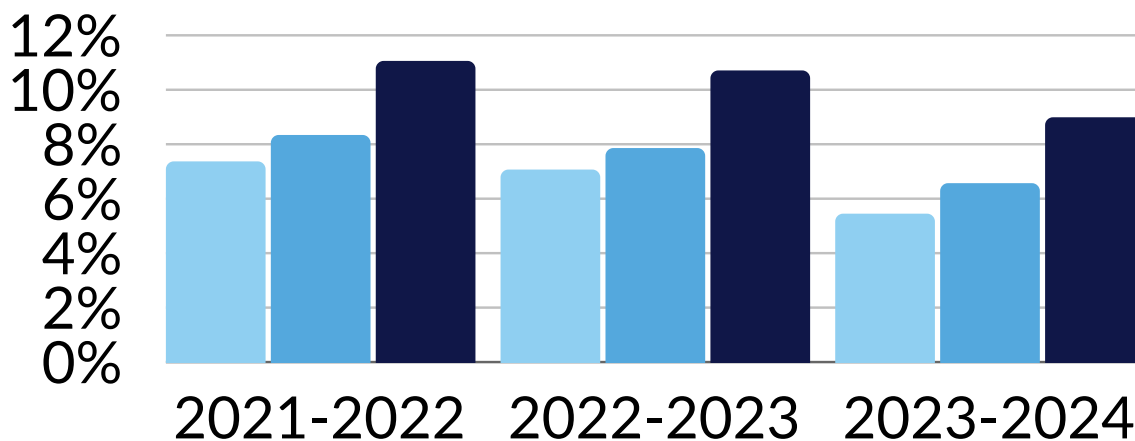
Students miss school due to a variety of factors that are grouped into 3 categories:

- Barriers in which something prevents a student from attending school,
- Aversions in which students do not want to attend for a reason, and
- Myths in which students or families are unaware of how absences affect achievement [15].

Chronic absenteeism or missing at least 10% of school days for any reason is most common for students with chronic health conditions or those living in poverty. School attendance is also a strong predictor for student success, particularly for goal achievement in younger students and graduation in older students [14].

Reading proficiency by the end of 3rd grade and absenteeism history by 6th grade are the top predictors of high school completion

Absenteeism Rates by School Level [16]



Absenteeism is highest in high school

Elementary Schools
Middle Schools
High Schools

[13] "Chronic Absence, 10 facts about school attendance," Attendance Works, n.d., <https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>.

[14] "Why Is School Attendance Important?: American University," American University School of Education, January 14, 2021, <https://soeonline.american.edu/blog/importance-of-school-attendance/>.

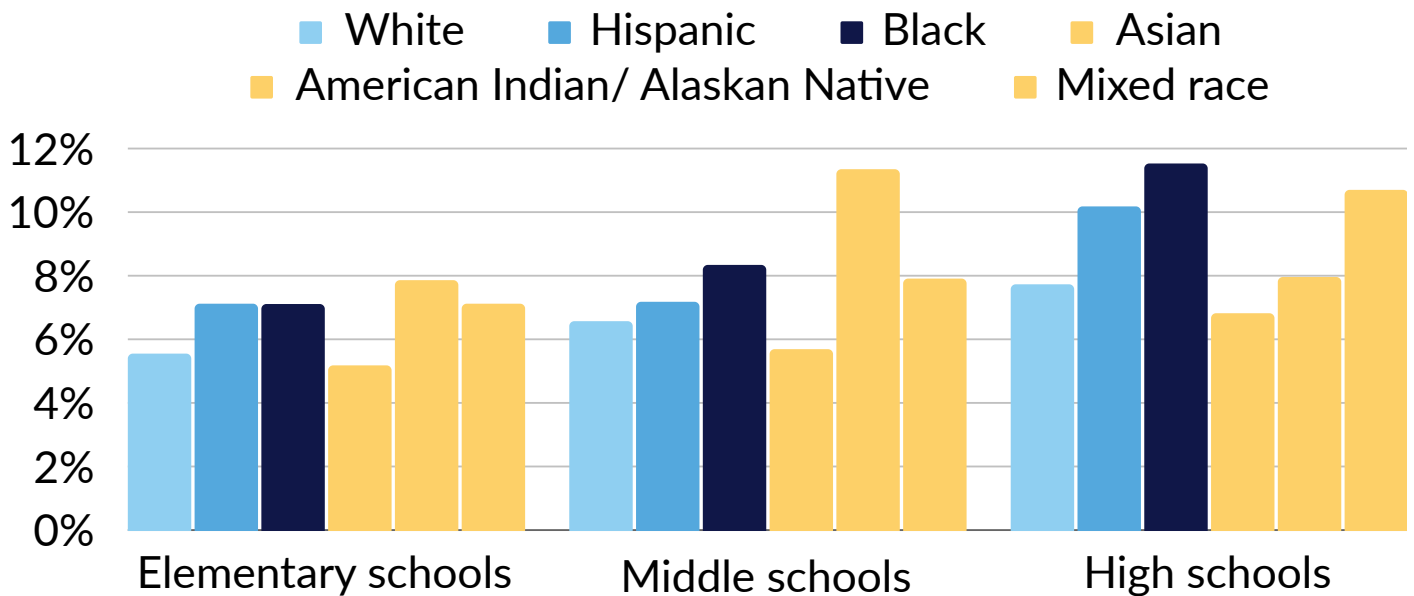
[15] "Leading health conditions impacting student attendance", n.d., <https://healthyschoolscampaign.org/wp-content/uploads/2015/12/School-Health-and-Attendance-Chart.pdf>.

[16] Behavior, Attendance & School Climate Dashboards." Clarke County School District Data Analytics. Accessed December 19, 2023. <https://sites.google.com/clarke.k12.ga.us/ccsd-data/behavior-attendance-school-climate>.

CHILDHOOD EDUCATION: ABSENTEEISM

Poverty-related factors leading to absenteeism

Students living in poverty are 4 times more likely to experience chronic absenteeism than other students. Minority groups are most likely to experience poverty and have higher rates of absenteeism [16]:



Several factors related to poverty can affect absenteeism. Lack of stable housing or reliable transportation can impede consistent attendance. Access to clean or appropriate clothing and perceptions of safety getting to school can also reduce the student's desire to attend school.

Coronavirus pandemic effect on absenteeism

Prior to the 2019-2020 school year, approximately 1 in 6 students missed 15 or more days of school [17]. During the 2020-2021 school year, chronic absenteeism doubled to approximately 16 million or 1 in 3 students consistently missing school [18]. Students of this school year also scored lower in reading and math compared to previous years and reported barriers to attending virtual or hybrid school due to lack of access to a computer with internet, a suitable place to study, support from teachers, and help with homework assignments [18].

[17] "Chronic Absenteeism in the Nation's Schools." Chronic Absenteeism in the Nation's Schools, January 2019. <https://www2.ed.gov/datastory/chronicabsenteeism.html>.

[18] "Pandemic Causes Alarming Increase in Chronic Absence and Reveals Need for Better Data," Attendance Works, September 27, 2022, <https://www.attendanceworks.org/pandemic-causes-alarming-increase-in-chronic-absence-and-reveals-need-for-better-data/>.

HEALTH CONDITIONS LEADING TO ABSENTEEISM [15,19]



Asthma

Accounts for 1/3 of all school absences
 Students with asthma are 3.2 times more likely to be chronically absent
 Asthma symptoms can be aggravated by school environment



Oral Health

20% of children aged 1 to 5 have untreated tooth decay (5 times more common than asthma in school-aged children)
Students with untreated tooth decay are 3 times more likely to miss school due to dental pain



Behavioral Health

Disorders can occur in 13-20% of students
 ADHD is the most common disorder in school age students
Students with ADHD are more likely to have poor sleep leading to tardiness and absences
 1 in 4 students who need mental health care receive it



Food Insecurity

Food insecurity can lead to obesity
Students who have obesity are 1.7 times more likely to be chronically absent
 Social issues (such as bullying or low self-esteem) due to excess weight lowers student's desire to attend school



Acute Illnesses

40% of students miss at least 3 days of school from seasonal illnesses

[19] Hedy N. Chang and Mariajose Romero, rep., Present, Engaged, and Accounted for, the Critical Importance of Addressing Chronic Absence in the Early Grades (Annie E. Casey Foundation, September 2008), https://www.nccp.org/wp-content/uploads/2008/09/text_837.pdf.

WORKFORCE DEVELOPMENT

What is workforce development?

Workforce development is an effort to train and educate current and potential employees to produce an effective and efficient worker base that is prepared for current and future problems [20,21].

There are several viewpoints used to understand workforce development. An individual-focused model provides access to training and educational resources to individuals in order to prepare them or enhance their ability to contribute to their profession [21]. This is usually the focus for improving outcomes for people experiencing disparities that can be addressed with social services, community support, or job training [21]. The societal model focuses on creating programs that train and educate individuals to address current and future needs in their industry to achieve economic sustainability [21].

This perspective could include encouraging individuals to pursue a career path needed for the community. The organizational model is designed to strengthen the existing workforce and train future employees in order for the industry to be comparable on a global level [21]. Overall, the goal of workforce development is to provide economic growth to individuals in order to improve the quality of workers in an industry.

Workforce development programs can consist of diversity and inclusion training, conflict resolution training, cultural training, team-building, management training, and skills training [22]. The Athens-Clarke County Unified Government instituted a Business Development and Workforce Support Task Force in 2023 to identify actions needed for workforce development for Athens residents based on individual and business needs [23]. Georgia contains various industry-related workforce development programs, specifically the HOPE Career Grants program which improves access to technical colleges at a reduced cost for specific career-related programs [24,25].

[20] Young, Noah. "Workforce Development: Definition, Benefits, Best Practices." RSS, June 29, 2023. <https://www.teachfloor.com/elearning-glossary/workforce-development#:~:text=Workforce%20development%20is%20a%20process,of%20others%20in%20their%20organization.>

[21] Haralson, Lyn E. "What Is Workforce Development?" Federal Reserve Bank of St. Louis, April 1, 2010. <https://www.stlouisfed.org/publications/bridges/spring-2010/what-is-workforce-development.>

[22] Gavin Gavin-Macgregor-Skinner, "Job Training vs. Workforce Development," International Sports Sciences Association, November 14, 2022, <https://www.issa.com/articles/job-training-vs-workforce-development.>

[23] Business Development & Workforce Support, Program Area Description, n.d., <https://www.accgov.com/10474/Business-Development-Workforce-Support.>

[24] "Locate Workforce and Business Development Resources," Georgia Department of Labor, n.d., <https://dol.georgia.gov/locate-workforce-and-business-development-resources.>

[25] "High Demand Career Fields." TCSG Technical College System of Georgia, n.d. [https://www.tcsg.edu/free-tuition/.](https://www.tcsg.edu/free-tuition/)

WORKFORCE DEVELOPMENT

Benefits of workforce development

Presenting opportunities for workforce development can have a substantial impact on disadvantaged individuals. The main impact is reducing the educational and economic equity gap. With access to these opportunities, individuals without a bachelors degree can improve earnings which can improve the health and wellbeing for these groups. In addition, workforce development programs can address the technical and interpersonal skills gaps possibly missing from individuals without a post-secondary education. The programs can also provide marketable skills not provided if an education is unfinished. With the current lack of sustainable jobs available for individuals without a college or technical education, the workforce development programs can provide an opportunity to significantly improve the wellbeing of populations facing disparities. [26]

For individuals currently employed, workforce development programs can increase job satisfaction which can reduce professional absenteeism and turnover rates [20]. Employees also tend to have higher self-confidence in their abilities after participating in development programs. Individuals with a stable job tend to have access to health care, nutritious foods, childcare, and a longer life expectancy [26]. Unemployment has been associated with increased stress and depression symptoms as well as lower wages and professional growth [26].

Disparities in barriers to workforce development

Several groups experience greater issues with accessing workforce development or educational programs as well as participating in the labor force. Populations with limited transportation options may have difficulties commuting to work, and over the last two decades, commuting times have increased which can create time-consuming, costly barriers for parents in the workforce (10). In addition, women with children of young ages are less likely to work, attend schooling, or participate in workforce development programs due to lack of quality childcare [27,28]. The coronavirus pandemic also marked a large increase in virtual education and job opportunities, but lack of internet access prevents individuals from pursuing these opportunities [28].

[26] "Stable Jobs = Healthier Lives Infographic," Robert Wood Johnson Foundation, January 13, 2013, <https://www.rwjf.org/en/insights/our-research/infographics/infographic--stable-jobs---healthier-lives.html>.

[27] Hanah Goldberg, Tim Cairl, and Thomas Cunningham, rep., Opportunities Lost: How Child Care Challenges Affect Georgia's Workforce and Economy (The Goizueta Foundation, n.d.), <https://www.metroatlantachamber.com/wp-content/uploads/2022/11/opportunities-lost-report-final.pdf>.

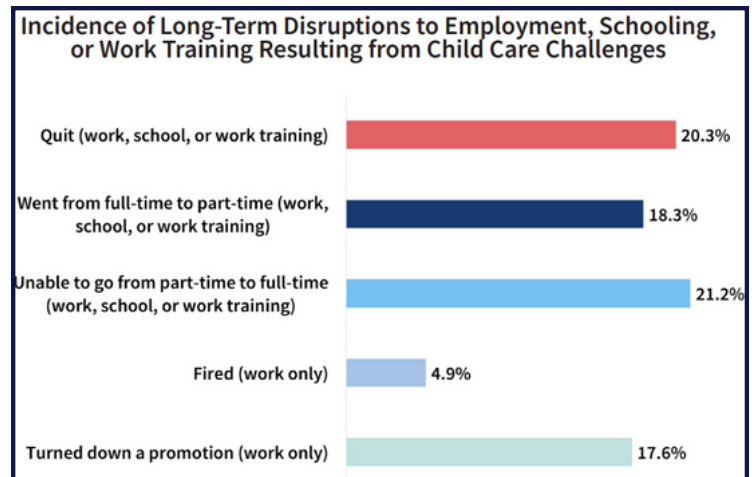
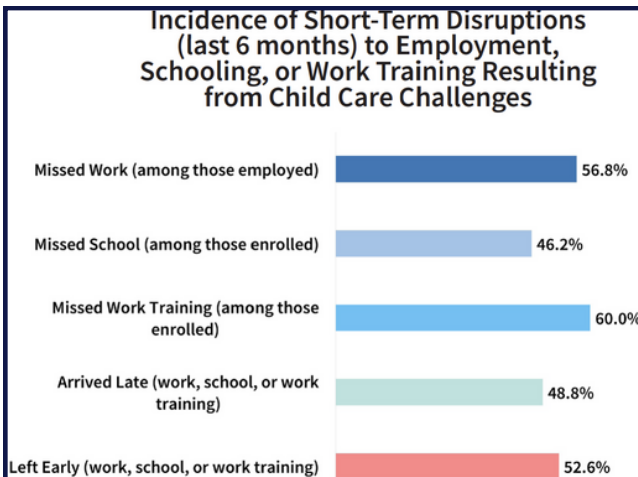
[28] William M. Rodgers M Rodgers and Nishesh Chalise, "Barriers to Participation in the Labor Force: A Primer," Federal Reserve Bank of St. Louis, May 24, 2023, <https://www.stlouisfed.org/publications/bridges/2023/vol2/primer-barriers-participation-labor-force>.

WORKFORCE DEVELOPMENT

Childcare access and participating in workforce development

Access to affordable, quality childcare is one of the largest barriers in participating in workforce development programs [27]. 65% of children under 5 have parents (either both or their only parent) in the workforce, indicating the need for constant childcare access. Without consistent childcare, parents experience both short-term and long-term disruptions in school or work due to missing days or hours, reducing from full-time to part-time employment, or not participating in workforce development programs [27].

Over half of parents reported missing work or school due to over the past 6 months, with 1 in 5 reporting missing more than a full week of work [27]. Participants in workforce development programs are more likely to report missing days or even full weeks from their programs. In addition, 1 in 4 Georgian parents with children under 5 years old reported being unable to attend schooling or participate in an occupational development program due to lack of childcare [27]. Women, households with incomes less than \$50,000, unmarried individuals, and people under the age of 30 are most likely to report career disruptions due to childcare access [27]. For those attending school or a program, 46% reported missing school and 69% reported missing professional training in the last 6 months due to childcare access [27].



Work absences and job turnovers have led to an estimated **\$1.75 billion economic loss each year** [27]. This estimate includes economic loss from absenteeism and turnover due to childcare issues. However, other costs are not included in the estimate, such as leaving early from work, not taking a job or promotion, or not participating in workforce development or training. The state of Georgia also loses income tax revenue from lower parental income which in turn supports public services [27].



APPENDIX

A. Methods

B. AWP Overview

C. County Demographics

D. 3.0 Survey Instrument

APPENDIX A: METHODS

Survey Development

The survey instrument was developed by the research team in conjunction with all institutional stakeholders. The instrument was specifically designed to collect information not available from other secondary data sources. Where available, validated measures from other nationally-representative surveys (e.g. National Housing Survey) were utilized to ensure validity and the ability to compare Clarke- County to those sources.

Data Collection

Online and paper surveys were available for respondents. The survey instrument was made available in both English and Spanish. Stratified random sampling of single family homes and a census of vulnerable populations were conducted. Selected families received several rounds of hand-written postcards notifying them of selection. Neighborhood Leaders, in partnership with Family Connections- Communities In Schools also assisted with community events and increasing survey responses. Email follow-ups were also sent to all families in Clarke County School District to increase responses. For homeless and transitional families, social service agencies serving those families assisted with data collection. A total of 3,997 households responded.

Data Analysis

Once data were collected, they were cleaned and coded for analysis. The unit of analysis is the household. Sample weights were created by the research team to increase representativeness of the sample. The resulting sample has a margin of error of +/-2%. Additional variables for analysis were created (e.g. a poverty measure using income and household size). Descriptive statistics were generated for each Athens Wellbeing Project Domain. Housing statistics are presented in this report.

Interpretation

The data presented in this report are descriptive in nature. Measures are presented for the full sample and by sub-categorization of additional strata or subpopulations as appropriate. AWP data are meant to be used in conjunction with other existing data sources--both primary and secondary, qualitative and quantitative--in order to ascertain the most comprehensive understanding possible of outcomes of interest and general levels of wellbeing in our community. Where possible, data visualizations are used for ease of interpretation.

The primary audience for this report is the Housing and Community Development Department (HCD) of the Athens Clarke County Unified Government. This report provides data, analysis, and information that may partially fulfill reporting requirements for the department to the U.S Department of Housing and Urban Development.

APPENDIX B: DATA OVERVIEW

More about the Athens Wellbeing Project

The sampling plan for the Athens Wellbeing Project (AWP) was designed to obtain a random sample of county residents representative of the total population of Athens-Clarke County. The first step in selecting the AWP sample was to create a list of all residence or living communities (i.e. apartment buildings, public housing communities, mobile home parks, and retirement communities) in Athens-Clarke County. This list, hereafter referred to as the sampling frame, was used to select a residence. For the purposes of the AWP, the unit of analysis is conceptualized as the household. Within each selected residence, a single resident living in the household received the AWP survey and was asked to respond on behalf of all residents living in the household. This person is hereafter referred to as the respondent.

To create a sample that represented the population of interest the sampling frame needed to include all Athens-Clarke County residences. Sources for these lists included the Athens Clarke County Unified Government Department of Housing & Community Development and the Athens Housing Authority. The list of residences was comprised of the following types of dwellings:

- Single family residences, condos, and duplex buildings
- Apartment complexes
- Public Housing communities
- Mobile home parks
- Retirement communities

Next, the sampling frame was evaluated to determine which Athens-Clarke county residents might be underrepresented or missing from the frame completely. During the evaluation of the sampling frame, we determined that homeless and transitional residents could be missing from the frame. For the purposes of AWP, we defined homelessness according to the McKinney-Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, 42 U.S.C. § 11301).

Using the McKinney-Vento definition means that we defined homelessness more broadly than only including individuals with no shelter or residing in homeless shelters. This definition also encompasses individuals who might be living with friends or family members or otherwise “transitional” residents presented special challenges in constructing the sampling frame, and as a result we had to “select” them into the AWP sample differently from other residents.

APPENDIX B: AWP 3.0 DATA OVERVIEW

The AWP data collection strategy used both postcard mailings and in-person, door-to-door follow up. Four rounds of postcard mailers were sent to each household in the sample. The postcards included information on the project, instructions to complete the survey online (or to request a paper copy), the household's unique Survey ID to complete the survey, and information on chances to win the incentive for completion.

The second mechanism for data collection was in-person follow up and administration of the survey instrument, conducted by data collection teams. Data collection teams were composed of a Neighborhood Leader—an infrastructure already existing in the community under Family Connection-Communities in Schools. Each neighborhood was assigned a Neighborhood Leader who has experience living and working in Athens and engaging with their local community. The Neighborhood Leader was the manager of each data collection team, composed of the NL and students from the University of Georgia. All data collection team members received training in Fall 2018 to prepare them for in-person collection.

AWP 3.0 data collection resulted in 1,078 households completing the survey in Athens-Clarke County, with a +/-3% margin of error. The response rate for the full sample was 12%, however, sampling weights were created and are utilized for all analysis and reporting to ensure representativeness of the data. The analysis weights account for variation in the probability of being included in the sample, and for varying rates of response across the sampling strata. The resulting sample from this round of collection is one that is robust and representative of Athens-Clarke County households.

Additional survey data were collected from surrounding counties with a shorter version of the survey that focused on health and demographics, using a convenience sampling method. This resulted in an additional 1,000 surveys that were used to supplement regional understanding of health needs in the counties served by healthcare providers in Athens-Clarke County.

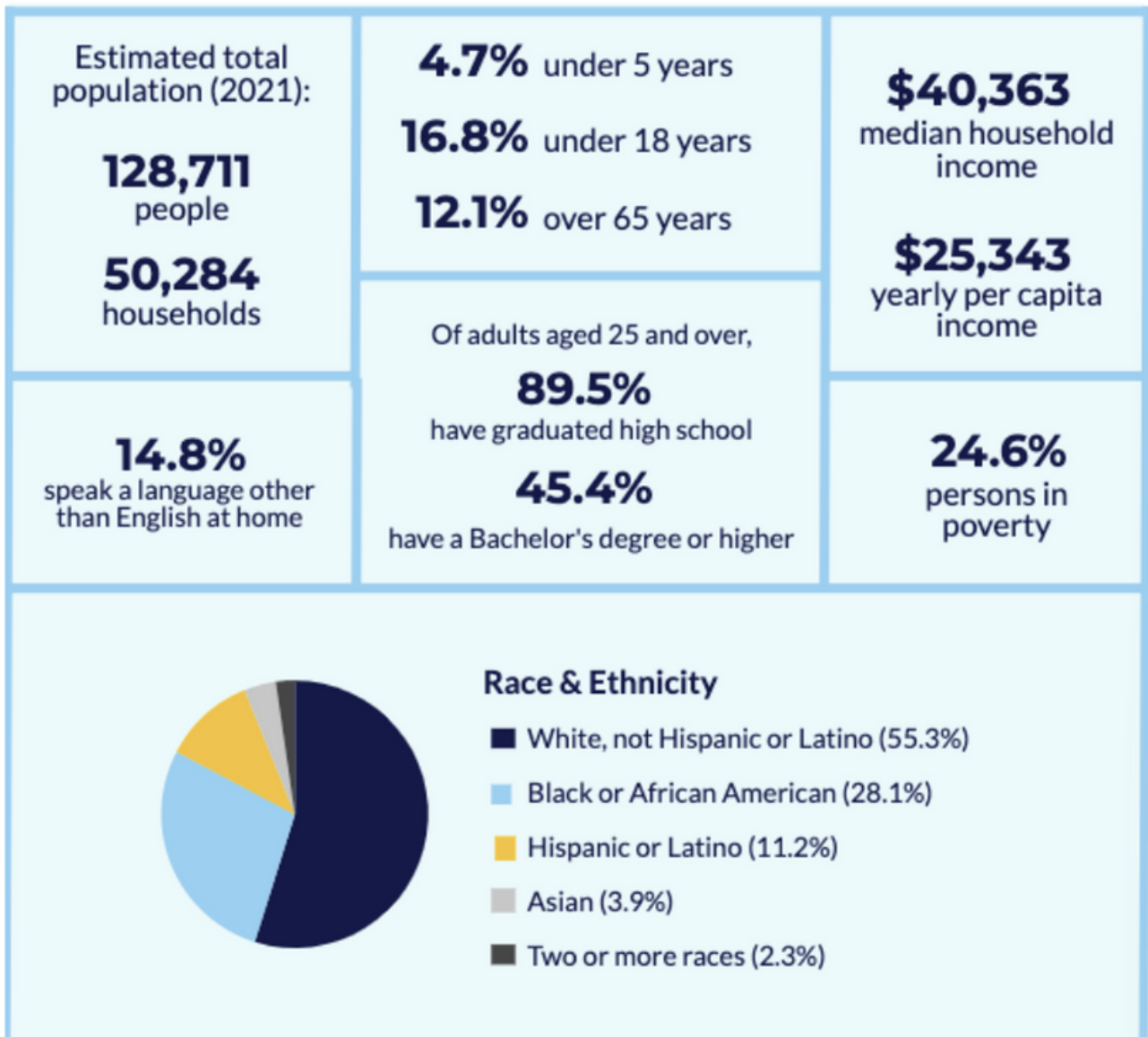
A critical component of executing this work was achieving approval from the University of Georgia's Institutional Review Board (IRB) to conduct the project. The project was submitted to IRB in June 2016, and after being reviewed was determined that it was not deemed "research," but rather was a project designed to provide research and analysis to stakeholders in the Athens Clarke County community. Thus, the project was exempt from further IRB oversight (IRB Study ID #00003747).

APPENDIX C: COUNTY DEMOGRAPHICS

Community Characteristics

Athens-Clarke County is a diverse community with significant variation in income, education, health access and outcomes, housing, and civic participation. While the focus of this report is on housing, a demographic overview of population characteristics is provided for two reasons: 1) this information is useful for descriptive context; and 2) AWP recognizes and promotes understanding of the intersectionality of domains across all aspects of life in our community. In order to demonstrate the complementary natures of AWP to existing secondary data, the demographics presented here are from the U.S. Census Bureau's County Quick Facts. Population estimates presented below represent July 2021 data.

Census Quick Facts: Clarke County, GA



APPENDIX D: SURVEY INSTRUMENT

7. What is the highest level of education you have completed?

- Less than high school
- High school degree/GED
- Some college but no degree
- Associate's degree: occupational, technical or vocational program
- Associate's degree: academic program
- Bachelor's degree
- Master's degree or higher

8. Are you currently enrolled in college?

- Yes
- No → **Please skip to question #11**

9. Are you a student at the University of Georgia?

- Yes
- No → **Please skip to question #11**

10. Are you an undergraduate or graduate student at UGA?

- Undergraduate student
- Graduate student

12. Which of the following statements applies to you?

- I am married and living in the same household as my husband or wife.
- I have a steady partner, and we live in the same household.
- I have a husband or wife or steady partner, but we don't live in the same household. } **Please skip to question #14**
- I don't have a steady partner.

13. What is the highest level of education your spouse/partner has completed?

- Less than high school
- High school degree/GED
- Some college but no degree
- Associate's degree: occupational, technical or vocational program
- Associate's degree: academic program
- Bachelor's degree
- Master's degree or higher

APPENDIX D: SURVEY INSTRUMENT

15. Please list the number of people in each age group who live in your household (including yourself).

0-4 years	<input type="text"/>	<input type="text"/>	people
5-11 years	<input type="text"/>	<input type="text"/>	people
12-17 years	<input type="text"/>	<input type="text"/>	people
18-25 years	<input type="text"/>	<input type="text"/>	people
26-64 years	<input type="text"/>	<input type="text"/>	people
65+ years	<input type="text"/>	<input type="text"/>	people
Total number of people who live in your household:			<input type="text"/>

19. Now, think about the past 12 months. Did you work at a job or business at any time during the past 12 months?

Yes → **Please skip to question #21**

No

20. If you did not work in the past 12 months, are you...

a student

a homemaker

retired

unable to work

other (please specify)

Please skip to question #26 on page 5

21. How many hours did you work LAST WEEK at all jobs or businesses?

22. Which of the following best describes your usual work schedule?

Day shift

Afternoon

Night shift

Split shift

Irregular shift/on-call

Rotating shifts

APPENDIX D: SURVEY INSTRUMENT

23. Does your job offer any of the following benefits? Please select all that apply.

- Medical insurance
- Dental insurance
- Sick leave
- Paid vacation
- Family or maternity leave
- Retirement plan
- Profit sharing
- Bonuses (seasonal/quarterly)
- My job does not offer any of the benefits listed above

24. How hard is it to take time off during your work to take care of personal or family matters?

- Not at all hard
- Not too hard
- Somewhat hard
- Very hard

25. How often do the demands of your family interfere with your work on the job?

- Often
- Sometimes
- Rarely
- Never

29. What is the **PRIMARY** source of **your** health care coverage?

- A plan purchased through an employer, union, or school (includes plans purchased through another person's employer)
 - A plan that you or another family member buys on your own
 - A plan purchased through a state Healthcare Exchange ("Obamacare")
 - Medicare
 - Medicaid
 - Managed Medicaid (Wellcare or Amerigroup)
 - TRICARE (formerly CHAMPUS), VHA, or Military
 - Alaska Native, Indian Health Service, Tribal Health Services
 - Some other source (please specify)
-

30. What is the **PRIMARY** source of your **child/children's** health care coverage? (If your household does not include a child/children under the age of 18, please skip to question #31.)

- A plan purchased through an employer, union, or school (includes plans purchased through another person's employer)
 - A plan that you or another family member buys on your own
 - A plan purchased through a state Healthcare Exchange ("Obamacare")
 - PeachCare (Medicaid)
 - TRICARE (formerly CHAMPUS), VA, or Military
 - Alaska Native, Indian Health Service, Tribal Health Services
 - Some other source (please specify)
-

- My child/children does not have health care coverage.

APPENDIX D: SURVEY INSTRUMENT

39. Do you have a child/children in the Clarke County School District?

- Yes
 No, I send my child to private school or out of district
 No, my child/children attend home school
 No, I do not have school-aged children
- } **Please skip to question #45 on page 9**

40. Do you have a child/children in elementary school, middle school, high school, or other programming in the Clarke County School District? Please select all that apply.

- Elementary school
 Middle school
 High school
 Other school program (Early Learning Center, Athens Community Career Academy)

41. **If you have a child/children in elementary school**, which of the following elementary schools does your child/children currently attend?

- Alps Road Elementary School
 Barnett Shoals Elementary School
 Barrow Elementary School
 Chase Street Elementary School
 Cleveland Road Elementary School
 Fowler Drive Elementary School
 Gaines Elementary School
 H.B. Stroud Elementary School
 J.J. Harris Elementary School
 Oglethorpe Ave Elementary School
 Timothy Road Elementary School
 Whit Davis Elementary School
 Whitehead Road Elementary School
 Winterville Elementary School
 I do not have a child/children in elementary school.

42. **If you have a child/children in middle school**, which of the following middle schools does your child/children currently attend?

- Burney-Harris-Lyons Middle School
 Clarke Middle School
 Hilsman Middle School
 W.R. Coile Middle School
 I do not have a child/children in middle school.

43. **If you have a child/children in high school**, which of the following high schools does your child/children currently attend?

- Cedar Shoals High School
 Clarke Central High School
 Classic City High School
 I do not have a child/children in high school.

44. **If you have a child/children in another school program**, which of the following does your child/children currently attend?

- Early Learning Center (Special Program)
 Athens Community Career Academy (Special Program)
 I do not have a child/children in another school program.

APPENDIX D: SURVEY INSTRUMENT

80. Please indicate the extent to which you agree or disagree with the following statements. (If you do not have a school-aged child/children, please skip to question #90 on page 18.)

	Strongly agree ▼	Agree ▼	Neither agree nor disagree ▼	Disagree ▼	Strongly disagree ▼
I understand what my child is expected to learn in all subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident about my ability to help my child at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The education my child is receiving is preparing him/her for future success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

81. How far do you expect your child/children to go in school?

- I expect my child/children to graduate from high school.
- I expect my child/children to graduate from a vocational certificate program.
- I expect my child/children to graduate from a two-year school or technical school.
- I expect my child/children to graduate from a four-year college.
- I expect my child/children to complete post-graduate studies after graduating from a four-year college.

82. In the past 7 days, have you or someone in your family read to your child/children? (If you do not have any children under the age of 12, please skip to question #83.)

- Yes
- No

83. Do you currently use childcare services, including having a friend or family member take care of your child/children?

- Yes
- No → **Please skip to question #86**

84. Which of the following sources do you rely on for childcare? Please select all that apply.

- Childcare/daycare center
- Family friend
- Grandparent
- Older sibling
- Other relative
- Babysitter or nanny
- Afterschool program
- Other (please specify)

85. How much are your current **monthly** childcare costs?

\$. per month

APPENDIX D: SURVEY INSTRUMENT

86. Did your child/children participate in any summer programs (e.g., summer camps, swimming lessons) this summer (May-August of 2021)?

- Yes
 No → **Please skip to question #88 on page 18**

87. Did your child/children participate in any of the following summer programs? Please select all that apply.

- Athens-Clarke County Leisure Services summer camp
 Athens-Clarke County Leisure Services swimming lessons
 Private summer camp
 Private swimming lessons
 Other summer program(s) (please specify):
- } **Please skip to question #89 on page 18**

88. What are the primary reasons your child/children did not participate in a summer program? Please select all that apply.

- Concerns over COVID-19
 Cost of summer programs
 Lack of availability of summer programs
 Difficulty registering for summer programs
 Other (please specify):

 Child/children did not need summer programming

89. After the end of the normal school year in the Spring of 2021, did any of the K-12 students in your household...

Please select all that apply.

- Attend a traditional summer school program because of poor grades
 Attend a summer school program to help students catch up with lost learning time during the pandemic
 Attend summer-led school camps for subjects like math, science, or reading
 Work with private tutors to help students catch up with lost learning time during the pandemic

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