



CITY OF MOUNTAIN VIEW

YOUTH ACTION PLAN 2011

Adopted January 25, 2011

CITY OF MOUNTAIN VIEW YOUTH ACTION PLAN 2011

TABLE OF CONTENTS

	<u>Page Reference</u>
Acknowledgements.....	i
Executive Summary	ii
Vision Statement and Plan Goals	iii
CHAPTER I—PROJECT INTRODUCTION	
Why a Youth Action Plan?.....	1
Plan Approach	2
Plan Process.....	5
Internal Review Process	6
Community Participation.....	7
CHAPTER II—CURRENT CONDITIONS	
City Profile.....	9
Youth Population Profile.....	9
CHAPTER III—YOUTH ACTION PLAN FRAMEWORK	
Plan Scope.....	13
Plan Methodology	13
Theme Areas	15
Vision Statement	16
Goals and Goal Descriptions	16
CHAPTER IV—GOALS AND STRATEGIES	
Goal 1: Strong Families.....	19
Goal 2: Civic Engagement.....	22
Goal 3: Internal City Collaboration.....	24
Goal 4: Community Collaboration.....	26
Goal 5: Youth Programs	28
Goal 6: Staff as Role Models.....	31
Goal 7: Healthy Living.....	34
Goal 8: Personal Safety	36
CHAPTER V—YOUTH ACTION PLAN OVERSIGHT	
Plan Oversight and Implementation	39
Plan Measurement.....	39
Role of the Council Youth Services Committee	40
Role of the Youth Advisory Committee.....	40
Role of the Parks and Recreation Commission	40
Conclusion.....	40

CHAPTER VI—APPENDICES AND REFERENCES

Appendix A: Recreation Plan Recommended Programs and Services

Appendix B: Youth Population Statistical Data

Appendix C: National League of Cities—Mayor's Action Challenge for
Children and Families

Appendix D: 2010 Youth Questionnaire

Appendix E: Youth Survey Data

Appendix F: Internal Input Sessions

Appendix G: External Community Outreach Session

Appendix H: Bill of Rights for Children and Youth

Appendix I: Developmental Assets

Appendix J: Youth and Teen Services Map

Appendix K: Work Plan 2011-2012

ACKNOWLEDGEMENTS

2009-2010, 2010-2011 CITY COUNCIL

Margaret Abe-Koga, Mayor, 2009
Ronit Bryant, Vice Mayor 2009; Mayor, 2010
John Inks
R. Michael Kasperzak, Jr., Vice Mayor, 2011
Laura Macias
Tom Means
Jac Siegel, Vice Mayor, 2010, Mayor, 2011

2009-2010 YOUTH ADVISORY COMMITTEE

Ally Bolognini
Angeline Capati
Anna Livia Chen
Jacquelyn Cheng, 2010-11
Kelsey Harrigan, 2010-11
Luis Hernandez
Cristin Marin, 2010-11
Diana Marin Melo, 2010-11
Anna Morrow
Ved Paranjpe, 2010-11
Shelby Quickstad
James Tensuan, 2010-11
Dan Tran
Carolyn Yang, 2010-11
Jody Zhang

2010-2011 YOUTH ADVISORY COMMITTEE

Jessica Alarcon
Sameena Balram
Audrey De Guzman
Angelica Garcia
Benjamin Macedo
Cassandra Magaña
Nathalie Preciado
Ray Uyeda
Anoop Thakore
Giordan Clutario

MOUNTAIN VIEW, LOS ALTOS AND LOS ALTOS HILLS—CHALLENGE TEAM

TEAM YAP

Jaime Garrett
Noah Downing
Kevin Lowenstein
Lauren Merriman
Regina Maurantonio
Tony Lopez
Katherine Comesana
Karin Bricker
Marie Richardson

CITY LEADERSHIP

Kevin C. Duggan, City Manager
Nadine P. Levin, Assistant City Manager (retired)
Max Bosel, Acting Human Relations Director
David A. Muela, Community Services Director
Bradley C. Wardle, Fire Chief
Scott S. G. Vermeer, Police Chief
Rosanne M. Macek, Library Services Director
Kevin S. Woodhouse, Deputy City Manager
Kimberly Castro, Youth Resources Manager
Melissa Stevenson Dile, Assistant City Manager

EXECUTIVE SUMMARY

The City of Mountain View's Youth Action Plan (YAP) was developed to meet the current needs of youth. Youth in Mountain View fare well in terms of academics, social and emotional indicators, community involvement, program and school participation rates; however, there is a small percentage of the population that is challenged by the need for parent involvement, ways to deal with stress and depression, lack of role models or mentors, need for volunteer opportunities, and risk of gang involvement, drug and alcohol consumption, and other high-risk behaviors. The YAP is both a tool to maintain positive youth behaviors and healthy development for the Mountain View youth population and a "Call to Action" that brings to light the challenges youth are facing. The Plan provides a common operational philosophy for youth program and service delivery ages 12 to 18 years.

The development of this Plan occurred over an 18-month process involving the Council Youth Services Committee, community stakeholders, the youth voice and parent representatives and City staff. The vision statement and goals were developed through various internal and external collaborations with several key City departments, community groups and with input compiled from a youth survey. There is a detailed explanation and strategies for each of the eight goals identified within this report: Strong Families, Civic Engagement, Internal City Collaboration, Community Collaboration, Youth Programs, Staff as Role Models, Healthy Living, and Personal Safety. Current program services have been aligned to each goal while the Plan identifies strategies, analyzes current youth population climate, links the goals to specific Developmental Assets and relevant Bill of Rights for Children and Youth, identifies modes for measurement and lead partners that will be accessed to achieve each of these goals.

Implementation and monitoring of the YAP will be coordinated by the Youth Resources Manager in the City Manager's Office, with a team of representatives from youth serving departments. The Plan will be administered within current budget allocations, unless otherwise determined by the City Council. The identified youth program services will be evaluated and guided to deliver current programs with new emphasis on achieving the Youth Action Plan goals.

The intended use of the YAP is to coordinate internal youth programs and services while also acknowledging that the City has integral partners in the community in our schools, nonprofits and faith-based communities. Beyond the stated purpose, the YAP may also present additional unanticipated benefits to the community. For instance, this Plan may be referenced to position community groups and community-based agencies to collaborate and partner with the City to enhance and/or develop youth services that meet the plan goals. Altogether, the Youth Action Plan is intended to be a catalyst for

further development and refinement of effective program delivery that enhances healthy development for youth and teens in Mountain View.

VISION STATEMENT AND PLAN GOALS

ADOPTED BY CITY COUNCIL: JUNE 29, 2010

VISION STATEMENT

Mountain View is a safe, diverse community that respects its youth and nurtures, educates and encourages them to be responsible, civically engaged and prepared for the future.

GOALS

1. Offer programs, services and referrals to community resources to support parents and caregivers in building strong families.
2. Provide meaningful volunteer opportunities for youth so they will make a difference in their community and develop skills for a viable future.
3. Encourage collaboration among City staff, thereby increasing the effectiveness and public awareness of youth services.
4. Continue to work collaboratively with community-based organizations and schools to foster productive relationships that benefit youth.
5. Provide programs and resources that engage youth, support education, foster independence and an interest in lifelong learning.
6. Provide City staff as role models that offer guidance in life skills.
7. Promote healthy living by providing resources, programs and facilities that support healthy eating, active lifestyles, emotional wellness and strategies for coping with stress.
8. Prevent violence against youth by supporting programs that emphasize awareness and education in personal safety and positive interpersonal relationships.

CHAPTER I—PROJECT INTRODUCTION

WHY A YOUTH ACTION PLAN?

The concept of a Youth Action Plan is not a new idea for the City of Mountain View. In 1996, the City underwent an 18-month process to gather community input and evaluate City services. The result was a City-wide Youth Action Plan with five goals. The purpose of the original Plan was to map future direction for youth programs both in the City and in the community while enhancing collaboration. The 1996 Youth Action Plan was able to provide new youth programming and foster collaboration with other community-based agencies in Mountain View. Since 2000, when the Plan was last updated, most of the short and long term strategies were implemented and incorporated into City programming. Some of the prior strategies have been discontinued as they were found to be no longer needs in the community or have concluded because resources were no longer available.

Notable accomplishments from the 1996 Plan range from multilingual resources, staff and translated documents to the development of the skate park and a Youth Advisory Group. Some of the City's legacy programs that were identified as part of the 1996 Plan include: Dreams and Futures, afterschool programs, the Teen Center, Annual Mayor's Youth Conference, Teen Job Fairs and more. Since the original Youth Action Plan, the City of Mountain View implemented the role of a Youth Resources Manager dedicated to enhancing internal youth programs City-wide, reducing duplication of programs and resources; increasing collaboration and developing youth philosophy, strategy and policy for the City. Additionally, the City Council created a Council Youth Services Committee (CYSC), adopted the 40 Developmental Assets as Healthy Youth Development philosophy in 2002, the Youth Advisory Group became the Youth Advisory Committee under the City board and committee structure in 2008, the City signed on to the National League of Cities' Mayors Action Challenge for Children and Youth in 2009 and the Bill of Rights for Children and Youth in 2010.

The focus achieved through the 1996 Youth Action Plan better positioned Mountain View to continue to serve youth and families with healthy youth development programming philosophy and collaboration. Mountain View's youth face academic and social pressures, and are concerned with personal safety, having a positive family life and being prepared for their future. The Youth Action Plan update has been developed with these concerns in mind.

The City Council goals for Fiscal Year 2009-10 and reapproved for Fiscal Year 2010-11 included an update to the Youth Action Plan. City Council assigned the goal to the CYSC, which recommended that the Youth Action Plan be updated to focus on a

consistent programming philosophy and strategically coordinated youth service delivery for Mountain View youth ages 12 to 18 years.

INTENDED USE OF THE PLAN:

The City of Mountain View offers a diverse array of youth programs and services through several City departments. This plan endeavors to coordinate those services to meet stated Plan goals. Through the Recreation Plan development process that began in 2007, the City has engaged with community interest groups and residents who requested increased youth programs, facilities and services for middle school and high school students. During the development of the Recreation Plan, several community meetings were held and over 23 major program and service recommendations were identified. The City Council expressed interest in further refinement of existing program services for teens (as outlined in Appendix A, the Recreation Plan) and an updated Youth Action Plan.

The intended use of the Plan is to coordinate internal youth programs and services while also acknowledging that the City has integral partners in the community and in our schools, nonprofits and faith-based communities. The Plan will additionally serve as a vehicle for coordinated community-wide youth efforts.

PLAN APPROACH

The Plan will utilize the Developmental Asset approach as its philosophical framework and be a companion document to the Recreation Plan (adopted by the City Council in July 2008), and the General Plan 2030, planned for adoption in 2012. Regional youth demographic data was part of the trend analysis used in the development of the Plan. Main sources that were examined were California Healthy Kids (Appendix B), a youth survey conducted as part of the project (Appendices D and E) and Project Cornerstone Developmental Assets survey. This Plan will also encapsulate themes from the adopted Bill of Rights for Children and Youth for Santa Clara County (Appendix H).

DEVELOPMENTAL ASSETS:

Most people think of assets in terms of property or financial resources. Developmental Assets are the positive relationships, opportunities, values and skills that young people need to grow up as caring and responsible adults. Search Institute identified the 40 developmental assets as the essential building blocks of healthy child and youth development—including adult role models, positive peer influence, caring school climates and a sense that community values youth. Project Cornerstone (a bay area nonprofit) promotes the research-based developmental assets approach as a guiding framework and a common language to enable individuals and organizations to work together toward a common goal of supporting the healthy development of all children and youth. They work to leverage partnerships to influence public policy, programs

and personal behavior. The City of Mountain View has partnered with Project Cornerstone since the early 2000s and still remains an active partner.

The Search Institute's Asset Framework research shows that youth need 31 or more of the 40 assets to thrive. When youth are in the "Thriving Zone," they are more likely to succeed academically, have positive peer and familial relationships, and are less likely to engage in negative risk-taking behaviors. The 2004-05 Survey Data shows Santa Clara County youth have an average of 18.8 assets. Mountain View youth proved to have 20.5 assets. In the fall of 2010, Project Cornerstone conducted the developmental asset survey County-wide once again. In spring 2011, the data will be available to schools and cities across the County. The City intends to review this data and utilize the YAP as a vehicle to support healthy development in youth.

CALIFORNIA HEALTHY KIDS SURVEY:

The California Healthy Kids Survey (CHKS) is the largest State-wide survey of resiliency, protective factors and risk behaviors in the nation. Across California, the CHKS has led to a better understanding of the relationship between students' health behaviors and academic performance. It is frequently cited by State policymakers and the media as a critical component of school improvement efforts to help guide the development of more effective health, prevention and youth development programs. As part of the Plan process, local school-based data was analyzed as it was relevant to the goals. The CHKS survey is conducted every other year in the State. As new data becomes available, the City will be able to update YAP strategies and measure how the City is achieving the goals of the YAP. (Applicable data can be found in Appendix B.)

THE CHILDREN'S AGENDA/BILL OF RIGHTS FOR CHILDREN AND YOUTH:

The Santa Clara County Children's Agenda is a focused, integrated initiative that utilizes data and research to inform decision-making, guide program improvements and drive results. Its goal is to improve children's lives in Santa Clara County by providing a basis for action and providing community leaders with a framework to develop strategies for change.

The goal of the Children's Agenda is: ***Every child safe, healthy, successful in learning, successful in life.*** The Children's Agenda has identified 13 data outcomes of child well-being that provide a common vision and a common understanding of measurements for achievement. The Children's Agenda helps align public and private investments, assess and improve quality of programming and ensures the indicators of successfully healthy youth development.

The 13 indicators of the Children's Agenda are:

1. **Routine Access to Health Care**
Measures: Childhood Immunization Rates, Dental Care Visits, First Trimester Prenatal Care, Rates of Insured Children
2. **Healthy Lifestyle**
Measures: State Physical Fitness Rates, Self-reported dietary habits and exercise rates
3. **Early Social Emotional Health**
Measures: School Readiness Assessment Ratings of Social Expression and Self-Regulation
4. **Developmental Assets**
Measures: Developmental Assets Survey from Project Cornerstone, California Healthy Kids Survey
5. **Readiness for Kindergarten**
Measures: School Readiness Assessment
6. **Third-Grade Reading Scores**
Measures: California Standards Test
7. **Eighth-Grade Math Scores**
Measures: California Standards Test
8. **Children Fluent in at Least Two Languages**
Measures: To be determined
9. **High School Graduation Rates**
Measures: State Department Measures of Graduation and Dropout Rates
10. **Child Abuse and Neglect**
Measures: State Child Welfare Data on Substantiated Cases, Removals, Cases of Neglect
11. **Childhood Hunger**
Measures: BRFS: Parents Reporting they have run out of food and do not have money to buy more.
12. **Juvenile Arrests**
Measures: State Dept. of Justice—Misdemeanor and Felony Arrest rates

13. Community Values Youth

Measures: Developmental Assets Survey from Project Cornerstone, California Healthy Kids Survey

As a contributor to healthy youth development, the City recognizes that these 13 indicators are not always applicable to youth services delivered by the City. Although, as a partner organization to the Children's Agenda and Kids in Common, the City sees value in connecting the YAP to healthy development, youth-related efforts under way in the County. The City will utilize the Children's Agenda and Bill of Rights for the Plan goals and measurements when there is appropriate alignment.

Adoption of the Bill of Rights for Children and Youth by the City of Mountain View occurred in the spring of 2010. It was a step to ensure that the needs of children and youth in the forefront when decisions are being made regarding policies, budgets and government practices. Since the City signed on to the Bill of Rights, the Youth Action Plan utilizes the data and County effort to further inform the City on the areas that are applicable to the Plan's Goals. The Bill of Rights for Children and Youth can be found in Appendix H.

PLAN PROCESS**PROJECT OVERSIGHT:**

The beginning of the Plan development was kicked off by the formation of a "Scope of Work" and project plan that were presented to the Council Youth Services Committee in the fall of 2009. The project plan identified community involvement and an explanation of the background research that would be conducted as part of the Plan development. The Council Youth Services Committee and the Youth Advisory Committee (YAC) provided guidance and direction to the scope of the Plan throughout the development process. Key project leadership and product development was provided by the Youth Resources Manager with input from Team YAP an interdepartmental project team assembled specifically for this project.

The CYSC involved the school superintendents and elected school board trustees in the process by having a joint meeting to discuss the Plan goals and vision for youth services. At this meeting, it was agreed that the focus for the Plan would be youth services for underrepresented middle school students. The Plan, therefore, focuses on youth ages 12 to 18, but provides most attention to the middle school age. Middle school years are a period of growth, change and actualization. Growing independence is given to youth at this age; this results in teens being left to rely on their decision-making abilities. This period of youth development also lends itself to a strong influence generated by the peer group. The City provides a great deal of programming for younger children; however, it was important to the community that the Plan focus on the middle school and high school age groups. This focus was seen as an

opportunity for additional support to this population during a period of independence, maturation and great learning.

ROLE OF THE YOUTH RESOURCES MANAGER:

The role of the Youth Resources Manager is to initiate and support the collaborative relationships between the youth services providers, internal and external to the City organization, to ensure maximization of City resources, a diverse array of City youth services and decrease program duplication. The Youth Resources Manager served as the staff lead for the development of the YAP process which involved: compiling data, training others, scheduling and conducting focus groups, staff interviews, meeting with community stakeholders, assembling an internal project team and ultimately completing the final plan product. The Youth Resources Manager also serves as the staff to the CYSC and the liaison between the Youth Advisory Committee and CYSC. The Youth Resources Manager implements the Developmental Assets strategy and philosophy City-wide, collaborates with Project Cornerstone, the Children's Agenda, represents the City on Challenge Team, collaborates with First 5 Santa Clara County and will oversee the YAP implementation. Per City Council direction, the Youth Resources Manager provides an update to the National League of Cities Mayors Action Challenge for Children and Families annually. The 2010 Challenge can be found in Appendix C.

INTERNAL REVIEW PROCESS**INTERDEPARTMENTAL INPUT:**

Internal youth programming division staff meetings were held with the following departments: Shoreline Division (Community Services Department), Fire Department, Police Department, Recreation Division (Community Services Department) and Children's and Teen Services (Library Services Department). Additionally, meetings were held with the Community Services Director, Police Chief, Fire Chief and Assistant City Manager. From these interviews and meetings, major themes were identified: lack of opportunities offered to youth in learning life skills; need for parent education and involvement; help in dealing with stress and depression; and the impacts of high-risk experimentation with sex, drugs and alcohol. The staff interviewed also expressed value in more interdepartmental collaboration, the desire to enhance program delivery of core services, and to include more volunteer development programs, programs where staff directly interact with students over and extended period of time (high-touch programs), and enhance outreach to schools.

TEAM YAP:

Once the research and data was compiled, the interdepartmental project team, "Team YAP," was assembled. Team YAP consisted of representatives from various departments to facilitate the development and implementation of the Plan within their departmental operations. The Team developed the vision statement and plan goals,

completed a City youth program and service inventory, and worked to align program and service delivery with goals and measurements. The Team then developed strategies and refined the Youth Action Plan document. A Youth Program Asset Map was created to illustrate the different programs and locations where youth services are available within the City. The YAP vision statement and goals were presented and adopted by the City Council on June 29, 2010. After the vision and goal adoption, the team created strategies, identified partnerships and linkages to Developmental Assets and the Bill of Rights for Children and Youth.

A review of the draft Plan was conducted by the Council Youth Services Committee in November 2010, the Parks and Recreation Commission (PRC) and Youth Advisory Committee were updated of the Plan activities in September 2010 and in January 2011 the PRC discussed the draft Plan and recommended adoption by the City Council, with City Council review and decision in January 2011.

COMMUNITY PARTICIPATION

COMMUNITY INPUT:

External focus group meetings were held with five adult groups and three student groups. The participating groups were: Mountain View Whisman School District—District English Learner Academic Committee (DELAC), the Mountain View-Los Altos Challenge Team, Youth Advisory Committee, Council Youth Services Committee, St. Athanasius Parish, Mountain View High School students, Los Altos High School students and Girls' Middle School students. The major themes that emerged from the external groups were: a sense of stress and depression; the lack of positive adult role models and mentors in the lives of youth; the need of more activities close to home; concern regarding gang involvement; high-risk activity with drugs, sex and alcohol; need for parent engagement and involvement; academic support; more tutoring; after-high-school preparation; meaningful volunteer and life skill-building opportunities in the community; and to be physically healthy and have the skills to cope emotionally. Internal and external input session data was then analyzed and compiled into the major theme areas. These major theme areas gave direction to the vision and goal development of the Plan.

YOUTH LEADERSHIP:

Youth involvement and leadership are established values and traditions in the City of Mountain View. Consequently, youth engagement was important to the CYSC in the Plan process. Staff worked closely with the Youth Advisory Committee and encouraged them to engage their peers in the process. The YAC was trained to facilitate youth focus groups that occurred as part of this Plan outreach process. The YAC then wrote and distributed the Youth Survey and informed the direction of the Plan throughout the development process. The youth survey (Appendices D and E) gathered information including transportation use, extracurricular activities, adult

interaction and issues that concern them or cause them stress and the like. The YAC further reviewed and refined the vision statement and plan goals, as well as provided ongoing direction and oversight for the project.

CHAPTER II—CURRENT CONDITIONS

CITY PROFILE

Nestled between the Santa Cruz Mountains and San Francisco Bay, Mountain View is located in the heart of the Silicon Valley, just 10 miles north of San Jose and 35 miles south of San Francisco. The City is home to 72,200 residents and many nationally and internationally known corporations. Mountain View covers 12 square miles, with an average elevation of 97'.

Mountain View is a modern, high-tech city operating under a council/manager form of government, with a seven-member City Council. While Mountain View is keeping pace with new ideas and innovations, the City is also committed to the traditional values of strong neighborhoods and citizen involvement. Mountain View is made up of a variety of distinct, locally organized neighborhoods and homeowners associations that help identify our community's needs and shape the City's future.

Mountain View has approximately 600 employees and a General Fund budget of \$88.6 million (Fiscal Year 2009-10). City-operated services include Community Development, Police, Fire, Public Works, Community Services, Library Services, City Manager-Human Resources, and Finance and Administrative Services. City departments work as a team in providing seamless customer service on a daily basis.

The City of Mountain View's mission is to provide quality services and facilities that meet the needs of a caring and diverse community in a financially responsible manner. The organization's established values are:

<p>Provide exceptional service Act with integrity Treat others with respect</p>

YOUTH POPULATION PROFILE

CITY AMENITIES:

The City of Mountain View has many recreational facilities that are beneficial to youth such as 37 parks, miles of bicycle and pedestrian trails, a skate park, 35 tennis courts and 16 basketball courts. Mountain View operates a community center, two community pools and a teen center open six days per week. Additionally, Shoreline at Mountain View Park, Shoreline Sailing Lake and an 18-hole champion golf course offer miles of

trails, kite-flying areas and other amenities. The Mountain View Public Library is a state-of-the-art facility that offers tutoring, a flourishing Teen Zone, enhanced teen programs and a special youth-related materials collection. Mountain View has a thriving downtown that offers concerts and festivals in the summer months, and cafés and eateries that cater to a youthful population. The City partners with the school district to offer afterschool programs that focus on the developmental assets, while other agencies and faith communities enhance youth program opportunities for the residents.

SOCIOECONOMICS AND RACE/ETHNICITY:

The youth of Mountain View are diverse in socioeconomic and racial composition. In 2009, 2,562 students in the Mountain View Whisman School District and the Mountain View-Los Altos Union High School District participated in Free or Reduced Price Meals in their school settings. This indicates that 32 percent of students are living at or below the poverty line determined by the Department of Housing and Urban Development (HUD) standards. The following graphs display the racial demographics of students attending Mountain View public schools, which indicate that the majority of the population is Hispanic/Latino in the MVWSD and Caucasian/White at the high school level (Figures 1 and 2).

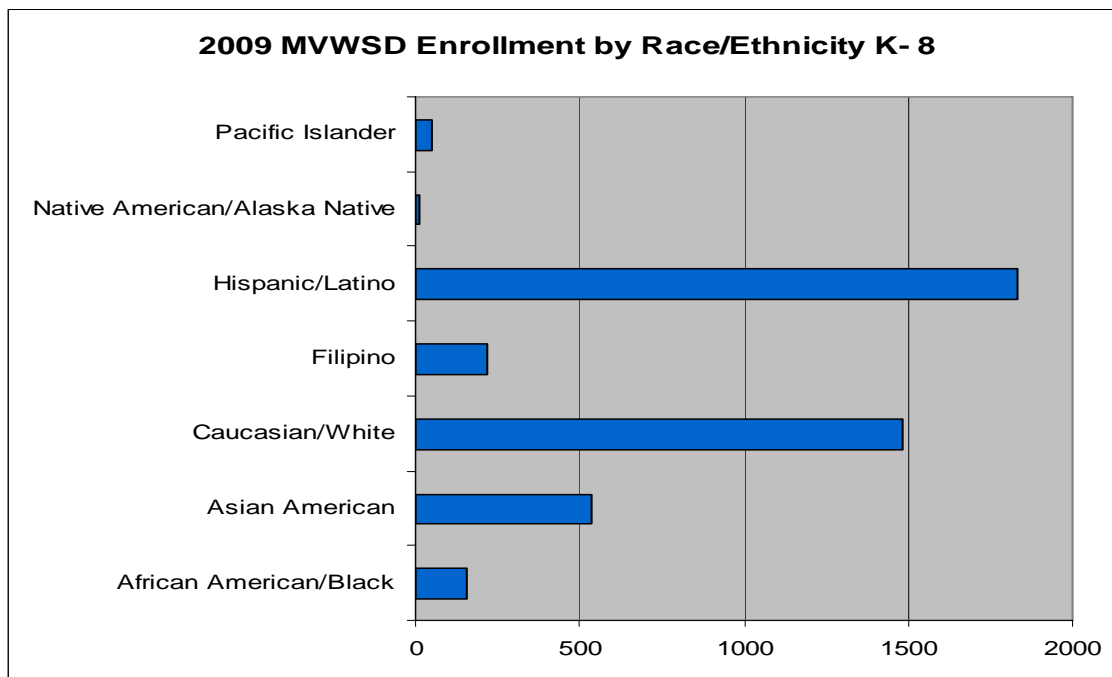


Figure 1 (Source: *Kidsdata.org*)

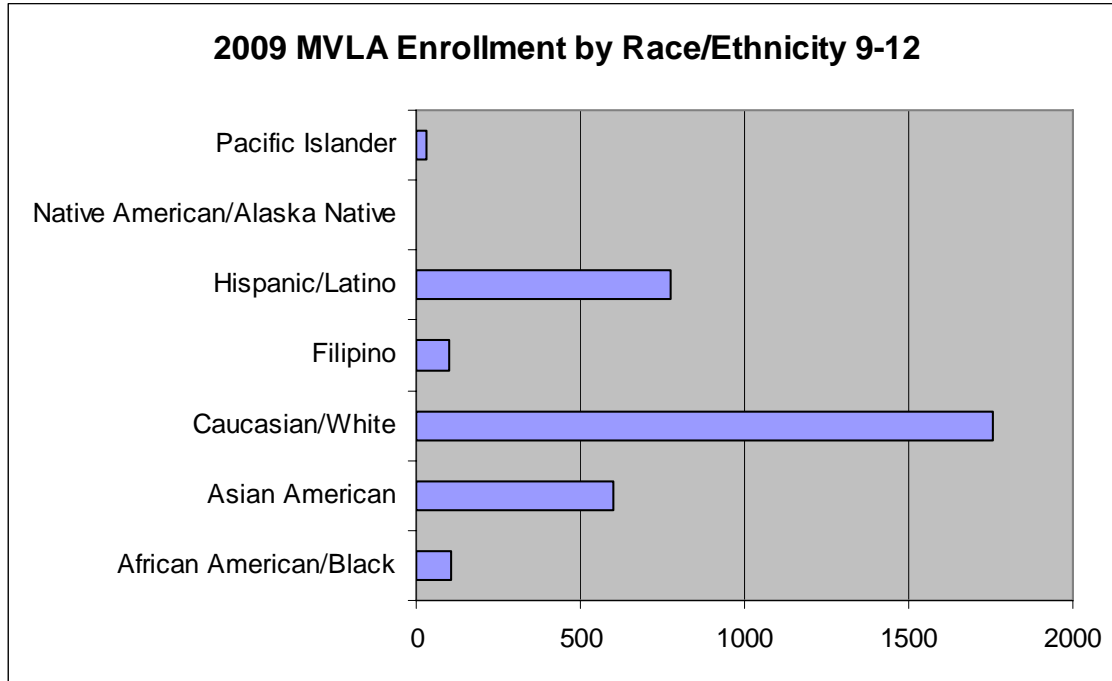


Figure 2 (Source: *Kidsdata.org*)

SCHOOL PERFORMANCE:

Mountain View schools strive to offer sound education and enrichment programs to the youth of this community. The Academic Performance Index (API) measures performance of both districts together with a calculated average score of 828.5. This API average is higher than some of the surrounding schools and exceeds the state targeted index of 800. In 2008, MVLA data indicated that approximately 69 percent of district high school graduates attend a four-year college or university, while 28 percent attend a two-year college or trade school, 2 percent joined the military and 1 percent of graduates did not report their plans.

HEALTH AND SAFETY:

Mountain View youth compare well against County-wide California Healthy Kids data in fitness and healthy weight standards. According to 2008 Healthy Kids data, 37 percent of Mountain View 7th graders and 55 percent of 9th graders passed all six of the California state fitness tests. Likewise, 80 percent of 7th graders and 95 percent of 9th graders were in the healthy weight zone in 2008. Most Mountain View youth indicate feeling safe at school and are not harassed or bullied. On the contrary, students enrolled in nontraditional or alternative schools report being bullied and do not feel as safe as their peers in traditional schools. Positively ninety-eight (98) percent of 11th-grade students in traditional high school claimed they were not part of a gang in 2008. The percentages of students who report being part of a gang are higher in middle school and significantly higher at nontraditional high schools than those in high school.

According to 2008 California Healthy Kids school site data, over 60 percent of Mountain View 11th graders report that they do not use marijuana or other drugs. Alcohol use amongst the same population appears to be on a slight decline. Mountain View youth are generally supported by positive relationships and opportunities for healthy development in their school, home and peer environment. However, the self-reported data appears to show a slight increase in rates of depression or depressed-related feelings is trending amongst the population (Appendix B).

POPULATION CHALLENGES:

A review and analysis of demographic, health and youth-related research provided context for the issues and challenges that youth face. For a small percentage of the population of youth in Mountain View, poverty, attraction to gangs, lack of affordable programs, lack of mentors, academic support and job readiness are of great concern. A majority of the youth population face social and mental health issues, such as stress from academic pressures, family, anxiety about the future, difficulty with adult relationships and pressures related to sex, alcohol and drug use. A portion of this population also faces a limited opportunity for unstructured time and is concerned with the current economic crisis affecting their families, schools, local government and other entities with which they interface. Additional youth, health and safety data can be found in Appendix B.

CHAPTER III—YOUTH ACTION PLAN FRAMEWORK

PLAN SCOPE

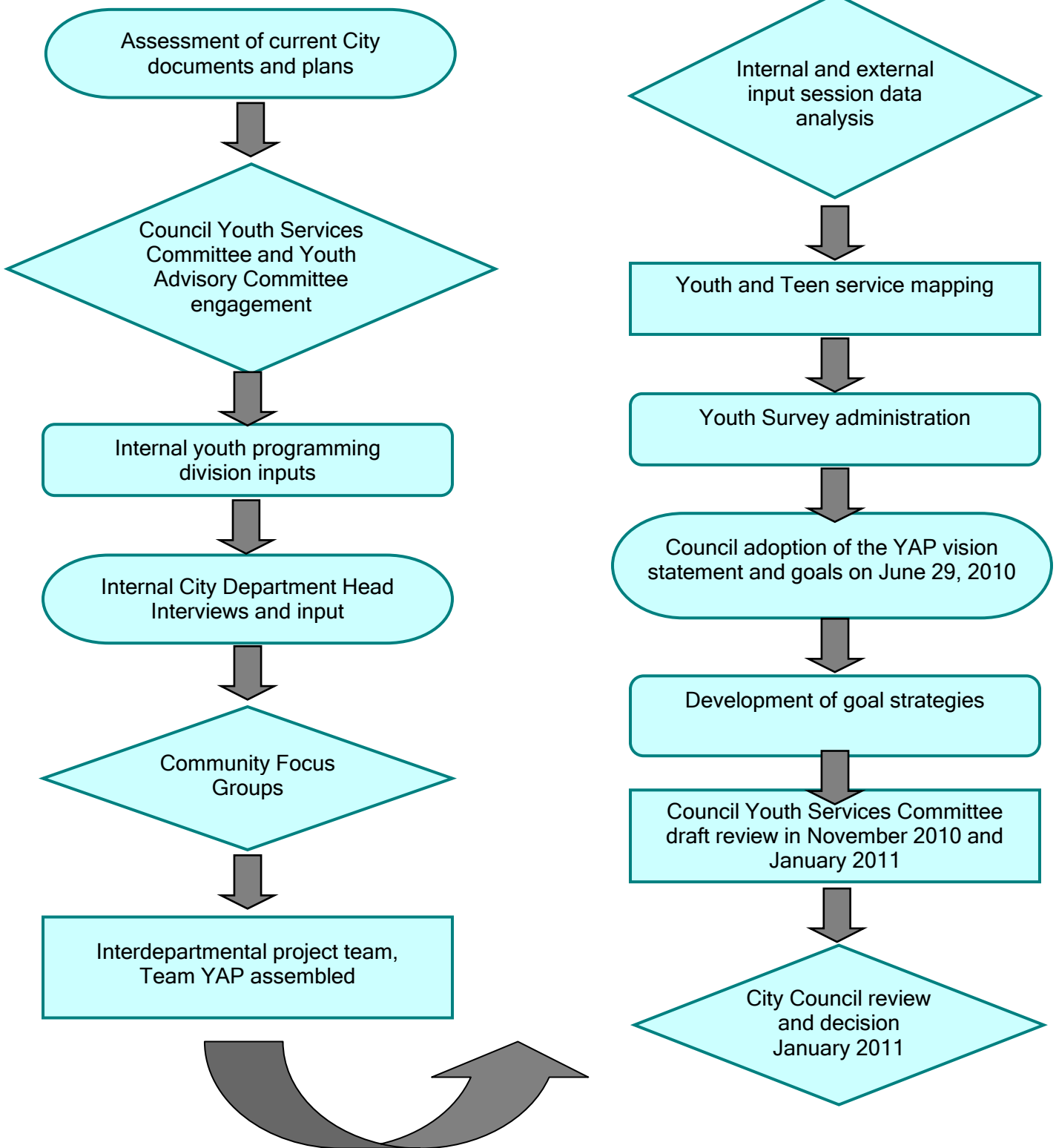
The Plan involves a focus on City youth services for middle school and high school youth. There is a City emphasis to continue to enhance collaboration with schools, faith communities and community-based agencies. The scope of the Plan development included:

- I. Analysis of existing City programs and services
- II. Analysis of existing internal documents and plans
- III. Internal operational analysis
- IV. Stakeholder and community input gathering
- V. Youth and Teen service map
- VI. Integration of key youth initiatives
- VII. Youth focus groups and a survey
- VIII. Interdepartmental project team—Team YAP
- IX. Development of a vision statement and goals for youth services supported by strategies.

PLAN METHODOLOGY

Illustrated below is a logic model which details the major milestones undertaken to create the Youth Action Plan. The time line of the model extends from July 2009 to January 2011. The first step was to assess the current City documents and plans to determine relevance to the Youth Action Plan. For instance, the 1996 Youth Action Plan was evaluated to establish any applicable elements to the new Plan. In addition, the Youth Action Plan was aligned to the Recreation Plan and will be integrated into the General Plan 2030. It was determined by the CYSC that the updated Plan would focus on youth ages 12 to 18. The process included several phases with involvement from youth, community stakeholders, parents and City staff.

LOGIC MODEL:



THEME AREAS

Community members, appointed and elected City officials and City staff established the framework of the Plan, which outlines the City's vision and goals for the future of Mountain View youth. Strategies and partnerships necessary to achieve the goals are included in Chapter IV—Goals and Strategies. Team YAP analyzed the community input data and identified major themes.

From the internal and community input-gathering analysis, the following themes were highlighted:

- Students should have the opportunity to learn life skills.
- Students are stressed and dealing with depression, lack of support, academic and social direction.
- There is concern regarding early and high-risk experimentation with sex, drugs, alcohol and gang involvement.
- Additional parent education and involvement is desired.
- Interdepartmental collaboration should be strengthened.
- Enhance service delivery to core services to include more volunteer development, high-touch programs and outreach to schools.
- Students need positive adult role models, mentors and more activities close to home.
- Support the academic day and offer more tutoring, academic support and after-high-school preparation.
- Offer meaningful volunteer and life skill-building opportunities in the community.
- Be physically healthy and have the resiliency skills to cope emotionally.

Identifying these themes led to the development of the Plan goals and vision statement. The vision statement of the Plan describes the ideal future status or condition for Mountain View youth. The goals of the Plan represent the course of action, or what it will take to meet the vision for youth. The strategies and partnerships identify how the goal will be achieved and who will be involved.

**CITY OF MOUNTAIN VIEW VISION FOR YOUTH:
ADOPTED BY CITY COUNCIL JUNE 29, 2010.**

Mountain View is a safe, diverse community that respects its youth and nurtures, educates and encourages them to be responsible, civically engaged and prepared for the future.

GOALS

1. Strong Families

Offer programs, services and referrals to community resources to support parents and caregivers in building strong families.

Goal Description:

Families, staff and community members expressed concern during the outreach process with the ability to find applicable resources to assist and support them in raising their children and building a strong family. City departments are well versed and well positioned to provide community resources or referrals when needed. This goal is applicable to all ages of children and all stages of parenting and child rearing.

2. Civic Engagement

Provide meaningful volunteer opportunities for youth so they will make a difference in their community and develop skills for a viable future.

Goal Description:

The City strives to develop a community climate of youth volunteerism and civic engagement. Youth will be seen as valuable participants in the work of local government. Young people will be seen as contributors, problem-solvers, designers, planners and evaluators to the community. Youth who are engaged in their community are more likely to become involved adults and see a strong connection to the local decision-making process.

3. Internal City Collaboration

Encourage collaboration among City staff, thereby increasing the effectiveness and public awareness of youth services.

Goal Description:

In the development of the Youth Action Plan, an interdepartmental City staff team was assembled. In this process the team determined that their continued collaboration was essential to effective program and service delivery.

4. Community Collaboration

Continue to work collaboratively with community-based organizations and schools to foster productive relationships that benefit youth.

Goal Description:

The City views the community-based organizations, faith communities and schools as partners in youth service delivery. The City recognizes that it does not possess the expertise or resources to provide all services to the community. Through Joint Powers Agreements, Memoranda of Understanding, contracts, Community Development Block Grants (CDBG) and similar mechanisms, the City is better-positioned to provide a full breadth of services in the community.

5. Youth Programs

Provide programs and resources that engage youth, support education, foster independence and an interest in lifelong learning.

Goal Description:

This goal reflects the need to support youth in their academic, decision-making and problem-solving endeavors. It speaks to the efforts currently under way in the Recreation Division, Police Department and Library Services Department to support students with homework and learning. Additionally, the goal references teaching students how to find answers to their questions using deductive reasoning and solid decision-making skills.

6. Staff as Role Models

Provide City staff as role models that offer guidance in life skills.

Goal Description:

City staff who work with youth are trained to have courageous conversations and teachable moments with teens about life decisions and challenges teens may face. Youth interactions with City staff are viewed positively. City staff who work with youth are seen as approachable and helpful by youth in the community.

7. Healthy Living

Promote healthy living by providing resources, programs and facilities that support healthy eating, active lifestyles, emotional wellness and strategies for coping with stress.

Goal Description:

The City will promote and encourage youth to maintain a healthy lifestyle. The City will offer healthy food options when serving foods at public events or City programs. The Healthy Eating, Active Living resolution adopted by the City Council October 13, 2009 encourages the City to promote healthy living while the General Plan promotes pedestrian mobility, a connected trail system and bikeways for residents. Youth programmers will be conscientious to create activity environments where students feel included and supported.

8. Personal Safety

Prevent violence against youth by supporting programs that emphasize awareness and education in personal safety and positive interpersonal relationships.

Goal Description:

This goal is to ensure that youth have healthy activities to engage in and are around positive influencers so that violent and negative risk taking behaviors are not seen as normal in life. Youth are encouraged to develop talent and skills in a positive manner and be involved in their community. Youth will learn the importance of personal safety, positive interpersonal peer and adult relationships.

CHAPTER IV—GOALS AND STRATEGIES

The Youth Action Plan goals describe the course of action that will be taken to meet the Plan vision statement for Mountain View youth. Strategies define how the City of Mountain View intends to achieve its vision and goals for youth. The strategies highlighted in this chapter were developed based on community input and organizational capacity.

Goals are not listed in priority order and not weighted for importance. All eight goals listed are equally important in order to actualize the vision for the youth of Mountain View.

"Community Challenges" were identified to further define the purpose of the goals and strategies. The "Status" section of each goal area refers to what the City is currently doing in this area. The "Currently Offered Applicable Programs" are City services and programs that already exist and that are meeting the goal. Each goal is further linked to responsible lead internal and community partners. Specific applicable Developmental Assets and Bill of Rights for Children and Youth were also cited for each goal. Finally, each goal indicates how it will be measured and tracked.

GOAL NO. 1: STRONG FAMILIES

Offer programs, services and referrals to community resources to support parents and caregivers in building strong families.

GOAL DESCRIPTION:

Families, staff and community members expressed concern during the outreach process with the ability to find applicable resources to assist and support them in raising their children and building a strong family. City departments are well versed and well positioned to provide community resources or referrals when needed. This goal is applicable to all ages of children and all stages of parenting and child rearing.

COMMUNITY CHALLENGES:

Families are facing challenging economic pressures, and these pressures impact the family dynamic and relationships. This goal, and these programs and strategies are designed to help address this challenge.

STATUS:

This goal is being achieved through the many existing programs City departments offer, as well as those offered by community-based organizations in partnership with the City. In particular, the Library Services Department offers parenting classes

throughout the year and the City collaborates with First 5 Santa Clara County to make additional parenting classes available to Mountain View families. Recently, the Police Department began co-teaching the Parent Project with CHAC. Many of these parenting classes and resources are offered to the community in Spanish and English. Community partners further provide a diverse offering of programs and services that enhance this goal area.

CURRENTLY OFFERED APPLICABLE PROGRAMS		
Recreation	Library	Police Department
Beyond the Bell	Community Drop-in Programs	Parent Project
The House	School-Age Drop-in Programs	Family Functional Therapy
Summer Movie Nights	Mountain View Reads Together	Home Visits
Preschool Classes/Programs	Reading Readiness Series	
Special Interest Classes	Parenting Education Programs	Fire Department
Community Wide Special Events	School Tours	Juvenile Firesetter Intervention
The Beat	Summer Reading	Community Outreach Events
Leader In Training	Summer Family Reading	Pancake Breakfast/Fire Safety Month
Summer Camps (Teen, Elementary)	Reading Day	
Job Fairs	Community Partners Programming	City Manager's Office
H.S. Life Skills Program	Bookmobile Service to Castro School	First 5 Collaboration
Swim Lessons	Volunteer Program	Child-Care Referral List
	Teen Summer Programs	Youth Resources Web Pages
	Teen Read Week	Representative on the Local Planning Council
	Teen Book Club	
	Teen Summer Games Program	Parks
		Arbor Day

STRATEGIES:

- 1-1. Train City staff where to find parent resources, and to access and refer individuals to the youth resources web site.
- 1-2. Offer and support parenting classes in collaboration with schools and community-based organizations.
- 1-3. Offer child care when appropriate at community input meetings.

- 1-4. Strengthen literacy and increase learning readiness for children by offering enriching Library programs for all ages and collaborating with First 5 Santa Clara County.
- 1-5. Continue to offer family-friendly programs and special events.

LEAD PARTNERS:**Internal:**

Library Services Department
 Recreation Division
 Police Department

External:

Mountain View Whisman School District
 Mountain View-Los Altos High School District
 Parents
 CHAC
 Parent Project
 First 5 Santa Clara County
 Child-Care Providers

APPLICABLE DEVELOPMENTAL ASSETS:

2005 Project Cornerstone data indicates the following for 7th-grade students who participated in the survey at that time:

Support

- Asset No. 1, Family Support—Family life provides high level of love and support—73 percent of students found this to be their experience.
- Asset No. 2, Positive Family Communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s)—42 percent of students found this to be their experience.

Boundaries and Expectations

- Asset No. 11, Family Boundaries—Family has clear rules and consequences and monitors the young person's whereabouts—48 percent of students identified with this experience.
- Asset No. 14, Adult Role Models—Parent(s) and other adults model positive, responsible behavior—31 percent of students identified with this experience.
- Asset No. 16, High Expectations—Both parents(s) and teachers encourage the young person to do well—56 percent of students found this to be their experience.

APPLICABLE BILL OF RIGHTS FOR CHILDREN AND YOUTH:

Right No. 2: "They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult."

MEASUREMENT:

This goal will be measured by the Developmental Assets, Project Cornerstone survey; 2005 data indicates that 73 percent of 7th graders from MVWSD believe they receive family support. Additionally, 42 percent of 7th graders from MVWSD believe they have positive family communication at home. As a result of having a Youth Action Plan goal to support healthy families, staff and providers will be knowledgeable of this data and work to support families through the offering of programs, resources and referrals.

GOAL NO. 2: CIVIC ENGAGEMENT

Provide meaningful volunteer opportunities for youth so they will make a difference in their community and develop skills for a viable future.

GOAL DESCRIPTION:

The City strives to develop a community climate of youth volunteerism and civic engagement. Youth will be seen as valuable participants in the work of local government and to meet the needs and interests of the City. Young people will be seen as contributors, problem-solvers, designers, planners and evaluators to the community. Youth who are engaged in their community are more likely to become involved adults and see a strong connection to local decision-making process.

COMMUNITY CHALLENGES:

Being prepared for the future, life after high school and feeling that the community values their input are concerns for most of the youth population, as informed by the Youth Survey. (Appendices E and F).

STATUS:

The Recreation Division, Library Services Department and Police Department are offering key leadership opportunities for youth in their respective service areas. By volunteering in these areas, youth have an opportunity to work alongside professionals, gain job skills and become exposed to potential career paths. The City has a history of youth involvement and values youth input in the decision-making processes.

CURRENTLY OFFERED APPLICABLE PROGRAMS		
Recreation	Library	Police Department
Youth Advisory Committee	Summer Reading	Police Explorers
Leader In Training	Summer Family Reading	
Mayor's Youth Conference	Reading Day	Shoreline Environmental Youth Corps
Job Fairs	Community Partners programming	
City-Wide Volunteer Program	Volunteer Program	City Manager's Office
	Teen Advisory Group	Job Shadow Day
		School Tours

STRATEGIES:

- 2-1. Assess City practices for youth civic engagement.
- 2-2. Develop policy for youth civic engagement based on best practices and City need.
- 2-3. Create a tip sheet for adults to work effectively with youth.
- 2-4. Explore new volunteer opportunities for youth across the City.
- 2-5. Maintain existing youth volunteer opportunities.

LEAD PARTNERS:

Internal:

- Recreation Division
- Library Services Department

External:

- NOVA Youth Employment

APPLICABLE DEVELOPMENTAL ASSETS:

2005 Project Cornerstone data indicates the following for 7th-grade students who participated in the survey at that time:

Support

- Asset No. 8, Youth as Resources—Young people are given useful roles in the community—33 percent of students identified with this experience.
- Asset No. 9, Service to Others—Young person serves in the community one hour or more per week—41 percent of students indicated they did this.

Positive Values

- Asset No. 26, Caring—Young person places high value on helping other people—54 percent of students identified with this experience.

Empowerment

- Asset No. 7, Community Values Children and Youth—Young person perceives that adults in the community value children and youth—22 percent of the students identified with this experience.

APPLICABLE BILL OF RIGHTS FOR CHILDREN AND YOUTH:

Right No. 6: "They have training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community."

MEASUREMENT:

City annual statistics on youth volunteer participation and youth program attendance will be the measurement of progress for this goal. Additionally, staff will look at the quantity of youth volunteer positions offered and the combined number of hours youth volunteer annually.

GOAL NO. 3: INTERNAL CITY COLLABORATION

Encourage collaboration among City staff, thereby increasing the effectiveness and public awareness of youth services.

GOAL DESCRIPTION:

In the development of the Youth Action Plan, an interdepartmental City staff team was assembled. In this process, the team determined that their continued collaboration was essential to effective program and service delivery.

COMMUNITY CHALLENGES:

Mountain View is fortunate to have a variety of youth resources and passionate youth workers. City staff has a difficult time keeping abreast with what other areas, agencies and other City departments/divisions are doing. This goal and these strategies will work to address this challenge and reduce duplication of services.

STATUS:

As a result of recent internal collaboration, the Recreation Division and Library Services Department collaborated to offer expanded homework assistance in the Teen Zone. Additionally, the Recreation Division and Police Department collaborated to offer a wrestling program. In spring 2010, a Youth Programmers Roundtable was developed to bring together youth workers and share summer programming ideas amongst City staff and nonprofits. This meeting resulted in an exchange of ideas, shared resources and the ability to cross-refer program participants.

CURRENTLY OFFERED APPLICABLE PROGRAMS		
Recreation	Library	Police Department
Youth Advisory Committee	Reading Day	School Resource Officers
Mayor's Youth Conference		
Job Fairs	Parks Division:	Fire Department
Participation in Challenge Team	Arbor Day	Juvenile Firesetter Intervention
Spring Family Parade		Community Outreach Events
Community Tree Lighting		
City-Wide Volunteer Program		City Manager's Office
		Developmental Assets Monthly Resource Kit
		Youth Resources Web Pages
		Youth Programmers Roundtable
		Youth Services Cabinet

STRATEGIES:

- 3-1. Submit National League of Cities' Mayor's Action Challenge for Children and Families.
- 3-2. Establish youth activity/program information center in an on-line format.
- 3-3. Develop and maintain interdepartmental youth services cabinet.

LEAD PARTNERS:

Internal:

- City Manager's Office—Youth Resources Manager
- Recreation Division (2 representatives)
- Parks Division (1 representative)
- Library Services Department—Youth Services (2 representatives)
- Shoreline Division (1 representative)
- Police Department (2 representatives)
- Fire Department (1 representative)

External:

- Mountain View Police Activities League

APPLICABLE DEVELOPMENTAL ASSETS:

None

APPLICABLE BILL OF RIGHTS FOR CHILDREN AND YOUTH:

None

MEASUREMENT:

With the positive feedback received from Team YAP and the Spring Youth Programmers Roundtable, staff suggests the assembly of a Youth Services Cabinet (similar to Team YAP) with interdepartmental representatives. The meetings will be recorded and information exchange will be shared with the CYSC.

GOAL NO. 4: COMMUNITY COLLABORATION

Continue to work collaboratively with community-based organizations and schools to foster productive relationships that benefit youth.

GOAL DESCRIPTION:

The City views community-based organizations, faith communities and schools as partners in youth service delivery. The City recognizes that it does not possess the expertise or resources to provide all services to the community. Through Joint Powers Agreements, Memoranda of Understanding, contracts, Community Development Block Grants (CDBG) and similar mechanisms, the City is better-positioned to provide a full breadth of services in the community.

COMMUNITY CHALLENGE:

This has not been an area identified as a challenge as the City maintains collaborative working relationships with many youth service providers, including school districts, Challenge Team and others. This goal has been set to recognize and maintain the City's existing partnerships. The below programs are examples of City collaboration with internal and community partners.

CURRENTLY OFFERED APPLICABLE PROGRAMS		
Recreation	Library	Police Department
Beyond the Bell	Mountain View Reads Together	Dreams & Futures
The Beat	Community Drop-in Programs	Parent Project
Youth Advisory Committee	School Age Drop-in Programs	Family Functional Therapy
Mayor's Youth Conference	School Tours	School Resource Officers
Job Fairs	Summer Reading	Wrestling
Participation in Challenge Team	Summer Family Reading	
H.S. Life Skills Program	Reading Day	Fire Department
Gardening with Teens	Community Partners Programming	Juvenile Firesetter Intervention
College Trips/Tours	Bookmobile Service to Castro School	Community Outreach Events
Special Interest Programs	Volunteer Program	Pancake Breakfast/Fire Safety Month
City-Wide Volunteer Program	Teen Advisory Group	
Wrestling Program	Teen Book Club	City Manager's Office
		MVPAL Board
		Challenge Team
		First 5 Collaboration
		Project Cornerstone
		Vision Council for Children and Youth

STRATEGIES:

- 4-1. Continue to be an active partner in Challenge Team.
- 4-2. Collaborate effectively with Parent Project, First 5, Mountain View-Los Altos High School District, Mountain View Whisman School District, Foothill-De Anza College District, the El Camino YMCA, Mountain View Police Activities League and other youth-serving, community-based organizations.

LEAD PARTNERS:

Internal:

- City Manager's Office
- Police Department
- Recreation Division
- Library Services Department—Youth and Teen Services

External

CHAC

Mountain View-Los Altos High School District

Mountain View Whisman School District

El Camino YMCA

Mountain View Police Activities League

Faith Community

Youth Sports Leagues

First 5 Santa Clara County

Challenge Team

Foothill-De Anza College District

APPLICABLE DEVELOPMENTAL ASSETS:

2005 Project Cornerstone data indicates the following for 7th-grade students who participated in the survey at that time:

Support

- Asset No. 5, Caring School Climate—School provides a caring, encouraging environment—30 percent of students identified with this experience.

Empowerment

- Asset No. 7, Community Values Children and Youth—Young person perceives that adults in the community value children and youth—22 percent of the students identified with this experience.

APPLICABLE BILL OF RIGHTS FOR CHILDREN & YOUTH:

All 10 Rights.

MEASUREMENT:

The City will work collaboratively with schools and community-based agencies to reduce duplication of services, engage in youth initiatives and maximize regional resources to meet a variety of programming needs for youth in Mountain View. The City recognizes these youth-serving providers as vital resources to the youth of Mountain View. The City will continue to foster these partnerships through the role of the Youth Resources Manager.

GOAL NO. 5: YOUTH PROGRAMS

Provide programs and resources that engage youth, support education, foster independence and an interest in lifelong learning.

GOAL DESCRIPTION:

This goal reflects the need to support youth in their academic, decision-making and problem-solving endeavors. It speaks to the efforts currently under way in the

Recreation Division, Police Department and Library Services Department to support students with homework and learning. Additionally, the goal references teaching students how to find answers to their questions using deductive reasoning and solid decision-making skills.

COMMUNITY COLLABORATION:

Not all students have access to computers at home, adults/tutors who understand the homework or space where they can study. This goal, these programs and strategies strive to address this challenge and support student education and constructive decision-making outside the classroom setting.

STATUS:

A major City focus has occurred in this area over the past few years. The afterschool program homework assistance has been strengthened by school district collaboration, the Library Services Department has made available a web-based interactive tutorial program and expanded tutoring hours and the Teen Center invested in computers for students to use as a resource.

CURRENTLY OFFERED APPLICABLE PROGRAMS		
Recreation	Library	Police Department
Beyond the Bell	Community Drop-in Programs	Dreams & Futures
The Beat	School Age Drop-in Programs	School Resource Officers
Youth Advisory Committee	School Tours	
Leader In Training	Summer Reading	City Manager's Office
Mayor's Youth Conference	Summer Family Reading	Job-Shadow Day
Job Fairs	Reading Day	
H.S. Life Skills Program	Community Partners Programming	Fire Department
College Trips/Tours	Bookmobile service to Castro School	Community Outreach Events
Health and Wellness	Volunteer Program	Pancake Breakfast/Fire Safety Month
Special Interest Classes	Mountain View Reads Together	
Swim Lessons	Teen Advisory Group	Shoreline
City-Wide Volunteer Program	Teen Book Club	Environmental Job Corps
	Teen Summer Games Program	
	Teen Summer Programs	Parks
	Teen Read Week	Arbor Day
	Homework Assistance Program	

STRATEGIES:

- 5-1. Assess youth services program delivery for support of the YAP goals.
- 5-2. Offer programs that contain life-skill component.
- 5-3. Promote school and education as important when interacting with youth.
- 5-4. Continue to support out-of-school programs for youth.
- 5-5. Enhance peer tutoring programs where and when appropriate.
- 5-6. Analyze youth and teen services map for gaps in services.

LEAD PARTNERS:**Internal:**

Recreation Division
Library Services Department—Youth Services

External:

Mountain View Whisman School District
Mountain View-Los Altos High School District
Mountain View Police Activities League
CHAC
El Camino YMCA
NOVA Youth Employment
Youth Sports Leagues

APPLICABLE DEVELOPMENTAL ASSETS:

2005 Project Cornerstone data indicates the following for 7th-grade students who participated in the survey at that time:

Constructive Use of Time

- Asset No. 17, Creative Activities—Young person spends three or more hours per week in lessons or practice in music, theater or other arts—24 percent of students found this to be their experience.
- Asset No. 18, Youth Programs—Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community—49 percent of the students identified with this experience.

Commitment to Learning

- Asset No. 21, Achievement Motivation—Young person is motivated to do well in school—72 percent of students identified with this experience.
- Asset No. 23, Homework—Young person reports doing at least one hour of homework every school day—79 percent of students identified with this experience.
- Asset No. 25, Reading for Pleasure—Young person reads for pleasure three or more hours per week—25 percent of students identified with this experience.

APPLICABLE BILL OF RIGHTS FOR CHILDREN AND YOUTH:

Right No. 5: "They have access to a 21st Century education that promotes success in life, in future careers and a love of lifelong learning."

MEASUREMENT:

Linkages to the Developmental Assets allow for the City to measure this goal. The City recognizes that the schools are ultimately responsible for student learning, school access and educational quality. However, the community provides many resources that support student academic achievement and lifelong learning. The most applicable developmental assets for measurement are: No. 21—Achievement Motivation: where, in 2005, 72 percent of 7th graders from MVWSD indicated being motivated to do well at school. The Library Services Department strives to positively effect No. 25—Reading for Pleasure—whereby, in 2005, 25 percent of 7th-grade students from MVWSD indicated reading for pleasure three or more hours per week.

GOAL NO. 6: STAFF AS ROLE MODELS

Provide City staff as role models that offer guidance in life skills.

GOAL DESCRIPTION:

City staff who work with youth are trained to have courageous conversations and teachable moments with teens about life decisions and challenges teens may face. Youth interactions with City staff are viewed positively. City staff who work with youth are seen as approachable and helpful by youth in the community.

COMMUNITY CHALLENGE:

Not all youth have a caring adult who can listen and guide them in the decision-making process. Many students face issues and challenges daily and need guidance. These programs have staff prepared to be role models and assist youth through life's positive decision-making challenges.

CURRENTLY OFFERED APPLICABLE PROGRAMS		
Recreation	Library	Police Department
Beyond the Bell—Crittenden	Community Drop-in Programs	Police Explorers
The House	School Age Drop-in Programs	School Resource Officers
Teen Open Gym	School Tours	Dreams and Futures
The Beat	Summer Reading	
Youth Advisory Committee	Summer Family Reading	Fire Department
Leader In Training	Reading Day	Juvenile Firesetter Intervention
Mayor's Youth Conference	Bookmobile Service to Castro School	Community Outreach Events
Youth in Government Day	Volunteer Program	Pancake Breakfast/Fire Safety Month
Middle School Dances	Teen Advisory Group	
Job Fairs	Teen Book Club	City Manager's Office
H.S. Special Events	Teen Summer Programs	City Hall Tours
College Trips/tours	Teen Read Week	Job Shadow Day
Swim Lessons		
RecSports Camps		Shoreline
Deer Hollow Farm Summer Camp		Environmental Job Corps
City-Wide Volunteer Program		

STRATEGIES:

- 6-1. Coordinate a City youth protection policy that would coordinate and articulate existing staff development and recruitment practices.
- 6-2. Implement consistent youth development training across departments.
- 6-3. Train staff to identify teachable moments and engage youth in life-skill building conversations.

LEAD PARTNERS:

Internal:

- Police Department
- Recreation Division
- Library Services Department—Youth and Teen Services

External:

- Project Cornerstone
- Mountain View Police Activities League

Mountain View Whisman School District
Mountain View-Los Altos High School District

APPLICABLE DEVELOPMENTAL ASSETS:

2005 Project Cornerstone data indicates the following for 7th-grade students who participated in the survey at that time:

Support

- Asset No. 3, Other Adult Relationships—Young person receives support from three or more nonparent adults—39 percent of students identified with this experience.

Boundaries and Expectations

- Asset No. 14, Adult Role Models—Parent(s) and other adults model positive, responsible behavior—31 percent of students identified with this experience.
- Asset No. 16, High Expectations—Both parent(s) and teachers encourage the young person to do well—56 percent of students identified with this experience.

Empowerment

- Asset No. 7, Community Values Children and Youth—Young person perceives that adults in the community value children and youth—22 percent of students identified with this experience.

Social Competencies

- Asset No. 32, Planning and Decision-Making—Young person knows how to plan ahead and make choices—27 percent of students identified with this experience.

APPLICABLE BILL OF RIGHTS FOR CHILDREN AND YOUTH:

Right No. 1: "They have a healthy mind, body and spirit that enable them to maximize their potential."

MEASUREMENT:

City-administered program evaluations in specific programs such as: The House, Police Explorers, Leader in Training, Library Homework Assistants, and Dreams and Futures will be utilized to capture baseline data by asking the below questions. Staff will analyze survey outcomes, make program changes and offer staff training to meet the goal.

- To inquire about "staff as role models," the following survey question will be incorporated into program evaluations:
 - Staff who work or volunteer in this program really care about my success.

- To inquire about "Positive Decision-Making," the following survey question will be incorporated into program evaluations:
 - Being involved in this program has taught me how to make positive decisions.

GOAL NO. 7: HEALTHY LIVING

Promote healthy living by providing resources, programs and facilities that support healthy eating, active lifestyles, emotional wellness and strategies for coping with stress.

GOAL DESCRIPTION:

The City will promote and encourage youth to maintain a healthy lifestyle. The City will offer healthy food options when serving foods at public events or City programs. The Healthy Eating, Active Living resolution, adopted by the City Council October 13, 2009, encourages the City to promote healthy living while the General Plan promotes pedestrian mobility, a connected trail systems and bikeways for residents. Youth programmers will be conscientious to create activity environments where students feel included and supported.

COMMUNITY CHALLENGES:

The youth obesity rate is high in minority populations. According to CHKS data, Latino students are less likely to meet all their fitness standards in 7th grade, although nearly 60 percent of the overall youth population is within healthy weight limits. Stress and depression are concerns in the Mountain View youth community as indicated in the California Healthy Kids Survey. Mountain View students identified with having depressed feelings for multiple days at rates of 22 percent to 35 percent (Appendix B). These programs work to help address challenges.

STATUS:

This goal is under way by the 2009 adoption of the HEAL Resolution, event collaboration on the MoVe to Wellness Festival offered in 2009 and 2010, Spring Parade theme for 2010 and more. Afterschool programs are focusing on healthy eating and active living with nutrition workshops, pedometer programs and incentives.

CURRENTLY OFFERED APPLICABLE PROGRAMS		
<p>Recreation</p> <p>Beyond the Bell—Crittenden</p> <p>The House</p> <p>The Beat</p> <p>Youth Advisory Committee</p> <p>Leader In Training</p> <p>Mayor's Youth Conference</p> <p>Summer Camps (teen, elementary)</p> <p>H.S. Special Events</p> <p>H.S. Life Skills Program</p> <p>Healthy Lifestyle Contract Classes</p> <p>Middle School. Dances</p> <p>Teen Swim Nights</p> <p>RecSports Camps</p> <p>Skate Park</p> <p>Wrestling Program</p> <p>Rec Swim</p> <p>Swim Lessons</p> <p>Teen Open Gym</p>	<p>Recreation (Continued)</p> <p>Deer Hollow Farm Summer Camp</p> <p>Deer Hollow Farm General Visitation</p> <p>MoVe to Wellness</p> <p>Family Swim Nights</p> <p>Library</p> <p>Community Drop-in programs</p> <p>School Age Drop-in programs</p> <p>School Tours</p> <p>Summer Reading</p> <p>Summer Family Reading</p> <p>Reading Day</p> <p>Bookmobile service to Castro School</p> <p>Volunteer Program</p> <p>Teen Advisory Group</p> <p>Teen Book Club</p> <p>Teen Summer Games Program</p> <p>Teen Summer Programs</p>	<p>Police Department</p> <p>Dreams & Futures</p> <p>Family Functional Therapy</p> <p>Home Visits</p> <p>School Resource Officers</p> <p>Fire Department</p> <p>Parks</p> <p>Arbor Day</p> <p>Trails</p> <p>Park fitness (Par Course) equipment</p> <p>Playgrounds/tot lots and fields</p> <p>City Manager's Office</p> <p>Healthy Silicon Valley Member</p> <p>Healthy Eating Active Living Campaign</p> <p>Santa Clara County Family Health Plan</p> <p>Shoreline</p> <p>Sailing Lake</p> <p>Trails</p> <p>Kite Flying</p>

STRATEGIES:

- 7-1. Promote youth-friendly land use and developments.
- 7-2. Continue to support existing programs that promote healthy living.
- 7-3. Continue to offer Safe Routes to Schools.
- 7-4. Consider signing on to the "Let's Move" campaign.

LEAD PARTNERS:**Internal:**

Recreation Division
 Parks Division
 Library Services Department

External:

El Camino YMCA
 Mountain View Whisman School District
 Mountain View-Los Altos High School District

APPLICABLE DEVELOPMENTAL ASSETS:

2005 Project Cornerstone data indicates the following for 7th-grade students who participated in the survey at that time:

Positive Values

- Asset No. 31, Restraint/Healthy Lifestyles—Young person believes it is important not to be sexually active or to use alcohol or other drugs—71 percent of students identify with this experience.

Social Competencies

- Asset No. 33, Interpersonal Competence—Young person has empathy, sensitivity and friendship skills—44 percent of students identified with this experience.
- Asset No. 35, Resistance Skills—Young person can resist negative peer pressure and dangerous situations—53 percent of students identified with this experience.

Positive Identity

- Asset No. 40, Positive View of Personal Future—Young person is optimistic about her/his personal future—69 percent of students identified with this experience.

APPLICABLE BILL OF RIGHTS FOR CHILDREN & YOUTH:

Right No. 3: "Their essential needs are met—nutritious food, shelter, clothing, health care and accessible transportation."

MEASUREMENTS:

Increase percentage of Mountain View students meeting all fitness standards. Data from 2008 California Healthy Kids indicates that 43.9 percent and 34.0 percent of female and male 7th-grade students, respectively, met the California Fitness Standards.

GOAL NO. 8: PERSONAL SAFETY

Prevent violence against youth by supporting programs that emphasize awareness and education in personal safety and positive interpersonal relationships.

GOAL DESCRIPTION:

This goal is to ensure that youth have healthy activities to engage in and are around positive influencers so that violent and negative risk-taking behaviors are not seen as normal in life. Youth are encouraged to develop talent and skills in a positive manner and be involved in their community. Youth will learn the importance of personal safety, positive interpersonal peer and adult relationships.

COMMUNITY CHALLENGES:

In many of the youth focus groups, the issue of personal safety was mentioned. Students were concerned about violence going on around them and to them. There is also great concern in this population with regard to positive peer and adult relationships. These programs and strategies strive to meet these challenges.

STATUS:

The Youth Services Unit in the Police Department is the leader of this goal with the support of preventative programs in the other City service areas. The family functional therapy program and the School Resource Officer presence on school campuses teaches personal safety while all program areas model positive interpersonal relationships.

CURRENTLY OFFERED APPLICABLE PROGRAMS		
Recreation	Library	Police Department
Beyond the Bell—Crittenden	Community Drop-in Programs	Dreams & Futures
The House	Summer Reading	Family Functional Therapy
Teen Open Gym	Summer Family Reading	Home Visits
The Beat	Reading Day	School Resource Officers
Youth Advisory Committee	Bookmobile service to Castro School	
Leader In Training	Volunteer Program	Fire Department
Mayor's Youth Conference	Teen Advisory Group	Juvenile Firesetter Intervention
Summer Camps (teen, elementary)	Teen Book Club	Community Outreach Events
H.S. Life Skills Program	Teen Summer Games Program	Pancake Breakfast/Fire Safety Month
Wrestling Program	Teen Read Week	

STRATEGIES:

- 8-1. Promote positive interactions between youth and Police Officers.
- 8-2. Increase conflict resolution, mediation and antiviolence efforts.

8-3. Keep youth engaged in positive activities.

8-4. Offer youth self-defense programs.

LEAD PARTNERS:

Internal:

Police Department
Recreation Division

External:

Mountain View Whisman School District
Mountain View-Los Altos High School District
Mountain View Police Activities League
CHAC
Challenge Team

APPLICABLE DEVELOPMENTAL ASSETS:

2005 Project Cornerstone data indicates the following for 7th-grade students who participated in the survey at that time:

Support

- Asset No. 4, Caring Neighborhood—Young person experiences caring neighbors—35 percent of students identified with this experience.

Empowerment

- Asset No. 10, Safety—Young person feels safe at home, school and in the neighborhood—31 percent of students identified with this experience.

Boundaries and Expectations

- Asset No. 15, Positive Peer Influence—Young person's best friends' model responsible behavior—86 percent of students identified with this experience.

Social Competencies

- Asset No. 35, Resistant Skills—Young person can resist negative peer pressure and dangerous situations—53 percent of students identified with this experience.
- Asset No. 36, Peaceful Conflict Resolution—Young person seeks to resolve conflict nonviolently—51 percent of students identified with this experience.

APPLICABLE BILL OF RIGHTS FOR CHILDREN AND YOUTH:

Right No. 8: "They have the freedom from mistreatment, abuse and neglect."

MEASUREMENT:

Youth violence statistics from Mountain View Police Department inform this measurement. Youth Action Plan efforts intend to reduce these statistics in the future. Mountain View Youth Arrests for Assault/Battery: 2008 = 44; 2009 = 49.

CHAPTER V—YOUTH ACTION PLAN OVERSIGHT

PLAN OVERSIGHT AND IMPLEMENTATION

Upon adoption of the Youth Action Plan, the Youth Resources Manager will be responsible for implementation and monitoring of the Plan. The Plan will be administered within current budget allocations and potential grant allocations unless otherwise determined by the City Council. Youth program services will be evaluated and guided to deliver current programs with new emphasis on achieving the Youth Action Plan goals. An internal staff team, under the direction of the Youth Resources Manager, will work to accomplish the goals and implementation strategies.

The goal area measurements will be tracked by an internal staff team such as a "Youth Services Cabinet." The Youth Services Cabinet will be assembled upon adoption of the Plan to develop a work plan and time line for accomplishment of the strategies. Members of the Youth Services Cabinet are referenced earlier in this document and will consist of interdepartmental representation.

The Youth Action Plan goals should be reviewed for relevance in 2015. It was suggested that appointing an ad-hoc committee to oversee and be the working group of the YAP development at the next update might be advantageous to the process and assist with workload. This ad-hoc committee could be made up of representatives from the City's boards and commissions, school representatives and community members.

PLAN MEASUREMENT

Project Cornerstone Developmental Asset data will be available in spring 2011, at which time goals will be measured against the new statistics. The data will further inform goal strategies and the YAP work plan. Data from 2005 Project Cornerstone indicates that MVWSD 7th-grade students had 20.5 of the 40 Developmental Assets. It is noted that the "Thriving Zone" for healthy youth development is youth indicating more than 31 Developmental Assets.

Performance measurement was an important activity that was addressed in this Plan and linked to each goal. Data used for goal measurement in some cases will need to be tracked and evaluated as it becomes available and will be done by the Youth Services Cabinet. Mountain View is well positioned to continue to develop and deliver prevention programs to address many of the community challenges identified earlier in the Plan. Many of these challenges can be addressed through programs and services that focus on preventative measures and provide support for physical, mental, social and academic interests. It will be important to continue to monitor the state of affairs of the youth in the community and make adjustments to the strategies and work plan. Annually, the City will take inventory of relevant programs, progress on strategies and

analyze new measurement data as it becomes available. An annual progress report will be compiled to address any condition changes that occur and prepare for the City to update the Plan in the next five years.

ROLE OF THE COUNCIL YOUTH SERVICES COMMITTEE

The role of the Council Youth Services Committee is to make policy recommendations to the City Council related to youth services and youth engagement. In addition, the Committee will oversee the Youth Action Plan work plan, review and comment on the annual progress report and direct any future updates to the Youth Action Plan as needed. The Council Youth Services Committee will hold, at a minimum, one annual joint meeting with the Youth Advisory Committee and one annual joint meeting with school administrators and board member representatives to discuss the YAP progress and other youth related topics.

ROLE OF THE YOUTH ADVISORY COMMITTEE

The role of the Youth Advisory Committee (YAC) is to contribute to the program development that supports the YAP goals. The YAC played a joint role in the development of the YAP and will continue to receive annual updates, market youth and teen programs and be ambassadors to the youth and teen community.

ROLE OF THE PARKS AND RECREATION COMMISSION

The role of the Parks and Recreation Commission (PRC) in the Youth Action Plan oversight is to be ambassadors of the Plan by understanding the goals, implementation strategies, youth service philosophy and connecting the Plan to the Recreation Plan. By way of a Youth Action Plan annual progress report update, the Commission will advise staff on appropriate implementation strategies as they relate to park and recreation services.

CONCLUSION:

The City of Mountain View Youth Action Plan update presents a vision for youth programs, goals and strategies for the next five years. The vision, goals and strategies have been set to contribute to the healthy development of youth and teens in Mountain View. The Plan was developed with input from the Council Youth Services Committee, the Youth Advisory Committee, community partners and City staff. The needs of the youth were identified as part of the outreach process and this Plan has been developed to determine the City's strategy for contributing to the positive social, emotional and physical development of youth and teens.

The City Council will provide leadership for the implementation of the Plan through the Council Youth Services Committee, and an interdepartmental staff team that will be assembled to apply the strategies to the individual departments, divisions and program areas. The Plan was written to align with and support the Recreation Plan and the General Plan. The Plan will be administered within current budget allocations, unless

otherwise determined by the City Council. Grants may be sought to further advance the YAP goals. A YAP annual progress report will be assembled to include review of the Plan strategies and update data trends and measurement analysis. This report will be reviewed by the CYSC, PRC and YAC annually. Staff will determine a work plan for the Plan implementation.

Staff will refer to the Plan goals and strategies when seeking to modify existing programs. Furthermore, staff is encouraged to align the appropriate developmental asset for intentional program implementation that seeks to meet the goal area. Staff will work to refine the implementation of Plan over the next year as to maximize City and community resources, provide the quality customer services, meet resident need and develop engaged youth in Mountain View.

This Plan might additionally inform community groups and community based agencies regarding potential collaborations and partner with the City to enhance and/or develop youth services that meet the plan goals. Through this Plan, Mountain View offers a common philosophy and strategy for program and service delivery for youth and teens, ages 12 to 18 years. Additionally, the City is a partner in a community that delivers effective youth programs and services and desires to continue this partnership. Ideally, this Plan will be a catalyst for further development and refinement of effective program delivery that enhances healthy development for youth and teens.

CHAPTER VI—APPENDICES AND REFERENCES

APPENDIX TABLE OF CONTENTS

- Appendix A: Recreation Plan Recommended Programs and Services
- Appendix B: Youth Population Statistical Data
- Appendix C: National League of Cities—Mayor's Action Challenge for Children and Families
- Appendix D: 2010 Youth Questionnaire
- Appendix E: Youth Survey Data
- Appendix F: Internal Input Sessions
- Appendix G: External Community Outreach Session
- Appendix H: Bill of Rights for Children and Youth
- Appendix I: Developmental Assets
- Appendix J: Youth and Teen Services Map
- Appendix K: Work Plan 2011-2012

APPENDIX A—RECREATION PLAN RECOMMENDED PROGRAMS AND SERVICES**Recreation Plan Recommendations**

The Recreation Plan proposes key recommendations in three areas: programs and services; recreation facilities; and athletic facilities. There are twenty-three (23) unranked program and service recommendations; seven (7) prioritized recreation facilities listed in three groupings; and three (3) options to meet various levels of demand for athletic fields: maximum, moderate and minimum.

Program and Service Recommendations (unranked)

1. Develop environmental education programs, services and facilities that integrate with health and wellness activities. This can include annual events to support open space, trails and parks facilities as well as community gardens, educational programs and the environment unique to the area.
2. Develop health and wellness programs and services for all age groups that promote healthy lifestyles such as physical fitness and nutritional education. Include asset building in the design, development and delivery of programs and services for youth and their families.
3. Strengthen working relationships with the educational community to establish school sites as neighborhood centers that provide out-of-school activities, family programming and services, intergenerational activities and neighborhood events.
4. Develop on-site, after-school activities for elementary and middle school youth. Activities could include expansion and strengthening the homework assistance activities, tutoring, mentoring programs, recreational activities, physical fitness, arts, science fun activities, environmental programs and noncompetitive sports.
5. Expand the preschool—tiny tot programs that promote socialization, creativity, motor development and cognitive thinking skills.
6. Increase access to programs, services and facilities through a transportation program for youth and seniors.
7. Establish and expand biking, walking and hiking programs.
8. Develop a partnership program with the health and wellness industry, nonprofit service providers, and the educational and business community to create a mobile recreation program that travels to neighborhoods during out-of-school hours to

provide homework assistance, recreational activities, health and wellness programs, and family services.

9. Expand family recreational activities that provide youth and their parents or guardians and grandparents the opportunity to interact, have fun and learn together.
10. Increase parenting workshops and other programs that support and grow strong families, strong community.
11. Create a community safety net of various youth service providers that identifies youth at risk and provides for them a connected hub of resources to support positive behavior, reducing risky activities.
12. Work with other service providers to strengthen the employment and job and career training services in the community that assist teens, young adults and seniors.
13. Expand volunteer and service learning programs for all age groups.
14. Develop special events for middle and high school youth that would include youth in the development and implementation of these events.
15. Review all community-wide events and determine their relevancy within the context of this document. Consider opportunities to celebrate the community's cultural diversity with an emphasis on events being staged in the downtown area.
16. Increase cultural education to expand awareness and understanding of culture in the community and region. Ensure that relationships are bridged and strengthened to all residents so that they are aware of how to access services and facilities.
17. Expand aquatics opportunities in a collaborative way that will include water play, instructional programs and physical fitness activities.
18. Provide more attractive, safe, growth-promoting settings for adolescents and young adults—giving them a sense of place and belonging.
19. Develop a comprehensive marketing program that includes target markets, positioning, branding and training to ensure a consistent message that informs the residents about the Recreation Division, its services and programs and ease of access to participate in those activities.

20. Expand partnerships and collaborative approaches to deliver programs and services in a community-connected web of services that collectively support the residents, efficiently and effectively.
21. Review and evaluate the fees and charges to all programs, services and facilities. Ensure access for all, balancing the need to sustain the Recreation Division, its staff, and the infrastructure necessary to maintain a high level of service delivery.
22. Realign existing programs and services, with an emphasis on contract classes, through the establishment of evaluative criteria over a period of two to three years.
23. Ensure ongoing evaluation and review of programs and services.

APPENDIX B—YOUTH POPULATION STATISTICAL DATA

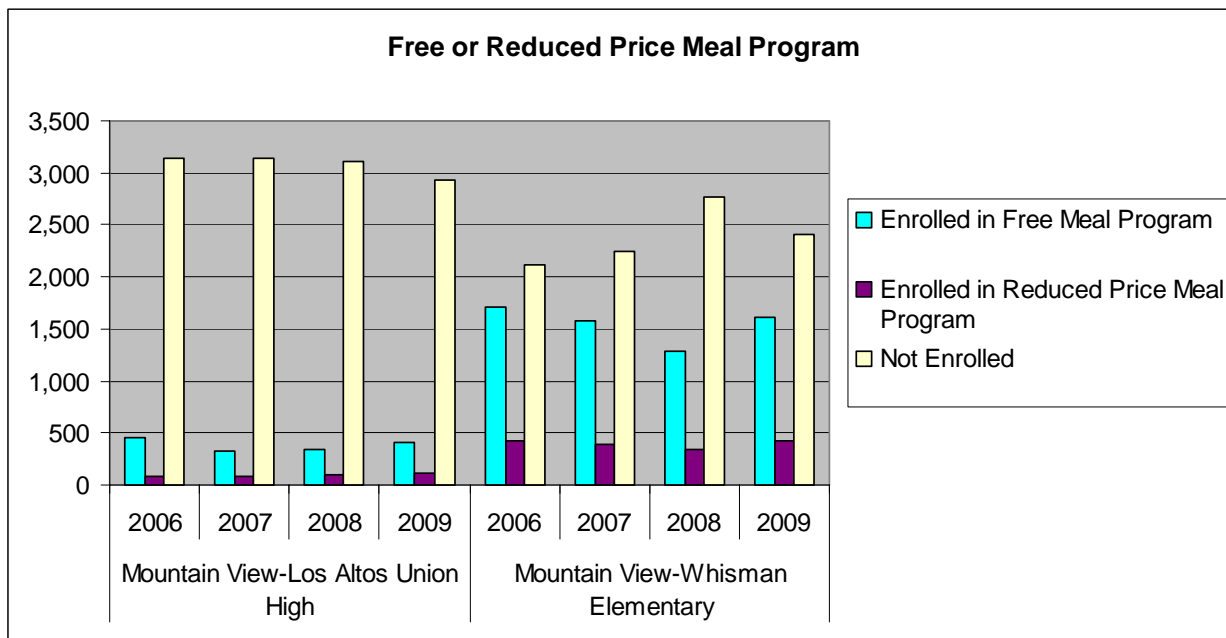
Child Population, by City: 2005-2007 - 2006-2008, Ages 0-17 Years

Region	Number	
	2005-2007	2006-2008
Santa Clara County	415,366	422,072

Local School District	Number	
	2005-2007	2006-2008
Mountain View Whisman	13,406	13,030
Mountain View-Los Altos Union High	21,558	21,560

Data Source: As cited on *kidsdata.org*, U.S. Census Bureau, American Community Survey. Accessed on-line at http://factfinder.census.gov/home/saff/main.html?_lang=en.

Socioeconomics

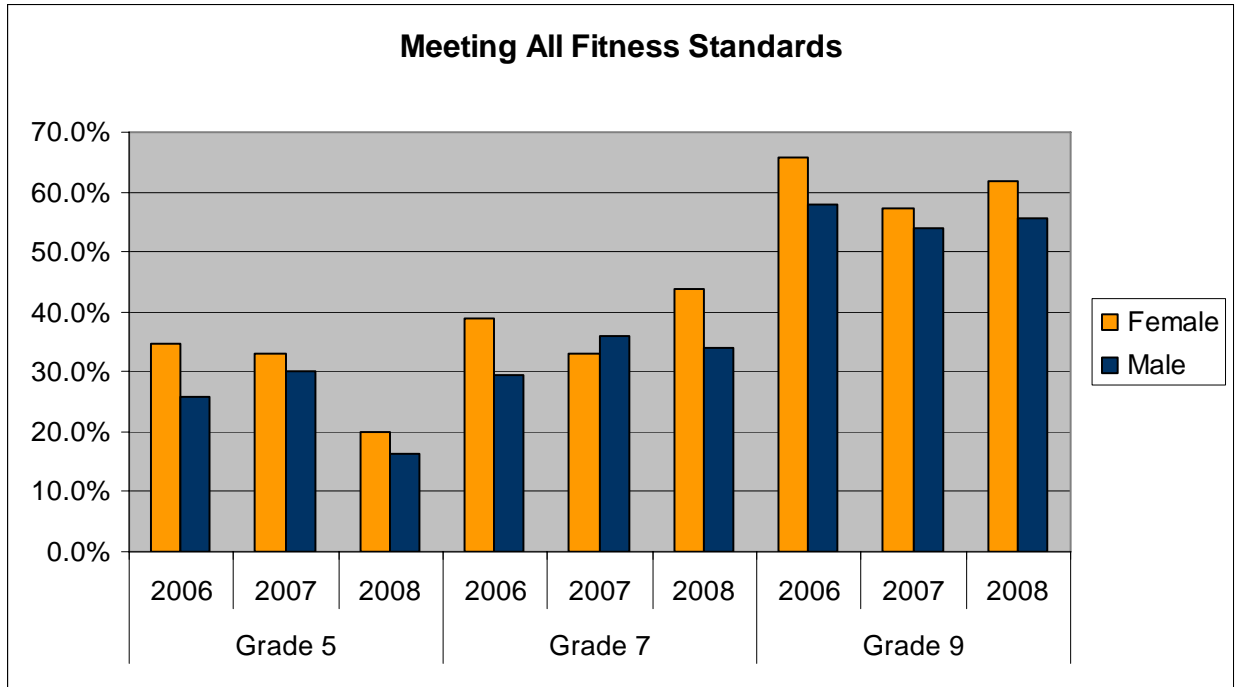


Data Source: As cited on *kidsdata.org*, California Department of Education, Free/Reduced Meals Program and CalWORKS Data Files.

Accessed on-line at <http://www.cde.ca.gov/ds/sh/cw/filesafdc.asp> (October 2009).

Fitness Standards

Definition: Percentage of public school students in Grades 5, 7 and 9 meeting 6 out of 6 fitness standards, by gender.



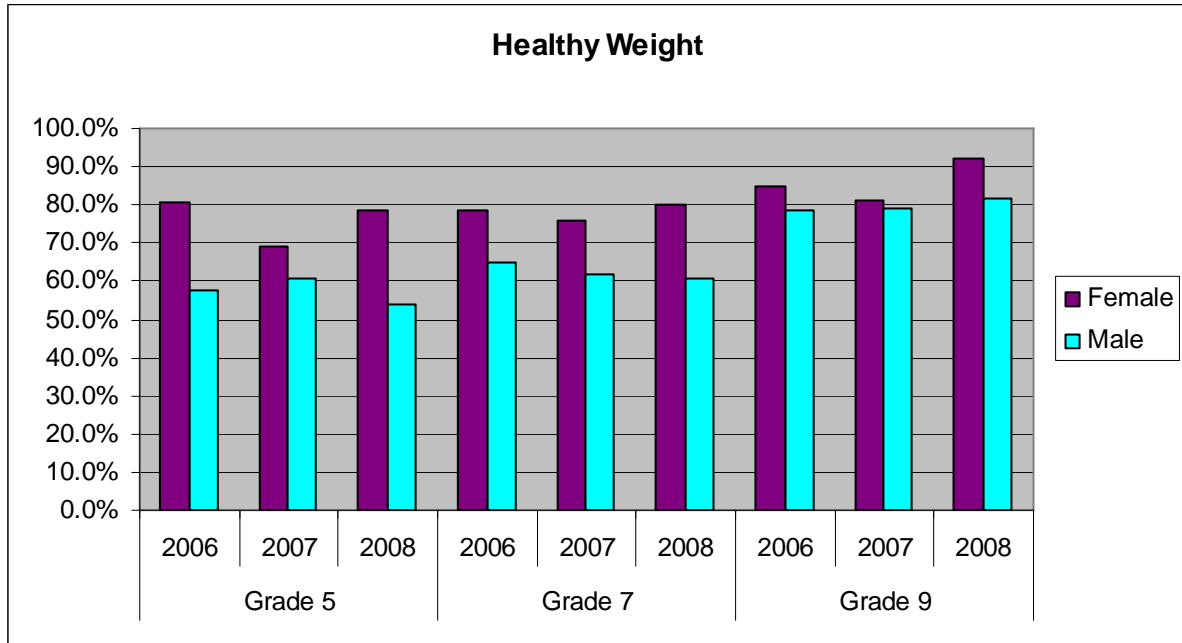
Footnote: 5th and 7th grades: Mountain View Whisman Elementary; 9th grade: Mountain View-Los Altos Union High School District.

Data Source: As cited on *kidsdata.org*, California Department of Education, Physical Fitness Testing Statewide Research Files.

Accessed on-line at <http://www.cde.ca.gov/ta/tg/pf/pftresearch.asp> (June 17, 2009).

Healthy Weight

Definition: Percentage of public school students in Grades 5, 7 and 9 with body composition falling within or below the Healthy Fitness Zone of the Fitnessgram assessment, by gender.



Data Source: As cited on *kidsdata.org*, California Department of Education, Physical Fitness Testing Statewide Research Files.

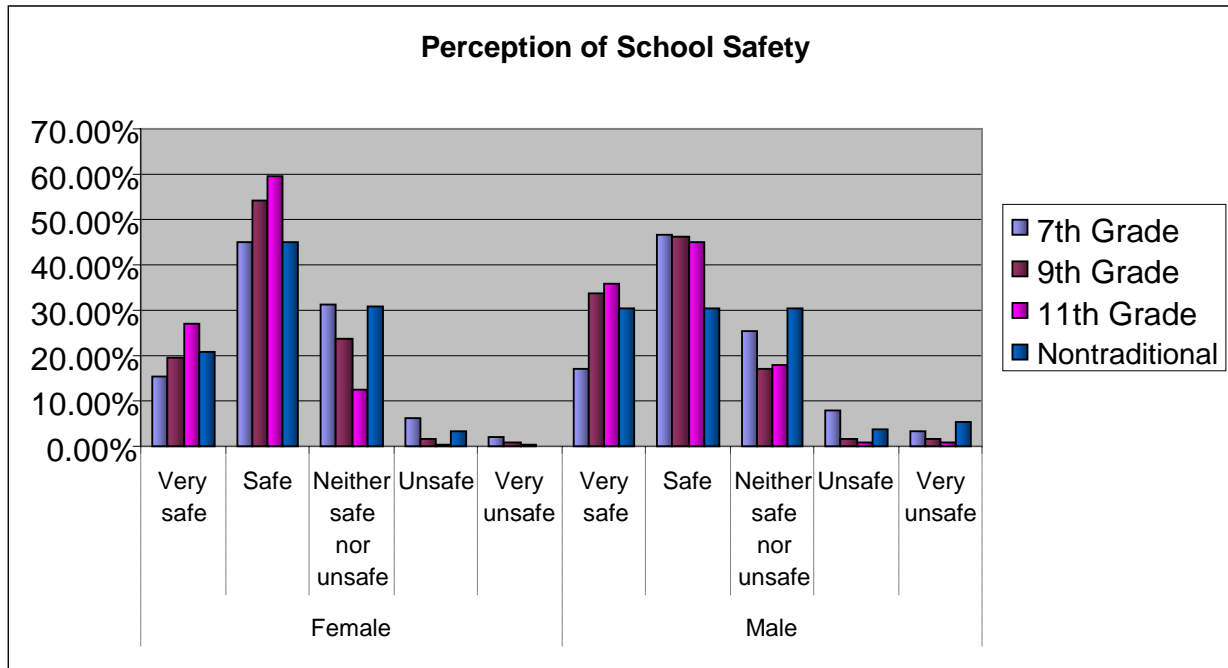
Accessed on-line at <http://www.cde.ca.gov/ta/tg/pf/pftresearch.asp> (June 17, 2009).

YOUTH PROFILE—REPORTED BY STUDENT

Perceptions of School Safety, by Gender and Grade Level in 2006-2008

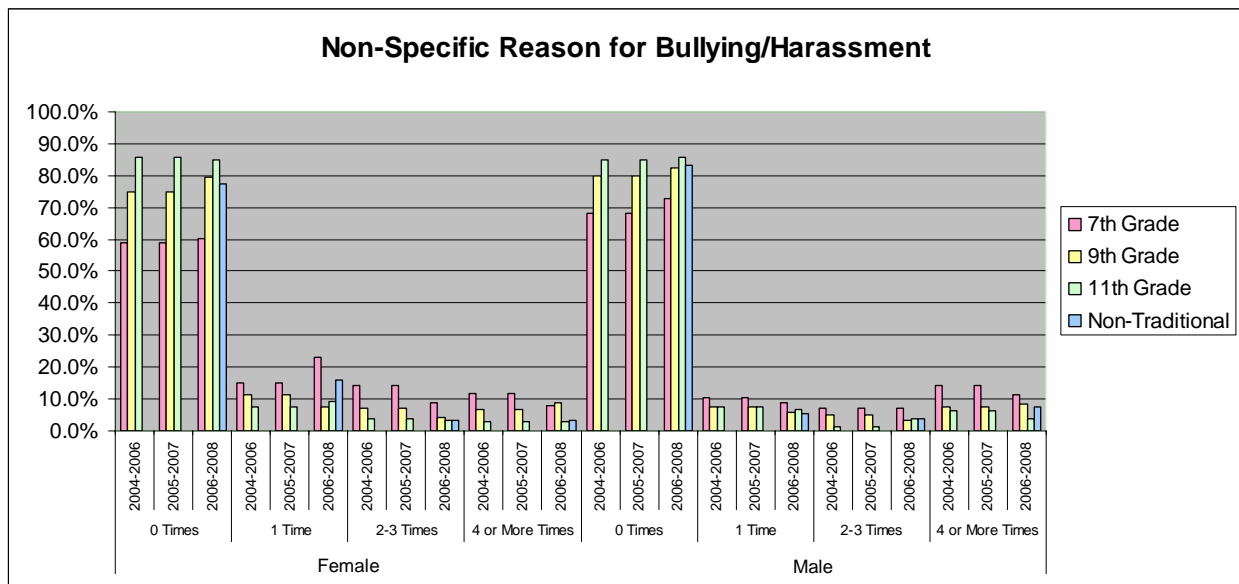
Definition: Percentage of students in Grades 7, 9 and 11, and nontraditional students reporting the level of safety they feel at school, by gender. "Nontraditional" students are those enrolled in Community Day Schools or Continuation Education.

Footnote: 7th grade: Mountain View Whisman Elementary; 9th, 11th and Nontraditional: Mountain View-Los Altos Union High School District.



Other Nonspecified Reason for Bullying/Harassment, by Gender and Grade Level: 2003-2005 - 2006-2008

Definition: Percentage of students in Grades 7, 9 and 11, and nontraditional students reporting the number of times in the past 12 months they have been bullied at school for any other reason, by gender. "Nontraditional" students are those enrolled in Community Day Schools or Continuation Education. According to EdSource, nearly 10 percent of public school students in California are enrolled in these programs.

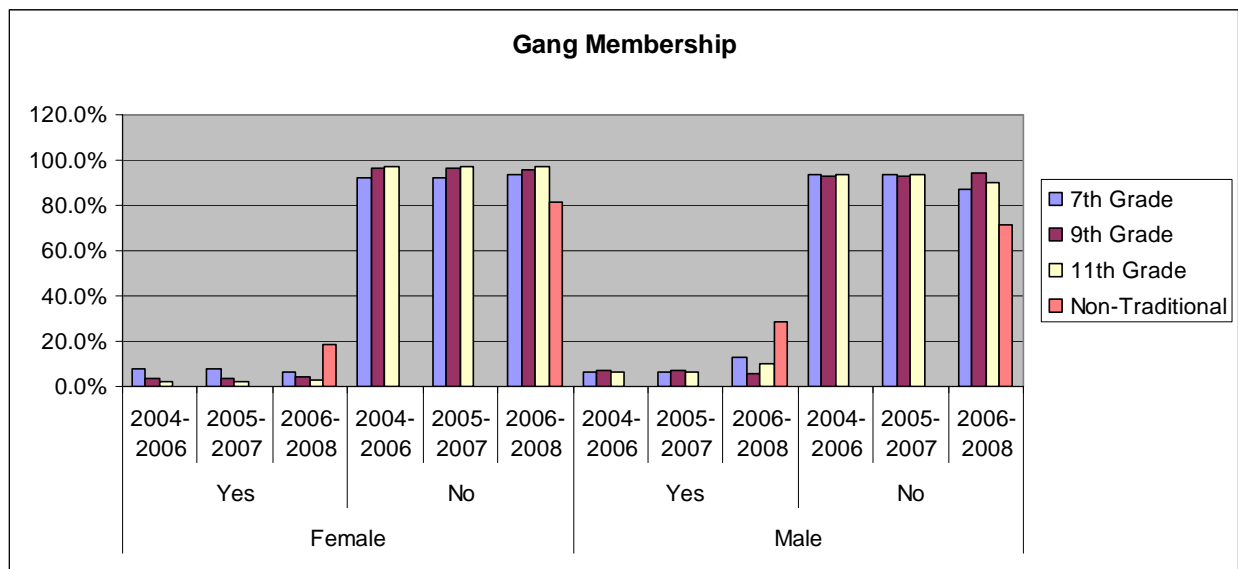


Reports of Gang Membership, by Gender and Grade Level: 2003-2005 - 2006-2008

Definition: Percentage of students in Grades 7, 9 and 11, and nontraditional students reporting that they currently consider themselves a member of a gang, by gender. "Nontraditional" students are those enrolled in Community Day Schools or Continuation Education.

Data Source: As cited on *kidsdata.org*, California Department of Education, California Healthy Kids Survey (WestEd). <http://www.wested.org/chks>

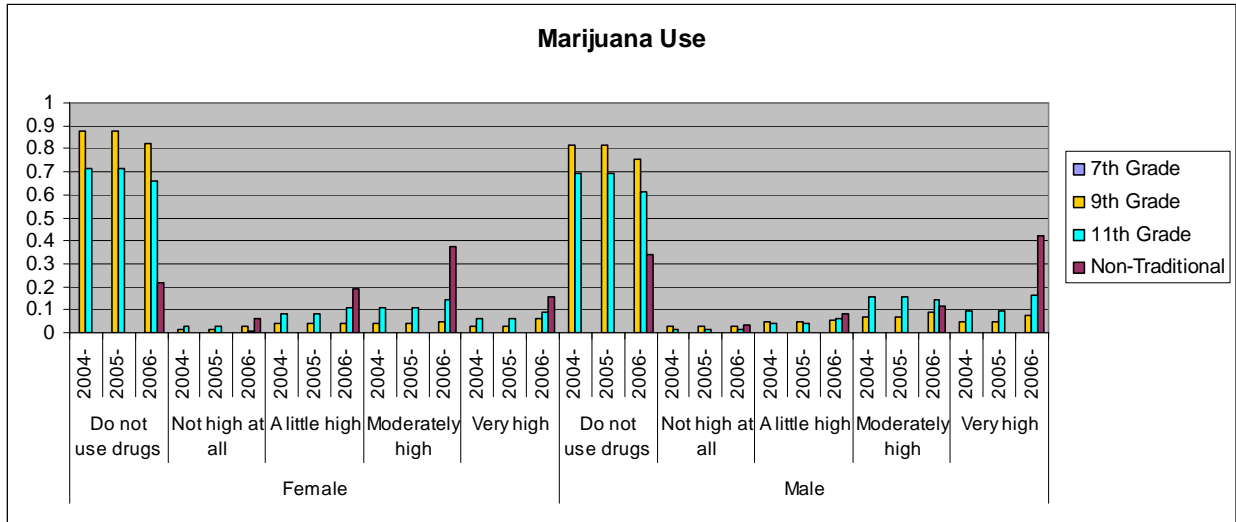
Footnote: 7th grade: Mountain View Whisman Elementary; 9th, 11th and Nontraditional: Mountain View-Los Altos Union High School District.



Reports of How Much Students Use Marijuana, by Gender and Grade Level: 2004-2006 - 2006-2008

Data Source: As cited on *kidsdata.org*, California Department of Education, California Healthy Kids Survey (WestEd). <http://www.wested.org/chks>

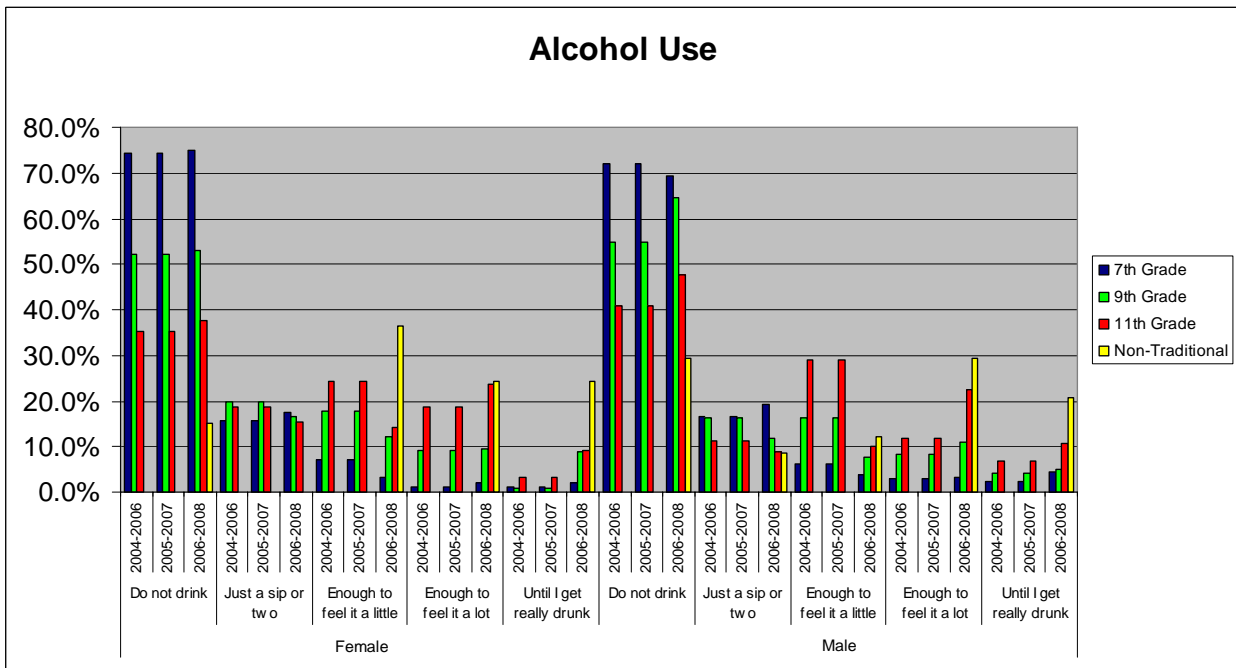
Footnote: 7th grade: Mountain View Whisman Elementary; 9th and 11th grade, and Nontraditional: Mountain View-Los Altos Union High School District.



Reports of How Much Students Drink Alcohol, by Gender and Grade Level: 2003-2005 - 2006-2008

Definition: Percentage of students in Grades 7, 9 and 11 reporting their usual level of drinking, by gender. "Nontraditional" students are those enrolled in Community Day Schools or Continuation Education. According to EdSource, nearly 10 percent of public schools.

Data Source: As cited on *kidsdata.org*, California Department of Education, California Healthy Kids Survey (WestEd). <http://www.wested.org/chks>

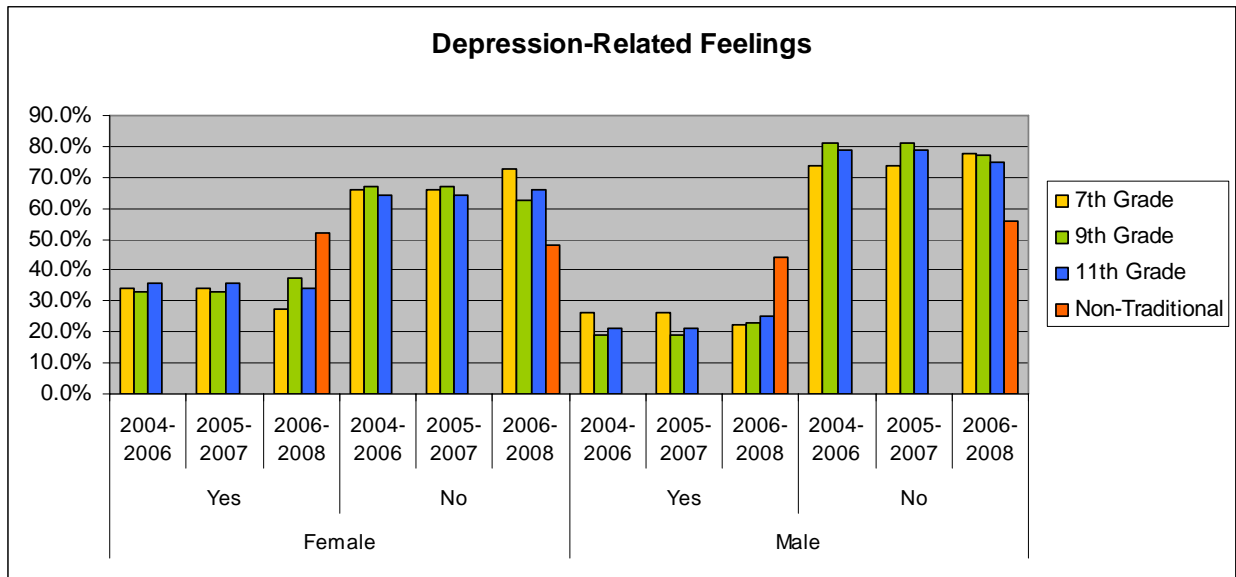


Depression-Related Feelings, by Gender and Grade Level: 2003-2005 - 2006-2008

Definition: Percentage of students in Grades 7, 9 and 11 reporting whether, in the past 12 months, they had felt so sad and hopeless every day for two weeks or more that they stopped doing some usual activities, by gender.

Data Source: As cited on kidsdata.org, California Department of Education, California Healthy Kids Survey (WestEd). <http://www.wested.org/chks>

Footnote: 7th grade: Mountain View Whisman Elementary; 9th, 11th and Nontraditional: Mountain View-Los Altos Union High School District.



APPENDIX C: NATIONAL LEAGUE OF CITIES—MAYOR'S ACTION CHALLENGE FOR CHILDREN AND FAMILIES**2010 MAYOR RONIT BRYANT**

The City of Mountain View has signed on to the Mayors Action Challenge since 2009. The National League of Cities' Mayors' Action Challenge for Children and Families calls on mayors to set specific, measurable, locally defined goals or targets in each of the following areas to ensure that every child has:

- Opportunities to learn and grow;
- A safe neighborhood to call home;
- A healthy lifestyle and environment; and
- A financially fit family in which to thrive.

The Challenge was unveiled in 2008 based on the premise that strong cities are built on a foundation of strong families. The Challenge calls on mayors to build on their track record of leadership and innovation and urges Federal and State officials to join them in prioritizing investments in children and families. Here are Mayor Ronit Bryant's goals and targets for 2010. More information can be found at: www.mayorsforkids.org

Opportunities to Learn and Grow

- Collaborate with the school districts to offer programs and share facility use to enhance academic achievement and community access to gyms, parks and fields.
- Partner with FIRST 5 Santa Clara County to offer parent education and enrichment for children 0 to 5 years and their families. Program offerings will focus on early literacy, school readiness and health and nutrition.
- The City will engage more than 11,500 youth and teens in nearly 12,000 hours of recreation, arts, enrichment classes and activities this year.
- The City hopes to encourage 120 middle school-aged youth to become members of The House Teen Center, located in a strategic location of dense low-income, multi-unit housing adjacent to a heavily utilized park.

- Offer tours of local universities and community colleges for youth; provide workshops on how to complete college applications.
- Provide recreation programs that enhance positive activities for youth as defined by the developmental asset approach.
- Provide a dynamic and comprehensive youth services library program to encourage literacy, the enjoyment of reading, the support of formal education and lifelong learning for everyone. The program will include summer reading activities, homework assistance for youth ages 12 to 18 and a volunteer program providing job skills and experience to teens and adults.
- Through the Police Explorer Program, provide an opportunity for up to 16 students ages 14 through 22 to provide volunteer service while training in law enforcement procedures, community policing, the criminal justice system, leadership and teamwork. The Explorers volunteer at downtown festivals during the summer months, assist with the Police Activities League programs, provide community outreach materials and assist in targeted Police sting operations. Explorers are mentored by dedicated and seasoned Police advisors, and each volunteer completes more than 50 community service hours annually.

A Safe Neighborhood to Call Home

- The Youth Services Unit (YSU) of the Mountain View Police Department will provide diversion, prevention, intervention and enforcement strategies to address youth involvement in gangs and other negative influences. Officers, Detectives and counselors partner with nonprofits and other government agencies to provide a comprehensive approach to reaching at-risk youth, and YSU is available to respond rapidly to support victims and their families. YSU activities will include:
 - Conducting home visits to offer services to families with children at risk of gang involvement.
 - Holding education forums to educate parents and the community about pre-gang and gang indicators.
 - Mentoring at-risk youth.
 - Providing counseling services to youth and their families.

- Chairing the Multi-Disciplinary Team, which includes schools, probation, Police and outreach organizations.
- Serving as a liaison with other local law enforcement agencies regarding gangs and youth issues.
- Providing a positive Police/youth interaction through summer programs and special events.
- Co-teaching in the Parent Project, which teaches parenting skills for at-risk families in three separate workshops.
- Helping create an afterschool wrestling program in partnership with the Recreation Division.
- Conducting an alcohol and tobacco compliance program (age requirement) at local stores.
- Create a first offender program for juveniles to address social/peer pressures, values and decision-making, accountability, respect and responsibility.
- The Mountain View Police Activities League (MVPAL) will strive to reach 500 at-risk youth in 2010-11, offering them enrichment and athletic activities where they can build bonds with Police Officers. Activities will include:
 - A two-week summer soccer camp for nearly 200 young people.
 - A six-week tennis camp for 40 at-risk middle school youth.
 - A boxing program for 10 to 15 youth.
 - A broad range of other enrichment opportunities, including camping trips, bike rides and hikes that offer opportunities for Police Officers and at-risk youth to connect in a fun way.
- The Community Services Department will:
 - Provide six free Outdoor Movie Nights in various neighborhoods throughout the City, sponsored by the Youth Advisory Committee.

- Host Thursday Night Live, a safe, fun downtown event offered for families four times during the summer that attracts more than 2,000 people.
- A summer concert series held in a neighborhood park to promote neighborhood safety and connectedness. The City anticipates 800 people attending this concert.

A Healthy Lifestyle and Environment

- Construction of two new neighborhood parks that contribute to the goal of having 3 acres of park for every 1,000 residents and a park within 1/2 mile walking distance.
- The City of Mountain View's "Safe Routes to School Program" will integrate health, fitness, traffic relief, environmental awareness and traffic safety under one program and will include the following programs for nine schools: Family Fun Day Bike Rodeos, Parent Workshops, School Pedestrian and Bicycle Safety Rodeos and other school workshops. More than 4,000 participants will participate in these programs.
- The City will maintain 8.77 miles of pedestrian/bicycle trail, 29 athletic playing fields, 1,000 acres of urban and regional open space land, one 18-hole golf course, 2 indoor sports centers, 2 aquatic centers, 35 tennis courts and 147 community garden spaces.
- The City will update its General Plan, which will address health and well-being of the community through health-related goals and policies that influence the built environment.
- 1.5 miles of bike boulevard will be planned this year.
- Mountain View's MoVe to Wellness Festival, September 2010, will strive to attract 500 people and register 40 children for low-cost health insurance.
- By December 2010, the City's Step It Up initiative will engage 350 children who will track their number of steps per day and strive to increase physical activity and health awareness through education, incentives and fun competition.

A Financially Fit Family in Which to Thrive

- A recreation fee waiver program will provide more than \$130,000 this year so nearly 300 families can access recreation activities.
- The City's Annual General Fund will designate \$12,180 to support health insurance for low-income families.
- The City will offer free mediation residents through collaboration with a nonprofit. Mediation sessions settle tenant/landlord issues, neighbor disagreements and more. Last year, more than 215 mediation cases were facilitated for Mountain View residents.
- Mountain View's Below-Market-Rate (BMR) Housing Ordinance and BMR Housing Administrative Guidelines will require that developers set aside 10 percent of all new housing units for low- and moderate-income persons or, in many cases, the developer may pay an in-lieu fee instead of providing the units. The in-lieu fee would then be used to build new affordable housing in Mountain View or support other affordable housing programs.
- Mountain View is in the planning phase of a 51-unit multi-family housing project that will be located in our downtown next to transit and other amenities. The projected project completion date is fall 2012.

APPENDIX D: 2010 YOUTH QUESTIONNAIRE**CITY OF MOUNTAIN VIEW
YOUTH ACTION PLAN—2010 UPDATE
YOUTH QUESTIONNAIRE**

The City of Mountain View is updating the Youth Action Plan. Your VOICE and OPINIONS are important.

Please HONESTLY complete this survey. ALL your answers will be counted and held ANONYMOUSLY.

1. How do you **USUALLY** get around in Mountain View?
 - a. Bike or Skate
 - b. Drive myself
 - c. Parent/or guardian drives me
 - d. Ride with other teens
 - e. Take the bus/public transportation
 - f. Walk
 - g. Other: _____

2. Where do you go for youth and teen programs? (**Choose all that apply.**)
 - a. Community Center
 - b. Place of Worship
 - c. Art, Theater or Dance organizations
 - d. YMCA
 - e. School
 - f. Teen Center
 - g. Sports Centers, Fields or Complexes
 - h. Other: _____

3. What do you wish adults understood about **YOU**?
 - a. I am willing to compromise.
 - b. I really do care.
 - c. I would like your support for what I do.
 - d. When you yell at me, it only challenges me.
 - e. I have problems and issues I face daily, other than school.
 - f. The more rules you give me the more I can break them.
 - g. I do productive things with my time.

4. I feel safe in Mountain View
 - a. Strongly Agree
 - b. Agree
 - c. Don't Know/In between
 - d. Disagree
 - e. Strongly Disagree

5. Where do you **MOSTLY** hang-out in Mountain View in your free time?
- Castro St.
 - Community Center
 - Shopping/retail center
 - Home
 - Friends home
 - Park
 - Skate Park
 - Community Pool
 - Library
 - Other:_____
6. When you leave Mountain View to hang-out, where do you go?
- Los Altos, Palo Alto or Menlo Park
 - Sunnyvale or Cupertino
 - Santa Clara or San Jose
 - Other: _____
7. Which of the following arts and cultural programs and are interesting to you? (**Choose all that apply.**)
- Dance
 - Drama and acting
 - Film making and producing
 - Music performance and producing
 - Photography
 - Painting or drawing
 - Reading or writing
 - Sculpting
 - None of the above
 - Other:_____
8. When I have a problem I know where to go for help.
- Strongly Agree
 - Agree
 - Don't Know/In between
 - Disagree
 - Strongly Disagree
9. Which of the following programs or services are most needed for youth and teens in Mountain View? (**Choose two**)
- Aquatic programs: swimming, diving, fitness
 - Community Service
 - Drop in activities at gyms or game rooms
 - Educational supports beyond school requirements
 - Environmental programs
 - Excursions/trips
 - Extreme sports (rock climbing, surfing, snowboarding)
 - Job-related activities (training, internships, or employment opportunities)
 - Help with personal problems (support groups, mentors, counseling)
 - Special events (dance, concerts, tournaments)





- k. No new programs are needed
 - l. Don't know
 - m. Other: _____
10. How do you find out what activities or events are going on in Mountain View? (**Choose all that apply.**)
- a. Facebook
 - b. E-mail
 - c. Text messages
 - d. Flyers posted around town
 - e. School: announcements, paper etc.
 - f. Internet
 - g. Friends/word of mouth
 - h. Other: _____
11. I have a caring adult in my life that guides and supports my decisions.
- a. Strongly Agree
 - b. Agree
 - c. Don't Know/In between
 - d. Disagree
 - e. Strongly Disagree
12. My community values my opinions and acts accordingly.
- a. Strongly Agree
 - b. Agree
 - c. Don't Know/In between
 - d. Disagree
 - e. Strongly Disagree
13. What are the top **TWO** stressors that concern you?
- a. Bullying or violence from other youth and teens
 - b. Drugs and/or Alcohol
 - c. Gangs
 - d. Grades
 - e. Body image/self image
 - f. Peer pressure to do things you don't want to
 - g. Relationship with parents or friends
 - h. Financial status
 - i. Nothing to do
 - j. Life after High School
 - k. Fitting in
 - l. Having a place to belong and feel safe
 - m. Feeling successful
 - n. Other: _____
14. What is zip code do you primarily live in?
- a. 94040
 - b. 94041
 - c. 94043
 - d. Other: _____





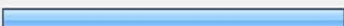

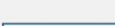

15. What school do you attend?
- a. Alta Vista High School
 - b. Blach Jr. High
 - c. Crittenden Middle School
 - d. Egan Jr. High
 - e. Girls Middle School
 - f. Graham Middle School
 - g. Los Altos High School
 - h. Mountain View Academy
 - i. Mountain View High School
 - j. Pinewood
 - l. St. Josephs School
 - m. St. Francis High School
 - n. Other: _____
16. How old are you?
- a. 12-14
 - b. 15-16
 - c. 17-18
 - d. 19 or older
17. What is your gender?
- a. Male
 - b. Female

APPENDIX E: YOUTH SURVEY DATA

272 Surveys collected from on-line and paper administration.

City of Mountain View Youth Action Plan 2010 Update

1. How do you USUALLY get around in Mountain View?			Response Percent	Response Count
Bike or Skate			12.1%	33
Drive myself			17.3%	47
Parent/for guardian drives me			51.1%	139
Ride with other teens			3.7%	10
Take the bus/public transportation			2.9%	8
Walk			10.3%	28
Other (please specify)			2.6%	7
			<i>answered question</i>	272
			<i>skipped question</i>	0

2. Where do you go for youth and teen programs? (Choose all that apply.)			Response Percent	Response Count
Community Center			11.9%	32
Place of Worship			8.9%	24
Art, Theater or Dance organizations			8.6%	23
YMCA			8.9%	24
School			69.9%	188
Teen Center			11.2%	30
Sports Centers, Fields or Complexes			23.0%	62
Other (please specify)			10.4%	28
			<i>answered question</i>	269
			<i>skipped question</i>	3

3. What do you wish adults understood about YOU?			
		Response Percent	Response Count
I am willing to compromise.		10.0%	27
I really do care.		19.3%	52
I would like your support for what I do.		11.9%	32
When you yell at me, it only challenges me.		11.1%	30
I have problems and issues I face daily, other than school.		14.4%	39
The more rules you give me the more I can break them.		12.2%	33
I do productive things with my time.		16.7%	45
Other (please specify)		4.4%	12
<i>answered question</i>			270
<i>skipped question</i>			2

4. I feel safe in Mountain View.			
		Response Percent	Response Count
Strongly Agree		27.3%	74
Agree		48.3%	131
Don't Know/In between		16.2%	44
Disagree		5.9%	16
Strongly Disagree		2.2%	6
<i>answered question</i>			271
<i>skipped question</i>			1

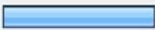
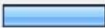
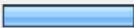
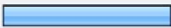

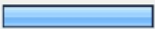
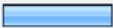



5. Where do you MOSTLY hang-out in Mountain View in your free time?

		Response Percent	Response Count
Castro St.		11.8%	32
Community Center		0.0%	0
Shopping/retail center		8.8%	24
Home		40.4%	110
Friends home		21.0%	57
Park		7.0%	19
Skate Park		1.1%	3
Community Pool		0.0%	0
Library		2.9%	8
Other (please specify)		7.0%	19
<i>answered question</i>			272
<i>skipped question</i>			0






6. When you leave Mountain View to hang-out, where do you go?







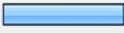
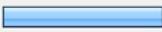




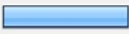
		Response Percent	Response Count
Los Altos, Palo Alto or Menlo Park		40.0%	108
Sunnyvale or Cupertino		17.8%	48
Santa Clara or San Jose		17.0%	46
Other (please specify)		25.2%	68
<i>answered question</i>			270
<i>skipped question</i>			2

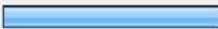
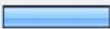
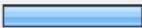
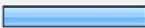
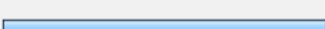
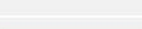
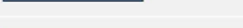

7. Which of the following arts and cultural programs and are interesting to you? (Choose all that apply)


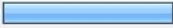


		Response Percent	Response Count
Dance		30.3%	82
Drama and acting		20.3%	55
Film making and producing		26.2%	71
Music performance and producing		33.6%	91
Photography		35.8%	97
Painting or drawing		29.9%	81
Reading or writing		21.8%	59
Sculpting		15.1%	41
None of the above		11.4%	31
Other (please specify)		10.3%	28
		<i>answered question</i>	271
		<i>skipped question</i>	1


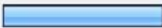



8. When I have a problem I know where to go for help.




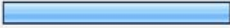





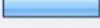




		Response Percent	Response Count
Strongly Agree		18.1%	49
Agree		46.5%	126
Don't Know/In between		26.2%	71
Disagree		5.2%	14
Strongly Disagree		4.1%	11
		<i>answered question</i>	271
		<i>skipped question</i>	1

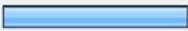



9. Which of the following programs or services are most needed for youth and teens in Mountain View? (Choose two)			Response Percent	Response Count
Aquatic programs: swimming, diving, fitness			17.3%	47
Community Service			12.9%	35
Drop in activities at gyms or game rooms			13.2%	36
Educational supports beyond school requirements			7.4%	20
Environmental programs			9.6%	26
Excursions/trips			14.0%	38
Extreme sports (rock climbing, surfing, snowboarding)			23.9%	65
Job-related activities (training, internships, or employment opportunities)			32.0%	87
Help with personal problems (support groups, mentors, counseling)			7.4%	20
Special events (dance, concerts, tournaments)			19.9%	54
No new programs are needed			1.8%	5
Don't know			16.2%	44
Other (please specify)			25.0%	68
		<i>answered question</i>		272
		<i>skipped question</i>		0

10. How do you find out what activities or events are going on in Mountain View? (Choose all that apply)			
		Response Percent	Response Count
Facebook		43.5%	118
Email		21.0%	57
Text messages		27.7%	75
Flyers posted around town		28.8%	78
School: announcements, paper etc.		65.3%	177
Internet		27.7%	75
Friends/word of mouth		48.7%	132
Other (please specify)		5.5%	15
<i>answered question</i>			271
<i>skipped question</i>			1

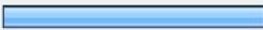

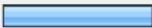
11. I have a caring adult in my life that guides and supports my decisions.			
		Response Percent	Response Count
Strongly Agree		53.7%	145
Agree		34.1%	92
Don't Know/In between		9.3%	25
Disagree		1.5%	4
Strongly Disagree		1.5%	4
<i>answered question</i>			270
<i>skipped question</i>			2



12. My community values my opinions and acts accordingly.			Response Percent	Response Count
Strongly Agree			11.4%	31
Agree			32.0%	87
Don't Know/In between			41.5%	113
Disagree			11.8%	32
Strongly Disagree			3.3%	9
			<i>answered question</i>	272
			<i>skipped question</i>	0

13. What are the top TWO stressors that concern you?			Response Percent	Response Count
Bullying or violence from other youth and teens			14.0%	38
Drugs and/or Alcohol			12.1%	33
Gangs			15.4%	42
Grades			45.6%	124
Body image/self image			12.5%	34
Peer pressure to do things you don't want to			5.1%	14
Relationship with parents or friends			12.5%	34
Financial status			10.3%	28
Nothing to do			14.0%	38
Life after High School			19.1%	52
Fitting in			4.0%	11
Having a place to belong and feel safe			3.7%	10
Feeling successful			14.3%	39
Other (please specify)			15.1%	41
		<i>answered question</i>		272
		<i>skipped question</i>		0

14. What is zip code do you primarily live in?			Response Percent	Response Count
94040			37.1%	101
94041			16.5%	45
94043			32.7%	89
Other (please specify)			13.6%	37
			<i>answered question</i>	272
			<i>skipped question</i>	0

15. What school do you attend?		
	Response Percent	Response Count
Alta Vista High School	1.5%	4
Blach Jr. High	0.4%	1
Crittenden Middle School	22.4%	60
Egan Jr. High	0.0%	0
Girls Middle School	4.1%	11
Graham Middle School	24.3%	65
Los Altos High School	13.8%	37
Mountain View Academy	0.0%	0
Mountain View High School	31.7%	85
Pinewood	0.0%	0
St. Josephs School	0.0%	0
St. Francis High School	0.4%	1
Other (please specify)	1.5%	4
	<i>answered question</i>	268
	<i>skipped question</i>	4

16. How old are you?			Response Percent	Response Count
12-14		52.6%	140	
15-16		17.7%	47	
17-18		29.7%	79	
19 or older		0.0%	0	
			<i>answered question</i>	266
			<i>skipped question</i>	6

17. What is your gender?			Response Percent	Response Count
Male		46.3%	124	
Female		53.7%	144	
			<i>answered question</i>	268
			<i>skipped question</i>	4

APPENDIX F: INTERNAL INPUT SESSIONS**INTERNAL YOUTH ACTION PLAN INPUT EXERCISES
SUMMARY FROM FIRE DEPARTMENT STAFF
YOUTH ACTION PLAN INPUT SESSION
NOVEMBER 20, 2009**

How is your department currently serving youth?

- Visit all first-grade and second-grade classrooms and give fire education and safety presentations.
- All kindergarten classes visit and tour a fire station.
- How fire starts is a fifth-grade curriculum that is ready to role out.
- Boy and Girl Scout badges.
- Juvenile first starters program. Can be a court-mandated program, referred by parents or schools. One-on-one program with parent involvement.
- Collaborate with Police Department YSU for referrals.

What is your vision for Mountain View youth?

- More parent involvement and education.

What is healthy youth development look like?

- Age-appropriate behaviors in group setting and alone.

Fire Starter program:

- For children who were caught starting fires or display a unusually strong interest in fire.
- Last year, there were seven fire-starter referrals in Mountain View
- One-on-one education and counseling is done to work with the offender and rehabilitate away from the behavior.

**SUMMARY FROM SHORELINE PARK STAFF
YOUTH ACTION PLAN INPUT SESSION
NOVEMBER 23, 2009**

What youth-related programs are you currently offering?

- Youth summer job corps—eight-week summer program.
- Shoreline Aquatic Center offers sailing camp.
- Rengstorff House tours to school groups.
- Partner with Children's Discovery Museum for environmental education for San Jose students.
- Trail safety day, trail monitoring.
- Scout badge earning opportunities.
- Kite monitoring.
- Student group volunteer projects.

Coming soon:

- Field trips for Mountain View schools.
- More trained docents.
- More volunteer projects.

What is your vision for youth in Mountain View?

- That they are aware of their community resources.
- Knowledgeable of their City's history.
- Connected to the environment.
- Engaged in volunteerism.

- Have been given the opportunity to learn life skills.
- Ready for adulthood and can make good decisions.
- Future contributor and participant in the community.
- Have job skills.

What is healthy youth development?

- Access to outdoors and value and appreciate it.
- Connection to positive role models.
- Positive outlook on life.
- Feeling of a positive future.
- Community sees youth as resources.
- Youth take healthy risks.
- Physically healthy and active.

**SUMMARY FROM CHILDREN'S LIBRARY SERVICES STAFF
YOUTH ACTION PLAN INPUT SESSION
DECEMBER 10, 2009**

How is your department serving youth?

- Developmentally appropriate programs for infants through high school.
- Very high-touch service utilizing technology.
- Outreach to Even Start and Adult Education.
- 50% of total library circulation is Children's.
- 64 hours per week of reference, matching books and interests with customers.

- Print and on-line collection development and knowledge of materials.
- Best practices parenting modeling for positive communication and touch.
- Reference support of elementary education teachers.
- Information and referral for crisis issues and support resources for families.
- High-quality program and service delivery standards.
- Often the first point of contact for newly arrived residents.

Are there programs/services you currently provide that could be done differently?

- Current practice involves constant evaluation and delivery modification.
- Strive to maintain quality on reduced resources. Would rather not do it if it cannot be done well.

How would the Children's Library program be delivered differently if there weren't budget constraints?

- Outreach to more schools, reading in the classrooms.
- Go to afterschool programs.
- Have the Bookmobile at more stops for collection support and community outreach.
- Offer more of what is currently being offered.
- Build a bigger program room, to accommodate 300 to 400.
- Larger collection and more study space.
- Larger collection of resource materials and more copies of popular ones.
- Serve Monta Loma and Theuerkauf as Castro is being served.

How do you define Healthy Youth Development?

- Emotionally and physically safe.
- Livelong effect for good learning habits.
- Ability to seek out and find sound information.
- Develop a love of books and reading.
- Strong critical thinking skills.
- Best practice or model program is the teen volunteer program.
- Communication and sharing skills.
- Respect for environment.
- Being responsible.
- When they show you they trust and respect you.
- Honor and respect diversity.

**SUMMARY FROM POLICE YOUTH SERVICES UNIT STAFF
YOUTH ACTION PLAN INPUT SESSION
DECEMBER 12, 2009**

How is the YSU currently serving youth?

- Reviews every youth related case that comes into the Police Department for intervention, referral or support.
- Arrest.
- Liaison to probation.
- On the front lines with youth: working on intervention and suppression together.
- Interact with youth at schools and in the streets.

- Share information amongst other staff as students move to other schools and age up.
- Mentor and act as role models, volunteers with PAL events or YSU events.
- Build trust so that when the time comes, the youth will talk.
- Study them while they are with their friends.
- Train and educate youth related to the consequences of offenses.
- Curtail drug sales and make busts.

What youth-related issues are you regularly dealing with?

- Kids with no food.
- Substance use and abuse.
- Gang involvement.
- Peer pressure and bullying.
- Relationship problems with family, friends and in love/lust.
- Teen depression.
- Violence.
- High School Truancy.
- Illegal and new arrivals not knowing how fit in.
- Teen pregnancy.

Could your protocols or PD systems be enhanced as to be more effective?

- Now YSU is the hub for all youth activity and it works really well.
- Interaction with Parks and Recreation to support year-round programming for Dreams and Futures Alumni.

- Have Parks and Recreation leaders be involved with Dreams and Futures—House staff meet and work with Dreams and Futures alumni.
- Need a summer wrestling program.
- Worry about the sustainability of the PAL boxing program.
- DARE is not being taught in the schools and they have seen a fallout from that.
- Teen pregnancy on the rise.
- Need for more SROs.

What could be done with more resources?

- More SROs.
- Another Gang Officer.
- PAL Officer.
- Tattoo removal.
- Find meaningful jobs for at-risk kids.
- Mentoring at middle school level.
- Make CHAC counselors permanent.
- Be planned/strategic versus reactive.
- Fund Teen Pregnancy Prevention programs: Blossom Project.

Other ideas:

- Work with incarcerated or younger siblings of known gang members or assailants.
- Work with faith community to hook up youth with positive activities and social structure.
- Work with the Ranch and the Hill when youth are released to Mountain View.

What does Healthy Youth Development look like from a Police perspective?

- Enough to eat.
- Youth engaged in sports or other positive regular activities.
- Positive relationships with caring adults, peers and parent figures.
- More parenting, marriage and family support services.
- Knowledge of life skills, educated on substance use and abuse, consequences of teen pregnancy.
- Have and understand boundaries.

**SUMMARY FROM RECREATION STAFF
YOUTH ACTION PLAN INPUT SESSION
JANUARY 12, 2010**

What factors contribute to healthy youth development?

- Feeling of being accepted.
- High self-esteem.
- Support.
- Empowering role models.
- Family support.
- Available resources.
- Trust.
- Resiliency.
- Motivation.
- Something to look forward to.

- Positive peer group.
- Physical and mental development.
- Communication skills.
- A variety of activity.
- Community support.
- Having 30 of the 41 Developmental Assets.
- Down time.

What youth-related issues are you regularly dealing with?

- Depression.
- Unstable home life.
- Gang involvement.
- Bullying.
- Lack of socialization skills, do not have the skills to be a friend, initiate conversations with peers, etc.
- Experimentation with drugs and alcohol.
- Aggression.
- English Language Learners, makes it hard to communicate with and involve parents.
- Poor grades and proud of it → lack of motivation to do well in school.
- Peer and family pressures.
- Overscheduled.
- Lack of excitement to exercise or be physically active.

Is there anything the City could be doing to address these issues or needs?

- Offer English classes for free to low cost to encourage members of the community to learn English and participate in homework assistance and be more involved with their children at school.
- Make things more flexible for working parents to be involved.
- Collaborate more with CHAC, YSU, Schools, PAL and internal youth-serving divisions.
- Thankful for a supportive Council.

**SUMMARY FROM INTERVIEW WITH DAVID MUELA, CSD DIRECTOR
YOUTH ACTION PLAN INPUT
JANUARY 5, 2010**

What is needed to foster healthy youth development?

- Program and services level should fill the gaps of traditional programming.
- Developmental Asset approach.
- Kids need support for all areas of development.
- Need for youth employment and skill development.
- Focus on health and wellness.

What youth-related issues are you concerned about?

- Youth do not seem to be grounded.
- Technology is the focus and it seems to have crippled some basic values.
- Kids do not have basic life skills.
- Need for positive adult role models.

- Parents in many cases are their role models → media, peers, pop-culture more of an influencer.
- Do not know what they want or what they want is always changing.
- Kids stay involved when they feel connected. Many do not have this connectedness.

What are the challenges and opportunities for youth development programming in CSD?

- Idea of dedicated facility development.
- How do we connect with the nonconnected?
- Budget constraints.
- New budget allocations mean reductions elsewhere. Where do we stop investing to make new investments or focus on limited areas?
- Recreation Plan covers more than what CSD will be able to tackle.
- Recreation Plan seems to focus on more than traditional programming and trending to social support services.

What are the strengths and successes of youth development programming in CSD?

- Growing/raising own staff.
- Working with schools for parks and afterschool programs.
- Rebranding of the Escuela House.
- Recreation Plan; major themes of health and wellness, youth activities and family support.

**SUMMARY FROM INTERVIEW WITH CHIEF SCOTT VERMEER, MVPD
YOUTH ACTION PLAN INPUT
JANUARY 5, 2010**

What is needed to foster healthy youth development?

- Stable consistent family environment.
- Commitment to peruse education.

What youth-related issues concern you?

- Far too many kids dropping out or not succeeding in school.
- Why?
 - Underprepared, no support, no direction or assistance with school.
 - Finishing school is not a goal or expectation in the household.
 - Kids who drop out most likely will fall into a criminal lifestyle.
- Early and irresponsible experimentation and addition to drugs and alcohol.
- Mountain View kids that engage in peer gang behavior with violence as early as middle school.
- Families are not role models, parents are raising kids who did not have role models—families are underequipped to parent.

What is needed to remedy this?

- Provide wrap-around services that support the school day. Before-school and afterschool support that involves social services and parent education. A child should go home with their needs met: homework done, friends played with, exercised.
- Kids need to be fed good, nutritious, complete meals.
- Give/teach parents the ability to parent.

- Build on academic success, life skill development and vocational abilities.

What are the challenges and opportunities for the Police Department?

- Police see kids early; they see them in bad situations and can identify an at-risk situation or problem rapidly. Often the Police know about the situation before the schools know.
- It takes lots of training and lots of resources for Police Officers to be youth-focused → some say that is not the Police Officer mission.
- Doing wrap-around services for troubled youth and families complicates the job of a Police Officer. It is the right thing to do given our societal climate.

What are the strengths and successes of the Police Department?

- People working in the department are the right people, dedicated and they do a good job.
- The staff believes that this is the right way to do good work.
- Officers are respectful. They are a people-driven department.

What is the City's role to assist with these youth issues?

- Collaborate more with our schools and interdepartmental.
- Focus on common results and common vision.

APPENDIX G: EXTERNAL COMMUNITY OUTREACH SESSION**EXTERNAL YOUTH ACTION PLAN INPUT EXERCISES
SUMMARY FROM COUNCIL YOUTH SERVICES COMMITTEE INPUT EXERCISE
NOVEMBER 3, 2009**

What is your Vision for Mountain View's youth?

- Engagement in community
- Volunteering
- Growth
- Community service
- Many activities, sports, arts, social
- Multicultural (across many groups)
- Global
- Helping them reach their potential

What is important for healthy youth development?

- John Wooden—body, mind, soul
- Strong Adult Role Models
- Community support
- Role in community
- Opportunities for growth, activity, success
- Interesting activities
- Well-rounded education
- Life skills

The following list of values was compiled through an exercise using other cities youth master plan's vision statements. Committee members were asked to circle words that spoke to them about positive youth development and the vision they saw for youth in Mountain View.

- Community
- Knowledge, skills and values
- Meaningful contributions
- Multicultural
- Global
- Supportive
- Wide range

- Challenge
- New experiences
- Well-behaved
- Intellectual
- Social, spiritual, creative
- Growth
- Equity
- Skills and character
- Future success
- Healthy
- Civically engaged
- Comprehensive
- Places, activities
- Services
- Full potential
- Safe, supportive
- Responsive
- Full range
- Families
- Stimulate
- Potential
- Responsible, contributing

**YOUTH ADVISORY COMMITTEE – YOUTH ACTION PLAN UPDATE
CITY OF MOUNTAIN VIEW
November 16, 2009**

What is your vision for Mountain View's youth?

- Fun
- Productive
- Engaging
- Learning
- Opportunity
- Interesting
- Variety of activities
- Action
- Involvement
- Volunteering
- Safe Gang-Free

- Growth
- Integrity
- Empower
- Inspirational
- Community
- Initiative
- Collaborative
- Respect
- Voice
- Positive

The Youth Advisory Committee then created the following statement:

Mountain View's vision for youth is to create positive opportunities to empower youth to share their voice in the community by taking initiative and getting involved.

What is important for healthy youth development?

- Nutrition
- Awareness
- Cooperation
- Focus
- Exercise
- Fitness
- Commitment
- Mistakes
- Knowledge
- Opportunity
- Involvement
- Stress-free
- Teen center
- Action
- Teamwork
- Acceptance
- Safe Environment
- Good peer relations
- Openness
- Determination

The Youth Advisory Committee then created the following statement:

The City's commitment is to provide a safe environment that encourages openness, acceptance, making mistakes and team work. Through the promotion of these values, individuals have the opportunity to gain knowledge and good peer relations.

**YOUTH ACTION PLAN UPDATE INPUT SESSION
CHALLENGE TEAM MEETING
JANUARY 12, 2010, 7:00 A.M., POLICE DEPARTMENT**

What is needed to foster healthy youth development?

- Access to positive adult role models
- Educated parents, parent support services
- Youth success and high self-esteem
- Opportunity to lead
- Developmental assets
- Constructive use of time
- Pro social skills
- Safe unstructured time that is productive and structured time
- Access to health care, mental health, dental and vision
- Access to education
- Safe home environment
- Inspiring and capable teachers
- Sports outdoors and physical activities
- Healthy nutrition and availability of fresh food
- Outlet for youth to ask questions—express themselves
- Resources for kids with parents with drug and alcohol issues
- Continue collaboration between teachers and parents
- Community support
- Strong sense of identity
- Finding Their Spark, and Fostering it; Peter Benson
- Positive outlook on future
- Activities in addition to school, example: career education, sports, library, music, theater
- Outings such as field trips
- Life skill education
- Health education
- Child-adult transition
- Substance use and abuse education and rehabilitation

- Teen pregnancy education
- Depression education and support services
- Social skills
- Work employment
- Sense of competency
- Safe place
- Physical environment
- Don't look over your shoulder
- Mental and emotional health
- Strong family foundation
- Mentoring
- Collaboration of partners who work with youth
- Safe and secure places to study
- Things to do
- Health information
- Funding sources
- Available resources
- Making youth a priority in the State of California
- Parent involvement
- Fostering of youth advocate groups

What youth-related issues concern you?

- Drug and alcohol use and abuse
- Negative peer influences
- Suicide and teen depression
- Youth and technology
- Inability to understand consequences for actions
- Helping kids to realize issues
- No support at home
- Dealing with stress
- Too much homework
- Lack of sense of successful future—what is success, passion or relevance for life
- Growing up too fast—how to keep their innocence
- Physical health
- Safety
- Gang activity, involvement and violence
- Bullying
- Obesity
- Teen pregnancy
- Parent language issues, inability for parents to communicate within systems
- Coping skills
- High school dropout rate

- Employment opportunities for youth
- Youth peer pressure
- Special education
- Violence
- Drug and alcohol use and abuse
- Teen pregnancy
- Newcomers and transient youth
- Homelessness
- Kids barely holding on
- Sense of helplessness
- Kids who are victims of abuse, either sexual or emotional
- Transportation
- Kids are lonely
- Parents are lonely
- Disconnected neighborhood
- Hopelessness
- Concerns about environment and world—ability of both
- Not enough counseling available
- Too much unsupervised free time
- Relevance of education to students—how it influences the future

What can be done to remedy these issues?

- Involvement in after-school programs, activities
- Places to belong; mentors
- Find the right kids and bring them to the programs and services
- Funding to spend on expanding existing services that make a positive impact
- Great and best practices currently in place
- Look at areas holistically
- See urban afterschool program in Massachusetts—maybe if we create pay for service enrichment classes, they will offset free programs
- School outreach to parents, parent education
- Strong parents make strong kids

- Engage business community for job shadowing and internships—real-world experiences
- Support transition from high school to college
- Make scholarship money available and college possible for more youth
- Offer more summer school
- Strategic collaboration between churches, nonprofits, City's Recreation Division and businesses
- Increasing visibility of resources with and between organizations for network and referral
- More volunteers
- Adults working with youth
- Positive leadership
- Activities for youth
- Providing context so students have incentive to see relevance to their future
- Identifying youth struggling in different areas
- Providing transportation
- Identifying best practices
- Provide many different opportunities for kids to find a passion that will energize them into the future
- Finding effective ways to reach kids
- Encouragement by health professionals
- Positive influences
- Parent and teacher relationship/collaboration
- Parent education and support

- Communication and language issues
- Greater institutional collaboration
- Being proactive versus reactive for utilizing existing youth activity centers; i.e., parks, recreation, church, gym
- Make hard choices
- Make youth a priority when it comes to financing programs
- Help parents with support and nurturing through education
- More volunteers
- Collaboration with City to take the lead
- Programs to break down barriers and stereotype programs
- To give back to community
- Volunteer
- Properly funded education
- Identify which programs are effective on a big-picture focus
- Start earlier with teaching moral, ethics and succession planning
- Intergenerational relationships
- More business partnerships

**DISTRICT ENGLISH LANGUAGE COMMITTEE
DELAC PARENTS MEETING REPORT
FEBRUARY 8, 2010**

13 parents present

What is your main concern in regard to your children now days?

- That our children want to finish high school and start working right away. They are not planning on going to college or university.
- That even though our children participate in activities, we do not see there is enough money to help them participate in all the activities we would want them to participate.
- That they are not worried about passing the CELDT exam.

What do you want for the future for your children?

- To attend college or university
- For them to be good people and be good citizens.
- To be responsible.
- Not to take drugs.
- To be able to walk in the park or any street and be safe.
- To be able to have enough counseling for them and the families.

As community members, what do we need to do so your children have a healthy and safe development?

- Have positive communication.
- To be free of discrimination.
- To work together PARENTS—SCHOOLS—COMMUNITY.
- Be aware (watchful) of what they do.

- To have schools open for more activities (Community Schools).
- To have transportation available.

What do you think the City is doing well for the youth community?

- You are giving us information.
- You tell us of all the benefits available in the community.
- To provide enough activities, movie nights, holiday celebrations, parades, etc.

**LOS ALTOS HIGH SCHOOL FOCUS GROUP FOR THE
YOUTH ACTION PLAN
MARCH 23, 2010**

9 Persons in Attendance
Facilitated by Catherine Chang

What is needed to foster healthy youth development?

- A sense of community, support and encouragement from teachers and family.
- A stable environment.
- Positive influences like mentors.
- Lowering expectations.
- Motivation and inspiration.
- Exercise and healthy eating.
- Eating with your family.
- Less fast-food restaurants.
- Balance.

- Warm color schemes.

What youth-related issues concern you?

- Racial tension.
- Different forms of stress like financial, relationship and college.
- Improper education on drugs, sex, etc.
- Pressure from self, social class, religion, economic status and friends to be perfect.
- Parents' definition of success not the same as mine.
- Future, college and jobs.
- Suicides and depression.
- Body image.
- Drugs—prescription and narcotic abuse.

**WHAT CAN BE DONE TO IMPROVE THE LIVES OF TEENS IN MOUNTAIN
GIRLS' MIDDLE SCHOOL FOCUS GROUP
APRIL 1, 2010
GIRLS' MIDDLE SCHOOL**

Facilitated by Diana Marin Melo, Youth Advisory Committee Member

What is needed to foster healthy youth development?

- Fitness.
- Fun.
- Organic food.
- Art.
- Education.
- Books.
- Sleep.
- Food.

- Transportation.
- Sports.
- Group stuff.
- Creativity.
- Friends.
- Family.
- Support.
- Music.
- Shelter.

What youth-related issues concern you?

- Sports.
- Gangs.
- Violence.
- Obesity.
- Alcohol.
- Homework.
- Environment.
- Annoying siblings and boys.
- Activities.
- Drugs.
- Art.
- Sanitation.
- Grades.

What can be done to improve the lives of teens in Mountain View?

- Making more gyms.
- After-school programs.
- Counseling.
- College scholarships and other type of scholarships.
- Helping be supportive of teen desires.
- Helping parents be more supportive.
- Having nice friends.
- Acceptance.
- Good, friendly connection with cops so they are not intimidating.
- More volunteer opportunities.
- More teen jobs.
- Better schools.
- Do not sell drugs.
- Bus stop in front of the movies.
- Better neighborhood safety and watch around Rengstorff Avenue.

- Better teen/adult understanding.
- Nicer cops.
- Cleaner bathrooms in the parks.
- More community activities.

**YOUTH ACTION PLAN UPDATE FOCUS GROUP
APRIL 16, 2010
ST. ATHANASIUS CHURCH**

Six Parents in Attendance
Facilitated by Kim Castro

What is needed to foster healthy youth development?

- Involvement in sports such as organized walks on Stevens Creek Trail and school sports.
- Community service that makes a lasting impact.
- Stress the importance of life-changing volunteer activities.
- Offer exposure to a variety of activities, both short and long term.
- Encourage involvement in school.
- Offer a variety of after-school programs such as volunteering, homework and other support.
- Life-skill training.
- Job-skill preparation.
- Cooking skills.
- Positive relationship with Police.
- Feeling safe in the community.
- Spiritually grounded.

- Healthy food access.
- Positive adult role models.

What youth-related issues concern you?

- Stress and pressure.
- Peer pressure.
- Depression.
- Alcohol and drug use and abuse.
- Sex.
- Teen pregnancy.
- STDs.
- Sexual identity.
- Future after high school.
- Education.
- Limited parent involvement.

What can be done to improve the lives of youth and teens Mountain View?

- Have a place of their own.
- Access to information.
- Use many forms of communication to advertise programs.
- Encourage youth and family involvement in decision-making.
- Parent support is available, but many do not access the resources. How do we make them aware and encourage them to participate?
- Racial intolerance.

- Increased awareness of Youth Advisory Committee (YAC) projects.
- Diversify YAC.
- Make YAC demographic in line with community demographics.
- Offer special events such as talent shows, robot-building, laser quest and social dance lessons.
- Give information to parents, not just kids.
- Offer high school band nights.
- Turntable classes.
- DJ classes.
- Change the special event sign-up process to involve more parents.

**MOUNTAIN VIEW HIGH FOCUS GROUP FOR THE
YOUTH ACTION PLAN**

**MARCH 10, 2010
MOUNTAIN VIEW HIGH SCHOOL**

12 Persons in Attendance

Facilitated by Jody Zhang and Angeline Capati, Youth Advisory Committee Members

What is needed to foster healthy youth development?

- More pressure earlier in life.
- Adapt to high school more easily.
- Certain roles are scheduled and enforced more leniently.
- Teens overstressed because strict teachers and conflicting schedules.

- Less homework or more block day schedules during the week, so less pressure each night which equals more sleep and fun during the week.
- Individuals lead tailored lifestyles.
- Healthier food choices—more variety at the cafeteria.
- More interactive, hands-on activities at school.
- More field trips.
- Lessons on time management.
- Balance of life.
- Class on stress management.

What youth-related issues are you concerned about?

- Stress and sleep deprivation.
- Illegal drug use and abuse.
- Transportation that is reliable.
- Gunn suicides.
- Safe sex.
- Less job opportunities for youth.
- School interfering with outside activities.
- College and pressure to get into college.
- School food.
- We feel we are sheltered—we live in a bubble.
- Gang activity.
- International disasters.

What can be done to improve the lives of youth and teens in Mountain View?

- Reduction of homework load.
- Increased awareness of all negative things.
- Reduce minority discrimination and hate crimes.
- More youth groups.
- More outreach programs for youth.
- Better placement of facilities—schools too far away from downtown and Rengstorff Avenue.
- Job fair.
- More exposure to domestic or international issues.
- Healthier food available on campus.
- Encouragement to take Foothill College courses.
- Less biased news sources—people should also be nicer to each other—do not hate the Republicans.

APPENDIX H: BILL OF RIGHTS FOR CHILDREN AND YOUTH

Bill of Rights for Children & Youth

The Bill of Rights for Children and Youth is a bold, public agreement that all children and youth are entitled to certain fundamental elements.

The United Nations proclaimed an International Children's Bill of Rights in 1990, and the State of California passed its own in 2009 modeled on the Bill of Rights for Children and Youth of San Mateo County.

It is time for Santa Clara County to join in this public agreement. Specifically, all children and youth have a right to:

- ◆ *A healthy mind, body and spirit that enables them to maximize their potential.*
- ◆ *Develop a healthy attachment to a parent, guardian, or caregiver and an ongoing relationship with a caring and supportive adult.*
- ◆ *Have their essential needs met – nutritious food, shelter, clothing, health care, and accessible transportation.*
- ◆ *A safe and healthy environment, including homes, schools, neighborhoods and communities.*
- ◆ *Access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.*
- ◆ *Training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community.*
- ◆ *Employment opportunities with protections from unfair labor practices.*
- ◆ *Freedom from mistreatment, abuse and neglect.*
- ◆ *A voice in matters that affect them.*
- ◆ *A sense of hope for their future.*



CHILDREN'S **AGENDA**
Santa Clara County

WHY SHOULD WE ENDORSE?

Leaders and citizens of Santa Clara County who believe children and youth have fundamental rights can now go on record. A formal and written agreement provides local leaders, officials and funders with a framework to formulate decisions, develop policies, and make investments that impact children and youth.

Unfortunately, thousands of children in Santa Clara County are not realizing the promise of the Bill of Rights for Children & Youth:

- Each year, nearly 3,000 students in grades 9 - 12 drop out of high school. 3000 students could fill 2 mid-size high schools.
- More than 1 in 4 children have significant developmental needs in either self-regulation, language development, or both when they enter kindergarten.
- Only 8 % of our middle and high school students have the developmental assets needed to thrive.
- Nearly 25,000 students who are eligible for free or reduced cost lunches are not receiving this support.
- Only 50% of our third grade students perform at grade level on reading tests and only 24% of those who are economically disadvantaged students perform at this level.

Santa Clara County is enriched by the diversity of its children and youth. In order to benefit from this diversity, we must ensure all children and youth realize the same rights, regardless of their culture, race, gender or gender identity, sexual orientation, religion or developmental abilities.

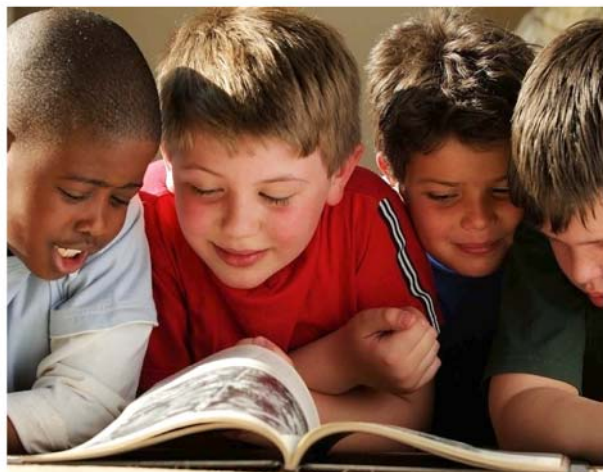
At all times, but especially during times of political change and financial upheaval, a Bill of Rights helps our community stay focused on children and youth as a priority. Importantly, it keeps the spotlight on all children, from all racial and cultural backgrounds, income levels, family structures, and developmental abilities.

HOW WILL A BILL OF RIGHTS CHANGE ANYTHING?

As a public agreement, adoption of the Bill of Rights for Children & Youth is a first step in ensuring that leaders are keeping the needs of children and youth in the forefront when decisions are made regarding policies, budgets and government practices.

The Santa Clara County Children's Agenda, developed by hundreds of community partners under the leadership of Kids in Common, provides the community with an explicit set of goals and methods for measuring the well-being of our children. The Children's Agenda is a highly selective and thoroughly researched set of 13 indicators of children's health and well-being. The data from these 13 indicators is collected and monitored over time to track progress in assuring that children and youth are safe, healthy, successful in school and successful in life.

By tracking the progress of the 13 indicators of the Children's Agenda, we will be able to track our progress towards fulfilling the Bill of Rights for Children & Youth. Furthermore, public agreement on the Bill of Rights for Children & Youth and the Children's Agenda as a plan for action to assure those rights is a rigorous and reliable way to attract and maximize partnerships, resources and policies that will lead to positive change on behalf of children and youth.



A PATHWAY TO ACTION

The Santa Clara County Children's Agenda is the pathway to action for fulfilling the Bill of Rights for Children and Youth. The agenda states community goals and thirteen data outcomes to track our progress in achieving those goals:

- Access to Health Care
- Healthy Lifestyle
- Early Childhood Social and Emotional Development
- School Readiness
- Third Grade Reading Proficiency
- Eighth Grade Math Proficiency
- Children in the Thriving Zone (Developmental Assets)
- Children Fluent in 2 + Languages
- High School Graduation Rates
- Children Living in Safe and Stable Families
- Children Experiencing Hunger
- Juvenile Arrest Rates
- Children & Youth Reporting They Feel Valued by the Community



Mission:

Santa Clara County Children's Agenda has identified community goals for our children and thirteen data outcomes to track our progress in achieving those goals. The Children's Agenda provides a basis for action, makes it easier to seek and allocate resources, and allows our stakeholders to develop powerful strategies for change. It provides a framework to build meaningful and deep partnerships and provides a common language that helps us to align public and private investments, coordinate and align resources, assess and improve quality and increase reach and impact across sectors.



Santa Clara County Children's Agenda
1605 The Alameda
San Jose, CA 95126
T: 408.795.3771
F: 408.882.0909
www.kidsincommon.org



APPENDIX I: DEVELOPMENTAL ASSETS



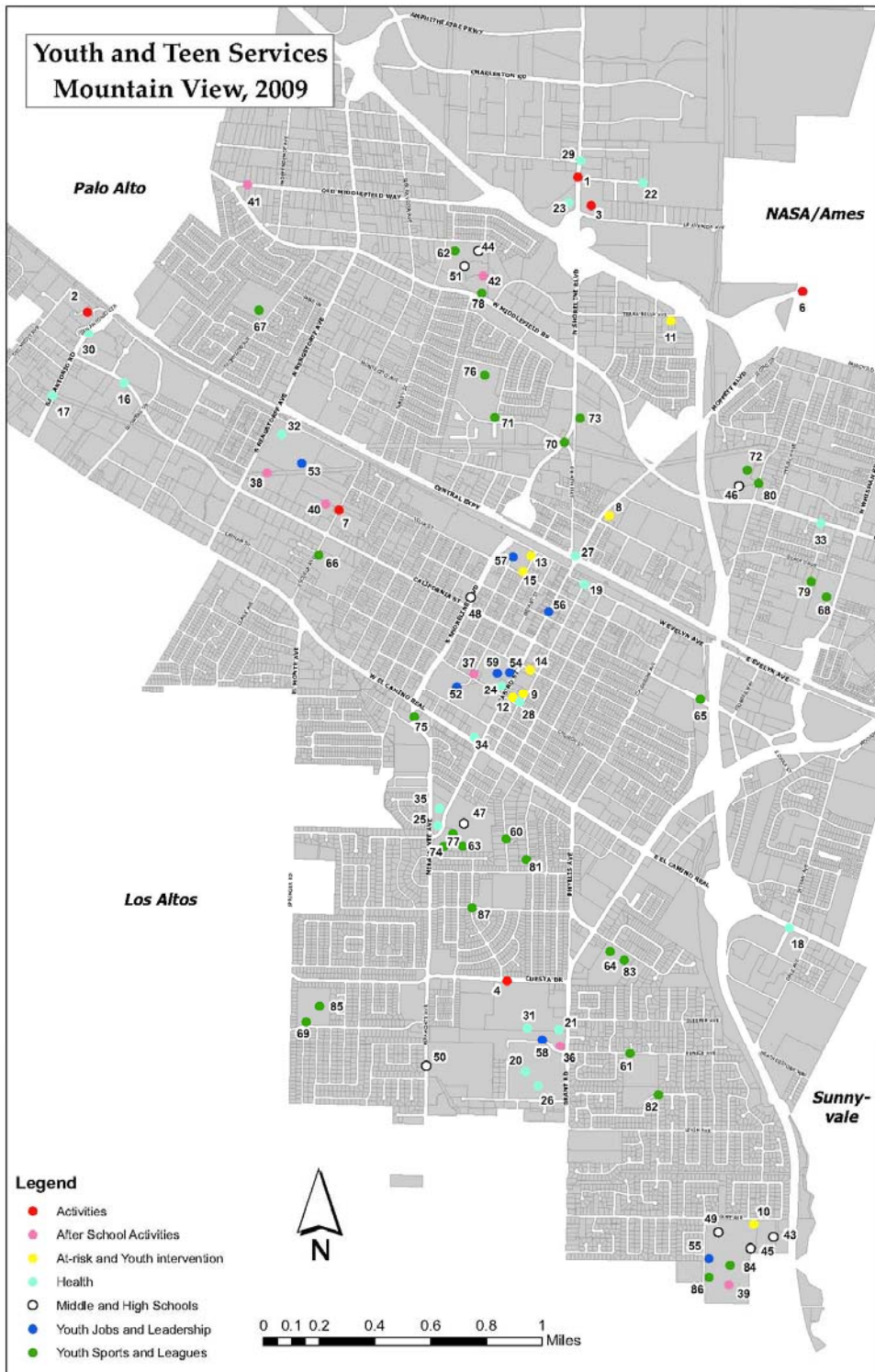
41 Developmental Assets

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

	CATEGORY	NAME AND DEFINITION OF DEVELOPMENTAL ASSETS
External Assets	Support	1. Family Support - Family life provides high levels of love and support.
		2. Positive Family Communication - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
		3. Other Adult Relationships - Young person receives support from three or more nonparent adults.
		4. Caring Neighborhood - Young person experiences caring neighbors.
		5. Caring School Climate - School provides a caring, encouraging environment.
		6. Parent Involvement in Schooling - Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	7. Community Values Youth - Young person perceives that adults in the community value youth.
		8. Youth as Resources - Young people are given useful roles in the community.
		9. Service to Others - Young person serves in the community one hour or more per week.
		10. Safety - Young person feels safe at home, school, and in the neighborhood.
	Boundaries and Expectations	11. Family Boundaries - Family has clear rules and consequences and monitors the young person's whereabouts.
		12. School Boundaries - School provides clear rules and consequences.
		13. Neighborhood Boundaries - Neighbors take responsibility for monitoring young people's behavior.
		14. Adult Role Models - Parent(s) and other adults model positive, responsible behavior.
		15. Positive Peer Influence - Young person's best friends model responsible behavior.
	Constructive Use of Time	16. High Expectations - Both parent(s) and teachers encourage the young person to do well.
		17. Creative Activities - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
		18. Youth Programs - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
		19. Religious Community - Young person spends one or more hours per week in activities in a religious institution.
		20. Time at Home - Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	Commitment to Learning	21. Achievement Motivation - Young person is motivated to do well in school.
		22. School Engagement - Young person is actively engaged in learning.
		23. Homework - Young person reports doing at least one hour of homework every school day.
	Positive Values	24. Bonding to School - Young person cares about her or his school.
		25. Reading for Pleasure - Young person reads for pleasure three or more hours per week.
		26. Caring - Young person places high value on helping other people.
		27. Equality and Social Justice - Young person places high value on promoting equality and reducing hunger and poverty.
	Social Competence	28. Integrity - Young person acts on convictions and stands up for her or his beliefs.
		29. Honesty - Young person "tells the truth even when it is not easy."
		30. Responsibility - Young person accepts and takes personal responsibility.
		31. Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		32. Planning and Decision Making - Young person knows how to plan ahead and make choices.
		33. Interpersonal Competence - Young person has empathy, sensitivity, and friendship skills.
	Positive Identity	34. Cultural Competence - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
		35. Resistance Skills - Young person can resist negative peer pressure and dangerous situations.
36. Peaceful Conflict Resolution - Young person seeks to resolve conflict nonviolently.		
37. Personal Power - Young person feels he or she has control over "things that happen to me."		
38. Self-Esteem - Young person reports having a high self-esteem.		
39. Sense of Purpose - Young person reports that "my life has a purpose."		
40. Positive View of Personal Future - Young person is optimistic about her or his personal future.		
41. Positive Cultural Identity* - Young person feels comfortable with and proud of her/his identity, including but not limited to disabilities, ethnicity, faith/religion, family status, gender, language and sexual orientation.		

*Project Cornerstone established this asset through local community input.

APPENDIX J: YOUTH AND TEEN SERVICES MAP



YOUTH AND TEEN SERVICES MOUNTAIN VIEW, 2009—MAP LEGEND

ACTIVITIES

1.	Century Cinema 16	1500 North Shoreline Boulevard	Mountain View	CA	94043
2.	Community School of Music and Arts Finn Center	230 San Antonio Circle	Mountain View	CA	94040
3.	Computer History Museum	1401 North Shoreline Boulevard	Mountain View	CA	94043
4.	Junior Team Tennis League	615 Cuesta Drive	Mountain View	CA	94040
5.	Moffett Field Museum	Moffett Federal Airfield	Mountain View	CA	94043
6.	The House	298 Escuela Avenue	Mountain View	CA	94040
7.	Pacific Ballet Academy	295 Polaris Avenue	Mountain View	CA	94043
8.	Starlite Dance Club	1400 North Shoreline Boulevard	Mountain View	CA	94043
9.	Western Ballet	914 North Rengstorff Avenue	Mountain View	CA	94043
10.	Firebird Dance Studio	1415-B El Camino Real West	Mountain View	CA	94040
11.	Fantasy Dance Studio	2584 Leghorn Street	Mountain View	CA	94043
12.	Ralph Gracie Jiu Jitsu Academy	1495 El Camino Real West	Mountain View	CA	94040
13.	United Studios of Self-Defense	1770 Miramonte Avenue	Mountain View	CA	94040
14.	All Star Kung Fu	2464 El Camino Real West	Mountain View	CA	94040
15.	Tandez Academy of Martial Arts	1931 Old Middlefield Way	Mountain View	CA	94043
16.	Aikido Yoshokai Sunnyvale	209 West Evelyn Avenue	Mountain View	CA	94041
17.	Aikido—Mountain View	1924 Plymouth Street	Mountain View	CA	94043
18.	West Coast Martial Arts	1350 Grant Road	Mountain View	CA	94040
19.	Pacific Martial Arts	199 East Middlefield Road	Mountain View	CA	94043
20.	Fairtex Muay Thai Fitness	2044 Old Middlefield Way	Mountain View	CA	94043
21.	Academy of Zen—Martial Arts	2560 Wyandotte Street	Mountain View	CA	94043

AT-RISK AND YOUTH INTERVENTION

22.	Community Health Awareness Council	711 Church Street	Mountain View	CA	94041
23.	Fresh Lifelines for Youth	1325 Bryant Avenue	Mountain View	CA	94040

24.	Fresh Lifelines for Youth	935 Terra Bella Avenue	Mountain View	CA	94040
25.	Fresh Lifelines for Youth	3535 Truman Ave	Mountain View	CA	94040
26.	Dreams and Futures	1000 Villa Street	Mountain View	CA	94041
27.	AA meeting	582 Hope Street	Mountain View	CA	94041
28.	AA meeting	327-B Moffett Boulevard	Mountain View	CA	94043
29.	Oficina Intergruppal Hispana del Area de San Mateo (AA)	748 Mercy Street	Mountain View	CA	94041
30.	Police Activities League Mountain View—MVPAL	1000 Villa Street	Mountain View	CA	94041

HEALTH

31.	24-Hour Fitness	2535 California Street	Mountain View	CA	94030
32.	Axis Mountain View	544 San Antonio Road	Mountain View	CA	94040
33.	Camino Medical Center	701 El Camino Real East	Mountain View	CA	94040
34.	Curves	701 West Evelyn Avenue	Mountain View	CA	94041
35.	El Camino Hospital	2404 Grant Road	Mountain View	CA	94040
36.	El Camino YMCA	2403 Grant Road	Mountain View	CA	94040
37.	Evolution Trainers	1235 Pear Avenue	Mountain View	CA	94043
38.	Gold's Gym	1400 North Shoreline Boulevard	Mountain View	CA	94041
39.	Kaiser Mountain View	555 Castro Street	Mountain View	CA	94041
40.	Lucile Packard Children's Hospital Teen Clinic	1176 Castro Street	Mountain View	CA	94040
41.	Lucile Packard Children's Hospital—Comprehensive Eating Disorders Program	2405 Grant Road	Mountain View	CA	94040
42.	Mayview Community Health Center	100 North Moffett Boulevard	Mountain View	CA	94043
43.	Outlet Supporting and Empowering LGBTQ Youth	712 Church Street	Mountain View	CA	94041
44.	Overtime Fitness	1625 North Shoreline Boulevard	Mountain View	CA	94043
45.	Planned Parenthood	225 San Antonio Road	Mountain View	CA	94040
46.	RotaCare Free Center	2401 Grant Road	Mountain View	CA	94040

47.	Skate Park	201 South Rengstorff Avenue	Mountain View	CA	94040
48.	The Club	999 East Middlefield Road	Mountain View	CA	94043
49.	The Pregnancy Center	1175 Castro Street	Mountain View	CA	94040
50.	The Pregnancy Center	836 El Camino Real West	Mountain View	CA	94041
<u>MIDDLE AND HIGH SCHOOLS</u>					
51.	El Camino YMCA	2400 Grant Road	Mountain View	CA	94040
52.	Library Teen Zone	585 Franklin Street	Mountain View	CA	94041
53.	Mountain View Community Center	202 South Rengstorff Avenue	Mountain View	CA	94040
54.	Mountain View High School	3536 Truman Avenue	Mountain View	CA	94040
55.	Mountain View Teen Center	298 Escuela Avenue	Mountain View	CA	94040
56.	Peninsula Youth Theatre	2500 Old Middlefield Way	Mountain View	CA	94043
57.	Teen Open Gym	1500 Middlefield Road	Mountain View	CA	94043
58.	Mountain View Whisman School District	750-A San Pierre Way	Mountain View	CA	94043
59.	Alta Vista High School	1299 Bryant Avenue	Mountain View	CA	94040
60.	Crittenden Middle School	1701 Rock Street	Mountain View	CA	94043
61.	Freestyle Academy High School	1299 Bryant Avenue	Mountain View	CA	94040
62.	German International School	310 Easy Street	Mountain View	CA	94043
63.	Graham Middle School	1179 Castro Street	Mountain View	CA	94040
64.	Monta Loma School	461 Thompson Avenue	Mountain View	CA	94043
65.	Mountain View Academy	360 South Shoreline Boulevard	Mountain View	CA	94041
66.	St. Francis Catholic High School	1885 Miramonte Avenue	Mountain View	CA	94040
67.	St. Joseph Catholic Elementary School	1120 Miramonte Avenue	Mountain View	CA	94040
68.	The Girls' Middle School	1701 Rock Street	Mountain View	CA	94043
69.	Theuerkauf School	1625 San Luis Avenue	Mountain View	CA	94043

YOUTH JOBS AND LEADERSHIP

70.	Lifeguard/Swim Instructors or Pool Attendant/Assistant Instructors	203 South Rengstorff Avenue	Mountain View	CA	94040
71.	Lifeguard/Swim Instructors or Pool Attendant/Assistant Instructors	650 Franklin Street	Mountain View	CA	94041
72.	Mayor's Youth Conference	500 Castro Street	Mountain View	CA	94041
73.	NOVA Youth Employment Office	3535 Truman Avenue	Mountain View	CA	94040
74.	Office of Assemblyman Paul Fong	274 Castro Street	Mountain View	CA	94041
75.	Police Explorer Program	1000 Villa Street	Mountain View	CA	94040
76.	YMCA Youth in Government	2402 Grant Road	Mountain View	CA	94041
77.	Youth Government	500 Castro Street	Mountain View	CA	94040

YOUTH SPORTS AND LEAGUES

78.	AYSO Region 45	525 Hans Avenue	Mountain View	CA	94040
79.	AYSO Region 46	333 Eunice Avenue	Mountain View	CA	94043
80.	AYSO Region 47	1701 Rock Street	Mountain View	CA	94040
81.	AYSO Region 48	1177 Castro Street	Mountain View	CA	94040
82.	AYSO Region 49	235 Martens Avenue	Mountain View	CA	94041
83.	AYSO Region 50	115 West Dana Street	Mountain View	CA	94041
84.	AYSO Region 51	505 Escuela Avenue	Mountain View	CA	94043
85.	AYSO Region 52	460 Thompson Avenue	Mountain View	CA	94043
86.	AYSO Region 53	325 Gladys Avenue	Mountain View	CA	94040
87.	AYSO Region 54	1120 Rose Avenue	Mountain View	CA	94043
88.	AYSO Region 55	Montecito Avenue	Mountain View	CA	94043
89.	AYSO Region 56	310 Easy Street	Mountain View	CA	94040
90.	Marauders Pop Warner Football	1180 Castro Street	Mountain View	CA	94040

91.	Mountain View Little League	899 Miramonte Avenue	Mountain View	CA	94040
92.	MVLA Girls Softball	1178 Castro Street	Mountain View	CA	94043
93.	MVLA Girls Softball	1500 Middlefield Road	Mountain View	CA	94043
94.	MVLA Girls Softball	1625 San Luis Avenue	Mountain View	CA	94043
95.	MVLA Girls Softball	310 Easy Street	Mountain View	CA	94043
96.	MVLA Girls Softball	325 Gladys Avenue	Mountain View	CA	94040
97.	MVLA PONY Baseball	1120 Rose Avenue	Mountain View	CA	94040
98.	MVLA PONY Baseball	253 Martens Avenue	Mountain View	CA	94040
99.	MVLA PONY Baseball	3535 Truman Avenue	Mountain View	CA	94040
100.	MVLA PONY Baseball	502 Chesley Avenue	Mountain View	CA	94040
101.	MVLA PONY Baseball	525 Hans Avenue	Mountain View	CA	94040
102.	USYVL (Volleyball)	Barbara Avenue & Montalto Drive	Mountain View	CA	94040
103.	Boy Scouts Troop 87	575 North Shoreline Boulevard	Mountain View	CA	94040

APPENDIX K: WORK PLAN 2011-2012**YOUTH ACTION PLAN
WORK PLAN 2011-2012**

1. **Offer programs, services and referrals to community resources to support parents and caregivers in building strong families.**
 - 1-1. Train City staff where to find parent resources and to access and refer individuals to the youth resources web site.
 - 1-2. Offer and support parenting classes in collaboration with schools and community-based organizations.
 - 1-3. Offer child care when appropriate at community input meetings.
 - 1-4. Strengthen literacy and increase learning readiness for children by offering enriching Library programs for all ages and collaborating with First 5 Santa Clara County.
 - 1-5. Continue to offer family-friendly programs and special events.
2. **Provide meaningful volunteer opportunities for youth so they will make a difference in their community and develop skills for a viable future.**
 - 2-1. Assess City practices for youth civic engagement.
 - 2-2. Develop policy for youth civic engagement based on best practices and City need.
 - 2-3. Create a tip sheet for adults to work effectively with youth.
 - 2-4. Explore new volunteer opportunities for youth across the City.
 - 2-5. Maintain existing youth volunteer opportunities.
3. **Encourage collaboration among City staff, thereby increasing the effectiveness and public awareness of youth services.**
 - 3-1. Submit National League of Cities' Mayor's Action Challenge for Children and Families.

- 3-2. Establish youth activity/program information center on-line format.
- 3-3. Develop and maintain interdepartmental youth services cabinet.
- 4. **Continue to work collaboratively with community-based organizations and schools to foster productive relationships that benefit youth.**
 - 4-1. Continue to be an active partner in Challenge Team.
 - 4-2. Collaborate effectively with Parent Project, First 5, Mountain View-Los Altos High School District, Mountain View Whisman School District, Foothill-De Anza College District, the El Camino YMCA, Mountain View Police Activities League and other youth-serving, community-based organizations.
- 5. **Provide programs and resources that engage youth, support education, foster independence and an interest in lifelong learning.**
 - 5-1. Assess youth services program delivery for support of the YAP goals.
 - 5-2. Offer programs that contain life-skill component.
 - 5-3. Promote school and education as important when interacting with youth.
 - 5-4. Continue to support out-of-school programs for youth.
 - 5-5. Enhance peer tutoring programs where and when appropriate.
 - 5-6. Analyze youth and teen services map for gaps in services.
- 6. **Provide City staff as role models that offer guidance in life skills.**
 - 6-1. Coordinate a City youth protection policy that would coordinate and articulate existing staff development and recruitment practices.
 - 6-2. Implement consistent youth development training across departments.
 - 6-3. Train staff to identify teachable moments and engage youth in life-skill building conversations.

7. **Promote healthy living by providing resources, programs and facilities that support healthy eating, active lifestyles, emotional wellness and strategies for coping with stress.**
 - 7-1. Promote youth-friendly land use and developments.
 - 7-2. Continue to support existing programs that promote healthy living.
 - 7-3. Continue to offer Safe Routes to Schools.
 - 7-4. Consider signing on to the "Let's Move" campaign.

8. **Prevent violence against youth by supporting programs that emphasize awareness and education in personal safety and positive interpersonal relationships.**
 - 8-1. Promote positive interactions between youth and Police Officers.
 - 8-2. Increase conflict resolution, mediation and antiviolence efforts.
 - 8-3. Keep youth engaged in positive activities.
 - 8-4. Offer youth self-defense programs.

KC/2/MGR
607-10-07-10YAP-E^