

DELINQUENCY-RELATED SYSTEMS IN IOWA: SUBSTANCE ABUSE, MENTAL HEALTH, EDUCATION, & JOB TRAINING

Taken from
**JJDP Act Formula Grant Application
and
Three-Year Comprehensive Plan**

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Iowa Department of Human Rights
Division of Criminal and Juvenile Justice Planning
and
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i. Description of Report

This report was developed to provide summary information to allow state agency staff, practitioners and juvenile justice system officials to access specific sections of Iowa's Three Year Plan. It includes the "Service Network" section of Iowa's 2006 Juvenile Justice and Delinquency Prevention Act formula grant Three-Year Plan. The complete Three Year Plan serves as Iowa's application for Juvenile Justice and Delinquency Prevention Act formula grant funding. **The information included in this report overviews some of the systems and services that relate to Iowa's delinquency and CINA systems. The systems and services discussed include substance abuse, mental health, alternative or special education, and job training.** Separate reports related to this document have been created and include

- Delinquency in Iowa – Arrests, Services, & Sanctions;
- Disproportionate Minority Contact in Iowa's Juvenile Justice System;
- The complete 2006 Three Year Plan.

The Division of Criminal and Juvenile Justice Planning (CJJP) wrote Iowa's Three-Year Plan. CJJP is the state agency responsible for administering the JJDP Act in Iowa. Federal officials refer to state administering agencies as the state planning agency (SPA). The Plan was developed and approved by Iowa's Juvenile Justice Advisory Council. That Council assists with administration of the JJDP Act, and also provides guidance and direction to the SPA, the Governor and the legislature regarding juvenile justice issues in Iowa. Federal officials refer to such state level groups as state advisory groups (SAG's). The acronyms SPA and SAG are used throughout this report.

Officials from the Iowa Departments of Education, Human Services, Public Health, Workforce Development, Public Safety and also Iowa's Youth Policy Institute provided feedback and input as the SPA developed the full Three year plan and this report developed from the plan..

ii. Report Format and Youth Development Framework

As the table of contents reflects, this report is organized according to the Results Framework (see Appendix A) developed by the Iowa Collaboration for Youth Development (ICYD). ICYD is a body of state and local officials that exists to further goals related to youth development and cross agency collaboration at the state and local level.

The Results Framework is designed so that various State departments and agencies can identify youth issues and monitor youth development outcomes. The Framework organizes causes and conditions related to youth development into four broad result areas (see attachment A). *The four result areas include: 1) Youth are Healthy and Socially Competent, 2) Youth are successful in School, 3) Youth are Prepared for Productive Adulthood, and 4) Youth have Benefit of Safe and Supportive Families, Schools, and Communities.* It should be noted that most of the information regarding the result area of "safety" is not included in this report, but is rather available in the full "Three Year Plan" report or separately in the "Delinquency – Child Welfare" report. Brief overviews of the result areas are provided at the relevant sections in this report. The result areas are reflected as well in the Table of Contents.

In development of the results framework, ICYD used several prominent youth development models and research, most notably the Social Development Strategy and Risk and Protective Factors identified by Developmental Research and Programs (Hawkins and Catalano) and the Developmental Assets framework used by the Search Institute, to analyze the causes and conditions related to youth development in Iowa. Risk and protective factors and assets related to family and community conditions, as well as youth specific characteristics and conditions were identified. These factors became the basis for Iowa's Youth Development Results Framework.

The report contains information regarding various systems and/or services for youth (i.e. substance abuse prevention services, school based and/or educational services, career preparation or employment services, etc.). The report organizes these various system and/or services according to the single area of the Results Framework upon which they may have the most direct connection. It should be noted, however, that many of the services in this report have impact in more than one of the four different result areas.

iii. State Census Information

Many of the data elements discussed in this report are broken down by race and gender. Below are census data from the Federal Office of Juvenile Justice and Delinquency Prevention (OJJDP); it is included to provide an overall perspective of the youth population in Iowa. The OJJDP census data is for juvenile population (age 0 through 17) in the State of Iowa for a 2001 through 2003 period.

Figure 1: Juvenile Population of Iowa

	2001		2002		2003		Change from 01 to 03	
	Number	%	Number	%	Number	%	Number	%
Total	710,988	-	702,882	-	693,428	-	-17,560	-2.5%
Caucasian	667,383	93.9%	658,477	93.7%	648,526	93.5%	-18,857	-2.8%
African American	27,863	3.9%	28,327	4.0%	28,563	4.1%	700	2.5%
Native American	3,759	0.5%	3,754	0.5%	3,770	0.5%	11	0.3%
Asian / Pacific Islander	11,983	1.7%	12,324	1.8%	12,569	1.8%	586	4.9%
Hispanic / Latino ‡	32,726	4.6%	33,784	4.8%	34,707	5.0%	1,981	6.1%
Male	364,858	51.3%	360,528	51.3%	355,571	51.3%	-9,287	-2.5%
Female	346,130	48.7%	342,354	48.7%	337,857	48.7%	-8,273	-2.4%

Source: OJJDP – National Center for Juvenile Justice

‡ All of the youth in the ethnic classification of Hispanic / Latino are included in the previous racial categories.

Remarks regarding figure:

- Iowa’s overall youth population has declined 2.5% in the past three years.
- There are significant increases in Iowa’s minority populations, particularly for Hispanic/Latino youth.

A. SERVICE NETWORKS

Provided in this section is discussion of some of the services that may be maintained by providers and systems outside of the formal juvenile justice system. Discussion and information are provided regarding the following services: alcohol and drug programming, mental health services, alternative or special education and job training, and child in need of assistance related services. It should be noted that many of these services are accessed by both delinquent and non-delinquent youth. The section is organized according to the four areas in Iowa’s Results Matrix.

I. YOUTH ARE HEALTHY AND SOCIALLY COMPETENT

Included in this section is information regarding the result area “Youth are Healthy and Socially Competent”. It should be noted as well that many of the services reflected in this section have impact on the other three result areas (Youth are Successful in School; Youth are Prepared for Productive Adulthood; Youth Have Benefit of Safe and Supportive Families, Schools, and Communities). The results matrix and the four result areas are explained in greater detail in the “Report Format and Youth Development Framework” section at the beginning of this report.

There are a number of factors that determine the health and social competence of youth. Indicators of physical and mental health, lifestyle choices, and pro-social relationships can help define the health and social competence of youth. Youth who get a healthy start in life have a distinct advantage over those who do not. Provided in the discussion is information on services and indicators that reflects the healthy and socially competence of youth.

a. Alcohol and Drug Programming

A variety of substance abuse services are provided for Iowa youth:

- In-school evidence-based prevention curricula
- Before and after school programs
- Universal, selective and indicated preventive interventions

- Coalition development
- Mentoring programs
- Drug testing
- Court diversion programs
- Group and individual counseling
- Residential/inpatient or outpatient services
- Substance abuse services in day treatment
- Group care or state institutional services
- Drug courts
- Drug Abuse Resistance Education Officers (DARE)
- OWI - drunk drivers courses

Provided below is a discussion of the funding sources for a variety of the Iowa's substance abuse prevention programming. Additional information is provided regarding Iowa's managed care plan – the Iowa Plan for Behavioral Health and other options for expenses related to substance abuse services.

Iowa Department of Public Health (DPH) Substance Abuse Prevention Programming – As the designated Single State Agency for substance abuse, DHS administers over \$6.5 million in state and federal funds in FY05 through the following types of contracts:

Comprehensive Substance Abuse Prevention – Federal Block Grant funds and 4.5% of Iowa General Funds are contracted to 23 (22 in FY06) community-based agencies that collectively provide services to youth and adults in all 99 Iowa counties, work with various age groups from prenatal to older adults who are not in need of treatment and work with all segments of the community. The six strategies that the agencies use in their efforts are Information Dissemination, Education, Alternatives, Problem Identification and Referral, Community-Based Process, and Environmental / Social Policy. Services include universal, selective and indicated preventive interventions.

Project Significant – In 2001, Iowa received a Federal Center for Substance Abuse Prevention State Incentive Grant. Twenty-eight subrecipients received funding that continued until January 31, 2006. They have implemented model and evidence-based programs to address alcohol, tobacco and marijuana use among 12-17 year old youth and their families. Fourteen different model programs and three evidence-based programs exist, for a total of 76 implementations. At the state level, the Drug Policy Advisory Council is developing an updated state plan to demonstrate agreement on the direction for prevention across state agencies, to foster system change and provide guidance to prevention providers and community members.

Youth Mentoring Substance Abuse Prevention – This funding promotes formal youth mentoring programs that support the State's goals to promote prevention of use and abuse of alcohol, tobacco and other drugs. Target populations for the mentoring programs include any age youth in the community. All contractors follow the Standards of Practice for mentoring programs and elements of effective practice established by the National Mentoring Partnership. The Youth Mentoring programs are funded by State of Iowa funds with a required two to one match of local funds.

Drug and Violence Prevention – These programs are funded by the governor's discretionary funds of the Federal Department of Education Safe and Drug-Free School and Communities Act funds with a 10% required local match. These services target children and youth who are not normally served by State or local education agencies or populations that need special services or additional resources, such as preschoolers, runaway or homeless children and youth, pregnant and parenting teenagers, and school dropouts. 25% of the funds are required to be law enforcement efforts.

Prevention of Methamphetamine Abuse – These programs are funded by Federal SAMHSA funds. The target population is youth between the ages of 6 and 19, parents, and community members. Model programs, implemented in schools, and parent and community education are key services.

County Substance Abuse Prevention Services – Up to \$10, 000 of State funds are available to each of the 99 county governments with a required three to one match. Services provided may be any part of the continuum of care except treatment.

Community Coalition Grants – Community coalitions may apply for up to \$2000 during FY05 (\$3000 in FY06) of State of Iowa funds to work toward environmental and policy change.

J.E.L (Just Eliminate Lies) –JEL is a statewide youth movement targeting tobacco use. The initiative, with support from Iowa Department of Public Health and dedicated revenue from tobacco settlement funds, has been developed and is led by Iowa high school students. JEL is based on advocacy activities on both the state and local levels and it has its own media/marketing campaign to combat the advertising of the tobacco industry. Among its activities is an annual summit where students from across the state learn about tobacco issues and design a campaign strategy.

Enforcing Underage Drinking Laws (EUDL) – The SPA allocates the \$360,000 EUDL award to local communities to assist in developing comprehensive and coordinating initiatives to enforce State laws that prohibit the sale of alcoholic beverages to minors and to prevent the purchase or consumption of alcoholic beverages by minors (defined as individuals under 21 years of age). The funds can be used to support activities in 1 or more of the 3 areas outlined in the Federal legislation: Enforcement, Public Education Activities, and Innovative Programs. An example of a law enforcement activity is creating law enforcement and prosecution task forces to target establishments suspected of consistently selling alcohol to minors. Public education activities range from sponsoring media contests to creating billboard messages. Innovative programs include creating youth task forces to examine community norms and messages young people are receiving, or hiring an individual to act as a liaison between youth and communities on the issue of underage drinking.

Iowa Plan for Behavioral Health - On September 1, 1995, Iowa launched the Iowa Managed Substance Abuse Care Plan (IMSACP). This was a joint project of DPH and DHS. IMSACP ended December 31, 1998 and was replaced by the Iowa Plan for Behavioral Health – the Iowa Plan. Merit Behavioral Care of Iowa (MBC) was awarded the contract to serve eligible individuals through the Iowa Plan. MBC subcontracts with the National Council on Alcoholism for specific development and monitoring responsibilities.

Eligible Medicaid clients (with certain exceptions) are included in the group of persons covered by the Iowa Plan. Through the Iowa Plan, eligible clients can access a full range of substance abuse treatment services, including assessment and referral, treatment, and continuing care. Medicaid clients at the most intensive levels of care (clinically managed medium intensity residential; clinically managed medium/high intensity residential; medically monitored intensive inpatient residential; and medically managed intensive inpatient) require pre-treatment authorization and concurrent clinical reviews.

Other Substance Abuse Options - Through funds supplied to the program by the Department of Public Health, The Iowa Plan is able to continue to serve clients that are NOT Medicaid eligible. Eligible non-Medicaid clients include individuals who can demonstrate that their annual income is below 300 percent federal poverty level. Substance abuse services are being provided to delinquent and system youth in families covered by private insurance. The array of services actually available would be dictated by the individual coverage of those families. However, clinical substance abuse treatment services provided by state licensed programs are required to adhere to the ASAM Placement Criteria.

Statistics Relative to Substance Abuse

Provided below are a variety of statistics relative to substance abuse by youth. Legal and illegal substances can be very addictive to children and adults alike.

Youth Survey Substance Use - The below figure provides information taken from the 2002 Iowa Youth Survey (IYS). The survey was conducted in the fall of 2002. This survey was also conducted during the fall of 2005, however, the results had not been released at the time of this report. Every three years youth in 6th, 8th, and 11th grades in both public and private Iowa schools are surveyed. Surveys were completed in 349 of Iowa's 371 public school districts (94.1%) and in a minimum of 49 of 178 private schools (27.5%). A total of 96,971 public and private school students across the state completed the IYS, with each county represented by at least 170 students, except Wayne County. The Youth Survey is conducted as part of a collaborative effort between the SAG, the Departments of Education, Health, Workforce Development, the Iowa Governor's Office of Drug Control Policy, the Iowa Consortium for Substance Abuse Research, and the Higher Plain, Inc. The results in the below figure and from figures throughout this plan are from questions in the survey.

Figure 2: Tobacco, Drug, and Alcohol Use as Reported by Students

Tobacco Use

2002	State Weighted	6 th Gr	8 th Gr	11 th Gr	Male	Female
Current	14%	2%	10%	29%	15%	12%
Ever	24%	6%	20%	47%	26%	22%

Alcohol Use

2002	State Weighted	6 th Gr	8 th Gr	11 th Gr	Male	Female
Current	23%	6%	18%	44%	22%	22%
Ever	42%	17%	38%	71%	44%	40%

Drug Use (All)

2002	State Weighted	6 th Gr	8 th Gr	11 th Gr	Male	Female
Current	10%	2%	7%	19%	11%	8%
Ever	19%	5%	14%	37%	20%	17%

Drug Use (Marijuana Only)

2002	State Weighted	6 th Gr	8 th Gr	11 th Gr	Male	Female
Current	7%	1%	5%	15%	8%	6%
Ever	15%	1%	9%	34%	16%	13%

Source: [Iowa Youth Survey \(2002\)](#)

Remarks regarding figures: The 2002 Iowa Youth Survey asked student respondents to report current and past tobacco, alcohol, and drug use:

- Fourteen percent of respondents reported current tobacco use while 24 percent reported ever using tobacco products.
- The percent of respondents that reported using alcohol was much higher. Twenty-three (23) percent reported current alcohol use while 42 percent reported ever using alcohol.
- Only 10 percent of respondents reported current use of drugs (e.g., amphetamines, cocaine, inhalants, marijuana, and steroids), while 19 percent reported ever using drugs.

Arrests for Certain Drug Related Violations – Illegal drug use is an issue at both the state and federal level. Such use increases the number of arrests for other criminal activities including but not limited to robbery, theft, burglary, assault, sex offenses, intimidation, domestic abuse and murder.

Figure 3: Arrests for Drug/Narcotic Violations and Drug Equipment Violations

	Total Arrests	Rate (per 100,000)	Juvenile Arrests	Rate (per 100,000)
2001	11,439	405.7	1,690	237.2
2002	13,396	468.9	1,728	252.1
2003	13,359	466.7	1,630	241.2
2004	13,128	451.9	1,532	221.9

Source: [Iowa Department of Public Safety – Uniform Crime Report \(2001-2004\)](#)

Remarks regarding figure:

- The figure shows an increase in the number of arrests for drug offenses from 2001 to 2002, and a decrease in 2003 and 2004.
- The number and rate of arrests for drug offenses for both juveniles and adults increased notably from 2001 to 2002, and decreased in 2003 and 2004.

b. Mental Health Services to Juveniles in the Juvenile Justice System

For youth involved in the juvenile justice system mental health services are provided in a variety of settings and paid for through a variety of funding streams. The settings include

- In home services
- Office and school settings
- Day programs
- Day treatment
- Group care
- Inpatient hospitalization
- Juvenile detention facilities
- State institutions.

Funding - Mental health services in the juvenile justice system are funded through

- Rehabilitative treatment and supportive services in the child welfare system (those services were discussed in the Structure and Function section of this report)
- The Iowa Plan for Behavioral Health
- State Children's Health Insurance Program (Hawk I)
- Private health insurance
- Sliding fees for private pay
- Funding administered through county of residence for psychiatric services at the University of Iowa (Sliding fees are funded through both private and local government sources)

Provided below is information regarding a variety of activities taking place regarding mental health issues for youth.

SAG Mental Health Committee – For the past 4 years the SAG has maintained a Committee that has been engaged in a variety of activities relative mental health issues for Iowa youth. The Committee includes SAG members, mental health professionals, youth service providers, and concerned citizens. Research by the group reflects that two of the services in the child welfare/juvenile justice system (shelter care and juvenile detention) that work with youth with some of the most pressing mental health issues, have extremely limited training opportunities regarding the issues of mental health. The group has been actively engaged in a variety of mental health related training activities for juvenile detention and shelter care facility staff. The effort is discussed in greater detail in the "Program Description" section of this report.

Mental Health System Redesign - DHS, at the request of the Iowa General Assembly, is currently looking at a "redesign" of mental health (SED), developmental disabilities (MR/DD) and Brain Injury (BI) services in Iowa for children. This work will address eligibility and access to a uniform disability system to meet the needs of children.

Key issues include

- Standard statewide eligibility (clinical and financial)
- Statewide availability
- Gaps in the system
- Reaching all children and families who have needs
- Child and adult system transition processes
- Changes needed to the Iowa Code

Iowa Plan for Behavioral Health - On March 1, 1995 the Mental Health Access Plan (MHAP) was launched in Iowa with a managed care organization providing the management of the program. MHAP ended on December 31, 1998 and was replaced by the Iowa Plan for Behavioral Health. Some of the youth accessing Iowa Plan

services are involved in the juvenile justice system. The intent of the program is to expand the access and range of appropriate mental health services. Mental health services provided include psychiatric services, outpatient, inpatient, partial hospitalization, day treatment, intensive outpatient, and crisis intervention.

An estimated 180,000 Iowa Medicaid recipients are covered by the Iowa Plan. With certain exceptions, recipients include those eligible through the Family Investment program (Iowa's AFDC) and related categories, as well as people eligible through Supplemental Security Income (SSI) and related categories for those under the age of 65.

Other Mental Health Options - Mental health services may be available through the State Children's Health Insurance Program (known in Iowa as Hawk I) and private insurance coverages held by some families. The array of services actually available under private insurance coverage would be dictated by the individual coverage of those families.

Families without insurance coverage and not eligible for the Medicaid programs (State Children's Health Insurance Program, Iowa Plan and Rehabilitative Treatment and Supportive Services) are more limited in the mental health options available. Some communities have mental health centers or mental health providers who will provide services on a sliding fee scale basis. Some families also may qualify to receive State Psychiatric services at the University of Iowa Psychiatric Hospital. Funding for these services is administered according to county of residence.

Psychiatric Mental Health Institutes for Children - Psychiatric Medical Institutions for Children (PMIC's) service children with psychiatric disorders who are able to be treated in a physically non-secure setting. Treatment services include diagnostic services, psychiatric services, nursing care, and rehabilitative services under the direction of a qualified mental health professional. Funding sources for PMIC's are state and federal Medicaid funds. Many youth in PMIC facilities are CINA's.

Statistics Relative to Mental Health

Provided below are a variety of indicators reflective of the mental health of youth in Iowa. Mental Health Institute data was provided by the two state operated facilities with juvenile wards (Cherokee Mental Health Institute and Independence Mental Health Institute). The data are for all youth who were admitted to these two facilities during the indicated state fiscal year regardless of when they were discharged. The collected data include admit date and release date, gender, race/ethnicity and the manner in which the youth was committed (voluntary, involuntary and juvenile court order). The data were then counted by total admits, by gender, by race/ethnicity and by the manner in which they were committed.

Figure 4: Mental Health Institute Admits

	SFY02		SFY03		SFY04		SFY05	
Male	166	54.4%	184	57.3%	204	57.5%	193	57.1%
Female	139	45.6%	137	42.7%	151	42.5%	145	42.9%
Total	305		321		355		338	

	SFY02		SFY03		SFY04		SFY05	
Caucasian	268	87.9%	275	85.7%	328	92.4%	290	85.8%
African American	23	7.5%	22	6.9%	16	4.5%	26	7.7%
Native American	0	0.0%	5	1.6%	0	0.0%	4	1.2%
Asian/Pacific Islander	2	0.7%	3	0.9%	1	0.3%	0	0.0%
Hispanic/Latino	11	3.6%	15	4.7%	9	2.5%	15	4.4%
Unknown	1	0.3%	1	0.3%	1	0.3%	3	0.9%
Total	305		321		355		338	

	SFY02		SFY03		SFY04		SFY05	
Involuntary	192	63.0%	233	72.6%	256	72.1%	226	66.9%
Voluntary	38	12.5%	25	7.8%	29	8.2%	18	5.3%
Juvenile Court	75	24.6%	63	19.6%	70	19.7%	94	27.8%
Total	305		321		355		338	

Remarks regarding figure:

- Total admits were fairly stable for the report years.
- Girls comprised an average of approximately 43% of the admits during the report years.
- Minority youth comprised 12% of the admits during the report years.
- Over two thirds of the admissions during the report years were involuntary commitments.
- Juvenile court admissions were 24.6% in 2002 – such admission dropped to about 19% in 2003 and 2004. Court admissions increased to 27.8% of the admission in 2005.

Youth Ability to Make Friends - One of the indicators which research suggests demonstrates the overall mental health of youth is related to their ability to make friends. Youth that are able to create friendships easily tend to be more socially involved with their peers, tend to have more social attachment, and generally feel better about themselves. The below figure provides IYS information relative to youths' ability to make friends.

Figure 5: Youth Ability to Make Friends

I am good at making friends	6th Grade	8th Grade	11th Grade	Weighted State
Strongly Agree	48.0%	38.0%	32.0%	39.0%
Agree	43.0%	51.0%	57.0%	51.0%
Disagree	7.0%	8.0%	9.0%	8.0%
Strongly Disagree	2.0%	2.0%	2.0%	2.0%

Source: [Iowa Youth Survey \(2002\)](#)

Remarks regarding figure: The 2002 Iowa Youth Survey asked student respondents to report on their ability to make friends.

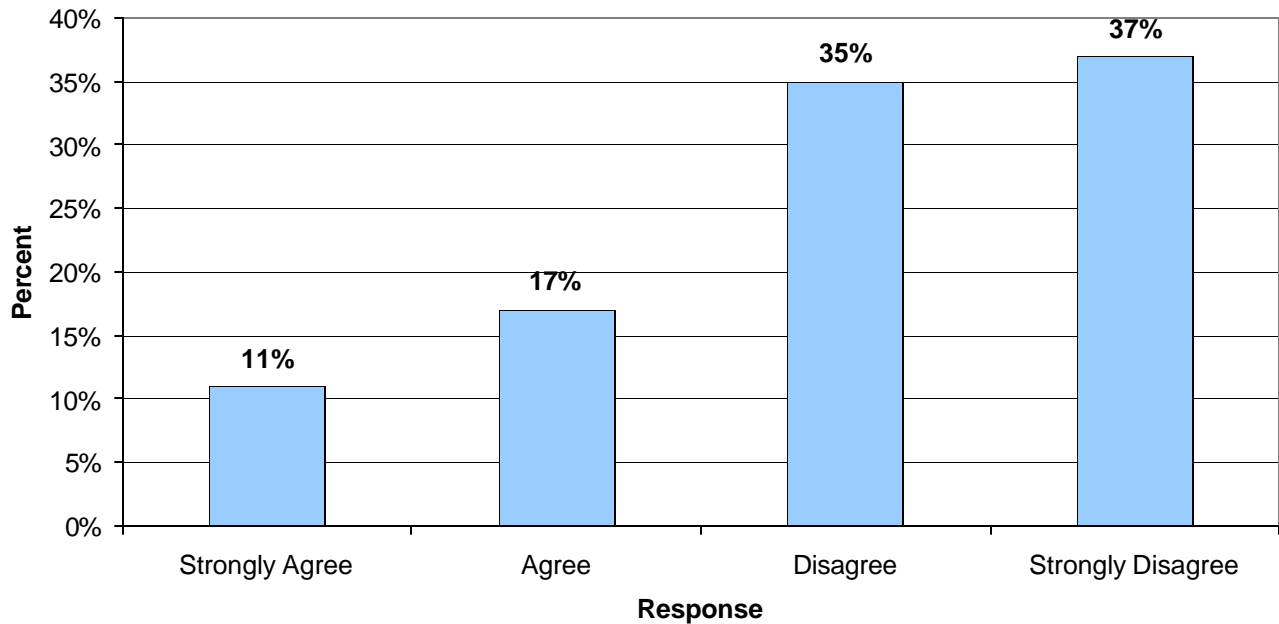
- From figure it can be seen that most youth, 90% for the weighted state, believe that they are good at making friends.

Positive Identity - Children who have a positive identity and good self-esteem tend to be more involved in their schools and communities, and are therefore more attached to their schools and communities. They feel better about themselves and are less likely to exhibit anti-social behavior or engaged in negative activities.

Figure 6: Youth With Positive Identity

Percent of Youth who Responded to the Following Statement:

◆ *I feel I do not have anything to be proud of.* ◆



Source: [Iowa Youth Survey \(2002\)](#)

Remarks regarding figure: The 2002 Iowa Youth Survey asked students to respond to the statement “I do not have anything to be proud of”.

- The figure shows that 72 percent of student respondents responded “Disagree” or “Strongly Disagree” to the statement.
- More than a quarter (28%) of the respondents agree that they do not have anything to be proud of.

Fun and Recreation - Youth that spend time both with family and friends recreating and having fun have a greater chance of having a positive self-image and positive self-identity. They have a chance to relieve stress and are at a greater chance of being both mentally and emotionally healthier.

Figure 7: How many evenings do you go out for fun and recreation?

During an average week (including weekends) how many evenings do you go out for fun and recreation?				Weighted
	6th Grade	8th Grade	11th Grade	State
None	7%	5%	3%	5%
1	14%	11%	7%	11%
2	19%	20%	19%	19%
3	21%	25%	26%	24%
4 or 5	21%	24%	28%	24%
6 or 7	18%	16%	16%	17%

Source: [Iowa Youth Survey \(2002\)](#)

Remarks regarding figure: The 2002 Iowa Youth Survey asked students to respond to the question “During an average week how many evenings to you go out for fun and recreation?”

- On average 95% of the youth responded that they go out for fun and recreation at least once a week.
- On average 65% responded that they go out 3 or more times a week.

c. Other Health Related Services and Indicators

There are a variety of other health related services for youth including pregnancy prevention efforts, free and sliding fee scale clinics, school based health services, etc. Provided below are a variety of health related indicators. Included with the indicators is a very brief description of some of the programs created to assist in improving the overall health of youth and families.

Free and Reduced Lunches - Children from certain low-income families qualify to participate in free and reduced lunch programs at school. Qualification for the program is determined by household size and income. School lunch programs potentially enhance children’s health and learning abilities by contributing to their physical and mental well-being.

Figure 8: Free and Reduced Meal Eligibility (2000 – 2005)

School Year	Number of Students Eligible for Free and Reduced Meals	Percentage of Students Eligible for Free and Reduced Meals
2000-2001	131,577	26.7%
2001-2002	129,554	26.7%
2002-2003	137,414	28.5%
2003-2004	144,231	30.0%
2004-2005	148,759	31.1%

Source: [Iowa Department of Education](#)

The numbers for the figure are based on participation in the annual Basic Education Data Survey.

Remarks regarding the figure:

- The number of students eligible for free and reduced meals was at its lowest in 2001-2002.
- From 2002-2003 to 2004-2005 the number of students eligible increased by 8.2%.

Family Investment Program (FIP) - To assist families in need as they become self-supporting, Iowa has the Family Investment Program (FIP). This program helps so that dependent children may be cared for in their own homes or homes of relatives. Through this program, at-risk children and their families receive financial support to help the family with job seeking skills, receive information on general health and nutrition for children, skill building activities, etc.

Figure 9: FIP Cases (2001 – 2005)

FFY	Average Monthly Cases	Average Monthly Recipients
2001	19,578	51,738
2002	20,223	53,572
2003	20,089	52,177
2004	20,138	51,957
2005	19,081	48,505

Source: [Iowa Department of Human Services](#)

Remarks regarding the figure:

- The average monthly number of cases decreased 5.6% from 2002 to 2005.
- The average number of recipients decreased 9.5% in 2005 from 2002.

Food Stamps - Yet another program to help low-income families is the food stamp program. This program promotes the general welfare of eligible families by raising their levels of nutrition to avoid hunger and malnutrition.

Figure 10: Food Assistance Program (2001–2005)

FFY	Average Monthly Cases	Average Monthly Recipients
2001	53,553	124,475
2002	59,101	137,585
2003	66,434	153,813
2004	76,892	179,146
2005	89,831	207,050

Source: Iowa Department of Human Services

Remarks regarding figure:

- Between 2001 and 2005 there was a 66.3% increase in the average number of monthly recipients receiving food stamp assistance, and a 67.7% increase in the average number of monthly cases.

Medicaid - The Medicaid program, enacted under Title XIX of the Social Security Act, is a Medical Assistance Program financed through joint federal and state funding and administered by each state according to an approved state plan. Under this plan, a state reimburses providers of medical assistance to individuals found eligible under Title XIX and other various titles of the Act.

Figure 11: Medicaid Assistance

	2001	2002	2003	2004	2005
Avg Number of Recipients	213,460	244,160	254,601	270,929	287,440

Source: Iowa Department of Human Services

Remarks regarding figure:

- There was a 34.6% increase in the number of Medicaid recipients from 2001 through 2005.

Teenage Birth Rate - Teenage births affect both teenage parents and the children born to teenage parents. Teenagers are generally economically and emotionally unprepared for the demands of parenthood. In addition, infants who are born to teenage mothers are at a heightened risk for low birth weight, and will likely face economic hardship during their childhood.

Figure 12: Number of Births to Teens

	2000	2001	2002	2003	2004
14 years and younger	48	34	29	36	25
15 to 17 years old	1,136	1,049	1,008	913	895
Total	1,184	1,083	1,037	949	920

Source: Iowa Department of Public Health

Remarks regarding figure:

- The overall number of births to teens decreased 22.3% from 2000 to 2004.
- The number of births to youth 15 to 17 years old decreased 21.2% during the report period.

II. YOUTH ARE SUCCESSFUL IN SCHOOL

Included in this section is information regarding the result area “Youth are Successful in School”. It should be noted as well that many of the services reflected in this section have impact on the other three result areas (Youth are Healthy and Socially Competent; Youth are Prepared for Productive Adulthood; Youth Have Benefit of

Safe and Supportive Families, Schools, and Communities). The results matrix and the four result areas are explained in greater detail in the “Report Format and Youth Development Framework” section at the beginning of this report.

School environment, school attachment, and academic achievement are all factors that can help determine if youth are successful in school. Students with smaller class sizes and lower student/teacher ratios tend to perform better in school. In addition, students who remain in one school may feel more attached to their school and teachers, and therefore perform better academically than students who move frequently from one school to another. Preparation for adulthood can be determined by high school dropout rates and the percent of high school graduates pursuing further education.

a. Alternative or Special Education Programs for Delinquent Youth

Iowa provides a variety of alternatives for at-risk and delinquent youth including tutoring or mentoring programs, after school activities, day treatment services, truancy liaison officers, etc. Discussed below is a sample of the noteworthy alternatives presently available for delinquent and at-risk youth.

Alternative Schools - There are currently 101 alternative schools in Iowa. Seventy-five counties now have at least one alternative school located within their boundaries. Alternative schools provide educational and vocational services to youth that in many instances have problems with delinquency, chronic absenteeism or who have dropped out of school. Certainly not all of the youth attending these schools are delinquent or system youth, but such schools are a viable option for such youth.

The Department of Education continues to encourage the development and implementation of area-wide (regional) alternative schools. The regional concept allows a number of school districts to work together to provide alternative school services – 292 school districts have formed consortiums to provide alternative schools because they cannot afford to provide them on their own or realized a greater advantage from shared programming. As an example, a regional alternative school in Newton is accessed by a total of seven different school districts. A number of school districts in Iowa as well have formed partnerships with community colleges to complement their high school education with career planning, vocational training, work placement, and post secondary planning.

Area Education Agencies - It should be noted that delinquent youth in some of Iowa's most restrictive settings such as the state training schools, group care facilities, mental health settings or other out of home placements are often served by staff from Area Education Agencies (AEA's). AEA's are regional/intermediate education units that provide both specialized training for staff and educational assistance for students in many of these restrictive settings. AEA's also provide specialized training for staff in regular education settings to address the needs of students at risk and those with special needs.

Learning Supports - For a number of years the Iowa DOE has been working to put in place a structure to improve school achievement that focuses on the non-academic issues that dramatically impact achievement. The ICYD Steering Committee has been serving as the governing body to ensure all youth have the learning supports necessary to develop socially, emotionally, intellectually, and behaviorally and overcome barriers to their learning. The Iowa DOE has adopted the ICYD Results Framework to guide this work and has involved several of the ICYD members in this redesign process.

21st Century Grant Learning Centers – With the enactment of the No Child Left Behind Act, 2001 (NCLB), administration of the distribution of funding for the 21st Century Learning Communities (21st CCLC) program has been devolved to the states. The overarching goal of this new state administered program is to establish or expand community learning centers during non-school hours to provide students who attend schools eligible for Title I schoolwide programs (i.e., 40% of students are eligible to receive free and reduced lunch) with academic enrichment opportunities and supportive services necessary to help them achieve academically and develop socially, emotionally, physically, and behaviorally. Entities eligible to receive Iowa's grant funds for a period of five (5) years have been expanded to include local educational agencies (LEAs), cities, counties, community-based organizations (CBOs), faith-based organizations (FBOs), non-profit organizations (NPOs), or a consortium of two or more such agencies, organizations or entities. Applicants are required to plan their programs through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies (e.g, cities, counties, parks and recreation departments), community organizations, and the private sector.

Character Counts – The Institute for Character Development’s (ICD) mission is to recognize, enhance, and sustain the positive qualities of Iowans in order to promote civility through character development. The cornerstone of the focus has been acting as a statewide partner of the national CHARACTER COUNTS! Coalition. This partnership has enabled the development and mobilization of community based character development initiatives rooted in the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. The vision is to mobilize the entire state around the issues of civility and decision-making rooted in good character. Civility and character development fit everywhere, from the art room to the boardroom, and there is not an individual or organization that cannot benefit from efforts to enhance actions related to decision making. Current efforts have focused statewide attention on character development research for high school youth. This effort has been titled “Smart & Good” and has helped high schools across the state to begin to incorporate positive youth development strategies into their regular programming.

Specialized Instructional Services – Schools in Iowa provide many programs and services designed to meet the special needs of students with emotional and behavioral problems. Services are provided to students to the extent possible in their home schools. A problem solving approach that includes functional behavioral assessment and the design of positive behavioral supports provides the structure for service delivery that begins in the regular classroom, includes teacher assistance teams, and provides the services of special education staff in regular classrooms, and when necessary, in special settings. Services in schools are supported by a complement of support staff supplied through the AEA’s that include school psychologists, social workers, educational consultants, speech-language pathologists, and an array of other specialists.

Statistics Relative to Education

Provided below are a variety of statistics relative to state graduation and school dropout rates. The statistics provide a snapshot of the overall performance of Iowa students.

School Enrollment - As seen in the below figure public school enrollment has been decreasing over the past few years. The figure information also reflects that non-public school enrollments have been decreasing as well, leading to a decrease in the total school enrollments in Iowa over the past 5 school years.

Figure 13: Iowa Public and Non-Public School K-12 Enrollments

	Public	Non-Public	Total
2000-2001	494,291	41,064	535,355
2001-2002	489,523	39,881	529,404
2002-2003	487,021	38,998	526,019
2003-2004	485,011	37,243	522,254
2004-2005	483,335	36,161	519,496

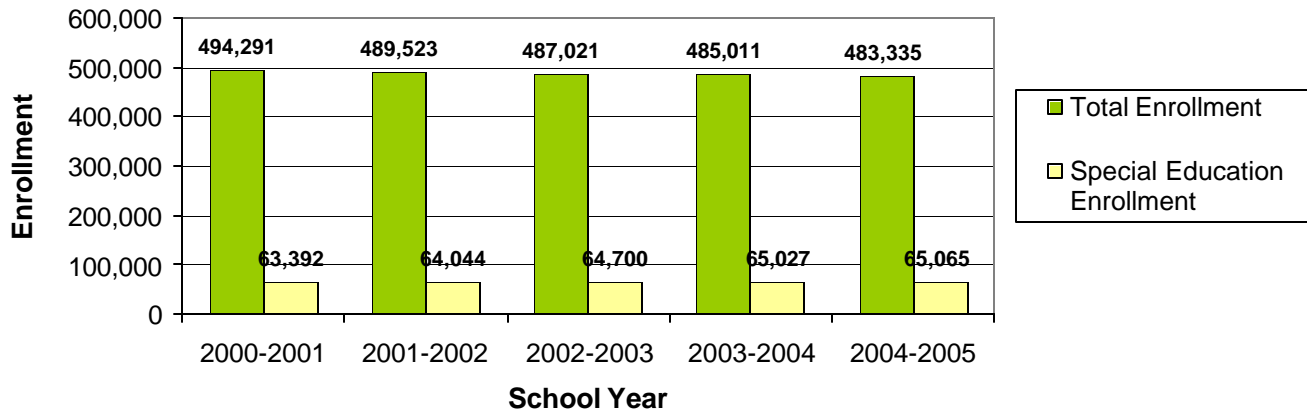
Source: [Iowa Department of Education](#)

Remarks regarding figure:

- The average decrease between each school year was 0.7%.
- From the 2000-2001 to 2004-2005 school year, enrollment declined 3%.

Special Education – Children in special education settings have special needs and are provided the opportunity to increase their learning and behavioral abilities. At the same time, children who are labeled as having special needs also have greater chances to be stigmatized by teachers and peers, and greater chances to struggle with both school performance and with social interactions at school.

Figure 14: Special Education Enrollment in Iowa Public Schools



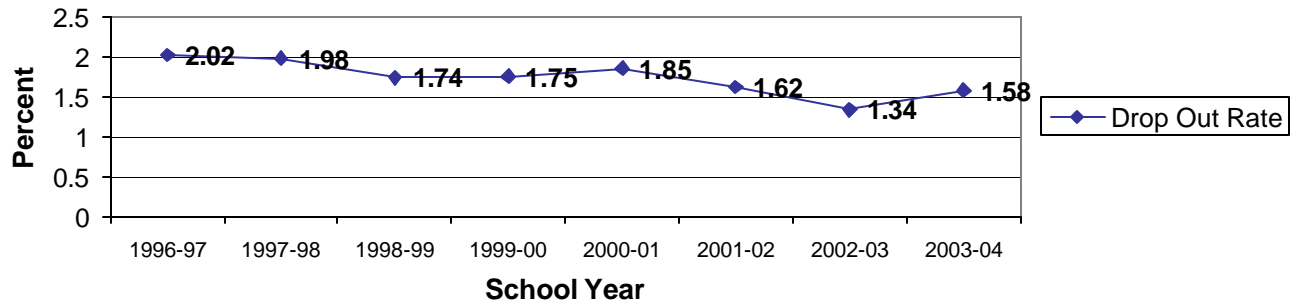
Source: [Iowa Department of Education](#)

Remarks regarding figure:

- As the figure reflects, the number of children enrolled in special education continues to increase.
- Special education enrollment increased 2.6% from the 2000-2001 school year to the 2004-2005 school year.
- These increases in special education enrollment occurred despite a 2.2 percent total decrease in public school enrollment during the same timeframe.

Dropout Rate - Educational attainment can be directly correlated with economic security. Therefore, students who drop out of school are at risk of facing more difficulty as adults. In addition, they place their own children at risk of facing economic hardship in the future.

Figure 15: Iowa Dropouts as a Percent of Public School Students in Grades 7-12



Source: [Iowa Department of Education](#)

Remarks regarding figure:

- The dropout percentage for 7th-12th graders decreased between 1996-97 and 1998-99 to its lowest point during 2002-03. The dropout rate increased from 2002-03 to 2003-04.

Figure 16: Iowa Dropouts by Gender Grades 7-12

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Dropout % Female	1.51%	1.60%	1.45%	1.13%	1.39%
Dropout % Male	1.99%	2.08%	1.79%	1.53%	1.77%
Female as % of Total Dropouts	42.04	42.39	43.52	41.17	42.97
Female as % of Enrollment	48.88	48.91	48.7	48.76	48.86

Source: [Iowa Department of Education](#)

Remarks regarding figure:

- For all of the reported years the percentage of female dropouts was lower than the percentage for males.

Figure 17: Iowa Dropouts by Race Grades 7-12

Race/Ethnicity	Dropout as % of Enrollment	Total Dropouts	% of Total Dropouts	Grade 7-12 Enrollment	% of 7-12 Enrollment
Non-Minority	1.40%	2,886	79.59%	206,065	90.02%
All Minorities	3.24	740	20.41	22,847	9.98
African American	3.26	282	7.78	8,643	3.78
Hispanic	3.87	346	9.54	8,939	3.90
American Indian	4.94	65	1.79	1,317	.58
Asian/Pacific	1.19	47	1.30	3,948	1.72
Statewide	1.58	3626	100.0	228,912	100.0

Source: [Iowa Department of Education](#)

Remarks regarding figure:

- While minorities constitute approximately 10% of total enrollment, they comprise 20.4% of dropouts.

Figure 18: School Dropout by Grade

Grade	2000 - 2001			2001 - 2002			2002-2003			2003-2004		
	Drop	Enroll	%	Drop	Enroll	%	Drop	Enroll	%	Drop	Enroll	%
7th	14	36,704	0.0%	5	37,666	0.0%	9	37,693	0.0%	13	37,919	0.0%
8th	13	36,458	0.0%	5	37,115	0.0%	13	37,281	0.0%	22	38,428	0.1%
9th	619	37,777	1.6%	502	39,818	1.3%	366	39,434	0.9%	368	40,486	0.9%
10th	969	38,803	2.5%	782	39,126	2.0%	651	37,958	1.7%	710	38,451	1.8%
11th	1,222	36,363	3.4%	1,129	38,448	2.9%	1,010	38,027	2.7%	1,012	36,794	2.8%
12th	1,383	35,254	3.9%	1,288	36,469	3.5%	987	36,728	2.7%	1,501	36,834	4.1%
Total	4,220	221,359	1.9%	3,711	228,642	1.6%	3,036	227,121	1.3%	3,626	228,912	1.6%

Source: [Iowa Department of Education](#)

Remarks regarding figure:

- The number of youth dropping out of school increases dramatically from 8th grade to 9th grade.
- Eleventh and 12th grades are the grades that account for the vast majority of youth that dropout of school, accounting for 61.4% of youth that dropout.
- Youth in 7th and 8th grade only account for 0.8% of the youth dropping out of school.

Perception of School Climate – A number of factors related to academic performance take into consideration youths' perceptions that they are in a school environment that is safe, and that teachers and students care about one-another. Provided below is youth IYS information related to those issues.

Figure 19: Youth Perception of School Climate

Percent responding "Agree" or "Strongly Agree"	6th Grade	8th Grade	11th Grade	Weighted State
I feel safe at school.	88.0%	81.0%	81.0%	84.0%
My teachers care about me.	94.0%	82.0%	74.0%	83.0%
Students in my school treat each other with respect.	70.0%	51.0%	45.0%	55.0%

Source: [Iowa Youth Survey \(2002\)](#)

Remarks regarding figure: The 2002 Iowa Youth Survey asked students to respond to questions regarding perceptions of their school climate.

- Student respondents generally agreed on the safety of their schools.

- Agreement decreased significantly in higher grade levels for the other two categories. Ninety-four (94) percent of 6th graders report feeling that their teachers care about them where only 74 percent of 11th graders report the same.
- Similarly, 70 percent of 6th graders report students treating other students with respect where only 45 percent of 11th graders report the same.
- Responses from 8th graders were generally in accord with the weighted state averages.

School Attachment - Movement in and out of school can help determine how attached a child is to his/her school, and how attached his/her family is to the community. Lack of attachment can greatly affect the academic performance of children. Children whose families move from community to community do not have a chance to get attached to their schoolwork, teachers, or peers for long enough to remain successful. Additionally, students who skip classes and/or school generally do not perform as well as those who attend school regularly.

Figure 20: School Attachment 1

How long have you been a student in this school district?	6th Grade	8th Grade	11th Grade	Weighted State
1 year or less...	12.0%	7.0%	5.0%	8.0%
2 years...	6.0%	7.0%	4.0%	6.0%
3 years...	6.0%	8.0%	9.0%	8.0%
4 years or more...	76.0%	78.0%	83.0%	79.0%

How many times has your family moved to a different home or apartment in the last 2 years?	6th Grade	8th Grade	11th Grade	Weighted State
None...	65.0%	69.0%	77.0%	70.0%
Once...	19.0%	17.0%	14.0%	17.0%
Twice...	7.0%	6.0%	4.0%	6.0%
Three times...	5.0%	4.0%	3.0%	4.0%
Four times or more...	4.0%	4.0%	2.0%	3.0%

Source: [Iowa Youth Survey \(2002\)](#)

Remarks regarding figure: The 2002 Iowa Youth Survey asked students to respond to questions regarding their school attachment.

- The figure shows that the majority of student respondents (almost 80 percent) have been students in their school districts for 4 years or more.
- Only 14 percent report being new to their school districts within the past 2 years.
- Thirteen (13) percent of student respondents report their families moving to a new home or apartment two or more times within the past 2 years.
- Another 17 percent of respondents report moving once within the past 2 years.
- The majority (70 percent) report no moves to a new home or apartment within the past 2 years.

Figure 21: School Attachment 2

Percent responding "Agree" or "Strongly Agree"	6th Grade	8th Grade	11th Grade	Weighted State
My teachers are available to talk one-on-one.	92.0%	83.0%	77.0%	84.0%
My school lets parent/guard. know if I'm doing a good job.	88.0%	72.0%	55.0%	71.0%
There is an adult in school I can go to with a problem.	93.0%	87.0%	84.0%	88.0%

Source: [Iowa Youth Survey \(2002\)](#)

Remarks regarding figure: The 2002 Iowa Youth Survey asked students to respond to questions regarding their school attachment.

- The figure reflects that the majority of students report that they teachers are available to speak one-on-one – the percentages decline from 6th to 8th grade.
- As students grow older, they report that their parents are less likely to be informed if they do a good job.

- At all grade levels students report in high percentages that there is an adult that can go to in their school with a problem.

Youth Involvement – Extracurricular activities can help build children’s self-esteem by allowing them to explore new skill areas and discover new talents within themselves. In addition to keeping youth busy and out of trouble, involvement in extracurricular activities helps children develop into productive and responsible citizens.

Figure 22: Youth Involvement in Extracurricular Activities and Activities Outside of School

Percent responding that they spent one or more hours per week during the school year...	6th Grade	8th Grade	11th Grade	Weighted State
...working in a paid job.	32.0%	36.0%	68.0%	46.0%
...participating in extracurricular activities at school (sports, music, clubs, etc.)	62.0%	78.0%	72.0%	71.0%
...helping friends, neighbors, or others (including volunteer activities).	70.0%	75.0%	83.0%	76.0%
...participating in activities outside of school (sports, music, 4-H, Scouts, etc.)	72.0%	67.0%	62.0%	67.0%
...at church or synagogue worship services, programs, or activities.	66.0%	65.0%	55.0%	62.0%

Source: [Iowa Youth Survey \(2002\)](#)

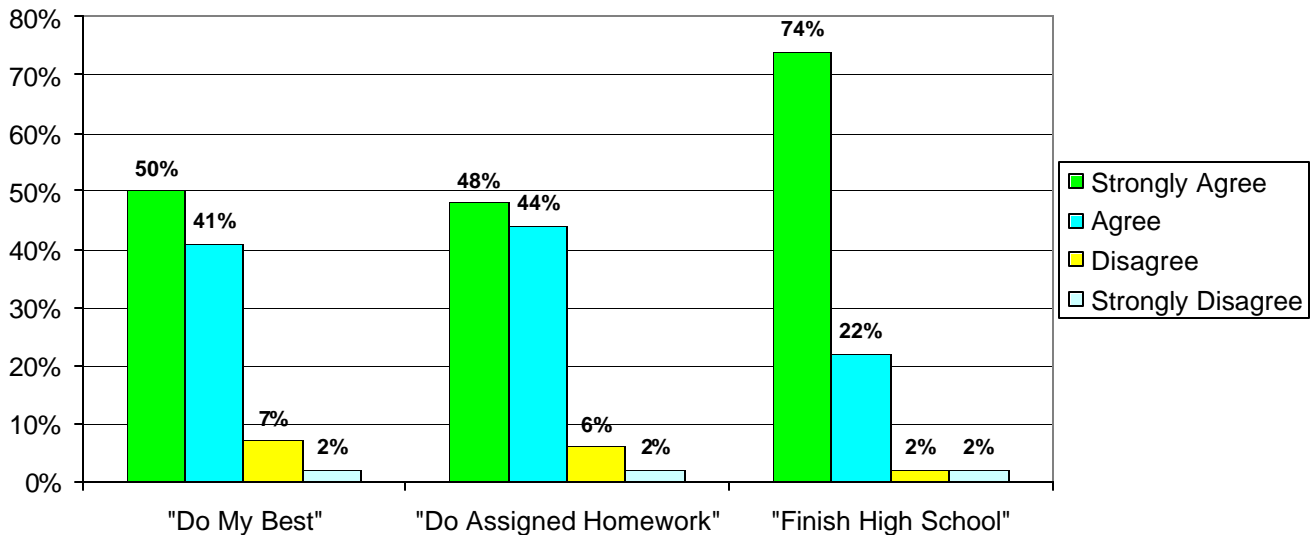
Remarks regarding figure: The 2002 Iowa Youth Survey asked students to respond to questions regarding extracurricular activities.

- The figure shows that a majority of student respondents report involvement in extracurricular activities and activities outside of school.
- Sixth graders report being more involved in activities outside of school and religious activities than 8th and 11th graders.
- Older students, 8th and 11th graders, reported spending more time involved in extracurricular activities, helping friends, neighbors and others, and working at a paid job. This would indicate that as youth get older their focus changes to other interest and pursuits.

Commitment to Learning - Children who do their best in school, complete their homework, and plan to graduate from high school are less likely to drop out of school. Therefore, they are less likely to face the issues associated with dropping out of school. In addition, they are more likely to achieve academic success and secure employment as adults.

Figure 23: Commitment to Learning

Percent of Youth who Responded to the Following Statement:



Source: [Iowa Youth Survey \(2002\)](#)

Remarks regarding figure:

The 2002 Iowa Youth Survey asked students to respond to questions regarding their commitment to learning:

- The figure shows that the majority of student respondents answered “Agree” or “Strongly Agree” to the statement “I try to do my best in school.”
- Ninety-one (91) percent of respondents try to do their best in school.
- Ninety-two (92) percent of respondents report doing their assigned homework.
- Ninety-six (96) percent “plan to finish high school.”

III. YOUTH ARE PREPARED FOR A PRODUCTIVE ADULTHOOD

This result area section contains a discussion of services and a variety of indicators that reflect whether or not Youth are Prepared for a Productive Adulthood. It should be noted that many of the services reflected in this section have impact as well on the other three result areas (Youth are Healthy and Socially Competent; Youth are Successful in School; Youth have Benefit of Safe and Supportive Families, Schools, and Communities). The results matrix and the four result areas are explained in greater detail in the “Report Format and Youth Development Framework” section at the beginning of this report.

Research reflects that the level of preparation youth have for their future often determines the success that they will enjoy as an adult. Discussed immediately below are a variety of state services and initiatives that are focused on preparing youth for adulthood.

a. Job Training and Development

A variety of options are available to provide job training and development for youth in Iowa. Those activities include

- In school and after school programs
- High school completion programs
- Alternative secondary school programs
- Life skills programming
- Community services restitution programs
- Secondary education technical school settings
- Group care
- State institutions

➤ College and community college settings

Provided below is a discussion of some of the more noteworthy job training activities for youth in Iowa as well as statistical information related to employment and poverty.

Workforce Investment Act – The Workforce Investment Act (WIA) has a variety of provisions for youth employment and training activities. The Act emphasizes the “one-stop shop” concept, and is implemented in Iowa through sixteen Regional Workforce Investment Boards (RWIBS). The Act mandates year-round services for youth, ages fourteen through twenty-one, with the intent to move away from intervention for high-risk youth to prevention by providing comprehensive year round services and universal access to employment and training services for all eligible youth.

Each of the sixteen RWIB's must establish a Youth Advisory Council. Youth Advisory Councils have several responsibilities, including a broad mission to coordinate youth activities within the service areas, to conduct regional needs assessments, to develop portions of the local plan relating to youth, and to establish linkages between education and other local entities. Each region is mandated to provide a minimum of ten required services and activities to eligible youth (i.e. tutoring, alternative Secondary school offerings, summer employment opportunities, work experiences, occupational skill training, linkage to community services, counseling, adult mentoring, etc.). Service providers must be selected through a competitive process. WIA implementation began in July 1, 2000.

Iowa JAG, Inc. - Iowa (JAG Iowa's Jobs for America's Graduates), Inc. (I-JAG) is a non-profit organization developed to manage, support and implement the JAG model in 10 sites across Iowa the first year, then continue to grow the program across the state. Lt. Governor Sally Pederson chairs a 15 member Board of Directors appointed by the Governor to oversee I-JAG and program implementation in Iowa. That board has a 50% private sector representation. I-JAG seeks to provide the guidance necessary to assist districts, schools and communities interested in implementing JAG and utilizing it as a tool in the larger school improvement planning. State agencies supporting the initiative include the Department of Education, Economic Development and Workforce Development.

Statistics Relative to Youth Preparedness for Adulthood

Provided below are a variety of statistics relative to youth preparedness for adulthood. The indicators presented include youth receiving a high school diplomas, percentage of gradates pursuing further education, educational attainment of persons 25 or older, and voter registration and turnout.

Youth Receiving Diplomas - The number of youth receiving a diploma is an indicator of a student's commitment to completing school and their future plans. Data relative to the issue is provided in the below figure.

Figure 24: Number of Youth Receiving a Diploma

	2000	2001	2002	2003	2004
Number of Youth Receiving Diploma	33,834	33,774	33,335	34,858	34,339
Number of Seniors Enrolled	37,124	36,892	36,469	36,834	36,434
Percentage	91.1%	91.5%	91.4%	94.6%	94.2%

Source: [Iowa Department of Education](#)

Remarks regarding figure:

- The number of youth receiving diplomas compared to the number of seniors enrolled was at its lowest rate during the 2000 school year at 91.1%.
- Over the five years shown in the figure the average rate was 92.6%.

High School Graduates Pursuing Further Education – Research reflects that youth receiving post-secondary education enjoy higher income levels than youth with only a high school education. Provided below is information that reflects the percentage of Iowa youth who seek further education.

Figure 25: Percent of High School Graduates Pursuing or Intending to Pursue Further Education

	2000	2001	2002	2003	2004	2005
Private 4-year college	12.6%	14.9%	15.8%	15.4%	15.2%	14.4%
Public 4-year college	28.0%	27.3%	25.5%	25.0%	24.9%	24.6%
Private 2-year college	5.8%	5.2%	4.4%	2.7%	2.4%	2.0%
Community college	28.9%	31.0%	32.3%	35.5%	36.6%	37.0%
Other training	3.3%	4.3%	4.4%	4.3%	4.4%	4.5%
Totals:	78.6%	82.7%	82.4%	82.9%	83.5%	82.5%

Source: [Iowa Department of Education](#)

Remarks regarding figure:

- Figure 26 indicates that the percent of high school graduates seeking further education has increased from about 79 percent in 2000 to over 82 percent in 2005.
- The majority (about 60 percent) of these students choose to attend either a public 4-year college or a community college.
- Around 14 percent choose to attend a private 4-year college, while only 2 percent choose to attend a private 2-year college.

Educational Attainment for Persons Over 25 – As was reflected in the previous section, educational attainment is an important influence relative to economic well-being. Higher levels of education tend to be reflected in the socio-economic status of individuals.

Figure 26: Educational Attainment of People 25 Years of Age and Over

	1999	2000	2001	2002	2003
High School Graduates	89.0%	88.5%	88.4%	88.1%	88.9%

Source: [United States Census Bureau – American Community Survey](#)

*These percentages are U.S. Census Bureau estimates

Remarks regarding figure:

- From 1999 to 2002 the percentage of Iowans age 25 and over who had graduated from high school realized a slight decrease. However, by 2003 this number had returned to nearly the same level (89%) as in 1999.

Voter Registration and Turnout - Youth who are involved in their communities and who care about the decisions being made in their communities are more likely to be politically involved as adults. Voter registration and turnout figures in Iowa for the 2000 Presidential Election reflect the efforts of countless individuals and organizations to educate voters. Several programs launched in the past several years by the Office of the Secretary of State and county auditors have excellent voter education and outreach. However, voter turnout among 18-24 year olds remains low.

Figure 27: Voter Registration and Turnout

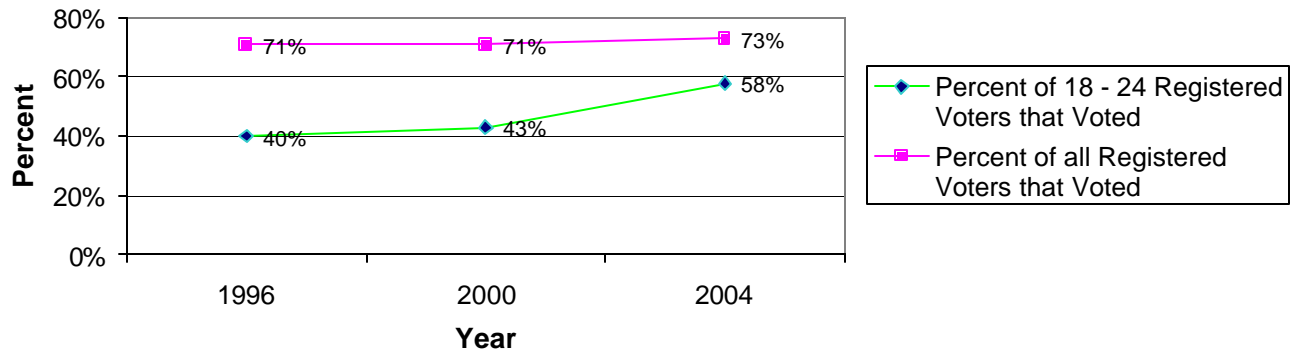
	1996	2000	2004
Registered: 18 - 24	198,919	206,344	272,655
Voted: 18 - 24	79,250	89,644	159,145
Percentage of Registered that Voted: 18 - 24	40%	43%	58%
Registered: All Ages	1,726,383	1,700,941	1,971,735
Voted: All Ages	1,233,261	1,214,913	1,497,741
Percentage of Registered that Voted: All Ages	71%	71%	73%
Percentage 18 - 24 make up of all registered voters:	12%	12%	14%
Percentage 18 - 24 make up of all those voting:	6%	7%	11%

Source: Iowa Secretary of State

Remarks regarding figure:

- The number of youth age 18 to 24 account for, on average, 13% of the number of registered voters in Iowa and account for 11% of the total population voting.

Figure 28: Voting Behavior of Iowans



Source: Iowa Secretary of State

Remarks regarding figure:

- Between 1996 and 2004, the number of registered voters who voted remained consistent at approximately 72%.
- The numbers of person voting in the 18 to 24 age group doubled between the 1996 and 2004 elections.

IV. SAFETY

This result area section contains a discussion of services and a variety of indicators that reflect whether or not “Youth Have the Benefit of a Safe and Supportive Family, School, and Community”. Some of the basic types It should be noted that many of the services reflected in this section have impact as well on the other three result areas (Youth are Healthy and Socially Competent, Youth are successful in School, Youth are Prepared for a Productive Adulthood). The results matrix and the four result areas are explained in greater detail in the “Report Format and Youth Development Framework” section at the beginning of this report. **It should be noted that additional information regarding safety is available in separate reports: Delinquency and the full three year plan available at ---**

This section of the report provides information on a number of noteworthy youth related initiatives taking place in Iowa (see below discussions of SIYAC and IMP). The initiatives seek to provide youth with positive connections to adults, and also to provide the opportunity for youth leadership. A variety of indicators are also provided related to economic security. Later in this section is discussion relative to child in need of assistance (CINA) proceedings – the discussion and information relates to the safety of youth in their family and within the community. The following section of this report, “Updated Analysis of Juvenile Crime Problems” also organizes a variety of services and indicators from the juvenile justice system under this result area (Youth have the Benefit of a Safe and Supportive Family).

a. Programming to Connect Youth to Caring Adults – Youth Leadership Opportunities

Research reflects that youth who are positively connected to adults in their community and/or are provided with leadership opportunities have a greater chance to grow up to be productive adults. Any number of youth development opportunities which connect youth to adults or provide leadership opportunities are offered everyday through some of the most basic activities. Some of the more common school based activities include sports, music, speech, theater, student government, peer to peer tutoring / mentoring, recognition, and after-school activities. Activities in the community include youth sports leagues, boy scouts and girl scouts, 4-H, employment, and volunteer opportunities. Immediately below is information regarding a Leadership guide which overviews a variety of opportunities for youth. Listed below as well is information on programs that seek to connect youth to caring adults in their community and/or provide them with leadership opportunities.

Leadership Development Opportunities: A Guide for Iowa Youth – This Guide summarizes some of the many opportunities and experiences that are available for Iowa youth to enhance their leadership potential and to exercise their leadership abilities. This information was compiled at the request of the Youth Planning Committee for the Governor’s Youth Leadership and Mentoring Conference in 1999 and is continued through the ICYD.

Although not an exhaustive listing, the Guide provides information on many of the state and national leadership development opportunities for middle and high school youth throughout Iowa. Contact information for each program included in the Guide is provided.

State of Iowa Youth Action Committee (SIYAC) – The purpose of SIYAC is to provide state policymakers easy access to a youth voice on state issues affecting young people. SIYAC members are representative of the teens ages 15-18 in the state. Youth are selected through a recruitment, screening and interview process. Members serve one to three-year terms and are expected to solicit opinions of other youth and community members in their hometown and provide that information with local and state-level policymakers. The fifteen to twenty-two members meet monthly as a group and between meetings are offered support by from a Community Mentor (local AEA employee) and a State Contact (State employee) who provide them with advice and assistance. Throughout the year, SIYAC members receive ongoing training on the process of policy development, youth/adult partnerships, and special leadership training. The Iowa Division of Criminal and Juvenile Justice Planning, through the work of the Iowa Collaboration for Youth Development, serves as the host agency for SIYAC and its activities.

Iowa Mentoring Partnership (IMP) – IMP is statewide non-profit network that allows mentoring programs and providers within Iowa to become aware of each other's programs and strengths. The IMP mission is to serve as an advocate of and resource for mentoring programs across the State of Iowa. The vision of the IMP is to serve as a clearinghouse for informational resources, including training and technical assistance, and to encourage the recruitment of mentors. The Iowa Commission on Volunteer Service serves as the host agency for IMP and facilitates its activities.

Iowa Afterschool Alliance (IAA) -The IAA is a statewide coalition of networks and interest groups who support, advocate, train, and work to advance afterschool and out-of-school time experiences which are meaningful and beneficial for children, youth, families, and communities. The IAA mission is to serve as an advocate of and resource for afterschool programs across the State of Iowa. The IAA is supported by the following state agencies: the Iowa Department of Education, Iowa Division of Criminal and Juvenile Justice Planning, and the Iowa Department of Human Services.

Youth Leadership Training- Through the support of the Iowa Collaboration for Youth Development (ICYD), the Division of Criminal and Juvenile Justice Planning has been integral in the development and deliverance of youth leadership training. Cities and non-profits starting youth advisory councils, state-level initiatives, and youth and adults alike have been able to access one-on-one technical assistance surrounding strategic planning, youth/adult partnerships, positive youth development philosophy, leadership skills, and the benefits and best practices around engaging young people. As the lead agency in ICYD, Criminal and Juvenile Justice Planning has housed the staff and the Youth Engaged in Service Ambassador who is conducting most of this type of work.

Youth Engaged in Service (YES) Ambassador – Through a partnership with the Points of Light Foundation, the Iowa Collaboration for Youth Development was able to hire a YES Ambassador with the goal of engaging young people in service at the local and state level. This one-year position serves as a professional development opportunity for the Ambassador, who themselves must be between the ages of 18-25. The Ambassador's primary duties is to deliver the Points of Light Youth Leadership Institute, assist youth in initiatives requiring strategic planning, and design and publish a youth-staffed newspaper. This position will conclude in August 2006.

b. Economic Security and Related Indicators

There are a number of factors that can affect the safety of families, communities and schools. A very strong indicator is economic security. Children from families facing issues of economic uncertainty (unemployment and poverty) are at a heightened risk for problems with health, behavior, and/or relationships. Indicators that can help determine the economic security of children include, but are not limited to unemployment, poverty, and participation in programs such as free/reduced meal prices at school, FIP, food stamps, and Title XIX. Information regarding those indicators is provided below.

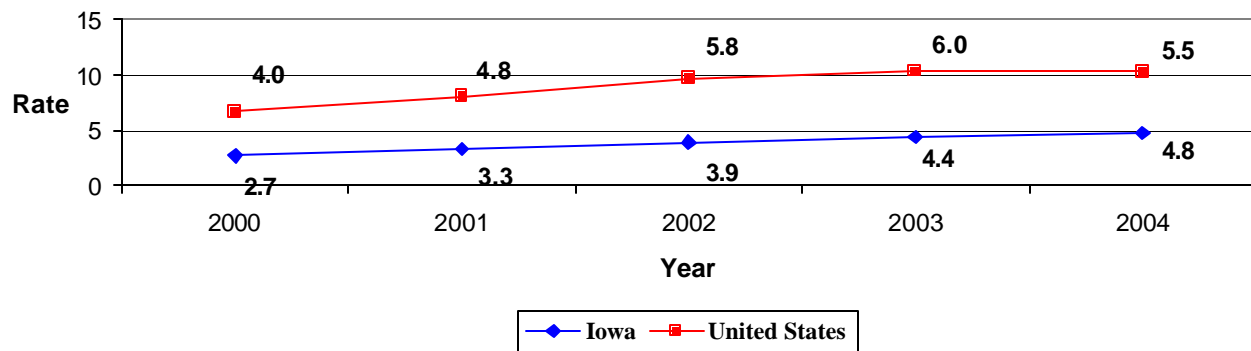
Unemployment in Iowa and the United States - Families in which one or both parents are unemployed face increased stress and greater economic hardship. These families have less disposable income and a decreased ability to provide for children. Consequently, the health, stability, and comfort of these children can be negatively affected. Provided below are two figures with information relative to unemployment.

Figure 29: Unemployment in Iowa and the United States (2000 – 2004)

Calendar Year	Total Labor Force		Number Unemployed		Unemployment Rate (%)	
	Iowa	US	Iowa	US	Iowa	US
2000	1,605,200	142,526,000	44,100	5,685,000	2.7%	4.0%
2001	1,622,600	143,720,000	53,100	6,830,000	3.3%	4.8%
2002	1,638,000	144,838,000	64,300	8,377,000	3.9%	5.8%
2003	1,620,000	146,479,000	71,800	8,773,000	4.4%	6.0%
2004	1,623,800	147,315,000	78,400	8,143,000	4.8%	5.5%

Source: [U.S. Department of Labor](#) and [Iowa Workforce Development](#)

Figure 30: Iowa and National Unemployment Rates (2000 – 2004)



Source: [U.S. Department of Labor](#) and [Iowa Workforce Development](#)

Remarks regarding the two above figures:

- The unemployment rate in Iowa was, on average, 1.4 percentage points lower than the national unemployment rate from 2000 to 2004.
- Iowa reached a low of 2.7% unemployment rate in 2000, but rose to a high of 4.8% in 2004.

Poverty - Family income has the potential to substantially affect child and adolescent well-being. Underprivileged children can suffer poor physical health, decreased cognitive ability, below average school achievement, emotional and behavioral problems, and increased teenage out-of-wedlock childbearing. Provided in the following six figures are a variety of indicators relative to poverty.

The below figure shows the national poverty guidelines as updated in the Federal Register every year by the United States Department of Health and Human Services. National poverty guidelines are based on family size and increase each year to reflect the cost of living based on rates of inflation. For example, the national poverty guideline for a family of three in 2000 was \$14,150. That amount increased to \$16,600 in 2006 to reflect changes in the cost of living.

Figure 31: National Poverty Guidelines (2000 – 2006)

Calendar Year	Family Size							
	1	2	3	4	5	6	7	8
2000	\$8,350	\$11,250	\$14,150	\$17,050	\$19,950	\$22,850	\$25,750	\$28,650
2001	\$8,590	\$11,610	\$14,630	\$17,650	\$20,670	\$23,690	\$26,710	\$29,730
2002	\$8,860	\$11,940	\$15,020	\$18,100	\$21,180	\$24,260	\$27,340	\$30,420
2003	\$8,980	\$12,120	\$15,260	\$18,400	\$21,540	\$24,680	\$27,820	\$30,960
2004	\$9,310	\$12,490	\$15,670	\$18,850	\$22,030	\$25,210	\$28,390	\$31,570
2005	\$9,570	\$12,830	\$16,090	\$19,350	\$22,610	\$25,870	\$29,130	\$32,390
2006	\$9,800	\$13,200	\$16,600	\$20,000	\$23,400	\$26,800	\$30,200	\$33,600

Source: [U.S. Department of Health and Human Services](#)

Figure 32: Percentage of People in Poverty (2001 – 2004)

	2001	2002	2003	2004
United States	11.7%	12.1%	12.5%	12.7%
Iowa	7.0%	7.7%	6.9%	6.8%

Source: [U.S. Census Bureau](#)

Figure 33: Percentage of Juveniles in Poverty (2001 – 2004)

	2001	2002	2003	2004
United States	16.3%	16.7%	17.6%	17.8%
Iowa	13.0%	14.0%	12.0%	12.0%

Source: [U.S. Census Bureau/Annie E. Casey Foundation-Kids Count 2005](#)

Remarks regarding the previous four figures relative to poverty:

- Poverty rates for lowans are lower than those experienced nationally.
- The rate for juveniles in poverty in the State of Iowa is significantly lower than the rate of juveniles in poverty across the nation. However, the rate of poverty for juveniles within the State of Iowa is significantly higher (12% in 2004) than the rate of poverty for all lowans (6.8% in 2004).
- The graph regarding National Poverty Rates indicates that during 2004 poverty rates were significantly higher for juveniles (17.8%) as compared to the population of 18 to 64-year-olds (11.3%) or those aged 65 and over (9.8%).

APPENDIX A

YOUTH DEVELOPMENT RESULTS, INDICATORS & STRATEGIES

RESULTS			
All youth have the benefit of safe and supportive families, schools and communities.	All youth are healthy and socially competent.	All youth are successful in school.	All youth are prepared for productive adulthood.
INDICATORS			
<p>Founded child abuse rate of school-age children.</p> <p>Youth perceptions of positive family attributes. (IYS composite score)</p> <p>Out of home placement rate</p> <p>Youth perceptions of school climate. (IYS composite score)</p> <p>Youth perceptions of student norms (IYS composite score)</p> <p>Number of juvenile victims of crime.</p> <p>Youth access to ATOD (IYS composite score)</p> <p>Youth reports of supportive neighborhood (IYS composite score)</p>	<p>Alcohol, tobacco and other drug use among youth. (IYS)</p> <p>Percentage of youth engaged in regular physical activity (YRBS)</p> <p>Percentage of youth overweight (YRBS).</p> <p>Number of youth attempting suicide. (YRBS)</p> <p>Proportion of youth reported to be sad, unhappy, or depressed. (YRBS)</p> <p>Youth reports of positive values and character (IYS composite score)</p>	<p>ITBS/ITED proficiency levels in math and reading among 4th, 8th and 11th grade students.</p> <p>Youth reports of commitment to learning (IYS composite score)</p> <p>Average daily attendance.</p> <p>Suspensions and expulsions from school.</p> <p>Drop out rate</p>	<p>Graduation rate (when available)</p> <p>Participation in post-secondary education or training.</p> <p>Teen birth rate.</p> <p>Juvenile arrest rate.</p> <p>Unemployment rate among young adults.</p> <p>Youth volunteerism.</p>
CROSS CUTTING YOUTH DEVELOPMENT STRATEGIES			
<p style="text-align: center;">ENVIRONMENTAL & SYSTEM</p> <ul style="list-style-type: none"> • Adopt consistent and coordinated state youth policy based on positive youth development and results accountability. • Work with communities, schools, local organizations, parents, and youth to collaboratively plan for and implement a coordinated service delivery system for youth. • Assess and revise relevant state licensing standards and training activities to incorporate youth development principles. • Increase capacity of youth serving systems and organizations and enhance professional development of youth workers to improve youth services and supports. • Counteract negative or mixed messages received by youth with social marketing and other environmental approaches. • Increase broad public support for investment in youth development. 		<p style="text-align: center;">SERVICES, OPPORTUNITIES & SUPPORTS</p> <ul style="list-style-type: none"> • Provide opportunities for youth to be engaged in and contribute to their communities and the state. • Support and foster positive youth-adult relationships (e.g., mentoring). • Provide a broad range of “opportunities to learn” during the school and non-school hours through a variety of recreational, enrichment, and leadership activities and academic support. • Increase utilization of effective methods and research-based practices in education, prevention, and intervention programs and services. • Encourage and promote the involvement of parents and other family members in education and other youth serving systems and services. • Provide effective interventions to maintain youth within their communities and to support youth through transitions. • Involve multiple sectors in offering community-based youth development opportunities and supports. 	