

# *Iowa Juvenile Crime Prevention Community Grant Fund*

*1999-2000 Report*

**Division of Criminal & Juvenile Justice Planning  
Iowa Department of Human Rights**

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The Division of Criminal & Juvenile Justice Planning, as a part of its duties to administer Iowa's Juvenile Crime Prevention Community Grant Fund, compiled the information contained in this report. Persons involved in the preparation of this report include Eric Sage, Sonya Wendell, and Richard Moore. Much of the report's descriptions of community projects was adapted from narrative information contained in the applications and progress reports of agencies and units of government throughout the state that are participating in the Juvenile Crime Prevention Community Grant Fund.

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**Iowa Juvenile Crime Prevention  
Community Grant Fund  
1999-2000 Report  
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## INTRODUCTION

Through the passage of S.F. 2319 of the 1994 session of the 75th General Assembly of Iowa, a community grant fund was established and put under the control of the Division of Criminal and Juvenile Justice Planning (CJJP) to make awards to cities and counties in support of their efforts to prevent juvenile crime. Administration of this grant program receives oversight from both the Iowa Juvenile Justice Advisory Council and the Iowa Criminal and Juvenile Justice Planning Advisory Council.

### **Key Features of the Juvenile Crime Prevention Community Grant Fund**

The goals of this program are summarized as follows:

- To provide incentives for local governments and community leaders to take an active role in the planning and funding of juvenile crime prevention initiatives.
- To support collaborations of community leaders, local officials and practitioners as they identify their needs and implement community-specific approaches to reduce juvenile crime.

A major assumption behind these goals is the belief that the most meaningful solutions to juvenile crime can best be identified and achieved at the community level through the collective work of all community stakeholders. This program does not prescribe specific juvenile crime prevention programs or approaches; rather, it provides funding to locally-developed plans that flow from the experience, assessments, and priorities of local agencies and key leaders. Funded approaches fit with the service systems and initiatives that have evolved within communities in unique ways over the years. Many of the programs across the state, however, have similar features.

The enabling statute describes a number of features that are to be consistent from one community to another, including:

- **Collaborating for Community-wide Consensus:** Applicants for support from this program are to establish community-wide consensus regarding the use of program funds.
- **Assessment and Priority Areas:** Community decisions on how to direct the use of funds from this program are meant to be based on an assessment of juvenile crime prevention needs and existing resources. Communities are expected to target support from this program to those areas they have prioritized as most in need of change or additional resources.

Later in this report, information about the communities that receive funding is presented in a format that responds to the program features outlined above. In addition, community-specific information on the outcomes of program efforts is included.

## Community Planning and Prevention Activities

Each participating city or county has developed its own team of officials and community leaders (Community Prevention Boards) to carry out their plan to reduce juvenile crime. The collaborative efforts that have been developed or enhanced involve:

- City Governments
- County Governments
- Schools
- Juvenile Court Officials
- Community-Based Corrections
- DHS Local Offices
- Local Parks & Recreation Departments
- Private Service Agencies
- Universities
- Hospitals and Health Practitioners
- Businesses
- State Legislators
- Law Enforcement Agencies
- Churches
- Public Libraries
- others

Of particular interest may be the extent to which funding and activities for this program are being coordinated with other state and local initiatives to avoid duplications and fill resource gaps identified locally. Although each community has developed a different governance structure for this program, many are developing similar connections between the planning and administration of this program and their **Decategorization** initiatives. Similarly, a number of communities designated as **Comprehensive Strategy Sites** and **Empowerment Areas** are coordinating their planning activities with the planning for this program. The application kit prepared by CJP has historically encouraged communities to take advantage of existing community-wide collaborations to plan for the use of these funds. In addition to Decategorization, Innovation Zone, Comprehensive Strategy, and Empowerment Area initiatives, other community-wide planning groups are also finding ways of adapting their efforts to be actively involved in the community grant fund program (e.g. **S.A.F.E. Communities, Substance Abuse Councils, School-based Youth Service Programs, County Public Health Assessments** and others).

In each community, project funds support a variety of services and activities coordinated around the goal of juvenile crime prevention. The following are examples of activities identified by communities as needing development or enhancement to meet local needs:

- Community Planning Coalitions (all sites)
- Police-School Liaison
- Violence Prevention Education
- Youth Leadership Programs
- Parenting Education
- Substance Abuse Prevention/Education
- Employment/Community Service Training
- After-School Educational Activities
- Mentoring
- Neighborhood Empowerment Projects
- Truancy Monitoring
- Recreational/Leisure time Opportunities
- Life Skills Education Programs

- School Based Youth Services
- Other

### **History and Status of the Juvenile Crime Prevention Community Grant Fund**

In 1994, the Juvenile Crime Prevention Community Grant fund was established when a state appropriation of \$1.8 million was combined with a federally funded delinquency prevention grant program (about \$200,000 from the U.S. Department of Justice Title V Incentive Grants for Local Delinquency Prevention Programs). In 1995, the fund received another appropriation of \$1.8 million. The appropriation amount decreased to \$1.6 million in 1996 and has remained at that level through the present. Title V funding has remained at about \$200,000 until FY2000 when it increased to \$400,000. Since 1995, the Juvenile Crime Prevention Grant fund has increased the ability of over 40 local communities to plan and implement strategies to prevent juvenile crime.

Since the inception of the Community Grant Fund, CJJP has provided technical assistance to each of the communities. This assistance has covered a variety of topics including evaluation, cultural competency, gender specific programming, promising approaches, application procedures, community mobilization, risk/resource assessment, and performance measures.

The enabling law for the Community Grant Fund, Iowa Code section 232.190, contained a sunset provision that would have ended the program on June 30, 1998. This section of the code was amended by the legislature in 1998 to set back the sunset provision and strengthen the administration of the program. A new sunset provision was added when the code was amended in 1998. The new sunset provision ends the fund in June of 2000.

CJJP is currently proposing a bill to remove the sunset provision. In addition to the removal of the sunset provision, CJJP is proposing several other changes to the community grant fund, including changing it from a competitive grant to a community allocation process (based on child population in a geographic area). A copy of the proposed bill is Attachment A.

### **Assessing Progress and Measuring Outcomes**

As part of the amendment that set back the sunset provision, CJJP was required, with the aid of the Criminal and Juvenile Justice Planning Advisory Council and the Juvenile Justice Advisory Council, to provide potential applicants for grant funding with information describing performance measures for the program. It also called for the establishment of a program monitoring system that requires communities to report information with which to measure program performance.

There are several factors that make measuring program performance difficult. As was pointed out in An Evaluation of Iowa's Juvenile Crime Prevention Community Grant Fund Program, Jensen, 1996, outcome evaluations of prevention programs are typically complicated due to there often being only long-term impacts associated with a given project's goals and activities. An additional complicating factor is the extent to which the planning and resources from this program are being blended with those of other programs to support coordinated and comprehensive community initiatives. This type of program

coordination clearly is desired and is being promoted across systems at local, state and federal levels. The extent to which direction and funding from this program have added to communities' abilities to coordinate their activities should perhaps be considered one of the program's strongest and most successful features. However, a by-product of such a flexible use of these funds is an increased difficulty in assessing its impact in isolation from other community initiatives and services. The difficulty in describing or isolating this program's impact from that of other community activities varies from one community to the next.

In the fall of 1998, CJJP responded to the changes in the law by first holding an informational ICN meeting for all grant recipients to inform them about the new requirement and solicit input. CJJP then recommended a basic performance measure structure, and during the spring of 1999 CJJP began the process of working with the communities at the individual project level to create program specific formats that comply with statewide performance measures. Specifically, CJJP sent out a list of potential outcome statements to the communities. The statements were organized into groups that reflected the various types of services and activities. The service and activity types identified by CJJP were:

- Family/Parenting Education
- Substance Abuse Prevention/Education
- Before and After School Programs
- Mentoring/Tutoring Programs
- Youth Leadership Programs
- Violence Prevention Programs
- Employment/Community Service Training
- Community Mobilization
- Neighborhood Empowerment Projects
- Truancy Monitoring
- Life Skills Education Programs
- Alternative School
- Police School Liaison
- Teenage Pregnancy/Parenthood Prevention

Communities then chose from provided outcome statements or develop additional outcomes to evaluate their programs. Evaluations are done using post- and/or pre-tests, which allows for quantitative results.

Despite the inherent difficulties in measuring outcomes of prevention activities, *all communities receiving funding from this program have worked with CJJP to implement outcome-based reporting into their quarterly progress reports. The results of the efforts of CJJP and the individual communities are reflected in this report, as well as the 1999-2000 progress reports currently being sent to CJJP by the communities.* The outcome measures often reflect the scope of the community projects. Outcomes in this report vary from broad community juvenile crime statistics to specific program surveys that measure a child's growth in self-esteem or other protective factors. Other outcomes include decreasing arrest rates, school attendance improvements, reductions in various forms of at-risk behavior, increases in youth assets, and increases in a wide variety of positive and constructive youth and parent behaviors. Each community has its own story to tell



regarding the impact of these funds. The remainder of this report consists of descriptions of participating communities' programs and the outcomes of their efforts.

**Albia Community School District -- H2S2 (Happy, Healthy, Safe, and Successful) Program\***

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Albia Community School District	44,867	25,712
<b>TOTAL</b>	<b>\$44,867</b>	<b>\$25,712</b>

**Summary of First Year Plans**

The Albia Community School District implemented the H2S2 (Happy, Healthy, Safe, and Successful) Program at the beginning of the 1999-2000 school year. The Advisory Council for Dropout Prevention acts as the community planning board for the program. The Advisory Council is made up of school officials, business leaders, members of service organizations, parents, and students. The Advisory Council has worked in cooperation with the Ministerial Association, DECAT and Empowerment committees, and Student Assistance Teams in order to implement the H2S2 Program as well as several other programs.

The H2S2 Program is an after school program for youth in grades K through eight. Data from the Albia District's Student Assistance Team shows that the number of youth that become at-risk (potential dropouts) increases as students get older. The Albia District has developed a proactive approach to decrease the number of students that become at-risk because they are lacking in developmental assets. The H2S2 Program is offered after school from 3:15 to 6:00 P.M. four nights a week. The Program offers four strands of activities, including academic/tutorial, recreational, fine arts, and technology. Periodically, it also offers activities in collaboration with public health and law enforcement agencies. The major goal of the program is to engage youth in activities that lead them to happy, healthy, safe, successful experiences, in order that they build positive assets that lead to productive lifestyles.

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**\*NOTE: This community and five others described in this report are just over halfway through their first year of funding for the activities described. The information provided for these communities is not as extensive as it is for the other communities that have received multiple years of funding.**

## **Ankeny Family Advocacy Project (AFAP)**

### **Collaborating for Community-Wide Consensus**

In 1994, the City of Ankeny involved law enforcement, school officials, human and social service agencies, elected officials, citizens, the Ankeny Ministerial Association, and the Ankeny Chamber of Commerce in efforts to assess risk factors for delinquency in their community. The City of Ankeny, the legal applicant, contracts with Ankeny Schools to coordinate and facilitate the program. The program serves an area with about 30,000 people. The Prevention Policy Board (PPB) has been instrumental in building community awareness of the Ankeny Family Advocacy Project (AFAP) through joint prevention activities and publicity in their respective organizations. The PPB is made up of leaders from law enforcement, business, school, human services, city, and religious sectors of the community. Local cash match commitments have continued to increase with each passing year of the program.

Many of the key leaders represented on the PPB also serve on community planning groups such as the Ankeny Substance Abuse Project (Safe and Drug Free Schools, SAFE Coalition, Drug Free Zones), Ankeny Industrial and Development Corp., United Way Action Council, and the Community Education Advisory Council.

### **Assessment and Priority Areas**

Juvenile crime rates and data from the Ankeny School District were used to assess risk and protective factors. In the second, third and fourth year of funding, the community used the Communities That Care model to further identify risk and protective factors and to guide program design. The risk assessment was reevaluated each year with modifications made as needed. The priority risk factors are 1) family conflict and management problems, 2) friends who engage in problem behaviors; and 3) lack of commitment to school.

### **Program Overview**

AFAP's prevention strategy focuses on the continuation of primary and secondary prevention programs that have successfully impacted risk factors in the past. AFAP programs include the Truancy Reduction Program, the Juvenile Court Liaison Program, the Ankeny Juvenile Justice Council, the Teens Against Cigarettes Program, the Community Resource Program, and the Adolescent Drug and Alcohol Prevention Training (ADAPT) Program. The AFAP Coordinator also works half-time at the Police Department to provide follow-up contacts, referral services, and crisis counseling to youth and families dealing with juvenile delinquency, youth runaway situations, and domestic violence.

AFAP also serves as a brokering agent with professional counseling agencies (i.e. Des Moines Child and Adolescent Guidance, EFR - Student/ Employee Assistance Program and Lutheran Social Service) to create a local pool of counseling services. The goal is to provide affordable services locally, to enhance the consistency of services, and to build local partnerships in providing community-based counseling services.

The Truancy Reduction Program, which is headed by a truancy officer, is designed to address truancy problems in school. Students with truancy problems are referred to the program. The Truancy Officer records the progress of each student during and after the program.

The Juvenile Court Liaison Program is a community-based program that provides an immediate response and consequence to juveniles engaging in delinquent behavior. Due to recommendations by the Polk County Attorney's Office regarding school liaison officer duties, the Juvenile Liaison Officer, who is also the Truancy Officer, may no longer perform intake services. However, the Liaison Officer will engage in more preventative responsibilities and supervise select probation cases. Primary duties include consultation services to schools regarding Juvenile Court functions, assisting with seriously difficult children in schools, and providing home visitation.

The Ankeny Juvenile Justice Council (AJJC) has been in Ankeny for 16 years. AJJC operates in cooperation with participating agencies and businesses with the goal of developing mentoring relationships with youth who are first time offenders. With parent permission, youth are placed in either community service or restitution employment. Upon successful completion, the youth's case is expunged from the police record system. AJJC has been utilized to make youth in the community pay back their debt for engaging in criminal behavior. AJJC continues to be an instrumental diversion program for youth in lieu of referral to Juvenile Court.

The Teens Against Cigarettes (TAC) Smoking Prevention Program is presented to sixth graders at Ankeny Schools. TAC educates youth about the ill effects of smoking and refusal skills to resist social pressures to smoke.

The success of the Community Resource Program demonstrates solid collaboration and cooperation among the Ankeny Police Department, Ankeny Community Schools, and the Ankeny Family Advocacy Program. The AFAP Coordinator serves as a Community Resource Specialist in the Department. The Community Resource Program involves the following components: consultations/crisis intervention services for youth, adults and families experiencing family and juvenile related issues; facilitation of domestic and juvenile referrals for service; coordination of placements for juvenile diversion programs; and maintenance of statistical databases for evaluation purposes. With a Resource Specialist in the Police Department, informational reports and formal cases involving juveniles and family disturbances can be assessed for risk indicators, and appropriate services can be offered to juveniles and families.

The Adolescent Drug and Alcohol Prevention Training (ADAPT) Program is for offenders of alcohol and tobacco laws. The 1999 grant year was the first year that parents were required to attend the program with their sons and daughters.

## **Outcomes**

The Truancy Reduction Program has served 84 youth since 1997. **There has been an 82% reduction in the truancy rate among youth participating in the program.** The Juvenile Court Liaison Program has had 225 cases since 1997 where the Liaison Officer has provided community based diversion opportunities to youth in lieu of referral to juvenile court. **Prior to 1997, there had been an 80% reduction in the number of delinquency referrals for official action with Juvenile Court. However, since the Liaison Officer is no longer able to perform intake services, the amount has dropped down to 45%.**

The AJJC Program has served 35 youth since 1997. This means that 35 local youth were not referred to Juvenile Court for official action.

After participating in the TAC Program, students fill out surveys designed by the American Lung Association. Survey results indicate that the TAC Program is the primary source of information on tobacco. **TAC evaluations reveal that 40% of youth learn “a lot more” and 60% learn “a little more” about the long- and short-term effects of tobacco after completing the program.**

The Community Resource Specialist received a total of 503 referrals during the 1998 grant year. Underage possession of alcohol accounted for 127 referrals; “other criminal offense” accounted for 121 referrals; the number of juveniles reported missing accounted for 38 referrals; domestic/abusive disturbances accounted for 62 referrals; mental health cases accounted for 37 referrals; and underage use of tobacco accounted for 15 referrals. Juvenile incidents account for 88% of total cases and continue to rise each year. Most of the domestic cases do not involve criminal charges therefore more preventative efforts are directed at getting families information and resources. The statistics reflect more than five times as many persons receiving information, referrals, and consultation services from AFAP than in previous years.

The ADAPT Program has served 174 youth since 1997. An estimated 20 second time offenders have been referred to the Reality Education Alcohol Prevention (REAP) Program since 1997. REAP is a program for youth with second time alcohol offenses. Possession of alcohol by youth has accounted for 35% of total juvenile cases. The recidivism rate for the ADAPT Program has risen to 40% from 15% in 1997. There seems to be a trend developing with the actual number of reoffenders remaining low, but there are multiple offenses being committed by a select few individuals.

Students who complete the ADAPT program are required to fill out a survey. The fourth quarter results of the 1999 grant year are as follows: Twenty-six students filled out the survey. **Five students strongly agreed and 16 students agreed with the statement, “I am more willing to avoid using alcohol after attending the program.” Thirteen students strongly agreed and 9 students agreed with the statement, “After attending this program, I am less likely to use alcohol as a way to avoid my problems.” Ten students strongly agreed and 14 students agreed with the statement, “I am more aware of the consequences of using alcohol illegally after attending the program.”**

**1999-2000 Funding Recipients**

Ankeny Schools

Project Coordinator

**TOTAL**

**AWARD**

23,900

**\$23,900**

**MATCH**

76,749

10,000

**\$86,749**

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## **Carroll County Juvenile Crime Prevention Program**

### **Collaborating for Community-Wide Consensus**

The Carroll County Board of Supervisors has worked with their Prevention Policy Board (PPB) to initiate countywide prevention programs for high-risk youth. Initially, several community leaders from the Board of Supervisors, local schools, and the Region XII Alcohol and Drug Treatment Unit collaborated to identify ways to reduce delinquency in their communities. The County Board of Supervisors, the legal applicant, contracts with Area XII to coordinate and facilitate the program. The County supports a number of programs. Most of the match funds come from the organizations themselves by providing the coordination, administrative support, program supplies, operating expenses of running the program, etc. Another portion comes from the cities, who desire to have the program in their community and related organizations within the community who are willing to contribute. A small portion of the matching funds comes from the funds allocated to organizations and schools by the county to provide drug-free proactive programs. Match funds more than cover the required 25% match.

Since 1994 over 36 programs have been funded, implemented, or planned through the Juvenile Justice Program or spurred from the original program. Most of these programs are still going today, whether or not they receive grant funds, because of volunteers, concerned citizens, community leaders, local organizations, businesses, teachers, and participants.

Recently members of the PPB and the hospital worked in conjunction with the Iowa Department of Public Health and the Governor's Alliance on Substance Abuse to become a SAFE community. The SAFE Committee works in conjunction with the PPB in preparing community surveys, as well as evaluating programs. The PPB also works closely with the Decategorization Project regarding current and future programs and future funding.

### **Assessment and Priority Areas**

The Prevention Policy Board examined census data provided by Iowa State University and found evidence supporting the presence of several risk factors in Carroll County. Additional risk factors were based on the experiences of professionals involved in the planning process. The risk factors are: 1) family history of high risk behavior, 2) favorable parental attitudes and involvement in problem behavior, 3) availability of drugs, 4) community laws and norms favorable toward crime and alcohol use, 5) family management problems, 6) academic failure beginning in elementary school, 7) friends who engage in problem behaviors, and 8) extreme economic deprivation.

In response to these risk factors, the Carroll County prevention planning team established the following goals: 1) increase community involvement and collaboration among Carroll County residents; 2) create a support network between children, parents, and schools; 3) facilitate bonding of children with parents and other adults; 4) provide and assist communities in educating and providing drug-free alternative programs and activities for

children and their families and peers; and 5) seek funding sources for current and proposed programs to enable programs to be self-sufficient and ongoing.

### **Program Overview**

The Carroll County program includes programs such as the Foster Grandparent Program, Life Skills Classes, After School and Summer Programs, Fun Friends, and the Leadership Program.

The Foster Grandparent Program targets the risk factors of lack of commitment to school and academic failure beginning in elementary school by providing tutoring to over 700 elementary school students. The Foster Grandparent Program continues to collaborate with Head Start to provide additional care and support to young children in the pre-school program.

Fun Friends targets the risk factors of family history of high-risk behavior and favorable parental attitudes and involvement in problem behavior. Fun Friends pairs youth from single-parent families with adult volunteers. A professional in the program matches the volunteer's qualities with the needs of a child. Volunteers spend a minimum of one hour per week with their fun friend.

The After School Programs in Glidden, Coon Rapids and Manning help to reduce delinquent activity that occurs between 3:30 and 5:30 pm. It teaches children to appreciate a drug-free life and gives less-fortunate children the opportunity to participate in activities they normally could not afford. The programs target latchkey children; however the programs are open to all children who want to participate. The programs all provide tutoring, and may provide other activities also.

The Breda Summer Recreation Program served youth from Breda, Auburn, Wall Lake, Arcadia, Lidderdale, Lanesboro, Carroll, Halbur, and the surrounding areas. Programs include sports camps, the library reading program, and other organized activities. The City of Templeton also sponsors a Summer Recreation Program for students four to eleven years old.

The Life Skills Program provides life skills training and tutoring. The program currently has twelve participants. Youth from Carroll attend after-school classes from 3:30 to 5:30 p.m. one day a week at the DMACC campus. A community service class was held on Wednesday afternoons for youth who needed to complete community service. The class included career exploration activities, which included learning the implications of current behaviors on the future.

The Leadership Program has approximately 100 members from Manning, Coon Rapids-Bayard, Glidden, Carroll, and Kuemper high schools. This program assists and supports teens in developing their knowledge, skills, and talents to create opportunities for themselves and others.



## Outcomes

The Foster Grandparent Program had ten volunteers serving twenty hours per week in five schools and one Head Start program during 1998-99. In a recent parental survey, parents conveyed their appreciation of the Foster Grandparent Program and support of the program's continuation. **When asked if they saw an improvement in their child's school work, ninety parents said yes, four said no, and 23 parents said that they were indifferent. When asked if the program should continue, 102 parents said yes, while two parents said no.**

In 1998-99, Fun Friends volunteers logged over 1020 hours. Fun Friends currently has twelve matches and eight children waiting for matches. There are a total of twelve adult volunteers. Since the 1998 grant year, the program has served forty youth. **None of the youth involved with the program have committed any delinquent acts.**

Manning's After School Program has grown from 35 participants to 70 participants, with an average daily attendance of 20. **Questionnaires distributed to parents showed positive feedback and support for the program's continuation.**

Over 120 children used the tutoring program at Coon Rapids-Bayard Schools. In a survey of teachers, **56 of the 120 students improved their grades by a lot in at least one subject, and 102 students improved their grades at least some (out of a scale of: a lot, some, a little, no improvement). Teachers at Coon Rapids-Bayard believe that some of the participants would be failing without this program.**

Glidden Ralston's After School Program has approximately twelve student participants, with ten regular participants. A survey completed by parents of the ten regular participants indicates that **80% of students have their homework completed, 70% of students have more accurate homework, 50% of students have improved comprehension, 60% of students have developed a new friendship from the program that they previously did not have, and 70% of students have a better attitude towards school.**

The Breda Summer Recreation Program served nearly 200 youth during the summer of 1998. The City of Templeton Summer Recreation Program served approximately 100 youth. Parents and youth have positively responded to the programs.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
RSVP	14,033	11,235
Fun Friends	8,956	4,000
New View Leadership Program	3,500	2,000
New View Administrator	3,311	3,000
Coon Rapids/Bayard After School/Summer	5,000	4,830
Manning After School/Weekend/Summer	5,000	11,089
Glidden/Ralston After School	5,000	2,500
Region XII Life Skills	3,950	0

Breda Summer Recreation Director	1,000	2,000
Templeton	750	480
<b>TOTAL</b>	<b>\$50,500</b>	<b>\$41,134</b>

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## **Carter Lake Juvenile Crime Prevention Program – Prevention In Action**

### **Collaborating for Community-Wide Consensus**

Prevention In Action is the Carter Lake Juvenile Crime Prevention Program. Prevention In Action focuses on increasing youth involvement in pro-social activities and adult involvement in community-wide crime prevention efforts within the city of Carter Lake. Since 1994 the program has provided the youth of Carter Lake with opportunities to be positively involved in their community and has mobilized the community towards juvenile crime prevention.

The city of Carter Lake, with a population of less than 10,000, is the applicant for the Crime Prevention grant. The city of Carter Lake and the Pottawattamie County Decategorization Program provide matching funds. For the 1999-2000 grant period, the city allocated \$50,228 from its general budget in hard-dollar match. DECAT awarded \$6,737 to the project. Since the 1994-95 grant year, the city has increased its monetary support from 15% to 75% of the total program budget. By the year 2001 the city, with the aid of DECAT funding, plans to take full financial responsibility for the program. The continued increase in match funding by the city demonstrates the community's commitment to continue and enhance Prevention In Action's community-wide, comprehensive prevention services and activities.

The PPB represents a collaborative effort by the following community leaders and agencies: Carter Lake Police Department, Carter Lake City Council, Carter Lake Elementary School, Optimist Club, the Mayor of Carter Lake, the Loess Hills Area Education Agency 13, Carter Lake Community Resource Center (CLCRC), Carter Lake Fire Department, the Carter Lake library, Carter Lake Senior Center, Citizens Patrol, state government, and Carter Lake youth and residents.

### **Assessment and Priority Areas**

During the 1998-99 grant period, the PPB carried out a reassessment of the risk factors that negatively impact the community. Sixteen sources of data were reviewed during the reassessment process. Information and statistics regarding the characteristics of the Carter Lake community were gathered for at least three years and compared to county, state, and national statistics when possible. Based on indicator data for each of the risk factors, the PPB chose three priority risk factors on which to focus its activities: 1) low neighborhood attachment and community disorganization, 2) extreme economic deprivation, and 3) favorable parental attitudes and involvement in problem behaviors.

The PPB recognized several community groups and organizations as protective factors in the community as they provide youth programs and services that decrease identified risk factors. Such programs set clear standards of behavior and provide opportunities for bonding with pro-social adults.

### **Program Overview**

The Prevention In Action program focuses on increasing youth involvement in pro-social activities as well as adult involvement in community-wide prevention efforts. The major components of the Prevention In Action program are Youth Leaders, *Inside Carter Lake*, community education and enrichment classes, community-wide prevention activities, *Peace Builders*, and Citizens Patrol.

The Youth Leaders program allows students in grades 7-12 the opportunity to plan, organize, and implement activities and events within the Carter Lake community in which all Carter Lake youth may participate. This gives the youth a clearer sense of self and their relationship to the community as well as provides them the opportunity to model this community relationship for other youth. This program is a primary prevention program focusing on building a community of health and well being for everyone. In March 1998 the Prevention In Action program added an Early Youth Leaders Program targeted at sixth graders. The Early Youth Leaders Program is used as a recruiting tool by introducing sixth graders to the group.

*Inside Carter Lake*, the community newsletter, is distributed by bulk mail to the 1,351 residents of Carter Lake. Along with residential distribution, *Inside Carter Lake* is also distributed to approximately fifty city and county agencies that serve the Carter Lake area. Currently, *Inside Carter Lake* is free to all recipients.

Community education and enrichment classes have been offered regularly to Carter Lake residents since the spring of 1995. A community-wide survey was completed in the fall of 1994 to assess the residents' interests in the classes and to determine which classes they would like to see offered. The residents' interests were reassessed in the fall of 1998.

Community-wide prevention activities serve as a means to increase the community's awareness and encourage a prevention approach as well as give the community the opportunity to participate in pro-social activities.

The Carter Lake Citizens Patrol, an affiliate of the Omaha Coalition of Citizen Patrols, was founded in the fall of 1998. After two months of planning, fundraising, and training, the patrols began in December. Community volunteers patrol every Friday and Saturday night for four hours. The Carter Lake Police Department is very supportive of the patrollers and works closely with them.

Staff, students, and parents use the *Peace Builders* curriculum to create a safe, caring environment for everyone. The program was established at the Carter Lake Elementary School in the fall of 1995. The Prevention In Action Coordinator and Elementary Guidance Counselor provide classroom instruction to teach vocabulary and concepts. Classroom teachers and building staff are trained to reinforce concepts. Therefore, children are exposed to the curriculum everyday. It is hoped that these tools, which develop skills for pro-social interactions, such as communication and problem solving, will transfer from school to home to community, thereby increasing neighborhood

attachment and reducing community disorganization. In the fall of 1996, the Peace Point Incentive Program was established. This program allows students to earn points towards prizes for displaying positive behavior.

### **Outcomes**

The Carter Lake Police Department reported in 1997 that the community has experienced a **28% decrease in juvenile criminal mischief acts, a 50% decrease in runaways, and a 20% decrease in juvenile burglaries since the implementation of the program. The Police Department has reported that the community has also experienced a 44% decrease in juvenile arrests since the implementation of the program. The cost for replacing school windows due to vandalism in 1996 was \$765.50, which is a dramatic decrease from the previous years of \$4,758.34 and \$3,000 in 1994.**

The Youth Leaders Program continues to grow. Over 70 youth have been trained in leadership skills since the implementation of the program in October 1995. During the 1998-1999 grant period participation in the program increased from 13 to 25 youth. Attendance at weekly meetings also increased from approximately 50% to 80%. During the grant period the Youth Leaders were exposed to a new leadership training, REACH, which helped build a team atmosphere, fostered positive relationships, and taught basic leadership skills. Some of the activities planned by the Youth Leaders for both community youth and families included swim-nights, an urban garden project, dances, local sporting events, family bowling, and family ice skating. Youth Leaders are also involved in community service projects. In March 1999 the Youth Leaders received a grant from the city to plant trees and shrubs in Carter Lake. **The Youth Leaders have served over 2,200 hours of community service in the Carter Lake Community.** During the 1998-1999 grant period membership of the Early Youth Leaders grew to fifteen youth.

Before the newsletter was introduced, the city had no other means of community-wide communication other than the two metro papers. *Inside Carter Lake*, the community newsletter, began as a monthly eight-page newsletter and has since grown to a 24 page monthly publication. The growth of the newsletter can be attributed to the many organizations and the city utilizing its value, depending on its means of wide spread communication and submitting more relevant information.

Community education and enrichment classes have been offered regularly to Carter Lake residents since the spring of 1995. The Prevention In Action program has offered over 50 education and personal enrichment classes with over 500 participants.

Community-wide prevention activities, often planned or supported by the Youth Leaders, have served over 1,300 Carter Lake Residents. One of the biggest events held each year is the Community Day Festival and Parade. The number of residents attending this event increases each year and was approximately 500 in 1998. Other activities include community awareness presentations, crime prevention training, the Christmas Food Basket Project, and Welcome Wagon.

The creation of the Citizens Patrol in the fall of 1998 has had several positive outcomes. Citizens Patrol has proven to be a more successful approach to community policing than the previous Neighborhood Watch program. The level of involvement has increased throughout the last grant period. The Carter Lake Police Department has been very supportive of the patrollers and is working closely with them. **This has had a positive effect on the relationship between community members and the police force and has mobilized the community to get involved in crime prevention.**

The *Peace Builders* program has also grown. During the 1996-97 school year, 1,226 point cards (10 points per card) were redeemed through the incentive program. For the 1997-98 school year, 1,458 point cards were redeemed. In the fall of 1998, “Our Peace Store” was built to make the program more visible in the school. This has increased student involvement significantly. Sixth grade students are responsible for running the store and all students are able to shop in the store once per week. **For the 1998-99 school year, over 4,000 point cards were redeemed.** During the 1998-1999 grant period, the *Peace Builders* program was chosen from over 200 applicants to receive \$500 from a local television station.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Carter Lake	10,005	56,965
<b>TOTAL</b>	<b>\$10,005</b>	<b>\$56,965</b>

Key Contact: Stacey Strong  
 Carter Lake Community Resource Center  
 1105 Redick Blvd.  
 Carter Lake, IA 51510  
 (712) 347-6006

## **The City of Centerville Recreation Department**

### **Collaborating for Community-wide Consensus**

With its 1998-1999 grant award, the City of Centerville established a recreation department to provide more supervised activities for youth. The City of Centerville, a community with a population of 6,500, was first awarded funding for the 1998-1999 grant period.

The planning process for the Recreation Department began when a group of community agencies came to the city council with the request of establishing a community recreation program. The City appointed Centerville's SAFE Committee to oversee the Recreation Department, which would be operated with grant and city funds. The SAFE Committee, which acts as the Prevention Policy Board for the project, originated over five years ago for the purpose of monitoring community progress. The Committee was previously instrumental in getting Centerville certified as a SAFE Community. Committee membership consists of key community leaders and agencies. The Committee has a five-year history of working cooperatively with the area DHS, Department of Natural Resources, businesses, and law enforcement. It has recently begun working closely with the Mayor's Youth Council.

The SAFE Committee is continually reaching out to community groups in an effort to recruit more adult volunteers and mentors. Both The New Optimist Club and the Centerville Rotary have pledged support. Local businesses have supported the Recreation Department by sponsoring team T-shirts. Local media has also been supportive; the radio station has given free airtime and the newspaper has gladly printed stories and photographs.

### **Assessment and Priority Areas**

Past community assessments have shown that Centerville's priority areas should include drug abuse, especially Methamphetamine use; physical and sexual abuse; physical confrontation behaviors; and economic deprivation.

Past student and parent surveys have also consistently shown the need for more adult supervised activities for Centerville youth. The Recreation Department's role in the comprehensive community plan, which addresses the above problem areas, is to expand the number of adult supervised activities for all youth, especially at-risk youth.

### **Program Overview**

Department goals are to: 1) promote the well-being of youth by providing opportunities for healthy social, physical, and mental development; 2) intervene and prevent destructive behavior of youth by increasing the time spent under adult supervision; and 3) foster core experiences needed for healthy development. The Recreation Department is open to all youth; however, special attention is given to at-risk youth.

In the initial CJJP grant year, Centerville established its recreation program and hired an experienced Recreation Director. A self-defense program, basketball programs, adult and family open gym nights, a summer program, coaching clinics, and special programming were the main activities sponsored by the Recreation Department.

The self-defense program was held in the fall of 1998 for teens and women. The family open gym nights were every Monday during the winter. During the spring, the Department held a coaching clinic for parent volunteer coaches for soccer, softball, and baseball programs. Both the softball and baseball leagues were so encouraged by the clinic information that they paid half of the registration fees for the coaches and requested that all head coaches and managers attend the clinic. During the summer, the Recreation Departments programs, including a playground program with weekly themes, provided activities for youth from preschool to the sixth grade.

There were several basketball programs and leagues administered by the Recreation Department during the 1998-1999 grant period. The programs and leagues were for youth in the 1<sup>st</sup> through 8<sup>th</sup> grades. The different leagues were the 3<sup>rd</sup> and 4<sup>th</sup> grade boys league; the 5<sup>th</sup> and 6<sup>th</sup> grade boys league; and the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade girls league. An awards banquet was held at the end of the leagues. The Department also held several coaching clinics for the parents who were volunteer coaches.

Finally, the Department sponsored several special events during the grant period. SAFE Night USA, held on a summer night in the City Park, had several different activities for youth and families. The Department sponsored a Meth Lab Drug Awareness program with several community groups.

As much as possible, the Recreation Department utilizes junior high, high school, and college students as volunteers and paid staff. The students' presence benefits both the students themselves and the younger youth. The students are positive role models for the younger youth.

### **Outcomes**

The self-defense program had fifteen women attend. **Program evaluations were very positive, women sought additional information**, and, as a result, the program is to become an annual event.

The adult and family open gym program numbers grew throughout the winter. **At the end of the program, families requested that the program be lengthened next year.** Eight families and 25 different adults attended open gym, which was held over 64 times.

The summer programs were nine weeks long. Total first year summer program registration was 121 youth (57 girls, 64 boys). **Of the 121 youth, nineteen were at-risk girls and eleven were at-risk boys.**



The basketball programs and leagues served 111 youth, three of which were at-risk. The volunteer coaches filled out evaluations at the end of the “seasons.” **Coaches have overwhelmingly said that they would recommend the basketball programs to others and have rated program quality as “good,” “great,” or “excellent.”**

The Recreation Department is becoming a much utilized community resource and the place to start if one doesn’t know who to talk to. **The Department sees this progress as evidence of growing community acceptance and support.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Centerville	41,644	29,021
<b>TOTAL</b>	<b>\$41,701</b>	<b>\$29,021</b>

Key Contact: Jack Guenthner  
100 E. Jackson St  
Centerville, IA 52544  
(515) 437-4224

## **City of Clinton Juvenile Delinquency Prevention Community Project Communities that Care**

### **Collaborating for Community-Wide Consensus**

The applicant for this grant is the City of Clinton. The project has expanded beyond the confines of Clinton to include greater the Clinton and Jackson Counties; however, the City of Clinton has continued to act as the primary grantee for the program. The Clinton Substance Abuse Council, in partnership with the local DECAT project, is responsible for grant management and administration of all program components.

Matching funds are provided by DECAT, the City of Clinton, the City of Camanche, the Samaritan Foundation, the Clinton/Jackson Planning Council, and many community partners. Local commitment to this project exceeds \$160,000.

The crime prevention program is not a stand-alone initiative; instead, it's a part of a much larger community wide effort, the Gateway 2000 Innovation Zone. The FAST program and CTC Adventure Zone (see below) are critical components of Clinton's array of services and the comprehensive system.

### **Assessment and Priority Areas**

Based on data collected and analyzed from its Comprehensive Strategy Community Assessment, the PPB determined the risk factors it would focus on were 1) extreme economic deprivation, 2) family conflict/favorable parental attitudes and involvement in problem behaviors, 3) friends who engage in problem behaviors, and 4) early initiation of problem behavior.

The results of the risk assessment led the PPB to focus program efforts on primary prevention for elementary children. The Board examined several national programs for elementary children. Following this review the PPB decided to use prevention funding to implement the Families and Schools Together (FAST) program and the Communities That Care (CTC) Adventure Zone summer program.

### **Program Overview**

The FAST program is a school-based, collaborative, family-focused, prevention program designed to increase the self-esteem and improve the school performance of at-risk elementary school children by supporting the natural strength of the family unit. It was recently identified by OJJDP and the Department of Education as a "Best Practice" for delinquency and substance abuse prevention. FAST participant referrals come from teachers, principals, guidance counselors, and other social service providers. Eligible families are visited by the FAST coordinator and invited to join the eight-week program. The entire family must agree to participate.

The FAST program has four objectives: 1) enhance the family's ability to function by strengthening the parent-child relationship and empowering the parents to become the primary prevention agents for their children, 2) prevent the identified child from

experiencing school failure by improving the child's behavior and performance in school and empowering the parents in their role as partners in the education process, 3) prevent substance abuse by the family and the child by increasing their knowledge and awareness of substance abuse and its impact on child development and linking the family to appropriate assessment and treatment services if needed, and 4) reduce the stress that parents and children experience in their daily life situations. The fourth objective is reached by parents attending support groups and gaining contacts with appropriate community resources and services.

The FAST program has introduced a follow-up program called FASTWORKS. FASTWORKS allows families that have completed the eight-week FAST program to continue supporting their families and others through monthly meetings. FASTWORKS is a critical component to sustaining the positive changes FAST produces.

The CTC Adventure Zone targets at-risk children in grades K-5. It started in Clinton through the Clinton/Jackson County DECAT Project. The program was piloted at one school in 1994 and has since expanded to eight sites, serving over 800 children per summer. The CTC Adventure Zone is an innovative collaboration between traditional recreation and primary prevention services. The program provides the only affordable alternative summer program for low and moderate income individuals. The program runs from 9:00 a.m. to 3:30 p.m. for two four-week sessions. Activities include traditional recreation, crafts, field trips, conflict resolution sessions, substance abuse prevention, health education, team building skills, etc. The program is one of the most comprehensive summer programs ever offered in the area and is a collaborative effort involving city governments, schools, agencies, and community volunteers.

### **Outcomes**

Since implementation the FAST program has served 273 at-risk families (1,110 children) in Clinton and Jackson Counties. **In 1998-99, 76% of enrolled families completed the eight-week programming, which is far above the national average.** During the 1998-99 school year, there were 444 participants in the FASTWORKS program.

The FAST program's effectiveness is measured using clinically valid, standardized assessment tools that measure conduct disorder indicators, family adaptability and cohesion, and parental involvement in community and school activities. Both the parents and the child's teacher complete pre and post tests.

The data from the 1998-99 school year is in the process of being evaluated. In an evaluation report prepared by the Alliance for Children and Families, the 1997-1998 school year data was evaluated. The report said:

**Evaluation results indicate that these program cycles have achieved the desired objectives of reducing child behavior problems and improving parent-school involvement. The families also maintained strong scores on measures of family functioning. The parents' and teachers' average Revised Behavior Problem Checklist post test data**

showed 14% and 8% reductions respectively in their overall child behavior problem scores. The parents reported decreases on two subscales: a 16% decrease in the conduct disorder score and a 23% decrease in the attention problems score. The teachers reported decreases on three subscales: a 7% decrease in the attention problems score, a 24% decrease in the anxiety/withdrawal score, and an 18% decrease in the motor excess score. On FACES III, the parents' maintained average scores in the normal range for family adaptability and cohesion. The parent pre- and post-program results on the Social Insularity subscale of the Parenting Stress Index showed a 2% decrease in the parents' average overall rating of their feelings of parenting stress and isolation.

The Communities That Care Adventure Zone summer program is evaluated through parent evaluations completed after the program ends. Parents have ranked social skill development and personal growth as two of the program's strongest components. **On a 1 to 5 scale, parents rated the program's schedule as 4.7, the sites as 4.5, the activities as 4.6, the educational impact as 4.4, the social impact as 4.4, the personal impact as 4.5, and the staff as 4.4.**

**Eighty-five percent (85%) of parents agreed or strongly agreed that the summer program provided opportunities for children that otherwise would not have been available; 90% of parents agreed or strongly agreed that the summer program reduced family stress by providing positive activities for children; and 92% of parents agreed or strongly agreed that the summer program provided valuable skills for children as well as a variety of leisure activities.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Clinton	75, 588	160,146
<b>TOTAL</b>	<b>\$75, 588</b>	<b>\$160,146</b>

Key Contact: Derek Clark  
 215 S. 6<sup>th</sup> Ave, Suite 32  
 Clinton, IA 52732  
 (319) 242-5340

**Creston and East Union Schools – Union County Youth Plus\***

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Creston and East Union Schools	35,347	12,898
<b>TOTAL</b>	<b>\$35,347</b>	<b>\$12,898</b>

**Summary of First Year Plans**

The Union County Youth Plus Project, an undertaking of the East Union and Creston Community School Districts, is designed to create conditions to assure the success of community youth. The two school districts serve 3,566 families. Comprehensive statistical analysis helped educators and community members identify gaps in service and design broad goals: 1) to strengthen collaboration between service providers and program staff, 2) to expand effective programs addressing high risk youth, and 3) to involve all citizens in developing healthy communities. The Youth Plus Project, which began a year before receiving grant funding, has a broad base of support in the community.

After analysis of community studies and surveys, the areas of specific concern include 1) poverty levels, 2) single parent families, 3) substance abuse, especially alcohol abuse, 4) violence and abuse, and 5) Juvenile Court involvement.

There are four main components to the services provided by the Youth Plus Project. The Project employs At Risk/Student Success Coordinators for both School Districts. These Coordinators work with teachers, counselors, and staff to individualize support programs for identified at-risk students. The Coordinators then establish and maintain contact with parents. The Juvenile Court Liaison Officer also works with youth exhibiting at-risk behaviors. Creston and East Union girls attend *The Road Less Travelled*, an Iowa State University program designed to overcome gender bias. Finally, schools offer programming such as TOUCH (Teens offer Understanding, Caring, and Help), Student Assistant Teams, DARE, seminar family clusters, service learners, and student tutoring/mentoring programs.

Key Contact: Supt. Gary Cowell  
619 N. Maple  
Creston, IA 50801  
(515)782-7028

**\*NOTE: This community and five others described in this report are just over halfway through their first year of funding for the activities described. The information provided for these communities is not as extensive as it is for the other communities that have received multiple years of funding.**

**Dubuque Truancy Prevention Project\***

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Dubuque	71,768	72,130
<b>TOTAL</b>	<b>\$71,768</b>	<b>\$72,130</b>

**Summary of First Year Plans**

The city of Dubuque is the grant applicant for the Truancy Prevention Project. Dubuque County, via various community-wide need assessments, has identified several issues involving youth in Dubuque. There are several community initiatives working on these problem areas. However, the issue of truancy needed to be further addressed. Therefore, a 35 member planning group was created to tackle the truancy problem. The first year goals of the project are to hire a director, discuss the truancy issue, and create programming.

The planning process that this grant funds, encompasses a very collaborative, comprehensive and coordinated approach to the problem. All parties who impact or provide resources to the system are involved in the process. The process is systematic and examines all aspects of truancy prevention. Through consensus, new approaches are identified and maintained. Direct services that impact truancy, will now be available and disbursements to specific provider organizations will be based on the specific need of the truant student and family.

The goal is to serve a minimum of fifty students/families per year. Costs per family are anticipated to average \$1000. If the actual cost per student/family is less, more families will be served. The focus is to serve truant students in grades 1-10 attending Dubuque Community Schools, Western Dubuque Schools, and the Catholic School.

Key Contact: John Maus  
770 Iowa St.  
Dubuque, IA 52001  
(319)589-4410

**\*NOTE: This community and five others described in this report are just over halfway through their first year of funding for the activities described. The information provided for these communities is not as extensive as it is for the other communities that have received multiple years of funding.**

## **Eldora Juvenile Crime Prevention Program**

### **Collaborating for Community-Wide Consensus**

Youth, parents, elected officials, school personnel, law enforcement and human service agencies were represented in prevention program planning stages in Eldora. A Community Task Force reviewed community concerns and identified strategies necessary to involve youth in positive and pro-social activities. Eldora, a city of less than 10,000 people, is the grant applicant.

Match funding is provided by the City of Eldora, Eldora - New Providence Schools, Home Connection (School-Based Youth Services), corporate and individual contributors.

The purposes and goals of this program are consistent with those of the following multi-agency planning teams and community-wide planning groups including the Home Connection Policy Council, the Hardin County DECAT Advisory Council, Citizens Concerned for Families, the Hardin County Multi-Disciplinary Team, and the Eldora Area Economic Development Council. Many of the key leaders on the Prevention Policy Board are members and leaders on the councils listed above.

### **Assessment and Priority Areas**

The following risk factors for delinquency have been identified: 1) availability of illegal drugs; 2) low neighborhood attachment and community organization; 3) poverty; 4) family management problems; 5) family history of antisocial behavior; 6) favorable parental attitudes toward antisocial behavior; 7) early and persistent problems at school; 8) academic failure beginning in elementary school; 9) lack of commitment to school; 10) rebellious attitude; 11) friends who behave in problem behaviors; and 12) early initiation of problem behaviors.

### **Program Overview**

The Providing Activities for Community Kids Program (PACK) and Tiger PACK were implemented to decrease delinquent activity by increasing positive leisure and recreational options through community, family and peer support. Many sports and outdoor activities are funded such as roller hockey, soccer, basketball, flag football, swimming, science center visits, canoeing, fishing, golf, track, and tennis.

During the 1998-99 grant year, The PACK and Tiger PACK programs grew in many ways. The number of after school, weekend, and summer activities grew, and percentages of students per grade participating in the programs increased. Gender specific programming for girls was expanded and a curriculum was developed. Several special interest clubs were created, and a relationship was developed with local nursing homes, providing regular volunteer opportunities for program participants. Also, support for the mentoring program grew among private providers.

## Outcomes

The success of the PACK program is indicated by the number high risk students involved, the number of community youth participating, high levels of parental involvement, community volunteerism, and positive feedback from parents, youth and high school mentors. Many high school volunteers wish that PACK existed when they were younger.

During the 1998-99 grant period, 540 youth attended football, cross country, basketball, wrestling, track, soccer, golf, tennis, little league, or archery programming. Of the 540 youth, **218 were identified as at-risk**. PACK had 102 adult volunteers and 45 high school age youth mentors. **In 1996, 25% of the mentors were at risk youth themselves**. Also this year, boys and girls fifth and sixth grade All-Star baseball teams were started to play other towns. **Fourteen of the 32 All-Stars were at-risk**.

Tiger PACK attendance has grown from the previous year. Through the first three quarters of the 1998-99 grant period, 74 students were participating in the K-4 program, while 25 students were participating in the 5-8 program. **K-4 participation reflects 30% of students enrolled in elementary school. Furthermore, sixteen of the eighteen at-risk youth participating in Tiger PACK attend regularly.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Eldora	20,000	23,426
<b>TOTAL</b>	<b>\$20,000</b>	<b>\$23,426</b>

Key Contact: Jim Ferneau  
1442 Washington Street  
Eldora, IA 50627  
(515)939-2393



## **Fort Dodge Delinquency Prevention Program**

### **Collaborating for Community-Wide Consensus**

The City of Fort Dodge is the applicant for this funding. Subcontracts are made with Urban Visions and Domestic/Sexual Assault Outreach Center (D/SAOC).

The Prevention Policy Board (PPB) represents a broad spectrum of community leaders such as parents, social workers, juvenile justice prevention, City government, law enforcement, schools, youth, the religious community, business leaders, and minorities. The dedication of these board members is evident by their willingness to serve on various boards, task forces, and steering committees relating to juvenile justice issues. Many of the Board members have been actively involved in different components of various needs assessments completed including the Family Preservation assessment, Youth and Violence Prevention Initiative by ISU Extension, the Health and Human Services Needs Assessment, Coalition for Kids, and the Innovation Zone Coordinating Committee/Empowerment Zone.

The Director of D/SAOC and Urban Visions as well as the Assistant Director of Community Development are actively involved with other organizations addressing juvenile crime prevention initiatives, which allows for coordination and consistency between the groups who participated in developing a comprehensive approach to juvenile crime prevention. Participation includes involvement on the boards or on the steering committees of the school based youth services program, the family preservation grant, youth violence task force through ISU Extension, Human Services Providers, decategorization oversight committee, Innovation Zone Coordinating Committee and the Governor's Task Force on Youth Violence.

The community's support for the Project is demonstrated by the financial support it gives. Urban Visions raised over \$50,000 for programs and activities this past year. D/SAOC raised over \$25,000 in one night for programs at the shelter. Fundraisers have been well attended. Match funds are provided through Urban Visions (United Methodist Church Commission on Race and Religion and United Way funds) and D/SAOC (Western County Supervisors, United Way, the Deardorf Foundation, Emergency Shelter Grant funds, VOCA and the Iowa Utilities Program)

### **Assessment and Priority Areas**

Census information and the Fort Dodge Schools Discipline Action Plan have been used to assess risk and protective factors. Data assessing juvenile crime rates, economic rankings, and unemployment rates have also been examined. A community forum has also been held to discuss risk factors and identify protective measures that might be used in prevention programs. Since the JJCP Project's conception, the PPB has continuously updated its priority risk factors.

The current risk factors identified by the PPB are 1) availability of drugs; 2) community laws and norms favorable toward drug use and crime; 3) low neighborhood attachment;

4) extreme economic deprivation; 5) family history of high risk behavior; 6) early and persistent anti-social behavior; 7) early initiation of problem behavior; 8) academic failure and lack of commitment to school; and 9) rebelliousness and alienation.

### **Program Overview**

The Fort Dodge Delinquency Prevention Program addresses the identified risk factors through Urban Visions, Inc. and The Domestic/Sexual Assault Outreach Center (D/SAOC). Funds allocated to Urban Visions provide programming at an after school drop in center that includes substance abuse prevention, conflict resolution training, violence prevention, GED classes, pregnancy prevention, support groups, educational enhancement opportunities, and self esteem building. The Domestic/Sexual Assault Outreach Center receives funding for a Children's Advocate providing support groups and counseling services to children in the shelter. The groups focus on self-esteem, leadership, positive experiences, feeling of fear, and developing safety classes.

Urban Visions provides an intensive comprehensive program in the Pleasant Valley neighborhood. The goal is to provide minority youth positive alternatives, create a strong peer system, encourage youth to pursue academic excellence, pursue career and vocational development, and to provide Fort Dodge with a collaborative system between agencies in response to the prioritized risk factors.

Homework sessions, GED classes, and tutoring sessions have been actively attended and have proven effective at addressing the risk factor dealing with academic failure and lack of commitment to school. A meeting is held monthly with the schools to discuss any difficulties a student may have. The impact on grades and attendance has been significant. Youth also take trips to Iowa colleges. These education focused activities are all components of the overall goal of breaking the cycle of poverty.

A wide variety of age appropriate activities keep youth off the streets, provide positive interaction between youth and adults, and allow for self-expression. A number of Drug Prevention Support Groups are provided at school and at Urban Visions. Girl Talk is facilitated by the Children's Advocate and is well attended. Images, which is a high school girls group, was started in collaboration with the school in response to fighting and rebelliousness. Images has effectively helped students deal with conflict resolution, drugs, problem solving, and pregnancy prevention. Visions, Visions Track Club, and Second Chance are three programs for youth ages 14 to 22 (Visions is an all male group). These groups address a wide variety of risk factors and provide alternatives to the life styles of the streets. Many of these youth have been involved in criminal and drug activities. These programs are coordinated with the Fort Dodge schools, the Department of Corrections, and the Neighborhood Watch.

D/SAOC's main emphasis has been to provide a Children's Advocate to implement the Children's Witness of Abuse Program for children whose mothers receive service at D/SAOC. The Children's Witness of Abuse Program is coupled with The Children's Domestic Abuse Program as needed. D/SAOC served 1,363 children during the 1998-99

grant year. The children were either served in individual sessions; school programming; or in weekly support groups which focused on themes such as feelings, abuse, breaking the silence, safety planning, conflict resolution, positive social skill development, youth relationship, and self-esteem building. The number of children served reflects a 15% increase from the previous grant year. The unduplicated numbers for children served are as follows: the "Happy Bear" program: 483 children; children in shelter: 130; children receiving counseling: 72; Monday night group: 91; Respecting Each Other: 287; Self-Esteem/Companion Group: 27; Summer Fun Group: 16; Girl Talk (Urban Visions): 72; and the Youth Relationship Class: 185.

### **Outcomes**

The Fort Dodge Delinquency Program has made significant progress toward reduction of juvenile crime through the approaches developed under the Juvenile Justice Crime Prevention Grant. **Participation at Urban Visions increased from 420 youth to 591 youth during the 1998-99 grant year. Behavioral changes have been evident. Ninety-six percent of first time youth have remained in school; 100% of first time youth participants have not been involved in drug activities based on Urban visions data sources. A report from the local high school indicated that referrals dropped from 22.6% in 1994-95 to 15% in 1996-97; the drop out rate for Pleasant Valley youth went from 12% to 10.3%. A significant change to the neighborhood included the recapturing of a park across the street from the center, which had been used extensively for drug and alcohol usage.**

The growth and strengthening of the educational advancement component of Urban Visions is demonstrated several ways. **Homework session enrollment has increased 80% since the first year.** Also, the number of tutors has doubled so that more students received individualized instruction. **The impact of the tutoring sessions has been evident in the improved grades of the students. Twenty-five students visited Iowa State University and the University of Iowa.**

The impact of the positive alternatives and recreation components of Urban Visions has also grown. There are a wide variety of age appropriate activities ongoing. These have included Urban Visions Junior Olympics, flag football, drill team, art projects, music, speaking, plays, Black Impressions programs, teaching responsibility, and allowing for self expression. A city wide basketball tournament was held during the summer and approximately 300-400 people attended, including ten teams composed of youth from Des Moines, Omaha, and Fort Dodge. Participants also traveled to Iowa State for a football game and Drake for a basketball game.

The drug prevention support groups held by Urban Visions continue to reach more youth. Attendance for the Girls Group remains high. Some Visions members have become active in the Neighborhood Watch. Images is attended by fifteen girls, and comments from the high school indicate that this group has had a definite impact on problems at the school. Sistahs with Voices, a group for younger girls (ages 11-14), is well attended, serving fifteen girls. The Visions Track Club continues to compete throughout the state.

Since its implementation in 1996, it has become increasingly apparent to the local Justice system that **the Second Chance program has made a strong impact on the clients served as well as the Justice system itself.** The program provides support service to young people ages 14-22 who have been involved with the Justice system. The primary goal is to provide support and referral services in order to prevent incarceration and reduce recidivism. Through collaboration with the schools, Department of Corrections, and Neighborhood Watch, the program has grown from six to twenty participants, with a waiting list of four potential clients.

The D/SAOC activities provide intervention in the cycle of violence for children whose risk of becoming abusers and of developing other dysfunctional and delinquent behavior is very high. A child who witnesses abuse has a 70% higher risk of becoming a batterer him or herself than the general population. **While the outcomes to preventing domestic abuse are not measurable at this time, definite changes are evident in the protective factors such as improving individual characteristics pertaining to self esteem, positive experiences, relationship skills, and safety skills.** Monitoring children in the Witnesses of Abuse Program continues as the children served by the program are tracked. Expectations are for there to be a sharp reduction in the problems of substance abuse and violent behavior in relationships.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Urban Visions	23,400	62,657
Domestic/Sexual Assault Outreach Center	11,600	10,000
Supplies and Operating Expenses		20,200
<b>TOTAL</b>	<b>\$35,000</b>	<b>\$92,875</b>

Key Contact: Susan Busch  
 819 1st Avenue, South  
 Fort Dodge, IA 50501  
 (515) 576-8191

## **Iowa Valley Community School District Prevention Specialist**

### **Collaborating for Community-Wide Consensus**

The Iowa Valley Community School District project represents a collaborative effort between the Iowa Valley Community School District, area service providers, local law enforcement, and community members. The project serves a community of less than 3,000 people made up of the Iowa Valley Community School District and City of Marengo residents.

The Planning Board includes youth, parents, business representatives, educational staff, juvenile justice personnel, human service workers, substance abuse prevention staff, DECAT representation, and a church youth director. The Board for this project has been fused with the local SAFE Coalition that was established as part of the first year of grant funding.

The community has been supportive of the Board's efforts, particularly in the area of the community needs assessment. The Board conducted a community-wide survey to give community members not serving on the Board a voice in the project's focus and direction for the future. The Board received over 350 responses from community members, which is exceptional considering the size of the community.

### **Assessment and Priority Areas**

As noted above, the Board conducted a community needs assessment survey. The survey indicated that residents (both youth and adults) were most concerned about underage drinking, drug use, drinking and driving, methamphetamine, and the lack of activities for youth. Assessment information was also gathered from area agencies such as the school, law enforcement, human services, substance abuse centers, hospitals and other medical centers, and juvenile justice.

From the comprehensive assessments and reassessments, the Board and the SAFE Committee have identified the following priority risk priorities: 1) reduce substance abuse (particularly alcohol abuse) among community youth through asset building, 2) recruit community members who are willing to spend time with community youth, 3) eliminate barriers for organizations hosting community-wide events, 4) provide substance-free community activities for all ages and programs for at-risk youth, and 5) enhance community wide collaboration among agencies and organizations.

### **Program Overview**

Grant funds are used to employ a prevention specialists who provides leadership in implementing programs designed to increase developmental assets in youth while simultaneously decreasing developmental deficits and risk taking behavior. Targeted groups include juvenile delinquents, at risk youth, and females. The program includes a focus on early childhood students in an effort to prevent involvement with the juvenile justice system. Programs offered through the Project include tutoring, after school

programming, recreational programming, mentoring, substance abuse education, counseling, parent training, and family case management.

The Board had six goals for the first year of funding. The first goal was to establish collaborative partnership with area agencies, organizations, and community groups. The Board met this goal by first hiring a prevention specialist. The specialist contacted the different agencies and groups and formed a multi-disciplinary team. The team meets regularly to provide collaborative services to local families in need.

The second goal of the program was to reduce deficits in youth. To meet this goal, at-risk youth have been referred through the multi-disciplinary team for area services. The third goal was to assess deficits and vulnerability to delinquency in local youth. To meet this goal, an asset/deficit survey was completed by all students in grades 6-12. The prevention specialist is also organizing efforts to do further assessments, especially for younger youth.

The fourth goal, to begin building assets in young children, was accomplished by the establishment of an interpersonal skills training program for kindergarteners who display behavioral problems. Also, two parenting classes were held. The first class, which was one session, dealt with helping impulsive children. The second class, which was eight weeks long, was designed to reduce destructive adolescent behavior in at-risk students and delinquents.

The fifth goal was to reduce tobacco, alcohol, and drug use among youth through becoming a SAFE Community. The process to become a SAFE Community is underway. The sixth goal was to ensure the maintenance of prevention efforts. These efforts are also underway.

### **Outcomes**

The outcomes of the steps taken to address the second goal: In the multi-disciplinary team's first six months, **ten high-risk families were helped, and only one of the delinquents the team worked with was placed out of the home at the recommendation of the team. All other families remained intact. Twelve delinquent and at-risk youth received academic support and counseling. All of the students experienced an increase in the amount of homework assignments completed and turned in.**

The outcomes of the steps taken to address the fourth goal: Eight students received the interpersonal skills training. **Twenty-three elementary parents and educators attended the session about impulsive children. All attendees said that the course was helpful and that they would recommend it to others. Six families attended the eight-week course on reducing destructive adolescent behavior. Evaluations of the program were overwhelmingly positive. Comments included "This is great – I finally feel like there is hope for our family!", "Every parent should attend this**

class!”, and “It was good to learn that I’m not the only parent dealing with these problems.”

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Iowa Valley Schools	31,785	17,115
<b>TOTAL</b>	<b>\$31,785</b>	<b>\$17,115</b>

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## **Johnson County Juvenile Crime Prevention Community Grant**

### **Collaborating for Community-Wide Consensus**

Youth service professionals in Johnson County had begun prevention planning efforts prior to this grant funding. State funding became a logical means to enhance interagency efforts to plan prevention programs. Youth service agencies, schools, business leaders, mental health professionals, law enforcement, juvenile court, youth and parents were included in the initial planning phases. The Johnson County Board of Supervisors is the applicant for this funding. The Board actively participates on the PPB and provides matching funds for the program.

Members of the PPB also participate in several other important initiatives focusing on the prevention of juvenile crime within the county, including the Head Start Case Management Team, Teen Pregnancy Prevention Coalition, Local Homeless Coordinating Board, Healthy People 2000, Substance Abuse Free Environment Committee, Iowa City's Charter Review Team, Steering Committee on Community Based Programming for Delinquent Youth, Oxford/Clear Creek's Strategic Planning Committee, ICCSD's At-Risk Committee, Iowa City's Downtown Task Force and the Detention Task Force. By having broad-based representation, the PPB has been able to develop a plan and implement programs which meet the most pressing needs of the community.

Clear evidence of the community's commitment is match funds of more than 100% of the grant funds requested since FY96.

### **Assessment and Priority Areas**

Existing risk assessments including the Johnson County Decategorization Project Plan, the Project SAFE plan, and evaluations developed for a School-Based Youth Services Program grant were used to identify risk and protective factors for delinquency. The Board also used juvenile probation records, school records, child abuse reports, police reports, substance abuse evaluation data for the school district, and census data.

The following risk factors were identified and targeted for program efforts: 1) high levels of transition and mobility; 2) extreme economic deprivation; 3) family management problems; 4) early initiation of problem behaviors; and 5) lack of commitment to school.

The goals of the project are to 1) strengthen resident attachment to their neighborhoods and community; 2) strengthen family management skills; 3) increase opportunities for youth to be positively involved in their community; 4) increase accessibility of community resources to low income youth and families; 5) reduce truancy and rate of school dropout.

### **Program Overview**

Johnson County allocates prevention funds to seven subcontractors who provide direct services. School based programs provide at-risk facilitators at the junior highs and alternative high schools, maintain family resource centers at three schools, and involve



the School Attendance Task Force in truancy problems. Neighborhood-based programs maintain family outreach counselors, offer parenting and skill building classes, provide youth activities and tutoring programs, and conduct neighborhood improvement projects. Agency-based programs provide pre-employment programs and entry-level jobs, maintain rural outreach and youth counselor staff, offer extended community youth center hours for adolescents, and support substance abuse counselors in the schools.

This program has a long-range goal of changing the way local providers deliver services working closely together to provide comprehensive services to children and their families. To help achieve this, there is the Big Brothers/Big Sisters (BB/BS) Group Activities Program that targets mobile home parks and the at-risk youth that reside there. In the program they offer one to one matches with college student volunteers for eight weeks of supervised education and recreational activities. The Mid Eastern Council on Chemical Abuse (MECCA) provides substance abuse prevention programming, support groups, and individual assessment in the secondary schools. Youth Homes (YH), under the PAL program, offers prevention programming for pre-adolescent youth with identified behavior problems and their families. Additional programming includes an outreach program for youth and their families living in shelters to help integrate them into the community, and a pilot case management program for juveniles with severe behavior problems.

Services are provided by the different agencies based on the unique expertise of these local agencies. That expertise includes BB/BS's work with younger children and single parent households; MECCA's substance abuse work with families and communities; the Mayor's Youth Employment Program's expertise in vocational programs and youth entrepreneurial efforts; the Neighborhood Centers' neighborhood-based prevention and mobilization skills; United Action for Youth's expertise in working with teens, youth volunteers and rural outreach; YH's experience in structured programs for families and treatment programs for youth; and the school district's community approach to responding to student needs.

### **Outcomes**

The number of referrals to the Johnson County Juvenile Court Office **increased 8% in 1998, following a 27% decline in 1997. However, the number of referrals in 1998 was still 85% of the total referrals in 1994 and 79% of the 1996 total. Since 1994, the number of referrals has decreased 15%.**

To monitor the impact of its activities, agencies collaborating through the Johnson County project established a database containing information on the youth receiving services through the program's various components. The Johnson County project served 2,152 people in fiscal year 1999. This is a 19% decrease from FY 1998, primarily because people served by the Hills Family Resource Center were not included in the 1999 database. The Hills Family Resource Center numbers were not included because the Center does not receive funding through the grant, although UAY staff help with programming. In addition to the 2,152 unduplicated people in the program database, MECCA worked with 281 youth during the year and provided additional services to 206

school staff members and parents. (The yearly MECCA total could bring about some duplication as those served by MECCA are not included in the data base because of confidentiality requirements.)

Through the data base it is known that 52% of the people served were females and 71% of the adults served were females. Of the people served, 39% were children, 37% were juveniles, and 24% were adults. The median age of youths in all programs continues to be 13. The largest age group among youth is the 14-year-olds. Among those served, 49% participated in programs for only one quarter. Another 21% participated for two quarters, and 13% participated for three quarters. Seventeen percent of participants were involved all year. Encouraging participation throughout the year remains a challenge. The ethnicity was known for 2,118 participants. Of those participants, 74% were white, 14% were African American, 6% were Hispanic, 3% were Asian, 1% were American Indian, and 2% were biracial. The income level was known for 1,003 participants. Of those participants, 55% had a low family income, 37% had a moderate family income, and 8% had a high family income.

The North Liberty Family Resource Center made 3,382 contacts during FY99. The unduplicated number of people served was 193. The Center staff made 802 in-home visits. Issues covered included behavior management, communication, stages of child development, budgeting, stress management, child and substance abuse, family dynamics, transportation, and housing assistance. A total of 72 volunteers were matched with 72 children in a tutoring program. **Among parents surveyed, 98% said they were involved in more services since they began coming to the center, and 100% said they agreed or strongly agreed that they have become more involved with the school by participating with the center.**

Youth Homes held many well attended parent support group meetings, ten within the last quarter alone. Eight families attend the meetings regularly. The PALS program provides childcare and counseling for the Parents Support Group.

The Mayor's Employment Program served 216 youth during FY99. Youth either received regular employment at multiple area businesses or a subsidized employment training experience.

Over 400 children participated in the Big Brothers Big Sisters Group Activity Program this year. GAP, which is held in rural mobile home courts, offers an educational curriculum, various activities, and field trips.

UAY served 1,469 youth, 372 parents, 75 babies, and eight other adults during FY99. Services included 949 prevention programs, 168 counseling interventions, and 352 prevention and counseling programs. UAY offers a wide variety of programming including, the Outsiders Group (outdoors group), the Dating Cello drama troupe, CASE (anger management techniques and conflict resolution), and the Youth Center. The Youth Center is open until 9 p.m. Tuesday, Wednesday, Thursday, and Friday nights. It

is also open six afternoons a week. During the fourth quarter the Center recorded 1,311 sign-ins. The “Synthesis Electronic Arts Program” is one of the innovative programs at the Center.

**In an effort to reduce truancy and dropout rates, the student advocate at the Senior High Alternative Center served 11 girls and 21 boys, including 27 involved with the Juvenile Court. Youth had an overall attendance rate was 82%. Of the 32 students, 14 progressed to the next grade, three moved, two dropped out of school, and two transferred to Kirkwood Community College. The advocate was in touch with 19 parents during the year. They worked with the advocate to make sure their children attended school and said they were grateful that they could get an almost immediate response about their children’s attendance.**

The student advocate worked with 30 students on probation at South East Junior High School. Five non-probation students in danger of failing several courses or with disciplinary problems met with the advocate in a support group. The group met ten hours per week for after-school homework and counseling sessions. An additional 25 students received informal support from the student advocate. **Attendance of probation students generally improved during the year. One student who had missed 41 days the prior year missed only 25 days during 1998-99. All 30 of the probation students reduced the number of suspensions they received. Five of the six non-probation support group attendees improved behavior and received fewer disciplinary reports. All 34 students who completed the student advocate program increased their grade point averages. Of the 34 students, four committed additional offenses during the school year. Contacts were made with 30 parents during 1998-99. Weekly contact was maintained with ten parents.**

At Northwest Junior High, the student advocate worked with sixteen students. Thirteen were on formal probation, while three were on informal probation. The student advocate was in touch with the parents of thirteen of the students. **Among the sixteen students, 45% improved attendance, and only one student involved with the Juvenile Court received another charge.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Big Brothers/Big Sisters	10,650	9,450
Iowa City Community Schools	34,100	142,869
Mid-Eastern Council on Chemical Abuse	24,570	16,450
Mayor's Youth Employment	23,867	29,200
Neighborhood Centers	38,841	50,976
United Action for Youth	28,650	38,240
Youth Homes	27,925	24,500
Program Coordinator	7,800	1,000
Other	2,200	4,400
<b>TOTAL</b>	<b>\$198,603</b>	<b>\$317,085</b>

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## **Lamoni Gateway Resolution Opportunities (GRO)**

### **Collaborating for Community-Wide Consensus**

Gateway Resolution Opportunities (GRO) was established as a result of grassroots community interest in reducing delinquency and promoting cooperation within the communities in four southern Iowa counties. The counties of Union, Ringgold, Decatur, and Wayne are included, as their citizens, schools, service providers, religious organizations and churches, law enforcement officials, and governmental agencies have demonstrated a commitment to the implementation of this project. This project allows the communities to implement programs that focus on preventing drug and alcohol use and violent crime among children and adolescents.

The applicants are the City of Lamoni and Iowa Mediation Service, a non-profit organization. Iowa Mediation Service is responsible for administering the funds, implementing, assisting, and evaluating the activities, and promoting the entire project.

A Community Prevention Policy Board has been established to identify and evaluate the needs of individual communities within the project area. Its diverse membership includes a wide range of community people who share an interest in reducing conflict, improving human relationships, and making communities safe places for families.

Staff work with other organizations to promote the goals, action steps, and time frames of the project. Numerous agencies assist in these processes. These agencies include schools, juvenile court services, law enforcement agencies, private human services providers, hospitals, and civic organizations. Matching funds are provided by Iowa Mediation Service and community members, agencies, and businesses.

### **Assessment and Priority Areas**

Risk factors represent a challenge to the psychological and social development of an individual. For this reason, those factors that affect early development in the family are most crucial. Chaotic home environments, ineffective parenting, and lack of mutual attachments are the most crucial risk factors. Other risk factors relate to children interacting with other socialization agents outside of the family, specifically school, peers, and the community.

Certain protective factors have also been identified. These factors are not always at opposite ends of risk factors and their impact varies along the developmental process. The most salient protective factors include strong bonds with the family, parental monitoring with clear rules of conduct, involvement of parents in the lives of their children, success in school performance, strong bonds with pro-social institutions such as the family, school, and religious organizations, and the adoption of conventional norms about drug use.

## **Program Overview**

Gateway Resolution Opportunities' objectives are designed to involve community organizations and individuals. The programs are directed at integrating members of the community into the lives of at-risk youth. The gardening project, SADD program, Peacemakers Club, conflict resolution classes, and mediation programs utilize the community's most vital resource, people.

GRO staff have assisted school staff in the Lamoni school system in establishing a Young Peacemakers Club. The Young Peacemakers Club serves first and second grade students. A "Peace Rally" was held during the 1998-99 school year. The rally was a conflict-resolution day camp. GRO staff have also taught conflict resolution, anger management, respect, social skills, and positive self-esteem classes to youth in grades 3-12.

GRO staff also provide a variety of mediation services. GRO staff held a two day training session in mediation techniques for Juvenile Court Liaison Officers. In conjunction with the Juvenile Court, GRO has developed a Victim-Juvenile Offender Mediation Program in Wayne County. Juvenile Court staff have also requested mediation services for families they see. Recently, GRO staff have collaborated with the Decatur County Health Nurse to establish a mediation process between landlords and tenants in cases where children are experiencing lead poisoning.

A garden spot was located in Lamoni and at-risk youth work side by side to plan, plant, tend, and harvest the garden. Mentors work with the at-risk youth.

School districts that have Students Against Drunk Driving and/or Students Against Destructive Decisions (SADD) programs are provided assistance in the form of speakers and material. Anti-drug, tobacco, and alcohol materials are being distributed at the Welcome Center in Lamoni. Also, an anti-substance abuse poster contest has been started.

## **Outcomes**

The Young Peacemakers Club membership was approximately 30 children. Through the anger management/conflict resolution classes, over 200 students were taught appropriate skills. **In the last two years, 600 students have been reached through the classes. Follow-up evaluation shows a remarkable difference in student behaviors, and school staff have become energized about the project and the topics introduced.**

Although there have been only thirty mediation sessions held, many individuals and even entire communities have been assisted by GRO staff and volunteers. **The two-day training session for Juvenile Court Liaison Officers was successful and many of those who attended have asked GRO for additional support.**

The gardening project directly served a number of people, including 30-45 children. The SADD programs invited Gateway Resolution Opportunity staff to present information. Materials from the Governor's Traffic Safety Bureau were introduced and discussed.

Students responded well to the interaction and were affirmed that what they are doing is important. SADD programs have increased in membership and effectiveness.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Iowa Mediation Service	46,776	18,179
<b>TOTAL</b>	<b>46,776</b>	<b>18,179</b>

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## **Linn County Juvenile Crime Prevention Initiative 2000**

### **Collaborating for Community-Wide Consensus**

FY2000 marks the consolidation of the Cedar Rapids and Linn County Crime Prevention Initiatives. Previously there were two applications from Linn County, the Cedar Rapids Initiative and the Linn County Initiative that served the Marion School Districts. The Community Corrections Improvement Association submitted for FY2000 funding one application on behalf of Linn County. Specifically, the Initiative serves the communities of Cedar Rapids, Marion, Hiawatha, rural Robins, Bowman Woods, Springville, Center Point, Central City, Mount Vernon, Lisbon, and Fairfax. Approximately 178,000 total people and 48,000 youth (48% of total) live in Linn County.

Beginning in FY2000, the Linn County Decategorization Executive Committee serves as the Planning Board for the Linn County Juvenile Crime Prevention Initiative 2000. The Board is comprised of representatives from the County, the City, the Juvenile Court Office, the Department of Human Services, United Way, and the fields of health and education. Through its involvement the Board hopes to foster additional linkages between Decat and other community planning efforts such as Community Empowerment and Foresight 2020.

### **Assessment and Priority Areas**

Through the new Initiative, Linn County's risk factors were reassessed. Juvenile crime, child abuse, juvenile court referral, domestic violence, renter-occupied housing, and poverty statistics were all examined. Those statistics, along with the indicators prioritized by Foresight 2020, Healthy Linn Country, and the synthesis of previous community collaborations, lead the Board to focus on the following priority concerns: 1) rural isolation, 2) alcohol and substance abuse, 3) gangs and gang affiliations, 4) teen pregnancy, 5) low neighborhood attachment, and 5) unstructured/unsupervised time.

### **Program Overview**

The Community Corrections Improvement Association administers the grant in collaboration with the Planning Board. The subgrantees are the Youth Leadership Program, Cedar Rapids Police Department, Neighborhood Associations, Inc., All City Drum Corps, AmeriCorps, ECI Safe, Cedar Rapids Community Schools, Marion Independent Schools, Linn-Mar School District, Summer Games, Inc., Community Connections, and St. Joseph School.

The Youth Leadership Program (YLP) provides leadership and life skills training, community stewardship opportunities, mentors, adult role models, tutoring, and family night activities. The program provides positive free time activities to targeted middle school and high school youth. It also conducts a seven week summer program in collaboration with the University of Iowa Athletic Department.



Neighborhood Associations, Inc. is a neighborhood watch program that brings together government, law enforcement, and the community. Youth participants collaborate with existing organizations to recruit additional peers to participate in Neighborhood activities.

AmeriCorps provides support to community agencies to provide substance abuse education, gang intervention training, and violence prevention training.

All City Drum Corps provides intensive programming after school, daily from 3:30 to 5:30 p.m. Youth ages 8 to 17 participate in the program. The Corps typically performs between 60 and 70 performances a year. The highlight of FY99 was performing at the inauguration of Governor Vilsack. The program also offers training for parents (Boy's Town Training Parenting Classes and computer classes). The practices are preceded by a thirty minute tutoring session provided by eight college student volunteers. During the summer, the Corps meets for eight weeks; youth receive additional academic assistance and go on special outings.

ECI Safe, which was initiated under the Cedar Rapids Project, provides training and forums in all the Cedar Rapids and Marion neighborhoods. Currently, Safe has provided 43 community events that included substance abuse education, gang prevention, violence prevention, and diversity training. It is currently doing gang research that will be completed during FY2000. Staff have completed 41 interviews with males ages 11 to 17.

The Cedar Rapids Community Schools EXTENSIONS program targets inner-city neighborhoods served by Franklin, McKinley, Roosevelt, and Wilson Middle Schools. The program maintains high expectations and provides activities before and after school and during the summer. The program is designed for remedial students and students who need structure, a place to study, and a motivator in their lives. Some of the activities involve parents and families.

The Marion Independent Schools have three programs: VMS Breakfast Club, FASTWORKS, and SODA. VMS Breakfast Club provides a light breakfast and tutoring. FASTWORKS is a program designed to provide pro-social training to students have ADD, AD/HD, and/or behavior problems. It meets once a month for 2.5 hours with parents and students. SODA provides special meetings and programs to fifth, sixth, and seventh grade students enrolled in the Marion Independent Schools. SODA also served 147 students at St. Joseph School.

Summer Games targets high-risk youth, grades 5-12, for high intensity programming. The youth participate in an eight-week summer camp where they receive mentoring, tutoring, and counseling services as well as participate in recreational activities. During the school year, weekly home visits are also offered.

Community Corrections publishes a parents' directory for the community of Marion. This directory includes all the parents of all the schools in the Marion area.

Linn-Mar provides a mentoring program to students targeted by school counselors. Students were also selected to be trained as trainers for drug abuse education.

**Outcomes**

**Each past year, both grant recipients surpassed the number of youth they intended to serve, and more importantly the retention rate for program participants is above 60% for each program.** To date, the combined totals of the Cedar Rapids and Linn County grants exceeds all expectations; **the intended 20% increase in youth served was instead a 64% increase in FY98.** For FY99 a 46% increase occurred through the end of the third quarter. In FY97, 123 people were served (Linn County did not submit a grant that year). In FY98, both grants served 338 people, and the grants served 628 unduplicated people through the third quarter of FY99. The 628 served does not include youth that were involved in large group activities, i.e., Linn-Mar hosted a school seminar and training on substance abuse prevention. If this seminar is included, the two grants served over 2,571 youth.

**The Youth Leadership Program enjoys an 85% retention rate. At the end of FY99 there were 343 students participating in the program.**

The All City Drum Corps served 260 youth during FY99, an increase over last year.

**Twenty students enrolled in the VMS Breakfast Club increased their grade averages and their commitment to school.** The response to the Breakfast Club was so great that the program went over budget. The SODA program hosted post prom parties, dances, bowling, and a program with the Marion drug dog. SODA served 323 students during the grant year.

**Twenty youth participated in the Summer Games Program last year. This is an increase over the fourteen youth that participated the previous year. No one reoffended, and the grade averages remained at C averages or better.** Those youth that have been in the program from the beginning have marked improvement in behavior, school grades, self-esteem, and responsibility.

The Community Connections Program continues to grow by 15% to 20% annually.

Lin-Mar's program to recruit youth as trainers for drug abuse education was successful according to student surveys. This was part of the Rock In Prevention conference.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Juvenile Court Office	4,014	1,405
Community Project Coordinator	5,000	5,000
Cedar Rapids Community Schools	20,480	10,000
All City Drum Corp	9,000	3,250
Neighborhood Association, Inc.	20,000	8,248
Youth Leadership Program	54,323	146,736

ECI Safe	5,000	2,877
Marion Independent Schools	5,000	4,189
Linn-Mar Community Schools	4,606	7,642
Community Connections	3,500	3,300
St. Joseph's School	1,300	455
Other	7,777	5,100
<b>TOTAL</b>	<b>\$140,000</b>	<b>\$198,201</b>

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## **Marshall County Cares**

### **Collaborating for Community-Wide Consensus**

The Marshall County Cares Project is administered by the Marshall County Youth and Violence Committee, Inc. The Marshall County Board of Supervisors is the applicant on behalf of the Committee. The Committee was formed in November of 1993, with the purpose of reducing juvenile crime. The Committee consists of representatives of human service agencies, the county attorney, law enforcement agencies, city and county officials, religious leaders, businesses, public health, students, parents, teachers, counselors and administrators.

The Marshall County Cares Project serves Marshall County. According to the 1996 statistics, Marshall County has a population of 38,868. Marshalls town is the county seat with a population of 25,178, which represents 66% of the county population. Other cities included in the County are LeGrand, Laurel, Melborne, Liscomb, State Center, Rhodes, Albion, Clemons, Ferguson, Haverhill, and St. Anthony.

Current funding sources under the purview of the Youth and Violence Committee include 1) Marshalls town Cluster Decategorization, 2) Juvenile Crime Prevention Grant, 3) Drug Free Communities Support Program, 4) Collaboration/Coordination Grant, 5) Promoting Safe and Stable Families Grant, and 6) Marshall County and local donations. Other community initiatives include Healthy Marshalls town, Communities Against Drugs, A+ Drug Free Task Force, SAFE Community designation, and Innovation Zone designation. The Marshall County Youth and Violence Committee, Inc. coordinates these efforts. As a result, the Committee has evolved into a centralized, locally controlled entity, which has access to the resources and development of juvenile crime prevention, early intervention, and treatment programs.

### **Assessment and Priority Areas**

Based on the statistics and information gathered by the 1998 Marshall County Comprehensive Strategy Data Collection Work Group the following risk factors have been prioritized to be addressed: 1) family management/conflict, 2) availability and use of drugs, 3) community laws and norms favorable toward drug use and crime, 4) early initiation of problem behavior, and 5) extreme economic deprivation.

### **Program Overview**

During the 1998-99 grant year, Marshall County allocated prevention funds to several programs including the Community Y Elementary Outreach Program, the Community School Prevention Program, Supervised Visitation/Neutral Exchange, and a mini-grant program called Ideas to Action.

The Elementary Outreach Program has evolved since its inception. To qualify for the Outreach Program, at-risk indicators must be present (i.e. high absenteeism/tardiness from school, discipline problems at school, juvenile court referral, etc.) The goal is to identify and intervene with children exhibiting high-risk behaviors prior to the children

committing crimes and being referred to Juvenile Court. An elementary/Jr. High girls outreach program has also been implemented. Participants fill out contractual forms that are explained and signed during home visits. Youth and parents are aware of the expectations of the youth while in the program. The program is not receiving grant funds in FY2000; since January 1998, the Community Y began funding the program at 100%.

The Community School Prevention Program promotes social competence building. The classroom presentations are structured to the specific needs of the school building. The program started in 1995 at East and West Marshall schools and has expanded to include Green Mountain Elementary. Curricula used deal with skill development (self-esteem), peer pressure, making responsible choices and good decisions, and anger and conflict management for grades K-8. The classroom presentations are one hour, weekly sessions for six to eight weeks.

The Supervised Visitation/Neutral Exchange Program is recognized by attorneys, the courts and the Department of Human Services as a valuable alternative for families, which reduces out of home placements of children and allows contact between children and their parents and/or relatives in a safe, supervised environment. The sliding fees for the supervised visitation program are based on income. The supervised visits range from one hour to four hours and take place in the offices of Youth, Runaway, and Family Services. All visits are monitored by staff who document the interaction and only intervene if the child is in danger.

Referral agencies, attorneys, and courts are provided with periodic reports during the delivery of services and upon discharge. These reports are provided to the family as outlined in the delivery of services criteria. A treatment plan is developed through collaborations with all family members, referral source, and others who are directly involved in the delivery of services. The treatment plan, goals, objectives, and services are written thirty days before the initiation of services. Quarterly progress reports continue throughout the period of time which services are delivered.

The Youth and Violence Committee partners with individuals or groups of youth to complete projects through the Ideas to Action program. The 1998-99 grant year was the first year for the program. Mini-grants that are awarded include financial assistance (up to \$1,000) and mentoring from local professionals with the expertise needed to guide the youth to accomplish their projects. The program promotes leadership skills in youth and benefits the community through completion of the specific projects. The mini-grants are awarded through a simple Request for Proposal process.

### **Outcomes**

Since July 1997, the Community Y Outreach Program has served up to 17 sixth through eighth grade girls in the girls program. **Of the 52 youth participating in the Outreach program, zero have been referred to juvenile court services since participating.** There is now a waiting list to get into the program. Currently, there are 35 youth participating in the program. **The results of a survey given to the participants in**

**January 1999 include the following: 42% report doing better in school than before becoming involved in the program, 52% report liking school more now than before participating in the program, 85% report liking themselves after participating in the program, 66% report getting along better with others their own age now than before participating in the program, and 81% report liking their family more now than before participating in the program.**

**Principals at the local elementary schools report seeing improvements in attendance,** interaction with peers and working in collaborative groups since the students have been participating in the Outreach Program. It was also reported that participants are more positive about their future and can better benefit from the education offered here at school.

The classroom programming for social competence promotion has made 5625 youth contacts through the third quarter of the 1998-99 grant period. The program has made 1097 adult contacts and 877 students have participated in one-on-one presentations. **A significant percentage of students report increases in assets/skills which have been targeted as protective factors.** Both parents and school staff have reported that trainees have improved self-confidence and social skills as a result of the training. **The following test results show skills and percentage of students who reported skill improvement as a result of classroom sessions (as of March 31, 1999): 40% reported improvement in cooperation with others, 37% reported improvement in solving problems peacefully, 32% reported improvement in resistance to alcohol, tobacco and drugs, 45% reported improvement in setting goals, 34% reported improvement in anger management, 33% reported improvement in taking responsibility for actions, and 33% reported improvement in making good choices.**

The Supervised Visitation/Neutral Exchange Program has also continued to grow. In June of 1995, the end of the first grant year, 42 supervised visits occurred with 16 children involved. From July 1997 through March 1998, 972 supervised visits occurred involving 270 children, parents, and/or other adults. From July 1998 to June 1999, 1,011 supervised visits occurred; 465 children, parents, and other adults have been served; and 1,131 total hours of services have been done. A method to measure the success of individual family plans has recently been developed and is being implemented during the 1999-2000 grant year.

The mini-grant program was very successful during its first year. The Committee funded eight grants, which involved 222 youth and 36 adult mentors. Organizations such as The Key Club, Kiwanis, and schools partnered to do graffiti removal; West Marshall FFA renovated a nature trail; Central Iowa 4-H repaired a flowerbed in a city park; Big Brothers/Big Sisters revitalized a park; East Marshall Middle School held a senior citizen social; etc.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Youth and Shelter Services	14,216	30,000
City of Marshalltown	57,759	10,050
SATUCI	5,000	
Marshall County Youth & Violence Committee	1,025	3,800
Audit		900
Salvation Army	2,000	
<b>TOTAL</b>	<b>\$80,000</b>	<b>\$44,750</b>

Key Contact: Liz Zuercher  
803 North 3rd Avenue  
Marshalltown, IA 50158  
(515) 753-4989

## **Mason City Youth Task Force**

### **Collaborating for Community-Wide Consensus**

The City of Mason City, population 26,040, is the applicant for these funds. The Mason City Youth Task Force was implemented in January 1994 by the Mason City Mayor. Its directive is to assess the needs of young people in the community and implement strategies to meet identified needs. The Mason City Youth Task Force has wide representation from the community including school districts, service providers, youth organizations, city government, media, businesses, faith community, service clubs, youth, and parents. This project serves Mason City, but YTF staff have provided consultation and other assistance to other communities, with primary focus on Cerro Gordo, Hancock, Winnebago, and Worth Counties.

Match funds for this project are provided by Mason City Community Schools, Newman Catholic School and Mason City.

Youth Task Force members and staff are actively involved in several collaborative initiatives. Linkage with other groups is one of the primary strategies utilized in continuing assessment activities and in project implementation. The collaborations include Community Policing Advisory Board, Community Development Strategic Planning Committee, DARE Parent Advisory Board, Mason City High School Substance Abuse Committee, Decat County Providers Planning Committee, Cerro Gordo County Child Abuse Prevention Council, Lutheran Brotherhood Board, N. Central IA Decat Planning Committee, Family Connections Advisory Committee, and Drug Free Schools Advisory Committee.

### **Assessment and Priority Areas**

Members of the Mason City Task Force on Youth attended a Communities That Care training prior to receiving prevention funding from CJJP. A subsequent risk assessment was completed by the members of the Youth Task Force Executive Committee. The Task Force evolved into the Prevention Policy Board following this assessment. The Board coordinated planning efforts by gathering additional information from youth, parents, juvenile court services, law enforcement, school officials, human service providers, business leaders, local media, the community college, health care and elected officials. The Youth Task Force also developed a survey to assess the needs of more than 2,000 middle and high school youth in the Mason City area. The Task Force also examined foster care placement numbers, domestic violence reports and shelter use, substance abuse treatment and counseling, school records and crime report records.

The following risk factors were prioritized in Mason City: 1) family management problems; 2) friends who engage in problem behaviors; 3) favorable attitudes toward problem behaviors; and 4) community laws and norms favorable to drug use, fire arms, and crime.



## **Program Overview**

The activities and programs sponsored by this grant are centered around two goals of the Youth Task Force. The first goal is have a positive impact on community norms and standards regarding substance abuse and decrease substance abuse among youth in the community. The first objective of this goal is to provide youth with access to mentors/positive peer role models. To meet this objective four mentoring programs have been established.

The One on One Mentoring Project matches adult and college student mentors with at-risk students. These mentor visits are school based and occur one class period per week. Counselors, human service providers, and parents request mentors. YTF VISTA recruits, screens, trains, and coordinates mentors. Mentors must make a minimum one-year commitment.

The System Youth Mentoring Project matches adult mentors with youth offenders. This project has weekly visits. Day Treatment Supervisors identify youth and, along with YTF VISTA, interview potential mentors. Mentors must make a minimum one-year commitment. This program began in the 1998-99 grant period.

The Home Safe Peer Mentoring Project consists of high school students teaching latch-key classes to elementary students and follow-up telephone contact. Parents enroll youth in the program, which consists of two classes each two hours long. The program, which began in 1998-99, is expanding in 1999-2000 to include three classes for students and three classes for parents.

The Summer Rec Peer Mentoring Project pairs high school and middle school students with elementary and special needs youth through summer recreation department programs. The program also began in 1998-99. The YTF staff and VISTA volunteer, along with the Recreation Department, interview and train the mentors. The mentors make a two-week commitment.

The second objective of the first goal is to increase community awareness of substance abuse issues and asset building strategies. In order to meet this objective, a sub-committee of the Planning Board was formed and a quarterly newsletter is published. Secondly, Staff, VISTA and volunteers present asset presentations and workshops to community adult and youth groups. The workshops, which were developed in 1998-99, are 30 minutes, 1 hours, and 3 hours in length. Lastly, YTF has sponsored "Focus on Youth Week" since the 1995-96 grant year. This week long community mobilization event is designed around the eight categories of Developmental Assets.

In order to meet the third objective, expanding school-based substance abuse prevention education, the project is implementing a new life-skills training curriculum in 1999-2000.

In order to meet the fourth objective, involving youth in leadership roles and diversifying youth representation, seven youth action teams were formed in 1994-95. The teams have

nine monthly meetings and two large group meetings per school year. The teams are at the Mason City High School, John Adams Middle School, Roosevelt Middle School, Newman Catholic Middle School, and the Taft Day Treatment Center. The teams sponsor activities including Government Day, community projects, middle school dances, and volunteer opportunities.

The YTF also operated the Youth Accountability Project to meet the first goal. The YTF worked with Gerard Treatment Programs to develop a project for misdemeanor offenders referred from Juvenile Court Services during the 1998-99 grant year. The Project is now completely run by Gerard Treatment Programs and will no longer receive funding.

The second goal of the YTF is to increase protective factors for children of teen parents and reduce teen pregnancies. In order to achieve this goal, two programs have been created. The CLASS Program consists of weekly sessions for teen parents utilizing community resources as instructors and a support group session. The It Takes Two Adolescent Pregnancy Prevention Program consists of three classroom sessions led by adults and one classroom session led by a teen mentor. The Program is offered at all Mason City middle schools and other schools as requested.

### **Outcomes**

The One on One Mentoring Project made 20 mentoring matches during the 1998-99 grant year. The year end reports for the project in 1997-98 showed the following changes for students participating: **ten of the twelve students referred for academic performance improved their grades and passed to the next level, all students referred for peer relationships skills received improved reports from counselors, 89% of students believed that more students should have mentors, 90% of students wanted to continue to be in the program, 100% of parents wanted their children to continue to be in the program.**

The Home Safe Project served 29 youth, ages nine and over. Fifteen high school peer mentors provided weekly follow-up for four weeks. Pre/Post test surveys were given to parents and students. **Survey results showed that parents and students increased their ability and awareness of six areas including the ability to handle peer pressure/sibling conflicts, awareness of rules and responsibilities, ability to handle emergencies, and ability to constructively use time.**

The Summer Rec Mentoring Project recruited 35 middle school students to serve as peer mentors to pre-school and younger elementary youth in five Mason City Rec Department programs.

**The Youth Accountability Project proceeded with good results during its first year. Only 8% of offenders re-offended. An average of 22% of all JCS cases are repeat offenders.**

YTF staff surveyed 214 people at retail locations regarding its media campaign, which was conducted between October and December 1998. When asked, 38% remembered seeing the campaign. Of those who remembered the campaign, **76% said the campaign message helped them learn about ways they could get involved in prevention efforts.**

Asset Building Education Presentations have reached 537 people. According to the pre-survey averages, youth ranked their knowledge of asset building between 2.2 and 3.5 (on a 1=low, 5=high scale). After the presentations, youth ranked their knowledge of asset building between 3.6 and 4.7.

Focus on Youth Week involved 33 community resources, 380 elementary students, 441 middle school students, 250 high school students, 17 college students, 40+ adult volunteers.

Participation on all Youth Action Teams increased during the 1998-99 grant year. The Alternative High School Youth Action Team increased from eleven to eighteen students. A VISTA volunteer met with 21 young men at the Taft Day Treatment Center twice each month.

Births to teen mothers in Northern Iowa have decreased since the community began focusing on this problem in 1995. **While Cerro Gordo County has seen a 26% decrease in teen births, Mason County has experienced a 40% decrease. YTF believes that the combination of YTF and other community resources working together has helped Mason City experience a larger decrease than the County as a whole.**

Enrollment in the CLASS program was sixteen students in 1998-99. **None of the students in the CLASS program gave birth to a second child. No reports to protective services were made regarding program participants. Only one participant in the program was expecting a child.**

The It Takes Two Program recruited 21 teen mentors give school-based education presentations during the 1998-99 grant year. Their presentations reached 550 students.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Mason City	55,000	59,510
<b>TOTAL</b>	<b>\$55,000</b>	<b>\$59,510</b>

Key Contact: Mary Schissel  
 10 1st Street NW  
 Mason City, IA 50401  
 (515) 242-6119

## **Mills/Montgomery/Cass Truancy Reduction Project**

### **Collaborating for Community-Wide Consensus**

The Truancy Reduction Project serves Mills, Montgomery, and Cass Counties. The total population of the three counties is 40,893. Included in the three county area are ten school districts. Functioning as a three-county multi-interest group requires careful consideration of geographic, cultural, and special interest representation. The Planning Board for this Project is also the community Empowerment Board. An Executive Board was formed to handle management of the project on a day-to-day basis. Several sub-committees have also been established to share responsibility.

Effort has been made to ensure equal representation from each county, as well as representation from each school district. Within this framework, effort was made to also include membership from health, education, and human services/juvenile justice interests. In addition, considerable cross-over exists between this board and other community groups (e.g. SAFE, child abuse prevention councils, health advisory groups, etc.)

### **Assessment and Priority Areas**

Prioritization of risk factors occurred formally during the 1998-99 grant year. Beginning in April, Decat and Innovation Zone members led monthly community meetings, which brought about focused discussion in each of the three counties. The communities have identified and are acting upon the following priorities: providing parent education, preparing young children for school success, addressing truancy problems among children already in school, and supporting asset-building activities for youth.

The focus of grant funding is on addressing truancy because truancy and problems with school attendance are associated with academic failure and poor commitment to school; involvement in delinquent behaviors, including vandalism, gang involvement, and violence; substance abuse; teen pregnancy; and decreased potential for economic self-sufficiency.

### **Program Overview**

The primary strategy of the Truancy Reduction Project involves the employment of three Truancy Reduction and Intervention officers (TRIOs) for the ten local school districts. The TRIOs provide front-line intervention, identify the dynamics around a child's truancy, and work with the child, family, school, and community agencies to successfully return the child to the school setting. Each TRIO is assigned to the school districts in a given county, and takes assignment directly from the building principal or superintendent.

The TRIO/student relationships established assist the students in problem solving, setting realistic goals, time management, and resolving underlying causes for attendance problems. The TRIOs tap into a network of supportive agencies, including family therapy providers, mental health providers, DHS, public health, and school district support staff. In more severe and chronic cases of truancy, TRIOs also involve county attorneys and local law enforcement, and they have utilized the law allowing drivers license suspension for truancy.

The program coordinator is responsible for the functional supervision of the project. The coordinator assists the TRIOs with publicity about the project and in collaborations with the community.

Also within the three county area are School Based Interventionists. SBIs are very similar to TRIOs; however, they are funded by the fourth Judicial District Juvenile Justice monies. Some schools only have SBIs, some schools only have TRIOs, and some schools have both. School districts are able to choose how they will use the TRIOs. As a result, TRIOs have worked in elementary, middle, and high schools.

**Outcomes**

A Truancy Resolution and Intervention Officer was in place in each of the three counties by December 1998. During the 1998-99 grant year, the TRIOs served 280 students. Of the students, 86 received ongoing contact, as opposed to limited or one-time contact.

In the Red Oak School District, the TRIO is stationed in the middle school. This allows relationships to develop between the TRIO and students at a younger age. As these students advance into high school, the Truancy Officer has the advantage of an existing relationship with them. **Although it is too soon to fairly attribute improvements to this approach, Red Oak Schools does report a decrease in the drop-out rate since the employment of the TRIO in their area.**

**Similarly, the Glenwood School District reported a decrease in dropout rate from 3.4% in 1997, to 2.3% in 1998. Villisca Schools reported a decrease in dropouts from ten students in 1997 to six students in 1998. Malvern School District only had one student dropout in 1998.**

**During the 1997-98 school year, one in three students contacted by a TRIO increased their school attendance and 20% showed actual increases in academic performance.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Mills/Montgomery/Cass Counties	46,776	55,248
<b>TOTAL</b>	<b>\$46,776</b>	<b>\$55,248</b>

Key Contact: Sonja Marquez  
P.O. Box 469  
Glenwood, IA 51534  
(712) 527-4803

## **Moravia Community Schools Juvenile Crime Prevention Grant**

### **Collaborating for Community-Wide Consensus**

The mission statement for the Moravia Community School District is “Excellence in Education – Preschool through Graduation.” In its efforts to strive for excellence, the school district recognizes the need of students for juvenile delinquency prevention programming. In an effort to address that need, the district is focusing on positive youth development. Positive youth development is a process that leads to healthy, well-educated, and well-functioning adults. The district plan is pro-active rather than reactive, and therefore much more cost efficient.

The grant serves the same area as the school district: the communities of Moravia, Unionville, and Iconium. The communities have a combine population of 1,944. All residents, regardless of their age, are encouraged to be a part of this effort to improve quality of life for their youth and promote the goal of life-long learning for all students. All programs are free and available to all community youth.

Key community leaders have been supportive and willing to be directly involved in this comprehensive effort. Some of the organizations involved are the Superintendent’s office, the Sheriff’s office, the Moravia Athletic and Music Boosters, the Citizen’s Advisory Council, and the school principals. Other school staff, teachers associations, the City Council, community organizations, and local churches have been supportive.

### **Assessment and Priority Areas**

Statistics from the Executive Director for Judicial Education and Planning at the State Court Offices in Des Moines were used to compare the youth in Appanoose County with youth in the surrounding nine counties. Some of the risk factors found were the number of juvenile delinquency referrals to the JCO, the number of teen births, per capita income, unemployment rates, and drop out rates. Prioritizing the list of community risk factors was a challenge. In the end, the number of teen births and the school dropout rate were chosen as the two priority areas. The grant applicants recognize that many of these factors are interrelated. It was also decided that both risk-focused delinquency prevention and asset building should be pursued.

### **Program Overview**

The project emphasis is on working with students in positive settings and increasing positive contacts with parents and community members. This is implemented through supervision for intramural sports and training activities, access to weekly tutors, and supervised computer labs for youth.

### **Outcomes**

**During the 1998-99 school year, the before school weight lifting and fitness program averaged twelve participants. The supervisors saw a great deal of physical as well as mental growth from those that came on a regular basis.**

The high school continued to offer after school tutoring, and the elementary school continued to provide students with increased supervision in before school activities. The “Early Birds” met 39 times with 305 student contacts (an average of 7.8 students per session). The After School Study Club met sixteen times with 100 student contacts (an average of 6.3 students per session).

<b>1998-99 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Moravia Community School	12,584	4,503
<b>TOTAL</b>	<b>\$12,584</b>	<b>\$4,503</b>

Key Contact: Richard Moore  
507 North Trussell  
Moravia, Iowa 52571  
(515) 724-3311

## **Muscatine Safe Streets**

### **Collaborating for Community-Wide Consensus**

The City of Muscatine has entered into a 28 E Agreement with the Muscatine Mobilization Council, Inc. (MMCI) for purposes of implementing Safe Streets: Delinquency Prevention Through Community Mobilization. The MMC functions as the PPB and facilitates the planning and coordination of this and other crime prevention activities throughout Muscatine.

Board members and advisors to the MMCI serve on key community boards and committees, including the Empowerment Board, Muscatine Health Association, Adolescent Pregnancy Prevention Council, United Way, AmeriCorps Advisory Committee, Muscatine Mediation Center, Muscatine Tool Shed, School District At-Risk Advisory Council, School Improvement Teams, etc. Several members are also involved in the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders process.

### **Assessment and Priority Areas**

Parents, law enforcement, school personnel, youth service agencies, and citizens participated in the program-planning phase. Existing assessments of youth problems in Muscatine conducted by New Horizons Substance Abuse Program, the Muscatine Police Department and the Substance Abuse Coordinating Council were used to identify the most prevalent risks for delinquency in Muscatine.

Risk Factors identified include 1) availability of illegal drugs; 2) frequent school or residential moves. 3) low neighborhood attachment; 4) poverty; 5) family management problems; 6) academic failure in elementary school; and 7) rebellious youth attitudes.

### **Program Overview**

Two programs are supported by prevention funding. The first and primary program is Safe Streets. Safe Streets is a community mobilization effort that has led to the creation of twelve neighborhood groups in Muscatine. Neighborhood groups conduct a variety of activities that involve residents in all ages in positive and pro-social events such as neighborhood cleanups, block parties, potlucks, telephone calling trees, community education and neighborhood watch groups. The MuscaTEEN Center is an after school drop-in program for high-risk youth that provides tutoring, academic support and recreational activities for youth of all ages.

The Safe Streets Program, Neighborhood Community Council, and MMCI work with the Muscatine Youth Coalition, the MuscaTEEN Center, and other youth serving programs to enhance positive youth development and prevent delinquent behaviors. This includes making youth workers available to assist with specific neighborhood projects targeting youth as well as staffing the MuscaTEEN Center. In February 1999 a latchkey program was added. It was well attended and is funded by the FY2000 grant.



The Safe Streets Project has established a Neighborhood Community Council to facilitate the communication between the Neighborhood Associations and assisted in the formation of the Muscatine Mediation Center which is utilized for small claims court and in the neighborhoods themselves.

The neighborhoods accomplished a variety of activities throughout the year including clean-up/fix up events, implemented neighborhood patrols, established Blue Star safe homes for school children, hosted SAFE Night USA, hosted an Easter egg hunt, removed graffiti, developed a neighborhood newsletter, held a presentation on gangs, hosted neighborhood dinners, and secured better street lighting. A Community Tool Shed was maintained for the purpose of loaning tools at no cost to individuals and groups wanted to improve their properties and homes.

**Outcomes**

**Juvenile arrests in Muscatine decreased from 35% of all arrests to 26% of all arrests in 1997-98. Juvenile arrests in the City of Muscatine declined by 21.8% between 1996 and 1997. Since the beginning of the Safe Streets Project in 1995, overall juvenile arrests have declined 3.7%.**

**Total referrals to juvenile court declined by 25% between 1996 and 1997. This represents a 34% reduction in felony referrals, a 40% reduction in felony crimes against persons, and a 35% reduction in simple misdemeanors. Also, the number of delinquency petitions filed has been reduced by 31% since 1995.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Muscatine	33,000	12,956
<b>TOTAL</b>	<b>\$33,000</b>	<b>\$12,956</b>

Key Contact: Vicky Ocasio  
312 Iowa Ave  
Muscatine, IA 52761  
(319) 264-3278

## **Newton Youth Prevention Resource Program**

### **Collaborating for Community-Wide Consensus**

The City of Newton is the applicant for this funding with the lead agencies in the activities being the Newton Community School District, the Newton Police Department and the YMCA. Youth, parents, law enforcement, school officials, service agencies, business and industry leaders, and elected officials were represented in Newton's prevention planning process.

This Planning Board is involved with numerous other collaborations including the Drug Free Schools Committee, Chamber of Commerce Substance Abuse Prevention Committee, Newton Community School District At-Risk Committee, Jasper County Alternative Education Consortium, Jasper County Vocational Education Consortium, Jasper County Decategorization Committee, Early Childhood Committee, Economic Community Task Force, and Crisis Intervention Team. Each of these linkages has brought together representatives from business, industry, law enforcement, public schools, service providers, and parents.

### **Assessment and Priority Areas**

A City of Newton Community Survey conducted by Iowa State University, a needs assessment conducted by a local substance abuse treatment and mental health treatment prevention agency, the Iowa State Department of Education Survey of K-12, and a Community Focus Group on Safe Schools were used to identify risk factors for delinquency in the Newton Area.

Risk factors for delinquency identified in these efforts included 1) early initiation of drug use; 2) parental attitudes favoring antisocial behaviors; 3) lack of opportunities for youth; 4) poverty; and 5) truancy. The community planning team established the following goals: 1) increase positive activities for youth in the community; 2) establish financial assistance for activities for low-income youth; 3) improve relationships between parents and children; and 4) provide opportunities for parental skill building.

### **Program Overview**

Newton has used prevention funding for two specific programs. A Teen Center called "ACES" in downtown Newton is used to support a Youth Activity Closet. The Closet allows families who have inadequate financial resources to check out sports and hobby equipment (e.g. balls, bats, gloves, roller skates, hockey equipment, shoes, protective gear, and fishing poles). Several area businesses have established stations for the collection of used equipment and supplies. The program is marketed through the use of school newsletters, informational meetings, the PTA, and local media.

The School Resource Officer Program is a law enforcement-school collaboration. In this program, a full-time police officer from the Newton Police Department divides his time between several schools to work with high-risk youth. The goal of the program is to increase understanding and respect for law enforcement by having an officer available for

prevention education, informal communication, and building positive relationships with students and their families.

The School Resource Officer (SRO) serves as police-school liaison. The SRO works with school staff to identify students who are at-risk for gang-related involvement and/or substance abuse. The SRO continues to use strategies related to juvenile substance abuse prevention, juvenile crime, and truancy. Examples of these strategies are personal notes to frequently absent students, promotion of student recognition for positive behavior, an expanded role of facilitator for adolescents with other agencies, and providing prevention efforts to adolescents after school hours and during the summer. In addition, this prevention program operates during summer months when it becomes *Operation Summer Nights*, a police branch on the town square where the SRO can respond to illegal acts, mischief and substance abuse issues in Newton's downtown business district. Finally, the SRO maintains a relationship with the DARE program.

With the beginning of the 1997-98 school year, Newton Community Schools adopted a Zero Tolerance for tobacco violations. The Specific Tobacco Retailer Information and Knowledge Education (STRIKE) Program was implemented and it continues to reach its goals. The SRO conducts random retailer compliance checks.

#### **Outcomes**

**Juvenile arrests and court referrals reduced by 52% from 1996-97 to 1997-98. During the first three quarters of 1998-99, juvenile arrests and court referrals totaled 22, averaging 7.33 per quarter as compared to a quarterly 1996-97 average of 26 and a quarterly 1997-98 average of 13.5.**

**As the program began, the Student Resource Officer established an office at the Newton High School for walk-in traffic by students. Initially, students were hesitant to visit but as time evolved more and more students were comfortable to stop by and interact with the SRO on a very informal basis. During the first three quarters of the 1998-99 school year, 750 visits were recorded. This is a 46% increase over the previous school year.**

During the 1998-99 school year, the SRO achieved 992 direct school hours with all seven schools in the Newton School District. Over the same period, the SRO gave 181 presentations involving 6,650 persons. During the first three quarters of the year, the SRO handled 77 school incidents within the school setting, resulting in eleven juvenile court referrals, eleven juvenile arrests, and eighteen juvenile petitions filed. Petitions included fourteen CINA and fourteen delinquency petitions.

The WOW! recognition program initiated by the SRO continues to grow. The WOW! Achievement Awards were given to 110 youth who demonstrated positive behavior through random acts of kindness and effort.

The Hello From Your SRO! Program sends cards to children with poor attendance records. Thirty-two cards were sent during the year.

**In the initial 1996 STRIKE compliance check of local retailers, 61% of the retailers were compliant. Currently, the compliance rate is 92%. This reflects a 31% increase in retailer enforcement efforts since the inception of the STRIKE program.**

During the 1998-99 grant year 2,010 students (duplicated) used equipment from the TUFF (Teen United for a Focused Future) Activities Closet.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Newton	35,565	19,152
<b>TOTAL</b>	<b>\$35,565</b>	<b>\$19,152</b>

Key Contact: Police Chief Kim Wadding  
Newton Police Department  
101 West 4th Street  
Newton, IA 50208  
(515) 791-0860

## **Oelwein Community Schools Success for Life**

### **Collaboration for Community-Wide Consensus**

The Success for Life Program serves the youth and families within the Oelwein Community School District. The School Based Youth Services Program Advisory Committee serves as the Planning Board for this grant project.

The Oelwein Schools, through the School Based Youth Services Program, have established working relationships with community service agencies in an effort to address the needs of students and families. Implementation of school-linked services is a complex endeavor involving the development of collaborative partnerships connecting schools, service agencies, families, and the community.

Board members are directly involved in other community agencies and organizations including Boy Scouts, Alternative Services, Department of Health, Oelwein Community Schools, Mercy Hospital, City Government, Iowa State Extension Service, Juvenile Court System, Chamber of Commerce, Project SAFE, and Parent Share.

### **Assessment and Priority Areas**

The Planning Board studied school detention, suspension, and other disciplinary records as well as dropout and alternative school enrollment numbers. The Planning Board concluded that the priority risk factors for this project were individual characteristics such as alienation, rebelliousness, and lack of bonding to society.

### **Program Overview**

This project includes a detention program, an after-school program, the alternative high school, the Success Center, summer school, summer Success camp, parental involvement, and transition programs.

The detention program is at the Four Oaks Treatment facility. The program offers an alternative to families when students receive out of school suspensions. It is used for serious school infractions, such as insubordination, harassment, or physical threats, as well as for students who are disruptive. Youth receive academic assistance and counseling. Assignments from regular classes at school are expected to be completed in the Four Oaks setting.

The after school programs for grades 4-9 have three purposes: to offer students assistance in completing homework assignments, to provide recreation, and to provide students with cognitive small group sessions addressing self esteem, life skills, and modification of behaviors. Parents join the students and meet for dinner and evening activities once per week. Students are referred by probation officers, DHS social workers, school staff, parents, or themselves. Student mentors from Upper Iowa University work with the students.

The Alternative High School opened in September 1997 with a full enrollment of 20 students. A teacher associate began employment in January and worked 19 hours per week (during the FY2000, the teacher associate is working 29 hours per week). This grant pays for 25% of the teacher associate's salary.

The Success Center teacher assists students in middle school with homework and class assignments. This component of the project is intended to remove failure at school as a motivation for delinquent behavior and to replace failure with success.

The summer school program is for high school students who have failed courses and need additional credit. During the Summer of 1999, forty students took classes. This program helps to lower the dropout rate and increase school success.

The Summer Success Camp was developed by three area agencies for students at risk of set backs when school begins in the fall. The program consists of two, four week sessions for three hours a day.

Parent involvement is increased through Cognitive Groups, which are facilitated by a counselor. Also, parents are strongly urged to attend the after school program nights with their children.

Transition programs are for students in the fifth and eighth grades. Students who move from one educational level to the next are at risk of falling behind in academic work and developing negative attitudes towards school. This component provides activities and personnel to guide and assist youth as they make the transition from elementary to middle school and from middle to high school.

### **Outcomes**

**There has been a significant change in the number of referrals to principals. High school principal referrals have decreased 60%, while middle school principal referrals have decreased 50%. At the high school, the principal attributes improved student behaviors to the Four Oaks program. Suspensions that result in sending students to Four Oaks dramatically decreased during the third quarter. Teachers have noted that students who return after the Four Oaks experience have an improved attitude toward school and learning. Of the 55 students referred to Four Oaks, 42 were only referred once.**

**Five of the seven middle school students in the After School Support program showed an increase in their grade point average. All of the students showed a decrease in absenteeism. All high school students showed an improvement in grades and satisfactory school attendance. Guidance counselors reported improved attitude in 70% of the students. Because of the elementary after school program, the district had the fewest D and F grades when compared with the grades for the last five years.**

**At the high school 12 students dropped out during the 1998-99 school year. The alternative school had five graduates after one year of the program. The High School Success Center served 38 students; nine improved, six maintained, and 23 did not improve. The Middle School Success Center served 36 students; fifteen improved, eleven maintained, and ten did not improve. The vocational career classes served fourteen students; four improved, one maintained, and nine did not improve.**

The transition program participants made satisfactory progress. None have been to the Four Oaks for suspension. All are earning credits towards graduation and maintaining satisfactory attendance.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Oelwein Community Schools	36,809	41,349
<b>TOTAL</b>	<b>\$36,809</b>	<b>\$41,349</b>

Key Contact: Susan Dohrmann  
300 12<sup>th</sup> Avenue, SE  
Oelwein, IA 59662  
(319) 283-5610

## **Polk County Youth First Juvenile Crime Prevention Project**

### **Collaborating for Community-Wide Consensus**

Polk County was the initial applicant and administrator for the Crime Prevention Funding. Currently, the project applicant and administrator is the Human Service Coordinating Board (HSCB), a 28E entity composed of the Iowa Department of Human Services, Polk County, the City of Des Moines, and the United Way of Central Iowa.

Polk County had a large number of prevention and early intervention services at the time CJJP funding was announced. In the initial planning stages, information about the CJJP grant was coordinated through the Fifth Judicial District Juvenile Court Office. Subsequently, the Youth First Consortium coordinated program-planning efforts. Youth, parents, law enforcement, schools, business, youth service providers, juvenile justice, elected officials, neighborhood associations, United Way of Central Iowa, the Disproportionate Minority Confinement Committee, and adult corrections were all involved in planning and development.

Polk County contributes the major portion of the local cash match. The other agencies involved in the provision of services contribute to the in-kind match.

The Planning Board for this project also oversees the Juvenile Drug Court, the Juvenile Accountability Incentive Block Grant, and the formula grants from the Iowa Division of Criminal and Juvenile Justice Planning. The membership of the Board is based on the aforementioned grant requirements and past practices. The Polk County Decategorization Planning and Development Committee, the Human Services Coordinating Board Administrative Team, and the Community Connections (CSAP, Youth at Risk Coalition, Healthy Polk 2000, CASA) Executive Committee remain as members of the Board. The Board has also been actively involved with the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders planning process during the last year and a half.

### **Assessment and Priority Areas**

In 1994, Youth First assessed the community's risks utilizing the needs assessments and studies conducted by various agencies, organizations, and universities. The community resource assessment identified the grant participants. The Board determined that the identified risks required a multiple strategy approach targeting areas of the community most in need of programs.

Using the data available for the nineteen risk factors, the Polk County community identified and ranked the five most prevalent, some of which are a combination of two or more of the original nineteen risk factors. The prioritized risk factors are 1) family management problems, 2) availability of drugs, 3) academic failure in school, 4) extreme economic deprivation, and 5) community disconnectedness.

### **Program Overview**



The Polk County Youth First Project was designed as a comprehensive response to the multi-layered problem of juvenile crime, based on the Communities That Care research model and philosophy. This comprehensive, community-wide approach to create lasting change in the lives of youth, thereby preventing later problem behaviors, has been maintained during the first five years of the grant period. The enhancement of protective factors has been emphasized in activities conducted under the grant project. The Board believes that the comprehensive prevention approach remains the best for Polk County.

This grant funds the following programs: the Boy Scout Juvenile Diversion Program, Camp Fire Boys and Girls, Children and Families of Iowa, Des Moines Public Schools SUCCESS Program, Hispanic Educational Resources, Saydel Community School Sheriff Liaison, and the Southeast Polk Schools Central Place. These programs fill identified gaps in services and systems.

The Boy Scout Juvenile Diversion Program is a model program of secondary prevention activities. Court referred youth and their families learn resolution of conflict and other prevention skills in six-month sessions. Families receive counseling from Clinical Social Workers. This program fills the gap of diversion programs for system-involved middle school youth.

The Camp Fire Boys and Girls Program addresses the lack of healthy alternative activities for children in targeted neighborhoods with outreach and recruitment of parents and children, the provision of fees and “camperships” for children whose families cannot afford to pay program costs, and the delivery of “I’m Safe and Sure” safety program for children. This program fills the gaps of early childhood education and affordable, quality child care.

Children and Families of Iowa continues the concentrated tutoring of students experiencing multiple risk factors and poor performance in school. School success and self-esteem is critical to positive development in children. Tutoring services are delivered in the targeted neighborhoods to students with complex family and behavior problems, academic performance issues, and/or low social skills development. This program fills the gap of early childhood education.

Des Moines Public Schools SUCCESS continues its model project at McKinley School in the targeted neighborhood, where many Hispanic residents attend. A number of family needs are addressed, such as parent education, family case management, teen parent support groups, and healthy alternative activities. This program fills the gaps of early childhood education and social service programs for families.

The Hispanic Educational Resources Program continues “Teens, Crime, and the Community” educational and case management program. Youth programs for middle and high school youth are connecting youth to the community. This agency focuses on serving the Hispanic population. This program fills the gap of social service programs for families.

The Saydel Community School Sheriff Liaison continues to have a Sheriff's Officer on the school Student Assistance Team to reduce fighting, criminal behavior, attendance problems, and academic failure in identified at risk students. This serves youth in the eastern portion of the county. This program fills the gap of substance abuse education.

Southeast Polk Schools Central Place continues to provide parenting education and the mentoring program to foster resiliency and strength in youth through a network of supportive adults. The Art Therapy sessions for individuals or groups of at risk students are designed to decrease risk of suicidal ideation, self-destructive behavior, and anti-social behavior. This program fills the gaps of early childhood education and social service programs for families.

### **Outcomes**

The following outcomes currently experienced by the approaches in this project strategy demonstrate the likelihood of reducing the prioritized risk factors.

The outcomes of the Boys Scout Juvenile Diversion Program include **1) 90% of families completed the prevention education support program and 2) recidivism was reduced to 6% among youth in the program.**

The outcomes of Camp Fire include **1) 85% of participants demonstrated positive interactions with peers and adult role models, 2) 84% demonstrated socially appropriate behavior, and 95% demonstrated increased ability to avoid negative behavior (drug use, peer pressure, etc.).**

One outcome of the Children and Families of Iowa Tutoring Project was that **80% of children improved grades or maintained grades when previously at risk of failing.**

The outcomes of Des Moines Public Schools SUCCESS included **1) 87% of Families Learning Together participants at McKinley School demonstrated new parenting skills and 2) 80% to 100% of participants showed progress toward goals (school readiness, improved grades, school enrollment, interpersonal behaviors, and health).**

The outcomes of Hispanic Education Resources include 1) participation in the Teens, Crime, and the Community program has doubled and 2) 100% participated in community leadership and crime prevention activities.

The outcomes of the Southeast Polk Central Place include **1) 90% of parents reported an increase in positive communication and decrease in violence in their homes, 2) 100% reported an increase in positive school performance and decrease in chemical use, 3) 66% reported increased school attendance, and 4) 91% reported an increase in school and community activity attendance.**

The outcomes of Saydel School Sheriff Liaison include **1) the school reports 63% fewer fights between identified students, 2) the school reports a 23% reduction in attendance problems, and 3) the school reports a reduction of 38% in academic failure.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Camp Fire Boys and Girls	20,000	2,000
DSM Public Schools SUCCESS	25,000	6,809
Children & Families of Iowa	26,567	3,456
Hispanic Educational Resources	20,000	3,000
SE Polk Central Place	19,253	2,983
Boy Scouts	26,200	13,510
Saydel Community Schools	27,720	35,020
Administration, salaries, other	13,909	53,865
<b>TOTAL</b>	<b>\$178,649</b>	<b>\$120,643</b>

Key Contact: Corinne Lambert  
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 Des Moines, IA 50315  
 (515) 246-6542

## **Pottawattamie County Juvenile Crime Prevention Program**

### **Collaborating for Community-Wide Consensus**

The Pottawattamie County DECAT committee, the Parenting Coalition, the Area Education Association, and the Council Bluffs Mayor's Task Force on Youth were involved in the original assessment of risk factors for delinquency in Pottawattamie County. Subsequently, these offices and agencies joined forces with the juvenile court, law enforcement and social service agencies to become the Prevention Policy Board. This project serves Pottawattamie County, which is primarily an urban population; 72% of its 82,628 residents reside in Council Bluffs.

The Pottawattamie County Board of Supervisors is the applicant for this funding. The PPB members are experienced in prevention or have an interest in prevention. They represent three Council Bluffs/Pottawattamie County Coalitions: Human Service Advisory Committee (HSAC), The Council Bluffs' Mayor's Committee on Youth, and the Pottawattamie County Decategorization Planning Committee. Members of each of these groups include business leaders, the County Attorney, juvenile advocates and service providers. There are cross-representations among groups to avoid duplications and to cooperatively address needs and risks.

### **Assessment and Priority Areas**

The PPB reviewed the Department of Education's Youth Survey, Kids Count, Council Bluffs Police Department and Pottawattamie County Sheriff records, and Pottawattamie County Juvenile Court Services Reports.

Initially, representatives from a cross-section of Pottawattamie County organizations chose three risk factors as priorities to be addressed. These were 1) low neighborhood attachment and community disorganization, 2) family management problems, and 3) family conflict. Three neighborhoods were selected as pilot sites because of their high-risk characteristics. Residents of each neighborhood were involved in selecting priority risk factors and prevention/intervention strategies for their neighborhood. The Board has reiterated these same risk factors through fiscal year 2000.

### **Program Overview**

This project has many components. First, the project provides services to three targeted neighborhoods. These services include medical services and immunizations and access to social workers, counselors, case managers, parenting classes, and domestic violence victim services.

The project also sponsors events to increase community involvement. Events during the 1998-99 grant year included the Roosevelt Community Fair, National Neighborhood Watch at the Crossroads Mall, Safe Trick or Treat at the Mall of the Bluffs, the Malmore Picnic, and RASP Family Fun Night.

Through collaborative efforts with the public library, Conservation Board, ISU Extension, Catholic Charities, Police Department, Sheriff's Department, and Fire Department, this project provides community learning workshops in targeted areas, which include anger management, literacy enhancement, food and nutrition, babysitting classes, bicycle rodeo, and environmental science studies.

Crime Prevention staff are involved in the expansion of the Riverside After School Program (RASP). During the 1998-99 grant year, a before school component was added. Also, a summer pool component was added.

Crime Prevention staff continue involvement with the Malmore Acres Neighborhood Watch group and began bringing law enforcement officers to the meetings.

In FY98, Crime Prevention Staff began a cooperative project to combat domestic violence. The Domestic Violence Cellular Phone Program allows victims of domestic violence to carry cellular phones that are locked to only dial the police department. Weekly and biweekly contact to persons with the phone by Crime Prevention staff enable the police to monitor the violence and assess the continued need for the phone by the current user.

The Crime Prevention Project also has a limited mentoring component at community elementary schools. During the FY2000 grant year, the mentoring component is expanding to include a program in which senior citizens mentor at-risk youth.

Finally, Crime Prevention staff publish a monthly "free and low cost Youth Prevention Activities Calendar." Staff also publish a quarterly newsletter highlighting prevention activities, neighborhood involvement in the three targeted areas, and prevention tips.

### **Outcomes**

The Featherstone Crime Prevention Clinic continued to offer monthly childhood immunizations, and weekly prevention activities included nutrition classes and recreational activity groups.

Crime Prevention staff facilitated three anger management classes to about 60 youth. Forty youth and their parents participated in a reading program. Four youth and their parents participated in a four-week smoking prevention program. A total of 41 youth and four adults attended the three bicycle rodeo days held at Malmore Park, Wooded Lake Trailer Park, and Featherstone Apartments. More than fifteen youth attended a program on the environment/rain forest at the zoo. Ten children, ages 6-14, attended a self-awareness/sensitivity class. A Girl Scouts troupe formed at Featherstone so girls in the targeted area could attend. In total, sixteen workshops were attended by 130 youth.

Fourteen youth, identified by staff, were provided free pool passes and transportation once per week during the summer.

The involvement of law enforcement in the Neighborhood Watch groups has benefited both the residents in the targeted areas and the police. **Law enforcement officers have come to play an active role three Neighborhood Watch groups.**

**The Domestic Violence Cell Phone Program is considered a tremendous success by the Council Bluffs police because the number of reoccurring incidents has been reduced. Also, the number of participants in the program grew from ten in 1997-98 to fifty in 1998-99.**

While two schools dropped the mentoring program, Lewis Central added the program during the 1998-99 grant year. The Lewis program began in January 1999.

The Activities Calendar was given to over forty community agencies. The agency staff inform youth of activities or give them a copy of the calendar. The quarterly newsletter was distributed to residents of the targeted areas. Several hundred newsletters were distributed per quarter. Site specific newsletters were also completed and disseminated on an as needed basis to inform area residents of specific crime issues, meeting dates, and tips on crime prevention in their area.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Pottawattamie County	80,607	84,335
<b>TOTAL</b>	<b>\$80,607</b>	<b>\$84,335</b>

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227 S. 6<sup>th</sup> St.  
Council Bluffs, IA 51501  
(712) 328-5644

## **Sac County Schaller/Crestland After-School Programming**

### **Collaborating for Community-Wide Consensus**

This project is the coordinated effort of Sac County, the Schaller/Crestland School District, and the Sac County Empowerment Committees. The Planning Board is comprised of people from many areas of the community. Members are parents, school personnel, Department of Human Services personnel, drug and alcohol prevention specialists, members of the local ministerial association, juvenile court personnel, county supervisor personnel, members of the child abuse prevention council, and employees of the public health office.

This project serves students residing in the Schaller/Crestland School District, which is comprised of the towns of Early, Nemaha, and Schaller.

Various agencies such as the Sac County Extension Office, Sac County Conservation Office, Sac County Child Abuse Prevention Council, Council Against Domestic Abuse, and the Sheriff's Department all help with programming and materials.

### **Assessment and Priority Areas**

The Planning Board has identified the following risk factors, which were addressed through the after school programming: academic failure in school, familial neglect and lack of supervision, economic deprivation, juvenile delinquency, alcohol and substance abuse, and negative peer group influences. To assess the needs of the program, statistical data has been accumulated from a variety of sources. A survey was conducted with parents and community members prior to programming to determine community needs. Through reassessment, it was found that the program is successful. Most areas are seeing a decline in negative behaviors. However, the board found that the community needs more activities focused at the middle school level exclusively.

### **Program Overview**

The major goals of the community-based after school program are to provide supervision for at-risk and latch-key youth, reduce delinquency problems with youth after school, and to prevent academic failure in school.

Beginning in January 1999, the after school program provided structured activities for youth on Monday through Friday, from 3:30 to 5:30. The community survey stressed the need for supervision of youth after school. After school homework assistance provides students with the opportunity to receive assistance from certified teachers in difficult subject areas, to study for upcoming tests, and to use computers and other technology to do academic research.

Assistant supervisors and a program supervisor were hired. Also, fourth and fifth grade teachers were paid through state phase money to assist students with homework after school three nights per week. Other programming included homework assistance, fitness and exercise programs, babysitting and home alone classes, crafts, cooking, and open

computer lab time. Outside agencies and businesses presented classes on gardening, nature, drug and alcohol prevention, basketball skills, saving money, study skills, hobbies, and health. The school nurse spoke to the group about AIDS, and the group took a field trip to see the AIDS Quilt. Over fifty students attended the school clean up day. The middle school reading teacher held a mystery club group once per week. On early dismissal days, the Schaller Rec Center was open to students. Students played wallyball, racquet ball, basketball, games, and watched movies. The Rec Center also sponsored dances for youth, grades six through eighth, once a month. Over 100 youth attended each month.

**Outcomes**

**Applications for the after school program exceeded the number of children that the program could adequately serve. Forty-one children participated in the program on a regular basis.** The program would serve more youth if it had more assistant supervisors. **None of the students in the program have become involved with the Juvenile Justice System, and several students who had been in chronic trouble after school in the community are now otherwise occupied. None of the students in the program have had substance-related incidents.**

**The after school homework assistance programs have improved overall grades for many students. Failing grades were received by 11% of fourth and fifth graders on the first semester report card, compared with 19% the previous year.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Sac County	24,000	24,730
<b>TOTAL</b>	<b>\$24,000</b>	<b>\$24,730</b>

Key Contact: Laura Foell  
 1963 Gard Avenue  
 Schaller, IA 51053  
 (712) 275-4267



## **Scott County Positive Youth and Family Development Project**

### **Collaborating for Community-Wide Consensus**

Scott County is the applicant for this grant, with administration by the Scott County Decategorization Program. Youth, parents, juvenile court officers, human service agencies, school personnel, and elected officials were involved in the prevention planning process.

PPB member affiliations include: Hilltop Project, East Central Project, Iowa Department of Human Services, School Based Youth Services, Scott County Decategorization Planning Committees, Building Safer Communities Initiative, Council of Churches, Quad Cities Anti-Gang Task Force, Neighborhood Watch Programs, DARE, Community Oriented Policing Programs, City of Davenport's Targeted Neighborhood Program, Innovation Zone Community Planning Board, Scott County Health Vision, and community residents.

The core component of the PPB serves the Scott County contingent of the Quad Cities' Building Safer Communities Coalition. The original charge of that group was to develop a Quad Cities comprehensive plan for increasing protective factors and decreasing crime and violence. Seven strategic actions emerged. From these strategies, the PPB identified appropriate ones to be incorporated into the prevention program. The PPB is also actively involved with the Scott County Health Department's comprehensive assessment and prioritized plan. Youth violence and crime is a part of the prioritized action plan and has been incorporated into this program.

### **Assessment and Priority Areas**

Assessments of risk factors for delinquency were based on publications from the area DECAT committee, a Scott County Health Assessment, Quad Cities Building Safer Communities Task Force data, school information, safety and security information collected by law enforcement agencies, dental, hospital and medical services data, Iowa Kids Count, community input through planning sessions, neighborhood mapping to identify target crime areas, and a community survey.

The Scott County Prevention Policy Board identified the following risk factors for delinquency in their area: 1) low neighborhood attachment and community organization; 2) lack of commitment to school; 3) lack of positive recreational opportunities; 4) lack of affordable transportation; 5) family history of antisocial behaviors; 6) family management problems; 7) early and persistent problem behaviors; and 8) favorable parental attitudes toward antisocial behavior.

### **Program Overview**

The Positive Youth and Family Development Project is a neighborhood-based collaborative effort to increase protective factors/assets among children, families, residents and the environment so as to promote positive health and well-being, resulting in the reduction of juvenile crime in the Lincoln School Area. The residents of the

Lincoln School Area, in conjunction with the elected Neighborhood Council, are implementing a community empowerment and renewal plan. A youth council has also been developed. Emphasis in the first year was upon building collaborations and neighborhood leaders. In year two, there was a groundswell of neighborhood action provided by agencies and initiated by the residents. New youth-focused groups moving into the neighborhood included Boys Scouts, 4-H, Youth Volunteer Group, and Big Brothers/Big Sisters.

Services that are provided to the residents of the Lincoln Neighborhood are determined by the Neighborhood Council, a twelve-member elected body comprised of neighborhood residents meeting every other week. The Council provides direction for the process, distributes the grant funds, monitors programs, and uses neighborhood feedback and observations in order to serve the neighborhood better.

The Neighborhood Council prioritizes activities directed at academic, leadership and social skills development. It also aims to provide programming which will increase community collaboration and integration of programs, so as to decrease the isolation of residents and increase their opportunities.

A variety of programming is offered through this project including: educational and recreational summer programs to assist students in increasing academic and social skills, tutoring, Junior Achievement, a Young Fathers Program, a Parent United Program, a character building program, computer skills classes, welding classes, English as a Second Language, and other areas. In addition, community skill building workshops have been provided on financial management, seeking academic financial assistance for college, CPR, grant writing, and developing non-profit corporations.

### **Outcomes**

**The outcomes provided to date include: self-reported increases in job-related skills, improvements in reading and math, leadership development, improved school attendance, collaboration among neighborhood groups, increasing positive factors in the neighborhood, an active Youth Council, the visibility of Neighborhood Council members taking youth to church with them, and notable community church/agency support.** Over fifty area agencies, business and organizations have worked/collaborated with or been introduced to the Neighborhood.

During the second year of grant funding (FY97), agency expansion into the Lincoln Neighborhood was made possible through the integration of additional funding sources. For example, as a result of a federal grant, Family Resources has assigned a gang prevention worker to this area. Other programs such as DECAT's comprehensive School-Based Youth Services and Medicaid Targeted Case Management have become part of the community. The residents have positively received the housing of two EPSDT in-Home Visitors in the Lincoln Area. Scott County's Innovation Model was in part based upon what has been learned in this Project as well as the Search Institutes Asset Development Model.

The project continued to expand during FY98. The Community Council supported seven programs. During the second quarter through the fourth quarter, 827 youth and their families were reached (figures were not available for the first quarter). The East Side Sports Association held four fundraiser-basketball tournaments in the neighborhood. In the spring, the Sports Association was awarded a sub-contract to provide sports to neighborhood youth. Parents United educated more than thirty families about school issues, such as parental involvement and attendance. The LIFT tutoring program exceeded its goals throughout the 1997-98 school year, with over 300 youth participating. United Neighbors continued to attract 25-30 youth a day. Here, the youth were involved in Peacemakers, tutorial, and other activities. Several teens were given the opportunity to make Adarondac chairs through a partnership with The Museum of Science & Arts and Positive Youth & Family Development.

Fiscal year 1999 was the last year for the Positive Youth and Family Development Program neighborhood project. During the year, the project funded several programs, including Boys to Men, United Neighbors, parent/child development classes, adult education classes, FAST, and STAMP. The Boys to Men program completed two sessions and received positive feedback from participants and family members. The United Neighbors Eastside Center continued to be a success. Its activities focused on developing ethnic and community pride. The Center enjoyed a high rate of volunteerism. The parent/child development classes and the adult education classes were not well attended. The FAST (Family and Schools Together) Program continued to be a success according to youth and parents. Project funds were reallocated to this program. The STAMP Program was also heavily attended and received reallocated funds. The program provided youth with much needed constructive activities.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Scott County	71,677	24,330
<b>TOTAL</b>	<b>\$71,677</b>	<b>\$24,330</b>

Key Contact: Priscilla Smith  
 428 Western Avenue  
 Davenport, IA 52801  
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**South Iowa Area Detention Service Agency/ River Center Mental Health – Transitions\***

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
South Iowa Area Detention Service Agency	14,814	8,898
<b>TOTAL</b>	<b>\$14,814</b>	<b>\$8,898</b>

**Summary of First Year Plans**

The South Iowa Detention Service Agency (SIADSA) united in 1991 in a 28E Agreement for the purpose of providing detention facilities for juveniles of the ten member counties as well as non-member juveniles. The Counties that united together were Appanoose, Davis, Des Moines, Jefferson, Louisa, Lucas, Lee, Mahaska, Union, and Wapello. This project serves these counties.

The South Iowa Area Detention Service Agency and River Center Mental Health (RCMH) are the co-applicants for this funding. The two agencies are administering the Transitions Program. The Transitions Program’s purpose is to create a working collaborative effort between community service providers to teach at risk juveniles the social skills necessary to effectively transition back into their respective community placements as successful community members. Services provided by RCMH include group and/or individual counseling sessions in the areas of self-empowerment, ability to set healthy boundaries and expectations, making healthy recreational choices, renewing the value of learning, development of social skills, and positive self-imaging.

Key Contact: Norma Polland  
 815 Avenue H  
 Fort Madison, IA 52627  
 (319) 372-7930

**\*NOTE: This community and five others described in this report are just over halfway through their first year of funding for the activities described. The information provided for these communities is not as extensive as it is for the other communities that have received multiple years of funding.**

## **Story County Healthy Futures Project**

### **Collaborating for Community-Wide Consensus**

Story County has been the applicant for the prevention funding. The Prevention activities have been coordinated by Youth and Shelter Services, Inc., a community-based nonprofit agency in Ames. The prevention planning team included youth service agencies, youth, parents, juvenile court officers, law enforcement, school personnel, and elected officials.

### **Assessment and Priority Areas**

Countywide public meetings, a review of pertinent research, interviews with professionals, and available county and state data were reviewed during the assessment and planning phases. A variety of risk factors, including high mobility rates, school transitions, and neighborhood attachment were identified by the planning team.

### **Program Overview**

The Prevention Policy Board focused its program efforts on primary and school-based prevention. Healthy Futures was designed to fill existing service gaps for young parents by providing in-home visits to high-risk teen and young adults with preschool children. The program offers in-home visits that teach parenting skills, child development, and offer concrete supportive services to young parents. The Healthy Choices Program is a school-based skills training curriculum for elementary school children. The program uses a structured curriculum to teach children social, problem solving, and drug refusal skills.

HFP provides a countywide collaborative prenatal/postnatal program for all Story County women and their children until the children reach three years of age. The focus is on medical care for the pregnant mother and child, child development, support to help the family achieve greater self-sufficiency, and the prevention of child abuse. Every woman is offered a brochure and an explanation of the program at her initial prenatal visit to a participating clinic. She is given the opportunity to fill out the questionnaire; a medical-based screening that also helps identify the family's social, emotional, physical and intellectual needs. Each woman who responds to the questionnaire is offered both a prenatal and postnatal visit from a nurse. She may be offered assistance from a Family Development Specialist (FDS) who will help the family identify and achieve goals.

HFP staff continue to work with families until the child is three years old, offering assistance and referrals regarding the child's physical, cognitive, social, and motor development, guidance in developing parenting skills and encouragement to attend the Nurturing Class for Parents of Children 0-5 years of age and other parent support groups available in the community. They also continue to work on goal-setting and decision-making skills in the continuing quest for family self-sufficiency.

Healthy Choices I and II are offered in the schools in transition years when decision-making patterns can be affected by the confusion and stress created by the changes happening in the students' physical bodies and as well as in the world around them.

Pretests and posttests were administered to students participating in Healthy Choices I and II to measure knowledge, attitudes and behaviors.

**Outcomes**

**Healthy Futures participants had 270 babies in FY98. Of the Healthy Futures babies born to Story County residents in FY98, 16 were low birth weight and 28 were preterm. Of the 510 non-Healthy Futures babies born, 17 were low birth weight and 43 were preterm.**

Staff from Youth and Shelter Services, Homeward, and Mid-Iowa Community Action made over 607 contacts and completed over 651 hours of direct contact to participants of Healthy Futures.

**Results from the 1999 Healthy Futures Participation Evaluation Survey included the following: 58% of those who accepted a home visit received multiple visits; 86% said that the program was very helpful; and 95% said that they were definitely treated with respect and consideration.** The survey also included open-ended questions about the ways in which the program was helpful and in which ways the program could be improved.

Staff also provided critical information addressing responsible decision-making to 2870 youth in fourth through eighth grades.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Youth and Shelter Services, Inc.	122,418	105,281
<b>TOTAL</b>	<b>\$122,418</b>	<b>\$105,281</b>

Key Contact: Jan Tibbits  
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Ames, IA 50010  
(515) 233-3141

## **Waterloo Village Initiative Mentoring Project**

### **Collaborating for Community-Wide Consensus**

The City of Waterloo, through its city council, is the applicant for this funding. The project supports on-going efforts by subcontracting agencies to accomplish the goals and objectives of the Village Initiative Mentoring Project.

The prevention program planning process in Waterloo included juvenile court services, Village Initiative, and Blackhawk Community Leadership Development.

All subcontractors are actively involved in an Ad Hoc Committee of the Decategorization Project whose focus is the development of a community plan for tutoring and mentoring juveniles. Collaborative efforts on the part of the subcontracting agencies have been widespread throughout the grant periods. The project works closely with the Waterloo Police Department, Juvenile Court Services as well as city officials, school officials and local youth serving initiatives. The participating organizations, in order to both coordinate with and to maintain consistency with the goals and objectives of the other organizations and agencies in the City, have representation on all of the existing coalitions, boards and committees that address the needs of youth in the community. Currently, participant organizations maintain membership in the following groups: Decat, Family Support/Preservation Planning Committee, Disproportionate Minority Confinement Task Force, Violence Prevention Coalition, Gender Specific Programming Task Force and the Mayor's Youth Initiative.

### **Assessment and Priority Areas**

A wide range of information sources was used in ongoing assessments. The sources include the Black Hawk County Decategorization Planning Committee, The City of Waterloo Youth Task Force, public forums sponsored by the Waterloo Chamber of Commerce Community Enhancement Council, school records, Waterloo Police Department reports, economic indicators, and number and type of juvenile court referrals.

Risk factors identified included; 1) academic failure; 2) transitions and mobility; 3) economic and social deprivation; and 4) early onset of anti-social behavior.

The subcontracting agencies, through their preventive programs address the following in an attempt to facilitate positive mental and social development and academic success of youth living in targeted low income, high risk neighborhoods in Waterloo: self-esteem, academic performance, social issues, pre-employment training, conflict resolution, juvenile crime prevention and mentoring efforts.

### **Program Overview**

The Village Initiative Mentoring Project served Waterloo, targeting primarily the northeast side of Waterloo, the most economically challenged section of the city. In addition, a significant number of juveniles involved with the juvenile justice system reside on the northeast side of Waterloo. The Village Initiative Mentoring Project

continues to be composed of community based projects that by their very nature are uniquely suited to address the objectives and goals of the grant program. The following agencies continue to focus on their area of expertise in providing mentoring services to the targeted community: Area VII Job Training, Conestoga Council of Girl Scouts, Grout Museum, Boys and Girls Club of Waterloo, YWCA of Black Hawk County, Waterloo Recreation and Arts Commission, Village Initiative, Big Brothers/Big Sisters.

Area VII Job Training targets African American youth by providing career exploration, educational tutoring, and classroom teaching work experience. The Girls Scouts Flexible Delivery programs, targeted at girls aged 6-13, emphasize issues facing young girls today as well as the importance of education. The Grout Museum provides youth opportunities to develop through volunteer experiences. This program offers a fun, alternative setting for young people to spend time after school and on weekends. The Boys and Girls Club offers five components including educational support, reading incentive program, computer education, educational enhancement programs, and after school transportation. The YWCA's program includes Speakers Bureau and school exchanges. The Waterloo Recreation and Arts Commission implements an After School Club that emphasizes grade improvement, attitudes and conflict resolution. Big Brothers/Big Sisters provides oversight and support to mentoring relationships. Of particular interest are the five pairs in which the child is a youth of color residing in the targeted area of the Village Initiative grant.

### **Outcomes**

The outcomes of the Grout Museum Youth District Volunteer Program included 1) **20 new youth volunteers joined during the 1998-99 grant year**, 2) total enrollment was 62, 3) there was 18% minority enrollment, and 4) **a parent survey reported positive results.**

The outcomes of the YWCA Youth for Unity Program, which is a multicultural sensitivity and awareness program, included 1) 325 youth were served in multicultural awareness programs in the schools, 2) **140 youth and adults attended a diversity conference, and 3) written comments from participants in programs indicated greater understanding of other ethnic groups and increased awareness of how unfair judgements are formed.**

The outcomes of the YWCA Girls in Motion Program, an after-school program for girls, included 1) 60 girls participating in activities on Wednesday afternoons, 2) 35 girls participated in Women in Sports day, and 3) 35% of participants were ethnic minorities.

The outcomes of the Area VII Job Training/Educational Tutoring Program included 1) **33 high school students volunteered as tutors for elementary students in the Waterloo school district**, 2) **3 of 5 volunteer tutors will enroll in college in the Fall of 1999 as declared education majors**, and 3) **100% African American enrollment in the program.**



The outcomes of the Boys and Girls Club Learning Center and Power Hour included 1) 382 youth used the center, averaging 35 per day, for 5 days per week; 2) 300 youth used the computer lab, with an average daily attendance of 28; 3) over 300 total participants, averaging 20 per day, in special programs involving conflict resolution skills, alcohol and drug prevention, dealing with peer pressure, counseling, and guidance; 4) 24 high-risk youths participated in the after-school transportation program, which delivered them to the Boys and Girls club for participation in Learning Center programs; and 5) 90% of participants were African American, and 1% of participants were Hispanic.

The Waterloo Leisure Services Commission After School Club served 113 children, of which 54% were ethnic minorities. An outside evaluation was done, and the evaluator gave suggestions for developing measurable outcomes.

The Conestoga Council of Girl Scouts served 107 girls, an increase of 10.56% over the previous year. Minority enrollment was 63%, with one urban neighborhood recreation program.

The outcomes of the Big Brothers Big Sisters Program included 1) five more minority females were served, 2) **evaluation surveys given to parents and volunteers indicated an increase in the areas of “competence” and caring for four of the five girls (one of the surveys was not returned), and 3) matches have continued beyond the required minimum time frame of one year.**

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
City of Waterloo	78,399	19,600
<b>TOTAL</b>	<b>\$78,399</b>	<b>\$19,600</b>

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## **Winfield/Mt. Union Schools – Peace by Piece**

### **Collaborating for Community-Wide Consensus**

The Winfield/Mt. Union Community School District is the applicant for grant funding. The Community Juvenile Crime Prevention Project it administers is called Peace by Piece. Communities served by this program include towns located within Columbus Community School District, New London Community School District, WACO Community School District, and Winfield/Mt. Union Community School District. The school districts are in Henry and Louisa Counties and have a population of 11,874.

A variety of community organizations, churches, families, government agencies, city councils, public safety officials, school officials, business leaders, and legislators have been involved in the planning process and supportive of the project's efforts.

### **Assessment and Priority Areas**

Winfield/Mt. Union conducted a comprehensive community assessment in preparation for their school-based youth services program. Findings include a high level of community pride and volunteerism, desire for more physical space and activities to encourage interaction, and a commitment to be a “family friendly” community. Juvenile crime and general lack of respect for property, other people, and themselves were identified as two of the top concerns.

In the Fall of 1995, schools involved in the 4 Seasons Consortium were selected as one of 10 violence prevention site through the Iowa State University Extension (ISUE). During the initial year, staff and students representatives from each school as well as partner agencies and organizations participated in monthly meetings. The group recognized that many at-risk behaviors are the results of the same root causes and that behaviors will not change until the root causes are addressed. To that end, the group adopted the asset building framework put forth by the Search Institute of Minneapolis and focused on positive youth development. Their approach focused on primary prevention by promoting the well-being of all children, not only those identified as being at-risk.

### **Program Overview**

This project has many different components. The first component is the peer mediation training at junior and senior high schools. Also, every month there is a consortium event planned and conducted by student Asset Teams, which meet weekly. During the 1998-99 grant year, after school programs were established in all four districts. After school program activities focused around team building, anger management, conflict resolution, and body mechanics. Also during the 1998-99 grant year, staff gave in-service presentations to all Waco and Winfield/Mt. Union School District staff on mediation techniques. Finally, the project works to educate the community on the asset building strategy.

## **Outcomes**

Over the past two years of the project, the Board has seen a marked increase in interest and action by many sectors of the school and community. Area ministerial associations are more involved in using the message of asset building in their activities. School boards and administration see real results of project efforts. **These results include reduced inter-school vandalism, less student conflicts, more peacefully resolved conflicts, and engagement of students who often held a negative attitude toward school and who are now improving their behavior and/or quality of school work. One school developed a class, granting academic credit for student involvement as a peer mediator, peer tutor, or student leader. Two schools incorporated a mentoring component into their guidance program.**

**Asset Teams consist of six to ten students, most of whom have never been given a leadership opportunity. The teams meet once or twice per week with a counselor or at-risk coordinator to plan projects that promote asset building. The Asset Teams also assist the Youth Development Coordinators with presentations given to community organizations and schools. Over 50 youth participated in the Asset Teams during the 1998-99 grant year.** A random sampling of 32 students from six out of the seven asset teams completed an end of the year survey. Results included: **81% of the students feel they have gained leadership experience through their involvement with the Asset Team, 81% feel they have made a positive difference in the community, 47% said their asset team has increased community awareness about the 40 Developmental Assets, 84% feel their self-esteem has increased because of involvement with an Asset Team, and 66% feel involvement with the Asset Team has helped them to feel more valued by adults in the community.**

**After school programs served over 65 students who participated on a weekly basis.** End of the year evaluations given to a random sampling of 43 students included the following outcomes: **77% feel they have made new friends while attending the program, 65% indicated the after school program has increased their confidence, 81% feel they have learned new skills in the after school program, 40% feel they are given leadership opportunities in the after school program, and 88% want the after school programs to continue.**

**Two peer mediation training sessions were conducted. Sixty-four high school students and 15 adults received training during one-day seminars. In the two schools that conduct formal mediations, 32 total mediations took place between September and April.** Student mediators ask the students who are in conflict to complete a written contract that states what both parties agree to do to resolve the conflict. Two weeks after the mediation takes place the student mediators check back to make sure both parties are following their written agreement. If students are complying with the contract, the mediation is considered successful. **Only two of the 32 formal mediations were not successful. In the two schools, the principals now recommend mediation and teachers incorporate it into their curriculum.**

**The four schools involved in the monthly consortium events have traditionally been fierce rivals in athletics, resulting in past violence and vandalism. Since the events, officials have agreed that violence and vandalism between the schools has considerably decreased. Attendance numbers to the events were low in the beginning, but significantly increased as the year progressed.** Students have recently been asking to do events on a weekly basis. Activities included planning and facilitating a rec night, a haunted forest, a peer mediation seminar, a field trip to a mall, a hockey game, a lock in, a peer mediation retreat/reunion, a dance, Spring Fest '99 (attended by approximately 600 people), a Summer Asset Camp (approximately 100 junior high attendees and over 32 high school counselors), and a trip to West Virginia.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Winfield/Mt. Union Schools	75,000	28,000
<b>TOTAL</b>	<b>\$75,000</b>	<b>\$28,000</b>

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**Winneshiek County – HAWC Juvenile Crime Prevention\***

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Winneshiek County	96,048	33,086
<b>TOTAL</b>	<b>\$96,048</b>	<b>\$33,086</b>

**Summary of First Year Plans**

Winneshiek County is the applicant for funding and administers HAWC Juvenile Crime Prevention. HAWC Juvenile Crime Prevention is a collaborative project serving youth and their parents in Howard, Allamakee, Winneshiek, and Clayton Counties. The combined population of these four Northeast Iowa counties is 63,387.

The project addresses the risk factors of anti-social behavior in late childhood and early adolescence, family conflict, poor family management practices, favorable parental attitudes and involvement in drug use and crime, and community laws and norms favorable towards drug use and crime.

To counteract these risk factors, the project provides six asset building strategies. The six strategies of HAWC are community mobilization, asset assessments, violence prevention, child advocacy and support, mentoring, and family management and support (the last strategy utilizes the FAST program). During the first year, at least two of six target strategies are being implemented in each of the four counties. During the second year, at least four of the six strategies will be implemented in each of the counties. During the third year, all six strategies will have been implemented in all four counties.

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**\*NOTE: This community and five others described in this report are just over halfway through their first year of funding for the activities described. The information provided for these communities is not as extensive as it is for the other communities that have received multiple years of funding.**

## **Woodbury County Siouxland Human Investment Partnership (SHIP)**

### **Collaborating for Community-Wide Consensus**

The Woodbury County Board of Supervisors is the applicant for this funding. The project serves Woodbury County, which includes the cities of Sioux City, Sergeant Bluff, Merville, and Correctionville. It has a population of 101,848. Initial planning stages in Woodbury County included representatives from juvenile court, law enforcement, human services, social services, school officials, elected officials, youth and parents. Professionals and citizens in Sioux City have been working collaboratively since 1989 when evidence of gang activity raised public concerns.

Communication between governmental agencies, schools, providers and the community has been critical in identifying barriers to participation and in designing a seamless approach for service delivery. Planning Board members represent the County Board, city council, police department, sheriff's department, aging services, adult corrections, Juvenile Court Services, school district, public health, Department of Human Services, treatment providers, county attorneys, youth organizations, human rights groups, parents, AEA, United Way, and citizens.

This project receives support and commitment from the Woodbury County Sheriff's Office, Iowa Department of Human Services Regional Office, Siouxland District Health Department, Juvenile Court Services, Department of Correctional Services, Woodbury County Board of Supervisors, Iowa Department of Human Services Area Office, Mayor of the City of Sioux City, and the Sioux City Community School District.

### **Assessment and Priority Areas**

The community collected information on community risk factors through 150 completed questionnaires, interviews, agency and organization internal data, surveys, and other archival records. Data was examined and analyzed using focus groups familiar with the particular data. After a detailed summary of the analyzed data was provided, members of the community and Comprehensive Strategy team compared the community data with national and state data. This analysis led the community to identify the following prioritized risk factors: 1) availability of drugs, 2) extreme economic deprivation, 3) family conflict and family history of problem behavior, 4) academic failure beginning in late elementary school, and 5) early initiation of problem behavior.

### **Program Overview**

This program consisted of Neighborhood ACTION Teams and Social Health Teams. The teams were divided by geographic area. The Neighborhood ACTION Teams consisted of the East Team, Hoover Team, West Team, Woodrow Team, Sgt. Bluff Team, and the Family Empowerment Team. The Social Health Teams consisted of the East Side Social Health Teams, the West Side Social Health Teams, the Woodrow Social Health Teams, and the Rural Social Health Teams. In total, there were five ACTION teams and 33 Social Health Teams.

The Social Health Teams meet based on the individual school needs. Schools in the most at risk neighborhoods meet weekly. Others vary from twice monthly to quarterly. All teams are multidisciplinary in nature. At a minimum, their membership consists of school personnel, a DHS worker, a JCS officer, a law enforcement liaison, public health or a school nurse, and a liaison to Adult Community Corrections.

### **Outcomes**

The following outcomes for the 1998-99 grant year were reported for the Neighborhood ACTION Teams:

#### *East Team*

**The average daily attendance of the After School Programming at East Middle School was fifty students, and the program served a total of 100 youth. The School Liaison Officer and school personnel tracked the youth that participated. The majority of youth showed improvement in study skills and academic achievement. Improvement was also seen in the number of discipline referrals occurring with the youth.** A total of 29 at risk young women attended the Iowa Commission on the Status of African-Americans annual women's conference. Response from the participants was very positive. Summer programming served 130 to 150 at risk youth, which is double the number served the previous year. For the month of June, the average daily attendance was 80 youth.

#### *Hoover Team*

**Night School alternative high school programming was provided throughout the year. Partnerships between the school, law enforcement, and the neighborhood team supported the program. Approximately 42 students were served each nine weeks of the second half of the school year. There were no violations of law or aggressive behavior exhibited at Night School. The homework assistance/ after school program served 29 students. Twenty-four of those students met their individual goals and successfully completed the program. Referrals to the program were children who were struggling and showing signs of failing academically.**

The Lincoln Elementary School mentoring pilot lasted approximately 12 weeks. The seventh grade youth mentored fourth and fifth grade youth twice a week. There were 20 mentors and 17 mentees. The participants completed surveys at the end of the program. All responses were very positive. **A transportation service was implemented the last nine weeks of school in an effort to reduce truancy and absenteeism. Six children participated in the program. In four of the six children, significant improvement was seen in attendance. An anger management team at Hoover Middle School was also started. Eleven students identified as at risk met twice weekly for eight weeks. Improvements in coping skills were beginning to be observed.** The summer program was attended by approximately fifty fourth and fifth grade youth.

#### *West Team*

**After school programming served over 235 middle school youth and had an average daily attendance of 80 children. Before the implementation of the program the school probation worker received 79 referrals (December 1997 to April 1998). After the implementation of the program, the probation worker received 41 referrals (December 1998 to May 1999). In 1993-1994, there were 3,600 discipline and attendance referrals. With after school programming and other ACTION programs coming into existence, there were only 2,812 referrals in 1997-98. During the 1998-1999 school year only 2,100 discipline and attendance referrals were made.**

Besides the after school program, a drug education day was hosted for the neighborhood. **Also, the Stop Smoking Program was held at the West Middle School and served 85 youth during the school year. Of the youth who have successfully completed the program, only 5% to 8% have had repeat citations. The Women of Tomorrow middle school and high school groups served 105 girls displaying chronic at risk behaviors. Briar Cliff Tutoring had 150 students, grades six to eight, receiving tutoring. There has been improvement from the children participating both academically and behaviorally.** The West Team summer programming served an estimated 325 youth. Indian Youth of America received \$2,500 from ACTION to served approximately 37 youth ages 8-14. The program provides summer activities for Native American youth. The Stella Sanford Child Development Center served 20 children, ages six to ten.

#### *Woodrow Team*

The Future Choices Program served ten girls. Future Choices has a education, volunteerism, and job mentoring components. All of the girls successfully completed the program during the school year and were employed during the summer. **The after school program served 250 youth. The children in the program showed improvement academically and socially. One noteworthy outcome of this program is that minority youth have the opportunity to participate in existing city leagues. Also, discipline referrals and criminal complaints are decreasing. Staff and community members note improvement in self-esteem and investment in school and neighborhood.** Over 270 youth participated in the summer program. Approximately 135 elementary age youth attended summer activities at the Mary Traglia Center. The students received recreational activities as well as prevention education.

#### *Sgt. Bluff*

Twenty-two girls in grades seven and eight participated in Choices. Four girls received a scholarship to go to a babysitting clinic. Twenty youth, ages 13-15 participated in a Community Service Project during the summer. The youth were identified by the Juvenile Court School Liaison officer.

#### *Family Empowerment Team*

This Team is for youth who are at high risk of placement into a residential treatment facility or youth returning from such facilities. Approximately thirty youth participated in this summer program. Youth served in this program are not geographically located in any



one neighborhood. This summer program is more structured due to the population it serves. The program was eight weeks long.

The outcomes of the Social Health Teams were as follows:

Request for funding at the social health team level began in November. Over twenty separate requests were processed. Funding supported individual needs of children and families. Supports purchased ranged from psychiatric support services to assisting families in accessing extra curricular activities for the youth.

<b>1999-2000 Funding Recipients</b>	<b>AWARD</b>	<b>MATCH</b>
Salaries		29,575
Sioux City School District	84,500	
<b>TOTAL</b>	<b>\$84,500</b>	<b>\$29,575</b>

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