

Preparing Children to Succeed/Action Addendum

- Increase the number of youth who have soft skills for success beyond high school and therefore decreasing high risk behavior by 20% in 5 years. (2009-2013)
 - *Potter county 13-17 year old teen pregnancy rate is 4.3% - 180 pregnancies (Amarillo Health Department 2005)*
 - *Randall county 13-17 year old teen pregnancy rate is 1.3% - 50 pregnancies (Amarillo Health Department 2005)*
 - *AISD teen alcohol usage secondary students – 38% in last 30 days (Impact Futures AISD 2007)*
 - *AISD teen drug usage secondary students – 18% in last 30 days (Impact Futures AISD 2007)*

5 CORE PRINCIPALS OF COMMUNITY IMPACT

- We will focus on **neighborhoods** with the greatest unmet needs.
- We will emphasize **primary prevention** – addressing the underlying causes of persistent problems.
- We will build a seamless **continuum of service** to keep identified populations moving toward improved quality of life.
- We will build **community capacity**.
- We will emphasize **collaborative governance**.

Elements for Community Change

- Develop social and emotional competence (good communication skills, responsiveness, empathy, caring, sense of humor, inclination toward pro-social behavior, problem solving skills, sense of autonomy, sense of purpose and of the future, self discipline)
- Educate and facilitate positive bonding among family members and/or role models. (avoidance of severe criticism, sense of basic trust, high parental expectations, orderly and structured parent-child relationships, parent involvement in homework and related activities)
- Develop appropriate media literacy. (resistance to pro-use messages)

Program, Project, Activity Selection Criteria

1. Does it address primary prevention addressing the underlying causes of persistent problems of high risk behavior?
 - a. Financial instability in families
 - b. Community Culture
 - c. Lack of appropriate skills to succeed in school/life(i.e. English as second language)
 - d. Lack of the functioning, positive traditional family unit
2. Does it focus on the neighborhoods with the greatest unmet needs? Does it build a seamless continuum of service to keep the identified populations moving toward improved quality of life?
 - a. Teen Pregnancy
 - i. Hispanic Community
 - ii. Youth, families and community
 - b. Drug and Alcohol
 - i. Youth, families and community
 - ii. Lack of self-control, assertiveness, and peer-refusal skills
 - iii. Low self-esteem and self confidence
 - iv. Emotional/psychological problems
 - v. Favorable attitudes toward substance use
 - vi. Rejection of commonly held values
 - vii. Lack of school bonding (don't see the worth, benefits of school)
 - viii. Early antisocial behavior, such as lying, stealing, and aggression, shyness

- ix. Youth coming from families that:
 - 1. Family conflict/domestic violence
 - 2. Family dysfunction
 - 3. Social isolation of family
 - 4. Heightened family stress
 - 5. Family accepts use of tobacco, alcohol or other drugs
 - 6. Ambiguous, lax, or inconsistent rules and sanctions regarding behavior and substance use
 - 7. Poor child supervision and discipline
 - 8. Unrealistic or no expectations for development
- x. Peer Risk Factors
 - 1. Association with delinquent peers who use or value dangerous substances
 - 2. Association with peers who reject positive and/or mainstream activities or pursuits
 - 3. Susceptibility to negative peer pressure
 - 4. Strongly influenced by others
 - 5. Favorable attitudes toward the use of tobacco, alcohol, and/or drugs
 - 6. Nothing positive to replace negative factors
- 3. Does the program have a component that addresses parental behavior?
 - a. Does this program activity or project educate the parent(s) on how to build trust, set parental expectations, etc...?
- 4. Does it have the potential to build community capacity?
 - a. Will this program, activity or project change the community as a whole related to youth high risk behavior and if so how?