

CITY COUNCIL AGENDA ITEM
CITY OF SHORELINE, WASHINGTON

AGENDA TITLE:	Youth /Human Services Strategy Work Plan
DEPARTMENT:	Office of Human Services
PRESENTED BY:	Rob Beem, Human Services Manager Julie Modrzejewski, Assistant City Manager

PROBLEM/ISSUE STATEMENT

The City Council expressed an interest in pursuing development of a youth and or human services strategy during the development and adoption of the 2006 Annual Budget. At that time no specific work program was identified. Staff is bringing this topic forward to seek Council guidance in determining the scope of this effort and as background information prior to the Council retreat.

INTRODUCTION

Currently the City's actions in the youth area are governed by a Youth Services Policy Plan adopted in 2000. This plan provides a philosophical framework and a set of operational guidelines for the City's work in Human Services and in various Recreation and Teen Services funding and programming. The over all Human Services policy direction is guided by the 15 Human Service Outcomes listed below.

Other cities in the region and across the country have pursued the development of community-wide youth strategies or master plans. Each of these efforts shares common goals to:

1. Understand current needs of a community's youth;
2. To identify and fill gaps in services;
3. Develop consensus around their communities' approach to supporting healthy youth development;
4. Promote stronger partnerships among cities, schools, service providers, congregations and others engaged in supporting youth; and
5. Expand community support for services that address youth needs.

This agenda item identifies four work plan alternatives for the Council to consider in defining the scope of this effort. By defining the scope, staff will be able to determine the Council's outcome and timeline expectations.

BACKGROUND/DISCUSSION

Many organizations, institutions, agencies and families share the responsibility for supporting the growth and development of children, youth, and families in Shoreline. In 2000 the City of Shoreline adopted a Youth Services Policy that identified the City's role in serving the community's children and youth (See Attachment 1). The policy also identifies an overall policy framework and approach the City will take towards youth services based on making investments early, a focus on prevention and a bias to strengthen developmental assets among Shoreline's youth (See Attachment 2 "40 Developmental Assets").

The Youth Services Policy was developed during 1999 through an extensive community process involving surveys of youth and service providers, reviews of best practices, relationships with community partners and an assessment of the City's role and capacity. The policy identifies an overall framework and specific areas where the City will play active or supportive roles.

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:

- Expanded offerings through the Recreation and Teen Services
 - ♦ After schools clubs and Kellogg and Ballinger Homes
 - ♦ Increased late-night programming
 - ♦ Expanded summer playground
- Addition of new youth services supported with direct human services funding
- 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 a Healthy Youth Survey in 2002 and 2004 and will again in 2006, providing significant new data regarding their 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 3);
- 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

Through the National League of Cities Institute on Youth and Families, we have learned of other effective community efforts that pull together all players: schools, cities, families, businesses, congregations, youth serving organizations and youth. These efforts help to make a community's investments in services for youth more unified, effective, coordinated and efficient. One key lesson learned from these experiences is the value of strong partnerships among the community's leaders in the convening and guidance of this work. The Claremont Youth Master Plan provides a typical example (See Attachment 4 for a summary and list of accomplishments to-date). Key elements of the plan include:

- Joint leadership from the City Council, School Board, City Manager and Superintendent of Schools;
- Guidance from a 17 member steering committee;
- Assessment of needs and opportunities;
- Surveys of youth and organizations;
- A two-year completion time frame; and
- A multi-year action plan

Similar efforts have occurred in other Puget Sound communities. The most extensive of these is Bellevue Youth Link and the Seattle Families and Children Levy.

Human Services Strategy Provides Context and Direction

The City's overall approach to meeting human services needs of its residents was crafted by a 23 member task force and adopted in 1999 by the City Council. The City's efforts are grounded in a "strength-based approach" to addressing needs. The task force's report notes that:

"[The] city's overall approach for its health and human services strategy be one that identifies and builds on strengths in the community while also mitigating risks. Fundamental to this strategy is the so-called strength-based or asset development approach."

"[The] strength-base framework ...was selected over the problem-reduction model that had been commonly used in human services. The strength-based approach focuses on how communities can build upon existing assets to develop a stronger base of community support for individuals and families in need. The older problem reduction model tends to measure success by the reduction and elimination of problems."

To provide a focus to the City's efforts 15 Desired Outcomes were identified. These outcomes specify the types of changes the City expects as a result of our efforts. A majority of these outcomes target the needs of Shoreline's youth. The adopted Youth Services Policy is built around these nine (9) youth oriented outcomes.

Human Services Desired Outcomes

1. More youth Involved in structured, positive activities during non-school hours.
2. Reduce delinquency, violence, and crime.
3. More young people more skilled and prepared.
4. Reduce substance abuse.
5. Reduce child abuse and neglect.
6. More people have adequate food, shelter, and clothing.
7. More youth have contact with caring adults.
8. Preserve the independence and quality of life for seniors.
9. More community members work together to solve problems.
10. Increase affordable childcare.
11. Increase affordable housing.¹
12. Increase employment.
13. Reduce teen pregnancy.
14. Reduce domestic and dating violence.
15. Increase overall levels of academic, vocational, and self-improvement learning for people of all ages, to ensure employability and personal growth.

The Task Force's report calls for the City to engage with community partners and stakeholders on an ongoing basis to both leverage community resources for action around the outcomes and to provide consistency and direction to the community's efforts.

DEFINING THE SCOPE OF THE EFFORT: **ALTERNATIVES ANALYZED**

There are four work plan alternatives for Council to consider in defining the scope of this effort. Each alternative increases in scope moving from Alternative 1 to Alternative 4. Alternative 1 focuses only on City activities and Alternative 4 encompasses both a review of the full range of human services outcomes as well as developing a community-wide action plan.

¹ Council reviewed housing needs for seniors with limited incomes and directed staff to implement an action plan as proposed on April 3, 2006.

Alternative 1: Update the Youth Services Policy Plan

The current Youth Services Policy addresses the City's role only. While it encourages the City to work with and through others it does not identify a specific plan or set of goals for action. Consulting with the community to update the policy would deliver results the fastest and would be the least complex approach. Moving up the continuum calls for the formation of broader partnerships and will require increased levels of shared leadership in the definition of the effort's goals and scope.

The Seattle Levy focuses on specific city/school activities only and the Claremont Youth Master Plan represents the most complex end of the spectrum.

The advantage of a community-wide scope is that it allows all potential partners and participants to address their own issues in the process. The end result has a higher probability of achieving the goal of more unified, effective, coordinated and efficient services for youth.

Alternative 2: Develop a Youth Strategies Action Plan

The Youth Services Policy addresses the City's role in the full-spectrum of issues and programs for serving children and youth. Using the policy as a framework, the City would review the plan, identify gaps and needs, and work closely with its partners to develop an action plan.

Including our key partners in the development of an action plan increases the potential benefit derived from the effort. Any effective action plan must account for availability or lack of availability of resources for implementation. When the scope is seen as being broader than readily available resources partners can be reluctant to invest fully. In such instances the work is often broken into phases and the time horizon is extended.

Alternative 3: Develop a Comprehensive Youth Services Master Plan

This effort would require pulling together numerous partners (e.g., School District, Center for Human Services, YMCA, etc.) who are involved in the delivery of programs and services to youth and key stakeholders and engage them in a thorough community planning process. The outcome of this effort would be the development of a comprehensive "road map" outlining needs, goals, objectives, and priorities.

Alternative 4: Develop an Implementation Action Plan to address the Highest Priority Human Services Desired Outcomes.

This effort would create a prioritized action plan identifying logical "next steps" in addressing the existing Human Services Desired Outcomes. This process would involve key partners and stakeholders who are involved in the delivery of human services programs and services; however, it would be less burdensome than a comprehensive master planning process. The process would include a review of the 15 desired outcomes, identification of gaps or needs, crafting of strategies, and identification of priorities and resources. With a majority of the 15 Desired Outcomes targeting youth, this area would receive substantial attention and focus. The advantage of this approach is that it allows a broader review of all 15 human service Desired Outcomes before deciding which particular areas (including youth) should receive added emphasis, action steps, or planning.

For Alternatives 2, 3 or 4, success in crafting and implementing a broad agenda is significantly affected by our partners' ability and willingness to participate. This is often a function of:

- Their perception of the extent to which participation in such a process will help them to achieve goals that are central to their mission;
- The costs of participation and implementation; and
- The time they have to commit.

In developing the existing Youth Services Policy the City worked with staff level partners from the Shoreline public schools, youth, community organizations and other governments. Clearly, with a more comprehensive approach, staff anticipates engaging key staff and even key leaders from these partnering groups. We will want to be cognizant of our partners' time and ability to take on this task and scope or phase the effort accordingly.

PROPOSED TIMELINE

Developing the work plan, at any level or breadth of involvement, will involve similar steps. The timeline presented assumes that the scope of this effort extends beyond revisions to the City's policy framework and the City's own activities. It also assumes the youth themselves will play a key role in any committee or task force work and in any data gathering. As with all such efforts involving and focusing on youth, the schedule is significantly shaped around the school calendar. The Shoreline Public Schools' possible leadership transitions may also impact their time availability. Initial ground-work to identify the partners and to collect data can begin before the close of school. The more significant work with youth, school leaders, and partners who serve youth will be better supported in the fall. This timing is also dictated by the limited availability of staff resources from the Office of Human Services during the June-September funds allocation process. For planning purposes, here is a proposed timeline:

Spring 2006

- At Council Retreat, affirm, revise and refine scope of effort
- Assemble leadership/steering committee

Summer 2006

- Review and inventory youth survey data, regional actions agendas, recent best practices information which will inform the efforts work

Early Fall 2006

- Steering Committee meets to review data and best practices information and refine scope and breadth of effort.
- Check-in point with Council and partners

Late Fall 2006

- Steering Committee meets with key stakeholders, including youth to identify needs and issues

Winter 2007

- Steering Committee or task groups begin work to develop proposed strategies and identify priorities

Spring 2007

- Check-in point with Council and partners
- Community meeting on proposed action plan strategies and options
- Council and partners review and adopt strategy/master plan

Depending upon which work plan alternative the Council selects, the timeline would need to be modified accordingly. As one would expect, the more stakeholders involved, the likelier the timeline will need to be extended.

FINANCIAL IMPACT

These alternatives range in cost from .25 FTE and \$5,000 to .75 FTE and \$20,000. The Human Services 2006 Budget contains \$20,000 to be used for this update and possibly an update of the human services plan. The .25 FTE level can be supported within current staffing levels and workload priorities. The 2006 Budget allocates sufficient funding.

RECOMMENDATION

This item is for discussion only and as background for setting priorities at the upcoming Council retreat. Staff recommends that if the City Council wishes to pursue Alternative 2 or 3 that it be done in context of an overall review called for in Alternative 4.

Approved By: City Manager ~~_____~~ City Attorney _____

ATTACHMENTS

- Attachment 1: Summary of Shoreline Youth Services Plan
- Attachment 2: 40 Developmental Assets
- Attachment 3: SOAR Action Plans Summaries: Birth – Six, School Age Children and Youth
- Attachment 4: Claremont Youth Master Plan Summary

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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

Attachment 2

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

		CATEGORY	ASSET NAME AND DEFINITION
EXTERNAL ASSETS	Support		<ol style="list-style-type: none"> 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 parent(s). 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		<ol style="list-style-type: none"> 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, at school, and in the neighborhood.
	Boundaries & Expectations		<ol style="list-style-type: none"> 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		<ol style="list-style-type: none"> 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.
	Commitment to Learning		<ol style="list-style-type: none"> 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.
INTERNAL ASSETS	Positive Values		<ol style="list-style-type: none"> 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		<ol style="list-style-type: none"> 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		<ol style="list-style-type: none"> 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.

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Executive Summary – Action Agenda for School-Age Children and Youth

Why We Need an Action Agenda for Ages 6-18

Children and youth are our community's highest priority. Sustaining a community that values children and youth is not only an investment for our future; it is also a reflection on our quality of life at present. However, despite impressive and effective work already happening in King County, many of our children and youth are not accessing the resources they need for success. Where efforts could be coordinated, work happens in isolation.

King County still faces an opportunity gap. Children and youth seeking resources face barriers, particularly children and youth of color, children of immigrant and refugee families, lower income families, young people in rural communities, children and youth with disabilities, girls in some cases, boys in others, and youth who identify as lesbian, gay, bisexual or transgender.

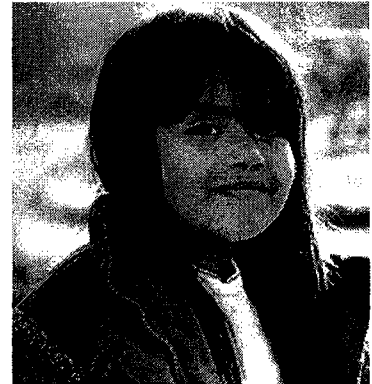
Nationally, 15% of children ages 6-12 frequently spend time unsupervised during hours outside of school.¹ In King County in 2004, 43% of 8th graders experienced academic failure and 49% experienced low neighborhood attachment, risk factors that may lead to harmful outcomes in young people's lives.² Meanwhile, many youth lack the "protective factors" shown to contribute to safe, resilient lives.³ Resources are spread inequitably across our county; we are reinforcing structures of inequality in a generation that is still growing up.

If we want systemic results, we must have systemic solutions that recognize local work. An action agenda does just that; it addresses the issues we face by tying together all levels of efforts for children and youth into regional and countywide solutions. An action agenda allows us to connect efforts that are already happening – but often in an isolated fashion – throughout King County, to streamline resources, to learn from each other, and to improve the lives of children and youth together. An action agenda draws on what is already strong in the community and uses those strengths to their fullest potential – an approach supported by research.⁴

Bringing together research, best practices, and the community's own visions, this Action Agenda provides direction and next steps to improve the success of school-age children and youth in school and in life.

Vision

SOAR challenges our community to make children and youth our highest priority. SOAR connects, convenes and catalyzes communities in King County in order to create a welcoming, safe and empowering environment to give young people ages 6-18 the opportunity to reach their full potential.



Guiding Principles

- An expectation for cultural relevancy infuses all aspects of the plan.
- Youth voice is an essential element in the development and implementation of this action agenda.
- Partnering with others is essential to advance the plan and strengthen resources.
- The plan addresses areas where SOAR has the ability to have an impact, recognizing that other community partners may have a lead role (e.g., schools have the lead role in academic achievement and SOAR-aligned after-school programs can support schools' efforts).
- Our goals and strategies are based on:
 - ✓ Data driven methodologies
 - ✓ Innovation
 - ✓ Best practices
 - ✓ Community input

This Action Agenda defines success as follows:

Success means having and using inner strength and outside resources to develop, nurture and achieve both day-to-day goals and lifelong dreams.

If we are to reach real peace in this world... we shall have to begin with children.

- Mahatma Gandhi, Social & Political Leader

Goals

The Action Agenda identifies four countywide goals:

- **Goal 1. Access to Quality Out-of-School Programs:** Children and youth have *full and safe* access to local, quality, engaging and relevant programs that help them succeed in school and in life.
- **Goal 2. Meaningful Roles:** Children and youth have culturally relevant and age-appropriate opportunities to be leaders, decision makers, and engaged members of a community that values them.
- **Goal 3. Meaningful Relationships:** Children and youth have positive, healthy, and nurturing relationships with caregivers, family, peers, mentors, program staff, and their community; these relationships guide and inspire them toward success.
- **Goal 4. Resiliency & Valued Identities:** Children and youth build resiliency and participate safely, without experiencing or expressing bias, as valued members of diverse, conscientious communities.

Cultural relevancy, also referred to as cultural competency, is a shared value that shapes the Action Agenda and is central to all the Action Agenda goals and strategies. Cultural relevancy is rooted in the belief that respect, understanding, and awareness of cultures in one's community is of paramount importance. It seeks to expand our minds and hearts in shaping all aspects of community resources to reflect the needs, goals, values, languages, beliefs, communication styles and strengths of children, youth and families. Cultural relevancy helps ensure resources are accessible, meaningful, and tailored to meet community needs.

SOAR values work that *challenges bias*, recognizing that barriers youth face often are rooted in the cycle of poverty, discrimination, bias and oppression, as well as limited cultural relevancy in the provision of services. The shared values of cultural relevancy and challenging bias are essential in order to support the development, learning, and well-being of all children.

Recommended Actions and Strategies

This Action Agenda encompasses four strategies, each of which contains recommended actions that are directly tied to goals and outcomes. The recommended actions include ideas that may be applied countywide, subregionally, or on a sector level. The strategies include:

- Build Connections & Convene Communities
- Centralize and Share Information and Resources
- Identify and Fill Gaps
- Increase Promising Practices

What Comes Next

The Action Agenda is a roadmap for community action, illustrating ways to put the pieces of our work together to create systemic change. SOAR, *helping children reach for the sky* is championing the Action Agenda countywide, and supporting sectors and subregions in taking on pieces of the action agenda. SOAR brings the community together to build on what already exists, streamline efforts, learn from one another, and fuel our shared goals.

How this will happen:

- **Subregions:** In each area of King County, SOAR will identify or convene subregional groups interested in choosing and implementing SOAR goals and strategies that are relevant to their own subregions.
- **Countywide:** SOAR will convene groups to take the lead on strategies that involve countywide mobilization.
- **Sectors:** SOAR will encourage various sectors to take on Recommended Actions, since this is a plan with ways for everyone to get involved, including individuals, agencies, and systems.
- **Other Efforts:** SOAR will communicate with other local efforts that address social issues that affect children and youth to ensure our work supports one another's efforts.

Pick battles big enough to matter, small enough to win.

Executive Summary

Why We Need an Action Agenda

The first few years of life shape a child's ability to learn, relate to others, and be successful in school. Children who are ready for kindergarten tend to do better throughout their school career. Children who are *not* ready are more likely to fail or repeat grades, need special education classes, and/or drop out. Schools in King County do not keep records on the readiness of entering kindergarteners, but teachers and school officials confirm national studies showing that many children come to school unprepared.

In 2003, more than 120 agencies, organizations and people from across King County helped to develop *An Early Childhood and School Readiness Action Agenda*. Its aim is to improve school readiness dramatically throughout King County. The Action Agenda: (1) focuses efforts and funds on effective actions; (2) works to coordinate services and fill gaps; (3) combines countywide coverage with subregional focus; (4) will measure progress; and (5) provides ways for everyone concerned with children and families to participate.

The Action Agenda

Based on research and best practices and guided by a common vision and set of values, the Action Agenda provides a plan and the next steps to improve school readiness over the next five years. The Action Agenda sets out four countywide goals.

Goals

- **Nurturing:** Children have strong bonds and nurturing relationships with their parents/guardians and other significant adults in their lives.
- **Prevention/Early Intervention:** Children and families most in need of services to help their development get high-quality, affordable and culturally competent services early.
- **Early Care and Education:** Children and families have access to high-quality, affordable and culturally competent early care and early education.
- **Successful Transitions:** Children are prepared, from infancy, for a successful transition into school by the adults in their lives, working in concert with their communities and schools.

Cultural competence is one of the shared values that shaped the Action Agenda. It is essential to these goals in order to support the development and learning of all children. Cultural competence is central to all the Action Agenda strategies.

Strategies

The Action Agenda includes countywide and subregional strategies. The Family and Child Early Support (FACES) groups in the four subregions endorse all four countywide goals. Each group created a plan for the goal areas most important for its subregion:

Vision: All children in King County will enter school prepared to reach their full social, emotional, physical and academic potential. Schools will welcome children and their families, and support the learning success of all entering students.



Nurturing

- **Countywide:** (1) Raise public awareness about how the nurturing relationships a child has with parents and caregivers affect that child's success in school and in life. (2) Increase the resources that parents and caregivers can tap to create the best possible early environment for the child. (3) Increase adults' knowledge of and skills in child development and early learning.
- **South King County:** Ensure that programs based on family support principles are located near families and are culturally competent.
- **East King County:** Create a culture in the community that provides support and resources to parents, guardians and other caregivers.
- **Seattle:** Engage diverse community organizations and leaders in learning about the services for family support to help them provide better referrals to families.

Prevention/Early Intervention

- **Countywide:** Ensure that families can find the high-quality, affordable and culturally competent services they need to help them assess their children's development, and to address problems as early as possible.
- **North King County:** Raise the awareness of physicians, caregivers, families and trusted advocates about the importance of early intervention for children with special needs.
- **South King County and Seattle:** Engage diverse community organizations and leaders in learning about culturally competent prevention, early intervention and assessment services to help them provide better referrals to families.

Early Care and Education

- **Countywide:** (1) Improve the quality of early care and education that children receive from: early childhood educators (including child care providers), and family, friend and neighbor (FFN) caregivers. (2) Involve everyone who is concerned about children (birth to six) in building toward a system of early education and comprehensive preschool in King County and Washington that is high quality, culturally competent, affordable and accessible to all children and families.
- **North King County:** Provide high-quality training and opportunities for networking for all the diverse adults who care for young children.
- **Seattle:** Improve the quality of early care and education programs by increasing the number of accredited programs and early childhood teachers who have or are working toward an early childhood credential or degree.

Successful Transitions

- **Countywide and Seattle:** Educate and motivate all the adults in children's lives to take steps every day to help: (1) children develop the skills they need for school, and (2) schools be more ready for all children and their families.
- **North King County:** (1) Engage the adults in children's lives in working together to help young children learn. (2) Educate adults about the early years in a child's development. (3) Help parents help their children gain early literacy skills. (4) Provide culturally competent information about early childhood development, early education and parenting.
- **East King County:** (1) Increase communication between the schools and all parents and guardians. (2) Increase the knowledge of parents, child care providers, schools and community members about the early years in a child's development.

What Comes Next

The Action Agenda is a plan for community action. *SOAR, helping children reach for the sky* is championing the Action Agenda and the countywide plan. SOAR, formed through the union of Project Lift-Off and the United Way of King County Children's Initiative, is a community partnership to improve the success of children and youth (birth to 18 years) in life and in school. SOAR has convened Action Teams of community partners and is galvanizing people to action toward the countywide Action Agenda goals. The FACES groups are championing their subregional plans. Measurement of the Action Agenda's work includes a population-based, countywide measure of school readiness, and progress measures for the countywide goals.

Organizations, local governments and individuals across King County—many of whom helped to shape the Action Agenda—are now moving the Action Agenda goals forward by aligning their programs, collaborating in projects and helping to garner new resources.



Claremont Youth Master Plan

Introduction

Since the early 1980's, Claremont has sensed a need to develop a focused and organized approach to the delivery of programs and services to youth and families. Over the years, various attempts to create plans for youth services were initiated, but none of them were comprehensive enough to serve as a true "road map" for the community to use. Beginning in 1990, the City Council, the School Board, the City Manager, and the Superintendent of Schools took the initiative to undertake a comprehensive community planning process to address youth needs. The Youth Master Plan (YMP) was envisioned as a process which would identify and document youth needs based on data, obtain youth and community input, and prioritize a set of recommendations for action to make Claremont a more responsive community for youth and their families.

During the spring and summer of 1993, a joint City Council and School Board "Youth Committee" met to create a process for the development of a Youth Master Plan. Out of their discussions came the recommendation to include parents, youth, and community representatives on a Youth Master Plan Steering Committee, which would be charged with the responsibility to research, needs, obtain community and youth input, and develop goals and a blueprint for the community which could guide decision makers. The joint City Council/School Board Youth Committee also recommended that an outside facilitator, experienced in community problem solving techniques, be utilized as a part of the process of developing a master plan.

In September 1993, the City Council and the School Board jointly appointed a 17-member Youth Master Plan Steering Committee to begin working toward making the master plan a reality. The Youth Master Plan Steering Committee membership reflected a broad cross-section of the Claremont community. Emphasis was given to appointing individuals who could represent multiple constituencies within the community, including parents, youth, teachers, coaches, youth workers, elected officials, City and School District administrators, community volunteers, agency representatives, health professionals, and law enforcement personnel. The Steering Committee began its work on September 30, 1993.

Initial-Work of the Steering Committee

The Steering Committee developed a community-wide "Vision Statement" for Claremont youth and families and a comprehensive set of "Guiding Principles" for the Youth Master Plan. Both the vision statement and the guiding principles were developed in order to provide a foundation for the work of the Committee and the subsequent goals and recommendations of the master plan.

At the same time, the Steering Committee divided into three subcommittees, which began determining the needs of youth and families in Claremont. One subcommittee was charged with holding community forums and creating other mechanisms to gain community input; a second was established to gain youth input; and the third was responsible for demographic and resource identification research.

Community Input

Community input was solicited through a variety of methods. In late October, the subcommittee held two community-wide public forums. Additionally, several targeted forums were held with specific community organizations including services clubs, the School District's Drug, Alcohol, and Tobacco Education (DATE) Committee, the Ecumenical Council, and Parent-Faculty Associations (PFA). The subcommittee developed a survey form which it utilized throughout the late fall and early winter soliciting additional input from residents. The surveys were provided to sports groups, PFAs, other service clubs, public and private school faculties, and individuals.

A formal presentation on the Youth Master Plan was also developed as a part of this process. The presentation consisted of an overview of the background and an explanation of how the plan was being developed. Overhead projections were utilized, and the presentation was followed by a question and answer period. Thirty-nine presentations have been made to a wide variety of community groups since September 1993.

Youth Input

The YMP Steering Committee strongly felt that the youth participation was of great importance to the process and utilized several different means to achieve this goal. Intermediate school students participated in a letter-writing project describing their ideas about what they would like to see in Claremont for youth. In January, a survey soliciting ideas for activities and services was conducted among students at the high schools. A follow-up survey was conducted in March, which asked students to choose specific programs, and activities that they would like to have available.

In early 1994, the Youth Master Plan Steering Committee obtained funding to underwrite the costs of a major youth attitude and activity survey through the Search Institute of Minneapolis. This survey utilized a 154-question survey and was administered to approximately 600 students at Claremont High School on a random basis. The results of this survey were tabulated by the Search Institute and a summary report, "Profiles of Student Life -Attitudes and Behaviors," has been prepared. The report provides significant data that underscores the recommendations of the Youth Master Plan.

A unique "visual" project was utilized to gain input from elementary school children. They were asked to create posters, drawings, or photomurals on what they would like to see in Claremont for youth their age. A number of elementary students also wrote essays as a part of this project. This visual project has been on display at various venues throughout the community.

Demographic and Resource Identification Research

A major goal of the YMP Steering Committee was to develop demographic and resource information to guide its recommendations. A subcommittee researched and analyzed demographic information from the U.S. Census Bureau, the Claremont Unified School District, the City of Claremont Planning Department, and community organizations. At the same time, community resources were identified by creating a survey instrument that was mailed to 350 nonprofit and community organizations in the greater Claremont area. The subcommittee determined that its efforts would result in the publication of two documents: a demographic study of Claremont's families and children, and a Claremont-specific resource directory. Work on both of these detailed documents was initiated in December 1993 and continued with preliminary drafts being issued for review throughout the winter and spring of 1994.

The Claremont Youth Resource Directory was published in final form in June 1994. A local health services corporation provided the funding to cover printing costs. The final Demographic Report, "Families and Children in Claremont" was published with the interim YMP report presented in July 1994.

Completion of the Youth Master Plan Process

In January 1994, as the work of the three original subcommittees was moving toward completion, the Steering Committee addressed the next set of tasks. The Steering Committee divided into four subcommittees to concentrate their research on four specific age groups: prenatal to age 5; ages 6 to 11; ages 12 to 14; and ages 15 and over. The goal was to identify the needs of youth and families in each age group, to determine how adequately Claremont meets those needs, and to make recommendations to the Steering Committee. The Steering Committee expanded subcommittee membership to include more than 125 community volunteers. A large number of youth were also involved in this process, including several elementary-aged youth who were actively participated on task groups.

During April and early May, the Steering Committee and the age group subcommittees held five study sessions on "universal" concerns relating to youth and families. The study sessions were held on the subjects of Transportation, Health, Safety, Community Diversity (dealing with bias), and Parenting.

The age group subcommittees reported their final recommendations to the Steering Committee in mid-May. The Steering Committee held a fall-day retreat on May 21, reviewing the age group reports and synthesizing all of the information and recommendations into the Interim Youth Master Plan Report. This report was presented to City Council, the School Board, and the community on July 14. This interim report contained ten goals for the Claremont youth and families along with implementation strategies.

Both the City Council and Board of Education approved the concepts and direction outlined in the interim report. From there, the Steering Committee began the task of polishing the final document and developing the set of indicators that would allow the community to determine how well the Youth Master Plan was accomplishing its goals. The final Youth Master Plan Report was presented to the community on January 26, 1995.

Implementation of the Youth Master Plan

With the Plan completed, the focus has shifted to implementation. The following is an overview of some of the programs, services and partnerships that have been initiated:

- The Youth Activity Center was opened in 1994 as a comprehensive program and service center for high school age youth. The YAC is immediately adjacent to Claremont High School and includes a large games room, student lounge, music recording studio/practice room, cyber café, art studio, kitchen/snack bar, skate park and athletic facilities.
- A second teen center, geared to intermediate school age youth (7th & 8th graders) was opened in 2003. The facility includes a large games room, student lounge, computer center, and music studio. The TRACKS Activity Center (TAC) was a joint project between the City and the School District that resulted in a \$5 million complex that included the TAC, a gymnasium, a state-of-the-art fitness center, dance studio, and classrooms.
- In 2005, a Youth & Family Support Center, funded by the City, was opened in a new facility constructed adjacent to the Youth Activity Center. It includes facilities for individual and group counseling, offices for case managers and other resource support (probation, school resource officer, mediation services, etc.). The City has increased funding to community based organizations for enhanced group counseling programs in drug and alcohol use prevention, teen suicide, anger management, anti-bullying, etc.
- Three Resource Directories listing organizations providing service to Claremont youth and families have been published and distributed since 1995. Distribution was to households with school age children, school sites, city offices, and community organizations.
- The City and the School District have developed a joint collaboration that includes several jointly funded programs and a series of joint agreements on student safety, facility use, joint purchases and joint maintenance, etc. The collaboration also includes regular joint meetings of policy makers and key administrative staff.
- The number of after-school program sites and the number of public pre-school has been significantly expanded, including adding transportation from all elementary schools to the after-school sites.
- The Claremont Healthy Kids Program was developed through collaboration between the School District, the League of Women Voters, the Red Cross, and local health care providers to ensure that all children have access to needed health care.
- A community collaborative, working with the City and the School District, developed two community-based tutoring programs that serve elementary school age children. The Youth Wellness Center was established at a local church site to provide one-on-one tutoring, recreation, and a supper to at risk youth twice a week and the Claremont Tutorial Centers was developed by the National Council of Negro Women to provide tutoring at two apartment complexes in the community. The City provides funding to support both programs.
- Several community computer labs have been developed by the City to insure access by all residents to technology.
- On a regular basis, the School District and the City have cooperatively funded a comprehensive survey of youth attitudes and behaviors conducted by the Search Institute.

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CITY OF CLAREMONT

July 2005

City/School District Joint Programs and Projects

Introduction

The City of Claremont, population 36,000, is located in the San Gabriel Valley and is the eastern most city in Los Angeles County. Home to the seven Claremont Colleges, 22,700 trees and a very active, involved citizenry; the City and the School District have taken very seriously the call to "reinvent government." We believe there are many efficiencies, in terms of both human and fiscal resources, that directly benefit the community when two local governmental agencies join forces. Following are brief descriptions of the joint programs and projects the City Council and School Board have initiated as well as some others currently under consideration.

Current Programs

Youth Master Plan

With the City and the District taking the lead, the Claremont community conducted a highly participatory process to develop a Youth Master Plan. Over 3,000 citizens of all ages provided input into the process of identifying existing resources for youth and youth-related demographic, socio-economic, and program information. Having compiled this information, the community was then able to determine the needs of youth and identify service gaps. This enabled the community to develop a priority listing of programs needed for youth over both the short and long term, which in turn provides a guide for how financial resources should be allocated. The Plan has served as a model for communities across the nation and was recognized with the 1995 James C. Howland Award for Urban Enrichment and the 1996 Special Achievement Award from the California Healthy Cities Project.

The City and School District are active with the California Cities, Counties, and Schools Partnership, a statewide initiative that works to foster increased collaboration between school districts, cities, counties, and special districts.

City Funding for Youth Programs

A frequently heard suggestion from our citizens is that more funding be allocated for youth programs. When school funding was particularly tight, the City Council acted on this suggestion by allocating \$250,000 per year for two years to the School District to be used for youth programs. The District administered the funds and used them for non-educational activities such as athletic programs, community and health outreach aides, and proctors. For the fiscal year 2004-05 the City budgeted \$1,278,336 to fully cover the costs youth and family related program/services developed in partnership with the District.

Youth & Family Support Center

In April 2005, a 4,100-square-foot Youth & Family Support Center (Y&FSC) addition to the YAC was opened that provides counseling and support services for the community. This project had been a major goal of the Teen Committee since 1994. The Y&FSC provides access

to case management services, individual and group counseling, dispute resolution, parenting classes, and provides office space for the community's School Resource Officer and probation officer.

As a part of the implementation of services at the Y&FSC, the City assumed both management and staff for the School District's Healthy Start program. This allowed the critical services provided by Healthy Start to continue after the District's Healthy Start grant expired.

Kids Club After School Program

Providing expanded after school activities for elementary school students has been a goal of the City and School District for several years, and is specifically mentioned as a goal in the Youth Master Plan. The City and District agreed that the schools would provide programming for K-3 students while the City would focus on older students. In 1996, the City introduced an after school program for fourth through sixth graders that features a mix of activities including arts, sports, and drama in a supervised recreational setting. The program is offered in park community buildings throughout the City. Transportation from local schools to the program sites is provided through an arrangement with the local public transit authority.

TRACKS

The City and School District, based on a model developed in the Youth Master Plan, jointly developed the TRACKS program for 7th and 8th grade students. More than 75% of the 1,000 students at the City's intermediate school participate in activities offered through the TRACKS Program. The program features enrichment classes, a full after school sports program (the City conducts the intermediate school's varsity, junior varsity, and intramural sports program in nine different sports), special interest classes, tutoring, special events, and trips. Additionally, the program operates a full summer schedule of enrichment classes, sports camps, trips, and special events. The City coordinates all aspects of the program but works with the school district, local agencies, or contracts with independent instructors for program components

In February 2004, a new 4,000-square-foot TRACKS Activity Center (TAC) opened on the school campus as a part of a new gymnasium, fitness center, dance studio and classroom facility. The TAC was constructed using City funds in a collaborative partnership with the District. This collaboration allowed the District to access additional state funds to build a significantly enhanced state-of-the-art building. The TAC provides a large multi-purpose games room, a computer center, and meeting rooms for TRACKS activities. The City uses the facility in the evenings and on weekends for community recreation programs.

Youth Activity Center (YAC)

The Youth Activity Center is a City-operated facility with programming directed to high school age youth. The programming model was developed by youth on the City's Teen Committee, working with City and School District staff, and features four basic program strategies:

- An after school drop-in program that services 150 youth per day. The center is equipped with a wide variety of state of the art game and activity equipment, meeting rooms, snack bar, and a cyber cafe. Also included is a 7,500-square-foot lighted skateboard park, exterior concert stage, and lighted exterior basketball court.

- A support services program that includes counseling, tutoring, employment, health education, peer group aggression/conflict management training, and parent/teen communication classes.
- Social activities, include dances, coffeehouse nights, games nights, inter-club tournaments, alternative prom events, trips, and art exhibit receptions.
- Special events which include a year-round concert series, skateboard demonstrations, cookouts, class nights, after-the-game pizza parties/dances, etc.

YAC is located directly adjacent to Claremont High School, so during the school year it hosts a daily alternative school site for students. It is used regularly to support educational and student life programs at the high school (i.e., career fairs, testing, joint classes, student organizations retreats and meetings, etc.) YAC also hosts the high school's annual Freshman Orientation program.

Teen Committee

The Teen Committee is an advisory body to the Human Services Commission and the City Council. Membership reflects the broad diversity of students in the community and this group has been very proactive in identifying issues and making recommendations to the City and the School District. Issues discussed by the Teen Committee have included student safety, police-youth relations, teen suicide and depression, improved school facilities, economic development, and additional support and counseling services for youth.

Building Bridges

The City and District jointly initiated the Building Bridges Program, in cooperation with the City's Committee on Human Relations. This program annually provides an intensive two-day training program in human relations for 50 high school students through a curriculum developed by the National Council for Community & Justice. Participants in the program have established a large human relations club on the Claremont High School campus and have sponsored several human relations events.

DARE

The City of Claremont has offered the Drug Abuse Resistance Education (DARE) Program to all fifth grade students in the District since 1984 and extended the program into private schools in 1988. Half of the fifth graders participate in the seventeen-week course during the fall semester and the other half during the spring semester. "Graduation" ceremonies are held once each semester in a community building and are attended by all fifth graders, their families, the City Council, and the School Board. The program has been expanded this year to include a one-week "refresher" course for junior high students.

School Resource Officer

The City and School District jointly applied for and received a School and Community Policing Grant in 2001 to provide a School Resource Officer. The officer works with Claremont High School, El Roble Intermediate School, San Antonio Continuation High School, and the Community Day School in an educational support and campus safety role. At the conclusion of the grant, the City and School District are jointly assuming the cost of the resource officer.

Campus Security and Student Safety

Staff from the Claremont Police Department, City Manager's office, and the District's Attendance and Child Welfare Director, and the principals from both high schools, the junior high school, and one elementary school have jointly developed policies and procedures for reporting crimes on campus and dealing with youth who are truant, bring weapons to school, or are under the influence and/or possessing drugs/alcohol on campus or school sponsored activities. Working together to develop these policies and procedures has given each organization a better understanding of the Penal Codes, juvenile justice system, Education Code, and Health and Welfare Institution Code that guide the actions and decisions of officials from the City and the District. As part of the implementation of these procedures, the City adopted a Daytime Loitering Ordinance and now conducts periodic "sweeps" for truants, while the School District has initiated a "tardy lock down" program at the high school.

The Joint Campus Security and Student Safety Joint Operating Committee meets on an ongoing basis to address specific issues and develop joint responses to a variety of student safety situations. The Joint Operating Committee conducted several planning meetings and tabletop exercises to prepare for any potential school violence response.

Cooperative Special Events and Activities

There are a variety of special events and activities, which the City and the District cooperatively organize and conduct. Since 1990, the City has sponsored an annual contest, in cooperation with the City's Committee on Human Relations, designed to build awareness of Martin Luther King, Jr. and other champions of human rights. The contest has four different grade categories, each featuring an activity that is age appropriate. Student winners are selected from each category, presented a \$100.00 savings bond by the City Council, and given the opportunity to present their winning entry to the community at a City Council meeting. This activity averages several hundred participants annually.

Arbor Day is an annual event featuring participation by the City and the School District. The site for the event moves from school to school each year with the students, staff, and parents from the particular school coordinating the activities for that year. Activities that take place every year include tree care demonstrations by City staff and the planting of trees provided by the City.

The City and the District also work together on the promotion of joint activities for onetime events. City and District officials take every opportunity possible to cooperatively promote special events and activities in the community.

Vehicle and Equipment Maintenance

Under an agreement approved by both elected bodies, the City now fuels, maintains, and repairs the District's vehicles and equipment, in addition to its own. As well, the two entities have agreed to share all equipment and vehicles as may be appropriate or necessary. The maintenance and repair consolidation has saved the District approximately \$110,000 in on-going costs in addition to a onetime cost avoidance of about \$150,000.

School Site Purchase

The City and School District entered into an agreement for the City to purchase a school site for renovation into a much-needed community center. Buying the existing building and renovating was much less expensive than building a new community facility from the ground up.

The school had been declared surplus property after the state mandated that the special needs students attending the school had to be "mainstreamed" into the general school population. The District needed to sell the site in order to pay the costs associated with relocating the students while the City saw the 32,000-square-foot building and 9.6-acre site as being ideal for use as the community center that residents had wanted for a number of years.

The \$5.3 million Alexander Hughes Community Center opened in July 2001 and is named for a former Mayor who served as the Associate Superintendent of Schools and had previously served as a long-time principal of Claremont High School.

Joint Bidding/Purchasing/Contracting

Staff from the City and the District meet regularly to determine what projects (i.e., asphaltting, fencing, painting, fire extinguisher maintenance, tree trimming, etc.) can be jointly bid and what products (i.e., playground equipment, paper, vehicles, equipment, etc.) can be jointly purchased. The idea is to take advantage of the reduced overhead costs and other "economies of scale" that result when certain types of projects and products are jointly bid and purchased. One example involves having the City "piggyback" onto the District's bus transportation contract for youth field trips. This arrangement saves the City several hundred dollars per trip.

Master Facility Agreement

The City and the District have entered into an Agreement whereby each agency may use the other's buildings and facilities free of charge. Each entity is responsible for maintenance and repair of its own facilities and is also responsible for damages that may be caused when using the other's buildings or facilities. The Agreement also outlines priorities for scheduling use of buildings and facilities.

On-site counseling

Through its Community Based Organization Grant program, the City is providing supplemental funding to provide mental health counseling for students at Claremont High School. Funding for this program was provided in response to cuts in funds coming from the State of California. Counseling services are provided by an outside mental health agency.

Enhanced Library Hours

The City and School District committed funding to add Sunday Library service at the County Of Los Angeles Public Library Claremont branch. The primary focus of this expansion was to support student and family use of the library. The City recently funded an additional twelve hours of library service along with an additional children's librarian to bring the Claremont Library to a full seven day per week operation.

Land Use Planning

The District owns several pieces of property throughout the City, which may become revenue generators if developed, leased, or sold. City and Claremont Redevelopment Agency staff with expertise in the areas of planning, engineering, and economic development are available to assist District staff and elected officials in identifying development options best suited to meet both the District's and community's needs.

Joint Yard Use

Currently, the City and the School District are actively exploring the joint use of the City's new state-of-the-art public works yard facility. Moving the School District's yard operations to the new city yard would free up valuable District-owned property to enhance District revenues.

On-Going Committees

Mayor/ City Manager/ Board President/ Superintendent Meetings

The Mayor, City Manager, Board President, and School Superintendent meet on a quarterly basis to discuss the status of various joint projects as well as to brief one another on issues of mutual interest/concern. As well, the City Manager and the School Superintendent meet at least once a month and speak frequently each week. These systems of communication, both formal and informal, have been critical in the success of developing and implementing jointly run programs.

City Council/ School Board Ad Hoc Committees

Ad Hoc committees are formed periodically to address specific issues such as property management, legislative/lobbying and volunteers. Committee membership is usually two school board members and two city council members. City and District staff provides support as necessary.

Joint City Council/ School Board Meetings

The City Council and the Claremont Unified School District Board meet in a joint session at one to two times a year. The purpose of these joint meetings is to review progress on projects and provide direction to staff on new programs and projects.

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