Vision Leadville
The 2013 Leadville – Lake County Youth Master Plan Master Plan

Presented to the Children and Families of Leadville and Lake County

May 31, 2013
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To those of us who call it home, Leadville is a community of contrasts.

On the one hand, we experience the best of small-town, mountain life—natural beauty; outdoor recreation; rich history; community spirit; and an abundance of cultural diversity. Yet due to our isolation and persistent economic challenges, Leadville can also be a place of struggle and hardship.

Perhaps nowhere is this contrast more visible than in the lives of our children. While Leadville’s public schools and many other organizations provide a wealth of opportunity and support, many local children continue to face high barriers to physical health, emotional stability and academic success.

In the spring of 2011, in the context of this ongoing challenge, members of the Lake County Build a Generation board discussed a simple yet far-reaching question. How could we—as teachers and parents, as professionals and volunteers, as newcomers and natives—do better at reducing these barriers for all Leadville children?

The consensus was that this question deserved more than a mere answer—it demanded a specific plan of action. And so, the seeds for a first-ever Youth Master Plan for Leadville and Lake County were planted.

Over the past two years, dozens of people have worked tirelessly toward the development and realization of this plan. They have conducted large public meetings and convened small workplace gatherings. They have designed surveys, translated flyers, sorted data and hosted meals. They have facilitated, listened and learned.

The result of their efforts is Vision Leadville: The 2013 Leadville – Lake County Youth Master Plan. We believe this groundbreaking plan truly reflects the shared priorities of our community, and establishes a clear path toward realizing ambitious but achievable goals.

It is our honor to present Vision Leadville to the agencies and organizations that will champion it; to the dedicated professionals and tireless volunteers who will implement it; and most importantly, to the families and children whose lives will benefit from it.

We invite you to explore the details of the Plan, and to join us in this shared vision for Leadville and Lake County.

The Lake County Youth Master Plan Steering Committee
Hundreds of Views...

more biking paths connecting subdivisions improve access to healthy foods more things like the Friday Night movies I love the 21st century program having CMC is great lack of sidewalks is a problem less teen pregnancy expand vocational programs a rec center that is affordable bullying is a communitywide problem bring back Presidential Fitness Award more academic extracurriculars would be nice not much for families to do together take pride in being the highest city focus on early childhood and intervene early youth are volunteering we love the county rec programs more band and choir concerts provide easy access to birth control healthier food choices at school group piano & guitar lessons are great we’re a bilingual community kids should ski free more transportation kid-planned events are effective we need a place for high school date night love the idea of a community garden more outdoor equipment economic development and jobs we’re lacking cultural activities kids at trailer parks don’t have access we have a good mentoring program make programs affordable it’s hard for kids who aren’t athletic more of an expectation for our kids making our schools a good place to work pass bond issues and put money into education great concerts at St. George a schedule with fewer conflicts offer free Spanish classes bus to Ski Cooper a coffee house that hosts events kids used to roller skate in the 6th Street Gym create safe routes to schools a space where kids can play games people can buy a house here pass the Dream Act more opportunities for trade schools work with businesses to provide internships no central place for volunteer information there’s a real family attitude here good sidewalks with good lighting senior citizens could tutor students better ways to get the word out Upward Bound is an asset Young Life seems to draw kids a peer mentoring program would be great indoor ice rink an amphitheater for live music there’s an us versus them mentality twitter and facebook instead of newspaper new field more exploratory courses in high school we mostly offer a lot of sports girl and boy scouts summer reading program dance and gymnastics money for groups parenting classes rock climbing gym bring in inspiring speakers language can be a barrier free or discounted equipment to do snow activities lack of technology lack of competitive sports open gym Sunday night it seems like every year we don’t know if things will happen every Lake County kid should learn to ski it helps to have the DOOR program continue to have good support around interventions with families more academic rigor kids integrate more easily than adults support schools and local businesses no rush hour or crowds long commute makes it hard to attend continue the babysitters club Bill Koch Nordic ski program more stringent eligibility requirements for sports provide more activities outside of school create harmony between home, school, and community more parents invested in students’ education field trips and experiential learning

... Lead to One Common Vision

Working together, we will create a healthier, safer, more prosperous Leadville where children are empowered to learn, encouraged to explore, challenged to grow, and inspired to lead.
Vision Leadville: Executive Summary

Vision Leadville: The 2013 Leadville – Lake County Youth Master Plan is the culmination of a two-year-long collaborative process aimed at transforming the way our community serves and supports its children, youth and families. This groundbreaking effort united a large and diverse group of partners, including Lake County School District; multiple nonprofit and governmental agencies; numerous local organizations; and most importantly, the children and adults who call Lake County home.

Under the leadership of Lake County Build a Generation, a 23-member Youth Master Plan Steering Committee began meeting in 2011 to discuss what a Youth Master Plan for Leadville and Lake County would look like, and to establish a process and timeline for its creation. The Committee utilized a wide variety of resources, including the National League of Cities’ planning guide, Creating a Youth Master Plan. The process also involved assessment of multiple youth master plans from a variety of other communities.

A particular hallmark of the Vision Leadville process was the extent to which stakeholder groups provided input into the Plan. Over the course of six months, the Steering Committee convened twenty-five diverse focus groups; conducted a major community-wide survey generating more than 900 responses; and hosted a culminating community forum attended by more than 250 people. As a result, Vision Leadville truly reflects the priorities and concerns of the entire community.

The 2013 Leadville – Lake County Youth Master Plan is organized around five key focus areas: Education, Programs and Activities, Health and Prevention, Community Development, and Family Economics. Within each focus area there are goals, target initiatives, and projected action steps.

Given the broad and ambitious scope of the Plan—plus the large number of agencies and organizations tasked with its implementation—we know that the Plan must remain flexible to unforeseen challenges, changes and opportunities. Stakeholder agencies will meet annually to assess progress toward the goals of the Plan, and to consider any necessary updates or revisions. In this way, the Plan will continue to reflect our most relevant, ambitious, and achievable goals.

The following pages summarize the key focus areas and target initiatives of the Plan.
Focus One – EDUCATION

Goals:
- To improve academic achievement across all grade levels
- To increase the number of students pursuing post-secondary education or vocational training
- To improve school district vitality and viability

Initiatives:
- Tutoring and academic intervention
- Student leadership and volunteerism
- Internships, job placement and job training
- College access
- Early childhood development and education
- Dual enrollment between LCHS/CMC
- Communication within the school district
- Communication between schools and parents
- Financial investment in school facilities and staff
- Teacher support and retention
- Parental involvement in school programs
- Increased opportunity for high-achieving students

Focus Two – PROGRAMS AND ACTIVITIES

Goals:
- To prioritize, diversify and strengthen youth programming
- To improve collaboration, coordination and communication among youth service providers
- To reduce barriers to participation

Initiatives:
- Extended learning and/or academic intervention
- Prevention and youth development programming
- Community-wide activity, program and event information
- After-school programming across all grade levels
- Transportation to programs, events and activities
- Academic-oriented programming
- Arts-oriented programming
- Community and scholastic sports teams and clubs
- Scholarship funds, sliding fee scales or other mechanisms to reduce program fees
- All-day summer youth programs
- Library reading programs
- Parent involvement and empowerment groups
- Outdoor activities
Focus Three – HEALTH AND PREVENTION

Goals:
- To reduce community norms favorable to problem behaviors

Initiatives:
- Drug and alcohol prevention
- Teen pregnancy prevention
- Bullying prevention
- Healthy eating and active living initiatives
- Mental health initiatives

Focus Four – COMMUNITY DEVELOPMENT

Goals:
- To improve access to schools, parks and other public spaces
- To increase volunteer activities that support or involve youth
- To develop and maintain community facilities that serve key functions in youth development

Initiatives:
- Community spaces for teens and families
- A community arts center
- A community recreation center
- Community parks/school playgrounds
- Bilingual and cultural integration
- Volunteer organization and support
- Sidewalk and bike path networks
- Community perceptions of youth
- Family-oriented, alcohol-free community events
- Environmental sustainability

Focus Five – FAMILY ECONOMICS

Goals:
- To assist in the development of local economic factors favorable to family stability

Initiatives:
- Job creation
- Educational opportunities that will drive career development
Community members and outside parties interested in the details of the Plan are encouraged to read the entire document. It contains a comprehensive overview of the Vision Leadville planning process; a description of the Leadville / Lake County community; key findings for each focus area; specific action steps; and much more.

The full plan is available online at www.lcbag.org. The Vision Leadville Steering Committee welcomes your comments and questions. Please direct them to:

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Partner Organizations

City of Leadville
Colorado Mountain College
Full Circle of Lake County
Head Start of Lake County
Lake County Board of County Commissioners
Lake County Build a Generation
Lake County Department of Human Services
Lake County High School
Lake County Middle School

City of Leadville Public Health Agency
Lake County Public Library
Lake County Recreation Department
Lake County School Board
Lake County School District
Leadville City Council
Margaret J. Pitts Elementary School
SOS Outreach
West Park Elementary School

21st Century Community Learning Center/Project Dream

Steering Committee

Erin Allaman Activity Leader, 21st Century Community Learning Center Youth Research Project
Katie Baldassar School Board Member and Director, Lake County Build a Generation
Kate Bartlett Director, Head Start
Betty Benson Leadville City Council Member
Megan Coffin School Board Member
Rachelle Collins Parent Coordinator, Lake County Build a Generation
Susan Fishman Director, 21st Century Community Learning Center
Harley Hoagland High School Student
Connor Laing High School Student
Jeri Lee Director, Lake County Human Services
Nancy Lopez Parent Coordinator, Lake County Build a Generation
Roberto Loya High School Student
Amber Magee Assistant Director, Lake County Recreation Department
Cooper Mallozzi Leadville City Council, Colorado Mountain College
Jessi Miller Assistant Program Director, Lake County Build a Generation
Amy Morrison Parent and Community Member
Omar Ochoa High School Student
Alice Pugh Director, Full Circle of Lake County
Tim Ridder Principal, Lake County Middle School
Dolores Semsack Lake County Commissioner
Judy Tyson Lake County Public Health Agency
Francisco Villa High School Student
Wendy Wyman Superintendent, Lake County School District

1 Full Circle of Lake County is a non-profit organization funded by a variety of government prevention agencies and private foundations that provides a wide range of direct youth and family services.
2 Lake County Build a Generation is a project of Lake County Health and Human Services. It is funded by a variety of federal and state prevention agencies, as well as private foundations. It works to organize Lake County to create a healthier community for youth and families.
3 The 21st Century Community Learning Center is grant-funded through the Colorado Department of Education and run by the Lake County School District. It provides supplemental programming and support for students and their families.
**Background: The Process behind the Plan**

In January of 2011, Lake County Build a Generation announced the completion of its *Lake County 2010 Risk Assessment*. This 108-page document provides an exhaustive overview of both the risk factors and protective factors influencing the lives of Lake County’s children and youth.

Upon completion of the *Assessment*, Build a Generation staff and board members began discussing potential next steps for youth development in Lake County. Could the document—filled with reasons for both optimism and concern—be used as a springboard for change? Could it initiate an ambitious, community-wide process aimed at determining key priorities, guiding collective decisions, and improving collaborative efforts? The answer was a resounding, unanimous Yes.

With this vision in mind, a steering committee set out to build awareness and community-wide support for the idea of a Youth Master Plan for Lake County. Utilizing planning resources from the National League of Cities, the committee adopted objectives, goals and a timeline to guide its progress.

Two years, dozens of meetings, and thousands of collaborative hours later, *Vision Leadville: The 2013 Leadville – Lake County Youth Master Plan* was presented to the community and adopted by City, County and School District resolution. The launch of the Plan included a bilingual information campaign targeting parents, students, and the community as a whole.

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4 For those unfamiliar with our community, Leadville is the only incorporated city within Lake County, and is home to Lake County’s government offices and schools. The names Leadville and Lake County are used interchangeably in this document, and readers should not infer meaning from one usage or another.
The following pages provide a summary of this entire process. Included is an overview of Lake County’s demographics and socioeconomic indicators; a description of the planning process; and most importantly, a list of the focus areas and initiatives that form the core of this Plan.

**Who We Are: Lake County at a Glance**

Describing Lake County presents an interesting challenge. It is easy to find statistics that describe a community beset by environmental, social and economic problems. Yet statistics alone cannot tell a fair or complete story. At the culminating Vision Leadville community event, for example, the number of notecards listing positive things about Leadville and Lake County was enough to fill a wall. So who are we as a community, and how can we best characterize the context in which our children are growing up?  

**We are small.** 7,310 people lived in Lake County in 2010. This represents a drop of 6.5% from the 2000 US Census.

**We are diverse.** Our population is 58% White and 39% Hispanic, with a small range of other ethnicities. Of the students served by Lake County School District, 45% come from homes where a language other than English is spoken.

**We are family centered.** About two-thirds of Lake County’s households include a child under the age of 18, with 70% of these households headed by married couples.

**We drive more and earn less.** Approximately 60% of all Lake County workers commute out of county for work, with a mean travel time of 35.8 minutes. Per capita income was $27,624 in 2008, more than 50% below per capita income for Colorado.

**We see positive trends.** Graduation rates at Lake County High School rose from 59.3% to 70.8% from 2009 to 2010.

**We confront poverty and social challenges.** The overall poverty rate in Lake County was estimated at 13.8% in 2009, including 21.2% of all children under the age of 18. Domestic violence incidents and DUI rates in Lake County are more than double the state rate in most years.

**We care.** 93% of Lake County parents expect their teens to continue their education past high school, and 98% would not let their teens drink at a party.

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5 The primary data source for this document is the 2010 Lake County Build a Generation Risk Assessment (available online at www.lcbag.org). Unless otherwise noted, statistics in this document come from the Risk Assessment.

6 Head Start Community Assessment Report.

7 2010 Build a Generation Social Norms survey results (www.lcbag.org).
**We succeed.** To cite but one example, implementation of the Lake County Recreation Master Plan over the past decade has resulted in new recreation facilities totaling over $5 million.

### Phase I: Research & Planning

In the fall of 2011, the Build a Generation board formed a new Youth Master Plan Steering Committee. The goal was to convene a group comprised of both youth and adults, and to bring a range of different perspectives to the conversation. The committee eventually grew to include twenty-two members representing fourteen different schools, agencies and organizations. Members ranged from parents to principals, students to elected officials. Key agencies represented on the committee include:

- City of Leadville
- Early Childhood Council
- Full Circle of Lake County
- Lake County Board of County Commissioners
- Lake County Build a Generation
- Lake County High School
- Lake County Middle School
- 21st Century Community Learning Center/Project Dream
- Lake County Public Health Agency
- Lake County Recreation Department
- Lake County School Board
- Leadville City Council
- Margaret J. Pitts Elementary School
- The Center Early Childhood Programs
- West Park Elementary School

As members of the steering committee began their work, they focused on three key tasks:

1. Identifying models, resources and best practices to serve as potential guides
2. Securing buy-in and participation from top-level community stakeholders
3. Assessing existing strengths and gaps in areas such as youth programming, community facilities and agency collaboration

The committee drew extensively on the National League of Cities’ planning guide, *Creating a Youth Master Plan*. The guide provides a wealth of ideas and information, including the benefits of having a master plan, strategies for collaboration, ideas for fostering diverse voices, and guidance on how to sustain a plan following implementation.

The guide also includes links to dozens of youth master plans from cities large and small across America. The steering committee reviewed many of these plans in order to learn how other communities have approached the youth master planning process.

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The committee decided to follow an *Appreciative Inquiry* method of organizational development. This assets-based approach focuses on increasing what a community does well rather than focusing on what it does poorly. It relies significantly on qualitative data generated through community discussions and dialogue.

The committee also received guidance and coaching from *Ready by 21*, a project of the Forum for Youth Investment. *Ready by 21* encourages communities to work together on broader partnerships, bigger goals, better data and decisions, and bolder actions in order to improve youth outcomes.

### Phase II: Data Gathering & Community Input

The second project phase focused on assessing existing community data and gathering new input specific to the topic of youth development.

Thanks to the efforts of Lake County School District, multiple non-profit organizations, and numerous government agencies, there is a vast amount of data covering Lake County, its people, and the institutions serving its children. The Youth Master Plan Steering Committee addressed this baseline data as part of the process of identifying areas of concern and opportunity.

More significantly, the steering committee added to this body of information by conducting its own ambitious community input process. This process involved three primary components: facilitating focus group discussions throughout the community; conducting a major community-wide survey; and hosting a large culminating event where participants spent an evening in structured conversation about the future of youth and family services in Lake County.

**Focus Groups**

Beginning in November of 2011, Steering Committee members conducted twenty-five focus group discussions over a two-month period. Particular emphasis went toward capturing voices that often go unheard—including acculturating families and parents who send children to school out of district.

The focus groups followed a facilitated, conversational format, with open questions intended to inspire dialog. Focus groups ranged from high school students to senior citizens, from elected officials to a women’s empowerment group comprised largely of immigrant mothers.

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9 *For more information visit the Appreciative Inquiry Commons at http://appreciativeinquiry.case.edu/ or see *Appreciative Inquiry*, David L. Cooperrider and Diana Whitney, 1999, Berrett-Koehler Publishers.*

In these groups, residents began imagining such initiatives as a bus to Ski Cooper, more art and music opportunities for youth, better resources in schools, safer walking routes, continued success of Leadville’s after-school programs, and more opportunities for youth leadership. When staff at Build a Generation assessed the responses, they found that the comments fell into six main areas: Education, Out-of-School Time, Community Engagement, Mobility, Family Economics, and Health and Safety.11

Community Survey
With the focus group process completed, the steering committee then moved toward creating a survey that would delve deeper into these main areas. Whereas the focus groups provided abundant qualitative data, the goal of the survey was to generate quantitative data about the specific concerns and priorities of the community. This data, in turn, would help identify initiatives that would make the greatest difference in the lives of Lake County youth and families.

During the drafting of the survey, the Build a Generation Director met with various local boards to discuss the process and to ensure they had a chance to give input into the survey instrument.

Between February and March of 2012, the 26-question bilingual survey was distributed at Lake County High School, Lake County Middle School, at parent-teacher conferences, and at a variety of community meetings and events. It was also distributed electronically via employee and parent email groups.

Questions were phrased to be applicable to both youth and adult respondents. Over 900 people completed the survey, providing a rich set of data that could be viewed collectively or separated out into youth and adult responses.12 85.1% of the survey takers listed English as their language of preference, with 14.9% listing Spanish.

Survey Sample: Parents
“What should Leadville/Lake County focus on in the next 5 years to benefit youth and families?”
- Improved Job Opportunities (43%)
- Improved Academic Achievement (40%)
- Helping Youth Make Healthy Choices (30%)

“Which after-school/summer opportunities you would most like to see added in Lake County for youth and families?”
- Recreation Center (40%)
- More Arts/Musical/Cultural Programs (30%)
- More Events for Teens (27%)
- More Family Activities (27%)

Survey Sample: Youth
“What prevents youth in your family from participating in programs or using recreational spaces in Lake County?”
- No Time (37%)
- Lack of interest in program offered (33%)
- Don’t know about programs (23%)
- Responsibility for younger siblings (22%)

“What are the top health and safety concerns in Lake County?”
- Bullying (44%)
- Youth Alcohol and Drug Use (43%)
- Teen Pregnancy (37%)

11 Appendix A includes a detailed summary of the comments, concerns and ideas expressed most frequently in the focus groups.
Community Meeting

The culminating event of the community input phase was *Vision Leadville*—a public gathering held on March 25, 2012. This open-invitation event, featuring a potluck supper and entertainment from student groups, drew over 250 attendees. The evening utilized a “world cafe” model of facilitated, small-group interaction. As attendees arrived, they were randomly assigned to different tables for each session of the evening. Each table included at least one bilingual facilitator, since participants would be discouraged from separating themselves by language preference. The program itself featured both English and Spanish-speaking emcees.

As attendees rotated among tables, they discussed three questions in successive rounds: *What do you see as Leadville’s strengths?*  *What is your vision for Leadville?*  *What are the best ways for us to accomplish this vision?*  The event concluded with participants standing before a wall of collective ideas and dreams, with hundreds of colorful stickers clustered around the ideas that had captured the greatest interest and support.

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12 Appendix B includes the survey instrument plus a summary of the response data.
What We Said, How We Voted

Below are the ideas and priorities that received the most votes at the Vision Leadville community meeting and/or were mentioned most often in the focus group discussions.

1. Improve the distribution of program information
2. Develop the local economy and create local jobs
3. Enhance volunteer opportunities and coordination
4. Focus on educational opportunities and success
5. Support and expand recreational programs and facilities
6. Expand programming, with particular emphasis on academics and the arts
7. Create safe teen and family spaces
8. Connect kids to the outdoors, especially through ski programs
9. Expand transportation to activities and events
10. Keep things affordable
11. Focus on integration and value our diversity
12. Provide internships, career exposure and vocational training
13. Enhance environmental health and sustainability
14. Provide more family-oriented events
15. Improve sidewalks and trail networks

Phase III: Prioritization & Plan Development

Upon completion of the community input phase, Build a Generation staff commenced with a comprehensive review and analysis of the data. The exercise required both quantitative and qualitative approaches, as the material ranged from hard survey data to dozens of pages of transcribed comments from the focus group meetings and the community forum. The objective was to distill and condense a vast amount of diverse information into a succinct list of concerns, priorities and desires. (For those interested in a full review of the data, Appendix A presents a summary of the focus group comments, while Appendix B includes the full results of the survey.)

Determining Key Focus Areas and Action Steps

In May of 2012, Build a Generation presented to the Steering Committee the results of this analysis. The concerns and priorities fell into five general focus areas: Education, Programs and Activities, Health and Prevention, Community Development, and Family Economics. Within these categories, a list of 39 specific target initiatives was included. Committee members were asked to review the document with the following questions in mind:

1. Does the document reflect what you have heard and observed throughout the course of this process?
2. Are any key issues missing from this list?
3. Do the target initiatives—and their rankings—conform to what you would consider to be our most pressing issues?
4. Do you agree with the structure and naming of the focus areas?

The Steering Committee then met twice more for a series of small-group conversations to discuss and prioritize the 39 target areas, and to develop short- and long-term strategies to address them. Steering Committee members began by establishing which target areas were “green” (already being substantially addressed by an organization or organizations), “yellow” (beginning to be addressed) or “red,” (not being addressed at all). The Steering Committee then continued discussion on those areas that appeared to need most support.

Conversation pointed overwhelmingly toward school district improvement as the number one initiative, not only in the substance of the conversations but also in the sheer amount of time that participants spent talking about education. Participants also suggested that “increasing communications infrastructure” and “creating a community-wide language around bullying and conflict resolution” were high-priority initiatives that needed to start in the schools but have strong community support. One participant put it this way:

“The three things we've talked about in the last few minutes are communication, bullying and academic achievement. All three of which, when we've actually dug in, start in the school district, right? It's tempting to say that the Youth Master Plan committee is saying, ‘Okay, school district, good luck.’ I wonder if we shift our thinking about our work for the next twelve months to ‘How can we support the district in getting that stuff done?’”

On the topic of bullying prevention, many participants noted that attention should also be paid to the broader culture of conflict in Lake County. As one participant noted, “Bullying is something that happens community-wide. So the solution, while the [school district] needs to be a part of it, may need to be a community-wide solution.”

In addition to extensive conversation on bullying and academic achievement, Committee members also discussed at length how poor communication channels within our community create a significant barrier to access for many families. Members discussed the possibility of creating a “virtual hub” (with an online event calendar; school news; and information on child, youth,
teen and family programs) as well as expanding traditional communication methods (information kiosks, quarterly program guides, etc.). The group agreed that good information conduits need not only to connect youth-serving organizations to parents and the community, but also to each other. They also need to work for a variety of ages, in both Spanish and English, and for people who live in the city as well as in outlying developments and trailer parks.

The Committee also noted that many of the priorities identified by the community revolved around issues of space. *We lack a traditional recreation center. There is no center for the arts. Teens have no place to hang out. Our agencies are scattered throughout the community.* The Steering Committee proposed researching the possibility of a “physical hub”—such an arts, recreation, or community center—at which programming, and possibly even youth-serving agencies, could be located. They also wondered if such spaces already were in existence in Leadville—and just needed people to reclaim them, provide transportation to them, and/or communicate about them.

Finally, the Steering Committee grappled with how to address the issue of “improving job opportunities”—the highest ranked priority among adult survey respondents. Given how economic development falls outside the purview and expertise of the agencies tasked with implementing the Plan, did it in fact belong in the Youth Master Plan? Ultimately the decision was Yes, given how the negative effects of unemployment, underemployment and long-distance commuting ripple out into every other aspect of children’s lives.

At the conclusion of this two-day deliberation process, the Steering Committee had prioritized the 39 initiatives and discussed potential project drivers. Additionally, the Committee had identified *major collaborative projects* in each target area to begin work on immediately. They are as follows:

- **Education**: Youth- and family-serving agencies, particularly those involved in the Youth Master Plan, will serve on the PAWS/District Accountability team in order to ensure that Accountability become a thriving opportunity for community groups and community members to actively assist the Lake County School District in improving academic achievement. *(Facilitators: Lake County School District, Parents Active Within Schools, Lake County Build a Generation)*

- **Programs and Activities**:
  - Create community-wide mechanisms to improve how we coordinate and publicize art, recreation, after-school, summer and other enrichment opportunities, starting with a Virtual Hub and including other non-electronic methods such as information kiosks or quarterly printed program guides. *(Facilitator: Lake County Build a Generation Coalition)*
  - Create a working group of agencies that serve students during out-of-school time to work on (a) reducing both gaps and duplication of services and (b)
ensuring the sustainability of Lake County programs that serve students outside of school. *Facilitator: Project Dream*

- **Community Development:**
  - Work collaboratively to improve existing youth-serving infrastructure. Long-term, work to find a group of citizens interested in researching infrastructure improvements to support the arts, recreation, and/or community building. *Facilitator: Lake County Build a Generation Coalition*

- **Health and Prevention:** Research, develop, seek funding for, and implement a community-wide program around bullying and conflict resolution. *Facilitators: Lake County School District, Lake County Build a Generation Coalition, Full Circle of Lake County*

- **Family Economics:** Support the work of the newly-formed Lake County Economic Development Corporation (EDC) by encouraging youth-serving agencies to provide technical assistance, serve as a resource, join the EDC, or otherwise use their resources and abilities to tangibly support the new EDC. *Facilitator: Economic Development Corporation*

### Accountability and Assessment

As this narrative illustrates, a vast amount of time, energy and resources went into the creation of this Plan. We have achieved community-wide consensus on a broad range urgent priorities. At no time in recent memory are we as organized, prepared and inspired as a community to address the core issues facing our children and families. As such, it is imperative that we as agencies, organizations and community members implement the priorities of the Plan to the fullest of our collective ability.

Moving forward, Lake County Build a Generation will continue to serve as the facilitating agency for Youth Master Plan implementation. There is significant overlap between the Youth Master Plan Steering Committee and members of the Build a Generation Coalition. Moreover, Build a Generation has been at the center of an effective planning process thus far. In order to facilitate the smoothest possible transition from planning to implementation, it makes sense to continue to locate the Youth Master Plan within Build a Generation and ask the agency to continue to serve as a resource and central point of communication for the Plan’s many partners.

Currently, the Build a Generation Coalition meets monthly to discuss a wide variety of youth and family issues. While the Youth Master Plan will not be a standing agenda item, Coalition members may utilize this forum as a place in which to discuss developments related to the priorities and collaborative projects of the Plan. In addition, Parents Active Within Schools (PAWS) will utilize their monthly meeting to 1) share news, information and updates regarding
the Plan, 2) solicit ongoing parent feedback, and 3) increase parent involvement in the initiatives of the Plan.

Formal assessment of Plan progress will take place at annual April meetings, starting in 2014. Attendees will include representatives from the original Partner Organizations, as well as representatives from other agencies that are playing leading roles in Plan initiatives. Attendees will report on the status of their respective initiatives, and will share any relevant data (e.g. CSAP scores, Healthy Kids Colorado survey results, local employment figures, etc.) that may shed light on the progress we are making toward the goals of the Plan.

This representative body will determine what changes or updates—if any—to make to the initiatives and priorities of the Plan. While it is not anticipated that the Plan will undergo extensive annual revisions, nonetheless new opportunities and challenges will inevitably arise, and the Plan must remain flexible and relevant to the realities we face.

Given the scope of this Plan, and the broad range of focus areas and initiatives, no single assessment instrument will allow us to measure the success of this Youth Master Plan in its entirety. Rather, a variety of agency-specific assessments will serve this purpose. For example, Build a Generation tracks trends in risk behavior through annual administration of the Healthy Kids Colorado survey. Lake County School District measures student academic proficiency through administration of the Colorado Student Assessment Program and other standardized tests. These are but two examples of the instruments that will allow us to measure the success of the Plan over time.

Adoption and Release of the Plan

In May of 2013, all the local governments and agencies involved in drafting the plan will bring a Resolution of Support back to their governing bodies for approval. The goal for the adoption phase will be the successful adoption of the one single Youth Master Plan by multiple Lake County government bodies and agencies.

In May and June of 2013, we will begin to release and publicize the plan along with the Leadville Community Hub (a collaborative website—Leadvillehub.org—that was envisioned in the plan). Using press releases, agency newsletters, and visits to local groups and clubs, members of the steering committee will work to provide Lake County residents with a succinct understanding of the major tenets of the plan, as well as to build awareness for, and use of, the new Leadville Community Hub.
Vision to Action: Five Focus Areas of the Plan

The following pages describe in detail the five focus areas of our plan. Each focus area is comprised of five sections: Key Findings, General Goals, Target Initiatives, Major Collaborative Projects, and Additional Partner Projects.

**Key findings** explain why a particular focus area was selected, and how we know it is a priority for Leadville and Lake County. These findings differ from area to area, are both technical and anecdotal in nature, and include:

- Known risk factors identified by the Build a Generation Risk Assessment
- Community resource gaps identified by the Head Start Community Assessment Report
- Vision Leadville focus group and survey data
- Other national, state and local sources

**General Goals** for each focus area are deliberately limited in number so that the plan remains realistic in scope, and identifies those areas most likely to deliver key results.

**Target Initiatives** derive primarily from the results of the Vision Leadville focus groups, community survey, and community meeting. As such, they closely reflect the specific ideas, priorities and visions articulated by the very people the plan will serve. Although many of the initiatives call for new programs and new areas of focus, the lists also include existing initiatives that are successful and worthy of continued support.

**Major Collaborative Projects** include those projects that the Steering Committee identified as being of highest priority, and those that will require community-wide, multi-agency support. These major collaborative projects will be launched in the first year of the plan (2013).

**Additional Partner Projects** include those projects that a single agency (or small number of agencies) have agreed to spearhead—also during the first year(s) of the plan. In fact, given the length of the Youth Master Plan planning process, many of these projects have already been undertaken or completed.
At the conclusion of this Vision to Action section is a list of potential projects that may be addressed in the future—as time, money, resources, and community support allow. Given our limited capacity as a small community, we unfortunately cannot address every need and opportunity at once. That being said, the authors of the Plan felt it was important to include this list of potential projects—as they derive directly from the focus group, survey, and Vision Leadville data. At subsequent annual meetings, the Partner Organizations will decide which, if any, of these projects to elevate into an execution phase. Similarly, Build a Generation will provide guidance to individuals and/or community groups that wish to begin work on a project or issue that appears on the list.

Most questions in the Vision Leadville survey focused on a specific topic—education or youth programming, for example. One question, however, asked respondents to think in broadest terms about highest priorities for youth development in our community. The answers to this question provide an excellent starting point for the focus areas that follow.

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**Check the TOP THREE (3) things that you think Leadville/Lake County should focus on in the next 5 years to benefit youth and families.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Improving job opportunities</td>
<td>43.2%</td>
</tr>
<tr>
<td>Improving academic achievement</td>
<td>40.1%</td>
</tr>
<tr>
<td>Helping youth make healthy choices</td>
<td>29.5%</td>
</tr>
<tr>
<td>Adding more all-day summer youth programs</td>
<td>23.1%</td>
</tr>
<tr>
<td>Adding more after-school programs</td>
<td>22.1%</td>
</tr>
<tr>
<td>Affordable housing</td>
<td>17.2%</td>
</tr>
<tr>
<td>Making schools safer</td>
<td>16.2%</td>
</tr>
<tr>
<td>Creating more public transportation within Leadville/Lake County</td>
<td>14.9%</td>
</tr>
<tr>
<td>Providing more opportunities for residents to be involved in their community</td>
<td>13.7%</td>
</tr>
<tr>
<td>Ensuring that our community is a safer place for youth</td>
<td>12.8%</td>
</tr>
<tr>
<td>Improving communication about family and youth programs and events</td>
<td>10.5%</td>
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<tr>
<td>Increasing the number of safe walking and biking routes to key places</td>
<td>8.5%</td>
</tr>
<tr>
<td>More affordable day care options for ages 0-3</td>
<td>8.3%</td>
</tr>
<tr>
<td>Helping local institutions be more culturally competent</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

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**EDUCATION**

**Key Findings:**

- **Known Risk Factor: Academic Failure Beginning in Late Elementary School**
  Children who do poorly in school in approximately the fourth through sixth grades have an increased risk of engaging in problem behaviors.

- **Known Risk Factor: Lack of Commitment to School**
Children who are not bonded to school for whatever reasons are at a higher risk of alcohol and other drug use, delinquency, teen pregnancy and dropping out of school.

- **Mixed School District Performance**
  In 2011, the Lake County High School on-time graduation rate (89.3%) was better than the statewide average (73.9%). However, for the same school year, the District as a whole scored only 52.1 out of 100 possible performance points, and received the designation “Accredited with Improvement Plan”—narrowly avoiding a lower designation.\(^{13}\)

- **Education, Employment and Income**
  According to 2011 statistics from the US Bureau of Labor Statistics, those Americans without a high school diploma had an unemployment rate (14.1%) nearly double the national average (7.6%), and mean weekly earnings ($451) only 57% of the national average ($797).\(^{14}\)

- **Vision Leadville Data**
  At every opportunity to provide input for the youth master plan, local parents identified educational opportunity as an area of paramount concern. When asked to check the top three things that Lake County should focus on in the next five years to benefit youth, the top parent answer was Improving Academic Achievement (48.5%). In addition, when asked if satisfied with the K-12 educational opportunities in Lake County, 34.4% of parents checked either Disagree or Strongly Disagree.

- **Top 10 Survey Responses: “What are the top things we need to improve education?”**
  - More opportunities for high achieving students 29.7%
  - Raising teacher salaries 29.5%
  - More time in “specials” (art, P.E., music, etc.) 28.1%
  - Better school facilities 26.5%
  - More tutoring & intervention for struggling students 25.0%
  - More real-life experiences 23.8%
  - Better college preparation 20.3%
  - Less emphasis on CSAP scores 19.4%
  - Bilingual education 16.5%
  - More communication between schools and parents 16.2%

- **Head Start Community Assessment: Our Education Challenges**
  Low graduation rate compared to state average


Increase in English Language Learners
High percentage of children with special needs
75% preschool disabilities are speech/language delay
Low adult educational attainment
Lack of regular licensed weekend and holiday childcare
Insufficient licensed childcare homes
High cost of preschool child care
Parents need extended childcare services to work
High rate of children qualifying for free/reduced meals

- **Head Start Community Assessment: Our Gaps in Education Resources**
  - Affordable, quality childcare
  - Spanish-speaking service providers for special needs
  - Qualified *Early Childhood Education* staff
  - Head Start program regularly fully enrolled with a wait list
  - Vocational education in high school and community college
  - Career path for non-college-bound high school students

**General Goals for Education:**

1. To align community-wide support around the four key areas of the District’s strategic plan: Leadership & Trust; Curriculum; Instruction; and Positive & Safe Environment
2. To improve academic achievement across all grade levels
3. To increase the number of students pursuing post-secondary education or vocational training
4. To improve school district vitality and viability

**Target Initiatives for Enhancement and Sustained Support:**

- Leadership and trust*
- Implementation of a core, standards-based state curriculum*
- Instructional enhancement*
- Positive, safe environments*
- Tutoring and academic intervention
- Student leadership and volunteerism
- Internships, job placement and job training
- College access
- Early childhood development and education
- Dual enrollment between LCHS/CMC
- Communication within the school district
- Communication between schools and parents
• Financial investment in school facilities and staff
• Teacher support and retention
• Parental involvement in school programs
• Increased opportunity for high-achieving students

*Denotes an initiative of the School District strategic plan.

**Major Collaborative Project:**

1. Youth- and family-serving agencies, particularly those involved in the Youth Master Plan will serve on the PAWS/District Accountability team in order to ensure Accountability becomes a thriving opportunity for community groups and community members to actively assist the Lake County School District in improving academic achievement. Lead agencies: Lake County School District, Parents Active Within Schools, Lake County Build a Generation.

**Description:**

Lake County School District and PAWS will continue to cultivate the PAWS/District Accountability Team as an open monthly forum for exploring opportunities for meaningful parent and agency collaboration surrounding academic achievement. In order to encourage participation and extend the welcoming environment, the District and its partners will continue to provide translation, child care and food at the monthly meetings—as funds allow.

One of the central questions of the Youth Master Plan process was how other agencies might support the school district in its goal of improving academic achievement. Therefore, Youth-serving agencies and organizations will be invited to send representatives to these meetings on a frequent basis, to ensure that there is community-wide alignment and participation in the critical area of academic achievement.

At the annual meeting of Youth Master Plan stakeholders, the District will provide an update on the success of the PAWS/District Accountability Team as a model for improving academic achievement, and the entire stakeholder group will discuss what changes—if any—could make this approach better.

<table>
<thead>
<tr>
<th><strong>Additional Partner Projects</strong></th>
<th><strong>Facilitating Agency/Agencies</strong></th>
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<tbody>
<tr>
<td>Work to pass a bond to match the $15M BEST grant and renovate and expand the high school.</td>
<td>LCSD, Citizens for 3A</td>
</tr>
<tr>
<td>Improve communication between LCSD and parents/community by doing a communications audit that will help the district improve the following:</td>
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</tr>
<tr>
<td>a. Provide regular communication, from the district, in English and Spanish to teachers, parents, the community and agencies who work with children.</td>
<td></td>
</tr>
<tr>
<td>b. Develop an improved and central district calendar that is updated regularly and has a mechanism to inform people about calendar changes.</td>
<td></td>
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</table>

| Utilizing the TELL Survey, collect mid-year and exit-interview data from teachers, and examine best practices in other districts in order to create a plan for teacher retention. This plan will also consider ways that other community organizations can support teacher retention. |

<table>
<thead>
<tr>
<th>Create a school district culture of open communication and support.</th>
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</thead>
<tbody>
<tr>
<td>a. The Lake County School Board will work on its goal (identified at its 2013 retreat) of “bringing forward a new culture of trust.”</td>
</tr>
<tr>
<td>b. District staff will receive professional development on building a positive culture (Capturing Kids Hearts) through the TDIP grant.</td>
</tr>
</tbody>
</table>

| Work on identifying what classes high school students most want to take and developing better scheduling for dual enrollment. Develop a transportation plan to help high school students travel to CMC for classes. |

| Provide training in instructional strategies in order to improve academic achievement. Work with Expeditionary Learning to consider the possibility of making the entire Lake County School District an Expeditionary Learning District. |

| Hire an art teacher for Pitts and West Park. |

| Consider how to improve eligibility policies to ensure they aren’t creating a barrier for students to access enriching programs. |

| Provide more opportunities for high-achieving students (and, ideally all students) in our district. |

| Look for ways to embed more authentic project-based opportunities into everyday classes and afterschool programs. |

| Use the Eyes Wide Open trainings at LCMS and WPES to focus on building capacity around two of the best ways parents can be involved: helping their kids with school and supporting district instruction around conflict resolution. |

| Work to expand the PAWS teacher appreciation program beyond the middle school. |

| Hire a part-time coordinator of Concurrent Enrollment programs and Latino outreach. |

| Enhance the college’s continuing education and non-credit course offerings in response to the community’s needs. |

| Work on targeted recruitment of female students into career and technical programs that are currently underrepresented by this population at Colorado Mountain College. |

| LCSD |
| LCSD, Lake County School Board |
| LCSD, CMC |
| LCSD |
| LCSD |
| LCSD |
| LCSD, Build a Generation, Full Circle, 21st Century CCL |
| LCSD, PAWS |
| CMC |
| CMC |
| CMC |
Develop a college bridge program titled “Lake County High School at College Week.” Seniors will attend a week’s worth of classes on the campus of Colorado Mountain College during the college’s spring break week.  

Develop a First Generation College Leadership Summit during fall semesters that will include middle-school and high school students, and their parents.  

Investigate how to keep financial investment in schools ongoing, particularly the possibility of a foundation or similar structure.  

Work to develop systemic training, district-wide, for parents, to help them understand how to support their child’s academic and social development at home at each stage of development and to help parents understand that this is a key form of parent involvement.

Note: These are longer-term projects, with an estimated 3-5 year timeline.
FOCUS TWO

PROGRAMS AND ACTIVITIES

Key Findings:

- **Full Circle: Two Decades of Local Programming Experience**
  Full Circle served 252 youth and 271 adults last year. Their data indicate that mentoring programs show statistically significant increases in bonding to a positive role model, cultural appreciation, and school attachment—all of which are proven to prevent substance abuse in youths. Outdoor leadership programs increase resiliency—youth are more likely to see meaning in life, solve difficult problems, and follow through on plans. Among high school participants, Full Circle programs help lower rates for 30-day prior use of substances (alcohol, cigarettes and marijuana) and risky driving behavior (drinking before driving, no seatbelt, etc.). Parenting classes show statistically significant increases in communication, limit setting, and positive discipline.

- **Project Dream 21st Century Community Learning Centers**
  These are federally funded five-year grants awarded to Lake County School District to provide academic enrichment and out-of-school-time programs. As of March 2013, the grant at Lake County Middle School and Lake County High School is in its fourth year. 2013-14 will be its final year. Over 500 students have attended each year with an average of over 60 students daily. West Park Elementary and Pitts Elementary schools are in the first year of a five-year cycle. The elementary programs serve 40-60 students daily.

- **Community Feedback: Programs Are Good, but Give Us More**
  When asked in the Vision Leadville survey if satisfied with the recreational and outdoor activities in Lake County, 70% of adults checked either Agree or Strongly Agree. When asked if satisfied with the afterschool/summer opportunities, 45.1% of adults checked either Agree or Strongly Agree. That being said, when asked to check the top three things that Lake County should focus on in the next five years to benefit youth, two of the top five answers were
Add more all-day summer youth programs (23.1%) and Add more after-school programs (22.1%).

- **Top 10 Survey Responses: “Check any program or facility you or your family has used.”**
  
  Recreational Spaces 63.2%
  Library 53.2%
  School Sports 47.5%
  Ski / Outdoor Rec Programs 35.2%
  Afterschool Programs 33.8%
  Non-School Sports Leagues 30.7%
  School Clubs 30.1%
  All-Day Child Care or Preschool 22.1%
  Music Lessons or Programs 20.9%
  Parenting Classes 16.6%

- **Top 10 Survey Responses: “Please check the top after-school/summer opportunities you would most like to see added.”**
  
  Recreation Center 35.9%
  More teen events (movies, etc.) 34.7%
  More informal places for youth 30.8%
  More art/music/culture 25.5%
  More job training, internships, and youth employment 24.6%
  More families activities 22.7%
  More open gym nights 21.9%
  More buses to programs and events 18.1%
  Elementary after-school program 13.1%
  More leadership programs for youth 12.0%

- **Top 10 Survey Responses: “Please check the top three barriers that prevent youth in your family from participating in programs or using recreational spaces.”**
  
  No time 23.8%
  Lack of interest in programs 21.7%
  Don't know about programs 20.6%
  Programs are too expensive 17.7%
  There are no barriers 16.0%
  Not eligible 10.4%
  Schedule is not convenient 15.9%
  Lack of transportation 14.5%
  Responsible for younger siblings 13.4%
  There aren't enough programs in a specific age group 10.6%
General Goals for Programs and Activities:

1. To prioritize, diversify and strengthen youth programming
2. To address the financial sustainability of youth programs currently in existence
3. To improve collaboration, coordination and communication among youth service providers
4. To reduce barriers to participation

Target Initiatives for Enhancement and Sustained Support:

- Tutoring and academic intervention
- Prevention and youth development programming
- Community-wide activity, program and event information
- After-school programming across all grade levels
- Transportation to programs, events and activities
- Academic-oriented programming
- Arts-oriented programming
- Community and scholastic sports teams and clubs
- Scholarship funds, sliding fee scales or other mechanisms to reduce program fees
- All-day summer youth programs
- Library reading programs
- Parent involvement and empowerment groups
- Outdoor activities

Major Collaborative Projects:

1. Create community-wide mechanisms to improve how we coordinate and publicize art, recreation, after-school, summer and other enrichment opportunities, starting with a Virtual Hub and including other non-electronic methods such as information kiosks or quarterly printed program guides. Lead agencies: Lake County School District, Parents Active Within Schools, Lake County Build a Generation

Description:

Efforts in this area have already begun. In the fall of 2012 Lake County Build a Generation staff began researching best communication practices among communities of similar size and demographics. Then, through a public hiring process, LCBAG identified an experienced web developer (Imbue Design) to design the Virtual Hub.
Through a series of meetings in early 2013, members of the LCBAG Coalition provided feedback on the name, content and functionality of the site. The launch of the Leadville Community Hub (Leadvillehub.org) was timed to coincide with the presentation of the Youth Master Plan to the community.

Moving forward, LCBAG will serve as the site owner and fiscal agent; provide basic training in how to enter information into the site; keep track of monthly usage statistics; and conduct a number of focus groups to assess how the site is being used and by whom. LCBAG will share this research with members of its Coalition, and will work with the web developer to make any necessary adjustments and improvements.

Leadville Community Hub partners will enter their news, events and information into the site on a timely basis; will utilize the online calendar as a tool for collaborative scheduling; will help keep the blog and pictures up to date; and will help publicize the site among their constituents. At the annual Youth Master Plan stakeholder meeting, agencies will 1) report on their use of the site, 2) discuss ways that the virtual hub can be improved, and 3) identify a cost-sharing structure if the site is requiring a substantial amount of LCBAG staff time. Stakeholders will also identify what additional methods of communication could be used to reach community members. These methods might include information kiosks or bilingual quarterly program guides, for example.

As the Virtual Hub moves forward, the LCBAG coalition may also look at a bilingual quarterly program guide (or expand the current Recreation Department guide) to include all the healthy activities in the community for children and adults. This will be a roadmap for families that includes program information, cost, availability of financial aid, etc.

2. Create a standing workgroup comprised of agencies that regularly provide out-of-school programming for youth, including Project Dream, SOS, Full Circle of Lake County, the Lake County library, the Lake County Recreation Department, The Center, and the Lake County School District. This workgroup will focus on both (a) reducing gaps and duplication of services and (b) ensuring the sustainability of Lake County programs that serve students outside of school.

Description:

During the Youth Master Plan process, steering committee members heard loudly and clearly that families love the existing programming for youth—and want even more of these out-of-school enrichment opportunities for their children. However, we simultaneously heard concerns from youth-serving agencies about funding shortfalls and the very real possibility of not being able to even continue the programming Lake County currently has.
Youth-serving agencies also expressed concern about the current lack of coordination among agencies, which can lead to both gaps and duplication of services.

Going forward, Lake County Build a Generation will seek funding to spearhead a regular working group comprised of the leaders from all agencies in Lake County who provide regular out-of-school programming. It will look at short-term and long-term mechanisms to provide more sustainability and coordination. In the short term, this group will work to better coordinate and plan services together, fill gaps (both age group gaps and service gaps such as access to art or outdoor recreation), increase access to programs (by collectively solving transportation, communication, or other barriers), reduce duplication of services, and communicate about funding. In the long term, this group may consider the possibility of a more formalized relationship between the agencies that offer out-of-school time activities.

<table>
<thead>
<tr>
<th>Additional Partner Projects</th>
<th>Facilitating Agency/Agencies</th>
</tr>
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<tbody>
<tr>
<td>Create a summer program for 3-5 year-olds that will continue the existing work on school readiness in the summers, be more easily grant-funded, and be a vibrant, exciting program.</td>
<td>LCSD, Head Start</td>
</tr>
<tr>
<td>Identify the barriers that limit youth access to the outdoors, particularly for low-SES students, and strive to improve access.</td>
<td>Full Circle, Cloud City Wheelers</td>
</tr>
<tr>
<td>Research the feasibility of a summer science camp for local preschool or school-age children, taught by CMC students.</td>
<td>CMC Outdoor Education Program</td>
</tr>
<tr>
<td>Add a summer reading program for teens.</td>
<td>Lake County Public Library</td>
</tr>
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FOCUS THREE

HEALTH AND PREVENTION

Key Findings:

- **Top 10 Survey Responses: “Check the top three health and safety concerns in Lake County.”**
  - Youth alcohol and drug use 42.4%
  - Bullying 38.6%
  - Teen pregnancy 34.3%
  - Adult alcohol and drug use 27.5%
  - Youth self-esteem 24.1%
  - Healthy schools (more PE, healthier school lunch) 23.4%
  - Lack of affordable health care 17.7%
  - Lack of healthy lifestyles 14.7%
  - Family conflict 14.1%
  - Lack of safe routes to school 10.9%

- **Known Risk Factor: Availability of Drugs and Alcohol**
The more available alcohol and other drugs are in the community, the higher the risk that young people will abuse drugs in that community. Perceived availability of drugs is also associated with increased drug use.

- **Known Risk Factor: Favorability Toward Drug Use, Firearms and Crime**
Community norms, attitudes and policies toward drug use, violence and crime are communicated in a variety of ways including laws, school policies, informal social practices and parent’s expectations of children’s behavior. When laws and community standards are favorable or unclear regarding substance abuse and crime, young people are at a higher risk for these problem behaviors.

- **Known Risk Factor: Family History of the Problem Behavior**
Children who are born or raised in a family with a history of alcoholism experience a greater risk of having alcohol or other drug problems than children who are born or raised in a family without a history of alcoholism. Children who are born or raised in a family with a history of criminal activity have a higher risk for developing delinquency problems. Similarly, children born to a teenage mother are more likely to become teen
parents while children of parents who dropped out of school are more likely to drop out of school themselves.

- **Known Risk Factor: Media Portrayals of Violence**
The role of media portrayals of violence on the behavior of viewers (especially young viewers) has been debated for over three decades. Research has shown a clear correlation between media portrayals of violence and the development of violent behavior in youth.

- **Known Risk Factor: Family Conflict**
  Persistent, serious conflict between primary caregivers or between caregivers and children appears to enhance risk for children raised in these families. Whether the family is headed by two biological parents, a single parent, or some other primary caregiver, children raised in families with severe conflict are at higher risk.

- **Known Risk Factor: Favorable Parental Attitudes and Involvement in Problem Behaviors**
  Adult attitudes and behavior toward drug use, crime and violence influence the attitudes and behavior of children. Children are more likely to develop problems if their parents approve of or excuse their children’s law breaking. Children whose parents engage in violent behavior inside or outside the home are at greater risk for exhibiting violent behavior. Additionally, children have an increased risk of developing problems with alcohol and other drugs if their family members use illegal drugs around them, drink heavily in the home or involve the children in their behaviors, such as asking the child to get a beer or light a cigarette for them.

- **Known Risk Factor: Early and Persistent Antisocial Behavior**
  A relationship has been found between male aggressiveness, in kindergarten through second grade, and teenage drug abuse and delinquency. The risk is especially significant when the aggression is coupled with shyness and withdrawal. Approximately 40% of boys with serious aggressive behavior problems in early elementary grades will develop delinquency and drug problems as teenagers.

- **Known Risk Factor: Favorable Attitudes Toward the Problem Behavior**
  Children in late elementary school frequently have very strong negative feelings against drugs and crime; they have difficulty imagining why people use drugs, commit crimes, and drop out of school. Yet, by the time these children enter middle school, they may begin associating with, or become exposed to,
peers who engage in these behaviors. Thus their attitudes may shift toward greater acceptance of these behaviors.

- **Known Risk Factor: Early Initiation of the Problem Behavior**
The earlier young people drop out of school, begin using drugs, commit crimes and become sexually active, the greater the likelihood that they will have chronic problems with these behaviors later.

- **Teen Pregnancy**
Teen fertility rates are significantly higher in Lake County than in the State of Colorado as a whole. As recently as 2008-10, the rate of births per thousand teens age 15 through 19 was 79.8 in Lake County, the second-highest teen birth rate in the state. “Three risk factor births” refers to births to unmarried women under age 25 with less than 12 years of education. In 2011, 10.7% of the births in Lake County were three-risk factor births, compared to 4.9% of births in the state.¹⁵

### General Goals for Health and Prevention:

1. To reduce community norms favorable to problem behaviors

### Target Initiatives for Enhancement and Sustained Support:

- Drug and alcohol prevention
- Teen pregnancy prevention
- Healthy Eating & Active Living
- Bullying prevention
- Mental Health Screening

### Major Collaborative Project:

1. Research, seek funding for, and implement a community-wide conflict resolution curriculum that students and community members as well as the school district and other youth-serving agencies can use. The goal will be to develop a community-wide language around conflict resolution. Such a curriculum will need to work across ages (from youth to adult) and be culturally competent. This work should build on what is already working in the schools and may also include some new ideas, such as restorative justice. Lead agencies: Lake County School District, Lake County Build a Generation Coalition, Full Circle.

¹⁵ Colorado Department of Public Health and Environment, as reported by Kids Count.
Description:

In the fall of 2012, Lake County Build a Generation staff began researching evidence-based bullying prevention programs, resources and curricula. In discussions with school staff and administration, however, it became clear that the School District did not wish to initiate a new curriculum, but rather to continue implementing existing efforts and programs aimed at diminishing bullying and creating a positive school climate. Foremost, these programs include Capturing Kids Hearts and Positive Behavior Intervention in Schools (PBIS). Full Circle also felt strongly about continuing its existing anti-bullying programs. Full Circle currently uses Boys Council and Girls Circle to address bullying and healthy relationships in eighth and ninth-grade school settings. Both these curriculum have a “promising” rating from the Office of Juvenile Justice and Delinquency Prevention Program Guide.

Members of the Build a Generation Coalition decided that the Coalition could immediately partner with the Lake County School District to provide training to parents on the District’s existing programs to improve climate and culture, through its Eyes Wide Open Series.

At the same time, members of the Build a Generation Coalition also recognized that a best practice in bullying prevention is to start by identifying the nature and scope of bullying in the school and community.

The School District and Build a Generation Coalition agreed that additional student and parent surveying should take place before taking further action. Surveying will take place in the spring of 2013, and will be administered by the School District.

Simultaneously, Build a Generation staff will continue to investigate programs or projects related to implementing a community-wide anti-bullying initiative.

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<thead>
<tr>
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<tbody>
<tr>
<td>Work with LiveWell Colorado@School Food to improve the nutrition of breakfast and lunch by cooking more from scratch and using fewer processed foods.</td>
<td>LCSD, LCBAG, PAWS</td>
</tr>
<tr>
<td>Work with teachers to introduce “fitness breaks” into the classroom.</td>
<td>LCSD District Wellness Committee</td>
</tr>
<tr>
<td>Through its LiveWell Leadville Initiative, work on a 9-year environmental change plan to make Leadville and Lake County a place that promotes healthy eating and active living.</td>
<td>LCBAG</td>
</tr>
<tr>
<td>Establish a process to identify students and community members in crisis, and develop procedures of intervention in responding to behavioral threats and crisis.</td>
<td>CMC (lead), LCSD, West Central Mental Health</td>
</tr>
</tbody>
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FOCUS FOUR

COMMUNITY DEVELOPMENT

Key Findings:

- **Community Feedback: People are Involved**
  When asked in the Vision Leadville survey if they think that Lake County residents are generally involved in their community, 41.8% of respondents checked either *Agree* or *Strongly Agree*.

- **Top 10 Survey Responses: “What prevents you from being more involved in your community?”**
  - Don't have time: 43.5%
  - Don't know available opportunities: 33.2%
  - Nothing prevents me: 26.8%
  - Language barrier: 18.4%
  - Don't feel welcome: 18.4%
  - Don't return home in time: 16.2%
  - Don't feel I can make a difference: 14.5%
  - No interest in available opportunities: 14.1%
  - Lack of transportation: 12.7%
  - Don't have childcare: 9.1%

- **Community Feedback: Travel is Safe and Easy**
  When asked in the Vision Leadville survey if their family travels safely and easily to the places they need to go in Leadville and Lake County, 86.4% of respondents checked either *Agree* or *Strongly Agree*.

- **Head Start Community Assessment: Challenges and Gaps in Community Resources**
  - Limited facility resources
  - Limited cultural enrichment opportunities
  - Declining/uncertain funding for many non-profits

General Goals:

1. To improve access to schools, parks and other public spaces
2. To increase volunteer activities that support or involve youth
3. To develop and maintain community facilities that serve key functions in youth development
Target Initiatives for Enhancement and Sustained Support:

- Community spaces for teens and families
- A Community Arts Center
- A Community Recreation Center
- Community parks
- Bilingual and cultural integration
- Volunteer organization and support
- Sidewalk and bike path networks
- Community perceptions of youth
- Family-oriented, alcohol-free community events
- Environmental sustainability

Major Collaborative Project:

1. Work collaboratively to improve existing youth-serving infrastructure. Long-term, work to find a group of citizens interested in researching infrastructure improvements to support the arts, recreation, and/or a community building. Lead agency: Build a Generation.

Description:

This project will start with a collaborative effort to improve the West Park and Middle School playgrounds. Lake County Build a Generation has already begun this effort by bringing a stakeholder group (PAWS parents, Lake County Recreation Department, Lake County School District, Lake County Health Department) together to research playground needs and opportunities for improvement; develop a plan to improve the playgrounds; and implement that plan. That group worked with the Colorado Center for Community Development to design a three-phase renovation of the Lake County Middle School playground and has applied for grants to fund the first phase of that project.

Build a Generation will next cultivate a workgroup to investigate “infrastructure that works” in order to support the arts, recreation, and community-building in Lake County. This workgroup would report to the LCBAG Coalition at its large coalition meetings. The committee may assess issues including but not limited to: 1) the availability of existing community space that could be utilized for these purposes; 2) the number of agencies and organizations that might utilize improved infrastructure; 3) the number of community members who might utilized improved infrastructure; 4) construction and operating costs at community centers in communities similar in size to Leadville; 5) potential funding and revenue sources; 6) usage statistics (quantitative data) and owner surveys (qualitative data) from community centers in communities similar in size and demographics to Leadville; and 7) infrastructure alternatives to a new center (such as improved transportation to existing facilities or reclaiming facilities that have fallen into disrepair).
Both the Middle School Play Yard Steering Committee and the Community Center Steering Committee will provide annual reports on their progress to the Youth Master Plan Steering Committee at the April meetings.

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<tr>
<th>Additional Partner Projects</th>
<th>Facilitating Agency/Agencies</th>
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<tr>
<td>Apply for funding to do a “walkability” study to assess how to get people from where they live to key community locations safely and on foot or bike.</td>
<td>Build a Generation</td>
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<tr>
<td>Look at providing a regular community training for local translators. Share this list of qualified translators with other agencies, so that we have a working community list of trained translators. Such training would also serve to increase the capacity and employability of our local translators.</td>
<td>LCSD</td>
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<tr>
<td>Build new paved and unpaved trails in order to increase access to the outdoors for youth and families, as well as provide safe options for non-motorized transportation within the community</td>
<td>Cloud City Wheelers</td>
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FOCUS FIVE

FAMILY ECONOMICS

Key Findings:

- **Known Risk Factor: Extreme Economic Deprivation**
  Children who live in deteriorating, impoverished neighborhoods where the community perceives little hope for the future are more likely to develop problems with delinquency, teen pregnancy and school dropout. Also, children who live in poverty and have behavior or adjustment problems early in life are more likely to experience problems with drug use later in their lives.

- **Known Risk Factor: Mobility**
  Communities that are characterized by high rates of mobility appear to incur an increased risk of drug and crime problems. The more mobility occurs in a community, the higher the risk for families to experience criminal behavior and drug related problems.

- **High Unemployment Compared to Regional and National Averages**
  For the period covering April 2011 to March 2012, Lake County’s unemployment rate averaged between 10-11.9%. The national average during this period was 8.7%. Of the surrounding counties, one had an unemployment rate within the range of 9-9.9%, and four had a rate between 6-7.9%. Lake County’s unemployment change rate between 2007 and 2011 is -19.25.

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• **Lower Income and Greater Poverty**
  In 2010, Median Household Income for Lake County was $43,565, which is 80.1% of the state average.\(^{18}\) The poverty rate for Lake County children age 0-17 is 21.4%.\(^ {19}\)

• **Community Feedback: Limited Economic Opportunity**
  When asked in the Vision Leadville survey if Lake County is a place where families have economic opportunities, 41.2% of respondents checked *Disagree* or *Strongly Disagree*.

• **Head Start Community Assessment: Our Economic Challenges**
  High unemployment rate, particularly compared to state
  Lack of job growth in county
  60% of workers commute long hazardous distances
  Low income and wages compared to neighboring counties/state
  Home heating expensive in extreme winter climate
  High level of income required for home ownership
  Lack of data on homeless population
  High cost of fuel for commuting population
  Lack of qualified workforce

• **Head Start Community Assessment: Our Gaps in Economic Resources**
  Local and regional employment, particularly year-round
  Public transportation
  Affordable/subsidized housing

**General Goals:**

1. To assist in the development of local economic factors favorable to family stability.

**Target Initiatives for Enhancement and Sustained Support:**

• Job creation
• Educational opportunities for career development

**Major Collaborative Project:**

1. Support the work of the newly-formed Lake County Economic Development Corporation (EDC) by encouraging youth-serving agencies to provide technical assistance, serve as a resource, join the EDC, or otherwise use their resources and abilities to tangibly support the new EDC. Lead Agency: Economic Development Corporation

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Discussion: The Youth Master Plan Steering Committee initially struggled with this goal. Clearly, it had heard that economic development was critical to making Leadville a healthier place for families. When families can’t make ends meet or work long hours “over the hill” in Summit or Eagle Counties, their time with their children is compromised. And yet, the agencies represented on the Youth Master Plan Steering Committee did not feel as if economic development lay within their area of expertise.

Meanwhile, in the winter of 2013, the Economic Development Corporation raised enough money and community support to launch. In the spring of 2013, it voted in its founding board and began advertising for a director. The Youth Master Plan Steering Committee began to wonder if it could best address the Youth Master Plan goal of improving family economics by supporting this nascent effort. Members of the Steering Committee noted that many of them could join the EDC as a way of highlighting the connection between economic development and youth development—and to advocate for economic development that would support youth development. Others wondered if they could offer technical expertise in areas like cultural competency, grant-writing, or facilitation.

In short, the Youth Master Plan Steering Committee members agreed to support the EDC according to each agency’s resources and abilities. As the new director is hired, the Youth Master Plan Steering Committee will also reach out to him or her to share the Youth Master Plan findings and advocate for economic development that will also have a positive impact on youth and families.

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<td>Develop a Bachelors of Arts in Applied Science and Bachelors of Arts in Nursing.</td>
<td>CMC</td>
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<tr>
<td>Create a program to provide financial assistance to local businesses to better enable them to train hires who are competent and eager but need specific skill development.</td>
<td>Workplace Center</td>
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### Future/Potential Projects of the Youth Master Plan (Note: These are projects that were identified as priorities, but currently lack a champion.)

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<tr>
<th>Notes</th>
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<tr>
<td>1. Bring together a group of community members, parents and artists who could work on bringing more art to our community.</td>
<td>Needs a champion.</td>
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<tr>
<td>2. Explore the possibility of a central scholarship fund for programs, including school athletics.</td>
<td>Needs a champion.</td>
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<tr>
<td>3. Work on increasing access to Ski Cooper—including low-cost lift tickets, transportation, and equipment.</td>
<td>Ski Cooper is open to discussion about increasing access, but this project probably needs a champion to move it forward.</td>
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<tr>
<td>4. Develop a plan to create, manage and publicize a bank of volunteer opportunities.</td>
<td>Needs a champion.</td>
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