



Garfield County, Colorado



YOUTH ISSUES ASSESSMENT for GARFIELD COUNTY

July 2006

Youth Issues Assessment for GARFIELD COUNTY

Report Purpose

This report is one phase in a needs assessment for strategic planning that will improve the quality of life for youth in Garfield County. Leadership and resource development for this initiative will benefit from a plan that integrates unique information from these three constituencies:

- **Professionals Engaged in Providing Youth Services** These are our educators, congregation youth leaders, staff and administrators in agencies serving children, health providers, and other persons whose professional lives are dedicated to the well-being of young people. They are the technical experts, those who are educated in youth development and best informed about needs across their communities, fiscal limitations, and solutions with greatest promise—
- **Parents and Other Adults** Adults see children and teens from the perspectives of the family and neighborhood. They are also the foundation of community values, convictions on which any plan for action must be based—
- **Youth** Adolescents and children are neither experts nor the source of family values, but we raise them to think for themselves, express their ideas, and engage adults in productive communication and cooperation. How youths see themselves as consumers of solutions planned by adults will be critical to any strategic plan's success.

This phase began with compiling information from community service stakeholders.

The Garfield County Youth Issues Survey

The Survey, developed by a workgroup sponsored by Garfield County Human Services, solicited youth service professionals' thoughts on: (a) the most common problems or conditions interfering with positive youth development, (b) local assets that were judged to have consistently benefited youth, (c) recommendations on resources for youth that should be expanded, and (d) judgments of how well Garfield County is doing with promoting the best possible quality of life for children and youth. Professionals were invited to participate in an on-line administration of the Survey. Respondents identified the community and

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youth age group to which they were committed and their professional role (e.g. youth agency staff, law enforcement officer, etc.). Responses were anonymous.

Survey Results

Survey Respondents One hundred forty-one stakeholders participated in the needs assessment, 79 (56.0%) focusing on six Garfield County communities and the remainder (44.0%) working in multiple communities across the County. (Response tabulations and statistical analyses are provided in the Appendix for this report.) Glenwood Springs drew the largest number of responses from a single community; Parachute provided a single survey respondent. Elementary or secondary teachers/administrators were the most common stakeholder participants, with social services and youth agencies next in numbers and youth congregation leaders the least often represented. Among the respondents, 12.1% said they served primarily children 0-5 years, 14.9% children 6-10, 12.8% the 11-13 middle school group, and 24.1% high school-age students. The remaining 36.2% of respondents served several multiple age groups.

The survey attempted to obtain a sample of youth-serving professionals across communities and for different age youth populations. In this goal it succeeded, if not in recruiting the fullest participation of stakeholders for each region of the County.

Characteristics of Stakeholders from Different Communities The report below gives information on community needs, assets, and programs recommended for increased support, accordingly it is important to understand any unique characteristics of respondents' views on their community. Stakeholders working in multiple communities were more likely to serve older youth, those in the middle school-high school age range, while persons reporting from New Castle, Battlement Mesa, and Glenwood Springs to be serving young children. Carbondale and Glenwood Springs survey takers were more often educators, and Rifle and Battlement Mesa had more persons involved in recreation services. The category of persons saying they served many different communities was more likely to include educators, judges, attorney/probation officers, public administrators, and youth and social services stakeholders. This group represents a diverse range of professionals.

Unmet Needs Affecting Youth Development When all stakeholders from all communities were combined, they identified 11 categories of unmet youth needs. The top six are shown below.

By a wide margin, youth-serving professionals reported that one of the most common problems they see was young people with "too much unsupervised free time". This judgment was given while recognizing that many programs exist whose mission is supervising and occupying children and adolescents. Respondents commented about the young people who are *not* enrolled, instead are left to their own devices. Great concern was expressed that a substantial group of children and teens were falling behind in school

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because they were not receiving the additional help (from parents, tutors, etc.) that would help them keep up with their class. Four additional needs stood out in the assessment. Three of these identified issues related to parents not having the skills to support their children's best developmental interests or about lack of access to child care. Finally, youth substance abuse prevention and treatment were identified as unmet needs in the County.

Most Frequently Mentioned Unmet Youth Needs	1 st Choice	2 nd Choice	Total Identified
1. Youth Unsupervised After School, Evenings, and Weekends: Children and youth have too much unsupervised free time. Teenagers not involved in positive activities after school and evenings	42	23	65
2. School Under Achievement: Children underachieving in school, not challenged, not motivated to learn, or needing one-on-one learning support	20	11	31
3. Lack of Parental Support: Lack of sufficient, quality parental support and guidance at home, single families and two-parent working families, parents not prepared to support children in school	17	9	26
4. Insufficient Adult Guidance for Older Youth: Teenagers lack ability and guidance to solve problems, develop social skills, and plan for their future	9	14	23
5. Limited Preschool and Child Care: Insufficient, affordable infant/child care, lack of playground facilities for children under 5, lack of qualified child care workers, children with no early childhood education	11	11	22
6. Prevalent Substance Abuse: Programs needed for prevention and treatment, reducing the availability of alcohol and drugs	10	10	20

Identified Community Assets The survey asked not only about problems, but also about strengths, or social capital that stakeholders believed were making significant contributions to the well-being of youth. Professionals were asked to select their first and second choices, based on personal experience. The eight most frequently mentioned, out of a total of 29 different activities/organizations, are listed on the next page.

YouthZone programs were mentioned by the greatest number of stakeholders, whether educators, social services staffs, or from other professional groups. Next, respondents recognized the many programs and activities sponsored by schools and individual educators. Next most frequently mentioned community assets involved the community and recreation center programs that have been developed in some areas of the County. The RE-1 Roaring Fork district's "Family Resource Centers" drew comment for their value to young people, as did the sports programs sponsored in nearly all areas. Also listed by respondents were many different individual programs that were grouped together for reporting purposes. These "community programs" were recognized for their service to children and youth. Among the other top-rated resources were those that served the County's youngest, the child care and early education programs.

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Survey respondents generated an impressive directory of activities and programs they thought were supporting positive youth development. These were offered, obviously, by the same persons who described needs of children and youth that were not being met by available services.

Most Frequently Mentioned Community Assets for Youth	1 st Choice	2 nd Choice	Total Identified
1. Youth Zone Programs Diversion, Pals, Teen Pals, mentoring	34	13	47
2. Public Schools Programs Kindergarten, second language instruction, pre-collegiate program, after school programs and efforts of individual educators, parent nights	17	16	33
3. Community Centers, Community Park and Recreation Programs , summer recreation programs	13	13	26
4. Family Resource Centers	11	7	18
5. Youth Sports Programs	9	7	16
6. Church Youth Groups	5	6	11
7. Community Programs Internships, Job shadowing, Girls to Women, Boys to Men, Junior Achievement, Job Corps, Girls are Great, Power Lunch, River and Trails Program, Job Corps, Advocate Safehouse Kamp	4	7	11
8. Early Childhood Education Programs Head Start, Even Start, child care programs	7	4	11

Recommendations for Program Enhancement When asked their opinions about activities or programs that should receive larger resource allocations, respondents identified 29

Programs Recommended for Expansion/Increased Support	Times Recommended
1. Community Programs: Expand community programs like job shadowing and internships, Scouting, expand Girls and Boys Clubs, outdoor education classes, tuition assistance and scholarships	17
2. Public School Programs: Expand programs commonly sponsored by public schools – counselor programs, full time kindergarten, scholarships for preschool, improve truancy prevention programs, anti-bullying programs	12
3. Substance Abuse: Substance abuse prevention and treatment programs, stop sale of illegal drugs	9
4. Parenting Education: Parenting education classes and mentoring programs to strengthen families	8
5. After School Programs: tutoring programs, broaden the scope of 4-H classes	7
6. Teen Advocacy: Develop a teen advocacy and leadership club that creates ways for teens to get involved in the community, programs that support and recognize teen involvement in the community, expand youth summits, community service opportunities	7

with the above choices ranking at the top of the longer list.

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- Professionals thought that “community programs” – a diverse group of organized activities each with a somewhat different focus and target age group – should receive greater attention, be given more funding, and expanded. Respondents often mentioned “outreach” or finding and enrolling children who were in greatest need of a program rather than just expanding programs to include more of those who could easily access them. Service stakeholders challenged expansion to reach out, eliminate barriers, and sustain participation of young people who would benefit if they stayed engaged.
- Educators and others brought attention to non-academic, school-based programs important to youth. Often sponsored by a school administrator or an individual teacher, these services were recommended for expansion because they would support learning and could be offered in settings where children were spending a large part of their day.
- Respondents in all stakeholder categories expressed their concern with youth alcohol and drug use and were pointed in their remarks that currently intervention was very limited and should be developed further.
- Comments indicated that stakeholders often met parents with limited skills in raising children, lacked knowledge of child and youth discipline, and did not appreciate the importance of adult supervision and positive activities for the favorable maturation of teens. These parents particularly were thought to need “capacity building” education. Recommended were programs that would make themselves available to adults who may not recognize their own need and who for various reasons may have little opportunity to take part in usual activities that would raise awareness and knowledge.
- Surprisingly, it was youth agency staff and directors who most strongly advocated for expansion of after school programs. These professionals saw the value of programs that reached out to children and youth most in need, provided them with learning support and recreation, and exposed them to opportunities that would promote their personal, physical, and social development.
- Finally, in a long list of recommended program expansion, was a request from various stakeholders for development of programs at the community level for involving teenagers in experiences with volunteering, job shadowing, work, leadership, and advocacy for youth health. A mentioned element was bringing recognition to those participating and then involving program “graduates” in education, government, congregations, and in other institutions to set examples of how communities valued teens and how adults can benefit from young peoples’ knowledge.

Community-by-Community Views on Local Needs, Assets, and Recommended Program Enhancement While community-level data from the Survey is not ideal, this report summarizes distinctive characteristics in the possibility that they will assist municipalities

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with their own strategic planning. For each example of identified need, recognized asset, and program development recommendation, comparisons were made between individual communities and all other communities. Distinguishing comment shown in the following table was determined statistically. Development recommendations come from service stakeholders whose primary involvement is in the listed community. (Where a need, asset, or recommendation is not mentioned, that issue is the same for the town as the County as a whole. See Appendix, pages 5-8 for fuller descriptions of needs, assets, and recommendations.)

Community	Recommended Development
Carbondale	<ul style="list-style-type: none"> ▪ Need: Youth Guidance Programs ▪ Asset: Community Programs ▪ Asset: Libraries ▪ Asset: Youth Sports ▪ Strengthen Community Center Teen Programs ▪ Strengthen Teen Advocacy
Glenwood Springs	<ul style="list-style-type: none"> ▪ Asset: Family Resource Center ▪ Asset: YouthZone Programs ▪ Strengthen Cultural Programs ▪ Strengthen Low-cost Housing
New Castle	<ul style="list-style-type: none"> ▪ Need: Health Education Programs
Rifle	<ul style="list-style-type: none"> ▪ Asset: 4-H ▪ Asset: Community Centers ▪ Strengthen Community Center Teen Programs
Battlement Mesa	<ul style="list-style-type: none"> ▪ Asset: Youth Sports ▪ Strengthen After School Programs
Parachute	<ul style="list-style-type: none"> ▪ Need: Youth Guidance ▪ Asset: Community Service Clubs ▪ Asset: Libraries ▪ Strengthen School-based Youth Programs
Multiple Communities across the County	<ul style="list-style-type: none"> ▪ Need: Preschool Programs ▪ Need: School Achievement Programs ▪ Need: Substance Abuse Programs ▪ Need: Youth Guidance ▪ Asset: Yampah Mountain HS ▪ Strengthen Substance Abuse Programs

The most compelling conclusion suggested by this community-by-community summary is that municipalities probably differ in their needs, assets, and local judgments on what deserves great resource allocation.

Stakeholder Judgments of the “Job Being Done” with Meeting Garfield County Youth Needs About half (49.6%) of the survey youth service stakeholders agreed that a “good job” is being done to meet youth needs. The remainder was neutral to negative. Perhaps, using a report card analogy, these results show overall, communities would get about a “C”

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grade in resolving the needs that have not already been met by strong families, caring neighborhoods, and dedicated youth services providers.

Survey Conclusions

Determining the status of unmet youth needs, community programs that have been effective, and recommended investments for improving youth quality of life is a first step in strategic planning, the purpose of this report's analysis of survey data from educators, youth agency staffs, and other professionals from across Garfield County. What is "strategic" about a strategic plan is the approach taken in using this information. A substantial contribution to these tactics can be expected when input is obtained from parent and other adults' views and values, and youths' consumption preferences. For now, the report establishes the following conclusions:

- **Unmet Youth Needs** Youth service stakeholders – professionals who can be counted on as our best-informed persons about youth needs – were asked not how well they thought they, families, and communities were doing with raising children and teens, but what needs were *not* being adequately addressed today. They succeeded with identifying 11 categories, with the top six including: (1) children and youth who are unsupervised after school, (2) students falling behind in school and not having support to keep up with their class peers, (3) parents who lacked knowledge and motivation to provide support needed by young people, (4) teenagers who are on their own as far as strong examples for good conduct, setting goals, and encouragement to reach their potential, (5) affordable child care, and (6) programs that would reduce alcohol and other drug availability and treat youth who were already consumers of these substances. Only about one-half of surveyed stakeholders believed communities were doing a "good job" of working to resolve these needs.
- **Community Assets for Youth** Stakeholders know what is working. Though the list of promising and effective programs and activities was long, there was agreement among professionals on those they could count on to do a great job, day in and day out. Survey respondents reported on a rich and extensive existing foundation of social capital invested in the well-being of children and adolescents.
- **New Investment Needed** Notwithstanding their recognition of family and neighborhood commitments to youth and the supplemental community and individual services and support provided by youth service professionals, respondents recommended new action to reduce unmet needs. They advocate for new resources and other actions that will: (1) expand "community programs" like Scouting, Boys and Girls Clubs, and other activities so they are more accessible to needy youth and to sustain these youngsters' involvement, (2) support non-academic youth development programs in schools that promote the healthy development of young people and indirectly support achievement of their learning potential, (3) develop, expand, and implement actions that will reduce youth access

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to alcohol and drugs and treat teens who have gone beyond youthful experimentation, (4) educate parents who need learning opportunities for raising healthy, sound adolescents, (5) expand out-of-school activities for youth who are at loose ends in communities, and (6) design and implement a program in communities that sponsors youth development opportunities and brings recognition to achieving teens.

The data collection project is also a demonstration that at relatively little cost and complication to the busy lives of government and community program staffs, it is possible to estimate where there is a consensus on needs and action for the County and at the same time reveal unique conditions and important assets in individual communities. A strategic plan for youth is feasible.

Strengths and Limitations of the Report Neither the Human Services Department, its youth issues workgroup, nor survey respondents will claim that this report is without its limitations. Conclusions about individual communities are limited by the total number of respondents. Some stakeholder groups are underrepresented in the survey sample. The report's greatest strength is its reliance on the judgments of persons across the County whose professional lives are dedicated to our children – not on outside experts, abstract philosophies, or headline statistics. Should those participating be doubled or tripled, conclusions for individual communities would be more accurate, but the Garfield County big picture will be much the same.

Next Steps in Strategic Planning Strategic planning for action at the County and municipal levels cannot be successful without the comment of parents and other adults. This should be the next step. How will parents express their own values and views when they are given the judgments of professional stakeholders? Integrating this information and querying young people will create all the tools necessary to advance Garfield County to the next level in advocating for its youth.

APPENDIX

Garfield County Youth Issues Survey
Response Tabulations

GARFIELD COUNTY Youth Issues Needs Assessment

1. Survey Respondent Characteristics

What are the characteristics of the 141 persons who completed the Youth Issues Survey?

Distribution of Respondents by Identified Community¹

Garfield County Community	Number of Respondents	Percent of Total
Multiple Communities ²	62	44.0
Glenwood Springs	44	31.2
Carbondale	14	9.9
Rifle	14	9.9
New Castle	4	2.8
Battlement Mesa	2	1.4
Parachute	1	.7
Total	141	100.0

¹ Total respondents to the Youth Issues Survey = 141

² Youth service stakeholders operating in multiple communities identified themselves in this category

Distribution of Respondents by Stakeholder Roles

Service Stakeholder Role	Number of Respondents	Percent of Total
Elementary or Secondary Teacher	53	37.6
Social Services Agency Staff or Administrator	18	12.8
Youth Agency Staff Member	17	12.1
Elementary or Secondary Administrator	10	7.1
Law Enforcement	8	5.7
Recreation Agency Staff or Administrator	8	5.7
Youth Agency Administrator/Board Member	7	5.0
Mental Health Provider	6	4.3
Elected Representatives and Public Administrator - City or County	5	3.5
Attorney or Probation Officer	3	2.1
Judge	3	2.1
Medical or Nursing Provider	2	1.4
Congregation Youth Leader	1	.7
Total	141	100.0

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Distribution of Primary Age Group Served by Stakeholders

Primary Age Group Served	Number of Respondents	Percent of Total
0-5 Years	17	12.1
6-10 Years	21	14.9
11-13 Years	18	12.8
14-18 Years	34	24.1
Different age groups	51	36.2
Total	141	100.0

2. Characteristics of Respondents by Community

How do the respondents from identified communities differ in the age of persons they serve and the stakeholder group to which they belong?

Age Group Descriptives for Communities^{1,2}

Community	Number of Respondents	Mean Age Group
Parachute	1	5.00
Multiple Communities	62	4.02
Rifle	14	3.64
Carbondale	14	3.50
Glenwood Springs	44	3.11
Battlement Mesa	2	2.50
New Castle	4	2.00
All Communities	141	3.57

¹ A smaller mean indicates younger children

² Stakeholders serving multiple communities serve a significantly older Population of children and youth (ANOVA, $p < .005$)

Carbondale Respondents X Stakeholder Group^{1,2}

Stakeholder Role	Significance
Elementary Education Stakeholder	.006

¹ As compared to the other communities, Carbondale respondents were more likely to be elementary school teachers (t-test, $p < .006$)

² "Significance" refers to statistical probability, with smaller numbers showing more significant results

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Glenwood Springs Respondents X Stakeholder Group

Stakeholder Role	Significance
Elementary Education Stakeholder	.000
Recreation Agency Stakeholder	.050
Youth Agency Administration/Board Stakeholder	.068

New Castle Respondents X Stakeholder Groups

Stakeholder Role	Significance
None	-

Rifle Respondents X Stakeholder Groups

Stakeholder Role	Significance
Medical/Nursing Stakeholder	.056
Recreation Agency Stakeholder	.007

Battlement Mesa Respondents X Stakeholder Groups

Stakeholder Role	Significance
Recreation Agency Stakeholder	.006
Secondary Education Stakeholder	.017

Parachute Respondents X Stakeholder Groups

Stakeholder Role	Significance
None	-

Multiple Community Respondents X Stakeholder Groups

Stakeholder Role	Significance
Elementary Education Stakeholder	.000
Judge Stakeholder	.048
Probation/Attorney Stakeholder	.048
Public Administrator Stakeholder	.010
Social Services Stakeholder	.002
Youth Agency Administration/Board Stakeholder	.022

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3. Stakeholder-Identified Unmet Youth Needs

What are the types of needs identified by stakeholders and which needs were mentioned by the largest number of stakeholders?

Stakeholder-Identified Need Categories and Priority of Need¹

Categories of Identified Need	1 st Need	2 nd Need	Total Times Identified
1. Supervised After School, Evening, and Weekend Activities: Children and youth have too much unsupervised, free time. Teenagers not involved in positive activities after school and evenings	42	23	65
2. School Under Achievement: Children underachieving in school, not challenged, not motivated to learn, or needing one-on-one learning support	20	11	31
3. Parental Support: Lack of sufficient, quality parental support and guidance at home, single families and two-parent working families, parents not prepared to support children in school	17	9	26
4. Youth Guidance: Teenagers lack ability and guidance to solve problems, develop social skills, and plan for their future	9	14	23
5. Preschool and Child Care: Insufficient, affordable infant/child care, lack of playground facilities for children under 5, lack of qualified child care workers, children with no early childhood education	11	11	22
6. Substance Abuse: Programs for prevention and treatment, reduce the availability of alcohol and drugs	10	10	20
7. Mental Health and Special Social Services for Children and Adolescents: Affordable professional counseling, services for runaway and homeless youth, programs for pregnant teens, services to protect children from neglectful, abusive parents	9	9	18
8. Poverty: Limited family income to meet children's healthcare and dental needs, children missing important opportunities, e.g., preschool, recreation, sports, the arts	5	13	18
9. Cultural and Language Outreach: Need for outreach to immigrant families to overcome cultural and language barriers, resolution of racial conflicts	4	11	15
10. School Attendance: Students not attending school or dropping out of school	7	3	10
11. Health Education: Children need education in nutrition, how to cope with sexual pressure	1	4	5

¹ Respondents were asked to identify the two needs they considered most important

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4. Stakeholder-Identified Community Assets

What are the types of community assets (programs and other resources) identified by stakeholders and which assets were mentioned by the largest number of stakeholders?

Stakeholder-Identified Community Asset Categories and Frequency of Endorsement¹

Community Asset Categories	1 st Asset	2 nd Asset	Total Times Identified
1. Youth Zone Programs Diversion, Pals, Teen Pals, mentoring	34	13	47
2. Public Schools Kindergarten, second language instruction, pre-collegiate program, after school programs and efforts of individual educators, parent nights	17	16	33
3. Community Centers, Community Park and Recreation Programs , summer recreation programs	13	13	26
4. Family Resource Centers	11	7	18
5. Youth Sports Programs	9	7	16
6. Church Youth Groups	5	6	11
7. Community Programs Internships, Job shadowing, Girls to Women, Boys to Men, Junior Achievement, Job Corps, Girls are Great, Power Lunch, River and Trails Program, Job Corps, Advocate Safehouse Kamp	4	7	11
8. Early Childhood Education Programs Head Start, Even Start, child care programs	7	4	11
9. Yampah Mountain High School Teen program, alternative school programs	5	4	9
10. 4-H	4	2	6
11. Probation and Court Programs	1	5	6
12. Scouting	2	3	5
13. Walking the Talk Parenting classes	1	4	5
14. Family Visitor Programs	2	2	4
15. Kids First	2	2	4
16. Private Youth Programs Dance, art, gymnastics, Karate and martial arts programs	2	2	4
17. Aspen Buddy Program	2	1	3
18. Community Evaluation Team	2	1	3
19. Libraries	2	1	3
20. Charitable Foundation Funding Aspen Foundation, grants for child-youth programs	1	1	2
21. Community Service Clubs Rotary, Kiwanis	0	2	2
22. Aspen Youth Experience	1	0	1

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Community Asset Categories	1 st Asset	2 nd Asset	Total Times Identified
23. Counseling Programs	0	1	1
24. Folklorico	0	1	1
25. Garfield County Health Department	0	1	1
26. Garfield County Human Services	0	1	1
27. Media Empowerment Program	1	0	1
28. Snowboard Outreach Society - Avon	1	0	1
29. Youth Recovery Center	0	1	1

¹ Respondents were asked to identify the two community assets they considered most important

5. Stakeholder-Recommended Programs for Expansion

What are the types of programs were recommended by stakeholders for increasing resource application and which programs were mentioned by the largest number of stakeholders?

Stakeholder-Recommended Programs for Expansion^{1,2}

Programs Recommended for Expansion/Increased Support	Time Recommended
1. Community Programs: Expand community programs like job shadowing and internships, scouting programs, expand Girls and Boys Clubs, outdoor education classes, tuition assistance and scholarships	17
2. Public School Programs: Expand programs commonly sponsored by public schools – counselor programs, full time kindergarten, scholarships for preschool, improve truancy prevention programs, anti-bullying programs.	12
3. Substance Abuse: Substance abuse prevention and treatment programs, stop sale of illegal drugs	9
4. Parenting Education: Parenting education classes and mentoring programs to strengthen families	8
5. After School Programs: tutoring programs, broaden the scope of 4-H classes	7
6. Teen Advocacy: Develop a teen advocacy and leadership club that develops ways for teens to get involved in the community, programs that support and recognize teen involvement in the community, expand youth summits, community service opportunities	7
7. Child Care: Child care for days when school is out but parents are working, affordable school-age child care, support programs that advocate for the youngest children	5
8. Business Partnerships: Youth work study program developed with businesses, job skills and out-of-school learning programs	4

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Programs Recommended for Expansion/Increased Support	Time Recommended
1. County Programs: Explore how county-funded programs can improve youth services and the resources they would need to achieve goals, strategic planning for county-municipal joint planning for needed youth programs, greater involvement of elected officials and County government administrators in planning to meet youth needs	4
2. Cultural Programs: Programs that promote ethnic and cultural familiarity, cultural education programs, activities and events that promote integration and tolerance	4
3. Law Enforcement and Courts: Strengthen enforcement of laws related to youth violators, holding adolescents accountable, expand juvenile diversion programs	4
4. Mental Health Services for Youth: New program of mental health services just for children and youth with low-cost and Spanish counseling	4
5. Collaboration: Find ways existing programs can collaborate, look for partnerships with faith-based organizations, strengthen cooperation and communication among organizations	3
6. Fund Raising: Commercial and residential development tax for youth programs, energy impact funds to match municipal funding for proven youth programs, expand or build new youth sports facilities in high need areas, ombudsman to guarantee access to youth from impoverished families	3
7. Parent Involvement in School: Promote greater involvement of parents in schools	3
8. Community Center Teen Programs: Increase funding for Community Centers for Teen programs	2
9. Housing: Affordable housing for families	2
10. Transportation: Free transportation to after school youth and Community/Recreation Center programs	2
11. Health Care: Preventive health care outreach for children and youth	1
12. Immigrant Legal Assistance: Legal assistance for immigrant parents with children	1
13. Volunteers: Develop more volunteers for youth programs	1

¹ Total recommendations less than 141 because 38 respondents (27%) did not express an opinion

² Respondents were asked to identify the one program they would recommend for increased resource support

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6. Unmet Youth Needs, Assets, and Resource Recommendation by Community

What is distinctive about a community's youth needs, community assets, and local resources that stakeholders recommend be expanded?

Carbondale

Needs – Assets - Resources	Significance
Need: Youth Guidance	.015
Asset: Community Programs	.002
Asset: Libraries	.001
Asset: Youth Sports	.022
Strengthen Center Teen Programs	.056
Strengthen Teen Advocacy	.003

Glenwood Springs

Needs – Assets - Resources	Significance
Asset: Family Resource Center	.003
Asset: YouthZone Programs	.039
Strengthen Cultural Programs	.055
Strengthen Housing	.034

New Castle

Needs – Assets - Resources	Significance
Need: Health Education	.019

Rifle

Needs – Assets - Resources	Significance
Asset: 4-H	.050
Asset: Community Centers	.038
Strengthen Community Programs	.004

Battlement Mesa

Needs – Assets - Resources	Significance
Asset: Youth Sports	.069
Strengthen After School Programs	.003

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Parachute

Needs – Assets - Resources	Significance
Need: Youth Guidance	.014
Asset: Community Service Clubs	.000
Asset: Libraries	.000
Strengthen School Programs	.001

Multiple Communities

Needs – Assets - Resources	Significance
Need: Preschool Programs	.005
Need: School Achievement	.067
Need: Substance Abuse Programs	.038
Need: Youth Guidance	.005
Asset: Yampah Mountain HS	.011
Strengthen Substance Abuse Programs	.048

7. Stakeholder Judgments of “Job Being Done” to Meet the Needs of Youth

How well is Garfield County doing with meeting the needs of youth? Which communities are seen as doing the best/worst with resolving needs? How do stakeholder groups view success?

Distribution of Stakeholder Opinion:

“The community where I am most involved as a stakeholder with Garfield County children and youth is doing a good job – all things considered – in resolving unmet child-youth needs”

Response	Number of Respondents	Percent of Total	Cumulative Percent
Agree	16	11.3	11.3
Agree more than disagree	54	38.3	49.6
Neither agree nor disagree	19	13.5	63.1
Disagree more than agree	34	24.1	87.2
Disagree	6	4.3	91.5
Strongly disagree	12	8.5	100.0
Total	141	100.0	

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Resolving Unmet Needs Across Communities^{1,2}

Community	Number of Respondents	Mean Rating
Parachute	1	7.00
Battlement Mesa	2	6.00
Carbondale	14	4.43
New Castle	4	4.25
Multiple Communities	62	3.98
Glenwood Springs	44	3.73
Rifle	14	3.64
All Communities	141	3.97

¹ Low mean = greater satisfaction with resolving unmet needs

² Respondents serving some Colorado River Valley communities were significantly more dissatisfied with the job being done to resolve unmet youth needs (ANOVA, $p < .053$)

Resolving Unmet Needs and Stakeholder Groups¹

Stakeholder Group	Number of Respondents	Mean Rating
Judges	3	5.00
Elementary or Secondary Administrator	10	4.40
Social Services Agency Staff or Administrator	18	4.33
Mental Health Provider	6	4.33
Elementary or Secondary Teacher	53	4.00
Attorney or Probation Officer	3	4.00
Youth Agency Administrator/Board Member	7	3.86
Public Administrator - City or County	5	3.80
Recreation Agency Staff or Administrator	8	3.75
Youth Agency Staff Member	17	3.71
Law Enforcement	8	3.13
Congregation Youth Leader	1	3.00
Medical or Nursing Provider	2	3.00
All Stakeholders	141	3.97

¹ Low mean = greater satisfaction with resolving unmet needs

² Differences between stakeholder groups not statistically significant (ANOVA, $p < .703$)