

# 2006-07 Youth and Family Master Plan

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Claremont Unified School District

Claremont, California



### 2006-07 Youth and Family Master Plan

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### Introduction

hat 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,

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**

he 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 implemention. 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:	TI	MELII	NE
	Get Everyone Involved	iate	erm	erm
meeting	step is to ensure that residents, businesses, and organizations recognize the importance to the community of the needs of children, youth, and their families as outlined in the Youth and Family Master Plan; and that they role in its implementation.	Immediate	Short Term	Long Term
GOAL	ONE: Get the Whole Community Involved			
0	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> <li>ASSESSMENT: Endorsement by Y&amp;FMP Update Steering Committee (completed on 6/23/07) and endorsement of the Y&amp;FMP final report by the City Council and Board of Education</li> </ul>			
0	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> <li>ASSESSMENT: The number of events attended as reported by the City, School District and Police Department</li> <li>GOALS ADDRESSED: #4 and #8</li> </ul>			
3	Seek out segments of the community not currently being reached and develop action steps to include them.		~	
	<ul> <li>ASSESSMENT: The number of outreach activities conducted</li> <li>GOALS ADDRESSED: #3, #10, and #11</li> </ul>			
4	Increase the number of community events held throughout the City so that all neighborhoods feel connected to the community as a whole.		~	
	<ul> <li>ASSESSMENT: The number of events and locations as reported by the City, School District, and community organizations</li> <li>GOALS ADDRESSED: #3, #8, and #10</li> </ul>			
0	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> <li>ASSESSMENT: The number of youth and parent members serving on policy making boards</li> <li>GOALS ADDRESSED: #2 and #9</li> </ul>			
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> <li>ASSESSMENT: Increase number of recycling programs and education as reported by the City's Community Services Department</li> <li>GOALS ADDRESSED: #8 and #10</li> </ul>			
0	Enhance the opportunities for more youth to have adult mentors in City, School District, community organization, and faith-based institutions.		~	
	<ul> <li>ASSESSMENT: Increase numbers of youth involved in mentoring programs as reported in the Y&amp;FMP annual report</li> <li>GOALS ADDRESSED: #2, # 9, and #10</li> </ul>			

	Section One:	TI	MELI	NE
	Get Everyone Involved	diate	Term	Term
meeting	step is to ensure that residents, businesses, and organizations recognize the importance to the community of the needs of children, youth, and their families as outlined in the Youth and Family Master Plan; and that they role in its implementation.	Immediate	Short Term	Long Term
GOAI	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.	~		
	<ul> <li>ASSESSMENT: Number of working committees organized</li> <li>GOALS ADDRESSED: #10 and #11</li> </ul>			
9	Schedule community forums to update the community on the progress of Youth and Family Master Plan's implementation.			~
	<ul> <li>ASSESSMENT: Number of forums conducted</li> <li>GOALS ADDRESSED: #9</li> </ul>			
GOAL	. TWO: Include and Recognize Youth			
0	Explore meaningful community service opportunities for all secondary students as well as encouraging it for elementary school students.			~
	<ul> <li>ASSESSMENT: Increased numbers of youth participating in community service activities as reported in the Y&amp;FMP annual report</li> <li>GOALS ADDRESSED: #1, #5, and #10</li> </ul>			
0	Enhance efforts to develop a variety of housing so that youth can return to Claremont to live and raise their families.			~
	<ul> <li>ASSESSMENT: Responses to question added to the City's satisfaction survey that identifies former youth returning to live in Claremont</li> <li>GOALS ADDRESSED: #8</li> </ul>			
0	Enhance efforts to establish a community-wide policy that all committees, tasks groups, etc. should have youth representation, where appropriate.			~
	<ul> <li>ASSESSMENT: Increased numbers of youth serving on task groups, committees, etc. as reported in annual Y&amp;FMP Annual Report</li> <li>GOALS ADDRESSED: #1 and #10</li> </ul>			
4	Enhance efforts to recognize youth beyond academics and sports.	~		
	<ul> <li>ASSESSMENT: Website with opportunities, number of volunteers, increased involvement by youth in activities</li> <li>GOALS ADDRESSED: #4 and #10</li> </ul>			
GOAL	. THREE: Value Diversity			
0	Develop additional programs that promote socialization across racial, sexual orientation, economic, cultural, differently abled, religious groups, etc.		~	
	<ul> <li>ASSESSMENT: Reduced numbers of hate incidents/crimes and fights, increased trainings for staff, youth and families and increased number of programs and events.</li> <li>GOALS ADDRESSED: #1, #10 and #11</li> </ul>			
0			V	
	<ul> <li>ASSESSMENT: Increased number of trainings for public agency and non-profit staffs</li> <li>GOALS ADDRESSED: #4 and #9</li> </ul>			

	Section One:	TI	MELII	NE
meeting	Step is to ensure that residents, businesses, and organizations recognize the importance to the community of the needs of children, youth, and their families as outlined in the Youth and Family Master Plan; and that they role in its implementation.	Immediate	Short Term	Long Term
GOAI	LTHREE: Value Diversity (continued)			
8	Partner with the Claremont Courier to run a regular feature on the "Changing Face of Claremont," in order to highlight community diversity.		~	
	<ul> <li>ASSESSMENT: Number of articles printed</li> <li>GOALS ADDRESSED: #4 and #10</li> </ul>			
4	Initiate programs that explore community problems and involve elementary school students in the process (value their ideas).			~
	<ul> <li>ASSESSMENT: Development of the program</li> <li>GOALS ADDRESSED: #1 and #4</li> </ul>			
6	Develop a mentoring program to partner disabled and non-disabled students, increasing the the variety of activities involving both.			~
	<ul> <li>ASSESSMENT: Development of the program and participation levels</li> <li>GOALS ADDRESSED: #1 and #10</li> </ul>			
6	Provide support and resources for youth dealing with sexual identity issues.		~	
	<ul> <li>ASSESSMENT: Number of services implemented and number of youth/families participating</li> <li>GOALS ADDRESSED: #4 and #7</li> </ul>			
0	Address the existing preconceived notions about North and South Claremont and take steps to change impressions that may be keeping residents from interacting.	~		
	<ul> <li>ASSESSMENT: Number of initiatives undertaken and reductions in perceived differences as measured by the City's satisfaction surveys</li> <li>GOALS ADDRESSED: #1 and #4</li> </ul>			
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> <li>ASSESSMENT: Number of programs initiated and reduction in human relations related issues in the community</li> <li>GOALS ADDRESSED: #1</li> </ul>			
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> <li>ASSESSMENT: Creation of additional programs and services for disabled youth and increased access to programs by these youth.</li> <li>GOALS ADDRESSED: #1 and #2</li> </ul>			
0	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> <li>ASSESSMENT: Increased numbers of students participating in human relations programs from El Roble Intermediate School and elementary schools.</li> <li>GOALS ADDRESSED: #1, #2 and # 5</li> </ul>			

	Section One:	TI	MELI	NE
of meetin	Section One. <b>Get Everyone Involved</b> step is to ensure that residents, businesses, and organizations recognize the importance to the community g the needs of children, youth, and their families as outlined in the Youth & Family Master Plan; and that they role in its implementation.	Immediate	Short Term	Long Term
GOAL	FOUR: Provide Good Information about Opportunities for Youth			
0	Encourage community partners (City, School District, Chamber of Commerce, community colleges, etc.) to create a collaborative website of service learning opportunities.			V
	<ul> <li>ASSESSMENT: Increased numbers of youth participating in service learning and increased numbers of agencies offering service learning programs</li> <li>GOALS ADDRESSED: #1, #10 and #11</li> </ul>			
0	Partner with realtors and landlords to provide applicants with information on programs for families and youth.	~		
	<ul> <li>ASSESSMENT: Number of realtors and landlords participating</li> <li>GOALS ADDRESSED: #9 and #10</li> </ul>			
8	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.		~	
	<ul> <li>ASSESSMENT: Types of communication outreach, additional bilingual outreach, increased participation in events</li> <li>GOALS ADDRESSED: #1 and #3</li> </ul>			
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.		~	
	<ul> <li>ASSESSMENT: Completion of updating effort and distribution of resource guide</li> <li>GOALS ADDRESSED: #1, #6, #7, and #10</li> </ul>			
GOAL	FIVE: Engage Youth in Meaningful Activities			
0	Increase sponsorships and youth/family scholarships and provide information and applications about them widely in the community and on-line.	~		
	<ul> <li>ASSESSMENT: Increase youth scholarships and increased numbers of youth utilizing them</li> <li>GOALS ADDRESSED: #1, #4, #10 and #11</li> </ul>			
2	Partner with the Committee on Aging, the Senior Program staff, as well as local senior focused residential communities to implement increased intergenerational activities.		~	
	<ul> <li>ASSESSMENT: Number of activities offered and levels of participation</li> <li>GOALS ADDRESSED: #1</li> </ul>			
3	Develop additional activities and outreach that broaden appeal of the Youth Activity Center (YAC).	~		
	<ul> <li>ASSESSMENT: Types of activities and outreach and increased participation by groups not now participating</li> <li>GOALS ADDRESSED: #1 and #3</li> </ul>			
4	Explore offering after school classes and activities at a broader range of locations throughout the community.			~
	<ul> <li>ASSESSMENT: Number of additional locations that activities are offered</li> <li>GOALS ADDRESSED: #1and #3</li> </ul>			

	Section Two:	TI	MELII	NE
The purpose	ate a Unified System of Supports and Activities of these goals is to create a comprehensive, integrated system that supports and strengthens families rhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for	Immediate	Short Term	Long Term
GOAL F	IVE: Engage Youth in Meaningful Activities (continued)			
	xplore expanding the proposed fixed route trolley to include a loop covering the full-length of Indian Hill oulevard 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			
R( da	evelop a community youth employment collaborative (School District, City, Chamber of Commerce, OP, etc.) to develop new programs and coordinate youth job training, employment internships, career ays, and youth employment, money management and support existing programs that have shown Istainability and develop new programs where gaps exist.		~	
	ASSESSMENT: Creation of collaborative and increased numbers of youth involved in employment related programs GOALS ADDRESSED: #10			
	xpand the number of bike lanes and pedestrian-friendly routes throughout the community nd encourage their use.			~
•	ASSESSMENT: Number of routes created			
<b>(3)</b> E>	xplore providing transportation for youth and families sevens 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			
-	ontinue to observe the policy established by the 1995 Youth Master Plan that treats all children enrolled 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			
	he City should pursue enhanced youth sports fields/facilities such as the planned Padua Avenue ark, 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:	TI	MELI	NE
The purper and neigh	eate a Unified System of Supports and Activities ose of these goals is to create a comprehensive, integrated system that supports and strengthens families hborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for	Immediate	Short Term	Long Term
growth.			S	
GOAL	L SIX: Ensure that Youth have Access to Physical Health Care			
0			~	<u> </u>
	<ul> <li>ASSESSMENT: All students in CUSD have access to physical and mental health education and services</li> <li>GOALS ADDRESSED: #7</li> </ul>			
0	Promote healthy food choices and family friendly physical fitness throughout the community with a particular focus on programs that reduce childhood obesity.	~		
	<ul> <li>ASSESSMENT: Number of programs implemented, community publicity about programs and reduction in obesity as reported by school nurses and from the California Fitness Grant</li> <li>GOALS ADDRESSED: #1, #9 and #10</li> </ul>			
3	Increase nursing and counseling services at all school sites.		~	
	<ul> <li>ASSESSMENT: Improve ratio of nurse-counselor-student/student, and number or students served</li> <li>GOALS ADDRESSED: #7</li> </ul>			
4	Develop additional partnerships with local colleges and universities for enhanced mental and physical health care.		~	
	<ul> <li>ASSESSMENT: Number of partnerships developed, number of participants, and satisfaction with services measured through client and provider satisfaction surveys</li> <li>GOALS ADDRESSED: #7 and #10</li> </ul>			
6		~		
	<ul> <li>ASSESSMENT: The establishment of inter-agency protocols and demonstrated steps to follow up with consumers to monitor the success of treatment/services.</li> <li>GOALS ADDRESSED: #8 and #9</li> </ul>			
GOAL	L SEVEN: Ensure that Youth have Access to Mental Health Care			
0	Explore adding a part-time medical provider/educator at the YAC with the capability to make referrals.		~	
	<ul> <li>ASSESSMENT: Number of referrals made</li> <li>GOALS ADDRESSED: #6 and #10</li> </ul>			
0	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> <li>ASSESSMENT: Types of services implemented, number of participants, and reduced incidents of harassment/bullying</li> <li>GOALS ADDRESSED: #3</li> </ul>			
8	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> <li>ASSESSMENT: Development of surveys and implementation of services for issues identified</li> <li>GOALS ADDRESSED: #7, #10, and #11</li> </ul>			

	Section Two:	TI	MELII	NE
The purp	eate a Unified System of Supports and Activities ose of these goals is to create a comprehensive, integrated system that supports and strengthens families hborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for	Immediate	Short Term	Long Term
GOAL	. SEVEN: Ensure that Youth have Access to Mental Health Care (continued)			
4	ldentify and publicize resources to provide mental health education for parents of youth with emotional, behavioral and mental health problems.	~		
	<ul> <li>ASSESSMENT: Implementation of services that include the use of participant satisfaction surveys.</li> <li>GOALS ADDRESSED: #9</li> </ul>			
6	Expand stress and time management classes for youth. The School District, City, and community organizations should collaborate on this effort.	~		
	<ul> <li>ASSESSMENT: The number of additional classes offered, participant satisfaction survey, a reduction in the number of stress-induces emotional issues reported by youth</li> <li>GOALS ADDRESSED: #5</li> </ul>			
6	Develop and keep updated a youth-friendly resource guide on mental health resources, perhaps developed with the Claremont Mental Health Collaborative.	~		
	<ul> <li>ASSESSMENT: Development of resource guide and number of copies distributed</li> <li>GOALS ADDRESSED: #10 and #11</li> </ul>			
Ĩ	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.	~		
	<ul> <li>ASSESSMENT: Development of strategy and reduction in the number of teen suicide attempts reported to the Claremont Police Department</li> <li>GOALS ADDRESSED: #8</li> </ul>			
GOAL	. EIGHT: Provide a Safe, Secure and Sustainable Environment			
0	Facilities built or remodeled for youth will include the best environmental practices ("green buildings").			~
	<ul> <li>ASSESSMENT: City Planning Division notification to the Y&amp;FMP annual scorecard detailing the number of best practice, LEED certified (green) buildings approved for construction</li> <li>GOALS ADDRESSED: #8, #10, and #11</li> </ul>			
0	Expand environmental education for youth and families. The School District, City and environmentally focused community groups should jointly develop strategies to implement this.			~
	<ul> <li>ASSESSMENT: Number of education programs development and participation</li> <li>GOALS ADDRESSED: #8, # 9 and #10</li> </ul>			
3	Expand the School Resource Officer program to include more time at the intermediate school.		~	
	<ul> <li>ASSESSMENT: An assessment by faculty and the Police Department to the value of the increased hours.</li> </ul>			
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.		~	
	<ul> <li>ASSESSMENT: Number of volunteers screened</li> <li>GOALS ADDRESSED: #9 and #10</li> </ul>			

	Section Two:	TI	MELI	NE
Cre	eate a Unified System of Supports and Activities	liate	[erm	erm
	ose of these goals is to create a comprehensive, integrated system that supports and strengthens families hborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for	Immediate	Short Term	Long Term
GOAL	. EIGHT: Provide a Safe, Secure and Sustainable Environment (continued)			
6	The City should encourage pedestrian and bicycle-friendly development.			~
	<ul> <li>ASSESSMENT: Increased bike trails and additional commercial and housing development that is focused on pedestrian use</li> <li>GOALS ADDRESSED: #10 and #11</li> </ul>			
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> <li>ASSESSMENT: Development of improved services for substance abuse prevention and treatment, reduction citations/arrests for drug and alcohol use among juveniles.</li> <li>GOALS ADDRESSED: #6 and #7</li> </ul>			
0	The City and Pomona Valley Transit Authority should collaborate to identify additional transit needs, developing responses that are environmentally friendly.			~
	<ul> <li>ASSESSMENT: Additional routes established and user satisfaction surveys</li> <li>GOALS ADDRESSED: #10 and #11</li> </ul>			
8	The Police Department should continue to expand its community policing initiatives with additional positive, informal police interactions with youth (movies, BBQs, etc.)	~		
	<ul> <li>ASSESSMENT: Number of initiatives implemented and enhanced Police/youth/community relations as measured through the City's community satisfaction survey.</li> <li>GOALS ADDRESSED: #1 and #3</li> </ul>			
0	Public and community institutions should establish priorities and incentives for environmentally sustainable operations as a model for all residents.			V
	<ul> <li>ASSESSMENT: Examples are made available for the public, including enhancements in environmentally friendly policy</li> <li>GOALS ADDRESSED: #10 and #11</li> </ul>			
0	Promote and educate additional local neighborhoods about Neighborhood Watch and Safe Place programs.			~
	<ul> <li>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</li> <li>GOALS ADDRESSED: #1 and #8</li> </ul>			
GOAL	. NINE: Support Families and Educate Adults who Deal with Youth			
0	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> <li>ASSESSMENT: Number of collaboratives initiated and trainings held</li> <li>GOALS ADDRESSED: #10</li> </ul>			
0	Monitor youth activity transportation needs and adjust services accordingly.			~
	<ul> <li>ASSESSMENT: Surveys with youth activity participants and youth focus groups</li> <li>GOALS ADDRESSED: #5 and #8</li> </ul>			

	Section Two:	TII	MELII	NE
The purpo	eate a Unified System of Supports and Activities ose of these goals is to create a comprehensive, integrated system that supports and strengthens families aborhoods; provides a wide range of accessible activities for youth of all ages; and creates opportunities for	Immediate	Short Term	Long Term
GOAL	. NINE: Support Families and Educate Adults who Deal with Youth (continued	d)		
3	Create a pool of linguistically and culturally fluent translators for School District needs.		~	
	<ul> <li>ASSESSMENT: Number of translators recruited</li> <li>GOALS ADDRESSED: #3</li> </ul>			
4	Expand existing parent education programs, develop new programs that address resource groups, and improve publicity on their availability.		~	
	<ul> <li>ASSESSMENT: Development of resource guide and number of copies distributed</li> <li>GOALS ADDRESSED: #10</li> </ul>			
6	Expand community knowledge of the Search Institute's 40 Developmental Assets.			~
	ASSESSMENT:			
	<ul> <li>• GOALS ADDRESSED: #10 and # 11</li> <li>Section Three:</li> <li>Coordinate Our Efforts to Reach These Goals</li> </ul>			
Claremor changing evaluate	• GOALS ADDRESSED: #10 and #11 Section Three: Coordinate Our Efforts to Reach These Goals emont Youth & Family Master Plan is a dynamic document with recommendations to be implemented by the needs of youths and their families. We must ensure that the community has the capacity to monitor and implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.			
Claremor changing evaluate	• GOALS ADDRESSED: #10 and #11 Section Three: Coordinate Our Efforts to Reach These Goals emont Youth & Family Master Plan is a dynamic document with recommendations to be implemented by the nt community. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the g needs of youths and their families. We must ensure that the community has the capacity to monitor and	V		
Claremor changing evaluate GOAL	<ul> <li>GOALS ADDRESSED: #10 and #11</li> <li>Section Three:</li> <li>Coordinate Our Efforts to Reach These Goals</li> <li>emont Youth &amp; Family Master Plan is a dynamic document with recommendations to be implemented by the trommunity. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the needs of youths and their families. We must ensure that the community has the capacity to monitor and implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.</li> <li>TEN: Coordinate Efforts to Reach These Goals</li> <li>The City and School District, working with community collaboratives, should identify and pursue grant</li> </ul>	~		
Claremor changing evaluate GOAL	<ul> <li>GOALS ADDRESSED: #10 and #11</li> <li>Section Three: Coordinate Our Efforts to Reach These Goals</li> <li>emont Youth &amp; Family Master Plan is a dynamic document with recommendations to be implemented by the the community. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the needs of youths and their families. We must ensure that the community has the capacity to monitor and implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.</li> <li>TEN: Coordinate Efforts to Reach These Goals</li> <li>The City and School District, working with community collaboratives, should identify and pursue grant opportunities to provide sustainable funding for ALL recommendations.</li> <li>ASSESSMENT: Number of grants obtained</li> </ul>	<b>&gt;</b>		
Claremor changing evaluate GOAL 1	<ul> <li>GOALS ADDRESSED: #10 and #11</li> <li>Section Three: Coordinate Our Efforts to Reach These Goals</li> <li>emont Youth &amp; Family Master Plan is a dynamic document with recommendations to be implemented by the to community. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the needs of youths and their families. We must ensure that the community has the capacity to monitor and implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.</li> <li><b>TEN: Coordinate Efforts to Reach These Goals</b></li> <li>The City and School District, working with community collaboratives, should identify and pursue grant opportunities to provide sustainable funding for ALL recommendations.</li> <li>ASSESSMENT: Number of grants obtained</li> <li>GOALS ADDRESSED: #11</li> <li>Encourage the City and School District to continue funding successful programs/program models</li> </ul>	× ×		
Claremor changing evaluate GOAL 1	<ul> <li>GOALS ADDRESSED: #10 and #11</li> <li>Section Three: Coordinate Our Efforts to Reach These Goals</li> <li>amont Youth &amp; Family Master Plan is a dynamic document with recommendations to be implemented by the tre community. It is intended that the plan will be reviewed regularly and revised as necessary to satisfy the needs of youths and their families. We must ensure that the community has the capacity to monitor and implementation of the plan and to encourage realization of the Claremont Community Vision for Youth.</li> <li>TEN: Coordinate Efforts to Reach These Goals</li> <li>The City and School District, working with community collaboratives, should identify and pursue grant opportunities to provide sustainable funding for ALL recommendations.</li> <li>ASSESSMENT: Mumber of grants obtained         <ul> <li>GOALS ADDRESSED: #11</li> </ul> </li> <li>Encourage the City and School District to continue funding successful programs/program models currently receiving financial support through these public agencies.</li> <li>ASSESSMENT: funding for successful programs is sustained</li> </ul>	<b>&gt;</b> <b>&gt;</b> <b>&gt;</b>		

	Section Three:	TIMELINE		
<b>Coordinate Our Efforts to Reach These Goals</b> 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.		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.	~		
	<ul> <li>ASSESSMENT: Establishment of the standing committee, issuance of the annual report card, and progress towards implementation of Y&amp;FMP recommendations</li> <li>GOALS ADDRESSED: #4 and #11</li> </ul>			
6	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.			
Ø	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.		~	
	<ul> <li>ASSESSMENT: Number of updates provided</li> <li>GOALS ADDRESSED: #1</li> </ul>			
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.	~		
	<ul> <li>ASSESSMENT: Adoption of public agency budgets that include funding to support Y&amp;FMP goals and recommendations.</li> <li>GOALS ADDRESSED: #1</li> </ul>			
GOAL	ELEVEN: Provide Detailed Annual Report and Regularly Update the Youth and Family Master Plan			
0	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.	~		
	<ul> <li>ASSESSMENT: Meetings held</li> <li>GOALS ADDRESSED: #1</li> </ul>			
0	An annual Y&FMP Report Card should be published and shared with the City Council, Board of Education, and community at large.	~		
	<ul> <li>ASSESSMENT: Distribution of annual Report Card</li> <li>GOALS ADDRESSED: #1 and #4</li> </ul>			

Section Three:		TIMELINE		
<b>Coordinate Our Efforts to Reach These Goals</b> 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.		Immediate	Short Term	Long Term
GOAL	ELEVEN: Provide Detailed Annual Report and Regularly Update the Youth and Family Master Plan (continued)			
8	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.	~		
	<ul> <li>ASSESSMENT: Number of presentations made</li> <li>GOALS ADDRESSED: #1 and #4</li> </ul>			





# 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 it's 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 home owners.

Income by household type reported in the 2000 census (page CP-27) reveals among families (which makeup 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.



		SC	ORE	
Summary of Progress (1995-2006)	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				
Get Everyone Involved		~		
Include and Recognize Youth		~		
O Value Diversity		~		
Give Everyone Good Information	~			
ACTION PLAN: CREATE A UNIFIED SYSTEM OF SUPPORTS AND ACTIVITIES				
Be Sure Young People Have Something Constructive to do When They Are Not in School		~		
Be Sure Everyone has Physical and Mental Health Care				~
Help Everyone Feel Safe and Secure		~		
O Support Families				~
Educate Parents		~		
ACTION PLAN: COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION				
O 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. Youth Master Plan Review Task Group members drew upon the following measurements to report the accomplishment of each progress indicator:

Community-wide improvement has been made in addressing the indicators of progress for the goal. Multiple agencies have been involved.
Improvement has been made in some, but not all, indicators for progress. Partnerships are needed to bring about further change.
Efforts to address these indicators need additional attention. Data were not available, or were inadequate to measure the indicators.

		SC	ORE	
Action Plan: <b>Mobilize The Community</b>	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.				
<b>Desired Outcome:</b> Residents understand the Claremont Community Vision for Youth and are working to help achieve it.				
Indicators of Progress:				
Increased community awareness of the Claremont Community Vision for Youth.		~		
<ul> <li>Board of Education and City Council adopted the Community Vision for Youth as public policy in February 1995.</li> <li>Three YMP scorecards distributed to community between 1996 and 1998 (two mailed to all households) that included the Community Vision for Youth.</li> <li>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.</li> <li>Widespread distribution of the Community Vision for Youth has not occurred since 1998.</li> <li>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.</li> <li>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 &amp; Schools Partnership conferences during the period 1996-2006.</li> <li>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.</li> <li>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.</li> </ul>				
Increased numbers of community volunteers working with youth.	~			
<ul> <li>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.</li> <li>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.</li> <li>The Youth Activity Center and TRACKS Activity Center increased the number of community volunteers (adult and youth) working with youth.</li> <li>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).</li> <li>Faith-based institutions such as Our Lady of the Assumption Catholic Church report increased numbers of volunteers working with youth ministries.</li> <li>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.</li> <li>The Healthy Start program increased parent participation in school events with the Parent Coffee Break sessions.</li> <li>David &amp; Margaret Home received a grant to provide community volunteer mentors to students in CUSD and surrounding school districts.</li> <li>Parents and community members volunteer to clud after school at El Roble Intermediate School.</li> <li>Claremont Unified School District Volunteer Coordinator recruited community, college an high school volunteers to help in all of the CUSD schools and Child Development Program preschools.</li> <li>Claremont College students, representing most of the seven colleges in the consortium, volunteer as tutors at most of the CUSD elementary and secondary</li></ul>				

			SC	DRE	
	Action Plan: <b>Mobilize The Community</b>	Significant Progress	Partial Progress	Additional Effort Needed	
0Al	. 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.				
8	Increased community involvement in implementation of the Youth Master Plan (i.e. businesses, retirement communities, service clubs, religious institutions, Colleges)	~			
• • • • • • • • •	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 Trast 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 frograms 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				
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.				



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

		SCO	ORE	
Action Plan: <b>Mobilize The Community</b>	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:				
Increased participation by youth in community service activities.		~		
<ul> <li>Both the Youth Activity Center (YAC) and TRACKS Activity Center (TAC) initiated youth volunteer community services groups (1998 and 2003).</li> <li>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.</li> <li>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.</li> <li>Faith-based institutions such as Our Lady of Assumption Catholic Church report increased number of teens volunteering in their programs.</li> <li>Shoes That Fit reports that the number of students at Claremont public and private high schools who volunteer for their program has significantly increased.</li> <li>Students from The Webb Schools volunteer at CLASP and provide materials and backpacks for CLASP and Summer Elementary School Students.</li> <li>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.</li> <li>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.</li> </ul>				
Increased voter registration among youth 18-25 years old.			~	
<ul> <li>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.</li> <li>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.</li> <li>Our Lady of Assumption Catholic Church has conducted voter registration drives for its older youth participants.</li> <li>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.</li> <li>The Claremont Area League of Women Voters provided LWV books about the presidential election process to local high school teachers.</li> </ul>				
Increased youth membership on policy and advisory groups of the City, CUSD, and community based organizations.	~			
<ul> <li>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.</li> <li>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.</li> <li>The Claremont Unified School District Board of Education includes a student member in order to include the views of youth in their discussions.</li> <li>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.</li> </ul>				

		SC	ORE	
Action Plan: <b>Mobilize The Community</b>	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:				
Decreased incidents of intolerance of differences.			~	
<ul> <li>The City's Committee on Human Relations was established in 1995 to promote positive human relations and to address incidents of intolerance.</li> <li>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.</li> <li>The Committee on Human Relations 2005 and 2006 Hate Crime &amp; 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.</li> </ul>				
Increased representation of people of varying background on policy and advisory groups.		~		
<ul> <li>The City initiated additional policies and outreach to increase the diversity of participants on its commissions and community committees (2001).</li> <li>Baldy View ROP has recruited a diverse faculty to serve as a role model for students.</li> </ul>				
Increased opportunities to experience and understand both similarities and differences among people.		~		
<ul> <li>The Claremont Unified School District though 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)</li> <li>The STAND Club, a student run organization at CHS, was initiated to promote inter-group understanding and tolerance (1997).</li> <li>A Gay-Straight Student Alliance Club was initiated at CHS (2003).</li> <li>The Youth Activity Center, in partnership with Tri-City Mental Health Center, implemented "Safe Zone," a support program for Gay, Lesbian, Bi-sexual, &amp; Transgender (GLBT) youth, in 1996.</li> <li>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.</li> <li>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.</li> <li>Pomona Valley Low-Income Services (PVLS) focuses on using trained students from the Claremont Colleges to match a very diverse client base to local services.</li> </ul>				
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both college and community participation to promote inter-group understanding and cultural appreciation.

		SC	ORE	
Action Plan: <b>Mobilize The Community</b>	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL THREE: VALUE DIVERSITY (continued)				
<ul> <li>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.</li> <li>Uncommon Good's mentoring program pairs youth and adults from different backgrounds in order to learn from each other's experiences.</li> <li>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.</li> <li>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.</li> <li>Several CUSD elementary schools organize annual international days.</li> <li>Claremont College students from International Place speak to CUSD classrooms about their home cultures.</li> <li>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.</li> <li>The Committee on Human Relation has seen an increase in the number of youth served, from 380 served in 1999 to 1,584 youth served in 2006.</li> <li>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.</li> </ul>				

#### 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.



		SCO	DRE	
Action Plan: <b>Mobilize The Community</b>	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.				
<b>Desired Outcome:</b> Clear information about resources for children, youth and their families available for all who need it.				
Indicators of Progress:				
Existence of up-to-date, accurate, coordinated, complete, and easily accessible resource information.		~		
<ul> <li>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).</li> <li>The Human Services Quarterly Brochure was redesigned in 2005 with expanded information on services for families.</li> <li>Increased use of bi-lingual flyers and other informational materials by the City and the Claremont Unified School District (2000-2007).</li> <li>Three Youth &amp; Family Resource Directories were published and distributed to parents, teachers, and community members between 1995 and 1999.</li> <li>Wallet cards with emergency phone numbers for youth were distributed to intermediate and high school age youth in 1996,1998 and 2005.</li> <li>The Youth &amp; Family Support Center maintains an information library and resource center for parents and youth.</li> <li>Beginning in 1998, the City of Claremont has opened three community based computer labs to ensure that all residents have access to technology.</li> <li>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.</li> <li>Uncommon Good provides a staff social worker to connect participants to services.</li> <li>The Claremont Courier prints a weekly news calendar and includes activities for children and youth.</li> <li>Parent-Faculty Associations at CUSD schools publish regular newsletters for parents.</li> <li>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.</li> </ul>				
Increased participation in community programs for youth and their families.	<			
<ul> <li>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).</li> <li>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).</li> <li>Participation in the TRACKS Program (for 7th &amp; 8th grade students) increased from 100 youth per day in 1998 to 200+ youth per day in 2006.</li> <li>Participation in the Claremont Unified School District's Child Development Program increased from 635 participants in 1995 to 720 in 2006.</li> <li>The number of children enrolled in the City's licensed childcare program increased from 73 in 1997 to 139 in 2007.</li> <li>The Claremont Unified School District received a Proposition 49 grant in 2006 to initiate the Afterschool Community Education &amp; Safety (ACES) Program at Vista del Valle Elementary School to provide homework assistance, recreation and enrichment activities for students.</li> <li>Pomona Valley Low-Income Services (PVLS) assisted in increasing the number of Claremont residents participating in community programs through their referrals and support groups.</li> <li>Baldy View ROP has increased its course offerings by 80% over the past ten years to accommodate additional students.</li> <li>The number of Claremont area youth provided new shoes by Shoes That Fit doubled from 250 to 500 between 1995 and 2006.</li> <li>The Claremont Club offers approximately 66 scholarships each summer to increase participation in their summer sports workshops for families.</li> <li>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.</li> <li>Claremont's Healthy Start collaborated with University of La Verne Education Department to refer CUSD students for reading i</li></ul>				

		SC	ORE	
Action Plan: Create a Unified System of Supports and Activities	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
Oupports and Activities	Sign	Partial Progres	Add Effo	Insuf Data
GOAL FIVE: BE SURE THAT YOUNG PEOPLE HAVE SOMETHING CONSTRUCTIVE TO DO WHEN THEY ARE NOT IN SCHOOL:				
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.				
<b>Desired Outcome:</b> Increased availability of, and participation in, supervised activities for children and youth of all ages.				
Indicators of Progress:				
Increased pro-social behavior among teenagers.		~		
<ul> <li>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.</li> <li>Juvenile crime rates, which have been historically low in Claremont, have remained stable over the period of 1995-2005.</li> </ul>				
<ul> <li>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.</li> <li>CHS students attended Youth to Youth conferences in 2004 and 2005, and initiated a Friday Night Live club on campus, promoting substance-free activities.</li> <li>The Sunrise Rotary Club sponsors high school students to attend an annual leadership training camp and also</li> </ul>				
<ul> <li>The Sumse notary club sponsors high school students to attend an annual readership training camp and also sponsors an annual ethics essay contest for students.</li> <li>The Claremont College's Kravis Leadership Institute provides leadership training for El Roble Intermediate School students.</li> </ul>				
Reduction in alcohol, tobacco and other drug use among youth of all ages.		~		
<ul> <li>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.</li> <li>Search Institute surveys conducted from 1996 to 2001 have indicated that use of marijuana and alcohol has seen increases.</li> </ul>				
<ul> <li>The City of Claremont established a new Youth &amp; 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.</li> </ul>				
David and Margaret Homes partners with the City of Claremont to teach substance abuse classes at El Roble Intermediate School and Youth Activity Center.				
<ul> <li>Healthy Start/Youth &amp; 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.</li> <li>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.</li> </ul>				
• Claremont High School students organize Friday Night Live events on the campus to give students an alternative safe & sane event without alcohol and drugs.				
Reduction in sexual activity among teenagers.				~
<ul> <li>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.</li> <li>Search Institute surveys conducted from 1996 to 2001 indicated that sexual activity among intermediate and high school age youth showed a decrease.</li> </ul>				
<ul> <li>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.</li> <li>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.</li> </ul>				

	SCORE			
Action Plan:				
Create a Unified System of Supports and Activities	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)				
Increased opportunities for youth to explore career paths and job options.		~		
<ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Freshman and sophomore students at Claremont High School are given a day in the CHS career center for career exploration.</li> <li>Claremont McKenna College hosts an annual "Day at CMC" in which all fifth grade students, visiting classes, and touring the campus.</li> <li>Various Claremont elementary school, the El Roble Intermediate and Claremont High School host career days annually.</li> </ul>				
<ul> <li>Increased preschool and school-age child care.</li> </ul>	~			
<ul> <li>The Claremont Unified School District expanded the number of pre-Kindergarten and after-school spaces.</li> <li>Additional private preschool and before/after school childcare businesses have opened and/or in Claremont.</li> <li>The Claremont Unified School District has opened a First 5 LA Universal Preschool at Mountain View Elementary School.</li> <li>The Claremont Unified School District has expanded to all day kindergarten at Mountain View and Oakmont Elementary Schools.</li> <li>The Claremont Unified School District received a Proposition 49 grant in 2006 to initiate the Afterschool Community Education &amp; Safety (ACES) Program at Vista del Valle Elementary School to provide homework assistance, recreation and enrichment activities for students.</li> <li>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.</li> </ul>				
Increased number of safe places for youth to study and socialize.	~			
<ul> <li>The Youth Activity Center (YAC) opened in September 1994 and serves 150-200 high school age youth each school day.</li> <li>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.</li> <li>A 7,500 square foot skate park and an outdoor concert stage were added to YAC in 1998.</li> <li>YAC initiated a Cyber Café in 1998 that houses several computers for teens to use.</li> <li>YAC added a Recording/Practice Studio in 2003 and began making CDs for local youth performers in 2005.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>				

	SCORE			
Action Plan: Create a Unified System of Supports and Activities	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)				
<ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>CUSD provides free additional after school instruction at most school homework help and nutritional snacks for students in CUSD hotel/mobile park locations (2002, 2003)</li> </ul>				
Increased use of public transportation by youth to YMP programs.			~	
<ul> <li>The City of Claremont, working with the Pomona Valley Transportation Authority (PVTA), initiated a transportation program for its after school sites, which provides bus service directly from elementary schools to the program sites.</li> <li>In 2006, the City of Claremont, using a United Way grant, worked with PVTA to initiate a transportation program for high school age youth to provide transportation to and from YAC.</li> <li>The City uses local Proposition 90 funds and other subsidies to provide transportation from school sites to its after school child care sites.</li> <li>PVTA served 11,500 youth riders in Claremont in 2004, 12,000 in 2005, and 15,300 in 2006.</li> <li>In 2005, the Teen Committee began study sessions on youth transportation issues and made recommendations to the City for improvements.</li> </ul>				

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



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.

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





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

		SCORE			
	Action Plan:				
	Create a Unified System of	Significant Progress	al ess	Additional Effort Needed	Insufficient Data
	Supports and Activities	Significaı Progress	Partial Progress	Addit Effort	lnsuf Data
GOAL	SIX: BE SURE EVERYONE HAS PHYSICAL AND MENTAL HEALTH CARE				
	nont children and families should have access to a coordinated system of resources to develop and maintain and mental health.				
	red Outcome: Ithy and emotionally strong children and families.				
Ind	licators of Progress:				
0	Reduction in school absences due to illness.			~	
•	The Claremont Unified School District reports that the rate of school absences has remained essentially unchanged.				
0	Reduction in reported cases of depression among high school students.				V
	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.				
8	Increase the rate of prenatal care.				~
	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.				
4	Increase the percentage of two-year olds who are fully immunized.		~		
	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.				
6	Reduction of suicide attempts in teenagers.				~
•	implemented the Yellow Ribbon Campaign to bring awareness and empower young people to openly dialogue about depression and suicide.				
6	Improvement in the oral health of children by increased rate of students not requiring referral for dental problems in school dental screenings.				~
•	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.				

		SC	ORE	
Action Plan: Create a Unified System of Supports and Activities	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL SEVEN: HELP EVERYONE FEEL SAFE AND SECURE				
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.				
Desired Outcome: Safe, secure, caring neighborhoods.				
Indicators of Progress:				
Increase in the number of neighborhood-based activities and organizations.	~			
<ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>In 2003, 2004 and 2005, Claremont's Healthy Start collaborative held community health fairs.</li> <li>In 2004, the City's Youth &amp; 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.</li> <li>In 2006, the Claremont City Council began a program to host neighborhood get-togethers throughout the City, hosted by the Council.</li> <li>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.</li> <li>Uncommon Good created Teen Green that conducts neighborhood-based environmental projects.</li> <li>CUSD provides teachers to CLASP sites to provide after school remediation to select students in addition to the tutoring provides teachers to CLASP sites to provide after school remediation to select students in addition to the t</li></ul>				
<b>2</b> Increase in the number of bike routes and safe corridors for children.	~			
<ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>The City increased the number of streets that have bike lanes incorporated into their design and has added a bicycle priority zone.</li> </ul>				

	SCORE			
Action Plan:				
Create a Unified System of Supports and Activities	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
	Sig Pro	Par Pro	Adc Effo	Insi Dat
GOAL SEVEN: HELP EVERYONE FEEL SAFE AND SECURE (continued)				
<ul> <li>The City annually budgets funds for sidewalk infill and handicap ramp projects.</li> <li>The City has an annual sidewalk repair program to address raised sidewalks due to tree roots or other issues.</li> <li>The City's Traffic &amp; Transportation Commission routinely reviews and makes recommendations to improve the traffic and pedestrian safety around school sites.</li> <li>Over the past ten years, the City has been successful in applying for and receiving Safe Routes to Schools Grant Program.</li> </ul>				
Reduction in substantiated reports of child abuse and neglect.			~	
<ul> <li>CUSD provides annual training to all staff to properly report all suspected cases of Child Abuse or Neglect.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>				
A Reduction in crime and arrest rates among juveniles.		~		
<ul> <li>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.</li> <li>The School Resource Officer counseled over 1500 students in 2006, with an average of 160 to 200 counseling sessions per month.</li> <li>CUSD School Community Policing Partnership organized a conference for regional law enforcement, city and school districts.</li> <li>The School Community Policing Partnership organized a conference for regional law enforcement, city and school district personnel in January 2005.</li> <li>CUSD and L.A. County Probation Department collaborated to streamline services for juveniles on probation.</li> <li>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.</li> <li>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.</li> <li>Juvenile drug and alcohol 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 District.</li> <li>Juvenile eavenos arrests have generally stayed consistent over the period 1996-2006, averaging about 10 per year.</li> <li>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.</li> <li>Juvenile assult arrests on campus averaged 5 per school year in the period 1996-2001 and averaged 12 per year during the period 2002</li></ul>				
		SC	ORE	
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Action Plan: Create a Unified System of Supports and Activities	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL SEVEN: HELP EVERYONE FEEL SAFE AND SECURE (continued)	1			
Decrease in reported cases of vandalism by teenagers.				~
<ul> <li>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.</li> <li>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.</li> </ul>				
<b>6</b> Reduction in possession of weapons by youth.		~		
<ul> <li>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.</li> <li>Juvenile weapons arrests have generally stayed consistent over the period 1996-2006, averaging about 10 per year.</li> </ul>				
Reduction in gang related activities.		~		
<ul> <li>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</li> <li>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.</li> <li>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.</li> <li>Claremont Police Department reports the presence of limited gang activity in Claremont, but no measurable data is available.</li> </ul>				

# 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.

		SCO	DRE	
Action Plan:				
<b>Create a Unified System of</b>	cant SS	ss	Additional Effort Needed	cient
Supports and Activities	Significant Progress	Partial Progress	Additio Effort N	Insufficient Data
GOAL EIGHT: SUPPORT FAMILIES				
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. <b>Desired Outcome:</b>				
Strong community supports and healthy families.				
Indicators of Progress:				
<ul> <li>Increase family friendly policies among Claremont employers.</li> <li>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.</li> <li>The State of California has adopted additional family-friendly laws to support parents who work.</li> </ul>				
<b>2</b> Decrease of children in out-of-home placement.		~		
<ul> <li>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.</li> <li>House of Ruth provided increased domestic violence prevention services to Claremont residents during the period 2001 to 2006.</li> <li>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.</li> <li>Department of Social Services joined the Healthy Start collaborative in 2005. Healthy Start personnel were invited to regional meetings.</li> <li>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.</li> <li>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.</li> </ul>				
Reduction in child abuse and neglect.				~
<ul> <li>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.</li> <li>United Way partnered with the Youth &amp; Family Support Center to implement "Kids Pack" to get additional nutritious food to students for the weekends for families in need.</li> <li>The Claremont Unified School District's Child Development Program has initiated workshops for parents of preschoolers to provide alternatives to corporal punishment</li> <li>Shoes That Fit provided shoes and clothing to low-income students in CUSD.</li> </ul>				
Increased parental involvement in schools.		~		
<ul> <li>The Healthy Start Program included a significant outreach to engage parents, particularly low-income parents, in their school communities.</li> <li>Uncommon Good created parent groups to train parents how to be active in their child's school and education.</li> <li>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.</li> <li>Healthy Start Parent Coffee Breaks provide parents information from local agencies as well as opportunities for a peer support network.</li> <li>The Healthy Start Program participants (parents) attended 2 regional Healthy Start parenting programs in Los Angeles.</li> <li>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.</li> <li>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.</li> </ul>				

# Action Plan: Create a Unified System of Supports and Activities

Significant Progress Partial Progress Additional Effort Needed

**SCORE** 

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.

		SCO	ORE	
Action Plan:				
Create a Unified System of	cant SS	s	nal eeded	ient
Supports and Activities	Significant Progress	Partial Progress	Additional Effort Needed	Insufficient Data
GOAL NINE: EDUCATE PARENTS				
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. <b>Desired Outcome:</b> Healthy families.				
Indicators of Progress:				
Decreased number of children in out-of-home placement.		~		
<ul> <li>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 &amp; Family Support Center.</li> <li>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.</li> <li>House of Ruth provided increased domestic violence prevention services to Claremont residents during the period 2001 to 2006.</li> <li>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.</li> <li>Department of Social Services joined the Healthy Start collaborative in 2005. Healthy Start personnel were invited to regional meetings.</li> <li>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.</li> </ul>				
<b>2</b> Reduction in child abuse and neglect.				~
<ul> <li>Healthy Start Community Workers supported families with educational outreach and referrals to anger management and drug abuse prevention programs to help stabilize families.</li> <li>United Way partnered with the Youth &amp; Family Support Center to implement "Kids Pack" to get additional nutritious food to students for the weekends for families in need.</li> <li>Shoes That Fit provided shoes and clothing to low-income students in CUSD.</li> </ul>				
Increase parental involvement in schools.		~		
<ul> <li>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 &amp; Margaret Home, CUSD Adult School, Pomona Unified School District Adult School, Prototypes, etc.</li> <li>Claremont High School initiated the Parent Connection, regular meetings between the Principal and parents, to discuss issues of concern to parents and school officials.</li> <li>Uncommon Good initiated a series of parent education programs.</li> <li>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.</li> <li>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.</li> <li>CUSD Adult School offerings have increased with classes throughout the community including English as a Second Language.</li> </ul>				
A Reduction in reported sexual activity in teenagers.				V
<ul> <li>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.</li> <li>Search Institute surveys conducted from 1996 to 2001 indicated that sexual activity among intermediate and high school age youth showed a decrease.</li> <li>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.</li> <li>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.</li> </ul>				

		SC	ORE	
Action Plan:			led	t
Coordinate, Support and	icant ss	ss	onal Need	cien
Monitor Implementation	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.				
<b>Desired Outcome:</b> Full and collaborative implementation of the Youth Master Plan.				
Indicators of Progress:				
Existence of a thorough implementation plan.		<u> </u>	~	<u> </u>
<ul> <li>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.</li> <li>Agenda Reports to the CUSD Board of Education include a section detailing how the proposed action impacts the Youth Master Plan goals</li> </ul>				
<b>2</b> Existence of a collaborative structure to monitor implementation of the plan.		~		
<ul> <li>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.</li> <li>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.</li> <li>Agenda reports submitted to the Board of Education include a section detailing impacts on the YMP by any action taken.</li> <li>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.</li> <li>The City Manager and School Superintendent meet regularly to discuss issues of mutual concern, including the implementation of YMP initiatives.</li> <li>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.</li> </ul>				
Existence of a problem-solving structure with legitimacy in the community.		~		
<ul> <li>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.</li> </ul>				
Annual publication of a community scorecard and recommendations for the Youth Master Plan.			~	
<ul> <li>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.</li> </ul>				
Coordinate Our Efforts				



# Review of 1995 Plan

# Review Cover Letter

### **REVIEW OF 1995 YOUTH MASTER PLAN**



2006-2007 Youth Master Plan Update

www.ympupdate.com +

(909) 445-7840

Claremont Unified School District 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101





City of Claremont 207 Harvard Avenue Claremont, CA 91711 (909) 399-5446

February 5, 2007

Dear Community Organization,

The 2006-07 Claremont Youth Master Plan (YMP) Update Steering Committee is working to update and revise the YMP later this year. We need help from your organization in providing input on what has been done in Claremont for youth and families specific to the ten goals of the 1995 Youth Master Plan. A response form is attached and we would appreciate your feedback before February 28, 2007. With the help of your organization, we can be better informed in bringing the YMP up-to-date. Details on how to submit your responses are included on the form provided.

The 1995 YMP was an innovative and cooperative effort by the City of Claremont, the Claremont Unified School District and the Claremont community that established several important goals including working together to better serve the youth and families of Claremont. The 1995 YMP established ten ambitious goals:

1) Get Everyone Involved, 2) Include and Recognize Youth, 3) Value Diversity, 4) Give Everyone Good Information About What is Going On, 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, and 10) Coordinate Our Efforts to Reach These Goals.

If you have any questions regarding this data gathering effort, please contact Mercy Santoro at <u>msantoro@ci.claremont.ca.us</u> or (909) 445-7852. What is most important is the full participation of organizations serving the youth and families of Claremont in providing the most complete information on your accomplishments and those Claremont residents you serve. The YMP Steering Committee would like to learn what your organization has accomplished and what needs to be done to improve services in Claremont.

The types of accomplishments your organization has met as a result of the 1995 plan and/or the services you provide to youth and families will help us coordinate community resources more effectively in the future. To submit your responses electronically, please visit the Steering Committee section of the YMP website at <u>www.ympupdate.com</u>. Thank you for your assistance and response before February 28<sup>th</sup>.

Sincerely

Mel Boynton Chair of Review Task Group

up Cur

Butch Henderson YMP Steering Committee Chair



# Review of 1995 Plan

# Service Provider Accomplishment Questionnaire

# **Questionnaire for Youth Service Agencies**

based on Claremont Youth Master Plan 1995 "Indicators of Progress"

### **INSTRUCTIONS:**

Thank you for assisting the Youth Master Plan Update Committee by providing your program data for the years 1995 through 2006.

- 1. Please review the following outline of ten goals and "Indicators of Progress" within each goal. Please focus on your agency's program areas.
- 2. For goals within your program area, please share your program indicators (success as well as failures i.e. participation rates, program reports, and so forth) for the years 1995 through 2006 (or the most recent year available. Your response by email is most useful (Word documents, Excel spreadsheets, and PDF documents are useful to compiling responses).
- 3. At the end of the questionnaire, we ask for your input to the Youth Master Plan. Please give us your thoughts.
- 4. Please send your response to Mercy Santoro by February 23, 2007 -Msantoro@ci.claremont.ca.us phone address

# I. Mobilize The Community:

## 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.
- 2. Increased numbers of community volunteers working with youth.
- 3. Increased community involvement in implementation of the Youth Master Plan (i.e. businesses, retirement communities, service clubs, religious institutions, Colleges).
- 4. Increase the number of family and youth friendly businesses.

### **YOUR PROGRAM INDICATORS:**

# 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 youths 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.
- 2. Increased voter registration among youth 18-25 years old.
- 3. Increased youth membership on policy and advisory groups of the City, CUSD, and community based organizations.

### **YOUR PROGRAM INDICATORS:**

## **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.
- 2. Increased representation of people of varying background on policy and advisory groups.
- 3. Increased opportunities to experience and understand both similarities and differences among people.

### **YOUR PROGRAM INDICATORS:**

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

### **YOUR PROGRAM INDICATORS:**

# **II. Create A Unified System of Supports and Activities:**

## Goal Five: BE SURE THAT YOUNG PEOPLE HAVE SOMETHING CONSTRUCTIVE TO DO WHEN THEY ARE NOT IN SCHOOL:

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 rejections. They require constructive activities, support services, and opportunities to grown and contribute. This is an essential part of becoming a more supportive and nurturing community.

### **Desired Outcome:**

Increased availability of, and participation in, supervised activities for children and youth of all ages.

### **Indicators of Progress:**

- 2. Increased pro-social behavior among teenagers.
- 3. Reduction in alcohol, tobacco and other drug use among youth of all ages.
- 4. Reduction in sexual activity among teenagers.
- 5. Increased opportunities for youth to explore career paths and job options.
- 6. Increased preschool and school-age child care.
- 7. Increased number of safe places for youth to study and socialize.
- 8. Increased use of public transportation by youth to YMP programs.

### **YOUR PROGRAM INDICATORS:**

## Goal Six: BE SURE EVERYONE HAS PHYSICAL AND MENTAL HEALTH CARE:

All Claremont children and families should have access to a coordinated system of resources to develop and maintain physical and mental health.

### **Desired Outcome:**

Healthy and emotionally strong children and families.

### **Indicators of Progress:**

- 1. Reduction in school absences due to illness.
- 2. Reduction in reported cases of depression among high school students.
- 3. Increase the rate of prenatal care.
- 4. Increase the percentage of two-year olds who are fully immunized.
- 5. Reduction of suicide attempts in teenagers.

6. Improvement in the oral health of children by increased rate of students not requiring referral for dental problems in school dental screenings.

### **YOUR PROGRAM INDICATORS:**

## Goal Seven: HELP EVERYONE FEEL SAFE AND SECURE:

To help children and families develop fully, the community must provide safe and secure neighborhoods, homes, and schools in which they can flourish. This 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.

### **Desired Outcome:**

Safe, secure, caring neighborhoods.

### **Indicators of Progress:**

- 1. Increase in the number of neighborhood-based activities and organizations.
- 2. Increase in the number of bike routes and safe corridors for children.
- 3. Reduction in substantiated reports of child abuse and neglect.
- 4. Reduction in crime and arrest rates among juveniles.
- 5. Decrease in reported cases of vandalism by teenagers.
- 6. Reduction in possession of weapons by youth.
- 7. Reduction in gang related activities.

### YOUR PROGRAM INDICATORS:

## **Goal Eight: SUPPORT FAMILIES:**

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.

### **Desired Outcome:**

Strong community supports and healthy families.

### **Indicators of Progress:**

- 1. Increase family friendly policies among Claremont employers.
- 2. Decrease of children in out-of-home placement.
- 3. Reduction in child abuse and neglect.
- 4. Increased parental involvement in schools.

### YOUR PROGRAM INDICATORS:

## **Goal Nine: EDUCATE PARENTS:**

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.

### **Desired Outcome:**

Healthy families.

### **Indicators of Progress:**

- 1. Decreased number of children in out-of-home placement.
- 2. Reduction in child abuse and neglect.
- 3. Increase parental involvement in schools.
- 4. Reduction in reported sexual activity in teenagers.

### **YOUR PROGRAM INDICATORS:**

# **III. Coordinate, Support and Monitor Implementation**

# 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.
- 2. Existence of a collaborative structure to monitor implementation of the plan.
- 3. Existence of a problem-solving structure with legitimacy in the community.
- 4. Annual publication of a community scorecard and recommendations for the Youth Master Plan.

### **YOUR PROGRAM INDICATORS:**

# **FINAL QUESTION:**

What are your concerns or hopes for a better Youth Master Plan in the years ahead?



# Review of 1995 Plan

Responses to the Service Provider Accomplishment Questionnaire

# Responses to the Service Provider Accomplishment Questionnaire

What are the gaps in services, barriers to residents receiving services and additional needs your agency has?

How can the YMP be improved to better match the needs of your agency and Claremont residents?

# **Rotary Club of Claremont**

I know of none. The staff members of the City of Claremont and Claremont Unified School District are consistently responsive and can be counted upon to remove barriers as soon as they might be found. When glitches have been identified, they have been promptly and effectively fixed or filled.

No suggestions

# The David & Margaret Home

Gaps in services from David & Margaret's perspective primarily fall into two areas: Goal 6, which addresses health and mental health services, and Goal 9, which addresses parent education.

For the last three years that I have been serving as Director of Community Based Services at David & Margaret, we have consistently been aware of the need for more mental health services in the schools. Each year more youth are requesting services than we could provide based on Community Based Organization and CUSD funding.

Barriers are funding of services, available space, and lack of resources for low-income families who do not qualify for Medi-cal.

We are in the high schools and middle schools, however, it would be good to offer these services to the grade schools as well. There also seems to be a need to provide support for pregnant teens and teen parents. Often times, by the time a child gets to high school the parents have given up on managing their behavior. It would seem that offering parenting education/skills at the lower levels would be beneficial. I also remember from the study that the University of La Verne students presented that the parents at the grade schools were requesting this service.

# **Girl Scouts Spanish Trails Council**

There has been no gap in service. But we can always use more adult help. If we had more adult help, we would have more girls we could service.

Money for program and Girl Scout registration would help. Also, more adult volunteers would be a big help.

# **Oakmont Elementary School – PFA / CPFA**

One of the issues we struggle with is helping families in need whether they are homeless or struggling financially or in other areas (family counseling, parenting classes, transportation). The Youth & Family Support Center bridges some of the gap by providing emergency funds or a solution for a family that needs immediate help.

We need resources quickly for a "today" problem. Transportation help for families that don't have a car. Families need a way to get to the Service Centers. We must continue to work to seek out families that we see are struggling. It is hard to see kids in K, 1, and 2 grades already struggling in their education and family situation.

# **Claremont United Church of Christ (UCC)**

One of the biggest issues that I see facing our youth today is over-scheduling. While the Youth and Family Master Plan goals are fabulous and absolutely essential, I hope that it does not place even more pressure on our youth to be involved with even more. To balance all this, helping them learn to prioritize aspects of their life is a valuable life skill, one that we attempt to work on here at the Claremont UCC, and I think would be important to consider in this process.

# **Baldy View Regional Occupational Center**

Transportation has been a barrier for Claremont students wanting to access Baldy View ROP classes. The state of California places a cap on the number of students we can serve which is below the number of students we could be serving if we had the necessary financial resources.

# **Pomona Valley Low Income Services**

One barrier that we are trying to overcome is being able to have at least a nearby site that all Claremont or nearby-Claremont residents can go to for our services that fits their weekly schedule. At this point, we believe that one of our weaknesses is that not everyone has the time to come to one of our weekly site visits. Therefore, we are looking to open a weekend site at the Wheeler Park computer lab to address this issue. Furthermore, we could definitely do a better job advertising our services to the general public. As of now, most of our advertising has come from flyering done by the directors of the current sites we lend our services to. We will begin flyering the general public next week.

We would like to set up our own computer server that we can store caseworker files in because the program we use from Idealistics.Org (SOCIAL WORKS) is capable of accomodating that, but we just haven't set up a server yet. We may have to seek additional expert computer advice about that issue. We would also like to teach our clients computer skills (teach a man to fish...) so that they can search for housing and jobs on their own at free computer sites such as Wheeler Park and local libraries.

# **Claremont AYSO**

Claremont has not provided adequate lighted sports field to support the youth sports programs that currently reside in the City. My program is forced to have eight teams divide up one lighted soccer field after daylight savings time passes. The City needs to take a more holistic look at the field space, lighting, and facilities requirements for each of the sports programs in the City.

The Y&FMP talks about support for the kids and support for the families. If we truly want to support the whole family there needs to be some recognition that the lack of lighted sports facilities is prohibiting families to participate in youth sports, and more specifically, parents who can't make it home before they need lighted fields to coach their own children.



# Review of 1995 Plan

# Press Release for Scorecard Unveiling

# FOR IMMEDIATE RELEASE May 22, 2007

Contact: Mercy Santoro Human Services Deputy Director (909) 399-5496

# <u>Claremont to Unveil Youth Master Plan Scorecard Which Provides Summary of</u> <u>Progress and Marks Progress of Being First in Nation to Update its Plan</u>

Claremont, CA – How does Claremont "score" in Youth Master Plan goal areas such as getting everyone involved, including and recognizing youth, valuing diversity, and giving everyone good information? The community is invited to find out how community members rate these areas when the City of Claremont and the Claremont Unified School District unveils the Youth Master Plan Scorecard, which provides a summary of progress of all the goals of the 1995 Youth Master Plan. The Scorecard unveiling is scheduled for Wednesday, May 30 at 2:45 p.m. at El Roble Intermediate School, 665 N. Mountain Avenue at the TRACK'S Activity Center.

Members of the Youth Master Plan Steering Committee, including youth members and hundreds of students, will be at the event to talk about and celebrate the update process. The Scorecard marks one of many milestones for updating Claremont's current Youth Master Plan, making Claremont the first community in the country to start the process for updating its Youth Master Plan. Claremont has also served as a model for many communities throughout the nation that are developing their first Youth Master Plan.

"This is an exciting time for Claremont as we move forward to update the nationally recognized Claremont Youth Master Plan implemented in 1995. The first two words in the title of the plan are most instructive, Claremont and Youth. As we create an effective and healthy community for our youth, children, and families, we create a better community for all of us," said Butch Henderson, Chair of the Youth Master Plan Steering Committee.

To guide the update process and to make the formal recommendations, the Board of Education and the City Council established a new YMP Steering Committee. Members were jointly appointed by the Board and Council and drawn from interested community members, including parents, youth, regional center, members of community organizations, faith based groups, educators, service providers, law enforcement, businesses, housing providers, mental health and transportation agencies, youth sports groups, etcetera. The Council and Board directed the YMP Steering Committee to review the existing plan, identifying current issues using technical data and community input to draft formal recommendations for YMP revisions, which will be brought back to the Board and Council at a community meeting.

For more information about the Youth Master Plan and the Scorecard Unveiling, call Mercy Santoro, Deputy Director of the Human Services Department, at (909) 399-5490.



# Review of 1995 Plan

# Scorecard Unveiling Invitation & Program

# **Scorecard Unveiling Invitation**





The Claremont Youth Master Plan Steering Committee The City of Claremont and the Claremont Unified School District

**Cordially Request Your Presence At...** 

# 1995-2006 Youth Master Plan **Scorecard Unveiling** Wednesday, May 30, 2007 at 2:45 PM

El Roble Intermediate School at the TAC • 665 North Mountain Avenue



www.vmpupdate.com

Claremont is the first city in the nation to update its Youth Master Plan. Come celebrate the many community-wide accomplishments with Claremont youth and learn about the significant quality of life programs initiated over the past 12 years.

**RSVP** your attendance by Tuesday, May 29 by calling (909) 399-4395.

2:15 pm El Roble Jazz Band Performance 2:45 pm Briefing by Elected Officials, Youth and

Community Members on the Scorecard and Unveiling the Scorecard

Performance by Live Bait (El Roble Students), basketball tournament, cake and punch following unveiling.

Front of postcard invitation



Back of postcard

# **Scorecard Unveiling Program**

City Council Members Peter Yao Mayor				10 N	a a a				
Ellen Taylor Mayor Pro Tem	Corey Calaycay Council Member	Linda Elderkin Council Member	Sam Pedroza Council Member	>(					
				CLA	REMONT	Back and Fro			
	Board of Educa	tion Members				cover of Prog			
	Joan Pre			1995-2006 Ya	outh Master Plan				
Jeanne Hamilton Vice President	Mary Caenepeel Board Member	Steven Llanusa Board Member	Jack Mills Board Member	Scoreca	rd Unveiling				
				May	<b>30, 2007</b>				
	Steering Co	ommittee		-	hool and TRACK'S Activity Center				
Butch Henderson	Kirsten Anderson-Hall	Laura Corhan	Nancy Mintie						
Chair	Melbourne Boynton	Amy Croushore	Claire Oxtoby						
Joan Presecan Board of Ed. Liaison	Chris Bradley	Frank D'Emilio	Jane Purcell	SEPTEMENT D	A SAME LASS				
Steven Llanusa	Yo-Landa Brown	Mauryce Feingold	Joe Salas						
Board of Ed. Alt.	Emily Burch	Dior Hildebrand	Suzan Smith						
Ellen Taylor City Council Liaison	Bonnie Busenberg	Chuk Leeb	Anne Turner						
ony connen Emilion	Salinda Chong	Robert Miletich	Chris Ulrich						
					TH MASTER PLAN VISION OPTED 1995)				
Youth M	laster Plan Review	w Task Group M	lembers		IF IED 1995) ent for our youth, Claremont is committed to				
Mel Boynton,	Helaine Goldwater	Jane Purcell	Ellen Taylor		nd its resources. This commitment promotes				
Chair	Chuck Leeb	Joan Presecan	Teddie Warner		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				
Chris Bradley Michael Fay	Nancy Mintie	Suzan Smith	Chris Ulrich	of human and financial resources. ( and nurturing opportunities responsible and contribu					
To lear	n more about the Youth		e, visit		8				
	www.ympup	Juale.CUIII.		City of Claremont	Claremont Unified School District				

#### Welcome & Introduction of Guests

Dr. Butch Henderson Youth Master Plan Steering Committee Chair

Inside of Program

Peter Yao Mayor

#### **City Council and Board of Education Remarks**

Ellen Taylor Mayor Pro-Tem

#### Joan Presecan Board President

#### **Community Leader and Youth Ambassador Remarks**

Randy Prout Business Owner, Rotary Member and Community Activist

Laura Corhan Teen Committee and Associated Student Body Member

#### Unveiling of the 1995-2006 Scorecard

Butch Henderson Youth Master Plan Steering Committee Chair

#### Mel Boynton Laura Corhan Salinda Chong Kirsten-Anderson Hall El Roble Students

Enjoy Refreshments, Games and Live Entertainment

## **Claremont is the First City in the Nation** to Update Its Youth Master Plan

#### PURPOSE OF THE SCORECARD

PURPUSE OF THE SUDDEMAND This 2006 Scoreard for Indicators of Progress for the 1995 YMP is the first comprehen-sive 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 review the Claremont Youth Master Plan. Data was gathered using existing infor-mation 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

In the fall of 1993, the Youth Master Plan (YMP) Steering Committee, jointly appointed by the Claremont City Council and the Clare-mont 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 Cla-remont 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



The Review Task Group reviewed the data collected for the Indicators of Progress and collectively recommended measurement ratings for each Indicator. These measure-ments are: Significant Progress, Partial Progress, Addi-tional Effort Needed and Insufficient Data to Measure. These ratings were reviewed and approved by the full YMP Update Steering Committee on April 9, 2007.

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.





# **Participatory Evaluation**

# **Executive Summary**

ased on Claremont's capacity to engage in joint community, city, and school evaluations, the Youth and Family Master Plan (Y&FMP) Steering Committee selected a participatory model of evaluation for its update. This model involves community-wide visioning and goal-setting throughout the various stages of pre-planning. It involved identifying change within multiple community settings. This is done by studying and mapping resources, eliciting community-wide feedback on strengths and problems, and establishing a plan to evaluate and monitor change within multiple community settings. The primary outcome is to link youth and families to resources through an integrated framework of services designed to sustain and improve quality of life.

What makes this a "participatory" model is that it involves research done by people for people who can then mobilize through education and take action to effect change. In the participatory model, community members and stakeholders are responsible for identifying problems unique to Claremont and recommending solutions. Case studies, expert panel presentations, youth voices, the California Healthy Kids Survey, and other qualitative and quantitative methods of data collection provide a broad perspective on community-wide needs and resources, which will serve to set service priorities.

Many agencies committed to the Youth and Family Master Plan and quality of life in Claremont are working together to create community-wide change through action steps that go beyond the capacity of just one program or service provider to implement. As a result of the community-wide emphasis, multiple agencies have joined together to suggest immediate and short-term recommendations that, when collectively assessed, result in a plan for promoting long-term community-wide recommendations.



# Participatory Evaluation

Review of Literature

# **Review of Literature**

# **RESEARCH QUESTION**

The fundamental research question studied in the Y&FMP update involved the relevancy of the 1995 Youth Master Plan goals to youth and families of today. Revising the 1995 action plan to improve quality of life outcomes through updated community-wide recommendations involved following steps:

- a restatement of goals
- revising the recommendations
- assigning tasks to carryout goals and objectives
- identifying stake holders to be involved, timelines for implementation, and locating resources was all components of this process (Stringer, 2007)

It was hypothesized that stronger community-wide involvement in the Y&FMP by seeking active community partners in identifying problems, locating solutions and carrying out recommendations will improve the quality of life outcomes for youth and families in Claremont (Stringer, 2007).

# **CHALLENGES**

The Y&FMP Update Steering Committee's greatest challenge was determining its capacity for communitywide evaluation. Originally, a scientific model to measure the goals of the Y&FMP and quality of life in Claremont was incorporated into the Update. This model required the blending of city and school district policies coupled with community member direction. Evlaution Team consultants created a model that took into account multiple community contexts that resulted in a comprehensive analysis of Claremont's capacity to engage in joint community evaluation; an exploration never seriously explored until the Y&FMP Update.

In realizing the many institutional barriers to joint scientific research, the will of the Steering Committee took a new course in evaluation that was more reflective of the current community capacity. The many institutional complexities combined with the will of the community demonstrated that much more work, discussion and planning in joint evaluation is necessary before an agreed upon model can be adopted. The leadership and guidance in the developmental process of a community-wide evaluation brought out additional areas of assessment for empowerment that the Steering Committee can lead. While it was not possible to engage in scientific evaluation, staff and the Steering Committee understood more in-depth the community's capacity for evaluation.

The Y&FMP Update has begun the comprehensive task of blending and interpreting a range of data from various city, school, non-profit and county agencies to determine how effective the 1995 Plan was and how to implement improvements for monitoring and changing priorities for the future.

# ROLE OF STEERING COMMITTEE MEMBER AS RESEARCHER

The twenty-five Steering Committee members served as researchers in carrying out the various components of this design model, uncovering the relationships among youth, families, and community stakeholders. Committee members represented multiple stakeholder groups and were selected based on their interest in the Update and knowledge of the Claremont community. Prior to developing revised action steps, the Steering Committee took into account what has gone on in Claremont since the 1995 Plan (Stringer, 2007).

Community members of all ages were eager to join in and assist with providing input. Ensuring the transferability, dependability and confirmability of data was important to interpreting the findings learned from the community about the success of the 1995 Plan and direction for the Update. (Stringer, 2007). Data gleaned from forums and focus groups was categorized and analyzed according to major themes general to all target populations of Claremont. (Hancock and Algozzine, 2006). To maintain transferability and reliability of the data, while blending the many diverse perspectives of Claremont residents on quality of life experiences, information from forums, case studies and focus group transcripts is intended to be interpreted based on common themes rather than single issue driven, otherwise the data may be misinterpreted, thus creating a narrow scope in goal interpretation (Stringer, 2007).

# RESEARCH DESIGN SIMILAR TO ORIGINAL TOWN HALL MODEL OF CLAREMONT

Several unique characteristics of this research design match the original Town Hall model of Claremont. This qualitative design is rooted is both practical and collaborative in that it is done with others rather than for others and engages collaborators and stakeholders as active partners in inquiry and system change of services and programs (Crewswell, 2003). Participatory research features self and group advocacy components with the goal of bringing about community-wide systematic change. Quality of life barriers diminish through the sharing of power in naming and correcting issues. This creates opportunities for discussion and learning through life stories and experiences.

> Several unique characteristics of this research design match the original Town Hall model of Claremont

To this end, the case studies (explore depth of program or event in period of time by one or more individuals), phenomenological research (essence of lived experiences) through social positioning in world) and narrative research (studies of one or more individuals through personal stories retold) put a human face to the abstract quality of life goals identified in the Y&FMP Update, and provide direction for developing action steps that lead towards change (Crewswell, 2003). This type of action research model empowers people, residents, students and stakeholders alike to believe in the capacity of change as they too assist in facilitating outcomes, collective visioning while sharing a sense of ownership and community in carrying out the action plan (Stringer, 2007).

# GOAL ANALYSIS

# **Movement Towards Community-Wide Change**

The 1995 Youth Master Plan goals describe quality of life in terms of abstract concepts (Mager, 1972). Thus the goals mean different things to different target populations. Goals were defined in terms of outcome indicators for progress that guided how each goal would be carried out. This same goal analysis will be incorporated into the 2006-07 Update along with a methodology to monitor community-wide change at a system and individual level.

Many agencies committed to the Y&FMP and quality of life in Claremont have committed to working together to create change community-wide through recommendations that go beyond the capacity of just one program or service provider to implement (Howe, Langmeyer et. al., 2006). Multiple agencies banded in working together to establish short-term goals that when collectively assessed, result in a movement towards reaching longterm community-wide initiatives.

# Updated 2006-07 Y&FMP Goals and Guiding Principles

# **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**

*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 and 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

# YOUTH AND FAMILIES INVOLVED IN CARRYING OUT THE INVESTIGATION

The participatory evaluation design format influences decisions about gathering information and negotiating entry to participant groups for input. The importance of giving back to those participating along with empowering them into action by collaborating in the study is central as they influence problems to be addressed and community-wide recommendations to be established (Crewswell, 2003). The blending of input in identifying problems at a local-level by targeted populations and the determination of solutions by stakeholders is well documented through the planning of community-wide recommendations. The following format elements shape the collecting of data and the writing of this report (Crewswell, 2003):

# **Participative Steps Taken**

- 1. Community-wide visioning Steering Committee meetings, expert presentations and youth voices
- 2. Goal Revision updated goals and guiding principles
- 3. **Pre Planning and Mapping Resources** live vote, forums, case studies and service provider questionnaire
- 4. Feedback on Strengths and Problems survey and 1995-2006 scorecard.
- 5. Establishing a Plan to Evaluate and Monitor Change within Multiple Settings Create updated action steps and community-wide recommendations to operationalize each goal

# **Planned Participatory Evaluation Steps**

- 1. Characteristics of Qualitative Research Included in review of literature sections
- 2. **Qualitative Research Strategy** discussion of subjective measures in case studies, forums, focus groups
- 3. Role of Researcher to serve as facilitators, transcribers, reporters and carriers of knowledge
- 4. **Data Collection Procedures** case studies, questionnaires, semi-structured interviews, recording and documentation by participating organizations (stakeholders)
- 5. **Data Recording/Analysis Procedures** gathering across agencies, summaries, and charts done in English and Spanish
- 6. **Strategies for Validating Findings** multiple forums for discussion with the live vote designed to learn about needs and strengths, the forums to identify top issues and service priorities, focus groups to explore top priorities and issues, case studies to clarify needs and service provider input to identify solutions
- 7. Narrative Structure annual report to agencies and the community.

# Keeping in mind:

- 1. Anticipated Ethical Issues training and leadership.
- 2. **Significance of Study** community-wide implementation of action steps and methodology for tracking outcomes
- 3. **Preliminary Findings** involvement of multiple agencies in partnering to carryout the goals of the Youth and Family Master Plan
- 4. **Expected Advocacy/Participatory Changes** ongoing involvement by city, schools, non-profits, and businesses.
- 5. Appendices: interview questions, outreach methods, surveys, transcripts
### 2003 SCHOOL NEIGHBORHOOD SUPPORT PROJECT (SNSP)

The 2006-07 Youth and Family Master Plan (Y&FMP) Steering Committee regularly draws upon the School Neighborhood Support Project (SNSP) to provide direction for both current Human Services and Claremont Unified School District (CUSD) programs and the Y&FMP Update. The document was provided to all Steering Committee members to study along with CUSD and General Plan demographics in Summer 2006 in preparation for engaging the Update.

Completed in 2003, the SNSP study was jointly pursued between the City's of Claremont and Pomona to learn more about the after school and academic supportive services and quality of life needs of Pomona students attending Claremont schools. The study also investigated academic performance and quality of life needs among Claremont youth and families residing in high-density neighborhoods in Southern Claremont. Many programs came out of the study that operate today, including:

- expansion of the CLASP after school tutoring program
- scholarship assistance was extended to Pomona residents who attend Claremont schools
- University of La Verne hosts student support groups and empowerment workshops at the Alternative Education site on a weekly basis as well as provides FREE counseling services
- a free transportation shuttle now runs through Pomona and Southern Claremont to help link students to centers of recreation
- neighborhood services programs, including neighborhood events were established in South Claremont to include the City/PD Holiday Event and other outreach activities such as the Shoes that Fit Back to School Kick Off
- outreach to property managers and satellite referral centers were placed in some property managers' offices, and training on how to make referrals to the Youth and Family Support Center are provided
- reading programs were established along with neighborhood outreach for resource and referral and case management.

In late January 2007, the Y&FMP Steering Committee completed a preliminary demographic study of Claremont students and residents and learned that of the 1,255 the City of Pomona students that makeup Inter-District Transfers (805) and reside within the Attendance Zone (450), continue to perform well in school, and those attending school on the El Roble campus, are active in participating in after school quality of life activities. This may not be the case for Southern Claremont residents and Pomona residents living in the Foothill Corridor due to limited access to facilities of recreation and transportation barriers coupled with other economic and language differences.

In April 2007, the Y&FMP Steering Committee completed its decade long scorecard. The committee determined that there are still several gaps in services related to quality affordable housing. Access to stable housing is a priority for families in transition. There are all gaps in vocational opportunities, adult education programs, transportation, supportive programs for homeless families, mental health assistance, as well as services specifically targeting the homeless, the poverty-stricken and the working class poor. A targeted approach to service delivery will be explored among multiple stakeholders who coordinate services in these areas to better understand how the priorities for services and issues identified can address the needs of these residents through community-wide recommendations.



# Participatory Evaluation

# Search Institute's 40 Developmental Assets

# Search Institute's 40 Developmental Assets

The typical youth assessment model considers risk factors involving the family, peers, school, and community. The primary focus is on what is going wrong with kids and how to fix it. For example, using data from 7th-12th grade students in Claremont, the 2006 California Healthy Kids Survey reveals the percentage of youth smoking, drinking, and using marijuana increases steadily by grade level. The data is typically analyzed to determine risk factors so that stakeholders can work together as a community to find solutions. This is the typical method of assessment nation-wide, statewide and often locally.

The Search Institute of Minnesota developed an assessment model that calls for two shifts in thinking: (1) ask what is right with kids instead of what is wrong and (2) move from building programs to building relationships. The following website gives more information on the shifts in thinking: www.search-institute.org. The model provides a list of 40 Developmental Assets grouped into two categories – external assets and internal assets; the greater the number of assets, the greater the number of positive developmental outcomes. The reverse is also true: the fewer assets one has, the greater the likelihood of developmental risk factors. Furthermore, youth with fewer than 10 assets are more likely to experience contact with law enforcement.

The last official Search Institute study done in Claremont was 1993-94, 1995, 1998 and in 2000-01 and included high school students. The 1995 and 1998 results were presented to the Board of Education and City Council as updates on the 1995 Youth Master Plan. The average Claremont youth has 20.1 assets. The nation-wide average is 19.3 assets. According to the Search Institute, an individual with fewer than 20 assets is "at risk", the target value is 31 and above for greater quality of life outcomes. Again, there is a correlation between the number of assets and a student's involvement with drugs, sex, and violence. Academic performance in school, overall health, and the ability of a student to value diversity increases with the number of assets. The asset model differs from deficit models by virtue of the following shifts in thinking:

- Focusing on young people's problems to young people's strengths
- Emphasizing that the process is the work of the entire community and not just the job of child-care professionals
- Going from thinking that young people drain resources to thinking young people are our future
- Moving away from labeling troubled children to focusing on the unique strength of every single child
- Going from thinking that you are accountable for your own behavior to thinking that we are accountable for each other
- Moving away from incidental asset building to intentional asset building
- Claiming responsibility instead of blaming society, the community and other cities

The Search Institute also surveys adults, revealing inconsistencies in adult attitudes and behavior toward youth. For example, the percentage of adults who believe it is important to tell youth they are doing something wonderful is 65%. The percentage of adults who actually do it is 22%. The percentage of adults who say they and other adults they know report positive behavior is 43%. What does it mean to report positive behavior? The percentage of young people who say adults report positive behavior is 3%. The percentage of young people who actually feel their community values them is 29%. There is an obvious disconnect between what adults think and do and how young people feel about themselves as a result.

What is paramount for Claremont's Youth and Family Master Plan is the shared understanding that every interaction between an adult and youth, whether positive or negative, influences the developmental outcomes for young people. Empowering adults with the understanding that every positive interaction they have with a child makes a difference in the kinds of choices the child makes. As underscored in the Search Institute model, if youth are viewed as assets to Claremont, the natural outcome will be to improve developmental outcomes for youth by creating meaningful and enriching experiences in all community settings.



### **40 Developmental Assets** <sup>®</sup> **for Early Childhood** (ages 3 to 5)



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

$\sim$		
	Support	<ol> <li>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.</li> <li>Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversions that invite their input.</li> </ol>
		<ul> <li>young children in conversations that invite their input.</li> <li>Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family.</li> <li>Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.</li> <li>Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting.</li> </ul>
External Assets		<ul><li>encouraging, and secure.</li><li>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.</li></ul>
	Empowerment	<ol> <li>Community cherishes and values young children—Children are welcomed and included throughout community life.</li> <li>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.</li> <li>Service to others—The child has opportunities to perform simple but meaningful and caring actions for others.</li> <li>Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.</li> </ol>
al As	Boundaries &	11. Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior
ernā	Expectations	that the child can understand and achieve. <b>12. Boundaries in child-care and educational settings</b> —Caregivers and educators use positive approaches to discipline and natural
Ext		consequences to encourage self-regulation and acceptable behaviors. <b>13. Neighborhood boundaries</b> —Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior,
		<ul> <li>in a supportive, nonthreatening way.</li> <li>14. Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.</li> <li>15. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.</li> <li>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.</li> </ul>
	Constructive Use of Time	<b>17. Play and creative activities</b> —The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
	use of time	<ol> <li>18. Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well- maintained settings.</li> </ol>
		<ol> <li>Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> </ol>
		<ul><li>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.</li></ul>
$\bigcap$	Commitment	21. Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new
	to Learning	learning and skills. 22. Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning.
		<ul> <li>23. Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.</li> <li>24. Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs.</li> <li>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.</li> </ul>
	Positive Values	<ul> <li>26. Caring—The child begins to show empathy, understanding, and awareness of others' feelings.</li> <li>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.</li> </ul>
Internal Assets		<ul> <li>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.</li> <li>29. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.</li> <li>30. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others.</li> <li>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.</li> </ul>
Inte	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.
	competences	<ul> <li>33. Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress.</li> <li>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.</li> <li>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.</li> <li>36. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.</li> </ul>
	Positive	<b>37. Personal power</b> —The child can make choices that give a sense of having some influence over things that happen in her or his life.
	ldentity	<ul> <li>38. Self-esteem—The child likes her- or himself and has a growing sense of being valued by others.</li> <li>39. Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up.</li> <li>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.</li> </ul>

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### 40 Developmental Assets® for Middle Childhood

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



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

	Commitment to Learning	<ol> <li>Achievement Motivation—Child is motivated and strives to do well in school.</li> <li>Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</li> <li>Homework—Child usually hands in homework on time.</li> <li>Bonding to school—Child cares about teachers and other adults at school.</li> <li>Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.</li> </ol>
Internal Assets	Positive Values	<ul> <li>26. Caring—Parent(s) tell the child it is important to help other people.</li> <li>27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people.</li> <li>28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs.</li> <li>29. Honesty—Parent(s) tell the child it is important to tell the truth.</li> <li>30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior.</li> <li>31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</li> </ul>
Interna	Social Competencies	<ul> <li>32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.</li> </ul>
	Positive Identity	<ul> <li>37. Personal power—Child feels he or she has some influence over things that happen in her or his life.</li> <li>38. Self-esteem—Child likes and is proud to be the person that he or she is.</li> <li>39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</li> <li>40. Positive view of personal future—Child is optimistic about her or his personal future.</li> </ul>

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### **40 Developmental Assets**<sup>®</sup> for Adolescents (ages 12-18)

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



	Support	<b>Family support</b> —Family life provides high levels of love and support.
		<b>Positive family communication</b> —Young person and her or his parent(s) communicate positively, and young
		person is willing to seek advice and counsel from parents.
		<b>Other adult relationships</b> —Young person receives support from three or more nonparent adults.
		Caring neighborhood—Young person experiences caring neighbors.
		Caring school climate—School provides a caring, encouraging environment.
		<b>Parent involvement in schooling</b> —Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<b>Community values youth</b> —Young person perceives that adults in the community value youth.
		Youth as resources—Young people are given useful roles in the community.
Ş		
Š		Service to others—Young person serves in the community one hour or more per week.
A		<b>D. Safety</b> —Young person feels safe at home, school, and in the neighborhood.
<b>External Assets</b>		<ol> <li>Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li>School Boundaries—School provides clear rules and consequences.</li> </ol>
X		3. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.
_		<b>4. Adult role models</b> —Parent(s) and other adults model positive, responsible behavior.
		5. Positive peer influence—Young person's best friends model responsible behavior.
		<b>5. High expectations</b> —Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	7. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
		<b>3. Youth programs</b> —Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
		<ul> <li><b>P. Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>D. Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ul>

	Commitment to Learning	<ul><li>21. Achievement Motivation—Young person is motivated to do well in school.</li><li>22. School Engagement—Young person is actively engaged in learning.</li></ul>					
		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.					
		<b>25. Reading for Pleasure</b> —Young person reads for pleasure three or more hours per week.					
	Positive	<b>26. Caring</b> —Young person places high value on helping other people.					
	Values	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.					
S		29. Honesty—Young person "tells the truth even when it is not easy."					
Set		30. Responsibility—Young person accepts and takes personal responsibility.					
As		31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.					
Internal Assets	Social	32. Planning and decision making—Young person knows how to plan ahead and make choices.					
Ite	Competencies	33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.					
-		<b>34. Cultural Competence</b> —Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.					
		<b>35. Resistance skills</b> —Young person can resist negative peer pressure and dangerous situations.					
		<b>36. Peaceful conflict resolution</b> —Young person seeks to resolve conflict nonviolently.					
	Positive	<b>37. Personal power</b> —Young person feels he or she has control over "things that happen to me."					
	Identity	<ul><li>38. Self-esteem—Young person reports having a high self-esteem.</li></ul>					
		<b>39. Sense of purpose</b> —Young person reports that "my life has a purpose."					
		<b>40. Positive view of personal future</b> —Young person is optimistic about her or his personal future.					
		To rostive view of personal luture - foung person is optimistic about her of his personal future.					
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# Participatory Evaluation

# **Case Studies**

**Prepared By:** Bonnie Busenberg Dior Hildebrand Yo-Landa Brown Mercy Santoro *Assisted By:* Jane Purcell Frank D'Emilio Mercy Santoro

# Literature Review of Case Studies

Case studies, personal narratives and other qualitative and quantitative methods of data collection are being used to gain a broad perspective on community-wide needs and resources, which will later set service and budgets priorities for the City Council and Board of Education. The purpose of the reflective case studies is to gain more insights on why the Youth and Family Master Plan (Y&FMP) goals are important to the Claremont community. By exploring a range of life experiences and feelings to learn more about areas where assets can be improved in the community to support youth and families (Hancock and Algozzine, 2006, p. 8), the case studies add a human face to the plan. Life experiences among several community members, service providers and community stakeholders are captured in the narratives where multiple perspectives are blended together to gain a better understanding of how public policy and services in school, neighborhood and community settings influence quality of life outcomes (Hancock and Algozzine, 2006, p. 11).

The purpose of the case studies is to ensure the update reflects the real needs and perspectives of the community... A total of eleven interviews addressing each Y&FMP goal from a variety of perspectives are descriptive in nature and draw upon key participants whose lives have been shaped in some way by the goals for quality of life in Claremont. Each study raises questions from the community member (s) on how services might be improved. A stakeholder point of view is also included in the narratives to provide a more complete understanding of how real human needs in Claremont interconnect with services. Employing the use of quotes and anecdotes drawn from the interviews brings to life the many complexities in carrying out the goals of the Y&FMP. The purpose of the case studies is to ensure the update reflects the real needs and perspectives of the community at this point and time so that stakeholders are educated on problems and community-wide recommendations are formed. Part of monitoring change in quality of life includes monitoring changes in stories.

The Evaluation Task Group facilitated this work plan effort with the purpose of uncovering themes where communitywide assets can be improved, and therefore, the case studies are intended to be interpreted based on the common themes that emerged collectively from the youth live votes, forums, focus groups and stakeholder questionnaires (Hancock and Algozzine, 2006, p. 16). Each case study discusses the implications for social service providers and policy makers for improving services (see case study summary).

Over thirty youth adults, service providers and community stakeholders agreed to participate in case study interviews.

# Methodology

The information below was provided to Evaluation Task Group members to assist them in conducting case study interviews. A one-hour training was provided in advance to prepare members and to review the scope of work.

#### **SCOPE OF CASE STUDIES**

- Conduct 11 Interviews with over thirty youth and families and service provider/stakeholder during April 2-June 20, 2007
- Approximately 45 minutes to 1 hour was allotted for in-person or over-the-phone interviews with community members and stakeholders
- The following interviews were conducted for each goal:

#### **CASE STUDY STATUS:**

Get the Whole Community Involved	Youth Perspective on Business Relations & Chamber President, Colleges & Service Clubs
Include & Recognize Youth	Youth Involved in Local Governance and City Council/Board of Education Members
Value Diversity	Gay/Lesbian Family and Gay & Lesbian Center
Provide Good Info About Opportunities for Youth	Pomona Resident Who Lives in Claremont Attendance Zone, Transportation Director & Human Services Administrator
Engage Youth in Meaningful Activities	Parent Seeking Recreation Opportunities for Youth, El Roble Principal, Teens and Human Services Administrator
Ensure That Youth Have Access to Physical Health Care	Family w/Disabled Child/School Health Nurse Human Services Administrator & School Administrator
Ensure That Youth Have Access to Mental Health Care	Family w/Child Diagnosed with Mental Illness & Director of Special Education
Provide a Safe, Secure and Sustainable Environment	North & South Claremont Resident, Chief of Police, Uncommon Good Advocate & Human Services Administrator
Support Families & Educate Adults Who Deal with Youth	Spanish Speaking Parents & Barriers to Services & Youth and Family Advocate Who Works with Families
Coordinate Efforts to Reach these Goals	Current and former YMP Chairs
Provide Detailed Annual Report and Regularly Update the Youth and Family Master Plan	City Manager & School Superintendent

#### **PURPOSE OF CASE STUDIES:**

- Provide a self reflective narrative that blends many perspectives and captures the purpose of the Y&FMP goals
- Identify community issues/strengths and how they impact the quality of life for youth and families along with service providers
- Use the power of story to define goals and to demonstrate diversity of life experiences in Claremont

Interviewees were selected after hearing of how their experience interfaces with a Y&FMP goal. Stories were learned during the live votes, discussions, forums, focus groups or by a Community Worker or resident who served as a gatekeeper in identifying persons to interview, who had and were willing to share a story related to the Y&FMP goals.

#### **Confidentiality of Interviewees**

(all interviewee's were contacted in advance to explain the Y&FMP Update, the reason why they were selected and to get permission prior to the interviewer contacting them):

- Explain how the interview has come about and who has referred (SEE APPENIX D)
- Share how their reflective narrative will be published in the Y&FMP
- · Informed consent will be provided
- Names of persons will be omitted, however, names of agencies, community leaders and elected officals will be included

#### **Interview Questions for Reflective Narrative:**

(below are the semi-structured interview questions to be asked to interviewees; however an expanded list of questions was developed for other goals):

- Age and general description of family dynamics and professional background, how one identifies him/herself (ethnicity-person of color or white)
- How long have you resided in Claremont?
- Find out about how the person's life experience in Claremont relates to the goal (how long ago did the experience occur, how did it affect the persons life and that of their family?)
- What do they believe to be issues/strengths in the community as a result of this experience?
- How can quality of life be improved in Claremont?

#### Interview Questions for Stakeholder/Service Provider

(begin by reading the reflective narrative provided by the residents-names may be omitted to ensure confidentiality):

- Age and general description of professional background, how one identifies him/herself (ethnicity--person of color or white)
- How long have you served Claremont residents?
- Find out about how the persons professional experience in Claremont related to the goal/reflective narrative
- What do they believe to be issues and strengths in the community as a result of this experience? (gaps/strengths in services, communication, etc)
- How can quality of life be improved in Claremont?

# Summary of Case Study Recommendations

GOAL	INTERVIEW	RECOMMENDATIONS
1. Get the Whole Community Involved	<ul> <li>Business Owners/Serv. Club Leaders</li> <li>Colleges and Chamber President</li> </ul>	<ul> <li>Publicize existing and new programs within the Y&amp;FMP</li> <li>Unify and coordinate various programs</li> </ul>
2. Include and Recognize Youth	<ul> <li>Council Member</li> <li>Board of Education Member</li> <li>Teen Leaders</li> </ul>	<ul> <li>Think about the needs of teens when considering new developments in city</li> <li>Involve youth in political process</li> <li>Develop habit of public service in youth</li> <li>Ask youth to volunteer</li> <li>Make awards meaningful</li> <li>Award all types of success - different categories</li> <li>Teach youth to demand recognition - have a voice</li> </ul>
3. Value Diversity	• Gay Family and Gay and • Lesbian Service Provider	<ul> <li>Promote diversity training in schools and non-profit organizations</li> <li>Create opportunities to discuss differences - adult and youth</li> <li>Address bias concerning perceived gender orientation</li> <li>Nurture respect towards others</li> </ul>
4. Provide Good information about Opportunities for youth.	• Underserved Parents; School Principal • School Principal; Clasp Tutor	<ul> <li>Provide transportation to school where needed</li> <li>Provide transportation to after-school/weekend activities</li> <li>Expand conditions for receiving scholarships for activities</li> <li>Promote inclusion of all underserved in all youth programs</li> </ul>
5. Engage Youth in Meaningful Activities	<ul> <li>Middle School Principal</li> <li>Middle School Students</li> <li>Middle School Parent</li> </ul>	<ul> <li>Expand activities for youth</li> <li>Provide transportation to activities</li> <li>Provide opportunties free of charge</li> <li>Emphasize supervision and guidance in activities</li> <li>Involve parents with middle and high school activities</li> <li>Involve colleges and community organizations in running activities</li> </ul>
6. Ensure that Youth have access to Physical Health Care	<ul> <li>Parent of Child with health problems</li> <li>CUSD Exec. Dir of Student Services</li> </ul>	<ul> <li>Have schools emphasize health education (prevention)</li> <li>Provide more nurse and health aid time in schools</li> <li>Take generic steps to improve health environment ("peanut-free" lunches)</li> </ul>
7. Ensure that Youth have access to Mental Health Care	<ul> <li>Parent of Emotionally Disturbed Child</li> <li>Head of Special Education-Claremont</li> </ul>	<ul> <li>Provide more counseling resources for youth</li> <li>Improve communication with parents of troubled youth</li> <li>Provide easy access to referral information</li> <li>Emphasize early intervention</li> <li>Coordiante resources of school, city and non-profits</li> </ul>

GOAL	INTERVIEW	RECOMMENDATIONS
8. Provide a Safe, Secure and Sustainable Environment for Families in Claremont	• Chief of Police; Youth; Provider	<ul> <li>Nurture Community Policing</li> <li>Make officers more visible in community (on bikes, at mtgs, sponsor community events, etc.)</li> <li>Cultivate mutual respect between youth and police</li> <li>Expand use of E-watch</li> <li>Consider more time of SRO officer at Middle school</li> <li>Enhance concept of police as protectors not punishers</li> <li>Eliminate racial/economic profiling of any sort</li> </ul>
9. Support Families and Educate Adults who Deal with Youth	• Bi-Lingual Parent • School Principal	<ul> <li>Fill need for better translation services in district</li> <li>Encourage language development among parents</li> <li>Expand CLASP program (or other tutoring programs)</li> <li>Sensitize school staff to the problems of English-limited families</li> </ul>
10. Coordinate Efforts to Reach these Goals	• Original YMP Chair • Current Y&FMP Chair	<ul> <li>Implement regular assessment to measure Y&amp;FMP progress</li> <li>Include qualitatitive and quantititave assessement components</li> <li>Consider Y&amp;FMP governing committee to coordinate assessment</li> <li>Coordinate programs among non-profits, city and school district</li> <li>Keep plan in public eye - make it foundation of policies/decisions</li> </ul>
11. Provide a Detailed Annual Report and regularly update Y&FMP	• School District Superintendent • City Manager	<ul> <li>Align new programs/funding with goals of Y&amp;FMP</li> <li>Create short term objectives that can be evaluated regularly</li> <li>Keep plan flexible and responsive to emerging issues</li> <li>Make it obvious who the plan is created for</li> <li>Annual joint meeting to assess progress, review goals</li> <li>Minimize bureaucracy associated with plan</li> <li>Forge more and deeper partnerships between and among agencies serving youth</li> </ul>

## **Case Study** Goal 1: Get Everyone Involved

he way I look at it, the community allows me to do business here, and I owe something back for that privilege," said Randy Prout, owner of a local State Farm Insurance Agency. Like many of the people interviewed for these case studies, Randy Prout, Dennis Smith, Paul Held, and Barbara Jefferson "inherited" a public service ethic from their families, and have passed it on to their children. "It's how I was raised," said Mr. Smith, "and then with my three kids, I wanted to be involved in what they were doing."

"My father was active in the American Legion," said Mr. Prout, "and he coached Little League. He modeled parental involvement by example. Now my daughter is involved in Claremont. She went away to college for a while and then came back. We want to encourage our young people to come back to our community," he said.

The four interviewees are all members of the Claremont Chamber of Commerce. Mr. Smith and Mr. Prout were interviewed together, while Mr. Held and Dr. Jefferson were interviewed separately. The three gentlemen are also members of the business community. Mr. Smith owns Human Resources Consulting Services, specializing in, among other things, employee and labor relations, training and management development, and team building. Mr. Prout runs his insurance and financial services agency, and Mr. Held practices law in the areas of estate planning, probate, and business.

Dr. Jefferson is responsible for the leadership of all fund-raising, community, government and community relations activities to support the mission and strategic plan of the Claremont University Consortium. Dr. Jefferson brought to the interview a six-page list detailing how the colleges, the city and the schools work together. "We have a good town and gown relationship," she said. Dr. Jefferson serves on the board of the Chamber of Commerce as the college liaison.

The Claremont Chamber of Commerce is a nonprofit organization formed to provide strong leadership in serving the interest of business, promoting the inter-relationship between business and community, and encouraging business participation with civic and educational organizations and programs within the Claremont area.

Mr. Held thinks the Youth and Family Master Plan (Y&FMP) should be presented at a Cham-

ber breakfast that convenes once a month, but cautioned that the Chamber exists necessarily to promote business. "If you want more support from the Chamber, you have to show us how our support will be good for business. Bottom line, Bert and Rockies and Starbucks are the only places in the village catering to youth. A project like the Village Expansion has serious and effective advocates, and this makes me wonder "who is advocating for youth?"

"The Chamber needs to be periodically reminded that these kids are our customers and future customers," said Mr. Smith. "They are also our future workers. We need to say to the Chamber, 'These are the human resources you will need in order for your business to grow."

Mr. Held cited the Chamber's sponsorship of the annual Education Classic Golf Tournament.

"Our tournament's main goal is to raise funds for Best B.E.T. (Business and Education Together)," he said. "Every fifty cents on the dollar is used to provide mini grants for teachers."

Mr. Prout moved to Claremont in 1984, and joined the Chamber in 1985; he served as its president from 1988 to 1989. In 2005, he and his wife, Rhonda Proot, served as the Grand Marshals for the Fourth of July parade in recognition of their contributions to the

community, including, but not limited to the city's Planning Commission, Rotary, Curtain Raisers, Claremont Heritage and Community Foundation, and Best B.E.T. He also coached track at CHS for eleven years. "Most recently I chaired the Asset Advisory Committee to review the current use of the school district's non-student/non-educational properties. By that I mean the current District Office and Facilities Maintenance Operation, the property on San Jose, etc. One change we're considering is better use of the Mountain and Baseline property," Mr. Prout said.

Mr. Prout also served on a sub-committee for the 1995 Youth Master Plan. Mr. Held was on the school board at that time and well remembers the development of the 1995 Youth Master Plan. "Lissa Petersen and Sue Keith sat on the committee as liaisons from the Board, but the rest of us were updated regularly. Diann Ring and Suzann Smith from the Council were also on the committee. These are women who knew how to get things done," he said.

"The first plan was as successful as it was primarily because Doug Keeler, former School Superintendent, and Glenn Southard, former City Manager, worked so well together. Early on staff, resources, and money were close to equal, but more and more the city pays for it now. Right now the city is running the show," Mr. Held said, adding "On the other hand, one organization or another needs to be footing the bill."

Mr. Held wins the trifecta for public service, having done time on the school board, the city council and with the chamber of commerce. He began his first term on the school board in 1983 and served until he was elected to the city council in 1997.

Mr. Held doesn't mind that the city foots most of the bill, "Last year the city had a 1.2 million surplus whereas, the school board doesn't have the kind of money it had twelve years ago," he said.

"We need to say to youth, 'We live in a community that involves you, values you and respects you,' and see if that doesn't register with them when they have families."

Owner, local State Farm Insurance Agency and Rotary member

> He suggests that the Y&FMP Steering Committee write something into the program that sets in place a governing body. "Twelve years ago, it was mostly about facilities; staffing was barely thought out."

### Case Study Goal 1: Get Everyone Involved

"The council is not a natural when it comes to advocating for 'youth," said Mr. Held. "Look at the most recent city newsletter listing the council's priorities; not one of them is a priority or a program directed at youth—except maybe the sports park."

Mr. Smith currently chairs the board for the Chamber and spent eight years, from 1990 to 1998, on the Planning Commission. He also chaired the Citizens Committee on Lighting and Landscaping. He would like to see the schools and community do more to prepare students for jobs. "Kids say there aren't jobs in Claremont. There are plenty of jobs for students with a 'work ethic;' for students who don't show up for interviews wearing baseball caps and chewing gum," he said. "Dress is key, and it starts by example," said Mr. Prout. "A lot of kids don't have role models for how to dress for business."

To help with this problem, Mr. Smith has

worked to organize and run something called "The Job Game." "For eight years now, we've brought anywhere from 185 to 250 kids down from the high school to the Candlelight Pavilion. We feed them lunch and the school's Comedy Sportz team models good and bad interview skills. The bad ones are pretty funny, but they're also true to life. Sometimes Nordstrom will come out and do a 'business and Dyslexic, and much more," Mr. Smith said.
ok at
Mr. Held expressed a certain disgruntlement
over Claremont's follow-through on the first
YMP. "People are not as widely aware of YMP as you might think or want," he said. "To some extent to make it a sustainable program it needs
a life of its own outside of city government. We
need leadership and vision in our elected officials and our professional leaders. "I think we have a new superintendent who can make a

brought to his attention."

teract Club of Claremont High School organizes

the annual canned food drive for the House of

Ruth, assists at the City of Claremont's Haunted

House and Spring Egg Hunt, helps with the Ro-

tary booth for the Village Venture, helps read at

the local chapter for Recordings for the Blind

Dr. Jefferson agreed about the need for planning and coordination. "I don't necessarily think we need additional programs, but the programs we have in place could be "heated up," better advertised, more high profile. And perhaps there could be a more formalized program." she said.

difference," said Mr. Smith, "if these issues are

The only formal agreement between the Presi-

"People are not as widely aware of YMP as you might think or want. To some extent to make it a sustainable program it needs a life of its own outside of city government. We need leadership and vision in our elected officials and our professional leaders."

Former Board of Education and City Council member, Attorney at Law

fashion show.' Carrie Allen, the principal, embraces our program," he said.

Mr. Prout and Mr. Smith are both members of Claremont Rotary. "Through Rotary we work with Principal Kevin Grier to train our eighth grade students in CPR and first aid," said Mr. Smith. We also sponsor the Rotary Youth Leadership Awards (RYLA) and Teen Leadership Camp (TLC)," he said. "This training program for young leaders emphasizes leadership, citizenship, and personal growth. The RYLA program is held once a year at a mountain camp. Selected students take part in leadership activities and an intensive program to develop leadership skills," he said.

"And then there's "Interact," Mr. Smith added. "That's a service club sponsored by Rotary International for high school aged students. The Indents of the Claremont Colleges and the Board of Education takes the form of the Claremont Educational Partnership. "The colleges share their resources with the school district in such areas as the arts, music and health education, and the schools allow our students to engage in service learning projects," said Dr. Jefferson.

Dr. Jefferson went on to say, "And then there are many entrepreneurial groups." She listed Curtain Raisers, a leadership and environmental education program that has been going since 1988, and, in that time, involved more than 500 hundred local students. "And we have America Counts and America Reads, and other tutoring programs." She went on to discuss the Kravis Leadership Institute at Claremont McKenna which conducts mentoring and leadership workshops at El Roble throughout the year. "Many of our teacher education students do their observations and student-teaching in Claremont Schools," she said. "How do we get everyone involved?" mused Mr. Held, looking at the YMP Scorecard that is a summary of progress of the 1995 plan. "Probably through goal four: Give everyone good information about what is going on." "We can do a better job of that at the colleges," said Dr. Jefferson, "maybe by unifying and coordinating all the many programs we already do."

"You need a strategic plan. ROP has a strategic plan. A lot of business leaders were involved in creating that plan," said Mr. Smith. "You could learn a lot from the Senior Master Plan," said Mr. Held.

"And you can't count on families to model public service," said Mr. Smith. Mr. Prout agreed: "We need to say to youth, 'We live in a community that involves you, values you and respects you,' and see if that doesn't register with them when they have families."

> **By Jane Purcell,** Youth and Family Master Plan Steering Committee Member 5/14/07

## **Case Study** Goal 2: Include and Recognize Youth

Ithough interviewed separately, Claremont Unified School Board President, Joan Presecan, Mayor Pro Tem, Ellen Taylor, and five Claremont High School students shared many similar examples and concerns about how youth are included and recognized in Claremont. Of course, Presecan and Taylor have more extensive historical memories than the three high school juniors and two seniors who were interviewed during their lunch break. They will be known throughout the case study as Students 1, 2, 3, 4, and 5.

Prior to serving on the City Council, which she has done for the last two years, Taylor was involved at one time or another with many civic organizations in town, including eight years on the City's Traffic and Transportation Commission and twenty-nine years with the League of Women Voters of Claremont. "My husband and I raised our two sons here, and when they were younger I volunteered as room mom, team mom—that sort of thing. We need to volunteer. We need to feel needed," she said.

Presecan has lived in Claremont since 1976, and has served on the Board of Education for the Claremont Unified School District since December 1995. Her teaching experience includes both public and private schools. The late Nick Presecan served on the City Council for eight years. The Presecans chose Claremont for its schools and raised three children here. The youngest, Ann, graduated from Claremont High School in 1995.

Presecan's husband, Nick and Taylor's then future daughter-in-law, Amy Slucter, were involved in writing the first Youth Master Plan (YMP) in 1995.

In contrast, the five students don't remember a time when there wasn't a skate park, a Hughes Center, or the Youth Activity Center. "For our generation, those places have been here forever," said student 4. The students agreed that as long as youth reap the benefits of the Youth Master Plan, it's not as important that they understand its inner workings. Two of the students interviewed are currently on the Steering Committee for the revised plan. "As long as youth are involved to guide policy, and good programs are sustained, we don't need to include each and every student in the process," said student 1.

Presecan agreed that while it's not crucial that students understand how or even why the plan came into being, she feels that it is important that they know such a plan exists. "It's important that they know that when something irritates them enough, there's a place to begin to redress grievances." "The fact that the students take services for granted speaks to the success of the initial plan. That Youth Master Plan changed the culture. Providing for youth, beyond school and sports, became a social norm. And we value their voice. The School Board did not want to put together a committee without a student voice."

"This past year," Student 1 said, "was really great because the Associated Student Body [ASB] and the School and District administration worked together to change the Physical Education [PE] policy." Student 5 added that the change was many years in coming, however. "Students and parents have been upset for years that students can't get PE credit for being involved in sports," he said. "It's just that this year the political climate was right for making a change."

Councilwoman Taylor (aka the Mayor Pro Tem)

"Our young people need to be invited to get involved—they need to be asked, and it's important who does the asking - ideally another youth or someone they admire."

#### **Mayor Pro Tem**

describes the partnership between the City and the School District as "both wonderful and tenuous." "We have a new City Manager and a new Superintendent. Their history with the City is not deep, but under their tutelage, I think the partnership will succeed. "But it won't stay healthy for long if both sides aren't willing to give," she added. "We can't take it for granted."

While the students admittedly take for granted the accomplishments of the last YMP, they are eagerly looking forward to the opening of Village West and have tried to influence the developers to "include and recognize youth." Student 4 said, "We need to think outside the box. Don't be afraid. As a member of the Teen Committee, I suggested to one developer that they put a Foot Locker in Village West, and I was laughed at as if I'd made a funny joke. A Foot Locker might not be a part of the old image of Claremont, but there's no reason why it can't be a part of the new image. Teens like shoes."

Student 5 added: "Claremont could take youth more seriously as consumers. We have money and, right now, our money is going to Victoria Gardens, Montclair Plaza, and Old Town Pasadena. We could become the "Pasadena of the East" if we do this right."

Although the students have been active in school politics and teen issues, they share the sense that "larger political issues, just don't come into play for us." Student 3 added, "Even our new history text begins by calling us 'the generation of political apathy."

Councilwoman Taylor will be sad to hear that. "I love to learn from anecdotes," she said, and true to her word, she shared many stories, including this one about why creating an informed electorate among Claremont's youth is a high priority for her.

"My Grandfather was a Jewish immigrant from the Ukraine. He was proud to become a U.S. Citizen. He thought voting was special. On Election Day, he would come home from work, take a bath, put on his good suit, and head for the polls. And he always took one of his children

with him. He modeled the ideal that voting was a privilege, and it is the responsibility of people like me to make it matter to our youth," she said.

Presecan also believes strongly in getting involved in the political process. She encourages voter registration, and helped initiate the "Take Your Kids to Vote" program the last time she

ran for a seat on the School Board. "Take Your Kids to Vote" encourages parents to take their children with them to the polls. Kids have their own issues and their own ballots. The goal is to generate discussion in the home regarding the importance of voting and of being informed about the issues," she said.

### **Case Study**

Goal 2: Include and Recognize Youth

One commonality between the School Board member, the Councilwoman and the students was public service. For Presecan, public service is a legacy; her father was on the School Board in Michigan where she grew up, whereas the two juniors and three seniors have all been involved in numerous service activities. They also credit their families for modeling public service.

"But we can't rely on all families to set the example," said Councilwoman Taylor, who followed with another anecdote. "I had been involved with the League of Women Voters and their auction for many years before I donated an item for the auction. The difference that year was that someone asked me to do so." She's never forgotten that lesson, and thinks it's a lesson that applies to the goal of including and recognizing conscience means you will not be successful." "This thinking also justifies a lot of cheating in classes," confided student 3.

"Good work" is confused with a high test scores, a high GPA, and an impressive transcript," said student 5. "For most of the students at the High School, it's not about caring for others."

Taylor and Presecan would like the habit of doing public service to be seen as core. "Here, families are crucial," said Presecan. "They need to model public service. These are not just academic skills but life skills," she said.

Ironically, Taylor gained many of her insights for including and recognizing youth from working with senior citizens as part of her first paid position with the City. "About thirty years ago, I worked part time for senior programs. The City paid me to be a 'street walker.' From 1978 to 1983, I walked door-to-door looking for senior citizens and inviting them to become involved in programs."

"We need to recognize kids in ways other than handing them a certificate. We hand certificates to the same kids over and over again. One of the best ways to reward kids is with opportunities to develop. That's how we get leaders."

#### **Board of Education President**

youth. Our young people need to be invited to get involved—they need to be asked," she said, adding, "and it's important who does the asking—ideally another youth or someone that they admire."

Student 3 said that she particularly liked volunteering with students her own age, "It's an opportunity to serve and to socialize at the same time."

The students shared a disdain, however, for their peers who get involved "just to have something to put on their college applications," said student 2. "They join lots of clubs and then never attend meetings," said student 5. Student 4 was disappointed in student involvement in Amnesty International. "I cared much about human justice, but a lot of kids would sign in at the meetings and leave; I got so disillusioned that I left too."

Student 1 thinks that many of her fellow students believe that good work is the right thing to do, but that it doesn't "pay off"—so there's no point unless you are older and already successful. The students summed up a general impression among their peers that "following your "Even financially secure seniors need socialization especially after the death of a spouse; after retirement, there's a need to stay active. All that was required for many of the seniors was an invitation to get involved. They need to have their opinion matter. It's the same with youth. We can learn a lesson about the youth from the senior citizens."

In particular, she recalls an elderly gentleman who had worked for many years in a demanding, high-level position. He was perfectly capable of taking care of himself physically and financially, but he felt unneeded. "Nobody asks me questions anymore," he said. Taylor got him doing volunteer work, and the next time she saw him he was fulfilled. "It is important for everybody to feel that they are guiding their future," she said.

Presecan and Taylor acknowledged that students are regularly honored for academic and service achievements by the City Council and the School Board. They agree the recognition needs to mean something. "Awards that everyone gets are meaningless," said student 1. "Everyone knows when someone doesn't deserve an award, and then the awards don't have credibility," said student 5.

Presecan said, "There is a fine line. Awards need to be meaningful. We need to recognize kids in ways other than handing them a certificate. We hand certificates to the same kids over and over again. One of the best ways to reward kids is with opportunities to develop. That's how we get leaders," she said. She gave the example of teaching and leading an Outdoor Student Leaders Program, which included rock climbing. She trained leaders and then put her life in their hands.

"A lot of kids get overlooked by the current system of awards," said student 3. Presecan is especially concerned for these students and announced her enthusiasm for Kenneth Gray and Edwin Herr's book, *Other Ways to Win: Creating Alternatives for High School Graduates*. The book tackles the fallacy that there is one way to win--that is, by attending a four-year college. Gray and Herr include strategies for the academically average students who currently stand little, if any, chance of being a "winner."

Presecan also serves as President of Baldy View Regional Occupational Program. "Our ROP district is huge, and I'm excited to use the ideas in this book to guide career planning," she said. "My favorite awards ceremony each years is the ROP Student Success Awards ceremony," she said. "Those kids are so proud, and they should be."

In general, Taylor thinks Claremont does a good job of including and recognizing youth. The City Council consistently recognizes youth achievements as part of their agenda, as does the School Board. She thinks the Teen Committee is "fabulous." "I went to one of their meetings and they were discussing serious and complex issues." However, she thinks recognizing youth is a shared responsibility. Young people, like the ones on the Teen Green Committee, need to get out there and tell people what they are doing—they need to continue to demand recognition." ■

**By Jane Purcell,** Youth and Family Master Plan Steering Committee Member 5/10/07

## **Case Study** Goal 3: Value Diversity

amilies from various cultural, ethnic and religious backgrounds have long been a part of the Claremont community. The weave of community cloth is not constant over time; it becomes increasingly more complex. Twelve years ago, a couple was attracted to the city because they felt that a small college town might be more welcoming to them and the children they were planning to adopt.

Their concern stemmed from the fact that they were a gay couple and joint adoption laws that allowed same gender couples to adopt children had only recently passed the California legislature. The men, now the fathers of three boys attending Claremont schools, say that their experience in Claremont would score an eight or nine out of a possible ten. But that is not to suggest that they and their children have never encountered prejudice, discrimination and hostility during their tenure here.

Both dads are professionals and in their midforties, a doctor and a teacher. The family lives in an affluent neighborhood. Their household is kept lively not only by the boys, who are engaged in music and sports, but by their two dogs, two cats and other pets. Although the boys have attended local schools for the past four years, much of their elementary education was in another district where one father teaches.

When they first moved to Claremont, the couple had not yet adopted their sons, but they soon became the foster family for a teenage boy. While enrolling their foster son as a sophomore at Claremont High they were naturally concerned about how he and they would be accepted by others. Although their foster child was not gay, when some of the gay students at the school discovered that his foster parents were a same-sex couple, they befriended the boy and helped integrate him into the school. In turn, the parents of the gay students reached out to the dads and helped them become involved in the school. "It was probably because they saw us as stable rolemodels for their children, living a life that their gay children might like to emulate." Three years later, the couple was so heavily involved in one of the athletic Booster Clubs that at the year-end awards banquet they were given the MVP (Most Valuable Parents) award. "When they announced that award, I was pinching myself and thinking 'Is this really happening?," asked the physician dad. Both fathers consider that award one of the crowning achievements of their parenting journey. Another parenting milestone was when they had their adopted sons baptized as a part of a community service at a local Catholic Church.

Not all experiences have been positive. The children have lost friends specifically because they are in a gay family. Their older boys would regularly play with a neighborhood child, until his family discovered that the boys had two dads. Then his parents forbade the friend to visit their house anymore. The boys reported feeling "kind of let down" when that happened. Similarly, the youngest son regularly walked to school with a friend until one day the boy reported that his parents didn't want them walking together anymore. They called the mother of his son's friend to ask why not. After skirting the issue for a time, the woman finally admitted that it was because there were two dads in the household and "in her culture, that situation is not acceptable."

families. The Center organizes playgroups, offers parenting programs, hosts a Rainbow Family camp, and maintains a resource and referral database and a lending library of educational material. In addition, they annually sponsor (in cooperation with the Pot Luck Club), a one-day parenting conference and resource fair. They are also trying to establish "neighborhood networks," including one in Claremont, to provide a forum for discussion and social interaction among gay families who live near to one another.

"The Gay and Lesbian Center has never been asked to provide any diversity training for parent, school or service provider groups in Claremont," said Ms. Rosen, adding, "And the training is all free of charge." Nor have they been asked to facilitate dialogue among gay and heterosexual families as they have done in other academic and faith-based organizations in the county. This institution-based work is important, says Arielle, "to switch the culture of our systems", so that the burden of building understanding toward alternative sexual orientations and lifestyles can be taken away from the individuals and shouldered by the community." She feels that developing a culture of respect, not just tolerance, is vitally important for the health of the community, and particularly important for youth growing up in any type of family setting, who are not yet sure of their own sexual identity, or who are a gender variant.

Back to our family, one of the older sons reported that in middle school he had a friend whose behaviors did not conform to gender stereotypes. "That student was teased and ridiculed all the time and it was difficult." The children

"It is important to support dialogue among adults and youth about gender bias and harassment if we are to nurture a culture of respect for diversity in the community."

#### Family Services Manager L.A. Gay & Lesbian Center

Arielle Rosen, Family Services Manager at the L.A. Gay & Lesbian Center, reports that this type of experience is not uncommon for gay families. Few adults have had any type of diversity training, and adopt negative stereotypical attitudes towards others who live in family situations that do not conform to the prevailing norm. Her agency, which is funded to serve all of Los Angeles County, has had gay families from Claremont benefit from their services for at least five years. These services include support, education, advocacy, and an array of programming for prospective, expecting and existing gay and lesbian and the parents described how boys who behaved in a feminine way and girls who behaved in a masculine way had suffered to the point that their parents transferred them to other school districts. Even perceived gender orientation can create a hostile environment. Rosen points out that "gender conformity and non-conformity are different from gender orientation, but the harassment linked to one often spills over into the other. It is important to support dialogue among adults and youth about gender bias and harassment if we are to nurture a culture of respect for diversity in the community." Another

### Case Study Goal 3: Value Diversity

son said, "Some people judge you on how your parents are. But that's not necessarily me. My future may be different."

When a newspaper ran an article on the family, one father had patients cancel already confirmed appointments. When the other father ran successfully a seat on a public governance board, he ran into opposition from a number of citizens because of his sexual orientation. Ms. Rosen noted that the cultures of communities can and do change over time and that "it is up to the younger generations to provide new insights to older generations about respect for diversity in the community. Education is the basis for this change." As one of the interviewed fathers noted, "it is often written that gay children grow up in a family that is not like them and feel like a minority in their own family. But this is true for disabled children, as well as for adopted children who are ethnically different from their parents. We need to expand our horizons so none of these children feel marginalized."

Ms. Rosen added this "also extends to gay families who live in a community that is, for the most part, not like them. Both the children and the parents in these families can feel different and isolated. We need to create communities where everyone feels connected and safe; where adults and youth appreciate and respect the viewpoints and orientations of others, How can the citizens of the community better accept differences? Suggestions range from changing School District and City forms to be gender neutral, to publicizing the fact that both the Claremont Unified School District and the City of Claremont extend benefits to the staterecognized domestic partners of their gay and lesbian employees, to concerted efforts to promote dialogue with youth and adults, both at school and in the community, about concerning the challenges faced by families who are different. The boys, the parents and Rosen all agree on the importance of being involved in the community. As the fathers put it, "Getting to know people as individuals is the best way to breakdown stereotypes and promote acceptance and respect."

By Bonnie Busenberg, Youth and Family Master Plan Steering Committee Member 4/23/07

# **Case Study**

### Goal 4: Provide Good Information About Opportunities for Youth

arents, teachers, City leaders and youth agree on the importance of engaging children and teenagers in meaningful activities. Ironically, in Claremont, a community with a wealth of curricular and extracurricular activities organized for young people, participation is hampered by a lack of coordinated

information available to the public. Staff, teachers, and customer service providers who oversee "quality-of-life" services, need ongoing training on the importance of accessing and delivering up-to-date information.

The diversity of Claremont youth increased 17.4% between 1993 (38.6% youth of color) and 2005 (56% youth of color). The decade was also one of increased financial stress on family incomes, due in part to increased housing costs and living expenses. These and other factors have intensified the need to ensure programs and services remain accessible. Further, the Claremont Unified School District reports that 472 students can be considered homeless, using the Federal definition of homelessness. The definition includes students who live in temporary housing, such as motels, mobile home parks, as well as students who have no shelter at all. More than a quarter of the 6,800 students attending Claremont Schools, (1,793 to be exact) participate in the Free and Reduced Lunch Program available to low-income families.

School District enrollment has increased slowly from 6,331 students in 1994-95, the year the original Claremont Youth Master Plan (YMP) was created, to 6,858 students in 2006-07. Claremont serves not only its resident students, but also those residing in its School District boundaries that extend into parts of La Verne and Pomona. Additionally, 964 inter-district transfers add to the diversity on school campuses. The 1995 YMP recognized that all students attending Claremont schools, even students residing outside the City, should be granted access to the same services as residents, including participation in the TRACKS and Youth Activity Centers; scholarship assistance to participate in youth sports; child development services; and recreation classes. Consequently, services such as free supervised transportation home from the TRACKS and Youth Activity Center to students residing within the Pomona attendance zone is currently provided, along with no-cost tutoring programs offered to Pomona residents of the Foothill Corridor.

Making sure that everyone has good information about quality-of-life-services offered to Claremont and Pomona families; continued improvements in ensuring accessibility of programs to match the needs of families; appropriate training of staff; and coordination of information dissemination remains central to the aims of the Youth and Family Master Plan (Y&FMP). Ensuring that everyone knows how to use important quality-oflife services such as transportation and how to access scholarships are important links to fostering an inclusive community.

At the forefront of providing good information about opportunities for youth is connecting those families living within the Claremont School District's attendance zones with resources and information on programs and how to access them. Transportation issues facing some families, especially those living in the "wedge" of land south of Foothill Blvd, between Garey and Towne Avenues (an area mostly outside the city limits but within the boundaries of the School District), is a problem.

Many of the children are assigned to Sumner Elementary School, a significant walk from their neighborhood, made even longer and much more dangerous by the dearth of traffic signals along Foothill between Garey and Towne. The mother of three children attending kindergarten, third grade and 7th grade in Claremont schools explained the dilemma. "Getting kids to school and places of recreation after school is a daily problem," she reports.

The City and service providers have reduced barriers to services by offering programs such as tutoring services close to the residences of the students who need their services. CLASP (Claremont After-School Programs) operates four sites in the community accessible to many (but not all) families without transportation. Uncommon Good mentors arrange to meet their students at an accessible location as well. But many of the programs for elementary age children run out of the Hughes Center and at various sport facilities around the community cannot be reached by public transportation – and even if public transportation were provided, there would be the worry of having younger children travel alone on public buses to and from such activities.

Living outside the city limits poses its own set of problems. Scholarships to Hughes Center Programs and day care are currently not available to families who live outside of Claremont, even if they are within School District boundaries. This is sometimes the case with fee waivers associated with community sports activities as well. "I went to find out about the scholarships for programs at the Hughes Center. As soon as the lady at the front desk found out that I lived in Pomona, she said it was no use to fill out an application, because the scholarship policy was limited to Claremont residents. But my children go to Claremont schools. Why should they be turned away from applying for the scholarship? The city should change that policy." A Youth and Family Support Center staff member commented, "The families I work with sometimes get information on sports programs for their children, but for them it is too expensive. They don't have extra money to spend like that."

An administrator of Claremont Human Services said, "The staff needs ongoing training about services such as how to access transportation and apply for scholarships is central to making certain everyone is included. The dilemma that this family faced in getting misdirected on a policy that was put into motion several years ago demonstrates the need for continued training on services and programs, especially as new staff come on board."

She added, "Most recently, many families, resident and non-resident alike, have shared that even with the scholarship program in place, they still can't afford to have their children participate in recreation activities, so they often spend summers at home without much to do. This is concerning to families and service providers because of the risk factors present in the lives of youth when they're not involved in organized activities. It is also the responsibility of service providers to make improvements in services and programs (e.g. scholarship programs), when possible, to ensure services remain inclusive. Likewise, making certain that families understand the scope of programs and services available to them is another area where more outreach is needed. This is an effort that can be carried out by the Youth and Family Support Center's Community Workers, who engage in direct one-to-one interaction with families in need of help."

Families in the "in-between" territory have additional transportation problems. Although they have access to Foothill Transit buses running along major roads, more customized services like Dial-a-Ride will take passengers anywhere in Claremont, but won't cross city boundaries. Parents are wary of letting their children walk alone to the City boundary where they may have to wait an undetermined length of time for customized transportation.

A local High School Principal commented, "Isn't it a shame that the children in our community may not be able to participate in AYSO or Little League because of transportation? If Claremont could find a way to have a bus run from south Claremont and the Alternative High School to the Youth Activity Center, the middle school and the high school, it should be able to solve this problem as well. Finding a way to partner with existing public transportation services might just be the answer." The parent could not agree more, "It would make all our lives better if transportation could be improved."

The Director of Pomona Valley Transit Authority reacted to the problems discussed by our interviewee with a constructive attitude. "In response to the original Youth Master Plan, Claremont developed customized services targeting youth. They are available to connect them with resources like CLASP. These specialized group services already serve the 'in-between" territory. We hope to work with groups serving youth to expand this service. Currently, Dial-a-Ride is limited to those within City boundaries. Pomona Valley cities have taken a regional approach, Get About, to meet the special needs of senior citizens and disabled. It may be time for a discussion of a more regional approach to transportation for youth as well."

The administrator of Human Services shared that "while only group Dial-A-Ride transportation is available to Pomona residents accessing programs in Claremont, continued communication by families on their needs is necessary towards improving the delivery of services. The 1995 Claremont Youth Master Plan is unique in that it considers all students, regardless of residency status, as residents, making the provision of information and opportunities to those attending Claremont schools, but living outside the geographic limits of Claremont, a part of its staff. Various service providers and the city work together to regularly address the unique challenge of disseminating information on the services available to over 1,300 inter-district transfers and other students living outside city boundaries."

> **By Bonnie Busenberg,** Youth and Family Master Plan Steering Committee Member

> > Mercy Santoro, City Liaison June 2, 2007

"Many families, resident and non-resident alike, have shared that even with the scholarship program in place, they still can't afford to have their children participate in recreation activities, so they often spend summers at home without much to do."

> A Claremont Human Services Administrator

## **Case Study** Goal 5: Engage Youth in Meaningful Activities

xpanding the social, emotional, physical and employment skills of Claremont's youth by providing opportunities to mingle in an unstructured environment or to participate in group activities with their peers is a goal long sought after by the Claremont community. Since the first Claremont Youth Master Plan (YMP) was created (1995), two youth-centered facilities have been opened in Claremont, a Teen Activity Center (TAC) located on the El Roble Intermediate School campus, and a Youth Activity Center (YAC) located near Claremont High School.

Youth in Claremont can go to the YAC and TAC to be with their friends, listen to music, use computers and other technologies, play pool, become involved in creative projects and learn leadership skills through participation in leadership clubs and the Teen Committee, a youth governing board that reports directly to the Human Services Commission. A free staff supervised shuttle service providing transportation to facilities of recreation after school from the Alternative Education site to the TAC and YAC operates year round. The shuttle runs to the TAC and YAC at 5 pm and is designed to get teens that live a distance from the center in multi-family housing neighborhoods in Claremont and Pomona back home again.

Parents, students, School District personnel, as well as the community at large, to be a step in the right direction in providing services for Clare-

mont's teen population, generally acknowledge the centers. Are they as good as they could be? Are they sufficient to channel the energies of Claremont's young citizens towards productive outcomes?

The attitude of nine eighth-grade students from the intermediate

school interviewed for this case study -- four girls and seven boys – was that they were glad to have a center such as TAC available to them. One boy praised the TAC for getting him back on track after a rough start in seventh grade. "I joined BOO (Bettering Ourselves and Others)," he said. "Joe, our leader, is really easy to talk to and he always respects us, unlike some of our teachers and the proctors." Another boy asked if they had BOO at the High School, and was disappointed to learn that there was not. A girl offered that she liked to help out at TAC after school and said she was a member of Girls Group that plans projects and provides a forum for discussion.

The Principal of Claremont's intermediate school, himself a graduate of Claremont High School, and a former teacher at the school he now heads, wholeheartedly supports TAC. At the same time he believes that although advances have been made in providing varied choices for involvement to teenage students, much more can be accomplished. "We have many families in tight financial situations. They would like more supervision and enrichment for their children than they can afford. We have families where the parents have almost no free-time because they are working, leaving kids with way too much free-time. This situation can be true for affluent parents as well as financially-strapped families." He continued, "Drinking and drugs are an issue in our town, and the police keep reminding us

"We have many families in tight financial situations. They would like more supervision and enrichment for their children than they can afford."

#### A Claremont Middle School Principal

that these problems cross socio-economic lines. No group of kids is safe from exposure or access." One of the student interviewees who had transferred into the intermediate school from a Christian school reported that she was surprised at how few activities there were geared towards hobbies or special interests of teenagers. She would love to be able to participate in art and photography classes and join a gymnastics program. An administrator of Claremont Human Services commented that the City of Claremont offers over 400 enrichment activities each quarter at the Hughes Center for the entire community after school, in the evenings and weekends. To ensure accessibility, a scholarship program was established in 1995 to support inclusion of all youth in programs.

The City is not the only provider of activities for youth, however, there are many non-profit agencies, the Parent Faculty Association Summer Enrichment Program, organized youth sports groups, The Colleges and businesses all providing a variety of fee-based activities for children and youth. "From what we're learning in the 2006-07 Youth and Family Master Plan Update," the administrator shares, "many families, regardless of scholarship, cannot afford to have their children participate in any activities."

Another important area of focus is not reaching out more to parents of or encouraging them to reach out and learn more about how to get their teens involved in the community. Communication with parents of teenagers seems to be problematic as at this stage of development, parents begin to allow youth to take the lead in making decisions in how they will spend their unstructured time, and most often teens report they still need help in identifying constructive activities that match their interests. A re-visioning of marketing and outreaching services to youth and families along with addressing accessibility issues are all included in the recommendations for the updated plan."

A community member who has lived in Claremont for 10 years and has three children - one in college, one in high school and one in the intermediate school – expressed commonly held views among local parents about the impact of TAC and YAC on local youth. About the TRACKS Activity Center she commented, "I like the TAC, but I know that there are some kids that just don't go. I worry if they are going home to an empty house. Maybe more organized tutoring programs that aren't expensive would be helpful. I believe the middle school Principal is working on getting sports programs into that school again. Hopefully that will be going next year."

The students had also heard the rumor about the introduction of an intramural sports program to the middle school campus, and even though they will not be the beneficiaries of the new program, they were enthusiastic about the prospect and felt such a program would be a welcome addition to options open to their peers.

The interviewed mother had the same concern about the YAC as she had about TAC. "I see that there are many good and bad influences at the high school. Not too many kids go to the YAC. It is a valuable resource, but from what my child says, only certain types of kids hang out there. It makes me ask 'How many people are we actually reaching? Are the kids involved in other activities or do they not want to be bothered?"

The El Roble principal recalled that he had heard a comparison of adolescents to "18-wheel trucks with brakes under development." He appreciates what TAC has to offer his students on their journey to adulthood, but believes that despite the free shuttle system designed to improve access, transportation is still a big issue holding kids back from taking full advantage of the resources it offers. that raises funds for youth programs throughout our city. Many other groups and individuals also lend their expertise for school programs that expand the horizons of our students." Students enjoy special programs. Those interviewed for this case study expressed a particular desire to have classes and activities that would help them reach their career goals. Career aspirations varied widely among members of the interviewed group, from professions in medicine (doctor or RN) to public service (police and fire service), to creative design (fashion industry; animation, interior design). "There are a lot of boring classes here where you're expected to take notes and more notes and more notes, but you can't because you're so bored you get sleepy," noted one student. Another complained about the lack of experiential learning. "Science classes are mostly about memorizing - memorizing the periodic table, the elements, the solar system. We'd like something with deeper meaning ... labs with real chemicals." Another added, "When we do labs,

"I think we need more teen programs that are for teens only and we need to get the City involved. Claremont is such a small community; yet our kids have to go to La Verne for the movies and Montclair for the mall. We need more draw for teens; something community-based, but a safe spot for the teens."

#### **A Claremont Parent**

The Claremont Village is within walking distance of the middle school and the students do go there regularly, but find that it does not currently have much to offer them. "We mostly just 'hang out' in The Village because there's nothing else to do there except look at stuff and maybe buy food if we have any money," commented one boy. Some students felt that shopkeepers exhibited agebased discriminatory behaviors towards teenagers. One girl opined that above and beyond age, shopkeepers' attitudes suggested race and economic discrimination as well. The students think, though, that The Village expansion might help Claremont's center be more attractive to youth. "Hopefully, those new stores will be more interesting and friendlier."

Students and School District personnel are always seeking ways to make school relevant to the present and future. The Principal spoke with sincere appreciation about college and community-based organization support for activities that expand and/or deepen students' school-related experiences "Kravis Leadership Institute at Claremont McKenna College conducts mentoring and leadership workshops throughout the year; Claremont Rotary trains our eighth grade students in CPR; the City of Claremont collaborates with the school district to implement afterschool athletic and social activities; Claremont Red Cross sponsors an annual bike marathon they aren't useful. We make a rocket, which is fun, but what do we learn? They aren't real rockets and probably none of us will ever make real rockets anyway." Students are also interested in keeping the curriculum current. "The books we read, such as *To Kill a Mockingbird*, *Diary of Anne Frank*, and *The Outsiders*...are good ...but we'd like to read something more modern."

Are there enough activity choices offered on the high school campuses for hours spent outside the classroom? The interviewed mother, who works in the field of child advocacy, noted, "If you are involved in sports or drama, then yes. But there are some kids who aren't involved and those are the ones that usually end up getting into trouble. I see that a lot of parents can't afford dance team or sports. What choices are we providing for those children?"

Both the parent and the school official interviewed emphasized appropriate supervision of activities, and guidance in making choices, along with fostering the ability to choose or avoid certain behaviors in a peer-pressured situation. The Principal reported that stress, relationships, friends, family expectations, bullying, and poor interacting skills were major issues in the lives of young citizens that they don't know how to resolve. "When I get a kid in the office I usually ask, 'Why did you make that choice?' and they often respond, 'I don't know,' and they really don't! They can't explain their behavior." He believes even when space and time are provided for studying outside of school hours, that a more formal tutoring situation is preferable. "Most kids this age are not self-disciplined enough to work without supervision."

The parent also favored some type of program structure. "I put my kids in organized sports, including gymnastics, dance, and other programs because I felt, as a parent, that these organized programs channeled their energy in a more positive way than just hanging out without constructive activities to do. When my oldest child entered high school, I became aware of what her friends were doing and their influence on her. Some of her friends were into drugs, alcohol, and sex. I'm the kind of parent who wants to know where the kids are and that their parents are home with them. There have been times that I've trusted where they are, only to find out that they weren't where I thought they were. My concern is that there are many, many full-time working parents - including affluent parents - that sometimes don't follow up on what their kids are doing." In response to this concern, the parent organized a Parent Network, whose members pledge that all parties at their house will be supervised and that no smoking or drug-use will be allowed. Members of the network are identified in the student directory so other families can readily identify them.

Is there a need to expand options for youth in Claremont? The interviewed parent believes there is. "I think we need more teen programs that are for teens only and we need to get the City involved. Claremont is such a small community; yet our kids have to go to La Verne for the movies and to Montclair for the mall. We need more draw for teens; something community-based, but a safe spot for the teens. For example, I think a bowling alley in the old Ralph's market would be a good idea."

Is expanding options the answer to engaging more youth in meaningful activities; or should energies be channeled into connecting the young with existing opportunities by providing better transportation and more timely information; or should the focus be on enhancing and diversifying the school curriculum? All three paths are reasonable to consider as part of the updating of the Claremont Youth and Family Master Plan. Finding the appropriate balance among varied initiatives, and the resources to realize these initiatives, remains the challenge for the implementation phase of the Plan. ■

> Interviews by Yo-Landa Brown and Jane Purcell

Case Study by Bonnie Busenberg and Jane Purcell, Youth and Family Master Plan Steering Committee members 6/19/07

# **Case Study**

### Goal 6: Ensure That Youth Have Access to Physical Health Care

are of the physical health of offspring is a primary responsibility of parenthood, but it is a responsibility that inevitably becomes a shared endeavor the moment a child enters school. In the classroom, the child no longer has the undivided attention of an adult to prevent, detect and/or manage acute or chronic illness, so cooperation and communication among parents, teachers, and the school's Health Services Department becomes vital.

The Executive Director of Student Services in the Claremont Unified School District (CUSD) is proud of the work accomplished by the CUSD Health Services Department. "The nurses and health aides in that department make kids lives better on a daily basis. Our nurses and health aides act like surrogate parents for many students. I don't know what we would do without them." Currently, there are three full-time nurses and two part-time nurses on staff in the district, working a total of 3.4 full-time equivalent (FTE). One of the nurses is assigned to Danbury, the school for orthopedically handicapped, and to the care of other students with orthopedic problems in the district, and 2.4 nurses circulate among the elementary, middle and high schools. Additionally, every school has a health aide for most of the hours the students are on site. The aides provide first aid, perform initial assessments of minor illness complaints, dispense certain types of medicine and coordinate other activities under a nurse's supervision.

With 6,600 students in the district to monitor and support, the Health Service Department's plate is full. "We're always looking to expand what we can offer. We always try to do what's best for kids," explained the Student Services Director. "A few years ago the Health Aides at the elementary schools only worked 3 hours per day. Now they work 5 hours per day. There is also a recommendation going forward to increase the FTE hours of nurses in the district from 3.4 to 3.8 next year, made possible by categorical funding." The administrator realizes that although reducing the student/nurse ratio from 1,941to-1 this year to 1,737 to 1 for next year is a step in the right direction; there remains much room for improvement. He noted, however, that Claremont's numbers are either aligned with, or a little better than, the ratios reported by surrounding school districts.

"Currently, some of our most serious concerns surround the management of diabetes, asthma, peanut allergies, bee stings, administering physician- prescribed medications, pregnancies, and medical assessment of suspected eating disorders. For every student who has a health impairment, the Health Services Department, in communication and cooperation with parents, develops a care plan that will optimize the child's ability to function well in school. They review and update these plans at least annually, or more frequently as mandated by changes in conditions. Nurses also participate in the establishment of Individual Education Programs (IEPs) for children and youth with learning disabilities."

The Student Services Director explained that besides these duties, nurses are also responsible for vision and scoliosis screening, making sure that all students have required immunizations, deal-

ing with issues like outbreaks of head lice and chicken pox, and providing education in family life, HIV awareness, and general hygiene. "Their workload is enormous, has to be carried out at multiple sites and is constantly interrupted by criintervention, sis such as a serious accident, a child having a seizure, etc. They also have

whose parents don't have the time or the resources to keep their children from being lost in the system?" **A Claremont Parent** 

"If it weren't for my advocacy,

she would be lost in the

system. What about the kids

less optimistic impression of health services in the district. "A parent hands over a child, and trusts the schools, and that's not necessarily a trust that is deserved in Claremont schools," said this mother of two children in elementary school. "It is my impression that the school district does not take school nursing seriously; it does not place a value on health care," she said. "Both my children have severe and persistent asthma. Every school in Claremont has a nebulizer (advocacy from a grassroots asthma education program helped to insure that), but just because they have one, doesn't mean they know where it is or are willing to administer it."

Her daughter also suffers from epilepsy, although "she has been seizure-free and medication-free for seven years." From the age of ten months to five years, the girl was on heavy doses of anti-convulsive medication that delayed motor development. She was still wetting her pants in kindergarten. In first and second grade, it became obvious that in addition to delayed fine motor skills, the girl had learning disabilities. She worked more slowly than the other children and was failing second grade. The parents took their daughter to a psychologist but felt that the

school discounted his report. An IEP was scheduled. School personnel thought the girl had a problem socializing and wanted to pull her out of class to meet with a "special adult friend." "In other words," commented the dissatisfied parent,"they thought she didn't socialize well with other children, so

to constantly train health aides and update their own training as technology introduces more sophisticated monitoring devices to the campuses (e.g., insulin pumps).

Many parents express gratitude to the School District for the special support offered to their sons and daughters who have particular medical concerns, but not all are satisfied. Some question whether the School District has been able to establish a health care partnership with families. One woman interviewed for this study shares a they wanted to pull her out of physical education where she could get practice socializing and have her spend that time with an adult."

Subsequently, the parents took their daughter to a variety of specialists and she was ultimately diagnosed as having a visual processing disorder as well as problems with sequential memory. "Instead of looking at the problem, the school wanted to label her. If your child doesn't fit the mold, they make it so miserable you leave. I was told 'You are the first parent to complain.' This school had great test scores, but they didn't meet the needs of my daughter academically, medically, psychologically or emotionally. They didn't even want to try."

At this point the parents transferred their daughter to another elementary school in Claremont, where she is currently in fifth grade, although by her chronological age, she would normally be in seventh grade. "She's developmentally delayed, not developmentally disabled. We did visual therapy at home, and my daughter scored advanced or proficient in every category on the most recent state test. If it weren't for my advocacy, she would be lost in the system," said the mother. "What about the kids whose parents don't have the time or the resources to keep their children from being lost in the system?"

An administrator from the City's Human Services Department, who jointly oversees the City and School Youth and Family Support Center, shared that school nurses meet regularly with the school's Community Workers and other local service providers, offering education and support to parents on how to advocate and access assistance from other agencies who have joined together to "Ensure Everyone has Access to Physical Health Care," a goal of the 1995 Youth Master Plan. "Through parent meetings at the various elementary school sites; community health fairs; educational presentations; and assistance with resource and referrals, the Community Workers support the efforts of nurses, teachers and parents," this staff person shared.

"Parents play an important role in advocating and directing services for their children. The role of the Community Worker is to help ensure resources and supportive services are made available. Bilingual Community Workers are available at all Claremont school sites at scheduled times throughout the week and a referral can be made at any time to the Youth and Family Support Center. Information on the services is included in each school site's yearly bulletin. Additionally, a brochure on the services available at the Center and at school sites is annually mailed home to families. We also place an advertisement in the City's quarterly recreation guide. Even with all these outreach efforts, the administrator reports a need for improved communication to make certain parents in need know where to get additional help."

The interviewed mother described the new school in Claremont to which she transferred her daughter as significantly better, but she added, "I still have to keep after them about my children's health needs. We've had some scares that have made me storm into the Principal's office."

Most of these scares are related to her son, who, in addition to having bouts of asthma, has a severe reaction to bee and hornet stings. "It's critical that the school keep an EpiPen, which we provide, in the nurse's office. An Epi-Pen could save my son's life, and yet, I'm not confident that the school would administer it in time. For instance, one day my son needed a nebulizer treatment, and yet there wasn't a nurse or a health aide on duty. There was no one who knew where to find the nebulizer and no one who knew how to administer it. Amazingly, with all the problems I've had with health issues and the schools, I've never even met the school nurse, and that says something."

> Typically, there are 5 to 7 people on every school site, including teachers and principals, trained in the use of medical equipment.

The mother also cited some general problems with health in the schools. She lamented that frequently parents send kids to school ill. Most of her children's absences have been owing to other children bringing viruses into the classroom. "And the schools don't emphasize basic hygiene. The children are never even reminded to wash their hands before lunch."

The Executive Director of Student Services knows that gaps in service can and do arise in the school year, despite the best practices employed to avoid such occurrences. Typically, there are 5 to 7 people on every school site, including teachers and principals, trained in the use of medical equipment. "Cross-training in the administration of medical intervention devices is customary." "However," he explained "non-medical school personnel are directed to call 911 to respond to the emergencies if no trained school personnel are readily available."

The need to give health services personnel more time for educational programs, not only on basic hygiene and illness prevention, but also on topics like drug, alcohol use and obesity, is high on this administrator's lists of goals for the future. "In the best of all possible worlds, I would want to add two more full-time nurses in the district and would have the financial resources to allow Health Aides to be at each school site every minute that classes are in session. We are recommending changing the management structure of the department this year to have a nurse practitioner coordinate the department, who would report to me. Part of the assignment for the practitioner would be to seek grant funding to support these two additional positions."

Improvements in services affecting the physical health or youth have been demonstrable in the years since the original Youth Master Plan was adopted. In addition to expanding the hours for Health Aides on campus, schools have established "peanut-free zones" to reduce allergic reactions, and next year the school district will only serve peanut-free meals. The Healthy Kids collaboration among hospitals, the Red Cross and the School District has been established to make sure that when children without insurance get injured, they can be connected with free medical evaluation and services. Partnerships have been set up with local dentists to provide free dental screening for students, and with local hospitals and clinics to provide free immunizations for low-income families. Local Lions Clubs donate eyeglasses for the use of families who cannot afford them.

Still the enhanced education component lags. "We could use more space – health offices are small at some sites. We could use more posters for awareness, more in-depth health-oriented textbooks, updated health curricula, but most of all more time for our trained personnel to educate students in our district about prevention, detection, and management of physical challenges," commented the School District representative. One of the goals of the updated Youth Master Plan will be to work as a community to realize these needs. ■

#### Interviewers: Dior Hildebrand, Jane Purcell, Bonnie Busenberg

Written by Jane Purcell, Bonnie Busenberg, Youth and Family Master Plan Steering Committee members Mercy Santoro, City Liaison 6/18/07

# **Case Study**

### Goal 7: Ensure That Youth Have Access to Mental Health Care

ersonnel in the Claremont Unified School District and in the City of Claremont Youth and Family Support Center agree that in serving the needs of youth it is best to identify problems early and to insert interventions BEFORE the problems escalate into a full-blown crisis. Sometimes, though, despite good intentions and early application of resources, the system fails a family. When that happens, it is important to examine what went wrong in order to avoid future occurrences.

About five years ago a single-parent mother of two experienced the first in a series of crises triggered by her emotionally disturbed daughter. The mother, a professional, worked full time as the sole support for her family and had lived in Claremont for almost thirty years. In kindergarten, her daughter was diagnosed with multiple learning disabilities. An Individual Education Plan (IEP) assessment at this early stage allowed the family to request the services of a resource specialist throughout the girl's elementary schooling. With extra attention at school and strong support at home, the child made good progress. Her mother commented with nostalgia that when her daughter graduated from elementary school, she was listed among the outstanding 6th graders. "Throughout those elementary years, I was happy with my daughter's progress and the services provided to her by the school district."

Things changed as the child transitioned into middle school. The Director of Special Education Services in the Claremont Unified School District notes "the change in educational systems encountered when a child enters middle school can pose challenges for all students, but particularly for those with special needs."

He explains that the "single teacher" model of elementary education helps promote a sensitive and caring relationship among the child, the family, and the teacher, which is highly beneficial for those with learning disabilities. "Unfortunately, communication with parents decreases as children progress in school. There is a natural tendency for children to become less dependent upon their parents – and on school personnel – as they progress through middle and high school. But for children with special needs, direct communication with the parent is often vital to their success during this period.

Having multiple instructors throughout the day,

plus a wider social exposure, can be unsettling to students who are insecure about their learning skills. The less controlled environment may make problems that had manifested themselves as academic challenges in the child's elementary school, emerge as social and emotional issues in the adolescent years."

Before the girl moved to the new school and IEP assessment determined that her progress was such that she no longer qualified for services. The Director of Special Education Services explained that "the goal of Special Education is to ultimately have the child learn to deal with his or her own disabilities and be able to function successfully in any environment, so in general it is

> "We are able to provide many academic interventions for students with special needs, but there is a gap in what schools can provide to meet emotional and social problems."

#### Claremont Unified School District Director of Special Education Services

good to wean a child from interventions as soon as possible. At the same time, it is critical not to withdraw support too quickly so that the child will not flounder." A transition plan was established that allowed the student access to services for her seventh grade year.

The new environment was overwhelming. The girl's academic performance plummeted. She became involved in unhealthy social relationships, and serious emotional needs arose. She

began to have frequent bouts of depression and confided to her brother that she wanted to kill herself. She was hospitalized twice in a threeweek period. Although the family participated in a post-hospitalization program organized by their medical provider, the child's behavior continued on a downward spiral. She started "hanging out" with other troubled youth, would disappear and was regularly searched for by the police. She often found herself in serious trouble during these periods away from home. Her mother commented "I felt the need to supervise my daughter night and day in order to keep her alive. Her brother was also drawn into a vortex of anxiety over the well-being of his sister."

After a series of episodes the School District identified the daughter as emotionally disturbed. It was mutually agreed in a meeting with her mother that the traditional high school setting would not be the right environment for her daughter. The parent left that meeting distraught. "I felt I was on my own, and that it was my responsibility to find a more appropriate school for my daughter. But I had no information about alternative schools within a commutable distance from Claremont. No one had discussed residential placement programs. I did not receive guidance on how to find out about

> the financial and mental health support resources available to families in such situations. I didn't know where to turn. I felt abandoned, bewildered, and sick with worry over my daughter's future."

> The mother was able to utilize her own professional resources to identify local alternative schools for her child. Unfortunately, the girl's behavior deteriorated rather than improved,

drug use issues arose, the pattern of continued depression and suicidal thoughts continued, and more hospitalizations ensued. Ultimately, the mother's work colleagues helped her recognize the need to transfer her daughter to a residential facility. They also identified sources of funding that would make such placement feasible and connected her with a mental health advocate who coached her through the steps needed to obtain state-based aid. The Director of Special Education Services explained, "During the teen years social, and emotional issues can exacerbate problems for all students, especially those with learning disabilities." He wishes that school district funding were such that there could be additional counselors to work with students during their middle and high school years. He commented, "We are able to provide many academic interventions for students with special needs, but there is a gap in what schools can provide to meet emotional and social problems. Especially in cases where substance abuse is involved, it would be helpful to have counselors--in school or outside of school--who could work with the students, communicate with their families and help them connect with appropriate resources as soon as possible."

The mother believes that lack of communication at the outset of her daughter's middle school career was a serious issue and hopes that better channels of communication can be developed for other families facing similar issues. She said, "I wish one had just been able to say that my daughter was having a problem, put a name to a diagnosis and let you know what options are open to you. I wish they would say: 'Here is what the School District can do; here is what the City can do; here is what outside agencies may be able to do; and here is a list of support groups available to families in your situation.'"

The Director of Special Education Services noted that although still far from perfect, things have gotten better over the years since this family's experience. The Youth and Family Support Center does have counseling available for youth and their families, and there is a healthy relationship between that Center and School District personnel. Furthermore, a new state RTI (response to intervention) program allows district personnel to try multiple short term interventions of 6 to 8 weeks in duration and keep students who are experiencing problems connected with Special Education resources, even if they are not functioning below grade level. "I continue to believe that early intervention is the key to success, and that it is critically important to identify problems and provide resources early, so that a crisis situation never develops. The availability of more counseling resources for youth - in schools, through the City or through community-based organizations--would be immensely helpful."

One of the important initiatives of the Claremont Y&FMP 2006 is to find a way to ensure access to mental health care for all youth in the City and School District. Creative coordination of services among multiple agencies is needed to reach this goal. ■

**By Bonnie Busenberg and Frank D'Emilio,** Youth and Family Master Plan Steering Committee Members 5/06/07

# **Case Study** Goal 8: Provide a Safe, Secure and Sustainable Environment

laremont's newly appointed Police Chief sums up his law enforcement philosophy succinctly: "Every person has the right to feel safe in his or her neighborhood. The Claremont Police Department's primary mission is to make sure that all persons (residents or visitors) and property are safe in this community."

Although not complacent about the effectiveness of his department, he points out that Claremont's crime rates have been relatively steady over the past 10 years and decreased 8% between 2005 and 2006. During the past 16 years, 1993 was the year with the highest level of crimes reported (1,916). In 1998, those rates fell to their lowest level (1,077) during the annual reporting periods from 1991-2006. From 1998 through 2006, crime rates fluctuated from a low of 1,077 to a high of 1,328 (2005).

"The reports of violence in today's society makes people nervous and drives feelings of uncertainty, but the statistics on the number of crimes committed in Claremont do not often match that perception" offered the chief, who has lived in Claremont since he was eleven years old, attended local schools, has raised his own family here, and was a member of the Claremont Police Force for 21 years before he assumed the role of Chief in April of 2006.

He feels that policing is a partnership between the community and the Police Department. Cit-

izens should definitely make a report and inform the police if they observe suspicious activity, whether or not a crime has been committed. "We need to address small things to keep bigger issues from developing." He wants to make his officers more visible in the community – at

schools, and at neighborhood meetings where they can offer information, hear concerns that haven't been officially reported, become recognized as individuals and continue building and maintaining strong relationships with the community and its citizens. He is working to put more officers on bikes at large events such as the 4th of July celebrations and other special events in The Village, as well as frequent bike patrols of the apartment complexes throughout the community. "A number of people who work in this department grew up in Claremont. They have chosen to stay here in a small department because they are attached to, and have a stake in the community. Partnerships and relationships is what policing is all about. Developing, and maintaining these can improve the quality of life for everyone."

The Chief and his staff developed E-Watch as one of their newest outreach and communication tools for the community. E-Watch is a webbased system where citizens can sign up to get periodic electronic updates on activities in their geographic area.

But all citizens of Claremont do not feel safe and sufficiently protected in their town. The Bilingual Family Services Coordinator from Uncommon Good, a non-profit organization dedicated to serving the poor, primarily through providing children and teens living in poverty with men-

tors and other support to guide them to educational success, shares input he's learned from families who believe services and relationships with the Police Department can be improved. "I knew a woman, a single mother whose two daughters were involved in the Un-

common Good program. The family (which included another child) lived in one of the affordable apartment complexes in South Claremont for low-income families.

In the spring of 2006, problems had developed in that complex involving drugs, lewd conduct

issues from developing." Claremont Police Chief

"We need to address

small things to keep bigger

### **Case Study** Goal 8: Provide a Safe, Secure and Sustainable Environment

and the creation of unsafe areas. Non-resident day visitors caused most of these problems. The mother was an activist and wanted something done, so she complained to management; who requested more police presence; asked for surveillance cameras; and tried to organize complex residents to meet with police.

She approached the City with her concerns, but the situation did not improve. Instead, she was targeted and harassed by her neighbors for her outspoken approach. The situation got so bad that for the safety of herself and her children, in August of 2006 she moved to another state." The woman reported to the coordinator that the police would show up from time to time - but only when something had "happened," wanting evidence of the crime. They did not seem to be interested in creating a protected environment that would deter crimes to begin with. The woman felt she did not have the support of the community - neither the police nor the City - and that economic discrimination was coming into play.

The Uncommon Good Coordinator accompanied her once when she went to discuss her problems with the City. "We had to wait a long time before a community support representative would talk to us." Since the family's departure there has been more policing at the complex, but it came too late in this case. "What a disincentive this story is for citizens to vocalize problems and become involved in finding solutions" commented the Coordinator.

A Claremont's Human Services Department (CHSD) administrator shared a Human Services Commission Report from January 2007. The topic was police "wellness check" levels in south Claremont. The report indicates that in one south Claremont apartment complex alone, there were over 450 wellness checks where officers provided car and foot patrol. The administrator shares that "In 2004, following the completion of the School and Neighborhood Support Project, a report detailing less participation in recreation, school and community life coupled with reduced social supports among south Claremont residents, resulted in the adoption of a Neighborhood Service model for service delivery within the city. The model merges existing programs--including Mobile Recreation, Youth & Family Services Division programs, free transportation to places of recreation and home, property manager support/training, mini special events, after school educational tutoring,

and non-profit agency services - into a mobile and multi-faceted inter-agency approach to support service delivery.

Increasing participation in school and community life are underlying goals of services. Several holiday events are sponsored throughout the year that include entertainment, food, and crafts and involve police officers and City staff interacting with citizens. The events are designed to connect neighbors to other neighbors and to the larger community, and promote community-policing initiatives. On average the events attract 150-250 neighborhood residents. They provide a time for police and City staff to build relationship with residents, demonstrating that Claremont cares."

"There is no easy solution, nor can one agency change the problems faced by this parent and others, but there are many agencies who can work together to improve the overall quality of life for families," shares the Human Services adminis-

"Many officers prefer to work in the two south Claremont beats because it provides them more opportunities to be proactive and effective. The department looks at Claremont as ONE community and tries to improve the quality of life in the whole community."

#### **Claremont Police Chief**

trator. "What is important is that those agencies charged by the various governing bodies of Claremont act together in empowering families to take action. 'Coffee Break' groups, led by parents for parents, meet weekly throughout Claremont, including in various apartment complexes. Discussion topics feature life skill support, training on how to access local resources, and empowerment topics on communication, parenting and vocational training. The Youth and Family Support Center also has a free counseling program where outreach workers and Marriage and Family Therapist interns work throughout the community, providing mentoring and youth diversion counseling to teens and young adults. City and school resources are available inside the property managers' offices and staff is working to train managers in referring tenants in crisis."

The CHSD administrator shares that "building trust and recruiting bilingual staff as outreach workers who can relate to families and neighborhoods in crisis and/or experiencing difficulties is important to bringing about social change. Having open conversations about real or perceived discrimination and creating opportunities for this type of communication to happen are all features of the work various nonprofit agencies provide to Claremont residents. Real change can only occur through continued dialogue in partnership with residents facing barriers and the multiple agencies charged with providing supportive services. The struggle to build trust among families, while getting them actively involved in identifying problems and creating solutions, is important. These efforts will remain in progress until changes in life experiences occur."

The Police Chief realizes that there is a perception of lower service levels in south Claremont, but believes that the perception belies reality. The majority of the department's calls do come from areas south of Foothill, but he says that there is good police presence in the "higher risk areas" and many more foot patrols occur than people realize. As for his officers' attitude to-

> wards working in different areas of town, he reports that "many officers prefer to work in the two south Claremont beats because it provides them more opportunities to be proactive and effective. The department looks at Claremont as ONE community and tries to improve the quality of life in the whole community."

> An Uncommon Good staff emigrated to the U.S. from Mexico when he was 8 years old with his migrant farm worker family. A graduate of Rosemead High, the University of Redlands, and currently working toward a Master's degree at the University of La Verne, he had a strong background in social services before assuming his current position. Through his own experiences and through the reports of community mentors in his program, he can speak

knowledgably of the plight of poor immigrant families. "There are many parents and grandparents in Claremont who will not let their children play outside because they smell marijuana being smoked in their apartment complex, or are aware of other drug activity nearby, or know that gang members frequent the area. Yet I have heard police officers say to Uncommon Good parents that "We don't have drug problems at the High School' or 'We don't have gang activity in Claremont' when they complained about drugs activity among youth and gangs in their neighborhood."

The new Police Chief related that there currently is not a specific gang or gangs that claim Claremont or a portion of Claremont as its area. While gangs may not be centered here, gang members do live in Claremont, attend schools in Claremont, and come to Claremont. He understands that even if the gangs are not centered in Claremont, our community is not immune to their activities. He commented, "Gangs are mobile. If you live near a hot spot of gang activity in another community, it often may spill over." He believes effective controls include, investigating the causes for the augmentation of events (often the release of a former gang member from prison), putting more police personnel on the streets in times of heightened gang activity, and partnering with neighboring police departments to provide increased levels of support and enforcement when needed, as well as partnering with youth and adult services such as Probation and Parole.

Claremont has only forty-two officers on its force – small when compared with neighboring communities. The ethnic and gender profile of the force does not mirror the city's population. Only 10% of sworn officers are female. In the whole department, approximately 73% of personnel are Caucasian compared to the City at 65%; 5% are African American, compared to the City at 4.8%; 16% are Latino, compared to the City at 15.4% and about 5% are of Asian origin, compared to the City at 11.3%.

The Chief admits that his department is not as diverse as he might like, but notes that it is hard to attract minority candidates to apply for police jobs. "There are more police jobs than candidates throughout the southern California area right now. I struggle with knowing whether or not this really makes a difference. We advertise positions widely to encourage individuals with diverse backgrounds to apply and give them the tools to be successful. But, my first goal is to hire the bestqualified individuals first and foremost. "Many of the officers we have hired in the past grew up in the community and understand the values of the community and thus serve it better."

The representative from Uncommon Good thinks having more diversity reflected in the police force would be helpful. More important though would be a stronger effort at educating families on community policing and establishing neighborhood watch networks. While agreeing that E-watch is a valuable tool, he cautioned that only 40% of the families his agency works with have computers at all, and only 20% have Internet access. "Historically, minority families tend to stay away from police so a lot of work needs to be done in police/community relations building. It's important to build trust among the underserved in our cities. Wouldn't it be wonderful to have a community relations person working with the Claremont police who is bilingual and can broker the relationships?"

Police interaction with youth and coordination with the School District is of particular concern to the Chief of Police. He is proud of the efforts that have been made in Claremont to build a trusting relationship among elementary, middle and high school students and the Claremont police, citing the DARE (Drug Awareness and Resistance) program, police participation in career education days, the School Resource Officer's work at the high school, and the various presentations they are involved in with the School District and the City. Next school year he hopes to partner with Claremont Kiwanis in their "Read-Me" program, and continue the police/school district sponsored barbecues with students on various campuses. "We have a great relationship with the elementary school children and we don't want disconnects to develop in that relationship as kids progress through intermediate and high school. We've made great progress with the introduction of the SRO officer at the high schools, but we probably have some work to do at the intermediate school level."

On the anniversary of the April 1999, shooting at the high school in Columbine, Colorado four police officers on bicycles patrolled the high school campuses; many students stopped them to say they were relieved by their presence. Youth don't feel universally protected by members of the police force, however.

A tenth grader at the High School who lives in northeast Claremont and has attended Claremont schools for four years commented, "Encounters with the police are different, depending on who the kid is. If you have darker skin, wear baggy clothes and have a "gang-banger" look, you are much more likely to be hassled by police. Most cops are white with shaved heads. If there is a rumor about the use of drugs, the police always seem to pick out the black kids to interview. If they were looking for drug users or dealers, why wouldn't they pick out the white, nicely dressed kids who are more likely to have the money to buy and distribute drugs?" This student commented, "The law says you need evidence, that you can't single a person out because of the way he looks, but it happens." He continued, "The cops want to punish, not correct. They want to look for trouble but don't try to rehabilitate the troublemakers. That's not right. The first role of the police should be to protect."

The Chief of Police cautions that "not all interactions can be positive" between officers and youth, but adds "I hear more complaints about lack of respect than about enforcement. It is important to build respect on both sides so that relationships and partnerships can be built."

Thirteen years ago a joint operation was established with the School District and the Police Department to review and align policies and procedures concerning students. The new head of the police department is hoping to strengthen this alliance by reinstating the annual meeting that would include himself, the CUSD Superintendent, senior staff members and school site principals. "Our relationship with the School District in Claremont is strong to begin with, but I want to make it better. By working cooperatively to enforce jointly established policies with consistency and accountability, we can be more effective in achieving behavioral changes in our youth." The goals of the new Chief two months into his tenure on the job are ones that can be embraced by all residents of Claremont, young or old, affluent or economically challenged: to improve the transparency of his department; to build partnerships, to nurture respect, to develop lines of communication and to engage the community more deeply in protecting themselves and improving the quality of life in town. The updated Y&FMP will include recommendations on how best to achieve these goals. ■

> **Bonnie Busenberg,** Youth and Family Master Plan Steering Committee Member

> > Mercy Santoro, City Liaison 6/7/07

# **Case Study**

### Goal 9: Support Families and Educate Adults Who Deal with Children

pen communication is a key factor in meeting the needs of all youth in the City of Claremont. It is the bedrock of the trusting and supportive relationships the Claremont Youth and Family Master Plan seeks to foster among youth, the families of youth, and the adults that provide services to them: teachers, School District administrators, City personnel and professionals working in community-based organizations in Claremont. But even the most exemplary system of communication is severely undermined when language barriers exist.

A mother of three, fluent in Spanish and English was interviewed about language barriers. Many of her friends are monolingual in Spanish and their inability to speak and/or read English prevents them from getting involved with their children's education. "They don't like going to "Back to School" nights since the only way they can talk with teachers is through their children. I understand how they feel. My dad never went to "Back to School" night when I was a kid, because he was embarrassed that he couldn't speak or understand English well. Going to these type of events made him feel stupid." She explained that when non-English speaking parents go to school meetings, even when it is advertised that

translation will be available, the translation is often minimal, or literal instead of contextual.

Parent-teacher conferences present serious communication challenges. Parents can sometimes arrange to have School District personnel there to translate, but that person is usually a stranger and trust is an issue. Sometimes they bring an older child or a friend to help them communicate; sometimes they go and hope they will understand some of what the teacher says; sometimes they just don't go.

"My friend had a teacher call her about a problem with her daughter at school. But my friend didn't fully understand what the teacher was saying. She begged me to come with her and translate so she could really understand what the teacher said. She wanted to be sure that her thoughts and concerns would be understood clearly by the teacher as well. It turned out to be an important issue. It was lucky I was available." A Claremont elementary school principal spoke about the need for better translation services within the School District. Fluent in Spanish himself, he wishes that more teachers, teacher assistants, and staff in the School District had comprehension and speaking ability in more than one language and could simultaneously translate in small or large meetings. "Simultaneous translation - being able to convey the context of a thought - not just literally translate words from one language to another – is what is needed. Having more employees who could do this type of language bridging work would make a big difference."

"My friend had a teacher call her about a problem with her daughter at school. But my friend didn't fully understand what the teacher was saying. She begged me to come with her and translate so she could really understand what the teacher said."

#### **A Claremont Parent**

He noted that parents sometimes rely on their older children to fill in the communication gap, but it is not necessarily satisfactory. The child may not fully comprehend what is being said, nor have the vocabulary to adequately translate it. He volunteered that the situation is better for those families involved in Special Education services. for Individual Education Plans (IEP). "IEP has a translator assigned to the program, so any parent can ask for that translator to be present in an IEP Session. Of course, there can be an issue of trust when the translator is school appointed." At a few highly successful special program meetings at his school site, technology involving the use of headsets for translational services was available. A trained professional simultaneously translated the words of the speaker into another language for the benefit of non-English speaking parents. "It would be great if Claremont would own or lease such technology to facilitate communication, but cost is an issue."

The Latina interviewee works for the Claremont After School Program (CLASP), and so has direct knowledge about the situation in many non-English speaking homes beyond those of her friends. "Teachers will give homework assignments that ask for parent involvement. If the children try to translate, what they explain is often partial or not right - especially the young children. The parents who care come into the CLASP center so that the tutors can explain to them how they need to interact with their kids in the assignment. Otherwise they couldn't help. They also bring in some of the notices that come home from school because they don't understand what they say - and their young children don't understand either." She explained that although some forms (like the lunch application form, medical forms and Individual Education

> Plans (IEP) are available in Spanish, most weekly calendars and bulletins are provided to students in English only. Parents are told to call the office if they need explanation, but often no one in office speaks their language, so the it's a wasted call. She commented parenthetically that parents also bring in letters from doctor's offices and insurance offices to have tutors explain the contents. "The language in those letters is difficult to understand and since the American healthcare system is different from other countries, it gets confusing."

Because of her role as a tutor with CLASP, the interviewee had serious concerns about parental language barriers as an impediment to children's reading progress. "The children are supposed to read in English for 20 minutes at least 4 times a week. But their parents cannot help them and I know they are not doing it. The parents are frustrated and the tutors are frustrated. We are only open at CLASP for 1.5 hours twice a week. We try to get the kids to finish their homework early so that they will have time to read. We know that if they don't read at their CLASP session, they probably won't read at all. From that point of view it would be good to have CLASP open at least one more day per week."

The Principal noted that he wished non-English speaking parents who don't have the capacity to read with their child in English would read with the child in their native tongue. "But I don't know if they do this." Both interviewees mentioned that the recent initiation of the After School Education and Safety Program (ASES) at several sites in Claremont is a help to students both academically and socially. ASES operates on a graduated fee basis, depending upon a family's ability to pay, and provides children the opportunity to do homework with supervision, as well as to take classes in sports and arts.

According to this mother/tutor, the weekly Coffee Break meetings sponsored at two school sites are critically important in encouraging involvement in schools by non- or limited-English speaking parents. The meetings are conducted in Spanish and function as support groups as well as information resources. At the Coffee Breaks, the agendas try to meet the needs of the attendees. Parents ask questions about where to go for dental and eye care for their children; mailings are explained; doctors and specialists come in to talk about learning disabilities; information is shared about how to enroll children in sports programs and discounts and scholarships available to low-income families. Notifications about City-sponsored activities such as Village Venture, the Spring-Egg Hunt and the Teen Day in The Village are distributed and discussed.

School administrators are equivalently enthusiastic about the Coffee Break groups that are seen to provide support and encourage involvement not only among Spanish-speaking parents but for those who speak other languages as well. Additionally, the Principal interviewed praised the work of the Mexican American Legal Defense and Education Fund (MALDEF) that sponsors parent/school partnership programs for 12 weeks and trains parents in such issues as getting ready for parent conferences, sending their children to college, applying for scholarships, understanding the laws and rights of parent, the functions of City government, and the role of the School Board in their child's education. This program has been run twice in Claremont in recent years and he believes it has empowered parents.

The tutor wondered why ESL classes couldn't be arranged for parents at locations convenient to their homes and at times when they might be able to attend. "People who want to better themselves need to work around their family situation, but they are often too shy to assert their rights." The Principal agrees that "we should do all we can to encourage ESL for parents. Five years ago, we had an Adult ESL program at our site, but space became an issue. We should be able to overcome these facility barriers."

Our bilingual interviewee noted that there will always be people in Claremont who need information in another language and both the City and the schools need to publish more information in more than one language. The Principal did not disagree, but recognized the hurdles placed by time and resources, particularly the availability of staff that can readily translate. "In the meantime, it is important to try to find bilingual intermediaries, especially parents and classroom aides, who are willing to reach out and help their friends, neighbors, students and student families become informed on a host of school-related issues." He noted that you really have to get to know your parents and personnel to find out who among them has multilingual talents.

The interviewee noted that although some school personnel are in tune with the needs and opinions of their non-English speaking families, it is not true of the staff at all schools in Claremont. Parents of inter-district transfer students are particularly afraid to speak up about what they need, because they fear that if they become activists, their children will no longer be allowed to come to Claremont Schools.

The Principal explained that inter-district transfers can be allotted only on a space available basis and that there is often more demand than available space at the schools. Therefore a contract is drawn up with the families of every inter-district transfer student stating that in order to stay enrolled in this school system, the student must have regular attendance, good behavior and maintain grades above a minimal level. "It's only fair to do this so we don't deny a space to someone else in favor of a student who has a truancy problem, disrupts the learning environment for others, or isn't serious about academic progress."

In closing the conversation the interviewee commented on how important it is for non-English speaking parents to be involved with their children in school. "Many are somewhat involved in elementary school, but it's especially important in junior high and high school. If they can't get information – if they can't talk with the teachers and administrators – they can't be involved and help their student." The Principal agreed wholeheartedly with this observation and noted that it is an important challenge to Claremont School District personnel – and the community at large – to think creatively and experiment with new programs and systems that support and nurture this involvement. ■

> **By Bonnie Busenberg** Youth and Family Master Plan

Steering Committee Member 5/11/07 "In the meantime, it is important to try to find bilingual intermediaries, especially parents and classroom aides, who are willing to reach out and help their friends, neighbors, students and student families become informed on a host of school-related issues."

### A Claremont Elementary School Principal

## **Case Study** Goal 10: Coordinate Efforts to Reach These Goals

n simplest terms a strategic plan is a statement about where an organization wants to go over a set period of time, what it needs to do to get there, and how it will know if it got there or not. Adopted in 1995, the Claremont Youth Master Plan (YMP) focused on improving the quality of life for all youth and their families who live in Claremont or are enrolled in the Claremont Unified School District.

The Plan has been widely praised and emulated by other cities, but has implementation of the plan been equivalently successful? Has the plan made a difference in the experience of youth in Claremont? How will the update process, now underway, complement the earlier plan and further the goals of that plan? To answer these questions, the Chair of the original Youth Master Plan Steering Committee (Chair '95) and the Chair of the Y&FMP Update Steering Committee (Chair '06).

Chair '95 has lived in Claremont since 1970 and raised his family here. He attended graduate school locally and established a successful business in town. Before being appointed Chair he had served on the School Board for 12 years. "The goals we established in the original YMP were excellent. Like the U.S. Constitution, they were written for all times and were appropriately broad and idealistic. They represented the needs and the aspirations of the community. The Plan

has served as a sort of roadmap for developing programs to benefit youth in this city. To be truthful, I had hoped for more goal implementation, but we have been limited by the availability of financial resources. I would like to think that the Plan has made progress towards its goals and improved plan's progress is therefore one of the central efforts of the Y&FMP update project.

Chair '06, a retired pastor of a local church who has resided in Claremont with his family since 1986, was a member of a YMP subcommittee in 1995 and participated in the creation of the original plan. He believes the plan has acted as a blueprint for policy decisions enacted by the City Council and the School District and has strengthened the collaboration between them. "In other communities, when projects demand partnership between these two entities, the need to work together is often a stumbling block to progress. In Claremont, it is a point of enablement. The two agencies have developed an effective working relationship complete with strong sensitivity to the issues and constraints faced by the other."

"How many programs would we have had without the plan? Probably many. But we would not

"We are now a city where youth have a voice and realize the importance of their voice."

> 2006-07 Youth and Family Master Plan Chair

the quality of life for young people in Claremont, but I have no real way to evaluate it."

His opinion was echoed by Chair '06. "Has the plan been a success thus far? The answer is a resounding YES. Can I prove it? NO!" Although evaluation of the YMP's progress was written into the 1995 plan, efforts in that direction fell by the wayside. Implementing a workable and meaningful system of regular review of the have had a culture that recognizes youth as decision-makers whose ideas really matter. We are now a city where youth have a voice and realize the importance of their voice." He sees tangible evidence of progress in reaching the goals of the plan reflected in the existence of the Youth Aca Toen Activity Conter

tivity Center (YAC) and the Teen Activity Center (TAC). "I bike past the YAC nearly every day and see kids being constructive, being exposed to opportunities they otherwise wouldn't have."

Chair '95 commented that there was great enthusiasm for the creation of a Youth Master Plan in the mid-90s when the idea that "It Takes a Village to Raise a Child" was much in vogue. He worries now that except among personnel in the School District and the City, the plan has lost visibility among the citizens in town. "The existence and accomplishments of the Youth Master Plan are not 'up in lights' as they used to be." He mentioned in particular the apathy he has noted among business owners in town to sponsor youth events and/or encourage their staff to get involved in youth activities. "I hope the update of the plan will reinvigorate people's interest in providing opportunities for and interacting with Claremont's young people".

There was a governing board established in the mid-90s for monitoring the implementation of the newly approved Y&FMP. According to the Chair of the 1995 committee, the Board "just disappeared - or maybe quietly dissolved. It was a disappointment." Despite this experience, Chair '95 is convinced of the importance of a Citizen's Commission to oversee the plan's progress and to recommend mid-course adjustments. "The commission could act as a forum for regular assessment of the plan's progress, for talking about new initiatives, for seeking funding, and for getting more citizens involved. The body should have some authority to make corrections when something is not going right, and to bring reports and issues to the City Council and the School Board. These other two governing bodies are just too busy to give appropriate oversight to the plan."

Although Chair '06 believes in a culture of citizen participation, his primary concern is that the governing bodies take the lead role in ensuring oversight and implementation of the plan. This governance function could be achieved through a citizens' body, through joint meetings of the City Council and School Board, or by some other structure. "The important point is to insure that there is an effective governance process in place that will take responsibility for ongoing implementation, review, and evaluation of the Youth and Family Master Plan. One advantage of a citizens' body would be its role in providing a nexus point for interaction among multiple agencies serving youth including the non-profit sector."

Chair '95 commented that regular assessment is fundamental to success. "We have established a lot of programs. Now it is time to foster more participation in those programs and evaluate their success." What type of assessment should be carried out? He sees value in survey research to find out if the plan is improving youth's experience in Claremont, and thinks careful data should be kept of participation in programs. "Numbers do tell a story, but they have to be accurate. Qualitative information is also important." Chair '06 sees community participatory evaluation as having continuing value, but likes the idea of supplementing this effort with scientifically collected data, obtainable by partnering with county, state, and local agencies which

> "We have established a lot of programs. Now it is time to foster more participation in those programs and evaluate their success."

1995 Youth Master Plan Chair

regularly collect data on everything from developmental assets to healthcare access. "Whatever type of review we carry out, whatever tools we use the methodology has to be creditable to the City, the School District and to the citizens of Claremont."

The two interviewees remain motivated and energized to reinvigorate the City's commitment to its young people. Chair '95 said, "We need to 'keep on keeping on' in this process, since there is an ever-pressing need to care for youth. Many adults are clueless about the negative influences kids are exposed to today. We need to put our energies into providing opportunities and enriching the lives of our young people, rather than emphasize interventions when problems occur."

In the same spirit, Chair '06 said: "I want the Youth and Family Master Plan for Claremont to be seen as an ongoing, developing process of community awareness and policy/decision-making so that every young person in town can say "Claremont cares about me", and every adult who grew up in this city can say "I'm really glad that's where I spent my developing years."

**By Bonnie Busenberg,** Y&FMP Steering Committee Member Edited 5/20/07

### **Case Study** Goal 11: Provide a Detailed Annual Report & Regularly Update the Youth Master Plan

ince 1995, the City of Claremont and the Claremont Unified School District have worked together under the Youth Master Plan to expand and improve the services available to youth and families in this city. Reflecting this productive collaboration, the responsibility for ensuring that the City and the Claremont

Unified School District jointly shoulder attainment of the goals of Claremont's Youth and Family Master Plan (Y&FMP).

Although interviewed separately, Claremont City Manager Jeff Parker and Claremont Unified School District Superintendent David Cash articulated similar opinions on the efficacy of this partnership to-date, posed thought-provoking questions about the overall mission and workability of the plan, and offered advice for assessing the plan going forward.

Having worked here for approximately one year, both managers are relatively new to Claremont, but both judge the partnerships of their respective institutions under the Y&FMP to have been highly successful over the past 11 years. City Manager Parker pointed out that although it is generally rare for a city/school district partnership to be successful, Claremont benefits from an overall collegial atmosphere in the community. "There are many like minds in both institutions here, who look at how best to work together to create positive results." From the practical point of view the Y&FMP "recognizes the realities that neither agency can do all that is necessary for local youth, but by working together they come closer to serving the many needs."

The plan has had a definite impact on the allocation of funding to projects. Superintendent Cash notes that every proposal that comes before the School Board now must state how it is advancing the Youth Master Plan and is evaluated in that light. City Manager Parker thinks that such a process would be helpful for City Council members evaluating proposals involving youth and families. Already the existence of the Y&FMP significantly affects the allocation of City resources to Human Services in Claremont. For instance, all community-based organization funding (about \$75K annually) is judged in part on how the services of the organizations requesting funding further the goals of the plan.

"There are many like minds in both institutions here, who look at how best to work together to create positive results."

**Claremont City Manager** 

Superintendent Cash feels that the partnership under the Y&FMP has been critically important on two levels, the symbolic and the practical. "Symbolically, when two major agencies are willing to work together to provide services, it sends a strong message that youth are important in this town." In fact the active and productive partnership was a major influence in his decision to accept the position he currently fills.

At the same time that they value the partnership of their agencies, neither manager felt they could make a definitive statement about the overall success of the YMP since 1995. City Manager Parker noted that the plan as a document has been a highly recognized plan among city governments, especially for its noteworthy social justice point of view. That said, he quickly

### **Case Study** Goal 11: Provide a Detailed Annual Report & Regularly Update the Youth Master Plan

points out that a major weakness exists in the original plan, i.e., no evaluation component was included in the implementation scheme. Although unquestionably the plan has led to an augmentation of services, perhaps best symbolized by the creation of the YAC (Youth Activity Center) and the TAC (Teen Activity Center), it is unclear to him how many community members and what sectors of the community know about or have availed themselves of those services. Without this information, it is almost impossible to assess the overall impact of the plan.

Mr. Cash adds that as a person new to Claremont, the overall mission of the plan is still ambiguous to him. "Did the citizens of Claremont want to create a strategic plan for ALL youth in Claremont or were they targeting the sector of the population that traditionally had limited access to many services?" He notes that you cannot assess whether the goals have been reached without a clear understanding of the underlying mission and that with the 2006 update of the plan, this mission should be clarified.

Questions about the overall purpose of assessment with regard to the Y&FMP, and concerning what type of assessment would be most useful going forward were posed to both men. For Mr. Parker, making sure that the plan is flexible and can be used to respond to issues as they arise is a priority. "Since funding is limited, it makes sense to focus resources where they are most needed and the areas of greatest need change."

He noted that the goals of the plan are good, but broad based. There are many ways to reach these goals. Annually or bi-annually, it would be helpful to assess the CURRENT issues and needs of youth and set short-term objectives within the umbrella of the more general goal to meet those needs. Creating measurable goals and objectives is something he deems to be of utmost importance. "A successful assessment plan depends on creating specific objectives that are measurable to begin with."

Mr. Cash agrees that a flexible plan will benefit the community the most. He is a proponent of qualitative evaluation measures being built into the plan to provide the nuanced insight not available from quantitative measures. He believes that assessment should be formative, conducted with regularity and used to inform the City Council and the School Board whether the Youth and Family Master Plan is doing what needs to be done. The Superintendent agrees that the plan should allow a change of course (and a reallocation of funding) when there is a particular issue or "goal that beckons."

Regular discussions (perhaps annual) concerning whether the initiatives fueled by the Y&FMP are leading to the attainment of goals were championed by both leaders. They felt that the establishment of an annual joint meeting of the City Council and the School Board to assess the progress of the plan, review whether its goals are being achieved and approve a course of action for the coming year, would be an idea embraced by both bodies. Although both are hesitant to create additional bureaucratic structures, the idea of an advisory committee for the Y&FMP made up of District staff and City staff was mentioned as a possibility. Already the passion and dedication of staff from both agencies to the plan are what makes it work.

Mr. Parker believes that the success of the plan going forward "depends on a consensus of philosophical belief in what is important." To that end, he feels that it is critical to nurture staff's passion for the mission of the plan and to maintain the support of both the City Council and the School Board." He cautions that "goals should be set at a reachable level yet allow flexibility over the life of the plan." Mr. Cash is both "hopeful and optimistic about the future of the Y&FMP". Implemented correctly, he sees it leading to improved services for all youth in Claremont. ■

> **Bonnie Busenberg,** Youth and Family Master Plan Steering Committee Member 4/28/07

### **Recommendations/Conclusions**

Following the completion of forums and case studies, the Youth and Family Master Plan Steering Committee conducted three focus groups to learn more about priority needs and issues facing Claremont residents. The focus groups allowed for a more complex understanding of the issues facing Claremont residents while encouraging solutions for local-level problemsolving along with setting service priorities. Solutions recommended by community members were used to develop community-wide recommendations to support system change at the stakeholder level in focusing the delivery of services to improve quality of life while also assisting the governing bodies in setting funding priorities.

# Community-Wide Youth, Family and Teacher Forums

Approximately (9) youth, family, teacher and community forums were held during the months of April thru June with various community groups. The Steering Committee's Community Outreach Task Group hosted these forums with the Roble Intermediate, Claremont High School and the Alternative Education sites along with various parent and teacher groups in different community and neighborhood settings (see Appendix E). The purpose of the forums was to learn more about how students and adults relate to the updated goals and what they mean to the community. Input on programs and services in place as a result of the 1995 Youth Master Plan was elicited along with constructive feedback on how improvements can be made. Identifying common themes and issues in the community were all expected outcomes of these forums. The forums involved hundreds of Claremont residents who were willing to explore their past lived experiences in Claremont to better understand the impact of the 1995 Plan while providing direction for moving forward (Stringer, 2007, 51).

School-based forums were arranged by each school site's administrative staff to ensure a sampling that represented the overall student population. The Parent Faculty Association Central President assisted in outreaching the forum to members. Youth and Family Support Center Community Workers promoted the event using English and Spanish flyers door-to-door at the Claremont Village Commons and through the Coffee Break Parent Network. Flyers for the Hughes Center and Wheeler Park Neighborhood forums were mailed out to residents living within 500 feet of each park site and the weekend prior to the Wheeler Park forum, Human Services Recreation Leaders delivered flyers door-to-door.

Principal's were contacted by school administrators to host teacher forums, however, with it being near the end of the school year, only Sumner Elementary School teachers were able to participate. Equally important to note that as part of the participatory evaluation model, the forum facilitator's role was not to engage participants in dialogue but to pose questions and transcribe responses. Facilitators were selected based on their relationship to the forum groups, which ranged in size from as small as four persons to nearly one hundred. This phase of research was merely to collect and create shared knowledge of different life experiences happening within Claremont.

Particularly important to the participatory evaluation model is learning issues and barriers to services experienced by residents through problem identification at a local-level so that priorities for goals and community-wide recommendations can later be established (Creswell, 2003, p. 11).

A short DVD was played that showed the live votes that the Youth and Family Master Plan committee organized, which was designed to initiate discussion. Then the group broke into two to eight small groups to discuss issues and services the students and adults wanted addressed. The discussion leaders did not interject any opinions and encouraged open discussion. Issues and service priorities were listed on poster board. Participants were given six adhesive "dots" and asked to stick them next to their top three issues of concern and their top three service priorities at the end of each small group discussion. Top issues and service priority themes were identified based on how often they emerged in all (9) forums (Stringer, 2007, pp. 127-128). Participants could use all their dots on one issue or service priority if they wished.

### **METHODOLOGY**

- Conduct 9 Forums during April 2-June 15 (15-150 group members)
- Approximately 30 minutes to 1 hour long during school lunches, after school and evenings (snacks provided—lunch provided for El Roble & Parent Faculty Association)
- El Roble Principal will select 50 students per lunch to participate and all 125 students from the Alternative Education site will participate -- CHS will select 60 students to participate
- All invitations to neighborhood forums mailed out on Friday, April 13, 2007 with RSVP deadlines
- Claremont Commons and Coffee Breaker Invitations Done in English/Spanish and Vietnamese (CVC Only) & Translators will be Provided
- Visual display boards of updated goals completed
- Invitations will be mailed/distributed out two weeks in advance and reservation deadline will be established (childcare will be provided if requested in advance)
- INFORMED CONSENT IS NOT REQURIED TO PARTICIPATE
- (2-3) Task Group Members to Facilitate, City Staff to Setup and Take Minutes
- Prepare report for Steering Committee on Monday, May 14
- (4) Focus Groups on the top issues that emerge from the forums will occur in June

### **Purpose of Forums:**

- · Check to make sure goals are relevant
- Identify community issues
- Find out community level solutions
- Rank service priorities/issues (sticker activity)

### **Forum Agenda**

(goals will be displayed on poster board throughout the room):

- PowerPoint Media Presentation of Youth Live Votes/Teen Forums/CNN Footage & SPA Parent Action Project & Introduction of Y&FMP (13 minutes)
- Reference Visual Display Boards of 11 Goals
- Breakout Groups to Discuss Questions (20 minutes)
  - What are the issues that you think youth (birth through teens) of Claremont face?
  - What are the top issues that families face in Claremont?
  - What is your perception of cooperation between the City, the Claremont Unified School District and community organization in providing services to youth and families—how would you like to see agencies interact
  - What suggestions do you have for additional programs, services, or activities that might benefit youth and families in Claremont?
- Large Group Discussion—Reporting Back (20 minutes)
- Group Activity (rank issues and service priorities—10 minutes)
### **Administrative Support:**

- Room Setup/Snacks (Lunch for El Roble and Parent Faculty Central)
- Equipment/Supplies Provided (screen/overhead projector/multi-media DVD)
- Visual Display Boards
- Sign-in table (name takes, scorecard, forum agenda, sign in sheet)
- (8) Easels, Poster Board Paper and Markers
- Minutes will be taken at all forums (the Claremont Village Commons and Coffee Break groups will be facilitated in English and Spanish)

The top issues and service needs among participants identified through the forums includes:

### SUMMARY OF FORUM RECOMMENDATIONS

### **Suggestions for Focus Groups**

### I Improve Positive Communication

- A. Interpersonal Relations
  - 1. Diverse Groups (racism, bullying, gangs)
  - 2. Youth/adults (parents, school staff)
  - 3. Police/youth/community members
- B. Parent Education Parent expectations, youth stress, college preparation

### II Provide Meaningful Activities & Opportunities for Youth

Sports, recreation opportunities, tutoring, homework support, on-campus supervision after school, weekend transportation

### III Address On-Campus Concerns

- A. Bullying, racism, drugs/alcohol
- B. More electives for credit
- C. Adult/student relations
- D. Poorly prepared teachers/substitutes
- E. Stress: homework, time management
- F. Healthy food options
- G. Health/family planning support

# **Focus Groups**

Four focus groups were conducted during the weeks of June 4-20, 2007. Information from the focus groups was used to identify and understand more in-depth the top 3 service and quality of life priorities for the Youth and Family Master Plan (Y&FMP) Update, which the Steering Committee will recommend that the Board and Council use for future budgeting and work plan setting. The same questions were posed at all 4 groups to determine how reliable and generalizable the issues are to all target populations of Claremont. Questions for the groups were carefully devised so that participants could respond to the issues at hand in their own terms (Stringer, 2007, pp. 73-74). Groups were tape recorded and there were two designated transcribers to capture the data and to ensure accurateness of accounts. The Coffee Break Focus Group was done in English and Spanish with notes transcribed and dialogue translated into Spanish. The moderator selected to conduct all four focus groups was bilingual. (see Appendix F)

When interpreting the data from the focus groups, the Steering Committee focused on common themes among all stakeholders rather than specific insights or issues driven by a single person (Sringer, 207, p. 101). While perspectives were shared differently based on life experiences, the data was interpreted into over arching themes that many Claremont youth and families have in common.

The top issues from the 9 forums were the subject of investigation and included:

### **Top Issues from Forums:**

### I Improve Positive Communication

- A. Interpersonal Relations
  - 1. Diversity (racism and bullying)
  - 2. Youth/Adults/Police and Community Members (parents, school staff, business owners, etc)

### II Provide Meaningful Activities & Opportunities for Youth

Sports, recreation and enrichment opportunities, tutoring, homework support, on-campus supervision after school, weekend transportation

### III Address On-Campus School Issues

- A. Bullying, Racism, Drugs/Alcohol
- B. Adult/Student Relations
- C. Stress Related to Homework and Time Management

Each focus group was ninety minutes in duration with no more than twelve to fifteen persons in attendance. Focus group attendees shared similar life experiences. Some differences in life experiences were also necessary among focus group attendees to add challenge and perspective to the discussion. The four groups selected were youth, Parent Faculty Association leaders, Coffee Break parents and community stakeholders.

Vista Del Valle Principal Ley Yeager was selected by the Communication and Community Outreach and Evaluation Task Groups to serve as the moderator. The role of the moderator was to ensure everyone felt comfortable, that the discussion was kept on track, that no person dominated the meeting and that personal agendas or ideas were not imposed on the group that might weaken the reliability of information being shared. The moderator, when appropriate, asked clarifying questions to deepen the groups understanding of an issue or idea as well as summarizing perspectives for others to identify with. Questions for the focus groups were decided upon by the convening Steering Committee task groups in advance to ensure the focus groups did not become brainstorming sessions for others to generate a range of ideas nor were they intended to improve relations between City, School, and Community members. There was no time allotted for the moderator to share insights on services available or to clarify any misunderstandings, as these too were an important part of the data collection. The purpose of the questions was to collect quantitative data on perceptions residents have of living and growing up in Claremont specific to the community's strengths and weaknesses. Several recommendations for strengthening community assets were shared by participants and will be drawn upon by Steering Committee members in developing recommendations intended to address the needs of youth and families.

Prior to commencing each focus group discussion, Principal Yeager handed out the Search Institute's 40 Developmental Asset Checklist and requested that group members think back on their growing experiencing about the types of assets they had in their lives. Next, he explained that the Y&FMP is based on the developmental asset model.

### FOCUS GROUP SUMMARY

The information below is an overview of four forums conducted between June 15 and 20, 2007. Vista Del Valle Principal, Ley Yeager, who asked questions based on the goals of the Y&FMP and the Minnesota Search Institute's 40 developmental assets. The Steering Committee drew upon the information gained in the forums to prioritize issues and make recommendations for the revised plan.

### **Coffee Break**

Number of stakeholders in attendance: 20

### 1. Communication between youth and adults:

- Need faster, more frequent service from and better relationship with police department
- More parental supervision needed in neighborhoods—especially the parks and apartment complexes
- · Youth and adults want more respectful treatment from merchants and service providers
- Neighborhood safety/bullying/harassment, drugs, alcohol are issues
- Parents don't have enough time to participate in child's school or other activities
- Provide additional Spanish-speaking support

### 2. Provide meaningful activities for Youth After School

- Job training/shadowing
- Need additional tutoring and opportunities for educational success
- Make options more affordable (many families still can't afford to have their child (ren) participate in City and organized sports activities even with the scholarship program in place)
- Analyze transportation needs and then do something about them
- Market scholarships and remove stigma that deters people from using services
- Deal effectively and sensitively with issues of racism and perception of racism as well as discrimination against those perceived to be low-income
- Provide better neighborhood supervision to corral substance abuse, bullying, harassment, and peer pressure (apartment complexes)
- · Need more availability of affordable/high quality after school/childcare programs
- Need access to mental health care
- Healthcare in general needs to be more affordable

### 3. Concerns on Campus

- Deal effectively and sensitively with issues of racism and perception of racism as well as discrimination against those perceived to be low-income
- Enhance mental health services

- Clearer communication about the role of parents; what exactly is expected of them when they send their child (ren) to school
- Need additional tutoring and opportunities for educational success
- Provide better access to educational system; Provide additional Spanish-speaking support

### **Parent Faculty Association**

Number of stakeholders in attendance: 4

#### 1. Communication between youth and adults

- Encourage teens to speak to an adult about depression/and thoughts of suicide
- Educate merchants about the important role they play in keeping young people connected to the community
- Teens need better relationships with police (once they enter Junior High School, perceptions change)
- Parents need to realize teens need some space and privacy and not be the source of additional stress
- Adults in general need to be less afraid of teens

### 2. Provide meaningful activities for Youth After School

- Need additional tutoring and opportunities for educational success
- Enhance after school program curriculums in music, technology, and languages
- Make enrichment, recreational and organized sports options more affordable so all kids can be included together
- Analyze transportation needs and the do something about them
- Market scholarships and remove stigma so those in need will use services

### 3. Concerns on Campus

- Encourage more appropriate language and behavior among youth at the secondary level
- Offer vocational classes and job training
- Enhance violence, bullying, and harassment prevention training
- Enhance mental health services
- Add additional school nurses and counselors
- Expand health education; offer healthier lunch choices
- Make sure teachers are prepared to teach classes assigned to them
- Provide sensitivity and suicide prevention training to staff

### Youth

Number of stakeholders in attendance: 9

### 1. Communication between youth and adults

- Remember that teens often think of themselves as young adults, so they resist classifications such as "communication between youth and adults"
- Bring merchants and students together to improve mutual respect
- Bring police and students together to improve mutual respect
- Ensure school and community "rules" are doled out consistently and fairly, i.e. dress code, curfew, traffic stops, dirty looks
- Make sure teachers are prepared to teach classes assigned to them
- Build youth-friendly businesses; encourage new theatre to show films kids want to see—not just "art" films
- Provide places for teens to just hang out where they won't receive "dirty looks"
- Decrease number of times students are asked to identify themselves by race

### 2. Provide meaningful activities for Youth After School

- Job training/shadowing
- Encourage more diversity among students who use the TAC and the YAC
- Encourage more diversity on campus with mix-it-up days
- Provide more secure transportation, i.e., if a child takes a shuttle somewhere, make sure there are options for getting back safely
- Provide transportation on the weekend and to sports practice and games
- Create intramural sports program for El Roble and the elementary students

### 3. Concerns on Campus

- Expand health education; offer healthier lunch choices
- Make sure teachers are prepared to teach classes assigned to them
- Ensure AP classes, honors classes and IB programs do not create a barrier to mixing and diversity
- · Hire additional counselors so they can get to know kids
- Enforce rules fairly and explain them better: dress code, iPods, cell phones

### **Business Owners and Community Leaders**

Number of stakeholders in attendance: 4

#### 1. Communication between youth and adults:

- Encourage parents to take a more active role in supervising their children (Village is a safe place but young teenagers should not be left unsupervised)
- Use new technology to communicate with kids
- · Centralize services offered by city and schools
- Bring merchants and students together to improve mutual respect
- Encourage merchants to hire local students
- Offer better training regarding interviews, dress, manners, and work ethic

### 2. Provide meaningful activities for Youth After School

- Encourage merchants to hire local students
- Enhance after school program curriculums in music, technology, sports, art, and languages
- Provide "supervised" transportation on the weekend and to sports practice and games
- Provide a closed circuit trolley for youth only

### 3. Concerns on Campus

- · Offer vocational classes and job training
- Provide additional training in the 40 Developmental Assets
- Encourage more appropriate language and behavior among youth
- Encourage teachers to dress and act more appropriately
- Provide sensitivity and suicide prevention training to staff
- Remind adults that they serve as role models for youth

# **Service Provider Input**

ver sixty local agencies were asked to complete a questionnaire designed to learn how their organizations address the goals of the Youth and Family Master Plan (Y&FMP). The YMP Steering Committee asked organizations to share the mission statements of their organization and how their services match the eleven goals of the 2006-07 Y&FMP Update.

The goal of the Steering Committee was to improve and nurture coordination of service providers in achieving greater quality of life outcomes for Claremont's youth and families by participating in the process. (see Appendix E).

The purpose of this data gathering is to survey the efforts of service providers with the goal of creating and implementing relevant initiatives to monitor the plan community-wide. The Steering Committee will use stakeholder feedback to develop the recommendations for community-wide initiatives.

More than fifty agencies, committed to the Y&FMP and quality of life in Claremont, are working together to create communitywide change by carrying out an action plan that goes beyond the capacity of just one program or service provider to implement. The Steering Committee looks forward to creating a partnership with them to achieve the goals of the Y&FMP.



# Participatory Evaluation

# Service Providers to Claremont

# **Service Providers to Claremont**

### Over 56 service providers are active partners of the Youth and Family Master Plan Update

Chamber of Commerce House of Ruth Claremont American Little League Jumpstart Claremont at Pitzer College Ability First Nurse Family Partnership Claremont After School Program (CLASP) Sunrise Rotary Club of Claremont L.A. Gay and Lesbian Center Healthcare Benefits for All East Valley Community Health Center American Red Cross, Claremont Chapter Pastoral Counseling & Consultation Our Lady of Assumption Church Uncommon Good California Conference for Community and Justice **Claremont Educational Foundation** Committee on Interested Advocates for Safe & Healthy Housing **Claremont Community Foundation** Claremont Public Library Tri-City Mental Health Center Claremont Club Claremont High School Parent Faculty Association Compassion in Action - USA

Affordable Housing Coalition Pacific Clinics Pacific Lifeline Transitional Shelter for Women and Children Child Health and Disability Prevention Program Los Angeles County Public Health Department- Pomona Health Center David & Margaret Home, Inc Claremont United Church of Christ City of Claremont Police Department Claremont Girl's Fast Pitch CUSD Child Development Pitzer College Baldy View Regional Occupational Center National Alliance for Mental Illness (NAMI) City of Claremont Community Development Department CUSD Student Services Department Mental Health Consortium League of Women Voters City of Claremont Child Development Program Claremont Parent and Faculty Association University of La Verne Clinical & Community Psychology Department City of Claremont Youth and Family Services City of Claremont Sustainable General Plan

### The following agencies indicated their interest in partnering through the review process of the 1995 plan:

City of Claremont Committee on Human Relations (CoHR)

Claremont Teen Committee

Claremont AYSO

Department of Children and County Services (Pomona) Kiwanis Club Pomona Valley Transit Authority Rotary Club of Claremont Shoes that Fit City of Claremont Human Services



# Participatory Evaluation

# Service Provider Questionnaire Responses

# **Service Provider Questionnaire Responses**

### **OVERVIEW**

The information below is an overview of the attached responses to the Service Provider Questionnaires that more than 40 agencies were asked to complete in late May and early June 2007. The survey was designed to learn how agencies address the goals of the Youth and Family Master Plan (Y&FMP) and to obtain their priority recommendations, based on Y&FMP goals, for better serving youth and families. Respondents also had the opportunity to suggest additional programs and services.

1. Number of service providers responding to survey:	. 46
2. Top issues impacting youth:	
Substance abuse	(8)
Depression/teen suicide	
Socio-economic well being/poverty/inclusion of differently abled	
Educational success	
School/community safety/bullying/harassment/racism	
Availability of affordable/high quality after school/childcare programs	
Emotional wellbeing	
Access to affordable healthcare/teen pregnancy services	
Transportation to activities	. (2)
3. Top issues facing families:	
Access to health/mental health services	. (11)
Financial security of family	. (6)
Better parenting skills	
Safe/stable housing	
Communication between family members	
Not enough time to participate in child's school or other activities	
Quality of education	
Affordable after school/childcare programs/inclusion of differently abled	
Recognizing bullying/harassment behavior	
Transportation issues	
Racism issues	
Access to educational system	1 - 1
Substance abuse issues	
• Substance abuse issues	. (2)
4. Examples of additional programs and services suggested by responde	nts:
Job training/shadowing	
Violence prevention training (domestic & in-school)	
Enhance mental health services	
	Kirby Palmer Counseling & Psychotherapy, Our Lady of
	Assumption Church, David & Margaret Home,
	University of La Verne)
Additional parenting classes	(Fast Valley Community Health Center CUSD and
	City of Claremont Child Development Programs)
Additional human relations education for youth and community	
	for Equality & Justice, University of La Verne)
· Drive and Alaskal successors are success for a success and us with	
Drug and Alcohol awareness programs for parents and youth	. (COOD Student Services)
<ul> <li>Enhanced after school program curriculums in music, art, tackard and becaused</li> </ul>	(Olympic and Education of Example 1)
technology, and languages	
Expanded health education in schools	
	CUSD Student Services)
• Transportation to activities for youth living in multi-family dwellings	. (Claremont Police Department)
Seamless childcare/recreation enrollment	
Increased environmental awareness programs	. (Pitzer College & City of Claremont Sustainable City Plan)



# Participatory Evaluation

<b>Claremont Chamber of</b>	Commerce
Mission	To provide strong leadership in serving the interest of business, promote the inter-relationship between business and community, and encourage business participation with civic and educational organizations and programs.
Services That Address Y&FMP Goals	Offers programs to promote member businesses and increase their visibility in the community; raise funds to support Best B.E.T. and Job Game, send representatives to meet with the Teen Committee and to provide visitor and convention services.
Methods to Track Outcomes	Member surveys are conducted to measure outcomes. These could be shared if deemed meaningful to the YMP.
Youth Issues by Priority	<ol> <li>Developing appropriate work ethic and mastering basic skills to provide the workforce of the future</li> <li>Exploring career options and the vehicles available to obtain the requite skills needed to be successful</li> <li>Gaining practical work experience</li> </ol>
Family Issues by Priority	<ol> <li>Greater awareness of the value of the services provided by the Chamber</li> <li>Joining the Chamber and becoming actively involved with the programs (there are lots of home-based businesses in Claremont)</li> </ol>
How well do the City and School District work together with non-profits?	About right – it is extremely important for the City and School District to partner with businesses.
Additional programs & services needed	It is possible that the Chamber could introduce students to the world of work through connecting students and business owners.
House of Ruth	
Mission	To advocate for and assist women and children victimized by domestic violence by providing shelter, pro- grams, opportunity and education; to contribute to social change through intervention, education, prevention programs and community awareness.
Services That Address Y&FMP Goals	Emergency safe shelter for battered women and their children (includes boys up to age 18), Children's Pro- gram to address trauma, emergency hotline, outreach services to victims, counseling, case management, parenting classes, legal and social services advocacy, prevention programs in schools, churches, medical, community, and law enforcement agencies. Therapy for children who have been exposed to violence.
Methods to Track Outcomes	Services are recorded on a computer data base and would be available to the City (YMP) on request.
Youth Issues by Priority	<ol> <li>Being safe at school (not bullied or sexually harassed)</li> <li>Learning alternatives to violence</li> <li>Developing safe, healthy relationships</li> </ol>
Family Issues by Priority	<ol> <li>Recognizing abusive adult relationships and knowing how and where to get help</li> <li>Recognizing abusive behavior in teen relationships and knowing how to help their teens</li> <li>Knowing how to address safety issues such as bullying, teasing, or sexual harassment</li> </ol>
How well do the City and School District work together with non-profits?	<ul> <li>Should be stronger – Suggestions for working more closely with the House of Ruth:</li> <li>1. School District could increase student access to violence prevention programs.</li> <li>2. Train teachers to facilitate discussions with students on healthy and unhealthy teen relationships.</li> <li>3. City provides funding for healthy relationship and violence prevention programs in schools.</li> </ul>
Additional programs & services needed	Develop a model program such as the one House of Ruth partnered with using the City of Montclair, Ontario- Montclair School District, and the Montclair Community Collaborative to make presentations for students on a regular basis at all grade levels. Teachers, parents, and peer counselors were trained and youth took an active role in the project. Students formed action teams to address bullying, teasing, and sexual harassment on their school campuses. House of Ruth proposes that the City of Claremont fund a replication of all or part of this program in Claremont schools.

Clarament American L	
Claremont American Li	
Mission	Little League provides an enjoyable outlet for healthful activity, training under good leadership, and in the wholesome community participation. We are dedicated to helping children become good, decent, involved citizens. Our goal is to inspire kids to pursue their goals and enrich their lives towards the day when they must take their places in the world. We strive to establish the values of teamwork, sportsmanship, fair play and community involvement. Our goal is for kids to have fun!
Services That Address Y&FMP Goals	Provides trained coaches and volunteers to teach baseball skills, teamwork, sportsmanship, and fair play in an incrementally increasing competitive environment.
Methods to Track Outcomes	Player and volunteer participation data is collected and available. The board responds to questions and con- cerns posted on our website. Parents are asked to complete manager and coach evaluation surveys – these forms are considered confidential.
Youth Issues by Priority	<ol> <li>Adequate sports facilities</li> <li>Increased need for meaningful volunteer participation</li> <li>More positive cooperation between all youth sports, city services, and the Colleges</li> </ol>
Family Issues by Priority	<ol> <li>Inadequate, outdated, worn out parks and playing fields</li> <li>Inconvenient practice times due to limited places to practice</li> <li>Youth who do not have transportation to practices and games</li> </ol>
How well do the City and School District work together with non-profits?	Should be stronger – Due to the current condition of parks and playing fields, the Padua Park should be completed quickly. The city should explore a joint regional park with the City of Upland.
Additional programs & services needed	All related youth activities and opportunities are available on the City's web page and on youth sports web pages. These services should also be available on the County's 211 Information hotline.
Jumpstart Claremont a	t Pitzer College
Mission	To work towards the day every child in America enters school prepared to succeed. Jumpstart ensures that those children most at-risk still reach their potential. By providing extraordinary attention in yearlong one-to-one relationships, Jumpstart inspires children to learn, adults to teach, and communities to progress together.
Services That Address Y&FMP Goals	Trains college student volunteers to work individually with low-income children attending local Head Start centers. We also host several family and community events throughout the year, including weekly Family Literacy Nights at the Claremont Library. Each volunteer serves a minimum of 300 hours per school year, as we are an AmeriCorps program.
Methods to Track Outcomes	Children are evaluated according to a checklist at the beginning of the school year and then again at the end of the school year. Mid year and end of the year feedback is also collected from volunteers and teachers. A survey to track volunteers is administered at the beginning, mid-point, and end of the school year to gain a sense of the volunteers understanding of the needs facing the community in which they are serving.
Youth Issues by Priority	<ol> <li>Access of families to the education system and information</li> <li>Availability of high quality early childhood programs</li> <li>Collaboration among various community programs serving youth</li> </ol>
Family Issues by Priority	1. Not enough time to attend school functions 2. Language barrier 3. Difficulty understanding intricacies of educational system
How well do the City and School District work together with non-profits?	Should be stronger – there have been many challenges when trying to reach out to the School District.
Additional programs & services needed	We would be interested in collaborating in services targeted at young children.

Ability First	
Mission	To help people with disabilities realize their full potential throughout their lives.
Services That Address Y&FMP Goals	The agency includes and recognizes youth, many of whom volunteer to work with children/teens with a dis- ability. The agency serves a diverse population.
Methods to Track Outcomes	N/A
Youth Issues by Priority	<ol> <li>Increased youth volunteerism, perhaps mandating that all CHS students volunteer.</li> <li>Youth should be brought together (both able-bodied and disabled).</li> <li>Ensure that youth live in a safe environment.</li> </ol>
Family Issues by Priority	<ol> <li>Community support for families with children/adults with disabilities.</li> <li>Increased financial support for services for the disabled.</li> <li>A safe/accessible environment.</li> </ol>
How well do the City and School District work together with non-profits?	Should be stronger
Additional programs & services needed	We should incorporate all groups of people regardless of ones exterior or personal belief. An inclusive society where we are all connected would be an incredible place to be.
<b>Nurse Family Partners</b>	hip
Mission	To improve maternal health, childhood health and development, along with maternal sufficiency.
Services That Address Y&FMP Goals	Provides home visitation to first time mothers via public health nurses to ensure the health and development of mother and child, link clients to community based organizations as needed.
Methods to Track Outcomes	Program statistics can be shared with the Y&FMP governing body.
Youth Issues by Priority	N/A
Family Issues by Priority	1. Accessing mental health services for low income families. 2. Free childcare services.
How well do the City and School District work together with non-profits?	About right
Additional programs & services needed	Mental health services for low income families.



Leadership in Environmental Education Partnership (LEEP), Pitzer College and Claremont University Consortium.

### **Claremont After-School Programs, Inc. (CLASP)**

Mission	To help children in the Claremont area enhance academic skills in order to be successful in school and in life. To provide a safe after school environment and to offer students opportunities to connect with positive role models.
Services That Address Y&FMP Goals	Tutoring, mentoring, enrichment activities, intergenerational connections between volunteer tutors and stu dents in neighborhood-based settings. Involve parents in their children's education. Recruit volunteer tuto from throughout the community.
Methods to Track Outcomes	Informal surveys and focus groups.
Youth Issues by Priority	1. Academic support 2. Transportation 3. Parental support
Family Issues by Priority	<ol> <li>Financial stability including stable housing</li> <li>English language fluency (lack of)</li> <li>Job training</li> <li>Feeling connected to schools</li> </ol>
How well do the City and School District work together with non-profits?	Should be stronger – collaboration with the City has been good, but it is very difficult to receive feedback from some principals, and most teachers.
Additional programs & services needed	Groups like CLASP that are successful in serving the needs of children, youth and families need long-term stable funding so we can continue to serve the children, expand to more neighborhoods, and improve the program through staff development and tutor training.
ellow Ribbon Campai	gn
Mission	To provide quality mental health services to children, adolescents, adults and families. Services vary from full fee to reduced fees. Healthy Families Insurance is accepted. We have spearheaded and supported the Yellow Ribbon Suicide Prevention campaign.
Services That Address Y&FMP Goals	Individual and family therapy for adolescents and their families. Crisis intervention to address suicide, drug and alcohol issues. Parent education to address raising healthy adolescents. Group therapy in the schools to help kids with anger, socialization, academic and family issues. Home visitations are a part of the progra and other attempts to address home issues that might impact a child's ability to learn.
Methods to Track Outcomes	Pre and post treatment criteria to measure the outcomes of the group therapy.
Youth Issues by Priority	1. Substance abuse. 2. Depression. 3. Suicidal crisis.
Family Issues by Priority	<ol> <li>Access to mental health treatment for children and adolescents.</li> <li>Easy access to outpatient drug/alcohol treatment for adolescents.</li> </ol>
How well do the City and School District work together with non-profits?	N/A
	After school intensive outpatient drug/alcohol treatment that is easily accessible. A community-wide ment health triage team that is made up of School District, City (YAC staff and Police Department), private prac-

Minutes.	To serve our community and the world with a created amphasis on the peads of youth
Mission	To serve our community and the world with a special emphasis on the needs of youth.
Services That Address Y&FMP Goals	Send students to Youth Leadership Development Camps, hold annual musical talent contest for high schoo seniors, provide music scholarships, hold an annual speech contest, hold an annual ethics essay contest, and sponsor the annual Citywide Halloween Carnival. Provide Best Bet grants to teachers, and contribute local youth non-profits such as Shoes That Fit, CLASP, etc.
Methods to Track Outcomes	N/A
Youth Issues by Priority	1. Vocational development 2. Leadership development 3. Literacy
Family Issues by Priority	<ol> <li>Family oriented fun activities at holidays</li> <li>Financial aid for college</li> </ol>
How well do the City and School District work together with non-profits?	About right
Additional programs & services needed	N/A
A. Gay & Lesbian Cer	iter
Mission	Provide a broad array of services for the lesbian, gay, bisexual, and transgender community, welcoming nearly a quarter-million client visits from ethnically diverse youth and adults each year. Through its Jeffrey Goodman Special Care Clinic and on-site pharmacy, the Center offers free and low-cost health, HIV/AIDS medical care and HIV/STD testing and prevention. The Center also offers legal, social, cultural, and educational services, with unique programs for seniors, families and youth, including a 24-bed transitional living program for homeless youth. The Family Services Program provides support, education, advocacy and an array of social and educational programming to prospective, expecting and existing LGBT parents and the children, as well as education and training for the broader community.
Services That Address Y&FMP Goals	The Family Services Program offers diversity trainings for educators, school staff and service providers or how to meet the needs of LGBT parented families. The project also provides support and education service to LGBT families throughout Los Angeles County.
Methods to Track Outcomes	Those that participate in our programming are tracked within a database that includes demographic inforr tion. This information could be provided as needed.
Youth Issues by Priority	<ol> <li>Safe schools, free from harassment and anti-LGBT slurs and inclusive of curriculum that addresses LGBT people, information and families</li> <li>A sense of community for LGBT families with the Claremont area</li> <li>Access to LGBT family-friendly services providers with the Claremont area</li> </ol>
Family Issues by Priority	<ul> <li>Same as prior:</li> <li>1. Safe schools, free from harassment and anti-LGBT slurs and inclusive of curriculum that addresses LGBT people, information and families.</li> <li>2. A sense of community for LGBT families with the Claremont area.</li> <li>3. Access to LGBT family-friendly services providers with the Claremont area.</li> </ul>
How well do the City and School District work together with non-profits?	N/A
Additional programs & services needed	Our organization is currently working to establish a "Neighborhood Network" group for LGBT families with the City of Claremont. We would be happy to provide training for school staff, educators and other service

Healthcare Benefits fo	r All (H.B.F.A.)
Mission	Provide outreach and enrollment to the State and Federally funded program Healthy Families as a contracted provider. Healthy Families to children provides health, dental and vision coverage at low cost premiums.
Services That Address Y&FMP Goals	Presentation, screening and enrollment of families with children.
Methods to Track Outcomes	Can track by zip code
Youth Issues by Priority	The number of families that can qualify for the program or who lack health insurance for their children is unknown.
Family Issues by Priority	N/A
How well do the City and School District work together with non-profits?	Should be stronger
Additional programs & services needed	Total community effort with collaboration from all service providers.
East Valley Community	Health Center, Inc.
Mission	To provide comprehensive quality and accessible healthcare and health education services to the low-in- come and underserved populations of the East San Gabriel Valleys.
Services That Address Y&FMP Goals	Confidential, free reproductive services to teens. Workshops for parents of teens and for teens. Mental health services and peer education training, as well as employment opportunities. Primary medical care and referrals to needed services.
Methods to Track Outcomes	Medical care is tracked by zip code and age.
Youth Issues by Priority	<ol> <li>Teen pregnancy</li> <li>Immunizations</li> <li>Access to quality and affordable health care</li> </ol>
Family Issues by Priority	<ol> <li>Access to quality and affordable health care.</li> <li>Knowledge of available community services.</li> <li>Parenting skills and communication.</li> </ol>
How well do the City and School District work together with non-profits?	Should be stronger – our agency does not currently work with the Claremont School District.
Additional programs & services needed	Parenting classes to parents of children ages 0-5 and parents of teens.



Claremont After-School Programs, Inc. (CLASP)



Jumpstart Claremont at Pitzer College

s a humanitarian organization, led by volunteers that provides relief to victims of disasters and ple prevent, prepare for, and respond to emergencies. It does this through services that are consis- ts Congressional Charter and the Fundamental Principles of the International Red Cross. include a summer youth volunteer program, a Red Cross Club at Claremont High School, teaching all 's at El Roble basic lifesaving and disaster response skills. The Chapter also sends youth 12-17 to a leadership camp, and offers community services hours and health and safety courses for youth. hours and agencies served are tracked. Data can be provided to Y&FMP. al development that they (youth) are worthwhile contributors to community life g life skills that help themselves, their families, and their community a safe, stable family/home life. / that is trained, ready for and can respond to emergencies. estronger teations t persons and communities of faith by providing the highest quality mental health care to persons unable to afford these services. These services shall be psychologically current, culturally rel-
rs at El Roble basic lifesaving and disaster response skills. The Chapter also sends youth 12-17 to a leadership camp, and offers community services hours and health and safety courses for youth. hours and agencies served are tracked. Data can be provided to Y&FMP. al development that they (youth) are worthwhile contributors to community life g life skills that help themselves, their families, and their community a safe, stable family/home life. / that is trained, ready for and can respond to emergencies. e stronger tation t persons and communities of faith by providing the highest quality mental health care to persons
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t persons and communities of faith by providing the highest quality mental health care to persons
ritually sensitive and theologically informed.
sychotherapy for adolescents.
sion n and alienation from parents and peers.
on of children from parents need better information on mental health issues ient role models for youth
e stronger
r

Mission	To commit ourselves to love and support one another in faith and at home.
Services That Address Y&FMP Goals	Provides a junior high youth group and a high school youth group that meets weekly. Provides weekly bible study to discuss issues relevant to teens in a safe environment, such as sex, drugs, alcohol, suicide, body image, school friendships, getting along with parents, etc. Provides services, projects and fun activities for your
Methods to Track Outcomes	N/A
Youth Issues by Priority	1. Positive self image 2. Stress (from school, family sports, friends, etc.) 3. Drug and alcohol use
Family Issues by Priority	<ol> <li>Being together as a family due to busy schedules</li> <li>Lack of communication or not knowing how to communicate with each other</li> <li>Threat of violence against their children, especially a school</li> </ol>
How well do the City and School District work together with non-profits?	N/A
Additional programs & services needed	Free mental health services for teens. They need counselors they can trust outside of school.
ncommon Good	
Mission	Dedicated to serving the poor and to ending the cycle of poverty for low income, at-risk youth and their families.
Services That Address Y&FMP Goals	Includes the Clinic to College program that provides mentoring, tutoring, and social services to low income children and their families. The Teen Committee also provides opportunities for youth to improve the enviro ment and develop leadership skills. We provide parent educational programs that promote higher education healthy living , and supportive parenting skills. The Adopt an Angel Program supports free clinics and heal care for everyone.
Methods to Track Outcomes	Written surveys, standardized test scores, and interviews
Youth Issues by Priority	1. Education 2. Poverty 3. Environment
Family Issues by Priority	1. Lack of public transportation 2. Affordable housing 3. Affordable after school programs, particularly for low income children.
How well do the City and School District work	Should be stronger the more collaboration that exists between youth-serving organizations and city pro- grams, the more opportunities there will be for our children.
together with non-profits?	

### California Conference for Equality and Justice

Mission	A human relations organization dedicated to eliminating bias, bigotry and racism in America. The CCEJ breaks down the distance between people by promoting understanding and respect among all races, religions and cultures through education, conflict resolution and advocacy.
Services That Address Y&FMP Goals	Programs include the Building Bridges Youth Human Relations Residential Program that promotes self-awareness, mutual respect and valuing differences among high school age youth.
Methods to Track Outcomes	Annual outcome and output results are derived from the Building Bridges Program. These reports are available in electronic and printed form to all CCEJ clients.
Youth Issues by Priority	<ol> <li>Racial dialogue and inclusion opportunities</li> <li>Socio-economic balance</li> <li>Conflict management and resolution skills</li> </ol>
Family Issues by Priority	1. Human relations education
How well do the City and School District work together with non-profits?	Should be stronger – we have been fortunate to be able to work with Claremont High School in deliver- ing our Building Bridges Program for the past 8 years. The positive outcomes of this relationship could be increased simply by creating a similar relationship with other schools in the School District. We offer Hum Relations programs at all three school age levels, providing resources, programming and trainings to educ tors as well as school administrators.
Additional programs & services needed	The CCEJ provides Human Relations programming, education and trainings in four sectors: Community, Workplace, Interfaith, and Youth & Education. This broad base allows us to work with all segments of the Claremont population and to collaborate with other non-profit agencies in delivering a truly integrated ap- proach to supporting youth and families. We would like to partner with other non-profit organizations that focused on creating a more just and inclusive community.
laremont Educational	Equipartian
	Foundation
Mission	To protect and enhance the quality of public education in Claremont's public schools.
	To protect and enhance the quality of public education in Claremont's public schools. Provides funding for arts and music during the school day for every elementary school age child. Provides technology enhancements at the Intermediate and High School levels. Funds an art program at San Anton
Mission Services That Address	To protect and enhance the quality of public education in Claremont's public schools. Provides funding for arts and music during the school day for every elementary school age child. Provides technology enhancements at the Intermediate and High School levels. Funds an art program at San Anton Continuation High School and funds the District's after school music program. Awards scholarships to hig
Mission Services That Address Y&FMP Goals	To protect and enhance the quality of public education in Claremont's public schools. Provides funding for arts and music during the school day for every elementary school age child. Provides technology enhancements at the Intermediate and High School levels. Funds an art program at San Anton Continuation High School and funds the District's after school music program. Awards scholarships to hig school seniors in the area of music and community service. We can provide numbers of children affected by the CEF's funding. 1. Adequate, but not enhanced educational opportunities 2. Lack of art and music funding by the state educational budget
Mission Services That Address Y&FMP Goals Methods to Track Outcomes	To protect and enhance the quality of public education in Claremont's public schools. Provides funding for arts and music during the school day for every elementary school age child. Provides technology enhancements at the Intermediate and High School levels. Funds an art program at San Anton Continuation High School and funds the District's after school music program. Awards scholarships to hig school seniors in the area of music and community service. We can provide numbers of children affected by the CEF's funding. 1. Adequate, but not enhanced educational opportunities 2. Lack of art and music funding by the state education to remain globally competitive (language, technolog science, etc.) Same as Prior: 1. Adequate, but not enhanced educational opportunities. 2. Lack of art and music funding by the state education budget.
Mission Services That Address Y&FMP Goals Methods to Track Outcomes Youth Issues by Priority	To protect and enhance the quality of public education in Claremont's public schools. Provides funding for arts and music during the school day for every elementary school age child. Provides technology enhancements at the Intermediate and High School levels. Funds an art program at San Anton Continuation High School and funds the District's after school music program. Awards scholarships to hig school seniors in the area of music and community service. We can provide numbers of children affected by the CEF's funding. 1. Adequate, but not enhanced educational opportunities 2. Lack of art and music funding by the state education to remain globally competitive (language, technolog science, etc.) Same as Prior: 1. Adequate, but not enhanced educational opportunities. 2. Lack of art and music funding by the state educational budget. 3. Lack of art and music funding by the state educational program. (language, technolog science, etc.)

ommittee of intereste	d Advocates for Safe and Healthy Housing
Mission	To research, recommend and advocate long term sustainable initiatives that will insure safe and healthy housing for those youth and their families who live in Claremont's multiple family rentals.
Services That Address Y&FMP Goals	Does not provide direct services, but serves as advocates for safe and healthy housing for those youth and their families who live in multiple family rentals.
Methods to Track Outcomes	Does not provide direct services
Youth Issues by Priority	N/A
Family Issues by Priority	1. Drugs 2. Gang influences 3. Racism or perceived racism
How well do the City and School District work together with non-profits?	Should be stronger – social issues manifested in schools would better be addressed by the non-profit community than by the School District. The School District should have the opportunity to focus on education while the non-profit community in partnership with professionals trained to meet social needs, should funded to provide services in schools.
Additional programs & services needed	Our committee is very interested in collaborating with the City and the School District to assure that young people living in our multiple family rentals grow up in a safe and healthy environment.
laremont Community	Foundation
Mission	Strives to enhance and enrich the lives of those in and around the Claremont community. Through its grant and initiatives processes, special projects (often focused on public art), and personalized philanthropic giving alternatives, the Foundation seeks to provide opportunities to give as well as to receive.
Services That Address Y&FMP Goals	Use of college age work study students (internships) and volunteers helps create community. Provides grants for a number of youth related projects (shares many of the Y&FMP goals),
Methods to Track Outcomes	Outcome and implementation reports are submitted by each grantee. The Foundation is willing to provide a information readily available to continue the Y&FMP updating effort.
Youth Issues by Priority	<ul> <li>Being engaged in meaningful work and feeling needed:</li> <li>1. How does the work benefit the community?</li> <li>2. What role can the youth lead (as opposed to sometimes passively following)?</li> <li>3. Will the youth personally benefit in some way?</li> <li>4. Can the youth interact with other segments of the community as well as the youth's peers in a comfortable and practical way?</li> </ul>
Family Issues by Priority	<ol> <li>Creating a caring, accountable, understanding, safe and interested, and otherwise validating community in which to live, work and study.</li> <li>Having viable and accessible options for philanthropic giving.</li> <li>Uniquely creating ways to link the above two issues.</li> </ol>
How well do the City and School District work together with non-profits?	About right – but new cooperative models should always be explored since partnerships benefit everyone. Continuation of a strong and vital Coordinating Council is one option for open communication and collaborative involvement. The City and the School District are essential components of the Coordinating Council (the Claremont Colleges are another valuable component).
Additional programs & services needed	To enhance and enrich our sense of community, the Foundation will be unveiling a new "temporary" public art project during the City's Centennial Celebration in which the Foundation is collaborating with communit members, businesses, the City, and other arts-focused entities (currently being explored). Future public art projects of this type will be another opportunity to engage our youth and families of Claremont.

Mission	To provide our diverse communities with easy access to information and knowledge needed to nurture
	current cultural exploration and lifelong learning.
Services That Address	The Claremont Library is open seven days per week and gives customers access to all collections in the
Y&FMP Goals	County Library system through the free library card. The Library offers Children's Story time on two days pe week and a summer reading program. The Library has a Children's Librarian to assist youth and families.
Methods to Track Outcomes	Each month the Claremont Library tracks materials checked out, programs/events, and the number of attendees at programs.
Youth Issues by Priority	<ol> <li>Increased marketing so that parents, students and educators are aware of free Library resources</li> <li>Increase the use of the County's On-Line Library services</li> <li>Increased outreach to teens to get feedback about what they need as library users</li> </ol>
Family Issues by Priority	Same as prior plus: Tax base in Claremont does not fully fund operation costs of the Claremont Library.
How well do the City and School District work together with non-profits?	About right – there is a strong outreach from city agencies and staff to the surrounding stakeholders.
Additional programs & services needed	Marketing and advertising Claremont Library resources to adult and continuation schools and linking the County Library webpage resources to various community stakeholder homepages.
i-City Mental Health	Center
Mission	By understanding the needs of consumers and families, Tri-City Mental Health Center provides high-quality, culturally competent behavioral health care treatment, prevention and education in the diverse cities of Pomona, Claremont, and La Verne.
Services That Address Y&FMP Goals	Provides medication support services, case management, mental health support services, educational and supportive groups, and crisis intervention services.
Methods to Track Outcomes	The agency maintains data tracking the number of Claremont residents receiving services, service units provided, etc. Any specific measure included in the data base can be generated into a report.
Youth Issues by Priority	1. Emotional and/or behavioral problems of children 2. "Stigma" issues related to mental health
Family Issues by Priority	1. Coping with a family member's mental illness symptoms
How well do the City and School District work together with non-profits?	About right – we enjoy having a working relationship with the City of Claremont. The City of Claremont provides input to our decision-making process by way of governing board membership.
Additional programs & services needed	Additional services could include educational symposiums provided by mental health professionals from Tri-City, targeting families with individuals suffering from mental illness and regarding general symptom education and effective coping strategies.

	Dedicated to making a difference in people's lives.
Services That Address Y&FMP Goals	Provides summer camp programs, tennis shoes and scholarships for financially disadvantaged children. Conducts the December Adopt-A-Family Program and the Living Well After Cancer programs.
Methods to Track Outcomes	Assessments are received from their Wellness Department and registered Dietician, as well as testimonia from Club members.
Youth Issues by Priority	<ol> <li>Obesity, Type II Adult Onset Diabetes due to inactivity</li> <li>Barriers to accessibility due to financial hardships</li> <li>Equal access to school activities regardless of financial status</li> </ol>
Family Issues by Priority	1. Commitment to a healthy, independent lifestyle 2. Time Management 3. Financial well-being
How well do the City and School District work together with non-profits?	Should be stronger- increase job opportunities with youth throughout the city in partnership with business and supply transportation for after school programs.
Additional programs & services needed	Better tutorial programs offered in desirable settings. Additional learn to swim programs.
laremont High Schoo	I PFA
Mission	To assist the CHS administration and teachers with fundraising for supplies and projects, and to fulfill volu teer needs at CHS.
Services That Address Y&FMP Goals	Provides teacher mini-grants, teacher wish list items, chaperones for trips and school events, media and technology supplies and supports the Parent Network.
Methods to Track Outcomes	N/A
Youth Issues by Priority	1. Funds to maintain field trips 2. Funds to maintain supplies 3. Funds to maintain small class size and student counselors
Family Issues by Priority	1. Competitive academic demands 2. Influence from peers 3. Economic demands placed on families from rising living costs
How well do the City and School District work together with non-profits?	About right – however we can always strive to work as a whole team and communicate with each other whenever possible.
	N/A

ompassion In Action-	USA
Mission	To advocate for community members with social security disability benefits and access to medical/mental health care.
Services That Address Y&FMP Goals	Provides access to eligible benefits, works to assist with the economic stability of families, and stable housing
Methods to Track Outcomes	All clients are tracked by city, age, economic level, before and after services are provided, as well as lengt of time for delivery of eligible benefits.
Youth Issues by Priority	<ol> <li>Knowledge that SSI/SSDI is available for severe illness that causes inability to function in all areas of normal childhood life</li> <li>Continuous denials when applying for benefits</li> <li>Family economic decline as a result of benefit denial</li> </ol>
Family Issues by Priority	1. Lowered economic status 2. Homelessness 3. Medical/mental health services not available at needed level
How well do the City and School District work together with non-profits?	About right – once Claremont School District and the City became aware of Compassion, we have worked together well.
Additional programs & services needed	Compassion In Action is in serious need of volunteers and funding. Spreading the word about our work and the success we have had will help us provide more services to more individuals and families as volunteers and funds increase.
ffordable Housing Co	alition
Mission	To provide safe, attractive, and affordable low income housing in Claremont.
Services That Address Y&FMP Goals	Working to develop safe affordable low income housing.
Methods to Track Outcomes	N/A
Youth Issues by Priority	1. Safe housing
Family Issues by Priority	1. Safe housing
How well do the City and School District work together with non-profits?	Should be stronger – partnering makes sense.
Additional programs & services needed	N/A



Building Bridges Camp

Claremont Sunrise Rotary supported among many other youth programs and opportunities, the Friends of the Library's major Fund Raiser, their annual adult Spelling Bee.



Mission	Building on people's strengths, we deliver quality behavioral and mental health care services.
Services That Address Y&FMP Goals	Provides individual, family and group therapy to children and youth on MediCal.
Methods to Track Outcomes	At the present time, the agency does not track outcomes except for specialty programs.
Youth Issues by Priority	1. School problems 2. Depression 3. Drug use
Family Issues by Priority	1. Drug use 2. Depression 3. Communication with their children
How well do the City and School District work together with non-profits?	About right
Additional programs & services needed	Due to funding constraints, we are only able to service youths who have MediCal.
acific Lifeline Transit	ional Shelter for Women and Children
Mission	To prevent chronic homelessness by empowering women in crisis to rebuild their lives and regain financi independence.
Services That Address Y&FMP Goals	Programs include: -weekly group activities for shelter residents and bi-weekly group activities for children graduated from the program -youth and adult volunteers to assist with services -staff advocates who work on behalf of families that need to acquire health insurance -MFT counselor to provide individual and family counseling -a safe shelter for families and individuals
Methods to Track Outcomes	Agency staff keeps records on all clients and use team meetings as a part of case management. Exit inte views are used with clients along with an evaluation survey. The agency will supply appropriate informat to the Y&FMP governing body.
Youth Issues by Priority	1. Consistent education 2. Safe and secure housing 3. A parent that is able to focus on their needs
Family Issues by Priority	1. Affordable housing in safe neighborhoods 2. Affordable, safe childcare 3. Transportation issues
How well do the City and School District work together with non-profits?	About right – The Youth and Family Support Center is a great program that helps ambassador these issue
	Additional parenting classes.

Mission	To provide a preventive health program serving California's youth.
Services That Address Y&FMP Goals	Provides free well-child check-ups to children ages 0-19 from low-income families and to children 0-21 who have MediCal.
Methods to Track Outcomes	N/A
Youth Issues by Priority	1. Lack of access to healthcare 2. Lack of knowledge of CHDP program
Family Issues by Priority	1. Lack of access to healthcare 2. Lack of knowledge of CHDP program
How well do the City and School District work together with non-profits?	Should be stronger
Additional programs & services needed	CHDP can send regular updates of providers in Claremont and surrounding cities for distribution to school nurses and local community-based organizations.
os Angeles County Pu	ıblic Health Department – Pomona Health Center
Mission	Healthy people in healthy communities – to protect health, prevent disease, and promote health and wellbein
Services That Address Y&FMP Goals	Includes health education, immunizations, STD testing and treatment, communicable disease control (trac ing & prevention), health advocacy, and emergency preparedness training.
Methods to Track Outcomes	Data collected by the Public Health Department is not aggregated down to a city or zip code level. Most da is compiled on a SPA (Service Planning Area) or health center level.
Youth Issues by Priority	1. Chronic disease prevention 2. STD exposure 3. Emergency preparedness
Family Issues by Priority	<ol> <li>Chronic disease prevention</li> <li>Emergency preparedness</li> <li>Injury prevention</li> </ol>
How well do the City and School District work together with non-profits?	N/A
Additional programs & services needed	Expanded health education (nutrition, physical activity, and hygiene) in schools throughout the years. We are able to assist in presentations and emergency preparedness on city, school, and personal level with hi levels of collaboration and communication.
	Claremont Educational Foundation

Mission	Empowers children, youth, and families through culturally diverse services that foster emotional, educational, spiritual, and identity development.
Services That Address Y&FMP Goals	Has provided counseling services at El Roble, Claremont High School, and the continuation education programs. Provided a bullying and harassment prevention seminar at CHS. Provided Specialized Parent Education classes and special support programs for adolescents.
Methods to Track Outcomes	Tracks outcomes primarily by remaining in communication with those parties who are in a position to judge outcomes through student improvement. The agency internally tracks outcomes by monitoring progress toward treatment goals and has implemented a measurable tool to track outcome measures in its mental health clinic. Willing to explore the sharing of non-confidential data with Y&FMP governing body.
Youth Issues by Priority	1. Grief issues that manifest themselves in negative behaviors 2. Feelings of isolation and lack of support within the family, school and community
Family Issues by Priority	<ol> <li>Lack of communication within the family</li> <li>Discord among various members of the family</li> <li>Youth perceiving that parents are uninterested in them</li> </ol>
How well do the City and School District work together with non-profits?	About right – though at times navigating the system in certain matters is difficult. However, we would much rather work in a system that operates in partnership than in one that does not.
Additional programs & services needed	Ideally, school counseling is meant to be short-term, however, if there were certain therapeutic groups avai able that an individual counselor could refer a youth to, the child would have a form of support after the ne for individual counseling has diminished. If groups were available that address the needs the youth presen than, in some cases, individual therapy may not be necessary. There are multiple ways in which our agenc could expand our involvement; most recently, involving David & Margaret in the case management elemen of services was discussed.
laremont United Chur	ch of Christ
Mission	To provide service to all, to work for peace and justice, and to live in harmony with all creation.
Services That Address Y&FMP Goals	Provides church school for ages 2 through grade nine, youth group for grades 7-12, and quarterly activities for 4th-6th graders
Methods to Track Outcomes	N/A
Youth Issues by Priority	1. Over scheduled 2. Pressure to succeed 3. Peer pressure (drugs, alcohol, sex)
	1. Overscheduled
Family Issues by Priority	<ol> <li>2. Financial strain due to cost of living</li> <li>3. Communication or lack thereof</li> </ol>
Family Issues by Priority How well do the City and School District work together with non-profits?	2. Financial strain due to cost of living

Mission	To provide for the safety and security of all residents and visitors.
Services That Address Y&FMP Goals	Provides law enforcement and first responder services to the community. Our Community Policing philoso- phy is based on partnerships with the community, school district, Fire Department, Parole and Probation, Chamber of Commerce and Police Commission.
Methods to Track Outcomes	Publishes an annual report that details the activities of the Department. These activities and services are monitored as part of our work plan and the desire to provide excellent services to the community at large. of the information that we provide in our annual report is public record and therefore available to the Y&FM report. Some information that may be requested by the Y&FMP pertaining to juvenile arrests or crime in general is available, however, specifics that may identify specific juveniles or criminal offenders is not.
Youth Issues by Priority	<ol> <li>A lack of understanding by some teens of the role of the Police Department</li> <li>Bias or stereotyping by some teens and some police officers</li> <li>Teen's testing of authority against adults or the perceived establishment</li> </ol>
Family Issues by Priority	N/A
How well do the City and School District work together with non-profits?	About right
Additional programs & services needed	Transportation services for our youth who reside in multi-family dwellings to various after school activities such as youth sports, etc. Often time we find that young persons in these sites are locked into a social set- ting within the confines of the complex walls because they do not have transportation to outside activities. They lose the connection to the rest of the community.
laremont Girl's Fastpi	tch Softball
Mission	To provide a safe and effective environment for girls to learn and excel at softball.
Services That Address Y&FMP Goals	Valuing diversity, teaching fundamentals and teamwork, and providing a healthy environment for growth.
Methods to Track Outcomes	Tracks enrollment and growth figures on a year-to year basis. Willing to share specific data with the Y&FM governing body.
Youth Issues by Priority	<ol> <li>Funding</li> <li>Resources (safe and well maintained fields and lighting)</li> <li>Competition from neighboring communities with better funding for their programs</li> </ol>
Family Issues by Priority	<ol> <li>Having a local sports activity without having to go to a neighboring city due to a lack of funding and resources</li> <li>The ability to participate in an activity that is beneficial to the entire community</li> <li>Having a safe-haven for girls to learn a sport exclusively for their gender</li> </ol>
How well do the City and School District work together with non-profits?	Should be stronger – need funding as well as fields and lighting.
Additional programs	N/A

### **Claremont Unified School District Child Development Program**

Mission	To provide a positive, nurturing experience in a safe, supportive and active learning environment. The needs of children can be met with regard to their level of development, their individuality and the cultural diversity among them. Children are encouraged to help plan and to make choices. They learn to solve problems and to be responsible, accountable students.
Services That Address Y&FMP Goals	Provides full day childcare ages birth to five years. Provides half-day state preschool (ages 3-5) half-days universal preschool (ages 4-5), before and after School childcare/state latchkey & fee based (grades K-6), and after school education and safety program for grades 1-6.
Methods to Track Outcomes	Parents surveys, child assessments, customer service tracking, and program self-evaluations. Cannot provide child or site specific assessment data.
Youth Issues by Priority	<ol> <li>Need for safe, affordable, high quality, full-day, full-year child care for infants, toddlers, preschoolers, and school age students.</li> <li>Need for additional facilities to provide child care and preschool services.</li> <li>Need for a "transition preschool/kindergarten class" to serve kindergarten age eligible children who need an additional year of kindergarten readiness experiences prior to kindergarten entry.</li> </ol>
Family Issues by Priority	<ol> <li>Full-time working parents need safe, affordable, high quality full-day/full year childcare for infants, toddlers, preschoolers, and school age students.</li> <li>Need for accessible, affordable, high quality mental health services.</li> <li>Parenting classes/workshops.</li> </ol>
How well do the City and School District work together with non-profits?	Should be stronger – specifically in areas related to family support/mental health services.
Additional programs & services needed	Explore" seamless" childcare/recreation service delivery model between the School District and City (one- stop enrollment). Parenting classes/workshops currently provided by Child Development Program to enrolled families could be expanded and offered to the community-at-large.
Pitzer College	
Mission	Produces engaged, socially responsible citizens of the world through an academically rigorous, interdisciplin- ary liberal arts education emphasizing social justice, intercultural understanding and environmental sensitivity. The meaningful participation of students, faculty and staff in college governance and academic program design is a Pitzer core value. Our community thrives within the mutually supportive framework of the Claremont Colleges which provide an unsurpassed breadth of academic, athletic and social opportunities.
Services That Address Y&FMP Goals	Social responsibility is one of the six educational objectives of Pitzer College. By undertaking social respon- sibility and by examining the ethical implications of knowledge, students learn to evaluate the effects of actions and social policies and to take responsibility for making the world we live in a better place.
Methods to Track Outcomes	Methods vary depending on the project, but includes various assessments.
Youth Issues by Priority	1. Social and environmental responsibility 2. Sustainability 3. Education
Family Issues by Priority	Same as previous: 1. Social and environmental responsibility 2. Sustainability 3. Education
How well do the City and School District work together with non-profits?	About right
Additional programs & services needed	Claremont would benefit greatly from increased programs around issues of environmental awareness and responsible action. One example of a possible collaboration is one being explored through a partnership between Pitzer College and Uncommon Good.

Mission	The mission of Baldy View ROP, leader and premier provider of career-technical education, is to develop a educated and skilled workforce through a delivery of exemplary programs.
Services That Address Y&FMP Goals	Baldy View ROP provides over 50 career technical courses that prepare students to enter the workforce of continue their education through advance training at college or trade school.
Methods to Track Outcomes	ROP does a comprehensive follow-up survey of students who have completed courses. This follow-up is done proximately one year after completion. This data can be provided to the Y&FMP governing body upon request.
Youth Issues by Priority	<ol> <li>Lack of knowledge and understanding of the value of ROP courses</li> <li>Transportation to various class locations throughout the area</li> <li>Parent support and encouragement for students to take ROP courses</li> </ol>
Family Issues by Priority	N/A
How well do the City and School District work together with non-profits?	N/A
Additional programs & services needed	The community needs to be knowledgeable about the opportunities that ROP can provide for all high scho students. Career Pathways are in place and courses are offered in a wide variety of occupational areas. These classes provide training for students who want to enter the workforce and also those continuing to college. Many courses are articulated with local community colleges enabling students to earn college credit in addition to high school credit.
ational Alliance for t	he Mentally III (NAMI) – Pomona Valley
Mission	Provides personal support to families and consumers, informs families impacted by serious mental illness reaches out to the larger community in order to advocate, support and educate about all aspects of menta illness.
Services That Address Y&FMP Goals	Provides community and membership meetings, care and share support groups, family-to-family trainings helpline, speakers, and In-Our-Own Voice (consumers explaining their diagnosis) education to interested groups.
Methods to Track Outcomes	N/A
Youth Issues by Priority	1. Early identification and treatment of mental illness symptoms 2. Knowledgeable and sensitive school personnel 3. End of the stigma of mental illness
Family Issues by Priority	N/A
How well do the City and School District work together with non-profits?	Should be stronger
logemer with non-pronts?	

Services That Address Y&FMP Goals Methods to Track Outcomes Youth Issues by Priority	Includes transportation safety, plan land uses relating to housing, parks, recreation education and childcar General Plan annual report and city budget performance indicators (every two years). Can provide reports to Y&FMP governing body.
	to Y&FMP governing body.
Youth Issues by Priority	1 Transportation and traffic astaty
	<ol> <li>Transportation and traffic safety</li> <li>Youth friendly business environment.</li> <li>Independent mobility/accessibility</li> </ol>
Family Issues by Priority	<ol> <li>Need for additional affordable housing</li> <li>Constraints on family time</li> <li>Safe living environments</li> </ol>
How well do the City and School District work together with non-profits?	N/A
Additional programs & services needed	N/A
USD Student Services	S S
Mission	To educate our youth.
Services That Address Y&FMP Goals	Access to health care plans for uninsured youth, vision and hearing tests as well as referrals for glucose testing, immunizations and mental health are provided. Outreach and education on health services is also available.
Methods to Track Outcomes	Student services in tracked through CUSD's Zangle database.
Youth Issues by Priority	1. Drug and Alcohol Use 2. Teen Pregnancy 3. Depression
Family Issues by Priority	
How well do the City and School District work together with non-profits?	Should be stronger
Additional programs & services needed	Accessible and affordable mental health services and after school programs for the underserved are needed. Drug and alcohol education for families is crucial in preventing continued incidents among youth that are problematic in all community settings.

	•
Mental Health Consort	ium
Mission	Multiple agencies and mental health providers working together on services envisioned as a prevention-ori- ented school-and-community-based. Efforts are aimed at addressing mental health disparities and promot- ing healthy behaviors among youth and their families in partnership with the City, School District and area service providers through improved partnerships, increasing access to service and avoiding duplication among providers.
Services That Address Y&FMP Goals	<ul> <li>multiple agencies and mental health providers working together on address mental health disparities community-wide</li> <li>promote healthy functioning youth and families</li> <li>provide access to mental health services community-wide</li> <li>reduce the bias associated with having a mental illness and/or seeking services</li> <li>provide culturally sensitive and quality of life mental health services</li> </ul>
Methods to Track Outcomes	Pre and post assessment are done and tracked through Social Works software database with other providers using similar qualitative and quantitative input.
Youth Issues by Priority	<ol> <li>Depression and Suicide</li> <li>Substance Abuse</li> <li>Bullying and Race Related Issues</li> </ol>
Family Issues by Priority	<ol> <li>Improve communication on services available</li> <li>Ensure services are affordable and accessible</li> <li>Culturally sensitive</li> </ol>
How well do the City and School District work together with non-profits?	About right
Additional programs & services needed	<ul> <li>Development of Elementary School Mental Health Program beginning in Fall 2007 (free services funded through CUSD Board of Education)</li> <li>Development of Youth and Family Support Center and Joslyn Senior Center Mental Health Program Beginning in Fall 2007 (free services funded through grant)</li> <li>Ensure crisis protocols and support is in place in school and community settings</li> <li>Inventorying Case Management and Mental Health Services Available to Claremont Residents (purpose is to promote cross-agency referrals, avoid service duplication and increasing accessibility to residents)</li> <li>Working on Establishing Standard Qualifications for all Mental Health Interns/Trainees Used in School and Community Contexts</li> <li>Connect people to quality of life programs (recreation classes, job training, teen activity center, child care, etc.</li> <li>Developing Methods of Outreach to Communicate Available Services to Youth and Families</li> <li>Planning Support Groups in Fall to Refer Consumers to Assist with On-Going Care and Training for Service Providers and Educators that Match the Goals of the Youth and Family Master Plan</li> </ul>



David and Margaret Home - Sharing hope since 1910.

Mission	Encourage the informed and active participation of citizens in government.
Services That Address Y&FMP Goals	Voting registration, mock elections, speakers bureau on ballot propositions, election procedures, advocacy on local, state and federal levels concerning issues that benefit youth are supported by the League of Women Voters.
Methods to Track Outcomes	
Youth Issues by Priority	<ol> <li>Becoming informed about the democratic values and system of government</li> <li>Becoming more informed about current affairs relating to structures of government</li> <li>Taking an active role as responsible citizens by participating in pro-social school and community activities</li> </ol>
Family Issues by Priority	1. Practicing democratic values 2. Responsibility and honesty 3. Individual vs. common good
How well do the City and School District work together with non-profits?	About right
Additional programs & services needed	
ity of Claremont Child	l Development Program
Mission	To provide safe and nurturing environments for preschool and school-age children to develop in inclusive community settings.
Services That Address Y&FMP Goals	Year round full day preschool programs, tiny tots services, after school programs and summer camp are or fered. Parent education, specialized teacher training, scholarships for participants, anti-bullying staff train ing, specialized classroom inclusion support, anti-bias curriculum and transportation services are provide
Methods to Track Outcomes	Outcomes are tracked through service indicator levels and anecdotal documentation.
Youth Issues by Priority	<ol> <li>Accessibility to programs for low-income families (who do not qualify for scholarship)</li> <li>Including and supporting GBLTQ families</li> <li>Fostering inclusive classroom settings for differently abled children</li> </ol>
Family Issues by Priority	<ol> <li>Affordable and accessible mental health services</li> <li>Access to enrichment activities for children</li> </ol>
How well do the City and School District work together with non-profits?	There needs to be focus on supporting differently abled children in a variety of social, school and commur settings, including training for staff and parents who support inclusion.
Additional programs & services needed	Provide more community-wide informational and educational workshops for parents and staff.
-	Abc's for Me

### **Claremont Parent Faculty Association (CPFA)**

Mission	(CPFA) is a parent organization to local PFA groups at school sites within Claremont Unified School District (CUSD). The individual school sites coordinate together for the purpose to facilitate communication and coordinate within the CUSD. Our purpose is to promote the well being of school age children, home and community. Communicate with local community on questions relating to public schools and their improve- ment to the mutual benefit of the students and faculty. Establish, encourage, solicit, collect, manage, and disperse funds as well as fund raising activities for the benefit of this organization.
Services That Address Y&FMP Goals	Through each PFA group that is facilitating activities, CPFA hopes to get the whole community involved, include and recognize youth, value diversity, provide good information about opportunities for youth, provide a safe and secure environment, support families and educate adults who deal with youth, and coordinate efforts to reach these goals. CPFA along with many other partnership groups provide necessary support and facilitate success to the city and public schools of Claremont.
Methods to Track Outcomes	
Youth Issues by Priority	<ol> <li>Providing funds to support the overall well being of students in CUSD. CPFA as an organization in recent years has raised over 1 million dollars each year as a non-profit organization to support the needs of local school sites in a variety of activities.</li> <li>Raised funds are crucial to the success of schools in CUSD.</li> </ol>
Family Issues by Priority	<ol> <li>Maintain active volunteers and supporters of PFA support groups at elementary schools</li> <li>Maintain as an active financial supporter of PFA groups at their children's school</li> <li>Families being informed as to the capacity that PFA groups volunteer to support activities in their children's school that CUSD are unable to financially support</li> </ol>
How well do the City and School District work together with non-profits?	About right. CUSD and the City of Claremont seem to coordinate seamlessly with various non-profit agen- cies to support the needs of the children and families in this community. We are happy to see that the final Y&FMP goal has been added to provide an annual report and regular updates to the Y&FMP. Claremont is a comfortable city where needs are met and creative ideas are fostered to met those needs. As needs evolve, and perhaps move in a direction that is different than current ideals, the constant future challenge for the City of Claremont and CUSD is to listen to the community and those whose voices are softer that we as a city do not assume what the community's needs are.
Additional programs & services needed	A broad base of activities are currently available for youth and families. As Y&FMP continues to be suc- cessful, the plan should be fine tuned and adjusted as needed. Staying consistent with our vision, CFPA can partner with the Y&FMP as needed.

Chamber of Commerce





A high school retreat offered by Uturn Teen Ministries of Our Lady of the Assumption Church
### **Service Provider Input - Participatory Evaluation**

#### **University of La Verne Clinical & Community Psychology Department**

Mission	N/A	
Services That Address Y&FMP Goals	The program provides direct counseling services, Spanish language parent education and support groups, and youth empowerment groups. All services are aimed at addressing those without insurance or other financial means. We do plan on expanding services to older adults this coming year.	
Methods to Track Outcomes	Uses individual self-report. At this point data cannot be shared.	
Youth Issues by Priority	<ol> <li>Mental health (social-emotional) concerns</li> <li>Feeling racial and/or cultural discrimination by multiple systems in Claremont</li> <li>College opportunities not addressed at the continuation high school</li> </ol>	
Family Issues by Priority	1. More effective parenting skills	
How well do the City and School District work together with non-profits?	About right. The City and School District work very hard to enhance communication between service provid- ers. This will have very positive results in the long run. At the current time, organizations must coordinate and communicate to better avoid duplicating services.	
Additional programs & services needed	N/A	
City of Claremont – You	uth and Family Services	
Mission	Provide one-stop resource and referral help center for youth and families along with recreational and enrichment activities for teens, including transportation, scholarship assistance, special events, educational workshops and excursions.	
Services That Address Y&FMP Goals	Inclusion and at-risk training for City staff, Outreach and Screening/Needs Assessment by Case Manage- ment Team for Resource and Referral or Case Management Services, Coffee Break Network for parents, market Y&FSC resources at city wide events, Parent Support Groups, On-Site counseling services (partnered with the University of La Verne), Neighborhood Services, community and CUSD outreach projects, (School- based academic, social, and health support), community-wide crisis response, United Way Kids Pack program, seasonal donation projects (i.e. Kids Pack, Operation Turkey, Adopt-a-Family), special events to connect youth and families into community resources and programs, support for homeless and transitional families, Free Teen Shuttle, Y&FSC Resource Library, community computer access and employment search resources, etc.	
Methods to Track Outcomes	Participation, service level indicators for some programs, and pre and post assessment forms are used. Service indicators are tracked monthly for Human Services recreation programs and Social Works software is used to track those accessing services at the Youth & Family Support Center.	
Youth Issues by Priority	<ol> <li>Access to health (physical and mental)</li> <li>Social &amp; recreation (i.e. Basic Needs, Vocational, Recreation)</li> <li>Alcohol and drug use</li> </ol>	
Family Issues by Priority	<ol> <li>More parent education (skills, communication)</li> <li>Access to mental health</li> <li>Opportunities for community-wide inclusion</li> </ol>	
How well do the City and School District work together with non-profits?	About right	
Additional programs & services needed	<ol> <li>Educational programs and workshops for the community</li> <li>Greater on-going input and dialogue from the community regarding their needs</li> <li>Direct service providers that can support Y&amp;FMP goals and the needs of the families</li> <li>A key staff person that can implement the Y&amp;FMP and coordinate services with community partners, the City and School District.</li> </ol>	

### **Service Provider Input - Participatory Evaluation**

#### **City of Claremont – Sustainable General Plan**

Mission	City of Claremont is working to implement its recently adopted general plan, which is organized around a theme of Sustainability. The General plan calls for increased sustainability in all facets of the community – the natural environment, the built environment, the social environment and the economic environment. In order to implement the General Plan, a more specific Sustainable City Plan will be developed by the City. The plan will call for actions to be taken by the City, private developers, property owners and the community. The Sustainable City Plan will contain specific, achievable goals and actions to be taken to reach those goals. One major component of the plan will be a public education program that will include education of all segments of the community – including our youth.
Services That Address Y&FMP Goals	<ul> <li>Currently, services that address the goals of the Y&amp;FMP are handled primarily by the Human Services Department. In the future, City staff from various departments that are involved in implementing the Sustainable City Plan may provide the following services that implement the Y&amp;FMP:</li> <li>a. Community Education program to teach youths to live in more sustainable ways (reduce pollution, reduce green house gases, encourage social and economic sustainability);</li> <li>b. Green Building Program – Requires new private development and City facilities to reduce toxic materials, increase natural light, ventilation and recycling to create healthier indoor environments for youths.</li> <li>c. Smart Growth Program – provides activities that can be accessed without the need of a car, promotes developing neighborhoods with visible/easily supervised outdoor spaces for children to play.</li> <li>d. Alternative Transportation Plan – encourage greater use of transit, bicycles, walking, and alternative fuel vehicles.</li> </ul>
Methods to Track Outcomes	To be determined
Youth Issues by Priority	<ol> <li>Climate change and degradation of the local and global environment caused by human activity</li> <li>Community design centered on automobile dependency</li> <li>Unhealthy indoor environments – toxic materials (off gassing VOC's and Formaldehyde), poor ventilation, lack of natural lighting</li> </ol>
Family Issues by Priority	<ol> <li>Education on how to live in more sustainable ways</li> <li>Education on how to improve living conditions in new and existing development (toxics, air quality, comfort, lighting, landscaping, lower utility costs)</li> <li>Affordable Housing opportunities to allow family members of all levels to reside in Claremont</li> </ol>
How well do the City and School District work together with non-profits?	About right
Additional programs & services needed	Create a team of well-informed youths to assist in educating the public in ways to live more sustainably.

City of Claremont – Sustainable City Plan





City of Claremont – Youth and Family Services



## Acknowledgements

#### Initiators

#### Claremont City Council Peter Yao

Mayor

Ellen Taylor *Mayor Pro Tem* 

Corey Calaycay Council Member

Sandra Baldonado Council Member 1999-2007 Linda Elderkin Council Member

Sam Pedroza Council Member

Jacquelyn McHenry Council Member 2003-2007

Jeffrey C. Parker *City Manager* 

#### **Board of Education Members**

Joan Presecan President

Jeanne Hamilton Vice President

Mary Caenepeel Board Member

Sam Mowbray Board Member 1990-2006

Chuck Leeb

Steven Llanusa

Robert Miletich

Nancy Mintie

Claire Oxtoby

Joan Presecan

Steven Llanusa Board Member

Jack Mills Board Member

David Speak Board Member 2002-2006

Jane Purcell

**Joe Salas** 

Suzan Smith

Ellen Taylor

Anne Turner

Christianne Ulrich

David Cash Superintendent of Schools



Dr. Homer "Butch" Henderson Chair

Kirsten Anderson-Hall		
Melbourne Boynton		
Chris Bradley		
Yo-Landa Brown		
Emily Burch		
Bonnie Busenberg		

#### Staff & Technical Support to the Youth and Family Master Plan Update Steering Committee

•••••

Mercy Santoro Deputy Director of Human Services City of Claremont

K. Yip Director of Special Projects & Programs Claremont Unified School District



Salinda Chong

Laura Corhan

Amy Croushore

Frank D'Emilio

Mauryce Feingold

Dior Hildebrand

Denise Stevenson Administrative Support City of Claremont Dick Guthrie Youth Master Plan Consultant Midlothian, VA

> Dr. Raymond Scott University of La Verne

Dr. Chris Liang University of La Verne

Jeff Porter Director of Human Services City of Claremont

Community Task Group Members

••••

Helaine Goldwater

Teddie Warner

Ley Yeager



#### **Community Contributors**

Nafeesah Andrabi

Nancy Brower

Carlos Carrillo Michael Fay Karen Nutt Randy Prout Linnet Davis-Stermitz Bonnie Reichwald Marcia Rogers Dennis Smith





## Appendices



# **Appendix A**

## Steering Committee Selection Process



# Appendix A

## Steering Committee Selection Process

Steering Committee Application Cover Letter



### 2006-2007 Youth Master Plan Update

2006-2007 Youth Master Plan Update

www.ympupdate.com



Claremont Unified School District 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

June 20, 2006

Dear Community Member,

Claremont's Youth Master Plan (YMP) is now 12 years old. To ensure this document remains relevant for current and future generations of Claremont youth and families, a Youth Master Plan Update Steering Committee is being formed. The committee will serve as an advisory group to guide the revision and will determine a vision statement, revise the Action Plan from the 1995 YMP and update the plan through a community-wide subcommittee process.

Our goal is to accept applications for Steering Committee members from organizations such as yours whose staff/volunteers wear a variety of hats and represent interests from multiple perspectives. Blending many agency and community perspectives will create a dynamic plan that takes into account a range of quality of life needs intended to foster the healthy growth of Claremont's youth and families.

Attached you will find a Steering Committee Application as well as information on the history of our Youth Master Plan and our update process, which is available at www.ympupdate.com. Steering Committee Member Applications are due on Thursday, June 29th. Details for submission are listed on the website and the enclosed attachments.

Your time and consideration in serving on this committee is very important in ensuring Claremont's programs and services grow with the generations.

Respectfully,

**Joan Presecan,** Board of Education Member **Ellen Taylor,** City Council Member



# Appendix A

## Steering Committee Selection Process

Steering Committee Application



# Youth Master Plan Update Steering Committee Application

2006-2007 Youth Master Plan Update

www.ympupdate.com



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



#### **1995 YOUTH MASTER PLAN VISION – THE ACTION PLAN**

The Youth Master Plan (YMP) details an Action Plan, which summarizes the steps necessary to create a Community Vision for Claremont Youth. Our approach has three prongs: the first is aimed at mobilizing, energizing and informing the community; the second focuses on creating a unified and coordinated system of family and youth activities, support and opportunities; and the third provides the coordination and monitoring to ensure full implementation. The Youth Master Plan provides a blueprint to lead our community to become more healthy, nurturing, and supportive of its children, youth and families.

#### **GENERAL STEERING COMMITTEE INFORMATION**

The Youth Master Plan Update Steering Committee will be the advisory group to guide the revision of our 12-year old Youth Master Plan. The committee will determine a vision statement, revise the Action Plan from the 1995 YMP and update the plan through a community-wide subcommittee process.

#### TIME COMMITMENT

Applicants must be able to commit to:

- An eight (8) month process, beginning in mid-September 2006 and concluding late spring 2007.
- Commit to attending at least (2) meetings per month.
- Serve as liaisons to assigned task groups.

#### **APPLICATION DEADLINE & HOW TO SUBMIT**

Submit your application by 5 pm on Thursday, June 29, 2006. Applications are located online or at the addresses listed below.

- Electronically, visit www.ympupdate.com
- Fax at (909) 626-9862, or
- Returned to one of the addresses listed below.

Youth Master Plan Update 2080 N. Mountain Ave. Claremont, CA 91711 Monday-Friday: 8 am to 5 pm Youth Master Plan Update 207 N. Harvard Ave Claremont, CA 91711 Monday-Friday: 8 am to 5 pm

#### **REPRESENTING THE DIVERSITY OF CLAREMONT**

Our goal is to accept Steering Committee Members who represent one or more of the following suggested categories (Claremont residency status is not a requirement):

- Private & Public Education
- Medical Health
- Housing
- Parents and Guardians
- Faith-Based Community
- Differently Abled

- Mental Health
- Business Community
- Youth & Seniors
- Law Enforcement
- Technology
- Non-English Speaking
- Community College

- Child Development Programs
- Fitness & Well-being
- Public Transportation
- Non-Profit Organizations
- Youth Sports
- Other Underrepresented Populations

#### **GET EVERYONE INVOLVED**

To learn more about the 2006-07 Youth Master Plan Update, visit www.ympupdate.com.

Questions, or to arrange childcare, language translators or transportation for meetings, call Denise Stevenson at the Youth & Family Support Center at (909) 445-7840 Monday through Friday from 9:00 am to 5:00 pm or you may reach her via email at dstevenson@ci.claremont.ca.us.

#### **STEERING COMMITTEE APPLICATION**

Please type or print legibly

Name	Profession	
Address	City	Zip
	Cell Phone	
	Email	

What experiences do you have that will benefit the update of Claremont's Youth Master Plan?

What are the key issues that you see impacting the quality of life for youth and families?

Please share additional insight about yourself and why you'd like to be a part of the planning process

Please list three local references that are familiar with your work/experience:

1. Name:Phone Number:2. Name:Phone Number:3. Name:Phone Number:

Attach additional pages if necessary



# Appendix A

## Steering Committee Selection Process

Task Group Member Recruitment



# Youth Master Plan Update Task Group Member Recruitment

2006-2007 Youth Master Plan Update

www.ympupdate.com



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

October 9, 2006

To Whom It May Concern:

This correspondence is being sent you because of your expressed interest in assisting with the 2006-2007 Youth Master Plan Update. Please take the time to consider involving yourself in the process by serving on one of the Steering Committee's working Task Groups.

The Steering Committee is currently focusing its work efforts into various Task Groups. These Groups include:

- Review (consider outcomes of the 1995 YMP)
- Goals and Guiding Principles (determine current relevancy of the 1995 YMP goals)
- Communication & Media (make sure everyone knows about the Update)
- Community Outreach (involve the community in the Update through forums and other events)
- Evaluation and Measurement (measurement that considers process and outcomes of goals)

Additional Task Groups are anticipated to form as the plan unfolds and groups complete their assignments. Working groups are mobilized by the Steering Committee and are developed based on emerging investigative needs, issues and ideas. Members from the community are invited to participate in the various Task Group work efforts by visiting www.ympupdate. com and clicking on Steering Committee (note the message section where input can be sent to the committee).

If you are interested in serving on one of the Task Groups, please complete the attached nomination form which provides a description of each group's work plan (note that the Evaluation and Measurement Task Group is full). Some of the Task Groups have time sensitive projects such as the Review and Goals and Guiding Principles work groups; however, the Communication & Media along with the Community Outreach groups will continue throughout the (7) month update process. If you are interested in serving on any of these groups, please submit your nomination form by October 12, 2006. Your form will be forwarded to the Task Group chair.

#### How to Submit a Nomination Form:

- EMAIL to msantoro@ci.claremont.ca.us or nominate yourself on www.ympupdate.com (see send a message section to the Steering Committee)
- FAX your form to: 626-9862 (attention YMP Update Steering Committee)
- MAIL your form to: Youth & Family Support Center, C/O YMP Update Steering Committee, 1717 N. Indian Hill Blvd., Ste. B, Claremont, 91711
- WALK your form into the Youth & Family Support Center located at 1717 N. Indian Hill Blvd., Ste. B, Claremont, 91711 (corner of Scripps and Indian Hill)

If the current groups do not match your interests or you do not have time right now to assist with the Update, please consider visiting the Discussion Room located on the YMP Update website at www.ympupdate.com. We cannot fulfill our mission without your help. Please get involved in the process and use this website to share your ideas. You are also invited to contact the Claremont Human Services Department, Youth and Family Services Division, at 445-7840 or you may contact the Steering Committee by visiting the YMP website www.ympupdate.com. Keep in mind that this website not only provides important information on the process but also gives you the opportunity to share your insights. Visit us often! I am honored to be selected to lead this process and look forward to being led by your ideas and vision."

#### **Butch Henderson**,

Steering Committee Chair



# **Appendix B**

## Outreach and Media



# **Appendix B**

Outreach and Media

Youth Master Plan Update Newsletter





Participation in the update of the Youth Master Plan is open to all members of the Claremont community. Visit the YMP website for more information:

www.ympupdate.com

2

#### STUDY IDENTIFIES STRATEGIES FOR HELPING CLAREMONT YOUTH

The 1995 Youth Master Plan is based on the Search Institute's 40 Developmental Assets. An October 9, 2006 study session on the model includes the following highlights:

The typical youth assessment model considers risk factors involving the family, peers, school and community and focuses primarily on what is going wrong and how to fix it. For example, the 2006 California Healthy Kids Survey features data taken from 7th-12th grade students in Claremont and reveals that the percentage of youth smoking, using marijuana and using alcohol steadily increases with grade level. The data is analyzed to find out all the risk factors to determine what stakeholders need to do as a community to fix these issues, which underscores the typical method of assessment nation-wide, statewide and locally. The Search Institute of Minnesota developed an assessment model that calls for two shifts in thinking: (1) ask what is right with kids instead of what is wrong and (2) move from building programs to building relationships.



Ask what is right with kids instead of what is wrong and move from building programs to building relationships.



The last official Search Institute study done in Claremont was 1996 and included High School Students. Findings supported that Claremont youth report having 20.1 assets. The nation-wide average is 19.3 assets. According to the Search Institute, an individual with less than 20 assets is considered at risk in this model, the target value is 31 and above, which points to greater quality of life outcomes. Again, there is a correlation between the larger number of assets that a student has to the frequency the student will be involved in drugs, sex, and violence (i.e. larger number of assets leads to less involvement in drugs, sex, or violence). Performance in school, overall health and the student's value of diversity increases with amount of assets. Discussion on the asset model next focused on how it is often differentiated from others and includes the following highlights:

- Going from young people's problems to young people's strengths
- Going from placing it on professionals' work to stating that it is everyone's work
- Going from thinking that young people drain re sources to thinking young people are our future
- Going from labeling troubled young people to looking at every single child and building their own unique strengths
- Going from thinking that you are accountable for your own behavior to thinking that you are accountable for everyone's behavior
- Going from incidental asset building to intentional asset building
- Going from blaming others (society, community and other cities) to claiming responsibility

Newsletter Page 2 of 4



Newsletter Page 3 of 4





# **Appendix B**

Outreach and Media

"In Claremont, A Plan That Works"

### In Claremont, A Plan That Works After-school programs keep kids off streets

By Jason Newell, Staff Writer

CLAREMONT - Striped and solid balls clack across the red felt as a pool player circles the table, lining up his next shot. Across the room, girls lounge in a ring of comfy chairs, gossiping and giggling. Voices shout to be heard over the latest hit from Justin Timberlake, pulsating from the speakers.

A hot new club? No, it's just another afternoon at El Roble Intermediate School.

For two years now, students have been packing the school's TRACKS Activity Center to banish after-school boredom. They browse the Internet on new computers, get plugged into intramural soccer games and strum away on city owned guitars - all without paying a dime.

"The first day I came, it was awesome," said eighth-grader Shane Jefferson, who hangs out at the center most days. "I saw that pool table and - wow." The center is just one of the many accomplishments to come out of Claremont's nationally recognized Youth Master Plan, a document that has helped to spur youth programs across the city.

Since the plan's adoption more than a decade ago, Claremont has developed several innovative facilities and programs designed to help keep young people out of trouble and on the path to becoming good citizens, officials said. "The plan has been instrumental in diminishing the impact of gangs and antisocial behavior among youth in the city"

Across town near Claremont High School, a second teen center - the Youth Activity Center - lures highschoolers with a lounge, art studio, game room, snack bar and music studio where students can record their own songs. Nearby is the Youth & Family Support Center, a one-stop location for counseling, tutoring, job-finding help and other services.

To encourage as many as possible to visit, a free shuttle service carts many of the students who would otherwise lack transportation home from the centers at the end of each day. The list of other services goes on and on.

Crafted in 1994 by the city, school board, parents, youth workers, volunteers and students, Claremont's Youth Master Plan identified the greatest needs of its young people and established a blueprint for how to address them. The city, school district and community groups have since used it to create programs, set priorities and direct resources. It has encouraged collaboration among many otherwise disconnected groups, Councilwoman Sandy Baldonado said. Over the years, the plan has been instrumental in diminishing the impact of gangs and antisocial behavior among youth in the city, Baldonado said. "It hasn't solved all of our problems by any means, but it certainly has gone a long way," she said. "It has been very influential in keeping Claremont as unaffected by gangs as we have been."

A volunteer committee is currently giving the plan an overhaul to ensure it remains relevant for years to come. Mercy Santoro, youth and family services superintendent for the city, said the plan has been as successful as it has only because city and school leaders have remained so committed to it throughout the years.

Changes don't come all at once, meaning sustained attention is required, she said. Other cities that have adopted youth plans, such as Pomona, need to secure longterm commitment from leaders to be successful, she said. "Our plan is over 12 years old," she said. "It's a teenager. It has really had a chance to grow the community and grow itself."

She noted that the TRACKS Activity Center, built with funding from both the city and school district, came along a full decade after the Youth Master Plan was first adopted. Several students at the center - called the "tack" for short - on a recent afternoon said the center keeps them from getting involved with the wrong crowds or spending boring afternoons at their apartment complexes.

"It's fun to play around here instead of just going home and doing nothing," said Jordan Simmons, a seventh-grader who lives in Pomona but attends El Roble. "It's fun to hang out with different people." The TAC boasts not one but two pool tables, along with a foosball table and a Ping Pong table.

There's also a music room - with a city-owned drum set, bass guitar and electric guitar - where aspiring rockers can hone their talents. Flat-screen monitors stretch around the perimeter of a computer room, where students can work on homework or watch videos on YouTube. And on "PlayStation Twosdays," lively Dance Dance Revolution competitions erupt around the television in the center's main room.

But the place isn't just about fun and games. Each Friday, about 30 students meet at the TAC for Bettering Ourselves and Others, a group that volunteers at school activities and plans fundraisers. To participate, students have to demonstrate leadership and keep their grades up, said Joseph McLellan, a 23-yearold TAC worker who heads up the group.

Myles Collins, an El Roble eighth-grader, said the group has helped him improve his behavior since last year, when he received four detentions. After getting in trouble last year for being disrespectful to a teacher, McLellan sat him down, he said. "Joe and me had this long talk," Myles said. "This year, I haven't got in trouble at all. No detentions or nothing."

#



# **Appendix B**

## Outreach and Media

## "Local Teen Committee Gives Claremont Youth A Voice"



#### Local teen committee gives Claremont youth a voice

Imagine being in the shoes of a teenager and looking for an opportunity to voice concerns and discuss issues that hit close to home with city leaders. And not just to have a voice but to be taken seriously as well.

For the 26 teens (made up of Claremont High School and El Roble Intermediate School students) that are presently part of the Claremont Teen Committee, while they may not have the same authority as other city leaders, they do have the opportunity to dialog with them and share their perspectives, giving Claremont youth and adults the chance to work together on city issues.

body of teens within the Claremont Human Services Commission—has historically played a significant role in the affairs of the city, being an integral part of the development of the Dick Guthrie Skate Park in Claremont, the city's Youth Activity Center, and also the Youth Master Plan Update, as well as many other things that have been implemented in Claremont over the past few years. Committee co-chair Raza Rasheed appreciates that Claremont provides youth in the city a chance to have a voice and believes that when youth are not able to or encouraged to participate in decisions that affect their communities, the impact can be a negative one.

"In a lot of communities nationwide, youth are almost a disenfranchised minority. They have no reason to invest further into the community," Raza said. "And the community loses something because that means that the peo-YOUTH/page 7

#### YOUTH continued from page 3

ple who grow up there—if they're constantly not involved in any of the decision-making process or having any input in the way the community is run—when they leave to pursue their careers, that means that you're losing all those people that had strong ties to the community and they won't come back. So I think it's huge here in Claremont that we have such youth representation."

standard Claremont Teen Committee meeting sets time aside for community dialogue, where different directors and leaders within the city are invited to the meeting in order to converse on different issues that relate to the city's youth. CHS junior Linnet Davis-Stermitz, one of the vice co-chairs of the committee, sees this dialogue as being beneficial to both parties.

"The teen committee gives us all an opportunity to sit down with the people that are running the city and give the teen's perspective," Linnet said. "Here's an opportunity for us to say to the city, 'this is good for this group of people but what about us?" The most recent meeting was on Wednesday afternoon as Colin Tudor (management analyst), Maureen Aldridge (Claremont Chamber of Commerce CEO), Jose Castro (director of Baldy View ROP) and Therese Kennedy (director of ROP for Claremont High School) were all invited guests to the meeting. Among the topics discussed during the meeting were, the effect of the proposed trolley system for Claremont youth, Village merchant and youth relations and how the ROP can prepare youth to more effectively enter the workforce.

"They had really well thought out and intelligent questions. They are a very bright group of kids," Ms. Aldridge said. "I think if more people realized how bright some of these kids are, there would be a lot of employment opportunities for them."

Andrabi and Brennan Saeta, not only does being a part of Claremont Teen Committee allow them to give a teen perspective to city leaders but also allows them to take action in certain areas that are of great importance to them.

"We all have passions and things we want to do," Nafeesah said. "Everyone has these ideas and these

visions and [being a part of the committee] gives you this channel to get something done and to make those ideas a reality. We do want to have something to do with our community. We don't want to just stay locked up in our rooms on the internet listening to our music. We do have ideas and if we're given the opportunity to express them and do something about them, we act on it."

One of the Brennan's main interests is in the city's transportation. Having personally seen how efficiently transportation can be during his time in Europe, he would like to see Claremont have a similar quality in its transportation services.

"It gives me a way to get something done that I think needs to be done," Brennan said. "[Good] transportation is something that I really believe in, having lived in France. It just showed me what really good public transportation could do. I wouldn't be able to get anywhere without the teen committee. It allows me to help change my community."

The Claremont Teen Committee was started in 1995 as part of the Youth Master Plan. The next committee meeting is on March 21 at the Youth Activity Center.

-Landus Rigsby


# Appendix C

## YMP Update Steering Committee Meeting Minutes



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



Claremont Unified School District 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840



Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

## CALL TO ORDER: 7:04 pm

## STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

(Members) Ellen Taylor, Emily Burch, Bonnie Busenberg, Mel Boynton, Amy Croushore, Laura Corhan, Nancy Mintie, Chris Bradley, Suzan Smith, Frank D'Emilio, Yo-Landa Brown, Mauryce Feingold, Dior Hildebrand, Chuck Leeb, Butch Henderson, Robert Miletich, Anne Turner, Jane Purcell, Joe Salas, Kirstin Anderson-Hall, Randy Prout, Steven Llanusa, Joan Presecan, Salinda Chong, (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn, Densie Stevenson, (Consultants) Dr. Raymond Scott, Dr. Chris Liang, Dick Guthrie

## **MOMENT OF SILENCE**

A moment of silence was taken in observance of September 11th.

## **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

Joan Presecan (School Board Liaison) shared the importance of the partnership between the City of Claremont and the Claremont Unified School District (CUSD) in addressing youth and family quality of life needs as a partnership, jointly committed to sharing resources and working together. Steven Llanusa is the Alternate School Board Liaison.

Council Member Ellen Taylor gave a brief welcome and update on the relevancy of this project to matching the needs of youth today. She noted the representation from the youth on the committee and commented on the strong working relationship between the City and CUSD and encouraged members to take advantage of staff serving as resources. Council Member Taylor also commented on Butch Henderson's contributions in the community as well as his being a retired pastor from the Claremont United Church of Christ.

Butch Henderson introduced the Director of Federal, State and Community Programs, Kapui Yip, as well as the Youth & Family Services Superintendent, Mercy Santoro. Dr. Raymond Scott and Dr. Chris Liang of the University of La Verne Psychology Department, evaluation team consultants, were also acknowledged. Dick Guthrie, the former director of Claremont Human Services was introduced as the Steering Committee meeting facilitator and consultant.

Mr. Henderson stated that the Youth Master Plan (YMP) Update committee members were chosen out of many applicants to represent the diverse assets of our community's talents and interests. Committee members will also serve as a group of listeners coming together who will form a strong communication network.

At this point, each person in attendance was asked to introduce himself or herself in one minute or less. As follows is a summary of each member's self introduction:

- **CHUCK LEEB** is a licensed psychiatrist and the Southern Regional Director for mental retardation. Dior Hildebrand is a public health nurse and Community Liaison for LA County.
- MAURYCE FEINGOLD has lived in Claremont for 32 years and has raised three children in the community. She is also a retired teacher from Pomona Unified School District where she taught K-3rd grade. She is interested in early childhood education and working with younger children to establish foundations.
- YO-LANDA BROWN works for LA County Children's Planning Service. She is also a SPA 3 member/representative, community organizer and Coffee Break member. She has four children enrolled in the Claremont school system.
- FRANK D'EMILIO has lived and worked in Claremont for 18 years. He was a teacher at Sycamore Elementary School and is currently the principal at Sumner Elementary School. He has three children enrolled in the Claremont school system.
- **AMY CROUSHORE** is a 10-year resident of Claremont. She has four children and is a small business owner of a retail shop in the Village. She was also PFA president at CHS.
- SUZAN SMITH served as the Council Liaison for the original plan. She is the President of the Claremont After School Programs.
- **CHRIS BRADLEY** works for the Claremont Police Department and has been an officer for 20 years. He currently serves as the School Resource Officer.
- NANCY MINTIE is a lawyer by training and is currently the Executive Director of Uncommon Good (a local non-profit organization). She has one daughter attending school in Claremont.
- LAURA CORHAN is a youth representative and is interested in working on substance abuse with teens in Claremont. She has spent the past year working on the subject of underage drinking.
- **BONNIE BUSENBERG** is a 36-year resident of Claremont. She has two sons who went through the CUSD system and has worked for the Claremont Colleges for over 30 years. She is the past Vice President of Administration for the Keck Graduate Institute and is currently involved in civic affairs.
- EMILY BURCH grew up in Claremont and has attended Claremont schools. She currently works at Citrus as an Educational Advisor.
- MEL BOYNTON is a relatively new resident to the City of Claremont having lived here only three years. He serves as a Youth Referee for soccer, a substitute teacher and is involved in the non-profit community.
- **SALINDA CHONG** is the ASB president of CHS. She worked with Laura in regards to the subject of underage drinking. She has lived in Claremont for 16 years.
- **RANDY PROUT** is a local business owner and has been a member of the community for 22 years. He volunteers for boards and non-profit organizations and has made a conscious decision to put money back into the community via youth and seniors. He is the founding chair of the committee that started Business and Education Together, a volunteer coach at the high school level and the chair of the Asset Advisory Committee for the City of Claremont.
- **KIRSTIN ANDERSON-HALL** is the Co-chair of Teen Committee. She is in the 11<sup>th</sup> grade and attends Claremont High School. She also volunteers at the TAC and YAC. Kirstin took this time to mention the new Teen Committee post cards that will be handed out on campus as well as the Free Teen Shuttle.
- JOE SALAS is a Claremont resident and is looking forward to working closely with the Committee. He is also a teacher.
- JANE PURCELL is a 25-year teacher of English at Claremont High School and the mother of a nine year old.
- **ANNE TURNER** is a Human Services Commissioner for the City of Claremont and has lived here since she was 13. Ms. Turner is a CHS graduate, a mom of CUSD child who works for VMA communication. She attends the doctoral program at University of La Verne focusing on Public Administration.
- **ROBERT MILETICH** is a 35-year veteran of the LA County Department of Public and Social Services (DPSS). He is also an AYSO Board member, coach and referee. He serves as Chair for the Youth Sports Committee and is involved with the Youth Sports Facility Committee. He is a vocal advocate for inclusion.

#### WRITTEN COMMUNICATION

None

#### **PUBLIC COMMENT**

None

#### ADMINISTRATIVE ITEMS

#### 1. Overview of the 2006-2007 Youth Master Plan Update

It was noted that the YMP Update Steering Committee was formed not to reinvent the YMP but to update it. The YMP is already nationally recognized and still locally functioning through ongoing implementation. The purpose of this committee is to review what is currently in place and ensure the services address the needs of Claremont youth and families. More technical data and better means of communication are now available to create a strong evaluation component for the update. Committee members are encouraged to attend all meetings and serve on at least one subcommittee. It is anticipated that the process will conclude in April 2007 with a formal presentation to the City Council and Board of Education.

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#### 2. Summary Steering Committee Working Materials

Far more data is available for the YMP Update than was in place during the development of the original 1995 plan. In addition to a copy of the 1995 YMP, members should have received data that includes Claremont's Community Profile and the 2004 School and Neighborhood Support Project. While the data made available is immense, it is not meant to be exhaustive and is for members to reference. Areas of focus should be on what is relevant to the YMP Update's purpose and to develop questions about this data, identifying too the collection of other data that might be needed. For example, discussions on the changing demographic of Claremont is important to how polices and services are developed and delivered in ways that best reflect Claremont's needs.

A member from the City's Planning Department will be available at our next Steering Committee Meeting to answer any questions members might have.

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#### 3. 1995 Youth Master Plan

Dick Guthrie mentioned that this committee will shape the community and other communities across the nation in serving as a point of reference in developing strategic plans. The YMP development started in 1992 when the Council and the Board of Education discussed mutual problems and decided to do some strategic planning to effectively identity gaps in budgeting for services and program delivery. The original planners wanted to make Claremont a community that families wanted to move to and raise their children because it was a family-friendly community thus creating a rich quality of life. Other YMP programs had been established in other communities alike since Claremont began its process, but soon became books on the shelf. Claremont is the only community that has spent time and money on implementation, which has continued to create momentum, leading to an array of joint City and School services and programs including:

In the first (3-4) years of the YMP, the Youth Activity Center, Tracks Activity Center, Claremont After School Program and the Claremont Wellness Center were created. The original YMP committee said, "We will be a community that cares about our kids. That will be our hallmark. That is what others will know us by."

The original Steering Committee set about doing two tasks: develop a vision statement to serve as a guiding principal or vision of what they would like to see Claremont look like and, second, data research. Ten overarching goals for the community were also established (see page 3 in the YMP booklet for list of goals). The plan from the very beginning was based on the community's, youth and families developmental assets. In February 1995, the City and Board of Education accepted the YMP as public policy. The next effort is to look at the ten goals and see if they have withstood the test of time.

Mr. Guthrie shared that one weaknesses of the current plan involves not establishing a meaningful evaluation piece, as many methods for data collection were not available at the time. It was intended that the first plan be evaluated every (5) years, which did not occur as there was no structure as to how this should occur, which was not understood in-depth until the plan's implementation unfolded. What is most important now is to review the (10) YMP goals to determine if they are still relevant. This review should be accomplished through community-wide outreach and listening to youth.

Mr. Henderson asked for a change in the agenda, which was to move to item (5) on the agenda for immediate discussion. There were no objections.

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#### 4. Youth Master Plan Update Evaluation Component

The University of La Verne research team discussed the various methods for evaluation which will include a pre-survey; youth live vote and the development of an evaluation or measurement tool to monitor the process of service implementation as well as the outcomes of specific goals. For example, the intent of the pre-survey is to help identify needs and to facilitate dialogue through focus groups with the emphasis on having community-wide involvement. The youth live vote involves using audience response computer technology partnered with a series of questions for youth to respond to. An offsite facilitated dialogue for parents, civic leaders and school officials and other community members to participate in will co-occur. The purpose of this qualitative tool is to generate dialogue about the process and uncover quality of life needs. The YMP evaluation subcommittee will help provide direction for these processes'. Questions for pre-surveys and the youth live vote will be developed by the evaluation team, with direction coming from the subcommittee.

Another component of these surveys is to hear from as much of the community as possible with emphasis on designing a measurement tool that reaches out to as many populations as possible. Developing an on going assessment tool to monitor implementation of services and outcomes will be the final phase.

Steering Committee Members offered the following feedback and questions to consider as the evaluation team moves forward:

- Will the live vote and community forums provide qualitative feedback and will there be a continuous assessment of meeting goals?
- Is the data produced by previous assessments still useable?
- It is important to address demographic outreach differently for each population to encourage participation, as one method does not work for everyone; some prefer one-to-one interviews while others feel comfortable sharing in community settings.
- This assessment or evaluation tool should represent all members of the community to ensure the findings can be generalized in meaningful ways.
- Will there be data analysis on the outcomes of service over the last (10) years to ensure programs in place are doing what they were designed to do?
- It is important to establish a subcommittee to review the outcomes of the last plan to frame the evaluation for the update.
- How will the evaluation function in setting priorities for services and to determine how the community will plan for the future?
- Will the structure of the updated plan be organized according to developmental ages or demographic needs or perhaps a better blending of both may be considered?
- How will we define success and whose job is it to do that on the committee?

While the Committee's feedback will be used for future consideration of the evaluation component, the following responses were offered by consultants, staff liaisons and the chair:

- The evaluation component will use a mixed methodology approach of quantitative and qualitative measures to ensure the assessment outcomes are meaningful and can be generalized to a broad demographic.
- Qualitative research is important as it demonstrates the various nuances and subtleties of people.
- The previous YMP used a variety of methods to assess population needs by age that included: elementary school children drew pictures, intermediate students wrote essays, high school students participated in the Search Institute Study and the community responded to universal questions; however, this collection of data did not have any statistical validity, which is why the assessment tool developed during this update is so meaningful to Claremont and other communities.
- It is important to outreach too many diverse communities and populations of Claremont, with focus on traditional school settings along with private schools, neighborhoods and various community social, professional and faith-based settings.
- It is important to consider the depth of the plan in setting reasonable goals to measure rather than attempting to evaluate the entire outcome of the plan each year. Rather, important themes should be considered through the qualitative data collection to set goal priorities with the top three goals being evaluated each year and continued in proceeding years until the outcome is met. Other goals and priorities may be identified for evaluation in each proceeding year, with room for emerging issues to direct the process.
- This group's work effort will be ongoing and will be assigned a subcommittee of (3-4) members to work with.

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#### 5. Steering Committee Meetings

Members were informed that everyone needs to serve on at least (1) subcommittee and that

Depending on member's interest and availability, they may serve on more than (1) subcommittee. Subcommittees will be established based on priority for completing the update, however, as time, emerging issues and/or ideas unfold additional subcommittees may be formed. Each subcommittee will be working groups with set timelines to complete assignments for reporting back to the Steering Committee, who will review and approve recommendations. Members were asked to identify which subcommittee's they determined to be priorities and the following were recommended for consideration:

Evaluation (ongoing assessment) Review (goals and outcome of previous YMP (look at the past)) Goals and Guiding Principles Community Outreach (listen to community and have a marketing plan Communication and Media Age Group Youth Green Committee (what teens can do to create a healthy community) Civic Involvement

Balancing the Steering Committee's and subcommittee's work with the timeline to complete the update given by Council and the Board of Education is important. Staff liaisons, the chair and consultants will review the subcommittee recommendations and will make formal recommendations to establish these working groups based on priority for completing the update at the next meeting. In the meantime, members were advised to visit the YMP website at www.ympupdate.com to monitor community input on the plan. It was suggested too that staff develop a forum on the website for subcommittee members to identify work plan items and interact with one another on shared projects.

The Steering Committee approved action to set standing meetings on the second Monday of each month from 7 to 9 pm. Meetings will be held at the Alexander Hughes Community Center. \*It was agreed upon that there will be two meetings in September and October. The second meeting for September will occur on Wednesday, September 27 from 7 to 9 pm at the Alexander Hughes Community Center and the second meeting in October will be discussed at an upcoming meeting and will be based on need. Standing Committee dates are as follows:

\*Wednesday, September 27, 2006 Monday, October 9, 2006 Monday, November 13, 2006 Monday, December 11, 2006 Monday, January 8, 2007 Monday, February 12, 2007 Monday, March 12, 2007 Monday, April 9, 2007 (proposed joint meeting)

#### **PUBLIC COMMENT**

None

## REPORTS

None

#### ADJOURNMENT 9:23 pm

Bretch Hendulan

Butch Henderson, Chair

ATTEST:

Merceditals

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840



Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

## CALL TO ORDER 7:04 pm

## STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

(Members) Ellen Taylor, Mel Boynton, Any Croushore, Laura Corhan, Nancy Mintie, Chris Bradley, Suzan Smith, Frank D'Emilio, Yo-Landa Brown, Mauryce Feingold, Dior Hildebrand, Chuck Leeb, Butch Anderson, Anne Turner, Claire Oxtoby, Jane Purcell, Kirstin Anderson-Hall, Steven Llanusa, (Staff Liaisons) K. Yip, Mercy Santoro and Nancy Krahn, (Consultants) Dr. Raymond Scott and Dr. Chris Liang, (City Hall) Tony Witt

## **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

None

## **PUBLIC COMMENT**

None

## **APPROVAL OF MINUTES OF LAST MEETING**

Butch Henderson, Steering Committee Chair, motioned to have approval of the September 11, 2006 minutes placed on the agenda for approval. Chuck Leeb noted two corrections regarding his professional experience. First he is not a psychiatrist but has a PhD. Second he is no longer the Southern Regional Director for Mental Retardation. Mr. Leeb runs a school for severally emotionally disturbed children and is a private practioner. Mauryce Feingold indicated her last name was listed incorrectly in the minutes. Her name was listed as Boynton and it should be listed as Feingold. All members were in favor of approving the September 11, 2006 minutes with corrections.

## WRITTEN COMMUNICATIONS

Sarah Ryan, Director of the Claremont After-School Program (CLASP), communicated the importance of locating more after-school tutors/mentors to support student's learning in school. She requested the Steering Committee review volunteer opportunities that support educational outcomes for youth in the community by outreaching to employers who might explore allowing employees to volunteer.

### **ADMINISTRATIVE ITEMS**

#### 1. City of Claremont Community Development Overview of Claremont's Profile

Tony Witt, Director of Community Development, shared highlights of Claremont's Community Profile which is based on Claremont's 2000 census and other agencies resources such as from the Southern California Association of Governments. The information was used in providing background information for the City's General Plan project. Some interviews with individuals, particularly the special need populations, were conducted. This information will be updated again during the 2004 census. Mr. Witt provided insight on population trends specific to youth and families:

- The city will continue to experience fairly slow population growth because there is not a lot of vacant land to develop, with the exception of those projects bringing housing to sights that previously had not been identified. Housing and business density is moderately increasing.
- From 1990 to 2000 the aging population continued to grow most consistently in Claremont. This trend will continue primarily because of the baby-boom factor which is much larger in Claremont and is a national phenomenon.
- Increased housing prices has slowed the growth of families moving to Claremont which is evidenced in an 11% reduction in persons aged 34-45 buying homes. Part of this slow growth trend in housing for this population is due ownership among the aging population coupled with the inability of people just starting out in the housing market who either find appropriate rentals or explore more affordable and alternatives in housing ownership in other communities.
- There is a subtle reduction in the population of children from 0 thru 5 years of age which corresponds with the trend of declining population of 34-45 year olds.
- Increasing ethnic diversity of Claremont is occurring. Last one is the increasing housing prices we are continuing to experience over last 5 years.
- The predictions are that housing prices will not continue to rise at such a great rate.

The following questions, insights and feedback occurred after Mr. Witt's presentation:

- o Suzan Smith inquired if there were any Environmental Impact Reviews for projects like affordable housing on Baseline Road in the works and if so, can the provide more updated information? Mr. Witt said there really isn't and that they rely on the census data to acquire economic and demographic information, however, the state updates population estimates each year, which is based on information they provide on the number of housing units created resulting in new estimates for family size trends.
- o Laura Corhan asked how Claremont college students are counted in the total population. Mr. Witt said the college students who are residents are included in the total population as well as those that list their residents as in Claremont.
- o Butch Henderson mentioned this year our enrollment in the school district is up and inquired how this corresponded to what is being shared about the declining population of families. K. Yip said enrollment figures fluctuate only moderately each year. We have long term trends that demonstrate moderate growth but enrollment is fairly stable. Part of any fluctuation is all set by the fact we do have transfers that act as a buffer to maintain a fairly flat level of enrollment. Last year surrounding District's were experiencing declining enrollments which resulted in a reduction of transfers. Last year we were down 20-30 students and this year we are above estimates. Overall projections have stayed relatively flat with a slight growth trend with residents attending our schools. There is a notable reduction in kindergarten enrollment.
- o Ellen Taylor asked how many students are enrolled in our District. K. Yip stated there are approximately 6,820 students enrolled. The Board of Education has authorized a long term demographic study projection on how community and neighborhood changes will effect District enrollment over the next ten years.
- o Anne Turner inquired if the City is making an effort to attract people who are currently excluded people from the housing market? She further asked if there is any portion of the General Plan that addresses the fact that we need to have younger people and families who are starting out move to Claremont? Mr. Witt shared

that the proposed General Plan, which is going thru the final hearings over the next few months, details recommendations related to this need and creation of affordable housing. The City Council adopted an Inclusionary Housing Ordinance that requires 15% of units in new development be priced affordable as defined by county standards. With new development we will see those units. Mr. Witt also referenced the 6 units that were built by Habit for Humanity and stated that other projects similar to this one are being considered in the future.

- o Dior Hildebrand shared that when she hears these trends that she too hears an unconscious message to the youth that they may not return to Claremont after they finish college. How we get younger people back in Claremont after college is important.
- o Ms. Hildebrand asked about the dropout rate detailed in Claremont's profile stating that the year 2002 and 2003 there were only 6 dropouts. K. Yip said the State of California has no real way of reporting and tracking whether a student drops out or not. The 6 dropouts noted are actually 6 students who told the School District. There is no way to track when students leave the District until families request transcripts be sent to their student's new District. Frank D'Emilio said while there is no tracking system currently in place, adults do report by age twenty-five that they do have a GED or Diploma. K. Yip, stated the Department of Education is developing a Master Plan, as a result of the No Child Left Behind Act, to track all students by assigning them student identifications. This plan is not in place yet and as of today we have no way of tracking. Chuck Leeb mentioned the National statistics show the latest report is a 30% dropout rate but was uncertain how this number is tracked.
- o Amy Croushore asked if there is any way of knowing what the numbers are for home and private schooled students. K. Yip said the District only knows the enrollment numbers for private schools and that unless the parent contacts the District, there is no way of knowing if a child is being home schooled. If the student does not enter the system, there is no way for a child to be tracked.
- o Dior Hildebrand mentioned being an employee of LA County Public Health and stated she has access to health statistics and that this data is important to consider when looking at Claremont's Profile. Mr. Hildebrand stated that health statistics too can be a way of determining how we can help our youth.
- o Suzan Smith shared that with Proposition 49, (money coming from the state that schools will apply for to support academic, enrichment and recreation programs for all children) after-school program activities should not be limited to just tutoring but also enrichment, such as music and arts. She stated this should be a component we look at very seriously.
- o Mel Boynton added that we need to get an indication on whose providing services in Claremont. Mr. Boynton said we have the City and District covered but what about the rest of the community providers. He mentioned the Courier's Almanac is a good source of information. In addition, it would be helpful if there were other similar publications that identify local programs serving youth. Mr. Boynton stated that the Youth Master Plan Update needed to establish a baseline measurement for looking at outcomes of services based on youth development. Comparing Claremont's outcomes with neighboring cities, state and national trends will inform the community of really how well we are doing. Using the 30% dropout rate discussion as an example, Mr. Boynton noted that he read an article saying the dropout rate was much higher than 30%.
- o Yo-Landa Brown stated that mental health is a key issue with Claremont children. Some of their coping skills are just not there and that children struggle from day-to-day with issues happening in their home and community. She stressed there is a need for campus counselors for younger kids. She said there is a need for enrichment programs at the elementary school level too.
- o Jane Purcell stated that a number of students are on some sort of medication for anxiety.
- o Chuck Leeb stated that suicide increase among children under the age of 12 years is of great concern. Medication is often used to deal with the diagnosis, but the severity of emotional disturbance in children we are dealing with over the last 20 years has increased and that suicide attempts are much frequent but more serious. Statistics in college show 1 out of 5 students entering as a freshman are on some sort of medication.

o Mauryce Feingold mentioned that the Steering Committee needed to support parents in developing parenting skills. Parents would like to do great things but they just don not know how. If some sort of parenting education is provided, we will have young adults that are able to deal with situations.

Mr. Henderson stated that with everyone's input, there is a lot of information and a lot of ideas. He mentioned the Steering Committee needed to be faithful to the Brown Act and that what was going to be called Ad Hoc Committees will be changed to Task Groups. Mr. Henderson stated that many of these issues will be addressed in the work produced by the various Groups. Those individuals who applied to serve on the Steering Committee will be invited to participate in the Task Group process to assist in investigating many of the issues. While many other ideas for Task Groups were mentioned at the first meeting, such as the Green Task Group, Nancy Minite, who suggested the group consider environmental issues, may, unfold later on in the plan, after the Groups have worked on some of the priority projects to begin determining the effectiveness of the last plan, including determining if the goals are still relevant today.

Mercy Santoro commented on Ms. Hildebrand's question about additional statistics at the start of the meeting related to mental health, fitness and wellbeing, homelessness and other issues, which are not detailed in Claremont's Profile, may be located in other studies and data available through the District and County agencies. Task Group questions related to research and information needed in order for Groups to complete there work plan may be requested though the staff liaisons. Claremont does a great job of studying the community and staff can direct that information to Groups look at it, ask questions about it and use that information in completing work plan assignments.

#### Recommendation: Receive and File

#### 2. Task Groups

Committee will review and move to approve the 2006-2007 YMP Update's Task Groups and consider nominations for member appointments.

Butch Henderson reviewed the Task Groups which includes Evaluation and Measurement, Review, Goals and Guiding Principles, Communication & Media and Community Outreach and he requested each member read over the description. Mr. Henderson emphasized that other each Task Group has time specific projects and that as Groups completed their work plan, new Groups may unfold. Prior to having discussion, Mr. Henderson requested each member select at least on Task Group they would like to serve on using the nomination form and to rank their choices with one indicating their highest interest priority. Members completed their forms and turned them in to liaisons who will then make every effort to place members on Groups they are most interested in serving on. The following discussion occurred among members concerning the first set of Task Groups brought forward for approval:

- Sue Smith stated that the Goals and Guiding Principles and Review Task Groups seemed to have the same purpose. Staff stated that the Review Task Group is responsible for revisiting the outcomes of the 1995 Plan to determine what has been accomplished and what items still need to be addressed or have become irrelevant. This Group may produce some sort of scorecard as part of their report back to the Steering Committee and that while their work plan is anticipated to take 3 weeks, the report they produce will be an important working document for all Task Groups to draw upon. The Goals and Guiding Principles Task Group will have a very specific charge of reviewing the goals to determine if they are still relevant and meet the needs of youth and families.
- Nancy Minite shared her perspective on the possibility of making certain the Update considers environmental issues and that while this Task Group was not initially established, she will continue her action work in the Community with youth groups and the colleges but hopes the plan addresses Green Issues either through its goals and guiding principles.
- Mel Boynton shared that assessing the goals to make certain they are relevant is important and staff stated that will be the function of the Evaluation and Measurement Task Group, who will review the Task Groups work plan reports partnered with all the different outreach forums, surveys and live youth vote.
- Mr. Henderson asked if there were any other working Task Groups that members felt were a priority at this time but assured the group too that additional Groups will unfold with the Update and as emerging issues, ideas and needs occur.

After Steering Committee Members shared their insights, questions and feedback, Mr. Henderson moved for the Committee to take action on approving the first working Task Groups as follows: Evaluation and Measurement, Review, Goals and Guiding Principles, Communication & Media and Community Outreach with the Committee's full approval.

Recommendation: Committee approved the first working Task Groups for the 2006-2007 YMP Update.

### REPORTS

#### 3. Chair Report

Butch Henderson reported on his presentation at the September Teen Committee meeting and shared how many Green issues the group brought up related to businesses and improving the Community. Students expressed concern over lighting in the Village; they shared insight on the Downtown Village Expansion as well as transportation needs. Mr. Henderson mentioned that the City Manager, Assistant City Manager and Mayor attended the meeting and continue to follow the direction of the 1995 Plan in involving youth in City government. Mr. Henderson also attended Parent Faculty Association Meeting to report on the Update and the group provided a good deal of feedback and expressed continued support for the Youth Master Plan and interest in being involved in the Update.

#### 4. Youth Voices

Youth Steering Committee Members may provide insight and feedback on the YMP Update and outreach work they are doing in the community.

As Teen Committee Co-Chair and a Steering Committee member, Kirsten Anderson-Hall mentioned that she has been interviewing her peers at school to ask what can be improved in Claremont. Most student's share that they would like to see more entertainment and things to do but when she talked to the students about the coming attractions at the Village Expansion, none of them seemed to know what is happening in the community. Steering Committee members asked Ms. Anderson-Hall if students are interested in what is happening in the community and if the City could do a better job outreaching to them by using the Wolfpacket. Ms. Anderson-Hall shared that the Teen Committee has played an active role over the last several years in working with Tolken and City Planners in providing youth insight in developing the expansion and that the Committee would be meeting again with City Staff, Tolken, the Chamber of Commerce to receive an update on the project and to discuss ways to outreach the project to the youth community.

Ms. Turner shared that it is important to use technology as a way to outreach to students since most youth have and use personal computers as a primary way to communicate. She offered ideas such as using some sort of bulletin board where events and issues can be posted for youth and adults to interact with one another. Perhaps getting a spot in the Wolfpacket for happenings such as the Youth Master Plan Update to inform and interact with youth as well as to list a calendar of general community events might be helpful.

Laura Corhan suggested the community should have more activities like Village Venture, Tree Lighting and Fourth of July (also the Tree Lighting should be reevaluated to equally represent many faiths). Some of her ideas consisted of hosting a community "Back to School" night in the Village similar to the Wine Walk, and Tree Lighting. Ms. Corhan stated the events like the Concerts in the Park and the Movie Nights, which happen in summer, should be balanced by winter events.

Ms. Corhan would also like to encourage interaction between schools. She states that there is not any real elementary school interaction and feels that interaction at the elementary level will make it easier on students as they transition to El Roble. Her ideas would include starting after school sports programs at the elementary levels which will bring all elementary school students together, while encouraging Claremont High School students to act as volunteer coaches.

Ms. Smith shared the CLASP program is having problems getting high school students to tutor and thought perhaps consideration should be given to providing students with community service hours as part of their graduation requirement to assist with important community volunteer work.

Ms. Corhan expressed her disappointment in the Jeremy Iverson book which portrayed Claremont youth and families in an unfair way and that the whole experience has been very hurtful to Claremont High School Students.

#### 5. Task Groups Assignments and Reports

Steering Committee Members may serve on a number of Task Committees. This time is allocated for reports about their activities. No reports at this time.

## ADJOURNMENT: 8:38 pm

Bretch Henderson

Butch Henderson, Chair

ATTEST:

Mirceditation

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

MONDAY OCTOBER 9, 2006 7:00 PM Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

CALL TO ORDER 7:05 pm

## **STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT**

(**Members**) Mel Boynton, Emily Burch, Bonnie Busenberg, Laura Corhan, Dick Guthrie, Nancy Mintie, Frank D'Emilio, Yo-Landa Brown, Mauryce Feingold, Butch Henderson, Dior Hildebrand, Chuck Leeb, Steven Llanusa, Robert Miletich, Joe Salas, Suzan Smith, Jane Purcell, Kirstin Anderson-Hall, (**Staff Liaisons**) K. Yip, Mercy Santoro, Nancy Krahn and Denise Stevenson, (**Consultants**) Dr. Raymond Scott and Dr. Chris Liang

## **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

Mercy Santoro introduced the new Human Services Director, Jeff Porter. Mr. Porter expressed his enthusiasm for the Youth Master Plan Update and was warmly welcomed by all committee members present.

## **PUBLIC COMMENT**

None

## **APPROVAL OF MINUTES OF LAST MEETING**

The minutes were accepted and approved without objection.

## WRITTEN COMMUNICATIONS

None

## **ADMINISTRATIVE ITEMS**

## STEERING COMMITTEE MEETING RECESS 7:10 pm

#### 1. Task Group Meeting

Time was allotted for Task Groups to review their work plan.

### STEERING COMMITTEE MEETING RECONVENES 7:40 pm

#### 2. Search Institute's 40 Developmental Assets Presentation

## "Building Developmental Assets in Communities" presented by K. Yip, Director of State and Federal Community Education Programs.

Objectives: (1) Overview of Development Assets in terms of what they are and (2) become familiar with the connections between asset framework and academic success.

Mr. Yip reported that the typical youth assessment model considers risk factors involving the family, peers, school and community and focuses primarily on what is going wrong and how to fix it. For example, the 2006 California Healthy Kids Survey features data taken from 7<sup>th</sup>-12<sup>th</sup> grade students in Claremont and reveals that the percentage of youth smoking, using marijuana and using alcohol steadily increases with grade level. The data is analyzed to find out all the risk factors to determine what stakeholders need to do as a community to fix these issues, which underscores the typical method of assessment nation-wide, statewide and oftentimes locally.

The Search Institute of Minnesota developed an assessment model that calls for two shifts in thinking: (1) ask what is right with kids instead of what is wrong and (2) move from building programs to building relationships. The following website gives more information on the shifts in thinking: www.search-institute.org. The model provides a list of 40 Developmental Assets grouped into two categories – external assets and internal assets. To learn how the assets are applied, Mr. Yip directed Steering Committee members into a group activity. Each member was asked to review the assets by reflecting on their own developmental experiences in high school and how many assets they had or did not have in their lives. Reflections were then shared with others in small groups. When the presentation reconvened, members reported their total number of assets, sharing they possessed 25 to 30 or more, which is average. Mr. Kip stated the more assets one has in their lives leads to positive developmental outcomes and correlates to findings that uncover, the less assets one has, the greater the developmental risk factors. Furthermore, those youth with less than 10 assets in their lives are more likely to experience contact with law enforcement.

The last official Search Institute study done in Claremont was 1993-94 and included High School Students. Findings supported that Claremont youth report having 20.1 assets. The nation-wide average is 19.3 assets. According to the Search Institute, an individual with less than 20 assets is considered at risk in this model, the target value is 31 and above, which points to greater quality of life outcomes. Again, there is a correlation between the larger number of assets that a student has to the frequency the student will be involved in drugs, sex, and violence (i.e. larger number of assets leads to less involvement in drugs, sex, or violence). Performance in school, overall health and the student's value of diversity increases with amount of assets. Discussion on the asset model next focused on how it is often differentiated from others and includes the following highlights:

- Focusing on the strengths of young people and not their problems.
- Realizing that caring for our youth is everyone's work-not just the work of professionals'
- · Going from thinking that young people drain resources to thinking young people are our future
- Avoiding labeling troubled young people and looking for the unique strengths in each child.
- Moving from personal accountability to social responsibility
- Progressing from incidental asset building to intentional asset building
- Claiming responsibility rather than blaming society, community, other cities, etc.

Mr. Yip shared that a few Search Institute surveys have been done on grading adults. Conclusions demonstrate an inconsistency with adult's thinking and behavior. For example, the percentage of adults that believe it is important to tell youth they are doing something wonderful is 65%. The percentage of adults who actually do it is 22%. The percentage of adults who say they and other adults they know report positive behavior is 43%. The percentage of young people who say adults report positive behavior is 3%. The percentage of young people who actually feel their community values them is 29%. The findings support the existence of a disconnect between what adults think and do and how young people feel about themselves as a result.

As follows are highlights of sharing ideas and insights that occurred after the presentation:

• Mr. Dick Guthrie commented that the 1995 Steering Committee stumbled upon the Search Institute's Developmental Assets as they were looking for a model to base the plan on. The assets provide a window into the life of young people that adults do not always see. Mr. Guthrie encouraged the continued use of the Search Institute's Developmental Asset and the California Healthy Kids Survey in tandem to guide in the development of evaluation/measurement and implementation of the goals. He also commented on how it was important to look at young people as assets as opposed to looking at them as problems to be solved.

- Ms. Suzan Smith commented on how the Youth Activity Center (YAC) has done a great job of focusing on the positives of youth and recognizing the efforts of youth through the YMP's goal, "Make Certain Youth Are Recognized." The annual Youth Recognition Awards celebrates the accomplishments of youth and recognizes staff as mentors too.
- Mr. Melbourne Boynton requested a copy of the 1993-94 Search Institutes Survey results be used as a point of reference for work needing to be done in the update as part of the review.
- Mr. Joe Salas inquired if the Committee wants the YMP to come up with percentage goals that measure how the negative assets evolve into positive ones. Mr. Yip stated that the focus is not on problem solving, but rather emphasis is on what it will take to give young people the tools to make positive choices in their lives. Mr. Yip emphasized that assets are not meant to be an evaluation tool and that part of the reason for working with the evaluation/measurement consulting team is to develop a measurement tool that can asses quality of life and how connected youth are.
- Ms. Yo-Landa Brown said we should search within ourselves at who we are as adults and how we want to represent our community through the update. She stated that adults must meet youth where they are and interact with them to help foster a greater sense of their own purpose. Mr. Yip responded by asking members to engage youth in meaningful ways so that young people develop relationships with members of the community. Ms. Jane Purcell commented that it is important for adults to move programs and the way adults interact with youth from incidental to intentional.
- Mr. Dick Guthrie encouraged continued thinking on the issue of how Claremont will ensure youth get the message that the community values them, supports their participation and is focused on implementing a youth-centered strategic plan community-wide to ensure Claremont does not age in place.
- Dr. Raymond Scott noted that the asset model lays out an ecological model that begins to move away from deficit-based to strength-based approaches which provides a framework to conceptualize the issue.

#### **3.Special October Steering Committee Meeting**

The Committee will set a special meeting date for October.

Steering Committee members approved to set a special meeting date for Monday, October 23, 2006 to receive a report on the evaluation/measurement component that will be included in the update. Mr. Joe Salas and Ms. Nancy Mintie reported that they would not be present

#### REPORTS

#### **4.Chair Report**

Mr. Butch Henderson requested that Mr. Guthrie provide highlights of where the update is going.

Mr. Guthrie encouraged the Task Groups to move forward in their work plan and that in November the committee should begin receiving formal Task Group reports and take action on findings. Most important though, the groups must move their efforts out into the community and get feedback through the evaluation/measurement pre-surveys and outreach forums. Emphasis must be placed on including the youth voice throughout the process.

By the first meeting in January, the committee will need to begin drafting the update by combining Task Group findings. At this point, discussion of action steps will unfold as well, Mr. Guthrie added, but in the meantime, Task Groups should be cataloging potential action step recommendations. Integration of the evaluation/measurement component will begin to occur in January with identified gaps in services and priorities unfolding because of each group's work and community assessments findings being complied. The Steering Committee will review a draft of the update in March with a formal presentation of the draft to the Human Services Commission occurring next. The Steering Committee will present the updated draft at a joint School Board and City Council Meeting in April 2007.

#### **5.Youth Voices**

Mr. Butch Henderson requested that the Youth Voices report be moved to the beginning of the agenda to ensure teen members get a chance to share their insights and concerns before having to leave to prepare for school. There were no objections.

Ms. Salinda Chong noted that she has been working with Ms. Laura Corhan in conjunction with Claremont High School students. Some of the feedback she has received by youth currently involves issues related to curfew, parking on the streets and teen activities.

Ms. Laura Corhan shared that she has been conducting surveys with high school youth to learn more about their ideas, issues and concerns related to their experience in growing up in Claremont. A summary of the 15-20 youth respondents is as follows:

- More activities like Village Venture
- Host a village get together for youth similar to Wine Walk
- Student discounts for youth in village
- Cleaner streets and plant more trees
- More training opportunities for how youth can learn entrepreneur skills

Mr. Henderson asked Ms. Chong and Ms. Corhan what their reaction was to Mr. Yip's presentation on Developmental Assets. Both Ms. Corhan and Ms. Chong stated they feel they posses many of the assets. Ms. Jane Purcell said she suggested to the Editor-in-Chief of CHS's Wolfpacket that they might want to interview the student Steering Committee Members to raise awareness and to encourage youth involvement.

Mr. Boynton respectfully challenged Ms. Chong, Anderson-Hall and Corhan to keep up their attendance at meetings and to be active members by making suggestions and objections when issues arise.

#### **6.Task Groups Assignments and Reports**

#### a. Evaluation and Measurement Task Group

Co-Chairs: Bonnie Busenburg and Dior Hildebrand Members: Laura Corhan, Chris Bradley, Dr. Raymond Scott and Dr. Chris Liang Reported that they met for first time this evening.

#### b. Review Task Group

Chair: Jane Purcell Members: Suzan Smith, Chuck Leeb, Nancy Mintie and Bob Miletich Have met with Dick Guthrie twice.

#### c. Goals & Guiding Principles Task Group

Chair: Amy Croushore Members: Mel Boynton, Joe Salas and Michael Fay Mel spoke for Amy noting that they have met once. He asked that members mark pages 3 and 4 in the YMP, which are the guiding principles, and pages 25 and 26, which are the goals

#### d. Communication & Media Task Group

Chair: Kristen Anderson-Hall Member(s): Claire Oxtoby No one present but Ms. Santoro and Ms. Kirsten-Anderson Hall have met.

#### e. Community Outreach Task Group

Chair: Karen Nutt Member(s): Yo-Landa Brown, Frank D'Emilio, Emily Burch, Mauryce Feingold and Salinda Chong Reported that they met for first time this evening.

Mr. Dick Guthrie noted that non-committee members could serve as Task Group chairs. He also asked that members email out future Task Group meeting dates for those not present.

"For all that has been, thanks. And for all that will be, yes." – Chair Butch Henderson quoted Dag Hammarskjold, Former Secretary General of the United Nations.

Brotch Henderson

Butch Henderson, Chair

ATTEST:

Mircedifal

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

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(909) 445-7840

MONDAY OCTOBER 23, 2006 7:00 PM Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

## CALL TO ORDER 7:07 p.m.

## STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boynton, Chris Bradley, Yo-Landa Brown, Emily Burch, Bonnie Busenberg, Amy Croushore, Frank D'Emilio, Mauryce Feingold, Kirstin Anderson-Hall, Butch Henderson, Dior Hildebrand, Chuck Leeb Steven Llanusa, Robert Miletich, Jane Purcell, Suzan Smith, **(Staff Liaisons)** K. Yip, Mercy Santoro, Nancy Krahn, **(Consultants)** Dr. Chris Liang Dr. Raymond Scott

## **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

Butch Henderson mentioned the next YMP Update meeting would be held on Monday, November 13, 2006.

## **YOUTH VOICES**

Kirstin Anderson-Hall reported that Teen Committee members hosted a Youth Forum with the University of La Verne at their October meeting. She said that students miss the connection with school staff and administrators because of tight academic and homework schedules. She shared that students expressed interest in doing an environmental home project to promote conservation in Claremont. Mel Boynton mentioned the Claremont Colleges recently finished an environmental home that includes such features as solar power and surplus electricity. Mr. Boynton added that with good planning, buildings could be green. Ms. Anderson-Hall will refer Mr. Boynton's information to the Teen Committee.

## WRITTEN COMMUNICATIONS

Jennifer Lee, a resident of Claremont, is concerned about low-income students who walk a distance from school to home. She inquired about the possibilities of obtaining bus passes from the City to get these students from school to home.

## **MINUTES**

The September 27, 2007 minutes were accepted and approved with two corrections; page 4 should state Ms. Salinda Chong and on page 5 the misspelling of Mauryce Feingold needs to be corrected.

## **PUBLIC COMMENT**

Rachel Kitch, a 3-year resident of Claremont and Senior attending Claremont High School, shared that she has attended 9 different schools. She commented that it was strange that Claremont High School does not require volunteer hours for graduation. She mentioned Claremont High School is very rigorous and is grade and test oriented, which makes the school experience somewhat impersonal. Once kids involve themselves with volunteering, Ms. Kitch explained, they start actively getting involved with their community. There are many social benefits when it comes to volunteering which fosters a better community. Volunteering brings people out of their daily lives and allows them to learn more about themselves and their community.

Jennifer Davis is a 14-year resident of Claremont and a senior at Claremont High School. She commented that she would like to see college students give a presentation at the YAC on the college application process as well as provide insight on college life while giving kids the opportunity to ask questions. Butch Henderson suggested the idea of having a community-wide college or career day. Ms. Davis also said being active in sports is valuable; it teaches self-discipline, patience and creates balance.

Karen Nutt is a 9 year resident of Claremont and serves on the Children's Planning Commission. She currently holds a volunteer position on the Parent Faculty Association (PFA) for El Roble and Claremont High School's. Ms. Nutt shared that her parent network is focusing on informing parents and students of the impact drugs and alcohol has on a child's brain, permanently affecting school performance, critical thinking and other developmental outcomes.

Ms. Nutt too voiced her concerns about a person in the community who is selling legalized marijuana. She suggested the YMP take a position on really watching the Claremont community by not allowing these kinds of businesses into the City. She said the City of Glendora took a proactive approach at their city council meeting stating there would be no legalized marijuana selling as well as no tattoo or massage parlors in their community.

Suzan Smith expressed concern about getting educational information and City news to non-English speaking parents. Ms. Nutt mentioned diverse families attend the Parent Action Network and the Coffee Break groups. These groups can be used to share parent awareness information.

## **ADMINISTRATIVE ITEMS**

#### 1. Youth Master Plan Update Evaluation/Measurement Presentation

Professor's Chris Liang and Raymond Scott, Youth Master Plan Evaluation/Measurement Team Consultants, provided a presentation on the YMP's evaluation components along with a timeline for implementation.

#### A Primer on Evaluation Presentation

Dr. Raymond Scott shared information on how ecological research models are used in community-wide evaluation. Highlights of his presentation are as follows:

#### **Ecological Models**

- Ecological models are multi-faceted and concerned with environmental, behavior and policy change that help individuals make healthy choices in their daily lives.
- They provide a mechanism for linking youth and families with resources by emphasizing a shared framework for change.
- Interaction between environments brings about lasting change and requires addressing variables at multiple levels and in many different environments.
- Microsystem relates to how environments such as community/culture, family, and an individual influence one another. Mesosystem relates to environments such as society, community/culture, family, and individuals influence one another. Macrosystems involve adding global to the above environment and all of these influence one another
- Ecological assessment models provide information with continuous feedback that allow for correction, reevaluation, both process evaluations and outcome evaluations.
- To put this model in action, first a statement of intended outcomes must be established, then developing or selecting an assessment measure must unfold, and finally the creation of experiences leading to outcomes lends to an understanding of how the various systems influence behavior through interaction.
  - o -Mel Boynton commented that this assessment never happened in the prior YMP. He feels since an assessment like this was not in place that it is difficult to decipher the outcomes of the 1995 goals.

Dr. Chris Liang shared information on ecological assessments and evaluations. Highlights of his presentation are as follows:

#### Assessment and Evaluation

- Broad terms that are used interchangeably to identify a problem, issue or concern.
- People use the words needs assessment, or measurement instead of evaluation. Needs assessment is a specific way of assessing the needs of the community, learning how to fill the gaps.
- Gaps are the needs of the community. Our job is to figure out how to fill gaps with meaningful and useful programs.

- Engaging in evaluation reduces uncertainty about an issue, identifies strengths and weaknesses.
- By asking questions, by engaging in evaluation we are educating people about the program or issues directly related to the program.
- By doing evaluations we are able to garner additional resources that lead to more funding.
- Not only do we look at the outcome but also the life of the program. Programs really need to be ready in order to have an outcome.
- There are 4 stages in a life of a program.
  - o The first is the Planning stage by laying out a strong foundation, gathering background information doing a needs study so services are not being duplicated. The second way of getting background formation is by doing informative research by getting opinions of those who might provide the service.
  - o The second stage is the Initial Implementation stage going out and implementing a lot of different evaluation techniques.
  - o The third stage is the Mature Implementation stage when a program starts to settle into a routine.
  - o The fourth stage is the Outcome stage.
- Dr. Liang explained that there is 6 ways of gathering information. He reviews the how to, advantages and disadvantages of each category. (reference colored pages included with the presentation).
  - o Indicator Approach is data that has already been collected and the researcher's job is to access it and put it together in a way that is meaningful and useful.
  - o Survey Approach is administered to individuals via a sampling procedure.
  - o Key Informant Approach identifies key people in the community to learn from them on what issues are pertinent.
  - o Community Forum Approach is a public meeting, in which all of the community is encouraged to attend to discuss community needs.
  - o Focus Group Approach is where a group of people selected for their particular skills, experience, views or position are asked a series of questions to gather their opinions.
  - o Delphi Technique is a structured approach gathering anonymous data.
- Goals of evaluation are to improve planning and implementation of particular programs.
- Using an asset based approach, which involves looking at positive qualities of community to build overall quality of life.
- Evaluation outcomes allow Cities and Schools to direct money and services to credible programs with proven needs and outcomes
- Evaluations educate the community and inform service planning and serve as a way for people to learn while demonstrating how people think.

#### Dec. 2<sup>nd</sup> Live Vote Discussion

- Butch Henderson announced that the Live Vote would be held on Saturday, Dec. 2<sup>nd</sup>. Voting will include students from elementary thru high school grade levels.
- Amy Croushore mentioned some students would be taking SAT tests on this day.
- Dr. Liang commented on how a live vote is a way to gather information from students voting.
- K. Yip suggested analyzing the data from the youth and then facilitating a discussion group with adults.
- Frank D'Emilio suggested using cell phones to expand the voting.
- Dior Hildebrand is looking at culture. She is concerned about targeting only one audience, north Claremont. She feels we are missing south Claremont audience.
- Many commented on where the Live Vote should be held either in south or north Claremont or to have it at both locations at different times of the day.
- Yo-Landa Brown said parents feel strongly about bilingual voting.
- It was agreed that this is a day to focus on the youth and to focus on outreach effects all over the community.

#### Recommendation: Receive and File

### **REPORTS**

#### 2. Chair Report

The chair has nothing to report at this time.

#### 3. Task Group Reports

Steering Committee members may serve on a number of Task Groups. This time is allocated for reports about their activities and include the:

a. Evaluation and Measurement

• Dior Hildebrand attended the last Youth Group meeting. She said the youth responses were incredibly insightful.

- b. Review
  - Suzan Smith commented on how youth are different from 10 years ago. They do not wish to loose sight of the fact that youth have individual needs.
  - They are working on adding goals, different ways of evaluating, have identified weak areas that need to be strengthened.
  - The Review group is requesting a joint meeting with the Goals & Guiding Principles group soon and often to coordinate findings and suggestions.
  - The Vision for Youth statement was reviewed and proposes the addition of the word "enriching" due to Proposition 49.
  - The 1996 Green book plan is weak in terms of environmental issues and would like the revised plan to be greener.
  - Butch Henderson suggested each task group have cross communication amongst the other task groups.
- c. Goals & Guiding Principles
  - The task group is working on redeveloping page 3 & 4, Claremont Community Vision for Youth section of the 1995 Claremont YMP.
  - Mel Boynton mentioned on page 25, "The Action Plan," that goals 8 & 9 have become a single goal. The group will make a recommendation to create a new goal (10) to include an ongoing measurement component.

#### d. Communication & Media

- Nothing to report at this time.
- Mercy Santoro added that Chris Ulrich has been added to the Steering Committee. Randy Prout is no longer serving on the committee.

#### e. Community Outreach

- Frank D'Emilio states his group is looking to identify different stakeholders in the community to make certain they know what is happening. He suggested possibilities of developing a flyer or newsletter inviting people to join the task groups.
- Dr. Chris Liang recommended that the Community Outreach Task Group get in touch with the Evaluation Task Group.

#### ADJOURNMENT 9:12 pm

Bretch Hendusan

Butch Henderson, Chair ATTEST:

Mercode

Mercy Santoro, Staff Liaison



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Alexander Hughes Community Center Grove Room 1700 Danbury Road Claremont, CA

## CALL TO ORDER: 7:05 PM

## **STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT**

Mel Boynton, Chris Bradley, Emily Burch, Bonnie Busenberg, Salinda Chong, Mauryce Feingold, Kirstin Anderson-Hall, Butch Henderson, Steven Llanusa, Robert Miletich, Nancy Mintie, Claire Oxtoby, Jeff Porter, Jane Purcell, Joe Salas, Ellen Taylor, Anne Turner (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn, Denise Stevenson, (Consultants) Dick Guthrie, Dr. Chris Liang, Dr. Raymond Scott

## **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

- Chris Ulrich was officially appointed to the Youth Master Plan Update Steering Committee to take the place of Randy Prout.
- A Parent Pre-Survey was handed out to the committee members to complete at the previous YMP meeting. Dr. Raymond Scott shared that he will collect them at the end of the meeting.

## **YOUTH VOICES**

- Kirstin Anderson-Hall announced that the next Teen Committee meeting is Wednesday, November 15, 2006, at the Youth & Family Support Center (Y&FSC) from 3:00 5:00 PM. Superintendent of Schools, Mr. David Cash, will be present to share his vision on education and to answer questions. She also mentioned a problem with Foothill Transit buses 855 and 292 have been arriving 30-40 minutes late after school and that she was working with the Associated Student Body (ASB) at Claremont High to address the problem.
- Butch Henderson encouraged Steering Committee Members to attend a Teen Committee meeting to learn more about the work efforts of this youth governance group.
- Salinda Chong said ASB has been busy with Homecoming and outreach efforts to involve students in the Update will happen once the event is over.

## WRITTEN COMMUNICATIONS

There were no written communications.

## **MINUTES**

Minutes accepted as approved without objection.

Mauryce Feingold suggested the minutes be mailed out earlier so everyone has a chance to review them a few days prior to the next meeting. Staff shared that minutes are emailed 72 hours in advance of each meeting in addition to being mailed.

## **PUBLIC COMMENT**

Brennan Saeta, a junior at Claremont High School and Teen Committee member, expressed concerns over the lack of public transportation and other community and school related issues. Highlights of Mr. Saeta's concerns are as follows:

- Traffic at Claremont High School, between the hours of 7:20-7:50 a.m. and 2:45-3:14 p.m., is a problem. He suggested that the YMP Steering Committee review the 2005 Traffic and Transportation Study recommendations to consider ways of reducing congestion on Indian Hill.
  - o Students have to wait for 30 minutes or more to catch the next bus home and the wait is even longer for students who have detention or are involved in extra curricular activities.
- The 45-minute wait for dial-a-ride, the lack of any bus line north of baseline, as well as the lack of bike lanes, increases the transportation difficulties faced by teens.
- There is a citywide problem with broken bike lanes that needs to be addressed so bike riders can get about town safely.
- Mr. Saeta mentioned there are no PE credits for those running cross-country (2 miles a day) and that is a concern, which increases day-to-day student stress over time management.
- Nancy Mintie thanked Mr. Saeta for his efforts in adding to Claremont's quality of life.
- Joe Salas mentioned that School Board Member Joan Presecan is an avid cyclist and has a very comprehensive bike plan under development to make Claremont a more bicycle friendly community.
- Ellen Taylor thanked Mr. Saeta for voicing his concerns and stated that the transportation issue was brought up during the last YMP process and obviously still needs to be addressed.

### **ADMINISTRATIVE ITEMS**

#### 1. PANEL DISCUSSION ON YOUTH AND LOCAL LAW ENFORCEMENT

#### Presentation by Felipe Delvasto, Claremont High School Dean of Students and School Resource Officer (SRO) Chris Bradley

SRO Bradley shared that he works in the discipline office at Claremont High School, El Roble Intermediate School and the continuation school and highlights of his presentation and discussion with the Steering Committee are as follows:

- SRO Bradley stated that fighting on campus is usually instigated due to conflicts in boyfriend/girlfriend relationships. Fighting has come under greater control within the last 6 months in part due to the issuing of 415 citations, which require student's report to traffic court for fighting in public. Those cited must attend an anger management class, and if students repeat the offense, there is a fine of \$400, which results in a decrease of repeat offences.
- Alcohol / Drug possession citations are on the increase. SRO Bradley shared that this might be linked to the increased teacher awareness training provided in identifying students who are under a controlled substance, resulting in more frequent reporting of drug use among students by teachers.
  - o This year, methamphetamine has been found on campus, although marijuana is the most common drug found on campus. Cocaine has been found on campus. Recreational use of prescription drugs is a problem; SRO Bradley shared, next reporting that twice a month police use drug dogs to conduct random searches at various campuses.
  - o These same issues are equally present on the continuation and Claremont High School campuses.
- SRO Bradley reported that youth using drugs are from all socio-economic backgrounds. He conducts about 100 counseling sessions per month which usually involves 2-3 students who report drug use among peers as well as potential conflicts that might result in a fight. He shared some of the following trends in student behavior:
  - o About 10-15 knives were found on students during the 05-06 school years, noting too that no guns have been found on campus.
  - o He has handled a few suicide preventions.
  - o Most frequent interactions with students involve those experiencing chronic academic and discipline problems.
  - o At the junior high level, while there is no noticeable problem with the use of alcohol and drugs, these issues still arise and are often not caught.
- Officer Bradley shared that he gives educational presentations in the classroom and does 3-4 per month.
  - o A federal grant recently awarded allowed for the purchase of drunk driving carts and goggles that simulate drunk

driving, which is used in health classes and workshops to help students make safer and informed choices in their own lives.

- Anne Turner shared that her son, an El Roble student, talks about the difficult time he had transitioning from elementary to junior high school. She mentioned that drug use is a problem at El Roble along with student stress.
- Butch Henderson asked SRO Bradley what kind of response he gets from parents whose student is involved in illegal behavior. Officer Bradley commented that it depends, some parents are responsive, some threaten lawsuit and accuse officers of planting things on students.
  - o An increase in internal developmental asset support through adults needs to be targeted to students, especially among those most at risk, Mr. Henderson stated. This intentional effort must occur to reduce negative life experiences among youth along with contact between youth and local law enforcement.
  - o Most importantly, parents need to be informed of how theses risk factors affect their student's life.
- Karen Nutt has a son who attends El Roble Intermediate School and a daughter who attends Claremont High School. Ms. Nutt states that she is the co-chair of Parent Network and that she often works with parents on drug and alcohol issues.
  - o She commented that there needs to be more parent outreach.
  - o She mentioned that 1-2 times a week the Courier mentions police being called out to a house that has parties frequently.
  - o She is curious about what is being done about these issues and shared that she would like to work with SRO Bradley.

Mr. Felipe Delvasto, Dean of Students, explained that he works with students experiencing academic and behavior difficulties at Claremont High School. Highlights of his presentation and discussion with the Steering Committee are as follows:

- Mr. Delvasto emphasized the importance of training teachers to recognize signs of substance abuse is paramount and that the Principal Connect meeting is where direct outreach and training is done with parents.
  - o There are about 2300 Claremont High School students and about 1100 El Roble Intermediate students and approximately 20 parents attend Connect meetings.
- Karen Nutt mentioned there are DARE classes held in the 5<sup>th</sup> grade and suggested they be carried over to the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade levels. SRO Bradley informed the group that he does continue to work with students in High School through their health classes.
- Butch Henderson asked Mr. Delvasto what is the one thing the Steering Committee can do to assist in reaching youth.
  - o Mr. Delvasto said City and School leaders need to work on increasing parent and teacher awareness by helping them realize it is possible for kids to make serious mistakes.
  - o He said oftentimes kids who are caught drunk are getting alcohol from their own house/parents.
- Kirsten Anderson-Hall applauded the high school for hosting a presentation on drunk driving which taught the effects of alcohol. She said it was an eye opener and it showed kids the different choices they can make if faced with a situation involving drugs and alcohol.
- Jane Purcell said she periodically hears arguments from adults who serve liquor to teens in their homes. These parents rationalize that if drinking is done at home, at least the child is safe.
- Mr. Delvasto shared that there are legal consequences as well as moral issues associated when parents allow minors to drink in their home.
- Anne Turner commented that drug and alcohol use is not the underlying problem.
  - o A lot of youth are experimenting with drugs and alcohol because of social, parental and academic pressures.
  - o Youth need to be offered support and a safe place for them to work out issues.
  - o We need to publicize and be very straight forward about services available to students.
- Brennan Saeta mentioned the Mothers Against Drunk Driving (MADD) presentation at Claremont High School, citing that drinking among teens is a result of not have things to do mixed with life pressures. He also shared that more support in helping kids make better choices and providing more City-wide things for them to do is an important preventative measure than punishment alone.

- o Butch Henderson asked if behaviors among teens were getting better or worse? SRO Bradley said 20 years ago, it was common to see 200-300 kids at a house party with drinking going on. Over the last 2 years, large parties with alcohol have become popular again.
- o Mr. Delvasto said kids are more daring and bold both in school and outside. However, because students realize the consequences at school, they engage in risky behavior less in the environment and more in settings where supervision is limited.
- Nancy Mintie has a child attending Claremont High School and knows this is a huge concern among parents. She would like to see an article in the Courier that outlines problems and allows parents to learn ways to talk to their teens. Ms. Minite stated that the efforts of the Connect group need to be publicized more. She suggested doing a banner across Indian Hill, an article in the Daily Bulletin and posters in the Claremont Village.
- o K. Yip mentioned data recorded from the California Healthy Kids Survey. He said 75% of students by the time they reach their senior year report that they drink alcohol. Mr. K. Yip posted links to all survey results as well as the latest California Healthy Kids Survey on the YMP website.
- Ellen Taylor asked how to address these issues as a community without making it into a crisis. She said it needs to be addressed in a real manner. If it is made too serious, parents may not listen.
  - o Mr. Henderson stated adults need to talk to kids that do not engage in substance abuse and ask why they do not so we can build assets among those that do, later resulting in better life choices.
- Bonnie Busenberg is worried about the pipeline for drugs. She asked where the drugs come from and if there is a way to interrupt that pipeline.
  - o SRO Bradley said if kids want it, they know how to get it. There are at least 3 known houses in Claremont who are dealing drugs, which are under investigation.
- Kirstin Anderson-Hall inquired about the gang called the 'Bros.' She stated there was a common student perception that this group was viewed as a white supremacy gang whom intimidated kids (all races, mixed groups) last year.
  - o SRO Bradley stated that the group members were ill informed about the "Bros" gang they modeled themselves after and most students have moved into more positive directions. Parent intervention was drawn upon to address the issues and concerns of students and parents who too were concerned about their behavior and dress.
- Mr. Delvasto said parents are often uninformed about the dangers posed by internet sites such as 'My Space.' These parental unknowns add to the miscommunication between adults and children. Most parents are unaware that their student communicates with others using 'My Space' accounts and know little about the real hidden dangers unsupervised internet use creates for students.
- Joe Salas asked for more information about gang activity in Claremont. Mr. Salas also requested that an overview be provided on the Joint Operations Agreement between the Claremont Police Department and School District.
  - SRO Bradley reported that the School Police Joint Operations Agreement includes City, School District and Police Department personnel. The plan covers how to handle and communicate when things happen on school grounds. It lays out issues such as arrest and steps that have to be taken in various incidents ranging from alcohol and drugs to an active shooter on campus. The group meets twice a year.
  - o Dick Guthrie said the agreement came out of original Youth Master Plan. It is a written protocol that created mechanisms to communicate and create a dialogue.
  - SRO Bradley stated that there are active gangs in Claremont and surrounding areas that continue to be monitored and include "CMR," "Island Bloods," (Town and Mountain just south of Arrow), and "Ghost Town Crips." Recently, a rival gang member at Claremont Village Commons shot a San Antonio student, the incident is under investigation. While gang members do attend Claremont schools there have been no reports of fights and the dress code is strictly enforced.
- Jane Purcell asked what the jurisdiction of school faculty is when they hear of parties going on at home.
  - o Mr. Delvasto said there is no jurisdiction, but they are morally obligated to call the police, as teachers are mandated reporters.
  - o Dick Guthrie said it takes a whole village; we need to reinforce the community at large and do some training. Events like these drove the YMP committee years ago to be formed.
  - o Mel Boynton suggested the Steering Committee use the web as a distribution channel so busy parents could access important information.

## REPORTS

#### 2. CHAIR REPORT

- Butch Henderson mentioned the upcoming Saturday, Dec. 2nd Youth Fun Day featuring a Teen Live Vote.
  - o Mercy Santoro shared that the live vote technology was a joint purchase between the City and School District and will be available for ongoing use as well as for classroom instruction. The electronic audience response system can be used for groups up to 120. The immediate display of group responses allows kids and adults to learn in real-time how youth feel about growing up in Claremont. Displaying immediate findings will encourage further discussion about ideas and issues youth and families face. Ms. Santoro stated that the Live Votes would be video-taped to use in future discussion forums with students and adults.
- Ellen Taylor asked about how advertising was done for this event. Ms. Santoro shared that flyers went to the elementary schools, ads were placed in the Courier, Woldpacket, the Claremont View and school bulletins were done as well. An invitation to the event was sent out to over 250 stakeholder groups and the Teen Committee is advertising on campus.
- Dick Guthrie mentioned some giveaways would be targeted to students who participate in the live votes.
- Dr. Chris Liang pointed out that the Youth Live Vote is not the main method of gathering data and that information gathered would only be descriptive in nature and not statistically valued. He cautioned everyone from putting too much weight on the Live Votes. It is meant to generate interest in the YMP Update, while also providing an opportunity to collect data to provoke discussions amongst different groups, Dr. Liang stated. The Live Vote itself is not the main measurement tool for the YMP Update. Dr. Liang and Dr. Scott further emphasized that the surveys and forums were intended to provide analytical data designed to inform the process.
  - o Butch Henderson commented the Live Votes are a catalyst and a magnet to what we are doing.
  - o Dick Guthrie added it is a visual and dynamic way of attracting attention to this effort.
- Dr. Raymond Scott brought a tentative list of questions for the committee to review for the Live Votes, which included a two point likert scale format of, agree or disagree.
  - o Ms. Santoro mentioned the Youth Live Vote on Dec. 2<sup>nd</sup> would only be for high school students but others would be coordinated for Intermediate and Elementary school youth.
  - o Dr. Scott stated that responses to the Live Vote questions would provide a snapshot to help develop topics of interest for the survey.
  - o Dick Guthrie added this may not give statistically valid percentages, but said there would be several hundred kids taking the survey. We need to integrate all data that will be receiving. He further added that the Live Vote questions were developed based on the 2005-06 California Health Kids Survey and a recent Teen Committee forum.
  - o K. Yip said the California Healthy Kids Survey has been proven a very healthy survey.
  - o Dr. Scott added that the Live Votes are much more of an event to help adults get a sense of what the kids are thinking of.
- Ellen Taylor requested a greater variance of response options be considered as well as some rephrasing of questions. Staff agreed to reconsider the response format and stated that final revisions would be sent out prior to the Live Vote.
- Ms. Santoro reported on her attendance at the Committee on Aging meeting. She shared that the committee reviewed the YMP handout and asked about possibilities of exploring cross-generational programs with youth. Committee members stated too that they would like to take the parent survey and provide additional input to the Update.
- Dick Guthrie said each Task Group should be cataloging and researching information related to recommendations for improving services and communication among youth, families and service providers. He advised that everyone over the next 60 days start categorizing, identifying, ranking issues and responses in terms of priority and making them as specific as.
  - o In January, the job will be to take those issues and turn them into action steps for each specific goal. Mr. Guthrie advised that there must use reasonable balance in terms of what priorities are set for services, which will be measured as part of the plan's implementation process. It is important for each member to be familiar with the City's and School's demographic profiles when considering the relevancy of proposed action steps for each goal.

#### 3. TASK GROUP REPORTS

- Evaluation and Measurement
  - o Bonnie Busenberg reported that the group has been working on questions for the various surveys and is establishing a timeline to administer surveys and conduct forums. Their Task Group realizes they will have to have a meeting with the Outreach Task Group to identify groups to involve in the survey and outreach process.
  - o Mauryce Feingold said in order to get information that is needed from the high school and El Roble students, surveys should be done during English classes with every student.
    - K.Yip stated that he would be taking a recommendation to the Board of Education on November 20, 2006 to approve this.
- Review
  - o No update at this time.
- Goals & Guiding Principles
  - o Mel Boynton said the November YMP newsletter does a nice job of capturing the '95 goals and that these goals really are the crux of the YMP. Mr. Boynton stated his Task Group reviewed the 1995 goals in detail and believes that other than slight wording changes, details have withstood the test of time. Goals 8 and 9 should be combined. Goal 10 on original YMP was not monitored, so it should be changed to coordinate efforts through an evaluative monitoring process. Goal 10 will include an annual scorecard as well as direction on how to monitor and update the plan.
  - o It was recommended by staff that approval to move forward with the Goals and Guiding Principles update recommendations be formally adopted at the December 11, 2006 Youth Master Plan Steering Committee meeting.
- Communication & Media / Community Outreach
  - o These Task Groups have merged, Karen Nutt stated, next she provided the following highlights of their work effort:
  - o The group will send press releases to the Courier as well as to the Wolf Packet and Oak Leaves.
  - o Ms. Nutt affirmed that they are using all local media channels to involve the community in the Update.
  - o Ms. Santoro provided a list of target groups the Outreach Task Group will conduct presentations and surveys with.

ADJOURNMENT 9:15 p.m.

Bretch Hendusan

Butch Henderson, Chair

ATTEST:

Mircedita

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com





Claremont Unified School District 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446



Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA

## CALL TO ORDER: 7:10 PM

## STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boynton, Chris Bradley, Yo-landa Brown, Bonnie Busenberg, Salinda Chong, Laura Corhan, Frank D'Emilio, Mauryce Feingold, Dior Hildebrand, Butch Henderson, Chuck Leeb, Steven Llanusa, Nancy Mintie, Jeff Porter, Joan Presecan, Suzan Smith, Ellen Taylor, Chris Ulrich (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn, Denise Stevenson, (Consultants) Dr. Chris Liang, Dr. Raymond Scott

## **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

Butch Henderson announced the naming of the Dick Guthrie Skate Park Ceremony that was held on Monday, December 11, 2006.

## **YOUTH VOICES**

- Laura Corhan commented on the Youth Live Vote, stating that there was a large turnout.
- Salinda Chong shared that the survey went well overall but some of the results were surprising and some were not. The group discussions that followed the live votes were interesting, Ms. Chong added.
  - o Suzan Smith asked Ms. Chong what surprised her about the results of the vote. Ms. Chong said that some of the responses to questions were unexpected.
- Butch Henderson asked Ms. Chong and Ms. Corhan if there was a variety of students and people who attended the Fun Day and participated in the Live Vote.
  - o Ms. Corhan noted that there were lots of families taking advantage of the petting zoo but, although there were some teens who usually go to the YAC who participated, she thinks more teens would have been there if the vote had taken place right after school.
  - o Ms. Chong said that she was impressed by the variety of ethnicities and socioeconomic backgrounds represented by attendees.
  - o Ms. Corhan pointed out that the results to the "easy access to alcohol" question were of particular concern to her. Also of concern was that 20% of students disagreed that they have a good future for attending college. This result was surprising since Claremont is a college town.

• Mr. Henderson expressed his thanks for the work done by the Teen Committee as well as City staff.

### WRITTEN COMMUNICATIONS

There were no written communications.

### **MINUTES**

Minutes accepted as approved without objection.

#### **PUBLIC COMMENT**

• Kari Anderson of the Independent Living Center requested that the Youth Master Plan Update Steering Committee include people with disabilities in the plan.

## **ADMINISTRATIVE ITEMS**

#### 4. PANEL DISCUSSION ON MENTAL HEALTH SERVICES FOR YOUTH & FAMILIES

#### Michael Fay – National Alliance for Mental Illness (NAMI) of Pomona Valley

NAMI offers support, education and advocacy services.

Support:

- o Monthly meetings take place the first Tuesday of each month at Claremont Presbyterian Church.
- o Caring and sharing group meetings with guest speakers who are elite in their relative professional fields are a part of each meeting following the fellowship hour.
- o There are designated members who take crisis calls.

Education:

- o A newsletter is provided to members.
- o A 12-week Family-to-Family class that helps family members who are supporting a loved one suffering from a mental illness deal with the stigma and shame while moving them toward advocating for their loved one is offered at no cost.
- o An extensive library of books, literature and videotapes is available.
- o Education is provided to members of the community and organizations on mental illness.

Advocacy:

- o Training for family members to advocate for their loved ones by locating services and writing to legislators on mental health issues is provided.
- o NAMI supports Proposition 63, now known as the Mental Health Services Act, which is a tax for anyone making greater than \$1 million per year. Tri-City's Mental Health Strategic Plan will determine service priorities for the area and is currently underway.
- o NAMI advocates for supportive housing for the homeless and supports exploring options to buy a hotel in the area for supportive housing as many chronically homeless individuals suffer from mental illness.

Recommendations were made by NAMI on the following Youth Master Plan Update Steering Committee (YMPUSC) Goals (see attachment A):

- o Add a Goal 6 that differentiates physical and mental health care.
- o Mr. Fay emphasized that early detection of mental illness in early childhood can prevent the devastating impact of the disease, often left untreated in many individuals and this can be accomplished by having more elementary school counseling programs and a designated staff person who takes referrals and does assessments.

#### Kathy Reyes - Pacific Clinics, Licensed Clinical Social Worker

- o Pacific Clinics is located on the corner of Bonita and Towne Avenue in Pomona.
- o There are 55 sites located throughout Los Angeles, San Bernardino and Riverside counties.
- o Mental health services are geared toward Claremont children, youth, adults, and older adults on Medi-Cal and there is little funding available for those uninsured who need services.
- o Most referrals are received from schools, self-referrals, social services, and case managers or family members, primarily from the Pomona Unified School District.
- o Services provided include medication management, child psychiatrists, case managers, and licensed psychiatric technicians at master's levels through individual and group care.

#### Albert Chin – Tri-City, Social Worker

- o Tri-City has been in existence for about 40 years and is currently in bankruptcy but is still providing services. Resolution of bankruptcy situation expected as early as December 12, 2006.
- o The AB2034 program is a service for adults only, primarily those who have come in contact with law enforcement.

- o AB3632 funding is received for those Claremont Unified School District students that qualify according to the following guidelines:
  - AB3632 Assembly Bill is intended to give children mental health services in order to keep them in school.
  - Students qualifying for services must have an existing IEP (Individual Education Plan) to qualify for services.
  - Dior Hildebrand asked if children must have AB3623 or an IEP to qualify for services offered. Arny Bloom emphasized that a representative from the Department of Mental Health Services must come out to assess the student for qualification which requires that needs of the student are beyond what is traditionally provided. Mr. Bloom stated the problem in the past is very few local programs had AB3632 funding; however, this year this problem seems to have been resolved.
- o Tri-City is a Joint Powers Authority (JPA) formed by Pomona, Claremont, and La Verne that was created through the State's Short Doyle Act and primarily serves Medi-Cal clients.
- o Tri-City provides many services in the Pomona and Bonita Unified School Districts as a result of school-based grants for counseling services such as the California Safe Schools Grant.
- o Tri-City services include individual/group therapy, case management and medication support.
- o Joan Presecan asked for clarification on who is served by Tri-City. Mr. Chin said that funding is limited to Medi-Cal clients through the realignment funding from the JPA, and other funding opportunities through the Mental Health Services Act.
- o Ellen Taylor posed a concern on how Claremont residents not on Medi-Cal are served.
- o Bonnie Busenberg asked what ages were seen the most. Mr. Chin responded that they see a lot of younger children from toddlers to the age of 21.

#### Charles Rich – Director of David and Margaret Homes

- o David and Margaret Home was established in 1910 and started out as an orphanage with services previously limited to adolescent girls.
- o This multi-service agency provides for Family Preservation, School-Based Counseling and provides a range of classes such as Alcohol and Anger Management for teens (serves 70 youth each year), the Parent Project, which is for parents and teens facing challenges (serves 10 families per year) and has various other education and supportive housing services.
- o The agency receives CBO (Community Based Organization) funding for the School Counseling offered at Claremont High School, El Roble and the Alternative Education sites.
- o A bullying and harassment information session is offered for 9<sup>th</sup> grade students. Following this past year's session, 65 students requested that they learn more about bullying and harassment issues; however, due to lack of funding available, additional services and training have not been offered. Similar trainings will be offered at Vista and Sumner Elementary Schools this spring. Ellen Taylor inquired how these schools were selected and Frank D'Emilio stated the schools requested the training.
- o David and Margaret Home offers a Mentoring Program for 4-8<sup>th</sup> graders through the Department of Education; however locating mentors who will commit to the one-year program as made offering the service challenging.
- o Joan Macy School, a non-public school for AB36 youth who are mostly mentally disturbed or handicapped and who cannot be educated within their district, is supported by the David & Margaret Home and serves girls while Leroy's serves young men.
- o David & Margaret Home also provides foster care for youth 0-18 years. Transitional living homes, for youth up to the age of 21 years, are available for youth transitioning out of the foster care system.

#### Michael Miller - Director of Mental Health Services at David and Margaret Homes

- o David and Margaret Home offers a Kinship Peer Group, which is a program for grandparents raising grandchildren. Parent Seminars/Classes are offered along with similar services provided by Tri-City Mental Health and Pacific Clinics with the exception that services are focused during school hours, serving youth 0-15 years as well as those you at risk for expulsion.
- o Many services are offered 24-7 including Therapeutic Behavioral Services (TBS).
- o Suzan Smith questioned the panelists about how the various agencies work together to serve people who aren't eligible for Medi-Cal. Mr. Rich noted that if they are not covered by Medi-Cal, there are not a lot of services available, noting that Claremont CBO does a great job in providing funds for universal counseling services within school settings. Mr. Miller noted that agencies do refer to each other in order to ensure the most efficient use of funding and to avoid waiting lists. Ms. Smith advised that protocols for service and follow up with the agencies be improved.
- o Mercy Santoro shared that some of the group members on the panel serve on a Mental Health Collaborative group that receives Inland Valley United Way Funding to reach these underserved populations.
- o Ellen Taylor stated that it is disturbing that Claremont students are denied services because they are not on Medi-Cal. Ms. Taylor advised that the panelists continue working on finding out where funding problems exist to

ensure that each youth who needs services gets it regardless of insurance type. She questioned if the agencies work together by sharing information on needs and gaps in services as enhancements are made and encouraged that communication be improved.

o Chris Liang recognized all of the work that the agencies are doing but wanted to present another model to consider for elementary school-aged youth needing mental health support, which is currently used in other states. This model involves the use of full-time elementary school counselors at each school to provide services. He asked that the Steering Committee look at the other models and seriously consider them. Chuck Leeb shared that two years ago funding was provided for this and organizations that provided these services were the most successful, but it was also very expensive and funding was later discontinued.

## Elaine Miller-Karas – Private Practitioner, Licensed Clinical Social Worker/Private Practitioner & Yellow Ribbon Committee Member

- o Ms. Miller-Karas is a private practitioner representing Kirby Palmer and is the Director for the Trauma Resource Institute and has been working in Baton Rouge, New Orleans with kids and families suffering the effects of the recent hurricane as well as working with them on the trauma both before and after the hurricane hit.
- o She encourages continued research and education on neuroscience/nervous system and trauma and supports play therapy and semantic based therapy in the treatment of trauma victims.
- o In her practice, Ms. Miller-Karas places an emphasis on mind and body health as trauma is expressed in behavior and physical well being such as nausea and headaches.
- o The Yellow Ribbon Campaign, a suicide prevention program at Claremont High School, is designed to educate youth that suicide is often a secret that should not be kept and is the third leading cause of death among teenagers. The program's goal is to empower youth to help those thinking about suicide.
- o Ms. Miller-Karas advised that the YMPUSC find a model that provides counseling in elementary and middle schools, noting that the going rate for private practitioners is \$100/hr in Claremont and \$40-\$50 depending on practitioners who are not located in Claremont. Many private practioners do not accept private insurance, which places an even greater burden on the already stretched family income.
- o Ms. Miller-Karas stated that she treats many Claremont High School youth in her private practice for drugs. Once their treatment is complete, they do not often want to be reintegrated into Claremont High School for fear of peer pressure and shame associated with drug and alcohol use. Parent education on how to talk to kids about drugs is needed.
- o An elementary school assessment and intervention model is needed as well to treat mental illness early on and currently Kirby Palmer is offering such a program at Vista Elementary School.
- o Dr. Raymond Scott noted that he met someone who works for the State of California who said that funding has been reallocated to retrain School Counselors to be able to address some of these issues. Dr. Chris Liang noted that the American School Counselor's Association recommends one counselor to every 250 students. K. Yip confirmed that more money has been allocated but it is to support increasing the number of academic counselors available (which would make the ratio 1:350 in Claremont), however, these counselors do not address social, emotional and behavior problems.

#### Arny Bloom – Claremont Unified School District Director of Special Education

- o The Claremont Unified School District has 6.4 school psychologists who spend most of their time doing mandated testing to see if students qualify for services.
- o There is approximately one psychologist to every 1,000 students.
- o Counseling is offered to those students who have IEPs, primarily via other resources funded by soft monies, which is of concern as when the monies go away, so do the services.
- o An AB3632 referral is made to the Department of Mental Health for those students who have more serious needs; however, only recently have students been receiving services locally.
- o Butch Henderson asked Mr. Bloom what would be the most important recommendation he could make to the YMPUSC. Mr. Bloom would like to have a Mental Health Panel in place made up of 3-4 professionals to provide team treatment for students and their families. He suggested the Steering Committee consider putting forward a recommendation to support this.

#### Stephen Garrett – Youth & Family Support Center (Y&FSC) Marriage and Family Therapist

- o The main goal of the Y&FSC, a joint City and School agency that is multi-funded, is to help families access services, but it is not set up as a main service provider.
- o There are (3) Community Workers and services provided cover grades K-12.
- o The Y&FSC comes into contact with about 200 youth and families per month who are for the most part referred to the previously listed organizations and other active collaborative service providers.
- o About 15-20 of these families are worked with more intensely through counseling and case management plans. Mentoring sessions are provided, during which counselors try to get the families qualified for essential programs

and direct counseling is provided to those youth and families who do not qualify for other services.

- o The Community Worker's goal is to teach parents how to be independent and show them how to access services and resources themselves. The Community Workers teach clients basic life skills, i.e., where resources are, how to make phone contacts, how to make a list of priorities, how to set up goals, what is the appropriate order in which to approach things. Once these goals are met, a termination plan is created with the client. Services can be repeated, but the idea is to make them independent.
- o Bonnie Busenberg asked where the referrals come from. Mr. Garrett answered that they come from various areas including the School District and City programs but many are also self-referred. Clients are assisted over the phone, via walk-in or through school and neighborhood sites. Recreation programs such as the YAC, TAC, Child Development and Preschool Programs are also active referral sources.
- o Most services are offered at no cost and there are no insurance barriers to receiving support; although emphasis is placed on not duplicating services other providers have available, such as those agencies serving on the panel.
- o Steven Llanusa asked about the Peer Intervention Team and who runs it. K. Yip responded that it is offered through the High School.

Mr. Henderson offered his thanks to the above listed agency members and urged them to continue doing what they are doing.

### **MENTAL HEALTH PANEL PUBLIC COMMENT**

Linda Terrel, Claremont resident, has a 17-year-old daughter. When her daughter was first assessed she was eligible for AB3632. The only response she received was to go to counseling. She said Arny Bloom, Claremont Unified School District's Director of Special Education, had been incredibly helpful with her daughter's case; however, she would have liked to know about other schools or support groups that are available to for parents navigating through the process of getting help for their children suffering from a mental illness. Her daughter is currently residing in a Colorado board and care facility.

#### 2. REVISED 2006-07 YOUTH MASTER PLAN (YMP) GOALS AND GUIDING PRINCIPLES

Motion to approve by Mel Boynton. Seconded by Mauryce Feingold.

- a. Mel Boynton of the Goals and Guiding Principles Task Group (see attachment B).
- b. Mr. Boynton advised that YMPUSC members refer to pages 3-4 of the 1995 YMP
- c. The Goals and Guiding Principles Task Group refined the 1995 goals and took a more action-oriented outlook by focusing on outcome measures.
- d. They combined two former goals: former goal 8 and former goal 9 to a single goal 8. The Task Group also added what is now new goal 10.
- e. Michael Fay suggested that "physical" and "mental" be separated into two different goals. Suzan Smith supported this. Dior Hildebrand also supported this suggestion but also noted the importance of interweaving both mental and physical well being as the recommendation and action plans are developed. Frank D'Emilio agreed with Ms. Hildebrand noting that he thinks it is important to address each on their own and to address them in terms of each other.

Mel Boynton accepted the amendment.

- f. Dr. Raymond Scott said that his concern is to go back to the mind and body model as mental health does impact physical well being and visa-versa, making diagnosis often times very difficult when these issues are not examined holistically.
- g. Mercy Santoro suggested that underneath several of the goals, the Committee interject action steps so that the goals can interact with each other as even the goals should not be examined as completely independent of the other; however, the goals are not intended to be too specific as they must be reinterpreted as needs change in Claremont.
- h. Ellen Taylor pointed out the implementation package added in at the end of the new General Plan suggested that sometimes goals can limit service if they are too specific. Mel Boynton echoed and reinforced Ms. Taylor's suggestion noting that the new goal 11, which requests an annual scorecard and update to the YMP, fell on hallow ground because it was not pursued and measured.
- i. Dr. Raymond Scott pointed out that the scorecard idea mentioned in goal 11 can be as simple as a checklist and this might not get the attention that the current committee is looking for. For this reason, Ellen Taylor suggested the terms "annual report" in lieu of "scorecard." Mel Boynton suggested the terms "detailed annual report."

Mel Boynton accepted the amendment.

- j. Ellen Taylor stated that the updates Goals and Guiding Principles are an excellent match of how the previous plan withstood the test of time.
- k. Chris Ulrich asked if this detailed report would be based on the evaluation. She also said that "regularly" is not specific

enough and suggested that it be changed to annual or bi-annual review. Mel Boynton noted that the Task Group discussed that 10 years is too long but 5 years may be too frequent or not frequent enough. Mercy Santoro stated that the Evaluation Task Group would develop specific action steps for monitoring the Update.

- l. The previous goal 10, which is now the new goal 11, became "Provide a detailed annual report (based on evaluation outcomes) and regularly update the YMP."
- m. Frank D'Emilio suggested that the Steering Committee develop a glossary for the Update to define terms used throughout the report, such as what is meant by whole child, diversity, inclusion, physical health, mental health, etcetera, as this will help stakeholders interpret the action steps in the spirit of the plan

Recommendation: The YMP's Goals and Guiding Principles Task Group recommends the Steering Committee approve the 2006-07 updated frameworks.

#### **REPORTS**

#### 1. CHAIR REPORT

a. An update was provided on the Saturday, December 2 Youth & Family Fun Day and Teen & Children's Live Votes.

#### 2. TASK GROUP REPORTS

#### a. Evaluation and Measurement

• Dr. Liang and Dr. Scott will be providing training on how to provide outreach to the Task Group to take place on Wednesday, December 13 at 6:00 PM in the Sycamore room at the Alexander Hughes Community Center.

#### a. Review

• No update was provided at this time.

#### b. Goals & Guiding Principles

· Action was taken to approve the updated Goals and Guiding Principles

#### c. Communication Media/Community Outreach

• Yo-Landa Brown mentioned that the Evaluation and Measurement Task Group and the Community Outreach Task Group merged and met on December 4 at the Alexander Hughes Community Center. They discussed ideas about how to provide outreach.

#### ADJOURNMENT 9:23 PM

Bretch Hendulan

Butch Henderson, Chair

ATTEST:

Merceditahu

Mercy Santoro, Staff Liaison


# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840



Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

# CALL TO ORDER: 7:10 PM

# STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boynton, Emily Burch, Salinda Chong, Laura Corhan, Dick Guthrie, Mauryce Feingold, Kirstin Anderson-Hall, Dior Hildebrand, Butch Henderson, Chuck Leeb, Steven Llanusa, Nancy Mintie, Claire Oxtoby, Jeff Porter, Joan Presecan, Jane Purcell, Suzan Smith, Ellen Taylor, Anne Turner, Chris Ulrich (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn, (Consultants) Dr. Chris Liang, Dr. Raymond Scott

# **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

None at this time.

# **YOUTH VOICES**

## Salinda Chong, Associated Student Body President

- Ms. Chong acknowledged the six youth in attendance from Claremont High School's government class.
- The Associated Student Body (ASB) received feedback from Claremont youth on concerns related to how youth get about town, citing that transportation is one of the main barriers to youth participation in recreation activities after school.
- There is also a need to develop and publicize more teen recreation activities as there are facilities in Claremont that aren't being used such as the Hughes Center, Youth Activity Center and Claremont parks. Ms. Chong said her home is near 3 parks that are not programmed enough with health activities for teens.
  - o Suzan Smith commented on Ms. Chong's statement about Claremont parks. Ms. Chong emphasized that more activities for teens and good publicity is needed to promote usage among this age group.
- There are not many recreation opportunities for older youth.
  - o Nancy Mintie asked Ms. Chong to explain in more detail her statement on limited older youth recreational opportunities. Ms. Chong said not a lot of her peers have the same opportunities and money to take advantage of fee based services and oftentimes make poor choices in their spare time. In elementary school, parents guide their children in signing up for recreation activities, but in junior high and high school, kids don't know how to use recreation services nor do they understand the benefits. There is a lot of pressure to do what peers want you to do, Ms. Chong mentioned.

#### Kirstin Anderson-Hall, Teen Committee Co-Chair

- Kirstin Anderson-Hall shared that Paul Cooper, Interim Police Chief, was a guest speaker at the December 22<sup>nd</sup> Teen Committee Meeting. Issues discussed included racial profiling, the curfew ordinance, and creating a pedestrian friendly Village, especially with the expansion soon to open. Ms. Anderson-Hall also stated that once Village West is open, special monitoring will be done to make certain there are enough police patrolling the village to ensure safety.
- Ms. Anderson-Hall stated that teens would like to have a job fair put together for the youth of Claremont to benefit economically from the Village West expansion, as well as to gain job experience. She mentioned there is a concern that college students will get the jobs instead of teens and area residents. A tour of the expansion project and meeting with area youth job developers/trainers is underway to ensure Claremont youth have an opportunity to become a part of the local workforce. The meeting and tour is planned for the January Teen Committee meeting.
  - o Jane Purcell said the Courier runs free classified ads for teens looking for jobs.
- The Teen Committee's Youth Grant applications have been turned in and will be reviewed to allocate funding up to \$2,000 per applicant whose youth group serves Claremont youth and meets funding guidelines. A total of \$6,000 in funds is provided by City Council to support youth lead initiatives that promote quality of life and involvement in the Claremont community.

#### Laura Corhan, Youth at Large

- Laura Corhan, President of Friday Night Live, a partnership between El Roble and Claremont High School students, described the "Link" mentoring program which matches incoming freshmen with older high school students to promote a healthy transition into high school. Ms. Corhan said there are always organized sports in high school but there is a need for Friday night activities. She noted that some community sports activities discontinue once students enter high school, and she also shared that high school sports are overly competitive for some youth, so community recreation programs are important.
  - o Suzan Smith asked if Ms. Corhan had suggestions for activities to do on Friday nights. Ms. Corhan mentioned cosmic bowling and miniature golf. She shared that Village West should be more youth friendly with a square and a coffee shop where teens can hang out. She suggested the use of a large building for a recreation center with a mix of things to do for youth in the downtown area.
- Ms. Smith is involved with economic development with the City of Claremont. She commented that bowling alleys went out of fashion sometime ago stated and there is not enough support to bring them back. She said that unfortunately businesses do not see teenagers as having disposable income but this is a perception that can be changed.
  - o Dick Guthrie commented that in the last Youth Master Plan, bowling alleys were discussed although there is limited commercial space in Claremont to house one. Bowling alleys at the time were on the decline but now they have become popular again with cosmic bowling. Mr. Guthrie encouraged the teens to share ideas on events and venues they would like to experience on the weekends.
- Mercy Santoro mentioned that she has served on Teen Committee for 4 years. Ms. Santoro said the January 17<sup>th</sup> Teen Committee
  meeting will include a hardhat tour of Village West. Teens have been actively involved with the Redevelopment Agency and
  Tolkin, the project developer, for several years now. Teens are not always looking for City programs at the YAC and TAC on the
  weekends but want to socialize in common entertainment spaces like adults that are geared towards teens.
- Ms. Corhan said a lot of jobs are taken by college students and she would like a job fair open to junior high and high school students when Village West opens.
- Steve Llanusa asked Ms. Corhan what the High School's "Link" program was doing and when the last meeting was.
   o Ms. Corhan said after freshman orientation, the teacher heading up the "Link" program left and there was no follow through to continue the program. She felt that orientation was enough and didn't feel it was necessary to meet every month or throughout the school year.
- Joan Presecan shared that Mr. Castro, Superintendent of Baldyview ROP, and the Chamber of the Commerce, are looking into job training needs among Claremont youth. Ms. Presecan suggested that the Teen Committee go to the Chamber of Commerce to discuss their recommendations for a job fair which staff can use in developing job training programs through ROP.
- Jane Purcell shared that she witnessed two El Roble students being kicked out of stores in the village and mentioned some businesses in the village are not teen friendly.
  - Ellen Taylor said when some kids come to the village, they get carried away and do damage to properties. The Chamber
    of Commerce has tried to work with the school district to have proctors monitor El Roble students on early out days.
    Ms. Taylor feels there have been some improvements and shared it's not that the merchants don't want the kids in their

stores, but kids need to display respect to the merchants.

- o Mercy Santoro said proctors are assigned to the village and that El Roble faculty continue to explore activities for students to do on campus, but overwhelmingly, kids enjoy the village on their early out days.
- o Dick Guthrie suggested someone in leadership from the Chamber of Commerce should come and speak with the Teen Committee about student behavior in the village.
- o Ellen Taylor suggested this be an ongoing discussion.
- o Anne Turner suggested that the "Link" program provide mentoring opportunities for high school kids to serve as role models for younger teens in displaying proper behavior in community settings. Ms. Turner is disappointed that the "Link" program did not continue as planned throughout the school year. She shared there is a need to reach out to El Roble and the elementary schools to role model behavior between peer-to-peer, which will help develop life skills. The responsibility can't be placed solely on the older kids but must come from adults and community members too.

## WRITTEN COMMUNICATIONS

There were no written communications.

## **MINUTES**

Suzan Smith commented that the revisions to the final Goals and Guiding Principles were not reflected in the minutes with the changes that were made.

Ellen Taylor mentioned page 8, first line, should read, "which requests an annual scorecard and update to the YMP, had not been taken seriously because it was not pursued and measured."

## **PUBLIC COMMENT**

Jennifer Davis is a Claremont High School student. Ms. Davis is concerned about the lack of education provided to students on learning the basics of finance and budgeting money to prepare for life in the real world. Ms. Davis suggested community workshops for teens or classes held at Claremont High School.

- o Nancy Mintie said Wells Fargo Bank has a Foundation program to distribute financial literacy software for elementary and middle school students.
- o Mauryce Feingold said there was an elective class previously offered at Claremont High School called Independent Living. The class was discontinued when the teacher retired.
- o Anne Turner said Bank of America, Wells Fargo and Washington Mutual have extensive financial literacy programs to educate the community.
- o Salinda Chong stated that it seemed like this type of class should be a part of their education in economics.
- o K. Yip will work on ensuring that there are more advertisements on these workshops in the community for youth and adult financial literacy.
- o Jane Purcell suggested that Ms. Davis make her speech to the Department of Social Studies faculty.

Ms. Wang would like to see a program in place where college students assist high school seniors with the college application process by providing mentoring, similar to how Claremont High School students mentor El Roble students through "Link."

o Jane Purcell said students don't always understand what they are getting into when it comes to applying for college and securing loans, so some knowledge of finance and loans is important as well.

## **PUBLIC COMMENT:**

Karen Nutt is a parent that has a child who is a freshman at Claremont High School. Ms. Nutt feels the "Links" program needs to continue throughout the school year rather than just provide support for freshman orientation. Whatever the community and school can do with the funding and staffing, the "Link" program is vitally important as students are vulnerable to peer group influence during this time in their lives. Parents have a responsibility to mentor their children, but it means more to teens to have youth providing positive peer-to-peer mentors to counteract the negative influences. There are many different influences and experiences that happen in the lives of teens as they move from El Roble to the High School and during this time, parents often lose their ability to protect their children from their own choices. Part of the role of Parent Faculty Association (PAF) is to continue to support the "Links" program.

# **ADMINISTRATIVE ITEMS**

## 1. PROCESS FOR REVIEWING THE 1995 YOUTH MASTER PLAN

Butch Henderson reminded the Committee that the evaluation component of the update is future oriented and that one of the weaknesses of the 1995 Plan was that it did not have a real evaluation. Mr. Henderson asked Dick Guthrie to talk about the review process for the 1995 Plan.

Anne Turner said she would like an update on the Youth Master Plan for the Human Services Commission.

Dick Guthrie said the original Youth Master Plan Steering Committee had a much different focus from the Update Steering Committee. Most of what came out of the 1995 Plan heavily focused on partnership creation, program development and the building of facilities to house services. To this end, strategic plans were developed from the 1995 Committee's recommendations, which were influenced by questionnaires, expert panel presentations, the Search Institute Survey and community input. At various points during the process, the Committee came together in smaller groups to create action steps as a result of the various reports produced, and from that, a draft was put together.

The 1995 Youth Master Plan, now created 15 years ago, faced a level of programs and services then that is much different from what Claremont has today, which is a result of the original YMP. A method for evaluation was not available at the time of the 1995 Plan, so it was determined that monitoring would occur through a report card, which was neither qualitative or quantitive. The scorecard was intended to address the progress indicators for each goal. Over a five year period, (2) reports cards were completed and mailed out to residents community-wide.

Butch Henderson affirmed review is a better word that explains what came out of the plan because the Review Task Group will need to use current indicators of progress to better understand the outcomes of each goal. The Task Group will work with Mr. Guthrie over the next (30) days review the indicators for progress. Staff is prepared to assist this Task Group and provide insight on where to look for information. The plan is not to do a measurement or evaluation of the 1995 Plan, but to review it using the original monitoring of progress indicators, which will be reported back in the form of a scorecard. This process will need to unfold in the next (30) days.

Suzan Smith said she is hearing the same issues come up as in the 1995 Plan and that the Review Task Group should look at transportation and services offered in 1993 to check for improvements so that very specific recommendations might be put into place for the Update. There may be areas in the Plan where recommendations were exceeded while some were not addressed at all. Ms. Smith mentioned how important it is that the group taps into information from different resources such as businesses, the non-profit and faith-based communities, City and School District. She is concerned about the Task Group not knowing how to access information, which will ensure a good inventory of existing services.

Dick Guthrie said each Committee member needs to catalog the information they have learned to-date from the process. Mr. Guthrie shared that there are areas in the plan where things got done but other things didn't, which is evident in the current issues youth and families continue to face. Some items we exceeded and some items were not achieved. He said, looking back (10) years, as programs have evolved, there once was a lack of preschool options available and now this has changed dramatically, the same is true for access to immunizations and health insurance.

At the end of this review process, a scorecard looking at the last decade will be produced. Mr. Henderson emphasized that the Committee would review the old plan while working towards establishing an evaluation to monitor the update. He suggested this process be completed by Feb. 6<sup>th</sup>.

Jane Purcell thanked Dick Guthrie and said it helped for him to explain the difference between perceived needs and real needs. Ms. Purcell commented that new bus lines have been added since 1995 and dropped depending on the demand. Students really want Mom, Dad or someone else to pick them up and get them around as its more convenient, no wait or cost usually. She also commented on activities regarding youth. Youth aren't clear about what they want. They want to hang out rather than participate in activities and they want transportation but a specific type other than what is available.

Mel Boynton referred to page (37) of the 1995 YMP, Indicators of Progress, Goal (5). Mr. Boynton said there are several indicators listed. He feels it's essential for the Committee to take a look at which indicators exist. If you don't have data, you need to establish a different method for compiling it. Mr. Henderson again reminded the group that there may be no way of telling if an indicator was achieved because there was no existing method of data collection to monitor outcomes specific to Claremont. He further shared that staff can be drawn upon as a resource to locate resources but that the review should not proceed outside the scope of the 1995 indicators as the update will include an evaluation.

Suzan Smith said the Review Task Group needs staff support to obtain information necessary to report on the status of indicators. Dick Guthrie said they'll spend time categorizing the information and will appoint someone to call Claremont Police Department to retrieve information but that he would assist in developing a template for reviewing the indicators to help guide the process and staff liaisons will assist with access to resources.

Mercy Santoro said some of the people we haven't gone to are City and School District employees who will be able to move the progress along faster by providing information on programs and services within their respective organizations.

Ellen Taylor volunteered to help and Mr. Boynton agreed to chair it. Mel Boynton said it would be most useful for the Review Group to have a meeting and divide these tasks. Ms. Smith asked once a goal is written up who do we give it to? Dick Guthrie said to give it to Mel Boynton. There will be a combined work effort of staff, community and Committee members partnered together to complete the scorecard.

Mel Boynton suggested that Chuck, Jane and he meet on Thursday, Jan. 25th.

Butch Henderson mentioned the Los Angeles Times article about hate crimes having gone up 26% but not in Claremont. There was no evaluation in place previously. Mr. Henderson suggested taking existing indicators from professional staff to make improvements for the evaluation.

#### Recommendation: Receive and File

## 3. YOUTH MASTER PLAN UPDATE EVALUATION COMPONENT

#### Presentation by Dr. Chris Liang and Dr. Raymond Scott

#### Theory of Change

Dr. Chris Liang shared how important it is that the Committee has a sense of where it is headed based on where it's been by reviewing the indicators, which will be the focus of the Review Task Group. The Evaluation Task Group will focus on the updated plan and will focus on family, neighborhood, school and community assets without using the Search Institute model. This evaluative model will consider the goals established by the Steering Committee, exploring various quality of life outcomes based on one's interaction in various environments, which can be both positive and negative. The school surveys will help measure these variables and will take into account student demographic information.

The theory of change process links community outcomes with planned activities to assumptions or principles that underlie the community planning efforts. A theory of change logic model can serve as a guide for implementation, ensuring that community plans for service delivery remain true to their intent. The theory of change development process includes twelve stages and is based on a step-by-step approach. Theory of change logic models establish a context for articulating a community's shared beliefs and prompts local stakeholders to establishes logical connections between the population to be served, expected results, and strategies to achieve those results.

The skills necessary to support community, individual, and group-level change should include planning and decision making that focus on problem solving and solution identification. To make community planning efforts meaningful for human service agencies, it is important to link the implementation of plans to a clear idea of how and why those are expected to have a positive impact on the people they are intended to serve.

A theory of change can be defined as the articulation of the underlying beliefs and assumptions that guide the development and implementation of a strategy.

There are two components to a theory of change. The first component is the conceptualization and operationalization of three core elements. They are 1) the characteristics, needs and strengths of the population to be served; 2) the desired outcomes for this population; and 3) the strategies designed to accomplish the articulated outcomes.

The second component involves building an understanding of the relationship between the three elements and expressing that relationship clearly.

Once the elements of a theory of change and the relationships between these elements are clearly articulated, stakeholders have an informed understanding of what should be implemented in their community and what is expected to be accomplished.

Theory-based Logic Model Development Process consists of three phases: Pre-planning, Theory of Change Development, and Implementation.

#### Logic Model

A logic model is systematic and allows for sharing an understanding of relationships as well as the changes or results you hope to achieve, gathering resources, and planning programs and activities. The planned work describes what resources you think you need to implement your program and what you intend to do. These components include inputs, program activities, outputs, outcomes, and impact.

Many evaluation experts agree that use of the logic model is an effective way to ensure program success. Using a logic model throughout your program helps organize and systematize program planning, management, and evaluation functions. It's important to document progress. As you implement your program, outcome measures enhance program success by assessing your progress from the beginning and all along the way. That makes it possible to notice problems early on. The elements (Outputs, Outcomes, and Impact) that comprise your intended results give you an outline of what is most important to monitor and gauge to determine the effectiveness of your program. You can correct and revise based on your interpretation of the collected data. Outcomes and Impacts should be specific, measurable, action-oriented, realistic and timed.

#### Evaluation

Thinking through program evaluation questions in terms of the logic model components you have developed, can provide the framework for your evaluation plan. Having a framework increases your evaluation's effectiveness by focusing on questions that have real value for your stakeholders.

A clear logic model illustrates the purpose and content of your program and makes it easier to develop meaningful evaluation questions from a variety of program vantage points; context, implementation, and results (which include outputs, outcomes, and impacts).

- o Context refers to how the program functions within the economic, social, and political environment of its community and addresses questions that explore issues of program relationships and capacity. These kinds of questions can help you explain some of the strengths and weaknesses of your program as well as the effect of unanticipated and external influences on it.
- o Implementation assesses the extent to which activities were executed as planned, since a program's ability to deliver its desired results depends on whether activities result in the quality and quantity of outputs specified.
- o Outcomes determine the extent to which progress is being made toward the desired changes in individuals, organizations, communities, or systems.

Within integrated service delivery systems (consisting of multiple systems), it is essential that each provider, program, agency, and system develop the capacity to monitor, analyze, and report on its performance. Before evaluation capacity can be built, it is essential to assess the readiness of programs to be evaluated. One of the biggest challenges in developing an evaluation plan is choosing what kind of information best answers the questions you have posed. It is important to have general agreement across your audiences on what success will look like. Indicators are the measures you select as markers of your success.

# Recommendation: Receive and File

## 4. SUMMARY OF NEEDS AND RECOMMENDATIONS

Youth Master Plan Retreat on Saturday, March 10<sup>th</sup> has been rescheduled to Saturday, June 23<sup>rd</sup> from 8:30 a.m. – 2:30 p.m. at the Hughes Center.

#### Cataloging the Recommendations:

Dick Guthrie said the Committee needs to pay attention to the flow of information. Mr. Guthrie made a recommendation that the Committee work in small groups negotiating on a set of priorities during the YMP Retreat. The leadership team will do a rough draft then a second rough draft of the recommendations and priorities. The second rough draft will be reviewed at the April YMP meeting. He also asked for small working groups to include a demographic listing, a mapping of resources and assets for the evaluation overview.

# REPORTS

### 5. CHAIR REPORT

- a. CNN Local Edition
- o The committee viewed an interview between CNN Local Edition and Butch Henderson on the Youth Master Plan.
- a. Upcoming Outreach Events
  - o Green Team at Claremont High School
  - o Interfaith Counsel
- b. Next Steps

## 6. TASK GROUP REPORTS

- d. Evaluation and Measurement
- e. Review
- f. Goals & Guiding Principles
- g. Communication Media/Community Outreach

# ADJOURNMENT 9:45 PM

The next Youth Master Plan meeting will be held on Tuesday, February 6, 2007 at 7:00 p.m. at the Hughes Community Center in the Grove Room.

Bretch Hendulan

Butch Henderson, Chair

ATTEST:

Mircedita

Mercy Santoro, Staff Liaison



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Alexander Hughes Community Center Grove Room 1700 Danbury Road Claremont, CA 91711

# CALL TO ORDER: 7:10 PM

# STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boyton, Chris Bradley, Yo-Landa Brown, Emily Burch, Bonnie Busenberg, Amy Croushore, Frank D'Emilio, Kirstin Anderson-Hall, Dior Hildebrand, Butch Henderson, Chuck Leeb, Steven Llanusa, Nancy Mintie, Claire Oxtoby, Joan Presecan, Jane Purcell, Suzan Smith, Ellen Taylor, Chris Ulrich (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn, Denise Stevenson (Consultants) Dr. Chris Liang, Dr. Raymond Scott

# **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

Butch Henderson announced that Mercy Santoro has been promoted to Deputy Director of Human Services in Claremont. She will still serve as the lead staff person along with K. Yip on the Youth Master Plan. She will be moving offices to the Alexander Hughes Community Center the week of February 12<sup>th</sup>. Her email address will stay the same. Committee members will receive an email with Ms. Santoro's updated contact information in the near future. Ms. Santoro's new responsibilities give her opportunities to work with all the different program areas within the department from recreation to sports, and working closely with the city manager's office.

# **YOUTH VOICES**

## Kirstin Anderson-Hall, Teen Committee Co-Chair

Ms. Anderson-Hall said the next Teen Committee meeting would be held on February  $21^{st}$  at the Youth Activity Center from 3:00 - 5:00 p.m.

- Chamber President Maureen Aldridge will be speaking on youth and youth business as well as social conflicts at El Roble.
- El Roble students will be invited to attend along with the Principal, Kevin Grier.
- Tony Ramos, the Assistant City Manager will be present to talk about a possible trolley system that would take students to the Claremont Village.
- Therese Kennedy will also be present to speak on employment opportunities for youth and youth preparation via job training programs.
- The Teen Committee took a hard-hat tour of the Village West in January.

## WRITTEN COMMUNICATIONS

Pat Warren spoke at a prior Youth Master Plan meeting inquiring on mental health support in Claremont. Ms. Warren expressed her interest in the Youth Master Plan and would like to attend a meeting or learn more about what is being considered. Ms. Warren asked if Claremont Parks & Recreation is planning any noncompetitive sports programs.

Claire Oxtoby expressed her support for a community sports program noting that it would help student's transition from El Roble to Claremont High School.

#### Ms. Oxtoby highlighted points from the "Robert Wood Johnson Foundation's After School Project".

- Physical activity is an important vehicle for building social community in childhood. It operates through a universal language that can though does not necessarily bring children with diverse backgrounds together.
- After-school programs have certain qualities that make them a good setting for children to explore physical activities of interest and to acquire skills, without the costs of excessive competition and comparison.
- Some initiatives in low-income communities tie sports to other goals, most typically academics, but also workforce preparation and delinquency prevention.
- Sports participation helps children internalize a sense of skill, competence, and strength and incorporate physical activity into their emerging identities.
- Experience with sports in middle childhood seems to be a helpful bridge to sports participation in adolescence, connecting children to a peer group that will tend to be more involved with sports in high school. (Participation in sports has been noted to "provide a sense of affiliation and belonging for young people at a time of life prone to alienation"; Baker et al., 1997, p. 6) For high school students, the structure, regularity, and even time commitment entailed in sports participation seems to have a disciplining effect on participants' use of time. There is even speculation that participation in sports may dampen smoking in participating youth, preventing it from becoming a habit.

## **MINUTES**

Minutes were accepted and approved.

# **PUBLIC COMMENT**

#### Teen Green

#### **Cliff Chang - Introduction**

- Teen Green is a youth lead environmental unit that was started last year. It has more than 100 members from agencies such as Uncommon Good, El Roble Intermediate School, and Claremont High School communities.
- Teen Green has been working closely with Michael Fay, former Chair of the first Youth Master Plan Committee, Mark von Wodtke of Claremont Environmental Design Group, and Paul Faulstich an Environmental Science Professor at Pitzer College. Uncommon Good is partnering with Teen Green to help raise money.

#### Jerry Lee – Proposed Projects by Teen Green

Trash Free Lunch Program

• Currently students buy lunches in disposable containers with disposable utensils. Teen Green suggests a trash free lunch program where the schools use plastic trays and re-usable silverware noting that the campus would look "prettier".

Organic gardens

- Teen Green would like to grow their own garden and reduce the use of pesticides providing plants with local nutrients instead of substituted nutrients and promoting self-sustainability.
- Students would be the people growing the garden
- In May, Teen Green will be visiting the Occidental Arts & Ecology Center in Sonoma County. This center specializes in establishing organic gardens in schools. A representative will bring back information on how to implement a similar program in Claremont.

Bike Friendly proposal plans

- Would like to implement more bike lanes, shops, and vending machines for bike parts.
- Brennan Saeta will be on the Claremont Bike Advisory Committee that meets with Craig Bradshaw of the City Engineers Office. Mr. Saeta will serve as the liaison with the Claremont Senior Bike Group.

#### Renee Byer – Building Project

- The Teen Committee would like to hire Nader Khalili to design an environmentally friendly structure that is made of earth and biodegradable goods and can be built by anyone at any level of experience.
- His structures exceed all building codes and NASA is considering using his work on the moon.

#### Lucia Nagler

Teen Green would like permission to build Nader Khalili's structure on the grass area in front of the Youth Activity Center.

- The building would serve as an education project for the students who built it and for classes who would visit it after it was completed.
- It would serve as a model of an environmentally friendly building for the entire community.
- It would be a symbol of the City's commitment to the environment.
- It would be a visible symbol of the important contributions that youth can make to the community.
- It could be a center for Teen Green to hold their meetings.
- The building could be used by the community for environmental forums and presentations.

#### Megan Hafner – Building Techniques

Some of the ideas for the building include:

- solar composting toilet
- native plant garden
- a drainage system that would catch rain water off the roof to be used to irrigate the garden
- solar panels for power
- natural cooling and heating by directing wind drafts
- · walls decorated by school children with mosaics and painted tiles

#### Jeffrey Morales – Financial Aspect

- Teen Green is currently in the process of fundraising \$22,000 to fund the project.
- Several grant applications have been submitted including funding requests to the Teen Committee via Youth Grants, the City of Claremont via CBO Grants, and Toyota. They are also hosting a Tree Planting Fundraiser on February 17, 2007. They will be planting oaks in Claremont Wilderness Park. The cost is \$25 per tree to plant. Donations are tax deductible and donors will receive a certificate noting their donation. Checks may be made out to Uncommon Good. Teen Green will also be in the Village at Farmers Market selling cards for funding.
- An experienced project manager has been hired and adults have offered to provide on-site supervision at the building site.
- Mr. Morales asked if the Steering Committee could help Teen Green approach the City Planning and Architectural Commission and the City Council.
- It was further noted that Teen Green has made similar presentations to the CUSD School Board and Claremont Rotary. Teen Green was well received in both situations.

## **ADMINISTRATIVE ITEMS**

#### PHYSICAL HEALTH AND WELL-BEING PANEL

#### Shanica Davis - Nurse and Family Partnership, Prenatal Care PFP

- The maternal child and adolescent program is free and not mandatory
- Ms. Davis works with full time moms from the time of pregnancy until the child is two years old. Ms. Davis connects clients with other resources so they can continue to be supported past their child's age of two, but the goal is to make them self sufficient.
- She works with the client at home or at school and collaborates with doctors and physicians to improve life development and the environment of mother and child
- A standard visitation schedule is set up.
- The program is focused on higher risk, low-income moms but it is open to all first time mothers.
- Ms. Davis can take a maximum of 25 clients. She is currently covering 22 clients from Pomona and the surrounding area.
- She has been doing this for seven years and has only had one client from Claremont who was referred by CPSP Queen of the Valley Hospital.
- The ages of mothers run from 12 years to early 20's. It is recommended that they do not help those over the age of 35.
- Most clients need mental health services and counseling.
- Most referrals come from schools in Pomona as well as pregnant minor programs and the health department.
- On occasion there are women who start the program and then drop out.
- The program interfaces with Planned Parenthood but only for birth control.
- The program is funded by the County of Los Angeles and was developed by Dr. David Oats.
- Clients are referred to Planned Parenthood for birth control.

#### Sister Program – PCG

- PCG has the same goals as PFP except that the mother could have delivered more than one child.
- PCG takes a maximum of 35 clients.

#### Silvia Rodriguez –Get Enrollment Moving (GEM) Program

- Get Enrollment Moving is a nonprofit community-based project at Citrus Valley Medical Center Queen of the Valley Campus.
- The GEM Program uses a case managed approach to ensure that families have health insurance by enrolling clients in an insurance program that fits their needs based on their situation.
- Pregnant mothers, children under 21, disabled adults or children, seniors over 65 and parents, stepparents or relatives responsible for children under 19 may be eligible for these health insurance programs.
- Family members that are non-insurable are referred to other organizations that can help. These programs provide limited medical, pharmaceutical and even dental coverage, if needed. Depending on income, the program you are eligible for may be free or low cost.
- Children who have parents who are not legal citizens of the United States are often eligible for full coverage under health insurance programs such as California Kids and can get all of their medical, dental, vision and hospitalization needs covered regardless of their parents' legal status.
- There are community health programs for adults without children who have low incomes and who are not eligible for health insurance.
- Income determines eligibility for these and other programs and it does not matter if you own property.
- They have staff that speak both Chinese and Spanish.
- Promoters of Health Volunteer Program
  - § All of the volunteers are Hispanic.
  - § The program promotes wellness and resources within the community.
  - § Volunteers invite families to fill out a reduced utility application to help create relationships and then talk about other resources.
  - § Asian families are targeted via newspapers and temples because door-to-door soliciting is ineffective.
- Healthy Babies, Happy Moms
  - § CPSP program that outreaches to pregnant moms and provides a health screening.
  - § Community wellness program is for moms who are not eligible for other programs.
  - § Ms. Rodriguez does have clients in Claremont.
  - § Most of her referrals come from the Claremont Unified School District (CUSD) and Every Child's Healthy Option (ECHO).

#### Alicia Estrada – Foothill Aids Project, HIV Prevention & Services

- Foothill Aids Project helps clients who are HIV positive by providing case management, legal services, mental health counseling, and substance abuse treatment.
- They serve Los Angeles and San Bernardino Counties including the undocumented population.
- Their current client load includes about (12) people in Claremont ranging in age from their late 20's to late 50's. Most clients are African American and Caucasian, but they do have Hispanic clients as well. HIV is increasing in Hispanic and African American populations.
- Foothill Aids Project provides free and anonymous HIV testing.
- Foothill Aids Project's main office is in Claremont.
- Some preventive outreach is provided to the Claremont Colleges, Claremont Unified School District schools, and community centers.

#### Jorge Garay – Department of Children and Family Services (DCFS) Case Manager, Child Abuse & Neglect

- The main office is located in Pomona and serves Claremont, San Dimas, Diamond Bar, and Pomona. Most clients come from Pomona.
- Programs include:
  - § Advocacy for permanency for children
    - The program works to find permanent adoptive homes and establish legal guardianship.
  - § Family preservation by providing support services to families to keep them intact.

- § Team Decision Making (TDM)
  - The coordinator and family member talk about placement decision and alternatives and coordinators look for relatives if the child can't stay with the family. Community service providers are also invited to the meetings.
- § Family to Family Model
  - Claremont's representative is Edith Orcasitas, who is also part of the Staff Evaluation Group and is a Family Advocate at the Youth & Family Support Center.
- 1,473 children are being serviced out of the Pomona office.
- •The organization averages 300-400 child abuse referrals a month with about 20-40 case loads involving children in Claremont.
- About 33% of children serviced are African American.
- Schools are the primary source of child abuse reporting.

#### Gloria Kimbell – SGV Foundation, Dental Health

- Ms. Kimbell helps develop managed care for medical population with a focus on education, information, and improved outcome of oral health.
- California is ranked poorly in state comparisons.
- There are 62 dental offices in southern California that are affiliated with her program and there is a major network under every major carrier.
- A lot of people are not covered by any type of program and teachers are finding that children have a hard time paying attention in class when suffering with dental pain. These children have previously been misdiagnosed.
- Ms. Kimbell conducts oral health classes for preschool students and up.

#### Diana Liw, MPH – STDs, HPV & Teen Live Birth Rates

- Ms. Liw is an epidemiologist who provide services, develops plans, look at needs assessment, and collaboration.
- She is an advocate for comprehensive sex education taking into consideration the needs of each child.
- She often finds that youth who come in for treatment do not give their correct home addresses.

#### Dr. Glenn Miya, Pediatrician – Nutrition and Obesity, Claremont Unified School District (CUSD) Wellness Policy

• Dr. Maya noted the increase in obesity among children at younger ages.

- The last obese child he served was 4 years old and he met road-blocks when referring him to a weight loss program because the insurance would not cover him. Clinics were far away, and some providers refused to take on a child due to fear of liability or because they have never dealt with child that young. Dr. Maya put together a program and normalized the child's weight within 3 months. He said if we use the resources we have we can get resolution.
- The Claremont Club is willing to provide a program specified for obese children, however; if parents don't get involved, the program is less likely to be successful.
- Steps in the right direction:
  - \$ At El Roble, children get extra points in PE after documenting exercising with parents
  - § Claremont Unified School District Healthy Snack Initiative
- Four essential components of success:
  - § Provide quality health/physical education
  - § Provide quality nutrition
  - § Encourage an environment where health is promoted
  - § Encourage participation in the school health program
- Dr. Maya would like a health website created and have an educational program implemented that encourages classrooms to compete to create their own health education program.
- The current physical education standard in elementary schools is 200 minutes every 10 days, which translates to about ½ hour of exercise a day. The national recommendation is 225 minutes per 5 days for high schools. The Claremont Unified School District mandate is currently below the recommendation.
- Statistics state that about 5 hours per year are spent on health/nutrition education.
- Visit www.healthykids.org for more detailed information.

#### Dior Hildebrand, RN Childhood Injuries

• The county is broken up into 8 Service Planning Areas (SPAs). Claremont is Spa 3.

• SPA 3 consists of (29) cities and is very diverse.

• Ms. Hildebrand provided information on the following statistics:

#### Childhood Injuries: National Data -

Leading Causes of Death ages 1-5 in the United States between 1999 – 2002 (Data provided by Isabelle Sternfeld, IVPP)

(Data provided by isabelie Ste	incia, i vi
Unintentional Injury	8000
Congenital (birth defects)	2100
Neoplasms (Cancer)	2000
Homicide	1900

### Childhood Injuries: Local

Unintentional MV Traffic	210
Congenital anomalies	120
Neoplasms	90
Homicide	60

#### **Childhood Injuries: National**

Unintentional MV Traffic	2750
Unintentional Drowning	2100
Unintentional Fire/Burn	1250
Unintentional Suffocation	650
Homicide, Unspec.	600

#### Childhood Injuries: Local

Unintentional MV Traffic	75
Unintentional Drowning	65
Unintentional Pedes	25
Homicide, other spec	25

#### CALIFORNIA HEALTH INTERVIEW SURVEY DATA 2003

#### Cause of Injury (age in years: 0-24) for SPA 3

Vehicle-related	18
Bicycle-related	4
Accidental Fall	22
Sports-related	23
Other	43

#### Ever ridden a vehicle when driver had alcohol (age in years 1-18)

Has ridden with drinking driver20Has not ridden with drinking driver80

#### How often wears a helmet when riding a bicycle (age in year 1-18)

Always	31
Usually	15
Sometimes	18
Never	19
Do not ride bicycles	17

#### Frequency of wearing a seat belt in cars

Always	73
Usually	20
Sometimes	5
Never	2

Have firearms/guns in or around home	
Have	10
Never	90
Have installed locks or safety la	tches on cabinets
Have	73
Never	27
Ever installed baby gates, window guards, other child safety barriers	
Have	57
Never	43
Ever covered electrical outlets for child safety	
Have	90
Never	10
Ever lowered temperature of water heater for child safety	
Have	44
Never	56
Doctor talked about violence or prevention during last physical exam (Age 1-18)	
Talked about violence	18
Did not talk about violence	82

**Recommendation: Receive and File** 

## **CHAIR REPORTS**

- Committee members were asked to review the upcoming schedule of YMP meetings.
- A diversity panel is coming up on April 9th.
- The Youth Master Plan Retreat is scheduled for Saturday, June 23rd.
- The Youth Master Plan Steering Committee is planned to wrap up in September.

## **TASK GROUP REPORTS**

#### a) Evaluation and Measurement

- b) Review
- Mel Boynton reviewed the cover letter and questionnaire that was sent out to three groups within the Claremont Community including City-affiliates, the Claremont Unified School District, and the non-profit community service organizations that serve Claremont youth.
- The next step for each member of the Review Task Group is to contact five pivotal groups and encourage followup.
- The next meeting will be held on February 22<sup>nd</sup> at the home of Jane Purcell.

#### c) Goals & Guiding Principles

#### d) Communication/Media & Community Outreach

• Yo-Landa Brown mentioned the Feb. 2<sup>nd</sup> parent outreach. Chris Ulrich, Claire Oxtoby and (15) parents were in attendance.

## ADJOURNMENT 9:25 PM

The next Youth Master Plan meeting will be held on Monday, March 12, 2007 at 7:00 p.m. at the Hughes Community Center in the Padua Room.

Bretch Henderson

Butch Henderson, Chair

ATTEST:

Mercedifation

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com





Claremont Unified School District 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446



Alexander Hughes Community Center Grove Room 1700 Danbury Road Claremont, CA 91711

# CALL TO ORDER: 7:06 pm

# STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boyton, Chris Bradley, Yo-Landa Brown, Emily Burch, Bonnie Busenberg, Frank D'Emilio, Mauryce Feingold, Dior Hildebrand, Butch Henderson, Chuck Leeb, Steven Llanusa, Nancy Mintie, Joe Salas, Suzan Smith, (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn, Denise Stevenson, (Sub-committee) Teddie Warner

# **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

Congratulations were offered to the new City Council members.

# **YOUTH VOICES**

No youth were present.

# WRITTEN COMMUNICATIONS

Steven Llanusa distributed excerpts of a letter from Adriana Garrett, a 3<sup>rd</sup> grade teacher from Chaparral Elementary, who is planning on attending a conference on the 40 Developmental Assets. Ms. Garrett says there are so many local agencies and businesses that we can involve to build bridges and have a major impact on our youth. She indicated Claremont is celebrating its 100 years. It would be great to celebrate and adopt the 40 Developmental Assets as "The Claremont Way" for the future of our kids. Her letter outlines some marketing ideas and suggestions for the 40 Developmental Assets including:

- Real estate agents could give out calendars or magnets to perspective buyers that list the 40 Developmental Assets as "The Claremont Way" or they could give out the asset list. Ms. Garrett feels it would be a great way to introduce the assets to new families moving into our community.
- Local grocery stores could list the assets on their shopping bags.
- Service clubs and senior centers could adopt a school and instead of donating money, they could donate their time and build relationships by going to the schools to greet the students as they arrive to school in the morning or be there at dismissal time to chat with the kids.

- The volunteers could also do things like help the kids at the crosswalk or sit down picnic style and chat or read a book to the kids while they are having lunch. Ms. Garrett feels this would be a great way for our kids to make connections and build relations with our community members.
- Enlist pediatricians and dentists to post and give out the 40 Developmental Assets in their offices.
- The County Library could give out bookmarks with the 40 assets listed on them.
- Claremont could potentially start a movement as "The Claremont Way" to involve and educate our community and our youth.
- "The Claremont Way" quilt could be made with 40 squares and list or demonstrate an asset on each square (involving our schools in making the quilts). These quilts could be hung at City Hall or at the Claremont Police Station. Another suggestion would be that each school site adopt a business so that the quilts could be hung at various places like our Library, Post Office, ice cream store, restaurants and so forth.

## **MINUTES**

Minutes were accepted and approved.

## **PUBLIC COMMENT**

None

## **ADMINISTRATIVE ITEMS**

REVIEW TASK GROUP UPDATE ON THE 1995 PLAN

The Update on Evaluation Component by K. Yip was presented.

Mel Boynton, Chair of Review Task Group

- The Review Task Group prepared an interim or preliminary report on data collected since the 1995 YMP group. A finalized report is expected next month.
- The 1995 report provided a couple of years of good data; however, reorganization and other reasons prevented the 1995 YMP group from collecting the data for about 10 years. The Review Task Group members have worked diligently to provide a lot of needed information for the years without data.
- The Review Task Group has been focused on gathering information from the Claremont Unified School District, the City of Claremont, and about 300 non-profits agencies that serve Claremont, businesses, service clubs, and faith-based organizations in order to represent a variety of communities. The Task Group provided meeting attendees with a summary report of 20 agencies they heard back from:
  - David & Margaret Home
  - Pacific Lifeline (woman's homeless shelter)
  - Claremont United Church of Christ
  - Shoes that Fit
  - Baldy View Regional Occupational Center
  - Our Lady of Assumption Church (OLA)
  - Active Claremont
  - League of Women Voters
  - Teen Green
  - House of Ruth
  - Pomona Valley Low Income Services
  - Uncommon Good
  - Claremont AYSO
  - Claremont Fast Pitch
  - Claremont Unified School District Directors and Principals
  - Little League
  - Rancho Santa Ana Botanic Gardens
  - Claremont Police Department
  - City of Claremont Engineering Division

- The Review Task Group is looking to do one-on-one interviews by March 16 and asked the committee members for volunteers to contact the following:

S Chamber of Commerce, Maureen Aldridge, Director – Joe Salas

- § Claremont Library, Don Slaven, Director– Mel Boynton
- § Vivian Webb School, David Fitzgerald, Outreach –
- § NAMI, Michael Fay, President Teddie Warner
- § Committee on Human Relations, Barbara Musselmen, Chair Damien Arrula
- § Dept of Children and Family, Jorge Garay, Case Manager, Child Abuse and Neglect Mercy Santoro
- § Claremont Unified School District, Arny Bloom, Director Frank D'Emilio
- § Claremont Unified School District Educational Foundation Amy Matheson, President Joe Salas
- S Claremont Unified School District Department of Child Development, Allen Guttman, Director Steven Llanusa
- § Claremont Unified School District Marcia Rogers Frank D'Emilio
- S Claremont Unified School District Therese Kennedy, Claremont High School ROP Director Mercy Santoro

- The Review Task Group also provided attendees with a sample scorecard for Indicators of Progress.

- Earlier drafts of the scorecard noted if indicators had been met, partially met, not met, or insufficient data was available.

The Review Task Group felt these distinguishing factors left the reader feeling as if the task was done so new progress indicators have been established. They are:

- § Made Significant Progress
- § Made Partial Progress
- § Needs Additional Effort
- § Insufficient Data to Measure
- Goal One Get Everyone Involved
  - \$ The Review Task group would like this goal to mention how the YMP has helped the community raise more money for specialized programs. For example, Mr. K. Yip and Mr. Dick Guthrie have lobbied at the National League of Cities, where the most interesting topic is the joint-partnership of organizations.
  - § The Review Task Group member covering this goal roughly rated community awareness and community involvement at partial progress. The member rated community volunteers at significant progress. The family and youth friendly businesses section of the goal was rated at needs additional effort.
  - § It was noted that from the point of view of the School District, many of these programs would have been created with or without the YMP. However, by having the YMP, Mr. K. Yip has been able to entice and push agencies to collaborate more than they would have if he approached them on an individual basis. He believes the YMP helped facilitate a collaboration process.
- Goal Two Include and Recognize Youth
  - \$ The Review Task Group member covering this goal roughly rated the increased participation in community activities, the increase in voter registration, and the increase in youth membership at partial progress.
- Goal Three Value Diversity
  - § The Review Task Group member covering this goal noted that data shows a decrease in intolerance and increased representation of people of varying background on policy and advisory groups. It was noted there was an increase in opportunities to experience and understand both similarities and differences among people.
- Goal Four Give Everyone Good Information About What Is Going On
  - § The Review Task Group member covering this goal noted the transition from hard copies to usage of emails and blog space, both of which allow the YMP to connect with youth in a more effective way without burdening the Claremont Unified School District and City.
  - § It was also noted the existence of up-to-date, accurate, coordinated, complete, and easily accessible resource information.
  - § There was an increase of participation in community programs for youth and their families.
- Goal Five Be Sure That Young People Have Something Constructive To Do When They Are Not in School
  - § The Review Task Group member covering this goal noted the importance of meeting the recreational, developmental and service requirements of youth during non-school hours.
  - § There is an increase in pro-social behavior among teens.
  - § A decrease in alcohol, tobacco and other drug usage among youth of all ages.
  - § It was noted there was a decrease in sexual activity among teenagers.
  - § Opportunities and job options have increased for youth to explore career paths.
  - § There is an increase in number of preschool and before/after school childcare sites and spaces.
  - § An increase in number of safe places for youth to study and socialize.
  - § And last an increase in the use of public transportation by youth to YMP programs.

Goal Six - Be Sure Everyone Has Physical And Mental Health Care

- \$ The Review Task Group member covering this goal noted the mass amounts of data that must be reviewed and
  - thinks that the community has done well so far in terms of intent of the goal.
    - There is a reduction in school absences due to illness.
    - Reduction in reported cases of depression among high school students
    - Increase in the rate of prenatal care.
    - Increase in the percentage of two-year olds who are fully immunized.
    - There is a reduction of suicide attempts in teenagers.
    - Improvement in the oral health of children by increased rate of students not requiring referral for dental problems in school dental screenings.
- Goal Seven Help Everyone Feel Safe and Secure
  - § The Review Task Group member covering this goal was also the person who compiled all of the statistics for the Claremont Police Department. The member noted that statistics are relative and do not always tell you the whole story.
  - § He noted that the Claremont Police Department has implemented movie nights in the park and E-Watch to help community members become familiar with the PD and feel more comfortable.
  - § There has been a reduction in sustained reports of child abuse. However, statistics show that this has increased. This increase is due to a change in laws that have created more mandated reporters to report more suspected child abuse.
  - S The statistics do not show reflect if the recorded vandalism rate is being committed by adults or juveniles. Usually, if police officers see graffiti, they do not make a report. Instead, they just call it in.
  - § In 1996, 240 students were arrested. Over the 9 years, this value fluctuates from 88 to 148 students arrested. According to statistics, there has not been any gang crime in Claremont for the last 10 years. However, there is speculation that reporting variances have rendered these statistics somewhat inaccurate. Last year, 18 felony arrests were made on campus at Claremont High School for possession of weapons.
- Goal Eight Support Families
  - § The Review Task Group member noted school and city grant related collaborative in the past eight years helped the youth in our community.
  - § There is an increase in family friendly policies among Claremont employers.
  - § It was noted there was a decrease of children in out-of-home placement. More info from DPSS was needed but may be hard to come by.
  - § There is a reduction in child abuse and neglect.
- Goal Nine Educate Parents
  - § The Review Task Group member covering this goal noted that the City and CUSD work closely in several grant related collaborations that have helped the community. Some grants are no longer in existence, and there is a need to find ways of continuing these grants for the future.
  - § It was noted that commuting between work and home creates stress on families and puts importance on affordable housing.
  - § Parental involvement in schools has increased.
- Goal Ten Coordinate Our Efforts To Reach These Goals
  - § Review Task Group members mentioned a concern that not-for-profits are being considered solely as a beneficiary of the YMP and not a collaborating member with the City and Claremont Unified School District. The Review Task Group would like to see the relationship between not-for-profits, the CUSD, and the City formalized and included in the process of plan implementation in the future.
  - § It was noted that the Community Coordinating Council might be the best way to make this work.

#### Recommendation: Receive and File

## **CHAIR REPORTS**

- a. Update on Evaluation Component
  - K. Yip Review Task Group, Intent and Scorecard Process
    - The Review Task Group has created a document based on the work of the 1995 YMP model.
    - The 1995 YMP group created a scorecard to evaluate how they were doing.
    - The model was not created to judge programming but to help describe the community and where the community was heading.
    - The scorecard was designed so that the community could feed information to the YMP group in a standardized format, which could then be compiled and reported back to the community in its entirety.
    - It focuses on indicators of progress, not whether or not the goal was met. The intent of the scorecard is to review what we are doing and see if we are making progress in terms of the underlying goal.
    - -K. Yip encouraged committee members not to ask judgmental quality questions but questions on whether or not progress is made.
- b. Diversity Panel Planned for the April 9 Youth Master Plan Meeting

Rose Ash, Dispute Resolution Volunteer is going to help organize this panel.

A smaller panel will also be organized to address the need for a green component in the YMP update.

b. Youth Master Plan Retreat planned for June 23.

c. Next Steps

As the Youth Master Plan Steering Committee begins to understand the participatory evaluation process, committee members are encouraged to read and review report.

## TASK GROUP REPORTS

a. Evaluation and Measurement

§ The next meeting is scheduled for March 21, 2007. It is a dinner gathering so members are encouraged to RSVP. The hostess is Suzan Smith.

b. Review

- c. Goals & Guiding Principles
- d. Communication/Media & Community Outreach

# ADJOURNMENT: 8:31 PM

The next Youth Master Plan meeting will be held on Monday, May 14, 2007 at 7:00 p.m. at the Hughes Community Center in the Padua Room.

Bretch Henderson

Butch Henderson, Chair

ATTEST:

Merceditahun

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840



Alexander Hughes Community Center Grove Room 1700 Danbury Road Claremont, CA 91711

# CALL TO ORDER: 7:05 PM

# STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boynton, Yolanda Brown, Emily Burch, Bonnie Busenberg, Mauryce Feingold, Dick Guthrie, Dior Hildebrand, Butch Henderson, Chuck Leeb, Steven Llanusa, Claire Oxtoby, Jeff Porter, Jane Purcell, Joe Salas, Suzan Smith, Ellen Taylor, Chris Ulrich (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn, Denise Stevenson, (sub-committee) Teddie Warner

# **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

None

# **YOUTH VOICES**

None.

## WRITTEN COMMUNICATIONS

None.

# MINUTES

Corrections were noted; minutes were accepted and approved. Chris Ulrich and Ellen Taylor abstained.

# **PUBLIC COMMENT**

None

# **ADMINISTRATIVE ITEMS**

1995-2006 Youth Master Plan Scorecard Mel Boynton moved to adopt the Youth Master Plan Scorecard. The Steering Committee unanimously moved approval.

## MOBILIZE THE COMMUNITY

Goal One: Get Everyone Involved – Ellen Taylor

o Ellen Taylor described contacting numerous organizations, schools, service providers with the question: "What have you done for Claremont over the past 12 years?" She said it was difficult for organizations with numerous accomplishments to summarize them. Task group members called, emailed, and interviewed providers who did not respond to the questionnaire. Ms. Taylor reminded committee members that the responses are indicators and do not

tell the whole story. She did note, however, that the findings provided a good indication of community involvement with youth.

o The task group will continue to gather results as the YMP process continues.

Goal Two: Include and Recognize Youth - Mel Boynton and Mercy Santoro

o The Steering Committee had no feedback or recommendations.

Goal Three: Value Diversity - Suzan Smith and Chris Ulrich

o Task group members noted that they did not have as many responding organizations on this goal. Most information was based on school district and human relations committee responses. Task group members felt the first indicator needed additional effort, noting that the community has done a good job, but a lot more can be done.

Goal Four: Give Everyone Good Information About What's Going On - Mel Boynton

o Jane Purcell mentioned that the wallet cards were passed out in 2005 (a more recent date than the listed 1998 date).

#### CREATE A UNIFIED SYSTEM OF SUPPORTS AND ACTIVITIES

Goal Five: Be Sure That Young People Have Something Constructive To Do When They Are Not In School - Joan Presecan and Chuck Leeb

- o Chuck Leeb said the consensus was we've made good progress in some areas, but responses exposed areas that need work.
- o Suzan Smith said the community has seen an influx of after school activities with the opening of the YAC and TAC and recommended the rating be increased.
- o Chris Ulrich said she made an effort to read the scorecard as a "general reader," and realized the roman numerals don't make sense.
- o Dick Guthrie noted that "Supports" was intended to be plural and that spelling was part of the document adopted by the City Council.

Goal Six: Be Sure Everyone Has Physical And Mental Health Care - Chuck Leeb

- o The task group noted that just asking questions about health care raises awareness.
- o Dior Hildebrand mentioned that the Health and Wellbeing Committee reported that there are only two CHDP providers in Claremont. CHDP is a physician or health provider treating children under age 19 who don't qualify for Medi-Cal.
- Goal Seven: Help Everyone Feel Safe and Secure Chris Bradley and Helaine Goldwater
  - o The task group received good feedback, and the general consensus of the steering committee was that the indicators were appropriate.

Goal Eight: Support Families - Teddie Warner

o No feedback or recommendations from the Steering Committee

Goal Nine: Educate Parents - Teddie Warner

o No feedback or recommendations from the Steering Committee.

COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION

Goal Ten: Coordinate Our Efforts To Reach These Goals - Nancy Mintie

o No feedback or recommendations from the Steering Committee

#### **Diversity Panel**

## Rose Ash, Youth and Family Support Center Volunteer Dispute Coordinator

- Rose Ash began by reading Goal Three of the YMP Value Diversity. She continued by saying, "Claremont 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 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 difference."
- ii. A major challenge in assessing this goal is finding adequate data and employing data collection techniques. The City's Committee on Human Relations "Annual Hate Crime Reports" is useful, as are Claremont Police Department statistics on hate crimes. Both sources fall far short of capturing an accurate picture of harassment and bullying occurring daily on our school campuses.
- iii. The goal of the panel is to give insights into some of the best practices available for combating hate and violence

directed toward diverse youth.

- iv. The panel has been organized to illuminate educational programs, which have successfully created environments of tolerance and acceptance.
- v. Several of the organizations present have a proven track record of working successfully with schools to create inclusiveness.
- vi. Ms. Ash encouraged YMP Committee members to listen to panelists and keep in mind other ways to collect data that might give a more accurate depiction of bullying, harassment, etc.

#### Rene Castro, National Conference for Community and Justice (NCCJ), Vice President of Programs

- vii. NCCJ strives to build a community among diverse peoples in order to make America a better place.
- viii. NCCJ is part of a national organization founded in 1927.
- ix. Programs include the development and implementation of a citywide initiative for Long Beach called the Human Dignity Program, which has been instrumental in creating a City of Long Beach Hate Crime Response team and a Long Beach Inter-group Conflict Resolution Team.
- x. NCCJ specializes in advocacy, conflict resolution and education.
- xi. The majority of work is done with educators, but they also train faith, business, media, government and advertising leaders, youth, and emerging leaders.
- xii. Mr. Castro noted that in developing an YMP, it is important to begin with ourselves our biases. The overall goal is to provide an inclusive community. It is critical to think comprehensively and to think about impacting young people.
- xiii. Nexus between leadership and social justice.
  - xiv.A leader acknowledges his or her personal biases and works to correct them.
  - xv. A leader has a sense of urgency regarding diversity, inclusion, difference and access.
  - xvi. A leader breaks through the barriers that divide people, and takes responsibility for connecting to others. xvii. A leader creates opportunities and access for others.
  - xviii. A leader creates an environment where students of diverse races, religions, ethnicities, cultures, abilities, genders, and sexual orientations can learn and succeed.

#### Valerie Dickson, Youth Program Specialist, National Conference for Community and Justice (NCCJ)

- xix. NCCJ works mostly with middle school and high school programs
- xx. On campuses, they select a variety of students to talk about community, culture, and conflict. Students engage with students of varied backgrounds to create an action plan to raise student awareness about racial segregation, name-calling, inclusion and exclusion.
- xxi. Building Bridges Youth Human Relations Camp
- xxii. Claremont High School has sent 180 representatives to the camp over the last seven years. CHS attends once a year, but the camp is offered five times a year. Students have an opportunity to talk and ask the difficult questions.
- xxiii.Students may not repeat the program as a camper but many return as peer mediators after 26 hours of training. xxiv. The high school principal and assistant principal, as well as other staff members, have attended along with students.

#### Lloyd Wilkie, Anti-Defamation League (ADL), Facilitator

xxv. Founded in 1913, the ADL is an advocacy institute that helps shape policy and works to help fight bias and racism. xxvi. The World of Difference Institute is the educational arm of the ADL

- xxvii. There are somewhere near 30 offices worldwide.
- xxviii. ADL has started the Miller Initiative that works with preschool teachers and parents to help them begin this process when children first begin noticing that people are different.

#### Ariel Rosen, Los Angeles Gay and Lesbian Center (LGBT), Family Services Manager

- a. Ms. Rosen has been working with the Los Angeles Gay and Lesbian Center for six years.
- b. She is a member of the California Safe Schools Coalition's executive committee. The statewide partnership of organizations and individuals is dedicated to eliminating discrimination and harassment on the basis of actual or perceived sexual orientation and gender identity in California schools.
- c. Its chief goal is to ensure the effective and comprehensive implementation of the California Student Safety and Violence Prevention Act of 2000 (AB 537).
- d. Ms. Rosen provides training for educators, service providers, and parents on how to create safe spaces in school for students with LGBT parents.
- i. This organization offers health, legal, social, cultural, and educational programs for seniors, families, and youth.
- ii. The focus is on LGBT parents or children.

#### **Basic Statistics:**

iii.Estimate between 1-9 million people have an LGBT parent.

iv. The 2000 census included an "unmarried partner box" revealing that same sex couples live in 99.3% counties in the

country and in every county in California. There are more same sex couples in California than anywhere else in the country.

v. There are not just two mommies, two daddy families. They can be coupled, singled, opposite sex, transgender, multiracial, trans-racial, etcetera.

Unique Issues Faced by LGBT Parented Students:

- e. Coming Out This is not a one-time event. Children also have a coming out process especially in the school institution.
- f. Everywhere we are talking about gay marriage. Students hear about the battle over gay marriage and adoptions by gay couples.
- g. Impact of homophobia and transphobia
- h. An NEA study found that the typical high school student hears LGBT terms 26 times per day. Ariel Rosen urged the community to distinguish between a hate crime and name-calling.
- i. Feeling invisible
- j. Ms. Rosen urged the YMP to help incorporate these issues into everyday curriculum.

Strategies and Best Practices:

- i. Non-discrimination and harassment policies
- ii. Check the language on school forms Do your forms say "mother" and "father"?
- iii.School climate How do you create a school climate that is welcoming? Do not tolerate bullying, teasing or harassment on any level. Assess the curriculum, books, resources, images, posters, in classrooms--they should reflect the diversity of the school.

#### Sue Aebischer, House of Ruth, Executive Director

- k. Sue Aebischer has 30 years experience working in the field of domestic violence.
- 1. Prior to becoming Executive Director, she was Program Director for House of Ruth.
- m.House of Ruth provides free services to women who are victims of domestic violence. Services include emergency shelter, transitional shelter, legal/advocacy, counseling/support groups, and housing/vocational/Cal Works assistance.
- n. The staff at House of Ruth makes 50-100 presentations per year to community organizations, schools, and workplaces.
- o. Most recently, House of Ruth has inaugurated the Montclair Prevention Project. Goals include the coordination of efforts between schools and community advisory boards in the enhancement of the school's violence-free policy to include a zero tolerance of interpersonal abuse and violence.
- i. The women Ms. Aebischer sees usually experienced relationship violence for the first time before they were eighteen.

ii. Ms. Aebischer has seen mothers come into shelters with young sons who are already exhibiting violent behavior.

- iii. What begins as bullying and teasing in elementary school, becomes sexual harassment in intermediate school, and dating violence in high school.
- iv. House of Ruth is working with students directly via violence awareness class and safety planning. House of Ruth is also working with teachers, school counselors, and code enforcement.
- v. The community needs to make sure that language is gender inclusive.
- vi.95% of violence is perpetrated from men against women.
- vii. Girls reported a higher level of physical aggression, while boys reported a higher level of emotional aggression.
- viii. Repeated contact is crucial for learning; follow up, use examples, build skills, reinforce what students learn from the program each week.

#### Grace Castro, Ability First, Executive Director

ix. Ability First provides services for children and adults with disabilities.

x. Established in 1926 as the Crippled Children's Society of Southern California, it came to Claremont in 1969.

- xi. Their mission is to help differently-abled individuals realize their potential.
- xii. Claremont has brought volunteers to the program, but Ability First still seeks to collaborate with groups which offer after school programs to non-disabled students. The goal is to promote interactions which may prevent kids with disabilities from being looked at differently.
- xiii. Ability First is willing to teach current staff how to incorporate non-disabled kids.

The following discussion ensued after the panel presentation:

YMP Committee members noted that the next step of the YMP Update process is to look at action items, strategies, and programs. Panel participants were asked to suggest specific actions for the YMP.

xiv. Valerie Dickson, The National Conference for Community and Justice (NCCJ), would like to see Claremont High School send more students to the camps they offer and to students more than once a year. Claremont High School's biggest problem is funding. NCCJ can take up to 100 students per camp. Dick Guthrie mentioned that ten to eleven years ago an incident resulted in the creation of a program called Safe Zone. Over years, this program dissipated. However, there has been recent interest in getting something started.

xv. Ariel Rosen, Los Angeles Gay & Lesbian Center responded by stating that she would be willing to help Claremont start and revamp formerly used strategies. She would be happy to provide free training.

In preparation for the June 23<sup>rd</sup> retreat, task group members will develop a questionnaire to send to service providers to get feedback on goals established by the YMP Update Steering Committee.

Yolanda Brown asked the panel if there are workshops for Spanish- speaking parents.

p. Rene Castro, National Conference for Community and Justice - said they are currently training someone

q. Valerie Dickson, National Conference for Community and Justice – yes

r. Lloyd Wilkey, Anti-Defamation League - yes

s. Ariel Rosen, Los Angeles Gay & Lesbian Center – they are losing their Spanish- speaking person

Jane Purcell asked, "What do I say to students whose faith tells them that an LGBT life style is wrong?"

o Ariel Rosen responded that she cites the "Safe Place" 8537 law which prohibits discrimination based on sexual orientation.

10. Setting Additional Youth Master Plan Steering Committee Dates

The next meeting is scheduled for May 14<sup>th</sup>.

a. Other possible meetings are scheduled for May 30<sup>th</sup> and June 11<sup>th</sup>.

b. The retreat is scheduled for June 23<sup>rd</sup>.

## REPORTS

- 1. CHAIR REPORTS
- a. Update on Evaluation Component
- Reports on Case Studies and Youth Forums Planned for May 14<sup>th</sup> Meeting
   Retreat Planned for June 23
   Next Steps
- 2. TASK GROUP REPORTS
- a. Evaluation and Measurement
- b. Communication/Media & Community Outreach
  - Task group members are attending the Coffee Break parent support group organized by the Youth and Family Support Center.
  - A neighborhood forum at Wheeler Park is schedule for April 30th at 7:00 PM.
  - There is also a forum scheduled for April 26<sup>th</sup> at 7:00 PM at the AHCC.

ADJOURNMENT 9:35 PM

Bretch Henderson

Butch Henderson, Chair

ATTEST:

Mercedifation

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

MONDAY MAY 14, 2007 7:00 PM Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

# CALL TO ORDER: 7:05 PM

# STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boynton, Chris Bradley, Yolanda Brown, Emily Burch, Bonnie Busenberg, Laura Corhan, Frank D'Emilio, Mauryce Feingold, Dick Guthrie, Kirsten Anderson-Hall, Butch Henderson, Dior Hildebrand, Chuck Leeb, Jeff Porter, Joan Presecan, Jane Purcell, Joe Salas, Ellen Taylor, Chris Ulrich (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn

# **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

None

# **YOUTH VOICES**

## Ms. Laura Corhan

- Ms. Corhan said the Community and Outreach Task Force is still working on their forums. The Claremont High School forum would be on May 18.
- Ms. Dior Hildebrand, with the assistance of Ms. Jane Purcell, interviewed five students representing Claremont High School, The Teen Committee, and Associated School Body (ASB) for a case study.
- On May 24 Ms. Corhan will represent Claremont youth and the Steering Committee in serving on an audio conference panel on strategic planning, hosted by the National League of Cities. Transcripts of the conference will later be posted on Claremont's Youth Master Plan website for others to review.

## Ms. Kirsten Anderson-Hall

- Ms. Anderson-Hall said Dick Slaven from the Claremont Library attended the Teen Committee meeting. Mr. Slaven mentioned free on-line tutoring through the library, all you need is a library card to access it on-line.
- Ms. Anderson-Hall said applications for the 2007-2008 Teen Committee had been distributed with a May 11 deadline. This year's goal was to recruit younger students and a more diverse group. Voting for executive positions will take place at the next Teen Committee meeting on May 16.

# WRITTEN COMMUNICATIONS

None

## **MINUTES**

Corrections were noted; minutes were approved as written.

## **PUBLIC COMMENT**

None

## **ADMINISTRATIVE ITEMS**

#### **Overview of Participatory Evaluation**

- A copy of the 2006-07 Youth Master Plan Update Participatory Evaluation Model was distributed to the steering committee. This model includes information from forums, focus groups, case studies, and the youth live vote, as well as youth voice input throughout the year.
  - o Ms. Mercy Santoro spoke of the advantages of The Participatory Evaluation Model which she described as similar to the town hall model that was used early in Claremont's history to effect change on a government level.
  - o The model is consistent with the hard work that has been done in the community; it matches the heart and spirit of Claremont quite well.
  - o It involves the blending of numerous voices in the community at all levels. Sometimes it includes target populations like youth for the Youth Master Plan, it could involve geographic voices and locations, and people who are actively involved in city governance. It takes into account all of their voices; it blends them together, and it helps the community identify local concerns.
  - o The model involves stakeholders, including service providers such as Uncommon Good, the school district, police department, and even the county, in identifying services they can provide to help address some of our needs.
  - o The model blends thoughts and perspectives. It's mostly qualitative in nature, meaning there is no scientific element, although you can and will recommend including quantitative data, which comes in from various stakeholder providers such as House of Ruth.
  - o This new strategy still uses goals, but the goals are more broadly defined in terms of the experiences of residence and stakeholders. Instead of saying it's the school district's responsibility to address mental health services, or it's the city's responsibility to provide after-school services, the model takes a community-wide perspective. If forty primary agencies have a role in addressing a particular goal through sharing their vision as well as their successes and needs in meeting their missions, they help shape our recommendations. The recommendations don't just come from the steering committee.
  - o Through the task group's investigative work and relationship-building, the steering committee will be better able to understand the issues and prioritize services.
  - o Ms. Santoro referenced a participatory strategy and format process in the Participatory Evaluation Model handout on page 11 that talks about how we are recording data, how important it is to involve people in the data collection process in terms of identifying the issues and providing solutions.
  - o By involving residents in identifying issues and along with service providers, coupled with coming up with solutions and recommendations, the steering committee can determine needs and behaviors that need to be changed. The model will allow the steering committee to study an issue in the community and then look at kind of change they want to see happen community-wide by monitoring that by going back with in a couple of years and doing more qualitative research and then using the data we are receiving back from agencies on their input to see if perception in the community has actually changed.
  - o This also incorporates the Search Institute Study on Development Assets, Social Justice Theory and Theory of Change.

#### Questions:

- Ms. Ellen Taylor said they had a problem figuring out what had happened since the 1995 Youth Master Plan. She said they hadn't touched base with the service providers and stakeholders. They were on parallel tracks. Ms. Taylor asked what has been put into the new plan to avoid that problem in the future.
  - o Ms. Santoro said the new plan has input from the stakeholders. Forty active agencies are involved to contribute their vision and how they will assist in achieving some of the goals with community-wide initiatives.
  - o Mr. Dick Guthrie said this is a perfect opportunity to write this in to make it parallel as part of the evaluation process moving forward but that there are some specific things that come to mind that as recommendations this committee may want to incorporate, using existing groups, or developing new kinds of collaborations.
- Ms. Taylor asked what plan will be in place, so that five years from now, we'll have a better understanding of what has come out of the 2007 Youth Master Plan than we had five years after 1995 Youth Master Plan.
  - o Ms. Santoro suggested every one to two years the committee consider monitoring the plan by implementing something similar to a scorecard.
  - o Mr. Guthrie said very specific recommendations could be included in the steering committee's goals that would be measurable, and that certain entities should meet annually, and the organizations could be named publicly as active partners charged with carrying out the plan.
  - o Ms. Taylor agreed the organizations should be named publicly.
- Ms. Taylor mentioned that several of the goals identified as "additional effort needed" on the scorecard, arose out of issues that existed 12 years ago.
  - o Mr. Guthrie said these issues would be discussed more specifically on June 23.
- Mr. Mel Boynton asked Ms. Santoro what was the role of the three draft documents, how do they go from draft to un-draft and will there be an executive summary.
  - o Ms. Santoro said the chapter provided to the committee, we are looking at in pieces and will be about 150 pages in length. Because there are transcripts involved and we are taking community input directly and putting it on paper, we are receiving an authentic voice of people from the community. It's designed to educate and prepare you for that stage to begin making those recommendations. Ms. Santoro said an executive summary would help and would probably go to non-draft status at the June meeting.
- Ms. Taylor wondered about how the school district was working with Ms. Santoro.
  - o Ms. Santoro said she meets and plans regularly with Mr. Y. Kip who consistently provides constructive feedback. She and her staff are always interacting behind the scenes with school district.

#### Youth Master Plan Forums Youth Forums – Ms. Yo-Landa Brown, The Community Outreach Task Group

- The Youth Master Plan video was shown at each forum.
- Eight Youth, Family and Community Forums were held in April. Staff assisted the Task Group in hosting forums at Claremont High School, El Roble Intermediate School, and the Alternative Education site, and with parent groups in community and neighborhood settings.
- Attendees at each forum were encouraged to speak openly as they discussed services and priorities in meeting the needs of youth.
- The eleven goals were displayed at each forum, and attendees asked about the community involvement, the value of diversity, and the availability of mental health services.
- Parents asked how to access certain programs.
- Ms. Brown spoke specifically on the Vista del Valle Elementary School Forum.
  - o There were (25) residents in attendance.
  - o Many issues and concerns were in the top 5 of the Goals and Guiding Principles located on page 5 of the Participatory Evaluation Model.
  - o Goal 3 Value Diversity
    - § Valuing diversity was a broad issue.
  - o Goal 4 Providing Good Information about Opportunities for Youth
    - § Need more communication and advertisements of services available in the community

- o Goal 5 Provide Meaningful Activities for the Youth When They are not in School
  - \$ Transportation over the weekend seems to be an issue. Parents are concerned that their kids are homebound and can't attend city-sponsored programs designed for them.
- o Goal 2 Include and Recognize Youth
  - § Children with autism need recreational programs as well.
  - § The Scholarships that are offered at the Alexander Hughes Community Center do not take into account that 60% of a resident's income may be going for rent. The scholarships need to cover more of the cost of the program.
- o Goal 7 Ensure that Youth have Access to Mental Health Care.
  - § Many stories were shared by parent with mental illness with their children and could not get the service provided quickly, needs not met.

Would like to have more programs educating students and parents on mental health illness.

- o Goal 8 Provide a Safe and Secure Environment
  - S There was a long list of safety concerns—especially with drugs, alcohol, and other illegal activities occurring in Wheeler Park, San Jose Park, and along the Foothill corridor. Residents do not feel that the police satisfactorily acknowledge their concerns.
  - § They are also concerned about children who are "teased" or bullied at school. The children report teachers who tell them to handle these problems themselves or the children don't tell because they are self-conscious about low-economic status or skin color and think they will not be taken seriously.
  - \$ Parents in south Claremont feel the need for additional law-enforcement, specifically patrolling the neighborhoods and the parks more frequently after school.
- o Goal 9 Support Families And Educate Adults Who Deal With Youth
  - § Parents take classes at the adult school and there is no childcare provided.
- Mr. Joe Salas acknowledged that he had never heard many of the concerns that arose out of the Vista del Valle forum and he hoped our recommendations what make it clear we had listened to the participants.
- Mr. Butch Henderson mentioned the people who participated in the forums felt like they were being listened to. He said it's our job to listen and to incorporate this information. Mr. Henderson urged everyone to read the Participatory Evaluation Model very carefully. He said this is great preparation material for the June 23 retreat.
- Mr. Guthrie said there are additional vehicles here, the council has neighborhood meetings. All of this information will be captured and will be available to be read by elected officials, members of the police department, and human services.
- Ms. Santoro said they would provide a report and on that will go to City Council. Mr. K. Yip will provide a report during the month of May to the Board of Education. We have a few more forums to transcribe and conduct to make sure we have a balance of input. At this point we are not in a dialog stage but a listening stage.
- Mr. Frank D 'Emilio said it's important to remember that each forum began with a request for problems and issues, and thus what we received were problems and issues and not strengths.
- Mr. Henderson said to look at the different sites and see the where the commonalities are with responses.
- Ms. Chris Ulrich said her perception as an attendee of the San Antonio High School, El Roble Intermediate School, Wheeler
  Park, Hughes Community Center, and Parent Faculty forums was that the kids were polite and very honest about what they
  saw as concerns, but, with the exception of the Vista del Valle forums and Claremont Village Commons, the adult forums
  were sparsely attended and the attendees were reluctant to see or express problems without being prompted. She thought
  fellow steering committee member, Ms. Brown, was lucky to be able to connect with parents who articulated their concerns
  more freely. Only one adult came to the Hughes Community forum and only one to Wheeler Park forum.
- Ms. Taylor asked how people were invited, how were they expected to know about the meetings.
  - o Ms. Santoro said the School District's Superintendent David Cash worked with the Steering Committee to identify the students that represent a diverse student population. A forum was done for all of the students who attend Alternative Education School. The school district will be handling the selection for the Claremont High School forum. For the Coffee Break and community of Claremont Village Commons, the community workers from the Youth and Family Support Center translated flyers and distributed them door-to-door. Mailers were sent to resi-

dents announcing the Hughes Community Center and Wheeler Park forums. Recreation leaders distributed flyers door-to-door at the homes near Wheeler Park and in the San Jose Avenue neighborhood.

- Ms. Taylor said part of the report should delineate what had been done to advertise and encourage residents to attend the forums.
- Ms. Mauryce Feingold said an older woman with no children or grandchildren attended the Hughes Community Center forum. Also another woman who attended the Wheeler Park forum had no children, but she felt she was speaking on behalf of her Wheeler Park neighbors, many of whom are working parents. She thought the children had every opportunity to participate and a lack of money would not deter them. She said she would like to see the same kind of youth programs offered at the Hughes Community Center at Wheeler Park, and that these programs should provide for children who are interested in art and music and other non-sports related activities.
- Ms. Jane Purcell noted the theme of teasing and bullying throughout the case studies and forum descriptions. She remembers
   "telling" was often met with a "No one likes a tattle-tale" response when she was growing up, but teachers can no longer afford
   to suggest that students handle this sort of thing themselves because some of what used to be called teasing now qualifies
   as harassment and threats of violence. She also noted that children may be wary of speaking to a teacher because if the
   perpetrator is punished, he or she can become even more of a threat to whomever "got them in trouble." Adults need to be
   careful how they try to "fix" the problem or they can exacerbate it.

#### Youth Master Plan Case Studies

#### **Bonnie Busenberg**

- We did the case studies to put a face on some of the problems in Claremont and also to identify strengths. It's more than just putting a face to it but putting a heart and soul into the problems so that we are providing people with the motivation response to do something with the new Youth Master Plan.
- It was determined that a case study would be done for each of the 11 goals in the Youth Master Plan.
- City staff did a great job coordinating the interviews.
- We had a general format beginning with demographics. We might, for instance, ask how someone identified themselves ethnically, their length of time in Claremont, did they have children young or old. This information allowed us to better understand where the person or the agency was coming from.
- We focused on issues, solutions and how they can help Claremont move forward. People talked freely, sharing personal experiences, the repercussion of these experiences, and insights as to solutions to problems.
- Three sample case studies are included in the Participatory Evaluation Model

Case Study.

Goal 3: Value Diversity

o Ms. Busenberg said she interviewed a family of five who spoke about the pros and cons of living as a "gay family" in Claremont. The children agreed that they thought gender non-conforming behavior made children more of a target for harassment than actual alternative sexual orientation. Children are quick to point out effeminate behavior in boys or masculine behavior in girls that may well have nothing to do with sexual orientation. Some children have had to change schools because of the harassment. She recalled a provider suggesting that Claremont adopt the goal of shifting the burden of responsibility for accepting and respecting diversity from the individual who is different to the community at large.

Goal 7: Ensure That Youth Have Access To Mental Health Care

- o The Steering Committee interviewed a parent whose daughter had a severe mental health problem. Mr. Arny Bloom, head of Special Services for CUSD, was also interviewed.
- o The mother spoke positively of the services provided while her daughter was in elementary school, but went on to describe the horrible changes that manifested themselves when her daughter entered junior high. A service provider said problems that manifest themselves as academic difficulty in elementary school often morph into emotional and psychological difficulty in junior high and high school.
- o Most of CUSD our counselors are overbooked and some are necessarily focused on academic issues with very little time to deal with emotional and psychological problems. CUSD needs more counselors. Families need more support and a better understanding of available resources.
- o Goal 11: Provide A Detailed Annual Report & Regularly Update The Youth Master Plan

- o Mr. David Cash, the relatively new Superintendent of the Claremont Unified Schools and Mr. Jeff Parker, the relatively new City Manager, were interviewed in response to goal 11.
- o We received positive outcome to begin with. They thought the Youth Master Plan was extremely valuable, it was a unique thing, and expressed that it is very unusual to see a school district and city work so closely together.
- o They both had quite different aspects. They ask questions like who is the Youth Master Plan really targeted at, is it for the whole community, is it for a family or for the youth? How do you define youth? Is the YMP more targeted for youth in the city that don't have normal access or easy access to services.
- o They talked a lot about wanting the plan to be flexible. Doing an update only once every 10 years is probably not enough. The steering committee needs to put an evaluation measure in place and have the flexibility to switch their strategy in the short term in order to meet newly emerging needs.
- o Mr. Cash and Mr. Parker stated that the goals should be defined broadly through short term and long term strategies to allow for new and emerging needs to unfold. The goals should be prioritized based on current community needs so that the City Council and Board of Education can set funding priorities.
- o Ms. Busenberg mentioned there are a list of case studies in the back of the packet that are still in progress. Most case studies are completed but still in draft form.
- Ms. Dior Hildebrand expressed that she loved doing the interviewing.
  - o It was a great opportunity to meet people including community members, and service providers.
  - o There were some common threads of concern that she felt were right on track. She added that every interviewee discussed the theme of families. Maybe the steering committee should focus some of the YMP goals and interventions on supporting families. When the committee goes to the retreat, do we want to think about incorporating families into the plan?
- Mr. Guthrie said he thought the original steering committee clearly said that family was integrated with the youth. The community couldn't implement services for youth on an equal basis without connecting services to family. The Youth and Family Support is an example.
- Ms. Santoro said by June 11 we should have recommendations from stakeholders. Ms. Santoro, Mr. K. Yip, and Mr. Chuck Leeb sit on a community-wide mental health consortium and will bring these insights to bear in providing recommendations.
- Mr. Guthrie made a point to say some of the voices the committee had were compelling. The Committee's responsibility is to use its collective wisdom, life experiences and its connection to the community at large to make the best recommendations and to represent all it has heard. This has to be a plan the community at large can look at and feel is fair. It must represent Claremont as a community, where we are as a community and where we want to go in the future.
- Ms. Hildebrand suggested stakeholders might write letters of support to stand next to our goals.
- Ms. Santoro said the stakeholder input will be integrated into the plan in the form of recommendations, and we will list that whole body of non profit organizations,
- Mr. Boynton asked if, during the June 11 meeting, we could have a framework as to how to breakout as individual committee members. It might give the executive group a forecast regarding whether we have adequate representation in each of the proposed breakout areas. It might also help us focus on some of our highlights.
- Mr. Guthrie said everyone's responsibility is to look at the plan as a whole.
- Mr. Henderson said the committee is the community and needs to think about the values and view points we are not hearing. The committee also needs to realize that leadership sometimes comes with taking risks. Mr. Henderson stated he hopes this committee, as we make our recommendations, will see how far we can push that boundary while still presenting something to our school board and city council that will be acceptable.

#### Setting Additional Youth Master Plan Steering Committee Dates

- The leadership team would like to recommend meeting on June 11 and July 16.
- There will be a meeting on July 16 to review what was covered at the retreat.

## REPORTS

- 1. CHAIR REPORTS
- a. Community Presentations
  - o Mr. Henderson was invited by Mr. Steve Llanusa to the Claraboya Neighborhood Picnic to give a presentation on the Youth Master Plan.
  - o Ms. Taylor belongs to the local government commission. The commission has put out a document that deals with school and local government collaborations on childhood obesity. She said our collaboration was mentioned.
- b. The Scorecard Unveiling will be held on May 30 at 2:30 p.m. at El Roble Intermediate School.
  - o The media has been invited to cover the event.
  - o 14,000 copies of the Youth Master Plan Scorecard would be mailed to residents of Claremont on May 31.
- c. The retreat is planned for June 23 from 8:00 a.m. 3:00 p.m. at the Alexander Hughes Community Center. Recommendations and action steps will be covered.
- i. The Joint Meeting with the Claremont Unified School Board and City Council is planned for July 30.
- 2. TASK GROUP REPORTS

## ADJOURNMENT 9:35 PM

Bretch Hendusan

Butch Henderson, Chair

ATTEST:

Merceditahun

Mercy Santoro, Staff Liaison


# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840



Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

#### CALL TO ORDER: 7:05 PM

#### STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boynton, Chris Bradley, Yolanda Brown, Emily Burch, Bonnie Busenberg, Frank D'Emilio, Mauryce Feingold, Kirsten Anderson-Hall, Butch Henderson, Dior Hildebrand, Chuck Leeb, Steven Llanusa, Nancy Mintie, Claire Oxtoby, Jeff Porter, Jane Purcell, Joe Salas, Chris Ulrich (Staff Liaisons) K. Yip, Mercy Santoro, Nancy Krahn

#### **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

Ms. Mauryce Feingold presented an idea of having Youth Master Plan (YMP) t-shirts printed up for the Steering Committee members. She said if they were worn at parks in the summer people might approach us and have questions and we would be identifying ourselves as the hard working committee members who have been working on the Youth Master Plan. The Steering Committee members liked the idea. A logo and color for the t-shirts would be decided between Ms. Mercy Santoro, Mr. Butch Henderson and Ms. Feingold.

#### **YOUTH VOICES**

#### Ms. Kristin Anderson-Hall

- Ms. Hall stated that Albertson's on Indian Hill Blvd. in south Claremont is closed. She said there aren't any other markets in the area. It has become very difficult for families in the surrounding area especially those who do not have a means of transportation. It was noted that Ralph's Market had also closed and there weren't any supermarkets south of the freeway.
  - o Mr. Henderson said the Steering Committee has the ear of the city and believes we are more and more getting the ear of businesses and Chamber of Commerce. So making your observation here and expressing your concerns is very apropos.
  - o Ms. Jane Purcell asked if there was going to be an affordable grocery store going into Village West.
     § Ms. Santoro said there would not be a supermarket, but there would be specialty food stores.

#### WRITTEN COMMUNICATIONS

None

#### MINUTES

The minutes were accepted and approved.

#### **PUBLIC COMMENT**

Ms. Debera Porada grew up in Claremont and attended the Claremont schools. She graduated from Cal State Los Angeles, became a registered nurse, and also serves as a school board member of the Ontario/Montclair School District. She is currently living in Ontario and working as a public health nurse for the Los Angeles County Health Department and frequently works with the school nurses in Claremont.

Ms. Porada feels the there are not enough school nurses in Claremont. The Steering Committee members received handouts, 1) Executive Summary, School Nurse Presentation to Risk Managers, a presentation that was made to all risk managers in San Bernardino and Los Angeles County. The presentation outlines the responsibilities of school nurses if they were staffed appropriately.

Ms. Porada mentioned that nurses are required to give mandated vision and hearing screening. She said that in the City of
Claremont they don't give the vision and hearing screening because the Claremont schools are understaffed and the services
are contracted out. Ms. Perada doesn't feel that contracting out serves in the best interest of the students. Nurses aren't only
testing for hearing and vision but they look at the child as a whole person. Many children are developing type two diabetes,
and it can be detected by a discolorization behind the neck. She said contracted nurses who are there to test hearing and
vision may not look at the child as a whole, and may not be looking for these types of things.

Ms. Porada said she hoped for the following changes in Claremont:

- A school nurse at Claremont High School everyday. Currently the high school has a nurse, one day a week for 2,000 students.
- A full-time nurse split between El Roble Intermediate School and San Antonio Continuation School. Presently they do not have a nurse one day a week apiece.
- She suggests 3 school nurses divided between the elementary schools.

Ms. Porada mentioned the different types of funding source options that are available to fund school nurses.

General FundTUPETitle 1CAL SAFESpecial Education BudgetsAB 113 School Safety GrantsHealthy Start GrantsProp 10 Tobacco MoniesTitle VI Safe and Drug Free SchoolsTobacco Settlement FundsMcKinney Vento Homeless GrantsSafety Credit Monies

Ms. Porada said one of the largest funding is Medi-Cal Administrative Activities (MAA) Reimbursement. And that is when school districts do surveys every 3-4 months and you check how many services are used and this money can also fund school nurses. If the school districts don't put in enough effort into the (MAA) survey they don't get the kind of money they need to get back.

A school nurse in Claremont is required to have a Bachelor's Degree and a school nurse credential (45 units). Some of the Claremont nurses have it and some don't. Once a nurse is hired as a school nurse they have 5 years to obtain the school nurse credential. Ms. Porada urges the Steering Committee members to promote Claremont nurses to obtain that credential.

Principals supervise school nurses when another registered nurse with a credential and even a master's degree should supervise them. Ms. Porada stressed that Health Aides need to be certified in Cardio Pulmonary Resuscitation (CPR) and have a first-aide certificate.

- Mr. John Lawrence is a teacher at Claremont High School, agreed that the high school needs a full-time nurse as he forecasted 2,600 students in the next few years.
- Mr. Lawrence feels the funding opportunities need to be explored, they should be applied for and let the general fund pay for the rest. He said it almost seems negligent if we don't.
- Ms. Jane Purcell interviewed a parent who has two children with asthma; one of them has a bee allergy and the other as epilepsy. The parent has tried but has never met the school nurse. There was a case where the son was stung by a bee, an EPI pen was left at the school, the parent was 15 miles away and nobody would administer it. The parent said her son could do it himself but the school wouldn't allow it and nobody was comfortable administering it. It was a life and death situation and the parent had to call an ambulance and have them administer it.
- Ms. Porada said there are 12 diabetic students in Claremont.
- Claremont has only 2 nurses on the clock between all the schools on any given day. Health administrators cannot give seizure medications only nurses can.
- Ms. Porada started out with 6 school nurses in Montclair and now they have 10.

#### Ms. Victoria Kaiser

Ms. Kaiser is a Claremont resident. She's a first year doctoral student at the University of La Verne in the clinical community psychology program.

Ms. Kaiser spoke to the Steering Committee on the Teen Guide 2 Local Resources. The project came about several months ago as a

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class assignment. She was asked by one of her teachers to do an advocacy project. At the time she was working with youth at San Antonio High School conducting an empowerment group. In her conversations with the teens in her group and teens on campus, Ms. Kaiser found that youth were not aware of the resources that are currently available in the City of Claremont. Youth need access to local, nationwide and personal resources.

The Steering Committee members received 2 handouts outlining a local resource guide for teens. The Teen Guide 2 Local Resources guide would include many resources such as hotline and mental health contact numbers that students could access to serve their mental and emotional needs. Her advocacy project turned into a resource guide.

She identified five different components that she thought youth could use help in finding resources.

- The guide included hotline numbers for suicide prevention, domestic violence, sexual abuse, child abuse and California Youth Crisis Line.
- Mental Health resources included contact numbers for free and confidential information and referrals 24 hours, 7 days a week. Information on support groups, counseling, food, clothing and shelter. The Claremont Youth and Family Support Center, West End Family counseling Services and Los Angeles County Department of Mental Health were also listed. There is also a section for a personal resource list in case of an emergency on who to call.
- Physical Health resources included numbers for Child Health and Disability Prevention Program, Reproductive Health Services and Young Adult Clinic (YAC) and Pomona Health Center.
- Employment resources included numbers for Workforce Development, Baldy View Regional Occupational Center and Job Line Recordings for the City of Claremont, La Verne, Pomona and Montclair.
- · College resources included numbers from local colleges: Mt. San Antonio College, Chaffey College and Citrus College.

The goals for this project proposal included:

- The guide would be a handy, laminated, 3-hole punched, quick reference card that could be easily stored in a binder.
- The guide would empower Claremont youth to seek and utilize the services that are available to them without the stigma that sometimes accompanies referrals.
- The guide would be handed out in a small group format accompanying discussion about resourcefulness as an empowerment tool.
- The guide could also accompany promotional items (pens, magnets, water bottles, etc.) from local agencies and programs to create a "gift bag" of resources.

Some of the challenges include:

- Including the description of services and additional services within the limited space format
- Claremont borders both San Bernardino and Los Angeles County so local agency information should be included from both counties.

Ms. Kaiser has spoken to several groups, one being the Youth Activity Center (YAC). She took some handouts and refreshments to the YAC and asked the students for their feedback on the form. She received valuable information from the font being too small, pictures were great, the students suggested creating a website. A website would be a place that they could go that gives all the services in the city. Ms. Kaiser will be talking to a group of students at El Roble Intermediate School and will continue to talk to kids in the community. She would like to find out exactly what kids are in need of so she can complete this prototype and hopefully make this something that is usable.

Ms. Kaiser stressed the importance that kids need as many resources as they can and where possible it's important to use local resources.

Ms. Kaiser asked the Steering Committee if there were any questions.

- Mr. Butch Henderson commented that it's people like Ms. Kaiser that make a community better.
- Mr. Lawrence said he teaches health at the high school. He said the high school hands out information but it is not as nice as the resource guide that Ms. Kaiser has presented. Mr. Lawrence said he would make a copy for all the health teachers, would like to see something like this included in the school binder that is given out at the beginning of the school year, and said it is a great resource.
- Mr. K. Yip added something similar is done at a district level and would like to meet with Ms. Kaiser to talk more about this guide.
- Mr. Frank Emilio suggested producing something more elementary for the younger kids.
- Mr. Dior Hildebrand suggested spelling out the acronyms.
- Mr. Mel Boynton thought posting the information to a website was a great idea.
- Mr. K. Yip said the school district maintains a website with phone numbers.
- Ms. Bonnie Busenburg asked Ms. Kaiser if during any of he meetings with the students if she received an indication that even if they had the phone numbers that there would be some reservations on the students part to use the services if they needed to.

- o Ms. Kaiser said the focus of the meeting was mainly handing out the information and the students giving their feedback. She is concerned about the stigma that surrounds girls getting mental health services. She mentioned that was also one of her areas of research. There are so many factors that go into people asking for help. Sometimes culture, ignorance of what's out there and hopefully this will address some of those issues and take the stigmatization away. Students can make these phone calls from the privacy of their own home or from their cell phones. People are always asking when they hear about children in trouble would they have sought out services if they had known about them.
- Mr. K. Yip said in previous resource and referral distributions, prior to handing out the cards to the students, they received feedback from the students requesting that a letter be sent home to their parents indicating that all students were receiving the information so they would not be stigmatized by carrying these cards around.
- Ms. Kaiser said that some parents are not allowing their kids to have information on Planned Parenthood or agencies they may not agree with. From her personal experience a lot of parents are in denial about the services their children might need.

#### **ADMINISTRATIVE ITEMS**

#### **Environmental Panel**

Mr. John Lawrence is an environmental science teacher at Claremont High School. Mr. Lawrence has been teaching for twenty-four years, twelve of those years in Claremont along with projects abroad. This year he was named the Advance Placement Environmental Science teacher of the year in California. He's currently working on some project with the school district to bring energy and solar efficiency into the high school.

Mr. Lawrence presented what he is currently working on at Claremont Unified School District (CUSD). He also addressed the question on whether there is a rational in having a green component in the Youth Master Plan.

Goal One - Reduce Electricity

- Shutdown and turn off computers and lights throughout the high school by 4:00 p.m. each day.
- Create "global dimming"
- Start the Teacher's Energy Initiative created by Mr. Richard O'Neil, CTA President, Mr. David Cash, Superintendent of Claremont Unified School District and Mr. John Lawrence. Hoping to start this program in the fall.
- Timers will be put on the vending machines to shut them down at the end of each day.
- Make the connection with less coal burned, a smaller carbon footprint for Claremont Unified. Less air, water and soil pollution, less mercury in the environment from the industry. Less Co2 for global warming and less cost for our district.

Goal Two - Reduce trash at the high school

- Start a cardboard recycling program in the fall.
- Trash-less lunch and replace with biodegradable materials.
- If successful, the high school would like to propose incorporating these ideas at the junior high and elementary schools.
- It would create less trash in the landfills and cost reduction in our trash removal. Some school have saved as much as \$8,000 to \$15,000 per year by reducing their trash.

#### Goal Three – Reduce Water

• Our water costs continue to increase. Put timers on all of our systems; make sure our systems run at night or early morning. Install soil moisture monitors, we don't sprinkle unless we have to. Install drip systems on all shrubs and flowering plants.

Goal Four – Reduce Natural Gas

- Install locked thermostats in all district rooms.
- Set locked thermostats to 68-74 degrees.
- Replace old windows to improve insulation and reduce heat loss.

Goal Five - Applied for "School Garden" grants

- Use our science students to look at composting and to learn about that process and do it on our garden sites and eventually spread to all campuses.
- Establish learning labs about organic farming, growing food, composting, and water system comparison and soil restoration.
- Mr. Lawrence feels they can tie in a lot of different concepts into the goals.
- Mr. Lawrence would like to have funding to have gardens at all school sights at Claremont so they could grow fruits and vegetables for consumption at the schools.

Goal Six – Recycle

- Recycle everything that is recyclable; currently that is not happening.
- We rely on people in the community to collect plastic and aluminum off the school campus. We don't recycle paper, cardboard and we don't separate batteries.

Below are some examples for including a green component in the Youth Master Plan (YMP):

Goal One: Claremont Youth organizations will incorporate environmental considerations into their programming and operations. Indicators of Progress are programs that:

- Institute recycling into their operation and purchase only from vendors that recycle.
- · Purchase from vendors that use environmentally friendly packaging
- Use natural light and air
- · Give incentives to their employees and volunteers to walk, bike or use public transportation to commute to work.
- Include information on the importance of protecting the environment and practical ways to do so in parent and youth education programs
- Enable youth to create and/or to participate in environmental projects
- Replace standard light bulbs (incandescent lamps) with compact fluorescent bulbs

Goal Two: Facilities built or remodeled for youth will be built or remodeled according to best environmental practices.

Indicators of Progress are youth facilities that are:

- Leadership, Energy and Environmental Design (LEED) certified
- Incorporate natural earth building techniques
- · Landscaped with native drought resistant or edible plants
- Use solar power
- Youth facilities that are passively heated and cooled.
- Use natural light
- Utilize grey water in landscaping

Goal Three: Environmentalism will be incorporated into educational programming for youth and for the community.

Indicators of Progress:

- · Claremont Unified School District (CUSD) curriculum relating to environmentalism
- Extra-curricular environmental projects for students
- Environmental projects that invite community wide participation
- Claremont Human Services Recreation Classes that include environmental education topics
- CUSD and community emphasis on experiential learning about the environment through field trips and field experiences.
- Opportunities for high school students and community members to take part in environmental internships at local colleges.

#### Overview of Participatory Evaluation and Service Provider Questionnaire

Mr. Boynton passed out a variety of handouts to the Steering Committee members.

- Participatory Evaluation:
  - o A draft summary of the 2006-07 YMP Update Participatory Evaluation was presented to the Steering Committee that outlined the evaluation steps taken such as visioning, revision, mapping, feedback and establishing a plan to evaluate.
  - Ongoing participatory evaluation steps feature characteristics of qualitative research and strategy, the role of researcher, data collection procedures, data recording/analysis procedure, strategies for validating findings and narrative structure.
  - o Some cautions were also listed such as anticipated ethical issues, significance of study, preliminary pilot findings determined by forums and verified in focus groups/case studies, expected advocacy/participatory changes and appendices.
  - o Mr. Boynton distributed a peer reviewed research article on participatory evaluation. The article focused on United Way Funded agencies and their effective use of this evaluation model.
- Service Provider Questionnaire:
  - o Approximately sixty local agencies were asked to complete a questionnaire designed to learn how their agency addresses the goals of the YMP.
  - o It is the hope of the Steering Committee that service providers will contribute by providing input on the mission of their agency and how your services match the eleven goals of the 2006-07 YMP Update.
  - o By participating in the process, the goal of the Steering Committee is to improve and nurture coordination of service

providers in achieving greater quality of life outcomes for Claremont's youth and families.

- Service Provider Questionnaire Overview:
  - o Feedback from thirty-one service providers was received.
  - o The purpose of this data gathering is to survey the efforts of service providers with the goal of creating and implementing relevant initiatives to monitor the plan community-wide.
  - o The Steering Committee will use stakeholder feedback to develop the recommendations for community-wide initiatives.

#### Youth Master Plan Forums and Focus Groups

- Case Studies:
  - o A total of eleven interviews addressing an issue related to each goal will be reported back to the community and will feature a reflective narrative by a parent or youth faced with a quality of life challenge.
  - o A stakeholder perspective is also included in the narrative to provide a more complete understanding of how real human needs in Claremont interconnect with services.
  - o The purpose of the case studies is to ensure the Update reflects the real needs and perspectives of the community at this point and time so that stakeholders are educated on problems and new indicators are formed based on human interests and needs. The Evaluation Task Group facilitated this work plan effort.
- Forums:
  - Approximately (8) Youth, Family and Community Forums were held during the month of April with various groups. With staff assistance, the Community Outreach Task Group hosted these forums with El Roble Intermediate, Claremont High School and the Alternative Education sites along with various parent groups in different community and neighborhood settings.
  - o The purpose of the Forums is to learn more about how residents relate to the updated goals and what they mean to the community. Input on programs and services in place were elicited along with constructive feedback on how improvements can be made.
  - o Identifying common issues in the community and set service priorities are all expected outcomes of these forums.
  - o School-based forums were arranged by each school site's administrative staff to ensure a sampling that represented the overall student population.
  - o The Parent Faculty Association Central President assisted in outreaching the forum to members.
  - o Youth and Family Support Center Community Workers promoted the event using English and Spanish flyers door-todoor at the Claremont Village Commons and through the Coffee Break Parent Network.
  - o Flyers for the Hughes Center and Wheeler Park Neighborhood forums were mailed out to residents living within 500 feet of each park site and the weekend prior to the Wheeler Park forum, Human Services Recreation Leaders delivered flyers door-to-door.
  - o Equally important to note that as part of the participatory evaluation model, the forum facilitator's role was not to engage participants in dialogue but to pose questions and transcribe responses. This phase of research is merely to collect and create shared knowledge of different life experiences happening within Claremont.
  - o Particularly important to the participatory evaluation model is learning issues and barriers to services experienced by residents through problem identification at a local-level so that priorities for goals and targeted recommendations for community-wide initiatives can later be established.
- Focus Groups:
  - o Four focus groups were conducted during the weeks of June 4-18, 2007.
  - o The four focus groups needed to match the target population of Claremont, which are all youth and family residents. The four groups selected were youth, PFA and Boosters, Stakeholders and the Coffee Break parents.
  - o Information from the focus groups will be used to identify the top three priorities for the Youth Master Plan (YMP) Update, which the Board and Council will use for budgeting and work plan setting.
  - o The same questions will be posed at all four groups to determine how reliable and general the issues are to the target population of Claremont.
  - o The top issues from the eight forums were the subject of investigation and include: Improve Positive Communication, Provide Meaningful Activities and Opportunities for Youth, and Address On-Campus Concerns.
- Interviews:
  - o Interviews are planned for teachers at El Roble Intermediate and Sumner Elementary Schools.
  - o Some of the topics that will be covered are what teachers perceived to be students' greatest concerns about school and about life outside of school. If they had suggestions for addressing concerns from and about youth. And what roles community/city/school agencies play in addressing issues.

#### Discussion on Goal Five

Goal Five: Provide Meaningful Activities For Youth When They Are Not In School

• The Communication and Outreach Task Group is asking goal five to be modified from "provide meaningful activities for youth when they are not in school "to "provide meaningful activities for youth." This broadening of the goal will allow for the Steering Committee to interpret it into multiple settings such as school and business rather than just focusing on community.

#### Group Work

Steering Committee members broke into working groups to draft recommendations to update the YMP goals. The following recommendations were reported back:

#### Group 1 - Ms. Emily Burch

- · City support of natural earth building
  - o Permission (use of land)
  - o Funding
- Claremont city and youth organizations
  - o Will incorporate environmental consideration into their programming and operations
- Facilities built or remodeled for youth will be built or remodeled to best environmental practices
- Environmentalism will be incorporated into educational programming for youth and for the community
- Additional mental health counselors and nurses
- More translation services in city and school
- · More family support teaching resilience skills

Group 2 - Ms. Mauryce Feingold

- Develop the yellow ribbon program each year at Claremont High School and El Roble Intermediate School
- · More training for parents and the community dealing with mental health issues
- Name leaders (city, board, non-profits, businesses) and provide budgets for on going measurement and Youth Master Plan reporting annually
- Expand goal 8 to include "environmental sustainability" and promote environmental goal setting/reporting citywide
- Increase school resource officers (SRO's) at schools
- Recognize all youth for many skills achievements (beyond sports and academics) across grade levels meaningful (privileges) and get businesses involved
- Transportation survey and solutions for youth both way (to and from)

Group 3 – Mr. Mel Boynton

- (Goal 10) Research funding sources for implementation of goals.
- Prioritization of goal recommendation implementation timeline
- Regularly communicate to the community progress on Youth Master Plan (YMP)
  - o Implementation committee
  - o Leadership
- Regular community forums on different topics of interest. (with food, childcare, and transportation
- More adult mentorship for youth one-on-one

#### REPORTS

- 1. CHAIR REPORTS
- a) Community Presentations
  - Butch Henderson, Ellen Taylor and Joan Presecan were invited to give an YMP presentation at the Community Coordinating Council meeting on June 7, 2007
- b) Scorecard Unveiling on May 30 at El Roble Intermediate School
  - Mr. Henderson thanked everyone who participated in the Scorecard Unveiling
- c) Retreat Planned for Saturday, June 23 from 8:00 a.m. 3:00 p.m. at the Hughes Community Center in the Padua Room
- d) The Joint Meeting with the Claremont Unified School Board and City Council is planned for July 30, 2007
- 2. TASK GROUP REPORTS

No reports at this time.

Bretch Henderson

Butch Henderson, Chair

ATTEST:

Mercedifation

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



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SATURDAY JUNE 23, 2007 8:00 AM Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

#### CALL TO ORDER: 8:30 a.m.

#### STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT

Mel Boynton, Yolanda Brown, Emily Burch, Bonnie Busenberg, Frank D' Emilio, Mauryce Feingold, Kirsten Anderson-Hall, Butch Henderson, Dior Hildebrand, Chuck Leeb, Joan Presecan, Steven Llanusa, Jane Purcell, Ellen Taylor, Chris Ulrich (Staff Liaisons and Consultants) K. Yip, Mercy Santoro, Dick Guthrie (Community Members) Ley Yeager, Marcia Rogers, Bonnie Reichwald, Linnet Davis-Stermitz, Dennis Smith, Nancy Brower, Carlos Carrillo, Nafeesah Andrabi.

#### **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

Mauryce Feingold announced the color (baby blue) and the design for the Youth Master Plan (YMP) t-shirts and collected money. The hope is that steering committee members will wear their t-shirts to community events, provoking inquiry from the community about the updated YMP.

#### **YOUTH VOICES**

#### Ms. Kirsten Anderson-Hall

- Ms. Anderson-Hall described a program called Link Crew that began last year at Claremont High School. Link Crew was intended to match incoming eighth graders with upper classmen. The gatherings the week before school were great, but the students lost their advisor, and the program discontinued. She would like to see it reinstated with strong administrative and faculty support.
- Ms. Joan Presecan emphasized the importance of youth feeling connected and being included. Ms. Presecan shared that the Link Crew helped foster important connections among youth and staff and that further support to get this program is under discussion with students and faculty.

#### WRITTEN COMMUNICATIONS

None

#### MINUTES

Minutes from the June 11, 2007 meeting were approved as written.

#### **PUBLIC COMMENT**

None

#### **ADMINISTRATIVE ITEMS**

#### Report on Youth Master (YMP) Plan Focus Groups

Principal Ley Yeager, moderator of the YMP focus groups, will provide an overview and share important highlights on the youth, parent coffee break, parent faculty association and community stakeholder discussions, including recommendations made by these groups to address the goals of the YMP.

Ley Yeager, Principal of Vista de Valle Elementary School, oversaw the four 90-minute focus groups. Communication and Outreach and Evaluation Task Group members had identified three focus topics: communication, meaningful activities, and concerns on school campus. Topics were selected based on the major themes that emerged from the forums. Each group was introduced to the forty developmental assets. Mr. Yeager described the concerns that emerged from all four focus groups as "common yet broad in issues." The issues, identified in the forums, were discussed in-depth from the perspectives of the group members, who drew upon their life experiences. Almost everyone believes that, in Claremont, anything is possible, Mr. Yeager shared. Parents who have come to Claremont from out of town were attracted to the community and made a conscious decision to live here for the quality of life in the schools and the community. Mr. Yeager expressed the hope that the focus groups would continue long after the revised YMP was in place. Many of the problems identified in the focus groups require additional parental involvement. He shared a sense that all stakeholders wished for stronger parental support of children, their behavior, their involvement with school and the community, and their mental and physical well being.

The youth focus group participants suggested solutions for dealing with issues and creating opportunities for youth, and he hoped some of these "solutions" could become recommendations in the update's action plan.

Another theme was youth employment options and putting money back into town by youth earning and spending money locally. From the stakeholders' focus group, there was a sense of how merchants feel about student customers and suggestions for improving youth relations. Youth and even parents sometimes feel poorly treated by merchants and police or school officials, who are sent into the village to "police" them.

Ms. Ellen Taylor asked how were the focus groups organized and how was it determined who would participate. Answer: Mr. Yeager reported that the task groups decided on four homogenous groups: the coffee break group, students, stakeholders, and parents. These groups were believed to represent the various target populations of Claremont. Invitations were sent out accordingly. Participants tended to be candid and were granted anonymity.

Ms. Presecan: How many people were in the groups? Answer: They ranged from as few as four to as many as twenty. While the focus group participants expended a lot of energy and conveyed an intense interest, one of greatest challenges in using a participatory evaluation model, was finding times and locations for participants to gather.

- Mr. Yeager shared that parents and youth talked a lot about working on relationships with each other. They expressed a need for additional multi-generational activites. Teens in the youth focus groups want to be identified beyond stereotypes.
- Mr. Frank D' Emilio said that parent responsibility is important in carrying out the goals of the YMP. He reminded the Committee, "we have to provide support for parents to develop their skills rather than telling them what to do. Programs should not be developed to take away parents' responsibility. Mutual respect, civility among youth, families and the community are all behaviors that need to be encouraged." Part of the YMP Update involves supporting parents in the home as well as school and community settings.
- Mr. Butch Henderson stated that the questions asked in the focus groups were non-leading questions and that the various stakeholder groups set the actual agenda.

#### **Teacher Forums and Case Studies**

The Communication and Outreach Evaluation Task Groups will present highlights of the Sumner teacher forum and top needs reported in the case studies by youth, families and community stakeholders along with recommendations put forward.

Ms. Chris Ulrich reported that there were two teacher forums scheduled. No one other than the focus group members showed up for the El Roble forum, but eleven teachers took part in the Sumner forum.

- Ms. Ulrich shared highlights of concerns as expressed by the Sumner teachers: Their main concern is that children feel accepted and part of a group of kids. Many children do not have the money or modes of transportation necessary for joining clubs, scouts, sports teams, etc. Pomona kids don't have access to a park after school. Transportation is needed. Adults need to be trained to work with diverse groups in the community. More of the community needs to see the diversity at Sumner to realize the differences in Claremont.
- Ms. Dior Hildebrand discussed the case studies. She described asking herself why she had applied to serve on the steering committee and reflected that she had always wanted to write a song, and that the completed YMP Update will be her love song. The case studies especially are like love songs to children, including Dior's children. The case studies are the voice of the community, including stakeholders.

Eleven case studies, one for each goal, provide voices to guide recommendations.

Ms. Bonnie Busenberg provided a case study summary that details all the recommendations that service providers and community members provided to assist with developing recommendations for the update. Part of monitoring the outcomes of the case studies will be considering any changes in perceptions among stakeholders and community members.

#### **Overview of Service Provider Questionnaire**

The Communication and Outreach Task Group will share highlights of the YMP's Service Provider Questionnaire including top needs reported among youth and families along with recommendations for addressing the goals of the YMP.

Mr. Dick Guthrie reported that over sixty agencies were invited to participate in completing the service provider questionnaire and over forty did so. Their responses will be included in a key chapter in the final report. This chapter will be used to develop recommendations today at the retreat.

Mr. Henderson noted a consistency in the reports from which he thinks we can see some of the major issues affecting youth.

#### Recommendation to Revise Goal 5

The Steering Committee recommends modifying Goal 5, "Provide Meaningful Activities for Youth When They Are Not In School" to "Engage Youth in Meaningful Activities."

- Mr. Henderson put forward the recommendation to revise goal five: Engage Youth in Meaningful Activities. Proposed change is designed to broaden the umbrella to engage youth in activities in and out of school.
- Mr. Mel Boynton said the goal and guiding principle was in line with the plan.
- Ms. Marcia Rodgers said she had been concerned about goal five because it seemed so limited.

Goal 5 was unanimously approved to read: "Engage Youth in Meaningful Activities."

#### Recommendation to Revise Goal 8

The Steering Committee recommends modifying Goal 8, "Provide a Safe and Secure Environment" to "Provide a Safe, Secure and Sustainable Environment."

Based on a report provided at the June 11 Steering Committee meeting along with study of the community, Mr. Henderson put forward a recommendation to revise goal 8 to read: Provide Safe, Secure, and Sustainable Environment.

Unanimously approved.

#### **Group Work**

The Steering Committee will break into working groups and will report out highlights and recommendations for updating the goals of the YMP.

Retreat 9:10 a.m.

Welcome and focusing activity. Mr. Henderson introduces guests (see handout).

Challenge for the day is to piece together a wealth of information, life experience and research to develop action steps that will go into plan.

Attendees were asked to report to assigned stations and told, "You have 15 minutes to put together a puzzle as a team." The exercise provided a metaphor for the YMP process.

12:55 Report Back

- Mr. Guthrie shared that the leadership team will craft action steps into recommendations. He asked if anyone had a strong reaction to the action steps as presented.
- Ms. Roberts expressed a concern about goal 2; you can't mandate kids to do what they can't do.
- Ms. Linnet Stermitz-Davis added: "Mandating community service is not "volunteering."
- Ms. Jane Purcell added that if the schools mandate public service, keeping track of the hours will be very difficult, and parents would probably need to be given the option of excluding their children from the requirement.
- Mr. Guthrie inquired, do you notice any specific gaps in the action plans as recommended?
- Ms. Presecan stated that youth need strategies for how to detect when their friends are in trouble and how to deal with issues which may be endangering their friends. They need training in mental health, so they know what to do. Adults may be better equipped to help, but kids turn to their friends.
- Ms. Presecan listed other oversights such as the power of relationships and building community and making people feel connected along with working to do develop initiatives to reduce risky sexual behavior.
- Ms. Emily Burch shared that people with disabilities need to be included in the plan.
- Ms. Hildebrand stated that universal access to mobility and disability is an area the plan needs to address. Ms. Steven Llanusa agreed.
- Ms. Busenberg inquired; do we have a focus or major themes? Some things have budget implications and the focus groups should help identify priorities.
- Ms. Purcell shared that families of all economic levels need access to transportation. There are parents who make a great deal of money who don't have time to drive their children to activities.
- Mr. Henderson stated that the work coming out of the Youth Master Plan Update suggests an important link with the family. He put forward the idea of remaining the plan the Youth and Family Master Plan to reflect the importation relationship between youth, family and overall

quality of life and developmental outcomes. The Steering Committee requested that this renaming be put on the next YMP agenda to consider for approval.

The following are preliminary recommendations developed by the Steering Committee members at the June 23 retreat. The leadership team will take into account additional recommendations gleaned from the forums, case studies, focus groups and service providers.

#### 1. Get the Whole Community Involved

- a. Encourage teachers, city officials and police to attend events unofficially (not introduced, not in uniform)—just being human. (4, 8) I, L-T
- b. Conduct survey to determine groups not being reached; target individuals and groups with specific information. (3, 10, 11))
- c. Once or twice a summer move concerts out of Memorial Park and into one of the neighborhood parks. (3, 8, 10)
- d. Include parent and youth members on commissions and on other decision-making bodies. (2, 9)
- e. Build in a recycling component to all sports, service groups, city parks. (8, 10)
- f. Establish opportunities for more youth to have one-on one adult mentors. (2, 9, 10)
- g. Develop ongoing working committees responsible for overseeing specific goals such as included in the Senior Master Plan. (10, 11)
- h. Schedule regular community forums. (9)
- i. Work with police to ensure all neighborhoods receive comparable protection. (3)
- j. Include all areas of Claremont and surrounding communities in scheduling and notice of actives for youth and families.

#### 2. Include and Recognize Youth

- a. Require community service for all secondary students and strongly encourage it in elementary students. (1, 5, 10)
- b. Increase the number of students who take part in Building Bridges and include intermediate students. (1, 5)
- c. Make it affordable for youth to return to Claremont to live and raise their families. (8)
- d. Establish a city-wide policy that all committees, tasks groups, etc. must have youth representation. (1, 10)
- e. Recognize youth beyond academics and sports. Assessment: website with opportunities, number of volunteers, involvement. (4, 10)

#### 3. Value Diversity

- a. Promote socialization across racial, sexual orientation, economic, cultural, and religious groups. Assessments: fewer hate crimes and fights; training for staff, youth, and families. (1, 10, 11)
- b. Require diversity training and knowledge of 40 developmental assets of all adults working with youth. (4, 9)
- c. Encourage Claremont Courier to run a regular feature on the "Changing Face of Claremont." (4, 10)
- d. Take city problems to elementary school children and ask them to brainstorm solutions and then value their ideas. (1, 4)
- e. Partner disabled students with peers to involve them in a greater variety of activities. (1, 10)
- f. Make resources available for youth experiencing confusion about sexual identity. (4, 7)
- g. Reassess preconceived notions about North and South Claremont and take steps to change impressions, which may be keeping residents from interacting. (1, 4)
- h. Educate the public about changing demographics. (1, 4, 9, 10)
- i. Move events that attract a large number of residents to varied locations. (1)
- j. Reactivate 1995 goal #3 for (COHR) Anti-Defamation League's "World of Difference Institute" at all school levels.

#### 4. Provide Good Information about Opportunities for Youth

- a. Create a website of service learning opportunities. Assessments: number of opportunities, number of agencies, number of responses. (1, 10, 11)
- b. Partner with realtors and landlords who will provide applicants with information on programs for families and youth. (9, 10)
- c. Include all areas of Claremont and surrounding neighborhoods in scheduling and notice of youth and family opportunities and community events. Assessments: diversity of location, diversity in types on communication in bilingual media. (1, 3)

#### 5. Provide Meaningful Activities for Youth when they are not in School

- a. Increase sponsorships and scholarships and post them on-line. (1, 4, 10, 11)
- b. Plan and encourage more intergenerational activities. (1)
- c. Broaden appeal of the YAC. (1, 3)
- d. Offer after school classes and activities at scattered community locations. (1, 3)
- e. Commission closed-circuit trolley looping the full-length of Indian Hill and up and down Mountain between Foothill and Harrison.
- f. Develop collaborative group to address youth job training, internships, career days, and employment. (10)
- g. Expand bike lanes and pedestrian-friendly routes.
- h. Provide transportation for youth and families sevens days a week for extended hours. Assessments: leaders assigned to promote, test, and review services, satisfaction and on time surveys, numbers of youth and families served, affordable cost. Web-based schedule. (10,11)

#### 6. Ensure that Youth have Access to Physical Health Care

- a. Provide physical and mental health education and services at school cites. C.B.O come to the campuses. (7)
- b. Promote family-friendly healthy food choices and physical fitness throughout the community. Assessments: publicity, wide range pf physical fitness activities, number of events, obesity survey. (1, 9, 10)
- c. Increased nursing and counseling services at all school sites. (7)
- d. Explore partnerships with local colleges and university for mental and physical health care. (7, 10)
- e. Continually research and update handouts listing physical and dental health resources for youth and families.

#### 7. Ensure that Youth have Access to Mental Health Care

- a. Position a part-time medical provider/educator at the YAC—someone with the capability to make referrals. (6, 10)
- b. Hire additional counselors to deal with bullying and mental health issues at all schools.
- c. Conduct survey to determine the most pressing physical and mental health needs. (7, 10, 11)
- d. Provide mental health education for parents of youth with emotional and mental health problems. (9)
- e. Provide stress and time management classes for youth. (5)

- f. Regularly improve and update youth-friendly handout about mental health resources. Assessments: distributed to all youth and families, updated regularly, available online. (10, 11)
- g. Continually research and update handouts listing mental health resources for youth and families.

#### 8. Provide a Safe and Secure Environment

- a. Facilities built or remodeled for youth will include the best environmental practices. (8, 10, 11)
- b. Environmental education will be incorporated into programs for youth and families. (8, 9, 10)
- c. Expand SRO office hours to include more time at the middle school in order to develop relationships—to prevent problems rather than react to them. I
- d. Regularly screen volunteers who work with youth, regardless of the time spent volunteering. (9, 10)
- e. Hold "focusing events" to assure ongoing stewardship progress. Assessments: Citywide events, leadership identified, teams chosen, recognition and celebration. (1, 11)
- f. City planners will court pedestrian and bicycle-friendly developments. (10, 11)
- g. Conduct a survey to determine transportation needs and then develop solutions that are environmentally friendly. (10, 11)
- h. More positive, informal police interactions with youth: movies, BBQs, etc. (1, 3)
- i. Establish priorities and incentives for environmentally sustainable operations. Assessments: budget incentives adopted, recognition of lead organizations, track savings. (10, 11)
- j. Promote and educate local neighborhoods on neighborhood watch and safe place projects. Encourage neighborhood "safe night" and promote self-defense classes and training. (1, 8)

9. Support Families and Educate Adults who Deal with Youth

- a. Continue with inter-agency meetings sponsored by YFSC. Free or low cost training for local agencies and staff related to youth education. (10)
- b. Youth activity transportation coordination and incentive. (5, 8)
- c. Automobile donation to transportation. (8)
- d. Create a pool of linguistically and culturally fluent translators for school district needs. (3)
- e. Expand parent education. (10)
- f. Expand community knowledge of 40 Developmental Assets. Assessments: training events, mailings, continue surveys. (2, 4, 8, 10, 11)

#### 10. Coordinate Efforts to Reach These Goals

- a.Identify grant opportunities to provide sustainable funding for all recommendations. Lobby city and schools for funding to continue successful programs. (11)
- b. Conduct "Job Game" and Job Fair.
- c.Develop internships. (5)
- d. Centralized job board online and in hard copy. (5)
- e.Coordinate career center. (5)
- f. Increase opportunities for high school students to develop technical, occupational skills. (5)
- g.Create a commission or committee to continually assess status of goals and make recommendations to appropriate agencies. (4, 11)

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

- a. Establish semi-annual leadership meetings on YMP events and reporting. Assessments: minutes of meetings, number of YMP coordinated events, update indicators, web site reports, website list of events. (4) I, S-T, L-T
- b. Identify and empower staff leaders from the city council, school board, non-profits and businesses for reporting on YMP including: knowledge of YMP (PR), cost (money and time) tracing YMP activities and outcomes. Assessments: Annual YMP report to communities, revision of YMP every three years. Assessment staff identify budget from school board and city council, regular meetings of YMP leaders, annual report mailed to all Claremont. (4)

#### ADJOURNMENT 2:30 p.m.

Bretch Henderson

Butch Henderson, Chair

ATTEST: Merceditation

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

MONDAY JULY 16, 2007 7:00 PM Track's Activity Center 665 North Mountain Avenue Claremont, CA 91711

#### CALL TO ORDER: 7:22 p.m.

#### **STEERING COMMITTEE MEMBERS, STAFF LIAISONS AND CONSULTANTS PRESENT**

Chris Bradley, Yo-Ianda Brown, Emily Burch, Frank D'Emilio, Butch Henderson, Dior Hildebrand, Chuck Leeb, Steven Llanusa, Nancy Mintie, Joe Salas, Suzan Smith, Ellen Taylor, Anne Turner, Chris Ulrich, (Staff Liaisons) Mercy Santoro and Nancy Krahn.

#### **CEREMONIAL MATTERS, PRESENTATIONS AND ANNOUNCEMENTS**

**Claremont Unified School District** 

2080 N. Mountain Avenue

Claremont, CA 91711 (909) 398-0609 ext, 70101

No announcements, ceremonial matters or presentations.

#### **YOUTH VOICES**

Youth Steering Committee members may provide insight and feedback on the Youth Master Plan Update and outreach work they are doing in the community.

None

#### WRITTEN COMMUNICATIONS

None

#### **MINUTES**

Ms. Chris Ulrich moved approval of the June 23, 2007 Youth Master Plan Retreat minutes. Ellen Taylor and Chuck Leeb both accepted the motion.

#### **PUBLIC COMMENT**

This is the time and place for persons in the audience to make comments on items within the subject matter jurisdiction of the Youth Master Plan Steering Committee that are not covered on this agenda. Members of the audience will have the opportunity to address the committee about all other items on this agenda at the time those items are considered by the committee.

Under the provisions of the Brown Act, the committee is prohibited from taking action on oral requests but may refer the matter to staff or to a subsequent meeting. The committee will respond after public comment has been received. Please state your name and address. Each speaker will be limited to four (4) continuous minutes, unless otherwise directed by the chair.

#### Ms. Valerie Martinez

Ms. Martinez, Claremont resident, mother of Claremont youth and Human Services Commissioner, congratulated the Steering Committee on their hard work and dedication to youth and families over the last 11 month. Reading through the draft plan, Ms. Martinez noted that while there was mention by families and service providers on the need for Padua Park and more lighted fields for youth sports, there was no action step contained in the plan to address this community priority. The Human Services Commission has regarded Padua Park as a high priority for many years, which is reflected in the hard work of the Sport's Committee, who has developed several recommendations for more lighted fields and demonstrated a need for more safe practice space given the significant increases in youth participating in sports. Ms. Martinez requested that the Steering Committee consider adding an action step to deal with this community-wide health and well being need.

Ms. Ellen Taylor acknowledged the efforts of the Human Services Commission and Sport's Committee in addressing this important need and agreed that an action step should be included in the plan.

#### Mr. Michael Fay

Mr. Michael Fay, 1994-95 Youth Master Plan Chair and Claremont resident, commented on the remarkable efforts the Committee made in updating the Plan to ensure it is relevant to today's and future youth and families. Mr. Fay affirmed the many important approaches taken to gather community-wide input that involved a range of perspectives from youth, families, parents, educators, service providers, as well as underserved families.

#### **ADMINISTRATIVE ITEMS**

#### 1. YOUTH AND FAMILY MASTER PLAN

Chairperson Butch Henderson put forward a recommendation to the Steering Committee to rename the "Youth Master Plan" to the "Youth and Family Master Plan." Chairperson Henderson affirmed that understanding that to effect youth in positive ways, assets for families must be increased. Families must remain a focus in supporting the best developmental outcomes for Claremont youth.

Recommendation: That the Steering Committee approve the recommendation to rename the "Youth Master Plan" to the "Youth and Family Master Plan." Ms. Ellen Taylor moved to approve the recommendation to rename the Plan and Ms. Anne Turner seconded the motion. Mr. Frank D'Emilio emphasized how appropriately renamed the Plan is in reflecting the community's growth in thinking about the significant and supportive role families play in the lives of children and youth.

#### 2. ADOPTION OF THE 2006-07 YOUTH AND FAMILY MASTER PLAN UPDATE

Chairperson Henderson discussed the recommendation that the Committee discuss and receive a motion to adopt the 2006-07 Youth and Family Master Plan (Y&FMP) Update. The leadership team is requesting only substantive changes to the plan for discussion. All grammatical changes should be submitted to staff in writing.

Chairperson Henderson emphasized the importance of the Committee taking ownership and accountability for the plan as it is moved forward to the Board of Education and City Council for approval. The Y&FMP should encourage cooperation between the City, District and Service providers while providing direction for policy development, setting service priorities and budgets.

Ms. Turner inquired on the oversight structure of the Y&FMP. Ms. Santoro stated that the governing structure that emerges from the Update is central to carrying out the action steps collaboratively. Multiple agencies committed to the accountability of outcomes and working jointly to achieve these goals is a primary oversight function of the governing body, which will serve under the Human Services Commission and report to both the Board of Education and City Council. The policies and procedures for the governing body will be drafted following the joint meeting on July 30, 2007, which will then be put forward for the Commission, Council and Board of Education to adopt.

Ms. Ellen Taylor emphasized that one of the reasons the original Youth Master Plan achieved so much was because of the cooperation between the City and School District. This relationship remains tenuous; however, she shares, and requires frequent education with the City Manager and School Superintendent along with elected representatives to ensure this cooperation is institutionalized in the way Claremont continues to operate in the present and future. For this reason, both governing bodies should receive regular annual reports on the action plan; otherwise, without the support of the elected bodies, the plan could get overlooked. Having a strong Y&FMP governing body will help make certain the plan remains a living document, Ms. Taylor stated.

In response to this discussion on the governing body, Ms. Chris Ulrich suggested Goal 11, Action Step 3, currently set to be carried out within a long-term timeframe, would best compliment the implementation of the plan if it were moved to an immediate action step

and carried out within 6 months of instituting the governing body. The Committee on Youth and Families should review and report via a community-wide scorecard the status of the plan annually, beginning in 2008. The role community members and staff liaisons, who provide expert information and administrative support, are central to the success of this newly formed governing body. It was further discussed that since Action Step 3 under Goal 11 has moved to an immediate timeline, review should occur within the first year. Mr. Llanusa emphasized joint oversight of the Committee on Youth and Family, especially since it falls under the City's overall governance structure. Ms. Santoro stated that the Committee would have joint representation similar to the Committee's on Aging and Sports, which are staffed with both City and School liaisons responsible for carrying information back to the School Superintendent and City Manager. The Steering Committee unanimously approved the changes as discussed to Goal 11.

Ms. Taylor mentioned that the goals remain important in the way the community takes ownership for moving them forward by getting involved in the implementation of the plan. The Committee took a balanced approach to separating out personal agendas vs. real community needs and concerns. Making certain that a range of perspectives are heard helps ensure a balanced conversation of the needs and concerns facing youth and families. Chairperson Henderson stated that one can often judge a project by the opposition presented by the community; next noting there was no opposition to the update.

Before reviewing recommendations for revisions of the Plan, Chairperson Henderson stated that all grammatical and spelling errors should be handed in to staff and only substantive changes should be considered. Chairperson Henderson provided a handout that detailed recommendations in writing posed by various Steering Committee members for consideration. Detailed below are the revisions along with comments and recommendations for approval by the Committee:

**1. Focus on the future.** The draft Y&FMP is organized in historical order (logical enough), but this means we have 160 pages before we get to the action plan (and recommendations).

#### RECOMMENDATION

Move the action plan to the front of the book (to section two) and follow with the participatory evaluation (to section three) and move the other sections back to serve as support to the plans going forward. The Steering Committee unanimously approved moving the action plan to the front of the document; however, all other sections will remain as is.

#### 2. Ownership and accountability.

#### RECOMMENDATION

Strengthen the language (page 163 "Responsibility for Implementation") and explicitly ask for: a. staff ownership of the Y&FMP within the district and the city. Consideration for future budget line items as well as to make sure that coordination, assessment, and annual reporting (goals 10 and 11) are not left to discretionary efforts be clarified in the responsibility for implementation. The Steering Committee unanimously approved this recommendation.

3. Goals addressed, not "met." Within the action plan and recommendations (pages 167 thru 177)

#### RECOMMENDATION

Use the phrase, "Goals also Addressed" instead of "Goals also Met" throughout the action plan to avoid sounding as though goals have been accomplished by implementing strategies. Reflecting appropriate language of how goals will be addresses is paramount in light of the fact that not all goals for the 1995 Youth Master Plan were met as exemplified in the scorecard, which was fair and honest, Ms. Taylor mentioned. The Steering Committee unanimously approved this recommendation.

#### 4. In the assessment sections of the action plan, a number of assessments (e.g., #4, 5 and 9) involve reporting the number of sessions held only.

#### RECOMMENDATION

Assess not only by the number of meetings held, but by the participation (attendees) in such meetings. This has been reported in other assessments, and it should be done uniformly throughout the document—ensuring everyone is aware of the level of community involvement. Following the discussion detailed below, the Committee affirmed that data would remain as reported in the plan.

Chairperson Henderson stated that many people have been touched by the plan, noting several community-wide outreach efforts aside from the participatory evaluation. Outreach opportunities included meeting with the Committee on Aging (2006), media coverage of a "A Plan that Works," (2006) Daily Bulletin article on the outcomes of the 1995 Plan, CNN Interview (2006), Youth Master Plan Newsletter distributed throughout all elementary schools (2006), the Youth Live Vote and Community Festival (2006), Coordinating Council presentation (2007), mailing the scorecard to 14,000 residents (2007), the Youth Master Plan website discussion board, which was available

(2006-07), receiving over 5,800 visits, etcetera.

Ms. Taylor stated that while the Steering Committee reached many people in gaining information for the update, not all communities were included, or chose not to participate. It's important to note that not everyone was reached for the update; Ms. Taylor shared, rather than communicating the strengths only of the outreach method, the limitations to outreach should be understood as well. Ms. Suzan Smith stated that when statistics are available, regardless of those served, the number should be presented as a way of understanding the data. Mr. Chuck Leeb inquired if the Committee had a methodology section that details the number of community meetings, those in attendance coupled with the type of outreach, adding that this data puts ownership back on the community for choosing how they will participate in the plan. This is more important data than the actual numbers, Mr. Leeb suggested. Ms. Santoro affirmed that the methodology sections contained in the plan include the various types of outreach, including mailing, door-to-door flyers and outreach done by community workers in multiple languages, email contact, press releases as well as recording those actually in attendance.

Ms. Anne Turner affirmed that many unique approaches to marketing participation of the plan were explored, but participants must value that their time is important to the outcome of the process. Most important in considering the data is that there was plenty of effort and opportunities for people of all ages to participate. Ms. Chris Ulrich reminded the group again that the participation numbers are recorded in the plan for transparency. Ms. Taylor indicated that the method of outreach remains most significant, even though it still does not explain why people choose not to participate.

Ms. Dior Hildebrand shared that typically any scientific study talks about the limitations to the methodology, which allows for continued modification for conducting research. Chairperson Henderson stated that while it's important to present honest data, the reasons for low participation will diverge across the community, highlighting too that what is most important is that people were provided with numerous opportunities. Ms. Smith stated that as the plan moves forward, other creative methods of outreach should be explored that highlight the value for participation that somehow demonstrates the voice of the community could make a difference. Ms. Turner reminded the group that it's either a personal value for someone to decide to participate or not. Ms. Taylor shared that what is important now is to carry out the goals and action steps for the update.

5. Review Chapter. The emphasis should be placed on the actual scorecard rather than the methodology.

#### RECOMMENDATION

Place the scorecard after the Executive Summary. The Steering Committee unanimously approved this recommendation.

Chairperson Henderson called for additional revisions to the draft update. Detailed below are the revisions put forward, followed by a brief summary of discussion and concluded by the recommendation of the Steering Committee:

Ms. Ulrich asked that the 40 Developmental Assets be included in the plan. The Steering Committee affirmed Ms. Ulrich's request.

Ms. Smith requested that Goal 6 be enhanced to include a recommendation that requires service providers to engage in cross-agency communication and referrals so that persons are not lost in the system of care. There continues to be a major gap when it comes to communication between agencies with the health and well-being of the consumer placed at risk as a result. Ms. Smith expressed concerns of youth falling through the cracks as a result of poorly coordinated services and advised that the Youth and Family Support Center play a central role in facilitating inter-agency communication, referral and accountability. Ms. Santoro shared that what Ms. Smith is explaining is a function of the Mental Health Consortium. The Steering Committee agreed with Ms. Smith's request to add an action step that addresses mental health concerns for a coordination and accountability perspective, especially quality and timeliness of care.

Ms. Suzan Smith shared that Goal 2, Action Step, 3, including youth on all committee's, task groups and excreta is too broad in language and that perhaps when appropriate should be added to balance out the intent of the action step. Mr. Frank D'Emilio inquired when it's not appropriate for youth to serve. Ms. Smith explained that voting and non voting are important to making decisions and that sometimes people may not be informed enough to share in the power of voting, likewise, meetings are often held at times that are not practical for youth to attend. The Steering Committee agreed to add when appropriate to balance the intent of this action step.

Ms. Suzan Smith shared that Goal 3; Action Step 4 should involve elementary school children in meaningful discussion about diversity, similar to the 1995 Youth Master Plan. Ms. Ellen Taylor communicated that sometimes the definition of diversity is too narrowly applied to race and should be more broadly applied to persons of different abilities for example. Ms. Smith expressed that diversity can be learned through other means such as art. Most important to understanding diversity is respecting differences, which is a retreat from previously looking at everyone as the same. Keeping how children learn along with the deeper understanding of diversity, children should be more involved in problem solving issues locally. The Committee affirmed Ms. Smith's suggestion for enhancing this action step.

Mr. Steven Llanusa asked that Goal 3, Action Step 1, also list development of programs for differently abled populations as well as conclude the sentence with excreta so that a broader spectrum of differences can be interpreted. The Committee unanimously approved this enhancement.

Ms. Dior Hildebrand made the following suggestions to enhance the goals and various action steps, which were all approved unanimously by the Steering Committee:

Goal 2, Action Step 2, change affordable housing to a variety of housing.

Mr. D'Emilio also advised that rather than committing to the assessments detailed for each action step, emerging ideas and best practices should dictate the most appropriate method for assessment. Ms. Santoro shared that the executive summary provides this direction and allows for flexibility in the actual assessment method used to consider the outcome of each goal. Chairperson Henderson stated that continued development of the assessment model will be a focus of the newly established governing body.

Goal 2, Action Step 4 Assessment, should include Community Based Organizations that receive funding.

Goal 3, Action Step 1 Assessment, add increase number and events reported by to the method.

Goal 5, Action Step 6, add language to include supporting existing programs that have shown sustainability and develop programs where resource gaps exist.

Goal 5, Action Step 7, add language that encourages bike lane use rather than just expanding the lanes.

Goal 6, Action Step 2 Assessment, include the California Fitness Gram as part of measurement of outcomes.

Goal 6, Action Step 3, improve the ratio of nurses to students and counselors.

Goal 6, Action Step 4 Assessment, add providers to be included in the survey process.

Goal 8, Action Step 9 Assessment, include number of environmentally friendly policies as part of assessment.

Goal 9, Action Step 4, enhance language to include developing programs that address resource gaps as part of parent education and publicity.

Ms. Emily Burch requested that Goal 5, Action Step 6, include information on providing students with personal finance training.

Ms. Yo-landa Brown requested that Ms. Karen Nutt be included as a contributor to the Youth and Family Master Plan on the acknowledgement page.

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Following the discussion of recommendations, Ms. Anne Turner motioned that the 2006-07 Youth and Family Master Plan Steering Committee adopt the plan. Chairperson Henderson seconded the motion with all members in favor.

#### REPORTS

#### 3. Chair Report

Joint Meeting Planned for July 30, 2007 at 5:30 p.m. at the Alexander Hughes Community Center in the Padua Room. Mr. Henderson suggested that everyone wear his or her Youth and Family Master Plan t-shirts.

#### 4. Task Group Reports

No final comments.

#### **ADJOURNMENT**

Meeting adjourned at 9:00 p.m.

Brotch Henderson

Butch Henderson, Chair

ATTEST:

Merceditation

Mercy Santoro, Staff Liaison



# Youth Master Plan Update Steering Committee Minutes

2006-2007 Youth Master Plan Update

www.ympupdate.com



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

SATURDAY JULY 21, 2007 9:00 AM Alexander Hughes Community Center Padua Room 1700 Danbury Road Claremont, CA 91711

#### CALL TO ORDER: 8:26 a.m.

Yo-landa Brown, Emily Burch, Frank D'Emilio, Butch Henderson, Dior Hildebrand, Chuck Leeb, Steven Llanusa, Salinda Chong, Suzan Smith, Laura Corhan, Robert Miletich, Mauryce Feingold, Ellen Taylor (Staff Liaison) Mercy Santoro.

#### **PUBLIC COMMENT**

This is the time and place for persons in the audience to make comments on items within the subject matter jurisdiction of the Youth Master Plan Steering Committee that are not covered on this agenda. Members of the audience will have the opportunity to address the committee about all other items on this agenda at the time those items are considered by the committee.

Under the provisions of the Brown Act, the committee is prohibited from taking action on oral requests but may refer the matter to staff or to a subsequent meeting. The committee will respond after public comment has been received. Please state your name and address. Each speaker will be limited to four (4) continuous minutes, unless otherwise directed by the chair.

#### **CALL TO ORDER**

#### **ADMINISTRATIVE ITEM**

#### 1. APPROVAL OF ACTION ITEM

Chairperson Butch Henderson put forward the recommendation that the Youth and Family Master Plan Update Steering Committee move to approve adding the proposed action step to the plan as follows: "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," along with approving the suggested assessment and timeline as follows:

Action Step: 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 Also Addressed: Goal #6 and #7

Timeline: Immediate

Ms. Ellen Taylor accepted the motion and Mr. Chuck Leeb seconded it. The motion carried with all voting in favor.

#### ADJOURNMENT

Meeting adjourned at 8:30 a.m.

Brotch Henderson

Butch Henderson, Chair

ATTEST:

Mirceditat

Mercy Santoro, Staff Liaison



# **Appendix D**

## Case Study Interview Questions

### Introduction Format & Interview Questions

#### GOAL ONE – Business Owners/Service Club Leaders, Colleges and Chamber President

The Youth Master Plan (YMP) Steering Committee has requested to interview you both on Goal 1 of the YMP that specifies: "Get Everyone Involved." Steering Committee Member Dior Hildebrand will be interviewing a Business Owner/Rotarian (Mr. Randy Prout), the Chamber President (Dennis Smith), Former City/CUSD Leader and Kiwanian (Paul Held) and representative from the Colleges (Barbara Jefferson). It is our hope that interviews will take place in separate groups of two and will be built into a case study that threads multiple perspectives on what this goal means to the Claremont Community. Interviewee's were selected based on their ability to represent multiple perspectives in identifying the strengths of the community as a result of the YMP and areas where more growth and partnerships are needed.

Your collective insights on how to get everyone involved in the YMP will help provide important input and direction for the Update. Ms. Hildebrand will put forward the following questions for your consideration, should you agree to the interview, but please feel free to add additional insights you regard as important to the sustainability and implementation of the update:

- · General description of your role as a community leader and how long you've been involved in public service
- Your insights on the joint partnership (City, School and Community non-profits) and why it is important to Claremont, how might it be improved
- · How aware of the YMP is the business community, service clubs, colleges and non-profit agencies
- How might the coordination of information for services and programs happening throughout Claremont be made more accessible to youth and families and even business owners, the colleges, service clubs and non-profits
- What do they believe to be issues/strengths in the community as a result of the 1995 YMP as it relates to the business, service clubs, colleges and non-profits
- How can businesses, service clubs, the colleges, residents and non-profits be more involved in supporting the overall goals of the YMP
- What type of constructive feedback might you provide for ensuring everyone is aware of what is going on in Claremont as it relates to youth and families

#### GOAL TWO Council Member & Board of Education President

The Youth Master Plan (YMP) Steering Committee has requested to interview you both on Goal 2 of the YMP that specifies: "Include and Recognize Youth." Steering Committee Member Dior Hildebrand will be interviewing both of you separately to get the perspective of the two governing bodies in including youth in local governance. Youth from the Teen Committee and Associated student body will also be interviewed separately on this case study to provide a diversified perspective.

Your collective insights on how to include and recognize youth in Claremont will help provide important input and direction for the Update. Ms. Hildebrand will put forward the following questions for your consideration, should you agree to the interview, but please feel free to add additional insights you regard as important to the sustainability and implementation of the update:

- General description of your role as a community leader and how long you've been involved in public service
- Your insights on the joint partnership (City, School and Community non-profits) and why it is important to Claremont
- How aware are the various City/School governing structures of the YMP in their decision making (committee, advisory boards, commissions, task groups, etc)
- · Provide insights on how youth are included in decision making and guiding public policy 284
- What do you believe to be issues/strengths in the community as a result of the 1995 YMP related to youth involvement
- How can voter registration among 18-25 years be improved
- What type of constructive feedback might you provide for ensuring youth are included and recognized in Claremont presently
- What direction do you wish to provide for future leaders in carrying out this YMP goal

### GOAL TWO Teen Leaders

The Youth Master Plan (YMP) Steering Committee has requested to interview you all on Goal 2 of the YMP that specifies: "Include and Recognize Youth." Steering Committee Member Dior Hildebrand will be interviewing you all together to get the perspective of the two youth governing bodies in including youth in local governance. Council Member Taylor and Board Member Presecan will also be interviewed on this goal. Your collective insights on how to include and recognize youth in Claremont will help provide important input and direction for the Update. Ms. Hildebrand will put forward the following questions for your consideration, should you agree to the interview, but please feel free to add additional insights you regard as important to the sustainability and implementation of the update:

- General description of your role as a community leader and how long you've been involved in public service
- Your insights on the joint partnership (City, School and Community non-profits) and why it is important to Claremont youth and families
- How aware are the various City/School governing structures of including the youth voice in their decision making (committee, advisory boards, commissions, task groups, etc)
- Provide insights on how youth are included in decision making and guiding public policy
- What do you believe to be issues/strengths in the community as a result of the 1995 YMP related to youth involvement
- How can voter registration among 18-25 years be improved
- What type of constructive feedback might you provide for ensuring youth are included and recognized in Claremont presently
- What direction do you wish to provide for future leaders in carrying out this YMP goal

#### GOAL EIGHT Chief of Police

The Youth Master Plan (YMP) Steering Committee has requested to interview you and a resident on Goal 8 of the YMP that specifies: "Help Everyone Feel Safe and Secure." Steering Committee Member Bonnie Busenberg would be interviewing you and a Claremont resident on the topic (we may choose one from North Claremont and one from South) separately to get perspectives on the YMP and how it might be used to shape services/programs and policy. The interview will be incorporated into the 7th Goal of the Plan that ensures everyone's feeling of safety.

I would like to share with you that a desire for more officers, improvement of police and community relations along with an unsafe feeling are important themes coming out of the Youth and Family forums equally—specifically among South Claremont residents. Your collective insights on community policing will help provide important input. Ms. Busenberg will put forward the following questions for your consideration, should you agree to the interview, but please feel free to add additional insights you regard as important to the sustainability and implementation of the update:

- Share your insights on the joint partnership (City, School and Community non-profits) and why it is important to Claremont, how might it be improved
- What is your vision for community policing
- · Are there targeted priority areas for improving safety in the Community currently underway
- · How can residents assist in improving the safety in their neighborhoods
- What efforts are underway to foster positive youth and police relations
- What tactics does Claremont PD use in suppressing gang activity locally given the problems in neighboring communities
- How do you see the YMP being used to guide service delivery within your agency

#### GOAL EIGHT Uncommon Good and Parent and Youth

The Youth Master Plan (YMP) Steering Committee has requested to interview you and a resident on Goal 8 of the YMP that specifies: "Help Everyone Feel Safe and Secure." Steering Committee Member Bonnie Busenberg would be interviewing an advocate for Claremont resident on the topic (you may invite a resident who can speak to this goal to be included in the interview) to get perspectives on the YMP and how it might be used to shape services/programs and policy. The interview will be incorporated into the 7th Goal of the Plan that ensures everyone's feeling of safety. The Claremont Chief of Police is also being interviewed on this goal separately as information regarding residents and services providers such as yourself is kept confidential in the case study.

Your collective insights on community policing will help provide important input. Ms. Busenberg will put forward the following questions for your consideration, should you agree to the interview, but please feel free to add additional insights you regard as important to the sustainability and implementation of the update:

- Age and general description of family dynamics/non-profit agency services and professional background, how one identifies themselves (ethnicity--person of color or white)
- How long have you resided/provided services in Claremont
- Find out about how the persons life/work experience in Claremont relates to the goal (how long ago did the experience occur, how did it affect the persons life and that of their family)
- What do they believe to be issues/strengths in the community as a result of this experience
- How can quality of life be improved in Claremont
- Share your insights on the joint partnership (City, School and Community non-profits) and why it is
  important to Claremont, how might it be improved
- · How can residents assist in improving the safety in their neighborhoods



# **Appendix E**

## Forum Transcripts

#### **Prepared By:**

Yo-landa Brown Butch Henderson Frank D'Emilio Emily Burch Chris Bradley Mauryce Feingold Chris Ulrich Claire Oxtoby Krista Dieringer

#### Assisted By: Jane Purcell Nancy Krahn Denise Stevenson



# **Appendix E**

## Forum Transcripts

## **Purpose of Forums**

### **Purpose of Forums**

Approximately (8) Youth, Family and Community Forums were held during the month of April. With staff assistance, the Community Outreach Task Group hosted these forums with Claremont High School, El Roble Intermediate, the Alternative Education site, the Parent Faculty Association Central, the Coffee Break Parent Network along with various parent groups in different community and neighborhood settings. The forums for both Wheeler Park and the Hughes Community Center were not transcribed due to lack of attendance. For these forums, an invitation was mailed to all residents living within 500 feet of the facility where the forum was to be hosted. Both Vista Del Valle, Sumner and Condit Elementary Schools did special school announcements with the principals to connect with the parents. Recreation staff also distributed flyers door-to-door in the Wheeler Park area. Five persons RSVP'd to attend this forum but only one resident showed up.

The purpose of the forums was to learn more about how residents relate to the updated goals and what they mean to the community. Input on programs and services in place was elicited along with constructive feedback on how improvements can be made. Identifying common issues in the community and setting service priorities were all expected outcomes of these forums. The top issues and service needs among parents, youth and teachers identified through the forums included:

- Lack of Coordination of Services
- Stress Among Students
- More Constructive Things to Do After School Community-wide

Other important issues included bullying on school campus and improved means of communication.


# **Appendix E**

### Forum Transcripts

Sample Forum Invitation



# Youth and Family Master Plan Update Coffee Break Parent Forum

2006-2007 Youth Master Plan Update

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#### (909) 445-7840



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#### YOUR INPUT IS NEEDED TO UPDATE CLAREMONT'S YOUTH and FAMILY MASTER PLAN

### **COFFEE BREAK PARENT FORUM**

### Friday, April 27 from 8:30 am

Vista Del Valle Elementary School (Multi-Purpose Room) 550 Vista Drive

Claremont's Youth and Family Master Plan Steering Committee is requesting your presence at the upcoming neighborhood forum to share your input on how quality of life for youth and families can be improved. This meeting is open to both youth and adults. Light refreshments will be provided.

#### **Meeting Highlights**

- Learn about the process for updating the Youth and Family Master Plan and why the plan is important to Claremont.
- Hear about the results of Claremont's 1995-2006 Scorecard and find out about the programs put in place as a result of community-wide efforts.
- Share your insights on:
  - issues that Claremont youth and families face.
  - your perception of cooperation between the City, School District and Community-Based organizations in providing services to Claremont residents--can you suggest improved collaborations for delivering services
  - your suggestions for additional programs, services or activities that might benefit youth and families of Claremont.

Please call 445-7840 by Wed., April 25 to confirm your attendance.

Visit the Youth and Family Master Plan website at www.ympupdate.com to learn more.



# **Appendix E**

### Forum Transcripts

### Scope of Forums

### **Scope of Forums**

#### GENERAL

- Conduct 9 Forums during April 2-June 15 (15-50 group members)
- Approximately 1 hour long during school lunches, after school and evenings (snacks provided—lunch provided for El Roble and Parent Faculty Association)
- El Roble and CHS Principals will select 50 students per lunch to participate and all 125 students from the Alternative Education site will participate
- All invitations were mailed out on Friday, April 13, 2007 with RSVP deadlines
- Claremont Commons and Coffee Break Invitations done in English/Spanish and Vietnamese (CVC Only) and translators will be provided
- Visual display boards of updated goals completed
- Invitations will be mailed/distributed out two weeks in advance and reservation deadline will be established (childcare will be provided if requested in advance)
- INFORMED CONSENT IS NOT REQURIED TO PARTICIPATE
- (2-3) Task Group Members to Facilitate, City Staff to Setup and Take Minutes
- Prepare report for Steering Committee on Monday, May 14
- (3) Focus Groups on the top issues that emerge from the forums will occur in May

#### **PURPOSE OF FORUMS**

- Show Youth Master Plan DVD of Youth Live Votes to initiate discussion
- Check to make sure goals are relevant
- Identify community issues
- Find out community level solutions
- Rank service priorities/issues (sticker game)

#### **FORUM AGENDA**

•

(goals will be displayed on poster board throughout the room):

- Media Presentation of Youth Live Votes/Teen Forums/CNN Footage & SPA Introduction of Y&FMP (13 minutes)
- Reference Visual Display Boards of 11 Goals
- Breakout Groups to Discuss Questions (20 minutes)
  - o What are the issues that you think youth (birth through teens) of Claremont face?
  - o What is the top issues that families face in Claremont?
  - o What is your perception of cooperation between the City, the Claremont Unified School District and community organizations in providing services to youth and families—how would you like to see agencies interact
  - o What suggestions do you have for additional programs, services, or activities that might benefit youth and families in Claremont?
- Large Group Discussion—Reporting Back (20 minutes)
- Group Activity (rank issues and service priorities—10 minutes)

#### **ADMINISTRATIVE SUPPORT**

- Room Setup/Snacks (Lunch for El Roble and Parent Faculty Central)
- Equipment/Supplies Provided (screen/overhead projector/multi-media DVD)
- Visual Display Boards
- Sign-in table (name takes, scorecard, forum agenda, sign in sheet)
- (8) Easels, Poster Board Paper and Markers
- Minutes will be taken at all forums

#### FORUM DATES/TIMES & FACILITATORS

Facilitators should arrive 20 minutes prior to each forum to greet guests and check setup.

Parent Faculty Association (Hughes, Grove)	Thur., Apr. 19	11:30 am	Butch, Frank, Chris. U., Mercy, Nancy
Alternative Education Site	Fri., Apr. 20	8:30-9:10 am 9:15-10 am 10-10:45 am	Butch, Chris U., Frank, Claire, Mercy, Denise & Krista D.
Claremont Village Commons	Wed., Apr. 25	6-7 pm	Yolanda, Sonia, Claire, Edith, Emily, Mercy, Nancy
Coffee Break Parent Group (Vista Del Valle)	Fri., Apr. 27	8:30 am	Yolanda, Frank, Sonia Claire, Mercy, Nancy
Hughes Center Neighborhood (Padua)	Thur., Apr. 26	7 pm	Frank & Mauryce Mercy, Denise
Wheeler Park Neighborhood	Mon., Apr. 30	7 pm	Mauryce, Chris, Mercy, Nancy
El Roble Intermediate School	Wed., May 2	11:07-11:42 11:58-12:33	Butch, Yolanda, Frank, Claire, Mercy, Nancy Chris U, Krist
Claremont High School	Fri., May 18	11:57-12:33	Butch, Frank, Yolanda, Chris B., Salinda, Kirsten, Krista, Jane and Mercy
Sumner Teacher Forum	Wed., June 13	2:30 pm	Frank and Chris U.



# Appendix E

### Forum Transcripts

Parent Faculty Association Forum San Antonio/Phoenix Academy Forum Claremont Village Commons Forum Parent Coffee Break Forum El Roble Intermediate Forums Claremont High School Forum



### Youth Master Plan Update Parent Faculty Association Forum

2006-2007 Youth Master Plan Update

**Claremont Unified School District** 

2080 N. Mountain Avenue

(909) 398-0609 ext. 70101

Claremont, CA 91711

www.ympupdate.com



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

THURSDAY APRIL 19, 2007

11:30 AM

Alexander Hughes Community Center Padua Room

#### **MEETING OVERVIEW:**

7 Parent Faculty Association Members in Attendance

The Parent Faculty Association members were welcomed to the first participatory forum evaluation process and were given an overview of the 1995-2006 Scorecard. The meeting began with showing the Youth and Family Master Plan DVD that highlights the youth live votes and other works efforts involving the community over since September 2006. Steering Committee Members Mercy Santoro, Butch Henderson, Frank D'Emilio and Chris Ulrich served as the facilitators. Butch Henderson reviewed the 11 goals and Mr. D'Emilio and Ms. Ulrich were asked to lead the small group activity and discussions.

#### **ISSUES AND SERVICE PRIORITES**

#### **MOBILIZE THE COMMUNITY**

#### 1. GET THE WHOLE COMMUNITY INVOLVED

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

- We need more community events where families can hang out.
- The Fourth of July event is a perfect example of a Claremont moment where you get a small town feel.

#### 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.

• Racial issues have been witnessed but nobody seemed to have had it directly happen to them.

#### 4. PROVIDE GOOD INFORMATION ABOUT OPPORTUNITIES FOR YOUTH

Information should be easily accessible.

- How do we help families in need?
- People don't always know how to help families over the weekend.
- There is a need to know what services are available and how to access them.
- School sites needs to communicate resource information and provide more resources in the school office
- Faculty needs to be trained on available resources
- · Parents get information primarily from the school district and city newsletter
- Community-based activities need to be in print and electronically
- Parents would like to more involvement from school, city and community based-organizations for Claremont High School.

#### **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.

- Activity programs for older youth are limited.
- There are organizations such as AYSO for the younger kids
- At age 12 there seems to be a drop with sports participation
- Some kids loose interest in sports and there is a need to find other activities kids to participate in
- El Roble is going to start an after school program
- Would like to see more after school activities at each school site including Oakmont Elementary School
- Kids are not allowed to play on playground after school due to lack of supervision. Supervision and liability issues are a problem
- There is a need for more instructor-supervised activities
- Schools are critical in offering activities as that is where kids are and they don't have to have transportation.
- Schools are offering most everything kids are involved in.
- Increase school, city and community-based organizations.
- A member felt that kids have lots of opportunities. See's the city, school, community-based organization working well together.
  - Specifically not many problems parents face.
  - Claremont seems to be running very well.

#### 6. ENSURE THAT YOUTH HAVE ACCESS TO PHYSICAL HEALTH CARE

III children cannot learn.

#### 7. ENSURE THAT YOUTH HAVE ACCESS TO MENTAL HEALTH CARE

Distressed children cannot thrive.

- Concerns have been addressed but identifying people who need services and getting in touch with the school plays a major part in identifying families in need.
- More support services are needed on campus.

#### 8. PROVIDE A SAFE AND SECURE ENVIRONMENT

Safe neighborhoods are essential to a healthy community.

- Some of the biggest concerns are:
- feeling sheltered
- have concerns about drugs and alcohol for the future

- educating kids about consequences
- keeping kids busy so they don't get involved with the wrong kids

#### 9. SUPPORT FAMILIES AND EDUCATE ADULTS WHO DEAL WITH YOUTH

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

- Parents need to be educated to provide good adult models.
- Parents need to be educated on how to reach out, support and interact with other parents.

#### **COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION**

#### **10. COORDINATE EFFORTS TO REACH THESE GOALS**

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

- Collaboration is seamless and has been institutionalized
- Like that services are understated and that it's not an issue when families need help

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



### Youth Master Plan Update San Antonio / Phoenix Academy Forum Groups

2006-2007 Youth Master Plan Update

www.ympupdate.com



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

FRIDAY APRIL 20, 2007 8:30 AM

Alternative Education Site Claremont

#### FORUM OVERVIEW:

83 Youth in Attendance

Principal Boyd introduced the students to Butch Henderson, Youth and Family Master Plan (Y&FMP) Steering Committee Chair who facilitated the meeting. Mr. Henderson thanked the students for participating, and emphasized that the Y&FMP committee had come to listen to them because "we want to know what young people need in Claremont." Mr. Henderson displayed the updated goals and told the assembled group that they were helping to write the plan by participating and that students not living in Claremont were still part of the plan because "if they go to our schools, they're our kids."

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The group watched the Youth and Family Master Plan DVD that highlights the youth live votes and other efforts to involve the community since September 2006. Participants divided into four smaller groups to list issues and service priorities on poster boards. The Steering Committee Member



facilitators encouraged open discussion among participants and did not interject their opinions. Following a large group discussion, students were given six adhesive dots to mark their top three issues and top three service priorities.

The Youth and Family Master Plan updated goals were displayed about the room. Issues and service priorities are listed under the 2006-07 Youth and Family Master Plan Goals.

#### **Top Three Issues:**

- 1. Building better relationships with the police and community
- 2. Access to a wider variety of classes, including Driver's Education and Child Care/Parenting
- 3. Organizing sports activities at the Alternative Education School

#### **Top Three Services:**

- 1. Bike/BMX Park
- 2. Healthier food options on campus
- 3. On campus child care for teen parents

#### Y&FMP Focus Group #1

Total Number of Students in Attendance

Grade	# Students
7th	2
8th	0
9th	11
10th	5
City	# Students
Claremont	13
Pomona	3
Montclair	2

18

#### Y&FMP Focus Group #2

Total Number of Student	43	
	Grade 10th 11th 12th Unknown	<b># Students</b> 5 20 4 14
	City	# Students
	Claremont	23
	Pomona Diamand Dam	18
	Diamond Bar	1
	Ontario	1
Y&FMP Focus Group		
Total Number of Students in Attendance:		22
	Grade	# Students
	10th	1
	11th	15
	12th	5
	12th Unknown	5 1
	Unknown	
	Unknown <b>City</b> Claremont Pomona	1 15 5
	Unknown <b>City</b> Claremont Pomona Montclair	1 15
	Unknown <b>City</b> Claremont Pomona	1 15 5

#### **ISSUES AND SERVICE PRIORITES**

#### **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.

- · Need additional job opportunities for teens
- Need on-going job training, as well as workshops on applying for and interviewing for jobs
- Request for a late-start day similar to CHS
- Request to end the separation between San Antonio and Phoenix Academy students
- Need for some "venue variety" instead of taking all classes in a single room
- Additional offerings in summer school and sports activities, including boxing, more field trips, an on-site library, places to study, better computers, ability to go online
- Extended evening park hours, BMX or bike track, get sodas back and provide more varied food offerings including In N Out, bigger school, additional benches
- · Some students want to be with their own age group in class
- Some students want more activities in partnership with Claremont High School such as the prom, other dances, and sports
- Shorter school days and longer school lunches
- Creating clubs on campus
- Get more respect from teachers and improve student-teacher relationships
- Sports team (football, basketball, tennis), recreation center like YAC
- Interest in having video production, photography, turn-tables in school
- Students would like better relationship with the community

#### 3. VALUE DIVERSITY

Foster an inclusive community.

• The students recounted incidents of racism and asked how to deal with it

#### 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.

- They would like to see more sports activities at school along with healthier food, better computers, and better access to computers
- They would like a closer and better skate park, better transportation and more opportunities available to them at school
- Transportation is not convenient
- Some students would like a bike park
- Expand skate park
- The students wanted more sports equipment, better facilities, including a track
- Places to go and have fun in the community for shopping, eating and leisure
- Access to weight facility to workout
- 24 facilities where you could shoot hoops or work out

#### 6. ENSURE THAT YOUTH HAVE ACCESS TO PHYSICAL HEALTH CARE

Ill children cannot learn.

- Healthier Food Options at School
- More time to visit school nurse

#### 7. ENSURE THAT YOUTH HAVE ACCESS TO MENTAL HEALTH CARE

Distressed children cannot thrive.

- More school counselors, having
- Need a peer mediator or small committee

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

Safe neighborhoods are essential to a healthy community.

- Students requested additional police patrolling for safety, but not for harassing teens, and they wanted a better relationship with the police department—a relationship in which they are respected and heard
- · Safety in school and outside, crews and tagging, sexual harassment
- Racial profiling by police officers

#### 9. SUPPORT FAMILIES AND EDUCATE ADULTS WHO DEAL WITH YOUTH

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

- They would like more services for young mothers, including information on preventing pregnancy, qualifying for medical insurance, and rape support groups
- On campus child care for teen parents

#### **COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION**

#### 10. COORDINATE EFFORTS TO REACH THESE GOALS

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

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

#### Notes on Additional Discussion:

A Steering Committee member shared with students that it may be difficult to come up with ideas on the spur of the moment, but that this is an on-going process and student voices are always welcome. Another Steering Committee member asked the students if they thought adults understand the issues that most concern them, and the students responded with a resounding "no." A Committee member acknowledged that the Alternative Education Center is the only site where they are able to involve the entire student body.

Staff asked "How many of you know about the shuttle that runs between this site the YAC and the TAC after school." Three students raised their hands. The shuttle is free and takes students home from TAC and YAC at 5:00. Staff asked if there is anything that we can do to improve the shuttle service and students responded by asking for more stops.



## Youth Master Plan Update Claremont Village Commons Forum

#### 2006-2007 Youth Master Plan Update

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**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

WEDNESDAY APRIL 25, 2007 6:00 PM

Claremont Village Commons Property Manager's Office

#### FORUM OVERVIEW:

18 Parents in Attendance

This meeting was conducted in English and Spanish with Youth and Family Support Center Community Workers serving as translators . The Youth and Family Master Plan updated goals were displayed about the room. Steering Committee Member Yo-landa Brown served as facilitator. Ms. Brown did not interject any opinions and encouraged open discussion. Issues and service priorities were listed on poster board during large group discussion and then posted around the room for participants to review. Following the review, participants were given six adhesive "dots" and asked to stick them next to their top three issues of concern and their top three service priorities.



Issues and service priorities are listed under the 2006-07 Youth and Family Master Plan Goals.

#### **Top Three Issues:**

- 1. Access to drugs, tobacco and alcohol among youth (8 dots)
- 2. Sheltering school children at lunch, including access to seating in the cafeteria at Mountain View during summer and winter seasons and on rainy days (7 dots)
- 3. Parental supervision of children on bicycles in the parking lot at the apartments (7 dots)

#### **Top Three Services:**

- 1. Additional programs for 12 and up, including recreation, tutoring, and sports (6 green dots)
- 2. On-going parent education on problem solving, conflict resolution, and supporting their children's success in school (10 dots)
- 3. Neighborhood agreement on how to behave in shared spaces, how to create a safe neighborhood, and how to protect youth from bullying and threats (10 dots)

#### **ISSUES AND SERVICE PRIORITES**

#### **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.

• Sheltering school children at lunch, including access to seating in the cafeteria at Mountain View during summer and winter seasons and on rainy days (7 dots)

#### 3. VALUE DIVERSITY

Foster an inclusive community.

• Racism and the need for mutual respect (4 dots)

#### 4. PROVIDE GOOD INFORMATION ABOUT OPPORTUNITIES FOR YOUTH

Information should be easily accessible.

- Better communication about how to access community-wide services (5 dots)
- Better communication with the tutoring staff at Claremont Village Commons and additional assistance in preparing students for college (2 dots)

#### **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.

- Transportation—especially children walking to and from school in the rain or excessive heat. (4 dots)
- Additional programs for 12 and up, including recreation, tutoring, and sports (6 dots)
- Tutoring needed at El Roble (3 dots)

#### 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.

- Mental Health services for youth and better information on how to access services before a crisis (1 dot)
- Strategies for helping students deal with the kind of peer pressure that precipitates many bad choices (4 dots)

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

Safe neighborhoods are essential to a healthy community.

- · Access to drugs, tobacco and alcohol among youth
- Monitor the speed limit within the apartment complex (5 dots)
- · Better residential safety and strategies for dealing with uninvited guests and intruders on the property
- Some gang activity is a problem
- Neighborhood agreement on how to behave in shared spaces, how to create a safe neighborhood, and how to protect youth from bullying and threats. (10 dots)
- Need more security within apartment complex during summer months. (5 dots)
- Apartment security after office hours (1 dot)
- Tension between children verbal threats and abuse (4 dots)

#### 9. SUPPORT FAMILIES AND EDUCATE ADULTS WHO DEAL WITH YOUTH

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

- Parental supervision of children on bicycles in the parking lot at the apartments (7 dots)
- On-going parent education on problem solving, conflict resolution, and supporting their children's success in school. (10 dots)
- Additional community meetings to increase support, awareness and education among families (1 dot)

#### **COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION**

#### **10. COORDINATE EFFORTS TO REACH THESE GOALS**

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

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



## Youth Master Plan Update Parent Coffee Break Forum

2006-2007 Youth Master Plan Update

**Claremont Unified School District** 

2080 N. Mountain Avenue

(909) 398-0609 ext. 70101

Claremont, CA 91711

www.ympupdate.com



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

FRIDAY APRIL 28, 2007 8:30 AM

Vista Del Valle Elementary School

#### FORUM OVERVIEW:

25 Parents in Attendance

This meeting was conducted in English and Spanish with Youth and Family Support Center Community Workers serving as translators. The Youth and Family Master Plan updated goals were displayed about the room. Steering Committee Member Yo-landa Brown served as the facilitator and began by showing the Youth and Family Master Plan DVD that highlights the youth live votes and other efforts to involve the community since September 2006. The facilitator encouraged open discussion among participants and did not interject her opinions.

#### **IMPORTANT**:

Given the numerous profound and complex issues concerning South Claremont, attendees were not asked to prioritize concerns. Rather the discussions that came out of the Claremont Village Commons, Coffee Break, and Alternative Education Forums, indicate that a Focus Group to learn more about South Claremont and Foothill Corridor resident issues is warranted. Meeting participants reside at Claremont Village Commons, the San Jose and Foothill Corridors and they have students enrolled in Claremont Schools.

Issues and service priorities are listed under the 2006-07 Youth and Family Master Plan Goals.

#### **ISSUES AND SERVICE PRIORITES**

#### **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.

- Because of low-income status, youth and parents of color, especially Hispanics, experience discrimination by business owners and school officials.
  - Children and parents do not feel welcome in school and business community because of language barriers

- School officials harass parents who are having difficulty with attendance. Schools are intolerant of students who struggle owing to language barriers and cultural differences.
  - · Claremont disciplinary staff treats families poorly regarding attendance issues
  - Parents are intimidated when inquiring about services at El Roble Intermediate School and generally do not receive assistance until they take their concerns to the administrative level.
- Inter-district transfer students are treated differently.
  - With the exception of Vista, school office staff and the counter staff at Human Services treat the economically disadvantaged differently
  - Schools do not consistently provide services for students with special needs. Non-Claremont residents receive inferior treatment
- · On-going education and support is needed to overcome prejudice in the community

#### 4. PROVIDE GOOD INFORMATION ABOUT OPPORTUNITIES FOR YOUTH

Information should be easily accessible.

- Need more communication and advertising on services available within the community
  Need to provide services in a timelier manner
- Unaware of services that are provided by city, schools, and other organizations.
  - · City, School and Community should look for grants to provide services
  - Dollars set aside for those with disabilities
  - Too much "red tape" to get services provided
  - Need to come up with a different formula when processing scholarship forms for programs offered by Human Services--line added to take into account rent
- When trying to receive services from adult school, parents report being treated rudely
  - Another parent shared that she was treated well by the adult school
  - A parent noted that when she called the Adult School, they were rude, did not give her information, and sent her to another district.

#### **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.

- Summer activities for junior high students are limited and those that are in place are too costly for low-income families—more free programs are needed, as programs are not even affordable with the City Scholarship
  - South Claremont is underserved with programs and events for youth
  - Boredom among youth need youth-friendly activities as there is worry that students engage in poor choices such as alcohol use since there are not enough constructive things for them to do
  - Feeling of intimation when trying to access services because of perceived discrimination
  - Vista Elementary School is unfairly characterized and poor performing because of diversity among students and families in terms of language, ethnicity and economic background
- Need for transportation to weekend events from outside of Claremont and the outskirts of the city, especially those for those families who reside in neighboring Cities and whose student's attend Claremont schools
  - Experiencing rudeness by bus drivers (Access Service)
  - No transportation for families residing in unincorporated areas of Pomona but families rely on Claremont as their service city
  - Family members report being accused of theft on school sites because of the color of their skin or language differences
- Transportation for students who go to different activities on weekends.
- More activities after school and supervised for adults, especially at San Jose Park
- More free sports and programs in the schools, except Vista, who already provides many services
- To include children with autism in recreation programs
- Scholarships for sports programs needed (advertise help available) (subsidize)--tie in with free-reduced lunch form
  - Review the scholarship applications because the income guideline with the taxes is different and rent is very high

- Improve advertising and outreach to non-English speaking families
- Offer summer programs at no cost for students
- 6. ENSURE THAT YOUTH HAVE ACCESS TO PHYSICAL HEALTH CARE

III children cannot learn.

7. ENSURE THAT YOUTH HAVE ACCESS TO MENTAL HEALTH CARE

Distressed children cannot thrive.

- · More programs to educate students on social issues
- · Immediate actions when they need services for mental health for the students and more often
  - More mental health services available and accessible in the community especially when the families are going through tragic events
  - Wrap –around services for families going through crisis is necessary
- School District needs to help people get access to Mental Health Care.
  - Takes too long for families to get help when dealing with a traumatic event and often persons will not receive treatment as a result

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

Safe neighborhoods are essential to a healthy community.

- Safety concerns about Wheeler and San Jose Parks:
  - Children have found bullets, alcohol containers, adult magazines etc.
  - Strangers interact with children
  - Children are exposed to inappropriate behaviors among park users.
  - Supervised, organized activities are needed in San Jose Park.
  - Park lighting is inadequate.
  - There are often loose dogs, and the Humane Society takes about 3 hours to respond.
- · Drugs are sold on Foothill corridor and alcohol seems to be plentifully available to youth
- Police Department ignores complaints regarding safety issues.
  - Questions directed toward those who call--police tell them they are busy and make them feel guilty.
  - South Claremont residents in particular feel "accused" when they call police.
  - When residents report gang activity, the police deny that gangs exist in Claremont.
  - Claremont Village Commons has a lot of gang activity, but the PD website shows no activity.
- Children are teased by others at school and are afraid to report to adults. Because they are low-income and/or children of color, they don't think they will be taken seriously.
  - School personnel do not help children deal with bullying and intimidation; as a result, behaviors escalate.
  - School personnel do not help children deal with bullying and intimidation; as a result, behaviors escalate.
     Schools say students need to resolve their own conflicts, even when situations warrant adult intervention.
  - Schools say students need to resolve their own conflicts, even when situations warrant adult inter
    When there are fights between teenagers at school, whites are given preferential treatment.
  - There are not sufficient programs to educate children on social issues or on bullying.
- The Police Department needs to position officers at schools and in South Claremont more frequently.
  - Opportunities to interact with officers on Community issues are necessary
  - Parks need to be patrolled more often.

#### 9. SUPPORT FAMILIES AND EDUCATE ADULTS WHO DEAL WITH YOUTH

Families need community support programs and policies because children don't come with instruction manuals.

• Childcare is needed for families enrolled in Adult Education classes.

#### **COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION**

#### **10. COORDINATE EFFORTS TO REACH THESE GOALS**

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

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



## Youth Master Plan Update El Roble Intermediate Forums

#### 2006-2007 Youth Master Plan Update

www.ympupdate.com





**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

WEDNESDAY MAY 2, 2007 El Roble Intermediate School First Lunch

#### FORUM OVERVIEW:

69 Youth in Attendance

This meeting was conducted during school lunch. A letter was sent home to students, selected by faculty based on their representation of a diverse study body, to invite them to the forum. To ensure active participation, students were encouraged to invite a friend. A total of 30 invitations per lunch were sent out to a diverse group of students selected by faculty. Steering Committee Chair Butch Henderson served as the facilitator. Discussion was organized into issues faced by youth, parents and families involving the community, neighborhood and school contexts. Discussion occurred in small groups of 6 to 12 students facilitated by Steering Committee Members.



Following the discussion, students were given (6) dots to place next to their top (3) issues and (3) service priorities. Not all issues or services priorities received dots but were named during the small group discussions. Top issues and service priorities are bolded. Students choose to use most of their dots to address issues rather than service priorities.

#### Y&FMP Forum – Lunch 1:

#### (25) 7<sup>th</sup> graders in attendance

- (17) Claremont
- (1) Montclair
- (1) La Verne
- (3) Pomona
- (3) Upland

#### **ISSUES**:

- Library services need to be improved
- A lot of homework (80 dots)
  - Juggling of activities
  - Homework stressful
  - More time between classes (10 dots)

#### (14) 8<sup>th</sup> graders in attendance

- (9) Claremont
- (1) Montclair
- (3) Pomona
- (1) Upland

- Advice for new students get prepared for first day with schedules
- Transportation (4 dots)
  - Buses are late students wait and walk home alone (1 dot)
  - Buses timely all over community (2 dots)
  - Wear Sandals (6 dots)
  - More after school activities without going to TAC (6 dots)
  - Stay at El Roble after school but not in TAC (extra supervision) (6 dots)
- Perception that gangs are everywhere
- Smoking Tobacco among Teenagers (1 dot)
- Early pregnancy at High School level
- Older people will cut in front of teen in line (at Village stores)
- Rather go to peers for help and not teachers
- Change in Math structure
- Fear of rape and sexual activity
- · Lack of trust and respect among peers and between teach-student relationships
- Concern about smoking/alcohol in Claremont (2 dots)
- Personal lockers needed (8 dots)
- Advanced classes should be offered (2 dots)
- More team sports (5 dots)
- Environmental awareness is important
  - More trash cans (3 dots)
  - Clean air vehicles (3 dots0
  - Bike lanes (2 dots)
  - Trash (i.e. littering in the city) (1 dot)
- Healthy eating group and more physical education electives (9 dots)
  - Cafeteria food needs to be improved (3 dot)
  - Teaching awareness and nutrition
- Too many judgments made on teenagers by peers and adults (skin color, clothes) (1 dot)
- Stressful of judgment (friends) (2 dots)
- · Click of groups
- Indirect teasing (1 dot)
- Racism (all ethnicities)
- Job opportunities at new mall (2 dots)
- Using drugs and alcohol (handful of people pot speed, meth, alcohol and nos) (2 dots)
- Teacher/student relationship building (trust) (6 dots)

#### **SERVICE PRIORITIES**

- Younger teachers that understand youth (29 dots)
- Volleyball Claremont Club team (9 dots)
- Minimum day start later (get out earlier) like Claremont High School (8 dots)
- More job opportunities for youth (6 dots)
- More in-school time for homework (6 dots)
- Sports (5 dots)
- School/College (4 dots)
- TAC open in morning (3 dots)
- More sports (in city and on campus baseball specifically) (3 dots)
- Better food at school (more variety, healthy, vegetarian) (2 dots)
- More dances at YAC for El Roble (1 dot)
- Better information about activities (1 dot)
- Develop a buddy system for new and entering students (1 dot)
- Teacher intervention vs. calling the police (1 dot)
- More group work at school (classes)
- Summer activities
- sports camps
- swimming
- music
- biking
- field trips (at school too!)
- · Ability to request a friend to be in your class and/or lunch



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Claremont Unified School District 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

WEDNESDAY MAY 2, 2007 El Roble Intermediate School Second Lunch

#### FORUM OVERVIEW:

#### 37 Youth in Attendance

This meeting was conducted during school lunch. A letter was sent home to students, selected by faculty based on their representation of a diverse study body, to invite them to the forum. To ensure active participation, students were encouraged to invite a friend. A total of 30 invitations per lunch were sent out to a diverse group of students selected by faculty. Principal Kevin Grier served as the facilitator. Discussion was organized into issues faced by youth, parents and families involving the community, neighborhood and school contexts. Discussion occurred in small groups of 6 to 12 students facilitated by Steering Committee Members.

The facilitators did not interject any opinions and encouraged open discussion among resident participants. Issues and service priorities were listed on poster board during large group discussion and then posted around the room for all adults to review. Following the discussion, students were given (6) dots to place next to their top (3) issues and (3) service priorities. Not all issues or services priorities received dots but were named during the small group discussions. Top issues and service priorities are bolded. Students choose to use most of their dots to address service priorities rather than issues.

The Youthand Family Master Plan updated goals were displayed about the room. Issues and service priorities are listed under the 2006-07 Youth and Family Master Plan Goals.

#### Top Two Issues:

- 1. Academic Stress
- 2. Managing Schedule (Homework)

#### **Top Two Services:**

- 1. Improve Recreation Opportunities
- 2. Wrestling Team (other after school sports, more and different kinds) to supporting pro-social behavior among children and learning how to support students in school

#### Y&FMP Forum – Lunch 2:

#### (17) 7<sup>th</sup> graders in attendance

#### (20) 8th graders in attendance

(13) Claremont ( 3) Pomona ( 1) Chino

(15) Claremont (5)Pomona

#### **ISSUES AND SERVICE PRIORITES**

#### **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.

- Awareness on how the community can treat teens better
- · Relationships with teachers and adults are strained
  - Proctors are mean (proctors favor certain kids)
  - Teachers need to be more understanding and have detention (5 dots)
  - · Older people are too strict and place judgments
  - Communication and respect can be improved
- Claremont is for old people
- 15 minute break after 3<sup>rd</sup> period (could have snacks) (45 dots)
  - I pod listening
- One day a week- special schedule (22 dots)
- Freedom of cell phones and tape recorder (4 dots)
- Bell in bathroom (3 dots)
- School is too long
- Rumors (school and city)
- People are nosey
- Too many rules
- Field trip for sixth graders
- Recycle
- Eating in class.
- Junk food (soda)
- · More school patrol for students skipping school
- Longer lunch
  - Longer break time
- Dress Code is too strict
- Larger locker room, camera in locker room along with more supervision
- More bathroom passes.
- More flexibility
  - switch schedules, 1<sup>st</sup> period switch with 7<sup>th</sup> period
  - More solar energy in school and city buildings. (7 dots)
- Clean air vehicles (4 dots)
- Better food (3 dots)
- SSR as first period (2 dots)
- Don't build more homes, create more activities and retail/entertainment centers (1 dot)
- Longer lunch
- Teachers stay on task
- Buses
- Smoke alarms in park restrooms
- More electives (languages)
- Better art class

#### 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.

- Better sports fields in Claremont and facilities (16)
  - lacrosse, rugby, volleyball)
- More varied activities (sports) (2 dots)
  - After school groups more activities, language clubs, study groups, drama, sports and arts. (1 dot)
  - Sports too expensive
  - Hip-Hop team part of dance team
  - Too crowded at the TAC
  - Not enough space for activities
  - Not enough dances and social activities
  - More sport (school sports) beside TAC sports
- Improve recreation opportunities
  - Bigger Skate Park (but then there will be more drugs and drug dealers) (5 dots)
  - More sports parks (league) (4 dots)
  - More TAC dances. (1 dot)
  - Expand Skate Park
  - An "Arena" type gymnasium (like Upland)
  - Build more TAC's
  - More field trips
- Wrestling Team (other after school sports, more and different kinds) (36 dots)
  - More sports besides the TAC participate (1 dot)
  - Sports vs. other schools (1 dot)

#### 6. ENSURE THAT YOUTH HAVE ACCESS TO PHYSICAL HEALTH CARE

III children cannot learn.

- Improve health, well-being and nutrition (1 dot)
  - Provide vegan food options
  - Few food in cafeteria healthier and more choices

#### 7. ENSURE THAT YOUTH HAVE ACCESS TO MENTAL HEALTH CARE

Distressed children cannot thrive.

- Stress (homework/school) (10 dots)
  - Too much homework
  - Not enough time to complete projects
  - Start later, reverse minimum day. (10 dots)
  - Longer passing periods as students feel rushed
  - Family members stress pushing you to do better
  - Strict teacher, teacher favorites, communication issue
  - Stress between peers, reputation image
- Less homework (50 dots)
  - Be able to chew gum in class (26 dots)
  - Be able to eat and do homework in SSR (15 dots)
  - Able to do home work in SSR (7 dots)
  - Coordinate Tests (teachers need to talk to each other) (5 dots)
  - Longer passing periods (3 dots)

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

Safe neighborhoods are essential to a healthy community.

- · Safety issues at school and in the community exist
  - Drug dealers at Chaparral Park (by slide)
  - Drugs (weed, alcohol, "X", meth. at Skate Park) (5 dots)
  - Smoking tobacco (a lot)
  - El Roble students know how to get drugs

- Fighting/Bullying is a problem among teens and on campus
  - Self-defense class to stand up in the face of bullying
- Security phone direct connection to police on campus
- More patrol/supervision at lunch/during class (1 dot)
- Lack of supervision in village

#### 9. SUPPORT FAMILIES AND EDUCATE ADULTS WHO DEAL WITH YOUTH

Families need community support programs and policies and 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 and Family Master Plan.

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



## Youth Master Plan Update El Roble Intermediate Forums

#### 2006-2007 Youth Master Plan Update

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**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

FRIDAY MAY 18, 2007 NOON

#### **Claremont High School**

#### **FORUM OVERVIEW:**

83 Students in Attendance

This meeting was conducted during school lunch. Claremont High School (CHS) faculty selected students based on their representation of a diverse student body, and a total of 60 letters were sent home inviting them to the forum. To ensure active participation, students were encouraged to invite a friend. Students filed into room 105 and were greeted with pizza, bottled water, and fresh fruit.

The Youth and Family Master Plan updated goals were displayed about the room. Butch Henderson, Youth and Family Master Plan (Y&FMP) Steering Committee Chair, facilitated the meeting. Mr. Henderson thanked the students for being there and told them that most of the time they are there to listen to other people, and, today, the Y&FMP committee came to listen to them.

He told them he wanted to know what the young people need in Claremont. He showed the goals, and introduced the three youth serving on the committee: Kirsten Anderson-Hall, Salinda Chong, and Laura Corhan, who each spoke for a couple minutes about the importance of student input.



A short DVD was played that showed the live votes that the Y&FMP committee organized and then the group broke into eight small groups to discuss issues and services the students wanted addressed. The discussion leaders did not interject any opinions and encouraged open discussion. Issues and service priorities were listed on poster board. Participants were given six adhesive "dots" and asked to stick them next to their top three issues of concern and their top three service priorities at the end of each small group discussion.

Issues and service priorities are listed under the 2006-07 Youth and Family Master Plan Goals.

#### **Top Three Issues:**

- 1. Poorly prepared teachers who don't know their subject (49)
  - too much homework
  - students don't always know how to do homework, not enough instruction in class offered to complete these assignments
  - too much inconsistency, especially with long-term substitutes
- 2. Students want more credit for activities like band, theater, and sports (22)
- 3. Racism in the city and at school-and the need for mutual respect (13)

#### **Top Three Services:**

- 1. Opportunities for after school and summer jobs (18)
- 2. Classes on planned parenthood with schools providing free contraceptives (17)

#### **ISSUES AND SERVICE PRIORITES**

#### **MOBILIZE THE COMMUNITY**

#### 1. GET THE WHOLE COMMUNITY INVOLVED

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

- Opportunities for after school and summer jobs (18)
- Racism in the city and at school-and the need for mutual respect (13)
- Teen dance club in town (11)
- Better communication about how to access community-wide services (5)
- More respect and opportunities for students not planning to attend four-year universities (2)
- Advertising and publicity—most students don't read the Courier and the Wolfpacket comes out infrequently (2)
- Town meeting debate to discuss issues

#### 2. INCLUDE AND RECOGNIZE YOUTH

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

- Disciple on campus not consistent or respectful (11)
- School does not take students seriously (10)
- Need more mirrors on campus (10)
- Rude librarians (3)
- Racial jokes and stereotypes (8)
- Romantic relationship problems, gossip, love (6)
- Lack of respect (3)
- Teachers and administrators showing more respect for teen love relationships (3)
- Teachers lecture too much and don't foster discussion (2)
- Condescending administration
- Curriculum driven by the state and private companies who develop tests, leaving no control and oversight by educators in design

#### 3. VALUE DIVERSITY

Foster an inclusive community.

- Racism in the city and at school-and the need for mutual respect (13)
- Gossip and drama in the city and school (8)
- Political views—both sides need to be heard; curriculum is too PC (8)
- Abstinence from sex, drugs, and alcohol needs to be more okay (2)
- Students can be very mean to each other and say vulgar things (3)
- Racial profiling exists on campus and in the community (2)
- Wide disparity in family income and the amount of money students have to spend (7)
- Dress code does not value diversity (3)
- Racial jokes and slurs (8)
- Fitting in (3)
- More respect and opportunities for students not planning to attend four-year universities (2)

#### 4. PROVIDE GOOD INFORMATION ABOUT OPPORTUNITIES FOR YOUTH

Information should be easily accessible.

- Help preparing for future (4)
- Financial aide not only for college, but also for getting through high school (4)
- Better communication about how to access community-wide services (5)
- Advertising and publicity—most students don't read the Courier and Wolf packet comes out infrequently (2)
- Assistance in preparing students for college (2)
  - Advanced Placement Classes

#### **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.

- Smoking breaks allowed in park or parking lot between classes (12)
- Teen dance club (11)
- More boredom relief (8)
- Additional programs for recreation, tutoring, and sports (6)
- Prove a teen billiard hall and arcade
- Additional programs for recreation, tutoring, and sports (6)
- Trolley (3)
- More bike friendly Claremont (3)
- Ability to rent scooters, bikes, and other equipment (3)
- More Extra-curricular opportunities that don't cost money (3)
- · Town meeting debate to discuss issues
- Transportation—to and from school and elsewhere— (2)

#### 6. ENSURE THAT YOUTH HAVE ACCESS TO PHYSICAL HEALTH CARE

Ill children cannot learn.

- · Schools do not provide free contraceptives
  - Classes on planned parenthood (17)
- Free lunch (6)
- Healthy food options with fruits and vegetables (4)
- Better food, more choices (3)
- Recycling—trash -less lunch (4)

#### 7. ENSURE THAT YOUTH HAVE ACCESS TO MENTAL HEALTH CARE

Distressed children cannot thrive.

- Strategies for helping students deal with the kind of peer pressure, which precipitates many bad choices. (4)
- Stress reduction classes (5)
- Stress in general (7)
- College Pressure (5)
- Homework Pressure (7)
- · Out-of control students hurt everyone's education
- · Mental Health services for youth and how to handle it when a friend threatens suicide

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

Safe neighborhoods are essential to a healthy community.

- Access to drugs and alcohol (11)
- Places to have lunch in bad weather (2)
- Some gang activity is a problem
- Food (1)
- Verbal threats and abuse (4)
- Curfew and being stopped by cops
- Overnight parking a problem
- Lunch lines too long

#### 9. SUPPORT FAMILIES AND EDUCATE ADULTS WHO DEAL WITH YOUTH

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

- Parents don't understand about stress—they think we have nothing to worry about except grades and college and can think about those things all the time (7)
- Too much disparity in rules. Some kids grounded for picky things while others have total freedom and their parents offer students alcohol (5)
- Too many parents have too high expectations (4)
- Assistance in preparing students for college (2)

#### **COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION**

#### **10. COORDINATE EFFORTS TO REACH THESE GOALS**

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

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

#### SUGGESTIONS FOR FOCUS GROUPS

#### I Improve Positive Communication

#### A. Interpersonal Relations

- 1. Diverse Groups (racism, bullying, gangs)
- 2. Youth/adults (parents, school staff)
- 3. Police/youth/community members

#### B. Parent Education

Parent expectations, youth stress, college preparation

#### II Provide Meaningful Activities & Opportunities for Youth

Sports, recreation opportunities, tutoring, homework support, on-campus supervision after school, weekend transportation

#### III Address On-Campus Concerns

- A. Bullying, racism, drugs/alcohol
- B. More electives for credit
- C. Adult/student relations
- D. Unprepared teachers/substitutes
- E. Stress: homework, time management
- F. Healthy food options
- G. Health/family planning support



# **Appendix E**

### Forum Transcripts

### Sample Teacher Invitation


## Youth Master Plan Update

2006-2007 Youth Master Plan Update



**Claremont Unified School District** 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101







**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

### **Teacher Input Needed**

#### For Claremont Youth and Family Master Plan Update

#### Wednesday, June 13 at 2:30 p.m.

Sumner Multi-Purpose Room

Claremont's Youth and Family Master Plan Steering Committee is requesting your presence at the upcoming teacher forum group to share your input on what you feel are the significant challenges facing youth and families today. This meeting is <u>only</u> open to Sumner teachers. Light refreshments will be provided.

Facilitators will be:

Chris Ulrich, retired CUSD teacher & administrator; Dior Hildebrand, L.A. County Public Health Nurse

Meeting Format:

- A very brief overview of the Youth and Family Master Plan.
- Questions will be presented for your input:
  - 1) What do you perceive to be students' greatest concerns
    - a) about school
    - b) about life outside of school
  - 2) What suggestions do you have for addressing concerns from and about youth?
  - 3) What roles could community/city/school agencies play in addressing issues?

Questions? Contact Chris at chris.ulrich@verizon.net or Dior at dhildebrand@ladhs.org or call 399-5496. Visit the Youth Master Plan website at www.ympupdate.com to learn more about the plan.



# **Appendix E**

## Forum Transcripts

Teacher Forum Script



# Youth Master Plan Update Teacher Forum Script

2006-2007 Youth Master Plan Update

www.ympupdate.com





Claremont Unified School District 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101



**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

#### **Teacher Forum Script** El Roble and Sumner Teachers

Facilitator: My name is \_\_\_\_\_\_. Community members, elected officials and youth, are updating the 1995 Youth Master Plan and today we're asking for your help. You should know that the Plan is especially important to teachers because it directs the Board of Education and City Council to prioritize budgeting for services, programs and resources to improve the quality of life for youth. Some of the programs and activities that came out of the 1995 Youth Master Plan include opening of the TRACK's Activity Center, the Claremont Skate Park, after school tutoring centers and so much more.

Today we need input from you on issues facing youth, families and teachers. We need direction too on improvements in services you'd like to see put in place to improve the quality of life for Claremont youth. Your individual and group responses today will be included with other educator's voices throughout the community. Remember, there is no right or wrong answer. This is the time for you to share with elected officials how Claremont can be more youth friendly.

Here are some highlights of the Y&FMP Update process to share:

#### **Overview of the Process**

- Claremont Youth and Family Master Vision (refer to scorecard)
- Purpose of 1995 plan is to improve quality of life services
- 2006-07 Update is Supported by 24 Member Steering Committee
- Acknowledge the Partnership with the Non-Profit Community and the Joint Work Efforts between the City and School District as Central Quality of Life for Youth and Families

#### **Highlights of Y&FMP Review**

- Highlights of the 1995 YMP Review (provide a scorecard for you to refer others too)
- Indicators of Progress used to define and track progress of meeting ten goals (read ten goals)
- Over 40 non-profit agencies, service clubs, the Claremont Colleges, County Agencies, CUSD and City Departments participated in reviewing the 1995 plan

The Youth and Family Master Plan remains a living document that guides both policy and program development for youth and families...

- What makes the plan most effective is that services are coordinated by multiple agencies community-wide
- Ensuring services are coordinated by many agencies through partnerships is what has sustained Claremont's Plan for over a decade in creating a common vision
- Partnership between City and School has resulted in many accomplishments such as the creation of the Youth and Family Support Center in 2005, the opening of the TRACK's Activity Center in 2004 along with the many programs with the Claremont Colleges over the last decade through the Educational Partnership

#### **OUTREACH EFFORTS UNDERWAY**

- Work efforts underway involving the Steering Committee to update the Plan:
- Conducted first ever youth and children's live votes, youth and family forums, focus groups and case studies to learn about current needs and strengths of Claremont's youth and families
- Teacher forums happening at El Roble and Sumner schools
- Steering Committee has learned the following areas of need among youth and families from the various methods of outreach:
- Improve Positive Communication
- Provide Meaningful Activities & Opportunities for Youth In Community After School & On School Campuses
- Since this is a community plan, service providers are being asked to join in the update by completing a questionnaire and

The following is the projected timeline to complete work on the Y&FMP Update and to bring it back to the Board of Education and City Council for presentation:

-June 23: Steering Committee approves recommendations for Y&FMP Update -July 30: Joint Board and Council meeting to receive the Y&FMP Update

Here is the meeting format and questions:

- A very brief overview of the Youth and Family Master Plan.
- Questions will be presented for your input:
- 1) What do you perceive to be students' greatest concerns?
  - a) about school
  - b) about life outside of school
- 2) What suggestions do you have for addressing concerns from and about youth?
- 3) What roles could community/city/school agencies play in addressing issues?



# **Appendix E**

## Forum Transcripts

## Input from Sumner Teachers



# Youth Master Plan Update Input from Sumner Teachers

www.ympupdate.com

2006-2007 Youth Master Plan Update



Claremont Unified School District 2080 N. Mountain Avenue Claremont, CA 91711 (909) 398-0609 ext. 70101





**City of Claremont** 207 N. Harvard Claremont, CA 91711 (909) 399-5446

(909) 445-7840

WEDNESDAY JUNE 13, 2007 2:30 PM

Sumner Multi-Purpose Room

This group included 11 Sumner teachers, facilitator Frank D'Emilio and recorder Chris Ulrich.

#### Teachers' greatest concerns about their students:

- Being accepted and part of the group. This is difficult for the "have-nots" who see more affluent kids participating in bonding groups such as Brownies and sports groups.
- Not having meaningful activities in the summer or after school: less affluent families cannot afford trips or camps. These kids often are left to watch TV while parents work. Those attending day care after school are often bored and tired of being at school for up to 12 hours.
- After school some kids are babysitting younger kids without adult supervision.
- No places to play: Many Sumner kids (especially those living in Pomona) do not have access to a park.
- There seem to be more health issues each year- especially mental health.
- Discipline is a problem at recess, during lunch and in day care.

#### Suggestions for addressing concerns:

- Transportation is needed for kids whose parents work or don't have cars.
- We need to make it easier for poor kids to join clubs and groups. Their peers will determine who they become. All kids need a support system of peers.
- We need more informal, less competitive sports teams for beginners and those less physically agile.
- We need games and activities, and enrichment classes after school with supervision.
- There should be programs and teams with less requirements and paper work.
- We nee a Big Brother/Big Sister program.
- AYSO, Little League, etc. tend to be exclusive. The adults in these organizations need to be trained in accepting and working with diverse groups.
- A curriculum or plan is needed in day care with a variety of enriching activities.
- Teachers and day care staffs need to agree on rules and discipline on site.
- There needs to be a variety of supervised activities available (both active and inactive) during recesses and lunch.
- The community needs to see the diversity at schools like Sumner and value it!
- We need a crossing light at Foothill and Sumner for those kids south of Foothill to cross safely.
- The Youth and Family Support Center needs to give feedback to teachers who make referrals.
- The District should consider a 6-8 middle school (with sheltered 6<sup>th</sup> grade).
- Some 6<sup>th</sup> graders are too mature to remain in elementary setting.



# Appendix F

## Focus Group Format and Transcripts



# Appendix F

## Focus Group Format and Transcripts

Focus Group Scope

## **Focus Group Scope**

#### **PURPOSE OF FOCUS GROUPS:**

Four focus groups will be conducted during the weeks of June 4-18, 2007. Information from the focus groups will be used to identify the top three priorities for the Y&FMP Update, which the Board and Council will consider using for budgeting and work plan setting. The Steering Committee will use the information gathered from the forums to establish timelines for implementation of the action plan. The same questions will be posed at all four groups to determine how reliable and generalized the issues are to the target population of Claremont. The top issues from the nine forums will be the subject of investigation and include:

#### **TOP ISSUES FROM FORUMS:**

#### I Improve Positive Communication

- A. Interpersonal Relations
  - 1. Diverse Groups (racism, bullying, gangs)
  - 2. Youth/adults/police and community members (parents, school staff)

#### **II** Provide Meaningful Activities & Opportunities for Youth

A. Sports, recreation and enrichment opportunities, tutoring, homework support, on-campus supervision after school, weekend transportation

#### **III Address On-Campus Concerns**

- A. Bullying, racism, drugs/alcohol
- B. Adult/student relations
- C. Stress: homework, time management

#### **MAKE UP OF FOCUS GROUPS:**

Each focus group will be ninety minutes in duration with no more than twelve persons in attendance. Ideally, focus group attendees should have similar shared life experiences. People who regularly interact with the other in various life settings will provide a more fluid and active dialogue. Some differences in life experiences are also necessary among focus group attendees to add challenge and perspective to the discussion. The four focus groups need to match the target population of Claremont, which are all youth and family residents as well as youth attending Claremont schools. The four groups selected will be:

Youth	(Mixture of Intermediate and High School students who represent many backgrounds but share the common experience of being a youth in Claremont) – Athletes, Academic, Skate Boarder, ASB/ Teen Committee, Gay & Lesbian, Black Student Union members, Non-Active Youth, Alternative Ed., etc
PFA & Boosters	(This group will represent the actively involved parents) – Marcia Rogers (Contact)
Stakeholders	(This group will represent community activists from the business, faith-based, service club, non- profit and college communities) – Randy Prout, Nick Quakenbos, Carole Dorsey, Frank Hungerford, Jess Swick, Dennis Smith, Paul Steffan, Jeff Stark, Genelle Peterson, Arman Ariane, Michael Fay, Don Gould, Bernadette Kendell, Sonia Stump, Patrick Sullivan, Ray & Terri Riojas
Coffee Break	(The Coffee Break Group represents the needs and opinions of a segment of the community which is often underrepresented from the majority of decision makers). <u>This focus group will be</u> conducted in English and Spanish. Yo-Landa Brown (Contact)

#### **ROLE OF MODERATOR:**

Vista Del Valle Principal Ley Yeager was selected to serve as the moderator. He posses several personality characteristics that allows him to:

- interact within a variety of group dynamics with ease (he is bilingual)
- understand major themes and issues affecting youth and families
- investigate issue further by initiating dialogue

The role of the moderator is to ensure everyone feels comfortable, that the discussion is kept on track, that no person dominates the meeting and that personal agendas or ideas are not imposed on the group that might weaken the reliability of information being shared. Transition from one discussion to the next should be smooth and participants should not notice abrupt transitions as this might break the rhythm of sharing. Mr. Yeager reflects the makeup of each group and shares similar professional experiences with the discussion topic (from a variety of perspectives).

#### QUESTIONS:

Questions for the focus groups were decided upon in advance to ensure the groups do not become a brainstorming session to generate a range of ideas. They intended to improve relations between City, School, and Community members. There will be no time allotted for the moderator to share insights on services available to clarify any misunderstandings, as these too are an important part of the data collection. The purpose of the questions is to collect quantitative data on perceptions residents have of living and growing up in Claremont specific to the community's strengths and weaknesses.

#### **AGENDA FOR FOCUS GROUPS:**

<u>MODERATOR INTRODUCTION</u>: Even though we have many questions and topics we want us to discuss in the 90 or so minutes, I hope that you will feel free to give your views at any time. No one person should be the focus of this discussion. Each of you has valuable opinions that are important to listen to. There are not right or wrong answers to any of the topics discussed or questions asked. It is important that each of us respect all views expressed even if we don't agree with them. We need to agree to disagree. It is important that everyone have a chance to talk during our session. Your input will be used to help set service priorities for the Youth and Family Master Plan.

Before starting, does anyone have any questions?

Ask participants to take 5 or so minutes to review and complete the Search Institute Checklist (see attached). Explain the importance of youth having assets in their lives (summary will be provided).

Report on the top three issues affecting youth and families that came out of the forums.

Next

#### **GENERAL QUESTIONS:**

1. How effectively do youth and adults communicate?

Potential Probes:	Help me understand how diversity effects communication and how others interact? Tell more me more about youth relationships between police, teachers and other community members.
	Can anyone provide examples of how they might have experienced this themselves? Does anyone feel differently about this?

2. What do you think about additional constructive activities for youth?

Potential Probes:	Help me understand how this might affect how students interact in the community.		
	What about on school campuses?		
	What's the good news/bad news about this issue?		

3. What do you think about youth and adult behavior on campus?

<b>Potential Probes:</b>	Give me an example?
	Tell more me more about these problems.
	How would you describe how students relate with adults and educators?
	Does anyone feel differently about this?

4. Since the Y&FMP Update Steering Committee will be working on some recommendations for the Y&FMP, we also would like to hear what about some solutions to these issues raised today. While we may not be able to include all of your suggestions in the update, we feel it is very important to hear as many ideas as possible. What do you feel are some potential solutions?

As the moderator transitions to the end of the discussion, pass out the Claremont Checklist (see attached) and share that the issues listed were expressed by many community members. Compare and contrast the list from what the group discussed today. Consider asking the following questions:

- 5. What are your general thoughts and reactions to viewing the issues identified by Claremont residents?
- 6. What were some issues that caught your attention?

Note: After the individual has discussed the item, ask for a show of hands how many felt similarly. If you notice that a person who has not spoken, ask them to share their thoughts.

Potential Probes: What surprised you most? What surprised you least?



# Appendix F

## Focus Group Format and Transcripts

Coffee Break Focus Group Transcript Parent Faculty Association Focus Group Transcript Youth Focus Group Transcript Stakeholders Focus Group Transcript

### **Coffee Break Focus Group**

Friday, June 16, 2007 Vista Del Valle 9 to 11:30 am

20 participants representing 13 families Facilitator Vista Del Valle Principal, Ley Yeager

Were these assets in your life growing up? They represent internal and external factors. The average child has 19.5 assets. Children who have fewer than ten are more likely to be involved in high-risk behavior. Children with 30 or more are more likely to thrive. In a year's time, kids who have added five assets can improve their quality of life.

#### **Communication Between Youth and Adults**

Students don't always have a forum for speaking, and, if they do, they don't know it.

Do children talk about experiences with bullying and racism outside of school?

Youth are aware of situations in Claremont where persons in leadership, i.e. the police, profile them by age, by skin color, and by perceived economic status. Parents are also profiled by skin color, and by perceived economic status.

"Police have stopped me twice, asking me where I was coming from and where I was going. I was obviously coming from the apartments where I live."

Police profiling is also a concern among youth; they definitely have a strained relationship with policethey don't perceive police as helping if they are in danger.

We bring kids to Claremont parks because they are safe. Those who live outside Claremont don't feel like they belong when they visit Claremont parks.

Younger children play well in parks. Only the teenagers get in trouble. Bullying happens because of self-esteem.

No one reaches out to the Spanish-speaking families.

Claremont Library doesn't offer much in Spanish. Montclair Library is better. There is a need for bilingual classes at the Adult School. Parents can better help their children if they are learning English.

Bi-racial couples and children have problems fitting in—people are uncomfortable with those they can't label as one race or another.

Teens share they don't feel like they belong in the Village? Merchants and even other shoppers look at them suspiciously. Some merchants lock them out.

#### **Provide Meaningful Activities for Youth**

Parents affirmed that drugs and alcohol are a problem on campus, after school and especially on the weekend. They like their children to be involve in activities, and not just "hanging out"—especially in the parks—but transportation is an issue in finding activities for kids. Summer presents a problem because all the activities cost money. Even if a family can afford one or two activities that doesn't keep kids involved all day. Too much free time. There are very few activities appropriate for 10 to 14 year olds—lots geared to young children, then skips to older teens.

It would be nice to have peer aides help students with disabilities to be more involved.

Kids like the Skate Park, but they recount marijuana is routinely used there. A "recreation area like the TAC and YAC should be a safe place. Transportation is an issue with the TAC and YAC; if students miss the shuttle, they walk home a fairly long way and partially in the dark.

Parents would like their children to eat healthier food at school.

Claremont offers a lot of activities for kids, but many of them are out-of-reach financially. Scholarships are a problem: not that many of them, not well-publicized, not everyone qualifies, and it can be humbling to apply for them it's one more reason to feel different in a bad way.

Claremont should have a job center. CHS career center focuses more on college. Parents would like their children to attend college, but need help with the process.

#### **Concerns about Behavior on Campus**

Drinking and smoking on campus. Students bring liquor in camouflage containers.

Parent feels discrimination, partly racial, but mostly disability and economic status

Parents affirmed that drugs and alcohol are a problem on campus, after school and especially on the weekend. Schools and district office employees are often rude and insensitive, but sometimes teachers behave this way too. The perception is that these employees do not want parents involved with their children's education. Teachers can be very judgmental and assume a student will be a problem or is not very smart.

If you don't have connections or know how to work the system, you're looked down upon. It's much worse for Spanish speaking parents. There are very few teachers of "color" and the high school is losing a black principal. There will be no minority principals unless they hire one to replace Mrs. Allen.

Kids segregate by race, and also by clothes. Money is a barrier to friendships.

Students who are struggling in their classes are largely ignored. They give up on doing homework, or keep doing it, but with tremendous stress. Students also give up when assignments start piling up. Teachers need to coordinate big assignments and projects so they aren't due at the same time. It's natural for kids to procrastinate and then they are overwhelmed. Someone needs to realize this and help them get back on track—not leave him or her to fail.

Some kids have trouble sleeping the nights before state testing.

"Packets" are often perceived as busy work-no one explains their importance-just "do it."

Teachers either focus too much on grades or too much on trying to be a "friend." Students need a good relationship with their teachers to learn effectively, but the teacher needs to be an authority figure—that's part of the good relationship. It's the same for parents. You always hear that drugs and alcohol are a problem. Parents leave kids unsupervised or offer them alcohol, and, sometimes even recreational drugs.

Teachers are not always prepared to teach the subjects they are assigned. We had a problem this year with long-term subs. Maybe two of the problems could not be helped, but they did not act in the best interest of kids when they made the physics teacher the assistant principal mid-year.

Dress code is an issue. There are not enough proctors to be available to work with kids. Perception that a lot of proctor time is spent harassing kids about the dress code and confiscating iPods and cell phones. Where are the proctors when bullying occurs? Does El Roble have a smaller student proctor ratio? Seems like proctors are always on hand there—unlike the high school.

The district should recognize the need to court buy-in from families and students; this is a two-way respect issued. Teens don't always go to school hoping to learn. It's often about relationships. Young people need to be reminded of the purpose of school in meaningful ways. How to learn social expectations in a healthy way. Teachers put in the role of police officers must deviate from instruction. Takes hours for staff to deal with stolen equipment—that's why iPods and cell phones are restricted.

How can parents who have the time to be involved be better advocates for parents who are not as involved?

### **Parent Faculty Association Focus Group**

#### Monday, June 18, 2007 Hughes Center 9:30 to 11 am

#### 4 Parents Facilitator Vista Del Valle Principal, Lee Yeager,

Were these assets in your life growing up? They represent internal and external factors. The average child has 19.5 assets. Children who have fewer than ten are more likely to be involved in high-risk behavior. Children with 30 or more are more likely to thrive. In a year's time, kids who have added five assets can improve their quality of life.

Many of the strong connections are in elementary schools, active and engaged in learning but assets diminish as children transition into middle and high school. Peers and people know one another left and not as prepared to deal with differences. Assets at the high school among students with GPA bit if they don't have a high GPA they may have no problems. Size and culture of institution and kids are less engaged.

Vista, Mountain View and Chaparral have teachers who graduated from the Search Institute.

CHS had Link Crew that came in and we lost it. How do we get funding to sustain these programs Search Institute explores the level of relationships teachers have with students. Lots of strategies to reach youth.

#### **Communication Between Youth and Adults**

Teens frighten adults who don't regularly work with youth. Teens are often more comfortable communicating with adults who are not their parents. Many assets are not available for immigrant families because family support is not there. Coaches, boosters parents and teachers facilitate relationships in the community.

Parents impose own judgments on kids. Teenagers need space and respect. Generation gap happens between parents and teens like "My Space." Parents are often scared and need to learn how to use technologies and not be so judgmental

Situation at El Roble girl was being harassed by a boy who was touching her and blocking her space. Parent contacted school and parents of boy and girl. Parent of young girl wanted to talk to boy staff agreed to facilitate meeting. Parents who can take the next step and feel comfortable advocating can have positive outcomes. Need to be support for discussion so school administration can facilitate resolutions. Importance of outside resources because schools don't have counselors who can solve problems. Happens in the situation parent was an expert. It is important for victims and aggressors to learn from behavior.

Teens share they don't belong in the Village. They have to send proctors down. Even youth who spend money in town get treated poorly and merchants are unhelpful. Merchants need to understand the important role they play in keeping young people connected to the community. Some merchants have signs in the window saying they are a Safe Place. Do we need to have meeting with merchants so they can work with youth?

In large part elementary children have a positive relationship with police through D.A.R.E. and other programs, however, the relationship between police and young teens begins to shift when they enter junior high. Parents conveyed that they're not sure why this happens. Many El Roble students begin to feel nervous around the police, thinking the police are just waiting for them to do something wrong, in some cases this is good because youth demonstrate they recognize authority, but this relationship seems to become more strained as time goes on.

Linda Elderkin talked with government classes at the high schools lots of places for interactions to be a part of the community. Every moment is a teaching moment. Chance to help youth understand appropriate public behavior. Kids are told they can't bring backpacks in because they're too big. Parents feel village is a very safe place to go. El Roble kids less welcome in Village

#### **Provide Meaningful Activities for Youth After School**

Daughter tutoring students at El Robles and encountered some troubled students and was able to make a difference. Higher achieving students connect with younger peers who struggle. Younger children driven to feel productive; by junior high they often feel "why bother." Someway to bring students of all socio-economic levels together to create a shared sense of purpose. Red Cross did volunteer—provide more support to agencies like this who are working to involve youth

Transportation is an issue in finding activities for kids. Kids don't have away home from TAC and YAC programs but also include sports issues. Do you have a solution for this? Get-About Services available, but not after school. We need to do an analysis of what is happening after school and a needs assessment for transportation to these activities. What is the status of the trolley that was to be a part of the village expansion?

ACES program at Vista made a difference by offering enrichment activities. PFA has also supported after school enrichment activities. What about on campus literacy activities? ACES enrichment programs were low-cost. Claremont offers a lot of activities for kids, but many of them are out-of-reach financially. Scholarships are a problem: not that many of them, not well-publicized, not everyone qualifies, and it can be humbling to apply for them—it's one more reason to feel different in a bad way.

AYSO cost is high and you still have to buy shoes and equipment, and there are hidden costs like money for snacks, coaches' gifts, and a party. Making sports more affordable would also create a better mix of kids participating.

New Sprouts market is hiring Claremont High School students, which is great because kids can walk to work. It's a great way to promote their business.

Pomona has a youth job center. Claremont should have a job center. CHS has a career center, but it focuses more on college. High School is too academically driven—needs to have more preparation for the non-college bound.

#### **Concerns about Behavior on Campus**

It's not just students who make racist comments or bully and harass—sometimes it's the teachers too; "I'm not going to grade these essays for grammar because there are a lot of Asians in class," for example. Some teachers will call a kid, "stupid."

Teachers either focus too much on grades or too much on trying to be a "friend." Students need a good relationship with their teachers to learn effectively, but the teacher needs to stay an authority figure—that's part of the good relationship. It's the same for parents. You always hear that drugs and alcohol are a problem. Parents leave kids unsupervised or offer them alcohol, and, sometimes even recreational drugs.

Teachers are not always prepared to teach the subjects they are assigned. We had a problem this year with long-term subs. Maybe two of the problems could not be helped, but they did not act in the best interest of kids when they made the physics teacher the assistant principal mid-year.

Dress code, principal Connection. Not enough proctors to be available to work with kids. Where are the proctors when bullying occurs? Difference for El Roble where there is ample staff

Need buy-in from families and students and this is a two-way respect issued. Teens don't always go to school hoping to learn. It's often about relationships. Young people need to be reminded of the purpose of school in meaningful ways. How to learn social expectations in a healthy way. Teachers put in the role of police officers must deviate from instruction. Takes hours for staff to deal with stolen equipment—that's why lpods and cell phones are restricted.

That is in the way of parents promoting solutions on campus for those parents not as involved? Parent student team-up compacts are important which takes lots of dialogue and outreach.

You can't take away from the learning time to support kids in their development. You can do these things after school too. Kids don't always know how to handle situations. El Roble is creating a culture of expectations that elementary school kids are not prepared to deal with. Important to created a culture at El Roble that is broad and issues from a student level to promote more kids response to diversity.

Need to bring parents into the curriculum. New privacy laws prohibit sharing. Parent Connect phone calling is useful. No complaints about how this is used.

Wish there was a centralized access to information from the schools and the city.

What are the expectations of parents in helping their kids in school and in the community?

Parents don't always turn out for important community events when they should.

Every year CHS student commits suicide. Mental health is not easily accessible.

Claremont kids of lower economic status treated differently. Many village owners don't understand diversity. They are older and white.

Not sure there is enough tutoring support for advanced placement students. CHS does not have a strong connection with the college students in working with AP students. Opportunities with the underserved.

Junior High has a waiting list to be served

Curriculum part of tutoring is different from homework support.

Some teachers have been insensitive to students of color

Weekend and late afternoon transportation.

### **Youth Focus Group**

Tuesday, June 19, 2007 Youth Activity Center 11:30 to 1:42 PM

9 high school and junior high school students Facilitator: Vista Del Valle Principal, Ley Yeager Asset checklist discussed, but distributed as a final activity

#### **Communication between youth and adults**

Teens want to be included in planning and updates about the Village expansion, the new movie theatre, intramural sports, change in school policy and teaching staff

Teens are treated differently in the Village

Teens don't feel respected by the police—they feel targeted

Kids are treated differently when they dress differently—it shouldn't matter

Merchants, restaurant workers, and, police engage in racial profiling—also age and economic status profiling

High School kids feel as if they are hired for jobs as a last resort—only if a business can't get an adult or college student

Teens get used to dirty looks and suspicion from just about everybody—adults are not as friendly as they were when children were younger

Lacking activities or places to go, teens tend to hang around which makes adults, and especially police, nervous—they act like we're together planning a bank robbery or a riot

There could be better, more useful, communication between high school and local college kids

Police have different response times for different neighborhoods. Do we really need five squad cars at the Skate Park when there are more serious problems elsewhere?

#### Provide meaningful activities for youth

Jobs are not readily available

There is a need for non-permanent jobs so teens can work more in the summers and holidays and there are no hard feelings when they go to college

Most high school students have access to transportation either because they drive or their friends drive, but students who take public transportation have fewer options. Some parents won't let their kids ride with friends, so those students have fewer options, as do El Roble students

Some parents feel the YAC and the TAC aren't safe, so they won't let their kids go there.



YAC and TAC should have a BIG activity at the beginning of the year. TAC is the feeder for the YAC. It's mostly the kids who went to the TAC who go to the YAC; if you get more students involved in TAC, they will be involved in YAC.

Mix-it-Up Day and Burning Bridges are good activities but only a few kids are chosen to go—there is no kid choice involved. Perceptions that only "the popular kids" get chosen.

There is an impression that the YAC and the TAC are for students of certain races. There should be more diversity. On the other hand, many students are too involved in other activities to go there.

#### **Concerns on Campus**

AP students are with the same group all day—a barrier to mixing; planned honors and IB programs threaten to create more subsets

There is racial tension on campus but no one wants to admit it from the principal on down.

Not enough healthy food choices

Students who say they are gang members are just "wannabe," but they do get into fights and cause racial tension

New student to El Roble this year was told she had a "white girl's name"

Pressure for bi-racial students to pick a race. "There are a lot of us, and there will be many more. Why do we have to pick a race?" Pressure comes from peers, but also the school. All the forms ask the question.

There is pressure on kids of color to conform to stereotypes and not focus on their education or of Asian students that all they do is focus on their education.

Guys often say very rude and suggestive things to girls-they aren't respectful and the school doesn't care

Girl fights are an issue

There is a perception that San Antonio is for black and brown kids and skinheads. This is not a good mix.

Parents can keep kids from going to San Antonio, but most parents don't know that and don't advocate for it.

Kids whose parents complain get better services-better teachers, fewer punishments

Students of color feel set up for failure. Everyone expects them to fail and it's defeating.

Punishments are not fair. "A black kid was sent to San Antonio for yelling at a teacher while a white kid was just suspended for a few days for bringing drugs on campus. Which is more serious: yelling or drugs? Which is the worst punishment" a few days vacation or transfer to a whole different school?"

Not enough drug enforcement or consequences for harassment

Too much enforcement of dress code and confiscating cell phones and iPods.

Perception that students are sent to San Antonio to keep test scores and overall GPA higher at CHS

#### **Asset Checklist**

Are these assets in your life? They represent internal and external factors. The average child has 19.5 assets. Children who have fewer than ten are more likely to be involved in high-risk behavior. Children with 30 or more are more likely to thrive. In a year's time, kids who have added five assets can improve their quality of life.

### **Stakeholder Focus Group**

#### Wednesday, June 20, 2007 Chamber of Commerce 11:40 am to 1:22 pm

#### 5 Members

Were these assets in your life growing up? They represent internal and external factors. The average child has 19.5 assets. Children who have fewer than ten are more likely to be involved in high-risk behavior. Children with 30 or more are more likely to thrive. In a year's time, kids who have added five assets can improve their quality of life.

#### **Communication Between Youth and Adults**

Ex. HS Commissioner. Not communities job to raise kids. It's the parents and we need to somehow reach the parents.

Three eras, adults entertain themselves, children seen but not heard. Now more engaged with youth and now youth and computers, my space. You have even less dialogue between youth and adults;

How many children eat with their parents each night, or even once a week?

Parents and families come together through Adam class. Many safety nets in place, but parents still need to be brought in and parent component is the key. Reaching parents is important but those who gave daily contact with kids are the ones who make the real difference.

Some assets don't come from the home. City has outstanding programs in pace that need to be funded and supported even though we may not know the real impact until someone is thirty-five years of age.

More single mothers and children using services like Prototypes who draw upon social and community services. Should keep housing and other residents coming into Claremont.

What is good about communication with youth?

Provided overview on effort of YMP Plan is a roadmap and identifying relationships with youth. Includes people who reside in Claremont as well as those attending Claremont schools. Unique partnership with CUSD and city. YMP is influenced by Search Institute. YMP wants to put as many developmental assets into place as possible.

Claremont YMP is was developed by Claremontors for Claremontors

People who drafted plan in 1995 are today.

School does outstanding job. Teen committee and other groups but reaching everyone is not realistic

Not going to teach everyone in same manner. Marketing should be targeted Technology is a real resource to draw kids. Identify needs of parents and target information that way.

Would rather have kids safe in village. Plenty of kids who have relationships with merchants. Room for further dialogue with youth on expected behavior. Kids not taught about mutual respect at home. Kids need to be aware of merchant point of view.

How do you feel about relationships you have with kids. Some kids say it's like their mall. Some say it's not affordable. Some businesses enjoy kids; some merchants are worried. Bigger problem is kids walking down the sidewalk not considerate of the elderly, shoppers, and mothers with strollers. Large groups of kids together created problems. If the kids are polite, No problem. Language needs to be respectful. Socially it's good for kids to have freedom to interact in community. Appreciate kids coming into store if they are respectful. Feel like they're developing independence. Times are different now and there are all kinds of kids in community.

#### **Provide Meaningful Activities for Youth After School**

Transportation, and employment opportunities.

We talk about transportation but we don't do enough. Shuttle that loops from high school and finds dial a ride a challenge. Time frames are still not good

A lot of fear about letting kids loose because times have changed. More dangerous behaviors. Can't base a lot on own personal experiences. Public transit is too risky. We're minutes from two freeways, and a car going 85 miles an away can take a kid 85 miles away in an hour. Transportation should run on time and be consistent to encourage use.

Claremont families feel safe in own circle whose parents stay connected, share information and support one another.

There are a lot of kids in Claremont who don't have family support. Reason families enjoy Claremont because of community citizenship and organizations that are family centered. Great support from parents, school administration that provide great services.

What if transportation service contained within one area coming from south Claremont to village would make families feel safe it they know specific routes closed circuit transportation just for youth.

Can you see way youth can be included more in businesses? (internships/employments)

Interested in nurturing Claremont youth. Chamber Board will set up education committee problem to mentor youth. Fifty percent of Claremont youth do not complete a four-year college. School Board is demanding more vocational education. \_Parents are not teaching their children work ethic and other parents are readying kids for college. 85% enter college. Sprouts is hiring kids. Kids eager to work here and spend money here in Claremont.

Explore partnerships with local colleges to provide edu. Training

#### **Concerns on Campus**

Bullying/Racism on school campus in some cases coming from peers and even teachers.

Are we offering bullying programs on campus?

Alcohol is a big deal in campus are drug use happening in school. Bullying is absolutely not tolerated at Chaparral school does not see it Fitting in socially is a challenge.

Peers pressure is tremendous.

Importance of role models like teachers who should dress appropriately to set examples. Students will rise to expectations.

Racism in schools are areas pm campus called Great Wall of China and Little Mexico

Recounts experience of father being an immigrant and child was disppoint6ed to learn father is an immigrant. Father share story of why the moved to America but struggle not always appreciate by children.

Notice that when kids transition from elementary school to intermediate they begin to become less tolerant and segregate by race.

Many more black and brown kids in town. Does this heighten tension in village?

Notice homeless door-to-door salesmen with bags to toys. Created unsafe atmosphere More non-residents when Village West opens.

Some kids in town can't take advantage of activities. Village is not that far from schools. Different era and kids parents don't

Nothing in police codes allowing them to take action.

Want to encourage parents to use philosophy of it takes a village to raise a child

Small community had different quality of life

Twenty-five statements believed to be true by work for the YMP that has been done.

Not sure school offer healthy meals

Not enough electives

Perception that kids at lower and higher end of academic scale have their needs met better than the kids in the middle

Not sufficient mental health support

A lot of stress and not a lot of parental support--too many CHS kids using outpatient drug and alcohol programs

Parents share that they feel safer providing alcohol and sometimes even recreational drugs,

Community is in denial about drugs, domestic violence, and alcohol.

Report not sufficient job opportunities for youth. So healthy for kids to have jobs in the community. Kids learn a lot from the community through employment. Teaches kids to behave respectfully and sets a good role model. Young employees bring parents in which creates a sense of village

Parents work and have less time to spend with their children. Challenge the community faces is residents not having personal relationships with merchants.

Adults play a very powerful role in mentoring youth.

As adults would you be willing to reduce academic pressure to address other developmental needs. Traditional model of education in schools need to be reconsidered. Education needs to be more integrated. Parents' responsibility to teach these things. Kids learn sound values from community because families are not setting examples. Would not want academic time reduced to deal with diversity, social strife. Students report wanting more interaction and opportunities to develop awareness and diversity.

## an asset checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities. NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.

- I. I receive high levels of love and support from family members.
- I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
- 3. I know some nonparent adults I can go to for advice and support.
- 4. My neighbors encourage and support me.
- 5. My school provides a caring, encouraging environment.
- 6. My parent(s) or guardian(s) help me succeed in school.
- **7**. I feel valued by adults in my community.
- **8.** I am given useful roles in my community.
- 9. I serve in the community one hour or more each week.
- 10. I feel safe at home, at school, and in the neighborhood.
- II. My family sets standards for appropriate conduct and monitors my whereabouts.
- 12. My school has clear rules and consequences for behavior.
- 13. Neighbors take responsibility for monitoring my behavior.
- 14. Parent(s) and other adults model positive, responsible behavior.
- 15. My best friends model responsible behavior.
- 16. My parent(s)/guardian(s) and teachers encourage me to do well.
- 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
- 18. I spend three hours or more each week in school or community sports, clubs, or organizations.
- 19.1 spend one hour or more each week in religious services or participating in spiritual activities.

- 20. I go out with friends with nothing special to do two or fewer nights each week.
- **21.** I want to do well in school.
- 22. I am actively engaged in learning.
- 23. I do an hour or more of homework each school day.
- 24. I care about my school.
- 25. I read for pleasure three or more hours each week.
- 26. I believe it is really important to help other people.
- 27. I want to help promote equality and reduce world poverty and hunger.
- 28.1 can stand up for what I believe.
- 29. I tell the truth even when it's not easy.
- **30.** I can accept and take personal responsibility.
- 31.1 believe it is important not to be sexually active or to use alcohol or other drugs.
- 32.1 am good at planning ahead and making decisions.
- 33. I am good at making and keeping friends.
- 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
- 35.1 can resist negative peer pressure and dangerous situations.
- **36.** I try to resolve conflict nonviolently.
- 37. I believe I have control over many things that happen to me.
- □ 38. I feel good about myself.
- **39.** I believe my life has a purpose.
- **40.** I am optimistic about my future.

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## **Claremont Checklist**

These statements are a result of areas where assets could be enhanced (Claremont youth and adult community members provided input at nine recent public forums). Compare and contrast the list from what your group discussed today. Many people find it helpful to use a simple checklist to reflect on the issues young people and adults might experience. This checklist is designed to help prompt conversation among youth, adults, community members and service providers.

Check the statements that apply to your life experience and share insights on those that do not.

- Intermediate and high school level students generally relate positively with adults in the school setting.
- 2. Most pre-teens and teens interact positively with police officials.
- 3. Most pre-teens and teens feel free to confide in adults.
- 4. There is a need for more parent education for Claremont parents.
- 5. Youth experience stress over homework and time management.
- 6. There are sufficient after-school recreational opportunities for youth in Claremont.
- 7. There are sufficient electives for credit in our secondary schools.
- 8. The quality of education at the secondary level is good.
- 9. Our schools offer healthy food options.
- 10.We have sufficient mental health support for youth in our community.
- 11.We have sufficient physical health support for youth in our community.
- 12. Secondary students have opportunities for classes in family planning and rape prevention.
- 13. There is sufficient tutoring and homework support at the secondary level.
- 14.1 personally have experienced racism in Claremont.
- 15.1 know others who have experienced racism in Claremont.
- 16.1 know of students who are exposed to bullying.
- 17. There are gang problems in Claremont.
- 18.1 consider the neighborhood I live in to be safe.
- 19.1 am treated courteously when I do business in Claremont.
- 20. There is a need for more weekend public transportation in Claremont.
- 21. In Claremont there is a tendency for those of lower economic status to be treated differently.
- 22. There are sufficient job opportunities for secondary school age youth in our community.
- 23.Most secondary age youth feel respected by adults in Claremont.
- 24. Claremont adults understand what life is like for Claremont youth.
- 25. Claremont youth and adults find it easy to access good information about available services and activities.



# Appendix G

## Service Provider Questionnaire



#### 2006-07 YOUTH MASTER PLAN UPDATE SERVICE PROVIDER QUESTIONNAIRE

2006-2007 Youth Master Plan Update

www.ympupdate.com

(909) 399-5496



City of Claremont 207 Harvard Avenue Claremont, CA 91711 (909) 399-5446

May 21, 2007

Dear Service Provider.

Claremont Unified School District

2080 N. Mountain Avenue

(909) 398-0609 ext. 70101

Claremont, CA 91711

You are one of approximately forty local agencies we are asking to complete a questionnaire designed to learn how your agency addresses the goals of the Youth Master Plan (YMP). The 2006-07 Update of the Youth Master Plan is underway. We hope your organization will contribute by providing input on the mission of your agency and how your services match the eleven goals of the 2006-07 YMP Update. By participating in the process, our goal as a Steering Committee is to improve and nurture coordination of service providers in achieving greater quality of life outcomes for Claremont's youth and families. A response form is attached and we would appreciate your feedback on or before June 5, 2007.

The purpose of this data gathering is to survey the efforts of service providers with the goal of creating and implementing relevant initiatives to monitor the plan community-wide. The YMP Evaluation Task group will carry out this assignment and will report the findings at their June 11<sup>th</sup> Steering Committee Meeting at the Alexander Hughes Community Center at 7 pm (1700 Danbury Road). The Steering Committee will use stakeholder feedback to develop the recommendations for community-wide initiatives. The completed update is expected to be adopted at a joint City and Board of Education meeting on July 30.

Many agencies committed to the YMP and quality of life in Claremont are working together to create change community-wide through initiatives that go beyond the capacity of just one program or service provider to implement, and we look forward to creating a partnership with you to achieve the goals of the YMP.

If you have any questions regarding this data gathering effort, please contact Mercy Santoro at msantoro@ci.claremont.ca.us or (909) 399-5496. To submit your responses electronically, please visit the Steering Committee section of the YMP website at <u>www.ympupdate.com</u>. Thank you for your assistance and response before June 5<sup>th</sup>.

Sincerely,

Butch Henderson YMP Steering Committee Chait

Dior Hildebrand YMP Evlaution Task Group Co-Chair

Bonni Busenberg

YMP Evlaution Task Group Co-Chair

ATTACHED: SERVICE PROVIDER QUESTIONNAIRE



## **Service Provider Questionnaire**

You are one of approximately forty local agencies we are asking to complete a questionnairedesigned to learn how your agency addresses the goals of the Youth Master Plan (YMP). The 2006-07 update of the YMP is underway. We hope your organization will contribute by providing input on the mission of your agency and how your services match the eleven goals of the 2006-07 YMP Update. By participating in the process, our purpose as a Steering Committee is to improve and nurture coordination of service providers in achieving greater quality of life outcomes for Claremont's youth and families.

If your agency wishes to participate in the YMP Update, please respond on or before **June 5, 2007** and for any questions, please contact Mercy Santoro, Human Services Deputy Director at:

> msantoro@ci.claremont.ca.us phone (909) 399-5496, fax (909) 625-3184 1700 Danbury Road Claremont, CA 91711

To find more information about Claremont's YMP Update process and/or to submit your responses electronically, please visit the Steering Committee section of the YMP website at www.ympupdate.com.

Name of Service Provider:		
Name & Title of Person Filling Out this Survey:		
Address:		
Phone Number:	Fax Number:	
Email Address		
In Operation Since:		

Does your agency wish to participate in Claremont's Youth Master Plan Update:

🗆 Yes 🛛 No

If so, please continue with the questionnaire. If you are unable to participate, please also share this information.

*continued* >>

The following are the YMP's updated goals for youth and families. Please respond to the questions keeping these goals in mind. Please check the goals that apply to your agencies mission.

#### **MOBILIZE THE COMMUNITY**

- I. 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. PROVIDE MEANINGFUL ACTIVITIES FOR YOUTH WHEN THEY ARE NOT IN SCHOOL** Activities and outlets are the highest priority for school-age children.
- 6. ENSURE THAT YOUTH HAVE ACCESS TO PHYSICAL HEALTH CARE III children cannot learn.
- 7. ENSURE THAT YOUTH HAVE ACCESS TO MENTAL HEALTH CARE Distressed children cannot thrive.
- 8. PROVIDE A SAFE AND SECURE 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 and 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 MASTER PLAN

- 1. What is your organization's mission?
- 2. Please share the services you provide that address the goals of the YMP as well as your agencies mission.
- 3. What method do you use to track the outcomes of your services for Claremont residents? Can this data be provided to Claremont as part of our community-wide YMP annual report?
- 4. In order of priority, what are the top three issues that you think the youth (birth through teens) of Claremont face as it relates to the services your agency provides?
- 5. In order of priority, what are the top three issues that families face in Claremont as it relates to the services your agency provides?
- 6. How well do you think the City and School District work together with the non-profit community? Please check the box that most closely represents your perspective.

\_\_\_\_\_About right \_\_\_\_\_Should be stronger \_\_\_\_\_Too much cooperation

Please share any additional comments.

7. What additional programs, services and/or activities are needed in the community to supportyouth and families? Please share any possible opportunities for collaboration in delivering these services your agency might be interested in becoming involved in.

#### Thank you for your valuable input.

You will receive a report in June on all the data collected by various service providers and your agency will be acknowledged in Claremont's YMP Update as a community partner.



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