

CITY COUNCIL AGENDA ITEM
CITY OF SHORELINE, WASHINGTON

AGENDA TITLE: Proposed 2010-2011 Council Goals and Workplan
DEPARTMENT: City Manager's Office
PRESENTED BY: Robert L. Olander, City Manager
Julie Underwood, Assistant City Manager

PROBLEM/ISSUE STATEMENT:

At the City Council's March 5-6, 2010 annual retreat the Council spent two days with staff reviewing the progress on the 2009-2010 goals (see Attachment A) and discussing emerging issues and the City's fiscal condition.

Of the 10 goals from the 2009-2010 workplan, six of them are carrying forward with modifications to the objectives (see Attachment B). Two new potential goals(Healthy City Strategy and Youth Services Master Plan) were discussed at the retreat and these need further Council discussion and feedback. In addition, there was a proposal make the acquisition of the SPU water system in Shoreline a stand alone goal. To assist Council in their discussion staff has prepared three memos regarding these proposed goals (see Attachment C- Youth Services Master Plan, Healthy City, and SPU Acquisition). The purpose for tonight's discussion is to review the proposed goals and objectives and to discuss the desired outcomes for the new goals.

The Council is scheduled to take action and adopt the final list of goals and objectives at the April 26 business meeting. It is vital that the Council finalize the list of goals by June in order to allow staff ample time to prepare the Proposed 2011 Budget so that it aligns with the Council's goals and priorities.

RECOMMENDATION

The purpose for tonight's discussion is to review the proposed goals and objectives and to discuss the desired outcomes for the new goals. Providing staff with clear direction on the goals will be helpful in finalizing the goals.

Approved By:  City Manager _____ City Attorney _____

Attachments

- A. 2009-2010 Council Goals and Workplan Update

- B. 2010-2011 Proposed Council Goals and Workplan
- C. Memos/Information Regarding the New Goals

CITY COUNCIL GOALS

2009-2010

Goal No. 1

Implement the adopted Community Vision by updating the Comprehensive Plan and key development regulations in partnership with residents, neighborhoods and businesses

Goal No. 2

Provide safe, efficient and effective infrastructure to support our land use, transportation and surface water plans

Goal No. 3

Implement the Economic Development Strategic Plan

Goal No. 4

Create an "environmentally sustainable community"



Goal No. 5

Complete the projects approved with the 2006 Parks Bond

Goal No. 6

Construct the Civic Center/City Hall project

Goal No. 7

Construct the Aurora Improvements from 165th to 205th Streets

Goal No. 8

Develop a Fircrest Master Plan in partnership with the State

Goal No. 9

Develop a "healthy city" strategy to ensure the community's access to needed human services

Goal No. 10

Provide enhanced opportunities for effective citizen communication and engagement

Draft Shoreline City Council 2010-2011 Goals and Workplan

Goal 1: Implement the adopted Community Vision by updating the Comprehensive Plan and key development regulations in partnership with residents, neighborhoods and businesses

- Adopt the Southeast Area Neighborhoods Subarea Plan
- Adopt updated tree regulations, including citywide goals for urban forest canopy
- Complete draft Urban Design, Capital Facilities and Transportation elements of the Comprehensive Plan
- Adopt the Town Center Subarea Plan and a permit process that is clear, timely, and predictable

Goal 2: Provide safe, efficient, and effective infrastructure to support our land use, transportation and surface water plans

- Update the Transportation Master Plan, including citywide trail, bicycle, and transit elements
- Update the Surface Water Master Plan and priority basin plans
- Work with Sound Transit, neighboring cities, regional agencies, and Shoreline neighborhoods to implement the Sound Transit II plan to bring light rail through Shoreline

Goal 3: Expand Economic Development Opportunities in Shoreline

- Develop a "Transit-oriented Development" plan for the Aurora Park and Ride Lot at N 192nd Street
- Work with the Shoreline Community College to establish a continuing small business development and assistance program
- Explore economic development opportunities for any surplus property at the Fircrest campus with the State of Washington
- Actively recruit both large and small businesses to Shoreline

Goal 4: Construct the Aurora Improvements from 165th to 205th Streets

- Complete construction of Aurora from N 165th to N 185th Streets
- Complete design, acquisition, and bid for Aurora from N 185th to N 192nd Streets
- Secure funding for the last section of Aurora

Goal 5: Provide enhanced opportunities for effective citizen communication and community engagement

- Implement and evaluate new communication tools such as Council meeting "e- comment," and social media such as Facebook and Youtube
- Host community forums on key topics of interest
- Enhance communication and partnerships with the Shoreline School District, Community College, utilities, and other local public agencies

Goal 6: Develop a "healthy city" strategy

- Adopt updated Parks, Recreation and Open Space Plan
- Work with community stakeholders and the Health Department to develop a Healthy City Plan

Goal 7: Acquire Seattle Public Utilities water system in Shoreline

- Develop feasibility analysis and financial plan
- Negotiate acquisition
- Develop transition and implementation plan and schedule

Goal 8: Develop a Youth Services Master Plan



Memorandum

DATE: March 22, 2010
TO: Robert Olander, City Manager
FROM: Julie Underwood, Assistant City Manager
Robert Beem, Community Services Manager
RE: Proposed Council Goal -- "Healthy City"

During this year's Council annual goal setting retreat, Council discussed possibly continuing with current goal #10: Develop a "healthy city" strategy to ensure the community's access to needed human services. However, there was some discussion about shifting away from specifically addressing human service needs, since a Human Services Plan was recently adopted by the Council, and addressing "healthy city" in a broad context.

Similar to the Youth Master Plan, there are communities across the country that have led such efforts, and this usually results in developing a "healthy community" or "healthy city" strategy (see attached samples).

The Council would need to determine the scope of work for developing the strategy by defining the boundaries for this study/plan. Would it involve addressing social and health needs, promoting an active lifestyle, addressing childhood obesity, design of the built environment, etc.? In other words, work would need to be done to define the problem.

Much of this work would be similar to our efforts in developing the Housing Strategy, Sustainability Strategy and Human Services Plan. It differs in the need to convene stakeholders and partners as active participants in the full process. This as opposed to seeking their advise and input. This type of strategy holds the promise of connecting all the policies and plans that the City currently has in place: Housing Strategy, Sustainability Strategy, Human Services Plan, Comp Plan, Transportation Master Plan, Parks and Open Space Plan, as well as those strategic plans of our key community stakeholders: the School District, YMCA, King County Health Department, Senior Center, etc.

Staff Recommendation:

Given our resource constraints, it would not be advisable to include this goal and the goal for a youth master plan at the same time, since this would involve many of the same stakeholders.

It is estimated that this goal would require approximately \$15,000-20,000 for hosting meetings. We believe that much of the writing and coordination can be done by staff; however, since this goal would be led by the City Manager's Office, with assistance from the Community Services Division, staff would recommend that this project begin in late 2010 or early 2011.

Attachments:

1. City of Gig Harbor, Healthy Harbor 2008
2. The City of Moses Lake, A Health Community: An Action Plan to Promote Nutrition and Physical Activity
3. ICMA Healthy Communities – Healthy Decatur: A Holistic Approach to Sustainability
4. Leadership for Health Communities - Advancing Policies to Support Healthy Eating and Active Living - Action Strategies Toolkit: A Guide for Local and State Leaders Working to Create Healthy Communities and Prevent Childhood Obesity

City of Gig Harbor Healthy Harbor 2008

Project Statement

What is it? Healthy Harbor is a double entendre.

Project Summary

It is:

1) Promotion of the Gig Harbor area as “nature’s health club”. Everyone can join and the membership is free! Your membership in “nature’s health club” gets you access to great, healthy, recreation such as:

- Walking the harbor
- Biking the Cushman Trail
- Hiking the Penrose Point State Park
- Beachcombing the Purdy spit
- Kayaking Gig Harbor Bay
- Enjoying organic and farm fresh produce at the Farmer’s Market
- Participating in the annual Fun Run
- Participating in the annual Harbor Hounds Walk the Town
- Participating in the annual Heritage Row
- Participating in the local Volksports events
- Scuba Diving
- Art Walk and more!

In addition to being apart of nature’s health club you can also join your neighbors and friends in healthy, family friendly activities, festivals, and events throughout the year that promote community spirit, such as:

- Free summer outdoor concerts
- Free summer outdoor movies
- Gig Harbor Farmers Market
- Summer Arts Festival and Chalk the Walk
- Gig Harbor Folk Festival
- Tacoma Pierce County Health Department Events and Activities
- MultiCare and Franciscan lectures and events
- Special offers at restaurants
- Clinics at local physicians, medical, or natural health businesses
- And many more

2) The second part of Healthy Harbor is the health of Gig Harbor itself. Healthy Harbor is an awareness campaign to be responsible citizens for our environment and the ecosystem of Gig Harbor – resulting in a healthier community for us all to enjoy. Working with the local non-profit group “Harbor WildWatch” healthy harbor events include:

- Lectures
- Seminars

- “Get Your Feet Wet” beach walks
- Naturalists talks
- Educational environmental markers
- Guided kayak naturalist tours
- SalmonChanted Harbor event
- Audubon Society events and activities
- Special events at local businesses

Who can join Healthy Harbor? Anyone! If you live, work, play or visit the greater Gig Harbor area you are invited to participate in Healthy Harbor.

2008 Healthy Harbor will launch in April 2008. Updates and information on events and activities that are part of Healthy Harbor can be found each week at www.gigharborguide.com. The 2008 program will run from April – October and is open to anyone and it is free! You can be a casual participant or you can register to win prizes.

To win prizes, you must:

- Register online at www.gigharborguide.com/healthyharbor
- Pick up a 2008 Healthy Harbor Passport
- Get your passport stamped throughout the six month program
- Turn in your passport at the end of the program to be eligible for prizes donated by the local Gig Harbor businesses and coordinated through the Gig Harbor YMCA

Why should you participate? Why not? Healthy Harbor is free, easy and fun. It is engaging, educational, simple and good for you and your community. The goal is to provide more opportunity for our community to live, work and play together and create a sense of community that builds relationships, communication, economic development, and pride.

When does it start? Healthy Harbor 2008 will launch in April with our big kick off event Gig Harbor Street Scramble on May 24th in downtown Gig Harbor. Look for more Street Scramble info at www.gigharborguide.com/streetscramble.

Contact
Laureen Lund
Marketing Director
253-853-3554

THE CITY OF MOSES LAKE A HEALTHY COMMUNITY:

AN ACTION PLAN TO PROMOTE NUTRITION AND PHYSICAL ACTIVITY

The Problem: Chronic diseases account for 7 of every 10 U.S. deaths and for more than 60% of medical care expenditures. Much of chronic disease is preventable. Unhealthy eating and physical inactivity contribute to obesity, cancer, cardiovascular disease, and diabetes. Together, these conditions are responsible for at least 300,000 deaths each year in the U.S. Statistics show an urgent need to address this health issue in the nation, the State of Washington, and the City of Moses Lake.

Doubling amongst adults in the last 10 years, obesity in Washington State is increasing at an alarming rate. In 2000, only 25% of Washington residents reported eating fruits and vegetables at least 5 times a day, and only 27% engaged in moderate physical activity during their leisure time. Interventions that focus only on individual behavior change have not been effective in changing eating and physical activity behaviors. The focus of this plan is to include environmental and policy changes that will make it easier for people in Moses Lake to make healthy lifestyle choices - to eat healthy and be physically active.

Establishing a Program: In 2001, the Washington State Department of Health was awarded funding from the Center for Disease Control and Prevention (CDC) to develop a program aimed at the promotion of nutrition and physical activity for the prevention of chronic disease and obesity. Moses Lake was selected as the ideal community for the pilot project because of its diversity, rural setting, active community groups currently working on the issues and strong community leadership. Program and planning began in February 2002. It was noted that while Moses Lake has a history of successful community improvement efforts, excellent Parks and Recreation opportunities and a seasonal Farmers Market it does have room to make improvements. This project represented an opportunity to build a model community that other cities and towns in Washington could replicate.

OPPORTUNITIES: MOSES LAKE'S STRENGTHS

Moses Lake has many strengths that will help to insure the success of this plan. Some of the strengths identified by the residents in Moses Lake include:

- Many indoor and outdoor public facilities available
- The existence of a great municipal park system
- People desire to be active and eat fresh fruits and vegetables
- Groups are available to help (for example TOPS or Farmers Market)
- Resources are available to disseminate information to the public
- Moses Lake's residents are outgoing and friendly

The existence of a good educational system. including the college and public hospital

The community recognizes the need for an action plan to combat bad nutrition and physical inactivity.

The existence of local expertise regarding health issues

Recreation opportunities are wide spread

Furthermore, Moses Lake is working on a revitalization project, Vision 2020, a plan to make the Moses Lake community a better place to live and visit. Part of the Vision 2020 plan addresses issues such as walking and recreational open space.

WHAT'S MAKING IT HARD TO EAT HEALTH AND BE ACTIVE IN MOSES LAKE?

When residents were asked to list barriers to eating healthy foods and getting physical activity in Moses Lake they said:

Barriers to Eating Health

- Not enough convenient health food
- Healthy foods cost too much (depending on season)
- Restaurants (mostly fast food)
- Vending machines with unhealthy foods
- Advertising to kids
- Kids menus at school
- Hard to find fresh healthy good in winter
- A lack of healthy foods in the workplace
- Need for more bike routes
- Physical activity programs and facilities cost too much
- Weather (if too cold, too hot, icy, etc.)
- No indoor swimming pool
- Perception of the community not being safe for children
- Transportation issues for children
- Not enough structured things available for youth
- Resources are not available in all neighborhoods

Barriers to being Physically Active

LOCAL LEADERSHIP AND COMMUNITY COMMITMENT

Community leaders in Moses Lake including Mayor Lee Blackwell and City Manager Joseph K. Gavinski recognized the importance of physical activity and healthy eating and initiated Moses Lake's participation in this work. Moses Lake community leaders were active partners during the projects planning meetings and provided resources for public events. In addition to their participation in the creation of this plan, the City of Moses Lake employees initiated a community walking program to get residents out and moving together. Every Monday, Wednesday, and Thursday night residents are encouraged to walk together for health and fun. Along with the social motivation of walking with friends, participants also have the opportunity to win a prize.

HOW DECISIONS WERE MADE

Moses Lake leaders and residents were invited to serve on a Health Communities Advisory Committee. The volunteer on that committee worked to assess Moses Lake's resources and opportunities for healthy eating and physical activity. They participated in planning meetings, a project kick-off and open forum and/or created the contents of this plan. The information that the advisory committee used to develop the plan included the results of interviews with a wide range of community members, a community inventory, and a best practices menu provided by the Washington State Department of Health and its partners.

MOSES LAKE NUTRITION AND PHYSICAL ACTIVITY ACTION PLAN

Vision Statement: Residents in the Moses Lake area enjoy an active, healthy lifestyle that includes nutritional foods, recreation, and positive interactions with each other.

Key Strategies:

- Path Systems*
- Breastfeeding*
- Community Garden*
- Healthy Urban Planning
- Maximize Existing Nutrition Programs and Facilities
- Maximize Existing Recreation Programs and Facilities
- School Nutrition
- Community Safety

CURRENT ACTIVITIES IN FURTHERANCE OF ACTION PLAN

Community Garden: The garden was established in 2003 with 61 plots of varying sizes. The cost for participating is nominal, ranging from \$5 to \$15. The goal is to provide an opportunity to produce healthy food, particularly fruits and vegetables, and provide a healthy, social, leisure activity.

Walking Paths and Trails System: Existing paths and trails are being identified with signage and stencils. Maps of the system are planned for production. Programs such as an incentive walking program are being continued and re-established.

CONCLUSION

The Moses Lake Health Community Project has begun with elements of the project well under way. This project is intended to change life style patterns in our community which eventually leads to citizens which are healthier.

*An * indicates the chosen priorities for the first year of the project. Each of the priority projects have been expanded to include a goal statement, introduction, action step/timeline, measures of success, and a list of key partners.*

ICMA

ATTACHMENT 3

Healthy Communities



Healthy Decatur: A Holistic Approach to Sustainability

Acknowledgments

This case study was developed with support from the Robert Wood Johnson Foundation through its national program Leadership for Healthy Communities, which supports local and state leaders nationwide in their efforts to promote healthy, active communities and access to affordable healthy foods.

The report was prepared by Christine Shenot of ICMA, who visited Decatur in 2008 and 2009 to see its pedestrian-friendly downtown and neighborhood schools and to conduct in-depth interviews with city officials. ICMA would like to thank Peggy Merriss, city manager, and Amanda Thompson, planning director, both from the City of Decatur, for taking extensive time to discuss

the city's efforts to increase opportunities for Decatur residents of all ages to be physically active. Thanks also go to the following individuals from the City of Decatur for their time and input: Fred Boykin, commissioner; Bill Floyd, mayor; David Junger, assistant city manager, public works; Dan Magee, active living director; Lyn Menne, assistant city manager, community and economic development; Mary Miller, children and youth services director; Hugh Saxon, deputy city manager; and Greg White, active living assistant director. Thanks to Jane Cotnoir for her editing and Will Kemp for the graphic design as well.

ICMA RESULTS NETWORKS

ICMA is the premier local government leadership and management organization. Its mission is to create excellence in local governance by developing and advocating professional management of local government worldwide. ICMA provides member support; publications, data, and information; peer and results-oriented assistance; and training and professional development to more than 8,200 city, town, and county experts and other individuals throughout the world.

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Healthy Decatur: A Holistic Approach to Sustainability

The city of Decatur, Georgia, has emerged as a national leader in promoting active living as an essential building block of a sustainable community. After more than a quarter century of policy making and of programs designed to strengthen community connections and revitalize its downtown, the city has become a place where people enjoy getting around on foot, whether they're going to work, shopping, or attending a special event in the square. It's a place where some fourth- and fifth-graders regularly ride their bikes a mile to get to school, while many younger kids walk to school with a parent who's leading a "walking school bus" from the neighborhood. And it's a place where residents and visitors get the kind of routine physical activity that public health experts say is critical to arrest the nation's obesity epidemic and address related serious health problems such as diabetes.

The local government didn't start out with the specific goal of promoting healthy lifestyles when it decided in the 1980s to focus on making the downtown and residential neighborhoods more walkable.

But local leaders did see how creating a community that caters to pedestrians and bicyclists would help to draw people to the city center, thus meeting the challenges of the times as both an economic development strategy and a way to reconnect people with their neighbors.

Today, the strategy anchors the city's overall sustainability efforts. With the recent investment of nearly half a million dollars to develop a community transportation plan that clearly links Decatur's future transportation decisions to health-related goals, the city's commitment to walkability has grown stronger. In this small, densely populated city in the Atlanta metropolitan area—with nearly 19,000 residents on 4.2 square miles—the pedestrian continues to be the focus of policy making and planning to improve quality of life.

It's largely a response to public sentiment. Whenever local leaders have asked residents to envision Decatur's future, walkability has emerged as a priority. And the local government has planned and invested accordingly.

About Decatur

Form of government: Commission-manager

City commission: Five members, including a mayor, elected in nonpartisan elections for overlapping four-year terms.

Population (2008 Census): 18,986

Median age: 36 years

Median household income in 2007: \$49,893

Location: Decatur is located just six miles east of the center of Atlanta, between downtown Atlanta and Stone Mountain. It is the seat of DeKalb County.

Population: After peaking at 22,000 in 1960, Decatur's population declined steadily, falling to 17,000 in 1990. The population has since rebounded to roughly its 1980 level, and minimal growth is projected for coming years, with family and

household sizes shrinking. The city's population is 66 percent white, 31 percent black, and 2 percent Hispanic; 21 percent of the population is less than 18 years old, while 13 percent is at least 65 years old. Education levels in Decatur are higher than those of the region and nation, with 29 percent of residents holding a bachelor's degree; 15 percent a master's degree; 7 percent a professional school degree; and 5 percent a doctorate degree.

Schools: The city has an early childhood learning center, three elementary schools, a fourth-fifth grade academy, one middle school, and one high school. Public school enrollment topped 2,800 in 2009. Decatur is also home to Agnes Scott College, Columbia Theological Seminary, the Art Institute of Atlanta-Decatur, and DeVry University.

Source: 2008 Census at www.census.gov/popest/cities/tables/SUB-EST2008-04-13.csv; see also www.decaturga.com/client_resources/budget/fy09-10%20demo%20stats.pdf, www.decaturga.com/cgs_citysvcs_ced_demographics.aspx, or www.city-data.com/city/Decatur-Georgia.html.

The historic DeKalb County Courthouse anchors Decatur's town square, the centerpiece of the city's downtown revitalization over the past few decades.



This case study recounts how this nearly 200-year-old city has developed and executed its active living strategy for improving mobility and quality of life. It traces how Decatur's efforts have evolved over the past three decades through a series of planning initiatives and strategic city investments. It also highlights the direction that city leaders hope to take in increasing local production of fresh, healthy foods through urban gardening. In a look beyond the policy making, ICMA examines two of the most innovative elements of Decatur's leadership in making health a cornerstone of sustainability: the decision to incorporate a health impact assessment (HIA) into its new transportation plan, and its move to create the position of active living director as a distinct role with its own responsibilities within city government. And finally, the case study examines the factors that have been critical to the city's success and reviews some of the lessons learned by elected leaders and staff.

One Step at a Time

Decatur started working to become a healthier community more than a quarter century ago, long before the terms *active living* and *smart growth* were coined to represent the popular public policy goals they have become today. The strategy evolved out of the city's response to hard times. After hitting a high of about 22,000 residents in the 1960s, the city steadily lost population: a boom in highway building, new subdivisions, shopping malls, and office parks in the suburbs drew people and businesses away from the city's center, and many downtown businesses moved or closed down. "The downtown business community was on

the verge of collapse," noted Hugh Saxon, the deputy city manager who started working for Decatur in 1977 and currently oversees \$26.5 million worth of capital improvement projects.

In the late 1970s, local leaders determined economic redevelopment to be the city's overwhelming

"It's really been a question of how do we connect people, citizens, residents, to their community in a meaningful way? . . . You can't build community if the community never sees each other."

priority and set out to revitalize the downtown business district, charting the same path followed by many other U.S. cities during that era. City officials started out with plans to demolish a number of older buildings and replace them with a new civic center, a large hotel, and other new construction. But their proposal to build massive new structures around Decatur's new MARTA (Metropolitan Atlanta Rapid Transit Authority) station angered citizens, who had other ideas about how to reinvigorate their downtown. Residents pushed to preserve the historic, small-city feel, saying they wanted a community gathering place that would draw from nearby neighborhoods. They wanted to be able to walk into town to work, shop, or go out to eat.¹

The Decatur City Commission responded in 1980, redefining the path to revitalization by recognizing

that historic preservation and walkability were just as important to a turnaround as the city's access to Atlanta's new subway system. The Decatur Town Center Plan, adopted in 1982, sought to "bring back the active hum of commercial activity" that had characterized downtown before the 1960s suburbanization boom and to strengthen the sense of community. "It's really been a question of how do we connect people, citizens, residents, to their community in a meaningful way?" said Peggy Merriss, the longtime city manager who started as Decatur's personnel director in 1983. "You can't build community if the community never sees each other." The pursuit of connection has grounded every planning process the city has followed ever since.

To implement the Town Center Plan, commissioners created the Decatur Downtown Development Authority (DDDA), which hired Lyn Menne from the state's historic preservation office to lead the effort. Menne, currently the assistant city manager for community and economic development, saw great value in Decatur's historic core, which defined the city as a traditional town. The city had initially developed as a tight urban settlement around the courthouse square, where the original DeKalb County Courthouse was built in 1823. Many of the surrounding single-family neighborhoods were built before automobiles came into wide use, so they were quite walkable.

Boosting the city's early efforts to become more pedestrian friendly were changes to the federal highway program, which made new funding available for sidewalks in the early 1990s. Decatur had been planning for sidewalk construction and improvements anyway, and with the Summer Olympics coming to Atlanta in 1996, the city was able to make a compelling case for additional federal support for this investment. The Olympics also enabled the city to showcase its downtown, fueling local business growth.

Over the next decade, Decatur invested in sidewalks and other amenities designed to encourage people to view downtown as a transit-accessible, pedestrian-friendly gathering place. New restaurants, shops, and workplaces opened, and the city started hosting live music and other regular public events in the courthouse square. As residents from the surrounding neighborhoods started spending more of their free time—and money—downtown, more businesses wanted to locate there, and developers saw a market for new housing. By 2001, the Towne Square condominiums had gone up in downtown Decatur, bringing the central business district its first residents;

in fact, more than half of the units had been sold before the developer broke ground in 1999. Other downtown residential development projects followed, with more than 700 new dwellings being built by 2008; their residents have become the daily customers that downtown restaurants and retailers need to thrive.

With the burst of real estate development interest that followed the Olympics, policy makers decided it was time to engage residents in another visioning and planning exercise in 1998. The city convened groups of residents for what it called the Decatur Round Tables, posing a series of discussion questions to find out what people liked most about their community and what their priorities were for change. The goal was to create a ten-year strategic plan for improving and sustaining the city's livability.

The process ultimately involved about 500 residents and community leaders. Participants identified sixty action items touching on everything from land use and citizen participation to taxation and schools, laying the foundation for the development of the strategic plan.² The city then formed action teams charged with identifying and prioritizing problems and finding solutions to them. Finally, community members reviewed and commented on the goals and recommendations, which related to community character, economic planning, cultural diversity, green space, and other quality-of-life and social goals. The final product was the ten-year City of Decatur Strategic Plan 2000.



As the city started hosting live music, festivals, and other special events in its town square in the 1990s, residents flocked to the downtown.

The Foundation of Active Living: The Community Transportation Plan

In January 2005, less than five years after Decatur adopted its strategic plan, city staff and elected officials started talking about their next steps. With growing awareness of the nation's obesity epidemic, the concept of active living was suddenly generating a lot of attention in policy-making circles across the country. Commissioner Fred Boykin—along with Amanda Thompson, a new city employee who would become

“There was community demand, community support from all ages. . . . This was taking it to the next step.”

Decatur's planning director two years later—had recently attended a bicycle and pedestrian conference in Vancouver, British Columbia. They had returned inspired.

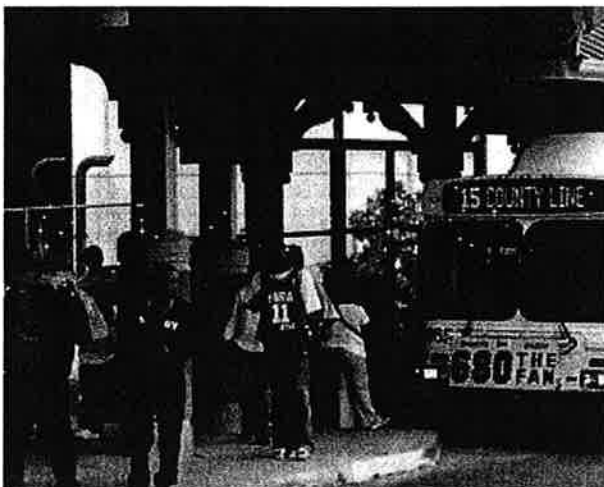
Decatur had long since committed itself to improving its pedestrian and bicycle facilities, and city leaders all agreed that promoting active living provided the best opportunity for bringing an explicit health perspective to transportation planning and investments. Commissioners gave the green light for staff to finalize the request for proposals (RFP) for a transportation plan, and they assured City Manager Merriss they were willing to commit a significant sum of money to

get the right plan—one that was comprehensive and that reflected substantial community input and a clear orientation toward health.

“We were looking at what we could do next to stay ahead, to stay in the forefront,” Boykin said. Because the city was hearing from many residents that they wanted more sidewalks, it made sense to launch another planning process that would seek to recast the city's transportation system around the principles of active living. “There was community demand, community support from all ages,” Boykin noted. “This was taking it to the next step.”

The RFP, issued later in 2005, highlighted Decatur's aspirations to become “an active living community” with a pedestrian focus, a place where people of all ages and abilities could get regular physical activity in the routines of daily life. To that end, the city included an emphasis on “complete streets,”³ which would provide safe and convenient access for pedestrians and bicyclists as well as cars. The RFP also called for “an inclusive public participation process” to identify transportation needs.

Among the proposals that were received in the spring of 2006, one stood out. The Georgia Institute of Technology Center for Quality Growth and Regional Development had partnered with Sycamore Consulting, Inc. and Kimley-Horn and Associates, Inc. to propose a plan that put Decatur's goals front and center.⁴ City commissioners agreed to spend \$450,000 to develop the plan, initiating the largest service contract in the city's history for a proposal that pointedly addressed the city's strategic goals.



Decatur has invested heavily to ensure easy pedestrian access and transit connections for residents who rely on the MARTA subway system and buses.



Soliciting Public Input

The process for developing the transportation plan got under way with a kick-off public meeting for the general public and an Active Living Awareness event for children. The public meeting drew about 100 people to city hall in August 2006, just one month before the city issued its first general obligation revenue bond in half a century. The bond issue was an important source of revenue for future transportation improvements, with the city slated to receive \$16 million for capital projects, including \$1.5 million to be dedicated to sidewalk construction.

Other meetings and workshops followed in the transportation planning exercise, with the city hosting more than 450 participants and receiving more than 700 written comments by June 2007. And to ensure that the city reached out to citizens who do not usually attend community planning and transportation discussions, the plan also incorporated a random telephone survey of 300 residents. In addition, Decatur hosted a one-day HIA workshop with about 60 participants from the city, the county, a regional group, the Centers for Disease Control and Prevention (CDC), and the state transportation department, as well as from local businesses, churches, and nonprofit organizations.⁵

When the plan was completed, city commissioners sat through three staff-led work sessions asking detailed questions. "They were so interested in it and thought it was so important that they spent the time and went through it line by line," Thompson said. "It was a big change. We were really putting ourselves out there in terms of saying this is how we're going to be building things in the future. We are not auto-centered. We're not going to be auto-centered."

Merriss and Thompson noted that it has been challenging to get people to think about transportation as something more than moving vehicles. That was one reason that the city chose the title "Community Transportation Plan": to convey the idea that the scope of the plan goes well beyond cars. "The community transportation plan is everything. It's an economic development plan. It provides that underlying infrastructure needed downtown to sustain it into the future," Thompson said. "It's a plan for building community, for protecting the environment. And it's a plan for improving public health."

Embracing Innovation

While notable, the plan's extensive public engagement process was not its most striking feature. What most caught the attention of the city manager and

Decatur Citizens Weigh in on Transportation

The City of Decatur conducted a random telephone survey of 300 households in May 2007 to shape the development of its transportation plan. Among the findings:

- By a 61 percent to 31 percent margin (nearly two-to-one), residents support a "complete streets" policy, requiring streets to be built with bicycle and pedestrian features that could affect the pace of vehicle travel.
- Seventy-three percent support the use of city funds for a trolley or circulator bus system.
- Three-fifths of residents say it is very or somewhat easy to get around the city.
- Two-thirds of residents drive by themselves to get to work, compared with about 90 percent identified in other Atlanta regional surveys.
- Four-fifths of residents have walked or biked to downtown, and one-third say that they would be much more likely to walk or bike to work if sidewalks were improved and bike lanes were added to roads.

Source: Sycamore Consulting, Inc., Kimley-Horn and Associates, Inc., and Georgia Tech Center for Quality Growth and Regional Development, on behalf of the Decatur City Commission, *Community Transportation Plan*, "Appendix D: Phone Survey Analysis" (July 2007), www.decaturga.com/client_resources/transportation%20plan/appendix%20d%20public%20survey%20analysis.pdf.

others was the recommendation to include an HIA. A relatively untested concept in the United States that has been widely used in many other industrialized nations, an HIA provides a blueprint for minimizing negative health impacts and maximizing health benefits.⁶ For Decatur, the HIA would involve research to gauge the health impacts of different transportation policy options. The goal was to provide commissioners with critical health data and information to consider in deciding where and how to invest limited transportation dollars.

Merriss was immediately struck by the fact that the HIA not only would reflect Decatur's evolving approach to land use and transportation but also would positively distinguish the city's approach to planning. By using an HIA to help guide transportation planning in support of active living, Decatur would become one of a small number of U.S. cities to say that it will consider how infrastructure improvements affect people's health before moving forward. And that, in turn, might help the city get funding for the proposed improvements. "This was a piece you



The Brick Store pub, one of several independent restaurants and retailers to open in the 1990s, has become a popular draw in downtown Decatur.

weren't going to get anywhere else," Merriss said. "It was, 'Here's how we differentiate ourselves from everybody else.' One of those things where I thought 20 years from now, every transportation plan will have something like this in it. And we get to do it first."

Another distinguishing feature of the plan is that it rates intersections and streets for pedestrians and bicycles. Transportation planners often calculate a level-of-service rating for car traffic as a way to help decision makers rank their funding priorities in transportation planning. Decatur's plan applies that same rationale to measure how well streets work for people who are walking or biking. By putting pedestrians, bicycles, and transit on more equal footing with automobiles, Decatur's new Community Transportation Plan seems certain to strengthen these alternative modes of transportation. The plan uses active living and complete streets as goals for transportation decision making, and it draws clear links between those decisions and residents' health.

Active Living as the Foundation of an Active Economy

The goal in designing communities for active living is to create walkable neighborhoods with a mix of land uses, where people can engage in routine physical activity as they go to work or school, run errands, go out for the evening, or pursue other daily activities. By the mid-2000s, this was becoming a concrete reality in downtown Decatur, as residential development caught up with civic improvements and growth in downtown businesses.

Hundreds of condominiums, townhouses, and apartments have been built within walking distance of restaurants, shops, and transit. Lyn Menne also noted steady growth in the number of downtown restaurants and retailers, with an emphasis on locally owned independent businesses. In addition, the city has started to focus on job growth. As the seat of DeKalb County, Decatur has always been a magnet for hundreds of county employees. In recent years, the city has drawn a variety of smaller employers to its transit-accessible downtown as well, and there are plans to dedicate more resources to the effort in coming years. In the meantime, downtown businesses are seeing a lot more college students. In March 2009, DeVry University left its original campus on the outskirts of the city and moved to a downtown location next to the MARTA station, in the same building where the Art Institute of Atlanta opened a satellite campus.

The city also attracts people to the town square year-round with outdoor concerts and other popular special events, the largest of which include an independent book festival during Labor Day weekend and an arts festival during Memorial Day weekend. "You go out there any day, any time now and there's pedestrian activity," Menne said. "It used to be at 5 p.m., when the office buildings closed, everyone went home. The mixed-use projects have energized pedestrian activity and stretched it away from the town square."

Menne attributes much of the recent bustle to on-going improvements in sidewalks that have made the community equally appealing to older retirees, empty nesters, families, and young adults. "People will tell you they bought [in downtown Decatur] because they can walk everywhere, and they have access to MARTA," she said. "The same thing is true of [Decatur's] single-family neighborhoods. People buy into the lifestyle. It is all about being able to walk more and drive less."

Amanda Thompson, who helped oversee much of the transportation planning process as the city's planning director, noted that all the tools and resources that the city employed—a random telephone survey, the HIA, small-group meetings, and others—can work in any jurisdiction. She added, however, that it is important to start by recognizing the enduring elements of a city's unique identity and character, to identify what residents want to preserve and enhance: "It's just so important to know your own community."

By improving Decatur's streetscape and increasing neighborly interaction on sidewalks, in the town square, and in community gardens, city leaders have managed to preserve the small-city ambiance that the

Downtown Revitalization

Housing growth

(Units built in downtown Decatur since 2000)

Townhouses: 28 units

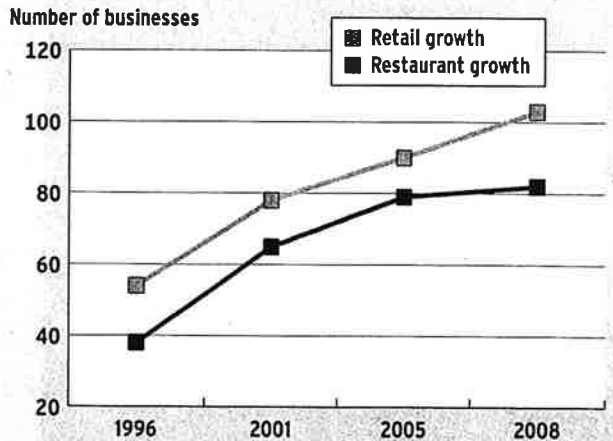
Condominiums: 600 units

Apartments: 101 units

Total: 729 units

Retail and restaurant growth

Since 1999, downtown Decatur has added more than 100,000 square feet of new retail space, with an emphasis on locally owned businesses. The city requires all downtown development—including housing, offices, and parking decks—to provide ground-floor retail space.



public values while simultaneously encouraging the routine physical activity that keeps people healthy.

Active Living at the Core of Local Government

The idea that a local government should act on a well-considered strategy even if it leads to uncharted territory has come into sharp relief in Decatur. In the midst of its transportation planning process, which reflected a growing consensus that Decatur should weigh health impacts in its land use and transportation decisions, the city began to consider creating an active living division with a full-time director. “As we were dealing with all of these things, the whole concept of active living was really at the top of our priority list,” Merriss recalled.

Yet when the team looked for a model in the hope of learning from another city’s experience, it soon realized it was breaking new ground. “Nobody else that we could find had ever attempted to create this kind of job,” Merriss said. “There was some leap of faith here, because we weren’t entirely sure what we were going to get. There was no model job description.” Thus, in creating the position of active living director within its management structure, the city became one of the first in America to formally designate active living as a core responsibility of local government, one that links a variety of city programs and services.

For Dan Magee, who became the city’s first active living director in December 2007, defining the job has been a dynamic process. He took on a role traditionally held by a parks and recreation director, and



All fourth-graders get bicycle safety training in Decatur, where the city and school district have partnered to encourage kids to walk or bike to school.

immediately started making connections to other departments and organizations that wanted to promote active living.

Expanding Safe Routes to School

One of Magee’s first challenges came when the division took on responsibility for Decatur’s Safe Routes to School (SRTS) program in the fall of 2008. Although the federal funding for the original pilot program at two schools was running out, the city wanted to expand participation to include all three of Decatur’s elementary schools and a fourth–fifth grade academy.

In fact, the city has been focusing its attention on children and Decatur’s small school system since the mid-2000s, addressing what Mayor Bill



Decatur's wide sidewalks are just one feature of downtown streetscapes that encourage visitors and residents to get around on foot.

Floyd described as “the heart of our community.” In Georgia, whose 37 percent of overweight children in 2009 was the third highest in the nation,⁷ the effort to encourage more kids to walk or bicycle to school has taken on great urgency. In Decatur, with the CDC in Atlanta at the city’s doorstep, local leaders have become keenly aware of the serious health challenges associated with childhood obesity, including high blood pressure and rising rates of type 2 diabetes, which had once occurred almost exclusively in adults. For this reason, Decatur’s SRTS program, one of the most successful in the state, is administered by the city’s active living division.

Magee attributed the momentum behind the city’s efforts to get more kids walking or biking to Commissioner Fred Boykin, an avid cyclist who led efforts to get the original SRTS funding. School officials also have been very supportive of the program, Magee added, even though the district looked to the city to budget money and staff time to keep it going. “They see the results,” he said. “They tell us the kids are more alert. They’re more ready to learn.”

The city has been able to continue the program on a limited budget, with Magee and Greg White, the active living assistant director, dedicating time to the initiative and covering limited expenses for mailings,

stickers, and food from the Active Living Division’s budget. In addition to hosting Walk and Roll to School Days, the city has a weekly walking school bus, in which adults stop by kids’ homes and lead them on a walk to school. Participation in the walking school bus has grown enough that the team needs to recruit more parent volunteers. “It really builds community,” Magee said of the SRTS program. “It ties into everything we do.”

Promoting Healthy Living through Urban Gardens and Locally Grown Food

With active living clearly established as the framework for community planning, the city of Decatur aims to break new ground in coming years as it pursues the complementary goal of ensuring convenient access to affordable fresh fruits and vegetables. Magee supports the city’s efforts to promote urban gardening; he described gardening as one of the most popular forms of recreation—second only to walking—and as something that appeals to many people who might otherwise get no physical activity. Decatur started in the late 1990s with a small community garden at its downtown recreation center, which attracts a diverse group of residents. The city brings a speaker to its community garden for a monthly luncheon. Magee described this as his favorite part of the job. “There’s such a good vibe from community gardens,” he said. “We get grandparents bringing their grandkids, and working next to the 20-something residents from the condos.”

In 2009, the city convened residents of the Oakhurst neighborhood to get their input on plans for a second community garden in that neighborhood, the first being the popular nonprofit Oakhurst Community Garden. At the same time, Magee partnered with a Parent Teacher Association (PTA) group and school officials to develop a garden next to a pre-school. They planted sixteen raised beds in a city park that abuts the College Heights Early Childhood Learning Center, seeing it as a learning opportunity for the three- and four-year-olds.

Magee has since contemplated starting a community garden near public housing run by the city’s Housing Authority. He is considering possible locations within the neighborhood or at a recreation center, and has made it a priority to identify champions who can build community support, involvement, and a sense of ownership. “That’s the community that needs it most,” he said, noting these residents’ poor access to healthy foods.

In 2010, Decatur hopes to seed urban agriculture by rolling out its plans for a large urban garden—a partnership among the city, its school system, Agnes Scott College, Columbia Theological Seminary, and local restaurants—on property along the city's south-east border owned by the United Methodist Children's Home. With the mayor's strong interest and support, the city reached an agreement in 2009 with the Children's Home as part of the Decatur Agriculture Initiative (DAI) to use two acres of its property to grow fresh produce. The acreage is considerably less than the ten acres Mayor Floyd once envisioned for an urban farm, but it will enable the city to create its largest urban garden and assess the benefits. And the costs should be significantly lower than the \$150,000 that Peggy Merriss originally estimated would be needed to start an urban farm.

This garden, along with the two smaller new gardens, will help the city advance a number of goals: make it easier for residents to get affordable, healthy food; increase Decatur's food security with a reliable source of locally grown produce; and preserve green space with sustainable agricultural practices that will shrink the city's carbon footprint by reducing the distance that food travels from farm to table. "My dream," said Mayor Floyd, "is that some day we would have a slow food festival," with the objective of spotlighting healthy foods that are locally grown. "I don't know how it would all work, but it's totally community driven, and with this property available, the opportunities are just endless."



Decatur's Scott Garden, located behind the recreation center, is popular with all ages. The city is moving quickly to develop other community gardens.

Active Living Advisory Board

After creating the Active Living Division in city government, Decatur's city commissioners moved to appoint a citizens' advisory board in March 2009, following a path they have taken for years to get policy guidance from citizens on various issues. A record number of residents applied to serve on the Decatur Active Living Advisory Board, which represents such fields as nutrition, exercise science, and medicine.

"We have nine members and they are amazing," said Lyn Menne, assistant city manager in charge of economic development, adding that the majority are affiliated with the Centers for Disease Control and Prevention. But while the group reflects extensive expertise in public health, she said, their advisory role is meant to be practical. "This isn't supposed to be a think tank group that sits around and uses their PhDs to talk about what should be done. They need to help us think about how to get out and engage the average person," she said. "You've got to figure out a way to connect with people."

Initially, the city familiarized the advisory board members with Decatur's Active Living Division and its Community Transportation Plan so that the board would have the background needed to provide direction on a variety of active living and urban agriculture goals over time.

Menne noted that the challenge with any such advisory group is to channel members' expertise and enthusiasm in ways that produce both incremental and long-term progress. "They can burn themselves out," she said, because an advisory group will often try to accomplish too much too fast. "Part of our job as staff is to help lay the groundwork to be successful. You've got to build a good foundation first, and be realistic about what you can accomplish with public policy."



A Community Ethos

What began as a movement to rejuvenate the downtown and strengthen residents' sense of community has now evolved into something larger. Increasingly, city staff and elected leaders have been focusing on the health implications of urban planning as part of their larger effort to create a sustainable community.

"We've got to do it for future generations. The built environment affects people's health; there's no two ways about it. You either give them the options or you don't."

In tracing the history of how these efforts evolved—from the adoption of the Decatur Town Center Plan in 1982, to the development of the Decatur Strategic Plan in 2000, and finally to the consensus that emerged around the Community Transportation Plan in 2008—what becomes clear is the priority that the city places on planning and public input.



Long-Range Planning

City leaders have long accepted that comprehensive change takes time. They have approached planning as a long-term undertaking in which the local government needs to regularly evaluate progress, adjust its strategy and programs, and make ongoing investments. To this end, the city manager and other top city staff hold an annual retreat with the mayor and city commissioners to review progress on various priorities, consider changes, and set goals for the coming year.

Fred Boykin noted that it takes a long-term commitment to redesign the built environment so that people can get around without driving. "I definitely think we have the potential to make a difference," he said. "We've got to do it for future generations. The built environment affects people's health; there's no two ways about it. You either give them the options or you don't."

Peggy Merriss added that while the extensive planning that has to go into such efforts often requires a major investment by the local government, it often brings a clear return. She described the strategic planning process, completed in 2000, as a "massive effort" that cost about \$300,000. But it paid dividends, helping the city win funding from the Atlanta Regional Commission and other sources for improvements to the downtown MARTA station, streetscape work, and other projects. "One of the things that we can point to as a result of having that plan is that we got almost \$12 million in grants and private investment," Merriss said.

The sidewalks of downtown Decatur bustle with outdoor dining and shopping.



At the same time, there is the need to manage expectations, and as city manager, Merriss brings a practical perspective to how to create and implement the programs and policies necessary to support the city's sustainability and active living efforts. "At some point," she said, "you have to just start going after it one step at a time, and understand that it will be incremental progress." For example, when Decatur

"People are willing to be engaged about the future of their community, but it is hard work. . . . You've got to go where they live and invite them in. That input is invaluable."

didn't have the money to create a usable sidewalk on every street, she persuaded city leaders to commit to spending what they thought was feasible. They agreed to start dedicating \$150,000 as an annual budget allocation for neighborhood sidewalk construction and improvements until they reached that target. Had the city held off work on its sidewalks until it had the full \$1.5 million that planners originally estimated was needed, it might never have started.

Similarly, when the mayor started talking about developing an urban farm, Merriss had suggested that a good first step would be to include \$20,000 in the 2009 city budget to start the smaller-scale community garden on city-owned land in Oakhurst. The city started planning that garden in mid-2009, just before reaching an agreement to use part of the Children's Home property for the larger garden to be developed in 2010. "Sometimes," she noted, "you're so focused on the big problem and the money, you forget to say 'Let's just cut it into pieces, and do what we can do.'"

Citizen Engagement

Equally important as long-range planning, Decatur has made citizen engagement the linchpin of its efforts. What stands out most is the amount of public input that the local government gathered before taking action.

The Decatur Strategic Plan 2000 marked the first time that the city had used the Round Tables concept with community groups as a basis for developing a plan, and city officials took away some critical lessons:

As much as anything, the experience illuminated the importance—and challenge—of getting the broadest possible public input. "People are willing to be engaged about the future of their community, but it is hard work," Merriss said. "You've got to go where they live and invite them in. That input is invaluable."

Lessons Learned

After reviewing consultants' proposals, Decatur selected the winning team for its Community Transportation Plan based largely on the strength of the proposal's orientation to health and its expansive public outreach. In particular, the city manager and commissioners were convinced that the proposed focus on assessing the health impacts of various transportation options, in addition to reflecting the city's priorities, would help Decatur stand out as it competed for the funding necessary to implement the plan.

Building a foundation to attract future federal, state, nonprofit, and private investment has been a strategy underpinning all of Decatur's planning efforts. While Decatur has benefited from its proximity to the CDC—several experts who work there are residents who also help advise the city on active living—much of what the city has learned about promoting healthy lifestyles relates to basic government practices that are relevant to any issue and any community, regardless of size or geographic location. What follows is a brief review of the lessons that have emerged—from Decatur's decision in the early 1980s to invest in creating a walkable downtown to its more recent move to assess the health impacts of various transportation options.

- *Plan and invest for the long-term.* Mayor Bill Floyd attributed Decatur's success in creating a walkable downtown that has become a hub of activity to two critical elements. "You've got to be willing to plan, and that's a time-consuming, expensive process. You can't understate the importance of it," he noted, adding that an open and inclusive planning process is the only way to build support for change. Just as important, he says, "You've got to be willing to spend your taxpayers' money, and that's a political decision. You've got to be willing to invest in your community."
- *Celebrate short-term wins.* While it is important to define and commit to long-term goals, longtime city staff agree that it is also helpful to mark year-to-year progress and incremental changes. "I think our success is based on the fact that we've just

Restaurants such as Sweet Melissa's have thrived in downtown Decatur, where hundreds of new residents support local businesses.



kept our heads down, doing what needed to be done," noted Assistant City Manager Lyn Menne. "It was trying to figure out ways to make small changes, to celebrate them, and to stick to the vision for the long haul."

- *Engage the citizens.* Any community planning or visioning exercise must start with the broadest possible mix of citizens, with every age, race, ethnicity, and socioeconomic status represented. Decatur has a strong tradition of gathering extensive public input in any big-picture planning process. City officials recognize that it is important to take such discussions out of city hall and into neighborhoods.
- *Find new ways to communicate.* Regular communication between the city and its residents, and among city staff and elected officials, is crucial. The latter is accomplished with an annual retreat at the beginning of each year. For residents, the city has started to tap social media, joining Facebook in 2008 at www.facebook.com/decaturga. The city also launched a series of online forums—known as Open City Hall and linked at decaturga.com—that it is using to gather public input on such questions as whether to continue smart growth efforts downtown and whether to support the development of a local organic urban farming program.
- *Evaluate all transportation choices.* Although Decatur has worked for decades to improve sidewalks, city officials recognize that alternative modes of

transportation never get the emphasis and attention that roads and highways do in transportation planning. To address this disparity, the Community Transportation Plan proposes a system for rating levels of service at particular intersections and roads—not just for cars, but also for pedestrians and bicycles. The system enables the city to identify areas that are especially difficult to navigate on foot or by bike.

- *Seek partners.* There's no better example of the benefits that the city has seen from collaborating with other stakeholders than the work of its Active Living Division with city schools in promoting Safe Routes to School. Decatur's active living director Dan Magee credits Glennwood Academy principal Gloria Lee, for example, with generating the enthusiasm that has led a growing proportion of Glennwood's fourth- and fifth-graders to walk or bike to school. Magee also has partnered with the PTA at the school district's early childhood learning center to develop a community garden.

Conclusion

Decatur started promoting healthy community design well in advance of national trends, and its experience illuminates the challenges that many other local governments are beginning to face. Local governments in every region are targeting the obesity epidemic as a public policy priority. They are focusing on active

living by improving the built environment and increasing investments in sidewalks, trails, and transit. Many are promoting pedestrian-friendly design with narrow streets, wide sidewalks, and mixed-use zoning that puts homes, workplaces, shopping, and other activities in proximity.

In 2008, Decatur rolled out its new Active Living Division, and city commissioners adopted the Community Transportation Plan through which they aim to directly address the impending health crisis associated with rising obesity rates.⁸ Embracing an explicit commitment to active living as the basis for future transportation decisions, the plan opens with a chapter titled "Pathways to a Healthy Decatur." It includes the 71-page HIA as well as level-of-service ratings for pedestrians and bicyclists to be considered along with ratings for car traffic in prioritizing transportation improvements.

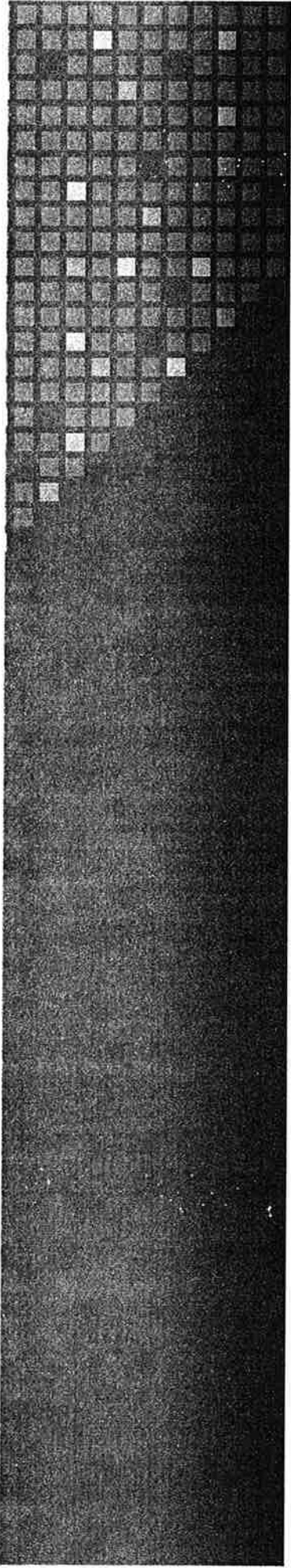
With walkability now formalized as a top goal for the city's planning and capital improvements, Decatur is moving to promote another key component of sustainability: support for healthy eating through urban garden projects. Such projects include smaller community gardens in addition to the large-scale garden that Mayor Floyd has championed.

Merriss, who as city manager has guided the city throughout its efforts to support healthy living as a fundamental component of sustainability, sees it in practical terms.

"At some point you've got to do something," she said. "I truly believe that you have to plan. But when you've done your due diligence and you know that you're going to move forward, you've just got to do something. Just get started."

Endnotes

- 1 Read about the goals of the Decatur Town Center Plan, and about related accomplishments since its adoption in 1982, at www.decaturga.com/cgs_citysvcs_ced_masterplans_towncenterplan.aspx.
- 2 Read about the Decatur Round Tables process at www.commonfocus.org/circles/sc_decatgur.shtml and at decatgur-ga.com/client_resources/cgs/citysvcs/ced/sp2000/section2.pdf.
- 3 The concept of "complete streets" involves designing roads to work well not only for automobiles but also for pedestrians, bicyclists, wheelchair users, and other nondrivers. Additional information is available at www.completestreets.org.
- 4 Some of the research produced by Georgia Tech, including the health impact assessment (HIA), can be found at www.cqgrd.gatech.edu/projects/decatgur_transportation_plan/index.php.
- 5 The phone survey results and analysis were published as an appendix to the Community Transportation Plan, available at www.decaturga.com/client_resources/transportation%20plan/appendix%20d%20public%20survey%20analysis.pdf.
- 6 Decatur's HIA is detailed in an appendix of the Community Transportation Plan. Read more about HIAs at this World Health Organization website, www.who.int/hia/en/.
- 7 Jeffery Levi et al., *F as in Fat 2009: How Obesity Policies Are Failing in America* (Washington, D.C.: Trust for America's Health and the Robert Wood Johnson Foundation, July 2009), 5, healthyamericans.org/reports/obesity2009/Obesity2009Report.pdf (accessed November 30, 2009).
- 8 Sycamore Consulting, Inc., Kimley-Horn and Associates, Inc., and Georgia Tech Center for Quality Growth and Regional Development, on behalf of the Decatur City Commission, *Community Transportation Plan* (July 2007), www.cqgrd.gatech.edu/projects/decatgur_transportation_plan/index.php and www.decaturga.com/cgs_citysvcs_dev_transportationplan.aspx.



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ATTACHMENT 4

ACTIVE STRATEGIES TOOLKIT



A Guide for Local
and State Leaders
Working to Create
Healthy Communities
and Prevent
Childhood Obesity

Dear Colleagues,

You may have heard the prognosis—if the obesity epidemic in America continues unchecked, this generation of young people may be the first in U.S. history to live sicker and die younger than their parents' generation. The magnitude of the epidemic means that everyone has a role to play in its reversal, especially because the solution requires policy and environmental changes on many levels.

For example, while parents can be good role models and create healthy environments at home, and the food and beverage industry can take greater responsibility for the nutritional content of the products it offers and promotes, policy-makers are the ones who have the power to make important decisions that affect people's opportunities to eat healthy foods and be physically active within their communities.

Research shows that where we live can impact how well we live. Today, many of our communities are unhealthy. Too frequently, families lack access to full-service grocery stores that stock affordable healthy foods, and children don't have safe places to play or even walk. We want to work together to create environments that pave the way for healthier lifestyles. Healthy communities provide families with convenient access to affordable healthy foods; safe places to walk, ride a bicycle and play; and schools that offer nutritious foods and plenty of opportunities for physical activity. Across the country, policy-makers, community leaders and people in the private sector are collaborating to build such neighborhoods, but we still have a long way to go.

In the United States, more than 23 million children and adolescents are overweight or obese. That means nearly one in three young people are at a higher risk for serious, even life-threatening health problems, such as asthma, diabetes and cardiovascular disease. In addition, it is important to emphasize that childhood obesity rates are highest among Latino children and African-American girls.

These trends are likely to create additional pressures on our nation's overburdened health care system. Studies estimate the obesity epidemic costs the country more than \$117 billion per year in direct medical costs and indirect costs related to reduced productivity and absenteeism.

The need for action is clear.

To help meet this need, the Action Strategies Toolkit was developed by *Leadership for Healthy Communities* in close collaboration with the following organizations:

- American Association of School Administrators;
- Council of State Governments;
- International City/County Management Association;
- Local Government Commission;
- National Association of Counties;
- National Association of Latino Elected and Appointed Officials Educational Fund;
- National Association of State Boards of Education;
- National Conference of State Legislatures;
- National League of Cities Institute for Youth, Education, & Families;
- National School Boards Association; and
- United States Conference of Mayors.

Leadership for Healthy Communities, a national program of the Robert Wood Johnson Foundation, was created to support local and state leaders nationwide in their efforts to promote healthy, active communities and access to affordable healthy foods. The strategies in this toolkit include promising and evidence-based practices that advance these goals and build upon the work in which policy-makers are already engaged.

Through daily decisions about budgets, laws, regulations or zoning, policy-makers can help develop healthier and more viable communities. For example, government leaders can facilitate land-use policies, such as mixed-use development, and support public parks and transit options, including walking paths and bicycle lanes. They can create incentives to attract supermarkets and farmers' markets to underserved communities and improve the nutritional quality of foods and beverages in schools.

Putting the strategies in this toolkit into action will take strong, coordinated leadership by policy leaders nationwide. Through collaboration among states, counties, cities and schools, policy-makers can meet their constituents' demand for healthy living as they take steps to reduce health care costs and improve health care performance in their communities. As the leaders of policy-maker organizations at every level of government, we believe that the strategies presented in this toolkit have tremendous potential to change the trajectory of our children's future.

When policy leaders unite for a common purpose, it enables communities to tap into a larger network of social and financial resources. Together, we can support healthy schools, healthy communities and healthy children.



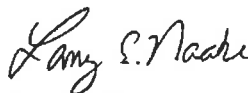
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National League of Cities



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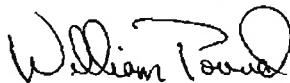
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Maya Rockey Moore Cummings
Director
Leadership for Healthy Communities



Brenda L. Welburn
Executive Director
National Association of State Boards
of Education

“The dramatic rise in childhood obesity has implications for health care spending and quality of life. As states fund programs from nutrition to long-term care, they must responsibly act to affect the lifestyle choices of individuals to curtail the costs of providing those services.”

New Jersey Assemblyman Herb Conaway, chair of New Jersey’s and the National Conference of State Legislatures’ health committees



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DESIGNING HEALTHY COMMUNITIES: THE POLICY-MAKER ROLE

“Absolutely, childhood obesity reduction should be a priority issue. It is becoming a real health epidemic and it's something that leaders have to address. This is not just an obesity issue but a future-of-our-children issue.”

**Miami Mayor Manuel “Manny” Diaz,
President, United States Conference of Mayors**



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The Childhood Obesity Epidemic

Across all age groups, obesity has been on the rise for decades. During the past four decades, in fact, the percentage of children ages 6 to 11 who are obese has more than quadrupled (from 4.2% to 17%), and obesity prevalence has more than tripled for adolescents ages 12 to 19 (from 4.6% to 17.6%).¹ According to a national poll, parents now rank childhood obesity as the number one potential threat to their children's health—topping drugs, alcohol and tobacco use.²

Research has found that obese children and adolescents are much more likely to become obese adults. An obese 4-year-old has a 20 percent chance of becoming an obese adult, and an obese older teenager has up to an 80 percent chance of remaining obese 10 years later as an adult.^{3,4} In addition, overweight children are at greater risk for a host of other serious illnesses, including heart disease, stroke, hypertension, asthma and certain types of cancer. As more children become obese, type 2 diabetes—a disease that was once called “adult-onset diabetes” and can lead to blindness, loss of feeling and circulation in the extremities, amputations and death—is found in younger and younger age groups.⁵

The financial consequences also are significant—obesity costs the United States \$117 billion each year in direct medical expenses and indirect costs, such as lost productivity.⁶

“State and local leaders have the policy levers to address this issue, but successful interventions require knowledge, teamwork and careful planning.”

**Brenda L. Welburn, Executive Director,
National Association of State Boards of Education**



© Photo: National Association of State Boards of Education

Reversing Childhood Obesity Requires Changing Policies and Local Environments

Given that an unhealthy environment is an important contributor to the childhood obesity epidemic, reversing the trend will require policy action at all levels of government. Policy actions are necessary to eliminate the barriers to physical activity and healthy eating options, and provide more opportunities for children and families to engage in those behaviors.

There is significant evidence available indicating that many children don't have opportunities to be physically active or access to healthy foods on a daily basis. Moreover, the environmental barriers to healthy behaviors are even larger in lower-income areas.

Communities with high levels of poverty are significantly less likely to have places where people can be physically active, such as parks, green spaces, and bicycle paths and lanes.⁷ And although easy access to supermarkets that offer fresh fruits and vegetables is associated with lower body mass index, many neighborhoods in racial and ethnic minority, lower-income and rural areas tend to have more access to fast-food restaurants and convenience stores rather than grocery stores.⁸

In addition, fewer than 4 percent of elementary schools provide the weekly recommended 150 minutes of physical education to all students for the full school year.⁹ At the same time, youth have become more sedentary during their out-of-school hours. On a typical school day, 35.4 percent of adolescents in grades 9 to 12 spend three hours or more watching television.¹⁰

According to William Dietz, director of the division of nutrition and physical activity at the Centers for Disease Control and Prevention, “The environmental factors are much more compelling toward obesity than they were 30 years ago.”¹¹

Racial and Ethnic Minorities, Lower-Income Families Are at Greatest Risk for Obesity

Although obesity affects people of all demographics, the prevalence rates are more alarming for racial and ethnic minorities, lower-income families and people in the Southeast region of the United States. Compared with 31 percent of white youths ages 2 to 19, 34.9 percent of African-American youths and 38 percent of Mexican American youths of the same age range are overweight or obese.¹² Moreover, 22 percent of children ages 10 to 17 from families below the poverty line are overweight or obese, compared with 9 percent of children in families making four times that amount.¹³

In the last two annual reports by Trust for America's Health, Mississippi, the poorest state in the nation, was ranked as the most obese. In 2007, Mississippi was the only state with an obesity rate above 30 percent. By 2008, it had been joined by West Virginia and Alabama—with obesity rates of 30.6 percent and 30.1 percent respectively. Seven of the states with the highest poverty rates are also in the top 10 states with the highest obesity rates.¹⁴

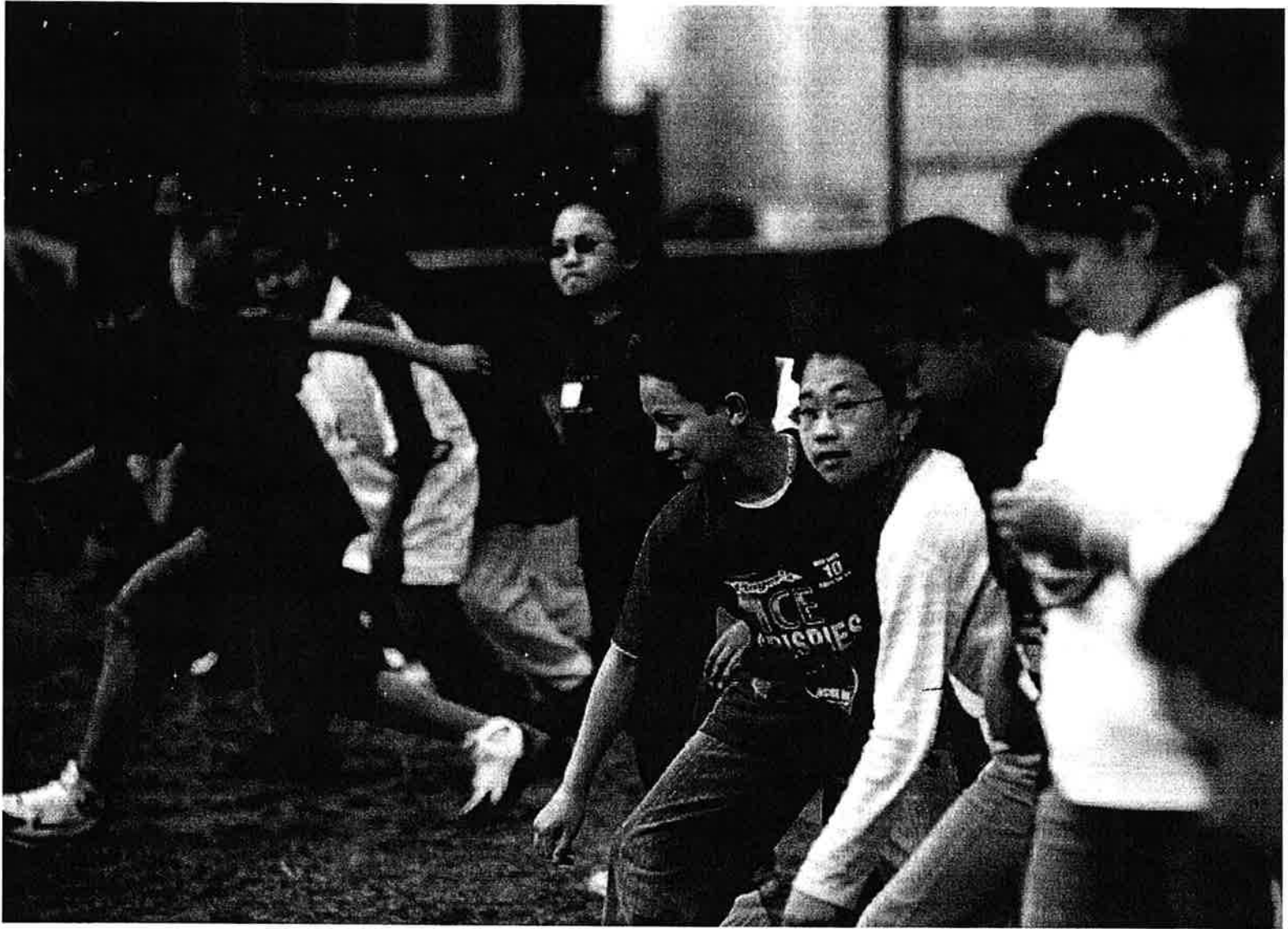
Although there are many reasons that these disparities exist, a major factor is that lower-income populations, which include many minority or rural communities, lack adequate opportunities for safe physical activity and access to nutritious foods, compared with higher-income populations.

“Latinos have among the highest rates of obesity, overweight and type 2 diabetes. The health of our communities and the future of our nation depend on policy-makers’ ability to create a healthier, livable environment for our children.”

**Arturo Vargas, Executive Director, National Association
of Latino Elected and Appointed Officials Educational Fund**



© Photo: The NALEO Educational Fund



© Photo: Roger Tully

Policy Action Can Help

State and local budgets are tight, particularly during difficult economic times. Fortunately, many of the action strategies outlined in this document are inexpensive and even provide a return on the investment in the long run. With nearly one-third of American youth either obese or overweight, the stakes are too high to do nothing about the direction of our children's health.

Policy action in particular can help expand opportunities for physical activity and access to healthy foods both in schools and communities. Initiatives led by policy-makers and community leaders at all levels and of all party affiliations play an important role in supporting healthy children. By highlighting policies and programs that can impact the health of children in schools and communities, this document encourages policy-makers to collaborate in order to reverse the childhood obesity epidemic and create healthier communities.

We cannot afford to ignore the childhood obesity epidemic. The health of our children is the future of our nation.

ACTION STRATEGIES FOR HEALTHIER KIDS AND COMMUNITIES

This document is a result of the collaborative efforts of 11 policy-maker organizations, which represent public officials from the state and local levels of governance. For more than a year, representatives from these organizations have been engaged in a variety of activities including training leaders in strategies to promote healthy eating and active living policies; providing technical assistance to state and city-school teams; and working with rural policy-makers to identify strategies for promoting healthy eating and active living.

How to Use the Toolkit

The strategies outlined in this document are divided into several policy areas in order to increase awareness of the promising and evidence-based policy options to reduce childhood obesity. To facilitate ease of use among policy-makers with various jurisdictions and areas of expertise, this toolkit has been organized into two main sections—Active Living and the Built Environment, and Healthy Eating—each of which is further divided into subsections. Each subsection recommends targeted strategies based on the environmental setting, identifies key stakeholders, outlines policy and program options, provides concrete directions on how to start programs, describes resources that can help inform the process, and includes examples of how other states and localities have achieved progress.

Because the toolkit includes such an extensive list of Web-based resources, it is available online at www.leadershipforhealthycommunities.org. The resources, examples and the related URLs in the online toolkit were up to date as of April 10, 2009. To see the latest updates, visit the Leadership for Healthy Communities Web site. Please note that resources that apply to more than one of the sections will appear in more than one place.

Process for Developing this Toolkit

Leadership for Healthy Communities, a \$10-million national program of the Robert Wood Johnson Foundation, works with major policy-maker organizations to support state and local leaders in their efforts to reduce childhood obesity through public policies that promote active living, healthy eating and access to healthy foods. The program's efforts are focused especially on children from racial and ethnic minority groups and those who live in lower-income and rural communities.

The policy approaches and resources within this toolkit represent a collection of current best approaches that have been identified, reviewed and selected by Leadership for Healthy Communities and the 11 policy-maker organizations participating in the program.

The policy options and resources were assessed using data and research from the publications, toolkits and databases of the following organizations: Active Living Research, Active Living by Design, Albemarle State Policy Center, Healthy Eating Research, Institute of Medicine, PolicyLink, Transtria LLC, Prevention Institute, Public Health Law & Policy, Healthy Eating Active Living Convergence Partnership, Robert Wood Johnson Foundation, Trust for America's Health, Centers for Disease Control and Prevention and program grantee organizations.

Most of the policy options were reviewed based on a scan of more than 100 research articles that linked specific policy actions to positive outcomes in healthy eating and physical activity behaviors, with a focus on research in vulnerable communities. In addition, recognizing that states and municipalities are offering new and innovative solutions to childhood obesity prevention on a continuous basis, we also have included promising practices that Leadership for Healthy Communities and its program grantees believe to be important approaches to childhood obesity prevention. These beliefs are based in part on more than two years of experience providing technical assistance to state, city, county and school officials who are implementing these policies and practices in their localities.

Policy and childhood obesity experts who reviewed this toolkit include: the Robert Wood Johnson Foundation's Center to Prevent Childhood Obesity, National Policy and Legal Analysis Network, Public Health Law & Policy, Prevention Institute, The Food Trust, Active Living Research, San Francisco Department of Public Health, Safe Routes to School National Partnership, District of Columbia Office of Planning and Leadership for Healthy Communities co-chairs who are state, local and school district policy leaders.



Memorandum

DATE: March 15, 2010

TO: Bob Olander, City Manager

FROM: Mark J. Relph

CC: Ian Sievers, Debbie Tarry

RE: Acquisition of the Potable Water System from Seattle Public Utilities (SPU)

.....

The City of Shoreline is served by one water district (Shoreline Water District - SWD) and the City of Seattle's Public Utilities (SPU). Interstate-5 roughly serves as the dividing line between the two service areas. The area served by SPU is roughly twice that of the SWD.

Since incorporation it has been a long term goal of city councils for Shoreline to become the central provider of utility services to Shoreline residents. Based on this goal and direction, staff has initiated discussions with SPU for the acquisition of that water system in Shoreline. These preliminary discussions have progressed to a point where there is now a significant opportunity to move forward in executing this goal. The goal to acquire the utilities was centered on the desire to equalize the rates and changes across all of the residents and businesses within the city and to provide a uniform approach for utility and land use planning as required by the Growth Management Act, infrastructure investment, and maintenance and operation within the city.

There are other advantages for the City to own and operate the SPU utility:

- The rate decisions for how much to charge and how that is distributed for operations, maintenance and capital investment lies entirely with the City of Seattle and, therefore, provides to no direct voice or representation of Shoreline citizens.
- The citizens of Shoreline are being assessed a 14% surcharge for being outside of the City of Seattle.
- Shoreline rate payers pay a 10.2% utility tax to the City of Seattle

- Coordination for capital improvements would be more efficient between the utility and other Public Works street functions (e.g. pipeline replacement and the City's overlay program).
- Planning and capital investment can be more efficient and timely as a city continues to grow or redevelop.
- Rate structures between the different users (residential, multi-family, commercial, industrial, etc.) can be balanced to fit the goals of Shoreline as it continues to plan for more population.
- Separation from a larger utility could have advantages and disadvantages when the two rate structures are compared and where the funds are being spent. For example, the cost of water for a Shoreline system will likely be higher than Seattle customers as the City negotiates a "new water" contract. However, the portion of the rate structure for the CIP would be just for Shoreline customers and Shoreline would no longer be responsible for projects within Seattle.
- The current SPU CIP in Shoreline has been brought into question as adequate for current and future service. This in turn raises the larger question of how the funds paid for by Shoreline customers are being spent within the SPU system.
- When the City assumes the Ronald Waste Water District in 2017, there is an opportunity to combine many of the operations and maintenance functions of the two utilities to capture some economies-of-scale and efficiency.

The strategy for acquiring the SPU system has been established into two phases; a broader feasibility analysis and if so approved by Council to proceed, a formal acquisition and transition phase. The feasibility phase would be an appraisal or valuation of the system (including "lost revenue"¹), plus estimations for water supply (i.e. "new water" contract), separation of the system from SPU, operational and maintenance costs, capital program and debt service. All of this would be included in a series of rate structure options and compared to the existing SPU rate structure.

SPU has suggested this first phase be presented to the Shoreline City Council and completed by the end of 2010. To complete this task, staff has retained an engineering firm that specializes in rate studies (EES Consulting) to provide some level of critique as this City staff negotiates through the process with specific analysis and preparation of rate options. There will be a fair amount of internal staff time required from the Public Works Director and his staff, along with the City Manager, City Attorney and the Finance Department.

All of this information would be presented to the Council for formal consideration of the purchase, but perhaps the most significant test will be a comparison of the existing SPU rate structure versus a recommended structure under City ownership. This in essence is

¹ SPU has indicated they want to be compensated for the loss of revenue over time. This is a critical element of the valuation and could ultimately determine the practical feasibility of the acquisition.

the summary of whether or not the City should consider moving to the second phase; purchase of the asset and the transition to City of Shoreline ownership.

Assuming it does make sense and the Council approves the purchase, then second phase consists of the purchase of the asset, negotiation of a new water contract and a more detailed contract and schedule for multiple elements of a transition plan. SPU has suggested a tentative schedule of mid-2011 for at least the purchase of the asset.

The City would make the purchase through the sale of a Revenue Bond(s), perhaps two sales staged over time. The first could be in mid-2011 for the purchase of the asset, the second could be at some point during the transition period to allow the City enough funds to begin the purchase of equipment, materials, property, a utility billing program, the beginning of a CIP, etc.

To develop an agreement with SPU for a transition period would require considerable analysis on several issues, some of which may be practical for the City to take full responsibility while others may be more practical to contract for longer periods, if not indefinitely. Some of the services may be taken by the City sooner during the transition period than others; for example a utility billing may be an early step while employees and equipment could be later. It is during this phase that staff sees the strong likelihood of additional resources being necessary from consulting engineers to fully gain an understanding of the options and costs.

The timing of the asset purchase and the formal acceptance of the transition agreement and new water contract will have to be coordinated to ensure the purchase stays true to the anticipated rate structure. There are considerable and complex details to the equation in deciding if this purchase is in the best interest to our citizens, but this approach should provide the detail and timing for the Council to make an educated decision.

Financial Impact: Staff has estimated the resources to complete Phase I, the feasibility analysis and get to a decision point on whether or not to proceed with formal acquisition by the end of this year. This estimate includes approximately 1,000 hours of internal staff time and a \$27,000 professional services contract for an experienced consultant to critique staff's work through the first phase and provide detailed assistance during the development of the rate structure. The internal staff time is divided between the Public Works Department, Finance Department, City Attorney's Office and the City Manager's Office.

If the Council decides to proceed with the acquisition and thereby move into Phase II, the estimate for resources will be considerably more and will have to be re-evaluated later in the Phase I process when more information is available. Staff is confident there are alternatives to manage the second phase.



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Memorandum

DATE: March 22, 2010
TO: Robert Olander, City Manager
FROM: Robert Beem, Community Services Manager
RE: Proposed Council Goal on Youth Master Planning
CC: Julie Underwood, Assistant City Manager

Shoreline has a well deserved reputation as a great place for families to live and raise children to be healthy competent young adults. The responsibility for this work is shared among many stakeholders in the community. From cities to schools to faith communities and out of school time program providers to families and neighbors, many individuals and organizations touch the lives and support the healthy development of Shoreline's kids. And we work in an environment that is at once seeing diminished resources, sharp growth in understanding of "what works," and increasing complexity in the community and in the lives of youth.

As with any shared work, development of clear agreements about common goals, who does what and how resources will be deployed, makes for a much more effective and sustainable effort. Communities typically develop these agreements one of two ways: by coordinating specific program level functions or through the development of a shared set of broad goals and strategies. For many communities, the creation of a youth master plan or strategy provides a vehicle for these stakeholders build stronger partnerships and to rally support that allows them to do this work more effectively and efficiently.

Advances Since 2000

In 2000, the City adopted a Youth Services Policy (Attachment 1) which identifies the roles the City plays in this work in partnership with families, schools, non-profits and other governments. The Plan also adopts a positive youth development framework rooted in the 40 Developmental Assets (Attachment 2) to guide the City's actions. The recently adopted Human Services Plan confirms this overall framework.

Over the past decade the City has used this Policy to spur on its work developing strong partnerships and collaborations at the programmatic level. Since the time when this Policy was adopted there has been an expansion of activity in Shoreline directed towards positive youth development (Attachment 3) and explosion of information and understanding of just how it is that multiple sectors in a community can have a positive impact on the lives of youth. Over the same period and particularly in the past three years, there has been an erosion of resources available to families, non-profits and public organizations involved in youth development.

Experience Elsewhere: Successful Strategy Development Efforts

Communities across the country have used the creation of a youth master plan as a way to engage the entire community in a process that identifies and aligns this work. This both strengthens an individual's or group's ability to fulfill their particular role. This in turn strengthens the overall system that provides children and youth the support, guidance and experiences they need. Successful efforts have the following characteristics in common:

Common Goals:

1. Develop consensus around their communities' approach to supporting health youth development;
2. Understand current needs of their communities' youth;
3. Identify and fill gaps in services;
4. Promote stronger partnerships among youth serving agencies and groups
5. Expand support for services that address youth needs

(Examples of specific plans' goals are in Attachment 4)

Common plan and process elements:

1. Joint sponsorship from the City Council, School Board, City Manager and Superintendent of Schools;
2. Either an existing multi-sector leadership group or time to develop such a group;
3. Involvement of youth in all phases of the effort;
4. Adoption of common framework that defines goals and a way to assess success;
5. Assessment of needs and opportunities;
6. A goal to make a community's investments in services for youth more unified, effective, coordinated and efficient
7. Surveys of youth and organizations;
8. A multi-year completion time frame; and
9. A multi-year action plan with varying levels of funding commitment.

Other factors to consider when developing a plan:

1. Which stakeholder initiated the effort
2. Which youth development framework, e.g Development Assets, is used
3. Scope: some are narrowly focused on one specific set of activities, e.g. out of school time or early learning and others are broad
4. Cost ranging from \$30,000 of in kind to \$100,000+
5. Extent of commitment to and cost of implementation

I have attached examples Claremont, CA, Redwood City, CA, and Temecula, CA communities plans (Attachment 5). Additional examples can be found from the National League of Cities web site:

<http://www.nlc.org/iyef/youthdevelopment/ymp/examples.aspx>

Master Planning Process in Shoreline

Most land use or single organization master planning and strategic planning efforts are simpler and more straight forward than youth master planning. The shared ownership of youth development work makes this planning process more complex. No matter what the ultimate scope of a youth master plan all this work progresses through four phases:

Phase 1- Engage Leadership: The first and most critical step is to assemble the necessary leadership and provide appropriate sponsorship and definition to the effort. Experience in other communities indicates that this can take up to a full year of work among the leadership group as they assess their organization's readiness and ability to participate and to define the outcomes sought, the scope, and budget of the planning process.

In Shoreline, this leadership group must include:

- Shoreline Public Schools
- City of Shoreline
- Dale Turner YMCA
- Center for Human Services
- Youth
- Faith Community

Other participants may include and are not limited to:

- City of Lake Forest Park
- King County Library System
- Shoreline Schools Foundation
- Shoreline Community College
- Public Health Seattle/King County
- Civic/Service Organizations such as Rotaries
- Youth Sports Organizations
- Others

Time Frame: 6 -12 months

Cost: 0.1 - 0.25 FTE plus time from leadership group members

Phase 2: Develop Plan: With the scope, vision, and budget in hand, a task team works through a defined process that results in an understanding of the community's goals, the existing conditions and desired changes.

Time Frame: 8 – 12 months

Cost: 0.5 FTE; \$30,000 - \$100,000+ depending on scope and speed of effort

Phase 3: Plan Approval: Seeking endorsement and commitment from all partners

Time Frame: 0-2 months

Cost: 0.1 FTE

Phase 4: Implementation: Ongoing

This phase would include determining priorities and funding as well as tracking progress.

Conclusion

Funding for this work is not in the City's 2010 Budget. Given uncertainties surrounding the 2011 Budget staff would not recommend raising expectations we cannot commit to supporting. Until we have more certainty of our and our partners' ability to follow through staff would not recommend establishing this as a separate goal. With this in mind, staff would recommend initiating conversations with key partners in order to build the relationships necessary to advance this effort should it be possible.

Whether or not we are ultimately able to undertake the broader planning effort or work on something much smaller these relationships focused specifically on supporting youth will be valuable in and of themselves and staff would recommend including this work within the Healthy Community Goal with the following objective:

- Engage key community partners to explore creation of Youth Master Plan

Attachment 1

City of Shoreline Youth Services Policy

The City of Shoreline places a high priority on the healthy development of its children and youth. In January of 2000, the Shoreline City Council endorsed a policy that clearly outlines how the City will relate vis-a-vis others in the community that also provides support and programming to meet the needs of children and youth. This policy is based on a review of the needs of children and youth, the availability of services and the roles that various governments, agencies and organizations play in meeting those needs.

YS Policy 1: The City will fulfill the role of Direct Service Provider/Lead Agency in pursuit of Outcomes 1, 2 and 7.

YS Policy 2: The City will fulfill the role of a Partner in pursuit of 3, 4, 5, and 13. In its role as a partner, the City may from time to time fill critical gaps in services when it finds that support from other appropriate organization(s) is not providing adequate levels of service to the City's residents. In such instances the City's support will be temporary.

YS Policy 3: The City will fulfill the role of advocate in pursuit of all Outcomes. In this capacity as an advocate the City will seek the creation of community partnerships and non-City funding that improves service levels. As an advocate the City will also work to see that other appropriate levels of government and organizations provide adequate resources to fill critical gaps in services to Shoreline residents.

City's Role in Youth Services

Area of Service/Desired Outcome	City	County	Schools
1. More youth in structured activities	D/L	P	D/L
2. Reduce delinquency, violence and crime	D/L	P	A
3. More young people who are skilled and prepared	P	D/L	D/L
4. Reduce substance abuse	P	D/L	A
5. Reduce child abuse and neglect	P	D/L	P
7. More youth have contact with caring adults	D/L	P	P
9. Increase affordable child care	A	D/L	D/L
12. Reduce teen pregnancy	A	D/L	P
13. Reduce domestic and dating violence	P	D/L	A

D/L Direct Service Provider/Lead Agency: Fulfilling this role includes funding and/or direct service provision. Decisions about what services to provide or to fund in this area will be made through the City's regular budget processes. In instances where the City finds it to be more effective to contract for a service, the City will use its regular purchasing/contracting process to identify and select a qualified provider.

P Partner: Fulfilling this role may include funding to fill critical gaps in services when the City finds that support from other appropriate organization(s) is not providing adequate levels of services to Shoreline residents. In such instances the City's support will be temporary. Funding decisions in this area will typically be made through the City's biannual H&HS funding process.

A Advocate: Fulfilling this role does not include direct funding of services to achieve this outcome.

40 Developmental Assets Insert Hard Copy

40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young children grow up healthy, caring, and responsible.



External Assets

Support

1. **Family support**—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
2. **Positive family communication**—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.
3. **Other adult relationships**—With the family's support, the child experiences consistent, caring relationships with adults outside the family.
4. **Caring neighbors**—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.
5. **Caring climate in child-care and educational settings**—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.
6. **Parent involvement in child care and education**—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.

Empowerment

7. **Community cherishes and values young children**—Children are welcomed and included throughout community life.
8. **Children seen as resources**—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.
9. **Service to others**—The child has opportunities to perform simple but meaningful and caring actions for others.
10. **Safety**—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.

Boundaries & Expectations

11. **Family boundaries**—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.
12. **Boundaries in child-care and educational settings**—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.
13. **Neighborhood boundaries**—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.
14. **Adult role models**—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.
15. **Positive peer relationships**—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.
16. **Positive expectations**—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.

Constructive Use of Time

17. **Play and creative activities**—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
18. **Out-of-home and community programs**—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.
19. **Religious community**—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
20. **Time at home**—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

Internal Assets

Commitment to Learning

21. **Motivation to mastery**—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
22. **Engagement in learning experiences**—The child fully participates in a variety of activities that offer opportunities for learning.
23. **Home-program connection**—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.
24. **Bonding to programs**—The child forms meaningful connections with out-of-home care and educational programs.
25. **Early literacy**—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

Positive Values

26. **Caring**—The child begins to show empathy, understanding, and awareness of others' feelings.
27. **Equality and social justice**—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.
28. **Integrity**—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.
29. **Honesty**—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.
30. **Responsibility**—The child begins to follow through on simple tasks to take care of her- or himself and to help others.
31. **Self-regulation**—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.

Social Competencies

32. **Planning and decision making**—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.
33. **Interpersonal skills**—The child cooperates, shares, plays harmoniously, and comforts others in distress.
34. **Cultural awareness and sensitivity**—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.
35. **Resistance skills**—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.
36. **Peaceful conflict resolution**—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

Positive Identity

37. **Personal power**—The child can make choices that give a sense of having some influence over things that happen in her or his life.
38. **Self-esteem**—The child likes her- or himself and has a growing sense of being valued by others.
39. **Sense of purpose**—The child anticipates new opportunities, experiences, and milestones in growing up.
40. **Positive view of personal future**—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

40 Developmental Assets® for Children Grades K–3 (ages 5–9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



External Assets

- | | |
|--------------------------------------|---|
| Support | <ol style="list-style-type: none"> 1. Family Support—Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs. 2. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments. 3. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult. 4. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging. 5. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school. 6. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child's school success. |
| Empowerment | <ol style="list-style-type: none"> 7. Community Values Children—Children are welcomed and included throughout community life. 8. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events. 9. Service to Others—Child has opportunities to serve in the community with adult support and approval. 10. Safety—Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence. |
| Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is. 12. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline. 13. Neighborhood Boundaries—Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s). 14. Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples. 15. Positive Peer Influence—Parent(s) monitor the child's friends and encourage spending time with those who set good examples. 16. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school. 18. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community. 19. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. 20. Time at Home—Child spends time at home playing and doing positive activities with the family. |

Internal Assets

- | | |
|-------------------------------|--|
| Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school. 22. Learning Engagement—Child is enthused about learning and enjoys going to school. 23. Homework—With appropriate parental support, child completes assigned homework. 24. Bonding to School—Child is encouraged to have and feels a sense of belonging at school. 25. Reading for Pleasure—Child listens to and/or reads books outside of school daily. |
| Positive Values | <ol style="list-style-type: none"> 26. Caring—Parent(s) help child grow in empathy, understanding, and helping others. 27. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone. 28. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior. 29. Honesty—Parent(s) encourage child's development in recognizing and telling the truth. 30. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home. 31. Self-Regulation—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices. |
| Social Competencies | <ol style="list-style-type: none"> 32. Planning and Decision Making—Parent(s) help child think through and plan school and play activities. 33. Interpersonal Competence—Child seeks to build friendships and is learning about self-control. 34. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds. 35. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults. 36. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language. |
| Positive Identity | <ol style="list-style-type: none"> 37. Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life. 38. Self-Esteem—Child likes herself or himself and feels valued by others. 39. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future. 40. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it. |

External Assets

- | | |
|--------------------------------------|---|
| Support | <p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</p> <p>3. Other adult relationships—Child receives support from adults other than her or his parent(s).</p> <p>4. Caring neighborhood—Child experiences caring neighbors.</p> <p>5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.</p> |
| Empowerment | <p>7. Community values youth—Child feels valued and appreciated by adults in the community.</p> <p>8. Children as resources—Child is included in decisions at home and in the community.</p> <p>9. Service to others—Child has opportunities to help others in the community.</p> <p>10. Safety—Child feels safe at home, at school, and in his or her neighborhood.</p> |
| Boundaries & Expectations | <p>11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</p> <p>12. School Boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior.</p> <p>14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</p> <p>15. Positive peer influence—Child's closest friends model positive, responsible behavior.</p> <p>16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</p> |
| Constructive Use of Time | <p>17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week.</p> <p>18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children..</p> <p>19. Religious community—Child attends religious programs or services one or more times per week.</p> <p>20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</p> |

Internal Assets

- | | |
|-------------------------------|---|
| Commitment to Learning | <p>21. Achievement Motivation—Child is motivated and strives to do well in school.</p> <p>22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</p> <p>23. Homework—Child usually hands in homework on time.</p> <p>24. Bonding to school—Child cares about teachers and other adults at school.</p> <p>25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.</p> |
| Positive Values | <p>26. Caring—Parent(s) tell the child it is important to help other people.</p> <p>27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people.</p> <p>28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs.</p> <p>29. Honesty—Parent(s) tell the child it is important to tell the truth.</p> <p>30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior.</p> <p>31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</p> |
| Social Competencies | <p>32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions.</p> <p>33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</p> <p>34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</p> <p>35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</p> <p>36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.</p> |
| Positive Identity | <p>37. Personal power—Child feels he or she has some influence over things that happen in her or his life.</p> <p>38. Self-esteem—Child likes and is proud to be the person that he or she is.</p> <p>39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</p> <p>40. Positive view of personal future—Child is optimistic about her or his personal future.</p> |

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning

21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

Advancements Since the Youth Services Plan was Adopted

Since the adoption of the policy there have been numerous local developments, expansions in capacity and understanding of the types of services and supports that best promote healthy youth development.

Examples of developments in Shoreline include:

- Receipt of grant funding to improve access to out of school time offerings
- Receipt of grant funding to improve the quality of City's out of school time programming for older youth and teens
- Expanded offerings through the Recreation and Teen Services
 - ♦ After schools clubs and Kellogg and Ballinger Homes
 - ♦ Increased late-nite programming
 - ♦ Expanded summer playground
- HS Funding for more youth services. (2001)
- The creation of community coalitions have formed to address:
 - ♦ Early learning and birth to age six services. This group is called FACES-North, (Family and Child Early Support)
 - ♦ Strengthened connections among schools, the City and service providers through the Community Resource Team
- The City and the Shoreline Public Schools' Joint Use Agreement
- Students in the Shoreline public schools have responded to the bi -annual Healthy Youth Survey, providing significant new data regarding students' needs and strengths.

Throughout the region and county there has been a dramatic advancement in the understanding of what constitutes effective practice and in the emphasis on service and supports for youth as well as the broader spectrum of human services. These advances include:

- United Way and King County's development of human services needs assessments for North County, including Shoreline
- The creation by SOAR (title of program, not an acronym) of separate county-wide actions agendas for children from birth to age six and for school-age children and youth (See Attachment 5);
- Significant research on brain development at all stages of development;
- Identification of practice and programs that respond to the brain research findings; and
- Development of strong support for "out of school time" activities

Examples of Master Plan Goals

Excerpt from Redwood City 2020:

At the core of this vision, our young people are:

- learning, exploring, having fun and are encouraged to pursue their passions – such as music, the arts, science,
- sports, or other activities that interest and challenge them;
- supported and guided by friends and caring, committed adults as they navigate through adolescence, making
- choices that benefit their health as they design their own life path;
- secure and hopeful about their future;
- conscious of the connection between their formal education and their ability to reach the goals they set for themselves;
- making schools work for them, contributing their ideas and feedback responsibly and frequently;
- exposed to and involved in a variety of exciting and invigorating work and career experiences (including
- apprenticeships, paid and volunteer internships, trade school and on-the-job mentoring);
- able to pursue a college education or training that helps them make productive contributions;
- actively using their knowledge and gifts to strengthen the broader community by mentoring their peers and
- younger siblings and working with adults on projects in their neighborhoods and beyond;
- hopeful about our community's ability to address larger societal issues together;
- like other adults in the community, embracing the value of service.

Excerpt from Temecula:

VISION

Temecula's youth are valued as the future of our community. We provide an exciting, positive and supportive environment with a wide range of choices and opportunities that challenge our youth with new experiences. We develop our youth through a well-balanced approach that fosters intellectual, social, spiritual, creative, physical and emotional growth. Our young people enjoy their youth, and achieve lifelong success as Temecula's adults of tomorrow.

VALUES



Attachment 5

Master Plans from

- Redwood City, CA
- Temecula, CA
- Claremont, CA

Further Web Based References

- National League of Cities:
<http://www.nlc.org/iyef/youthdevelopment/ymp/examples.aspx>
- Vancouver WA, Out of School Time Collaboration
<http://www.schoolsoutletsgo.org/page2/page2.html>



2009 Youth and Family Master Plan Progress Report on Community-Wide Recommendations



Claremont Human Services



Claremont Unified School District



PURPOSE OF REPORT

This report is designed to measure the outcomes of the community-wide recommendations listed as immediate action steps in the Youth and Family Master Plan. Of the 76 recommendations detailed in the Plan, 29 were identified as immediate action steps that should be acted upon within six months of approving the Plan and establishing the Committee on Youth and Family to monitor its progress. The Committee on Youth and Family was jointly established by the Board of Education and Claremont City Council in November 2007 and convened its first meeting in January 2008.

This Progress Report was called out as an immediate action step in the Youth and Family Master Plan. Data to put this report together was gathered using existing input on file with the City of Claremont and Claremont Unified School District, articles published in community-wide newsletters, and through the use of a comprehensive survey sent to 97 community organizations.

Several new activities and programs occurred in Claremont that are not listed as immediate action steps during the first year of implementation. These achievements are key to addressing the goals of the Youth and Family Master Plan and are included as additional achievements under each goal.

The Committee on Youth and Family is proud to announce the following sampling of 2008-09 achievements that were initiated by various community partners to address the immediate community-wide recommendations detailed in the Plan:

GOAL 1: GET THE WHOLE COMMUNITY INVOLVED

IMMEDIATE

- Change the name of the Youth Master Plan to the Claremont Youth and Family Master Plan.

Achievement

- ✓ The Youth and Family Master Plan was approved at the joint City Council and Board of Education meeting on July 30, 2007.

- Encourage teachers, city officials, school officials, and police officers to attend school and community events unofficially in order to be engaged in community life.

Achievement

- ✓ City, police officers, and School District staff are encouraged to attend community events.

- Develop ongoing working committees to oversee the implementation of specific recommendations of the Youth and Family Master Plan.

Achievement

- ✓ The Committee on Youth and Family was established jointly by the City Council and Board of Education on November 5, 2007.

Additional Achievements

- ✓ The Claremont League of Women Voters provided voter registration at Claremont High School.
- ✓ The Chamber of Commerce formed a Workforce Development Committee to provide workshops, training, and interaction with Claremont businesses that may lead to youth employment.

GOAL 2: INCLUDE AND RECOGNIZE YOUTH

IMMEDIATE

- Enhance efforts to recognize youth beyond academics and sports.

Achievement

- ✓ The Youth and Family Services Division hosted its annual Youth Recognition Ceremony for youth volunteers that have contributed community service hours, provided leadership, demonstrated citizenship, and participated in both the Youth Activity Center (YAC) and Tracks Activity Center (TAC) programs and activities.
- ✓ The "Be Perfect" Foundation that aids in the rehabilitation and continued physical well-being of spinal cord injury victims was established by Hal Halbrook and his family.

- Enhance efforts to establish a community-wide policy that all committees, task groups, etc. should have youth representation, where appropriate.

Achievement

- ✓ The Committee on Youth and Family have two youth at large members who bring a youth voice to the issues, needs, and interests involving Claremont youth.



Claremont High School Cycling Club

GOAL 3: VALUE DIVERSITY

IMMEDIATE

- Address the existing preconceived notions about North and South Claremont and take steps to change impressions that may be keeping residents from interacting.

Achievement

- ✓ The Claremont Unified School District (CUSD) provided Character Counts curriculum at all elementary school. The Character Counts program assists youth in making the right choices.
- ✓ The Committee on Human Relations utilized a Department of Justice grant to provide two compassion plays that created dialogue on diversity and cultural sensitivity at the YAC for Claremont High School students.
- ✓ The City implemented various anti-bias youth groups at the YAC and TAC such as GURLS group, Teen Lead, The Brotherhood, and provided workshops that address diversity issues with youth.
- ✓ The Committee for Safe and Healthy Housing values diversity among Claremont residents. Their goal is to assure that residents in multi-family dwellings have safe and healthy homes.



*Youth and Family Center
Annual BBQ Event*

GOAL 4: PROVIDE GOOD INFORMATION ABOUT OPPORTUNITIES FOR YOUTH

IMMEDIATE

- Partner with realtors and landlords to provide applicants with information on programs for families and youth.

Achievement

- ✓ The City of Claremont Mobile Recreation program provides recreational, enrichment, and educational activities in partnership with Claremont After School Program at the San Jose Park and Claremont Village Commons.
- ✓ The City hosted two holiday events to build community relations and promote services for over 350 Claremont residents at Claremont Village Apartments and San Jose Park.
- ✓ Claremont Village Commons Investments donated \$2,000 to support cultural arts activities on site.
- ✓ The Advocates for Safe and Affordable Housing completed a report on the needs of residents residing in affordable housing complexes and is working with the City to develop recommendations for property manager training.

GOAL 5: ENGAGE YOUTH IN MEANINGFUL ACTIVITIES

IMMEDIATE

- Increase sponsorships and youth/family scholarships and provide information and applications about them widely in the community and on-line.

Achievement

- ✓ Shoes that Fit provided over 800 pairs of shoes, over 300 clothing items, and 40 backpacks to youth in the community to ensure kids are ready for school.
- ✓ Kid Care International provided over 160 backpacks filled with clothing, toys, hygiene kits, and school supplies to youth.
- ✓ Kid Care International provided 175 turkeys for Claremont families during Thanksgiving.
- ✓ The Claremont Museum of Art offered free Family Art Day at the Museum once a month and provided free art activities to over 500 children.
- ✓ The Claremont Museum of Art welcomed 7,772 visitors of different ages, genders, and ethnicities to the Museum.
- ✓ The new City of Claremont Tiny Tot program at Lewis Park provides a high quality affordable alternative to a full day licensed program.
- ✓ The City of Claremont Human Services Department fundraised \$12,000 to support the Family Emergency Fund program that assists families in Claremont with their basic needs in times of crisis.
- ✓ Our Lady of Assumption Catholic Church provided Thanksgiving meals for people who had nowhere else to go.



*Claremont Museum of Art offers
free Family Art Day*

- Develop additional activities and outreach that broaden appeal of the Youth Activity Center (YAC).

Achievement

- ✓ The Human Services Department was awarded the Ruth Vreeland Helen Putnam Award by the California League of Cities for the work with the Teen Committee in advocating for a FREE teen transportation shuttle.
- ✓ The University of La Verne hosted three workshops for youth that focused on getting into college, college life, and with resume building.
- ✓ The LA Works Youth Employment program provided four student interns as Jr. Recreation Leaders that provided 320 hours of service at the City's YAC and TAC.
- ✓ Intergenerational activities at the City's Joslyn Senior Center and TAC were coordinated each Wednesday and included contests and other activities.
- ✓ City Teen programs utilized youth volunteers to staff the front counter and provide customer service at the YAC and TAC centers for a total of 748 hours.



Claremont Pomona College School of Theatre Arts workshops for community youth

- Continue to observe the policy established by the 1995 Youth Master Plan that treats all children enrolled in the Claremont Unified School District as Claremont youth in the provision of programs and services.

Achievement

- ✓ The City of Claremont and its partners provided scholarship access to Human Services Programs to all youth enrolled in the Claremont School District.
- ✓ The Claremont After School Program (CLASP) provides after-school homework assistance at four sites within Claremont Unified School District three days a week.

- The City should pursue enhanced youth sports fields/facilities such as the planned Padua Avenue Park, as well as adding sports field lighting to existing fields, where appropriate.

Achievement

- ✓ The Claremont City Council allocated \$2.4 million in funding to develop elements of Padua Avenue Park Phase 1 and Phase 1A and approved a sustainable park design.
- ✓ City Council approved a partnership with Claremont Little League to light field #2 at College Park with Little League contributing \$48,000 in funds and the City contributing up to \$50,000.
- ✓ City Council approved funding for the installation of lights at Wheeler Park softball field for the girl's softball fast pitch league.

Additional Achievements

- ✓ Pomona College's School of Theatre Arts provided an opportunity for community youth to experience a real theatre and college environment-studios, workshops, and the entire theatre facility.

GOAL 6: ENSURE THAT YOUTH HAVE ACCESS TO PHYSICAL HEALTH CARE

IMMEDIATE

- Promote healthy food choices and family friendly physical fitness throughout the community with a particular focus on programs that reduce childhood obesity.

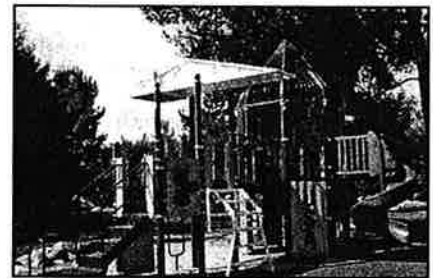
Achievement

- ✓ The City of Claremont earned a Bicycle Friendly Community designation from the League of American Bicycles Organization.
- ✓ The City of Claremont Sycamore Canyon Park is being evaluated to re-open pending approval of grant funding to help restore the natural habitat as an open park space for families to utilize.
- ✓ The City of Claremont completed several park improvements this past year. They include improving play areas for youth in El Barrio Park, Higginbotham Park, and Chaparral Park.

- Develop formal protocols among local mental health service providers for cross agency referrals and inter-agency communication. This should include efforts to monitor the effectiveness of services with clients.

Achievement

- ✓ The Mental Health Collaborative meets throughout the year and established a community and school based counseling program utilizing the University of La Verne interns and provided cross referrals within the community.
- ✓ Tri-City Mental Health Services emerged from bankruptcy and secured their MediCal contract to provide mental health services to qualified individuals and families and is carrying out the Mental Health Service Act Delegation to develop, fund, and oversee a system of care.



Improved play area at Chaparral Park

GOAL 7: ENSURE THAT YOUTH HAVE ACCESS TO MENTAL HEALTH CARE

IMMEDIATE

- Develop additional services to deal with bullying and mental health issues at all public schools and city programs. This should include additional staff training and additional support programs for youth who are the victims of harassment. A particular focus should be included that addresses harassment for perceived sexual orientation and other diversity issues. Services should be made available to non-profits and faith-based groups.

Achievement

- ✓ David and Margaret offers Alcohol, Drug and Anger Management (ADAM) classes to Claremont youth.
- ✓ The Children's Advocacy Center (CAC) is a multi-agency non-profit group that works closely with Claremont Police, district attorney's office, DCFS, medical professionals, and mental health professionals in Claremont to provide services for youth victims.

- ✓ The City's partnership with the University of La Verne provided free counseling and family services to 48 underserved individuals at various community locations.
- ✓ University of La Verne is offering a pilot Anti-Bullying program at Mt. View School in partnership with CUSD.
- ✓ Various non-profit organizations provided health awareness classes addressing issues of SDT and SDI prevention and protection, self defense for girls, healthy dating, teen dating violence prevention, nutrition and hygiene workshops at the City's youth centers.
- ✓ National Alliance for Mental Illness (NAMI) provided a 24-hour crisis hotline for mental health resources and referrals to all community members.
- ✓ The L.A. Gay and Lesbian Center Family Services Program is designed to support the needs of prospective and existing lesbian, gay, bisexual, and transgender parents and their children by coordinating a broad range of recreational activities, public forums, educational venues, workshops, and support groups.
- Identify and publicize mental health education for parents of youth with emotional, behavioral, and mental health problems.
 - ✓ The National Alliance for Mental Illness (NAMI) provided family to family classes educating family members on mental health issues and provided care and share meetings on a monthly basis to support families.
- Expand stress and time management classes for youth. The School District, City, and community organizations should collaborate on this effort.
 - ✓ The Claremont Wellness Professionals provide specialized services to children and adults in areas such as autism, ADD, ADHD, and many physical and mental conditions.
 - ✓ Claremont Elizabeth's Art Studio provides Expressive Arts consultations to adults and children who have been under stress.
 - ✓ The Inland Hospice Association provides programs to assist children, youth, and their families to deal with grieving issues.
- Develop and keep updated a youth-friendly resource guide on mental health resources, perhaps developed with the Claremont Mental Health Collaborative.
 - ✓ The Committee on Youth and Family developed a communitywide resource and referral website **ClaremontConnect.com** to provide 24/7 resource and referral information.
 - ✓ The CUSD developed and distributed Teen Guide 2 Local Resources which lists hotlines that assist teens with issues such as: suicide prevention, domestic violence, sexual abuse, child abuse, substance abuse, smoking, alcohol abuse, safety issues and crisis.
- Develop a strategy to address teen suicide. This should include partners such as the School District, the City, the Police Department, the Mental Health Collaborative, Los Angeles County Mental Health Department, the Claremont Colleges, the University of La Verne and others to develop a teen-focused suicide prevention education program and an incident response plan.
 - ✓ 3,000 El Roble and Claremont High School students participated in the suicide prevention Yellow Ribbon Campaign.

GOAL 8: PROVIDE A SAFE, SECURE AND SUSTAINABLE ENVIRONMENT

IMMEDIATE

- The Police Department should continue to expand its community policing initiatives with additional positive, informal police interactions with youth (movies, bbqs, etc).
- Achievement**
 - ✓ Over 3,000 residents enjoyed the Claremont Police Department's Summer Movies and BBQ's in the Park series which provided an opportunity for residents to sign up for e-watch, learn more about services, and interact with officers.
 - ✓ Claremont police officers partnered with Human Services to hand out holiday gifts at the 4th annual neighborhood holiday event at San Jose Park and Claremont Village Commons.
- Additional Achievements**
 - ✓ The City of Claremont created a staff level "Green Team" to implement the goals of the sustainable City plan and appointed a sustainable Committee for Citizen Oversight.
 - ✓ Claremont Police Department implemented CodeRED high speed telephone communication system.
 - ✓ The Police Department is finalizing a contract to provide an all-hazards critical incident management software system at all CUSD schools. The system will enhance the ability of law enforcement and school personnel to respond to critical incidents on school campuses. Federal grant funds are financing the project.
 - ✓ The City made efficiency upgrades to City facilities that will conserve water and electricity and result in an estimated \$35,000 in annual savings to the City budget.

GOAL 9: SUPPORT FAMILIES AND EDUCATE ADULTS WHO DEAL WITH YOUTH

IMMEDIATE

- Continue and expand inter-agency meetings sponsored by the Youth & Family Support Center, such as the Mental Health Collaborative. Provide free or low cost training for local agencies and staff who work with youth.
- Achievement**
 - ✓ CUSD provided 40 Developmental Asset staff trainings to three school sites.
 - ✓ Adult Education classes offered various types of educational, self-help, enrichment, recreational classes for youth and adults.
 - ✓ The City of Claremont offered parent Coffee Break and Parent Empowerment Classes to parents to assist them with family needs, parenting, and how to locate resource and referrals for services.
 - ✓ The County of Los Angeles Service Planning Area 3 (SPA3) provided various programs for teens, adults, and families in areas such as: substance abuse, sexually transmitted diseases, parenting workshops, teen hygiene workshops, teen dating workshops, and financial assistance workshops.
 - ✓ Pacific Lifeline assisted residents in preventing chronic homelessness by empowering women in crisis to rebuild their lives and regain financial independence.



Coffee Break and Parent Empowerment Classes

GOAL 10: COORDINATE EFFORTS TO REACH THESE GOALS

IMMEDIATE

- The City and School District, working with community collaboratives, should identify and pursue grant opportunities to provide sustainable funding for ALL recommendations.

Achievement

- ✓ The Claremont Community Foundation distributed more than \$85,000 to organizations in Claremont to build play equipment at local parks, enhance the Claremont pooch park, support local art shows and receptions, and provided grants for CLASP after school programming, and Claremont High School Art Department exhibit equipment.
- ✓ The City of Claremont Human Services Department solicited and received \$177,000 in funds to offset costs for its community programs and services.
- ✓ The Claremont Sunrise Rotary hosted a community 5K Turkey Trot fundraiser to assist community organizations with their needs. \$7,000 will be provided to youth sports non-profit organizations to assist them with children's registrations, equipment, uniforms, and sports needs.
- ✓ The City of Claremont Human Services Department provided Community Based funding to non-profit service providers in Claremont that provide services to families in the community that address the goals of the Youth and Family Master Plan.

- Encourage the City and School District to continue funding successful programs/program models currently receiving financial support through these public agencies.

Achievement

- ✓ City staff and community members raised over \$12,000 in funding for the Family Emergency Fund to assist Claremont families who need one-time assistance with paying bills such as rent, utilities, and medical expenses during a time of family crisis.
- ✓ The City of Claremont released applications for the first annual Homeless Funding Program to local non-profits that serve homeless populations.

- Develop an annual or biennial Service Provider Summit in order to review coordination of programs and services, and to look for overlaps and gaps in services.

Achievement

- ✓ The Committee on Youth and Family provided a summit committee to gather information from community service providers.

- The City Council should establish a Youth and Family Master Plan as a standing community committee of the Human Services Commission and charge it with monitoring the implementation of the recommendations, publicizing the Y&FMP, making an annual report to the Council and Board of Education, and coordinating the annual Report Card.

Achievement

- ✓ The Committee on Youth and Family will present the 2008-09 Progress Report to the City Council and Claremont Board of Education on the Youth and Family Master Plan action plan accomplishments for 2008 at their March 2009 joint meeting.

- The City Council and Board of Education should endorse the Youth and Family Master Plan and encourage other community organizations to endorse it also.

Achievement

- ✓ The Claremont City Council and Claremont School Board endorsed the Youth and Family Master Plan on July 30, 2007.

- The City and the School District should recommit themselves to their long-standing history of nationally recognized collaboration in areas of communication, joint programming, joint trainings, joint funding of projects/programs, and program innovation.

Achievement

- ✓ The City of Claremont and Claremont Unified School District jointly funded the school district Resource Officer, Community Outreach Coordinators, jointly staff the various Committees, and provide shared use of facilities such as Taylor Hall for Claremont High School Dance Team, Cahuilla Park for girls softball, Joslyn and Alexander Hughes Community Centers for adult education classes, El Roble pool for the learn to swim program, and various City and School athletic fields for youth sports organizations in the community.
- ✓ The Committee on Youth and Family, Claremont Unified School District and the City of Claremont collaborated to fund an online resource and referral website ClaremontConnect.com, which provides easy access to needed information for families.

- The City and School District should use the recommendations in the Y&FMP to guide decisions related to funding in their annual budgets. Public funding should be aligned with the Goals of the Y&FMP.

Achievement

- ✓ The City of Claremont successfully transitioned the Kid's Club After School Program to the Claremont Unified School District in fall of 2008.
- ✓ The Claremont Unified School District includes the goals of the Youth and Family Master Plan on agenda reports when considering action items.
- ✓ The Claremont Economy Shop provides financial and other assistance to Claremont families in need.

GOAL 11: PROVIDE DETAILED ANNUAL REPORT AND REGULARLY UPDATE THE YOUTH AND FAMILY MASTER PLAN

IMMEDIATE

- The City Council and Board of Education should convene in an annual joint public session to receive a formal update on progress in implementing the recommendations of the Youth and Family Master Plan. The community along with Y&FMP stakeholders should be invited to attend.

- ✓ The City Council and Board of Education will host a joint meeting on May 11, 2009 to receive a formal update on the Plan's progress.

- An annual Y&FMP Report Card should be published and shared with the City Council, Board of Education, and community at large.

- ✓ The Committee on Youth and Family will provide an annual Progress Report to the City Council and Board of Education.

- Appropriate staff from the City and School District, and knowledgeable community representatives, should be charged with making presentations to community organizations on a regular basis about the status of the Y&FMP.

Achievement

- ✓ The Committee on Youth and Family Chair makes presentations to various community organizations and service providers.
- ✓ The Youth and Family Master Plan is included in the National League of Cities Tool Kit as a model plan for others to learn from in the nation.
- ✓ The City of Claremont hosted a presentation for the California Parks and Recreation Society on the Master Plan for various cities and school districts interested in developing similar plans for their agencies.

Additional Achievements

- ✓ The Claremont Unified School District completed the California Healthy Kids Survey which measures youth risk behavior and resiliency.

The following non-profit agencies, faith based communities, service clubs, sports organizations, City Departments, and School District organizations and departments assisted with the completion of this 2008 – 2009 Youth and Family Master Plan Progress Report:

Baldy View Regional Occupational Center	Claremont Museum of Art	Elizabeth's Art Studio
City of Claremont Community Development Department	Claremont School of Theatre Arts	House of Ruth
City of Claremont Community Services Department	Claremont Sunrise Rotary	Inland Hospice Association
City of Claremont Human Services Department	Claremont United Church of Christ	L.A. Gay and Lesbian Center
City of Claremont Police Department	Claremont Unified School District Board of Education	League of Womens Voters
Claremont After School Program	Claremont Unified School District Child Development Program	National Alliance for Mental Illness (NAMI)
Claremont Chamber of Commerce	Claremont Unified School District Directors and Principals	Our Lady of Assumption Church
Claremont Community Foundation	Claremont Unified School District Parent and Faculty Association	Pacific Lifeline (women's homeless shelter)
Claremont Educational Foundation	Committee for Safe and Healthy Housing	Shoes That Fit
Claremont High School ROP	David and Margaret Home	Tri-City Mental Health Center
Claremont Interfaith Council	The Economy Shop	Uncommon Good
		Yellow Ribbon Campaign

City Council Members

Ellen Taylor <i>Mayor</i>	Sam Pedroza <i>Council Member</i>
Corey Calaycay <i>Mayor Pro Tem</i>	Peter Yao <i>Council Member</i>
Linda Elderkin <i>Council Member</i>	

Board of Education Members

Mary Caenepeel <i>President</i>	Beth Bingham <i>Board Member</i>
Hilary La Conte <i>Vice President</i>	Steven Llanusa <i>Board Member</i>
Jeanne Hamilton PhD <i>Board Member</i>	

Committee on Youth and Family

	Butch Henderson <i>Chair</i>		
Beth Bingham <i>Member</i>	John Costa <i>Member</i>	Andrew Mowbray <i>Member</i>	Ellen Taylor <i>Member</i>
Mel Boynton <i>Member</i>	Cindy Duque <i>Member</i>	George Mullinix <i>Member</i>	Laurel Wilkie <i>Member</i>
Bonnie Busenberg <i>Member</i>	Mauryce Feingold <i>Member</i>	Randy Prout <i>Member</i>	Rita Wodinsky <i>Member</i>
Mike Bateman <i>Claremont School District Liaison</i>		Bill Pallotto <i>City of Claremont Liaison</i>	



2006-07

Youth and Family Master Plan

ADOPTED • JULY 30, 2007



*Claremont
Human Services*



*Claremont Unified
School District*

Claremont, California



2006-07
**Youth and Family
 Master Plan**

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www.ymupdate.com

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Introduction

What you hold in your hands is the vision of, by, and for a community that is in the on-going process of actualizing the truth that “it takes a whole village to raise a child.” More than a vision, it is also a partnership between the City of Claremont and the Claremont Unified School District. More than a partnership, it is also a collaboration among non-profit service providers, the business community, faith based groups, and civic organizations. Most of all, it is a plan to co-ordinate all our resources to provide the best developmental assets for Claremont children, youth and families.

Claremont is one of the first cities in the nation to create and now update its Youth and Family Master Plan (Y&FMP). The work of the Update Steering Committee was empowered by input from public comment, service provider panels, community forums and focus groups, case studies, and live votes with children and youth. Hundreds of voices from all sectors of our community participated in the development of this updated plan. Now the implementation of our plan is up to each one of us. Every interaction with youth on the part of family, neighbors, teachers, business owners, police officers, and community leaders makes a difference.

As cities come to realize how community resources impact the quality of life for their residents, Y&FMP's are central in strategically setting goals for outcomes and coordinating efforts to ensure communities have the assets in place to be carried out. Not only will our plan make a difference for Claremont families, but it will make a difference beyond our community as it serves as a teaching tool for other cities around the nation.

Please read the plan, consider the goals, and imagine your role. “It takes a whole village to raise a child,” and it will take a whole community to actualize this plan. Join me in the hope that every child and youth in our city and schools will look back one day and be able to say, “I’m glad I grew up in Claremont!”

Butch Henderson
*Youth and Family Master Plan
Steering Committee Chair*



Action Plan

Executive Summary

The Claremont Youth Master Plan Update Steering Committee offers the following recommendations for action steps to fulfill the Claremont Vision for Youth and to fully implement the Goals of the Claremont Youth and Family Master Plan (Y&FMP). The Steering Committee has recommended that the word “Family” be added to the name of the Plan to acknowledge the critical importance of “family” (in its broadest meaning) in the lives of youth. These recommendations are drawn from multiple resources, including several committee study sessions on youth and family issues, the results of numerous community forums and case studies, demographic reports, service provider questionnaires, and Youth Voices and public comments received during regular committee meetings.

Overview of Action Plan and Recommendations

The 2007 Youth and Family Master Plan effort has included extensive community outreach and information gathering (see Participatory Evaluation chapter). Several over-arching themes which have come out of this process are reflected in the recommendations. These themes include:

- Increasing access to existing, as well as proposed programs (transportation and geographic location)
- The need for additional services focusing on emotional well-being and mental health
- Enhanced after school programs, particularly youth sports programs
- Additional efforts to address human relations issues
- Additional efforts to address substance abuse and teen suicide issues
- Increasing efforts to ensure that all neighborhoods and residents feel connected to the community as a whole.
- Additional support for parents and families regarding access to information, access to services, and the development of good parenting skills
- Creating mechanisms that ensure that the Y&FMP remains a living document that is actively implemented and updated.

IMPLEMENTATION STRATEGY

The Steering Committee, in making its recommendations to the community, believes that implementation should be focused on the following connective strategies:

- **Sustainability:** Ensure that programs and services can be sustained for the duration of their need.
- **Partnership:** Implementers should seek collaborators where possible to enhance the effectiveness and sustainability of services.
- **Accessibility:** This includes communication to potential users, the economic resources of potential users, and transportation availability.
- **Skill Development:** Resources should be made available to enhance the skills of those responsible for implementing programs and for parents.

RESPONSIBILITY FOR IMPLEMENTATION

The Steering Committee believes that the responsibility to implement the Plan's recommendations lies with multiple community partners. The City of Claremont and Claremont Unified School District have already created a model collaboration, and both public agencies already jointly or independently work with other public and private collaborators. The Steering Committee encourages the use of community partners to accomplish the implementation of these recommendations. At the same time, the Committee understands that the City and School District bear significant responsibility for many of the services and programs, either underway, or proposed. The Committee strongly hopes that both agencies will continue their leadership

role with the Youth & Family Master Plan in providing services and creating collaborations. The Youth and Family Master Plan was created to assist both governing bodies in providing a framework for joint policy development and establishing budgetary priorities. Goals 10 and 11 of the Plan are designed to assist community and governing bodies in implementation.

TIMELINES AND ASSESSMENTS OF RECOMMENDATIONS

Each of the recommendations includes a recommended timeline for implementation. The Committee is recommending that a formal process (see recommendations for Goals 10 and 11) be put in place to monitor this timeline. The timelines are as follows:

- **Immediate:** Recommendations with this timeline should be acted on, or significant progress made within six months of the Y&FMP's endorsement by the City Council and Board of Education.
- **Short-term:** Recommendations with this timeline should be acted on, or significant progress made within six months to one year following the Y&FMP's endorsement by the City Council and Board of Education.
- **Long-term:** Recommendations with this timeline should be acted on or significant progress made within two years following the Y&FMP's endorsement by the City Council and Board of Education.

There are 79 recommendations. Of these, 68 are in Goals 1-9, which are goals focused on mobilizing and informing the community; and developing a coordinated system of support and activities. These are the primary program and services goals. Of the 68 recommendations, 18 have an "immediate" timeline for implementation. Goals 10 & 11 focus on the coordination, support and monitoring of the Y&FMP. Of the eleven recommendations in these two goals, 10 have an immediate timeline. The action plan time-frame begins once the governing body has been established by the Human Services Commission, City Council and the Board of Education.

Each recommendation also includes an initial assessment to help measure progress in implementation. These are initial measurements only, and can be expanded by those who are charged with developing the annual Report Card.

The following are the Goals adopted for the Claremont Youth & Family Master Plan:

MOBILIZE THE COMMUNITY

1. Get the Whole Community Involved

Every person, business, organization, and agency has a role to play.

2. Include and Recognize Youth

Treat youth with respect, give them opportunities to contribute, and recognize them for positive actions.

3. Value Diversity

Foster an inclusive community.

4. Provide Good Information About Opportunities for Youth

Information should be easily accessible.

ENABLE A COORDINATED SYSTEM OF SUPPORT AND ACTIVITIES

5. Engage Youth in Meaningful Activities

Activities and outlets are the highest priority for school-age children.

6. Ensure That Youth Have Access to Physical Health Care

Ill children cannot learn.

7. Ensure That Youth Have Access to Mental Health Care

Distressed children cannot thrive.

8. Provide a Safe, Secure and Sustainable Environment

Safe neighborhoods are essential to a healthy community.

9. Support Families and Educate Adults Who Deal with Youth

Families need community support programs and policies (children don't come with an instruction manual).

COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION

10. Coordinate Efforts to Reach These Goals

Coordinate and monitor the implementation of the Youth & Family Master Plan.

11. Provide Detailed Annual Report and Regularly Update the Youth & Family Master Plan

2006-07 Action Plan and Community-Wide Recommendations

Section One: Get Everyone Involved		TIMELINE		
		Immediate	Short Term	Long Term
<p>The first step is to ensure that residents, businesses, and organizations recognize the importance to the community of meeting the needs of children, youth, and their families as outlined in the Youth and Family Master Plan; and that they accept a role in its implementation.</p>				
GOAL ONE: Get the Whole Community Involved				
① Change the name of the Youth Master Plan to the Claremont Youth and Family Master Plan, acknowledging the critical importance that "family" (in its broadest meaning) plays in the lives of youth.		✓		
<ul style="list-style-type: none"> • ASSESSMENT: Endorsement by Y&FMP Update Steering Committee (completed on 6/23/07) and endorsement of the Y&FMP final report by the City Council and Board of Education 				
② Encourage teachers, city officials, school officials and police officers to attend school and community events unofficially in order to be engaged in community life.		✓		
<ul style="list-style-type: none"> • ASSESSMENT: The number of events attended as reported by the City, School District and Police Department • GOALS ADDRESSED: #4 and #8 				
③ Seek out segments of the community not currently being reached and develop action steps to include them.			✓	
<ul style="list-style-type: none"> • ASSESSMENT: The number of outreach activities conducted • GOALS ADDRESSED: #3, #10, and #11 				
④ Increase the number of community events held throughout the City so that all neighborhoods feel connected to the community as a whole.			✓	
<ul style="list-style-type: none"> • ASSESSMENT: The number of events and locations as reported by the City, School District, and community organizations • GOALS ADDRESSED: #3, #8, and #10 				
⑤ Include parent and youth members on commissions and on other decision-making bodies that make policies or develop programs that impact the lives of youth and families.			✓	
<ul style="list-style-type: none"> • ASSESSMENT: The number of youth and parent members serving on policy making boards • GOALS ADDRESSED: #2 and #9 				
⑥ Expand recycling education and programs to include all youth sports groups, community and service groups, and city parks in order to increase community-wide involvement.			✓	
<ul style="list-style-type: none"> • ASSESSMENT: Increase number of recycling programs and education as reported by the City's Community Services Department • GOALS ADDRESSED: #8 and #10 				
⑦ Enhance the opportunities for more youth to have adult mentors in City, School District, community organization, and faith-based institutions.			✓	
<ul style="list-style-type: none"> • ASSESSMENT: Increase numbers of youth involved in mentoring programs as reported in the Y&FMP annual report • GOALS ADDRESSED: #2, #9, and #10 				

Section One: Get Everyone Involved

The first step is to ensure that residents, businesses, and organizations recognize the importance to the community of meeting the needs of children, youth, and their families as outlined in the Youth and Family Master Plan; and that they accept a role in its implementation.

TIMELINE

Immediate

Short Term

Long Term

GOAL ONE: Get the Whole Community Involved (continued)

- 8** Develop ongoing working committees to oversee the implementation of specific recommendations of the Youth and Family Master Plan.

✓

- **ASSESSMENT:**
Number of working committees organized
- **GOALS ADDRESSED:** #10 and #11

- 9** Schedule community forums to update the community on the progress of Youth and Family Master Plan's implementation.

✓

- **ASSESSMENT:**
Number of forums conducted
- **GOALS ADDRESSED:** #9

GOAL TWO: Include and Recognize Youth

- 1** Explore meaningful community service opportunities for all secondary students as well as encouraging it for elementary school students.

✓

- **ASSESSMENT:**
Increased numbers of youth participating in community service activities as reported in the Y&FMP annual report
- **GOALS ADDRESSED:** #1, #5, and #10

- 2** Enhance efforts to develop a variety of housing so that youth can return to Claremont to live and raise their families.

✓

- **ASSESSMENT:**
Responses to question added to the City's satisfaction survey that identifies former youth returning to live in Claremont
- **GOALS ADDRESSED:** #8

- 3** Enhance efforts to establish a community-wide policy that all committees, tasks groups, etc. should have youth representation, where appropriate.

✓

- **ASSESSMENT:**
Increased numbers of youth serving on task groups, committees, etc. as reported in annual Y&FMP Annual Report
- **GOALS ADDRESSED:** #1 and #10

- 4** Enhance efforts to recognize youth beyond academics and sports.

✓

- **ASSESSMENT:**
Website with opportunities, number of volunteers, increased involvement by youth in activities
- **GOALS ADDRESSED:** #4 and #10

GOAL THREE: Value Diversity

- 1** Develop additional programs that promote socialization across racial, sexual orientation, economic, cultural, differently abled, religious groups, etc.

✓

- **ASSESSMENT:**
Reduced numbers of hate incidents/crimes and fights, increased trainings for staff, youth and families and increased number of programs and events.
- **GOALS ADDRESSED:** #1, #10 and #11

- 2** Develop programs that provide additional diversity training and knowledge of the Search Institute's 40 Developmental Assets for all adults working with youth, parents including non-profits and youth groups.

✓

- **ASSESSMENT:**
Increased number of trainings for public agency and non-profit staffs
- **GOALS ADDRESSED:** #4 and #9

Section One: Get Everyone Involved

The first step is to ensure that residents, businesses, and organizations recognize the importance to the community of meeting the needs of children, youth, and their families as outlined in the Youth and Family Master Plan; and that they accept a role in its implementation.

TIMELINE

Immediate

Short Term

Long Term

GOAL THREE: Value Diversity (continued)

③ Partner with the Claremont Courier to run a regular feature on the "Changing Face of Claremont," in order to highlight community diversity.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: Number of articles printed • GOALS ADDRESSED: #4 and #10 			
④ Initiate programs that explore community problems and involve elementary school students in the process (value their ideas).			✓
<ul style="list-style-type: none"> • ASSESSMENT: Development of the program • GOALS ADDRESSED: #1 and #4 			
⑤ Develop a mentoring program to partner disabled and non-disabled students, increasing the variety of activities involving both.			✓
<ul style="list-style-type: none"> • ASSESSMENT: Development of the program and participation levels • GOALS ADDRESSED: #1 and #10 			
⑥ Provide support and resources for youth dealing with sexual identity issues.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: Number of services implemented and number of youth/families participating • GOALS ADDRESSED: #4 and #7 			
⑦ Address the existing preconceived notions about North and South Claremont and take steps to change impressions that may be keeping residents from interacting.	✓		
<ul style="list-style-type: none"> • ASSESSMENT: Number of initiatives undertaken and reductions in perceived differences as measured by the City's satisfaction surveys • GOALS ADDRESSED: #1 and #4 			
⑧ Work with local and regional resources to enhance human relations education programs such as the Anti-Defamation League's "World of Difference Institute" sponsored by the Committee on Human Relations.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: Number of programs initiated and reduction in human relations related issues in the community • GOALS ADDRESSED: #1 			
⑨ Develop a focus group of youth and young adults who can represent the disabled community to provide recommendations to the City, School District, business community and community at large regarding additional programs, services, and issues that should be addressed.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: Creation of additional programs and services for disabled youth and increased access to programs by these youth. • GOALS ADDRESSED: #1 and #2 			
⑩ Increase the number of students who take part in human relations training programs such as the Building Bridges program and include the intermediate school and older elementary school students in such trainings.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: Increased numbers of students participating in human relations programs from El Roble Intermediate School and elementary schools. • GOALS ADDRESSED: #1, #2 and #5 			

Section One: Get Everyone Involved

The first step is to ensure that residents, businesses, and organizations recognize the importance to the community of meeting the needs of children, youth, and their families as outlined in the Youth & Family Master Plan; and that they accept a role in its implementation.

TIMELINE

Immediate

Short Term

Long Term

GOAL FOUR: Provide Good Information about Opportunities for Youth

- ① Encourage community partners (City, School District, Chamber of Commerce, community colleges, etc.) to create a collaborative website of service learning opportunities.

- **ASSESSMENT:**
Increased numbers of youth participating in service learning and increased numbers of agencies offering service learning programs
- **GOALS ADDRESSED:** #1, #10 and #11

- ② Partner with realtors and landlords to provide applicants with information on programs for families and youth.

- **ASSESSMENT:**
Number of realtors and landlords participating
- **GOALS ADDRESSED:** #9 and #10

- ③ Develop a focused outreach to Claremont neighborhoods and adjacent neighborhoods within the School District boundaries to provide information about youth and family opportunities and community events.

- **ASSESSMENT:**
Types of communication outreach, additional bilingual outreach, increased participation in events
- **GOALS ADDRESSED:** #1 and #3

- ④ Update the existing (dated) youth and family resource guide and review formatting, distribution, and innovative ways to make the information it contains available to youth, parents, educators, city staff, service providers, businesses, etc.

- **ASSESSMENT:**
Completion of updating effort and distribution of resource guide
- **GOALS ADDRESSED:** #1, #6, #7, and #10

GOAL FIVE: Engage Youth in Meaningful Activities

- ① Increase sponsorships and youth/family scholarships and provide information and applications about them widely in the community and on-line.

- **ASSESSMENT:**
Increase youth scholarships and increased numbers of youth utilizing them
- **GOALS ADDRESSED:** #1, #4, #10 and #11

- ② Partner with the Committee on Aging, the Senior Program staff, as well as local senior focused residential communities to implement increased intergenerational activities.

- **ASSESSMENT:**
Number of activities offered and levels of participation
- **GOALS ADDRESSED:** #1

- ③ Develop additional activities and outreach that broaden appeal of the Youth Activity Center (YAC).

- **ASSESSMENT:**
Types of activities and outreach and increased participation by groups not now participating
- **GOALS ADDRESSED:** #1 and #3

- ④ Explore offering after school classes and activities at a broader range of locations throughout the community.

- **ASSESSMENT:**
Number of additional locations that activities are offered
- **GOALS ADDRESSED:** #1 and #3

Section Two: Create a Unified System of Supports and Activities

The purpose of these goals is to create a comprehensive, integrated system that supports and strengthens families and neighborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for growth.

TIMELINE

Immediate

Short Term

Long Term

GOAL FIVE: Engage Youth in Meaningful Activities (continued)

- ⑤ Explore expanding the proposed fixed route trolley to include a loop covering the full-length of Indian Hill Boulevard as well as up and down Mountain Avenue between Foothill Boulevard and Harrison Avenue.

• **ASSESSMENT:**

Implementation of route and measurement of the number of riders

- ⑥ Develop a community youth employment collaborative (School District, City, Chamber of Commerce, ROP, etc.) to develop new programs and coordinate youth job training, employment internships, career days, and youth employment, money management and support existing programs that have shown sustainability and develop new programs where gaps exist.

• **ASSESSMENT:**

Creation of collaborative and increased numbers of youth involved in employment related programs

- **GOALS ADDRESSED:** #10

- ⑦ Expand the number of bike lanes and pedestrian-friendly routes throughout the community and encourage their use.

• **ASSESSMENT:**

Number of routes created

- ⑧ Explore providing transportation for youth and families seven days a week for extended hours.

• **ASSESSMENT:**

Numbers of youth and families served, expanded hours and quality of service measured by customer satisfaction surveys.

- **GOALS ADDRESSED:** #10 and #11

- ⑨ Continue to observe the policy established by the 1995 Youth Master Plan that treats all children enrolled in the Claremont Unified School District as Claremont youth in the provision of programs and services.

• **ASSESSMENT:**

Access to programs and services is maintained.

- **GOALS ADDRESSED:** #2 and #9

- ⑩ The City should pursue enhanced youth sports fields/facilities such as the planned Padua Avenue Park, as well as adding sports field lighting to existing fields, where appropriate.

• **ASSESSMENT:**

The addition of youth sports fields/facilities or increased capacity at existing fields/facilities.

- **GOALS ADDRESSED:** #6 and #7

Section Two: Create a Unified System of Supports and Activities

TIMELINE

The purpose of these goals is to create a comprehensive, integrated system that supports and strengthens families and neighborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for growth.

Immediate

Short Term

Long Term

GOAL SIX: Ensure that Youth have Access to Physical Health Care

1 Provide physical and mental health education and services at school sites.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: All students in CUSD have access to physical and mental health education and services • GOALS ADDRESSED: #7 			
2 Promote healthy food choices and family friendly physical fitness throughout the community with a particular focus on programs that reduce childhood obesity.	✓		
<ul style="list-style-type: none"> • ASSESSMENT: Number of programs implemented, community publicity about programs and reduction in obesity as reported by school nurses and from the California Fitness Grant • GOALS ADDRESSED: #1, #9 and #10 			
3 Increase nursing and counseling services at all school sites.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: Improve ratio of nurse-counselor-student/student, and number of students served • GOALS ADDRESSED: #7 			
4 Develop additional partnerships with local colleges and universities for enhanced mental and physical health care.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: Number of partnerships developed, number of participants, and satisfaction with services measured through client and provider satisfaction surveys • GOALS ADDRESSED: #7 and #10 			
5 Develop formal protocols among local mental health service providers for cross agency referrals and inter-agency communication. This should include efforts to monitor the effectiveness of services with clients	✓		
<ul style="list-style-type: none"> • ASSESSMENT: The establishment of inter-agency protocols and demonstrated steps to follow up with consumers to monitor the success of treatment/services. • GOALS ADDRESSED: #8 and #9 			

GOAL SEVEN: Ensure that Youth have Access to Mental Health Care

1 Explore adding a part-time medical provider/educator at the YAC with the capability to make referrals.		✓	
<ul style="list-style-type: none"> • ASSESSMENT: Number of referrals made • GOALS ADDRESSED: #6 and #10 			
2 Develop additional services to deal with bullying and mental health issues at all public schools and city programs. This should include additional staff training and additional support programs for youth who are the victims of harassment. A particular focus should be included that addresses harassment for perceived sexual orientation and other diversity issues. Services should be made available to non-profits and faith-based groups.	✓		
<ul style="list-style-type: none"> • ASSESSMENT: Types of services implemented, number of participants, and reduced incidents of harassment/bullying • GOALS ADDRESSED: #3 			
3 Explore the use of various assessment tools to determine and prioritize the most pressing physical and mental health needs and develop a strategy to respond with services.			✓
<ul style="list-style-type: none"> • ASSESSMENT: Development of surveys and implementation of services for issues identified • GOALS ADDRESSED: #7, #10, and #11 			

Section Two: Create a Unified System of Supports and Activities

The purpose of these goals is to create a comprehensive, integrated system that supports and strengthens families and neighborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for growth.

TIMELINE

Immediate

Short Term

Long Term

GOAL SEVEN: Ensure that Youth have Access to Mental Health Care (continued)

- 4 Identify and publicize resources to provide mental health education for parents of youth with emotional, behavioral and mental health problems.**

✓

- **ASSESSMENT:**
Implementation of services that include the use of participant satisfaction surveys.
- **GOALS ADDRESSED:** #9

- 5 Expand stress and time management classes for youth. The School District, City, and community organizations should collaborate on this effort.**

✓

- **ASSESSMENT:**
The number of additional classes offered, participant satisfaction survey, a reduction in the number of stress-induces emotional issues reported by youth
- **GOALS ADDRESSED:** #5

- 6 Develop and keep updated a youth-friendly resource guide on mental health resources, perhaps developed with the Claremont Mental Health Collaborative.**

✓

- **ASSESSMENT:**
Development of resource guide and number of copies distributed
- **GOALS ADDRESSED:** #10 and #11

- 7 Develop a strategy to address teen suicide. This should include partners such as the School District, the City, the Police Department, the Mental Health Collaborative, Los Angeles County Mental Health Department, the Claremont Colleges, the University of La Verne and others to develop a teen-focused suicide prevention education program and an incident response plan.**

✓

- **ASSESSMENT:**
Development of strategy and reduction in the number of teen suicide attempts reported to the Claremont Police Department
- **GOALS ADDRESSED:** #8

GOAL EIGHT: Provide a Safe, Secure and Sustainable Environment

- 1 Facilities built or remodeled for youth will include the best environmental practices ("green buildings").**

✓

- **ASSESSMENT:**
City Planning Division notification to the Y&FMP annual scorecard detailing the number of best practice, LEED certified (green) buildings approved for construction
- **GOALS ADDRESSED:** #8, #10, and #11

- 2 Expand environmental education for youth and families. The School District, City and environmentally focused community groups should jointly develop strategies to implement this.**

✓

- **ASSESSMENT:**
Number of education programs development and participation
- **GOALS ADDRESSED:** #8, #9 and #10

- 3 Expand the School Resource Officer program to include more time at the intermediate school.**

✓

- **ASSESSMENT:**
An assessment by faculty and the Police Department to the value of the increased hours.

- 4 Develop a unified screening program for volunteers who work with youth, including those who currently volunteer with youth groups, the City, the School District, etc.**

✓

- **ASSESSMENT:**
Number of volunteers screened
- **GOALS ADDRESSED:** #9 and #10

Section Two: Create a Unified System of Supports and Activities		TIMELINE		
The purpose of these goals is to create a comprehensive, integrated system that supports and strengthens families and neighborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for growth.		Immediate	Short Term	Long Term
GOAL EIGHT: Provide a Safe, Secure and Sustainable Environment (continued)				
⑤ The City should encourage pedestrian and bicycle-friendly development.				✓
<ul style="list-style-type: none"> • ASSESSMENT: Increased bike trails and additional commercial and housing development that is focused on pedestrian use • GOALS ADDRESSED: #10 and #11 				
⑥ The City and School District, working with collaborative partners/resources, should re-examine services aimed at addressing substance abuse by youth and families. This effort should be done with an eye towards developing more effective and comprehensive responses.			✓	
<ul style="list-style-type: none"> • ASSESSMENT: Development of improved services for substance abuse prevention and treatment, reduction citations/arrests for drug and alcohol use among juveniles. • GOALS ADDRESSED: #6 and #7 				
⑦ The City and Pomona Valley Transit Authority should collaborate to identify additional transit needs, developing responses that are environmentally friendly.				✓
<ul style="list-style-type: none"> • ASSESSMENT: Additional routes established and user satisfaction surveys • GOALS ADDRESSED: #10 and #11 				
⑧ The Police Department should continue to expand its community policing initiatives with additional positive, informal police interactions with youth (movies, BBQs, etc.)	✓			
<ul style="list-style-type: none"> • ASSESSMENT: Number of initiatives implemented and enhanced Police/youth/community relations as measured through the City's community satisfaction survey. • GOALS ADDRESSED: #1 and #3 				
⑨ Public and community institutions should establish priorities and incentives for environmentally sustainable operations as a model for all residents.				✓
<ul style="list-style-type: none"> • ASSESSMENT: Examples are made available for the public, including enhancements in environmentally friendly policy • GOALS ADDRESSED: #10 and #11 				
⑩ Promote and educate additional local neighborhoods about Neighborhood Watch and Safe Place programs.				✓
<ul style="list-style-type: none"> • ASSESSMENT: Increase in the number of neighborhoods participating in the Neighborhood Watch program and an increase in the number of businesses participating in the Safe Place program • GOALS ADDRESSED: #1 and #8 				
GOAL NINE: Support Families and Educate Adults who Deal with Youth				
① Continue and expand inter-agency meetings sponsored by the Youth & Family Support Center, such as the Mental Health Collaborative. Provide free or low cost training for local agencies and staff who work with youth	✓			
<ul style="list-style-type: none"> • ASSESSMENT: Number of collaboratives initiated and trainings held • GOALS ADDRESSED: #10 				
② Monitor youth activity transportation needs and adjust services accordingly.				✓
<ul style="list-style-type: none"> • ASSESSMENT: Surveys with youth activity participants and youth focus groups • GOALS ADDRESSED: #5 and #8 				

Section Two: Create a Unified System of Supports and Activities The purpose of these goals is to create a comprehensive, integrated system that supports and strengthens families and neighborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for growth.		TIMELINE		
		Immediate	Short Term	Long Term
GOAL NINE: Support Families and Educate Adults who Deal with Youth (continued)				
③ Create a pool of linguistically and culturally fluent translators for School District needs.			✓	
<ul style="list-style-type: none"> ASSESSMENT: Number of translators recruited GOALS ADDRESSED: #3 				
④ Expand existing parent education programs, develop new programs that address resource groups, and improve publicity on their availability.			✓	
<ul style="list-style-type: none"> ASSESSMENT: Development of resource guide and number of copies distributed GOALS ADDRESSED: #10 				
⑤ Expand community knowledge of the Search Institute's 40 Developmental Assets.				✓
<ul style="list-style-type: none"> ASSESSMENT: Number of community trainings and community-wide publicity efforts GOALS ADDRESSED: #10 and # 11 				
Section Three: Coordinate Our Efforts to Reach These Goals The Claremont Youth & Family Master Plan is a dynamic document with recommendations to be implemented by the Claremont community. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the changing needs of youths and their families. We must ensure that the community has the capacity to monitor and evaluate implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.				
GOAL TEN: Coordinate Efforts to Reach These Goals				
① The City and School District, working with community collaboratives, should identify and pursue grant opportunities to provide sustainable funding for ALL recommendations.		✓		
<ul style="list-style-type: none"> ASSESSMENT: Number of grants obtained GOALS ADDRESSED: #11 				
② Encourage the City and School District to continue funding successful programs/program models currently receiving financial support through these public agencies.		✓		
<ul style="list-style-type: none"> ASSESSMENT: Funding for successful programs is sustained GOALS ADDRESSED: #11 				
③ Develop an annual or biennial Service Provider summit in order to review coordination of programs and services, and to look for overlaps and gaps in services.		✓		
<ul style="list-style-type: none"> ASSESSMENT: Establishment of summit GOALS ADDRESSED: #1 				

Section Three: Coordinate Our Efforts to Reach These Goals

The Claremont Youth and Family Master Plan is a dynamic document with recommendations to be implemented by the Claremont community. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the changing needs of youths and their families. We must ensure that the community has the capacity to monitor and evaluate implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.

TIMELINE

Immediate

Short Term

Long Term

GOAL TEN: Coordinate Efforts to Reach These Goals (continued)

- 4** The City Council should establish a Youth and Family Master Plan as a standing community committee of the Human Services Commission and charge it with monitoring the implementation of the recommendations, publicizing the Y&FMP, making an annual report to the Council and Board of Education, and coordinating the annual Report Card.

✓

• **ASSESSMENT:**

Establishment of the standing committee, issuance of the annual report card, and progress towards implementation of Y&FMP recommendations

- **GOALS ADDRESSED:** #4 and #11

- 5** The City Council and Board of Education should endorse the Youth and Family Master Plan and encourage other community organizations to endorse it also.

✓

• **ASSESSMENT:**

Endorsements of the Y&FMP

- 6** The City and the School District should recommit themselves to their long-standing history of nationally recognized collaboration in areas of communication, joint programming, joint trainings, joint funding of projects/programs, and program innovation.

✓

• **ASSESSMENT:**

Renewed commitment to joint collaboration and demonstrated measures of collaboration.

- 7** The Claremont Community Coordinating Council, service clubs, the Interfaith Council and other appropriate community organizations should receive annual updates on the progress of meeting Y&FMP recommendations as well as encouragement to continue as collaborative partners.

✓

• **ASSESSMENT:**

Number of updates provided

- **GOALS ADDRESSED:** #1

- 8** The City and School District should use the recommendations in the Y&FMP to guide decisions related to funding in their annual budgets. Public funding should be aligned with the Goals of the Y&FMP.

✓

• **ASSESSMENT:**

Adoption of public agency budgets that include funding to support Y&FMP goals and recommendations.

- **GOALS ADDRESSED:** #1

GOAL ELEVEN: Provide Detailed Annual Report and Regularly Update the Youth and Family Master Plan

- 1** The City Council and Board of Education should convene in an annual joint public session to receive a formal update on progress in implementing the recommendations of the Youth and Family Master Plan. The community along with Y&FMP stakeholders should be invited to attend.

✓

• **ASSESSMENT:**

Meetings held

- **GOALS ADDRESSED:** #1

- 2** An annual Y&FMP Report Card should be published and shared with the City Council, Board of Education, and community at large.

✓

• **ASSESSMENT:**

Distribution of annual Report Card

- **GOALS ADDRESSED:** #1 and #4

Section Three: Coordinate Our Efforts to Reach These Goals

The Claremont Youth and Family Master Plan is a dynamic document with recommendations to be implemented by the Claremont community. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the changing needs of youths and their families. We must ensure that the community has the capacity to monitor and evaluate implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.

TIMELINE

Immediate

Short Term

Long Term

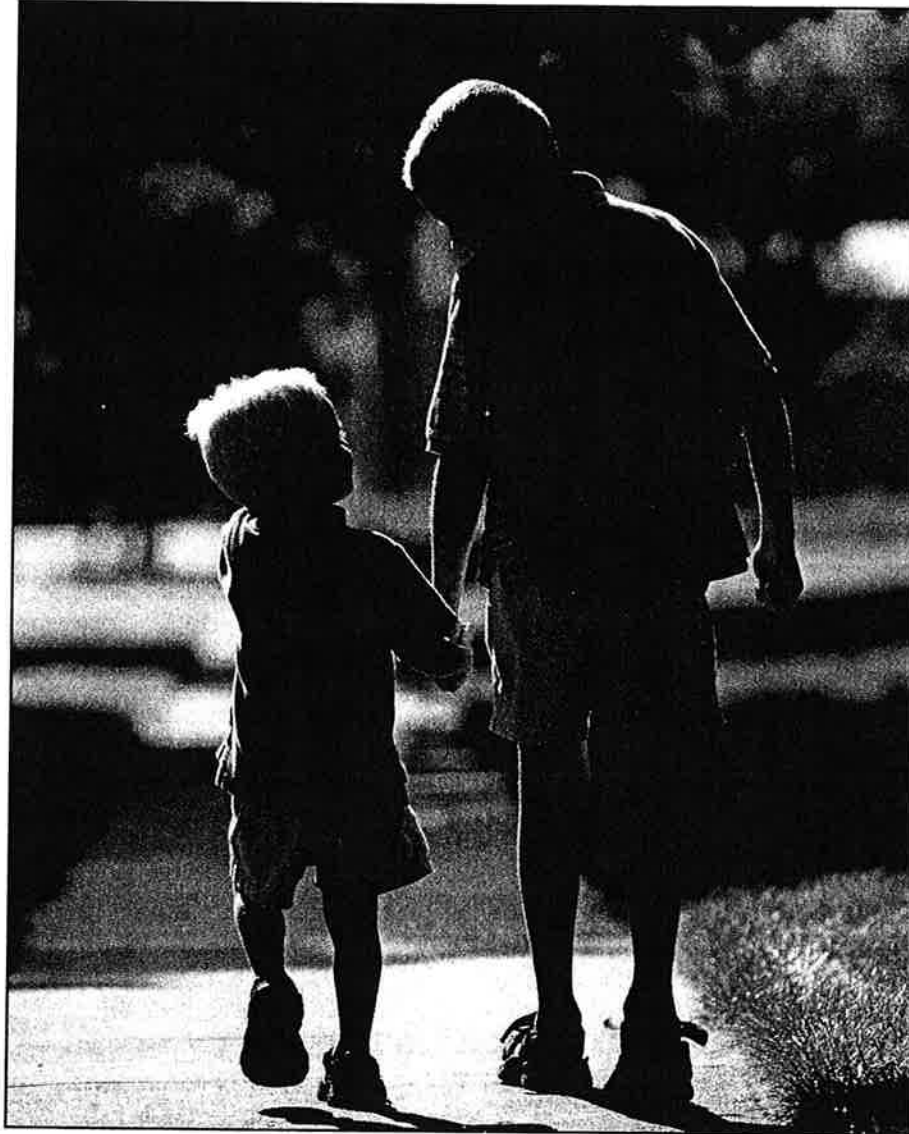
GOAL ELEVEN: Provide Detailed Annual Report and Regularly Update the Youth and Family Master Plan (continued)

- ③ The Youth and Family Master Plan Standing Community Committee shall review the status of the Plan and to make a recommendation on a process for updating it.

- **ASSESSMENT:**
Completion of review process with recommendation

- ④ Appropriate staff from the City and School District, and knowledgeable community representatives, should be charged with making presentations to community organizations on a regular basis about the status of the Y&FMP.

- **ASSESSMENT:**
Number of presentations made
- **GOALS ADDRESSED:** #1 and #4



The Claremont Community Vision for Youth and Guiding Principles

The Claremont Community Vision for Youth & Families*

To develop a supportive environment for our youth, Claremont is committed to bringing together the community and its resources. This commitment promotes collaborative and comprehensive efforts to meet the wide range of needs of young people and their families. It includes working for local control and coordination of human and financial resources. Our goal is to provide safe, healthy, enriching, and nurturing opportunities that support young people in becoming responsible and contributing members of their community.

The planning process that developed the blueprint by which Claremont can reach this vision was guided by the following principles.

Based on our firm belief that:

The lives of children are paramount, and what benefits the lives of children benefits the community. Thus,

We must implement:

A continuum of services for all age groups, socioeconomic and educational levels, making every effort to be responsive to the diversity of individuals and groups in the community;

A comprehensive, coordinated network of programs and resources that promote the full physical, mental, and emotional development of our youth and their families; and

Mechanisms and incentives that create partnerships among diverse community resources including public and private sector programs, community organizations, businesses, religious and educational institutions, students and seniors;

That:

Focus on prevention rather than crisis management, affirming youth as valuable resources.

Provide youth with service learning opportunities and recognition for their actions that serve the community.

Promote and encourage the development of supportive relationships within families, among parents, between adult and youth, across generations, and among peers.

Include all age groups from birth to young adults as well as adults who affect youth.

Support families as a valued entity, acknowledging that families come with many structures; and

While demographics are necessary in developing and delivering programs, youth are individuals who react differently within any given demographic category.

Outcome measures, based on objective review, will show that as a result of our efforts:

The quality of life for Claremont's children, youth, and their families is improved.

Services are delivered effectively and efficiently.

Alliances are established and maintained throughout the network of services and service supporters to ensure effective communication of public and private program content serving youth and families; and

Programs are accessible and understood by youth, parents, and other adults, and they are relevant, of high quality, and (when appropriate) confidential.

The Youth and Family Master Plan is a dynamic document and will be reviewed and revised to meet the changing needs of youth and families.

GOALS TO ACCOMPLISH THIS VISION

MOBILIZE AND INFORM THE COMMUNITY

The purpose of the first four goals is to implement a shared commitment to the Claremont Community Vision for Youth and Families and the values contained in the Guiding Principles.

1. GET THE WHOLE COMMUNITY INVOLVED

Every person, business, organization, and agency has a role to play.

2. INCLUDE AND RECOGNIZE YOUTH

Treat youth with respect, give them opportunities to contribute and recognize them for positive actions.

3. VALUE DIVERSITY

Foster an inclusive community.

4. PROVIDE GOOD INFORMATION ABOUT OPPORTUNITIES FOR YOUTH

Information should be easily accessible.

ENABLE A COORDINATED SYSTEM OF SUPPORT AND ACTIVITIES

These five goals seek to implement the kind of service system embodied in the Vision and guiding principles

5. ENGAGE YOUTH IN MEANINGFUL ACTIVITIES**

Activities and outlets are the highest priority for school-age children.

6. ENSURE THAT YOUTH HAVE ACCESS TO PHYSICAL HEALTH CARE

Ill children cannot learn.

7. ENSURE THAT YOUTH HAVE ACCESS TO MENTAL HEALTH CARE

Distressed children cannot thrive.

8. PROVIDE A SAFE, SECURE AND SUSTAINABLE ENVIRONMENT**

Safe neighborhoods are essential to a healthy community.

9. SUPPORT FAMILIES AND EDUCATE ADULTS WHO DEAL WITH YOUTH

Families need community support programs and policies. (Children don't come with an instruction manual!)

COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION

10. COORDINATE EFFORTS TO REACH THESE GOALS

Coordinate and monitor the implementation of the Youth Master Plan.

**11. PROVIDE DETAILED ANNUAL REPORT AND REGULARLY UPDATE
THE YOUTH AND FAMILY MASTER PLAN**

**Adopted by the Youth and Family Master Plan Update Steering Committee on December 11, 2006*

***Revised and adopted by the Youth and Family Master Plan Steering Committee on June 23, 2007.*



History of the 1995 Plan

History of the 1995 Claremont Youth Master Plan

BACKGROUND ISSUES

By the early 1990's, Claremont was faced with several complex issues that were impacting the lives of youth and their families in the community. Both the City of Claremont and the Claremont Unified School District were impacted by significant funding reductions due to state budget shortfalls. Important programs such as afterschool recreation, music and arts, and school intramural sports programs were eliminated. Funding for support services (counseling, etc.) and several community events through Human Services were also reduced or eliminated. Additionally, the community was addressing the effects of the rapid population growth and demographic changes occurring in Los Angeles County. There was concern in the community that significant juvenile crime and gang issues in neighboring communities might be spread to Claremont.

RESPONSE

Members of the City Council and Board of Education, meeting in joint session in 1992 and early 1993, began discussing strategies to address these concerns and to position the community to be proactive in problem solving. There was a desire to make Claremont a youth and family focused community in order to sustain and attract families to Claremont and to better serve children who lived here. There was a belief that Claremont should be proactive in shaping its future as opposed to simply reacting to problems.

During the spring of 1993, a joint youth subcommittee of the City Council and Board of Education was charged with developing a process to create a Youth Master Plan, a strategic roadmap to improve programs and services for youth and families and to set a framework to make Claremont a stronger community for youth.

PROCESS TO CREATE THE YOUTH MASTER PLAN

In the fall of 1993, a community blue-ribbon committee, jointly appointed by the Claremont City Council and the Claremont Unified School District, began work on developing this community-wide master plan to improve services for youth and families. This committee was made up of community members from a variety of backgrounds: parents, youth, coaches, teachers, nurses, community leaders, City Council and Board of Education members.

Following a seventeen month extensive work effort, the YMP Steering Committee presented the Claremont YMP to the community, the City Council and the Board of Education in January 1995. The Plan contained a set of guiding principles (The Claremont Vision for Youth) and ten goals for the community. Each goal contained a set of action steps to improve services and programs and it called upon community organizations, residents, the City and the School District to collaborate in efforts to implement its recommendations.

The YMP was endorsed by the City Council and the Board of Education in February 1995. Over the next twelve years, dozens of new services and programs were implemented. This report includes a chapter (Review of the 1995 Youth Master Plan) that provides a scorecard on the implementation of the 1995 Plan recommendations.

NATIONAL IMPLICATIONS

Since its inception, the Claremont Youth Master Plan (YMP) has been used as a national model for youth strategic planning efforts. Over the past fifteen years, hundreds of communities across the United States and internationally, have begun or completed youth master planning efforts. During this period, representatives from Claremont have taken a leadership role in training other communities on the steps to develop a youth master plan. Claremont has been active in working with the National League of Cities Institute for Youth, Education, and Families in this effort, as well as the California League of Cities, the California Cities, Counties, and Schools Partnership, and the California Parks & Recreation Society.

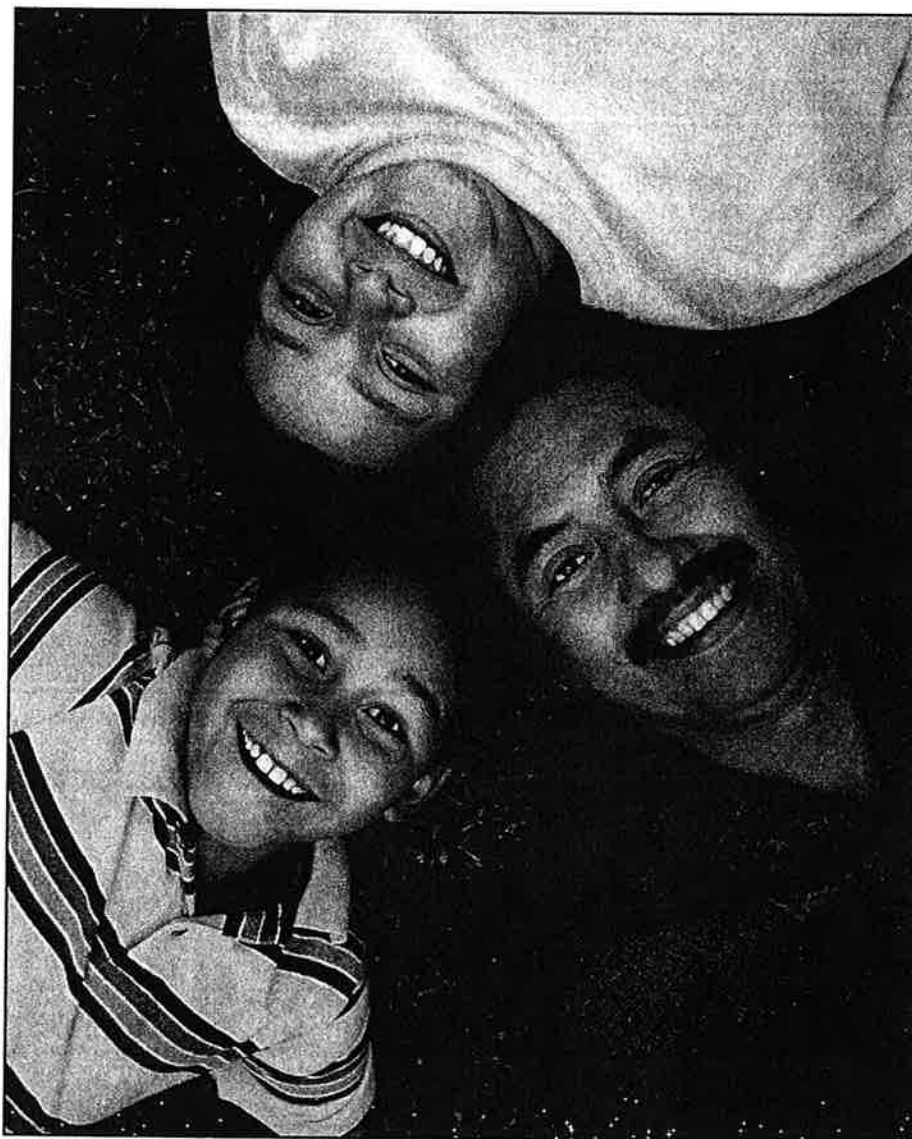
Claremont has been seen as a national model because of the level of community process used to develop the plan and the level of implementation that has been achieved. Claremont's Youth Master Plan is one of the oldest in the country, so other communities have been able to observe how a plan is actually implemented.

The Claremont YMP has won numerous national, state, and regional awards, and in 1996, the National League of Cities awarded Claremont with its prestigious James Howland Award.

IN HINDSIGHT

As the 1995 Youth Master Plan scorecard shows, the level of services and programs that have been implemented since early 1995 is significant. There are, however, some lessons to be learned from the 1995 Youth Master Plan:

- The level of collaboration between the City and School District became a hallmark of the YMP. However, collaborations with other public and private organizations were less successful or did not develop. Over the past three years, the number of successful collaborations has steadily increased.
- The engagement of the service provider community (non-profits and others) could have been stronger. The notably increased level of service provider participation in the updated Youth & Family Master Plan bodes well for a significant improvement in this area.
- The sustainability of collaboration and commitment between partners has been uneven. Some of the initial joint working groups and dialogue between the City and School District have not sustained itself over the long-term. One of the challenges for the updated Youth & Family Master Plan (Y&FMP) will be to sustain passion for the Plan through changes in staffing and community leadership.
- The initial structures put in place to address Goal Ten (Coordinate Efforts to Reach These Goals) were not as successful as envisioned by the original YMP Steering Committee. The primary sustainers for the YMP ultimately became the City Council and the Board of Education, the City Manager and School Superintendent, and key city and school district staff.
- The engagement of the business community could have been stronger. Over the life of the 1995 YMP, the Claremont business community has gotten larger and stronger, and has been very engaged in the 2007 update process. This is a good sign for the new Y&FMP.



Process and Methodology

How The Youth Master Plan Was Developed

BACKGROUND

The 1995 Youth Master Plan (YMP) was created to be a living and dynamic document. The drafters intended that the document be revisited and updated at some point. By 2005, the tenth anniversary of the adoption of the YMP, there were discussions about launching an effort to update the Plan. By the end of 2005, the City of Claremont and the Claremont Unified School District began reviewing timelines, funding and staffing needs in preparation for this effort. In February 2006 the City Council and Board of Education, meeting in joint session, directed staff to move forward with the work effort to update the YMP.



In June and July 2006, the City and School District jointly requested applications from interested community members to serve on the Youth Master Plan Update Steering Committee. In late July, the City Council and Board of Education approved the appointment of 25 individuals to the Committee and appointed Dr. Homer “Butch” Henderson to be the Chair. An open application process for Steering Committee Membership was commenced in July 2006 (see Appendix A).

Members selected for the Steering Committee represented a broad cross section of the community and included parents, educators, coaches, youth, business persons, non-profit organization representatives, college students, current and former city commissioners, and a previous member of the original YMP Steering Committee. The City Council and the Board of Education were represented on the Steering Committee, and department head level staff served as staff liaisons, along with other staff support.

BEGINNING WORK EFFORT

The Y&FMP Update Steering Committee commenced its work on September 11, 2006. One of the first work efforts by the Steering Committee was to set up a series of educational sessions on significant issues related to youth and families. These educational or study sessions were undertaken monthly from September 2006 through early June 2007. Study sessions included the following topics:

- Demographic Overview of Claremont and the School District
- The Search Institute’s 40 Developmental Assets
- Evaluation/Measurement Techniques
- Public Safety Issues
- Mental Health Services for Youth & Families
- Physical Health & Well-being
- Diversity/Human Relations Issues
- Transportation
- Sustainability/Environmental Issues

Early in its work effort, the Steering Committee organized itself into working task groups in order to accomplish specific tasks. These included the following:

- **Evaluation & Measurement Task Group** which was responsible for working with technical consultants to develop recommendations for the measurement portion of the Y&FMP Update.
- **Review Task Group** which was responsible for reviewing the 1995 YMP and developing a final Scorecard.
- **Goals & Guiding Principles Task Group** which was responsible for reviewing and updating the “Claremont Vision for Youth” and guiding principles, along with the Y&FMP Goals.
- **Communications & Community Outreach Task Group** which developed materials for media use and conducted several outreach activities to gain community input and comment.

BUILDING MOMENTUM

In December 2006, the Goals & Guiding Principles Task Group brought forward its recommendations for adjustments to the original guiding principles and YMP Goals, which were approved by the Steering Committee. The Communications and Outreach Task Group developed several strategies to get information to the community about the Y&FMP Update effort and to get comments and suggestions from the community at large. Their efforts have included the following during the period November 2006 through June 2007:

- **The Youth and Family Master Plan Update Website:** this interactive website (www.ympupdate.com) provided detailed information on the Y&FMP, the update effort and current work efforts of the Committee. Community members could post their comments and suggestions for the Steering Committee on the website (See Appendix B). Since its launching in August 2006, the Youth Master Plan website has received 56,815 hits (tracked until July 30, 2007) with a total of 5,009 visits. A hit is registered every time someone requests information from the server that holds the website. A visit is registered every time someone comes to the website and looks at one or more pages. Many national organizations, Claremont residents and even cities from across the nation continue to access the website to gain information on Claremont’s plan.
- **Community Updates:** this included a newsletter mailed to all residents in November 2006 and information pages included in the winter 2007, spring 2007, and summer 2007 Human Services quarterly brochure, which in mailed to all households in Claremont (see Appendix B).
- **Community Outreach:** the task group held community meetings geographically spread throughout the community and held targeted community meetings for underserved populations. This outreach included meeting with student populations to get their input.
- **Youth Live Vote:** an innovative outreach featured the use of electronic instantaneous voting technology to poll youth about their concerns and issues. This technology was used with all high school, intermediate school and elementary school populations.
- **Focus Groups:** community outreach also included the use of four focus groups to identify top priorities for the Y&FMP Update. Each group responded to a series of identical questions from a moderator. The four groups included youth, parents, community stakeholders, and under-represented communities.

- **Youth Voices:** each Y&FMP Update Steering Committee meeting was initiated with a time for Youth Voices, when youth could speak to the Committee about their concerns or suggestions.
- **Case Studies:** case studies were utilized to put a face on some of the issues that were identified during the Y&FMP Update process. Case studies were done for each of the eleven goals of the Y&FMP Update.

In March, the Review Task Group and the Evaluation & Measurement Task Group completed work on the 1995 Youth Master Plan Scorecard. This project became a very significant work effort and required the task groups to work jointly. Data was collected from dozens of sources. A copy of the Scorecard was mailed to all residents of Claremont in May 2007. This final report contains a full section devoted to the Review of the 1995 Plan.

In May 2007, the Evaluation & Measurement Task Group proposed utilizing a participatory evaluation model for the Y&FMP. A following chapter in this report is devoted to this model (SEE CHAPTER 7).

Throughout the Y&FMP Update Steering Committee work effort, the City Council and the Board of Education regularly received both oral and written agenda reports on the progress of the work effort.

STEERING COMMITTEE RETREAT

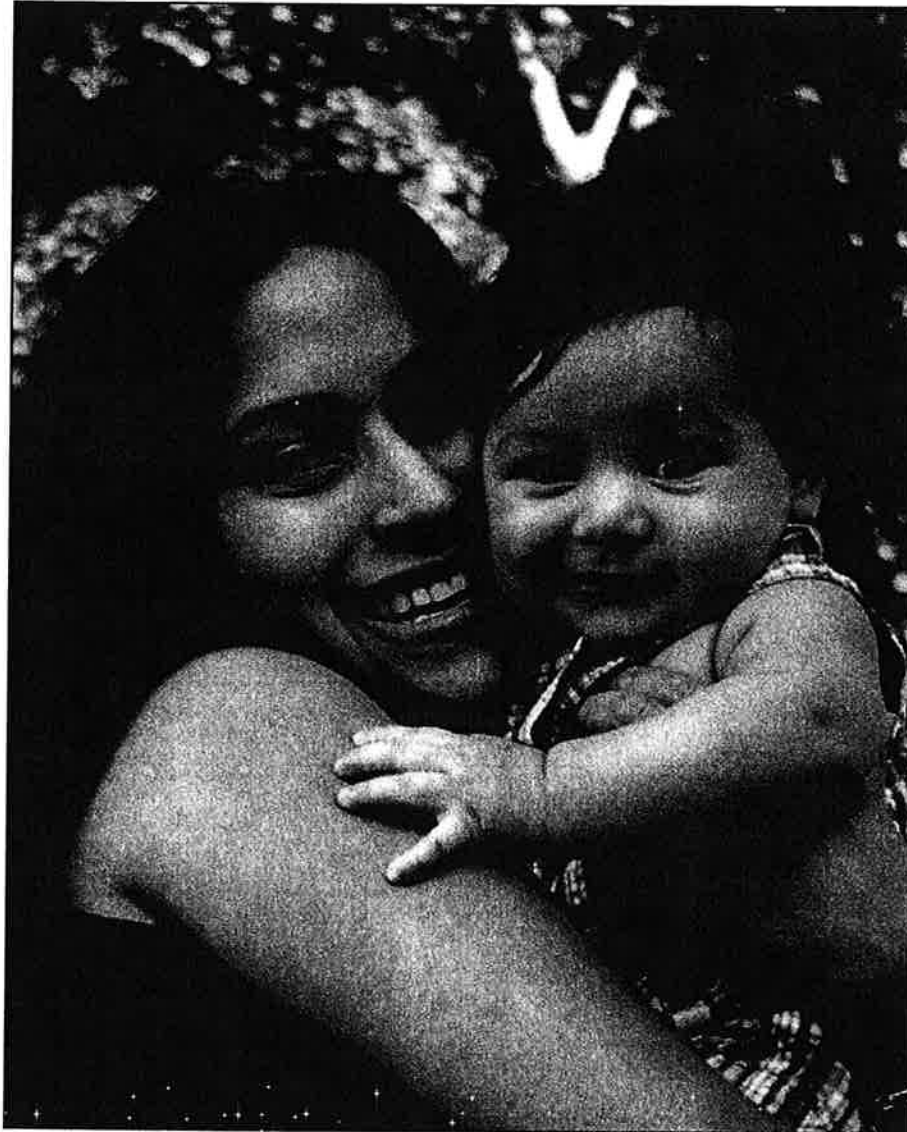
In mid spring 2007, the Y&FMP Steering Committee set June 23, 2007 as a working retreat date to draft its final recommendations based on all the information it had received over the preceding months. During the weeks prior to this date, the Steering Committee began focusing on sorting through the volumes of information it had received and began prioritizing issues. On June 23, the Steering Committee and several invited participants worked in five teams to draft recommendations for each of the eleven goals. Steering Committee members also gave direction that the name of the Plan should be adjusted to become the Claremont Y&FMP.

DRAFT OF Y&FMP

In late June and early July, the draft Y&FMP was completed for review by the Steering Committee. The Committee met on July 16, 2007 to review the draft Y&FMP.

PRESENTATION TO THE CITY COUNCIL, BOARD OF EDUCATION & COMMUNITY

The Claremont Y&FMP, the product of almost a year of work by the Steering Committee, staff and consultants, was presented to the community, the City Council and the Board of Education on July 30, 2007.



The Families and Children of Claremont

Claremont: A Community Overview

Claremont, a community of 37,141 residents (April 2007 California Department of Finance estimate), increasingly reflects the demographic diversity of Los Angeles County and California.

POPULATION

The 2000 census reported that Claremont had 33,998 residents and its under 18 population was 7,029, or 20.7% of the City's population. In the seven years since the 2000 census, the under 18 population has likely remained around the 21% figure, according to state Department of Finance estimates. The City's Planning Division estimates that Claremont population will likely continue to grow at a 1% annual rate over the next few years as additional in-fill housing is built. Table 1 of the 2006-07 Youth & Family Master Plan (Y&FMP) Community Profile includes a population growth chart (page CP-2) for the years 1910 through 2004 that demonstrates that population growth in Claremont has significantly slowed since 1980. With the exception of La Verne, population growth in nearby cities has been significantly higher during the past 15+ years, further indicating that Claremont is a mostly built-out community (see Table 2, page CP-3, in the Y&FMP Community Profile).

The 1995 Youth Master Plan (YMP) reported that 21.6% of Claremont's population was under 18, so there has been a 1.1% decrease in the percentage of the population who are youth. This would be consistent with the continued growth of Claremont's senior population, as well as increased transit-oriented housing construction. Seniors 65 and older accounted for 12.4% of Claremont's population in 1990 and this grew to 14.6% in 2000. Claremont's percentage of persons under 18 is below the statewide percentage (20.7% vs. 27.3%) and the percentage for the population 65 and older is higher than the state's (14.6% vs. 10.6%).

AGE GROUP	NUMBER	PERCENT OF POPULATION
Under 5 Years	1,474	4.3%
5 to 9 Years	1,902	5.6%
10 to 14 Years	2,178	6.4%
15 to 19 Years	4,005	11.8%
Total 19 & Under	9,559	28.1%

The median age in Claremont has continued to rise, from 33.5 in 1990 to 35.8 in 2000. The 2000 census reported that the number of children age 5 and under and adults 35-44 (who traditionally make up young families) has decreased since 1990.

The Youth & Family Master Plan Update has as a supporting document, a Community Profile Report (green cover) that includes a detailed community profile from the recently completed Claremont General Plan update (September 2006) and information from the June 2004 School/Neighborhood Support Project Report. This addendum to the Y&FMP Update Final Report provides enhanced demographic and community profile information. It is available at the Alexander Hughes Community Center, City Hall, the Claremont Unified School District administrative offices, and at the Claremont Public Library.

The number of family households reported in the 2000 census was 7,810 or 69.2% of the total 11,344 households. This compares to 72.4% in 1990. Both the average household size and family size decreased by 4.4% and 1.6%, respectively, between 1990 and 2000. Average household size in Claremont was 2.56 in 2000 and the average family size was 3.08 persons. The number of single-parent households with children under 18 in Claremont was estimated to be 815 in 2000. This represents seven per cent of all households. In 1990, the single family households represented 6% of the city's households, so the proportion has remained relatively stable.

Since the community is virtually built out, it is likely that additional growth in the numbers of families with children will come from older adults who are downsizing and selling existing housing stock. The relatively high cost of housing in Claremont may also be a factor in influencing the number of young families who move to the community. The City's 2006 General Plan calls for a projected population of 40,088 by the year 2030 with an annual growth rate of 0.6%.

COMMUNITY DIVERSITY

Claremont continues to become increasingly diverse. While the community does not have the same levels of diversity as Los Angeles County as a whole, it continues to see increases in Hispanic and Asian residents, while the number of White and African-American residents remain stable or decreases. In the 2000 census, Claremont was 65% white, 15.4% Hispanic, 11.3% Asian, 4.8% African-American, with 3.5% reporting other or two or more races. The census reported that 8,027 residents, or 24.5%, speak a language other than English at home. Claremont's diversity has continued to increase in other ways too. The number of non-traditional families has increased, and there is increasing economic and social diversity in the community. At this point, demographic information does not identify students of mixed race, an increasingly significant segment of the Claremont community. Over the next few years, Claremont will likely continue to see increased diversity in all of these areas.

ETHNICITY	NUMBER	PERCENT OF POPULATION
White	22,098	65.0%
Hispanic	5,221	15.4%
Asian	3,912	11.5%
African American	1,692	5.0%
Other	1,075	3.1%
TOTAL	33,998*	100.0%

**2000 Census*

The Claremont Colleges contribute to the economic well-being of the community as well as to the age and cultural diversity. The Colleges enroll more than 7,000 students from across the United States and foreign nations.

SCHOOL DISTRICT PROFILE

Since the 1995 YMP, the Claremont Unified School District (CUSD) has seen its enrollment grow from 6,331 students in the 1994-95 school year (1995 YMP) to 6,858 students in the 2006-07 school year (Fall 2006 Davis Demographics & Planning Report to Board of Education). The CUSD boundaries include all of Claremont, unincorporated areas of Los Angeles County in Claremont's sphere of influence, sections of northern Pomona and a small section of La Verne. The enrollment includes 964 inter-district transfer students.

GRADES	TOTAL STUDENTS
K-6	3,304
7-8	1,146
9-12	2,408
K-12	6,858

In the fall of 2006, the School District hired Davis Demographics & Planning to evaluate enrollment projections through the 2013-14 school year. DD&P projections indicate that the enrollment will slightly decrease over the next seven years, primarily due to decreased numbers of Kindergarten students. DD&P projects that high school age enrollment will see a slight bubble increase during this period.

The CUSD enrollment has become increasingly diverse since the 1995 YMP, with the District's enrollment being 44% white, 28.2% Hispanic, 10.8% Asian, 7.5% African-American, 1.7% Filipino/Pacific Islander, and 7.7% other or multiple/no response. The District reports that the ethnicity of Claremont resident students (5,024 students) reflects a 50% white and 50% non-white composition. English language learners make up 8.9% of the enrollment (2003-04 school year), compared to 7% reported in the 1995 YMP Report. The highest percentage English language learners attend Vista de Valle Elementary School (26%), Mountain View Elementary School (19.4%) and Oakmont Elementary School (16.2%). The lowest percentage of English language learners attended Condit Elementary School (6%), El Roble Intermediate School (4.2%) and Claremont High School (4%).

The number of students who are eligible for free or reduced lunches is 1,793 out of the 6,800 students enrolled in the District. The highest percentage of free or reduced lunches was at Vista del Valle Elementary School (74%). There are 875 Title I students in the District. Using the Federal definition of homelessness, the District reports that 353 students meet this definition. The definition includes students who live in temporary housing, such as motels, mobile home parks, as well as students who have no shelter.

ETHNICITY	1993 ENROLLMENT	2005 ENROLLMENT
White	61.4%	44.0%
Hispanic	15.9%	28.2%
Asian	10.5%	10.8%
African American	11.3%	7.5%
Other	0.9%	9.5%

When looking at the School District demographics with inter-district transfers and non-Claremont attendance zones removed, the increasing diversity of the enrollment is still apparent. Claremont only students number 5,025 (2005-06 school year) of which 2535 are non-White and 2490 are White. The Claremont resident only School District enrollment demonstrates that youth in Claremont are more ethnically diverse than the city as a whole. The City's demographics are likely influenced by the large senior population that tends to be less ethnically diverse.

For the 2002-03 school year, Claremont Unified School District reported an overall drop-out rate of 1.0% over a four-year period, compared to 19% for Los Angeles County as a whole. College enrollment rates, measured from the 2001-02 school year to the 2003-04 school year indicate that Claremont averaged 89.03% of Claremont High School's graduating class enrolling in college after graduation. This percentage is consistent with the 90% college enrollment rate reported in the 1995 YMP Report.

ECONOMIC OVERVIEW

On the whole, Claremont residents reflect economic levels that exceed the averages for Los Angeles County as a whole. In the 2000 census, Claremont residents had a median household income that was 56% higher than those of the County as a whole. In 2006, median home prices in Claremont also exceeded the Los Angeles County median.

Claremont residents reflect a higher than average education level. In the 2000 census, 52.4% of the City's resident's age 25 and older had received a Bachelor's degree or higher, compared to 24.9% for the County as a whole. The 2000 census reported that 30.1% of the County adult population had not graduated from high school, compared to 7.6% in Claremont.

While in general, most Claremont residents exceed County economic medians; there is concern that the community is becoming more economically stratified. The number of students qualifying for free and reduced lunch, which is an economic measurement, has increased over the past several years. Lower income families reside in several of the City's larger apartment complexes as well as in other apartments and single-family homes. Since the adoption of the 1995 YMP, the City, School District and some community-based organizations have increased outreach services to Claremont Village Apartments, Vista Valle Town Homes, and Spring Hill Apartments, which have larger low-income and non-white populations.

INCOME AND POVERTY

Of the 11,344 households in Claremont, 3,005, or 26.5% earned less than \$25,000 per year according to the 2000 census. Median income for Claremont was \$65,910 compared to \$47,493 for California as a whole. The census reported that 472 families and 2,328 individuals fall below the poverty level in Claremont. Families below the poverty level represent 6% of the total number of families (7,872) in Claremont. The census reported that 261 households (out of 11,344 households) received public assistance and that the number of children below the poverty level in Claremont was 640. This was 9.5% of the total population of children under 18 (7,029) in Claremont.

The 2000 census reported that the median mortgage for homeowners in Claremont was \$1,622 and that 16.4% of owners paid 35% of their monthly income in mortgage payments. The census reported that the median rent in Claremont was \$771 and that 34.8% of renters paid 35% or more of their monthly income in rent. Residents who rent in Claremont pay a higher percentage of their income for housing than do homeowners.

Income by household type reported in the 2000 census (page CP-27) reveals among families (which make-up 54.5% of all households), 16.4% of small families (2-4 persons) and 13.3% of large families (five persons or more) were low income (51-80% of the Los Angeles County median family income) or below. Of note, according to the census, the number of individuals in poverty in Claremont increased from 5.3% in 1990 to 6.8% in 2000. This compares to 17.8% in Los Angeles County, 20.8% in Pomona and 17.2% for Montclair.

The number of families living in what is described as “overcrowded” housing units has increased during the past several years. “Overcrowded” refers to households that double up or live in smaller units due to economic factors. The increase in Claremont has been higher than the increase within Los Angeles County as a whole. However, the number of overcrowded units remains low as a proportion of the total number of housing units in the city. About 4.5% of the total housing units in the City were overcrowded as reported in the 2000 census, compared to 23% in the County. The increase in overcrowding indicates a potential shortage of suitable or affordable housing.

HEALTH & SOCIAL CHARACTERISTICS

The population of residents age 5 to 20 with disabilities (non-institutionalized) in Claremont was 658 in the 2000 census. According to the census, the number of grandparents living in a household with one or more grandchildren under the age of 18 was 522. Of this number, 177 grandparents were the primary caregivers for their grandchildren. The census reported that approximately one-half of Claremont residents had lived in the same house since 1995. Claremont’s rate of homeownership is higher than the statewide rate, 66.7% vs. 56.9%.

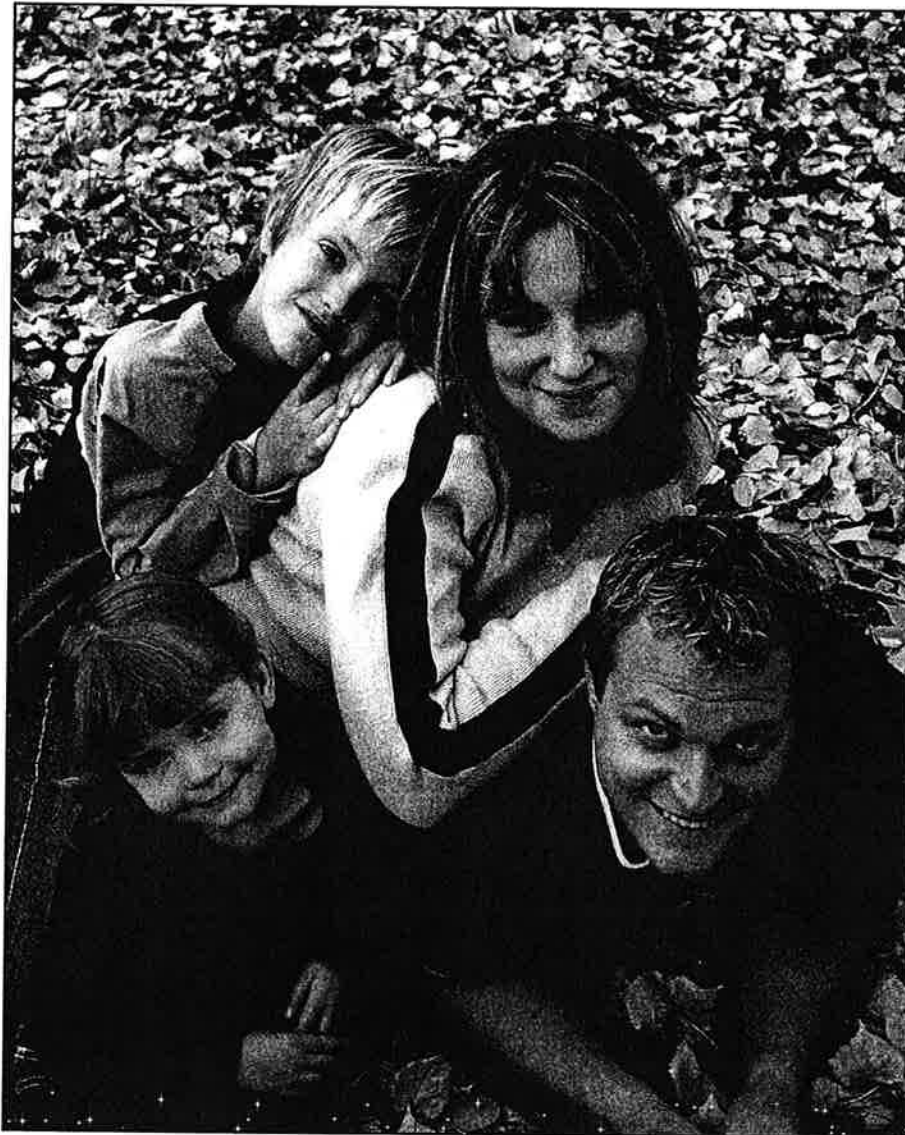
Children living in out-of-home placements in Claremont as of March 2007 include those living in foster homes, group homes or other placements. The total number of children in out-of-home placements was 51, with the largest number being in foster homes (22).

INTERPRETATION OF DATA

When looking at Claremont in the first decade of the 21st century, as compared to the early 1990’s, there are certain clear trends:

- Claremont is becoming increasingly diverse, and this trend will continue.
- Claremont is a mostly “built-out” community, with only infill housing locations remaining.
- While opportunities for younger families to move into Claremont occur when existing housing stock or new homes are sold or rented, the cost of housing in Claremont may be prohibitive for young families.
- The Claremont Unified School District’s enrollment will not change dramatically over the next several years.
- The School District enrollment continues to be more diverse than the City as a whole.
- It is likely that over the next five years, the percentage of youth under the age of 18 will remain about 21% of the population, which is below that of Los Angeles County as a whole.
- The senior population’s service needs continue to grow.
- Claremont residents continue to have higher median incomes than most surrounding cities and Los Angeles County as a whole.
- There is an increased gap between the larger percentage of higher median income families and low-income families in Claremont.
- The number of available affordable housing units in Claremont does not meet the need for these units.

One of the factors that led to the creation of the 1995 Youth Master Plan was the desire to ensure that Claremont was a community that valued youth and families. The goal was to create a level of community support and services for youth and families that attracted them to live here and to stay here. To be a balanced community that is vibrant and continuing, the Youth Master Plan was seen as a way to connect youth and families to single and older adult households. The City's Committee on Aging (COA) was among the first to step forward to support the creation of a Youth Master Plan. The COA recognized the need for intergenerational activities among youth, young adults, adults, and older adults. This will remain a challenge for the 2006-07 Youth and Family Master Plan Update.



Review of 1995 Plan

Executive Summary

In the fall of 1993, the Youth Master Plan (YMP) Steering Committee, jointly appointed by the Claremont City Council and the Claremont Unified School District, began work on developing a community-wide master plan to improve services for youth and families. The YMP Steering Committee presented the Claremont Youth Master Plan to the community, the City Council and the Board of Education in January 1995.

The YMP Steering Committee, utilized “Indicators of Progress” as the measurement tool to track progress towards meeting the ten specific goals and multiple action steps in the YMP. The Steering Committee’s intent was that the entire YMP would be reviewed again within a five to seven year period. The Steering Committee issued three YMP scorecards between 1996 and 2000 to provide the community with updates on the progress being made.

This 2007 Scorecard for Indicators of Progress for the 1995 YMP is the first comprehensive review of what was implemented under the Indicators of Progress for the 1995 YMP. This effort was undertaken as a part of the 2006-07 YMP Update Steering Committee work to renew the Claremont Youth Master Plan. Data was gathered using existing information on file with the City and the Claremont Unified School District, and through the use of a comprehensive survey sent to more than 100 community organizations.

The Review Task Group reviewed the data collected for the Indicators of Progress and collectively recommended measurement ratings for each Indicator. These measurements are: Significant Progress, Partial Progress, Additional Effort Needed and Insufficient Data to Measure. These ratings were reviewed and approved by the full Youth and Family Master Plan (Y&FMP) Update Steering Committee on April 9, 2007.

The Claremont Y&FMP remains a living document that continues to guide both policy and program development for youth and family in the community.



Review of 1995 Plan

**1995-2006
Scorecard**

1995-2006 Scorecard

PURPOSE OF THE SCORECARD

This 2006 Scorecard for Indicators of Progress for the 1995 YMP is the first comprehensive review of what was implemented under the Indicators of Progress for the 1995 YMP. This effort was undertaken as a part of the 2006-07 YMP Update Steering Committee work to revise the Claremont Youth Master Plan. Data was gathered using existing information on file with the City and the Claremont Unified School District, and through the use of a comprehensive survey sent to more than 100 community organizations.



Summary of Progress (1995-2006)

	SCORE			
	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOALS				
The City of Claremont, the Claremont Unified School District and Community Partners have focused their efforts on implementing the goals of the 1995 Youth Master Plan. The summary of measurement captures at a glance the average ratings for the indicators of progress, highlighting both accomplishments and areas where further partnerships and work effort is needed to reach the overall goal through specific action steps.				
ACTION PLAN: MOBILIZE THE COMMUNITY				
① Get Everyone Involved		✓		
② Include and Recognize Youth		✓		
③ Value Diversity		✓		
④ Give Everyone Good Information	✓			
ACTION PLAN: CREATE A UNIFIED SYSTEM OF SUPPORTS AND ACTIVITIES				
⑤ Be Sure Young People Have Something Constructive to do When They Are Not in School		✓		
⑥ Be Sure Everyone has Physical and Mental Health Care				✓
⑦ Help Everyone Feel Safe and Secure		✓		
⑧ Support Families				✓
⑨ Educate Parents		✓		
ACTION PLAN: COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION				
⑩ Coordinate Efforts to Reach These Goals			✓	

CLAREMONT YOUTH MASTER PLAN VISION (ADOPTED 1995)

"To develop a supportive environment for our youth, Claremont is committed to bringing together the community and its resources. This commitment promotes collaborative and comprehensive efforts to meet the wide range of needs of young people and their families. It includes working for local control and coordination of human and financial resources. Our goal is to provide safe, healthy, enriching, and nurturing opportunities that support young people in becoming responsible and contributing members of their community."

SUMMARY

In the fall of 1993, the Youth Master Plan (YMP) Steering Committee, jointly appointed by the Claremont City Council and the Claremont Unified School District, began work on developing a community-wide master plan to improve services for youth and families. The YMP Steering Committee presented the Claremont Youth Master Plan to the community, the City Council and the Board of Education in January 1995.

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The Claremont Youth Master Plan remains a living document that continues to guide both policy and program development for youth and family in the community.

ABOUT THE 1995-2006 YMP SCORECARD MEASUREMENTS

Over 40 local non-profits, County, City, School District, social service clubs, the Claremont Colleges and faith-based community members provided input on this community-wide scorecard to measure change in improved quality of life services and programs for youth and families. The scorecard contains highlights of services and programs for youth and families, not all services available. Youth Master Plan Review Task Group members drew upon the following measurements to report the accomplishment of each progress indicator:

SIGNIFICANT PROGRESS

Community-wide improvement has been made in addressing the indicators of progress for the goal. Multiple agencies have been involved.

PARTIAL PROGRESS

Improvement has been made in some, but not all, indicators for progress. Partnerships are needed to bring about further change.

ADDITIONAL EFFORT NEEDED

Efforts to address these indicators need additional attention.

INSUFFICIENT DATA

Data were not available, or were inadequate to measure the indicators.

Action Plan: Mobilize The Community

SCORE

Significant
Progress

Partial
Progress

Additional
Effort Needed

Insufficient
Data

GOAL ONE: GET EVERYONE INVOLVED

The first step is to ensure that residents, businesses, and organizations recognize the importance to the community of meeting the needs of children, youth, and their families as outlined in the Youth Master Plan and that they accept a role in its implementation.

Desired Outcome:

Residents understand the Claremont Community Vision for Youth and are working to help achieve it.

Indicators of Progress:

① Increased community awareness of the Claremont Community Vision for Youth.

- Board of Education and City Council adopted the Community Vision for Youth as public policy in February 1995.
- Three YMP scorecards distributed to community between 1996 and 1998 (two mailed to all households) that included the Community Vision for Youth.
- Presentations made to 30 plus community organizations (service clubs, parent-faculty groups, neighborhood groups, etc.) between 1994 and 1996 presenting the Community Vision for Youth and YMP recommendations.
- Widespread distribution of the Community Vision for Youth has not occurred since 1998.
- Several significant grants have been obtained by the City and the Claremont Unified School District that are directly related to the YMP. These grants include the McKinney Vento Grant, Healthy Start Grant, two Inland Empire United Way grants, and state funding for the new gymnasiums and TRACKS Activity Center at El Roble Intermediate School.
- Elected officials and staff from the City and the Claremont Unified School District have served as speakers and trainers at numerous National League of Cities, California League of Cities and California Cities, Counties & Schools Partnership conferences during the period 1996-2006.
- A Claremont Youth Master Plan website was created in 2006 to further promote the Claremont Community Vision for Youth and to make information about the YMP available to community members.
- The Claremont Unified School District and the Claremont Colleges jointly created the Claremont Educational Partnership to enhance joint utilization of student, facility, and faculty resources to enhance the education of students in the School District and to fulfill the Claremont Vision for Youth.

② Increased numbers of community volunteers working with youth.

- Increased number of adult volunteers working with youth who participate in the Claremont AYSO, Claremont Little League, Claremont Fastpitch (Girls) Softball and the Claremont Junior All-American Football program.
- The number of volunteers from service clubs including Sunrise Rotary, Rotary Club of Claremont, and the Kiwanis Club of Claremont involved in youth and family events increased during the period 1996 to 2006 as these groups partnered with the City to assume co-sponsorship of major community events such as the Halloween Carnival, Spring Egg Hunt and concert series.
- The Youth Activity Center and TRACKS Activity Center increased the number of community volunteers (adult and youth) working with youth.
- Community volunteers from groups such as Active Claremont and students from the Claremont Colleges and The Webb Schools are working with the Claremont After-School Program (CLASP).
- Faith-based institutions such as Our Lady of the Assumption Catholic Church report increased numbers of volunteers working with youth ministries.
- Shoes That Fit reports a significant increase in the number of community volunteers and organizations that have assisted their efforts to obtain new shoes for local children in need.
- The Healthy Start program increased parent participation in school events with the Parent Coffee Break sessions.
- David & Margaret Home received a grant to provide community volunteer mentors to students in CUSD and surrounding school districts.
- Parents and community members volunteer to tutor after school at El Roble Intermediate School.
- Claremont Unified School District Volunteer Coordinator recruited community, college and high school volunteers to help in all of the CUSD schools and Child Development Programs, 1995 – 2003
- Pitzer College students organized Jumpstart, an early childhood education program focusing on literacy, language and social skills, in three CUSD Child Development Program preschools.
- Claremont College students, representing most of the seven colleges in the consortium, volunteer as tutors at most of the CUSD elementary and secondary schools.
- Pitzer College students and staff volunteer to work with the LEEP project, which is an environmental science program at Sycamore, Sumner and Vista del Valle Elementary Schools. The LEEP curriculum, which is designed by Pitzer students and faculty, incorporates regular visits to the Bernard Field Station.
- Scripps College foreign language students volunteer at Chaparral Elementary School to assist with Spanish and German classes.

Action Plan: Mobilize The Community

SCORE

Significant
Progress

Partial
Progress

Additional
Effort Needed

Insufficient
Data

GOAL ONE: GET EVERYONE INVOLVED (continued)

- Circle K and other college service organizations at the Claremont Colleges collaborate with the Claremont Unified School District to organize special projects and activities for school students.

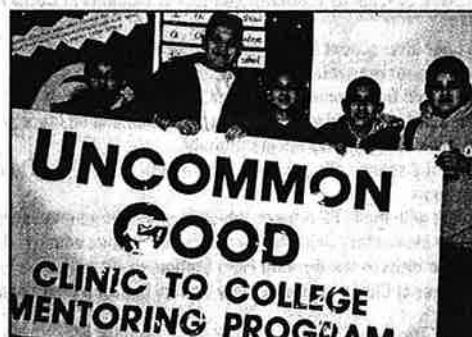
③ Increased community involvement in implementation of the Youth Master Plan (i.e. businesses, retirement communities, service clubs, religious institutions, Colleges)

- Rotary Club of Claremont funded the implementation of the Mobile Recreation Program (2002).
- Rotary Club of Claremont partnered with Scholastic Publishing and LA Times' "Reading by Nine" fund-raiser to donate books to CUSD.
- Kiwanis Club of Claremont underwrites the Children's Concert Series.
- Kiwanis Club of Claremont initiated the "Read to Me" Program in which members and other volunteers read stories to pre-school and primary grade children, and give each child a copy of the book.
- The Claremont Educational Partnership (the Claremont Colleges and the Claremont Unified School District), has initiated programs whereby students from Pitzer College, Scripps College, Pomona College, Claremont McKenna College and Harvey Mudd College tutor on campus at CUSD elementary and secondary schools.
- The Claremont Colleges partnered with the Claremont After School Program (CLASP) to provide students from the Colleges to serve as tutors and mentors.
- The City of Claremont and the Claremont Unified School District have developed a model collaboration that initiated several joint agreements related to facility usage, joint programs, student safety, staff training, facility/equipment maintenance and information sharing.
- The Claremont Educational Partnership is a partnership of CUSD and all of The Claremont Colleges to foster collaboration and joint facilities use among staff and faculty.
- The Healthy Start Collaborative (currently the Youth and Family Support Center Collaborative) met regularly, had a strategic planning session in 2001 and developed action steps to create a friendly, easily accessible network of resources and services that promote emotional, physical, and mental well being, school readiness, and academic success. The Collaborative consists of over 30 agencies that provide services to the youth of Claremont.
- Local congregations including Claremont United Church of Christ, Claremont United Methodist Church, and Claremont Presbyterian Church provide support to programs at Oakmont and Vista del Valle Elementary Schools.
- Youth sports organizations, such as Claremont Little League, AYSO, Claremont Fast Pitch Softball, etc., have increased their partnerships and support from the business community to improve their programs and facilities.
- Pilgrim Place residents volunteer and support programs at Vista del Valle Elementary School.
- The Claremont Club sponsors a full day, week long health camp for sixty low-income youth during the summer focused on developing fitness skills and nutritional education.
- The Chamber of Commerce sponsors two large community events, Village Venture and the Holiday Promenade that attract hundreds of community families and youth to the Village.

④ Increase the number of family and youth friendly businesses.

- The Teen Committee worked with the Tolkin Group, which developed the Village Expansion project, to include youth focused businesses including clothing apparel shops, restaurants, and movie theaters (2000-2007)
- Additional youth focused businesses such as "It's Just A Game" (a cyber café) at the Vons Center have opened.
- Shoes That Fit reports that the number of businesses that support its efforts to collect new shoes for children in need has significantly increased. In cooperation with the business community, non profit agencies, and the Claremont Unified School District, Shoes That Fit initiated an adopt a family program during the holiday season.
- The number of Claremont businesses that support local youth sports organizations has increased during the period 1996-2006.

Getting
Everyone
Involved



Uncommon Good has recruited both mentors and tutors from the community to volunteer with disadvantaged youth.

<div> <div>Action Plan:</div> <div>Mobilize The Community</div> </div>	SCORE			
	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL TWO: INCLUDE AND RECOGNIZE YOUTH: Children and youth are not only our future leaders and workers, they are current resources with energy and creativity to offer the community. They must be involved in the planning and implementing of all programs that affect their lives. In following our guiding principles, we must also provide opportunities and incentives for them to learn productive and contributing behaviors and recognize their actions that serve the community. In modeling this approach, the Committee, which included two youth as voting members, received meaningful input from children of all ages. Desired Outcome: Improved employment readiness and citizenship among young people. Indicators of Progress:				
① Increased participation by youth in community service activities. <ul style="list-style-type: none"> Both the Youth Activity Center (YAC) and TRACKS Activity Center (TAC) initiated youth volunteer community services groups (1998 and 2003). The Teen Committee initiated a Youth Grant Program in 1999 that allows it to annually award grants of \$250 to \$1000 to youth groups that engage in community service. The Youth Activity Center and the TRACKS Activity Center initiated a Youth Recognition Program in 1995 that annually recognize teens who contribute to YAC and TAC, or who provide service to others. Faith-based institutions such as Our Lady of Assumption Catholic Church report increased number of teens volunteering in their programs. Shoes That Fit reports that the number of students at Claremont public and private high schools who volunteer for their program has significantly increased. Students from The Webb Schools volunteer at CLASP and provide materials and backpacks for CLASP and Sumner Elementary School Students. Both the Rotary Club of Claremont (the Interact Club) and the Kiwanis Club of Claremont (Key Club) sponsor service and leadership development clubs for students at Claremont High School, both of which saw significant increases in membership and volunteerism over the past ten years. The ROP class at Claremont High School has incorporated a community service component to promote volunteerism. This included establishing a DECA student group on campus to engage in community volunteer projects. 		✓		
② Increased voter registration among youth 18-25 years old. <ul style="list-style-type: none"> The City Clerk reports that voter registration among this age group has remained relatively stable over the period 1996-2006, with the exception of increase during presidential elections. The City Clerk initiated a "Take Your Kids to Vote" Program in 2005 to educate children about the voting process and to develop an interest in voting. Youth participating also get to vote on their own issues with the results published in the Claremont Courier and on the City's website. Our Lady of Assumption Catholic Church has conducted voter registration drives for its older youth participants. Claremont High School government classes include voter registration information as a part of class instruction and voter registration cards are available in the CHS career center. The Claremont Area League of Women Voters promotes voter registration and education for eligible twelfth graders. In 2004, the Claremont Area League of Women Voters provided LWV books about the presidential election process to local high school teachers. 			✓	
③ Increased youth membership on policy and advisory groups of the City, CUSD, and community based organizations. <ul style="list-style-type: none"> The Teen Committee's role as the chief advisory body to the Human Services Commission and City Council was expanded in 1996. Additionally, the Teen Committee now meets annually with the Mayor, the City Manager, the School Superintendent, and the Police Chief. The Teen Committee also meets with the City's economic development staff to provide input on potential projects. The City's Committee on Human Relations, has included youth representatives from Claremont High School and the Claremont Colleges as permanent members since its inception in 1997. The Claremont Unified School District Board of Education includes a student member in order to include the views of youth in their discussions. Faith-based communities, including the Claremont United Church of Christ, Claremont United Methodist Church, and Claremont Presbyterian Church, include youth as full participants in decision-making. 	✓			

Action Plan: Mobilize The Community

SCORE

Significant Progress

Partial Progress

Additional Effort Needed

Insufficient Data

GOAL THREE: VALUE DIVERSITY

Our community is part of one of the most ethnically and culturally diverse metropolitan areas in the world. Therefore, it is essential that we foster in each young person, and in the community as a whole, an understanding of the value of individual differences. At the same time, we must combat oppressive ideas and behaviors whether they are based on race, gender, age, religion, ability, sexual orientation, socio-economic status, or any other differences.

Desired Outcome:

An inclusive community.

Indicators of Progress:

① Decreased incidents of intolerance of differences.

- The City's Committee on Human Relations was established in 1995 to promote positive human relations and to address incidents of intolerance.
- The Committee on Human Relations began issuing an annual Hate Crimes Report in 2004. The most recent report showed a decrease in hate incidents/crimes.
- The Committee on Human Relations 2005 and 2006 Hate Crime & Incidents Annual Reports indicate that most hate incidents in Claremont, while relatively small in number (averaging 8 incidents per year), involved either community youth or occurred on the campuses of the Claremont Colleges.

② Increased representation of people of varying background on policy and advisory groups.

- The City initiated additional policies and outreach to increase the diversity of participants on its commissions and community committees (2001).
- Baldy View ROP has recruited a diverse faculty to serve as a role model for students.

③ Increased opportunities to experience and understand both similarities and differences among people.

- The Claremont Unified School District through Claremont High School (CHS), and the Committee on Human Relations began participating in the regional Building Bridges Program, which is an annual human relations training camp for high school age youth (2001-2006)
- The STAND Club, a student run organization at CHS, was initiated to promote inter-group understanding and tolerance (1997).
- A Gay-Straight Student Alliance Club was initiated at CHS (2003).
- The Youth Activity Center, in partnership with Tri-City Mental Health Center, implemented "Safe Zone," a support program for Gay, Lesbian, Bi-sexual, & Transgender (GLBT) youth, in 1996.
- The City initiated comprehensive training for professional and contract staff in 2003 to support the inclusion of persons and children with different abilities (special needs) into recreation settings.
- The City's Human Services Department recruits staff that speaks languages to work with youth and families. The Department's marketing materials are produced in multiple languages.
- Pomona Valley Low-Income Services (PVLIS) focuses on using trained students from the Claremont Colleges to match a very diverse client base to local services.

Value Diversity



The annual International Festival hosted by the Claremont Colleges attracts both college and community participation to promote inter-group understanding and cultural appreciation.

Action Plan: Mobilize The Community

SCORE

Significant
Progress

Partial
Progress

Additional
Effort Needed

Insufficient
Data

GOAL THREE: VALUE DIVERSITY (continued)

- The youth ministry at Our Lady of Assumption Catholic Church initiated an annual international picnic at the church and the congregation hosts ethnic festivals throughout the year.
- Uncommon Good's mentoring program pairs youth and adults from different backgrounds in order to learn from each other's experiences.
- The City has worked with non-profit developers to increase the number of affordable housing units in the city for low and very-low income families, and has purchased property for additional housing.
- The City and community organizations such as the Kiwanis and Rotary Clubs, have worked with Habitat for Humanity to build six new single family homes for very-low income families.
- Several CUSD elementary schools organize annual international days.
- Claremont College students from International Place speak to CUSD classrooms about their home cultures.
- The Committee on Human Relations (CoHR) youth members were directly involved in bringing the Anti-Defamation League's "World of Difference Institute" to Claremont High School and El Roble Intermediate School. Youth CoHR members were trained to serve as trainers for the Institute at El Roble.
- The Committee on Human Relations has seen an increase in the number of youth served, from 380 served in 1999 to 1,584 youth served in 2006.
- The Committee on Human Relations worked closely with the Claremont Unified School District in 2006 to bring a series of Compassion Play performances to El Roble Intermediate School, as well as to Claremont High School and continuation high school youth. The plays focused on tolerance and inter-group understanding.

Value Diversity



Youth sports organizations, such as Claremont Fastpitch, have implemented a scholarship program to insure that economically disadvantaged youth can participate in their programs.

The Committee on Human Relations annually conducts the "Making Change" Essay Contest which focuses on human rights. Annual participation in this program usually exceeds 600 students.



Action Plan: Mobilize The Community

SCORE

Significant Progress

Partial Progress

Additional Effort Needed

Insufficient Data

GOAL FOUR: GIVE EVERYONE GOOD INFORMATION ABOUT WHAT IS GOING ON

There are more resources and programs for families and children in Claremont than many families know about. The purpose of this goal is to ensure that everyone knows what is available and that all existing resources are fully used. For elementary-aged children, the Committee discovered many sports and enrichment activities, but there was a shortage of information that is easily accessible to all families.

Desired Outcome:

Clear information about resources for children, youth and their families available for all who need it.

Indicators of Progress:

① Existence of up-to-date, accurate, coordinated, complete, and easily accessible resource information.

- The City and the Claremont Unified School District published a joint quarterly Human Services and Adult School brochure that listed all enrichment and life long learning activities for youth and families (1996-2002).
- The Human Services Quarterly Brochure was redesigned in 2005 with expanded information on services for families.
- Increased use of bi-lingual flyers and other informational materials by the City and the Claremont Unified School District (2000-2007).
- Three Youth & Family Resource Directories were published and distributed to parents, teachers, and community members between 1995 and 1999.
- Wallet cards with emergency phone numbers for youth were distributed to intermediate and high school age youth in 1996, 1998 and 2005.
- The Youth & Family Support Center maintains an information library and resource center for parents and youth.
- Beginning in 1998, the City of Claremont has opened three community based computer labs to ensure that all residents have access to technology.
- Pomona Valley Low-Income Services (PVLS) developed and implemented a web-based information and referral casework resource to match clients to services. The system is used by both the City of Claremont and the Claremont Unified School District.
- Uncommon Good provides a staff social worker to connect participants to services.
- The Claremont Courier prints a weekly news calendar and includes activities for children and youth.
- Parent-Faculty Associations at CUSD schools publish regular newsletters for parents.
- Claremont Little League provides a website for information on its vision, policies, and programs. The website also includes information on other youth programs and youth related issues. The site has had 122,000 hits since 2002.

② Increased participation in community programs for youth and their families.

- Participation in organized youth sports increased 15.48% during the period of 2000 and 2005 (based on actual enrollment figures provided by youth sports groups as audited by the City's Sports Committee).
- Participation in tutoring programs offered by a local non-profit agency (CLASP) increased both in actual participation and in the number of sites (1997 to 2006).
- Participation in the TRACKS Program (for 7th & 8th grade students) increased from 100 youth per day in 1998 to 200+ youth per day in 2006.
- Participation in the Claremont Unified School District's Child Development Program increased from 635 participants in 1995 to 720 in 2006.
- The number of children enrolled in the City's licensed childcare program increased from 73 in 1997 to 139 in 2007.
- The Claremont Unified School District received a Proposition 49 grant in 2006 to initiate the Afterschool Community Education & Safety (ACES) Program at Vista del Valle Elementary School to provide homework assistance, recreation and enrichment activities for students.
- Pomona Valley Low-Income Services (PVLS) assisted in increasing the number of Claremont residents participating in community programs through their referrals and support groups.
- Baldy View ROP has increased its course offerings by 80% over the past ten years to accommodate additional students.
- The number of Claremont area youth provided new shoes by Shoes That Fit doubled from 250 to 500 between 1995 and 2006.
- The Claremont Club offers approximately 66 scholarships each summer to increase participation in their summer sports workshops for families.
- CUSD, Claremont Community School of Music, and Claremont Educational Foundation collaborated to develop an after-school instrumental music program. Enrollment increased from 60 students to over 300 students between 1995 and 2003.
- Claremont's Healthy Start collaborated with University of La Verne Education Department to refer CUSD students for reading intervention.
- Foothill Philharmonic Committee provides tickets for children/students and parents/teachers to the Toyota Symphonies for Youth concerts at Walt Disney Concert Hall.

<p style="text-align: center;">Action Plan:</p> <p style="text-align: center;">Create a Unified System of Supports and Activities</p>	SCORE			
	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL FIVE: BE SURE THAT YOUNG PEOPLE HAVE SOMETHING CONSTRUCTIVE TO DO WHEN THEY ARE NOT IN SCHOOL:				
<p>This goal embodies the highest priorities of the groups that studied the needs of school-age children: elementary school age, early adolescents, and older adolescents. All agree that Claremont must do a better job of meeting the recreational, developmental and service requirements of youth in their non-school hours. Young people need places where they can be safe from violence and from fear of rejection. They require constructive activities, support services, and opportunities to grow and contribute. This is an essential part of becoming a more supportive and nurturing community.</p> <p>Desired Outcome: Increased availability of, and participation in, supervised activities for children and youth of all ages.</p> <p>Indicators of Progress:</p>				
① Increased pro-social behavior among teenagers.		✓		
<ul style="list-style-type: none"> Four (4) Search Institute of Minneapolis surveys conducted among Claremont intermediate and high school aged youth during the period of 1996 and 2001 reported increasing rates of volunteerism and increasing acceptance of individuals from difference cultures. Juvenile crime rates, which have been historically low in Claremont, have remained stable over the period of 1995-2005. Uncommon Good created the Clinic to College program to assist at risk youth in achieving success. The program reports that participants have achieved success in engaging in pro-social behavior. CHS students attended Youth to Youth conferences in 2004 and 2005, and initiated a Friday Night Live club on campus, promoting substance-free activities. The Sunrise Rotary Club sponsors high school students to attend an annual leadership training camp and also sponsors an annual ethics essay contest for students. The Claremont College's Kravis Leadership Institute provides leadership training for El Roble Intermediate School students. 				
② Reduction in alcohol, tobacco and other drug use among youth of all ages.		✓		
<ul style="list-style-type: none"> Four (4) Search Institute of Minneapolis surveys conducted among Claremont intermediate and high school aged youth during the period of 1996 and 2001 reported reduced use of tobacco and drugs other than marijuana. Search Institute surveys conducted from 1996 to 2001 have indicated that use of marijuana and alcohol has seen increases. The City of Claremont established a new Youth & Family Services program division in 2005 in a newly constructed facility adjacent to the Youth Activity Center. This program division includes counseling and support groups for youth and families in the areas of alcohol and drug use. David and Margaret Homes partners with the City of Claremont to teach substance abuse classes at El Roble Intermediate School and Youth Activity Center. Healthy Start/Youth & Family Support Center collaborative members, including Tri City Mental Health, Pacific Clinics, Prototypes and David and Margaret Homes, are available for referrals from the community workers. The City and Claremont Unified School District jointly send teens to participate in the annual Youth to Youth Conference that is focused on developing resistance skills and leadership development. Claremont High School students organize Friday Night Live events on the campus to give students an alternative safe & sane event without alcohol and drugs. 				
③ Reduction in sexual activity among teenagers.				✓
<ul style="list-style-type: none"> Teen pregnancy rates for Claremont have remained minimal during the period of 1995-2005 as national teen pregnancy rates have continued to decrease during this period. Search Institute surveys conducted from 1996 to 2001 indicated that sexual activity among intermediate and high school age youth showed a decrease. Project Sister has provided several teen dating violence prevention education programs at Claremont intermediate and high schools through grants from the City's Community Based Organization Funding Program. Project Sister provided teen violence prevention education at Our Lady of Assumption School and the school has also provided students with a healthy teen dating course. 				

Action Plan: Create a Unified System of Supports and Activities		SCORE			
		Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL FIVE: BE SURE THAT YOUNG PEOPLE HAVE SOMETHING CONSTRUCTIVE TO DO WHEN THEY ARE NOT IN SCHOOL: (continued)					
④ Increased opportunities for youth to explore career paths and job options.			✓		
<ul style="list-style-type: none"> The Claremont Unified School District and the Claremont Chamber of Commerce developed a program in which employers invite high school students to shadow jobs to better understand the world of work. Baldy View Regional Occupational Program (ROP) increased its course offerings by 80% over the past ten years to provide more career training for local students. The Teen Committee worked with the Baldy View ROP, the Chamber of Commerce, and the developers of the Village Expansion Project (the Tolkin Group) to give priority to Claremont teens and young adults for employment at the new businesses coming to the expansion project. This effort includes a student Job Fair in cooperation with Village Expansion merchants. The Claremont Chamber of Commerce organizes Job Expos for high school students and in cooperation with the Rotary Club of Claremont, hosts the Job Game, which provides 200 Claremont High School students with job interview and resume writing skills. The ROP Marketing Course at Claremont High School teaches interviewing skills and other employment preparation skills. Students in the course work at the CHS lunch cart to gain work experience. Freshman and sophomore students at Claremont High School are given a day in the CHS career center for career exploration. Claremont McKenna College hosts an annual "Day at CMC" in which all fifth grade students from Mountain View Elementary School spend a day at the college meeting and having lunch with students, visiting classes, and touring the campus. Various Claremont elementary school, the El Roble Intermediate and Claremont High School host career days annually. 					
⑤ Increased preschool and school-age child care.		✓			
<ul style="list-style-type: none"> The Claremont Unified School District expanded the number of pre-Kindergarten and after-school spaces. Additional private preschool and before/after school childcare businesses have opened and/or in Claremont. The Claremont Unified School District has opened a First 5 LA Universal Preschool at Mountain View Elementary School. The Claremont Unified School District has expanded to all day kindergarten at Mountain View and Oakmont Elementary Schools. The Claremont Unified School District received a Proposition 49 grant in 2006 to initiate the Afterschool Community Education & Safety (ACES) Program at Vista del Valle Elementary School to provide homework assistance, recreation and enrichment activities for students. In 2005, the Claremont Unified School District received funding from Los Angeles Universal Preschool, Inc. to serve forty additional four-year olds at Mountain View Elementary School. 					
⑥ Increased number of safe places for youth to study and socialize.		✓			
<ul style="list-style-type: none"> The Youth Activity Center (YAC) opened in September 1994 and serves 150-200 high school age youth each school day. The program at YAC has included weekly social and special events since its opening. These include dances, band concerts, coffee house nights, as well as several drop-in programs areas. A 7,500 square foot skate park and an outdoor concert stage were added to YAC in 1998. YAC initiated a Cyber Café in 1998 that houses several computers for teens to use. YAC initiated a tutoring program in 2004. YAC added a Recording/Practice Studio in 2003 and began making CDs for local youth performers in 2005. In 2003, the City of Claremont and the Claremont Unified School District jointly funded the construction of a new TRACKS Activity Center (TAC) as a second teen center for intermediate school age youth. The facility was constructed as a part of a new \$4.8 million gymnasium project at El Roble Intermediate School. The TAC serves 200+ younger teens each school day with a drop-in center, computer center, intramural sports programs, special events (dances, etc.), and tutoring. The City of Claremont opened two before/after school programs in park facilities (one in a northern park and one in a southern park) for elementary school age youth. The program includes recreation, homework assistance and sports activities. The City, using a grant from the Rotary Club of Claremont, implemented a Mobile Recreation Program in 2002 at Rancho San Jose park and Claremont Village Commons Apartments, to reach at risk youth who were not served by existing programs. The Rotary grant provided start-up equipment including a mobile recreation trailer. 					

Action Plan: Create a Unified System of Supports and Activities

SCORE

Significant
Progress

Partial
Progress

Additional
Effort Needed

Insufficient
Data

GOAL FIVE: BE SURE THAT YOUNG PEOPLE HAVE SOMETHING CONSTRUCTIVE TO DO WHEN THEY ARE NOT IN SCHOOL: (continued)

- The City implemented several community computer sites, including Wheeler Park, the Youth Activity Center, the Alexander Hughes Community Center, the TRACKS Activity Center, the Joslyn Senior Center, and Blaisdell Park, to ensure that youth and families had access to technology.
- The City's Alexander Hughes Community Center offers more than 400 youth and enrichment classes annually, including fitness, dance, the arts, music, cooking, etc. Most classes are held during non-school hours.
- Funds available through the City of Claremont's Youth Scholarship Program have been increased significantly (\$10,000 in 1995 to \$30,000 in 2006) to accommodate additional low-income youth in childcare, sports programs, and recreation programs.
- CUSD opened a new after school tutoring and enrichment program under the Proposition 49 After School Education and Safety Grant program at Vista del Valle Elementary School.
- CUSD provides free additional after school instruction at most school sites for students with academic difficulties.
- McKinney-Vento Homeless Assistance Grant provided after-school homework help and nutritional snacks for students in CUSD hotel/mobile park locations (2002, 2003)

⑦ Increased use of public transportation by youth to YMP programs.

- The City of Claremont, working with the Pomona Valley Transportation Authority (PVRTA), initiated a transportation program for its after school sites, which provides bus service directly from elementary schools to the program sites.
- In 2006, the City of Claremont, using a United Way grant, worked with PVRTA to initiate a transportation program for high school age youth to provide transportation to and from YAC.
- The City uses local Proposition 90 funds and other subsidies to provide transportation from school sites to its after school child care sites.
- PVRTA served 11,500 youth riders in Claremont in 2004, 12,000 in 2005, and 15,300 in 2006.
- In 2005, the Teen Committee began study sessions on youth transportation issues and made recommendations to the City for improvements.

Be Sure That Young People Have Something Constructive to do When They Are Not in School



CHS peer counseling, Claremont Police Department, and community groups organize and support the Every 15 Minutes program every other year at CHS.



In 2005, at the urging of the City and School District, these two programs merged into a new non-profit agency, Claremont After School Programs (CLASP) and expanded the number of sites offering tutoring to include Vista Valle Town Homes, Claremont Village Commons, the Presbyterian Church, and the Foothill Mobile Park.



The City of Claremont increased the number of preschool and before/after school childcare sites and spaces.

<p style="text-align: center;">Action Plan:</p> <p style="text-align: center;">Create a Unified System of Supports and Activities</p>	SCORE			
	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL SIX: BE SURE EVERYONE HAS PHYSICAL AND MENTAL HEALTH CARE				
<p>All Claremont children and families should have access to a coordinated system of resources to develop and maintain physical and mental health.</p> <p>Desired Outcome: Healthy and emotionally strong children and families.</p> <p>Indicators of Progress:</p>				
<p>① Reduction in school absences due to illness.</p> <ul style="list-style-type: none"> The Claremont Unified School District reports that the rate of school absences has remained essentially unchanged. 			✓	
<p>② Reduction in reported cases of depression among high school students.</p> <ul style="list-style-type: none"> Search Institute surveys conducted between 1996 and 2001 report reduced levels among adolescents. The City of Claremont and the Claremont Unified School District have partnered with the University of La Verne Department of Psychology, through a United Way grant, to enhance mental health services to underserved youth and families. In 2006, a Mental Health Collaborative was established through the Youth & Family Support Center to work with private practitioners, school staff, city staff, Tri-City Mental Health Center, and other mental health providers to address mental health service needs of youth and families. 				✓
<p>③ Increase the rate of prenatal care.</p> <ul style="list-style-type: none"> The Claremont Unified School District Healthy Start Program was initiated in 2000 and implemented services to educate parents on the importance of good prenatal care. Claremont Healthy Start/Youth and Family Support Center, school-based community workers meet with pregnant teens and refer them for health care and nutritional services. Claremont's Healthy Start organized three health fairs in 2003, 2004, 2005. The Nurse and Family Partnership for Prenatal Care provides children and high risk mothers (up to age 35) with medical and mental health care. The program also provides parenting skill support to mothers with children up to the age of two. 				✓
<p>④ Increase the percentage of two-year olds who are fully immunized.</p> <ul style="list-style-type: none"> The Claremont Unified School District Healthy Start Program was initiated in 2000 and implemented services to fully immunize children. Three health fairs provided immunizations, as well as physicals provided by Western University Physician Assistant students who volunteered their time. Pomona Valley Low-Income Services (PVLS) provides referrals to parents for immunization services available at no or low cost. The agency also assists clients to obtain health insurance where possible. The Get Enrollment Moving (GEM) program works to ensure that families have access to health insurance. 		✓		
<p>⑤ Reduction of suicide attempts in teenagers.</p> <ul style="list-style-type: none"> Search Institute surveys conducted between 1996 and 2001 report a decline in the number of intermediate and high school students reporting suicide attempts, compared to the original survey given in 1994. Claremont Search Institute rates and California Healthy Kids survey rates now mirror national norms for teens. The Claremont Youth Partnership, working with the Peer Intervention Team at Claremont High School, implemented the Yellow Ribbon Campaign to bring awareness and empower young people to openly dialogue about depression and suicide. David and Margaret Home and other local Mental Health professionals held suicide awareness sessions with interested teens at CHS. 				✓
<p>⑥ Improvement in the oral health of children by increased rate of students not requiring referral for dental problems in school dental screenings.</p> <ul style="list-style-type: none"> Claremont's Healthy Kids program was initiated in 1997 by the Claremont Area League of Women Voters in order to provide access to dental care (and health care) for low-income students in Claremont public schools. The Healthy Start Collaborative held annual health fairs that included information and referrals to a nearby dental school. California State Law now requires all students to have a dental screening prior to enrollment into first grade. Assistance League of Pomona Valley provides a dental clinic for children and youth. Claremont's Healthy Start/Youth and Family Support Center community workers refer students to the clinic to more effectively utilize the services. 				✓

<p style="text-align: center;">Action Plan:</p> <p style="text-align: center;">Create a Unified System of Supports and Activities</p>	SCORE			
	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL SEVEN: HELP EVERYONE FEEL SAFE AND SECURE				
<p>To help children and families develop fully, the community must provide safe and secure neighborhoods, homes, and schools in which they can flourish. This is more than a charge to law enforcement – it is a call to every resident of Claremont. Building strong neighborhood connections can help people form the kinds of relationships that stabilize and strengthen family life, and increase respect for others and their property.</p> <p>Desired Outcome: Safe, secure, caring neighborhoods.</p> <p>Indicators of Progress:</p>				
<p>① Increase in the number of neighborhood-based activities and organizations.</p> <ul style="list-style-type: none"> The Claremont Unified School District's Healthy Start Program, initiated in 1999, included several programs focused on engaging parents and families in neighborhood activities at three school sites. These included health fairs, coffee klatches, community meetings, etc. El Roble Intermediate School and Claremont High School Parent Faculty Associations both formed "Parent Networks" to self identify families that pledge to keep children safe and drug and alcohol free in their own homes by supervising their childrens' activities and parties. In 2002, the City of Claremont received funding from the Rotary Club of Claremont to initiate a mobile recreation program. This program provides recreation activities and neighborhood events to targeted neighborhoods. In 2003, 2004 and 2005, Claremont's Healthy Start collaborative held community health fairs. In 2004, the City's Youth & Family Support Center initiated a Neighborhood Services program division that implemented outreach activities to targeted neighborhoods. These services included community fairs, family events, neighborhood dinners, holiday events, and recreational activities. Many of these events partnered with the Claremont Police Department in order to connect police officers to community events. In 2006, the Claremont City Council began a program to host neighborhood get-togethers throughout the City, hosted by the Council. The Claremont After School Program (CLASP), a Claremont non-profit agency, conducts after-school tutoring programs at neighborhood sites, including the Claremont Village Apartments, which has the City's highest concentration of Section 8 housing. Uncommon Good created Teen Green that conducts neighborhood-based environmental projects. CUSD provides teachers to CLASP sites to provide after school remediation to select students in addition to the tutoring provided by CLASP. In 2003, community members, working with the Chamber of Commerce and the Claremont Police Department, led the community to develop the Safe Place program to identify businesses that would support youth in time of need. Claremont Police Department participated in community outreach programs to neighborhoods and specific apartment complexes 2004 to present. Claremont Police Department implemented the Drug & Alcohol Resistance Education program in Claremont schools. 	✓			
<p>② Increase in the number of bike routes and safe corridors for children.</p> <ul style="list-style-type: none"> In 1996, the Thompson Creek Bicycle Trail was expanded, and it was expanded again in 2003. It now connects from Sumner Elementary School to the entrance of the Claremont Hills Wilderness Park. In 1998, Mills Avenue was re-stripped and reduced to one lane, adding an extra-wide bike lane that runs north/south, connecting north Claremont to the Claremont Colleges. In 2006, sidewalks were completed on the north side of Foothill Boulevard, from Mountain Avenue (Mountain View School) to Towne Avenue. This was done to provide an additional safe corridor for children walking to the school. Sumner Elementary School parents organized as part of the SPA3 Parent Action Network to advocate for the placement of a stoplight at Foothill Blvd and Sumner Avenue to increase the safety for children crossing the street to school. CALTRANS has sent a commitment letter that they will install the light during their next fiscal budget by the end of 2008. The City increased the number of streets that have bike lanes incorporated into their design and has added a bicycle priority zone. 	✓			

<p style="text-align: center;">Action Plan:</p> <p style="text-align: center;">Create a Unified System of Supports and Activities</p>	SCORE			
	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL SEVEN: HELP EVERYONE FEEL SAFE AND SECURE (continued)				
<ul style="list-style-type: none"> The City annually budgets funds for sidewalk infill and handicap ramp projects. The City has an annual sidewalk repair program to address raised sidewalks due to tree roots or other issues. The City's Traffic & Transportation Commission routinely reviews and makes recommendations to improve the traffic and pedestrian safety around school sites. Over the past ten years, the City has been successful in applying for and receiving Safe Routes to Schools Grant Program. 				
③ Reduction in substantiated reports of child abuse and neglect.			✓	
<ul style="list-style-type: none"> CUSD provides annual training to all staff to properly report all suspected cases of Child Abuse or Neglect. Claremont Police Department child abuse and neglect reports have varied during the ten-year period 1996 to 2006, with some years higher than others. On the whole, the number of reports annually has been significantly higher over the last seven years, with a total of 128 reports taken in 2006, compared to 33 reports taken in 1996. This increase is likely due to changes in mandated reporting requirements which resulted in additional training for teachers and other child care staff. Another factor in the increase may be the addition of the School Resource Officer on secondary campuses, the addition of the Healthy Start Program, and additional training in child abuse issues provided to School District staff and City Child Development staff. In 2000, the City implemented a policy that required Department of Justice background checks on all city officials (elected, appointed, professional staff, contract staff, and volunteers) working with youth and seniors. In 2006, the City, in cooperation with its Youth Sports Committee, adopted a policy requiring a Department of Justice background check policy for all coaches and volunteers who work with youth sports organizations in Claremont (AYSO, Little League, Claremont Fast Pitch, etc.). More than 600 volunteer coaches and other volunteers have been undergone this background check. The Los Angeles County Department of Children and Family Services (DCFS) initiated a training program on mandated child abuse and drug abuse reporting requirements. DCFS works directly with both the Claremont Unified School District and the City of Claremont. 				
④ Reduction in crime and arrest rates among juveniles.		✓		
<ul style="list-style-type: none"> In 2002, CUSD and the Claremont Police Department formed the School Community Policing Partnership to jointly fund an officer to be stationed at the secondary schools to educate and to support young people in making better choices and provide additional security if needed. This expanded upon the Joint Operations Committee that focused primarily on student safety. The School Resource Officer counseled over 1500 students in 2006, with an average of 160 to 200 counseling sessions per month. CUSD School Community Policing Partnership collaborative coordinated communication among regional law enforcement agencies, cities and school districts. The School Community Policing Partnership organized a conference for regional law enforcement, city and school district personnel in January 2005. CUSD and L.A. County Probation Department collaborated to streamline services for juveniles on probation. Meetings began between CUSD staff and Pomona Unified School District and City of Pomona Police Department staff in 2005 to address issues of student safety. Juvenile arrests by the Claremont Police Department have generally declined over the ten-year period of 1996-2006. In 1996, there were 240 juvenile arrests and in 2006, there were 146 arrests. Juvenile drug and alcohol citations/arrests have increased over the ten-year period (1996-2006) from 37 in 1996 to 88 in 2006. The increase in citations/arrests is particularly apparent beginning in 2002, when the School Resource Officer was added to the secondary school campuses, along with the addition of the narcotics sniffing dog at Claremont High School by the School District. Juvenile weapons arrests have generally stayed consistent over the period 1996-2006, averaging about 10 per year. Since 2003, the School Resource Officer has provided counseling to secondary school students related to personal, school, and community safety issues. The number of students counseled increased from 245 in 2003 to 758 in 2006. Juvenile assault arrests on campus averaged 5 per school year in the period 1996-2001 and averaged 12 per year during the period 2002 to 2006. This may be partially due to the addition of the School Resource Officer on the secondary school campuses in 2002. 				

Action Plan: Create a Unified System of Supports and Activities

SCORE

Significant
Progress

Partial
Progress

Additional
Effort Needed

Insufficient
Data

GOAL SEVEN: HELP EVERYONE FEEL SAFE AND SECURE (continued)

⑤ Decrease in reported cases of vandalism by teenagers.

- Claremont Police Department reports on vandalism have remained relatively consistent over the period 1996-2006, averaging 213 per year. This category would include adults and juveniles.
- Juvenile vandalism arrests have averaged 9 per year during the period 1996-2006. There has been an increase in juvenile vandalism arrests since the School Resource Officer was added to secondary school campuses.

⑥ Reduction in possession of weapons by youth.

- The City and the School District used grant funds to initiate a School Resource Officer on the secondary school campuses and continued to jointly fund the officer when the grant ended.
- Juvenile weapons arrests have generally stayed consistent over the period 1996-2006, averaging about 10 per year.

⑦ Reduction in gang related activities.

- Claremont hosted a regional summit attended by neighboring city officials, police departments as well as LA County Sheriff and Probation to address gang related activities in the greater Pomona Valley
- CUSD, Claremont Police Department, and LA County Probation working as part of the School Community Policing Partnership developed protocols and streamlined probation services and gang suppression in the Claremont area.
- The City and the School District used grant funds to initiate a School Resource Officer on the secondary school campuses and continued to jointly fund the officer when the grant ended.
- Claremont Police Department reports the presence of limited gang activity in Claremont, but no measurable data is available.

Help Everyone Feel Safe and Secure



Claremont's Healthy Start held annual health fairs with community partners such as Claremont Wellness Professionals, Pomona Clinic Coalition, Western University Physicians Assistants, Claremont Police Department, and many others. The health fairs provided immunizations, health screenings, stress reduction, safety training, and haircuts free of charge.



Claremont Police Department increased the number of student and community outreach programs including sponsoring neighborhood movie nights and barbeques, developing youth curfew brochure, a skateboard brochure, a teen focused brochure in cooperation with the Teen Committee, annual meetings with the Teen Committee, elementary school safety talks, and a Saturday traffic school for students.

<p style="text-align: center;">Action Plan:</p> <p style="text-align: center;">Create a Unified System of Supports and Activities</p>	SCORE			
	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL EIGHT: SUPPORT FAMILIES				
<p>An economically viable, safe and secure family is the best place to satisfy the primary needs of children and adolescents. Families need support from their community, their employers, their schools, and their neighborhoods. Strengthening connections and relationships among neighbors and neighborhood institutions is particularly effective in reducing the isolation often felt by new parents or newly arrived families. It is also an effective strategy in reducing crime and improving the lives of children.</p> <p>Desired Outcome: Strong community supports and healthy families.</p> <p>Indicators of Progress:</p>				
<p>① Increase family friendly policies among Claremont employers.</p> <ul style="list-style-type: none"> The City of Claremont revised employee policies to include family leave time to support parents' ability to take care of sick children, attend important school events, and to allow fathers to take leave with the birth of a new child. The State of California has adopted additional family-friendly laws to support parents who work. 				✓
<p>② Decrease of children in out-of-home placement.</p> <ul style="list-style-type: none"> The City of Claremont's Family Emergency Fund was increased significantly in order to assist additional families in addressing emergencies due to lack of funds for housing, medication, utilities, etc. House of Ruth provided increased domestic violence prevention services to Claremont residents during the period 2001 to 2006. Healthy Start Community Workers supported families to access needed services, such as insurance, emergency housing or funds to help stabilize family so children could continue in school. Department of Social Services joined the Healthy Start collaborative in 2005. Healthy Start personnel were invited to regional meetings. CUSD received a McKinney-Vento Homeless Assistance grant (2002 – 2006). Funds were used to expand community worker services and referrals to 3 additional schools. Community workers worked closely with parents to keep families together by referring them to area resources and services. The Los Angeles County Department of Children and Family Services has initiated new programs focused on keeping families together. This includes working with Family Preservation to offer wrap-around services (comprehensive case management), targeting teens in group homes for potential placement with families, and working with retired social workers to focus on identifying adopters for older youth in the foster care system. DCFS works directly with the Claremont Unified School District and the City of Claremont. 	✓			
<p>③ Reduction in child abuse and neglect.</p> <ul style="list-style-type: none"> Healthy Start Community Workers supported families with educational outreach and referrals to anger management and drug abuse prevention programs to help stabilize families and avoid family separations. United Way partnered with the Youth & Family Support Center to implement "Kids Pack" to get additional nutritious food to students for the weekends for families in need. The Claremont Unified School District's Child Development Program has initiated workshops for parents of preschoolers to provide alternatives to corporal punishment Shoes That Fit provided shoes and clothing to low-income students in CUSD. 				✓
<p>④ Increased parental involvement in schools.</p> <ul style="list-style-type: none"> The Healthy Start Program included a significant outreach to engage parents, particularly low-income parents, in their school communities. Uncommon Good created parent groups to train parents how to be active in their child's school and education. Healthy Start Community Workers implemented family service plans with families in need to support them in accessing services in the community and empowering them to advocate for their children and families. Healthy Start Parent Coffee Breaks provide parents information from local agencies as well as opportunities for a peer support network. The Healthy Start Program participants (parents) attended 2 regional Healthy Start parenting programs in Los Angeles. Healthy Start Program parent coffee breaks and open houses encouraged parental involvement in school and homework. PIE (Parents Involved in Education) promoted parent participation. The model was copied at several elementary schools. MALDEF, with support from Los Angeles County SPA 3 and Healthy Start, presented a 10-week parent empowerment class at Vista del Valle Elementary School. 	✓			

Action Plan: Create a Unified System of Supports and Activities

SCORE

Significant
Progress

Partial
Progress

Additional
Effort Needed

Insufficient
Data

GOAL EIGHT: SUPPORT FAMILIES (continued)

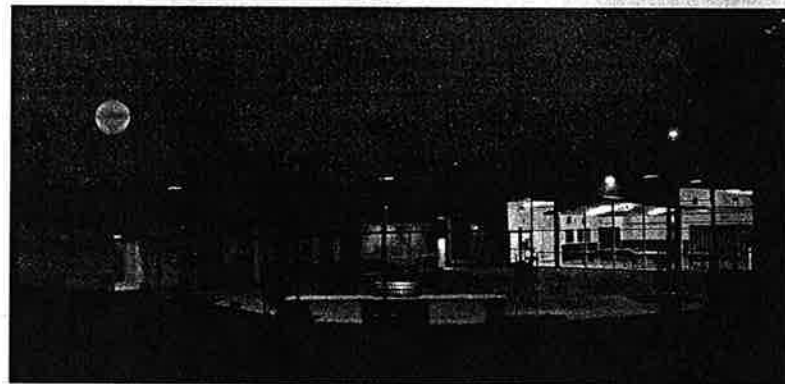
- The Healthy Start Program initiated Family Reading Dinners in 2005. A reading specialist instructed parents in how to help their children learn to read, children were involved in educational activities, and dinner was served.
- The Claremont After School Program (CLASP) includes parent involvement as a part of its program services to participants.

Support Families



Shoes That Fit provided shoes and clothing to low-income students in CUSD.

Healthy Start Community Workers supported families to access needed services, such as insurance, emergency housing or funds to help stabilize family so children could continue in school. (Youth and Family Support Center)



MALDEF, with support from Los Angeles County SPA 3 and Healthy Start, presented a 10-week parent empowerment class at Vista del Valle Elementary School.

<p style="text-align: center;">Action Plan:</p> <p style="text-align: center;">Create a Unified System of Supports and Activities</p>	SCORE			
	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL NINE: EDUCATE PARENTS				
<p>Claremont takes seriously its commitment to improve the quality of support, education, and training available to current and future parents, and other caregivers. We understand that many people provide parenting support to children who might not be their own. The involvement of parents and surrogate parents in their children's lives and education is critical to healthy development. Parents with children of all ages express feeling overwhelmed or unsure of themselves. Traditional parent education classes do not satisfy the requirements of today's time-starved families. Greater creativity and flexibility is needed.</p> <p>Desired Outcome: Healthy families.</p> <p>Indicators of Progress:</p>				
① Decreased number of children in out-of-home placement.		✓		
<ul style="list-style-type: none"> In 1996, the Youth Activity Center initiated the Parent Project, a new model for parent/teen communication and parent training. This model has been refined and continued and is now a part of the services offered by the City's Youth & Family Support Center. The City of Claremont's Family Emergency Fund was increased significantly in order to assist additional families in addressing emergencies due to lack of funds for housing, medication, utilities, etc. House of Ruth provided increased domestic violence prevention services to Claremont residents during the period 2001 to 2006. Healthy Start Community Workers supported families to access needed services, such as insurance, emergency housing or funds to help stabilize family so children could continue in school. Department of Social Services joined the Healthy Start collaborative in 2005. Healthy Start personnel were invited to regional meetings. CUSD received a McKinney-Vento Homeless Assistance grant (2002 – 2006). Funds were used to expand community worker services and referrals to 3 additional schools. Community workers worked closely with parents to keep families together by referring them to area resources and services. 				
② Reduction in child abuse and neglect.				✓
<ul style="list-style-type: none"> Healthy Start Community Workers supported families with educational outreach and referrals to anger management and drug abuse prevention programs to help stabilize families. United Way partnered with the Youth & Family Support Center to implement "Kids Pack" to get additional nutritious food to students for the weekends for families in need. Shoes That Fit provided shoes and clothing to low-income students in CUSD. 				
③ Increase parental involvement in schools.		✓		
<ul style="list-style-type: none"> The Healthy Start Program includes a significant outreach to engage parents, particularly low-income parents, in their school communities. Referrals are made to many educational programs provided by collaborative members: David & Margaret Home, CUSD Adult School, Pomona Unified School District Adult School, Prototypes, etc. Claremont High School initiated the Parent Connection, regular meetings between the Principal and parents, to discuss issues of concern to parents and school officials. Uncommon Good initiated a series of parent education programs. Healthy Start Coffee Breaks engage parents to become advocates for their children and families. Some of the parents have formed the Service Planning Area 3 (SPA3) Parent Action Network to further advocate for their schools and community. Family Reading Dinners at most elementary school sites were started to teach parents literacy games and tutoring skills so they may better engage in their children's learning. CUSD Adult School offerings have increased with classes throughout the community including English as a Second Language. 				
④ Reduction in reported sexual activity in teenagers.				✓
<ul style="list-style-type: none"> Teen pregnancy rates for Claremont have remained minimal during the period of 1995-2005, as national teen pregnancy rates have continued to decrease during this period. Search Institute surveys conducted from 1996 to 2001 indicated that sexual activity among intermediate and high school age youth showed a decrease. Project Sister has provided several teen dating violence prevention education programs at Claremont intermediate and high schools through grants from the City's Community Based Organization Funding Program. Project Sister provided teen violence prevention education at Our Lady of Assumption School and the school has also provided students with a healthy teen dating course. 				

Action Plan: Coordinate, Support and Monitor Implementation

SCORE

Significant
Progress

Partial
Progress

Additional
Effort Needed

Insufficient
Data

GOAL TEN: COORDINATE OUR EFFORTS TO REACH THESE GOALS

The Youth Master Plan is a dynamic document with recommendations to be implemented by the Claremont community. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the changing needs of youths and their families. We must ensure that the community has the capacity to monitor and evaluate the implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.

Desired Outcome:

Full and collaborative implementation of the Youth Master Plan.

Indicators of Progress:

① Existence of a thorough implementation plan.

- The City of Claremont's Community Based Organization Funding Program, which distributes General Fund and Community Development Block Grant funds to local human services agencies, gives priority to those agencies that address the needs of youth and families and meet the goals of the YMP.
- Agenda Reports to the CUSD Board of Education include a section detailing how the proposed action impacts the Youth Master Plan goals

② Existence of a collaborative structure to monitor implementation of the plan.

- As requested in Goal Ten, the Claremont City Council and the Claremont Unified School District Board of Education formally adopted the Claremont Community Vision for Youth in February 1996.
- The Claremont City Council and Claremont Unified School District Board of Education have met at least annually since the adoption of the YMP to receive reports on Youth Master Plan initiatives and implementation.
- Agenda reports submitted to the Board of Education include a section detailing impacts on the YMP by any action taken.
- The leadership of both the City Council and the Board of Education meet two to four times per year to review common areas of interest including the YMP.
- The City Manager and School Superintendent meet regularly to discuss issues of mutual concern, including the implementation of YMP initiatives.
- The Youth Master Plan Partnership and Claremont Youth Partnership (a legacy group) met from 1995 to 2004 to assist with the implementation and monitoring of the YMP.

③ Existence of a problem-solving structure with legitimacy in the community.

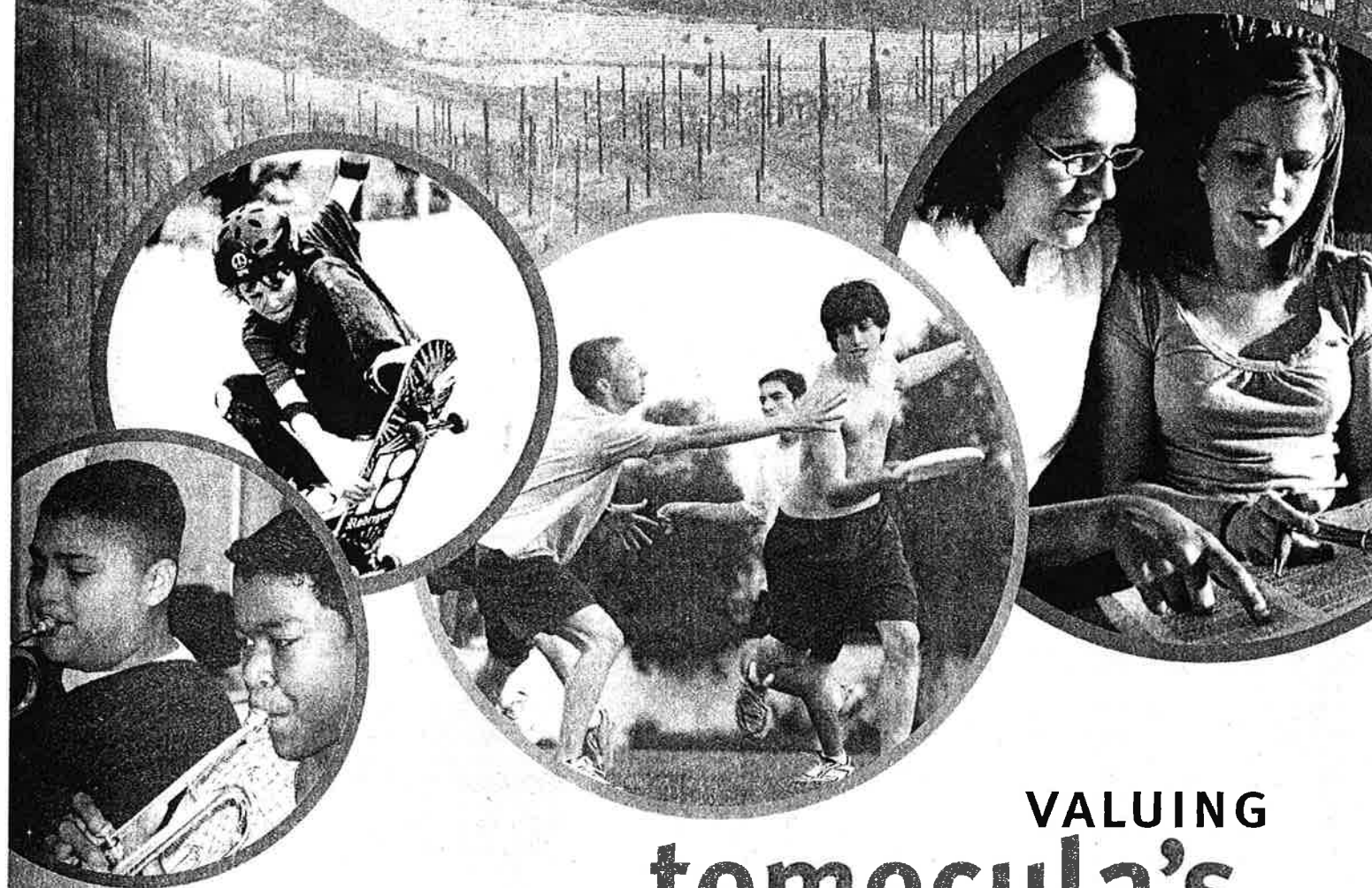
- The City of Claremont's Human Services Commission (HSC) has monitored the implementation of the YMP since its adoption. The HSC also oversees the City's Community Based Organization Funding Program. The HSC also is the primary public body to review and make recommendations related to all human services, youth, family, and social service issues in the community.

④ Annual publication of a community scorecard and recommendations for the Youth Master Plan.

- Community scorecards for the YMP were published in 1996, 1997, and 1998. The 1997 and 1998 scorecards were mailed to all households in the city.

*Coordinate
Our Efforts*





VALUING temecula's

TODAY AND TOMORROW

city of temecula
community services department

VALUING TEMECULA'S YOUTH TODAY AND TOMORROW creating a vision for the future

YOUTH MASTER PLAN



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Chuck Washington, Council Member

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Anthony Post, Police Explorer Scouts
Michael Loesching, Police Explorer Scouts
Amanda Viselli, Boys and Girls Club
Kendyl Ryan, Boys and Girls Club
Jourdan Sales, Temecula resident

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introduction





The City engaged Temecula's youth and the broader community to develop new ideas to make Temecula a better place for youth and teens.

chapter one: introduction

THE CITY OF TEMECULA is located at the southern-most end of Riverside County, within commuting distance from San Diego, San Bernardino, and Orange Counties. The City is home to almost 98,000 residents, many of them military families from the nearby Marine Corps, Air Force, and Naval bases. The area features a relatively affordable housing stock, which has been a major draw for new residents wanting a better environment in which to raise a family. Since 1989 the city's population has grown by over 350 percent. The City is known for activities including dirtbiking/offroading, hot air balloon rides, golf, nearby wineries, and the Pechanga Resort and Casino.

Because the City is relatively safe and affordable, it provides a nurturing, family-friendly environment for youth and teens. However, the community has encountered challenges in providing the productive and healthy activities and long-term support that their youth and teens might want. The community has seen an increase in youth and teen drug and alcohol abuse, gang activity, violence, and other problems concerning young people.

To address these needs, the City engaged Temecula's youth and the broader community in a strategic planning process to develop new ideas for how the entire community could work together to make Temecula a better place for youth and teens both today and for generations to come. This resulting Youth Master Plan is based on community input and strategic discussion about youth-oriented activities, facilities, programs, partnerships, and more that can improve life for Temecula's young people.

WHY A YOUTH MASTER PLAN?

Recognizing the problems and challenges facing today's young Temecula residents, the City Council, the Board of Trustees of the Temecula Valley Unified

School District, and the community at large charged the City Community Services Department with developing a community-based plan for Temecula's youth. Throughout the planning process, participants recognized a variety of reasons for engaging in such a process:

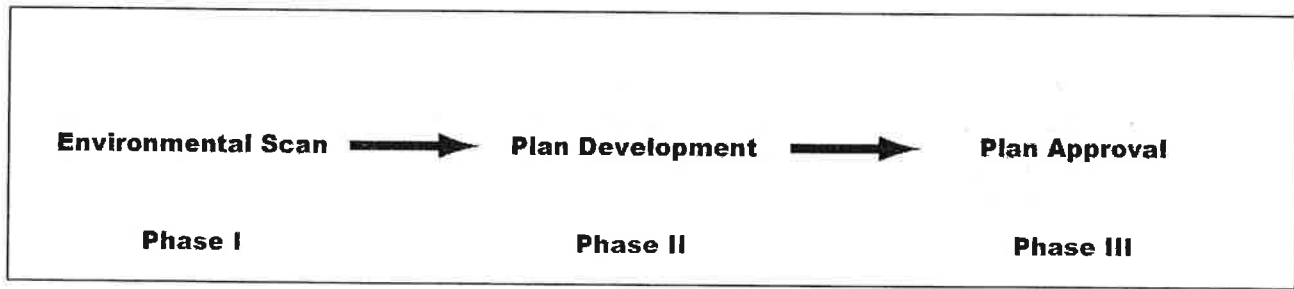
- Provide youth with opportunities to communicate their visions, challenges and ideas to civic leaders and the entire community.
- Support an increasing diversity of needs and interests among its young people – a diversity that grows along with the population.
- Maintain the city's family-friendly atmosphere and the resulting benefits that are enjoyed by all community members.
- Provide more opportunities for youth to be active and engaged in the community.
- Inspire, involve, coordinate and build partnerships among civic and community leaders who value and serve youth.

These reasons together called for an in-depth look at the environment facing the community's youth and teens, including developing a better understanding of what youth and teens need and want out of their community. Additionally, this necessitated involving parents, guardians, teachers, youth-serving organizations, and many other community members to understand how the community could better support youth and teens.

PLANNING PROCESS OVERVIEW

The Temecula Youth Master Plan process integrated a strategic process with the input of a wide variety of stakeholders and community members. A Steering Committee and a Youth Advisory Committee helped to guide the planning process. These committees reflected a diverse group of youth interests and experiences, educational institutions, youth organizations, private businesses, cultural facilities, and others. City staff also met frequently to coordinate and advance the planning process.

The Temecula Youth Master Plan process was crafted to integrate a strategic process with the input of a wide variety of stakeholders and community members.

*Planning Process***Planning Process**

The process to create the Temecula Youth Master Plan spanned a 12-month period over three phases:

- Phase I: Environmental Scan
- Phase II: Plan Development
- Phase III: Plan Approval

Phase I

Phase I focused on soliciting input and feedback from the community at large. Youth, adults, civic leaders and service providers responded to questions about values, challenges, needs, and opportunities, all of which contributed to a clearer understanding of what the community needs for its youth. A summary of these outreach activities and the results are included in the Environmental Scan Summary in the Appendices.

Phase II

Phase II built on the findings from the previous phase to build the strategic framework, which involved developing the community's vision, values, desired outcomes, and strategic directions.

Phase III

The Draft Youth Master Plan received final review by the Committees, followed by presentations to the City of Temecula Community Services Commission and the Board of Trustees of the Temecula Valley Unified School District. The City Council received and approved the Final Youth Master Plan.

Activities

Over 1,200 youth community members and agency representatives were involved in the development of the Temecula Youth Master Plan. Community involvement activities included:

Youth Advisory Committee

The Youth Advisory Committee represented youth from a variety of backgrounds and experiences. The Committee played an important key role in the creation of the vision statement, goals, other elements of the strategic framework, and the final strategies over the course of four meetings. The Committee also reviewed and gave input on environmental scan results and other products during the planning process. Their work helped to ensure that the Plan accurately reflects and incorporates the needs of youth, and that the Plan is easily understood by youth.

Steering Committee

The Steering Committee included civic leaders, representatives of youth-serving organizations, educators, public safety officers, and other stakeholders. This group met to review and refine the vision, goals, and other elements of the strategic framework, and provided guidance and recommendations for all environmental scan results and final strategies over the course of five meetings.

Meetings of the Youth Advisory and Steering Committees were strategically planned to get the most out of joint and separate sessions, and to allow the Youth Advisory Committee participants to personally share their thoughts and conclusions with the Steering Committee.

Focus Groups

Five youth and nine adult focus groups met with project team members to share their perspectives about community assets, challenges, and opportunities for positive change. Youth focus groups were formed from select schools and youth-serving organizations, including Temecula Valley High School, Rancho Vista School, SAFE, and the Teen Council. Adult focus groups included representatives of youth-oriented social service agencies and other organizations, administrators from local public and private schools, law enforcement, the business community, and other adults with a significant stake in the lives of Temecula's youth.



Stakeholder Interviews

The project team conducted a total of eleven stakeholder interviews, asking key civic leaders to provide their perspectives about the community's needs and assets for youth development. Participants included key community leaders, including school administrators, elected officials, and business owners.

The work of the Youth Advisory Committee helped to ensure that the plan accurately reflects and incorporates the needs of youth and that the Plan is easily understood by youth.

Community Workshops

Two community workshops were attended by over 200 people. Participants learned about the planning process, key findings and provided valuable input about community assets, opportunities, and priority strategies.

Project Team

City staff from the Community Services Department and other City departments met regularly with the consultants to guide the planning process, to establish a public outreach program, and to coordinate planning activities.

Youth and Adult Questionnaires

A total of 753 youth and 338 adults completed a community questionnaire that probed the community's opinion about assets, challenges and opportunities for positive youth development in Temecula. The two versions of the questionnaire—one for youth, and one for adults—were made available via the Internet or through a paper version distributed throughout the community. The data was analyzed to assess needs.

ORGANIZATION OF THE PLAN

The remainder of the Youth Master Plan document consists of the following chapters:

Chapter II: Planning Framework

This chapter provides an overview of the plan's strategic framework, including the community's vision, goals, and strategic directions. This section also describes each strategic direction, explains terms used, and provides a visual illustration of the strategic framework.

Chapter III: Strategies and Action Plan

This chapter describes the recommended strategies and actions that will be implemented by the City and others to make the City of Temecula a better place for youth and teens. Description of the strategies includes possible partnerships, timelines, and current initiatives related to that action.

Chapter IV: Implementation

This chapter describes additional costs to the City to implement the next steps of the Youth Master Plan. As strategies are implemented and additional research completed, more funding will be needed. Potential funding sources that may be used to implement strategies in the future are identified.

Appendices

The appendices describe the results of the public involvement process, including the Environmental Scan, Community Meetings and Interviews, Youth Questionnaire, and Adult Questionnaire.

planning framework





chapter two: planning framework

BEFORE ESTABLISHING FINAL STRATEGIES, the Committees, planning team and stakeholders established a strategic framework for the Youth Master Plan outlining the community's vision, values, and desired outcomes. From this input, the planning team established strategic directions to guide the creation of strategies and specific recommended actions. Input for these elements came from all environmental scan activities described in Chapter One.

The Youth Master Plan strategic framework is presented in this chapter. Its elements are defined below and illustrated on page 8.

The Steering Committee and Youth Advisory Committee shaped a vision that describes how the community treats and values youth and how it will ensure their personal success and happiness both today and into the future.

DEFINITIONS

The elements of the strategic framework include:

Vision

The vision describes the community's desired direction for the future of Temecula's youth.

Values

Values express what the population sees as important qualities of life in their community and what they hold true about their environment.

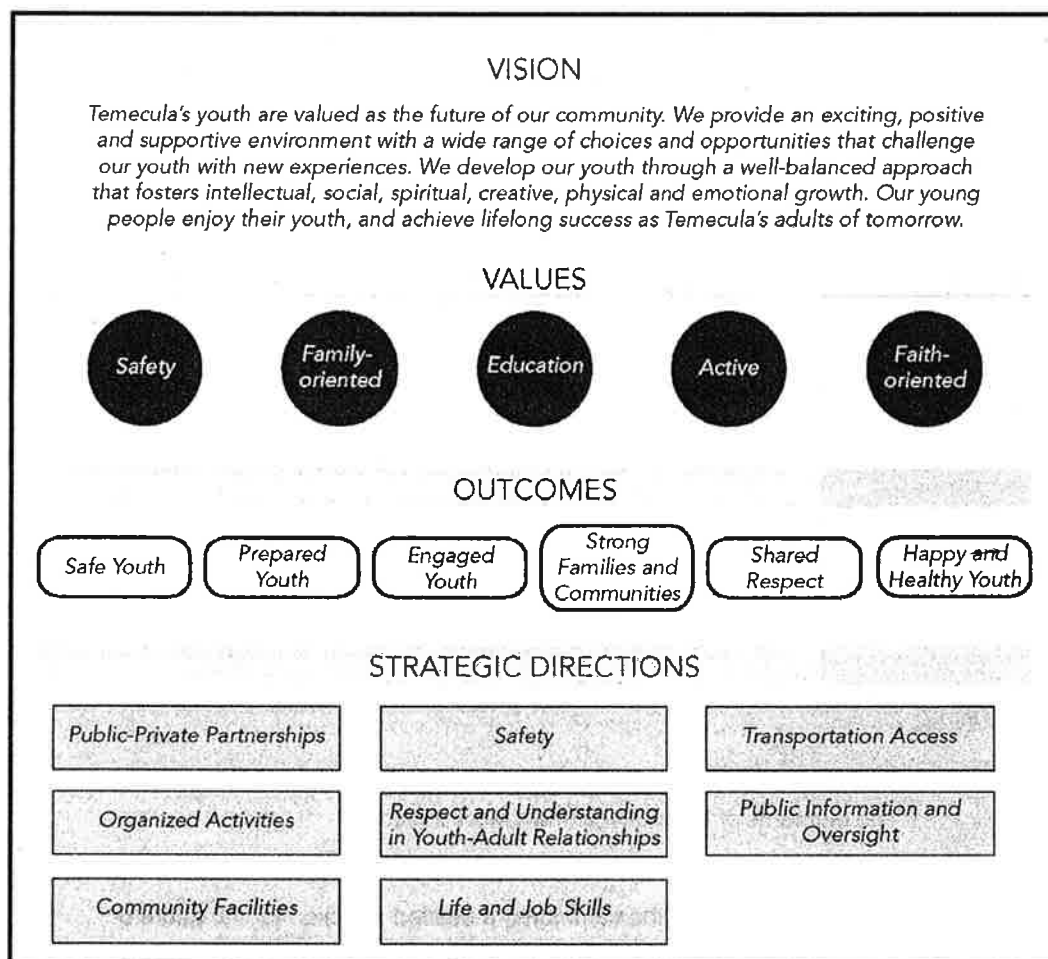
Outcomes

Outcomes describe the indirect results of implementing a plan, which assist in achieving the vision.

Strategic Directions

Strategic directions are areas within which the community will focus their efforts to improve life for the community's youth and teens.

TEMECULA YOUTH MASTER PLAN STRATEGIC PLAN FRAMEWORK



Strategies

Strategies define how the City will achieve its outcomes and vision. These strategies are complemented by more detailed information regarding partnerships, timeline, resource needs, and current initiatives.

STRATEGIC FRAMEWORK

The Youth Advisory Committee and the Steering Committee shaped a vision that describes how the community treats and values youth. Implementing this plan will foster their personal success and happiness both today and into the future. This vision is supported by the community's articulated values – together these elements establish a foundation for the strategies in this Plan.



Youth Advisory Committee Meeting #2

Vision

The following vision for Temecula's youth was crafted with input from both youth and adult participants:

Temecula's youth are valued as the future of our community. We provide an exciting, positive and supportive environment with a wide range of choices and opportunities that challenge our youth with new experiences. We develop our youth through a well-balanced approach that fosters intellectual, social, spiritual, creative, physical, and emotional growth. Our young people enjoy their youth, and achieve lifelong success as Temecula's adults of tomorrow.

This vision statement incorporates the community's wish to provide a fun, healthy, active, safe, and productive environment for youth and teens. The community also will support the personal, intellectual, and professional development of youth and teens of all backgrounds and experiences.

Values

The values expressed here are the qualities of the Temecula community that make it a positive place for youth and teens. These values are embodied in the outcomes and strategies of this Plan.

Safety – We feel comfortable engaging in and traveling to exciting, healthy activities in our community. We feel safe from gang behavior, violence, and drug and alcohol abuse.

Family-oriented – Our city is a positive place for families to live and thrive, and for our youth to grow. We offer a range of amenities and a close-knit environment that supports family life.

Education – Our education professionals and facilities are among the best, and our students are high-performing.

Active – Whether recreation, community affairs, or other activities, our community members are active and involved in community life.

Faith-oriented – Our community offers a range of options for worship that provide an important support mechanism for our community members.

Outcomes

These outcomes will result from implementing the Youth Master Plan:

Safe Youth – Youth are protected from gang behavior, violence, and drug and alcohol abuse, and feel safe traveling around the City.

Prepared Youth – Youth have an increased understanding about the complexities of and strategies for managing the transition to adulthood.

Engaged Youth – Youth are connected to community life and their peers, and have opportunities to make meaningful contributions.

Strong Families and Communities – Quality of life improves for all community members – particularly families, who are supported by the entire community.

Shared Respect – Youth and adults are mutually respectful, understanding and supportive of each others' needs and challenges.

Happy and Healthy Youth – Youth are happier and healthier because they are Temecula residents.

Strategic Directions

The strategic directions outline the major categories of actions for achieving the community's vision and desired outcomes. They are based on major themes that emerged during the environmental scan process. They developed with input from the community, stakeholders, the Youth Advisory and Steering Committees, and Community Services Department staff. Each strategic direction has associated strategies, which are provided in Chapter 3.

Public-Private Partnerships – *Develop collaborative efforts with local businesses, public officials, schools, faith-based organizations, parent groups, and other related individuals and organizations to provide organized activities and facilities for youth.*

The Temecula community recognizes the need for new collaborations and partnerships between the City, private businesses, and the multitude of local youth-oriented organizations and programs. Working together, these groups are more likely to find the necessary resources, to think of more creative solutions to problems, and to garner community support for projects and programs that help youth and teens.



Youth are connected to community life and their peers, and have opportunities to make meaningful contributions.

Organized Activities – *Offer organized activities, athletic opportunities, services, and classes geared toward youth of all ages and abilities that change with youths' evolving interests and that inspire new levels of youth collaboration across interests and cultures.*

One of the most common concerns voiced by the youth participants was boredom and a general lack of things to do. Many requested organized activities, such as festivals, game nights, sports leagues, and a variety of other specific programs. Likewise, adult participants often expressed concerns about youth and teens just "hanging out and getting into trouble," and suggested expanding organized activities as a key solution.

Community Facilities – *Create community centers and other spaces through youth involvement that provide opportunities for youth activities and creative expression, and are safe places to "hang out."*

Through the environmental scan process, youth and adult participants identified a need for flexible, multi-use spaces that could house special events and ongoing activities for youth and teens. Participants also expressed a need for more youth-oriented businesses and other public spaces to "hang out."

Safety – *Create a safer environment for youth to feel comfortable engaging in and traveling to exciting, healthy activities, and address the prevalence of drug and alcohol access and abuse.*

The community is particularly concerned about increasing trends in youth and teen substance abuse and other unhealthy activities, and wants to emphasize healthy lifestyles and overall safety. By providing rehabilitation services for young drug abusers, expanding preventative services, and stemming local gang violence, the community wants to provide a safer environment for youth.

Respect and Understanding in Youth-Adult Relationships – *Bridge cultural and generational gaps with new levels of communication and engagement between youth and adults – including civic leaders and law enforcement – to foster closer and more respectful relationships and enhanced understanding about concerns, laws and authority.*

Youth and teens expressed frustration about the strict enforcement of laws and rules by police and security officers that limit their fun and choices in the community. Public safety officials also expressed frustration that youth and teens don't appreciate the importance of maintaining public safety. Youth and

adults also reported strained relationships between youth and parents, teachers, and other adult figures. Therefore, stakeholders indicated a need for stronger, more understanding relationships and greater respect between youth and adults.

Life and Job Skills – *Offer a wide range of job and life skills training – including jobs, internships, interview skills, etiquette, resume writing, and technical skills – for youth of all education levels, career tracks, and abilities.*

Both youth and adult participants expressed a need for greater opportunities, training, and support for youth and teens of all ages in the job market. Whether summer, after-school, or post-high school jobs, youth and teens in Temecula would like to have more job options and more support in finding a suitable position. They would also like more guidance and resources in both academic and general life skills, including college applications, vocational training, and living on their own.

Transportation Access – *Provide affordable, safe, and reliable transportation between residential areas and popular youth destinations such as community centers, movie theatres, restaurants, and other hang outs.*

The spread out, single-family residential nature of development in Temecula makes it particularly difficult for youth to get to activities at locations outside of their neighborhoods. This problem is compounded by a lack of public transportation options.

Public Information and Oversight - *Inform youth and community members about youth opportunities in Temecula and provide oversight to ensure Plan implementation.*

To ensure that the Youth Master Plan is implemented, the City will hire a Human Services Manager to provide ongoing oversight and continue to work with youth and adult advisory groups. In addition, the City will implement outreach efforts to inform youth about activities and opportunities.

strategies and actions



chapter three: strategies and action plan

STRATEGIES WERE IDENTIFIED to achieve the goals of the Youth Master Plan. These are identified in this chapter for each of the Plan's strategic directions, along with the lead and supporting partners, and timeframe for implementation. In addition, current initiatives in each area are identified.

RECOMMENDATIONS

The following are the recommended strategies for action.

1. Public-Private Partnerships - Develop collaborative efforts with local businesses, public officials, schools, faith-based organizations, parent groups, and other related individuals and organizations to provide organized activities and facilities for youth.

Strategy	Lead Partner(s) (and supporting partners)	Timeframe Short (0-2 years) Medium (2-5 years) Long (5-10 years)	Current Initiatives
1a. Pursue partnerships with other public, private, and non-profit agencies for all strategies proposed throughout this Plan.	City and all partners	Ongoing	

2. Organized Activities - Offer organized activities, athletic opportunities, services, and classes geared toward youth of all ages and abilities that change with youths' evolving interests and that inspire new levels of youth collaboration across interests and cultures.

Strategy	Lead Partner(s) (and supporting partners)	Timeframe Short (0-2 years) Medium (2-5 years) Long (5-10 years)	Current Initiatives
<p>2a. Expand youth- and teen-oriented programming and services, and utilize existing facilities while the plan for a new youth facility is finalized. Consider the following:</p> <ul style="list-style-type: none"> i. Provide youth- and teen-focused arts and cultural fairs, showcasing visual and performance art. ii. Dedicate gallery space to local youth and teen art work. iii. Provide an outlet for youth and teens to profit from their creative endeavors, whether selling items or offering tickets to performances. iv. Provide low-cost after-school programming. v. Provide regular, city-sponsored youth and teen activities and events at various times and locations, including games, music, food, and entertainment. vi. Provide employment/volunteer opportunities for youth and teens to help plan programming. 	Community Services Department Community-based organizations Schools Foundations Businesses Police Department	Short	CSD currently provides: Teen Band Jams and Dance Sessions Annual Youth Film Festival Several teen excursions Specialized classes for teens Teen Council fundraising efforts and special events Open gymnasium for teens Teen skate park competitions
<p>2b. Create organized intramural sports that focus more on engagement and physical activity rather than competition and time commitment, and consider the following:</p> <ul style="list-style-type: none"> i. Include a comprehensive outreach/marketing component to reach all youth. ii. Provide scholarships or other subsidies to mitigate expenses to youth and their families. iii. Assess staffing and coaching needs, using coaching as a community service opportunity for older youth. iv. Expand the Police Athletic League program to all middle and high schools. v. Provide regular scheduled open gym opportunities at current facilities. vi. Consider opportunities for co-ed activities that support new social opportunities. 	Community Services Department (lead) SAFE Police Activities League Police Department Boys and Girls Club School District YMCA	Short/Medium	YMCA programs SAFE Police Activities League
<p>2c. Develop a music learning program with instruments provided through corporate sponsorships and public grants at low/no cost to youth.</p>	Community Services Department Private businesses School District	Short/Medium	

3. Community Facilities - Create community centers and other spaces through youth involvement that provide opportunities for youth activities and creative expression, and are safe places to "hang out"

Strategy	Lead Partner(s) (and supporting partners)	Timeframe Short (0-2 years) Medium (2-5 years) Long (5-10 years)	Current Initiatives
<p>3a. Inventory existing City-owned and other community facilities (e.g., schools, nonprofits, faith-based organizations, businesses, homeowners associations, etc.) that provide sports, recreation, entertainment, cultural, education and leisure uses for youth.</p> <p>i. Link inventory to facility needs for new programs and services such as concerts, sports activities, educational programming, and others.</p>	<p>Community Services Department</p> <p>Non-profit organizations</p> <p>Private businesses</p> <p>Faith-based organizations</p> <p>School District</p>	Short	<p>CSD provides an existing teen room at the CRC</p> <p>Teen Technology Center at the City Library</p> <p>Many community-based and private organizations have facilities</p>
<p>3b. Assess gaps and opportunities to provide programs and services through City-owned and other community facilities.</p> <p>i. Evaluate and prioritize scheduling and protocols for use of City facilities and fields to non-profits, community based organizations, and for-profit organizations.</p>	<p>Community Services Department</p> <p>City Council</p> <p>School district</p> <p>Non-profit organizations</p> <p>Private businesses</p> <p>Faith-based organizations</p>	Short	
<p>3c. Create a facility for youth to address the needs described in this Plan and consider the feasibility of the following models:</p> <p>i. A one-stop, centralized facility with a range of features such as a kitchen, café, lounge areas, performance areas, etc.</p> <p>ii. A youth "village" or activity/youth lifestyle center with a cluster of storefronts with entertainment, retail, community-based and other services, as well as recreational and social activities and programs.</p> <p>iii. Satellite facilities throughout the community that are smaller in scale and likely jointly-developed.</p> <p>Also, consider the following parameters:</p> <ul style="list-style-type: none"> The appropriate location: i.e., at an existing or expanded community center or other City location; at school facilities; at a faith-based facility; or as a private business. Partnerships for development, financing, ownership and management among public, private, non-profit, and faith-based organizations. Potential development and operating costs and revenues. Serving a range of age groups. Opportunities for transportation access. 	<p>Community Services Department</p> <p>Schools</p> <p>Churches</p> <p>Non-profit organizations</p> <p>Private businesses</p>	Medium	
<p>3d. Encourage youth- and teen-friendly businesses and stores to establish in Temecula.</p> <p>i. Recruit specific businesses, such as clothing stores; entertainment opportunities including a dance/night club; bowling alleys; an ice skating rink; etc.</p> <p>ii. Consider providing incentives for youth- and teen-oriented businesses to open locations in Temecula.</p> <p>iii. Develop a program with local businesses to provide discounts for youth on weekends, certain times of day, etc.</p> <p>iv. Identify opportunities to locate youth-oriented businesses near emerging youth activity sites.</p> <p>v. Encourage youth-oriented businesses to provide jobs, internships and training opportunities for youth and teens.</p>	Chamber of Commerce	Medium	

4. Safety - Create a safer environment for youth to feel comfortable engaging in and traveling to exciting, healthy activities, and address the prevalence of drug and alcohol access and abuse.

Strategy	Lead Partner(s) (and supporting partners)	Timeframe Short (0-2 years) Medium (2-5 years) Long (5-10 years)	Current Initiatives
<p>4a. Address youth drug/alcohol issues.</p> <ul style="list-style-type: none"> i. Ensure that the City's new Human Services Manager tracks and is involved in referral services in the community. ii. Inventory preventative and treatment options in the community. iii. Work closely with partners to determine whether youth-inpatient and out-patient treatment options should be expanded. iv. Establish preventative programs to address teen alcohol and drug use. 	<p>Community Services Department Police Department Health community Non-profit organizations Schools SAFE Inter-Agency Council</p>	Short/Medium	
<p>4b. Conduct outreach and educational programs to help youth make positive choices and live healthy lifestyles, such as:</p> <ul style="list-style-type: none"> i. Establish a voluntary follow-up program for youth prone to gang membership, alcohol and drug use, and other destructive behaviors. ii. Create an outreach campaign about safety on the internet, particularly in the use of social networking websites (e.g. MySpace). iii. Provide education for teens about the future impacts of their current choices, using young role models whenever possible and appropriate. 	<p>Health care providers Community Services Department Police Department Non-profit organizations SAFE Schools</p>	Short	SAFE case management and Victim Awareness programs
<p>4c. Work with law enforcement and security forces and teens to enhance education about safety issues.</p> <ul style="list-style-type: none"> i. Create a security/police and teen understanding training (short). ii. Develop an ongoing program similar to a Citizens Police Academy as offered in other communities (long). 	<p>Police Department Community Services Department Teen Council City Council</p>	Short/Long	PAL mentoring
<p>4d. Consider changing the curfew for teens to a later time.</p> <ul style="list-style-type: none"> i. At minimum, ensure that night-time city sponsored events are coordinated with the curfew. 	<p>Community Services Department Teen Council City Council</p>	Short	
<p>4e. Encourage friendlier security forces at places where teens hang out, particularly the mall.</p>	<p>Teen Council Business community Police Department</p>	Short	
<p>4f. Provide protection for those confessing to a crime or "tattling" on peers who commit crimes or abuse substances.</p> <ul style="list-style-type: none"> i. Evaluate the "We Tip" program's level of awareness among teens and consider enhancements that would increase use of the service. ii. Establish and advertise "safe places" for youth to find support in addressing criminal and substance abuse concerns. 	<p>Police Department School District Community organizations</p>	Short	

5. Respect and Understanding - Bridge cultural and generational gaps with new levels of communication and engagement between youth and adults – including civic leaders and law enforcement – to foster closer and more respectful relationships and enhanced understanding about concerns, laws and authority.

Strategy	Lead Partner(s) (and supporting partners)	Timeframe Short (0-2 years) Medium (2-5 years) Long (5-10 years)	Current Initiatives
5a. Create a "hang out night" for 13-15-year-olds with 16-19-year-olds as mentors. i. Consider utilizing current teen mentoring programs in the community, or create a new program if unavailable.	Community Services Department School District Community organizations	Short	SAFE mentoring program
5b. Expand the Teen Council's scope and membership and elevate its prominence in providing continuous input to city leadership about youth issues and opportunities. i. Appoint a broad range of youth and teens with varying interests, abilities, and backgrounds.	Community Services Department	Short	
5c. Establish a recognition program for teens in areas of community service, art, leadership, and other positive community impacts. i. Ensure the program acknowledges youth and teens of all interests, abilities, and backgrounds, not just "over-achieving youth."	Community Services Department	Medium	SAFE and Habitat for Humanity "Building Futures" program
5d. Provide fun and interesting inter-generational and inter-cultural activities to increase contact and understanding between youth and adults of varying backgrounds and interests. i. Encourage youth and teens to visit retirement homes as community service opportunities. ii. Provide activities/contests/etc. for teens and parents to engage in together. iii. Enhance outreach efforts for current teen parenting workshops or support groups for parents that encourage understanding of youth culture and supporting issues regarding youth-to-adulthood transition. iv. Provide training for parents on how to speak and communicate with their youth and teen children.	Community Services Department Local employers Retirement homes/assisted living facilities Non-profit organizations School District		SAFE parenting program

6. Life and Job Skills - Offer a wide range of job and life skills training – including jobs, internships, interview skills, etiquette, resume writing, and technical skills – for youth of all education levels, career tracks, and abilities.

Strategy	Lead Partner(s) (and supporting partners)	Timeframe Short (0-2 years) Medium (2-5 years) Long (5-10 years)	Current Initiatives
6a. Facilitate youth involvement in the development and basic day-to-day operation of youth-oriented facilities and programs.	Community Services Department School District	Short	INTERACT program
6b. Inventory existing job training programs.	Community Services Department School District Non-profit organizations Workforce Development	Short	Lifeguard training
6c. Link youth volunteerism and community service requirements to current and future job and skills training opportunities.	Community Services Department School District Chamber of Commerce	Short	"Earn and Learn" program Boys and Girls Club service program
6d. Create partnerships to offer additional job skills training and job opportunities to youth, such as i. Provide resume writing, interviewing, and professionalism training. ii. Place youth in jobs and internships with local businesses through a City-managed referral program (requires new resources). iii. Create a one-day work shadow program to allow youth to experience specific jobs. iv. Host a job fair for teens for part-time and summer work with local businesses. v. Create opportunities for youth- and teen-run businesses.	Community Services Department School District Chamber of Commerce Non-profit organizations Local businesses Workforce Development	Short/Medium	"Earn and Learn" program Chamber of Commerce programs
6e. Provide support for high school graduates not going to college. i. Conduct a study of high school juniors and seniors of their post-graduate plans and choices to gain better understanding of their needs. ii. Provide job/life mentoring and local vocational training for recent high school graduates. iii. Get input from business community about what jobs and internships are available.	School District Chamber of Commerce Community Services Department Non-profit organizations Workforce Development	Medium	Abbott Vascular training program SAFE and Habitat for Humanity "Building Futures" program
6f. Assess opportunities for low-cost housing for recent high school graduates.	Community Development Department	Short	
6g. Expand high education options in Temecula, considering: i. Community college. ii. State college. iii. Private college. iv. Vocational training.	City Council Community College District School District	Long	

7. Transportation Access - Provide affordable, safe, and reliable transportation between residential areas and popular youth destinations such as community centers, movie theatres, restaurants, and other hang outs

Strategy	Lead Partner(s) (and supporting partners)	Timeframe Short (0-2 years) Medium (2-5 years) Long (5-10 years)	Current Initiatives
7a. Assess models and best practices for providing low/no cost transportation options for youth and teens, including transportation to programs and facilities such as: i. Van service from neighborhoods to major events. ii. Funding for vehicles owned and operated by other organizations. iii. Enhanced RTA routes.	Community Services Department Planning Department Public Works Department RTA Non-profit organizations	Medium/Long	
7b. Enhance the bicycle and pedestrian infrastructure of the city. i. Continue implementing the City's bicycle and trails master plan that emphasizes connectivity of neighborhoods to youth-oriented locations. ii. Explore Safe-Routes-to-School projects and funding opportunities.	Community Development Department Public Works Department Planning Department School District	Medium/Long	
7c. Analyze facilities, activities, programs, and services to determine if it is feasible to improve geographic accessibility	Community Services Department Public Works Department Planning Department	Medium	

8. Public Information and Oversight - Inform youth and community members about youth opportunities in Temecula and provide oversight to ensure Plan implementation.

Strategy	Lead Partner(s) (and supporting partners)	Timeframe Short (0-2 years) Medium (2-5 years) Long (5-10 years)	Current Initiatives
8a. Expand outreach regarding programs, facilities, and services available to teens. i. Hold a "Youth Week" or similar branding program that increases awareness of activities for youth and that includes special events. ii. Post information about events via newsletters, ads in school papers, social networking websites (e.g. MySpace), cable access television stations, text messages, ads on movie theatre screens prior to showings, etc. iii. Establish consistent outreach through schools' communication channels with youth. iv. Develop a youth website portal as the clearinghouse for all youth activities, programs, and services. v. Utilize the "Temecula Outreach" program.	Community Services Department School District Community organizations	Short/Medium	
8b. Create an oversight group of youth and adults to guide and support implementation of the Youth Master Plan.	Community Services Department	Short	
8c. Create a Human Services Manager position to liaise and coordinate with youth and family serving agencies and organization in the community. i. Create a database of local community service opportunities. ii. Create a one-stop clearinghouse of information about public and private resources and services for youth and teens.	Community Services Department	Short	
8d. Hold regular workshops with service providers to coordinate services and resources.	Human Services Manager Inter-Agency Council	Short	

implementation





*Funding is needed
for new facility
programs and other
improvements.*

chapter 4: implementation

THE DEVELOPMENT OF THE YOUTH MASTER PLAN involved a detailed analysis of future needs. This section outlines the immediate costs associated with moving forward to implement a youth facility for Temecula as well as additional costs to implement priority programs. It is anticipated that additional costs will be identified as other strategies are implemented. These would include both future capital costs and operational costs for the development of the youth facility and other needs not yet fully identified. Therefore, this section includes

suggestions regarding a number of funding sources that might be used to finance the new facilities, improvements, and maintenance needs identified in the future.

RECREATION FACILITY FEASIBILITY STUDY

A Recreation Facility Feasibility Study is needed to determine the best model for a youth facility in the City of Temecula, including a central facility, satellite facilities, or a commercial youth "lifestyle center." In addition, the design program and space requirements, location, partnerships, and estimated development and operating costs should be identified. The feasibility study, which is estimated to cost approximately \$100,000, will continue to involve the community through working with a project steering committee and stakeholders and through using multiple ways to solicit and gather community feedback.

STAFFING NEEDS

The Youth Master Plan recommends an expanded set of youth-focused programs and strategies that will require additional staff support. Based on the recommendations included in this Plan, two full-time and six part-time staff positions are needed to fully implement these improvements at an estimated cost of \$213,695 per year. The Human Services Manager position will be charged with overall implementation of the Youth Master Plan. Seven positions are targeted to support youth and teen recreation opportunities and job skills/training development.

Strategy/Purpose	Position	Annual Cost	# of staff	Total Annual Cost ^A
Oversight of Youth Master Plan	Human Services Manager	\$95,000	1	\$95,000
Expand youth and teen programs	Part-time coordinator	\$14,690 ^B	4	\$58,760
Create intramural sports program	Part-time coordinator	\$14,690 ^B	2	\$29,380
Provide job skills training/opportunities	Full-time coordinator	\$30,555	1	\$30,555
Total cost				\$213,695

Additional Personnel Costs:

^A Includes benefits

^B \$14.69/hr x 1,000 hrs (salary + benefits)

Since programs currently operated in Temecula recover about 30% of their costs, it is estimated that programs implemented as a result of the youth master plan will likely not be more than 20% self-supporting and will require ongoing City support.

POTENTIAL FUNDING METHODS

As Plan implementation occurs, additional capital and operations costs will be identified to implement key strategies. This section identifies some possible funding sources for implementing these additional capital and operations costs.

General Fund

The General Fund is subsidized primarily through taxes and provides most of the City's operating revenue. For many cities, the General Fund is primary source for capital improvements. Since all City services must compete for these funds, this source can change from year to year.

Development Impact Fees

This is a fee paid by developers for the impact of their residential project on the existing park system. The money received can be used for the acquisition and development of parks, open space, trails and other recreational facilities. Two statutes apply to park development fees in California:

- *The Quimby Act:* Quimby Act is applied to the development of single-family and multi-family residential property. Requirements are outlined in Temecula Subdivision Ordinance Section 16.33. The revenue from these fees can be used to purchase land or improve existing parks. Quimby fees are calculated based on the cost of land acquisition and the maximum state standard of 5 acres/1,000 residents. Specific standards vary according to the community's existing level of service.

- **AB1600:** AB1600 creates the framework for Park Impact Fees. These fees are charged to developers to offset the cost of maintaining a certain parkland level of service. Impact fees can be used for land acquisition or development, but not for maintenance or repair of existing facilities.

Community Development Block Grant (CDBG) Funds

Grants from the Federal Department of Housing and Urban Development (HUD) are available for a wide variety of projects. These funds are used for projects and programs in lower-income areas of the community.

General Obligation Bond

These are voter-approved bonds with the assessment placed on real property for a specified period of time. Passage requires a two-thirds voter majority. The revenue can only be used for capital improvements, and not for maintenance. Major disadvantages of this funding option are the high approval requirement and the high interest rate.

Revenue Bonds

These bonds are sold and paid from the revenue produced from the operation of a facility. If the facility does not produce enough revenue to pay for debt service, the agency must then subsidize repayment from the General Fund. Revenue bonds do not require a public vote, but interest rates are generally higher than those of General Obligation bonds. These bonds are a good fit for improvements that will eventually involve user fees, such as community centers, swimming pools and some types of regional parks.

Donations

The donations of labor, land, or cash by service agencies, private groups or individuals are a popular way to raise small amounts of money for specific projects.

Exchange or Sale of Property

If the City has an excess piece of property with some development value, it could be traded for a private piece of property more suitable for park use.

Joint Public/Private Partnership

In this concept, a public agency will enter into a working agreement with a private corporation to help fund, build, and/or operate a public facility. Generally, the three primary incentives that a public agency can offer are land to place a facility (usually a park or other piece of public land), certain tax advantages, and access

to the facility. While the public agency may have to give up certain responsibilities or control, it is one way of obtaining public facilities at a lower cost.

Exactions

These are costs of necessary public improvements that are passed on to the adjacent landowners.

Public Land Trusts

Public land trusts such as the Trust for Public Land, Inc. and the Nature Conservancy can acquire and hold land for eventual acquisition by a public agency.

Government Grant Programs

There are a number of government grant programs for park and recreation projects. Key programs are:

- *Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU)*: Originally called The Intermodal Surface Transportation Efficiency Act (ISTEA), this federal program has funded a wide variety of transportation-related projects. Funding is passed through the states. In 2005 the latest version of this legislation was authorized as SAFETEA-LU for the 5-year period of 2005-2009. Over the years, California has received considerable revenue for trail-related projects from these funds. In terms of recreation, the program primarily funds landscape and amenity improvements related to trail and transportation projects. The money can be used for both maintenance and capital construction, and is primarily focused on regional systems and not local neighborhood trails.
- *Land and Water Conservation Funds*: This grant program is funded by the National Park Service and administered by California State Parks. In the past this was one of the major sources of grant money for local agencies. In the 1990s, funding at the federal level was severely cut, but in recent times more money has become available. The funds can be used for acquisition and development of outdoor facilities and requires a 50% match.
- *State Bicycle Funds*: This is revenue from state gas taxes that is distributed to California cities for the development of bicycle lanes. This

can be a good funding source for developing bicycle lanes and off street bicycle trails.

- *Recreation Trails Program*: This is a grant program funded through the California Parks and Recreation Department. Projects eligible under this program include 1) maintenance and restoration of existing trails, 2) development and rehabilitation of trailhead facilities, 3) construction of new recreation trails, and 4) acquisition of easements and fee simple title to property. Grants are distributed on an annual basis and require a 20% match.
- *Statewide Park Bond (Proposition 40)*: In recent years, California has passed two statewide bond measures for funding parks and open space projects. The funding program has several elements including a grant based on a per capita allocation, a matching grant and several competitive grant programs.



Other State Funds

Other grant sources from the State of California include the Youth Soccer Recreation Program Grant. Project grants range from \$75,000-\$1,000,000.

Private Grants and Foundations

Many trusts and private foundations provide funding for capital projects and programs. Grants from these sources are typically allocated through a competitive application process, and vary dramatically in size based on the financial resources and funding criteria of the organization. They are sometimes difficult to find and equally difficult to secure because of the open competition. They usually fund unique projects or ones of extreme need.

bibliography



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Community Youth Development Initiative Strategic Plan



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EXECUTIVE SUMMARY

Redwood City 2020 (RWC 2020) was formed in the early 1990s when the City of Redwood City, San Mateo County, Redwood City School District, and Sequoia Union High School District decided to join forces to work together to better serve residents of Redwood City and North Fair Oaks. In this newest focus area, the Community Youth Development Initiative (CYDI), RWC 2020 and lead partner, the John W. Gardner Center for Youth and Their Communities, Stanford University (JGC), have recruited over thirty-five community organizations to join in a collaborative effort to enable all of our youth living in Redwood City and North Fair Oaks to thrive.

Community Youth Development is an approach – a way of thinking and working - in which community members (individuals, organizations, and public institutions) share responsibility for the success of all our young people. By defining shared outcomes and aligning a wide array of youth programs and services communitywide, we strive to provide safe settings for youth, ways for them to connect to their communities, and opportunities to experience positive relationships with adults.

Through this community collaboration, we seek to ensure our young people will grow up with the knowledge, skills, and social attributes they need for success in school, work and life. Ultimately, we hope to improve the way our community perceives and values youth. We aim to build a vibrant community with safe and stable neighborhoods, strong healthy families, and a thriving local economy. This vision is reflected in the long-term outcomes in which we plan to make progress over the next five to ten years:

1. The Redwood City community will work with youth as partners in improving the health and well-being of all people.
2. Youth will have the knowledge, resources, and self-confidence to pursue their passions and reach their goals.
3. Adults and youth will develop trusting relationships and work together to improve their community.
4. Parents and caregivers will have the knowledge, resources and self-confidence to participate in the community and improve their quality of life.
5. Community youth serving organizations will continually improve their efforts to provide quality experiences for youth.
6. Mutually beneficial collaborations among organizations and institutions will benefit all members of the community - from youth to seniors.

To make headway in achieving these positive changes for our community, we have selected the following overarching core strategies for the Initiative:

- With our partners, a wide array of youth serving organizations, we have co-developed a vision that reflects our hopes for a community that invests in and supports the success of all our young people.
- We are providing resources for youth serving organizations to enhance the quality of their programs and work in partnership with youth through ongoing professional development opportunities.
- We are intentionally building capacity to collect and use pertinent data to inform decision making with the help of the JGC Youth Data Archive and other data sources.
- We are increasing the number and quality of youth engagement opportunities by working with current programs and providing coaching and support to emerging efforts.
- We are facilitating ongoing communication and collaboration between organizations to promote creative thinking and leverage resources.

As lead partners, RWC 2020 and the JGC will facilitate the implementation of this collaborative effort, work together to access additional resources to continue and expand the work and take responsibility for evaluating progress toward achieving the outcomes described in this Plan.

In order to track our progress, we have developed an infrastructure for CYDI. All involved in this undertaking take our responsibility to this CYDI Strategic Plan – and to the community and the young people we hope to impact – seriously. Accountability is a cornerstone of this responsibility. The following systems are now in place to ensure we make steady and focused progress toward our desired outcomes.

- **CYDI Steering Committee**

A Steering Committee with representatives from 10 CYDI partner organizations will guide the implementation of this Plan and help to assess progress. With facilitation support from María Fernández of the JGC, members will: 1) serve as visible leaders who keep community youth development at the forefront of our community priorities, 2) present and solicit feedback on the CYDI Strategic Plan, 3) engage and sustain involvement of organizations contributing to the Plan, 4) convene partners to share successes and challenges, 5) track progress toward our outcomes, and 6) participate in data collection efforts to meet the outcomes of the Plan.

- **Assessment and Evaluation**

During the first year of CYDI Strategic Plan implementation (2009-2010), baseline data will be collected for key indicators of each outcome. This is a major effort that will require the involvement of all of the partners outlined in this Plan. Staff from the JGC, together with the Data Working Group of the CYDI Steering Committee, will facilitate data collection activities.

- **CYDI Convenings**

A key opportunity to document successes and challenges relating to implementation of the Plan will take place two times during the year through large convenings of community partners hosted by RWC 2020. As partners in this Plan, organizational leaders have committed to participate in these events.

- **Communication**

Effective communication among all the individuals and organizations involved in this Initiative is critical to our shared success. Several systems have been put in place to support ongoing communication: 1) monthly core staff planning meetings, 2) CYDI Steering Committee Meetings (alternating monthly with related Working Group meetings), 3) monthly online updates to all partners, 4) annual reporting to RWC 2020 governance bodies, and 5) ongoing communication among these groups and outreach to the broader community.

- **Governance**

CYDI will make annual presentations of progress to RWC 2020's two governance bodies: the Cabinet, composed of institutional leaders who are members of the collaborative, as well as the Coordinating Council, comprised of elected officials representing their organizations in RWC 2020. These presentations will also serve as opportunities for organizational leaders to discuss critical accomplishments and challenges with our policy makers.

The scope of this Plan is broad and ambitious. Just as with any strategic plan, the strategies and actions that have been set out will need constant monitoring and mid-course corrections, based on thoughtful assessment of progress. This Plan is much more complex than an organizational strategic plan – we are attempting to combine forces to have a positive impact on our entire community. But the vision is compelling and the stakes are high. Our young people and our community members deserve nothing less.

We are going to need help to sustain momentum and focus over time. But the skills, resources and commitment of our CYDI partners give us reason to be positive about our chances for ultimate success. This Plan is a blueprint for a healthy community. We invite you to join with us in making the vision defined in this Plan a reality.

INTRODUCTION

Dear Redwood City and North Fair Oaks Community Members,

Over the past two years, under the auspices of Redwood City 2020 (RWC 2020), a committed group of staff members from youth serving organizations have come together to think about how to improve and expand their programs and the opportunities that exist for youth in our community. Together, they have developed a long-term action plan to make our community a model for positive youth development and community well-being. María Fernández, Policy and Program Senior Manager at the John W. Gardner Center for Youth and Their Communities (JGC) at Stanford University, has provided leadership for this planning process.

As planning partners, we have reviewed research and our own effective practices, shared our beliefs about youth development, and forged a vision of what our community would be like if we were successful in embedding positive youth development practices in all the settings where youth grow. A dedicated Steering Committee of organizational leaders, together with our community's youth and staff from the JGC, has developed a set of long-term outcomes designed to make that vision a reality.

On behalf of the many leaders who contributed to this effort, I am pleased to present RWC 2020's Community Youth Development Initiative (CYDI) Strategic Plan. The overall time frame for this Plan is five to ten years, with organizational commitments that will be updated annually. We look forward to your feedback and insights as we put this plan into action.

Sincerely,

Pat

Patricia Brown
Executive Director, Redwood City 2020

ABOUT REDWOOD CITY 2020

Redwood City 2020 (RWC 2020) was formed (as Redwood City 2000) when the City of Redwood City, San Mateo County, Redwood City School District, and Sequoia Union High School District decided to join forces to work together to better serve residents of Redwood City and North Fair Oaks.

In 1995, in a community planning effort sponsored by RWC 2020, over 250 active community members came together to create a vision and plan for the future. Since that time, RWC 2020 has been working to make the community's vision a reality.

The Redwood City 2020 Vision

RWC 2020 focuses energy and resources on achieving the following outcomes:

- Children, youth and families are safe.
- Children, youth and families are healthy.
- Children, youth and families are nurtured in a stable, caring environment.
- Children and youth are succeeding in school and preparing for responsible adulthood.
- Public, private and community partners are consistently working together to support children, youth and families.

Our Partners

Currently, the following partners are actively involved in RWC 2020: Cañada College, City of Redwood City, County of San Mateo – Human Services Agency and Health System, John W. Gardner Center for Youth and Their Communities at Stanford University, Kaiser Permanente, Redwood City School District, Sequoia Healthcare District, Sequoia Union High School District, Shinnyo-en Foundation, and Silicon Valley Community Foundation.

OUR VISION

Youth – The Heart and Future of a Thriving Community

Our future vision for Redwood City/North Fair Oaks reflects a place where people are caring, compassionate, and respectful in their interactions with each other, and where community members are working together to create safe and clean indoor and outdoor spaces (parks, gardens, sports fields, gathering places) for everyone to enjoy. In this vision, we value the environmental resources that surround us and use them thoughtfully as we think about the needs of upcoming generations.

Our community takes personal and institutional responsibility for testing our assumptions, working to identify the root causes of our most persistent problems, and creating solutions that will work. We are committed to addressing the disparities that have kept us divided and using our differences and commonalities to promote a real sense of inclusion, belonging, and acceptance so that everyone has the freedom to pursue their dreams while helping create a vibrant community.

Youth are the heart and future of our thriving community. We demonstrate this belief by sharing responsibility for and contributing to their overall health - physical, cognitive, emotional, social, and spiritual. Our community makes it a priority to provide the resources and opportunities young people need to develop in all these areas.

At the core of this vision, our young people are:

- learning, exploring, having fun and are encouraged to pursue their passions – such as music, the arts, science, sports, or other activities that interest and challenge them;
- supported and guided by friends and caring, committed adults as they navigate through adolescence, making choices that benefit their health as they design their own life path;
- secure and hopeful about their future;
- conscious of the connection between their formal education and their ability to reach the goals they set for themselves;
- making schools work for them, contributing their ideas and feedback responsibly and frequently;
- exposed to and involved in a variety of exciting and invigorating work and career experiences (including apprenticeships, paid and volunteer internships, trade school and on-the-job mentoring);
- able to pursue a college education or training that helps them make productive contributions;
- actively using their knowledge and gifts to strengthen the broader community by mentoring their peers and younger siblings and working with adults on projects in their neighborhoods and beyond;
- hopeful about our community's ability to address larger societal issues together;
- like other adults in the community, embracing the value of service.

As youth flourish, positive youth/adult relationships become even more common. Some interactions are spontaneous – an adult smiles and greets a young person as he passes by. Others are more formal, originating in schools, congregations, public buildings and other settings where youth and adults work together on matters that are important to them. Youth feel proud of their contributions and grow up planning to continue their involvement - as civic activists, teachers, business and community leaders.

Our families are healthy and thriving. Parents and caregivers spend time with their children, talking, listening and celebrating their successes as well as those of other young people. Families respect differences in values, beliefs, and choices both within their own families and also in the broader community. They know that their voices in local decision-making processes are important and they actively participate in those efforts. Families encourage their children and youth to think about the future and support them in pursuing their dreams. When a family is in need, its members know where to turn for help and seek it, without reservation, because they know service providers will be caring and attentive. Families feel good about living here and watching their children grow up this community.

Public and private organizations provide community members with access to a variety of resources that support their well-being and success. These entities, working together, apply their strengths to create and maintain responsive and innovative programs. They set high standards for their work and routinely reflect on their progress in meeting established goals. They recognize the importance of incorporating community feedback as they work to make programs effective. Across the community, our organizations, institutions, and businesses share and act on the belief that everyone – from young children to seniors - has a vital part in ensuring that we continuously connect and help re-connect all members of our community.

As individuals and as a community, we have made the commitment to continue building and sustaining the strong tradition of unity we have created in Redwood City/North Fair Oaks for decades to come.

ABOUT THIS INITIATIVE

From the beginning, RWC 2020 has focused energy and resources on building meaningful partnerships with a variety of community organizations and institutions to support the success of children, youth and families in Redwood City and North Fair Oaks. RWC 2020 partners have developed a strong web of services, supports, and opportunities designed to enable youth to thrive across all settings where they learn and grow – at home, at school, in programs and in their neighborhoods.

The Community Youth Development Initiative

The Community Youth Development Initiative (CYDI) is RWC 2020's newest initiative. In partnership with the John W. Gardner Center for Youth and Their Communities (JGC), we are engaging youth serving organizations in ongoing collaboration to enable all of our local young people to thrive. By defining shared outcomes and aligning a wide array of youth programs and services communitywide, we strive to provide safe settings for youth, ways for them to connect to their communities, and opportunities to experience positive relationships with adults.

Through this community collaboration, we seek to ensure our young people will grow up with the knowledge, skills, and social attributes they need for success in school, work and life. Ultimately, we hope to improve the way our community perceives and values youth. We aim to build a vibrant community with safe and stable neighborhoods, strong healthy families, and a thriving local economy.

As the result of our collective effort, the following statements will accurately describe our community:

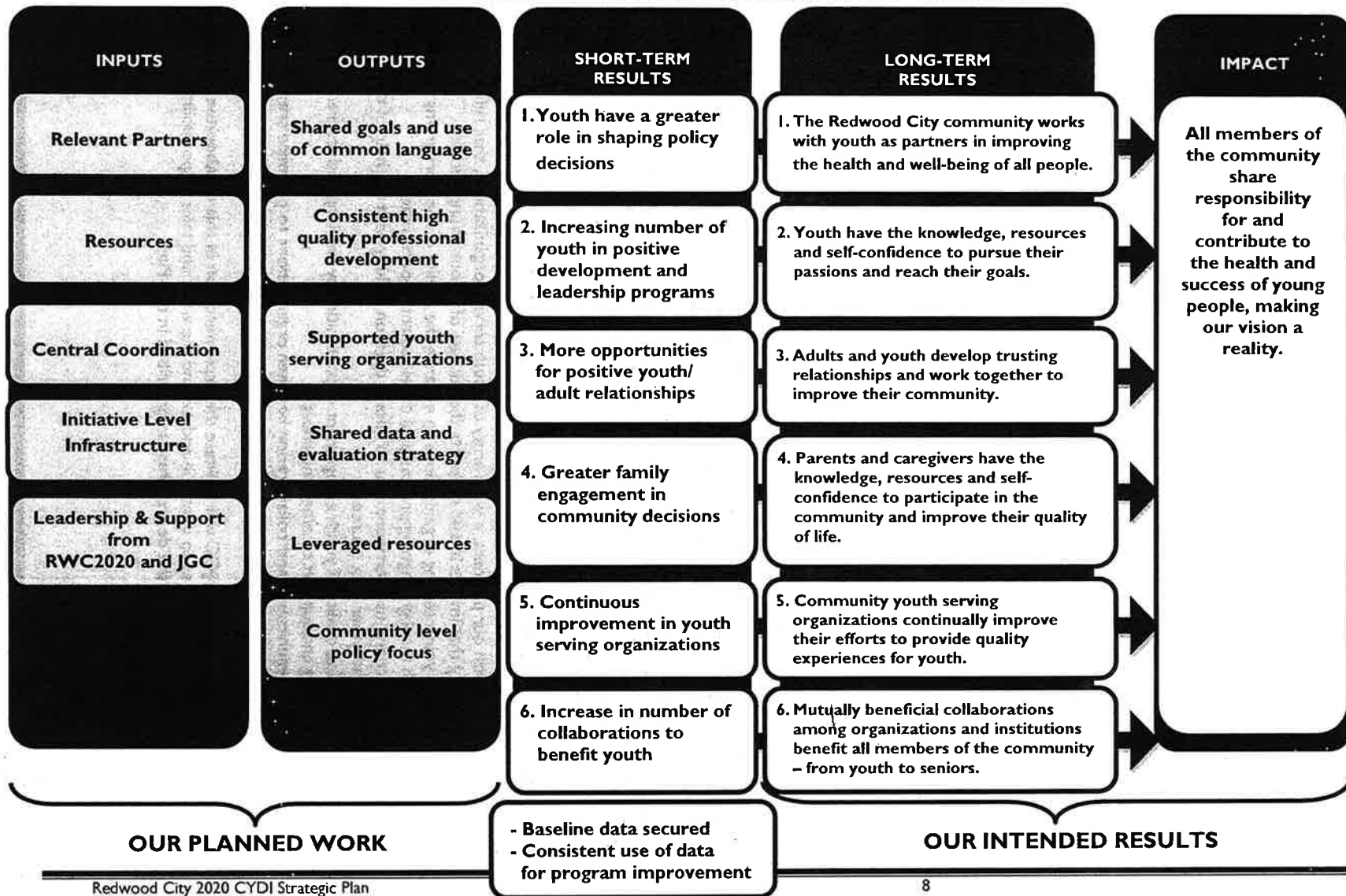
1. The Redwood City community works with youth as partners in improving the health and well-being of all people.
2. Youth have the knowledge, resources, and self-confidence to pursue their passions and reach their goals.
3. Adults and youth develop trusting relationships and work together to improve their community.
4. Parents and caregivers have the knowledge, resources and self-confidence to participate in the community and improve their quality of life.
5. Community youth serving organizations continually improve their efforts to provide quality experiences for youth.
6. Mutually beneficial collaborations among organizations and institutions benefit all members of the community - from youth to seniors.

To make headway in achieving these positive changes for our community, we have selected the following overarching core strategies for the Initiative:

- Co-develop a vision with our partners, a wide array of youth serving organizations, that reflects our hopes for a community that invests in and supports the success of all our young people.
- Provide resources for youth serving organizations to enhance the quality of their programs and work in partnership with youth through ongoing professional development opportunities.
- Build capacity to collect and use pertinent data to inform decision making with the help of the JGC Youth Data Archive and other data sources.
- Increase the number and quality of youth engagement opportunities by working with current programs and providing coaching and support to emerging efforts.
- Facilitate ongoing communication and collaboration between organizations to promote creative thinking and leverage resources.

As lead partners, RWC 2020 and the JGC will facilitate the implementation of this collaborative effort, work together to access additional resources to continue and expand the work and take responsibility for evaluating progress toward achieving the desired results described in this Plan.

OUR MODEL FOR CHANGE



WHAT WE BELIEVE

What We Mean By Community Youth Development (CYD)

In short, CYD is an approach – a way of thinking and working – by which community members (individuals, organizations, and public institutions) share responsibility for the success of all our young people. Sharing responsibility includes investing resources to promote the positive development of young people across settings, using an asset building approach to address issues that prevent youth from reaching their full potential, and partnering with youth to enhance the quality of life for all people in the community. By working intentionally in this way, young people and adults are empowered to change their communities by working together toward shared goals.

"We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly."

- Dr. Martin Luther King, Jr.
Clergyman and Civil Rights Leader

Guiding Principles for Our Work

As we bring our youth development and community building work together in Redwood City, we are guided by the following beliefs:

- Everyone in our community has strengths and can contribute to making our community a better place.
- As we build on our community's strengths, we also recognize that there are needs and problems to be addressed.
- By building positive relationships with one another, we learn about each other's strengths, uncover our biases, promote respect, and see the need to care for others beyond ourselves.
- Youth and adults working together can create the nurturing places and necessary supports that will encourage youth to share responsibility for their community now and in the future.
- We strive to continue making our community a better place than when we came into it.

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community...Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."

- César Chávez
Labor and Civil Rights Leader

"every community needs – no less now than in the past – some kind of stabilizing network of influential, responsible, mutually-acquainted members..."

To function as an effective network for the community they must find one another, listen to one another, explore shared goals and values, and develop the mutual trust that makes common action possible."

- John W. Gardner

Former Secretary of Health, Education, and Welfare, author and founder of Common Cause

OUR COLLABORATIVE JOURNEY

The Community Youth Development Initiative (CYDI) Strategic Plan is the result of a collaborative process. Distinct from a conventional "community plan" or a "youth agenda", our CYDI strategic planning process brought together city government, schools, organizations, youth, and other key stakeholders to focus on children and youth, and on the broader community in which youth live. This effort over the past two years has provided a rich opportunity for youth and adult community members, as well as organizational leaders from different parts of the community, to work together to create a comprehensive plan for our community as a whole. The following individuals representing 20 agencies provided valuable guidance to the development of this Plan:

Zareen Kasad* & Michael Jones
Boys and Girls Clubs of the Peninsula

Jaclyn Kordell
Citizen Schools

Magda González & **Beth Ross**
City Manager's Office –
City of Redwood City

Corinne Centeno & Adilah Haqq
Parks, Recreation and Community
Services - City of Redwood City

Manuel Velarde
Police Department –
City of Redwood City

Sarah La Torra
Public Library –
City of Redwood City

Terese Brennan-Marquez,
Jean Hamilton & Lyra Ghose
Cleo Eulau Center

Sue Eldredge
Community Network for Youth
Development

Tara Schmidt
Fresh Lifelines for Youth

Sarah Kremer
Friends for Youth

Linda Stevenin
The Summit Institute

Kara Dukakis, Mary Hofstedt &
Alison Upton-López
John W. Gardner Center for Youth and
Their Communities

Marilou Seiff
Marine Science Institute

Russell Brunson & Alejandro
Vilchez
Peninsula Conflict Resolution Center

Barbara Bonilla & Tinella Coats
Redwood City Police Activities League

Beatriz Rodríguez, Hoover School
Redwood City School District

Sandra Portasio & Sue Cortopassi
Redwood City School District

Doris Estremera &
Katie Troxler
San Mateo County - Health System

Linda Holman
San Mateo County -
Human Services Agency

Julie Wesolek & Matt Hitchcock
Sequoia YMCA

Judy Romero
Sequoia Teen Resource Center

Jen Bloomer & Gail Fisher
Spark

John Yap, Heather Storer &
Doug Styles
Youth and Family Enrichment
Services

Katrina Socco, Amanda Cue &
Carlos Mejia
Youth Leadership Institute

(*) CYDI Steering Committee
Members for 2009 – 2010 are
listed in bold.

Planning Timeline

The following table outlines our planning process and the key questions that guided our work.

I. Build Community to Identify Issues of Concern	II. Plan for a Long-Term Effort	III. Create a Shared Vision	IV. Develop Outcomes and Indicators	V. Seek Community Feedback	VI. Garner Policy Leader Support	VII. Secure Organizational Commitments and Implement Plan
September - December 2007	January - February 2008	March - June 2008	August - December 2008	January - February 2009	March - April 2009	August - September 2009
How can we as youth and adults build a better community?	What steps can we take to address these issues and make lasting change?	What is our ideal picture of the future of our community?	What results do we want to achieve in 5-10 years that will get us closer to our vision? In 1 year? How will we know we are achieving these results in the short and long term?	If we achieve these results, will we get closer to making our vision a reality? What should be added or emphasized about these outcomes?	Seek Support of Long-Term Outcomes from: -Redwood City 2020 Cabinet (March) -Redwood City 2020 Coordinating Council (April)	In what key areas will each organization commit to taking action steps over the next year? What supports to organizations are needed along the way?

KEY MILESTONES

Throughout our planning process we drew on our community's strengths and existing efforts. Below, greater detail is provided about the planning phase between September 2007 and April 2009.

I. Build Community to Identify Issues of Concern

In September and October 2007, the City of Redwood City, other RWC 2020 partners, and young people organized two events entitled "Bridge to a Better Community". These events brought over 180 youth and adults together to identify community issues of concern in the areas of education, stress, safety and violence, youth and adult relationships, and immigration. These issues served as important catalysts to engage members of the community to think about ways to respond to these challenges.

II. Plan for a Long-Term Effort

Following the two community-building events and through the month of February 2008, RWC 2020, with support from the John W. Gardner Center for Youth and Their Communities, convened interested representatives from local organizations to identify a comprehensive approach for supporting youth and their communities of Redwood City and North Fair Oaks. Participants agreed that the response to these community issues should be a long-term and ongoing approach that would lead to lasting positive change.

III. Create a Shared Vision

From March to June 2008, individuals from 16 organizations formed a CYDI Planning Group to create a vision for Redwood City and North Fair Oaks. Products from this effort included: a definition of community youth development, a set of guiding principles, and a vision narrative developed with input and feedback from over 80 young people describing a positive future for youth - with respect to their relationships with adults, their families, organizations, and the community as a whole.

IV. Develop Outcomes and Indicators

From August through December 2009, a smaller strategic planning Steering Committee developed a set of long-term and short-term outcomes. Indicators of success were also defined. We jointly decided to track positive indicators of youth development as well as other administrative data to measure our progress to provide a more complete picture of the degree to which youth are not only avoiding negative behaviors, but are actually thriving.

V. Seek Community Feedback

In January and February of 2009, a proposed set of long-term outcomes were shared with organizational youth and adult leaders for their final feedback. Over 100 youth from a variety of leadership boards and youth-serving organizations provided critical feedback that resulted in revisions to the proposed outcomes.

VI. Garner Policy Leader Support

In March and April 2009, this Initiative was formalized when members of the CYDI Planning Group and staff presented six long-term outcomes for this Plan to RWC 2020's governing bodies: the Cabinet, composed of institutional leaders and the Coordinating Council, a body of elected officials from partner institutions. The work of the youth and adult planners was recognized and applauded, resulting in RWC 2020 leaders agreeing to serve as the accountability body to the Initiative.

FROM PLANNING TO ACTION

On August 25, 2009, approximately 50 representatives from over 30 organizations serving Redwood City and North Fair Oaks gathered to finalize the CYDI Strategic Plan. As partners in the Community Youth Development Initiative (CYDI), each organization committed to:

- 1) take specific actions during the 2009-2010 school year to move the community closer to the Plan's outcomes, and
- 2) come together twice during the year to discuss accomplishments, challenges, and effective strategies for working together toward the shared outcomes.



Elements of Our CYDI Strategic Plan

The following pages articulate our:

- ❖ **Outcomes** – the desired results of our work.
- ❖ **Key Indicators** – help us track the progress and document achievements along the way.
- ❖ **Strategies** – the specific approaches we will take to move closer to achieving our outcomes.
- ❖ **Actions** – concrete, immediate steps and activities organizations will implement to move us closer to our outcomes – updated annually as the Plan is implemented.



"We must do the things we think we cannot do. The future belongs to those who believe in the beauty of their dreams."
- Eleanor Roosevelt
Humanitarian, United Nations Delegate

Partner Organizations

- Acterra
- Aim High
- Bay Area Gardeners Foundation
- Boys and Girls Clubs of the Peninsula
- Cañada College – Upward Bound TRiO Program
- Casa de la Cultura Quetzalcoatl
- The Center for Youth
- Chicana/Latina Foundation – Youth Adelante Program
- Citizen Schools
- City of Redwood City
 - City Manager's Office
 - Parks, Recreation and Community Services
 - Police Department
 - Public Library
- Cleo Eulau Center
- Community Network for Youth Development
- El Centro de Libertad/The Freedom Center
- Fresh Lifelines for Youth
- Friends for Youth
- Hidden Villa
- International Institute of the Bay Area
- JobTrain
- John W. Gardner Center for Youth and Their Communities, Stanford University
- Marine Science Institute
- Mid Peninsula Housing Services Corporation
- Peninsula College Fund
- Peninsula Conflict Resolution Center
- Peninsula Interfaith Action
- Redwood City School District – School-Community Partnerships
- Riekes Center
- San Mateo County
 - Health System
 - Health Policy and Planning
 - San Mateo Medical Center and the Sequoia Teen Wellness Center
 - Human Services Agency
 - Jobs for Youth
 - Prevention and Early Intervention
 - Workforce Development
 - Probation Department
 - Sheriff's Office
- Sequoia Union High School District
 - Career Technical Education
 - Redwood High School REAL Program
 - Sequoia Teen Resource Center
- Sequoia YMCA
- Spark
- The Summit Institute
- Youth and Family Enrichment Services
- Youth Leadership Institute

Outcome 1

The Redwood City community works with youth as partners in improving the health and well-being of all people.

ABOUT THIS OUTCOME

We aim to prepare youth to be both the leaders of tomorrow and today. We believe individuals and organizations in our community should work with youth in creating a variety of opportunities for youth to shape and improve their community.

KEY INDICATORS

- Organizational leaders and staff members demonstrate an affirmative shift in their thinking about the importance of youth input to decisions made by their organizations.
- Youth report that organizational leaders and staff are receptive to their input.
- Youth perform formal and informal leadership functions in community organizations.

YEAR ONE STRATEGIES

1. Enable youth to have a voice in the development and improvement of their schools and programs.
2. Provide opportunities for youth to guide and develop policies that affect their community.
3. Train and support youth to serve as resources to other youth.
4. Connect youth to volunteer opportunities in their community.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 1: Enable youth to have a voice in the development of their schools and programs.	
Boys and Girls Clubs of the Peninsula	Coach and empower youth in our Torch Club (middle school) and Keystone Club (high school) to be leaders in their schools and community by helping us organize programs and events for other members we serve.
Cañada College – Upward Bound TRiO Program	Facilitate the Scholars Advisory Team, which provides a student voice to program staff. Provide opportunities for participants in the evaluation of the program and utilize feedback to develop best practices.
Chicana/Latina Foundation – Youth Adelante Program	Support 7 th and 8 th grade students in our after-school program by working together to organize our annual Youth Summit at Garfield School in the spring to bring adults from throughout the Bay Area to lead workshops for the school's 6 th to 8 th graders.
City of Redwood City – City Manager's Office	Initiate a youth action research project, whereby up to 20 Redwood City youth will be trained to conduct research on the barriers that prevent youth from spending time outdoors and connecting with the natural world. Adults will work as allies with youth to identify solutions to address these barriers.
City of Redwood City – Public Library	Solicit opinions from youth regarding whether services are meeting their needs and including them in the process.
	Extend teens the opportunity to join the Library Teen Council.
Cleo Eulau Center	Work with school partners at Kennedy Middle School and the John W. Gardner Center to support the school staff learning communities in involving students in their data collection efforts and providing them with feedback from these groups regarding their findings.
El Centro de Libertad/ The Freedom Center	Our Youth Advisory Board will allow youth to build leadership skills and identify what changes they would like to make in the community as well as have a voice in our program.
Hidden Villa	Train high school youth to be leaders and educators in our summer camp program.
	Provide a ¾ time credentialed teacher at Sequoia High School to support youth action research and peer education around access to the outdoors and garden-based learning.
Mid Peninsula Housing Services Corporation	Develop a youth council at our two housing sites (City Center Plaza and Redwood Court) that incorporates an entrepreneurial project that youth work on and report on to the council.

ORGANIZATION	ACTIONS (2009-2010)
<i>Peninsula Interfaith Action</i>	Support the development of youth leadership by encouraging youth participation in local community organizing efforts.
<i>Redwood City School District – School-Community Partnerships</i>	Use youth surveys to provide input on programs' and schools' practices.
<i>San Mateo County – Health System – San Mateo Medical Clinic and Sequoia Teen Wellness Center</i>	Continue to involve the Youth Advisory Board in ongoing clinic evaluation and quality assessment and improvement activities.
<i>Sequoia Union High School District – Redwood High School REAL Program</i>	In partnership with REAL youth, the REAL teacher will facilitate a 2-3 week trust, community and team-building program to create a cohesive group with shared responsibility for the program's success.
<i>Sequoia Union High School District – Sequoia Teen Resource Center</i>	Coordinate, integrate and assess an array of programs and services to provide positive youth development opportunities for Sequoia youth and leadership skill development and experience.
<i>Sequoia YMCA</i>	Continue to provide a variety of opportunities for leadership for teens, including as a fitness trainer and through the FLEX Leadership Council.
<i>The Summit Institute</i>	Ask all Summit Preparatory High School and Everest High School students to share their ideas and preferences for intersession programs through a survey administered in September 2009.
<i>Youth and Family Enrichment Services</i>	The Sequoia Youth Advisory Board, the Youth Development Initiative, and the Wellness Advisory Council will collaborate to facilitate 3 to 5 fishbowl sessions on health and wellness topics with a focus on environmental prevention efforts.
	Through our Counseling Services, our clinicians will conduct more counseling groups with youth based on youth-identified needs (social skills, trauma, etc.).
	In our Insights outpatient youth drug and alcohol recovery program, clients will be asked for verbal and written feedback on their strategies for self-care, community improvement and compliant legal behavior so that they are active partners in treatment. Group time will be used for youth to be resources and identify community needs, opportunities and improvement ideas.
	Daybreak, our emergency youth shelter program's youth council will brainstorm challenges and solutions to issues that arise in their residential community. A monthly committee meeting will be used to address what's important to them in the home and how to change it. They will also participate in staff interviews.
	In our Development Department, we will include a youth panel in stakeholder interviews for our organizational marketing project.
	In our GIRLS program for youth in the juvenile justice system, youth mentors will facilitate a group on topic they choose before graduating from the program.
	In our Your House South residential youth program, continue to utilize house meetings each Sunday night to discuss menus, rule changes and residential issues.
	Incorporate youth in all stages of planning in our organization's large fundraising event – the Starting Line Breakfast.
Strategy 2: Provide opportunities for youth to guide and develop policies that affect their community.	
<i>City of Redwood City – Parks, Recreation and Community Services</i>	Continue to engage youth in leadership roles through our Youth and Teen Advisory Boards (middle and high school, respectively). Activities include volunteering in the community and advising on public projects.
<i>Fresh Lifelines for Youth</i>	Upon request, conduct focus groups with probation and incarcerated youth to provide input and policy recommendations.
<i>San Mateo County – Health System – Health Policy and Planning</i>	Continue funding the Youth Commission, which provides youth input opportunities in policy making.
<i>Youth and Family Enrichment Services</i>	The San Mateo County Youth Commission will invite and reach out to community partners to collaborate with them.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 3: Train and support youth to serve as resources to other youth.	
Casa de la Cultura Quetzalcoatl	Our group will share our dances and traditions from Mexico with our members and in places where the community can embrace them too.
The Center for Youth	Conduct peer educator trainings in the area of drugs and alcohol, sexual decision making, healthy relationships, nutrition, physical activities and accessing health care – then mentor the peer educators as they conduct health education sessions to Sequoia High School students.
	Approximately 22 students will be trained as peer educators and approximately 400 students will be reached with peer-led sessions and activities.
City of Redwood City – City Manager's Office	As part of the City's youth-action research effort to identify barriers that prevent youth from spending time outdoors and connecting with the natural world, we are launching the Redwood City Verde Youth Ambassador program, which will train and employ 14 youth annually in summer "green" jobs.
City of Redwood City – Public Library	Project READ has specific programs such as Kids in Partnership (KIP) in which peers tutor peers.
Marine Science Institute	Provide educational programs for local youth that show them how to educate others in the community on: which fish are safe for humans to eat, how to keep the local water clean and healthy, not only for the plants and animals of the environmental, but so that there is plenty of safe drinking water for many generations, and build confidence in the community's environmental knowledge so that there is a healthy planet for many generations.
Mid Peninsula Housing Services Corporation	We will coordinate a peer education health awareness program to educate the broader community on health issues.
Peninsula College Fund	Provide college orientation workshops to student scholars in our program and their families every fall, several of which are conducted by other student scholars currently in college.
Peninsula Conflict Resolution Center	Train and provide ongoing support to youth who serve the community as mediators and educators for other students in addressing conflict, bullying and improving school climate at 8 to 10 elementary and middle schools in Redwood City and at Sequoia High School.
Youth and Family Enrichment Services	Youth volunteers will staff the youth chat room, developing skills in supporting and counseling other youth.
Strategy 4: Connect youth to volunteer opportunities in their community.	
Acterra	Hold a minimum of 30 earth-friendly landscaping or habitat restoration workdays for Sequoia High School and Kennedy Middle School students.
Boys and Girls Clubs of the Peninsula	Coach and empower youth in our Torch Club (middle school) and Keystone Club (high school) to be leaders in their schools and community by carrying out several community service projects (ex. Second Harvest produce distributions, beach clean ups, setting up booths for cancer awareness relay races, painting murals in schools/city, and participating in park renovation meetings.)
City of Redwood City – Public Library	Offer opportunities for youth to volunteer, mentor, tutor and join focus groups.
Hidden Villa	Provide training to 35 Redwood High REAL students to help inform their service and action projects in their school and community.
San Mateo County – Health System – San Mateo Medical Center and Sequoia Teen Wellness Center	Provide youth with individual and group education that promotes health, wellness, decision making skills and healthy lifestyle choices (including, but not limited to: reproductive health, exercise, diet, etc.). Encourage youth participation in community projects that support healthy lifestyle choices.
Youth and Family Enrichment Services	Daybreak, our emergency youth shelter program will incorporate a structured "community volunteer" component as a requirement of all residents.
	Your House South, our residential youth program, will implement a summer volunteer effort at Second Harvest Food Bank.

Outcome 2

Youth have the knowledge, resources, and self-confidence to pursue their passions and reach their goals.

ABOUT THIS OUTCOME

According to the most comprehensive review of the research on community programs for youth of its kind, the National Research Council and the Institute of Medicine (2004) organized the personal and social assets that contribute to youth's well-being and their successful transition into adulthood into four categories: physical, intellectual, psychological and emotional, and social development. Our actions aim to support youth to develop assets in all these areas.

KEY INDICATOR

- Organizations demonstrate a commitment to making positive youth development and leadership training programs available and accessible to youth in the community.

YEAR ONE STRATEGIES

1. Promote youth's positive physical development in youth program settings through the development of good health habits and opportunities.
2. Provide programs that stimulate youth's intellectual development and promote school success by developing life, critical thinking and decision making skills and exposing them to a variety of career and employment opportunities.
3. Develop and sustain opportunities that support youth's healthy psychological and emotional development, enable them to resolve conflicts, maintain a sense of purpose and planning for the future, and build a positive personal and social identity.
4. Coordinate opportunities that nurture youth's social development through positive relationships with peers, connectedness to community institutions, and skills to navigate multiple contexts.
5. Create and improve safe and supportive environments for youth in youth serving programs and the broader community.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 1: Promote youth's positive physical development in youth program settings through the development of good health habits and opportunities.	
Boys and Girls Clubs of the Peninsula	Place emphasis on healthy eating and exercise habits through nearly all of our programming (this includes discussions regarding health and nutrition with various athletic teams, social education classes, and cooking classes.)
Riekes Center	Provide a work trade program as well as full and partial scholarships for students with financial need who participate in Riekes programs (athletic fitness, nature awareness, and creative arts).
San Mateo County – Health System – San Mateo Medical Center and Sequoia Teen Wellness Center	Provide comprehensive youth-focused health care so youth can focus on identifying and pursuing their passions and goals.
Strategy 2: Provide programs that stimulate youth's intellectual development and promote school success by developing life, critical thinking and decision making skills and exposing them to a variety of career and employment opportunities.	
Aim High	Provide summer education enrichment programming to 7 th and 8 th grade youth across Redwood City.
Bay Area Gardeners Foundation	Provide scholarships to graduating high school students planning to attend a 2-year and/or 4-year college.

ORGANIZATION	ACTIONS (2009-2010)
Boys and Girls Clubs of the Peninsula	Through our academic-based Center for a New Generation (CNG), and Collegebound programs, expose youth to a variety of professional fields and equip them with the information and inspiration they need to pursue similar careers in life. Students will take field trips to companies like Electronic Arts or Google, as well as listen to guest speakers share their profession and skill sets.
Cañada College – Upward Bound TRiO Program	Provide mentorship and information to empower students with knowledge to make better decisions about their futures.
Chicana/Latina Foundation – Youth Adelante Program	Continue providing our Youth Adelante program for 7th and 8th grade middle school Latino students at Garfield School, which aims to support them in improving their math and academic skills while promoting self-esteem building, positive relationships, building leadership skills, and addressing peer issues.
Citizen Schools	Adult volunteers will teach 10-week long classes to students about their careers, culminating in a final project that affects the community.
City of Redwood City – Parks, Recreation and Community Services	Continue to develop youth leaders in our school-based after-school programs that are targeted to high-risk youth and referred by principals and other school personnel. Continue to develop work skills in youth in our Leader in Training Program (summer program for 12-15 year olds who support activities in camp and aquatics programs) where they are assigned to leaders who provide training and mentoring. Job skills include writing, interviewing practice, resume building.
City of Redwood City – Public Library	Homework centers are staffed daily at each library branch.
Fresh Lifelines for Youth	Provide a leadership training program to 12 youth on probation in the county.
Hidden Villa	Provide a full-time credentialed science enrichment teacher at Taft Community School to support garden-based education, nutrition and science curriculum.
	Provide English Language Learner garden-based education curriculum for use by teachers in grades K-5.
	Provide garden-based curriculum that meets California state science standards packaged in teacher-friendly “kits” for grades K-5.
	Provide garden-based science enrichment programs for students at Kennedy Middle School and Sequoia High School.
	Provide teacher training in garden-based education connected to California state standards.
JobTrain	Offer a host of programs for young people who are no longer in school and looking for ways to upgrade their skills or learn new ones. Our counselors work with out of school youth to help them solve problems as simple as resume preparation and as complex as finding permanent shelter.
	Offer the SASSY program for youth in the Sequoia Union High School District, an accredited after-school vocational training program for which students may earn up to 10 academic credits each semester for participating in the program. Classes include Digital Multimedia, Culinary Arts, Fine Arts Design, Office Skills, and Electronics Assembly, with component classes providing After-School Tutoring, Leadership, Youth Fitness and Life Skills.
	Work with a variety of employers and partners, including Jobs for Youth, to provide internship opportunities for Out-of-School Youth in training as well as SASSY students working toward their high school diplomas. Life skills support, counseling services, supportive services and job development are available for qualified youth.
Marine Science Institute	Provide opportunities for local youth to gain experience in green jobs through internships and shadowing our instructors, all of which will build their confidence in spending time outdoors and in nature.
Mid Peninsula Housing Services Corporation	Program coordinators at our two housing sites (City Center Plaza and Redwood Court) will make summer and after-school programming available to approximately 42 youth ages 12 to 17 living in these complexes.
	Provide college and workforce readiness training and support to youth residents, including access to computers for job searches, career assessments, and other forms of training.

ORGANIZATION	ACTIONS (2009-2010)
<i>Peninsula College Fund</i>	Provide scholarships, internship assistance and educational workshops for motivated, gifted, and traditionally under-represented minority students from the Mid-Peninsula (with approximately GPAs of 3.3-3.8 who may often be overlooked by other college scholarship programs) as well as those already attending college.
<i>Redwood City School District – School-Community Partnerships</i>	Partner with the County Office of Education to bring age-appropriate programs to the Redwood City School District. Promote meaningful student learning opportunities, such as the Lego League.
<i>San Mateo County – Health System – Health Policy and Planning</i>	Provide work opportunities and practical learning experiences for students to enhance their academic preparation and exposure to public services through the Health Policy and Planning (HPP) Internship Program (available to college undergraduates; offered twice yearly - summer and November - April; ages 16-28 hours/week paid; approximately 4 to 6 spots/year).
<i>San Mateo County – Health System – San Mateo Medical Center and Sequoia Teen Wellness Center</i>	Foster the development and refinement of leadership skills through participation in the Youth Advisory Board.
<i>San Mateo County – Human Services Agency – Jobs for Youth</i>	Support youth between ages 14 and 21 seeking employment through weekly job preparation workshops that teach them about job applications, creating resumes and preparing for interviews (at our offices and at local high schools upon request). Connect youth to Peninsula Works member services, which include access to on-site interviews, trainings and additional workshops. Provide job referrals and access to hundreds of job postings directed toward youth. Provide on-on-one interviews for youth with counselors to identify key skills in preparation for job interviews. Recruit and match a core group of youth ages 14 through 21 with summer internship opportunities. Through the Al Tegli Jobs for Youth Endowment Fund, provide vocational and educational scholarships to youth on an annual basis.
<i>San Mateo County – Human Services Agency – Workforce Development</i>	Support 13 FIRST Lego League teams (each comprised of 7 to 10 students) in Redwood City schools (Hoover, Kennedy and North Star) by leveraging County Homework Center funds with After School Education and Safety (ASES) funding and in kind matches from after-school providers and schools. Connect resources to Redwood City after-school programs in: robotics in elementary and middle school; clean/green technology in elementary and middle school; and link to Career Technical Education in high school.
<i>Sequoia Union High School District - Career Technical Education</i>	Teach soft skills to youth and adults in our district and community through guest and co-teaching sessions.
<i>Sequoia Union High School District - Sequoia Teen Resource Center</i>	All youth participating in our youth development programs will receive training and develop skills that will assist them with their person and academic goals.
<i>Sequoia YMCA</i>	Continue providing youth employment opportunities as FLEX Fitness Trainers, swim instructors, Summer Day Camp Counselors, and Membership Associates.
<i>Spark</i>	Establish over 100 one-on-one apprenticeships between 7 th and 8 th graders in Redwood City with volunteers in the professions of the students' dream job and triple the attendance at the 5 to 6 large-scale discovery night celebrations of Spark work by students at the end of each semester (fall, spring, summer).
<i>The Summit Institute</i>	Our students will continue to have a mentor teacher who knows them well, mentors them all 4 years they are in school, and supports their growth toward identifying and reaching their goals. Soft skills are part of the Connections course curriculum, which is a weekly 1 ½ hour class with their mentor group.
<i>Youth and Family Enrichment Services</i>	In our Transitional Housing Placement program for youth preparing to exit the Foster Care system and for emancipated youth, collaborate with community members and organizations to guarantee our residents have more learning opportunities in the community (such as internships, job shadowing, etc.)

ORGANIZATION	ACTIONS (2009-2010)
Strategy 3: Develop and sustain opportunities that support youth's healthy psychological and emotional development, enable them to resolve conflicts, maintain a sense of purpose and planning for the future, and build a positive personal and social identity.	
<i>Cañada College – Upward Bound TRiO Program</i>	Conduct workshops and summer classes to provide the resources and materials to develop students' future goals. Provide guest speakers who have overcome obstacles for students to gain self confidence.
<i>Cleo Eulau Center</i>	Through our Collaborative Counseling Program (CCP), provide individual and group therapy to youth on probation, incarcerated or at high risk of offending at the Court and Community Schools in addition to a Cleo Eulau Center Counselor at Sequoia High School.
<i>El Centro de Libertad/ The Freedom Center</i>	Provide individual and group counseling in the areas of alcohol and drug prevention education, relapse prevention, skill building, anger management, making healthy choices, setting goals, as well as building communication skills and providing a safe place for youth to discuss feelings.
<i>Peninsula Conflict Resolution Center</i>	Train youth in skills that will help make them successful in their families, communities, and workplace (conflict resolution, communication, negotiation) in 8 to 10 elementary and middle school in Redwood City and at Sequoia High School.
<i>San Mateo County – Human Services Agency – Prevention and Early Intervention</i>	Our Psychiatric Social Workers, located in school and community settings, will utilize an evidence-based counseling intervention model to guide children and youth in identifying their strengths, and steps they need to take to achieve their goals. Services include individual, group or family counseling sessions and/or case management services that are measurable and attainable.
<i>Sequoia Union High School District - Redwood High School REAL Program</i>	Partner with Prometheus counseling services to provide weekly trainings to help students build leadership skills through self awareness and personal growth.
<i>Sequoia Union High School District - Sequoia Teen Resource Center</i>	Provide mental health support and crisis intervention services to Sequoia High School youth to improve their health and well-being.
<i>Youth and Family Enrichment Services</i>	In Your House South, our residential youth program, ask incoming youth about their strengths and goals in successful family reunification.
	In our Fostering the Future program asset and coaching group for youth in the Foster Care system, encourage youth to explore their goals and develop a plan for achieving them as they build their assets.
	In our Insights youth drug and alcohol recovery program, support youth in integrating healthy passions and goals in their treatment planning.
	In our Insights program we will also work with youth clinically to improve their mental health and develop assets.
	Our Differential Response home visiting and case management program for families reported to Child Protective Services, but screened as low risk, works with youth as partners in deciding an appropriate treatment plan for them.
Strategy 4: Coordinate opportunities that nurture youth's social development through positive relationships with peers, connectedness to community institutions, and skills to navigate multiple contexts.	
<i>Boys and Girls Clubs of the Peninsula</i>	Diversify our programming to expose youth to different types of activities (dance, drama, poetry, sports, robotics, etc.) and encourage youth to try and excel at those different activities.
<i>Casa de la Cultura Quetzalcoatl</i>	Our group will continue to engage youth in our group and the community in cultural activities that we are a part of, including: Día de los Muertos/Day of the Dead (November); Día de la Virgen/Day of Our Virgin Mary (December); and Día del Niño/Day of the Children (April).
<i>The Center for Youth</i>	The Center for Youth staff develops trusting relationships in mentoring and training teens as peer educators and peer health advocates. This involves working in partnership to educate (and give back to) other young people in their community by providing support, skills, information and motivation to engage in healthy activities and avoid risk-taking activities.

ORGANIZATION	ACTIONS (2009-2010)
<i>City of Redwood City – Public Library</i>	Our Teen Services division supports youth advisors, provides mentoring support, conducts volunteer training and facilitates book clubs. As volunteers working with library staff, youth gain self-esteem, social awareness and bridge the cultural gap through their involvement.
<i>Fresh Lifelines for Youth</i>	Provide legal education programs to 22 youth at the county court and community school and conduct prevention programs for 30 students in 7 th and 8 th grade at Hoover Magnet School and Kennedy Middle School.
<i>International Institute of the Bay Area</i>	Provide informational sessions to students about immigrant rights and responsibilities and available resources.
<i>Riekes Center</i>	The Riekes Center will provide peer mentoring and youth leadership programs for students.
<i>Youth and Family Enrichment Services</i>	Our GIRLS program for youth in the juvenile justice system will create mentoring opportunities for clients who are further along in treatment to provide guidance and support to incoming/newer clients.
Strategy 5: Create and improve safe and supportive environments for youth in youth serving programs and the broader community.	
<i>Acterra</i>	Make presentations to at least five groups of youth about local ecosystems and how to improve their health.
<i>City of Redwood City – Public Library</i>	Provide a safe and welcoming environment for all youth.
<i>John W. Gardner Center for Youth and Their Communities</i>	Increase Redwood City School District middle school staff understanding of youth development and its connection to learning through analysis of the youth development middle school survey and the Youth in the Middle project.
<i>Redwood City School District – School-Community Partnerships</i>	Continue to monitor and support after-school program quality and practices by using the Program Quality Assessment Tool.
<i>San Mateo County – Health System – Health Policy and Planning</i>	Provide funding and technical assistance to facilitate implementation of school wellness policies (ongoing technical assistance of school wellness policy implementation and once/year grants of a maximum amount of \$2,000, together totaling \$12,000 e.g. seed money for a school community garden).
<i>San Mateo County – Probation Department</i>	Map resources available in San Mateo County to better connect youth with the services they need.
<i>Youth and Family Enrichment Services</i>	Youth Development Initiative staff will work directly with the youth in our programs to foster positive asset development.
<i>Youth Leadership Institute</i>	Promote positive youth development settings and opportunities for youth projects and programs relating or involved with the Redwood City Alcohol and Other Drug (AOD) Abuse Prevention Partnership.

Outcome 3

Adults and youth develop trusting relationships and work together to improve their community.

ABOUT THIS OUTCOME

Research has demonstrated the importance of the consistent presence of a caring adult in the life of a young person. We strive to achieve this outcome by supporting both formal and informal opportunities for youth and adults in the community to develop healthy and trusting relationships.

KEY INDICATORS

- Organizational leaders demonstrate a commitment to expand opportunities for youth to be connected to caring adults in the community.
- Organizational leaders demonstrate a commitment to building positive relationships between youth and staff.
- Youth are aware of and participating in a range of positive relationships with adults, through formal and informal programs in the community.

YEAR ONE STRATEGIES

1. Deliver and expand high-quality youth mentoring programs.
2. Strengthen positive relationships between youth and school or program staff.
3. Expand opportunities for youth to be connected to caring adults in the community.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 1: Deliver and expand high-quality youth mentoring programs.	
Chicana/Latina Foundation – Youth Adelante Program	Intentionally provide 7th and 8th grade students in our Youth Adelante after-school math and academic enrichment program with Latina/Latino role models to develop positive relationships.
City of Redwood City – Public Library	Youth in our Families in Partnership (FIP) program are mentored by AmeriCorps and community volunteers.
Friends for Youth	Recruit, screen, train and support adult mentors in our program and match them with youth for 12+ months to help build long-term relationships. Mentored youth in our program receive support from their adult partners.
Peninsula College Fund	Provide our student scholars who are attending college a mentor who provides support, counsel, friendship, reinforcement and positive role modeling during their college careers.
Strategy 2: Strengthen positive relationships between youth and school or program staff.	
Aim High	Encourage returning teaching staff to our middle school summer enrichment program to reach out to returning students by contacting families and attending a mid-year or pre-summer reunion event.
Boys and Girls Clubs of the Peninsula	In addition to staff, recruit as many volunteer tutors, coaches, and mentors to serve as additional resources for our youth. Provide volunteer training opportunities so that the relationships volunteers build with our youth are the most positive and healthy relationships.
City of Redwood City – Public Library	The library will continue to employ staff dedicated to youth services.
Cleo Eulau Center	Through our Resiliency Consultation program, provide on-site school year support for teachers and school staff at Hawes, Selby Lane, and Kennedy Middle Schools to develop positive caring relationships with students, have high expectations for youth, and provide students opportunities to succeed.
Hidden Villa	Partner with Silicon Valley FACES (Camp Everytown) to provide a cross-site program for youth and teachers - including 10 students from Sequoia High.
Marine Science Institute	Set up volunteer days where youth teach the adults what they have learned in our programs, facilitate local coastal clean-up days for the community, and build a sense of confidence in being in nature that encourages all to keep the planet healthy and ensure that one exists for future generations.

ORGANIZATION	ACTIONS (2009-2010)
<i>Peninsula Conflict Resolution Center</i>	Support students and school staff to develop and implement peer mediation and conflict manager programs at 8 to 10 elementary and middle schools in Redwood City and at Sequoia High School.
<i>Redwood City School District – School-Community Partnerships</i>	Continue the Summer Bridge Program at Kennedy Middle School which aims to support students to develop positive relationships with school staff as they transition from elementary to middle school.
	Provide the Summer Bridge Pre to Kinder Program which helps connect and support students as they transition from pre-school to kindergarten.
	Support the Youth in the Middle project at Kennedy Middle School which engages school staff in learning communities that promote a youth development approach and promote meaningful youth-adult relationships.
<i>San Mateo County – Health System – San Mateo Medical Center and Sequoia Teen Wellness Center</i>	Mentor healthy communication skills and adult relationships through patient/clinician interactions. Foster positive, effective working relationships between youth and adults through activities such as the Youth Advisory Board.
<i>Sequoia Union High School District - Redwood High School REAL Program</i>	With the support of Youth Leadership Institute, continue to build partnerships with youth and adult leaders for the 30 to 40 students in our program.
<i>Sequoia YMCA</i>	Provide a unique opportunity where members, staff and volunteers are committed to providing a supportive environment for teens to realize their goals.
Strategy 3: Expand opportunities for youth to be connected to caring adults in the community.	
<i>Acterra</i>	Our workdays for youth will provide opportunities for youth and adults to work together and build positive, trusting relationships.
<i>Citizen Schools</i>	Connect adult volunteers with youth at Redwood City middle schools to teach classes directly with students.
<i>Fresh Lifelines for Youth</i>	Conduct service learning projects with community programs with youth participants in our Leadership Training Program.
<i>John W. Gardner Center for Youth and Their Communities</i>	Support at least 2 opportunities for youth and adults to work together to address issues of common concern among organizations involved in the Alcohol and Other Drug (AOD) Abuse Prevention Partnership and/or the City of Redwood City's Environmental Initiatives efforts.
<i>Mid Peninsula Housing Services Corporation</i>	Provide various community development activities and events that involve people of all ages.
<i>Peninsula Interfaith Action</i>	Develop opportunities for intergenerational, cross-cultural learning through workshops and trainings in Redwood City congregations.
	Create joint leadership development opportunities for youth and adults through shared participation in community organizing efforts.
<i>San Mateo County – Human Services Agency – Workforce Development</i>	Recruit and train 15 to 20 Science, Technology, Engineering and Math (STEM) retirees, engineers, programmers, student teachers, laid off workers, parents as mentors, and after-school trainers to become FIRST Lego League coaches and mentors for local school teams (at Hoover, Kennedy and North Star schools).
<i>The Summit Institute</i>	Trust is already a core part of the Summit culture and students are encouraged to help each other be successful academically. For intersession, we will develop more opportunities for students to engage with outside organizations through programs where they work in the community.
<i>Youth and Family Enrichment Services</i>	Encourage women in our Women's Enrichment Center that provides substance abuse recovery services to mentor a young person.
	The Youth Development Initiative has designated "other adult relationships" and "community values youth" as two core assets that are developed in our programs. This is central to all of our community and school-based programming.
	In our Transitional Housing Placement program for youth preparing to exit the Foster Care system and for emancipated youth, identify community members as well as youth for our residents to mentor in the program.

Outcome 4

Parents and caregivers have the knowledge, resources and self-confidence to participate in the community and improve their quality of life.

ABOUT THIS OUTCOME

Youth who helped to develop this Plan stated that in order for them to be healthy, their families needed to be healthy. We value families and work in our organizations to support their well-being by promoting a variety of opportunities for their involvement in the community.

KEY INDICATORS

- Organizational leaders demonstrate a commitment to implementing practices and policies that support a focus on family involvement and decision making.
- Parents and caregivers report that organizational leaders and staff are receptive to their ideas and input.

YEAR ONE STRATEGIES

1. Extend opportunities for parents and caregivers to develop key skills and participate in leadership roles in school and the broader community.
2. Implement programs and activities that engage parents and caregivers as partners in the learning and education of their children.
3. Establish systems and processes for parents and caregivers to be involved in youth programs their children attend.
4. Provide an array of educational opportunities for parents and caregivers to access knowledge and build skills that benefit their families and themselves.
5. Create opportunities in the setting of youth programs for parents and caregivers to develop healthy relationships with their youth.
6. Deliver a variety of social services and resources that will help improve the quality of life for families.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 1: Extend opportunities for parents and caregivers to develop key skills and participate in leadership roles in school and the broader community.	
<i>Boys and Girls Clubs of the Peninsula</i>	Invite parents of members to sit on Neighborhood Advisory Group boards and collaborate with staff and community stakeholders regarding our youth development programs. We encourage them to voice their opinions and concerns regarding our programs and partnerships with the neighboring schools and city.
<i>City of Redwood City – City Manager's Office</i>	The City has an ongoing mini-grant program whereby residents can apply for \$100-300 to support neighborhood community-building activities.
	The PACT program is a 9-week course which provides community members (older teens and adults) with knowledge and information to engage more effectively in civic life.
<i>Peninsula Conflict Resolution Center</i>	Through the City, residents can sign up to be Neighborhood Liaisons where in exchange for agreeing to assist with neighborhood activities, Liaisons receive support and guidance from the City's Neighborhood Liaison Coordinator.
	Provide leadership development training for Redwood City community schools as well as training for youth and their parents to help them communicate more effectively at Sequoia High School and at a parent leadership series at Garfield, Taft, Kennedy, Hoover, and Fair Oaks Schools.
<i>Redwood City School District – School-Community Partnerships</i>	Conduct a parent/caregiver Leadership Development Series from November 2009 to March 2010.
<i>San Mateo County – Health System – Health Policy and Planning</i>	Provide training to parents and stakeholders on school wellness policy implementation (open to anyone, including parents of Redwood City School District and Sequoia Union High School District students).

ORGANIZATION	ACTIONS (2009-2010)
Sequoia Union High School District - Sequoia Teen Resource Center	Connect parents to potential leadership roles at Sequoia High School.
Spark	Support and connect families to community improvement efforts such as the North Fair Oaks community planning.
The Summit Institute	We will explore how we can better support parent participation in the Summit community and in the larger community.
Youth and Family Enrichment Services	Encourage clients in our Women's Enrichment Center that provides substance abuse recovery services to work with neighborhood associations to improve the quality of life in the area as a means of bettering their children's quality of life.
Strategy 2: Implement programs and activities that engage parents and caregivers as partners in the learning and education of their children.	
City of Redwood City – Public Library	Parents and caregivers are offered programs of one-on-one and small group instruction through the Adult Literacy Program, the Families for Literacy Program, the Families in Partnership Program, Family Literacy Information Center (Technology and drop-in tutoring center), a Parenting Academy, Story Times, and Traveling Story Time.
Redwood City School District – School-Community Partnerships	Carry out various family engagement strategies (home, school, community) in the Redwood City community schools (Fair Oaks, Hoover, Taft, and Kennedy). Conduct outreach activities to parents and caregivers of incoming kindergarten students and 6th graders.
Spark	Build deep relationships with the school administration, faculty, after-school providers at Hoover and Garfield Schools and at the Redwood City School District to increase parent/family engagement and participation through the Spark model to build an alliance of long-term after-school support and growth of more strategic family volunteerism and engagement with their child's in-school and after-school learning.
Youth and Family Enrichment Services	Encourage Women's Enrichment Center clients to be active in their children's Parent-Teacher Associations.
Strategy 3: Establish systems and processes for parents and caregivers to be involved in youth programs their children attend.	
Aim High	Involve parents with middle-school age youth in our summer enrichment program by developing a system for parents to volunteer at family events and speak to other parents about the program.
Citizen Schools	Teachers will make bi-weekly phone calls to parents communicating about students' work and life at school.
City of Redwood City – Parks, Recreation and Community Services	Continue to host parent nights in our after-school programs. Continue to invite and encourage parents to attend performances and celebrations in our after-school programs.
The Summit Institute	Summit currently expects each family to perform volunteer service for the school for 30 hours each year, which helps create broad ownership in the school and a sense of shared mission.
Youth and Family Enrichment Services	In our Youth Development Initiative, intentionally invite parents and caregivers to participate in some program-specific events. Send periodic updates (i.e. newsletters) and make sure they are informed about specific program activities.
Strategy 4: Provide an array of educational opportunities for parents to access knowledge and build skills that benefit their families and themselves.	
Bay Area Gardeners Foundation	Hold 2 educational and motivational seminars for students and their families to learn more about the process for applying to college and resources available to them (in the fall and spring).

ORGANIZATION	ACTIONS (2009-2010)
Boys and Girls Clubs of the Peninsula	Support and equip parents and caregivers with the information and tools they need to better address their child's academic, social, and health needs (provide weekly computer literacy classes, workshops on various topics, and referrals to similar workshops provided by the schools, city or county government. Provide monthly Family Nights, where parents and family members engage in fun and healthy activities with their children (these nights often have a theme so that staff can promote various concepts - health, academics, college, safety, etc.)
Chicana/Latina Foundation – Youth Adelante Program	Provide meetings for the parents of the Youth Adelante after-school math and academic enrichment program participants to help them access resources in their community, hear speakers on various topics and discuss issues relating to their children.
Cañada College – Upward Bound TRiO Program	Develop family/adult skills and understanding to advocate on behalf of themselves, their student and their family. Conduct family meetings and workshops to inform adults about the education system and higher education as well as bilingual information and workshops.
Hidden Villa	Offer family days, family workshops and educational events at Hidden Villa. Provide training to parents in supporting safe, unstructured play with their children.
International Institute of the Bay Area	Make school and community presentations to parents to provide information about immigrant rights and responsibilities and the resources available to them.
Peninsula College Fund	Provide workshops for both student scholars and parents about topics relevant to applying for college, financial aid and support for immigrant families.
Redwood City School District	Provide educational learning opportunities for families at the Redwood City community schools.
San Mateo County – Human Services Agency – Jobs for Youth	Conduct community outreach about our job preparation services for youth to families at schools and community events.
Sequoia Union High School District - Sequoia Teen Resource Center	Provide workshops for parents on critical issues.
Youth and Family Enrichment Services	In our Fostering the Future program for youth in the Foster Care system, conduct family conferencing where parents can participate in the process and learn about community resources available to them.
Strategy 5: Create opportunities in the setting of youth programs for parents and caregivers to develop healthy relationships with their youth.	
Casa de la Cultura Quetzalcoatl	Our organization works to keep and continue providing a fun family atmosphere where mostly mothers and children can learn something together about Mexican traditions and share them with the community.
City of Redwood City – Public Library	Provide programs for youth and families through Project READ and their Kids in Partnership (KIP) program and Families in Partnership (FIP) Program.
El Centro de Libertad/ The Freedom Center	We will continue to provide parent education groups that include youth and their parents in the areas of alcohol and drug prevention education.
San Mateo County – Health System – San Mateo Medical Center and Sequoia Teen Wellness Center	Involve parents/caregivers in their youth's health care and wellness whenever appropriate and possible. Encourage open dialogue between youth and caregivers when appropriate. Provide referrals to parenting and education resources as needed. Refer challenging adult/youth relations to counseling resources.
Youth and Family Enrichment Services	Our GIRLS program for youth involved in the juvenile justice system will participate in multi-family group sessions that focus on strengthening adult-youth connections. It will also provide a bilingual multi-family group twice per month to provide support for families and their daughters, offering educational supports, life skills, and emotional support. Through our Diversion program, an early intervention program for youth referred for first-time misdemeanor offenses, identify low cost/no cost community service activities in which families can participate together.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 6: Deliver a variety of social services and resources that will help improve the quality of life for families.	
<i>Fresh Lifelines for Youth</i>	Continue to engage and connect parents with probation and incarcerated youth to develop better communication skills with their youth through case management support.
<i>Mid Peninsula Housing Services Corporation</i>	Our on-site service coordinators provide information and referral support to individuals living in the 108 units that make up City Center Plaza and Redwood Court.
<i>San Mateo County – Human Services Agency – Prevention and Early Intervention</i>	Our Psychiatric Social Workers located in school and community settings will utilize evidence-based intervention models to guide parents and caregivers toward their identified goals. These services will include parent support groups, individual or family counseling sessions and case management services.
<i>Sequoia Union High School District - Sequoia Teen Resource Center</i>	Provide resources for parents in the community.
<i>Sequoia YMCA</i>	Serve parents and caregivers by giving them the resources and opportunities for them to build stronger ties with their families and to learn how to live healthier lives.
<i>Youth and Family Enrichment Services</i>	Through our Diversion program, an early intervention program for youth referred to for first-time misdemeanor offenses, provide workshops for parents at each school site about resources provided by Youth and Family Enrichment Services and other resources.
	Through the Youth Development Initiative, our GIRLS Embracing Life program at Redwood High will provide health and wellness resources for parents who are teens.
	Our Differential Response home visiting and case management program for families reported to Child Protective Services but screened as low risk, will support families with linkages to basic resources and life skills to keep families intact.

Outcome 5

Community youth serving organizations continually improve their efforts to provide quality experiences for youth.

ABOUT THIS OUTCOME

Our community houses a vibrant array of youth serving organizations that have committed to the idea of continuous improvement so that our youth are better served by their efforts. Organizational partners in this Initiative are leading the way in this regard.

KEY INDICATORS

- Organizational leaders report that their staff has had youth development related training at least once in the last 12 months.
- Organizational leaders can point to positive youth development-focused changes that have been made to their programs following youth development training.

YEAR ONE STRATEGIES

1. Support youth serving organizations in fulfilling a year-long commitment to participate in the Organizational Improvement Process (OIP) led by Community Network for Youth Development in collaboration with Redwood City 2020.
2. Engage youth serving organizations in a six-month commitment to participate in the Community of Practice (COP) Training of Facilitators opportunity led by Community Network for Youth Development in collaboration with Redwood City 2020.
3. Implement various continuous improvement efforts in youth programs within organizations.
4. Provide coaching and training opportunities to other youth serving organizations and institutions.
5. Improve the use of data in youth programs to drive organizational improvement.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 1: Support youth serving organizations in fulfilling a year-long commitment to participate in the Organizational Improvement Process (OIP) led by Community Network for Youth Development in collaboration with Redwood City 2020.	
<i>This intensive learning opportunity teaches staff in youth serving organizations how to engage in a continuous organizational improvement process that strengthens the quality of the experiences that young people have within their organizations through learning and coaching sessions. The following partner organizations will participate:</i>	
City of Redwood City – Parks, Recreation and Community Services	
City of Redwood City – Public Library	
El Centro de Libertad/The Freedom Center	
Mid Peninsula Housing Services Corporation	
San Mateo County – Probation Department	
Youth and Family Enrichment Services	

ORGANIZATION		ACTIONS (2009-2010)
Strategy 2: Engage youth serving organizations in a six-month commitment to participate in the Community of Practice (COP) Training of Facilitators opportunity led by Community Network for Youth Development in collaboration with Redwood City 2020.		
<i>This training opportunity will prepare staff in youth serving organizations to design and facilitate trainings for their organizational staff in five youth development supports and opportunities. The following partner organizations will participate:</i>		
Cañada College - Upward Bound TRiO Program		
City of Redwood City – City Manager's Office		
Fresh Lifelines for Youth		
Hidden Villa		
John W. Gardner Center for Youth and Their Communities		
Redwood City School District – School-Community Partnerships		
Youth and Family Enrichment Services		
Strategy 3: Implement various continuous improvement efforts in youth programs within organizations. (Below are some examples from partner organizations.)		
Aim High		Continue to provide high-quality professional development for our middle school summer enrichment program staff.
Boys and Girls Clubs of the Peninsula		Continue to provide yearly Community Network for Youth Development-based youth development training sessions for all employees, school district trainings, and additional workshops for all staff so that quality of work is improved.
Chicana/Latina Foundation – Youth Adelante Program		Have ongoing Youth Adelante program staff meetings to reinforce our philosophies and best practices. We also look for and participate in youth development trainings offered by the school district or other agencies.
City of Redwood City – Parks, Recreation and Community Services		Youth and staff will plan and participate in the Bay Area-wide biennial youth leadership conference – YAC – Youth Advisory Councils – Attack! in 2010. Implement a youth development framework training to front line staff (through Community Network for Youth Development).
City of Redwood City – Public Library		Our staff continually research and implement improved youth services. Project READ collaborates with the Redwood City School District, Sequoia Union High School District, Cañada College, and learning specialists to provide our youth and families with quality literacy intervention. We are continuing to implement new and expanded concepts of youth development after participating in the Youth Development Learning Network led by Community Network for Youth Development.
Friends for Youth		Provide a mentor training session for mentors in our program on topics related to alcohol and other drug (AOD) abuse prevention.
Hidden Villa		Conduct an annual training for staff in 1) race, class and gender, 2) youth development, and 3) youth-centered organizations.
JobTrain		Continue to partner with Friends for Youth to provide mentoring training for our programs.

ORGANIZATION	ACTIONS (2009-2010)
Mid Peninsula Housing Services Corporation	Have existing partnerships with organizations such as Peninsula Conflict Resolution Center to provide communication skills training to residents.
Peninsula College Fund	Continue to support our student scholarship recipients currently attending college in finding meaningful summer jobs and internships.
Redwood City School District – School-Community Partnerships	Community School Coordinators at Fair Oaks, Hoover, Taft and Kennedy Schools use the Program Quality Assessment Tool to have conversations about youth development practices with After-School Coordinators.
	Connect partners with available opportunities to bring new meaningful opportunities to youth in our district.
	Provide oversight, regular visits, and ongoing communication with the district's community school sites.
San Mateo County – Health System – San Mateo Medical Center and Sequoia Teen Wellness Center	Continue and maintain all clinic quality assessment and improvement activities.
Sequoia Union High School District - Career Technical Education	Employers will work with the Sequoia Union High School District to help teachers develop relevant curriculum (contingent on Proposition 1D funding).
Sequoia Union High School District - Sequoia Teen Resource Center	Invite Youth Leadership Institute, Peninsula Conflict Resolution Center and other youth agencies to provide training and support to our youth.
The Summit Institute	In order to improve the quality of our intersession programs and have the Summit model present in these courses, we are working more closely with our partners to support them in modeling and communicating Summit cultural norms and values with our students. The Summit faculty focuses on improving their teaching practices and student outcomes during 38 professional development days in our school year as well.
Youth and Family Enrichment Services	The Youth Development Initiative will continue to support our youth-serving programs in fostering environments that promote positive youth development.
Strategy 4: Provide coaching and training opportunities to other youth serving organizations and institutions.	
City of Redwood City – Police Department	Provide a round of compliance checks and host one training for alcohol licenses as part of the Alcohol and Other Drug (AOD) Abuse Prevention Partnership.
Fresh Lifelines for Youth	Upon request, provide agencies with capacity-building training regarding juvenile justice support or case management.
Friends for Youth	Provide a mentoring training session to partners as it relates to our role on the Alcohol and Other Drug (AOD) Abuse Prevention Partnership.
	Our Mentoring Institute is available to provide mentoring training (mentoring best practice, volunteering screening for safety, etc.) on a fee for service basis (sliding scale for non-profit organizations).
International Institute of the Bay Area	Through presentations and workshops, work with service providers to understand immigration rights and issues, including risk factors and consequences for undocumented students. Upon request, available to provide this resource for staff and students at other local schools and organizations.
John W. Gardner Center for Youth and Their Communities	Create a guide and set of tools for middle schools interested in taking an integrated, whole school youth development approach.
	Coach Kennedy Middle School leaders and partner organizations in developing collaborative structures and skills in working collectively toward an integrated, whole-school youth development mission.
Redwood City School District	Provide professional development to staff, including in areas such as "Supporting English Learners in the After-School Programs".
San Mateo County – Sheriff's Office	Provide a round of compliance checks this year as part of the Alcohol and Other Drug (AOD) Abuse Prevention Partnership.
Youth and Family Enrichment Services	The Youth Development Initiative will train community members and county government staff on positive youth development principles and practices to foster working environments that nurture the developmental needs of youth. We will also conduct adult ally trainings in the community and the County.

ORGANIZATION	ACTIONS (2009-2010)
Youth Leadership Institute	Provide at least 2 trainings on relevant environmental prevention strategies to the Alcohol and Other Drug (AOD) Abuse Prevention Partnership Oversight Committee.
Strategy 5: Improve the use of data in youth programs to drive organizational improvement.	
Boys and Girls Clubs of the Peninsula	Continue to administer a youth development survey every spring to all members ages 9 to 18 and implement new strategies as necessary based on survey results. This survey embodies the same 5 key areas of youth development as emphasized by Community Network for Youth Development.
Citizen Schools	Utilize rubrics, surveys, and grade analyses to improve staff and student performance.
Hidden Villa	Conduct an annual program evaluation, including youth development outcomes and training.
John W. Gardner Center for Youth and Their Communities	Connect middle school youth survey data to existing data sources to create youth profiles and facilitate cross-organizational data conversations that help inform practice.
Sequoia Union High School District - Sequoia Teen Resource Center	Develop an evaluation design with John W. Gardner Center/Youth Data Archive to improve how we track data.
Sequoia YMCA	The YMCA is committed to ongoing evaluation of programs and services to our members and community participants to increase our favorable impact on the community.
Youth and Family Enrichment Services	Daybreak, our emergency youth shelter program has begun to issue "pre and post" surveys based on the developmental assets to determine whether or not we are helping support and prepare youth to transition to independent living.
	In our Diversion Program, an early intervention program for youth referred for first-time misdemeanor offenses, we will integrate "assets questions" into "pre and post" surveys. We will also evaluate our collaboration meetings to measure their effectiveness.
	In our Transitional Housing Placement program, develop more accurate strengths-based measurement tools for our programs and create an exit interview of youth to assess the success of the program. Inquire every six months from program participants on programmatic enhancements.
	Include youth survey assets in reports to funders, not just "deficit measures".

Outcome 6

Mutually beneficial collaborations among organizations and institutions benefit all members of the community – from youth to seniors.

ABOUT THIS OUTCOME

We acknowledge that the major task of changing the odds for youth requires all sectors of the community to share responsibility. Developing and sustaining collaborative partnerships is a central approach to our work.

KEY INDICATORS

- Organizations are able to describe the value of collaboration within the youth development field in their community.
- 90% of Steering Committee organizations involved in the CYDI will have contributed to the Youth Data Archive.

YEAR ONE STRATEGIES

1. Guide the implementation and evaluation of the CYDI Strategic Plan by developing and sustaining a cross-agency Steering Committee.
2. Drive implementation of a community-wide environmental Alcohol and Other Drug (AOD) abuse prevention plan by coordinating a cross-agency Steering Committee.
3. Develop and sustain multi-agency collaborations that extend the reach of individual organizational efforts.
4. Form strategic partnerships with other youth serving organizations to enhance the quality of programs and services provided to our youth.
5. Participate in community education efforts to increase awareness of youth programs and services.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 1: Guide the implementation and evaluation of the CYDI Strategic Plan by developing and sustaining a cross-agency Steering Committee. <i>The following partner organizations have agreed to serve as representatives:</i>	
Boys and Girls Clubs of the Peninsula	
City of Redwood City – City Manager's Office	
City of Redwood City – Public Library	
Cleo Eulau Center	
Community Network for Youth Development	
Peninsula Conflict Resolution Center	
Redwood City School District – School-Community Partnerships	
San Mateo County – Health System – Health Policy and Planning	
San Mateo County – Human Services Agency – Prevention and Early Intervention	
Youth and Family Enrichment Services	
Youth Leadership Institute	

ORGANIZATION		ACTIONS (2009-2010)
Strategy 2: Drive implementation of a community-wide environmental Alcohol and Other Drug (AOD) abuse prevention plan by coordinating a cross-agency Steering Committee.		
<i>The following partner organizations have agreed to serve as representatives:</i>		
The Center for Youth		
City of Redwood City - Police Department		
El Centro de Libertad/The Freedom Center		
Friends for Youth		
John W. Gardner Center for Youth and Their Communities		
Peninsula Conflict Resolution Center		
Redwood City School District		
San Mateo County – Sheriff's Office		
Sequoia Union High School District		
Youth and Family Enrichment Services		
Youth Leadership Institute		
Strategy 3: Develop and sustain multi-agency collaborations that extend the reach of individual organizational efforts.		
Acterra	Partner with teachers, after-school program leaders and other non-profit organizations to develop synergies and ensure efficient use of resources.	
The Center for Youth	Work on collaborative activities with youth development partners at the Sequoia Teen Resource Center (STRC) and Sequoia Teen Wellness Center (TWC). Several examples include increasing access to health care at the TWC and drug and alcohol prevention education.	
Chicana/Latina Foundation – Youth Adelante Program	Collaborate with other after-school programs at Garfield School to communicate on issues pertaining to programs and individual students.	
City of Redwood City – City Manager's Office	Facilitate and support collaboration among youth serving and environmental organizations interested in developing and strengthening programs that build youth knowledge and capacity to work on environmental issues in the local community.	
City of Redwood City – Parks, Recreation and Community Services	Continue to participate in collaborative meetings at Redwood City community schools as a service provider, and with other youth organizations that are committed to the youth of Redwood City (e.g. partnership with YMCA on YFIT program to improve health and wellness through which the YMCA brings leaders to Parks and Recreation sites and provides health and enrichment activities; provide support to the ECHALE program with Stanford University; and work with the Boys and Girls Clubs at two Redwood City schools.)	
Cleo Eulau Center	In partnership with the Kennedy Community School Coordinator and the John W. Gardner Center, a Cleo Eulau Center Resiliency Consultant will co-facilitate debrief meetings of school staff learning communities where a youth development approach is central and key.	

ORGANIZATION	ACTIONS (2009-2010)
<i>Friends for Youth</i>	Continue to play a leadership role in the Mentoring Coalition of San Mateo County, Bay Area Mentoring Partnership and other efforts.
<i>Marine Science Institute</i>	Participate in collaborations with other organizations to help better serve the local community with science education. We will attend meetings as well as offer to hold meetings at our site.
<i>Peninsula Conflict Resolution Center</i>	We are planning to bring together service providers in youth violence prevention efforts to increase awareness, strengthen and develop partnerships, and increase organizational capacity. Potential participants are: Youth and Family Enrichment Services, Youth Leadership Institute, Redwood City Elementary School District and schools, Sequoia Union High School District and schools, Probation, Fresh Lifelines for Youth, and For Youth By Youth.
<i>Redwood City School District – School-Community Partnerships</i>	Adopt a framework with general expectations regarding collaboration, safety, program management and delivery with all programs providing services from Redwood City School District schools.
<i>Riekes Center</i>	Provide nutritional and wellness scholarships to students in collaboration with funding from the Sequoia Healthcare District.
<i>San Mateo County – Health System – San Mateo Medical Center and Sequoia Teen Wellness Center</i>	Continue current, and foster more collaboration with Sequoia Union High School District, Teen Talk and other youth-focused agencies and youth advisory boards.
<i>Sequoia Union High School District – Sequoia Teen Resource Center</i>	Facilitate the Sequoia Interagency Collaborative. Strengthen relationships with the Parent Resource Center and the Sequoia Teen Wellness Center.
<i>Youth and Family Enrichment Services</i>	Continue our involvement on the county's Adolescent Collaborative Action Team (ACAT) Steering Committee. The Youth Development Initiative will continue to participate in a wide diversity of community collaborations and partnerships to deepen our work and continue to reinforce the importance of youth input/voice. Our GIRLS program for youth involved in the juvenile justice system will continue to participate in multidisciplinary meetings and collaborations with Probation, Human Services Agency, schools, and juvenile justice staff, with the goal of serving youth clients in a team effort.
Strategy 4: Form strategic partnerships with other youth serving organizations to enhance the quality of programs and services provided to our youth.	
<i>Aim High</i>	Continue to attend community meetings that connect our summer enrichment program for middle school youth to other out of school time programs.
<i>Bay Area Gardeners Foundation</i>	Work with other organizations such as the San Mateo Credit Union to hold educational seminars that benefit the community.
<i>Boys and Girls Clubs of the Peninsula</i>	Continue to collaborate closely with the City of Redwood City to have youth leaders in Torch Club and Keystone Club be active participants in city planning projects (ex. Renovation of Hoover Park). Continue to collaborate closely with neighboring schools in Redwood City - especially Hoover Magnet School, Taft Community School, Sequoia High School, Woodside High School, and Summit Preparatory School.
<i>Casa de la Cultura Quetzalcoatl</i>	Our organization works and plans to continue to work with other groups, school and community events to celebrate their festivities and also work with organizations that emphasize youth education in support of scholarships and workshops.
<i>Chicana/Latina Foundation – Youth Adelante Program</i>	Sustain our Youth Adelante 7th and 8th grade math and academic enrichment program at Garfield School through our collaboration with El Concilio of San Mateo County.
<i>Citizen Schools</i>	Partner with local organizations such as Hidden Villa and Jag to teach apprenticeships to middle school students.

ORGANIZATION	ACTIONS (2009-2010)
<i>City of Redwood City – City Manager's Office</i>	Facilitate and support collaboration among youth serving and environmental organizations interested in developing and strengthening programs that build youth knowledge and capacity to work on environmental issues in the local community.
<i>City of Redwood City – Public Library</i>	Continue successful and ongoing collaborations that include: Sequoia High School, Redwood City School District, San Mateo Court and Community Schools, San Mateo County Sheriff's Office, Redwood City Police and Fire Department, Redwood City Parks and Recreation, Hands on Bay Area Volunteers, NDA AmeriCorps, Second Harvest Food Bank, Resource Area for Teaching (RAFT), Reading is Fundamental, San Francisco State University, San Jose State University, and Notre Dame de Namur University.
<i>Hidden Villa</i>	Collaborate with Redwood City 2020, Redwood City Manager's Office, Sequoia High School, Kennedy Middle School, Taft Community School, Collective Roots, Redwood High School REAL Program, and the court and community schools in East Palo Alto.
<i>John W. Gardner Center for Youth and Their Communities</i>	Work with Stanford's Haas Center for Public Service and some faculty to support community-based research and service opportunities for Stanford students and faculty interested in youth development work.
<i>JobTrain</i>	Partner with organizations such as Acterra and El Concilio of San Mateo County to provide internships to young people in our program.
	Partner with the Human Services Agency to provide social services to youth in our program.
	Continue our partnership with the Riekes Center through a grant with the Sequoia Healthcare District.
	Partner with the Sequoia Union High School District Adult School to provide classes and GED courses to youth in our program.
<i>Mid Peninsula Housing Services Corporation</i>	Build relationships and collaborations with all local schools where 4 or more of our residents attend.
<i>Riekes Center</i>	The Riekes Center will collaborate with the Spark program at Hoover and Garfield Schools and provide apprenticeship opportunities in our film program.
	The Riekes Center will participate in the Youth Data Archive in conjunction with the John W. Gardner Center.
<i>San Mateo County – Human Services Agency – Jobs for Youth</i>	Partner with surrounding organizations and businesses to match youth ages 14 to 21 with summer internship opportunities.
<i>San Mateo County – Human Services Agency – Workforce Development</i>	Collaborate with the County Board of Supervisors, the Redwood City School District, Boys and Girls Clubs of the Peninsula, and Citizen Schools to support the FIRST Lego League robotic teams and local schools.
<i>Sequoia YMCA</i>	We will continue to seek out partnerships that work toward solutions to community needs in the areas of health and wellness and youth development.
<i>Spark</i>	Build clear, mutually beneficial relationships and formalized partnerships with existing high school organizations and high school aged serving non-profit organizations to help Spark build a Redwood City student alumni program that can maximize ongoing support of all Spark alumni when in high school.
<i>The Summit Institute</i>	Increase our community partnerships, with potential new partnerships including Acterra, Hidden Villa, Peninsula Ballet Theatre, Peninsula Conflict Resolution Center, Traveling Music School and Aikido West.
	Partner with community organizations including Riekes Center and the Community School of Music and Art to provide rich and engaging programs.
<i>Youth and Family Enrichment Services</i>	The Youth Development Initiative will work with the County as a whole, and boards and commissions in particular, to create youth-friendly environments that promote positive youth development.

ORGANIZATION	ACTIONS (2009-2010)
Strategy 5: Participate in community education efforts to increase awareness of youth programs and services.	
<i>Peninsula College Fund</i>	Present to students from different youth serving organizations about our scholarship opportunity and encourage them to apply.
<i>Sequoia Union High School District-Career Technical Education</i>	Pursue opportunities to build awareness, knowledge, and understanding by communicating to members and organizations of the broader community about the importance of supporting multiple pathways for youth.
<i>Youth and Family Enrichment Services</i>	Our Daybreak youth emergency shelter program will improve communication, collaboration and education around the program and our shared clients with Probation and the courts.
<i>Youth Leadership Institute</i>	Attend community meetings/events to educate and connect alcohol and other drug (AOD) issues and promote collective responsibility, engage different stakeholders and provide education on access and availability.

DELIVERING RESULTS: A SHARED RESPONSIBILITY

We take our responsibility to this CYDI Strategic Plan – and to the community and young people we hope to impact – seriously. Accountability to results is a cornerstone of this responsibility. The following systems have been put in place to ensure we are making steady and focused progress toward our desired outcomes.

Infrastructure to Support Implementation of this Plan

Redwood City 2020 (RWC 2020) and the John W. Gardner Center for Youth and Their Communities (JGC) will continue to serve as the lead partners as this strategic plan is being implemented. These two long-term partners will continue to facilitate the development of this collaborative effort, work together to access resources to continue the work, and take the lead on evaluating progress toward achieving the outcomes described in this Plan. The following structural supports are being put in place.

❖ Staffing

Support for this Initiative as it moves into its first year of implementation is provided under the auspices of RWC 2020 with the active involvement of Patricia Brown, Executive Director. María Fernández, from the JGC, serves as the lead staff for CYDI. Her colleagues Kara Dukakis and Lisa Westrich will provide expertise for the evaluation of the Initiative and help engage partners in the area of data-driven decision making in connection to their involvement in connection to JGC's Youth Data Archive (YDA). The YDA provides cross-agency analyses on the status of youth to inform practice and policy. Mary Hofstedt, also from JGC, will dedicate a portion of her time to work with CYDI partners to identify youth development training opportunities for adults and leadership opportunities for youth. Janneth Lujan, Administrative Assistant for RWC 2020, will coordinate our electronic communications and provide logistical support for various aspects of the Initiative. Additional support and resources to CYDI partners will be identified on an ongoing basis as partners identify shared interests and needs.

❖ CYDI Steering Committee

A Steering Committee with representatives from 10 partner organizations has been formed to guide the implementation of the Plan and help to assess progress. With facilitated support from María, members will: 1) serve as visible leaders who keep community youth development at the forefront of our community priorities, 2) present and solicit feedback on the CYDI Strategic Plan, 3) engage and sustain involvement of organizations contributing to the Plan, 4) convene partners to share successes and challenges, 5) track progress toward our outcomes, and 6) participate in data collection efforts to meet the outcomes of the Plan. Members of the Steering Committee are listed on page 10 of this Plan.

❖ Assessment and Evaluation

An evaluation plan for CYDI is in place. During the first year of CYDI Strategic Plan implementation (2009-2010), baseline data will be collected for key indicators of each outcome. This is a major effort which will require the involvement of all the partners outlined in this Plan. Staff from the JGC, together with the Data Working Group of the CYDI Steering Committee, will facilitate data collection activities.

❖ CYDI Convenings

A key opportunity to document successes and challenges relating to implementation of the Plan will take place two times during the year through convenings of community partners hosted by RWC 2020. These gatherings will take place on **Tuesdays, January 26 and May 25, 2010 from 9-11:30 AM** in Redwood City. As partners in this Plan, organizational leaders have committed to participate in these events.

❖ Communication

Effective communication among all the individuals and organizations involved in this Initiative is critical to our shared success. Several systems are in place to support ongoing communication: 1) monthly core staff planning meetings, 2) CYDI Steering Committee Meetings (alternating monthly with related Working Group meetings), 3) monthly online updates to all partners, 4) annual reporting to RWC 2020 governance bodies, and 5) communication among these groups and outreach to the broader community.

❖ Governance

Lead staff of the CYDI, together with CYDI partners, will make annual presentations of progress to RWC 2020's two governance boards: the Cabinet, composed of institutional leaders who are members of the collaborative, as well as the Coordinating Council, which is comprised of elected officials representing their organizations in RWC 2020. These presentations will also serve as opportunities for organizational leaders to discuss critical accomplishments and challenges with our policy makers. Members of these governance bodies are listed below:

Redwood City 2020 Cabinet Members

Magda González, Deputy City Manager
City of Redwood City

Patrick Gemma, Superintendent
Sequoia Union High School District

Jan Christensen, Superintendent
Redwood City School District

Tom Mohr, President
Cañada College

Amy Gerstein, Executive Director
*John W. Gardner Center for Youth and Their Communities,
Stanford University*

Jean Fraser, Chief
San Mateo County Health System

Beverly Beasley Johnson, Director
County of San Mateo Human Services Agency

Dr. Jim O'Donnell, Physician-in-Chief
Kaiser Permanente Medical Group

Lee Michelson, Chief Executive Officer
Sequoia Healthcare District

Erica Wood, Vice President, Community Leadership
Silicon Valley Community Foundation

Dr. Ineko Tsuchida, Associate Director of Programs
Shinnyo-en Foundation

Redwood City 2020 Coordinating Council

Rose Jacobs Gibson, Supervisor
County of San Mateo Board of Supervisors

Barbara Pierce, Council Member
City of Redwood City

Rosanne Foust, Mayor
City of Redwood City

Lorraine Rumley, Trustee
Board of Education, Sequoia Union High School District

Kathleen (Katie) Kane, Member
Board of Directors, Sequoia Healthcare District

Shelly Masur, Trustee
Board of Education, Redwood City School District

Sally Stewart, Trustee
Board of Education, Sequoia Union High School District

María Díaz-Slocum, Trustee
Board of Education, Redwood City School District

Milbrey McLaughlin, Founding Director
*John W. Gardner Center for Youth and Their Communities,
Stanford University*

CONTACT US

For more information about this Plan or how you can get involved, please contact us.
We look forward to hearing from you.

For information about Redwood City 2020 and its initiatives, please contact:

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APPENDIX A: THE COMMUNITY CYDI SERVES

During the course of our planning, we reviewed a variety of data sources about youth and the community overall. Local demographic data from the U.S. Census, the American Community Survey, as well as the 2007 San Mateo County Adolescent Report were discussed. The following tables provide a brief snapshot of Redwood City and North Fair Oaks youth.

Table 1: Selected Population Characteristics

Selected Population Characteristics	Redwood City (2007)	North Fair Oaks (2000)	San Mateo County (2007)
Total Population	69,559	15,440	706,984
Under 5 Years of Age	8.9%	8.9%	6.7%
Ages 5 to 19	15.7%	24.8%	18.1%

Table 2: Family Economics

Family Economics Free/Reduced Price Meals (2007-2008)	Redwood City School District	Sequoia Union High School District	San Mateo County
Total District Enrollment	8,644	8,510	88,974
Percentage of Students on free/reduced lunch	57.7%	34.3%	31.3%

Table 3: Students Who Are English Learners

Students Who Are English Learners English Language Learner Enrollment in Public Schools (2007-2008)	Redwood City School District	Sequoia Union High School District	San Mateo County
Percentage English Language Learners	48.8%	18.5%	23.7%

Table 4: Public School Enrollment By Ethnicity

Public School Enrollment By Ethnicity (2007-2008)	Redwood City School District	Sequoia Union High School District	San Mateo County
African American	1.7%	5.1%	3.9%
Asian	2.8%	5.2%	11.8%
White	22.4%	40.1%	32.6%
Filipino	1.3%	1.6%	10.0%
Hispanic/Latino	69.1%	42.0%	34.7%
American Indian	0.3%	0.5%	0.4%
Pacific Islander	1.8%	3.5%	2.9%
Multiple/No Response	0.4%	2.0%	3.7%
Total	8,644	8,510	88,974

A full version of this data profile can be obtained from Kara Dukakis at the John W. Gardner Center for Youth and Their Communities at (650) 721-2971.

APPENDIX B: YOUTH VOICES

In order to develop a community vision for Redwood City and North Fair Oaks, Redwood City 2020 partner organizations sought input from over 80 youth in the spring of 2008. In order to obtain feedback on the outcomes for this Plan, these organizations, with the support of the John W. Gardner Center for Youth and Their Communities, conducted 7 focus groups with 102 youth at local schools and youth programs in February of 2009. Below are some key themes and comments from that work. Their perspectives have been instrumental in the development of this Plan and we look forward to continuing to work together in the future. We thank the young people from the following organizations for their energy and contributions:

Hoover Center for the Next Generation –
Boys and Girls Clubs of the Peninsula

Youth Advisory Board
City of Redwood City

Selby Lane School
City of Redwood City After-School Program

Art Jam
Hoover School

Citizen Schools and Youth Engaged in Leadership and Learning
Kennedy Middle School

Citizen Schools
McKinley Institute of Technology (M.I.T.)

REAL Program
Redwood High School

Sequoia Teen Resource Center
Sequoia High School

Academy Program
Woodside High School

Youth Development Initiative
Youth and Family Enrichment Services

YO! Mateo
Youth Leadership Institute

WHAT IS IMPORTANT TO YOUTH?

Recurring Themes from Middle and High School Age Youth

- ❖ Education
- ❖ Health
- ❖ Neighborhood safety
- ❖ Help to get to college
- ❖ Job training and flexible pathways in education
- ❖ Free and accessible transportation
- ❖ Affordable, fun opportunities outside of school
- ❖ Real opportunities for youth and adults to work together
- ❖ Help for students who need extra support (are undocumented, don't have benefits, or are in gangs)
- ❖ Getting youth involved in positive activities early (in elementary or middle school)
- ❖ Have support for cross-age relationship building with other youth

"Pay attention to the questions you need to ask, not the answers you want to hear."

*- Leonard Hirsch
American consultant*

IN THEIR OWN WORDS: YOUTH QUOTES RELATED TO OUR OUTCOMES

In the focus groups we conducted, the outcomes that were developed resonated with young people's hopes and fears. Below are some quotes from youth in their own words.

- ❖ **The Community** – "Messages [about what not to do] shouldn't just be coming from law enforcement – but from other people who care about youth."
- ❖ **Schools and Education** – "We need something that will give us more guidance for getting into college. We should have the resources to be able to go to college."
- ❖ **Youth and Adults Working Together** – "I am in the presence of adults all day long but I am not recognized as being a part of something with them. Adults are just there. I'm there where the adults are. I don't feel like we do anything together."
- ❖ **Parent and Caregivers** – "Most families spend most of their time working – don't have time for kids – just worried about their families, not about the community."
- ❖ **Community Organizations** – "If there is a program where adults actually want to work with kids – kids will join. But if not, they'd rather go home and play on their X Box."
- ❖ **Web of Support Through Community Collaboration** – "We need programs that really 'catch' youth and have opportunities for them to learn things that they care about and want to know about."

APPENDIX C: PARTNER INFORMATION

ORGANIZATION, MISSION, AND WEBSITE ADDRESS	
1	Acterra Acterra Stewardship involves, educates and inspires the public to create healthy ecosystems in our urban communities and our natural lands. www.acterra.org
2	Aim High The mission of Aim High is to provide underserved urban youth with challenging, innovative and highly supportive educational programs, most notably our exemplary summer school. The goal of Aim High is to ensure that our students are well prepared for success in school, have a deep appreciation for their community, and are aware of the issues – personal, local and environmental – that affect their lives. Our vision is to inspire youth to reach for their dreams. www.aimhigh.org
3	Bay Area Gardeners Foundation The Bay Area Gardeners Foundation is a non-profit organization committed to providing financial support to eligible economically disadvantaged students to attend college. www.bagf.org
4	Boys and Girls Clubs of the Peninsula (BGCP) To guide and inspire the youth of our community to develop the attitudes and life skills they need to thrive. www.bgcp.org
5	Cañada College – Upward Bound TRiO Program It is the mission of Cañada College's Upward Bound TRiO program to provide participants the necessary preparation and opportunity to enter post secondary education through the values of Education, Diversity, and Community. http://www.canadacollege.net/student/upwardbound/index.html
6	Casa de la Cultura Quetzalcoatl <ul style="list-style-type: none"> • Provide cultural activities through folkloric dance and music • Conduct events that rescue traditional celebrations • Motivate our youth to preserve and continue our roots • Offer our support to other groups
7	The Center for Youth To enhance the health of young people by providing them with education, skills, support and opportunities.
8	Chicana/Latina Foundation – Youth Adelante Program To empower Chicanas/Latinas through personal, educational and professional advancement. www.chicanalatina.org

ORGANIZATION, MISSION, AND WEBSITE ADDRESS	
9	<p>Citizen Schools "Educating Youth, Strengthening Communities" We are a national educational initiative that mobilizes thousands of adult volunteers to help improve student achievement by building leadership and life skills through community building apprenticeships. www.citizenschools.org</p>
10	<p>City of Redwood City</p> <p>City Manager's Office Build a great community together.</p> <p>Parks, Recreation and Community Services To build a great community together through people, parks and programs.</p> <p>Police Department The RCPD is an organization of professionals who are dedicated to integrity, customer service, the rights of individuals, and the needs of a constantly changing society.</p> <p>Public Library To be the learning center of our community and the place people turn to for the discovery of ideas, the joy of reading and the power of information.</p> <p>www.redwoodcity.org</p>
11	<p>Cleo Eulau Center To help children and adolescents rebound from adversity and grow to become competent adults. We do this by helping teachers, mentors and other professionals maximize their ability to have a positive influence on the lives of children. We believe that through these relationships we can have the greatest impact. www.cleoelaucenter.org</p>
12	<p>Community Network for Youth Development To share a world where all young people thrive supported by communities that help them develop their full potential. CNYD does this by strengthening the youth development field through community capacity building and policy alignment. www.cnyd.org</p>
13	<p>El Centro de Libertad/The Freedom Center El Centro offers outpatient alcohol and drug treatment and other related services to residents of San Mateo County.</p> <p><u>Youth Advisory Board Mission Statement</u> To develop positive change in youth and create leaders within the program and community by expressing our ideas and opinions. To gain respect in our community by treating others with dignity.</p> <ul style="list-style-type: none"> • To promote positive role models who create positive change to help other youth become leaders and instill self-confidence in themselves. • To see the good in others by learning to respect people's cultural differences and ideals. • To help youth to stay above the influence and encourage others to live healthy lifestyles. <p>www.elcentrodelibertad.org</p>

ORGANIZATION, MISSION, AND WEBSITE ADDRESS	
14	Fresh Lifelines for Youth To prevent juvenile crime and incarceration through legal education, mentoring, and leadership training. www.flyprogram.org
15	Friends for Youth To create quality mentoring relationships for youth who need them most. www.friendsforyouth.org
16	Hidden Villa To inspire a just and sustainable future through our programs, land and legacy. www.hiddenvilla.org
17	International Institute of the Bay Area The International Institute of the Bay Area welcomes, educates and serves immigrants, refugees and their families as they join and contribute to the community. www.iisf.org
18	JobTrain JobTrain is committed to helping those who are most in need to succeed. Our purpose is to improve the lives of people in our community through assessment, attitude and job skills training, and high potential career placement. www.jobtrainworks.org
19	John W. Gardner Center for Youth and Their Communities The John W. Gardner Center for Youth and Their Communities at Stanford University partners with communities to develop leadership, conduct research, and effect change to improve the lives of youth. http://gardnercenter.stanford.edu
20	Marine Science Institute To cultivate a responsibility for the natural environment and our human communities through interdisciplinary science education. We achieve this goal through innovative marine science education programs that: <ul style="list-style-type: none"> • Place students of all ages in direct contact with the natural environment; • Emphasize the interdependence of all living things, their connection to the physical environment, and the special responsibilities of humans to the environment; • Facilitate active learning through use of observation, critical thinking, and problem-solving skills in a cooperative setting; and • Instill confidence, encourage involvement, and inspire accomplishment by providing positive role models. www.sfbaymsi.org
21	Mid Peninsula Housing Services Corporation It is the mission of Mid-Peninsula Housing Coalition to provide safe, affordable shelter of high quality to those in need; to establish stability and opportunity in the lives of residents; and to foster communities that allow people from all ethnic, social and economic backgrounds to live in dignity, harmony and mutual respect. www.midpen-housing.org

ORGANIZATION, MISSION, AND WEBSITE ADDRESS

22	<p>Peninsula College Fund</p> <p>The mission of the Peninsula College Fund is to partner with and aid motivated, gifted and traditionally under-represented minority students from the Mid-peninsula and particularly East Palo Alto, East Menlo Park and Redwood City, in their quest for a college education. Our program targets talented, needy students who are often overlooked by other college scholarship programs. The Fund believes that these students (with approximate GPA's of 3.3 to 3.8) should not be limited in their education by personal financial circumstances. We provide them with scholarships, mentoring and summer internships that will help them achieve their short and long-term educational and career goals.</p> <p>www.peninsulacollegefund.org</p>
23	<p>Peninsula Conflict Resolution Center</p> <p>To promote positive engagement and active involvement by residents in the communities we serve. To accomplish this mission, PCRC trains people to communicate and solve problems together, facilitates group meetings, builds skills for public participation and, as a neutral third party, assists people in conflict to develop mutually acceptable agreements.</p> <p>www.pcrweb.org</p>
24	<p>Peninsula Interfaith Action</p> <p>PIA creates positive change in communities by addressing local problems, putting faith-into action, building hope, and finding solutions. PIA achieves these goals by training local leaders, building networks of multicultural relationships, researching community issues, and working with elected officials to achieve results.</p> <p>www.piapico.org</p>
25	<p>Redwood City School District – School-Community Partnerships</p> <p>RCSD is committed to the success of each and every student. We must be committed to more than just academic performance of our students. We commit to develop a full range of developmental needs – intellectual, physical, mental and social-emotional.</p> <p>www.rcsd.k12.ca.us</p>
26	<p>Riekes Center</p> <p>To help students define and accomplish their goals and interests through athletic fitness, creative arts and nature awareness programs. And to improve their character, self confidence and peer relationships.</p> <p>http://www.riekes.org/</p>
27	<p>San Mateo County Health System</p> <p>To increase longevity and quality of life by:</p> <ul style="list-style-type: none"> • Preventing health issues before they occur • Protecting the public's health • Providing services to vulnerable populations • Partnering to build healthy communities <p>Health Policy and Planning</p> <p>To increase the Health System's ability to build health equity in San Mateo County by partnering to address social determinants of health</p> <ul style="list-style-type: none"> • Neighborhood conditions • Poverty • Racism and other -isms

ORGANIZATION, MISSION, AND WEBSITE ADDRESS

	<p>San Mateo Medical Center and Sequoia Teen Wellness Center “Open Doors to Excellence in Healthcare” To meet the health care needs of adolescents living within the south county area by providing:</p> <ul style="list-style-type: none"> • Comprehensive primary care • Confidential reproductive health care • Information youth need to maintain a healthy lifestyle <p>www.smhealth.org</p>
28	<p>San Mateo County Human Services Agency HSA assists individuals and families to achieve economic self-sufficiency, promotes community and family strength, and works to ensure child safety and well-being. www.smchsa.org</p> <p>Jobs for Youth Jobs for Youth is a year-round program designed to help young people develop their job search skills. The program provides employment services to all youth between the ages of 14-21 years old at no cost to them or to employers. There are no eligibility requirements to join this program. http://www.peninsulaworks.org/Youth_About.html</p> <p>Prevention and Early Intervention http://www.co.sanmateo.ca.us/portal/site/humanservices/</p> <p>Workforce Development To prepare youth to be the next Science, Technology, Engineering and Math (STEM) workforce by providing high quality hands-on learning programs in school and after school. An emphasis will be placed on engaging and exciting underrepresented minorities in STEM careers.</p>
29	<p>San Mateo County Probation Department To protect the public by providing quality, cost-effective services to reduce the incidence and impact of delinquency and crime, to assist in the resocialization of the offender, and to provide assistance and support to our community. www.co.sanmateo.ca.us/portal/site/Probation</p>
30	<p>San Mateo County Sheriff's Office The Sheriff's Office is committed to providing effective professional law enforcement services in a humane and cost-efficient manner, while supporting positive development within our communities and our youth population. http://www.co.sanmateo.ca.us/portal/site/sheriffs/</p>

ORGANIZATION, MISSION, AND WEBSITE ADDRESS

31	<p>Sequoia Union High School District</p> <p>Career Technical Education Create a Career Technical Education standards based system for all students that is responsive to local and regional work development needs.</p> <p>Redwood High School REAL Program REAL – Redwood’s Environmental Academy of Leadership is a program that in partnership with Stanford University trains non-traditional learners to promote environmental stewardship and community leadership through creek restoration, organic gardening, solar poles installation and community advocacy. This program uses a holistic approach to education, tapping into both academic and emotion engagement with the community, environment and themselves.</p> <p>Sequoia Teen Resource Center The STRC provides free and confidential services to help students increase their academic performance, improve behavior and personal relationships, make positive decisions and set future goals. The center teaches youth skills and provides them with opportunities to make changes in their personal lives, families, school and community. www.seq.org</p>
32	<p>Sequoia YMCA The YMCA of Silicon Valley, based on the values of caring, honesty, respect and responsibility, improve life through experiences enriching spirit, mind and body for all. www.ymcamidpen.org/sequoia/index.html</p>
33	<p>Spark Our mission is to inspire youth to pursue their interests, create bonds with their communities, and develop a lifelong passion for learning. After identifying students who are struggling with motivation and engagement in school, Spark matches students to apprenticeships in professions of their choice at local workplaces. The apprenticeship experience is fully integrated with a leadership curriculum, which inspires students to set and achieve goals, deepen their self-understanding, and develop the skills and confidence necessary to be successful in life. www.sparkprogram.org</p>
34	<p>The Summit Institute To prepare a diverse student population for success in four-year colleges and to be thoughtful, contributing members of society. In this era of unprecedented global, cultural, political, and technological change, Summit offers a program that develops the entire range of capabilities – intellectual, physical, emotional, and social – to equip its students with the knowledge, skills, and strength of character required for success in their life pursuits. Summit’s mission is to prepare every student for four-year college. Every Summit student will graduate with requirements that exceed the UC requirements for four-year college. www.thesummitinstitute.org</p>
35	<p>Youth and Family Enrichment Services To strengthen communities by empowering children, youth, adults and families to overcome challenges through education, counseling, and residential services.</p> <p>Youth Development Initiative To bring youth and adults together to provide the supports and opportunities young people in San Mateo County need to thrive. www.yfes.org</p>
36	<p>Youth Leadership Institute YLI builds communities where young people and their adult allies come together to create positive social change. www.yli.org</p>