

MESA COUNTY BUILD A GENERATION

Introduction

Mesa County Build A Generation is a prevention effort funded by the Colorado Department of Public Safety, Division of Criminal Justice that utilizes the *Communities That Care*® model, referred to as Build A Generation® in the State of Colorado.

Communities That Care® is a community planning process that empowers individuals and organizations concerned about the healthy development of young people to work together to prevent adolescent health and behavior problems.

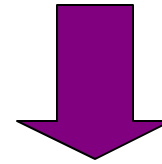
It was developed by Dr. David Hawkins and Dr. Richard Catalano. Their work, along with the research of others, identified various risks that place youth in jeopardy of developing problems in five areas: *substance abuse, school dropout, violence, juvenile delinquency and teen pregnancy.*

Build A Generation® is based on the idea that if you are going to prevent problems from happening, communities must identify what factors increase the risk of adolescent problems developing and then find ways to reduce the risks by increasing protection.

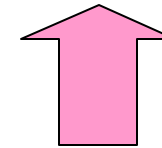
Prevention efforts are most successful when they:

- reduce the areas of risk that threaten children
- work to provide the maximum amount of protection.

reduce risk



increase protection



Build A Generation® Process Steps

The Build A Generation® process includes six steps:

1. Establishing a Community Prevention Policy Board.
2. Determining levels of risk that affect children and identifying those that are the most harmful.
3. Assessing how current resources that protect children are being used.
4. Identifying current community resource gaps.
5. Developing a comprehensive, strategic prevention plan that reduces risks and increases protection for youth.
6. Implementing the plan and evaluating to monitor progress toward desired outcomes.

OUR VISION

Nurtured by caring and responsible adults, every child will be safe, experience belonging, grow in mastery and independence, have an opportunity to make a meaningful contribution to the community, and be able to make choices for a healthy future.

OUR MISSION

Mesa County Build A Generation is a group of concerned and involved community leaders and members who coordinate efforts to influence attitudes, behaviors, public policy and resource allocation regarding youth in Mesa County using a risk-focused prevention planning process.

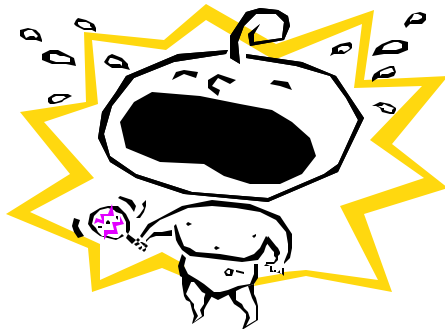


Mesa County's Risk Factors

Mesa County conducted a Risk Assessment in 1996 and selected four risks to focus on. These risks include:

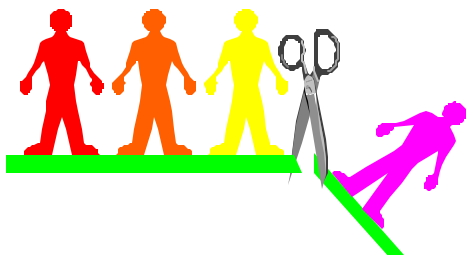
Family Management Problems

Family management problems have been shown to increase the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Poor family management practices include the lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they are with) and excessively severe or inconsistent punishment.



Lack of Commitment to School

Lack of commitment to school means that the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for the problems of substance abuse, delinquency, teen pregnancy, school dropout, and violence.



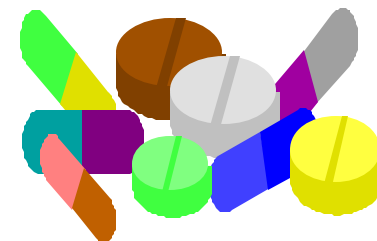
Alienation and Rebelliousness

Young people who feel that they are not part of society, are not bound by rules, do not believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk of drug abuse, delinquency, violence, and school dropout.



Friends Who Engage in the Problem Behavior

Young people who associate with peers who engage in a problem behavior are much more likely to engage in the problem behavior themselves. This is one of the most consistent predictors that research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with friends who engage in problem behaviors greatly increases the risk.



Mesa County's Accomplishments

Mesa County's Build A Generation process has gained credibility and the respect of the community as a valid process for addressing and providing solutions to community problems regarding youth issues. As a result of this influence, Mesa County Build A Generation has impacted the community in a variety of ways.

- ◆ Turf issues are being resolved so that energies can be focused on solutions.
- ◆ The media has gained a greater awareness that prevention efforts can influence public policy and change behaviors.
- ◆ In collaboration with the Mesa County Health Department, Mesa County Build A Generation, as a five year initiative, applied for and received two \$100,000 Drug Free Communities grants to extend efforts to reduce alcohol, tobacco and drug abuse.
- ◆ Mesa County Build A Generation served as a partner with the Early Childhood Cares for the successful application for the Safe and Drug Free School mini-grant last year and received four mini-grants in 1999 from the School District #51 in partnership with other agencies.
- ◆ Mesa County Build A Generation's Coordinator served on the Juvenile Accountability Committee where the City of Grand Junction and Mesa County successfully received a Division of Criminal Justice grant to develop a Teen Court.
- ◆ Mesa County Build A Generation was invited by the Colorado State University Cooperative Extension and the Fruita Police Department to co-sponsor a workshop in the fall of 1999 on Community Policing.

Mesa County's Resource Gaps

In 1998, the Mesa County Build A Generation Prevention Policy Board conducted a Resource Assessment to determine what resources and protective factors currently existed and to determine where the major gaps are. The findings indicated:

- ◆ There are not enough parent training, parenting classes and parent advocacy programs that emphasize skill building.
- ◆ There is a need to market family management programs and early childhood education services so that all families are aware of them and know how to access them.
- ◆ Mesa County lacks a coordinated child abuse prevention program and that intervention occurs after an incident.
- ◆ There is a need to reduce classroom size, especially at the primary level and to increase per pupil funding.
- ◆ There is a perception that Mesa County has lower academic standards than other school districts.
- ◆ There is a need for low or no cost recreation opportunities, productive teen programs and healthy activities.
- ◆ There is a need for more before and afterschool programs.
- ◆ There are inconsistent messages among schools, families, community agencies, and peer groups related to drinking, drug use, sexual activity, behavior standards, and violence.
- ◆ There is a need for a comprehensive, consistent substance abuse prevention program in middle and high schools.

Mesa County's Build A Generation Community Prevention Plan

“Putting It All Together”

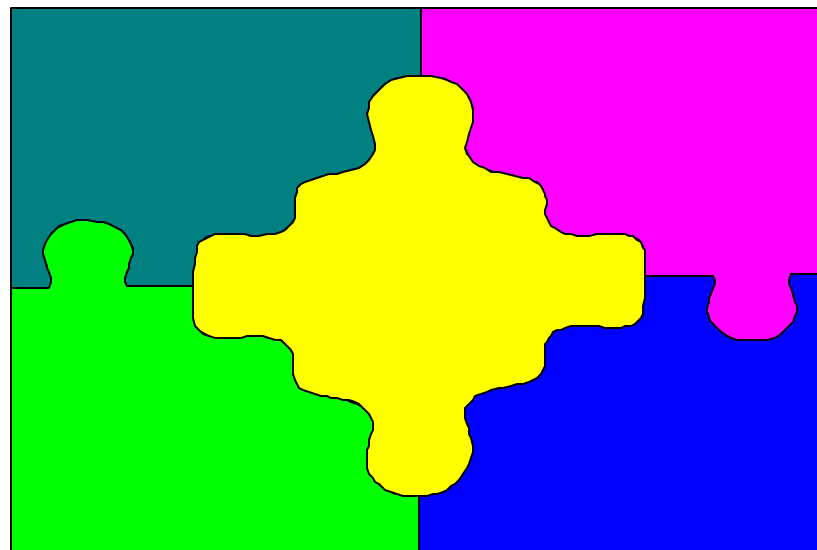
The following report contains the Mesa County Build A Generation Community Prevention Plan. The strategies identified in the plan are based solely on the research that has taken place for the last three years in Mesa County on the results of the Risk Assessment, Resource Assessment and Gaps Analysis, and “Promising Approaches” or strategies that have been shown to be effective in reducing risks and enhancing protection through many years of analysis as outlined by Hawkins and Catalano.

The Build A Generation Community Prevention Plan is viewed by the Mesa County Build A Generation Community Prevention Policy Board as a “work in progress” and therefore, evolutionary. Areas of the plan have been omitted purposely, such as who will accomplish each item, by when, etc. This was done so members of the

community have the opportunity to review the plan, decide if and how they can play a part in its implementation, and thus, provide the “sanction” for it to become “Mesa County’s Community Prevention Plan.”

The prevention plan is intended to build on existing resources, yet also creates the possibility of developing resources where none exists. The plan is designed to be implemented over a period of three years and, therefore, cannot address every gap identified in the Resource Assessment and Gaps Analysis.

Mesa County Build A Generation will be tracking outcomes for the four risk factors as well as measuring the juvenile problem behaviors that we are seeking to reduce.



Problem Behavior Outcomes

n Substance Abuse

n Teen Pregnancy

n School Drop-Out

n Violence

n Delinquency

Through ongoing implementation of this prevention plan, we will:

- Reduce teen pregnancy of females ages 15-19 from an average of 54 per 1,000 to 47 per 1,000 by 2007. (Source: Mesa County Health Assessment and Vision 2020)
- Reduce violence as measured by juvenile arrests for weapon offenses from 1.4% to .5% by 2007. (Source: Mesa County Health Assessment and Vision 2020)
- Reduce violence as measured by juvenile arrests for persons offenses (primarily assaults) from 9% to 5% by 2007. (Source: Mesa County Health Assessment and Vision 2020)
- Reduce delinquency as measured by juvenile arrests for vandalism from 224 per 100,000 (in 1995) to 134.4 per 100,000, a 40% decrease, by 2007 (Source: Colorado Bureau of Investigation)
- Reduce delinquency as measured by juvenile arrests for disorderly conduct from 305 per 100,000 (in 1995) to 183 per 100,000, a 40% decrease, by 2007. (Source: Colorado Bureau of Investigation)
- Reduce Mesa County Valley School District #51's (MCVSD #51) dropout rate from 4.1 to 2.1, a 50% decrease, as measured by the MCVSD's dropout rate by 2006. (Source: Mesa County Valley School District #51)
- Reduce MCVSD #51 Hispanic student dropout rate from 6.8% to 4.8%, a 30% decrease, as measured by MCVSD's Hispanic student dropout rate by 2006. (Source: Mesa County Valley School District #51)

Problem Behavior Outcomes

n **Substance Abuse** n **Teen Pregnancy** n **School Drop-Out** n **Violence** n **Delinquency**

- Reduce substance abuse as measured by MCVSD #51 12th graders who ever reported using cigarettes from 66% to 59%, a decrease of 10%, by 2007. (Source: American Alcohol and Drug Survey)
- Reduce substance abuse as measured by the percentage of MCVSD #51 12th graders who ever reported using smokeless tobacco from 40% to 36%, a decrease of 10%, by 2007. (Source: American Alcohol and Drug Survey)
- Reduce substance abuse as measured by the percentage of MCVSD #51 12th graders who report smoking cigarettes daily from 24% to 18%, a decrease of 25%, by 2007. (Source: American Alcohol and Drug Survey)
- Reduce substance abuse as measured by the percentage of MCVSD #51 12th graders who report using smokeless daily from 6% to 4.5%, a decrease of 25%, by 2007. (Source: American Alcohol and Drug Survey)
- Reduce substance abuse as measured by the percentage of MCVSD #51 12th graders who report using drugs, particularly alcohol, been drunk, marijuana, and hallucinogens in the last month by 20% for each category by 2007.
(Source: American Alcohol and Drug Survey)

Alcohol	57% to 45.6%
Been Drunk	42% to 33.6%
Marijuana	30% to 24%
Hallucinogens	10% to 8%

- Reduce substance abuse as measured by the percentage of MCVSD #51 12th graders who have ever been drunk from 74% to 66.6%, a decrease of 10%, by 2007. (Source: American Alcohol and Drug Survey)

Priority Risk Factor: Family Management Problems

Goal: To raise awareness of child abuse and neglect in order to increase involvement and accountability by the community, to improve parent/child relationships, to develop and improve parenting skills and knowledge of child growth and development so that Mesa County residents will acknowledge each child is valued and valuable.

Risk Factor Outcomes:

- Reduce family management problems as measured by the rate of out-of-home placements from 17.48 per 1,000 to 12 per 1,000 by 2005. (Source: KidsCount in Colorado)
- Reduce family management problems as measured by investigated child abuse and neglect reports from 9.82 per 1,000 to 8 per 1,000 by 2005. (Source: KidsCount in Colorado)
- Reduce family management problems as measured by reports of juvenile runaways to no more than 3% of the total juvenile population by 2007. (Source: Mesa County Sheriff's Department)

Protective Factor Outcomes:

- Increase family support systems
- Begin building assets in children from birth
- Increase community emphasis on positive family interactions
- Increase the awareness of the importance of empathy

Strategies	Area of Focus	Service Delivery	System Change
<input type="checkbox"/> Promote & ensure that parent education and support programs, which include all developmental stages of a child's life, are available to all parents & community members, while meeting the values of all cultures. Market family management programs with emphasis on birth to three year old programs, so that the community knows what is available and when it is appropriate to use them. Teach program providers about the importance of healthy beliefs, clear standards, bonding, opportunities, skills, and recognition as a prevention strategy.	Family	3	3
<input type="checkbox"/> Develop a comprehensive child abuse prevention program that (1) provides education to the community about child abuse & neglect and its prevention, (2) teaches children to recognize and deal with potentially abusive situations, and (3) fosters bonding between parent and child.	Family	3	3
<input type="checkbox"/> Work with a variety of churches, agencies, businesses, schools, etc. to expand child care options, especially for evenings and weekends and to strengthen family management programs by sponsoring more family-oriented activities.	Family/Community	3	

Priority Risk Factor: Family Management Problems

Strategy #1:

Promote and ensure that parent education and support programs, which include all developmental stages of a child’s life, are available to all parents and community members, while meeting the values of all cultures. Market family management programs, with an emphasis on birth to three year old programs, so that the community knows what is available and when it is appropriate to use them. Teach program providers about the importance of healthy beliefs, clear standards, bonding, opportunities, skills and recognition as a prevention strategy.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none"> Develop a Coordinator’s Council on a quarterly basis with all agencies offering parent education programs to implement a coordinated system of resource funding requests and program development. Work to ensure that programs being developed or enhanced address identified gaps such as parent programs for fathers, parents of adolescents, programs for all cultures, etc. 			
<ul style="list-style-type: none"> Develop a system to train program providers, parents, churches, etc. on ways they can enhance existing programs by using the Social Development Strategy. Expand the efforts of Assets implementation to increase protective factors. 			
<ul style="list-style-type: none"> Initiate contact with churches, agencies, schools, libraries, PTA associations, neighborhood associations, and other groups to disseminate information from the BAG Resource Assessment on parent programs that are available in the community. Distribute copies of the parent education curriculum “Parents Who Care” to these sites where parents can access the materials for their own use. Encourage agencies to sponsor more family oriented activities. Initiate collaboration and planning with other groups in order to offer Life Skills Training for parents. 			
<ul style="list-style-type: none"> Work with Bright Beginning to develop and distribute “Warm Welcome” baskets for new parents with resource and parenting information. 			
<ul style="list-style-type: none"> Provide family management and parenting program resource information at several locations and events including the Annual Family Resource Fair, booth at the Mesa Mall and radio and media spots. 			
<ul style="list-style-type: none"> Work to ensure that the Info Line listing Community Resources is updated at least two times per year. 			
<ul style="list-style-type: none"> Coordinate efforts with “Hand-In-Hand” Program to provide on-going personal support to low income families, plus necessary referrals. 			
<ul style="list-style-type: none"> Incorporate the values of all cultures in achieving these strategies by training service providers to acknowledge and respect all cultures in regards to parenting style and family traditions. Work with Riverside community to accomplish this. 			
<ul style="list-style-type: none"> Support the provision of case management services, education, and support to young parents ages 16 – 24. 			

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Priority Risk Factor:

Family Management Problems

Strategy: #2

Develop a comprehensive child abuse prevention program that (1) provides education to the community about child abuse and neglect and its prevention (2) teaches children how to recognize and deal with potentially abusive situations, and (3) fosters bonding between parent and child

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">• Work with businesses, Bright Beginnings, the Health Department, St. Mary’s Hospital, Community Hospital, RMHMO, and other health care providers, to market and provide infant snugli front-pack carriers to increase bonding between parent and child.			
<ul style="list-style-type: none">• Develop a media campaign to inform the community, including child care providers, about child abuse and neglect, its impact, prevention strategies, and reporting. Post child abuse prevention information on inside walls of dressing rooms and public restrooms.			
<ul style="list-style-type: none">• Work to implement the “Front Porch” Project in Clifton which is a media campaign developed by the Neighborhood Resource Center in Denver.			
<ul style="list-style-type: none">• Work with the school district and other education providers to implement “Baby, Think it Over” program in after school programs.			
<ul style="list-style-type: none">• Work to implement the Child Assault Prevention Project in grades K-6.			
<ul style="list-style-type: none">• Educate the community about the importance of healthy beliefs, clear standards, recognition, skills, and bonding as a prevention strategy.			

Priority Risk Factor:

Family Management Problems

Strategy: # 3

Work with a variety of churches, agencies, businesses, schools etc., to expand child care options, especially for evenings and weekends and to strengthen family management programs by sponsoring more family-oriented activities.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">Establish a Child Care Task Force to determine what child care options currently exist and what services are needed.			
<ul style="list-style-type: none">Enlist businesses to develop on-site (or nearby) child care for employees. Provide employers w/ statistics re: employee retention etc. w/ on-site child care and its impact on decreasing family management problems. Teach them the importance of the Social Development Strategy.			
<ul style="list-style-type: none">Work with the school district to continue efforts to establish and maintain afterschool programs for all elementary and middle schools. Assist schools in seeking funding for this service. Offer sliding scale fee, fee for service plans, etc.			

Priority Risk Factor: Lack of Commitment to School

Goal: Establish a commitment to life-long learning by ensuring that all children will have early successful school experiences and by expecting that all children can and will graduate from high school for the purpose of creating positive life-long ambition and achievement.

Risk Factor Outcomes:

- Increase MCVDS #51's graduation rate from 75.71 (in 1995) to 85% by 2007. (Source: MCVSD #51)
- Decrease MCVDS #51's expulsion rate from 57 students per year (in 1995-96) to 28.5 students per year, a 50% decrease, by 2007. (Source: MCVSD #51 School District)

Protective Factor Outcomes:

- Include the community, family, school, and peer groups in increasing strong and meaningful relationships with youth.
- Promote healthy beliefs and clear standards about graduating from high school
- Increase parents' skills in knowing how to set clear expectations about school attendance and study skills for their children

Strategies	Area of Focus	Service Delivery	System Change
<input type="checkbox"/> Decrease classroom size, especially at the primary level, and increase per pupil funding for Mesa County Schools.	School		3
<input type="checkbox"/> Increase developmentally appropriate programming for pre-school aged children.	School		3
<input type="checkbox"/> Increase classroom strategies and support for behavioral management of students.	School	3	
<input type="checkbox"/> Increase support staff in schools (counselors, aides, reading tutors, behavioral management counselors, occupational therapists, school nurse, resource teachers, etc. and establish a recommended counselor ratio: 300 – 1 (elementary), 250-1 (high school) and 400-1.5 (middle school).	School	3	

Priority Risk Factor: **Lack of Commitment To Schools**

Strategy 1: Decrease classroom size, especially at the primary level, and increase per pupil funding for Mesa County Schools.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none"> • Work with school board, legislators, parents, etc. to seek new sources of revenue to hire additional teachers to decrease the student-teacher ratio. • Study existing state funding distribution guidelines for schools and recommend to state legislators a fairer distribution of state funding for schools. <ul style="list-style-type: none"> a) Meet with local legislators to convince them of the need for a bill restructuring public school funding. b) Meet with Mesa School District 51's Superintendent to discuss how Build A Generation can support the district's effort to restructure public school funding. c) Have BAG board members (as constituents) write letters to their legislators on this issue, educating them about the relationship between an increase in per pupil funding and a decrease in lack of commitment to school. • Work with key agencies, businesses, FACT Foundation, RSVP and PTA's to actively recruit and retain teacher-aide volunteers to reduce the student-teacher ratio. 			

Priority Risk Factor: **Lack of Commitment to School**

Strategy #2: Increase developmentally appropriate programming for pre-school aged children.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">• Support the work of the Early Childhood Initiatives (ECI) by:<ul style="list-style-type: none">a. supporting legislative and policy activities regarding Early Childhood issues,b. being informed advocates in the community for the work of ECI,c. building awareness on how increasing programming for pre-school aged children impacts the reduction of lack of commitment to school.			
<ul style="list-style-type: none">• Work with ECI to ensure that:<ul style="list-style-type: none">a. all childcare facilities, including Headstart, go through either the NAEYC or Colorado Standards Accreditation process,b. childcare providers receive on-going training,c. parents are educated about the importance and value of quality preschool environments and that quality child care becomes a standard in all child care environments.			

Priority Risk Factor: **Lack of Commitment to School**

Strategy #3: Increase classroom strategies and support for behavioral management of students.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none"> Work with the school district, Parenting Initiative, STEP, etc. to ensure implementation of proven strategies for behavioral management that are developmentally appropriate at all grade levels. Consider and use such Promising Approaches as Conflict Resolution Programs, Bully-Proofing Your School, Social Competence Curricula, etc. and ensure that the programs directly tie to the Social Development Strategy and risk reduction. 			
<ul style="list-style-type: none"> Work with the school district, and other community agencies to increase the number of behavior specialists, especially at the elementary level. 			
<ul style="list-style-type: none"> Form partnerships with Parent Accountability Committees in each school, school teachers, parent groups, counselors, and students to develop clear and consistent expectations regarding the importance of graduation, school attendance, school behavior, and study skills. Work with these groups to incorporate the Social Development Strategy into their programs and School Improvement Plan. 			

Priority Risk Factor:

Lack of Commitment to School

Strategy #4:

Increase support staff in schools – (counselors, aides, reading tutors, behavioral management counselors, occupational therapists, school nurses, resource teachers etc. and establish a recommended counselor ratio: 300-1 (elementary), 250-1 (high school) and 400 – 1.5 (middle school).

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">• Work to increase awareness to the general public regarding the role and function of support staff in schools and its link to reducing lack of commitment to school.			
<ul style="list-style-type: none">• Work to increase funding for support staff. Show the financial gain/benefit for supplying these services.			
<ul style="list-style-type: none">• Increase effectiveness of support staff and counselors by ensuring they are properly trained and by addressing any institutional barriers and policies that inhibit the hiring of increased staff.			

Priority Risk Factor: Friends Who Engage in the Problem Behavior

Goal: To provide Mesa County youth with clear and consistent messages in schools, families, community agencies, and peer groups specific to alcohol and other drug use, sexual activity, and behavior standards, including non-violence.

Risk Factor Outcomes: (Source: American Alcohol and Drug Survey)

- Reduce the percent of “using” and “non-using” students who have friends who use drugs by 10% in each category by 2005:

	<u>Marijuana</u>	<u>Cocaine</u>	<u>Stimulants</u>	<u>Downers</u>
Users:	98% to 88.2%	75% to 67.5%	64% to 57.6%	54% to 48.6%
Non-Users	35% to 31.5%	35% to 31.5%	12% to 10.8%	9% to 8.1%
- Reduce the percent of “using” and “non-using students whose friends ask them to use drugs by 10% for each category by 2005.

	<u>Marijuana</u>	<u>Cocaine</u>	<u>Stimulants</u>	<u>Downers</u>
Users:	92% to 82.8%	31% to 27.9%	29% to 26.1%	24% to 21.6%
Non-Users	3% to 2.7%	3% to 2.7%	4% to 3.6%	4% to 3.6%

Protective Factor Outcomes:

- Increase community emphasis on positive peer interactions and encourage youth to set limits and boundaries in their peer interactions.
- Increase knowledge in youth about the consequences of making healthy choices and enhance resiliency building activities.

Strategies	Area of Focus	Service Delivery	System Change
<input type="checkbox"/> Develop and convey consistent messages and life skills for students among schools, community, families, and peer groups regarding the use of alcohol, drugs, sexual activity, and behavior standards, including non-violence.	Peer Community		3
<input type="checkbox"/> Support having a comprehensive curriculum for students beginning in elementary grades and continuing through high school, regarding sex education and the prevention of substance abuse and inter-personal violence.	Peer	3	
<input type="checkbox"/> Enhance and coordinate peer-to-peer support programs including transition programs for children between elementary, middle, and high school.	Peer		3

Priority Risk Factor:

Friends Who Engage in the Problem Behavior

Strategy #1

Develop and convey consistent messages and life skills for students among schools, community, families, and peer groups regarding the use of alcohol, drugs, sexual activity, and behavior standards, including non-violence.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">• Conduct a series of community forums with parents, schools, citizens, law enforcement, agencies, and youth to develop a “Youth Charter” which outlines the community’s behavior standards, healthy beliefs and consequences for inappropriate behavior. This charter will define what standards will be agreed upon, how the community will be educated about the standards, assurance for consistent enforcement, and strategies for public relations and marketing regarding the standards.			
<ul style="list-style-type: none">• Develop a community-wide marketing campaign to educate on the Social Development Strategy, community standards, risk factor reduction and BAG. Include such events as murals, kick-off events, news releases, brochures, etc.			
<ul style="list-style-type: none">• Work to develop a community-wide strategy for smoking cessation for youth and adults. Ensure that the strategies are culturally appropriate.			
<ul style="list-style-type: none">• Work to develop multicultural programs for youth and adults at community learning centers aimed at enhancing protection and reducing risk.			

Priority Risk Factor:

Friends Who Engage in the Problem Behavior

Strategy #2

Support having a comprehensive curriculum for students beginning in elementary grades and continuing through high school regarding sex education and the prevention of substance abuse and inter-personal violence.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none"> Work with the Mesa County #51 School District to ensure that schools have a curriculum for social competence development that is age-appropriate. Work to ensure that in the primary grades the curriculum focuses on sharing, listening to others, and working cooperatively in groups. As students mature, curricula will include how to resist negative peer influences, solve problems, set goals, and provide service to others. Enhance current programs with these skills. Review the Promising Approaches manual for examples of exemplary social competence curricula. (PATHS, Life Skills, etc.) 			
<ul style="list-style-type: none"> Encourage the Mesa County #51 School District to have comprehensive and mandatory substance abuse, sex education, and violence prevention programs that are appropriate in all grade levels. 			
<ul style="list-style-type: none"> Promote the 40 Developmental Assets in the community. 			
<ul style="list-style-type: none"> Work with a variety of agencies to encourage Safe Night as an annual event, expanding concept for weekly parties. 			
<ul style="list-style-type: none"> Work to develop a Methamphetamine Committee to provide education about this and other drugs, and to disseminate prevention information regarding addictions. 			

Priority Risk Factor:

Friends Who Engage in the Problem Behavior

Strategy #3:

Enhance and coordinate peer-to-peer support programs including transition programs for children between elementary, middle and high school.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">• Work with the schools, parents, mentors, counselors, PACT, teachers, etc. to help young people to make the transition across schools and grades by implementing a “buddy” system, orientation programs, etc.			
<ul style="list-style-type: none">• Work to develop peer to peer groups in the schools so students can share about addictions recovery and find supportive peers.			
<ul style="list-style-type: none">• Expand “Girls Are Great” concept and “Link Crew” to assist students in making the transition from one school to the next.			

Priority Risk Factor: Alienation and Rebelliousness

Goal: To create an environment where youth in Mesa County feel a sense of worth and belonging and have a purpose in the community.

Risk Factor Outcomes:

- Reduce alienation and rebelliousness as measured by juvenile arrests for curfew violations from 224 per 100,000 (in 1995) to 134 per 100,000, a 40% decrease, by 2007.
- Reduce alienation and rebelliousness as measured by juvenile arrests for disorderly conduct from 305 per 100,000 (in 1995) to 183 per 100,000, a 40% decrease, by 2007.

(Source: Colorado Bureau of Investigation)

Protective Factor Outcomes:

- Increase opportunities in the community for positive interaction between youth and adults.
- Increase the awareness of the benefits of welcoming diversity.
- Provide opportunities for adults to learn to set limits, emphasizing the need for children to be aware of expectations and boundaries and the consequences for positive and negative behavior.

Strategies	Area of Focus	Service Delivery	System Change
<input type="checkbox"/> Work with churches, parks and recreation, businesses, and city and county officials to develop community youth centers with year-round, comprehensive recreational programs. Provide opportunities for low-income youth with scholarships, fee waivers, and fees for community service.	Community	3	3
<input type="checkbox"/> Increase the amount and geographic location of before and after-school programs to accommodate working parents, which provides a positive, structured environment and which increases youth's sense of belonging and safety.	Family Peer/School Community		3
<input type="checkbox"/> Educate the community about the importance of mentoring youth as an effective strategy in reducing alienation and social isolation.	Family Peer/School Community	3	3
<input type="checkbox"/> Develop a strategy to educate the community about the importance of viewing youth as valuable assets. Invite youth to be a part of the planning process; emphasize each individual's need to take an active role in positive youth development.	Family Peer/School Community		3

Priority Risk Factor:

Alienation and Rebelliousness

Strategy #1:

Work with churches, parks and recreation, businesses, and city and county officials to develop community youth centers with year-round, comprehensive recreational programs. Provide opportunities for low-income youth such as scholarships, fee waivers, and fees for community service.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">• Create a diverse team to engage community leaders in planning and developing community centers for youth. Ensure that the centers have year-round recreational programs. Provide opportunities for low-income youth such as scholarships, fee waivers, fee for community service work, etc.			
<ul style="list-style-type: none">• Develop a team to identify the resources needed for the community youth centers and year-round recreational programs.			
<ul style="list-style-type: none">• Once the center or centers have been developed, work with the media to create a media blitz, with news articles, PSA's, etc.			
<ul style="list-style-type: none">• Work with businesses and the Chamber of Commerce to seek resources for youth scholarships.			

Priority Risk Factor:

Alienation and Rebelliousness

Strategy #2:

Increase the amount and geographic location of before and after-school programs to accommodate working parents, which provides a positive, structured environment and which increases youth's sense of belonging and safety.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">Promote after-school programs for middle schools. Work with local businesses to allow employees to volunteer four hours per month on paid company time to staff the after-school programs.			
<ul style="list-style-type: none">Promote existing community youth programs such as scouting, recreation programs, especially at Orchard Mesa Middle School. Teach them how to incorporate the Social Development Strategy into their existing programs.			
<ul style="list-style-type: none">Work with youth and church ministers to see how the community could access space and programs for after-school activities.			

Priority Risk Factor:

Alienation and Rebelliousness

Strategy #3:

Educate the community about the importance of mentoring youth as an effective strategy in reducing alienation and social isolation.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none">• Work with Partners, DOVIA, DHS, FACT and others, to encourage employers to sponsor a community service project – such as allowing their employers to become mentors for youth.			
<ul style="list-style-type: none">• Work with Service Clubs to recruit service members as mentors and volunteers for youth.			
<ul style="list-style-type: none">• Work with DOVIA, etc. to publish newspaper articles, press releases and public radio announcements to recruit volunteer mentors.			
<ul style="list-style-type: none">• Use Teen Court youth as mentors to demonstrate how those who engage in juvenile delinquency will be judged and provided consequences by their peers.			
<ul style="list-style-type: none">• Work with other agencies to plan the Teen Summit, such as Youthspeak.			
<ul style="list-style-type: none">• Work with businesses to provide job shadowing opportunities, on-the-job training, mentoring, job service skills, community service etc.			

Priority Risk Factor:

Alienation and Rebelliousness

Strategy 4:

Develop a strategy to educate the community about the importance of viewing youth as valuable assets. Invite youth to be part of planning; emphasize each individual’s need to take an active role in positive youth development.

Action	Who?	When?	Resources Needed
<ul style="list-style-type: none"> • Work to implement a Train the Trainers Program to conduct “Alienation Prevention Workshops.” 			
<ul style="list-style-type: none"> • Continually ensure that Build A Generation involves youth on its board and on planning committees. 			
<ul style="list-style-type: none"> • Develop bumper stickers or tags indicating positive portrayals of youth, “ask me why I support Build A Generation, etc. 			
<ul style="list-style-type: none"> • Develop promotional cards that advertise “Ten Ways Mesa County Can Be A Community That Builds A Generation.” These cards will all be related to reducing alienation and rebelliousness. 			
<ul style="list-style-type: none"> • Highlight community programs and services that have integrated the Social Development Strategy into their programs – either through media recognition, thank you cards, lawn placards, etc. 			
<ul style="list-style-type: none"> • Begin to change the language from “youth at risk” to “youth as resources or promise.” 			
<ul style="list-style-type: none"> • Work with the media to highlight positive stories about youth making a difference in the community. 			
<ul style="list-style-type: none"> • Compile a list of media contacts and linkages to media personnel in order to ensure positive portrayals of youth on a consistent basis. 			