

Caring Adults

Safe Places

Healthy Start

Effective Education

Opportunities to Help Others

Caring Adults Defined

From birth on, every child and youth needs and deserves support and guidance from caring adults in their families, schools and communities, including ongoing secure relationships with parents and other family adults, as well as multiple and consistent formal and informal positive relationships with teachers, mentors, coaches, youth volunteers and neighbors.

- *Nationally, one-third of teens and 20 percent of younger children do not have quality relationships with their parents.**
- *More than 40 percent of the young people ages 8 through 21 who participated in the Voices Study (America's Promise) say they want more adults in their lives to whom they can turn for help.**

**KEY INDICATORS:**

For this promise to be kept, young people should have many caring adults across multiple contexts of their lives.

- Caring relationships with parents/primary caregivers
- Caring relationships with extended family adults
- Caring relationships with adults at school
- Caring relationships with adults in the neighborhood/community, including formal mentors in school- and community-based settings

Caring Adults
Safe Places
Healthy Start
Effective Education
Opportunities to Help Others

Use the “Sharing Your Community Conversation” sheets in the Tool Kit to capture the answers to these questions ...

How is this promise being delivered in Dubuque County? Who is delivering it?

- What groups or individuals are helping to deliver this promise?
- What are some success stories you know about?
- Why is it working?

Where are we falling short as a community in delivering this promise?

- What’s not working?
- Where are the gaps?
- Is there duplication?
- What’s missing in our community?

How can you make a difference? How can you deliver this promise?

- What can you as an individual do?
- What can a group or groups do?
- Who should step up to deliver this promise in our community?

What are the most urgent needs in our community?

- *Eight percent of local sixth graders do not believe that adults in the community care about people their age. Twenty-one percent of eighth graders and 36 percent of eleventh graders feel the same way.[†]*
- *Local youth surveyed do not believe that adults in their neighborhood or community would help them when they needed help: 16 percent of sixth graders, 32 percent of eighth graders and 42 percent of eleventh graders.[†]*

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Safe Places

Healthy Start

Effective Education

Opportunities to Help Others



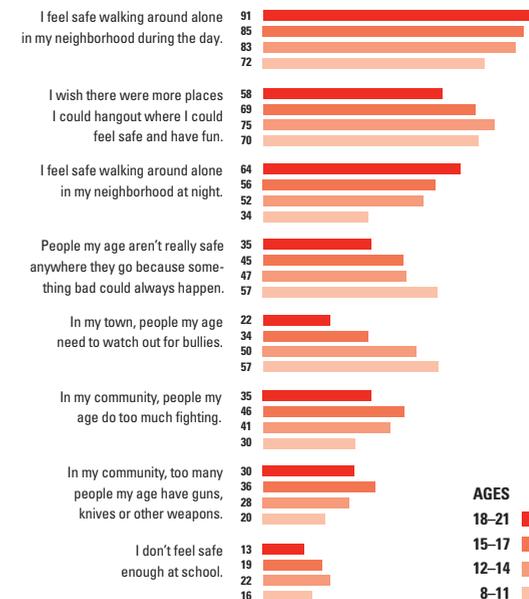
Safe Places Defined

Every child and youth needs and deserves to be physically and emotionally safe everywhere they are – from the actual places of families, schools, neighborhoods and communities to the virtual places of media – and to have an appropriate balance of structured, supervised activities and unstructured, unscheduled time.

- *In the National Promises Study, between one-fourth and one-third of all young people “never” or only “sometimes” feel safe at school and in their communities.**

THE VOICES OF YOUNG PEOPLE: SAFE PLACES

The charts below reveal the percentages of young people who “strongly agreed” or “somewhat agreed” with the following statements:



KEY INDICATORS:

Young people need safe places at home, school and in their communities.

- Safe family
- Parental monitoring
- Safe school
- Safe neighborhood/community
- Safe outdoor play spaces
- Opportunity for involvement in high-quality structured activities
- Opportunity to participate in high-quality structured activities

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- *Dubuque County shows a 15 percent greater incidence of total juvenile arrests and juvenile violent crime than the state average.[†]*
- *Youth in our county report spending six or more hours per day without adult supervision: 19 percent of local sixth graders, 24 percent of local eighth graders and 60 percent of local eleventh graders.[†]*

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Caring Adults

Safe Places

Healthy Start

Effective Education

Opportunities to Help Others

Healthy Start Defined

Every child and youth needs and deserves the healthy bodies, healthy minds and healthful habits and choices resulting from regular health care and needed treatment, good nutrition and exercise, comprehensive knowledge and skills and role models of physical and psychological health.

- *More than one-third of teens and nearly one-fourth of younger children do not have the following critical components of good health care: health insurance coverage and annual visits to a doctor and a dentist.**
- *Although 80 to 90 percent of young people live in families with rules about eating healthy foods, nearly half still do not eat fruits and vegetables twice or more in a typical day.**
- *Between 25 and 30 percent of teens say that at least some of their close friends use alcohol, drugs or cigarettes.**



KEY INDICATORS:

Young people who experience these eight key indicators have a healthy start

- Regular checkups and health insurance
- Good nutrition
- Daily physical activity
- Recommended amount of restful sleep
- Health education classes with comprehensive content
- Positive adult role models
- Peer influence
- Emotional safety

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Safe Places
Healthy Start
Effective Education
Opportunities to Help Others

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- *Forty-two percent of local eleventh grade students reported having five or more drinks in a row on at least one day in the past 30 days (compared with a 32 percent state level).[†]*
- *Seventeen percent of area eleventh graders report having made a plan to kill themselves. This compares to 14 percent of Iowa eleventh grade students.[†]*
- *The number one concern cited by youth in the 2006 Community Youth Assessment Report was underage drinking and illegal substance abuse.[†]*
- *Over 700 families in Dubuque County with children 0–5 years old are living below the poverty level.[†]*

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Effective Education Defined

Every child and youth needs and deserves the intellectual development, motivation and personal, social/emotional and cultural skills needed for successful work and lifelong learning in a diverse nation as a result of having quality learning environments, challenging expectations and consistent formal and informal guidance and mentoring.

● **Researchers asked 10- to 21-year olds: “What are the most important changes you think should be made to schools to give students what they need to succeed in life?”***



- 60% More preparation for the real world
- 59% More choices about classes they can take
- 56% More interesting subjects
- 48% More adults taking a personal interest in students
- 48% Smaller classes
- 48% More opportunities to see people work in the real world
- 47% Better information on getting into college
- 47% Better teachers
- 44% More discipline of students who misbehave
- 42% Less fighting and violence
- 42% Help paying for school clubs, teams and activities
- 39% Fewer drugs and drinking
- 37% More clubs and activities
- 37% More field trips
- 36% More interactions with adults outside of class
- 34% More challenging subjects
- 34% More opportunity to choose a school
- 20% Shorter school days
- 16% More classes taught online
- 5% Longer school days

KEY INDICATORS:

These nine indicators provide a gauge as to whether young people are experiencing an effective education for marketable skills and lifelong learning.

- Positive school climate
- School culture emphasizing academic achievement
- Learning to use technology effectively
- Youth/child reading for pleasure
- Friends value being a good student
- School perceived as relevant and motivating
- Parents actively involved with child’s education
- Adult sources of guidance about schooling and careers
- Opportunities to learn social/emotional skills

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- *The graduation rate for students in the Dubuque Community School System is 86.4 percent. This is slightly below the state rate of 91 percent.[†]*



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Opportunities to Help Others Defined

Every child and youth needs and deserves the chance to make a difference – in their families, schools, communities, nation and world – through having models of caring behavior, awareness of the needs of others, a sense of personal responsibility to contribute to the larger society and opportunities for volunteering, leadership and service.

- *According to the National Promises Study, nearly half of our children ages 6 to 17 lack the activities and role models that we regard as opportunities to make a difference through helping others.**
- *One-third of young people say they lack adult role models who volunteer and help others.**

KEY INDICATORS:

These five indicators provide a gauge as to whether young people are experiencing opportunities to make a difference through helping others.

- Adult models of volunteering, including parents
- Peer models of volunteering
- Parental civic engagement
- Family conversations about current events
- Youth given useful roles in schools and communities

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- *Thirty-seven percent of youth respondents in Dubuque County reported that they spent NO time outside of school in other activities of any kind.†*
- *Twenty-five percent of the youth surveyed felt that a lack of constructive activities and places to be with friends foster a tendency toward misbehaviors.†*

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