POSITIVE YOUTH DEVELOPMENT

Supporting Colorado Youth to Reach Their Full Potential

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EXECUTIVE SUMMARY

BACKGROUND

"Positive youth development is an approach, not a program, that guides communities in developing and implementing services, opportunities and supports so that young people can be engaged and reach their full potential."[1] It is a conceptual and practical lens that can enhance prevention, intervention and treatment models. What makes this approach unique is that it "emphasizes the many positive attributes of young people and focuses on working to develop inherent strengths and assets in youth to promote healthy behavioral development."[2] Positive youth development depicts youth and young adults as resources to cultivate, not problems to fix, by incorporating the following guiding principles into programs:

1. **Strengths-Based** – The approach focuses on positive physical and mental health, education, social, vocational, creative, spiritual and civic outcomes.

2. **Youth Engagement** – Youth have a positive sense of self and are connected to positive peers, adults and communities.

3. **Youth-Adult Partnerships** – Youth work with adults to make decisions for program and policy planning, implementation and evaluation.

4. **Culturally Responsive** – Adults and youth recognize and respond proactively to variations in backgrounds/cultures including, but not limited to, ethnic, racial, linguistic, learning and physical abilities, sexual orientation, socioeconomic status and geographic location, to ensure inclusivity and equity.

5. **Inclusive of ALL youth** – The approach is inclusive, not solely focusing on youth in at-risk environments or exhibiting risky behaviors.

6. **Collaboration** – Private and public agencies, state and local partners, and the community, including families, work together to support youth.

7. **Sustainability** – Long-term planning that includes funding, capacity-building, professional development and evaluation exists for ongoing support of youth.

Positive youth development research demonstrates that youth with more assets (e.g., caring school climate) have reduced morbidity and better health outcomes.[3] Key protective factors (e.g., connectedness to parents and family) promote healthy youth behaviors, diminishing the likelihood of negative health and social outcomes.[4] Therefore, a dual strategy of risk reduction and promotion of protective factors through an intentional positive youth development approach holds the greatest promise as a public health strategy to improve outcomes for youth.[5]

Positive youth development is not new to Colorado. In years past, positive youth development frameworks such as the *40 Developmental Assets* and *Build a Generation* coalitions were utilized to promote positive youth development within communities across Colorado. While some communities have continued to promote the use of positive youth development strategies, many were unable to continue due to lack of funding and coordination at the state level. Then, in November 2007, state and local youth advocates, in partnership with young people, agreed to initiate a statewide coordinated effort to provide the support, training and technical assistance needed to enhance and sustain positive youth development efforts across Colorado. Thus, the Colorado Youth Development Team was formed. This partnership of youth (ages 10-25 years) and adults from state and local agencies, as well as from schools and community organizations, developed an action plan to promote and unify positive youth development efforts and strategies across the state of Colorado. Action steps focus on outreach, research, integration of positive youth development strategies into policies and practice, seeking sustainable funding, and training and technical assistance. This report describes the results of a statewide assessment to determine the status of positive youth development in Colorado and additional supports needed to further integrate the approach within communities.

METHODOLOGY

To understand how best to support and enhance positive youth development efforts across Colorado, members of the Colorado Youth Development Team needed to assess the positive youth development efforts already underway and elicit communities' suggestions for moving Colorado forward in supporting all young people to reach their full potential. The methodology included two components:

• A statewide survey of 348 youth-serving professionals representing all 64 counties in Colorado, which described efforts to incorporate positive youth development policies and practices into programs.

• Thirteen community conversations with youth, young adults, parents/caregivers, community leaders and youth-serving professionals across the state to determine communities' successes and challenges in incorporating youth development principles and suggested support needed to further enhance these efforts.

RESULTS

The survey identified how positive youth development principles are integrated in community programming across Colorado, as well as identified additional resources needed to enhance positive youth development efforts. Results include the following:

• At least 84 youth advisory boards exist across Colorado.

• Of the youth-serving professionals that responded to the survey, 66 percent of direct service providers and 56 percent of resource providers state that their organizations' missions, visions, goals and strategies reflect a commitment to positive youth development, most of the time.[6]

• Thirty-eight percent of direct service providers expose youth to diverse cultural perspectives and foster discussions that explore the similarities and differences among them, most of the time.

• Twenty-six percent of resource providers and 22 percent of direct service providers engage youth in planning and program development efforts most of the time.
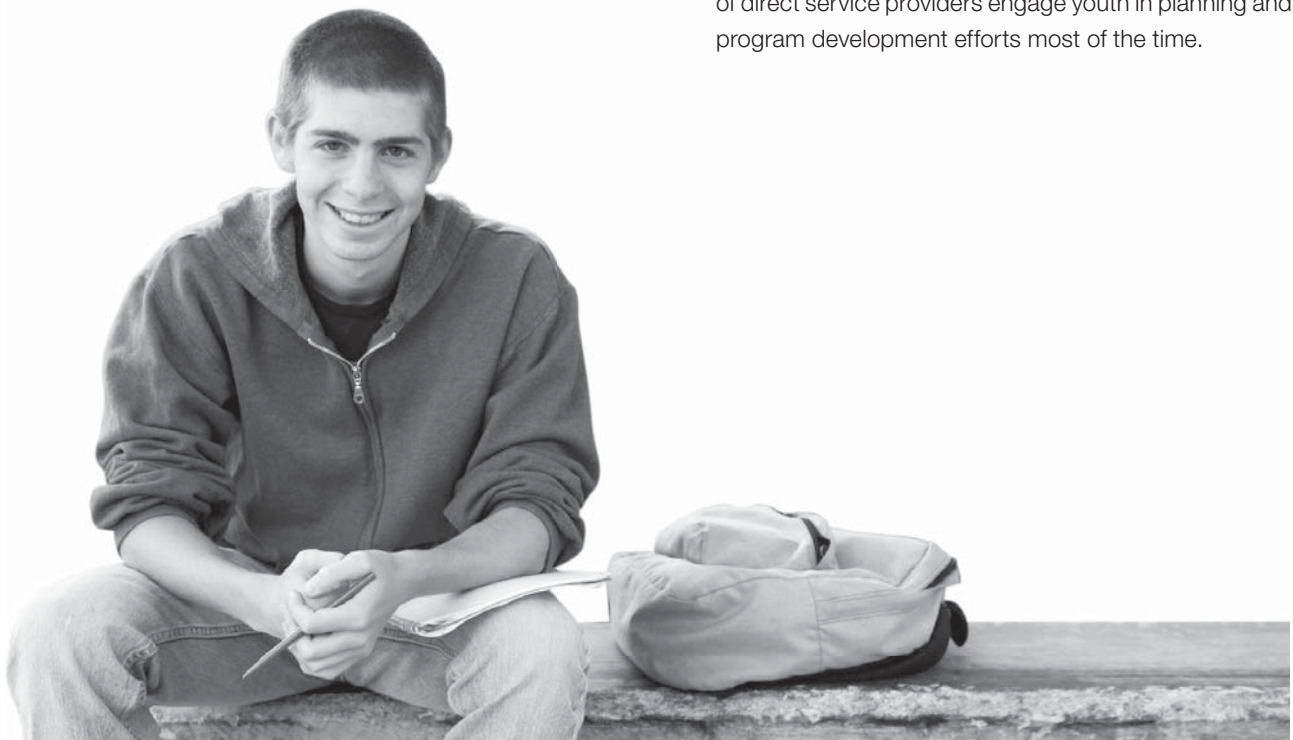
EXECUTIVE SUMMARY

These data reveal that a number of key components needed to establish a positive youth development approach are in place, but there are also areas that can be enhanced.

Highlights from the community conversations illustrate that:

- Innovative and exciting positive youth development efforts exist across Colorado. For example, for the last 10 years, the Grand Theatre in Rocky Ford, Colorado, has been voluntarily run and operated by community members so that young people have a safe, positive activity to engage in on weekends.

- The most powerful experiences for young people are ones in which they have some level of contribution and decision-making power in their lives and the future of their communities.

- Convening parents/caregivers, youth and youth-serving professionals in this dialogue was both unique and powerful. The community conversations provided an opportunity for building relationships and sharing diverse perspectives about each community's approach to working with youth. They also provided the opportunity to break down barriers that often exist among these three groups.

- Youth-serving organizations, including schools, want support in engaging culturally diverse families and youth in youth programs and initiatives, including in-school and after-school programs.

RECOMMENDATIONS

Data collected from the survey and community conversations resulted in the development of a set of recommendations for incorporating positive youth development principles and strategies into efforts across Colorado. The complete set of recommendations are available in the full report and are also arranged by audience (Youth Serving Professionals, Policy and Decision Makers, and Public and Private Funders). Highlights of these recommendations are organized below according to the principles of positive youth development.

Principle #1: Strengths-Based

- Focus and build upon youths' strengths, skills and protective factors, as opposed to focusing primarily on the consequences of risky behavior.

- Develop positive, fun opportunities and supportive environments that include a caring adult for all youth to engage in, such as physically and emotionally safe places for youth to connect with one another about their ideas, interests and experiences.

- Increase the use of evidence-based programs (best and promising practices) that incorporate the principles of positive youth development.

Principles #2 and #3:
Youth Engagement and Youth-Adult Partnerships

- Utilize one of Colorado's 84 youth advisory boards when making decisions that affect youth. (Visit www. healthyyouthcolorado.org for a list of these boards and councils).

- Engage and partner with a diverse group of young people in program planning, implementation and evaluation of programs.

- Provide a diverse array of school and after-school programming to effectively reach out and engage all youth in learning, development and enrichment.

Principles #4 and #5:
Culturally Responsive and Inclusive of All Youth

- Intentionally engage youth with diverse backgrounds, such as youth with varying developmental disabilities; gay, lesbian, bisexual, and transgender youth; and youth from a variety of living situations in positive youth development efforts.

- Develop opportunities to build diverse cultural relationships. Foster open and reflective cultural conversations as a group or community to learn about each individual, as well as how to improve individual, organizational and community cultural responsiveness.

- Refrain from labeling youth as "at-risk." Instead, provide population-based, primary prevention programs that incorporate positive youth development principles.

- Increase accessibility to youth programming for youth with disabilities and those who live in rural and frontier communities.

Principle #6: Collaboration

- Coordinate programs and services to make resources more accessible to youth and families.

- Collaborate with parents and families in the development and implementation of youth programs. This can be done through focus groups or working with parents and families as consultants.

- Expand the traditional school day by partnering with community organizations that could provide before and after-school programming on their campuses.

- Develop a forum for local and state positive youth development advocates from all fields and professional backgrounds to identify, share, discuss and leverage resources.

- Develop a positive youth development evaluation tool to document and measure the effectiveness of positive youth development initiatives and strategies in Colorado.

Principle #7: Sustainability

- Develop policies and practices such as organizational goals and mission statements, strategic plans, job descriptions, performance goals and other managerial tools that support all youth-serving professionals to incorporate positive youth development principles and strategies into their work.

- Incorporate positive youth development principles and strategies into grant applications and funding guidance.

- Create line items in organization, agency and program budgets that support positive youth development principles and practices. (e.g. youth stipends/consulting fees, travel, food for meeting, staff time for coordination.)

- Participate in positive youth development training and technical assistance opportunities.

CONCLUSION

Communities across Colorado have developed successful programs that incorporate the principles of positive youth development. However, more can be done to enhance these efforts so that Colorado can become a state that supports and respects all youth and adults in building a healthy and engaged community. This assessment suggests strategies for use by all types of stakeholders to enhance community support and opportunities for youth. By engaging a diverse group of youth, young adults, families and community members in state and local program planning and implementation for youth, Colorado can move ahead in supporting young people to reach their full potential and lead healthy lives.

"Positive youth development is an approach, not a program, that guides communities in developing and implementing services, opportunities and supports so that young people can be engaged and reach their full potenial."[7]

Positive Youth Development is a conceptual and practical lens that can enhance prevention, intervention and treatment models. What makes this approach unique is that it "emphasizes the many positive attributes of young people and focuses on working to develop inherent strengths and assets in youth to promote healthy behavioral development."[8] Positive youth development depicts youth and young adults as resources to cultivate, not problems to fix, by incorporating the following guiding principles into programs:

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7. **Sustainability** – Long-term planning that includes funding, capacity-building, professional development and evaluation exists for ongoing support of youth.

This evidence-based approach cuts across multiple high-risk behaviors and threats to health and well-being, and may be applied to multiple social groups of youth. Positive youth development research demonstrates that youth with more assets such as positive family communication, caring school climate, and a sense of purpose, have reduced morbidity and better health outcomes.[9] In addition, key protective factors, such as connectedness to parents and family, connectedness to school, and optimism promote healthy youth behaviors and diminish the likelihood of negative health and social outcomes.[10]

Therefore, a dual strategy of risk reduction and promotion of protective factors through an intentional positive youth development approach holds the greatest promise as a public health strategy to improve outcomes for youth.[11]

Research has also shown that components of effective youth development programs include promoting a sense of safety, providing appropriate structure, creating supportive relationships, providing opportunities to belong, providing positive social norms, such as rules for behavior; giving youth responsibilities and meaningful challenges, providing opportunities for skill-building and coordinating family, school and community programming.[12] Examples of how Colorado communities implement these components are described throughout this report. In addition, a variety of national organizations and initiatives are promoting the use of a positive youth development approach. These include the American Academy of Pediatrics, the Center for Disease Control, the Health Resources and Services Administration, the National Initiative to Improve Adolescent Health, the Association of Maternal and Child Health Programs and the National Association of City and County Health Officials.

COLORADO'S STATEWIDE POSITIVE YOUTH DEVELOPMENT EFFORT

Positive youth development is not new to Colorado. In years past, positive youth development frameworks such as the *40 Developmental Assets* and *Build a Generation* coalitions were utilized to promote positive youth development within communities across Colorado. However, over the past several years, many of these efforts faded or disappeared altogether. While some communities continued to promote the use of positive youth development strategies, many were unable to continue due to lack of funding and coordination at the state level. Then, in November 2007, state and local youth advocates, in partnership with young people, agreed to initiate a statewide coordinated effort to provide the support, training and technical assistance needed to enhance and sustain positive youth development efforts across Colorado. Thus, the Colorado Youth Development Team was formed. This partnership of youth (ages 10-25 years) and adults from state and local agencies as well as from schools and community organizations, developed an action plan to promote and unify positive youth development efforts and strategies across the state of Colorado. Action steps focus on outreach, research, integration of positive youth development strategies into programs and policies, seeking sustainable funding, and training and technical assistance. This report describes the results of a statewide assessment to determine the status of positive youth development in Colorado and additional supports needed to further integrate the approach within communities.

Since about 2005, both youth and adults from the Colorado Department of Public Health and Environment's advisory councils have urged the department and its programs to focus on promoting the strengths and protective factors of young people rather than "fixing" their deficits. In November of 2007, members of the Youth Partnership for Health and the Advisory Council on Adolescent Health came together to develop a shared vision for youth in Colorado. This vision included the promotion and integration of youth development into programs that serve youth. At this meeting, the Colorado Youth Development Team was formed. (See Appendix A: 2008 Colorado Youth Development Team Members.)

The Colorado Youth Development Team is a partnership of youth (ages 10-25 years) and adults from state and local agencies as well as from schools and community organizations. These stakeholders came together to shape the way the state, cities, counties, schools and communities work with young people so that together we can create communities that are supportive of all youth in reaching their full potential and engage them as resources in building these communities. Members of the Colorado Youth Development Team brainstormed what they want Colorado to look like for youth, which resulted in the following vision and mission for the Colorado Youth Development Team.

VISION: Colorado is a state where all people value and pursue respect, communication and understanding between youth and adults to achieve a unified, healthy and engaged community, so that both adults and youth reach their full potential and lead healthy lives.

MISSION: To raise awareness, promote, increase and unify positive youth development efforts and strategies across the state of Colorado.

Colorado Youth Development Team's Objectives

Creating communities across Colorado that truly support all youth is a large task. The Colorado Youth Development Team tasked itself with the following five objectives. Each objective will be achieved in partnership with diverse youth and adults:

1. Outreach: Develop a team made up of youth and adults to develop and implement an action plan to address positive youth development in Colorado.

2. Research: Conduct a statewide survey to determine what supports are necessary and desired from the state and Colorado Youth Development Team to increase positive youth development efforts across Colorado.

3. Funding: Identify and further develop sustainable funding streams to support positive youth development activities.

4. Policy and Practice Integration: Promote youth development and integrate concepts and strategies into state and local infrastructure, including policies, regulations, strategic plans and evaluation indicators.

5. Training: Provide training and technical assistance on positive youth development to build capacity at the state and local levels.

The impetus for this research effort was to fulfill the Colorado Youth Development Team's action plan objective related to research.

METHODOLOGY

For Colorado Youth Development Team members to know how best to support and enhance positive youth development efforts across Colorado, they needed to know more about the positive youth development efforts already underway. They also need to know what challenges exist and communities' suggestions for moving Colorado forward in supporting all young people to achieve their full potential. The research and recommendations from this exploratory, preliminary assessment of positive youth development in Colorado will also be used to update the Colorado Youth Development Team's action plan with increased collaboration from statewide partners, including families and youth.

As previously stated, each objective will be done in partnership with diverse youth. Therefore, a subcommittee of the Youth Partnership for Health members (hereafter referred to as "youth subcommittee") was formed to participate in the development of the research design, as well as in the analysis and report writing.[13]

STATEWIDE SURVEY

After an extensive review of the literature, a 59-question survey was developed, incorporating feedback from over 20 local expert stakeholder interviews and focus groups with both Colorado Youth Development Team and Youth Partnership for Health members (See Appendix B:

Statewide Positive Youth Development Survey.) The survey was used to identify and assess positive youth development work that is currently underway in Colorado. In early December 2008, an online survey was distributed to approximately 400 diverse youth-serving professionals around Colorado; requesting that they participate and also forward the survey to their youth-serving contacts.

Analysis of the quantitative and qualitative data was conducted by the Colorado Department of Public Health and Environment staff, in partnership with the youth subcommittee and evaluation experts in the Epidemiology, Planning and Evaluation Branch of the Prevention Services Division of the department.[14]

Statewide Survey Participant Demographics

A total of 348 youth-serving professionals representing all 64 counties in Colorado and the Southern Ute and Ute Mountain Ute Tribes, completed the survey. (See Appendix C: Survey Participant Organizational Demographics)

- Almost 39 percent of participants identified with nonprofit organizations from across Colorado; an additional 17 percent identified with a local government agency and 16 percent identified with a state government agency.

- Thirty percent of participants work in the health arena, with an additional 27 percent working in the education arena.

- Thirty-seven percent were program managers, coordinators, specialists or officers, and almost a quarter were program directors or administrators. An additional 16 percent were executive directors or founders of their organizations.

- The majority of the respondents work with youth up to 18 years of age. Some serve individuals up to 21 years of age, but only a small portion serve youth up to age 25.

- Thirty-one percent of respondents serve as resources (e.g., funding, technical assistance, training and evaluation) to youth-serving organizations, while the other 69

percent provide direct services to youth. Because of the difference in roles that direct-service and resource providers have in supporting and/or implementing a positive youth development approach, much of the data presented here will differentiate these two groups.

Thirty-five percent of resource providers work within a state agency and 25 percent within a nonprofit. Forty percent work in the health field, 24 percent in education and 17 percent in community development.

• All 64 counties in Colorado and the Southern Ute and Ute Mountain Ute Tribes are served by at least one of the survey participants' organizations. Of resource providers surveyed, 34 percent have a statewide focus, 18 percent work mostly with Denver County and

16 percent work with the southwest region, Health Region 9. (See Appendix C for a map of the health regions.) Of direct service providers surveyed, 19 percent work with the southwest region (Health Region 9), 15 percent with Arapahoe County, 14 percent with Jefferson County and 14 percent with the south-central region (Health Region 8). Both health regions 8 and 9 are considered rural.

COMMUNITY CONVERSATIONS

In addition to conducting the survey, staff me bers from the Colorado Department of Public Health and Environment held 13 community conversations in 12 cities and towns across Colorado. The primary goal of the community conversations was to learn the stories behind the survey, including more about the innovative positive youth development practices occurring in Colorado, as well as what resources and support are needed in each community. Notably, two
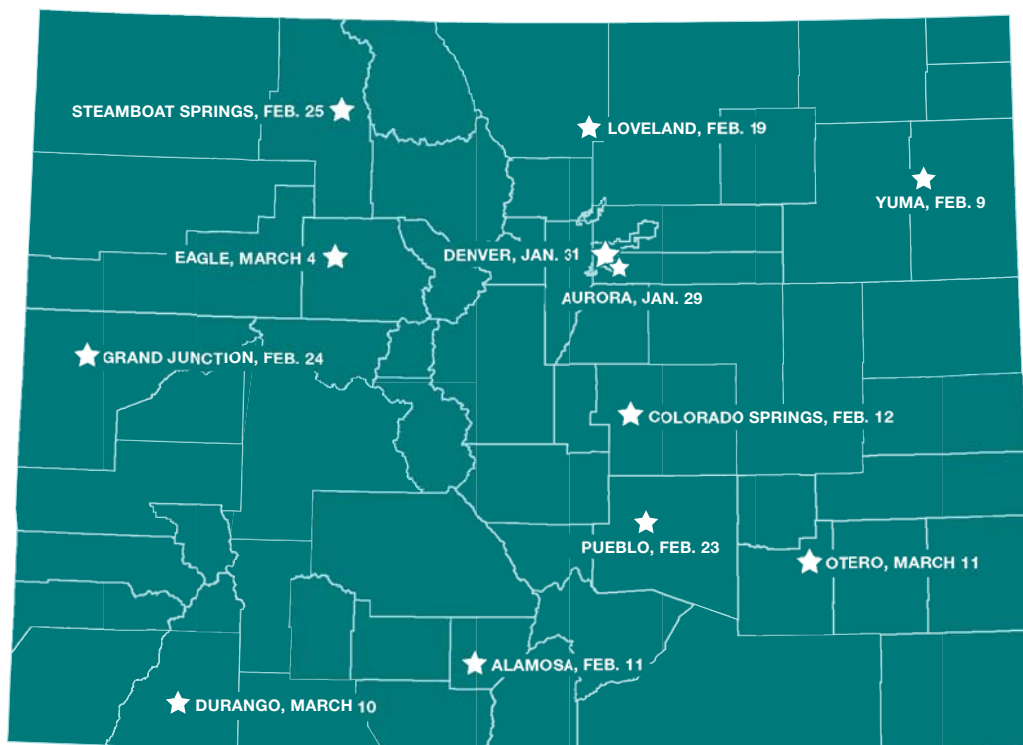
Community Conversations Map: 13 community conversations were held in 12 cities and towns across Colorado.

conversations were held in Aurora, one of which was conducted with parents who predominantly speak Spanish.

Participants included parents, caregivers, community leaders, youth and youth-serving professionals who each local meeting coordinator recruited. (See Appendix D: Community Conversation Participant Demographics.) The number of participants ranged from 10 to 60 at each meeting. The conversation script was revised following each session in response to evaluation feedback. However, a similar line of questioning occurred at each meeting, as noted below:

- What does positive youth development mean and look like to you?

- On a scale of 0-10, how youth-friendly do you feel your community is?

- What are some of the strengths and innovative practices that are going on in your community to make it more youth-friendly? How is your community addressing the seven positive youth development principles?

- What are some of the challenges or areas of improvement that your community needs to address to be more youth-friendly and address the seven positive youth development principles?

- What can your community do to tackle these challenges?

- How can state agencies and the Colorado Youth Development Team support your community in being more youth-friendly and addressing the seven positive youth development principles?

- How can you and your community be part of the Colorado Youth Development Team and continue this conversation to make Colorado more youth-friendly?

Youth and parent/caregiver participants received $25 gift cards to reimburse them for their time and travel. Notes were taken during each meeting and later analyzed for themes, innovative practices and challenges related to implementing the positive youth development principles and strategies the analysis also identified next steps for the Colorado Youth Development Team. Feedback on the initial draft of this report was solicited from community conversation participants and Colorado Youth Development Team members to ensure that the researchers accurately captured the discussions.

The results are arranged according to each positive youth development principle. Similar to most guiding principles, they overlap and intersect in a variety of ways. Therefore, each section includes survey and community conversation data, as well as relevant anecdotal stories from community members. For the full statistical analysis of the survey, visit www.healthyyouthcolorado.org.

POSITIVE YOUTH DEVELOPMENT PRINCIPLE #1: STRENGTHS-BASED APPROACH

We must shift our thinking and start acting from the perspective that all young people and their families are resources to engage as problem-solvers and are not problems to be "fixed."

~ Youth Advocate from Denver

A strength-based approach is an empowering alternative to the traditional model of describing youth and their families in terms of deficit-based functioning and diagnoses. It promotes viewing youth and their families with regard to their often untapped or unrecognized internal or environmental strengths (talents, skills, knowledge, interests, goals). Identifying these strengths can often foster motivation for growth.[15]

Colorado examples from the community conversations that illustrate a shift to a strengths-based approach include the following:

- "The economic crisis is fostering collaboration and a sense of community" (Colorado Springs youth-serving professional) instead of simply being an uncertain time of increased unemployment and foreclosures

- Eagle County participants seeing their status as a top tourist destination as an opportunity for increased diversity and cultural awareness instead of a community filled with transiency and disruption

- A division within the San Juan Basin Health Department named the "Community Health Promotion Division" instead of "The Prevention Division"

- "Teen Sexual and Relationship Health" instead of "Teen Pregnancy Prevention"

- Pueblo's Accolades magazine that recognizes youth accomplishments by featuring young people's successes (see www.accoladesonline.com) instead of newspaper headlines that highlight only crimes committed by youth

Colorado professionals, programs, organizations and agencies invested in youth development are making strides at shifting their work to focus on the strengths of young people and their families. As one survey participant suggested, "a shift from risk reduction to protection development" is necessary. The statewide survey showed that 86 percent of direct service providers and 79 percent of resource providers reported that they articulate positive outcomes for their goals and objectives most of the time. In addition, the majority of survey participants reported that they offer and encourage opportunities for youth to learn about positive behaviors and lifestyles most of the time. A majority of survey participants also report measuring positive indicators most of the time. An example of a community program focusing on strengths is Larimer County's National Youth Project Using Minibikes program. This program teaches youth and families skills based on their strengths, one being their interest in riding minibikes. (See www.nypum.org .)

At a community conversation in Steamboat Springs, one young man shared his experience working with a group of youth to promote positive youth choices. He explained that talking about how the majority of Routt County youth choose not to do drugs or alcohol combats peer pressure by helping youth realize that "not everybody is doing it." This intervention is called "social-norming." Research has demonstrated that this technique works in certain settings. To learn more, visit www.socialnorms.org. Based on the community conversations, communities across Colorado are gaining interest in honoring accomplishments and life transitions. Meeting participants expressed that tough transitional time periods should be celebrated and supported more, in

order to counterbalance these times when young people can easily "fall through the cracks."

This focus on successes and strengths recognizes that celebrating achievements is just as valuable as encouraging improvements. In addition to the examples mentioned above from across the state, a strengths-based approach can take the form of youth being supported in helping themselves, youth being supported in figuring out who they are and what their strengths are, and youth having the opportunity to present their work to others.

In addition to an overall need for attention to the potential of young people, specific aspects of youth and community development can benefit from a strengths-based approach. For instance, community conversation participants shared that funding opportunities often require the youth served to be deemed "at-risk." This classification system can be extremely helpful when planning intervention programs that are specific to addressing a component of a person's development. This occurs when that component needs focused attention and support because youth have already engaged in or exhibited risky behaviors. However, if the funding supports prevention and broad-based programs, using an eligibility system that clearly is centered on deficits and focuses entirely on risk conflicts with what these programs and opportunities are striving to accomplish. Resiliency is the capacity of an individual to overcome adversity. For more, see www.cce.umn.edu/nrrc/research.

Using the same resiliency research, a strengths-based approach can be employed by assessing and qualifying youth to participate in programs based on protective factors. Protective factors are the traits and circumstances that support young people in overcoming the negative factors in their lives. All young people need a variety of protective factors to successfully navigate their youthful years.[16] Although these do not negate the critical importance of intervening with risk factors

or negative behaviors, they help build the resiliency of young people by identifying the kinds of support needed and providing them through pro-social means. For example, programs can provide more supportive relationships and protective environments within communities and schools through mentoring programs and team building opportunities. Otherwise, as community participants shared, youth may meet these social-emotional needs by joining gangs and participating in the negative behaviors required to obtain feelings of support, protection and brotherhood.[17]

Additionally, youth reported that an "at risk" classification negatively affects them. Stigmas abound in our society, relying on life circumstances that deem someone "at-risk." These circumstances include coming from a poor family, a single parent family or a family where someone is incarcerated; or has a behavioral health disorder. Youth-serving professionals and institutions can address this by challenging society's stereotypes of youth by building upon the assets and strengths that each individual and family possesses. Pueblo School District 60 has done this by reframing the term to youth "at-promise." By focusing on protective factors, professionals can enhance the strengths they see in young people, their families and their communities.

In addition, community conversation participants shared that both private and public funding sources often emphasize quantity over quality. Focusing on the number of youth served can lead programs being overstretched in their capacity to focus on the mandated numbers served as opposed to providing programs with fidelity and improving program quality.

As one young woman from Steamboat Springs proclaimed, "We need to focus on the positives and personal strength skills to help kids overcome risky behaviors and not only focus on educating about the drawbacks of risky behaviors."

Resiliency is the capacity of an individual to overcome adversity.

For more, see www.cce.umn.edu/nrrc/research.

RECOMMENDATIONS TO SUPPORT YOUTH AND YOUNG ADULTS BY USING A STRENGTHS-BASED APPROACH

YOUTH-SERVING PROFESSIONALS CAN:

- Focus and build upon youth's strengths, skills and protective factors, including communication, life skills, coping skills, advocacy, spirituality and character development, as opposed to focusing mainly on the consequences of the risky behavior. This also means refraining from using the term "at risk" when describing youth.

- Provide physically and emotionally safe places for youth to talk with one another about what is on their minds. Offer young people opportunities to discuss the questions they have and the issues that concern them, including those that make them similar and different. Ensure that a caring adult is involved to facilitate creating a safe environment where issues can be directly addressed with accurate information.

- Increase the use of evidence-based programs (best and promising practices) that incorporate the principles of positive youth development, such as peer mentoring/education programs that support students in navigating transitional times as well as comprehensive sexual health programs that teach young people complete and accurate information and skills. These enable youth to have the tools to respect their bodies, make healthy choices and learn interpersonal communication skills.

- Encourage and/or provide the use and integration of restorative justice programs and principles into schools and communities. Restorative justice shifts the priority of consequences to repairing the harm done to victims and communities. Offender accountability is defined in terms of assuming responsibility and taking action to repair harm. Visit http://www.ojp.usdoj.gov/nij/topics/courts/restorative-justice/ for more information.

- Honor and support the myriad of learning styles and interests of youth. Young people are problem solvers and are intrinsically motivated by their own interests and concerns. Inquire about what those interests and concerns are and build on them in your organization's planning. Allow them to be cultivated through a variety of media: visually, orally, experientially, kinesthetically, etc.

- Offer a variety of interesting challenges, such as experiential activities and service learning that foster creativity and feelings of success and accomplishment beyond traditional forms of academic achievement.

- Eliminate the stigma of behavioral health support services and alternative education by providing a baseline of behavioral health awareness education and support, and alternative education to all youth.

- View parents and caregivers as part of the solution as opposed to just part of the problem.

POLICY AND DECISION MAKERS CAN SUPPORT YOUTH BY DEVELOPING POLICIES AND PRACTICES THAT:

- Require youth-serving professionals to have knowledge and ongoing training on positive youth development principles and strategies, including strengths-based programming.

- Support youth-serving professionals in their efforts to incorporate a strengths-based approach.

PUBLIC AND PRIVATE FUNDERS CAN INCREASE FLEXIBLE FUNDING OPPORTUNITIES TO:

- Develop positive, fun opportunities and supportive environments for all youth to engage in, such as safe and engaging places for youth to socialize at night and on the weekends.

- Encourage communities to focus on the positive and cultivate youth and family strengths.

- Provide local, affordable and accessible behavioral health prevention and intervention services that incorporate strengths-based assessments and interventions.

- Enable staff members to complete appropriate training on youth development, such as the Assets for Colorado Youth training series or the Youth Development Institute, an on-line professional development tool focused on youth development that is accessible to all Coloradans http://www.ydicolorado.org.

POSITIVE YOUTH DEVELOPMENT PRINCIPLE #2: YOUTH ENGAGEMENT

Youth engagement is a key underpinning of positive youth development. It encompasses how the community supports youth in cultivating a sense of self, and actively connects youth with peers, adults and their environment. Research demonstrates that engaging the voice of youth is an essential element in effective organizational development among community and youth-serving organizations.[18] Involving the target population in the identification of needs and the development of high-quality programs is one way of improving current prevention programs.[19] Moreover, involving young people in program development and implementation can increase the potential for success.

PROGRAMS AND STRATEGIES THAT SUPPORT YOUTH IN CULTIVATING A SENSE OF SELF

Many young people are intrinsically motivated or have been acculturated through their environment to be self-advocates and to seek out opportunities to learn, grow and develop skills needed to reach their future goals. Other young people need more support in connecting with themselves and seeking out information and opportunities for their positive development.

Aspects of self-development and connectedness that communities would like to focus on include:

- Self-advocacy skill development, including youth and young adults knowing their rights. Forty-six percent of survey participants reported that they provide youth opportunities for advocacy skill development most of the time.

- Vocational skill development, including professional presentations and public speaking. Twenty-eight percent of survey participants reported that they offer public speaking opportunities to youth most of the time.

- Basic life skills, including spiritual and character development, coping skills interpersonal relationship and communication skills, and an awareness of what the reality of the world is. As one young woman from Colorado Springs shared, "No matter where you are, you need to make choices. So we need to build skills so when you are out there, you know how to deal with it."

- Therapeutic art/poetry opportunities. Half of survey participants reported that they offer opportunities for youth to develop their creativity and ingenuity most of the time.

"We need groups that help you survive, [instead of] living off your parents."
~ Young Woman from Colorado Springs

The majority of survey participants reported that they offer youth character development (e.g., values, integrity, morals) and communication skills development most of the time.

Across the state, a wide variety of programs are helping young people in cultivating their sense of self and future. Some examples include:

- Universal Kempo-Karate based in Colorado Springs offers martial arts programs to youth of all ages and to families to develop confidence, moral character and self-discipline, while also increasing family connectedness. (See www.coskarate.com.)

- Upward Bound programs help high school students from low-income families or families where neither parent has a bachelor's degree learn how to prepare for the future and navigate the higher education application process. (See www.ed.gov/programs/trioupbound.)

Over 60 percent of survey participants reported that they provide opportunities for youth to develop academic competence most of the time, while almost 70 percent of participants reported that they provide opportunities for youth to develop their confidence and feelings of empowerment most of the time.

- Eagle County schools' New Student Assistance Program is a safe zone where students can talk about life issues and concerns, not just academics.

- Teaching business/entrepreneurial skills independently or embedded into traditional activities has transformed Yuma HIgh School's cooking class into a catering class that teaches students entrepreneurial skills in addition to cooking.

Forty percent of survey participants reported that they provide youth opportunities to develop their vocational competence most of the time, while 46 percent of direct service provider and 33 percent of resource provider survey participants reported that they offer skill-building trainings and workshops most of the time.

PROGRAMS AND STRATEGIES THAT PROMOTE YOUTH ENGAGEMENT WITH PEERS

Positive relationships and connectedness among peers must be intentionally fostered to combat negative peer pressure and the support that other groups (e.g., gangs) can offer young people.[20, 21] Much of this work is being done within Colorado schools to shift the school culture to be more supportive and welcoming; adults do not have to be the only ones to establish positive relationships with youth.

Scattered across the state are "Link Crew" programs or other peer mentoring programs, as evidenced by a third of survey participants reporting that they offer peer-mentoring most of the time. Link Crew programs pair seniors and juniors with freshmen for support and mentorship. (See www. boomerangproject.com/link.) Some programs start out with an orientation and relationship-building day before the school year officially begins. Based on discussions from the community conversations, youth who have experienced Link Crews rave about them, and youth who have not experienced this kind of peer-mentorship setup within the school want to learn more. As one young man from the Arkansas Valley expressed, "It would make being good and a teacher's pet more cool. It would create peer pressure to be good."

Similarly, youth were very excited about peer education and training programs. This is not only because they foster leadership inclusivity, and a positive, supportive culture, but because they create a safe space for young people to talk, share their feelings and ask questions. Again, peer education and training shift the focus from concentrating on avoiding negative behaviors to creating a space where youth can talk openly about a variety of topics they might not otherwise discuss. Open, peer-focused, adult-guided support groups are appreciated and desired immensely across the state. Schools in Larimer County shared that having a Friends of Rachel Club (see www.rachelschallenge.com) has improved their school climate. This movement of "kindness and compassion" was generated from the Columbine shooting and has spread to schools across the nation.

Sixty percent of direct service provider and 52 percent of resource provider survey participants reported that they provide opportunities for youth to develop positive connections with peers most of the time.

Fifty-five percent of direct service providers and 43 percent of resource providers reported that they provide opportunities for youth to develop their ability to empathize most of time.

A number of communities that participated in these conversations have significantly higher rates of poverty than the average for the state, which results in there being fewer opportunities for successful career development. According to some community conversation participants, this lack of opportunities contributes to many positive role models leaving these communities with few potential young adult mentors for their school-age youth. This highlights the even greater need for these communities to develop school-based, peer-to-peer mentorship programs.

Finally, segregation between and within schools is a significant issue and concern among youth. This segregation divides students along ethnic, racial and socioeconomic lines, preventing peer-to-peer engagement. Some Latino youth shared that they do not feel they fit in at school and, therefore, do not join school sports or clubs. To promote awareness

and discussion of cultural diversity, students across the state are organizing a "Mix It Up Day" at their school. (See www.tolerance.org/teens.) However, this one-time, limited experience does not penetrate the schools' culture of segregation. Youth suggested having more dances and cultural exchange opportunities. They also suggested that adults create and support opportunities for young people to share their feelings and challenge assumptions, in order to increase understanding of other backgrounds and foster mutual respect.

Thirty-eight percent of direct service providers reported that they provide exposure to and discussion of diverse cultural perspectives most of the time. Twenty-five percent of resource providers and 21 percent of direct service providers reported that they host youth summits most of the time.

PROGRAMS AND STRATEGIES THAT PROMOTE YOUTH ENGAGEMENT WITH ADULTS

One of the strongest protective factors for youth is having a consistent and supportive adult in their life outside of their immediate family.[22] Low student-adult ratios in schools are critical components to fostering supportive adult relationships, in that in these cases adults have the ability to give each young person individualized attention and cultivate personal relationships. Low ratios also are shown to reduce teacher turnover, which is a problem in some communities and prevents young people from developing supportive and consistent relationships with instrumental adults.[23] Knowing this, many programs across Colorado focus on creating environments that foster these supportive relationships. Over half of survey participants reported that they provide opportunities for youth to connect with positive adults most of the time. One critical type of adult relationship centers on career development through apprenticeships and internships.

Specific programs and strategies occurring in Colorado include the following:

- Boys & Girls Club sites across Colorado aim to foster positive relationships with adults. There are 38 of them, including one within a tribal community, five on military bases, one within public housing community and 10 in schools. A young man in the San Luis Valley shared that his teachers pushing him to succeed and the supportive relationships he cultivated with the staff and volunteers through the Boys & Girls Club are what "let [him] become who [he is] today."

- School counselors make the time and take the responsibility to create a welcoming space for youth to talk about their issues beyond those that are academic.

- Court Appointed Special Advocates provide guidance and support for youth who do not have someone to ensure that their needs are getting met and their voices are heard. Visit www.coloradocasa.org for more information.

- Mentorship programs exist, including those that support life transitions and career development.

Forty-six percent of direct service providers and 36 percent of resource providers reported that they offer youth adult mentor opportunities most of the time.

- Arkansas Valley adults sponsor job-shadowing days for young people to connect with adults and learn about careers they are considering.

Sixty percent of direct service providers and 52 percent of resource providers reported that they focus on developing youth's positive connections with adults most of the time.

Over half of survey participants reported that they provide opportunities for youth to connect with positive adults most of the time.

In addition, an informal asset within communities that warrants recognition is what one young woman from the Arkansas Valley termed "community moms." These are the moms, or dads, who provide parental support to children within the community beyond those in their own family. Conversely, many Colorado communities report struggling with the adult culture that seemingly condones and promotes negative behaviors. Interestingly, communities that have lower rates of poverty due to the income generated from tourism and those with higher rates of poverty due to generational poverty, experience similar frustrations with a lack of adult role models and permissive adults. Within both types of communities, many adults condone excessive drug and alcohol use whether it is because of the community's "vacation" culture or due to feelings of hopelessness. These communities struggle with changing their culture related to substance use to provide better adult role models and mentors for young people.

Across the state, youth want (and often need) paid youth internships and meaningful forms of employment or apprenticeships so they can learn skills and decide what interests them.

Approximately a quarter of survey participants reported that they offer apprenticeships/internships most of the time. Twenty-five percent of survey participants reported that they provide youth with job opportunities most of the time.

For any of these youth career development opportunities to take hold, the "community needs to be willing to take a chance on the students" as one adult from Pueblo commented, to help them become more employable and successful. This comment taps into some of the biases that exist about youth in the community at large. Youth often are negatively stereotyped and socially controlled without regard to their feelings, experiences and opinions because of their age, which is termed "adultism."[24] When asked what comes to mind when thinking of teens, approximately three-quarters (71 percent) of the public respond with negative descriptions, such as "rude," "wild" or "irresponsible."[25] A specific complaint that a Colorado youth shared in the community conversations is that some convenience store clerks will ask them to leave their backpacks at

the counter when they shop. They also are sometimes told that only two or three young people may be in the store at a time. Youth and youth advocates have great hurdles to overcome in order to combat these negative stereotypes, and a media that so often portrays youth as mischievous or lazy and causes adults to distance themselves from youth. In spite of the existing negative stereotypes, La Plata County participants spoke about creating what they refer to as an "incubation economy," meaning an economy that supports youth entrepreneurship, local investment and sustainability.

Last, it is vital that adults engage youth using 21st century technology, such as social networking and discussion tools. The statewide survey results indicated that only 10 percent of survey participants reported that they use technology to convene meetings with youth across the state most of the time. Statewide groups, especially, must become more technologically savvy to reach youth across Colorado.

PROGRAMS AND STRATEGIES THAT PROMOTE YOUTH ENGAGEMENT WITH THEIR ENVIRONMENT

Another critical protective factor for young people is feeling safe within their communities.[26] Not only does engaging youth in their environment serve them, it also serves the community by cultivating a respect for the physical community and its inhabitants, thus greatly impacting the climate and culture.

Many areas within Colorado foster feelings of "safety." These are typically smaller cities and towns, such as Pueblo, Grand Junction, Steamboat Springs and many towns in Eagle County. Most of these communities have low crime rates, which allow families to feel comfortable and safe when their children play outside. It also offers that "small-town" feel where "everyone knows everyone," often resulting in a supportive environment for families.

Additionally, community gardens, like the ones in Steamboat Springs, offer a myriad of learning opportunities for youth of all developmental abilities, such as healthy food habits, science and agriculture, and a place to connect with others and cultivate community connection and pride. Many programs specifically aim to enhance youth's connection to their environment and the outdoors, such as Trips for Kids in Pueblo. (See www.tfksoutherncolorado.org/programs.) Other examples

are Snowboard Outreach Society and Gore Range Natural Science School (See www.sosoutreach.org and www.gore-range.org.) in Eagle County and Environmental Learning for Kids in the Denver metro area (See www.elkkids.org.) Although many young people in Colorado live within close proximity to the mountains and a wealth of outdoor opportunities, some do not have the opportunity to enjoy them due to lack of resources for appropriate gear or knowledge for such activities.

Specific to youth engagement in their school environments, the most widespread and significant youth climate change initiative in Colorado is Positive Behavior Support Program (See www.cde.state.co.us/pbs.) With 62 school districts participating and a partnership with PEAK Parent Center, the program has trained thousands of educators, school staff and parents with evidence-based, data-driven systems and skills for behavior management and positive climate development. These systems teach and support young people in choosing functional, prosocial behaviors as opposed to disruptive and damaging ones.

Other critical components of positive youth development are meaningful community service, civic leadership and feelings of contribution to one's world.[27] The most fundamental form of youth engagement in the community is simply getting young people involved in a community project. According to the statewide survey, 47 percent of survey participants reported that they provide opportunities for youth to develop their civic competence. A couple of examples include the following:

- First responder classes provide medical service skill-building, team building and connections to the community by supporting youth in assisting in crisis situations.

- Rocky Ford's Grand Theatre is entirely community-run (except for two part-time staff members) and engages both youth and adults in volunteering to work at the theatre in return for free tickets.

Some youth and parents expressed that the opportunities to get involved in their community are "endless" (a young woman from Larimer County). Conversely, others expressed the opposite: "There's no positive options for youth" (a young man from Pueblo). A youth-serving professional from Pueblo clarified, "There is stuff; it's just not meeting the kids' interests.

Funding just goes to the same old stuff. What's offered is based on a funding agenda, not the youth in Pueblo's agenda." A follow-up comment by another youth-serving professional in Pueblo suggested conducting focus groups to learn what youth (especially those currently not involved) are interested in doing and learning. The statewide survey showed 45 percent of direct service and 39 percent of resource providing organizations reported that they survey youth as part of their program development and/or evaluation plans most of the time.

RECOMMENDATIONS TO ENGAGE YOUTH

YOUTH-SERVING PROFESSIONALS CAN:

- Involve a diverse group of young people in the development and implementation of programs with focus groups, internships, apprenticeships and as consultants throughout the entire process of program assessment, planning, implementation and evaluation. Support this principle and practice with the necessary financial and logistical resources, such as a budget for youth participation (e.g., stipends or hourly fees for youth consultation, transportation reimbursement, food expenses; staff time for outreach, coordination, communication, and training development).

- Utilize one of Colorado's 84 youth advisory boards when making decisions that affect youth. (See Appendix E: Youth Advisory Boards/Councils in Colorado.)

- Assure successful youth engagement, partnership and collaboration by

  » training youth on the skills and background knowledge required for meaningful engagement;

  » training decision-makers on how to engage youth in providing input, how to partner with them and what to do if their "hands are tied" and they are unable to act on the suggestions and ideas;

  » providing communication training for both youth and youth-serving professionals;

  » being clear about the roles, responsibilities and benefits of youth and adult partners;

  » creating line items in organization, agency and program budgets that support diverse youth engagement in decision making. (See Appendix G: Sample Positive Youth Development Line Items.)

- Intentionally engage youth with diverse backgrounds, such as those with varying developmental disabilities; youth in military families; and gay, lesbian, bisexual, or transgender youth in positive youth development efforts. Use recruiting strategies that ensure diverse representation.

- Increase attention to youth's family and cultural assets to encourage celebration of their culture.

- Honor and support the myriad of learning styles and interests of youth. Young people are problem solvers and are intrinsically motivated by their own interests and concerns. Inquire about what those are and build from them in your organization's planning. Allow for them to be cultivated through a variety of media: visually, orally, experientially, kinesthetically, etc.

- Provide a diverse array of school and after-school programming to effectively reach out to and engage all youth in learning, development and enrichment.

- Offer adult support for young people to lead efforts that address their concerns and interests.

POLICY MAKERS AND DECISION MAKERS CAN:

- Develop policies and practices that require youth-serving professionals to be trained on youth engagement strategies so that they effectively involve youth in the development and implementation of programs.

- Create policies and practices that support low student-adult ratios in classrooms, after-school programs and community-based organizations so that adults can devote the necessary time to build supportive relationships with youth.

- Advocate for youth and families to have a seat at decision-making tables.

PUBLIC AND PRIVATE FUNDERS CAN:

- Encourage or require grantees to actively involve youth in planning, implementing and evaluating youth-serving programs. Support this practice with the necessary financial and logistical resources, such as a budget for youth participation (Examples are stipends or hourly fees for youth consultation, transportation reimbursement, food; and staff time for outreach, coordination, communication and training development.

- Support training and technical assistance for positive youth development strategies and practices, including youth engagement. Examples in Colorado include the Assets for Colorado Youth training series or the Youth Development Institute, an on-line professional development tool focused on youth development http://www.ydicolorado.org.

- Fund policies and practices that support low student-adult ratios in classrooms, after-school programs and community-based organizations so that adults can devote the necessary time to build supportive relationships with youth.

- Authentically engage youth in the grant-making process.

POSITIVE YOUTH DEVELOPMENT PRINCIPLE #3: YOUTH-ADULT PARTNERSHIPS

A youth-adult partnership is an intentional relationship "between young people and adults that relies on adults acknowledging and empowering the ability, perspectives, ideas, and knowledge of young people throughout the relationship."[28] Research indicates that programs using youth-adult partnerships often demonstrate greater effectiveness, and offer potential benefits not only to youth, but to the adults and organizations that serve them.[29] The critical component to engaging youth in the community and developing youth-adult partnerships is that youth are supported in participating in decision-making processes that currently may be reserved only for adults. The ultimate goal is for youth and adults to work together to make more effective decisions that positively affect youth, youth-serving organizations and communities. (See the Colorado Department of Public Health and Environment Youth Partnership for Health's DVD, *Nothing About Us Without Us*, and guidebook, *Engage Youth! Colorado's Guide to Building Effective Youth-Adult Partnerships* at www.healthyyouthcolorado.org.)

There are many effective methods for garnering youth input into programming, such as focus groups, youth advisory boards, youth governance boards, youth representation on advisory or governance boards, youth philanthropy; and youth as researchers, evaluators, organizers, social marketers and journalists. Survey participants confirmed existing research results on the benefits of engaging youth in planning, implementation or evaluation work[30] and described the top three benefits as:

1. receiving a fresh perspective, creativity and insight into what will make the program, campaign, policy or strategy a more effective one, including the generation of completely new ideas;

2. increasing youth engagement, commitment, retention, buy-in, ownership and peer-to-peer outreach;

3. increasing program effectiveness and positive outcomes.

Hart's "Ladder of Youth Participation" is a commonly used framework to depict the different forms of youth engagement.[31]

ROGER HART'S LADDER OF YOUNG PEOPLE'S PARTICIPATION

Rung 8: Young people and adults share decision-making.

Rung 7: Young people lead and initiate action.

Rung 6: Adults-initiate and share decisions with young people.

Rung 5: Young people are consulted and informed.

Rung 4: Young people are assigned and informed.

Rung 3: Young people are tokenized*.

Rung 2: Young people are decoration*.

Rung 1: Young people are manipulated*.

Note: Hart explains that the last three rungs are non-participation

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre.

The ladder will be used to outline the kinds of youth participation (Rungs 4-8) that are occurring across Colorado.

Rung 4: Young People Assigned and Informed

Focus groups with youth fall under this rung because youth are informed of their roles and assigned specific tasks and forms of engagement. Often groups of youth are gathered to fulfill a specific role or task and then not necessarily informed or engaged in the outcomes or implementation of the project for which they provided input.

Rung 5: Young People Consulted and Informed

Youth as consultants is a critical and increasingly common form of youth engagement in communities. Denver Parks and Recreation shared its transformation story in which it realized the impact of engaging and consulting with youth in its program development processes. Initially, Parks and Recreation staff members decided to offer a hip hop class because they thought that was what youth in the community wanted. But to their surprise, the class attracted only a handful of youth. So, they decided to explore this further by engaging a small group of youth to redesign the program. As a result, their participant numbers rapidly grew to more than 40. Denver Parks and Recreation is capitalizing on this learning by partnering with youth to develop a character and sportsmanship program, "Character Kicks."

Similarly, Wellington's "Got What It Takes to Build a Community" summer service program provides stipends to youth who participate in a community-building project. Youth provided input into the design of the program and the projects; the program partner attributes this to the reason youth are "knocking down their doors" to join.

Youth advisory boards, councils and commissions also are considered to be a part of this rung, as this group of young people are convened to provide input and consultation to adult-initiated and -implemented programs and projects. In Colorado, at least 84 unique youth groups exist to serve as advisory or consultation partners. (See Appendix E: Youth Advisory Boards/Councils in Colorado.) Community conversation participants in Mesa County described city and county government officials as beginning to take a more active interest in youth civic leadership, evidenced by a youth leadership council and commission to work with the city and county government. Pueblo and Loveland have similar advisory councils/commissions for their city governments. As a

Pueblo Teen Council member described, "We have representatives from various schools and we give input into what is going on in the county. It is a very productive, two-way relationship. They ask of us and we ask of them."

Of the 94 survey participants whose organizations have a youth advisory board,

- sixty percent of direct service and 38 percent of resource providing organizations have their youth boards advise them on their youth programming most of the time;

- sixty percent of resource and 57 percent of direct service providers support their youth councils in developing their own goals and strategies to address their concerns within the organization or community most of the time;

- twenty-nine percent of resource providers and 25 percent of direct service providers have their youth advisory boards review proposed policies and legislation that affect youth most of the time; and

- twenty-seven percent of resource providers and 13 percent of direct service providers have their youth advisory boards review the budget and financial decisions for the organization most of the time.

Only 21, or eight percent, of organizations that do not have their own youth advisory boards consult with other youth advisory boards most of the time. This suggests that existing youth advisory boards could market their value and availability as a resource to other organizations within their communities.

Rung 6: Adult-Initiated, Shared Decisions with Young People

This rung of youth engagement encompasses activities in which youth are involved at all stages of the program development process, including needs assessment, implementation and evaluation. According to the statewide survey, 44 percent of direct service providers and 41 percent of resource providers reported that they offer youth opportunities to participate in a group, event or cause that holds meaning to them most of the time. In addition, 27 percent of survey participants reported that they engage youth in program implementation and improvement, while 26 percent of survey participants reported that they support youth in being spokespeople at community events.

A classic example of the power of engaging youth in decision-making occurred during the Eagle County community conversation. A small group of youth and adults were brainstorming solutions to addressing some of their community's challenges. One group addressed the common challenge of a lack of safe places for youth to go at night. One young man suggested something no adults had thought of: "Put lights in the skate park." When this young man shared his idea with the larger group, everyone looked amazed and commented with excitement, "Yeah, what a great idea!" and "How come we hadn't thought of that?" This suggestion was identified as one of the best and most worthy ideas to implement by both youth and adults from that community.

Across the community conversation evaluations, youth reported that the meeting increased their awareness of the impact their actions had on both adults and other youth. Youth also reported that the conversations increased their commitment to becoming more involved in positive activities for youth. Youth-serving professionals reported that they would strive to include youth more when making decisions within their organizations. They also reported that they focused on addressing issues the youth raised during the meeting. In addition, the professionals reported an enhanced awareness of the importance of collaboration among youth-serving agencies, including coordination of financial resources.

Thirty-four percent of survey participants reported that they offer service-learning opportunities most of the time.

Some existing examples of adults sharing decision-making power with youth across Colorado include the following:

- 4-H programs foster skill building, community pride and youth leadership by allowing the youth to "run everything, though the adults are there," as a young woman in Pueblo described. (See www.colorado4h.org.)

- Service-learning opportunities (See www.cde.state.co.us/servicelearning) such as those through Front Range Earth Force, engage young people as active citizens who improve the environment and their communities now and in the future. (See www.ef-den.org.)

- The PeaceJam Foundation creates young leaders committed to positive change in themselves, their communities and the world through the inspiration of Nobel Peace laureates who pass on the spirit, skills and wisdom they embody. (See www.peacejam.org.)

- Key Clubs and Kiwanis Clubs support school-based, student-led community service activities. (See www.rmdkeyclub.org.)

- Junior Reserve Officers' Training Corps (ROTC) cadets are "in charge" and the adults are there to provide guidance and some instruction. (See www.usarmyjrotc.com.)

- Many high school yearbook clubs are student-led with adults providing guidance.

- The San Juan Basin Health Department's DRAGON Youth Project engages youth who utilize PhotoVoice, an approach using documentary photography to share views and insights, to conduct a community assessment for advocacy related to adolescent sexual and behavioral health program development. (See www.sjbhd.org/dragon-youth-project.)

For more on PhotoVoice, check out http://people. umass.edu/afeldman/Photovoice.htm.

- The City of Boulder's Youth Opportunities Program is a leadership and grant-making program for Boulder youth. Its youth advisory board has a budget to allocate funds to youth programs. (See www.bouldercolorado.gov/index.php?option=com_content&task=view&id=4507&Itemid=1866.)

- Pueblo's Accolades magazine is produced for youth and families and written with youth participation into the content, as well as some original articles and photographs by youth. (See http://accoladesonline.com.)

- Get R!EAL coalitions scattered across the state support young people in becoming advocates against Big Tobacco. (See www.getrealcolorado.com.)

- Fort Collin's Journey Conference board is comprised of youth and adults who design and plan the annual conference in partnership with one another. (See www.fortcollinsjourneyconference.org.)

- Eagle County's Youth Leaders Council supports opportunities for youth to learn from one another through community service, research and learning about each others' cultures. The focus of the group's service is youth-driven and adult-supported. (See www.eagleyouth.org.)

- Denver metro organizations engage youth in community organizing and activism efforts, such as Metro Organizations for People. (See www.mopdenver.org) and Jovenes Unidos (see www.padresunidos.org.)

Twenty-five percent of resource providers and 19 percent of direct service providers reported that they offer youth opportunities to participate in politics or advocacy efforts.

- Colorado's Youth Partnership for Health has provided insight and guidance to the Colorado Department of Public Health and Environment and its partners for the past nine years. This diverse group of young people from across Colorado meets monthly to give feedback and direction on various adolescent health issues. (See www.healthyyouthcolorado.org.)

Twenty-three percent of resource providers and 17 percent of direct service providers reported that they support youth in developing and leading training activities.

Youth representation on organizations' governance boards is also a form of sharing decision-making power with youth. Forty-four percent of resource and 35 percent of service-providing organizations' governance boards have youth representation. (See Appendix F: Governance Boards with Youth Representation in Colorado.)

La Plata County is planning for community-wide youth-adult partnership trainings so that all aspects of the community can begin to engage youth with developmentally-appropriate opportunities that set up the youth, adults and community for success in building a thriving community together.

Forty-three percent of direct service and 50 percent of resource providers reported that they financially support youth contribution by budgeting for youth and adult trainings.

Rung 7: Young People Lead and Initiate Action

This rung encompasses youth-initiated efforts that do not have much adult support in terms of logistics, facilitation or relationships that direct the youth's impact. The one example shared in the meetings concerning this type of entirely youth-led work was Fruita High School students initiating their own clubs to address their own interests and concerns with sponsorship from teachers.

Rung 8: Young People and Adults Share Decision Making

This rung embodies youth-initiated efforts that are supported and shared with adults. Youth look to adults as allies to support their efforts collaboratively. A group of young adults have created the Durango Youth Coalition to develop youth leaders and activists to

- improve the community by harnessing the youth and young adult constituent base;

- foster employability;

- enhance community participation, investment and commitment within the younger generation. (See www.durangoyouth.org.)

The Healthier Communities Coalition of Larimer County's Youth Engagement Team was developed to train adults how to partner with youth and is *meaningfully* based on the coalition's experience in engaging youth on its governance board. These trainings were developed with youth-initiation and adult support. (See www.healthylarimer.org.)

Project Voyce in the Denver metro area was created out of the controversy of the Manual Education Complex closing. Youth leaders, frustrated by not seeing any of their input accounted for in the final recommendations, got together with community advocates to advocate for the creation of a space for youth voice in education reform. (See http://projectvoyce.org.)

TIPS FOR WORKING IN PARTNERSHIP WITH YOUTH

One adult participant in Yuma County began to see the value of working in partnership with young people through the community conversation. He asked the youth, "How can we as adults, big, burly and old with beards, be less intimidating so we can create a working relationship with you?" One brave young woman spoke up and suggested,

"If I was going to talk with someone about something, I would want it to be someone I know and have a relationship with…If you go to the auditorium and ask us all what we want, no one will speak up. Go to the teacher that has all of the kids hanging out… Go where the kids are… Ask us in small groups."

~ Young Person from Yuma

At the end of the meeting, this man invited the youth to meet him at the local smoothie shop so they could help him design the youth summer program. The youth agreed to participate.

Youth from across the state also shared what they feel is needed in adults to make the youth-adult partnership work. This includes

- attempting to make things fun;
- having a positive focus;
- having an open mind;
- having confidence in young people's abilities;
- encouraging youth to take on new leadership roles;
- being a supportive role model;
- being relatable; and
- being actively and authentically interested in developing a relationship with youth.

Forty-six percent of direct service and 35 percent of resource providers reported that they require most of their staff to possess a positive youth development philosophy.

As evidenced from this list, youth-adult partnerships are not a simple undertaking, but warrant a significant amount of time, as all collaborations do. Trainings and skill-building sessions are necessary for staff and organizations to create authentic opportunities for young people's contributions. Some tips that were generated from the community conversations include the following:

- **Consider that youth want to be involved in the decisions that affect them.** During the community conversations, youth expressed, "People don't even think about asking youth what they want." Other youth pleaded, "Come to us; don't implement a program for us without

our input 'cause it may not even work." To successfully engage youth, adults need to change the way they do business to create the space for new partnerships, creative ideas and diverse forms of leadership training. People across Colorado are consulting youth somewhat when developing policy at the program level. The statewide survey showed that 23 percent of resource providers and 19 percent of direct service providers reported that they require that their youth programs or initiatives demonstrate that they have incorporated youth input in their planning, implementation or evaluation processes most of the time.

- **Start partnerships early.** Ensuring that young people are involved from the start often saves time and resources in the long run.

- **Offer a variety of ways to get people's opinions.** This may include in-person meetings, e-mail and other technological venues such as social networking sites.

- **Plan an ample amount of time for the project.** New partnerships take time to develop, especially when you are working with youths' and adults' schedules.

Fifty percent of direct service providers and 32 percent of resource providers find times and places for youth and adults to meet face to face most of the time. Thirty-nine percent of survey participants said that aligning youth and adult schedules is a barrier.

- **Know that youth want to be involved at all levels of the process.** Include the components you wouldn't necessarily think of being "youth-friendly," such as designing surveys, developing requests for proposals, interviewing potential staff members and defining funding requirements. These areas often challenge organizations and agencies, since youth are not traditionally involved in them.

- **Value youth input and support their contribution monetarily with youth consultation fees and the resources and access (e.g., transportation) necessary**

to contribute equally. Some organizations have begun to shift the way they think of youth stipends, and refer to them as "consultation fees." This demonstrates the value the organization places on youth expertise. Just as accountants are paid for contributing their financial expertise, youth deserve to be compensated for contributing their expertise on youth culture and issues as well.

THE WAYS ORGANIZATIONS SUPPORT YOUTH CONTRIBUTION

Organization Supports Youth Contribution Most of the Time with:	Direct Service Porvider (%)	Resource Provider (%)
Youth Stipends/ Consulting Fees	28	31
Travel Reimbursement	27	37
Food for Meetings	52	56
Staff Time to Coordinate	60	54

Twenty-four percent of direct service providers and 18 percent of resource providers reported that they engage youth in their program evaluation and/or monitoring processes most of the time. Seven percent of survey participants engage youth in the staff hiring process most of the time.

- **"Act on our input. Don't just talk like you want it."** This was said by a young woman from La Plata County. It was suggested that when constraints exist that prohibit organizations to take action on youth input, be open and honest about it. The statewide survey revealed that only 36 percent of direct service providers and 27 percent of resource providers reported that they are honest and open about their limitations to share power with youth or act on their recommendations most of the time. In addition, 41 percent of direct service providers and 33 percent

of resource providers reported that they clearly communicate youth and adult roles and responsibilities in the partnership.

- **Participate in youth-adult partnership trainings, particularly related to communication.** One young woman from Colorado Springs admitted, "Youth need to not be stubborn and meet the adults halfway. You get there by baby steps: Listen, give each other advice and compromise. Adults can't be so strict because that causes youth to rebel. We need to help each other out; take responsibility for ourselves but really listen to each other instead of blaming. Compromise and communication!" The statewide survey showed that 24 percent of direct service providers and 21 percent of resource providers reported that they ask adults what learning opportunities they need to work and learn with youth most of the time.

- **Provide youth leadership trainings geared toward diverse young people to set them up for success in a variety of situations.** Twenty-six percent of direct service providers and 22 percent of resource providers reported that they ask youth what learning opportunities they need to work with adults most of the time.

- **Utilize existing systems and groups for community youth representation.** For example, a young woman in La Plata County suggested that to get community-wide input from the youth into the La Plata County Child, Youth and Family Master Plan, they should use the schools' established systems for advisory classroom representatives.

- **Create the interest, support and opportunity in your organization for youth input.** The statewide survey revealed that only twenty-one percent of direct service providers and 16 percent of resource providers reported that they create learning circles to discuss positive youth development in their organization most of the time.

PERCENTAGES OF ORGANIZATIONS THAT CONSULT YOUTH WHEN DEVELOPING POLICY:

Legend:
- % of Resource Providers Answering "Most of the Time"
- % of Direct Service Providers Answering "Most of the Time"

State Level: 11.20 / 8.70
Local Level: 17.60 / 14.80
Organizational Level: 12.20 / 13.80
Program Level: 20.40 / 32.00

0% 10% 20% 30% 40% 50% 60%
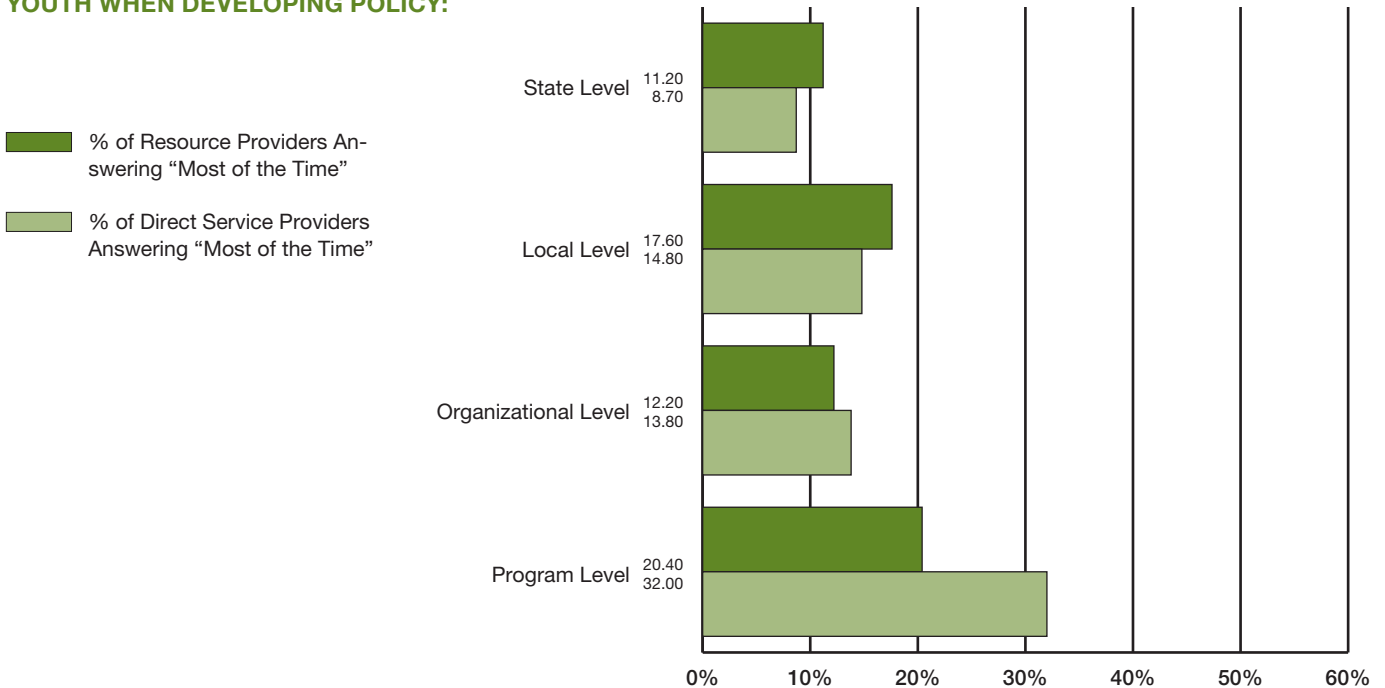
RECOMMENDATIONS TO DEVELOP AND IMPLEMENT EFFECTIVE YOUTH-ADULT PARTNERSHIPS

YOUTH-SERVING PROFESSIONALS CAN:

- Share decision-making with young people in the development and implementation of programs through focus groups, internships, apprenticeships and as consultants. This should occur throughout the entire process of program assessment, planning, implementation and evaluation. Support this principle and practice with the necessary financial and logistical resources, such as a budget for youth participation. Examples are stipends or hourly fees for youth consultation, transportation reimbursement, food expenses; staff time for outreach, coordination, communication and training development.

- Assure successful youth-adult partnerships and collaboration by providing and participating in youth-adult partnership training, such as the Assets for Colorado Youth training series. Visit www.buildassets.org for more information.

- Offer adult support for young people to lead efforts that address their concerns and interests.

- Encourage and support educators to create student-driven classes so they are more engaged and invested in their education.

POLICY AND DECISION MAKERS CAN:

- Participate in youth-adult partnership trainings in order to learn how to most effectively partner with youth concerning policy decisions that affect them.

- Develop policies and practices that require youth-serving professionals to be trained on youth-adult partnerships.

- Encourage governing boards of organizations and agencies that work with youth and families to require a third of the board to be youth members and another third to be made up of parents and/or family members. This would need to be coupled with appropriate trainings for board members, youth and caregivers, as well as flexible and appropriate funding to support their full participation.

- Support educators to create student-driven classes so they are more engaged and invested in their education.

PUBLIC AND PRIVATE FUNDERS CAN:

- Participate in youth-adult partnership trainings in order to learn how to most effectively partner with youth concerning funding decisions that affect them.

- Financially support policies that encourage youth-serving professionals to be trained on youth-adult partnerships.

- Support grantees in sharing decision making with youth and families in planning, implementing and evaluating youth-serving programs. This includes budget items such as stipends or hourly fees for youth consultation, transportation reimbursement, food; staff time for outreach, coordination, communication and training development.

PRINCIPLE #4:
CULTURAL RESPONSIVENESS

Being culturally responsive goes beyond cultural competence to acknowledge that culture is constantly changing and one can never achieve competence in all cultures, which encompass backgrounds as well as experiences. Moreover, being culturally competent really means being open and asking questions to learn how to best respond proactively and with sensitivity to the various cultures and backgrounds in one's environment. It includes race, ethnicity, gender, language, sexual orientation; physical, mental and intellectual abilities; geography, socioeconomic status, family composition, citizenship status, age, religion and political affiliation. The goal is to actively respond to people's cultures and backgrounds in order to work toward inclusivity and equity among all people.

Cultural responsiveness is a difficult principle, as it challenges each of us to question our assumptions, misconceptions and routine interactions with others. It requires time to develop relationships with people from backgrounds that are different from our own and to create a foundation for openness, honesty, respect and shared reflection, which are prerequisites to partnership and collaboration. Limited time and resources and a lack of skills often compromise relationship-building and prevent groups from having the "difficult conversations" about culture and inclusivity. These processes compete with the pressures of production and immediate results. Unfortunately, our youth and communities suffer when we surrender to life's immediate demands and do not commit the required time and resources to building culturally responsive practices, relationships, organizations, norms and policies.

For example, one way organizations can begin to be culturally responsive is to seek out various dimensions of diversity in the youth with whom they are involved.

DIVERSE YOUTH DEMOGRAPHICS THAT ORGANIZATIONS SEEK OUT

Organization Seeks Out Youth with Diverse	Direct Service Providers	Resource Providers (%)
Academic Levels	56	45
Developmental Ability	47	32
Living Situations	54	40
Sexual Orientations	53	43
Linguistic Backgrounds	54	49
Racial/Ethnic Backgrounds	67	62

COLORADO'S CULTURALLY RESPONSIVE PROMISING PRACTICES

Fortunately, many programs in Colorado are making efforts to reach youth and families within and outside of their own cultural communities to support all youth in their development. Many after-school and school-based sports programs are beginning to diversify their offerings, although gaining financial and administrative support for this expansion and diversification often is quite a struggle. This battle, however, is well-appreciated by youth and parents who greatly value culturally diverse programming, such as in soccer, skate parks and cultural dance. A mother from Aurora, who predominantly speaks Spanish, expressed her gratitude for the folkloric dance after-school program because it reinforced her daughter's sense of culture and self.

One system that is addressing the demand for cultural responsiveness in some communities within Colorado is the library system. Aurora Public Libraries has created *Teen Spaces* to provide youth with resources and activities specifically for them. (See www.aurora.lib.il.us/teens/Teenspace. htm.) Many branches are creatively attracting and retaining their increasingly culturally and linguistically diverse constituents by increasing their compilation of books and providing resources in languages other than English.

Teen parents comprise another group that needs support to reach their full potential. Only 21 percent of direct service providers and 15 percent of resource providers reported that they assist with child care so parenting teens can participate in meetings and events most of the time. Nonetheless, teen parents, both moms and dads, highly value programs that provide them with child care and additional support. This support enables them to stay in school and maintain their jobs. An example is the Rocky Mountain Service Employment and

Redevelopment program in the Arkansas Valley. (See www. rmser.org.) Pueblo Catholic Charities (www.pueblocharities. org) recently has begun offering the Nurturing Parenting Teen Program as an after-school program in every high school in Pueblo City Schools and School District 70. The program is also being offered in two charter schools in the area, as well as two community-based locations.

For more information on Nurturing Parenting Programs, check out www.nurturingparenting.com.

Program adaptations and additional supports (e.g., a shorter time frame, incentives for attendance and flexibility, and incentives for making up missed classes) have been developed to tailor the program to best meet the needs of youth, while still maintaining fidelity to the program model. The program has been able to market program participation as a step to becoming the best parents that youth can be for their children. Participating in the program has encouraged many youth to seek out additional programs and supports. When space allows, other students who are interested in learning about early childhood issues also attend.

Other specific culturally-responsive programs mentioned through the survey and community conversations include the following:

- The Workforce Investment Act's supportive services include the provision of free transportation to people with disabilities and low incomes so they can get to work.

- Denver's Su Teatro brings Chicano history and culture education to schools through plays and teatro (theatre) and corrido (ballad) workshops. (See www.suteatro.org.)

- Within the Denver metro area, including Aurora, a variety of Latin American organizations, such as Chic Chicana, exist to help youth and adults develop and exercise their voices to advocate for their rights within the larger community.

- The Denver Indian Center is working within Denver Public Schools to increase the American Indian community's involvement in and connection to the school system. (See www.denverindiancenter.org/taxonomy/term/2.)

- Denver Public Schools provides real-time translation at all of its parent and community meetings.

- Metro Community Provider Network's Teen Clinic in Aurora provides specialized health services for diverse youth. (See www.mcpn.com/locations/cNaurora.htm.)

- The Estrellas (translated into "reach for the stars/excellence" by a program participant) program in Yuma and Washington counties provides young Latinas with community service and leadership opportunities. These include fostering connections to the police department to strengthen their cultural community's relationship with police officers and increase their understanding and respect of their culture. (See www.myspace.com/435997770.)

- The San Luis Valley's Transition Interagency Group Envisioning the Realization of Self (TIGERS) program helps youth with special health-care needs transition into adulthood. (See www.slvprevention.org/Tigers.htm.)

- Yuma High School offers a Hispanic Coalition Club and a Hispanic Parent Coalition to help Latino youth stay in school, as well as a Latin American Culture Club that aims to educate students about various Latin American cultures.

- The Yuma Christian Church Center offers an annual bilingual concert for families and youth.

- Pueblo conducts salsa dancing classes that include all ages and welcome families.

- Some Mesa County schools implement the Side Step program, which provides students with disabilities with a peer mentor to develop long-term relationships and encourage inclusion within schools.

- Built by a Boy Scout Troop, the Koshare Indian Museum in the Arkansas Valley provides historic and cultural education, character and leadership training, opportunities to travel outside the community, and college scholarships to youth. (See www.kosharehistory.org.)

- Steamboat Springs developed an after-school community garden program for youth with disabilities because so many after-school programs would not accommodate them.

- Del Alma (Durango Education Alliance for Multicultural Achievement) is a culturally responsive after-school program meeting the needs and interests of multicultural youth, particularly those of Latino and American Indian backgrounds, in La Plata County. (See www.delalma.net.)

- Wheels for Eagle is a nonprofit organization that provides other nonprofits with transportation services to help youth access their programs. (See www.wheelsforeagle.org.)

- Eagle County's New America School is a charter school that was developed to meet the needs of the Latino youth in their community who are dropping out of school at astronomic and underpublicized rates. (See www.newamericaschool.org/eagle/index.asp.)

During one community conversation, a very well-intentioned woman shared her frustration with her unsuccessful efforts to recruit Latino mentors. A candid discussion arose between this woman, who had an immense amount of guilt for not being able to pair her Latino mentees with mentors of similar ethnic background, and two Latinos in the group. They shared that while having mentors of the same ethnic background may be ideal, it is the connection with a caring adult that is most important. They also shared that conducting outreach with the Latino community to recruit mentors will require adapting her current strategies to make personal efforts to connect on their "turf." This story exemplifies how powerful and productive creating a safe space and allowing time to discuss cultural questions and assumptions are to creating the cultural responsive environments that support all youth and families.

While there are many strong examples of culturally responsive practices that promote positive youth development,

there still is more work to do. A number of community conversation participants shared their concerns of public schools placing too much emphasis on testing. Communities across Colorado expressed the need for more alternative and charter schools to prevent students from dropping out because the test-prep curriculum does not work for their learning styles and interests. To be responsive, communities can support these students earlier and provide a diverse array of learning opportunities and supports through a variety of styles and media. As one youth and family advocate in Colorado Springs commented,

"I'm hearing that we are waiting until they get into trouble. Why wait? Any services for the 'not yet into trouble?'"

Poudre School District is developing a system to create an individual support plan, a Response to Intervention for every student. (See www.pbis.org/rti/default.aspx.) Poudre School District's program is still in its planning stages, but the goal of the program is to provide necessary, proactive instructional support for each student. Response to Intervention builds upon positive behavior support by using similar techniques to identify instructional support and intervention in addition to behavioral support and intervention.

Similarly, Pueblo School District 60 implements a truancy program, Project Respect, which identifies and develops support systems for all students to stay engaged in school. (See http://www.cobar.org/index.cfm/ID/2660/subID/9039/DPWKC/Appendix-C:-Pueblo-%E2%80%93-Project-Respect/.) Community advocates work with students and their families to provide social-emotional education and support to facilitate a positive connection to the school.

Fifty-one percent of direct service providers and 36 percent of resource providers reported they require staff to participate in cultural competence trainings most of the time. Thirty-seven percent of resource providers and 31 percent of service providers reported they have the "difficult conversations" about what perspective/group is missing from the organization or decision-making table most of the time. Forty-six percent of direct service providers and 41 percent of resource providers reported they work to develop solutions to address identified barriers to inclusivity and diverse representation most of the time. Thirty-five percent of survey participants have a strategic plan to recruit and retain diverse staff from within their communities. Thirty-four percent of survey participants reported they have the "difficult conversations" that acknowledge the differences within the group most of the time.

Many community conversation participants reported that traditional public schooling is not working for many of Colorado's youth. Communities are concerned that the district's dropout rate reporting system hides the severity of this crisis. In addition, communities across Colorado expressed that this issue has the greatest impact on Latino students. They reported that

Similar to schools, many other youth development opportunities fail to integrate youth with disabilities. Few representatives of this community attended the community conversations, perhaps because positive youth development may be viewed as a limited option for youth with disabilities because of their physical or emotional challenges. Colorado's positive youth

Colorado's positive youth development efforts can be more intentional about including and accommodating all youth, including gay, lesbian, bisexual, transgender and questioning youth; youth with disabilities, and youth from military families.

Latinos often are not given the same encouragement or resources once they are in high school, because teachers and administrators often assume that they will drop out and won't make it to college. Many of these students do not have an advocate, or even a guide, because their family members are not familiar with the U.S. education system. Or they may have had a negative experience in U.S. schools themselves. Due to lack of resources, schools and communities often lack providers who speak Spanish or any of the other hundreds of languages that families who recently immigrated speak across Colorado. Many youth and parents want programs that provide family members who have less formal education with guidance on how to support their children in staying in school.

Similarly, youth with disabilities often are pushed out of schools because many teachers and administrators lack the resources, time and expertise to implement what the Individuals with Disabilities Education Act mandates: a free and appropriate public education in the least restrictive environment. Health care and intervention services can be difficult to obtain, particularly outside urban areas. Likewise, families often have to fight for their children's rights to receive an appropriate education. And, if they do not have the knowledge or skills to advocate, their children often go without the proper educational supports.

development efforts can be more intentional about including and accommodating youth with disabilities.

Similarly, few representatives from families in the military were present. This growing community is reaching out through a program called Operation: Military Kids. During Aurora's community conversation, this program's youth program specialist shared the military's role in educating the community about the impact of deployment on military families. She urged community conversation participants to be responsive and proactive in engaging and supporting these youth and families.

Finally, family culture has changed dramatically over the past century since the "high school movement." This term is used in educational history literature to describe the era from 1910 to 1940 during which secondary schools sprouted up across the United States. This movement led to the growth of the women's labor force from 1930 to 1950 in the United States. Knowledge and skills women gained in high school helped them attain better jobs outside the home.[32] Therefore, no longer do most children come home to a parent whose job is to maintain the home and children. Parents and communities need safe and enriching places for their children to go until parents can come home from work to care for them. Our communities and school systems could benefit from adjusting and responding to this dramatic cultural shift.

PRINCIPLE #4:
CULTURAL RESPONSIVENESS

Latent racism, segregation and bigotry are experiences common to youth across Colorado that severely impact their health, well-being and the community in general.[33] Many youth from various backgrounds are up front in naming these issues and eager to discuss and address them. Many communities are looking for ways to increase people's knowledge and awareness of the various cultures and backgrounds in their community to eradicate fear and ignorance. A few communities even shared that they have been applying for grants to fund community conversations about race and ethnicity because they are ready to improve cultural responsiveness in their areas. Many adult and youth participants expressed a strong desire for more culturally diverse community celebrations that educate and honor what makes each of us different. Generally speaking, they want more opportunities for groups to connect around culture and learn from one another.

Positive youth development trainings for law enforcement also are highly desired because of the "racial profiling" that many youth of color across the state reportedly experience. Of the more than 350 community conversation participants, only one school resource officer attended, which indicates relationships and collaborations with law enforcement could be strengthened.

Based on feedback received through the community conversations, awareness, support and inclusion of gay, lesbian, bisexual, transgender and questioning youth also are lacking across the state, particularly in more rural and socially conservative areas. The few support groups or clubs for these youth are completely student-driven. Most areas in Colorado struggle with providing evidence-based, comprehensive sexual health education, or even tolerance and peace-building programs that include information about sexual orientation.

One resource for evidence-based teen sexual health programs can be found at http://www.thenationalcampaign.org/resources/pdf/pubs/WhatWorks09.pdf.

Communities across Colorado struggle with accessing no-cost or low-cost behavioral health services prior to a youth becoming a threat to himself/herself or others. Providers and families expressed frustration with the referral system's complexity and constant changes. Communities are frustrated with the funding requirements for behavioral health service grants. Even if their numbers are proportionately high, they often do not receive state or federal funds to provide local services due to a small population. Smaller communities report extreme frustration with not being able to obtain these resources to provide culturally responsive services to their community, such as mental health counseling in Spanish for monolingual Spanish speakers. As a result, youth often must seek services outside their geographic and cultural communities. This frequently disrupts the continuity in their lives, increasing the difficulty of their transition back to their communities. Additionally, communities expressed a need for the juvenile justice system to include more behavioral health services in its diversion programs so those services may be accessed at this point of intervention as opposed to waiting until youth are incarcerated. Moreover, communities want training on identifying and intervening with suicidal youth. To address this issue, some community conversation participants expressed the desire to expand the number of school-based health centers across Colorado, as well as expand their array and intensity of services.

For more information about school-based health centers in Colorado, visit www.casbhc.org.

RECOMMENDATIONS FOR HOW TO PROMOTE CULTURAL RESPONSIVENESS WITHIN A POSITIVE YOUTH DEVELOPMENT FRAMEWORK

YOUTH-SERVING PROFESSIONALS CAN:

- Create opportunities for building diverse cultural relationships. Foster open and reflective cultural conversations as a group to learn about each individual, as well as how to improve individual, organizational and community cultural responsiveness. No one can be an expert on all cultures and experiences, but each of us can be competent in our skills to ask respectful questions with the intention of supporting youth and their families.

- Create meaningful opportunities and spaces for diverse youth and families to contribute as equal partners in decision-making processes in organizations and the community. Start out by going to where they are – on their "turf," then, find a way to develop a mutually beneficial relationship that values and supports their contributions.

- Intentionally engage youth with diverse backgrounds, such as youth with varying developmental disabilities, youth in military families; and gay, lesbian, bisexual, or transgender youth in positive youth development efforts. Use recruiting strategies that ensure diverse representation.

- Recognize and respond to the fact that most families do not include an adult whose sole responsibility is to care for the children. For example, since many families see schools as their community's "hub," schools could expand the traditional school day and/or year by partnering with community organizations which could provide before-and after-school programming on their campuses. This time could allow for opportunities such as physical and arts education that are increasingly being cut during the regular school day. A dedicated staff person could be assigned to develop and coordinate partnerships with the community to offer a diverse menu of opportunities that are connected to and enhance the school day curriculum.

- Support and guide families, especially those who are new to the education system in the United States or have had their own negative experience, in supporting their children's schooling.

- Use evidence-based programming (best and promising practices) that demonstrates the promotion of inclusivity and equity or uses innovative strategies accompanied with a solid evaluation to demonstrate success.

- Increase cultural awareness and sensitivity through trainings and learning circles.

- Provide culturally appropriate mental and behavioral health services that are affordable and accessible for all youth.

POLICY AND DECISION MAKERS CAN:

- Participate in cultural responsiveness trainings and learning circles so that one may identify opportunities where policies and practices can be improved.

- Develop policies and practices that require youth-serving professionals to create opportunities for building diverse cultural relationships and connections, such as learning circles and inclusivity trainings.

- Develop policies and practices that support youth-serving professionals to intentionally engage youth with diverse backgrounds, such as youth with varying developmental disabilities; youth in military families; and gay, lesbian, bisexual, or transgender youth in positive youth development efforts.

- Develop policies and practices that support youth-serving professionals in promoting culturally responsive practices.

PUBLIC AND PRIVATE FUNDERS CAN:

- Fund grantees to provide programmatic and/or community-wide cultural events, trainings and conversations to address cultural responsiveness, including racism and other forms of oppression.

- Provide financial support for the delivery of culturally appropriate mental and behavioral health services for all youth.

POSITIVE YOUTH DEVELOPMENT PRINCIPLE #5: INCLUSIVE OF ALL YOUTH

Positive youth development focuses on broad-based prevention strategies that serve all youth, rather than interventions that target only youth who have been labeled "at-risk."[34] All youth deserve the support and opportunities that will help them reach their full potential. This means that strategies and services may need to be adapted to be developmentally appropriate or to include intervention services for youth who have developmental challenges or are already exhibiting risky or negative behaviors. This does not mean that every program is going to reach every young person, but when the community maps out what it is offering and which groups of youth each program or organization is reaching, every young person should have a place. If there are gaps or specific groups of youth that are not being reached by the opportunities that are meant to reach them, recalibrating the programming and/or outreach for the program likely should occur. (See the Youth Engagement and Youth-Adult Partnerships subsections to review how to connect community opportunities with youth interests.) The Colorado Prevention Leadership Council (www.colorado.gov/plc) has adapted a framework for communities to begin this mapping process. (See http://coloradoyouthdevelopment.ning.com/forum/topics/a-framework-to-map-out-and.) This framework is adapted from the Forum for Youth Investment's Ready By 21 initiative, which offers a variety of resources for positive youth development systems-level change. (See www.forumfyi.org/readyby21.)

Below are a few community examples of positive youth development strategies that can be offered for all youth, rather than targeting only youth who have been labeled "at risk."

- Families appreciate and research supports[35] that programs and events that offer healthy food not only to meet individual preferences, but to model to the whole community an imperative shift. This is a transition to more healthy habits as opposed to just targeting obesity prevention programs to youth who are at risk for being overweight or already have a chronic disease.

- Mesa County schools started implementing suicide prevention education programs to all youth at an early age, as most teen suicides occur, or are attempted, during middle school. Since 2006, the schools have not seen one teen die from suicide. (See www.suicidepreventionfoundation.org/safetalk.html.)

- The Pueblo City-County Health Department creates a Teen Maze annually to simulate scenarios and situations for teens to navigate in order to increase their awareness and personal reflection on some of the realities of risky and negative behavior choices. (See www.youtube.com/watch?v=67KZOstCh3w.)

- Greeley Central High School started a "freshman program" where each entering freshman is offered free tutoring at the school and is paired with an adult and peer mentor to cultivate community and peer support in his or her transition. (See www.greeleyschools.org.)

Significant differences exist in the variety of opportunities that poorer, rural communities are able to offer as compared to urban, and more affluent rural communities. These include some of the opportunities that many might take for granted, such as recreation centers, community basketball courts, parks, Boys & Girls Clubs and teen centers. However, across Colorado, communities are in dire need of safe, free places for young people to hang out after school in the evenings and on the weekends. Youth and youth advocates expressed the desire for places for youth to dance, and play video games such as Wii and Guitar Hero, as well as other games. As one youth-serving professional from Eagle County summarized from her close relationships with the youth she works with, "[They] explicitly tell me that they had sex, and consequently got pregnant, because they were bored. The same goes for drugs and alcohol."

According to the community conversations, youth and families perceive that opportunities for youth and young adults decrease as they increase in age. Part of this perception may be due to the fact that outreach and marketing to older youth and young adults is more complex than for young children. Many youth-serving professionals admittedly have not mastered this critical components of how to attract these youth to their programs. Youth across the state shared this sentiment from a young woman from La Plata County: "Youth have to find [the opportunities]; [they] don't find you."

The fact that youth have to possess the internal motivation to seek out opportunities limits the segment of the youth population that is targeted by the majority of the community's opportunities. As one youth in Pueblo expressed, "Everyone and anyone can join these [leadership and community engagement opportunities], but really it is only certain students that take part."

and families if properly promoted. Other forms of outreach should be used, specifically targeting the many youth and families who do not have regular access or comfort with web-based resources. Pueblo's Accolades Magazine and Aurora's Leisure Magazine are some of the local publications that are entirely or partially dedicated to providing community opportunities for youth and are distributed in accessible

"Youth have to find [the opportunities]; [they] don't find you."
~ Young Person from La Plata County

Ineffective social marketing and outreach can contribute to many young people who might participate missing out on positive youth development opportunities. It takes little effort to reach youth who possess the internal motivation to be involved, innate interests and talents, or strong family advocates who are connected and informed about what is happening in the community. Youth who have exhibited risky or negative behaviors receive targeted outreach based on the factors that have labeled them "at risk." Youth in between these two ends of the spectrum are those who need specialized, targeted outreach because they often are being left out.[36]

COMMUNICATION AND MARKETING

One avenue for outreach that all communities reported needing is a youth-friendly website that acts as a clearinghouse for all of the community's opportunities and services for youth, in addition to evidence-based information that addresses youth concerns and questions. A few communities offer this type of website, though typically they are attached to more comprehensive community websites, such as www.yampavalley.info and www.springsgov.com. Mesa County used to have a community calendar that was very effective in coordinating and reaching out to the community, but it was not sustained after the host organization dissolved. A youth-friendly website with community opportunities, services and information is highly desired by most and would be very useful and effective in reaching many youth

locations within the community. (See www.accoladesonline.com and www.auroragov.org/AuroraGov/Departments/LibraryRecreationandCulturalServices/RecreationServices/LeisureBrochure/index.htm.)

ACCESSIBILITY

Another significant barrier to being able to include all youth is inadequate access to services and transportation. Youth and families reported needing financial assistance to participate in services and activities. They appreciate free, low-cost and sliding scale fees for after-school and summer programs. These activities should also be accessible to youth with disabilities, youth who are homeless or abused and to those who need substance abuse treatment, vocational rehabilitation or transitional services.

Forty-two percent of direct service providers and 33 percent of resource providers reported that they assist youth with transportation to meetings and events most of the time.

Every community expressed that transportation was an insurmountable barrier to reaching all youth. This barrier is magnified in more rural communities. One specific program, Wheels for Eagle, is a non-profit organization that provides other non-profits with transportation services for their youth to be able to access and attend their programs. In addition, youth

with disabilities are often without access to qualified health-care and services in their local communities. Eagle County's SMART Foundation aims to ensure that the proper expertise is accessible to children who have autism and their families. (See http://thesmartfoundation.org.)

"If it's not happening at the school, then it's not happening."

~ Community Member from the San Luis Valley

DIMINISHING RESOURCES FOR PROGRAMS THAT INCLUDE ALL YOUTH

Finally, with school budgets being significantly reduced, op-portunities for non-academic activities, such as art, theater and music, are being eliminated or reduced across the state. This holds true for school-based after-school programs as well. For many segments of the youth population, namely those in rural and poor communities, these school-based programs often are the only accessible options. "If it's not happening at the school, then it's not happening," shared a community member in the San Luis Valley.

RECOMMENDATIONS TO ADDRESS ALL YOUTH, NOT JUST THOSE LIVING IN AT-RISK ENVIRONMENTS

YOUTH-SERVING PROFESSIONALS CAN:

- Intentionally engage youth with diverse backgrounds, such as youth with disabilities, youth from a variety of living situations (e.g., military, foster care); and gay, lesbian, bisexual, or transgender youth in positive youth development efforts.

- Provide a diverse array of school and after-school programming to effectively reach out and engage all youth in their learning, development and enrichment.

- Provide accessible mental and behavioral health services for youth who are disenfranchised due to geographical, financial, insurance or other constraints, such as the stigma of a behavioral health diagnosis.

- Develop partnerships with state and local transportation providers to address the lack of transportation that disenfranchises youth across the state from engaging in positive, community opportunities.

- Refrain from labeling youth as "at-risk." Instead, provide population-based, primary prevention programs that incorporate positive youth development principles.

POLICY AND DECISION MAKERS CAN:

- Develop policies and practices that require youth-serving professionals to have knowledge of and ongoing training on strategies that address all youth and young adults.

- Develop policies, and possibly tax incentives, to entice businesses to support and offer communitywide and affordable youth and family events and programs.

- Refrain from labeling youth as "at-risk." Instead develop policies and practices that support population-based and primary prevention strategies that incorporate positive youth development principles.

- Develop mental and behavioral health services to youth who are disenfranchised due to geographical, financial, insurance or constraints, such as the stigma of a behavioral health diagnosis.

- Develop partnerships with state and local transportation providers to address the lack of transportation that disenfranchises youth across the state from engaging in positive, community opportunities.

PUBLIC AND PRIVATE FUNDERS CAN:

- Refrain from labeling youth as "at-risk." Instead, provide financial support for population-based and primary prevention programs that incorporate positive youth development principles.

- Support local, affordable and accessible behavioral health prevention and intervention services for all youth (e.g. universal screenings).

- Provide funding for training and technical assistance for youth-serving professionals to have knowledge and ongoing training on strategies that address all youth and young adults.

POSITIVE YOUTH DEVELOPMENT PRINCIPLE #6: COLLABORATION

The African proverb, "It takes a village to raise a child," was one of the most common references throughout the conversations. This "village" is what positive youth development aims to create for each child. The "village" is not limited to providers or schools or churches or families or the private sector. Collaborations are happening across the state as individuals, organizations and policy makers realize they alone cannot save any one child and support him or her in achieving his or her fullest potential. As important, particularly in these economic times, are collaborations that oftentimes can be cost-effective when they use and enhance existing resources as opposed to creating new ones.

Successful positive youth development requires a network of support. First, youth master plans emanate out of municipal government to engage the whole city or county in creating a plan that supports youth and families. Second, communitywide coordination aims to increase communication, collaboration, strategic planning, outreach, resource sharing and procurement among youth-serving professionals. Finally, four sectors are critical to effective collaborations for positive youth development. They warrant special attention: parents and families, schools, higher education institutions, and businesses and funding institutions.

YOUTH MASTER PLANS

La Plata County and the cities of Denver and Sheridan are three communities that are actively working on developing youth master plans. As described by the National League of Cities' Institute for Youth, Education and Families (www.nlc.org/iyef/youthdevelopment/ymp/index.aspx), youth master planning is a process in which city [or county] leaders bring together various constituencies – including young people, the school district, parents, businesses, and others – to engage in a process of gathering and using information to establish a set of priorities for the community at large. Based on those priorities, specific action steps are established to improve the lives of children, young people, and families in that community.

La Plata County has recently completed its Child, Youth & Family Master Plan (www.childrenyouthandfamily.org) and is working on the plan's implementation with authentic communitywide youth-adult partnerships so that all children, youth and families in La Plata County thrive. The county's key principle through its planning process was "inclusivity," and it therefore engaged youth, parents, government, tribes, civic entities, schools, and community and faith-based organizations. According to participants from La Plata County, the result of this inclusivity is that their community "speaks the language of positive youth development."

With more than 100 stakeholders, Denver engaged in the National League of Cities's Disconnected Youth Technical Assistance grant, and the city is working with the school district on a shared business plan. Denver is beginning its youth master plan visioning and strategic planning process to coordinate services and supports.

Additionally, one of the Colorado Youth Development Team members[37] recently began working with Sheridan in facilitating communitywide discussions to begin developing a youth master plan.

COMMUNITYWIDE COORDINATION

Coordination is key to aligning programs, services, supports and opportunities to be sure that all children are supported throughout their lives. Successful communitywide coordination includes enhancing referral systems through networking and relationship-building; mapping out services, initiatives and opportunities to ensure all youth are being engaged; creating community calendars and outreach efforts so opportunities and events do not conflict and compete with one another; sharing resources, best practices and success stories; and fostering collaborations to obtain larger grants and funding opportunities. Though not easy to achieve, most communities want and need this comprehensive level of coordination for cost-effectiveness and greater program impact.

The most comprehensive example of this kind of coordinated collaboration among youth-serving professionals in Colorado is the Healthier Communities Coalition of Larimer County. (See www.healthylarimer.org.) Caring & Sharing meetings in Ft. Collins and Shared Alliance for Youth meetings in Loveland present regular opportunities for professionals to network, discuss emerging issues and proactively collaborate and strategize to address youth and family needs and interests. One

impressive outcome that this coalition has achieved is the Children and Youth Snapshot that provides county statistics on various indicators of well-being. In addition, the coalition also coordinated and led the communitywide effort to assess and address the existence of safe transportation for children and youth in Ft. Collins.

The Eagle River Youth Coalition is another meaningful collaboration of youth-serving professionals that aims to influence policy and community decisions that affect youth and foster a sense of connectedness among providers. (See www.eagleyouth.org.) Again, the ability to network with other youth-serving professionals in the same community was seen as a worthwhile and appreciated opportunity.

Many other collaborations and coalitions exist across the state as well, including Pueblo Alliance for Healthy Teens, Colorado Springs' Safe and Drug Free Schools committees, Weld County United Way's coalition work, LiveWell Colorado Communities, Rio Grande Coalition Partners, and a variety of coalitions through the Colorado Prevention Partners. These coalitions coordinate

and align efforts to support youth and families often around a specific topic, such as healthy lifestyles or school safety, for example. In spite of all the coalitions that exist, every community expressed the dire need for increased coordination, resource sharing and communication between schools, programs in the public health, education, juvenile justice, mental health and behavioral health systems; law enforcement and the community's various coalitions. This is exemplified by the wide range of websites collected through the online survey. Of 106 websites reported by organizations and programs as where they post their resources for youth, approximately 90 percent were unique sites. Some sites are for their city or geographic area, while others are for their specific cultural community, and still others are for a specific prevention service.

Some communities have few coordination efforts taking place. One youth-serving professional in La Junta proclaimed, "We need to start thinking of ourselves as The Arkansas Valley because we have everything we need. We just need to develop a way to work together to collaborate, decrease duplication and utilize each of our communities' strengths."

WE COLLABORATE WITH:

Legend:
- ■ % of Resource Providers
- ■ % of Direct Service Providers

Category	% of Resource Providers	% of Direct Service Providers
Foundations	65.10	46.90
Faith-based organizations	57.55	58.16
Family memebers	63.20	80.30
Nonprofits	84.00	84.50
Business	65.60	64.90
Local agencies	89.60	81.60
State agencies	84.00	73.60
Work force organizations	44.34	57.32
Recreational organizations	62.30	73.60
Human services organizations	77.40	79.90
Behavioral health organizations	74.50	67.40
Health organizations	83.00	78.70
Educational organizations	85.80	92.90
Policy legislative groups	62.30	57.30

Percent of respondents

Based on the survey responses, Colorado's positive youth development efforts may want to focus more energy on collaborating with relatively underrepresented groups, such as work force organizations, faith-based organizations, foundations, policy/legislative groups and businesses.

In addition, for coordination of resources to be successful in reaching more youth, a reliable transportation system must exist so schools and organizations 5-20 miles away from each other can offer opportunities to the larger community's youth.

More broadly, communities want to be able to communicate and learn from other communities. In addition to local coordination and collaboration, communities want a system to share resources, training and success stories across the state. Youth also want this level of collaboration and communication for their leadership and community change efforts.

ENGAGING PARENTS AND FAMILIES IN THE COLLABORATIONS

Parents and families are integral to positive youth development. Unfortunately, as children get older, the opportunities for parent and family engagement in the child's life become less systematic and less obvious. As one participant commented, "Head Start does a good job [engaging] with parents, but then what?"

Developmentally, adolescents begin to individuate from their parents and identify more with their peers. However, the familial relationships are just as critical to the youth's development as they were when their children were young. Surveys show that youth want and expect their parents to play a key role in their lives. Youth listen to their parents and remember the advice, even if it seems they are not paying attention.[38] Therefore, schools and organizations must foster relationships with families that support them in being nurturing parents as their child's environment and development broadens. Additionally, engaging families with the same information and skills that their children are receiving will increase the impact of the program with consistency across the two environments. Finally, families often know their children best and have great influence over their children's access to and interest in participation and connection. Therefore, it would be in the best interest of schools and organizations to engage parents in the decision-making

processes that affect families and their children. The Youth-Adult Partnership section depicts the way this can be done – namely, creating inviting and empowering opportunities for authentic contribution that is acted upon.

Thirty-nine percent of direct service providers and 48 percent of resource providers reported that they systematically get input from the community (including parents) when defining their organizational goals most of the time.

Across the state, communities have been discouraged by the lack of parental involvement in their schools and community-based organizations. Although they have been frustrated, they recognize the stressors that many parents face such as working multiple jobs, being a single parent, having multiple children, etc. However, this compassion for the challenges that families face has not yet catalyzed a shift in the way professionals conceptualize parent involvement. Historically, parental involvement has been limited to moms volunteering in the school attendance office and/or lunchroom, fundraising and participating in Parent Teacher Associations. Across the state, youth-serving professionals have pleaded for trainings on fresh parent engagement strategies.

Some strategies for new ways to engage families in better supporting their children emerged through the conversations:

- **Being intentionally inclusive in our conceptualization of "parent".** We need to welcome extended family members, legal guardians, foster and adoptive parents, and other committed caregivers into the category of "parent."

- **Recognizing that the school day and immediate after-school hours are when most adult family members are working and often cannot take off work.** Even with the state legislature passing the Parental Involvement in K-12 Education Act, schools and organizations must realize that the unpaid leave requirement does not apply to all employees in all sectors. The activities permissible to exercise this new right are limited to the meetings that are specific to their child's education, such as parent-teacher conferences and support service program planning meetings.

Additionally, for many families, unpaid leave is not a viable option for them financially.

- **Offering communication skill-building opportunities for youth and their families.** These foster healthy and supportive relationships, similar to youth-adult partnership trainings. Youth appreciate when their parents/caregivers "listen to their suggestions and ask their youth for their advice or input," or even just ask about their day and actively listen for five minutes.

- **Encouraging families to get involved in their youth's interests without taking over.** One way would be to assign projects or assignments that require some level of family interaction and support, but ultimately are youth-directed.

- **Offering more family activities, celebrations and "family fun centers that do not have a bar."** Youth from the Denver metro area note that these provide healthy options for fun and meeting other families.

- **Inviting parents/caregivers, especially those who are learning English, to attend classes and activities to learn with their children.**

- **Offering parents/caregivers affordable parenting classes.** These include *Love & Logic*, *Parents As Teachers* and the *Nurturing Parents Program*, as well as pre-parent trainings and advocacy trainings.

- **Offering family mentorship programs.** These enable families to mentor other families and support them through guidance, skill-building, modeling and being their "cultural broker" at school and community events and meetings.

- **Coordinating more "families helping families" networks.** These might include a carpooling sign-up board. One father from Aurora who speaks predominantly Spanish suggested that more schools and organizations could help facilitate carpooling and transportation support for one another.

- **Creating more welcoming environments for families in schools and agencies.** This means developing relationships that are "people-based and less intimidating."

- **Hiring and training parent liaisons that are outside the school system and from the school's neighborhood community.**

- **Hosting more community meetings.** In these, everyone is brought to the table to give input and engage in the decision-making and action processes. During our conversation in Colorado Springs, one caregiver was delighted to note, "This is the first time that I have been in this situation where we are all at the table."

Through the community conversation evaluations, parents and caregivers shared that their participation in the meeting increased their commitment to listen more to their children and to seek ways to become more involved in community initiatives to support youth development, particularly by seeking volunteer opportunities.

The chart below indicates how often meetings such as this would be welcomed by community conversation participants.

COMMUNITY CONVERSATION PARTICIPANTS' PREFERRED FREQUENCY OF MEETINGS
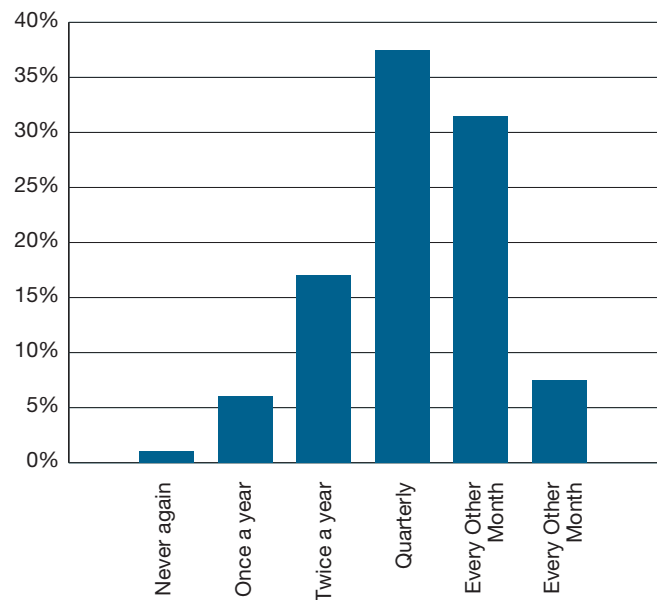
FOSTERING COLLABORATIONS WITH SCHOOLS

At least one local school representative participated in each of the community conversations. These included teachers, counselors, nurses, principals, school board members and superintendents. Research demonstrates that schools are integral in fostering a sense of belonging and connectedness among youth and adults.[39]

As critical stakeholders for promoting positive youth development, schools are the places that most youth spend the majority of their time for about 12 of their most formative years. Thus, schools can be seen as integral to children's development as are their families. However, as school representatives shared, they are over-burdened with multiple demands, including CSAP scores, over-crowded classrooms and limited staff and resources, which limit their time to spend engaging with the community. Many of the participants representing schools in the community conversations identified these challenges as a barrier to partnering with schools to promote positive youth development. Conversely, some Colorado schools have made great strides in addressing aspects of positive youth development. Two-thirds of Colorado schools have implemented a Positive Behavior Support program, which sets up positive expectations for both students and staff and encourages demonstration and maintenance of these expectations. Colorado is nationally recognized for its Positive Behavior Support model. Visit www.cde.state.co.us/pbs to learn more.

Some community organizations and agencies have been able to establish good connections with schools. Teachers are part of this increased connection in their willingness to lead after-school activities. Another great connector within the schools are school-based health centers, which provide comprehensive services that complement health and behavioral health services provided by school nurses and school counselors. These centers are unique in that they provide integrated health care, including some mental, behavioral and oral health services, where most kids are – in school.

Other examples of positive youth development collaborations with schools include:

- La Plata County's coordinated effort with its three school districts to standardize their tobacco prevention curriculum, cessation programs and policies that use positive youth development strategies and build upon strengths in youth, in addition to decreasing and deterring drug use.

- Yuma and Washington County's resource centers work with the schools in their areas to offer science-based programming. This is a positive youth development strategy in that it offers youth accurate information and builds skills that can support their healthy development.

As reported by community conversation participants, many families, particularly those who are low income or living in poverty, see schools as the hub of everything for their children. Schools are where parents seek information for their children and stay connected to community opportunities. As one young man shared, "Steamboat schools do a good job of connecting youth to opportunities. But during the summer, it is very hard to stay connected." The fact that many families look to schools to keep them informed and connected creates the imperative for community organizations to develop mutually beneficial relationships with school personnel. Fulfilling this perception that schools are the center for all children, youth and family resources is an ongoing challenge. However, the results of this level of collaboration can be worth the investment.[40, 41]

FOSTERING COLLABORATIONS WITH HIGHER EDUCATION INSTITUTIONS

Higher education institutions are scattered throughout Colorado. Many have developed relationships with schools and community organizations to obtain service-learning opportunities for their students, as well as to support and develop their own pipeline of future students. Higher education institutions (Colorado State University–Pueblo and the university's Cooperative Extension, University of Denver, Ft. Lewis College, Adams State College, University of Northern Colorado and University of Colorado at Denver) were represented at five community conversations. These were in Larimer/Weld, Pueblo, La Plata, Aurora and San Luis Valley. Many community colleges are working with local high schools to offer dual credit with scholarships for maintaining high grade point averages. In addition, many offer programs, such as Upward Bound, that aim to support first generation college students in getting into college and graduating.

Higher education institutions have even more potential for supporting their communities as was pointed out by many young adult participants in the community conversations. Service-learning opportunities within school and after-school programs often are employed without connecting to a local institution of higher education. Increasing the frequency and quality of service-learning opportunities could help meet the needs of community organizations, such as curriculum development, evaluation, research, grant writing and staffing curricula-relevant activities.

FOSTERING COLLABORATIONS WITH BUSINESSES

According to feedback obtained through the community conversations, one sector that has been difficult for youth advocates to reach out to is the business community. Often, the only connection either partner sees is monetary or in-kind donations. Increasingly, community organizations and schools are partnering with businesses to provide mentoring for students. However, this powerful sector is largely untapped because marketing skills often are not youth-serving professionals' strengths.

Youth-serving professionals in Steamboat Springs shared their "slow but steady" progress in outreaching to businesses within their community. Recently, youth were put on the city's agenda for quality-of-life standards. One advocate's advice is, "You have to know your audience. It's just like selling any other product or issue." Youth-serving professionals must help businesses see what they have to offer besides money, such as offering youth-friendly and family-friendly events.

In Pueblo County, the mayor from Boone and his wife run a credit union and have been looking for a way to reach young people with a financial literacy program. It was only through Accolades, a local magazine that celebrates and informs youth and families, that the mayor began making inroads into community organizations and schools. This demonstrates the vast room for growth in connecting youth and families with the business sector.

FOSTERING COLLABORATION WITH FUNDING INSTITUTIONS

Funding institutions are an integral partner in promoting positive youth development. Many public and private entities across Colorado fund programs that integrate positive youth development strategies into their work. Youth-serving professionals appreciate this across the state. In addition, these professionals expressed frustration with some of the processes that funding institutions employ. This includes the lack of a coordinated system for the announcement of funding opportunities, inflexible and numerous reporting systems, requirements and deadlines. These challenges often affect the capacity (time and staff resources) of programs to apply for and receive funding. Positive youth development strategies can be incorporated into any funding opportunity that aims to improve the lives of young people. Even if the funding is targeted specifically for the prevention of substance abuse among "at-risk" youth, the program can choose to incorporate a strengths-based approach and engage the target population in developing and implementing the program.

The chart below demonstrates how resource and direct service providers reported their funding supports for three categories: targeting "at risk" youth; prevention, intervention and treatment services; and evidence-based best practice programs/strategies.

FUNDING ONLY SUPPORTS:

■ % of Resource Providers
■ % of Direct Service Providers

Targeting "at-risk" youth 24.50 / 45.20

Prevention, intervention, and treatment 35.80 / 42.70

Evidence-based best practice programs/strategies 44.34 / 44.77

RECOMMENDATIONS TO IMPROVE COORDINATION AND COLLABORATION EFFORTS TO MAXIMIZE POSITIVE YOUTH DEVELOPMENT RESOURCES AND IMPACT

YOUTH-SERVING PROFESSIONALS CAN:

- Collaborate with parents and families in the development and implementation of programs through focus groups and as consultants throughout the process of program assessment, planning, implementation and evaluation. Support this principle and practice with the necessary financial and logistical resources, such as a budget for parent and family participation (e.g., stipends or hourly fees for family consultation; transportation reimbursement; food expenses; staff time for outreach, coordination, communication and training development).

- Assure successful parent and family engagement, partnership and collaboration by

  » training parents and families on the skills and background knowledge necessary to participate in a meaningful way;

  » training decision-makers and power-holders on how to engage parents and families in providing input and how to effectively partner with them;

  » providing communication training for parents, families and youth-serving professionals;

  » creating the space and time for building diverse cultural relationships and having open and reflective cultural conversations as a group to learn about each individual, as well as how to improve individual, organizational and community cultural responsiveness; and

  » creating line items in organization, agency and program budgets that support diverse parent and family engagement in decision making. (See Appendix G: Example Positive Youth Development Line Items.)

- Include kinship, foster and adoptive caregivers when defining "parent."

- Redefine the concept of "parent involvement." Many parents and/or caregivers cannot volunteer in the classroom or attend an event after school in the middle of the afternoon. Make "parent involvement" more inclusive and supportive of working parents by fostering strong and positive connections between the home and school environments. For example, host family celebrations to start off the new school year or a community program, or assign flexible homework activities that engage the whole family.

- Coordinate programs and services to make resources more accessible to youth and families. An example of this type of community coordination is school-based health centers. These centers rely on community coordination and collaboration to increase access to primary and behavioral health care for youth in their schools.

- Develop policies, and possibly tax incentives, to entice businesses to support and offer communitywide and affordable youth and family events and programs.

- Develop a coordination system for local and state positive youth development advocates of all fields and levels of professionalism to share, discuss and leverage resources, including funding opportunities.

- Create a youth-friendly website for outreach and collaboration across communities using social networks as positive forums for youth to connect with one another as well as with adults and community efforts. For example, anyone can connect with local positive youth development champions in their area via the social networking tool, the Colorado Youth Development "ning" at http://coloradoyouthdevelopment.ning.com.

- Encourage schools to expand the traditional school day and/or year by partnering with community organizations, which could provide before and after school programming on their campuses. This time could allow for opportunities, such as physical and arts education that are increasingly being cut during the regular school day. A dedicated staff person could be assigned to develop and coordinate partnerships with the community to offer a diverse menu of opportunities.

- Develop partnerships with state and local transportation providers to address the lack of transportation that disenfranchises youth across the state from engaging in positive, community opportunities.

POLICY AND DECISION MAKERS CAN:

- Support policies and practices that require youth-serving professionals to coordinate and collaborate with other youth programs to increase efficiency and produce better outcomes for youth, their families and communities.

- Develop policies and practices that support schools in expanding the traditional school day and/or year by partnering

RECOMMENDATIONS TO IMPROVE COORDINATION AND COLLABORATION EFFORTS TO MAXIMIZE POSITIVE YOUTH DEVELOPMENT RESOURCES AND IMPACT

with community organizations, which could provide before and after school programming on their campuses.

- Develop policies and practices that support youth-serving professionals to be trained on effective parent, family and community engagement strategies.

- Develop community partnerships with state and local transportation providers to address the lack of transportation that disenfranchises youth across the state from engaging in positive, community opportunities.

PUBLIC AND PRIVATE FUNDERS CAN:

- Fund grantees to actively involve parents and families (in addition to youth) in planning, implementing and evaluating youth-serving programs. Support this practice with the necessary financial and logistical resources, such as a budget for youth participation (e.g., stipends or hourly fees for parent/family consultation, transportation reimbursement, food expenses; staff time for outreach, coordination, communication and training development).

- Encourage grantees to coordinate and collaborate with other youth programs to increase efficiency and produce better outcomes for youth and their families.

- Support training and technical assistance for positive youth development strategies and practices, including parent and family engagement. Examples in Colorado include the Assets for Colorado Youth training series.

- Post all funding announcements/opportunities specific to positive youth development on a centralized Web-based system.

- Provide flexible funding opportunities that would support a community-school coordinator who could expand the traditional school day and/or year by partnering with community organizations, which could provide before and after school programming on their campuses.

- Provide funding for programs to address the lack of transportation that disenfranchises youth across the state from engaging in positive, community opportunities.

- Support a broader range of expenses, including technology, software, training, technical assistance, participant transportation and staff time to increase coordination capacity.

POSITIVE YOUTH DEVELOPMENT PRINCIPLE #7: SUSTAINABILITY

Sustaining levels of funding is exceedingly difficult with the current economic crisis. Lack of funding was reported as the number one barrier to integrating positive youth development across the state. Many organizations and agencies are cutting some of their programming, staff, resources and events. Unfortunately, as one family advocate in Colorado Springs pondered, "It would be much easier if we could be more proactive [about developing sustainable positive youth development programs], but with money constraints, prevention seems to be deemed 'unessential' and is first on the chopping block." Many programs are facing the proverbial "chopping block" due to increased competion for funds from public and private funding streams. This is just one more reason to support organizations and agencies collaborating to share resources, reduce costs and increase effectiveness.

Challenges abound in Colorado when it comes to securing funding, particularly in the more rural, poor areas. Youth-serving professionals in Yuma and Washington counties and the San Luis Valley shared that they admittedly are not competitive because they do not have the staff to search for and write funding proposals, or anyone to coordinate the process. The San Luis Valley Mental Health Center shared that it has a full-time grant writer on staff who is able to help other organizations in the community apply for grants. Other participants feverishly wrote down this information as the need for grant writing and coordination is intense, particularly in these poorer communities. La Plata County participants shared that the Rocky Mountain Center for Health Promotion and Education, located in Lakewood, provides excellent technical assistance for grant writing to organizations across Colorado. (See www.rmc.org.)

Although vitally important, funding is not the only factor in the sustainability of positive youth development programs and strategies. Actually sustaining positive youth development within communities means creating a secure and stable foundation for it to grow, despite the changing political climate, organizational leadership or funding emphasis. Through the community conversations and the survey, participants outlined three areas that need particular attention to ensure the sustainability of positive youth development strategies within programs: policy development, training and statewide coordination.

POLICY AND PROCEDURE DEVELOPMENT

Positive youth development advocates want policies and procedures at the state and local levels that demonstrate a coordinated approach in supporting the holistic development of youth, while engaging them and the broader community, in all its diversity, as resources and partners. They expressed their desire that this philosophy be explicit throughout systems, including missions, visions, goals, language, funding, evaluation and programming. A few examples of making positive youth development "stick" through policies and procedures are scattered around Colorado:

- The Tony Grampsas Youth Services Program (TGYS) promotes positive youth development through its request for applications process. In addition to rating applications on whether the program engages youth and families, the first page of the 2008-2009 TGYS request for applications states:

  > The TGYS Program embraces a positive youth development approach in working with children, youth, and families. The TGYS Board and staff members, along with local partner organizations, value the experiences, backgrounds, talents, and contributions of all children, youth, and families whom we serve. We believe that children and youth have the potential to become healthy, fulfilled, and productive citizens of Colorado given the proper support and guidance from caring adults, organizations, and communities.

- Examples of making positive youth development a city or county priority include Aurora becoming an "All-American City," La Plata County developing a Child, Youth and Family Master Plan and the cities of Denver and Sheridan developing youth master plans.

- La Plata County has had four out of five of its local governments pass a resolution to adopt its Children, Youth and Family Master Plan; commit to implementing the plan's principles, align with the plan's definition of "thriving," and take coordinated action to positively affect the county's overall indicators of "thriving" (See http://www.childrenyouthandfamily.org.)

PRINCIPLE #7
SUSTAINABILITY

- As part of their annual Individual Performance Goals, three Colorado Department of Public Health and Environment employees each included a goal to integrate positive youth development strategies into their programs. At the end of the year, each employee's performance evaluation will depend on how well he or she accomplished this.

A more common positive youth development policy involves the creation and implementation of youth advisory boards/councils/commissions in government, as well as in organizations. This process formalizes the position of youth in the decision-making process, while acknowledging that there is value in engaging youth at this level. As one youth-serving professional in the San Luis Valley noted, "If youth have ownership of the programs, the programs would be sustainable and respected." Knowing this, as well as recognizing the power of youth voice, some youth-serving professionals suggested that funding opportunities should require organizations to actively involve youth in the grant planning, implementation and evaluation processes. Others suggested that laws be passed requiring all school boards and youth-serving organizations and agencies to have youth representation. Similarly, offering more paid youth internships at the local and state levels of government would help create more space for the youth voice in government and would set the tone for a new way of doing business with youth and families.

Another suggested policy is that state law strongly encourage all governing boards of organizations and agencies that work with youth and families to require a third of the board members to be youth and another third to be made up of parents and/or family members.

These policies should be supported with funding to ensure effective, meaningful and empowering youth and family engagement, and not just token representation. This requires agencies, organizations and programs to add line items to their budgets for youth and family engagement that include, for example, youth and family consultation fees (stipends), travel reimbursement, food for meetings, staff time, trainings for youth and adults, and technological resources for full youth and family participation on a level playing field. (See Appendix G: Example Positive Youth Development Line Items.)

Twenty percent of survey participants reported that their organizations have written policies and procedures that are followed for engaging youth in decision-making.

Forty-four percent of direct service providers and 35 percent of resource providers reported that their organizations have written policies and procedures related to cultural responsiveness that are followed.

An accountability measure at the organizational level proposed by community conversation participants involves establishing a system that allows youth workers and front-line staff to hold executive directors accountable to positive youth development principles. An example of this could involve requiring that part of the organization's annual performance process include a 360-degree evaluation component for supervisors. Employees would provide anonymous ratings of their supervisors, one of which would include the integration of positive youth development principles and strategies into the program.

Sixty-six percent of direct service providers and 56 percent of resource providers reported that their organization's mission, vision, goals and strategies mainly reflect their commitment to positive youth development. Thirty-six percent of direct service provider and 29 percent of resource provider organizations reported that they often evaluate their organization based on their positive youth development philosophy. Approximately 32 percent of respondents reported that their organizations often have job descriptions that include a positive youth development approach.

Other policies were suggested that target the broader community:

- The state could provide "philanthropic stimulus opportunities," or tax incentives, for individuals and organizations that fund youth-serving programs and organizations and/or provide opportunities to youth and families. This might include bars closing down their alcohol services for a youth and/or family night on a regular basis.

- Communities could provide incentives and scholarships to support people who are bilingual in entering the behavioral health and education fields. In return, they would come back to their communities to provide bilingual services.

- More comprehensive and accessible basic assistance services and systems could be made available for those in extreme poverty.

- Colorado could adapt the new state law, the "Parental Involvement in K-12 Education Act," to allow parents to make up the hours they take off for their children's education so they do not have to choose between their child's education and much-needed income. This well-intended law could potentially leave out a large number of hourly employees by not supporting workers without benefits to at least have the opportunity to make up their lost hours.

- The nation could support all youth in accessing higher education through passage of the Dream Act, national legislation proposed in March 2009, which would enable some undocumented young people to be eligible for a conditional path to citizenship in exchange for a mandatory two years in higher education or military service.

- Specific to education policy, the state could

  » fund science-based, comprehensive health education programs; and

  » emphasize more skill-building and personal development for students (beyond standardized test-taking competence) so they are ready to succeed in college and/or the workforce.

Additionally, requests for applications or proposals can support positive youth development more than in the past by using the language of positive youth development and measuring its success. Some suggestions for shifting evaluation requirements to those that are more supportive of positive youth development include:

- assessing the quality of the program, in addition to the number of youth served;

- assessing relationships developed along with their benefits;

- assessing the consistency of incorporating youth development principles and strategies into programming;

- assessing protective factors, rather than or in addition to, risk factors;

- allowing the youth in the program to define "success" and measuring the indicators of success that are meaningful to them; and

- assessing realms of youth development other than academic, such as leadership and community engagement.

TRAINING

The requests for positive youth development trainings were consistent and emphatic across the state. Unfortunately, one of the negative impacts of recent budget cuts has been the decrease in funding allocated to professional development. Training is needed at all levels, including for directors, administrators and funders, so that policies and requirements are changed to support positive youth development, as well as to improve practice. Community members also suggested that training teachers, law enforcement employees, health care workers, policymakers and those in the juvenile justice system is necessary to broaden and enhance positive youth development outcomes.

Youth-serving professionals outside of the Denver metro area reported that they want *local* trainings that reflect their community's concerns. Across the state, professionals want trainings with follow-up and technical assistance. Some youth serving professionals suggested using train-the-trainer models so they can continue to expand the training's reach within their community and over time.

The chart below reflects what respondents reported is needed to further support positive youth development in Colorado.

POSITIVE YOUTH DEVELOPMENT IN COLORADO REQUIRES MORE:

■ % of Resource Providers
■ % of Direct Service Providers

	% of Resource Providers	% of Direct Service Providers
Support from key decision makers	18.90	23.40
Public support	13.20	18.40
Funds for quality professional development/capacity trainings	40.57	52.72
Funds for quality technical assistance	34.90	43.90
Knowledge of quality professional development/capacity trainings	17.00	23.40
Knowledge of quality technical assistance	14.20	20.50
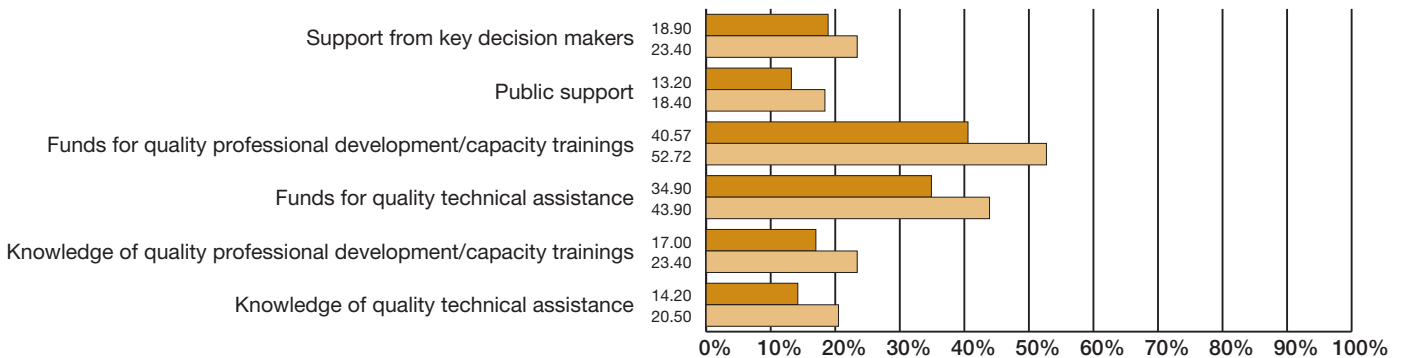
The most common themes for training requests include culturally responsive practices; family and youth engagement, including youth-adult partnerships, and evaluating positive youth development strategies and practices.

Survey participants shared a variety of resources they found helpful in building their positive youth development philosophy and practice. The majority of the responses pointed to Assets for Colorado Youth (www.buildassets.org) and trainings on the 40 Developmental Assets (www.search-institute.org/assets), from an introduction to more advanced levels of youth-adult partnerships and engagement. Participants also shared that many of the coalitions and collaborations they take part in offer useful trainings, as well as networking opportunities.

Cultural trainings, workshops and consultations are also valuable in deepening people's positive youth development practices, particularly those that focus on relationships and experiences. One example is the Theater of the Oppressed, established in the early 1970s by Brazilian director and political activist Augusto Boal. It is a popular theater that fosters democratic and cooperative forms of interaction among participants. It is designed to: 1) analyze and discuss problems of oppression and power; and 2) explore group solutions to these problems. For more information, go to www.theatreoftheoppressed.org.

Positive Behavior Support trainings and conferences were also a popular resource for enhancing positive youth development practices. These are hosted by the Colorado Department of Education. To learn more, go to www.cde.state.co.us/pbs/.

Finally, youth were seen as the best resource for adults to learn about positive youth development practice, especially when adults truly listen and engage youth in their practice and reflection.

STATEWIDE COORDINATION

As detailed in the Collaboration subsection, communities across Colorado desire and need increased coordination to most efficiently promote positive youth development strategies within their programs and communities. Coordination and collaboration are critical elements to sustain the positive youth development movement, particularly when even prevention may be seen as "unessential." Youth-serving professionals want state and local agencies to coordinate agency goals around positive youth development for the purposes of strategic planning, advocacy, consistency, sharing of resources and impoved outcomes. Communities suggested that a website be created to assist in coordinating state and local positive youth development efforts for collaboration and outreach.

Another specific request for statewide coordination is to compare the current positive youth development programs to determine where there is overlap, as well as more and less effectiveness, so the state can create its own database of evidence and support for positive youth development programs.

Thanks to Colorado Afterschool Network for launching the Colorado Youth Development social networking site for the state!

Join the conversation today at http://coloradoyouthdevelopment.ning.com.

RECOMMENDATIONS TO IMPROVE SUSTAINABILITY AND MAXIMIZE POSITIVE YOUTH DEVELOPMENT RESOURCES AND IMPACT

YOUTH-SERVING PROFESSIONALS CAN:

- Create line items in organization, agency and program budgets that support positive youth development principles and practices. (See Appendix G: Sample Positive Youth Development Line Items.)

- Participate in sustainability training opportunities and ensure that their organizations develop a realistic sustainability plan based upon funding and capacity.

- Increase the use of evidence-based programs (best and promising practices) that incorporate the principles of positive youth development, such as peer-mentoring programs that support students in navigating transitional times and comprehensive sexual health programs that teach young people complete and accurate information and skills. These enable them to have the tools to respect their bodies, make healthy choices and learn interpersonal communication skills. If using innovative strategies, develop a solid evaluation to demonstrate short and long-term behavior change.

- Develop a positive youth development evaluation tool to document and measure the effectiveness of positive youth development initiatives and strategies in Colorado.

POLICY AND DECISION MAKERS CAN:

- Develop policies and practices such as organizational goals and mission statements, strategic plans, job descriptions, performance goals and other managerial practices that support and encourage all youth-serving professionals to incorporate positive youth development principles and strategies into their work.

- Develop policies and practices that require youth-serving professionals to have knowledge and ongoing training on sustainability strategies as well as that address sustainability in all strategic planning processes.

- Support agencies and organizations in blending and braiding funding to increase cost-effectiveness and coordination of services.

PUBLIC AND PRIVATE FUNDERS CAN:

- Include positive youth development language and principles in grant and funding guidance (e.g., request for proposals or applications) that affect youth and young adults.

- Encourage and support grantees by providing training and technical assistance for sustainability planning.

- Provide technical assistance in the grant writing process to communities that have few resources. Programs' lack of grant writing capacity often hinders their ability to apply for funding opportunities where positive youth development could be incorporated. In addition, funders can provide feedback to denied proposals for improvement purposes.

- Fund longer grant cycles, acknowledging that no strategy is going to demonstrate dramatic outcomes in one year and allowing for longitudinal evaluation.

- Provide flexible funding opportunities to support a broader range of expenses, including technology, software, training, technical assistance, participant transportation and staff time to foster coordination and collaboration capacity.

- Support the development of a positive youth development evaluation tool to document and measure the effectiveness of positive youth development initiatives and strategies in Colorado.

- Improve funding application and reporting processes by

  » simplifying and standardizing planning and reporting processes to help increase the capacity (e.g., time and staff) of programs to incorporate positive youth development practices into their work;

  » providing more technical assistance during the grant application process and program planning, implementation and evaluation phases, including providing feedback on grant proposals that were not selected for funding so the organization can improve its work; and

  » supporting new organizations and innovative practices to develop evidence and research to support emerging and promising practices. An example of how to support innovative approaches is Service to Science. This model, supported by the Substance Abuse and Mental Health Services Administration, is designed to enhance the capacity of states, substate recipients, and community-based organizations/coalitions to improve their programs' documentation and evaluation designs from a pre-post evaluation approach to an experimental model of tracking prevention interventions. For information on Service to Science visit http://captus.samhsa.gov/southwest/SWCAPTService2Science.cfm.

SUMMARY OF RECOMMENDATIONS FOR ENHANCING POSITIVE YOUTH DEVELOPMENT EFFORTS ACROSS COLORADO

A CHECKLIST FOR
YOUTH-SERVING PROFESSIONALS

WAYS TO INCORPORATE POSITIVE YOUTH DEVELOPMENT STRATEGIES INTO PROGRAMS AND SUPPORT YOUTH IN REACHING THEIR FULL POTENTIAL:

❏ Focus and build upon youth's strengths, skills and protective factors, including communication, life skills, coping skills, advocacy, spirituality and character development, as opposed to focusing mainly on the consequences of the risky behavior.

❏ Provide physically and emotionally safe places for youth to talk with one another about what is on their minds. Offer young people opportunities to discuss the questions they have and the issues that concern them, including those that make them similar and different. Ensure that a caring adult is involved to facilitate creating a safe environment where issues can be directly addressed with research-based information.

❏ Increase the use of evidence-based programs (best and promising practices) that incorporate the principles of positive youth development, such as restorative justice programs; peer mentoring/education programs that support students in navigating transitional times; and comprehensive sexual health programs. These should teach young people complete and accurate information and skills, so they have the tools to respect their bodies, make healthy choices and learn interpersonal communication skills. If using innovative strategies, develop a solid evaluation to demonstrate short and long-term behavior change.

❏ Honor and support the myriad of learning styles and interests of youth. Young people are problem solvers and are intrinsically motivated by their own interests and concerns. Inquire about what those interests and concerns are and build from them in your organization's planning. Allow for them to be cultivated through a variety of media: visually, orally, experientially, kinesthetically, etc.

❏ Offer a variety of interesting challenges, such as experiential activities and service learning that foster creativity and feelings of success and accomplishment beyond traditional forms of academic achievement.

❏ Eliminate the stigma of behavioral health support services and alternative education by providing a baseline of behavioral health awareness education and support and alternative education to all youth.

❏ View parents and caregivers as part of the solution as opposed to part of the problem.

❏ Utilize one of Colorado's 84 youth advisory boards when making decisions that affect youth. (See Appendix E: Youth Advisory Boards/Councils in Colorado.)

❏ Involve a diverse group of young people and their families in the development and implementation of programs, with focus groups, internships, apprenticeships and as consultants throughout the entire process of program assessment, planning, implementation and evaluation. Support this principle and practice with the necessary financial and logistical resources, such as a budget for youth and family participation (e.g., stipends or hourly fees for youth and family consultation, transportation reimbursement, food expenses and staff time for outreach, coordination, communication and training development).

❏ Intentionally engage youth with diverse backgrounds, such as youth with varying developmental disabilities, youth in military families; and gay, lesbian, bisexual, or transgender youth in positive youth development efforts. Use recruiting strategies that ensure diverse representation. In addition, increase attention to youth's family and cultural assets to encourage celebration of their cultures.

❑ Assure successful youth and family engagement, partnership and collaboration by

- training youth and families on the skills and background knowledge required to participate in a meaningful way;

- training decision-makers on how to engage youth and families in providing input, how to partner with them and what to do if their "hands are tied" and they are unable to act on the youth's or families' suggestions and ideas;

- being clear about the roles, responsibilities and benefits of youth, family members and adult partners;

- creating line items in organization, agency and program budgets that support diverse youth and family engagement in decision making. (See Appendix G: Sample Positive Youth Development Line Items.)

❑ Support educators in creating student-driven classes so they are more engaged and invested in their education.

❑ Create opportunities for building diverse cultural relationships and having open and reflective cultural conversations as a group to learn about each individual, as well as how to improve individual, organizational and community cultural responsiveness.

A CHECKLIST FOR
YOUTH-SERVING PROFESSIONALS

❑ Recognize and support the diverse family and community cultures of today and tomorrow by:

- Including kinship, foster and adoptive caregivers when defining "parent."

- Redefining the concept of "parent involvement." Many parents and/or caregivers cannot volunteer in the classroom or attend an event after school in the middle of the afternoon. Make "parent involvement" more inclusive and supportive of working parents by fostering strong and positive connections between the home and school environments. For example, host family celebrations to start off the new school year or a community program, or assign flexible homework activities that engage the whole family.

- Recognizing and responding to the fact that most families do not include an adult whose sole responsibility is to care for the children. For example, since many families see schools as their community's "hub," schools could expand the traditional school day and/or year by partnering with community organizations that could provide before and after school programming on their campuses. This time could allow for opportunities such as physical and arts education that are increasingly being cut during the regular school day. A dedicated staff person could be assigned to develop and coordinate partnerships with the community to offer a diverse menu of opportunities.

- Providing a diverse array of school and after-school programming to effectively reach out to and engage all youth in their learning, development and enrichment.

- Supporting and guiding families, especially those who are new to the education system in the United States or have had their own negative experience, in supporting their children's schooling.

❑ Increase cultural awareness and sensitivity through trainings and learning circles.

❑ Provide culturally appropriate mental and behavioral health services that are affordable and accessible for all youth.

❑ Develop partnerships with state and local transportation providers to address the lack of transportation that disenfranchises youth across the state from engaging in positive, community opportunities.

❑ Coordinate programs and services to make resources more accessible to youth and families. An example of this type of community coordination is school-based health centers. These centers rely on community coordination and collaboration to increase access to primary and behavioral health care for youth in their schools.

❑ Develop a coordination system for local and state positive youth development advocates of all fields and levels of professionalism to share, discuss and leverage resources, including funding opportunities.

❑ Create a youth-friendly website for outreach and collaboration across communities using social networks as positive forums for youth to connect with one another as well as with adults and community efforts. For example, anyone can connect with local positive youth development champions in their area via the social networking tool, the Colorado Youth Development "ning" at http://coloradoyouthdevelopment.ning.com.

❑ Develop a positive youth development evaluation tool to document and measure the effectiveness of positive youth development initiatives and strategies in Colorado.

❑ Develop a realistic sustainability plan based upon an organization's funding and capacity.

POLICY AND DECISION MAKERS CAN SUPPORT YOUTH IN REACHING THEIR FULL POTENTIAL BY DEVELOPING POLICIES AND PRACTICES (E.G., MISSIONS, MANAGERIAL PRACTICES, JOB DESCRIPTIONS AND PERFORMANCE GOALS) THAT SUPPORT AND ENCOURAGE:

❏ Knowledge and ongoing training on positive youth development principles and strategies, including strengths-based programming, effective youth and family engagement, youth-adult partnerships, cultural responsiveness and inclusion of all youth, sustainability and collaboration.

❏ Space and time for building diverse cultural relationships and connections such as learning circles and inclusivity trainings.

❏ Intentional engagement of youth with diverse backgrounds, such as youth with varying developmental disabilities, youth in military families, and gay, lesbian, bisexual, or transgender youth in positive youth development efforts.

❏ Inclusion of a realistic sustainability plan as part of every strategic planning process.

❏ Coordination and collaboration to increase efficiency and produce better outcomes for youth and their families.

❏ Low student-adult ratios in classrooms, after-school programs and community-based organizations so that adults can devote the necessary time to build meaningful relationships with youth.

❏ Partnerships with state and local transportation providers to address the lack of transportation that disenfranchises youth across the state from engaging in positive community opportunities.

❏ Expansion of the traditional school day and/or year by partnering with community organizations, which could provide before and after school programming on their campuses.

❏ Blending and braiding of funding to increase cost-effectiveness and coordination of services that incorporate positive youth development strategies.

❏ Enticing businesses to support and offer communitywide and affordable youth and family events and programs.

❏ Increasing culturally appropriate mental and behavioral health services that are affordable and accessible for all youth.

POLICY AND DECISION MAKERS CAN SUPPORT YOUTH IN REACHING THEIR FULL POTENTIAL BY ADVOCATING FOR:

❏ The implementation of a strengths-based approach.

❏ Diverse youth and family engagement and partnership.

❏ Refraining from labeling youth as "at-risk." Instead, develop policies and practices that support population-based, primary prevention programs that incorporate positive youth development principles.

POLICY AND DECISION MAKERS CAN SUPPORT YOUTH IN REACHING THEIR FULL POTENTIAL BY PARTICIPATING IN PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND TRAININGS ON:

❏ Utilizing a strengths-based approach.

❏ Engaging and partnering with youth and families, so they can effectively partner with them when developing policies that affect their lives.

❏ Participating in cultural responsiveness trainings and learning circles so they may identify opportunities where policies and practices can be enhanced.

A CHECKLIST FOR
PUBLIC AND PRIVATE FUNDERS

PUBLIC AND PRIVATE FUNDERS CAN INCORPORATE POSITIVE YOUTH DEVELOPMENT STRATEGIES INTO PROGRAMS AND SUPPORT YOUTH IN REACHING THEIR FULL POTENTIAL BY:

❑ Participating in positive youth development training opportunities such as youth-adult partnership trainings so they may effectively partner with young people to make funding decisions that will affect their lives.

❑ Refraining from labeling youth as "at-risk." Instead, funding programs that support population-based, primary prevention programs that incorporate positive youth development principles.

❑ Incorporating positive youth development principles and strategies into grant and funding guidance (e.g., request for proposals or applications) that affect youth and young adults. This may include encouraging organizations to develop youth-adult partnerships or may focus on cultivating youth and families' strengths, by including these within the needs assessment.

❑ Ensuring that funding opportunities cover longer grant cycles, acknowledging that no strategy is going to demonstrate dramatic outcomes in only one year, and allowing for longitudinal evaluation.

❑ Supporting a broad range of expenses, including technology, software, training, technical assistance, participant transportation and staff time so that programs can increase their coordination and collaboration with youth, families and other youth-serving organizations.

PUBLIC AND PRIVATE FUNDERS CAN SUPPORT YOUTH IN REACHING THEIR FULL POTENTIAL BY INCREASING FLEXIBLE FUNDING OPPORTUNITIES FOR:

❑ Positive, fun options and supportive environments for all youth to engage in as a primary prevention, and youth development strategy such as safe and engaging places for youth to socialize at night and on the weekends.

❑ Necessary resources to support youth and family engagement, such as stipends or hourly fees for youth or family consultation, transportation reimbursement, food expenses; staff time for outreach, coordination, communication and training development.

❑ Training and technical assistance for the implementation of positive youth development principles and practices.

❑ Low student-adult ratios in classrooms, after-school programs and community-based organizations, so that adults can devote the necessary time to build supportive relationships with youth.

❑ Programmatic and/or communitywide cultural events, trainings and conversations to address cultural responsiveness, including responses to racism and other forms of oppression.

❑ Local and culturally appropriate behavioral health services that are affordable and accessible for all youth (e.g. universal screenings).

❑ Local community-school coordinators who could expand the traditional school day and/or year by partnering with community organizations, which could provide before and after school programming on their campuses.

❑ Creative strategies to address the lack of transportation access that disenfranchises youth across the state from engaging in positive, community opportunities.

PUBLIC AND PRIVATE FUNDERS CAN SUPPORT AND ENCOURAGE CURRENT GRANTEES TO:

❑ Actively involve and share decision-making with youth and families in planning, implementing and evaluating youth-serving programs.

❑ Provide programmatic and/or communitywide cultural events, trainings and conversations to address cultural responsiveness, including responses to racism and other forms of oppression.

❏ Coordinate and collaborate with other youth programs to increase efficiency and produce better outcomes for youth, their families and communities.

❏ Participate in positive youth development training and technical assistance opportunities.

PUBLIC AND PRIVATE FUNDERS CAN IMPROVE THEIR FUNDING APPLICATION AND REPORTING PROCESSES BY:

❏ Simplifying and standardizing their planning and reporting processes to help increase the capacity (e.g., time and staff) of programs to incorporate positive youth development practices into their work.

❏ Posting all funding announcements/opportunities specific to positive youth development on a centralized Web-based system.

❏ Providing more technical assistance during the grant application process, including providing feedback on grant proposals that were not selected for funding, so the organization can improve its work.

❏ Supporting new organizations and innovative practices to develop evidence and research to support emerging and promising practices.

NEXT STEPS:
THE COLORADO YOUTH DEVELOPMENT TEAM ACTION PLAN

Incorporating information obtained through the survey and community conversations, the Colorado Youth Development Team developed action steps for its five main objectives that will be addressed via committees or networks. The following is an outline of a proposed action plan for each objective:

1. Outreach Objective: Continue to conduct outreach and develop a multi-modal system for statewide collaboration of youth-serving professionals, families and youth.

   a. Use and promote the networking site devoted to positive youth development in Colorado, http://coloradoyouthdevelopment.ning.com, administered by the Colorado Afterschool Network.

   b. Conduct a Webinar and conference calls to update and discuss the Colorado Youth Development Team's work and action steps, using the database of more than 600 diverse youth, parent, community leaders and youth-serving professionals from across the state.

   c. Reach out to engage under-represented stakeholders, such as families and youth with disabilities, youth from families who serve in the military, law enforcement, higher education institutions and the business community, in positive youth development efforts.

   d. Ensure that each Colorado Youth Development Team committee reflects the diverse array of positive youth development stakeholders involved across Colorado. This will ensure the authenticity of the team as a statewide collaboration of youth, family and public and private organizations and agencies.

   e. Use a multi-pronged communication approach to foster inclusive and authentic collaboration among key stakeholders throughout the state. For example use the Colorado Youth Development network site, Webinars, video conference calls, in-person meetings and a coordinated system to ensure local representation.

2. Research Objective: Evaluate the Colorado Youth Development Team's effectiveness and impact, as well as support organizations in evaluating their efforts.

   a. Develop an evaluation plan with indicators of success and an appropriate timeline in collaboration with youth and families, as well as professional evaluators.

   b. Develop a user-friendly needs assessment and evaluation toolkit for youth development that uses existing data reporting mechanisms and includes positive youth development indicators, such as protective factors and positively framed outcomes.

3. Funding Objective: Identify funding that supports state, local and community efforts for increasing positive youth development opportunities.

   a. Use the Colorado Youth Development networking site to post funding opportunities that support positive youth development.

   b. Support local communities in applying for funding and coordinate applications for statewide and Colorado Youth Development Team support.

   c. Educate and advocate for public and private funders (e.g., state agencies, foundations and businesses) to integrate positive youth development principles and strategies into their existing funding priorities and requirements.

4. Policy and Practice Integration Objective: Coordinate efforts to develop and advocate for positive youth development language, strategies, practices and policies to be used across the state.

   a. Develop language for standardizing requests for proposals for youth and family services that supports positive youth development principles and strategies.

   b. Develop evaluation protocols that support the continuous improvement of positive youth development strategies for grants that fund youth and family services.

   c. Work with existing agencies and organizations to integrate positive youth development training into their existing orientation and training curricula.

   d. Develop a list of evidence-based (best and promising) practices that incorporate youth development principles to share with local communities.

5. Training and Technical Assistance Objective: Coordinate, develop and conduct positive youth development trainings across the state that meet communities' needs and interests.

   a. Develop localized and relevant training with technical assistance follow-up for eight to 10 communities across the state that focuses on culturally responsive family and youth engagement. Incorporate youth-adult partnership content in trainings where communities demonstrate "readiness" to implement youth-adult partnership strategies and best practices.

   b. Develop and conduct experiential trainings to teach communities how to use the youth development evaluation toolkit, with technical assistance follow-up.

   c. Leverage resources to support additional trainings that communities need to enhance their positive youth development work.

   d. Develop endorsement criteria for existing trainings that the Colorado Youth Development Team can endorse to develop a credible work force.

The Colorado Youth Development Team is committed to integrating the positive youth development framework, principles and practices into communities across Colorado. This team of dedicated youth, parents, youth-serving providers and community members hopes to serve as "the catalyst [and] the glue" that a youth-serving professional from Colorado's Arkansas Valley suggested was needed.

To get connected to Colorado's Positive Youth Development efforts and resources, visit http://coloradoyouthdevelopment.ning.com

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APPENDIX A
2008 COLORADO YOUTH DEVELOPMENT TEAM MEMBERSHIP

NAME	ORGANIZATION/AFFILLIATION
Alicia Oletski	Colorado Department of Public Health and Environment/State Tobacco Education and Prevention Partnership
Alyssa Lasseter	Colorado Department of Public Health and Environment/ TGYS Program
Andrew Fleming	Youth Partnership for Health
Anna Lopez	Colorado Department of Public Safety/Division of Criminal Justice
Anne-Marie Braga	Colorado Department of Public Health and Environment/Adolescent Health Initiatives
Art Rimando	Mile High United Way/Youth Success
Benzel Jimmerson	Diversity Dynamics Consulting, LLC
Beth Hoffman	Aurora Office of Youth Development
Bob Coulson	Colorado Department of Human Services/Child Welfare
Brian Harper	Kaiser Permanente Educational Theatre
Chanel Freeman	Colorado Department of Human Services/Division of Behavioral Health
Cynthia Hazel	University of Denver
Dale Leideiser	Colorado State University Cooperative Extension
Dani Crane	Tri-County Workforce
Donna Golston	WAIT Training
Eileen Forlenza	Colorado Department of Public Health and Environment/Medical Home Initiative
Elaine Belansky	University of Colorado - Rocky Mountain Prevention Research Center
Emily Fiscus	Youth Partnership for Health
Fletcher Jacobs	Youth Program Manager at Volunteers for Outdoor Colorado
Fred Franko	Colorado AfterSchool Network
Garth Schaeffer	Colorado Department of Education/Learn & Serve
Glenna Kelly	Kaiser Permanente Educational Theatre
Heather Kennedy	University of Colorado Cancer Center/ Get R!EAL
Imelda Unibe	Mile High United Way/Youth Success
Jan Carroll	Colorado State University Extension
Jeff Miller	Colorado Youth Leadership Network
Jini Puma	University of Colorado - Rocky Mountain Prevention Research Center
Jeremy Martinez	Colorado Department of Public Health and Environment/Youth Violence Prevention
Jill Lynch	IDEA Marketing, Inc.

Jon Gallegos	Colorado Department of Public Health and Environment
Jose Esquibel	Colorado Prevention Leadership Council
Judy Martinez	Colorado Department of Education
Julie Berge	Colorado State Youth Council
Julie Marshall	University of Colorado at Denver/Rocky Mountain Prevention Research Center
Karen Connell	Colorado Department of Education
Katherine Plog Martinez	Assets for Colorado Youth
Kathy Otten	Department of Labor
Katy Kupecz	Colorado Department of Public Health and Environment
Kimberly Lavender	Colorado Organization on Adolescent Parenting, Pregnancy, and Prevention
Kippi Clausen	Mile High United Way/Bridging the Gap
Lindsey Johnson	Aurora Office of Youth Development
Lori Casillas	Colorado Organization on Adolescent Parenting, Pregnancy, and Prevention
Olivia Bright	Youth Partnership for Health
Pam Neu	Colorado Department of Human Services/Division of Behavioral Health
Parth Kaul	Youth Partnership for Health
Peter Pike	Colorado WIN Partners
Rachael Bibby	Colorado AfterSchool Network
Ricardo Matthias	Colorado Department of Human Services/Child Welfare
Rose Barcklow	Colorado Department of Public Health and Environment/ TGYS Program
Salley Casey	University of Colorado at Denver/Health Sciences Center
Samantha Oneill-Dunbar	Colorado Works
Semira Kassahun	Youth Partnership for Health
Shannie Crocker	Youth Partnership for Health
Shannon Sainer	Colorado Organization on Adolescent Parenting, Pregnancy, and Prevention
Staphanie Hoy	Assets for Colorado Youth
Stephanie Walton	Civic Canopy
Steve Wright	Colorado Department of Labor/Office of Workforce Development
Sue Schierkolk	Colorado Department of Human Services/Division of Vocational Rehabilitation
Susan Zimmerman	Adams 12 School District

One of the Colorado Youth Development Team's (CYDT) goals is to develop connections and capacity that build on yours' and others' existing successful work. We invite you to be part of this network by providing some of your contact information so that we can communicate with you the results of this scan, next steps, and future CYDT activities. Please know that your information will remain confidential and will not be attached to any reports.

1.	Name of organization

2.	Name of person completing this scan:

3.	Best way to connect with you (email/address/phone number):

4. Type of organization

	State agency		Local agency
	Business		Non-profit
	School		Higher education and affiliated programs
	Faith-based organization		Foundation
	Other, please specify		

5. Generally our organization is a:

	Direct service provider
	Resource provider (e.g., funding, technical assistance, training, evaluation)
	Other, please specify

6.	If you work directly with youth, what is the age range of the youth you work with?

7. Organization's primary focus:	
Developmental Disabilities	Education
Behavioral Health: Mental Health	Behavioral Health: Alcohol and Drug Abuse
Public Health	Recreation
Workforce/Labor	Out-of-school time
Community Development	Other, please spcify

8. Role of Person Completing Survey:	
Educator	Program Manager/Coordinator/Officer
Program Director/Administrator	Executive Director/CEO
Project Manager/Coordinator	Youth Worker
Trainer	Community Organizer
Other, please specify	

9. County where organization is located:

10. County(s) we currently work with within Colorado:

THE COLORADO YOUTH DEVELOPMENT TEAM'S (CYDT) DEFINITION OF POSITIVE YOUTH DEVELOPMENT (PYD):

A philosophy, not a program, that guides communities in the way they organize programs, opportunities, and supports so that young people can be engaged and reach their full potential. PYD attends to the following principles:

1. Strengths-Based – a positive focus on health, education, social, vocational and civic outcomes

2. Youth Engagement – youth are connected to positive adults and communities

3. Youth-Adult Partnerships – youth work with adults for program planning, implementation, and evaluation

4. Culturally Responsive – people recognize and respond proactively to variations in backgrounds/cultures to ensure inclusivity and equity

5. Targets ALL youth not just youth "at-risk"

6. Sustainability – long-term planning through funding, capacity building, professional development, and evaluation for ongoing support of you

11. If this definition does not reflect your vision for Positive Youth Development, please provide us with your organization/community's definition of Positive Youth Development.

Please utilize the Colorado Youth Development Team's definition when answering the questions on this scan.

Youth is defined as anyone under 25 years of age for the purpose of this scan.

The scan is broken down by the PYD principles.

NOTE: "N/A" means not applicable because of the type of work your organization does, not because of current barriers you face in doing so.

12. Implementing a Strengths-Based Approach:

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
Our organization's goals and objectives articulate positive outcomes - what we DO want to see, not just what we do not want to see. (E.g., we focus on increasing academic achievement in addition to focusing on decreasing the drop-out rate.)					
1	2	3	4	5	N/A
We measure positive indicators of the outcomes we want to see in youth/the community (e.g., participation in after-school activities; having relationships with positive adults outside of immediate family; youth providing adults with feedback on their youth policies/programs).					
1	2	3	4	5	N/A
We offer and encourage opportunities for youth to learn about positive behaviors and life styles (e.g., we focus on sexual health in addition to pregnancy prevention).					
1	2	3	4	5	N/A

13. Youth Engagement: Youth are connected to positive adults and communities
    Promoting Youth Competencies (Skill Development)
    We deliberately provide opportunities for youth to develop their:

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
Acedemic competence					
1	2	3	4	5	N/A
Vocational competence					
1	2	3	4	5	N/A
Civic competence					
1	2	3	4	5	N/A
Confidence/Empowerment					
1	2	3	4	5	N/A
Character (positive values, integrity, morals)					
1	2	3	4	5	N/A
Ability to empathize					
1	2	3	4	5	N/A
Positive connections with adults in their community					
1	2	3	4	5	N/A
Positive connections with peers in their community					
1	2	3	4	5	N/A
Advocacy skills					
1	2	3	4	5	N/A
Creativity/ingenuity					
1	2	3	4	5	N/A
Communication skills					
1	2	3	4	5	N/A

14. Other competencies/skills:

15. The types of opportunities we provide young people with to develop the above listed skills include

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
skill building trainings/workshops.					
1	2	3	4	5	N/A
exposure to diverse cultural perspectives and fostering discussions that explore the similarities and differences among them.					
1	2	3	4	5	N/A
adult mentoring.					
1	2	3	4	5	N/A
peer mentoring.					
1	2	3	4	5	N/A
apprenticeships/internships.					
1	2	3	4	5	N/A
service-learning.					
1	2	3	4	5	N/A
participation in a group/cause/event that holds meaning to youth.					
1	2	3	4	5	N/A
participation in local, state, or national politics or advocacy.					
1	2	3	4	5	N/A
youth summits or gatherings for youth.					
1	2	3	4	5	N/A
public speaking.					
1	2	3	4	5	N/A
jobs.					
1	2	3	4	5	N/A

16. Other opportunities

17. Getting Youth Input: Youth are surveyed as part of our organization's program development and/or evaluation plans.					
Most of the time	Sometimes	Rarely, wish we did more	Hardly ever	Don't know	N/A
1	2	3	4	5	N/A

18. Other than through surveys, youth are involved in our organization's:					
1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
planning and program development.					
1	2	3	4	5	N/A
program evaluation/monitoring process.					
1	2	3	4	5	N/A
program implementation and improvement.					
1	2	3	4	5	N/A
staff hiring process.					
1	2	3	4	5	N/A

19. We consult youth when developing policy at the:					
1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
program level.					
1	2	3	4	5	N/A
organization level.					
1	2	3	4	5	N/A
local level.					
1	2	3	4	5	N/A
state level.					
1	2	3	4	5	N/A

20. * Youth Advisory Board/Councils (defined as those comprised of youth): We currently have a youth advisory board.	
YES	NO

21. We do not have our own youth advisory board/council, but we do consult with other youth advisory boards within the state on new programs or policies that target youth.

Most of the time	Sometimes	Rarely, wish we did more	Hardly ever	Don't know	N/A
1	2	3	4	5	N/A

22. Which youth advisory boards do you consult?

23. *Youth Representation on Governance Boards:
    Youth are currently represented on our organization's governing board.

YES	NO

24. Youth Leadership: the way your organization involves youth at the leadership level.

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
Youth are supported in being regular spokepeople for our organization/work at community events.					
1	2	3	4	5	N/A
Youth within our organization are charged with the task of recruiting other youth to join our program/work.					
1	2	3	4	5	N/A
Youth lead/develop training activities.					
1	2	3	4	5	N/A

25. Other forms of youth input and leadership:

26. Youth-Adult Partnerships: youth work with adults for program planning, implementation, and evaluation.
We create an environment where adults and youth work in partnership by:

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
Requiring all staff posses a Positive Youth Development philosophy (through previous experience/training or required on-the-job training.)					
1	2	3	4	5	N/A
Creating learning circles/committees around Positive Youth Development.					
1	2	3	4	5	N/A
Requiring that all youth programs/initiatives demonstrate that they have youth input in their planning, implementation, and/or evaluation.					
1	2	3	4	5	N/A
Asking youth what kind of learning opportunities they need in order to work and learn with adults.					
1	2	3	4	5	N/A
Asking adults what kind of learning opportunities they need in order to work and learn with youth.					
1	2	3	4	5	N/A
Finding a time and a place that allows youth and adults to meet face-to-face regularly.					
1	2	3	4	5	N/A
Clearly communicating the roles and responsibilities of both youth and adults in the partnership.					
1	2	3	4	5	N/A
Adults being honest and open about their limitations to share power with youth or act on their recommendations.					
1	2	3	4	5	N/A

27. Our organization financially supports youth contribution by our budget covering:

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
Youth stipend/consultant fees					
1	2	3	4	5	N/A
Travel reimbursement					
1	2	3	4	5	N/A
Food for meetings					
1	2	3	4	5	N/A
Staff person's time to coordinate					
1	2	3	4	5	N/A
Trainings for youth and adults					
1	2	3	4	5	N/A

28. Other ways we financially support youth contribution:

29. Cultural Responsiveness: People recognize and respond proactively to variations in backgrounds/cultures to ensure inclusivity and equity.

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
We require all staff to participate in cultural competency/responsiveness training/workshops.					
1	2	3	4	5	N/A
We systematically get input from the communities we serve in defining our organizational goals.					
1	2	3	4	5	N/A
We set aside time during meetings to discuss what went well and what needs to be improved to work toward everyone being able and comfortable in participating.					
1	2	3	4	5	N/A
We have the "hard conversations" that acknowledge the differences within the group.					
1	2	3	4	5	N/A
We have the "hard converstions" about what group/perspective is missing from our organization/decision-making table.					
1	2	3	4	5	N/A
We work to develop solutions to address identified barriers to inclusivity and diverse representation.					
1	2	3	4	5	N/A
We have a strategic plan to recruit and retain diverse staff from within our community.					
1	2	3	4	5	N/A

30. Other ways your organization promotes cultural responsiveness:

31. Targeting ALL Youth, not just youth "at risk"

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
We assist with transportation to meetings and events.					
1	2	3	4	5	N/A
We provide/assist with child care so that parenting teens can participate in meetings/events.					
1	2	3	4	5	N/A
We use technology to convene meetings with youth across the state.					
1	2	3	4	5	N/A

32. We seek out youth with diverse:

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
academic achievement levels, including out-of-school youth and youth in alternative settings.					
1	2	3	4	5	N/A
levels of developmental, including mental, ability.					
1	2	3	4	5	N/A
living situations (e.g., foster care, transitioning, residential, homeless).					
1	2	3	4	5	N/A
sexual orientations.					
1	2	3	4	5	N/A
linguistic/language backgrounds.					
1	2	3	4	5	N/A
racial/ethnic backgrounds.					
1	2	3	4	5	N/A

33. Other ways we target all youth:

34. Sustainabilty: long-term planning through funding, capacity building, professional development, and evaluation for ongoing support of youth.

1 Most of the time	2 Sometimes	3 Rarely, wish we did more	4 Hardly ever	5 Don't know	N/A
Our organization's mission, vision, goals, and strategies all reflect our commitment to Positive Youth Development.					
1	2	3	4	5	N/A
We have a shared language and framework for our Positive Youth Development work.					
1	2	3	4	5	N/A
We communicate our Positive Youth Development philosophy in our outreach communications (e.g., newsletters, e-blasts, brochures, flyers).					
1	2	3	4	5	N/A
We evaluate our organization based on our Positive Youth Development philosophy.					
1	2	3	4	5	N/A
We adapt our strategies based on our Positive Youth Development work.					
1	2	3	4	5	N/A
Job descriptions include our Positive Youth Development approach.					
1	2	3	4	5	N/A
We have written policies and procedures that we follow for engaging youth in decision-making.					
1	2	3	4	5	N/A
We have written policies and procedures that we follow around cultural responsivenss.					
1	2	3	4	5	N/A

35. Other ways we work toward sustainability:

36. Collaboration: private and public agencies, state and local, and the community, including families, work together to support youth. We collaborate with: (check all that apply)

	Policy/legislative groups		Education organizations
	Health organizations		Behavioral health organizations
	Human services organizations		Recreational organizations
	Workforce organizations		State agencies
	Local agencies		Business
	Non-profits		Family members
	Faith-based organizations		Foundations
	Other, please specify		

37. We host (or link to) a web site that houses youth services resources and referrals for the area we serve.

YES	NO

38. Please provide the URL:

39. We provide our organization's information to web sites that house youth services resources.

YES	NO

40. Barriers to Utilizing PYD Principles in your Organization: Funding only supports: (check all that apply)

	evidence-based best practice programs/strategies
	prevention, intervention, and treatment as opposed to positive development
	targeting "at-risk" youth

41. We lack: (check all that apply)

	knowledge of quality technical assistance
	knowledge of quality professional development trainings that build our organization's capacity to improve itself
	funds for quality technical assistance
	funds for quality professional development/capacity building trainings
	public support
	support from key decision-makers in organization/community

	42. Additional barriers: (check all that apply)
	Aligning youth and adult schedules
	Staff turnover
	Legality, please explain

43. Other barriers:

44. Who are the PYD champions in your area? (Please provide specific people, if possible)

45. In your opinion, what state-level policies, practices or coordination are necessary to support a deeper infusion of PYD into your organization/community?

46. What benefits has your organization experienced from engaging youth in your planning, programming, and evaluation?

47. Are you willing to share your success stories?	
YES	NO

48. What is the best training or resource you have experienced in developing yours and your organization's PYD approach and culture?

49. Are there any datasets you access and analyze to assess indicators of positive youth development? If so, please list:

50. Would you like more information about getting involved with the Colorado Youth Development Team?	
YES	NO

51. Please share any additional information about your organization's PYD work that we did not cover:

SURVEY RESULTS APPENDIX

Approximately 95% of the 348 participating youth-serving professionals agreed that this definition fits their organizations' definition of positive youth development. A few changes were made to the original definition to reflect the points made by the remaining 5% as well as to incorporate what was garnered from the community conversations about the meaning of positive youth development.

About 41% of survey participants feel that their organization utilizes a shared language and framework for positive youth development most of the time.

RESPONDERS BY TYPE OF ORGANIZATION

Business 1.16%

Faith-based organization < 1%

Foundation < 1%

Higher education and affiliated programs 2.03%

State Agency 15.94%

School 11.59%

Local agency 17.10%

Other, please specify 12.17%

Non-profit 38.84%
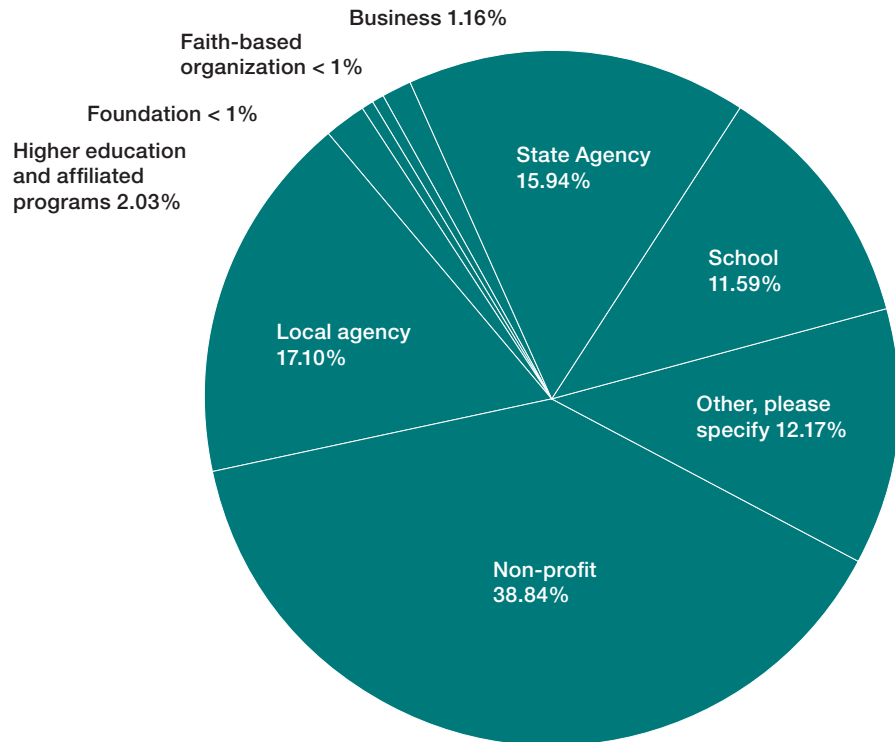
**PRIMARY FOCUS OF
RESPONDING ORGANIZATION**

Health 30.43%

Housing and Human
Services 3.19%

Juvenile Justice 4.54%

Multiple Focus Areas 3.48%

Not Specified 2.90%

Out-of-school time 4.35%

Recreation 2.61%

Recreation 2.61%

Youth Mentoring 5.36%

Community Development 9.57%

Education
26.96%
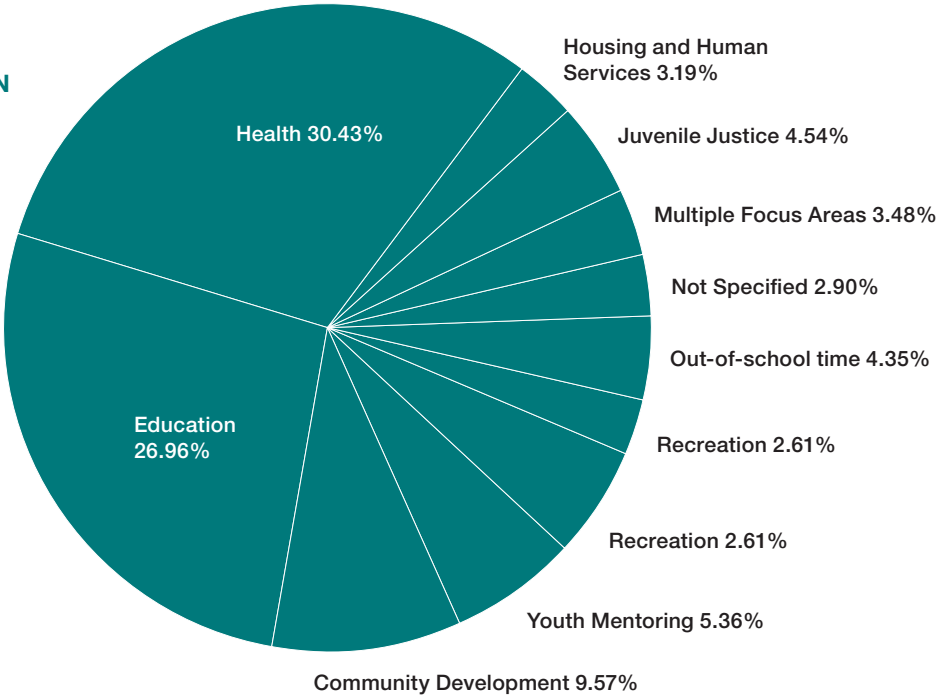
ROLE OF PERSON RESPONDING

Parole/Probation Officer 1.16%

Outreach/Community Organizer 2.61%

Other, please specify 4.93%

Not Specified 0.58%

Health and Mental Health Care Provider 5.51%

Program Director/
Administrator 24.35%

Manager/Coordinator/
Officer 37.1%

Executive Director/CEO 16.23%

Educator 4.64%

Data Evaluation < 1.00%

Youth Worker 1.45%

Trainer < 1.00%
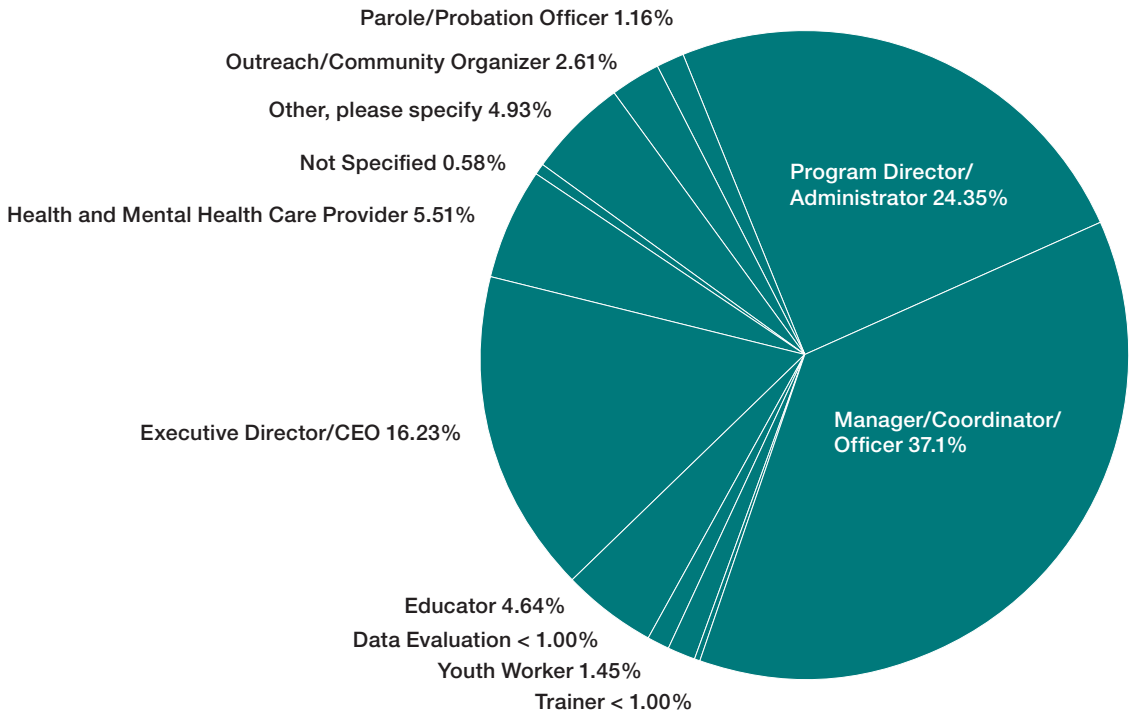
APPENDIX C
SURVEY PARTICIPANT
ORGANIZATIONAL DEMOGRAPHICS

RESPONDERS BY PROVIDER TYPE

30.72%
Resource provider
(e.g., funding,
technical assistance,
training, evaluation)

69.26%
Direct service provider
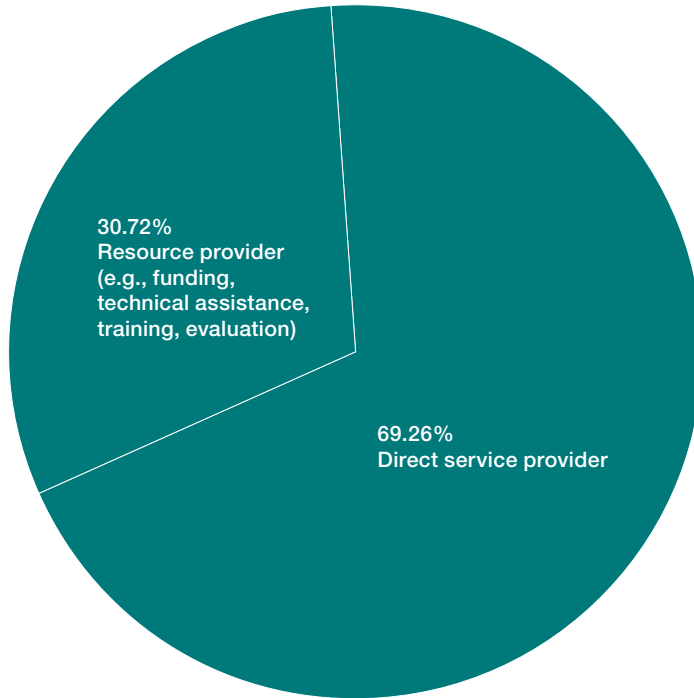
**RESOURCE PROVIDERS -
TYPE OF ORGANIZATION**

25.47% Non-profit

13.21%
Local agency

16.04% Other,
please specify

2.83% Higher education and
affiliated programs

5.66%
School

1.89% Busines

34.91% State agency
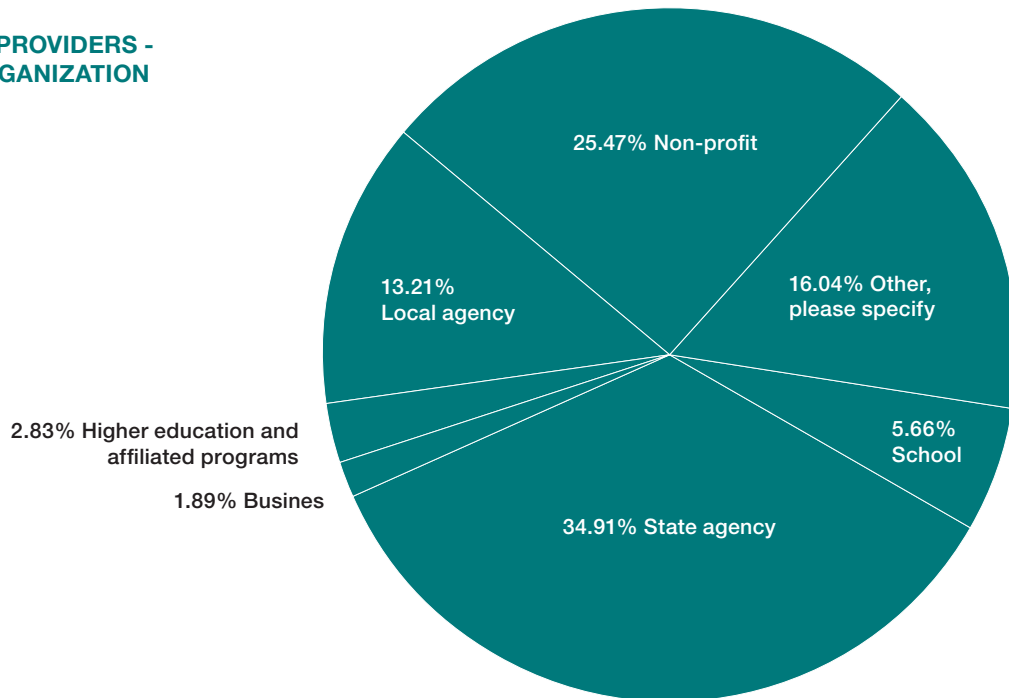
RESOURCE PROVIDERS - PRIMARY FOCUS

Health 38.62%

Housing and Human Services 4.72%

Juvenile Justice 1.89%

Multiple Focus Areas 4.72%

Education
23.58%

Not Specified < 1.00%
Out-of-school time 1.89%
Recreation < 1.00%

Community
Development
16.98%

Safety 2.83%

Youth Mentoring 1.89%
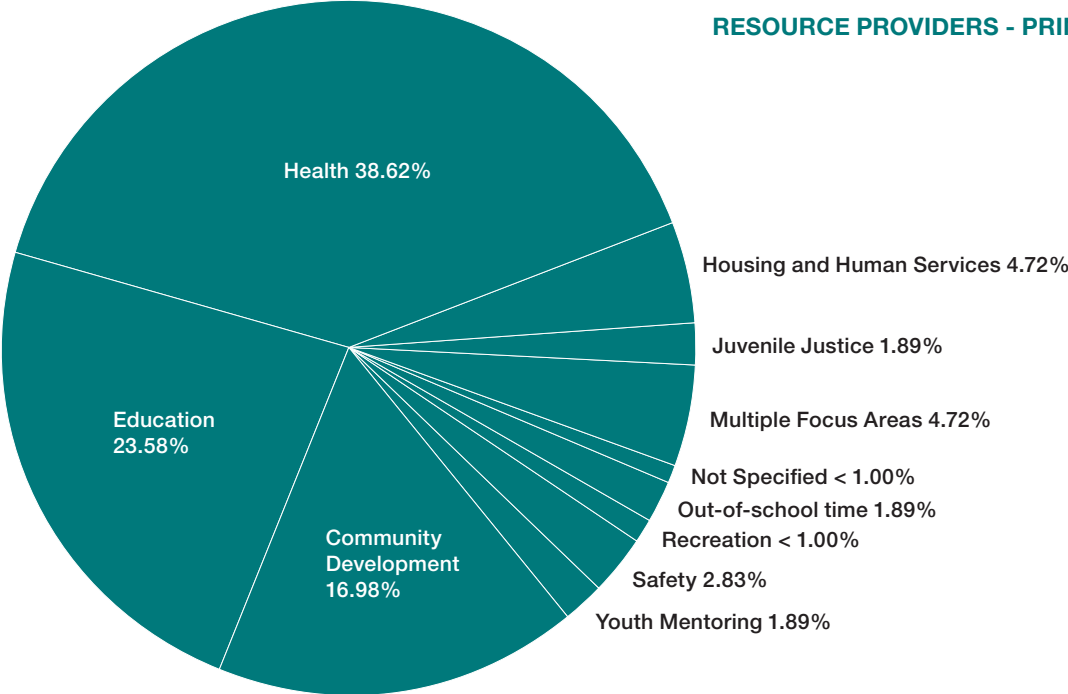
APPENDIX C
SURVEY PARTICIPANT
ORGANIZATIONAL DEMOGRAPHICS

COLORADO HEALTH STATISTICS REGIONS
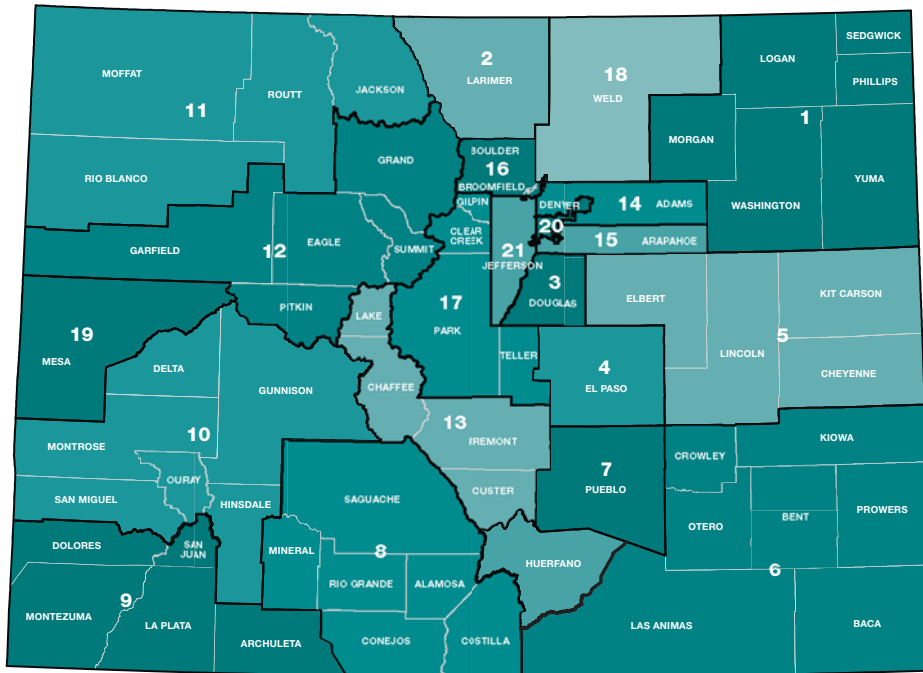
COUNTY(S) PARTICIPANTS WORK WITHIN COLORADO

(Transposed into Health Statistics Regions)

■ Direct Service Provider
■ Resource Provider

ETHNIC BREAKDOWN OF PARTICIPANTS

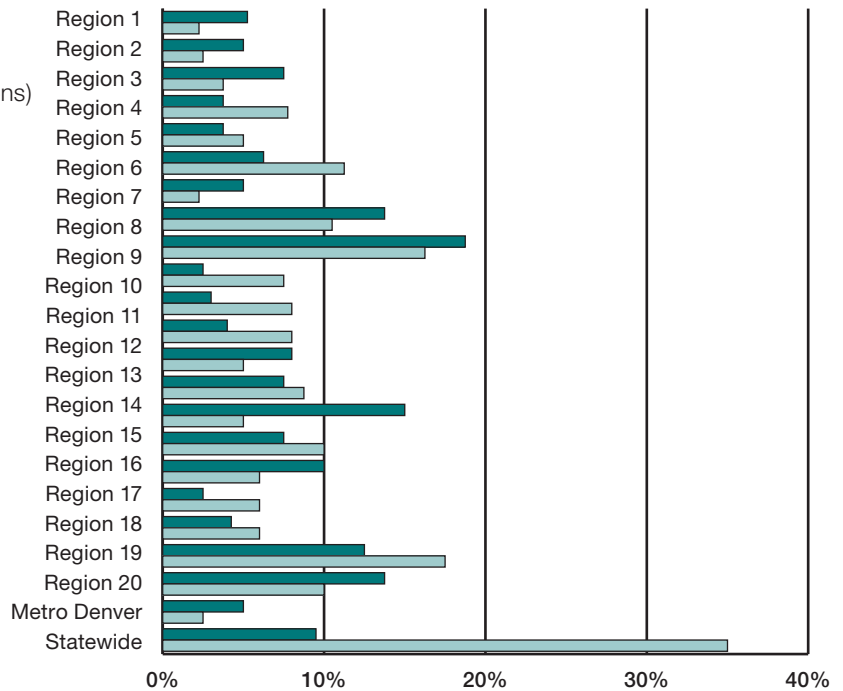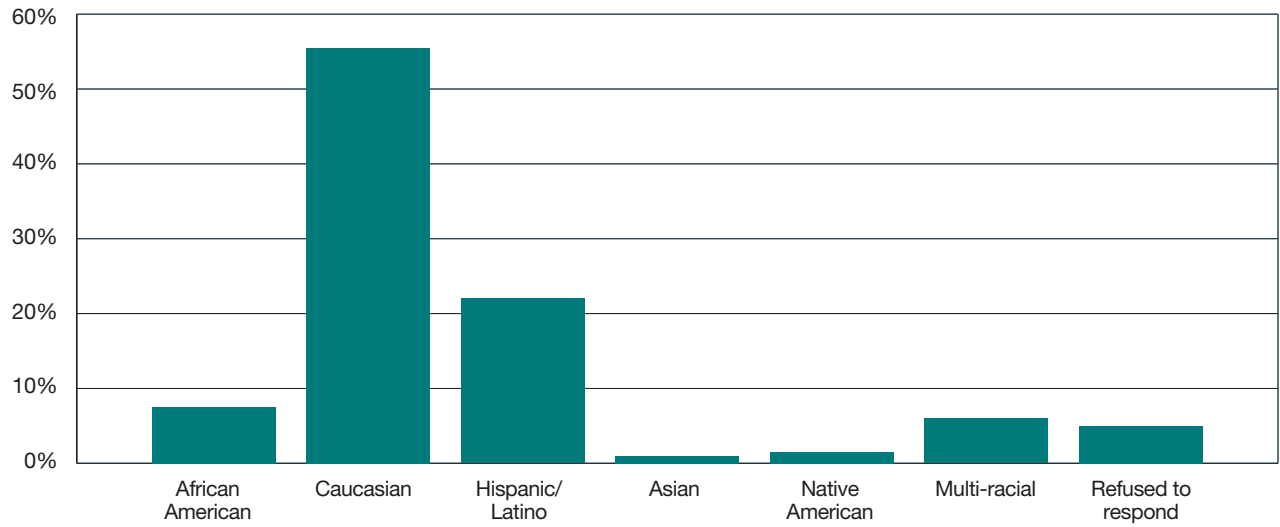| NAME OF ORGANIZATION:	NAME OF YOUTH ADVISORY BOARD	CONTACT	CITY/COUNTY
Adams 12	Adams County Youth Advisory Board	Susan.L.Zimmerman@ adams12.org	Adams
4-H	Bent County 4-H council	kaye.kasza@colostate.edu	Bent
Adams City High School	Adams 14 Student School Board	rgallard@adams14.org	Adams
Arts Street	Arts Street Alumni Association	ms.paula.lee@gmail.com	Denver
Assets for Colorado Youth	Youth Executive community	katherine@buildassets.org	Denver
Boulder Valley Women's Health Center	SHAPE (Sexual Health and AIDS Awareness Peer Education)	blair@bvwhc.org	Broomfield, Boulder
Boulder Youth Body Alliance	Boulder Youth Body Alliance	carmenccool@yahoo.com	Boulder
Boys & Girls Club of the Southern Ute Indian Tribe	Sunshine Cloud	jbartlett@southern-ute.nsn.us	Archuleta, La Plata
Boys & Girls Clubs of Metro Denver	Keystone and Torch Leadership Clubs	tinam@bgcmd.org	Adams, Denver
Boys& Girls Clubs of Chaffee County	Caring Community & Get Real Coalition	wendellpryor@yahoo.com	Chaffee
Brighton School District 27J	Cty of Brighton Youth Commission, Student Councils	rdecrescentis@sd27j.org	Adams, Weld
Buena Vista Build A Generation	Youth Advisory Council	nmallett@chaffeecounty.org	Chaffee
BVSD Peer Education Program	Peer Leaders	deb.crowell@bvsd.org	Boulder
Cesar Chavez Cultural Center	Latina/Latino Youth Leadership Conference	patricia.escobar@unco.edu	Weld
Cherry Creek School District	Youth Advisory Board	crosenberry@ cherrycreekschools.org	Arapahoe
Chic Chicana Youth Leadership	Chic Chicana Alumni	Monica Bejarano: 303-891-2442	Denver Metro
Children and Youth Resources, City of Longmont	Longmont Youth Council	christina.pacheco@ ci.longmont.co.us	Boulder
City of Aurora Office of Youth Development	Teen Advisory Group	rmedina@auroragov.org	Adams, Arapahoe
City of Aurora Office of Youth Development	Aurora Youth Commission	asilverber@auroragov.org	Adams, Arapahoe
City of Boulder Youth Opportunities Program	Youth Opportunities Advisory Board (YOAB)	swetta@bouldercolorado.gov	Boulder
City of Commerce City	Commerce City Recreation Youth and Teen Advisory Council	jsutheimer@c3gov.com	Adams
City of Greeley-Youth Enrichment	City of Greeley - Youth Commission	brecken.larrick@greeleygov. com	Weld
Collbran Job Corps Center	Student Government	jdnrkymtn@aol.com	Mesa
College of Arts & Media, University of Colorado Denver	Dean's Student Advisors	david.dynak@ucdenver.edu	Denver

NAME OF ORGANIZATION:	NAME OF YOUTH ADVISORY BOARD	CONTACT	CITY/COUNTY
Colorado Dept of Human Services-Child Welfare	Colorado Youth-Young Adult Leadership Team (YLT)	ricardo.matthias@state.co.us	Statewide
Colorado Dept of Public Health and Environment	Youth Partnership for Health	anne-marie.braga@state.co.us	Statewide
Colorado Dept of Public Health and Environment	in development	Yvonne.kellar-geunther@uchsc.edu	Statewide
Colorado Division of Criminal Justice	JJDP Council - Youth Commitee	michele.lovejoy@cdps.state.co.us	Statewide
Community Coalition	Youth Advisory Council	nmallett@chaffeecounty.org	Chaffee
Crossroads Turning Points, Inc	Pueblo Teen Council	cathy@accoladesonline.com	Pueblo
De Beque School District	School Board	dpfau@debeque.k12.co.us	Garfield, Mesa
Delta County Health Departement	Delta County 4-H County Council	dfrench@deltacounty.com	Delta
Denver Office of Drug Strategy-SW Denver Coalition	Currently not named	vanessa.fenley@denvergov.org	Denver
Denver Public Schools Indian Education Program	Young Winyan Talking Circle	danicabrown@yahoo.com	Denver
Denver Public Schools SDFS	Board of Education Youth Group	katherine_goebel@dpsk12.org	Denver
Durango School District 9-R	La Plata County Youth Partnership for Health	jpritchard@durango.k12.co.us	La Plata
Earth Force	Youth Council	Asia Dorsey: 303-433-0016	Adams, Arapahoe, Denver, Douglas, Jefferson, San Luis Valley
El Paso County Department of Human Services	Youth Advisory Board (YAB)	ZacharyPingatore@elpasoco.com	El Paso
Environmental Learning for Kids	Youth in Natural Resources	Kim Glatz: 303-291-7554	Adams, Arapahoe, Denver
Escuela Tlatelolco Centro de Estudios	Concilio de Estudiantil	Sandra Garcia: 303-964-8993	Adams, Arapahoe, Denver, Jefferson
Excellence in Education Group	Custer County Philanthropy Club	rod_barringer@yahoo.com	Custer
Fowler Elementary	Fowler Elementary Student Council	601 West Grant Avenue Fowler, CO 81039	Otero
Full Circle of Lake County, Inc.	Leadership Crew	bill@fullcircleleadville.org	Lake
Get R!EAL (located at the UCD Cancer Center)	local Get R!EAL youth coalitons	Heather.kennedy@uchsc.edu	Statewide
Gold Belt Communities Build A Generation	CCV EPYCS	noblel@co.teller.co.us	Teller
Goodwill Industries of Denver	Youth Advisory Council	Nona Urban: 303.650.7789	Denver
Goodwill Industries of Denver, Youth Services	Student Advisory Council	kgouge@goodwilldenver.org	Denver

APPENDIX E
YOUTH ADVISORY BOARDS/COUNCILS IN COLORADO

NAME OF ORGANIZATION:	NAME OF YOUTH ADVISORY BOARD	CONTACT	CITY/COUNTY
Grand Futures Prevention Coalition	Steamboat Springs Teen Council	blightner@steamboatsprings.net	Routt
High School Leadership Montezuma	Youth Advisory Council, Student Planning Committee	susan@swcommunityleadership.org	Montezuma
Hilltop Community Resources - Get Real Program	Mesa County Youth Council	janet.rowland@mesacounty.us	Mesa
Jefferson County	Jefferson County YouthWorks	dcrane@jeffco.us	Jefferson
Kaiser Permanente's Educational Theatre Programs	Kaiser Permanente Youth Advisory Board (KP-YAC)	glenna.j.kelly@kp.org	Adams, Arapahoe, Broomfield, Boulder, Denver, Douglas, Jefferson
Kit Carson County Prevention Partnership	Happy Livers	kccprevention@yahoo.com	Kit Carson
LiveWell - Mesa County Health Department	Mesa County Teen Leadership Commission	sarah.elliott@mesacounty.us	Mesa
Majestic Baptist Church	Leadership Team	jeremykedwards@gmail.com	Pueblo
Mayor's Youth Commission	Mayor's Youth Commission	nancy.gilder@denvergov.org	Denver
Mental Health Center of Denver	Project HIKE	lynn.garst@mhcd.org	Denver, Jefferson
Mesa County Health Department	Family Planning Youth Advisory Council	healthinfo@mesacounty.us	Mesa
Mile High United Way - Bridging the Gap	Bridging the Gap youth leadership board	kippi.clausen@unitedwaydenver.org	Adams, Arapahoe, Broomfield, Boulder, Denver, Douglas, Elbert, El Paso, Jefferson
Mile High Youth Corps	MHYC Leadership Council	brigidm@mhyc.net	Adams, Arapahoe, Broomfield, Denver, Douglas, Elbert, Gilpin, Jefferson.
Monte Vista School Distrcit C8	Building Leadership Teams	dself@monte.k12.co.us	San Luis Valley
Mosaic Youth Chorus / Rocky Mountain Arts Assn	Chorus Council	flyingsinger32@msn.com	Adams, Arapahoe, Boulder, Denver, Douglas, El Paso, Jefferson
Mothers Against Drunk Driving (MADD)	Youth in Action	Karen.Teel@madd.org	Alamosa, El Paso, Fremont, Mesa, Mineral, Pueblo, Rio Grande, Saguache, Teller
PeaceJam Foundation	PeaceJam Rocky Mountain Leadership Team	jes@peacejam.org	Statewide
PlatteForum	Student Advisory Committee (PF SAC)	meagan@platteforum.org; jasmine.naranjo@gmail.com	Adams; Arapahoe, Aurora, Denver
Rainbow Alley	Youth Leadership Council	allthingsrock2004@yahoo.com	Adams, Arapahoe, Denver, Jefferson
RIDE-Restorative Justice Prog-Denver Public School	RIDE-Restorative Intervention Development Education	holly_gorman@dpsk12.org	Denver
Rio Grande Prevention Partners	YOUth	bhrgeval@yahoo.com	Mineral, Rio Grande
Saguache County Nursing Service	Saguache County Prevention Partnership	Ileen Rivale: 719-655-2533	San Luis Valley

NAME OF ORGANIZATION:	NAME OF YOUTH ADVISORY BOARD	CONTACT	CITY/COUNTY
Saguache County Prevention Partners	Saguache County Youth Coalition	kruggles@center.k12.co.us	Saguache
San Juan Basin Health Department	Dragon Youth Project	kendra@sjbhd.org	Archuleta, Dolores, La Plata, Montezuma, San Juan
TEENS, Inc.	Roundtable	(303) 258-3821	Boulder, Gilpin
The BACCHUS Network	Student Advisory Committee	andrea@bacchusnetwork.org; heather@bacchusnetwork.org	Statewide
The Eagle River Youth Coalition	The Youth Leaders Council	cgair@eagleyouth.org	Eagle
The Family Learning Center	The Family Learning Center youth advisory board	Robert Jacquez: 303-442-8979	Boulder
Third Way Center	School Governance (Student Council)	tlack@thirdwaycenter.org	Statewide
Urban Colors Arts & Mnetoring	Urban Colors Ambassadors (UCA)	moreinfo@urbancolors.org	Denver
Vista Charter School	Student Council	cwilson@vistacharter.org	Delta, Mesa, Montrose, Ouray
Volunteers of America	Youth Advisory Board	bycamericorps2@qwest.net; Katie Donovan: 720-217-3884	Adams, Arapahoe, Clear Creek, Denver, Jefferson, La Plata, Larimer
Weld County Department of Public Health	Youth Commission and Youth Tobbaco Coalition	ckauffman@co.weld.co.us; bkybruz@co.weld.co.us	Weld
Women's Resource Agency	InterCept AfterGlow	Kimberly@wrainc.org	El Paso, Teller
YMCA of Boulder Valley	BreakThrough Arts t.a.b.	bta@ymcabv.org	Broomfield, Boulder
Youth and Family Academy Charter School	Student Council	PuebYouth@aol.com	Pueblo
YWCA of Boulder County	EDGE Evalaution advisory board	jenniferk@ywcaboulder.org	Boulder

APPENDIX F
GOVERNANCE BOARDS WITH YOUTH REPRESENTATION IN COLORADO

| NAME OF ORGANIZATION:	CONTACT INFORMATITON FOR THIS BOARD
Community Coalition	nmallett@chaffeecounty.org
Pueblo City Schools - Project Respect	terri.martinez-mcgraw@pueblocityschools.us
CO Org for Latina Opportunity & Repro Rights COLOR	jacy@colorlatina.org
Morgan County School District Re-3	Vickie Lapp, Secretary to the Board of Education Morgan County School District Re-3 715 West Platte Ave Fort Morgan, CO 80701
Delta County Health Department	dfrench@deltacounty.com
Fowler Elementary	Fowler Elementary Accountability Committee Fowler School District R4j
Mi Casa Resource Center	www.micasadenver.org
Boulder Youth Body Alliance	carmenccool@yahoo.com
Earth Force	lisa.bardwell@comcast.net
Mayor's Youth Commission	nancy.gilder@denvergov.org
Center for Restorative Programs	info@restorativeprograms.org
The BACCHUS Network	andrea@bacchusnetwork.org
Rocky Ford School District	nancy.paulson@rockyford.k12.co.us
Denver's Road Home	jamie.vanleeuwen@denvergov.org
Colorado's Finest Alternative High School	
GSA--New Vista High School – BCPIP	Alice Swett swetta@bouldercolorado.gov
Get R!EAL (located at the UCD Cancer Center)	heather.kennedy@ucdenver.edu
Crossroads Turning Points, Inc	creid@crossroadstp.org
Byrne Urban Scholars	amandab@byrneurbanscholars.org
Art from Ashes, Inc.	marie@artfromashes.org
YouthZone	dwilde@youthzone.com
The Eagle River Youth Coalition	ddodd@anb.com
TEENS, Inc.	(303) 258-3821
YWCA of Boulder County	jenniferk@ywcaboulder.org
Colorado Dept. of Human Services-Child Welfare	bob.coulson@state.co.us
Del Alma	director@delalma.net
Widefield School District 3	campbells@wsd3.k12.co.us
CDPS- Division of Criminal Justice	meg.williams@cdps.state.co.us
Summit Prevention Alliance	susan@summitpreventionalliance.org
Beaver Creek 4-H Club	Lpatters@frontier.net
Saguache County Nursing Service	Ileen Rivale 719-655-2533
Collbran Job Corps Center	jdnrkymtn@aol.com

GOVERNANCE BOARDS WITH YOUTH REPRESENTATION IN COLORADO

NAME OF ORGANIZATION:	CONTACT INFORMATITON FOR THIS BOARD
Larimer County Workforce Center	Mjohnston@larimer.org
Grand Futures Prevention Coalition	dervla@grandfutures.org
High School Leadership Montezuma	susan@swcommunityleadership.org
Denver Drug Strategy Commission	karla.maraccini@denvergov.org; Vanessa.fenley@denvergov.org
Saguache County Prevention Partners	irivale@saguachecounty-co.gov
Mile High United Way - Bridging the Gap	kippi.clausen@unitedwaydenver.org
SUCAP/The Training Advantage	dawnfarrington@frontier.net
Boys & Girls Club of the Southern Ute Indian Tribe	jbartlett@southern-ute.nsn.us
Boys & Girls Clubs of Larimer County	kwright@bgclarimer.org
Jefferson County	Jim Panzer, Chair Tri-County YouthWorks 3500 Illinois, Golden, CO 80401
CDHS-SHHP	andrew.johnson3@state.co.us
Arts Street	alumni@arts-street.org
CDPHE	Roseann Prieto: 720-422-7443
Adams City High School	rgallard@adams14.org
Inside/Out Youth Services	Kory Sampson: 719.328.1056
Chic Chicana Youth Leadership	Yasmine Vasquez: 303-891-2442
Cesar Chavez Cultural Center	patricia.escobar@unco.edu
Assets for Colorado Youth	alyssa.yang@du.edu
Healthier Communities Coalition of Larimer County	krs4@pvhs.org
Environmental Learning for Kids	sgilmore@elkkids.org
Governor's Commission on Community Service	terri.jutzi@state.co.us
Denver Public Schools Indian Education Program	danicabrown@yahoo.com
The Family Learning Center	brendalyle@yahoo.com
SalsAmigos	info@salsamigos.org
Youth and Family Academy Charter School	PuebYouth@aol.com
Boulder Valley Women's Health Center	susan@bvwhc.org

APPENDIX G
SAMPLE POSITIVE YOUTH DEVELOPMENT BUDGET LINE ITEMS

BUDGET ~ SERVICE COMPONENTS	MINIMUM TIME RECOMMENDED
PERSONNEL EXPENSES:	
Adult Coordinator	.5 FTE
Sub-total Personnel Expenses	
Fringe Benefit Rate:	
Total Personnel Expenses	
CONTRACTUAL SERVICES:	
PYD Training for youth and adults and Technical Assistance	
Materials Translation (If Needed)	
Youth Intern/Liasion (Ages 16-25 years)	10-20 hours
Youth Consultation Fees/Stipends	
Family Consultation Fees/Stipends	
Note: The national average for youth consultants is $10/hr. For families, the national average is $15/hr	
Child Care (provided on site or $10/hr)	
OPERATING EXPENSES	
Healthy refreshments for Meetings	
Telecommunication (conference calls, Skype, webinars)	
Office Support Supplies	
Technology (laptops, internet service, mobile texting device, video camara)	
Tokens of appreciation and recognition	
TRAVEL EXPENSES	
Travel to and from meetings	
Note: Use current state reimbursement rate	
INDIRECT (FISCAL MANAGEMENT SERVICES)	
Indirect rate:	
Total of Indirect Expenses	
TOTAL	
Percent of in-kind match to total program cost	
Note: Determine, quantify, count and track your in-kind matching/donated services to demonstrate community investment and ownership of PYD activities as well as for future projects and sustainability planning purposes.	
TOTAL PYD BUDGET	
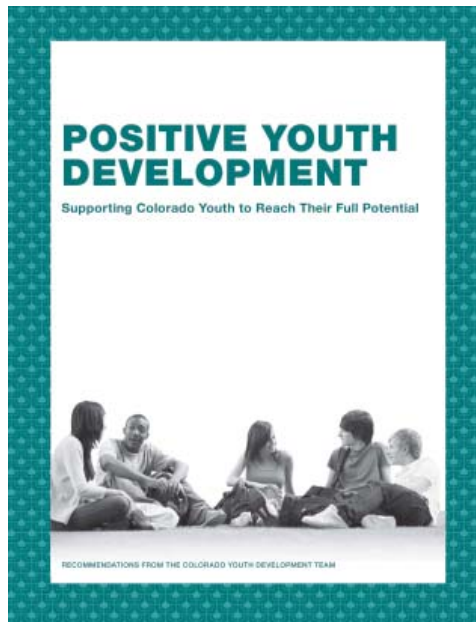
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