



**NATIONAL LEAGUE OF CITIES
Institute for Youth, Education, and Families**

*How to Develop and Carry out Planning and Community Assessments Regarding Children
and Youth Initiatives in Local Communities
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Speakers:

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KYLE: Good afternoon and good morning, depending on where in the country you are. My name is John Kyle. I am the Program Director for Outreach and Strategic Planning at the National League of Cities' Institute for Youth, Education and Families. So many of you are regular listeners and know that this is, I think, number 25 in our series of audioconferences over the past couple of years. We try to do about eight to ten a year.

The topic today is "How to Develop and Carry out Planning and Community Assessments Regarding Children and Youth Initiatives in Local Communities." The topic is a little different from ones we have had in the past where we have actually focused on more programmatic aspects of what's going on with children and youth in various communities.

Today we've got a panel of four folks to help us think through this topic. First, in Claremont, California, we have the Director of Human Services, Dick Guthrie.

GUTHRIE: Hello, everyone.

KYLE: Glad to have you with us. In Pasadena, California, we have Valerie Coachman-Moore, who is a principal with a consulting firm that specifically works on capacity building issues in communities. Good morning, Valerie.

COACHMAN-MOORE: Good morning. Hi, John. Hi, everyone.

KYLE: Here in Washington at the AED Center for Youth Development and Policy Research, a specialist in youth mapping, we have Raul Ratcliffe.

RATCLIFFE: Hello.

KYLE: And Eric Kilbride.

KILBRIDE: Hi, welcome, everyone.

KYLE: Together we will try to bring you, our listeners, some good information that you can make use of. We've gotten some questions ahead of time from some of you, and we will weave those into our conversation. Each of our speakers will also try to give some websites or references or resources or their personal e-mail addresses -- whatever they see fit to do -- at the end of the call so that you can follow up with them, getting some additional information later on.

You know, I've referred to this, Dick, often as "youth master planning." I've turned to you on a number of occasions over the past ten years because twelve years ago you began developing a youth master plan in Claremont, California. Can you tell me what you think youth master planning is? Can you just give us a brief start here?

GUTHRIE: Well, I think the time the community takes to do a real planning process and figure out where it is and where it wants to go and how it can marshal resources on a very collaborative basis. I know we overuse that word, but looking back twelve years, I would say probably collaboration is the word that has described the process the most. But it is a major effort. I think the master planning process is not limited just to a smaller group, but it is a community-wide process.

KYLE: What would you add to that, Valerie? You've recently helped the City of Thousand Oaks, California, complete a master planning process as well as having worked with probably dozens of other communities at this point. What would you add to this common base of definition?

COACHMAN-MOORE: The definition for me is extended when you think about the fact that you're taking a look -- a snapshot, if you would, but a pretty comprehensive snapshot -- of what the strengths are, what the needs are in the community around youth. Then taking that and developing a plan that can be implemented over time for the whole community, not just youth -- but youth and the community.

GUTHRIE: Well, I think Valerie's point about over time is critical because there is no instant cure here. We are ten years into the implementation and are seeing this year a couple of major successes that took ten years to get. So, you have to be in it for the long haul.

COACHMAN-MOORE: Yes.

KYLE: I think one of the reasons that I asked Eric and Raul to be part of this call was just this point you're making, that the youth master planning process is big and deep and over a long period of time. Youth mapping, on the other hand, is something that I believe fits with a planning and forecasting kind of process, but is not as deep an effort all by itself. Can you tell us a little bit about youth mapping, Raul, and start us off having some conversation about that?

RATCLIFFE: Community youth mapping is really at its basic definition canvassing communities in search of places to go, things to do, opportunities, but also mapping the

issues in communities. If you would think about a youth master planning or a youth planning process that took place over years in a community, each year a community would identify a different issue.

The first year they might want to get at the places in the communities that provide services for young people, children and families and all those opportunities that are out there to get that baseline data so they can plan and move forward. The second year they might be interested in places specifically that provide services, and they might go deeper for young people that are involved in the juvenile justice system or other types of places. The next year they might go into health issues. They might identify health as their number one issue that year and that young people are going to be involved and engaged in and they might want to do.

It's really happened in 80 places across the nation, and it's been done for a variety of different reasons. But it is a process that we like to think of as youth involvement and engagement from beginning to end.

KILBRIDE: Yes, let's just say that it's critical through any sort of planning process that any of us ever undertake that we have to have good information to start with. We have to know the lay of the land, so to speak. Community mapping is usually a great strategy for the community to involve young people in this information collection process that can then uncover and beget some of these other issues that Raul was talking about that the community can then begin planning toward.

KYLE: Dick, this has been going on for a dozen years in Claremont. What did it look like twelve years ago? I know that you didn't just get up one day and say, "We're going to do a youth master plan." We were talking about this before we started the call. What does it look like in a community when you're getting ready to do this? What are some of the precursors? I'm going to ask each of you something similar in this regard. So think about it as well.

GUTHRIE: Well, ironically the landscape is very similar today as it was when we went down this road. The city's and the school district's budget in fact were both in distress. The state had just gone through some takeaways. The state budget was a mess. We had a sense that we were constantly reacting to problems, as opposed to being proactive. We had cut services, as had the district. At a joint Council and Board of Education retreat, the elected officials said, "We've got to call a timeout. We've got to do better at this."

The concept was born and supported by the City Manager and the School Superintendent that as a community, we needed to call a timeout and do some strategic planning. Really look to see how we could marshal our resources better, have a better sense of what the issues were and what the problems were and what our resources were. I liked the comment earlier what was made about having good information. This process was critical for us getting good information, and thus do some good planning.

COACHMAN-MOORE: One thing that I would add to that, too, is that lots of cities over time -- probably over the last twenty years or so, if not longer than that, have thought about particular issues that are relevant to families, children and youth -- for instance, childcare. If you recall the late 80s, many cities developed childcare policies, and there was a whole look at dependent care. I think that's extended beyond children to the elderly as well.

The notion of youth master planning in many cities—in communities, if you would -- small towns as well as larger towns – is really thinking more comprehensively about what youth and children issues are and the notion of trying to bring many of these disparate kinds of things together. The plan does that. The planning process does that. It brings people together who may not all talk to each other, depending on the size of the town or may not actually work together in a very coordinated way. This allows that, or at least maps a process for doing that.

KYLE: Pick one of the locations, Eric or Raul, where youth mapping has been carried out. What did things look like when people decided they wanted to do it? What were the officials or community leaders thinking about? Why did they decide that youth mapping was something they wanted to do? Not what was their outcome, but how did they get to the point of deciding to do this?

KILBRIDE: There are several that come to mind. But in Hampton, Virginia, which some of you might be familiar with through a lot of the work that NLC does, the city leaders, the government were looking at a way to combat brain drain in their community. How could we continue to have economic development and viability into the future? So they created this kind of vision, if you will, to be the most livable city in Virginia. They kind of coalesced around that vision. Part of that vision in order to have long term economic viability was how do we keep young people, who want to stay and live and grow up and raise their families in this community.

So, they engaged young people in the process. Those were the conditions that existed in Hampton: you have some community leaders and other stakeholders come together and say, “We want long term viability. That means we want young people to continue to live here. Therefore we have to get them involved in this process, in this vision and planning process, identifying the quality of life pieces that are important to them and then begin to put a plan together to work toward achieving those.” Those were the conditions and the rationale for why Hampton started this process.

COACHMAN-MOORE: May I jump in, also, to say, an impetus in the City of Thousand Oaks was its own youth commission, primarily made up of youth -- middle and high school age youth. There were some adults on that commission and there is a very strong staff youth leader, a person who is staffed to do that by the city. But it was the youth commission that made this decision for them to do a youth master plan.

GUTHRIE: I would just concur with that, Valerie. We have a similar body here that really kind of kick-started this process with the Council and the Board and had really served notice to the elected officials that it was time to pay attention to the issues of young people.

I would also say that I think Hampton’s approach was excellent. We are similar to Hampton, which is to say that we wanted Claremont to be known not as the community where the Claremont Colleges were so much as to be a family and youth friendly community that really supported them. We wanted people to choose to move here and live here because of the services and programs we provided for youth and families. So I think that there are those common threads you see that come into these processes.

For more information on Hampton, VA's approach to family and youth, visit their website www.hampton.gov.

KYLE: Valerie, you said the youth commission in Thousand Oaks decided to do a youth master plan. Okay, what happened? What did that mean? What began to take place?

COACHMAN-MOORE: It was a thought that actually took a couple, maybe even three years for them to bring to bear. There was a youth meeting around safety concerns. It was a conference that they had put on. Out of that conference, I think they had actually attended a National League of Cities Congress of Cities meeting.

We were at that point doing some work around youth issues as an adjunct to that particular conference. They were able to articulate having looked at some of the other plans around the country, knowing that the State of California itself had -- really the League of California Cities [www.cacities.org] had pushed the notion of youth master planning. They had begun to think about wanting to do such. But it took them a couple of years to muster the resources, decide on what they wanted to do -- to muster the resources, including getting council approval -- governmental approval inside and then actual policy approval from council members to move forward on this.

The good news is that some of the youth who had the original idea as middle school age youth were able to stick with it before they graduated and see it to come to fruition before they left.

RATCLIFFE: One of the impacts, John, if I may, in Hampton specifically was that the young people were involved and engaged in the process ongoing. The young people were then given part-time positions in city government agencies and developed this commission, if you will, of youth comprehensive planners. They're the ones that began to write the youth comprehensive plan for the City of Hampton and then began to obviously make some decisions regarding where monies went specifically for youth resources in the City of Hampton. So just to follow up and bring it to close, just to begin to say that young people -- again, there are a lot of different entry points I think as young people get involved and engaged in the process. It's the ongoing effort specifically in Hampton, Virginia that always has young people at the table helping to not just make the decisions, but create the plans. That's huge.

GUTHRIE: Raul's point is outstanding because I don't believe you can do this, that there is a true commitment and a serious commitment unless young people are involved absolutely involved throughout the entire process. That's the starting point. This is a process in which adults have to come terms with their willingness to listen to young people and take risks and to be flexible. That's one of the great joys to come out of a very hardworking process. But you've got to have that commitment to have young people involved in the process throughout.

For the youth master plan here, we have a policy statement that's in it that says that any organization, public or non-profit or private, that makes decisions impacting the lives of young people needs to have young people involved in that policy making decision. I guess that's one of the things we've tried to stay truest to.

KYLE: What's included, Valerie, in the youth master plan? What kind of elements

are in the document?

COACHMAN-MOORE: I'm thinking -- I want to put this really crisply and succinctly because there are so many pieces to this. But I'll come around to some of that. Let me answer this question in particular. The process involved, when thinking about where you want to end up, which means thinking about what your outcomes of the process are -- getting information, whether that's actual youth mapping. Or in this case for the City of Thousand Oaks, they surveyed -- an actual handwritten survey of about 1,900 youth out of middle and high school aged youth -- it was a sample, and the data was analyzed. The group put the questionnaire together. It was a huge questionnaire -- about 60 questions. But it was very comprehensive, and it gave them a baseline also about the kinds of things that were on the minds of youths.

Then from there, there were adults who were involved in focus groups, again bringing information to bear, taking a look at what's going on, looking at what's outside of the city, looking at what's inside. What do people want? Then there is a whole lot of dialogue that occurs around people making corrective decisions about what's possible, what's really far-fetched. For instance, does the city allocate funds to build a multiplex recreational center, when in fact that may not be the real design, even though it's a great desire of someone or a group of people? Who is involved in making these decisions? How do these decisions get implemented? So it's a real wonderful civic process that goes on and a lot of give and take that happens. A lot of discussion -- a lot of time allocated for the process.

The document itself ends up with a series of recommendations. In this case we then took those recommendations to the City Council for approval, which then becomes a part of the city staff's work plan. Then there is an allocation component -- where do the resources come from? Who antes up? How do these things begin to be actualized? How do they get divvied out to various departments, be they police or library or schools or whatever? And in this case, schools aren't tied to the city. So how does all of this come together? What's the business or the Chamber of Commerce's perspective on the implementation of those recommendations. So an implementation plan would certainly follow the youth master planning process. Again, I think that your twelve years of experience in this is definitely important for the rest of the nation to look at -- the rest of the world to look at in terms of how do you go from where you start to where you are now and then keep that going over years.

GUTHRIE: Well, that certainly is, I think, the thing you have to work as a part of the process to figure out how you're going to do that and to have the commitment and buy in. One of the things I would say as I talk to groups is if you start down this road, you need to have a very broad-based participation. You need to have real commitment from a wide spectrum of the community. But you also really need to have significant commitment from the policy makers -- your elected officials. They need to be at the table. They need to be actively involved in the process. Strong commitment from city managers and school superintendents and the chamber of commerce -- those are the folks who are going to make or break your ability to maintain this effort over the long haul.

RATCLIFFE: I agree certainly with Dick. One of the places -- I think one of the things that I wanted to answer is youth mapping integrating with youth master planning and what that

means. We all know that it's a good match, but in the City of Baltimore, what they did is they did youth mapping for the purposes of mobilizing people across police districts. The people then did the mapping effort across the city. The young people went to street corners with instruments, played music, brought people, crowds together and told them about the kinds of resources that they found in the community. And then invited them down to the Convention Center two weeks later where there were 5,000 Baltimoreans that actually decided on five priority goals for young people. It's part of a campaign.

The first part from civic leaders was for communities to see young people in communities canvassing, caring about their communities, contributing because the civic leaders know that there was value in having young people at the table. Young people began to lead the process. So they collected information about the campaign as well as the priority goals. Then they brought 5,000 Baltimoreans down to the Convention Center for five priority goals -- things like leading by nine (ph), ending gun homicides, those kinds of goals. They have since been measuring how they've been doing on each one of those priority goals and continue to involve and engage young people in other aspects of research, community mobilization and other things. So there are some real strong connections and I think that needs to be put out there.

Baltimore's youth mapping program 'Community Youth Mapping', has served many communities in different ways. It's a way to mobilize youth and adults in the community, a way for communities to identify under-served neighborhoods and to advocate for additional resources. It also allows the public, private, and nonprofit sectors to collaborate in the process. For information on youth mapping visit www.aed.org

KYLE: Eric or Raul, what typically follows a youth mapping experience? You talked about a presentation of findings in Baltimore. But in Baltimore and some other locations, after they have gotten everything together, after they've talked about it, after they have presented it to folks, what typically follows that?

KILBRIDE: That's a great question. My response is going to start with from the very beginning of a community's mapping process, the community and the group of folks that have come together -- the collaborative, if you will -- answers and tries to answer those kinds of questions. We really challenge communities to think before they ever bring young people out to collect data--that young people and adults together are answering the question of "What's going to be my data plan? What am I going to use my data for? To what end? How am I going to make this data accessible to the community and to stakeholders? How are we going to involve young people in decision making as a result in advocacy and community change?" All these things are thought about before anybody ever goes out and sets up a question and goes out and collects information. I want to share with you two very brief examples.

In Indianapolis, the young people set out initially to just collect information on places to go and things to do. The young people -- part of the process -- also wanted to do some quality observation pieces that accompanied that. So they would go into a particular location, interview, get the information and then walk away with some of their impact and observations of that space, if you will. Was it safe? Was it clean? Did it seem like a good

resource, etc?

The young people came back and one of the things once it began to do the data analysis is they recognized that transportation -- bus routes in Indianapolis -- didn't exactly compare favorably to where the resources were that they uncovered through the process. So long story short, they made presentations and advocated to get young people to be part of the Citizen's Transit Advisory Group there in Indianapolis that makes up and advises on routes and fare information. So that was a way that they wanted to institutionalize the findings of mapping for community change.

RATCLIFFE: At the same time in many sites, the update and maintenance of the data -- the baseline data that's collected -- gets institutionalized. So in a couple of places it may get institutionalized in an information sharing phone line where there may be youth listeners. When the young people are not receiving calls, they are making calls to update the data that they already have. So we don't want to just say that it evolves. If it evolves into something that looks different but young people are integrated, that's still great and wonderful. But we also encourage communities to continue to keep their baseline data core and central so they don't have to go out into the community every two years and do the same kind of data collection for that particular issue.

GUTHRIE: I think it's important that that kind of process be in place. I want to support what you're saying. I think you need to have to sustain the interest, sustain the commitment to what you're doing and sustain our commitment to listening to young people. Youth mapping provides an excellent opportunity to do that.

What we've done here is, as, John, you know, we initially did the Search Institute survey as we were writing the plan as one of our major information pieces as listening to young people. We subsequently do it every two years. We survey about 50% of our secondary school population every two years. The city and the school district co-fund that.

Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. For more information or to order a survey, visit www.search-institute.org .

We follow that up. Every time that we do the survey, we have focus groups of about 600 to 700 students, half of whom have taken the survey and half who have not. And a youth facilitated focus group to tell us -- well, the survey said this or we think we hear this. What do you think? Is it on the mark? Is it off the mark? If so, why? Why not? That's been very helpful to keep the youth engaged and kind of keeping us focused on the realities of what the kids are seeing.

COACHMAN-MOORE: The other thing, too, that I would add to this is that the notion of getting to the base step of developing a youth master plan is something that some cities do and some cities don't. Yet the ability, as you have already laid out, Eric and Raul, of a community to come together and do youth mapping and have very vibrant information, I think it's fluid. It's alive. It's something that does rally people around youth issues. Lots of cities do that and engage in it, and I think it is important to see that happen in various places and in various ways.

I think the thing that some of you may be interested in hearing about is the fact that I don't know of any examples where youth master plans have been developed and they just sort of sit and nothing happens next. I think that the energy that goes into the process itself of rallying youth in various ways and sustaining that over time is what's critical to youth development -- one -- and then two, to a city's ability to address its youth issues -- cities and towns -- small towns, too.

KYLE: When you all are talking about youth in terms of youth master planning and youth in terms of youth mapping, are you defining an age that this encompasses? You talked, Dick, about the Search asset survey being done with secondary school students. Is there a conscious decision -- and any of you can answer this -- a conscious decision that there is an age that this is something you're working for, that you're purposely excluding elementary? Some definitions of youth, in other words, mean teenagers. Some definitions of youth mean zero to eighteen. What kinds of definitions are you all using and what are the pros and cons of those?

GUTHRIE: Well, we were inclusive of all age groups. What was interesting is we were struggling in the wilderness a little bit before we got to the Search Institute survey. So we were looking for ways to do it. But one of the things that we ended up doing was figuring that we wanted to hear from all age groups. So we went down a different road for each age group.

For the younger age groups -- for kindergarten through elementary -- through sixth grade -- we actually went into the classrooms and asked students to create either as individuals or in smaller teams a visual recommendation, if you will, of what they would like to see Claremont like as a place that was great for kids. We got hundreds of submissions of art pieces or mosaics or even some essays that kids created that we took into the community and put on display for months that said, as a five-year old or a nine-year old, here is what I would like Claremont to look like. Some of it was wonderful and a lot of it centered around having more parks and more activities for kids. Some of it wasn't quite doable because somebody wanted Disneyland in Claremont, and that wasn't going to happen. But it gave us a real sense of what kids were seeing.

Then we did different things for the junior high age group. They worked on a project in their English classroom. Of course, we ended up doing the Search Institute survey for the high school age group.

KILBRIDE: Community mapping -- it's been inclusive over a large range, in terms of ages. Traditionally, young people are compensated in some way in a local community youth mapping process. So if, for example, they're going to be paid, they generally find themselves in the fourteen-year old category on up. We've done a lot of work over the last two years around Workforce Investment Act youth councils that exist in communities. We have Madeline Burka's article in *Nation Cities Weekly* a few weeks ago, (www.nlc.org/nlc_org/site/newsroom/nations_cities_weekly) if any of you saw it. That group goes as high age as 21 to 24 years old. So we've broadened our definition of what we mean by youth for youth mapping.

COACHMAN-MOORE: There are lots of different definitions out there, John. I think each community makes its own decision essentially. In the City of Thousand Oaks' case,

their youth commission is middle and high school age to very young adult. Los Angeles County is another example. Its Children's Planning Council is zero through seventeen. So there may be some sub-county areas in L.A. County, for instance, and around the country that would look at it as a pretty comprehensive age span. But again focusing on what the issues are that aren't being reckoned with by various other commissions or groups within government would be what a group would decide on or make decisions about.

KYLE: One of the things that prompted my question, Valerie, actually goes back to something you said earlier in our conversation about planning for childcare and dependent care. There was in the 80's attempts in various cities and towns, various municipalities to have a childcare plan that would in many ways echo some of the conversation we've had today. So my question was, should a community be doing a youth master plan that is essentially teenage focused? Should they also be doing a childcare plan that is perhaps zero to six or nine or eleven focused? Should those be integral parts? Is it just a unique community decision?

I understand about the actual youth doing youth mapping and that there needs to be a certain threshold level at which they can actually accomplish that. Dick references that, too, in terms of what kindergartners can contribute to a master planning exercise, but found ways to do that. I'm just throwing out there -- is there such thing as a youth mapping or youth master planning process that really is zero to eighteen and tries to be encompassing of that, and is that a good thing to do. Or, do you just bite off what you can bite off now and maybe add to it later?

GUTHRIE: Well, I think every decision is going to be locally based here. Our plan was pre-natal through eighteen. We divided our planning process into prenatal through age five and elementary, then junior high, and then high school and transitional youth. Each of those sections of plans has recommendations-- the prenatal through five has a strong component on childcare needs. The elementary piece has a strong component on afterschool issues. But we're a smaller community, so perhaps it's easier for us to be able to capture it that way. If you're a larger community, as you have referenced, John, it may be more necessary to pay some particular attention to those kinds of needs in a different way.

COACHMAN-MOORE: Yes, my response is that since I do work with a lot of different groups around the country, I think it is a local decision. I think the point that's most important is that the components of one process are connected to another. This whole notion of a comprehensive look at what's going on so that you don't just have a great thing happening for middle and high school age kids and nothing going on prior to that. I think that that doesn't bode well for a community in terms of its overall human development and what happens within the whole community. So I think it really depends on what else is there, what the resources are, how you really move those forward and how you rally involvement. Many times, I think, people look at youth issues -- say twelve forward, thirteen forward -- just to grab some ages -- because that's oftentimes not a cohort that's looked at in a comprehensive way. So that's the good news about this process or the processes that connect and bring in that information.

KILBRIDE: I know, John, you want to move on to something else. But I just wanted to underscore -- because sometimes it's a misconception about community youth mapping is

that it's only for young people and they only are looking at youth issues. We really have learned that communities underscore "community" in community youth mapping. And while the young people are very much involved in it with the youth-adult partnership, they often are involved in community issues and community information, etc., that benefits zero to whatever. So I just wanted to emphasize that part.

KYLE: I think that was very helpful, Eric. I appreciate that. I would like to move to some monitoring kinds of issues. One of the questions that came to us before the call is, "It's really great. We developed this plan. But how do we know if it's ever working? Okay, we did this great youth mapping. They did a report. We had 5,000 people down at the Convention Center. How do we know that it's leading anywhere?" How do you track whether what you decided twelve years ago is working or not working? How do you improve or revise? What is Thousand Oaks going to do about monitoring as they go forward with their fairly new plan? What is a city like Baltimore or others where they have had a big culminating event -- a release of information -- how do you know five years down the road that this was worth it, that there was some way to really say that this was a success. It wasn't just a process that was a success, but actually the outcomes also led to success.

KILBRIDE: Let me just jump in. That's a great question. For us in community youth mapping, there are different ways to look at that -- in terms of the outcomes and evaluations, if you will, of the young people that participated -- are they better off? What about the organizations and how has the process like this benefited organizations? How has it benefited the community? There are a lot of different ways that communities have set up to measure that from the beginning. This call is not going to enable me to do all of that.

A place like Pinellas County, Florida, which did community youth mapping for the first time around 1997-- Raul and I just took a trip down there this past fall to see what's up with the community youth mapping office there. Because it's one of the many places that's institutionalized data collection in young people in this process. We often say if community youth mapping doesn't look like it did when you first did it, but young people are still involved and engaged around data and community change and process and all of that, that's a good thing. What they were able to set up in Pinellas County is they did a youth advisory commission to the county executive structure there for the county. But also they've been involved in the youth as resources model of youth philanthropy. But they used the constant data collection part of it to help educate the youth board that makes those fiscal decisions back to these youth groups.

To watch the video on Pinellas County, Fla.'s youth mapping program, go to http://www.communityyouthmapping.org/youth/cym_closeup.asp
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So, they're using and constantly collecting information and issues. Then through the youth as resources model putting money back out to the community. That has been community youth mapping now six, seven years -- if you will, long term. So that is how they have institutionalized and are sustaining it.

GUTHRIE: Well, I think it's the \$64 million question. It really is. We started on our process and talked to communities that had gone before us. What they told us is that's the piece that is really the hardest to implement. You've got to have some kind of mechanism to

keep the dialogue going and to monitor and to call the timeouts as well as do some measuring. Any plans that become dusty shelf-fillers really reflect that missing component. I can't say that we've had a perfect experience by any means, but we have struggled -- I think what's worked for us is we've been able to maintain -- in our community the Board and Education and the City Council have stayed committed to this. And they continue to dialogue. They meet in joint session together twice a year. The principal leaderships of those two groups -- the City Manager and the School Superintendent -- meet every quarter with staff. We have a community body, the Claremont Youth Partnership, that was created through the plan and charged to keep our feet to the fire. We do the Search Institute survey. So we don't pin our hopes on one thing. We do several things that we see keeping us moving along.

We're ten years in. Our Human Services Commission has said this year, "Timeout." This is the year we go back and look at this and say, "Let's do some of the things to figure out where we need to go forward from here based on where we've been." So we're going to go through that process. But I think you do more than one thing. I think you do multiple things to keep you moving forward.

COACHMAN-MOORE: From the perspective of capacity, one of the things that I think works around monitoring is knowing that within each governmental system, there is a capacity. What that looks like is staff -- in your case, Dick, and commission volunteers working very closely with their eyes on this issue. I'm thinking of cities that -- Burbank, Glendale-- that don't have youth master plans, but they have very vibrant youth commissions and youth activities in place -- strong staff leadership. Again, Thousand Oaks has that. I think where you see that in place, then there is the ability once again to really build capacity along with the volunteer component of that, to look at monitoring over time. It has to be there. Otherwise it is destined for the shelf.

KYLE: One of the questions that we got was about the allies, the people who work with you in youth mapping or youth master planning. In this particular community, there was a small group of people involved and they were eager to expand the group. How can they go about that? How can they find allies who can help them move it forward? And I think this was part of the question of monitoring and implementation is having a sufficiently robust group of people involved. People get the great idea -- "Wow, I want to do a youth master plan!" or "Let's do youth mapping." How do you build a large enough group to make it really work and get carried off?

COACHMAN-MOORE: Well, you start with identifying who are the people that you really absolutely have to work with. That list is important. You branch out from there. There may be some folks that are important and you haven't really figured out what their importance is -- for example, managing data -- being able to do that in a way that is credible and at the same time not necessarily being exceptionally costly. Particularly with, as you mentioned earlier in the conversation, Dick, with the budgets being what they are -- the state and local budgets being what they are, people are definitely having to think about how to allocate resources.

But there may be ways to do some leveraging of resources, partnering with the local higher education bodies -- community colleges or local universities that are in communities that may have research components. That can be very helpful to this. That

again requires a lot of ingenuity, if you would -- creative thinking about how to really bring those components together. Police departments -- they collect data. That's part of what they do. Well, how do you take that information and make it relevant to what is important and what's happening? How do you keep that on the table and the microscope on that over time?

It's not an easy thing to do. Ideally you have lots and lots and lots of resources, so you just sort of do it. But if you don't, then you figure out how to do it well.

GUTHRIE: That's interesting, those are good points, Valerie. I would concur. You can find partners and folks who will help you really move this forward in really some unusual places. One of the first groups to step forward and ask the Council to move forward with this was our Committee on Aging. They said, "Look, it's in our interest to make sure that Claremont is a community that is safe and that young people have good things to do after school and are protected. For seniors, it makes for a safer community. So we're supportive. We think the Council can do this." Ultimately what that led to, because they were supportive, they waited, in a sense, their turn and six years later we went in and did a senior master plan, which is wonderful in playing as much a rich reward for the community as a youth master plan. But their support was really critical, I think, in saying this is a community-wide plan.

COACHMAN-MOORE: Right. I'd like to also add to that -- I live in a huge city but I have very small town roots and I think like a small-town person many times. People wear lots of different hats. Knowing that the person that runs the Boys' and Girls' Club also happens to be a leader of the Eagle Scouts or may be doing something at a faith-based group or may be doing whatever -- bringing it all together, being creative, making it work I think is really the key.

GUTHRIE: I can remember sitting and listening to the Council and the Board joint committee that was working on selecting our community taskforce that oversaw the youth master plan development. That's exactly what they did. They looked for multiple-hat people -- the teacher who was also an AYSO coach.

RATCLIFFE: One of the things that I wanted to add -- in community youth mapping we laid out a ten-step methodology. The first step is really the public/private advisory group. A quick story -- the first time we had done community youth mapping, as we know, is back in New York City -- I would say in 1991. It really was a means to an end. We didn't know it was mapping at that point. We more formalized it in '95. It was a way to get to an information sharing phone line called the "Youth Line." So hundreds of young people went out across the city and collected information on resources for young people and their families. They came back with 9,000 resources.

One of the things that happened is that the Youth Line was up and running and vibrant. Then there was a change of administrations. The next administration didn't necessarily support that particular initiative. So as we're talking about partnering, obviously we want to think about a broader group, public and private group, that can continue to support the effort in a way. The catch line we use with communities is "The benefits of doing this is that it's everybody's information and nobody's information at the same time." No one sector owns it, if you will, because it's really up to the communities to keep it institutionalized. When you begin to think about the partnerships also, what are the real gets

for partners? When you're going to pull partners together, they want to know, obviously, not only is it going to benefit the community moving forward, but also, what are the gets specifically? How can I contribute? Is it meaningful for our organization, our university, our planning department to contribute to this process? Typically, those have been many of the players who have been involved in community youth mapping -- planning department, local university.

So I agree that you can find partnerships in the strangest places. One of the things you want to do through the process is to get people to align. I know consensus is a very strong word. But get people to align around the goals of the project and move in a general direction so that it's spread out, broad enough that it's not owned, I guess, if you will, by one particular sector.

KILBRIDE: I wanted to just quickly mention -- Raul mentioned that community commitment is one of our steps. You can see all of our steps, if you will, at our website -- CommunityYouthMapping.org. There are two videos in there -- one to see YM close up. One particular site is about four minutes in length. Then there is about a ten minute video that goes through the ten steps of community youth mapping as seen through seven different cities' eyes, both small, rural communities up to larger urban environments.

KYLE: A reminder to all of you that we are getting closer to the end of the call, so I wanted to make sure that you are thinking about websites or other resources or references you want to direct listeners to.

I have a question that I want to ask as you're thinking about that and scribbling notes to yourself. One of the questions is does youth mapping or youth master planning impact the funding that is available in a community for services to children and youth? Does it help to get funding? Attract funding? Does it seem to have no difference? Have some, in a counterintuitive way, decreased funding because you're doing all this neat stuff, so you don't need to put any more dollars in?

GUTHRIE: Speaking as the grandfather here of this movement -- although, Valerie, I know you've seen a lot, too -- the answer is emphatically yes. I mean, I look at what we're spending as a community, and the measurement is not on the dollars spent. I want to be clear on that front. It's on the services provided and the response to need. But if you look at things like the number of programs, the kinds of programs, the breadth of those programs, it's emphatically yes. I've got a three-page, single typed list next to me of services and programs that have come online since the youth master plan that were directly out of these master plan recommendations. I know from my own department -- we're a very small city. We were spending probably a quarter of a million dollars on youth programs in 1992. Today we're spending on youth programs probably about \$1.2 million.

Now when we went down this road, it was about let's consolidate resources or let's collaborate resources. Let's do a better job with resources. But what we found is that the process led us to additional dollars, to grant funds. A lot of support has come from the private community, from the corporate community. We're raising ten times the amount of money for youth scholarships. So it has really had a dramatic change in the full range of programs that we have in the community, and we're constantly looking for ways to partner and collaborate. I think we talk with the school district and some community agencies every week about a new grant opportunity. So yes is the answer.

COACHMAN-MOORE: I think to learn from Claremont and see those kinds of things come into being is really important. Taking and answering that question from a different angle, there are many communities out there that have been the beneficiaries of resources for youth development -- children and youth development kinds of initiatives. I'm thinking of the California Wellness Foundation [www.tcwf.org]. People knew them for wellness grants but it was essentially their children and youth community health initiative. The work that grew out of those efforts in 16 communities over time -- over, I think it was five years that they worked on this particular project. What do you do with that after the funding goes away with this tremendous energy? What happens is that the people in the community have been inspired to continue to work on these issues and move things forward. So I think it's a quid pro quid thing -- funders looking for places to plant resources, for people looking for places to initiate action. That's sort of esoteric -- that's out there in terms of not a specific example.

In Thousand Oaks, one of the things that they are doing is to find ways to talk to the business sector -- the Chamber of Commerce -- getting them involved in those conversations. It's a way to guide business development.

KILBRIDE: A specific example real quick is in Denver. The first time they did community youth mapping, they were potentially trying to do data collection to understand where gaps in resources were because they wanted to place a new beacon center in the Denver area. So they wanted to choose the best location for that. The young people through their data collection made such a compelling case in various places in the community through the use of geographic data, which is a real key element to community youth mapping -- the whole mapping part of it. They made such a compelling case that funding came through to put up three beacon centers when they thought they only were going to place one because of the need that was so eloquently described by the effort and the presentations of the young people.

I think that's a real key thing to think about -- how does this generate more money and more revenue and other opportunities and resources? Community youth mapping can give you a whole different way visually to tell a more complete story of what's going on in your community. So many folks have deficit data at their fingertips -- juvenile crime rates, pregnancy, dropout rates, etc. How do you begin to show a different, more complete picture about what your resources are in your community, where your gaps are so that you can convince those funders, if you will, about what's going on in your community?

GUTHRIE: Thursday of last week, we opened our second teen center, a million dollar facility that's part of a five million dollar facility that we built with the school district -- a new gymnasium, classroom, fitness center, and complex on the junior high school campus. They were able to access greater state funds because of our partnership and our willingness to put money in. The Governor comes to town on Thursday and claims this is the model he had been dreaming of. You want those moments. Our kids ended up with a brand new center, a great state-of-the-art facility that came about because we had both the data, as you just referenced, and the roadmap to say this is where we're going, this is what we're going to do.

KYLE: I want to give each of you a minute to collect your thoughts to respond to two last things. One is what is your best piece of advice to a community that's just beginning to think about youth mapping or youth master planning who maybe came into this call not quite

sure what it was? What is a key piece of advice that you would offer to a community or local official? Secondly, to make sure that any particular resource or reference or e-mail or website, we take time to mention that.

While you're collecting your thoughts, let me make a couple of concluding remarks from my point of view, and announcements. There are three more audioconferences scheduled this spring. The next one is on March 25 about connecting residents to federal supports, bringing dollars to your community. May 13 is lessons learned about municipal leadership in education. And June 10 is the challenges and opportunities of municipal assistance in afterschool programs. As always, if you are interested in registering for these, you can do so by fax to 202-626-3043 or by e-mail to rogers@nlc.org. Make sure you mention which audioconference you're trying to register for.

I also want to remind people about the Your City's Families Conference, which will be held April 28 to May 1 in Portland, Oregon. Many of the people on the call are veterans of previous conferences, and we're looking forward to an exciting event in Portland at the end of April. One of the features of that conference is a half-day institute on youth master planning, which will occur on Wednesday, April 28. Plans are just being formed for that, but that's a special aspect of the conference that you all might be interested in. Information about the conference is available at NLC's Institute for Youth, Education, and Families' website, which is www.nlc.org/iyef.

Let's have some concluding advice and any resource that you haven't mentioned to date. Let's start, Valerie, with you, if you don't mind.

COACHMAN-MOORE: Okay. The only parting words that I would like to leave are "Go for it." It's that simple. It's a fun process. It's ominous, but it's so exciting, and there are results that do work, and it's important. So go for it.

In terms of getting a copy of the Thousand Oaks plan, I'm going to go out on a limb here and just give you the email address of the person. I'm not sure if that's an appropriate thing, but I'll do it anyway: mlybba@toaks.org. She can direct you to their website so you can see a copy of the plan that we produced for them [www.toaks.org/city_hall/depts/city_manager/youth/default.asp].

KYLE: Raul or Eric from CYD's point of view?

RATCLIFFE: I think with any community thinking about community youth mapping, those data questions that Eric was talking about in the beginning are very important in creating a data plan. Why community youth mapping? Certainly where does this fit in the community development process?

I would encourage communities to go to CommunityYouthMapping.org, certainly view the videos. We've learned a lot certainly over the 80 sites who have done it, a lot of great feedback, recommendations. Out of the results, we have created a web-based data entry and dissemination tool for communities to make it easier and where you'll be going to -- where to do it. So I would just say that community youth mapping has been many things to many people, and the outcomes certainly lend to your community development process.

GUTHRIE: I would go back to what I said earlier. You need to make sure that you have the commitment and support and excitement of your community leadership, including your

key policy makers. That's absolutely to get the effort done and to sustain it. We have a kit that we make available that's pretty sizeable in terms of what we've been through. Anybody who wants it, we're happy to share it with them. Just e-mail me at dguthrie@ci.claremont.ca.us. Or visit www.ci.claremont.ca.us.

KYLE: I want to thank all of you for a very stimulating and interesting call. You've been very helpful in advancing people's thinking about youth master planning and youth mapping and how we can make some long-range commitments and strategies and capacities for the youth and children of our communities, and not just focus on individual services at some particular point in time. This is really helping to build long-term commitments to children and families.

I'm closing off, thanking Valerie, thanking Dick, Eric and Raul -- all of you, thank you very much for joining us today. Thank you for listening, and I hope to see you next time. This is John Kyle at the National League of Cities' Institute for Youth, Education and Families closing today's audioconference call. Thanks again very much. Goodbye.