

Appendix E

Youth Summaries

May 1, 2008

General Plan Discussion

CBETS Class – Taft School

Eight adults in attendance

What They Like About Redwood City

- Downtown – clean
- Movie Theater
- Different supermarkets with from different countries
- Parks (Flood Park, Red Morton)
- Convenient location of stores
- Shelters for places who are homeless to go and get help
- Good weather, nice climate
- Places like Bair Island where you can get out and walk around; can take a boat out on the Bay (resident who lives on Bayshore)

Dislikes

- Unsafe to ride a bike (to school)
- Trash, disorganized, litter in “Latino” neighborhoods
- Food CO / Storage facility area, lots of drinking and selling drugs
- Unsure about the safety along El Camino, Middlefield and Ralston
- Car vandalism along Bayshore
- Young children riding bikes (12 ish), smoking cigarettes along Ralston
- Driving too fast
- Rent has gone up a lot in RWC recently
- Parking for apartments (not enough)
- Bayshore flooding
- Hiding alcohol in paper bags, drinking in public parks
- Very expensive
- Does not have destination landmarks or tourist places. When people are visiting from out of town don't have places to share with them. Mentioned the Embarcadero and Santa Row as places you make take people.
- People can be neighborly – but also gangs along Ralston

Recommend

- Closing the school campus, more security around school
- Prevent flooding
- Control enforcement of drinking in parks
- Enjoy lake in San Francisco, more water features in parks
- Cleaner streets

Other

- Better communication/ translation from healthcare providers
- Healthcare very expensive. (Several people had never been to see a doctor, I assume they did not have insurance)
- No dental
- How come it is so easy to get a liquor license and so difficult to get a permit for a church
- Where can people find out about jobs

May 7th
General Plan Discussion
8-9 PM
Fair Oaks School ESL Class
~ 20 adults in attendance

NOTES

Like

- Schools, Library, Parks (Flood Park given as an example)
- Costco, convenience of stores
- Nice place to live, lots of opportunities
- Skilled landscapers can find work
- Children have access to lessons – like piano (through school, Parks & Rec, SAL – not clear?)

Dislike

- People can be disrespectful and not friendly, especially when you cannot speak English well
- Hard to find a job without a certificate (office assistant given as an example)
- Very expensive and long waits to see a Doctor
- Car vandalism
- Dangerous areas, guys drinking beer, car theft – Rolison Road given as an example
- Dangerous to ride a bike
- Cars drive too fast – kids playing in their neighborhoods

Recommend

- Affordable housing
- Take better care of apartment buildings
- For children – recreation/enrichment activities, dancing
- More – beautiful, safe and clean parks
- More lights, some places too dark
- Better / more transportation – on time (buses)

Kennedy Middle School – Citizen School After School Program

Facilitated by PCRC

May 15, 2008

City Hall Conf. Rm 2 B - 3:30-5PM

6 Middle School Youth

What Do You Like About RWC?

Like Downtown – is a lot to do, theaters, restaurants

Like swimming pools

Like shops – FootLocker

Parks – a lot of trees and shade – Stulfsat Park

Like creeks/water

Malibu

A lot of places to go with friends and family

Like hanging outside

Events they Like in RWC

- Carnival
- Free Live Music outside
- 4th of July Parade
- When Light up trees at Christmas

What would you like in RWC?

Dave and Busters (is a giant arcade)

Amusement Park

IMAX Theater

More Jails

Grass fields instead of turf

More pools

Malls

Skate Park (another one)

A RWC Football Team

Basketball Stadium

More soccer fields

Lacrosse Camp

What could RWC do to Help the Environment?

Recycling – get recycling bins at parks

No littering

Feel safe when walk and bike around streets

SAN MATEO COUNTY YOUTH COMMISSION FISHBOWL SERIES



Five Fishbowl Forums Find Common Themes

In January and April 2008, the San Mateo County Youth Commission along with community partners hosted five fishbowls. All of them were issues identified by the Adolescent Report 2007 and youth in the community during community events. Although they were all unique, many similar themes and experiences were discussed at all five forums.

Here are some of the common themes:

Youth want to connect with adults, but building that relationship needs time and dedication

Youth can learn and get engaged with creative and fun interaction with teachers and peers

School, family, friends, stress, and violence are part of a cycle

Creative forms of expression, like music, writing, and art are common ways to deal with stress

More communication between youth and adults is key in dealing with issues

Complete notes available via email (john.yap@yfes.org) and soon on bethedifference.org.

What Youth said at the Fishbowls**

Mentoring: 1/31/2008

Themes:

- Mentoring changes lives
- Having a mentor helps with decision making
- There are many ways to connect with you, but the core ways are to listen, try to understand youth's perspective, communicate (give feedback), want to help and be resourceful so you can help.

"Mentoring changed my life, because without him, I'd still be in the gang life."

Sex Education: 4/2/2008

Themes:

- Sex Education should be comprehensive, meaning it should include up-to-date statistics, teach all forms of birth control, discuss issues beyond anatomy and pregnancy.
- Educators should be well-trained, interactive, and comfortable with the topic.
- Curriculums should be inclusive of all types of relationships.
- Sex Ed needs to be taught more and for longer periods of time.
- Peer education works.

"If Sex Ed is being taught by someone unqualified, you should get someone who IS qualified."

Stress: 4/15/2008

Themes:

- Stress comes from school (graduation, deadlines, too much homework), parents and relationships.

- Stress often comes out in negative ways like not doing work, violence, anger.
- Many ways to cope with stress include creative expression: writing, music.
- Other ways are also being around people but not necessarily talking to them.
- Youth feel most adults don't understand the intensity of the stress they feel.
- There needs to be better communication between teachers, parents, and schools.

"It's hard to focus on the positive when the negative things are overwhelming."

Violence and Safety: 4/29/2008

*Note that this focused on Sequoia High School and Redwood City

Themes:

- Fights occur for various reasons including race, territory, and personal issues.
- Not all violence is completely physical. Sexuality and relationship abuse/bullying.
- Self-esteem, self image, modeling behavior, loneliness, pain are some root causes to violent behavior.
- Violence causes fear, lack of safety, and it causes more violence.
- Adults can help by creating relationships with youth and building trust.
- Peer mediation, teacher workshops, and more education on violence will help with safety.

"Violence is a way to get out your emotions. It's the only way to be heard."

(*Environment Fishbowl became an adult dialogue due to limited Youth availability. The notes from that dialogue have been omitted.)

At the May Team Meeting for the Youth Commission, the YCs looked into the future to see what the May 2018 Be the Difference Newsletter would be reporting on. Here is what they saw in the crystal ball:

YOUTH DEVELOPMENT INITIATIVE

BE THE DIFFERENCE

NEWSLETTER * MAY 2018



San Mateo County Youth Commission Celebrates it's 10th Annual Award

Other San Mateo County policy maker. County Headlines include: There will be at least two YCs on each commission and they have roles in very fun and engaging meetings.

Youth Commission has grown with thousands of youth in it!

San Mateo County youth are more involved. Youth Commission is known and done in many states—almost all.

Youth Commission is on TV and all over the world. Youth commission hosts first annual YC Conference with groups from all over the world.

Youth Commission is a nationally recognized

Where is the Youth Commission in 2018?

Youth Commissioners from 08 Doing Big Things in 2018

Where Are They Now? This is what the Youth Commissioners from 2008 are doing now: also an even beat-boxer than before."

"I've published my 5th book"

"I am a successful relationship therapist and I have a nationally recognized book! I'm also 30, like Giselle."

"I'm a chef."

"I'm an actor, a retired model, well-known choreographer. But, most of the time, I'm a psychologist."

"I'm in New York on Broadway as a successful actress."

"I'm the youngest president of the US. Or South Korea."

"I am pursuing a great career and getting my Master's degree. I'm

Where will you be in 2018?

Planet Earth the Same as in 2008; But Better

Other Planet Earth Head-lines include: Less Global Warming; Less Pollution

More vegan/veggie people so less animals get killed or slaughtered. There is Peace. Racism is nonexistent. Everyone is legal. All Schools are not using Exit Exams. (But, as a warning if work does not get done:) Global warming gets worse. Economy is really bad—at least in the United States.



What's in store for Planet Earth in 2018?

San Mateo County Adolescent Report 2018

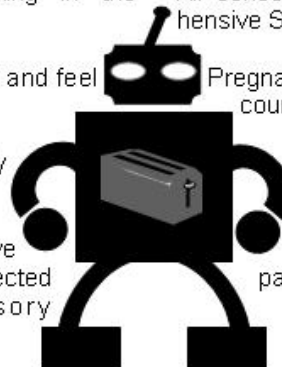
What does San Mateo County look like in 2018? Here are some snippets of information: There is less violence. San Mateo County known as the best county.

No more smoking in the county. All schools have Comprehensive Sex Education.

Youth have right and feel included. Pregnancy rate in the county is really low.

The community is closer. Youth are taking action in the whole county by making and passing laws.

All schools have active and respected Youth Advisory Boards.



What does San Mateo County look like in 2018?

THE YCs HAVE MANY GOALS. AND THEY HAVE A PLAN.

* Additional thoughts provided by Youth Development Initiative staff.

Research Questions, Findings, and Recommendations
Youth Engaged In Leadership and Learning (YELL)
Kennedy Middle School 2000-2006

2005-2006 Research Area: School Policies – Lock Out and Dress-Code

Dress Code

20 one on one interviews
201 surveys: 191 students and 10 teachers

Main Research Questions:

- Is the dress code fair? Does the dress code target certain students? Who?
- What do students and teachers think of the dress code?

Main Findings:

- Most students say the dress code is not fair & does target some students
- Most teachers say it is fair and does not target some students
- Of the teachers surveyed, most said that the dress code does not apply to teachers/staff

Recommendations for teachers and school administrators::

- Be consistent in enforcement of dress code
- Follow the dress code for your own safety
- Follow the dress code to be role models and set an example for youth at Kennedy
- Let us wear a little red/blue
- Be less harsh in punishing students
- Students: All students should follow the dress code

Lock out

35 one on one interviews
153 surveys

Main Research Questions:

- Does the lock out work? Are students and teachers still late to class?
- How can we improve the lockout?

Main Findings:

- The lock out is not enforced uniformly
- Even with the Lock out, kids are still arriving late to class.
- Many students think that the passing time should be longer, and that this would help students to get to class on time.
- Teachers really like the lock out.

Lock out Recommendations

For teachers:

- Be more consistent in enforcing the lock out
- Be kind and supportive to students for trying and complying
- Just mark down tardy students, give strikes, enforce after
- Just get started on teaching.

For students at KMS:

- Get to class before talking to our friends
- Get a pass if you are going to be late
- Remind friends not to be late

For school administration:

- Extend the passing time to 4 or 5 minutes. 3 strikes per quarter = detention
- Take the lockout away

For complete reports please visit <http://gardnercenter.stanford.edu>

Research Questions, Findings, and Recommendations
Youth Engaged In Leadership and Learning (YELL)
Kennedy Middle School 2000-2006

2004-2005 Research Areas: Gangs and Stereotyping & Cliques at Kennedy Middle School

240 surveys
13 interviews
4 focus groups
Photo essay

Gangs

Research Questions:

- How big of a problem are gangs at Kennedy Middle School?
- How do the students and the adult staff at KMS feel about gangs?

Main Findings:

- A majority of students and teachers surveyed feel that Kennedy has a gang problem, particularly a “wannabe” gang problem.
- Most of the people surveyed know people who are in gangs, but say that they are not gang members themselves.
- Most of the youth we interviewed feel that the adults at school do not do a good job of handling the gang issue. Some of the adults interviewed agreed with this.
- Half of the interviewed youth mentioned that having programs to keep youth busy would help keep them out of gangs.

Recommendations:

- Professional training for teachers and other adults staff so that they know how to deal with gang issues when they arise. This will hopefully increase gang awareness.
- More encouragement for youth to join super awesome after-school programs or sports teams so that they have somewhere to go after school.
- An assembly where past and/or present gang members (youth and adults) can share their experiences and answer questions in front of adult staff and students.
- A meeting between youth and adult staff that focuses on working together towards figuring out effective strategies for intervention and prevention concerning gang activity at our school.

Stereotyping & Cliques

Research Questions:

- What are the different social groups / cliques at KMS?
- How are these social groups / cliques stereotyped?
- Where do different groups hang out on campus?

2 focus groups
35 interviews
315 surveys
School mapping of hang out areas for different groups

Main Findings:

- Students at KMS define stereotyping as prejudging, judging and/or making assumptions.
- KMS students define social groups as groups that provide trust and security.
- Spending time with friends was the factor most frequently mentioned in clique formation.
- Stereotyping occurs more frequently on the basis of visual factors.
- Stereotyping does not change a person’s view of others.
- Stereotyping happens a lot at KMS. People believe it is a problem, but only some are bothered by it

For complete reports please visit <http://gardnercenter.stanford.edu>

Research Questions, Findings, and Recommendations
Youth Engaged In Leadership and Learning (YELL)
Kennedy Middle School 2000-2006

Stereotyping & Cliques Continued...

Recommendations:

- Teachers create or use classroom activities that identify and break down stereotypes.
- Have a student forum with peer facilitators so that students can to speak their minds in a comfortable environment.
- "Challenge Day." This could help build trust and empathy between different groups
- Mix-it-up Day is a day in which students sit by someone they do not know during lunch. This promotes the growth of new relationships.
- Culture Parade at school or in the community to celebrate the many different cultures of our student body. The parade would build awareness, tolerance, and understanding of other cultures besides the most prominent at our school.

Research Questions, Findings, and Recommendations
Youth Engaged In Leadership and Learning (YELL)
Kennedy Middle School 2000-2006

2003-2004 Research Areas: Bullying, Campus Image, Fun and Safe Hang Out Spots at Kennedy

Bullying

Questions: How can we reduce bullying at Kennedy? What works and what doesn't?

2 focus groups 12 interviews (students and parents) 134 surveys (compared from end and beginning of year) Video essay
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Main Findings

- Of those surveyed 65% of 6th graders, 48% of 7th graders and 50% of 8th graders say they have been bullied **at school**.
- When students say they have been bullied – most report the **type of bullying** as emotional. **For girls** – emotional bullying comes from friends a lot of the time – and can look like being abandoned or ignored. Girls report get bullied about their weight, their sexuality, and how they look.

Recommendations:

- More programs around bullying for students who go here - For example: Challenge Day repeated each year – with new students participating; Let's Get Real film and discussion for whole school; Michael Pritchard videos or personal performance on bullying
- More on-going involvement in bully prevention and education by students - Climate Committee: include student representatives and meet 1-2 times per month; Bring back peer mediation training; support 8th grade group in doing anti-stereotype workshops with 6th graders
- Build skills of adult role models - Training for school staff in mediation and positive intervention for bullying & discipline; Hold teachers accountable to same standards of respect that students are expected to follow

Fun and Safe Hang Out Spots

Questions

- Is a hang out spot needed?
- What do teachers say about what kids do after school?
What do youth say about what they do after school?

251 surveys 2 focus groups 32 interviews (filmed) Video essay
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Main Findings

- Youth at KMS report wanting a hang out spot for three main reasons: to reduce segregation of peer groups at Kennedy; to provide a safe and fun place for youth to relax after school and meet new friends; to improve our school's reputation.
- 54% of surveyed students say they stay after school, and 60% of surveyed students believe that there are not enough after school activities
- 65% surveyed say they are not involved in an activity after school

Recommendations: Create or convert a space on campus into a Hang Out Spot for students – with elements that students want

Research Questions, Findings, and Recommendations
Youth Engaged In Leadership and Learning (YELL)
Kennedy Middle School 2000-2006

12 interviews
200 surveys
Site visits
Video and photo
essays

Kennedy's Campus Image

Question: How can Kennedy Middle School's environment be more positive, and better represent its students?

Main Findings

- There are negative cycles and there are positive cycles of respect: between people and between people and their physical environments. A small group of people, or even just one individual, can make a big difference in starting a positive cycle.
- Students feel like they would respect shared space more if they felt more respected.
- About **half** of the students we surveyed said they DON'T think artwork at Kennedy would have an effect on its reputation. But 62% said they want murals and thought public artwork would make Kennedy a better reflection of its students.
- Public art is almost always respected by the public and students may not realize this. All the murals in the Mission and in other places we visited had been untagged and left clean. 64% of the Kennedy students surveyed said they thought murals at school would get vandalized.

Recommendation: Focus on/create student designed Murals and Public Artwork at KMS.

Research Questions, Findings, and Recommendations
Youth Engaged In Leadership and Learning (YELL)
Kennedy Middle School 2000-2006

2002-2003 Research Areas: Transportation and School Climate

School Climate & Respect

70% of school surveyed (approximately 700 students)

Question: How can we make Kennedy a more respectful environment?

Key Findings

- More youth believe that it is “extremely important” to follow the rules (52.4%), and treat property well (48.8%) than it is “extremely important” to learn why people are different (25.6%), listen to others’ opinion (24.9%), and learn about others’ interests (17.9%), in order to be respectful.
- More youth believe that it is “always” important to treat their parents (65.9%) and teachers (50.6%) with respect than it is “always” important to treat their friends (39.0%), their neighbors (32.2%), and their classmates (19.7%) with respect.
- 43.5% of students surveyed had witnessed some form of disrespect during the week the survey was given.
- Students reported witnessing more incidents of disrespect in the hallways (36.9%), in the lunch area (26.4%), in the classroom (25.9%), on the blacktop (25.5%), than on the bus (17%) or in the parking lots (10.5%).
- 47.4% of students surveyed think homosexuality is wrong and 36.5% are “afraid” of homosexuals; only 10.9% are “definitely” bothered when others make fun of homosexuality; Nearly three-quarters of students surveyed have witnessed students being called “gay”; almost half believe that it is “definitely” okay to use the word “gay” when joking around.

Recommendations to Make Kennedy a More Respectful Environment

- Respect needs to begin at the top
- More discussions about respect between youth and between youth and adults
- More positive youth-adult relationships
- More discussions and events that address the topics of homosexuality and homophobia

Transportation

50 interviews (students who ride the bus)

Main Findings

- 69% “always” ride the bus home from school and 11% ride it “sometimes”. Also, only 33% ride the bus for other reasons besides school.
- 54.2% of Kennedy students interviewed have missed the bus on their way to school for one reason or another. 31.3% have missed the bus at some point because they did not have enough money to pay for the bus.
- 29.2% of those students interviewed regularly use a bus pass, 58.3% regularly pay with cash, and 6.3% use both methods of payment.
- A total of 41.7% of Kennedy students interviewed agreed that it is hard for them and their families to buy a bus pass and 22.9% said that it is “sometimes” hard for them and their families to buy a bus pass.

For complete reports please visit <http://gardnercenter.stanford.edu>

Research Questions, Findings, and Recommendations
Youth Engaged In Leadership and Learning (YELL)
Kennedy Middle School 2000-2006

Transportation Continued...

Recommendations:

- **Make Transportation more Affordable and Accessible**
- Advocate to Sam Trans on behalf of youth that have to ride the bus to and from school and rarely ride the bus for any other reason
- Work to publicize the fund that helps Kennedy students who can't afford to pay for the bus
- Work with organizations like Y.E.L.L., Climate Committee, and Student Council to encourage students to volunteer in fundraising events.
- Encourage parents and community members to become involved in these efforts and work with youth to brainstorm ways of solving these types of problems

2001-2002 Research Area: Youth Experiences around Fun and Safety in Redwood City

716 surveys (KMS)
54 interviews
Video essay

Questions

What would make Redwood City more fun for youth?
What would make Redwood City safer for youth?

Main Findings

- Youth hang out the most at home, at friends' homes, and at local community centers.
- Youth enjoy hanging out with friends but also want places to go to like parks, shopping centers, and recreations centers.
- Youth seem to hang out in their own neighborhoods, but it was interesting that youth who lived in Fair Oaks hang out at their school, but also at local schools like Fair Oaks School even though they don't currently attend that school.
- Transportation is hard for youth to get around, especially for those in 8th grade.

Recommendations

- More accessible transportation for youth, especially those who live east of El Camino
- More city programs and activities for youth, and better publicity for those that already exist
- More hang out spots for youth, especially in areas east of El Camino
- More adult investment in opportunities for youth
- More patrolling and police awareness of dangerous intersections and drunk driving
- More traffic controls, especially for pedestrian safety
- More parent supervision

For complete reports please visit <http://gardnercenter.stanford.edu>

Research Questions, Findings, and Recommendations
Youth Engaged In Leadership and Learning (YELL)
Kennedy Middle School 2000-2006

2000-2001 Research Area: Redwood City Youth Needs and Resources

Question: How do we make RWC better for youth?

70 interviews 843 surveys Community observations Video profile of 5 neighborhoods
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Main Findings

- Youth for the most part **like going to school**, with younger youth liking it more than older youth
- For the most part, **youth like their neighborhood**
- Although most youth reported there weren't any gangs in their neighborhood, youth in east Redwood City neighborhoods **reported more gangs** in their neighborhoods than youth in the neighborhoods on the west side of Redwood City (west of El Camino)
- Only about **30% of youth found anything fun** in their neighborhood for kids

Recommendations

- **Friendlier Climate:** Have more activities for youth to reduce violence and gangs in our own neighborhood; Support more kids who want to be involved in the community to make positive changes for youth.
- **Activities and Places for Youth:** More places for teens to hang out, especially younger teens in our own neighborhoods; More activities for youth in the neighborhood (i.e. dances); Develop more places like Red Morton in the neighborhoods but less expensive; youth feel things are too expensive; Explore legalized places for skating and expand park space.
- **City Infrastructure and Transportation:** Improve city street cleaning and graffiti removal; Build a pedestrian ramp on HWY 101 to make it easier for kids from East Bayshore to go to school; Support cheaper and more available public transportation for youth.
- **Teaching Methods:** Teachers to spend less time talking during the period and make it more interactive (more support for teacher training); teachers coordinate with other teachers in the amount and time they assign large projects; teachers and the district help kids stay in school and support programs that help youth stay in school, those already running and new ones (we found that only 26% of Kennedy students are involved in any clubs or organizations); More understanding teachers (teachers to get to know youth better).

For complete reports please visit <http://gardnercenter.stanford.edu>

SEQUOIA TEEN RESOURCE CENTER

VISIONING ACTIVITY BRAINSTORM SUMMARY

In my ideal Redwood City

Youth would:

- Graduate at least from high school
- All have fair and equal opportunities
- Have many places to go have fun, besides theatre or Malibu
- Make smarter decisions
- Not be involved in gangs
- Be involved in their community
- Have an easy and safe commute to their school
- Be able to work weekends and summers without work permit
- Be able to go to college whether they are documented or not

Families would:

- Be able to send their son/daughters to college
- Accept personal(religion/sexual orientation) life choices
- All have some type of health insurance
- Understand the youth's point of view more
- Have at least one employed parent/guardian that can support them
- Have more parent-child understanding but also child to parent understanding
- Be more involved in each others lives and keep each other safe and informed
- Be open to talk to one another within their family – and more communication and less arguments or violence.
- Have a lot of bonding time. Instead of youth leaving the house to hang out with friends, they would enjoy being with their family

Our Community would:

- Community prevent homelessness
- Have schools with Teen Resource Centers in order to bring awareness
- Have more safe feeling after school programs/projects
- Put effort into making things/places look better/nicer
- Not be afraid to cross town because gangs or racial borders
- Know about all of the events going on in the city and would participate even more
- Not be dirty; it would look very clean and beautiful even if it is a low-income area
- Be involved with maintaining their streets, parks and programs clean and running
- Have more safe places where youth can go to for any type of help (school, personal, etc.)

FEEDBACK ON MAY DRAFT VISION STATEMENTS

Youth

None of the youth chose the same statement as the most important They all were related to each other, though some of the statements seemed confusing to some and required explanation.

What is missing? Safe community (no gang involvement, safe transportation, safe and home and school); Youth making smarter and positive choices; Youth be accepting of other youths lifestyles(religion and sexual orientation)

Families

They believed that statements about families spending time with each other were very important. They suggested that the words "slow down" be deleted to read "Families make time to spend with each other" instead.

What statement is most important? Families smiling inside out – nice but not at the top of their list.

What is missing? Families would be able to send their children to college; Families show more acceptance of each others life choices (religion, sexual orientation, etc.)

Community

What statement is most important? Knowledge of resources

What is least important? Others taking notice, nice but not necessary.

What is missing? Clean communities/neighborhoods through out the city

- Safe and nondiscriminatory areas
- Better relationship with police and youth
- Community acceptance of life choices(religion, race, sexual orientation)

Develop by a representative from each of the following organizations: Peer Mentor Program; Gay Straight Alliance; Youth Advisory Board and Peer Mediator; Peer Educator and Youth Advisory Board.

Boys and Girls Clubs of the Peninsula

Center for a New Generation
@ Hoover Community School

Youth Visioning Activity Summary

Vision of the future for Youth:

- Playing soccer “wall ball” (outside), basketball
- Hanging out
- Own a computer with internet
- Recreation center, theme park
- Swimming/water slides
- Listen to music
- Having fun

Vision of the future for Families:

- Spending time with each other
- Watch George Lopez as a family
- Living their life!
- Spending time together/getting along
- Playing a sport
- Go shopping
- Have BBQs every day
- No deportation
- Vacations
- Peninsula Habitat
- Respect
- Helping each other
- No drugs
- No violence

Vision of the Community:

- Free concerts (Snoop Dogg, Daddy Yankee, etc.)
- Mansions
- Don't have to pay tickets for the theaters
- Free cell phones
- Cheap gas
- Cheaper transportation
- Restaurants
- Shelter homes
- No jails
- Respect toward mentally ill
- Free college
- Less cares, less pollution

REDWOOD CITY FRONT PAGE: RWC 650 NEWS

The youths created a sample "front page" of their local paper. The original product was displayed at the June 3rd CYD meeting. Below is actual text from each article and a description of any drawings or graphics.

Calendar of Events

- Community barbecue down at Seaport 6/2/08
- Spotted: Shrek Directors Sharon and Perla
- Teen Dance ages 13+ at downtown Redwood City 7/23/08
- Family Night at the Boys and Girls Club Friday 5/13/08
- Fingerprint a Mural Kinder-third grade at the Rec 7/8/08

Youth

Youth are doing better in CST/CAT test! And improving! Also getting higher!
(drawing of girl, happy faces, and stars)

10 Reasons to Move to Redwood City

1. Come to Redwood City where we pay for your movie tickets! Enjoy every feature film for free!
2. Every house comes with a computer and free internet access! Surf the web in your own RWC home!
3. Become a member of Redwood City and receive your very own personal 650 cell phone
4. Don't worry about public swimming pools and hassles that come with it. Every house has its own pool!
5. Come see our free concerts!
6. You know those tones you're bored of, there are free cds
7. Come to our not ghetto streets
8. For you Mexican food lovers, there is a taquería at every corner
9. Come to everyday family BBQ
10. There are recreation clubs for kids

Top Ten Schools (in the nation)

With the word "community" listed down the side

- Hoover
- Fair Oaks
- Kennedy
- Garfield
- Adelante
- North Start
- McKinley
- Clifford
- Selby Lane
- Roosevelt

Today Families Scored the Highest Points in Bowling

"They had a lot of fun together"

(shows a picture of mom, dad, and son)

MVP Sports Section

Today's news is that the MVP is Emmanuel and Martel. They scored 20 points in one minute. Martel as fast as a cheetah. (drawing of a basketball court and "Emmanuel" and "Martel" on the sides with the word "COOL")

Movies

- Narnia
- Prom Night
- Juno
- #1 Missed Call

Contact Info:

Boys and Girls Club
(650) 587-9370

(shows BGCP logo and happy faces)

Citizen Schools Kennedy Middle School

Youth Visioning Activity Brainstorm Summary

In an ideal Redwood City, **YOUTH** would:

- Hang out with friends (2)
- Be friends with everyone
- Help each other (2)
- Not be making fun of people
- Have more freedom
- Be talking
- Have more ideas of things
- Everybody would wake up at the same time
- Have more skate parks
- Have more kid parks
- Get free hot lunch
- Everybody should have a recycle bin in their household
- Be playing
- No fights
- No homework

In an ideal Redwood City, **FAMILIES** would:

- Use less plastic
- Get no bills
- Get free food
- Get free gas
- Healthy families
- Always give their children lunch money for their school
- Be happy
- No junk mail
- Talk to each other
- Cooking as a family
- Playing as a family
- Spend more time together
- No fights, no problems, in my family everyone getting along
- Family time
- Breakfast with family everyday
- More freedom
- Have more freedom and less responsibilities

In an ideal Redwood City, **our COMMUNITY** would:

- Be no smoking
- Be less smoking
- Have separate smoking areas
- More hangouts
- More malls
- More activities we might enjoy
- Less gangsters
- No gangs
- Have more money
- No garbage on streets
- No litter and keep our city clean
- Do community service every week
- No pollution
- Be safe
- Be respected and treated good
- No drinking
- Have fun
- No gain of gas prices
- No tagging
- No graffiti
- Schools without graffiti
- No weapons
- No homework
- Better parks
- Clean parks

POSTER DISPLAY OF AN IDEAL REDWOOD CITY

This product was displayed at the June 3rd CYD meeting. Below is the transcribed content, which includes three sections pasted on poster board.

Redwood City: The Place to Be!

What Do Youth Really Want?

What do we really want? We want protection but we would also want our freedom. Going to the park, with friends, the movies, the mall and last have fun. Respect and treat others how you want to be treated. Not only respect each other but also our community. Then we'll be in our ideal Redwood City.

Redwood City Families Getting Along

A good family means that people are getting along and also working together. It also means getting together. Families shouldn't have problems. They could cook together. Families should treat their children nice but not bad – give them money for their school.

We Need Change...

We have seen that our community needs a variety of things from smoking areas to more malls. But the main ideas would have to be no gangs, a cleaner community, no graffiti, smoking areas and more hang out. So as you can see Redwood City has a long way to go but we're pretty sure it can be done.

- Nico, Kimberly, and Malena

FEEDBACK ON MAY DRAFT VISION STATEMENTS (RECAP FROM WORKSHEETS)

COMMUNITY

- There seemed to be some confusion with language of youths' "passions" and also many definitions of success and "multiple paths".
- The statement about consistent messages to youth was rated the least important. Statement may be unclear.
- **Missing:** We need more freedom; No vandalism; No tagging; No gangs

FAMILIES

- There seems to be something about statement F about smiling and feeling pride that seems to resonate with them. That was rated the highest.
- **Missing:** That they need more time; Being able to talk to our family

YOUTH

- The following statements seemed the most clear to this group:
 - Youth are healthy (physically, socially, emotionally, mentally, and spiritually). (also noted as most important)
 - Youth are hopeful and feel loved and cared about.
- **Missing:** Friendships

Citizen Schools

McKinley Institute of Technology

Youth Visioning Activity Brainstorm Summary

Group 1

In my ideal Redwood City, **YOUTH** would...

- Be respectful
- Be nice and cool
- Not smoke
- Not join a gang
- Not get in fights
- Have a big park
- Have more skate parks
- Have more pools
- Have bigger houses
- Have better food in school
- Have an IPOD store
- Have a Sony store
- More game stores
- Kids in juvi should get a chance for school

Group 2

In my ideal Redwood City, **FAMILIES** would...

- Be rich
- Be a happy and united at last "the unbreakable family"
- Being united in parks
- Be nice to each other
- Have time to do anything they want and hang out.
- Have houses

Group 3

In my ideal Redwood City, **OUR COMMUNITY** would...

- Have happy people
- Be a pleasant place
- Be nice
- Not hate!
- Have no racists
- Be clean
- Be bigger
- Have an IPOD store
- Have an HP Pavilion
- Have a mall
- Have a zoo
- Have an amusement park
- Have a place where kids could hang out by themselves and have a \$1 entry fee
- Have places so that the kids could play
- Be a place where kids should not be out of home after midnight
- Have more time to plan trees and stop global warming, recycling
- Have more tickets for the old theater
- The school district should allow kids to use their phones
- Give more money to the community and to the teacher in school

COMMUNITY (RECAP)

- Youth for the most part agreed with statements about access to resources, youth seen as part of the community, and same positive messages existing across settings.
- There seemed to be some confusion with “many definitions of success” and “multiple paths”.
- **Missing:** To make the community proud of what it has; That we go out with our friends and go to the pool

FAMILIES

- Youth for the most part seem to agree with all the statements
- Families spending more time with each other seemed the most popular
- **Missing:** Families should have financial aid if they have a big amount of bills. More than \$5,000 in bills for part of water, electricity, or houses); The families can't pay so much to put there kids go to high school and college too; More financial aids so that more people get a chance for college.

YOUTH

- Youth for the most part seem to agree with all the statements
- There seems to be some confusion on statement D., perhaps confusion around the word “passions” and what is meant by that.
- There were some disagreements with statement G about youth having a variety of places to explore their interests, yet it was also the statement two youths said were the most important after giving it a negative mark – perhaps there is a problem with some of the language.

Selby Lane

After School Program

Redwood City Parks, Recreation and Community Services

Youth Visioning Activity Summary

Ideal vision of Redwood City **YOUTH**:

- Respect
- Less being inside, more being outside
- No gangs
- Soccer
- Better community
- Helping the environment
- Boys and Girls Club
- Redwood City gang free
- Redwood City an active community
- Redwood City youth get involved
- Playing sports
- Having fun playing tag (outdoors)
- Decrease obesity among youth
- RWC youth is going (outdoors)

Ideal vision of Redwood City **FAMILIES**:

- Parents and kids getting along and talking out issues
- More money to do family activities like shopping, vacations, big dinner meals. Go out to dinner twice a week.
- Parents not yelling at kids – talking out problems
- Parents respecting kid's opinion
- Showing lots of love
- Being able to handle family stress better
- Having a family pet, cat, dog, turtle, fish, lizard, mouse, hamster
- Parents not hitting kids to solve problems or using as a punishment

Ideal vision of Redwood City **COMMUNITY**:

- No gangs
- No crime
- More respect
- Better resources
- Hang out with friends (2)
- Be friends with everyone
- Help each other (2)
- Not be making fun of people
- Have more freedom
- Be talking
- Have more ideas of things
- Everybody would wake up at the same time
- Have more skate parks
- Have more kid parks
- Get free hot lunch
- Everybody should have a recycle bin in their household
- Be playing
- No fights
- No homework

FEEDBACK TO MAY DRAFT VISION STATEMENTS

GROUP RESPONSES

COMMUNITY

1. Which statement do you think is MOST important and why?
 - D (multiple paths to success), because there are many opportunities for success
2. Which statement do you think is LEAST important and why?
 - C, the community have different views on the youth of our community (*seemed to say that it wouldn't be possible to have the same message and views of youth*)
3. What is missing - What would you add?
 - President needs to stop funding the war and put more money into our communities

FAMILIES

1. Which statement do you think is MOST important and why?
 - Families are smiling from the inside out as they express pride and joy in their children
2. Which statement do you think is LEAST important and why?
 - NONE
3. What is missing - What would you add?
 - Parents not hitting kids to solve problems or using as a punishment
 - Having a family pet as a family connection
 - Parents respecting kids opinion on issues at home and at school

YOUTH

1. Which statement do you think is MOST important and why?
 - A (youth develop physically, emotionally, socially, physically and spirituall...)
2. Which statement do you think is LEAST important and why?
 - E (about youth setting goals), some youth don't have goals yet
3. What is missing - What would you add?
 - Parents don't speak to their kids a lot. Kids want their parents to speak to them.

Hoover School Art Jam Students

Youth Visioning Activity Summary

This activity was integrated as part of an art project previously planned for the program in order to collectively build a Redwood City vision out of found objects.

The product the students create will be shared at the June 3rd CYD meeting, but here is a summary of the things they **envisioned**:

- No trash
- No pollution
- Art everywhere
- No murders/crime
- Peace
- Nice teachers
- No police
- Big, cheap houses
- No one gets sick

What do cities need to run effectively?

- Freedom
- No jail
- Gas stations
- Food electricity
- No crime
- Garbage pick-up
- Plumbing
- Music
- Solar panels
- Robots to clean houses
- Money for everyone
- Entertainment
- Healthcare
- Sports fields
- Clean air
- Technology
- No borders
- Fairness
- Jobs for everyone

What is the most important thing you want to share with the Mayor of Redwood City in each of these categories? Youth, Families, Community?

YOUTH

- Free dress day every day for all schools in RWC
- More interesting books
- No drugs
- Music
- Bigger theatre
- More school supplies
- More sport equipment
- More play
- More programs like art, cooking, homework help
- Sports
- New parks
- Cheaper video games
- More, cuter clothes
- Water park
- No pollution

FAMILIES

- more ability to have safe family
- clean water
- no homeless people
- lots of care and money for families
- healthier food
- cheaper houses
- more pools
- more doctors
- more money
- not stopping Mexican and black people
- more socializing opportunities
- more jobs for immigrants

COMMUNITIES

- No trash
- Help the environment
- Huge concert in RWC
- Don't use electricity that much
- More parks
- No killing animals and people
- Garbage pick-up
- A zoo
- Relaxing places
- More technology
- No crime
- Transportation
- Clean air
- No more stealing
- No wars
- Music
- Big theatre
- Freedom
- Healthy people

Constructing a Vision of Redwood City

The final product includes:

- A museum
- A park with a lagoon
- A library
- A music store
- A radio station
- An aquarium
- A café
- A chocolate factory
- A hotel
- A water dispenser that gives clean, free water
- Many of the buildings have solar panels



Youth Engaged in Leadership & Learning Project Redwood City

Report on Findings and Recommendations
from the pilot project formerly known as the
“Youth Mapping Project”

November 2000-June 2001

Prepared By:

The Kennedy Youth Mapping Team
and the
The John W. Gardner Center for
Youth and Their Communities

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I. Introduction

The main goal of the Youth Engaged in Leadership and Learning (Y.E.L.L.) Project (formerly known as the Youth Mapping Project) is to prepare and support youth in becoming knowledgeable and active decision-makers in their school and community. Based on the premise that youth have important insights into school and community improvement, the Y.E.L.L. Project guides youth through a training process that provides them with key skills and tools that support them in collecting and sharing relevant data. Through this youth-driven process, youth obtain important information to share and use with adult partners at the decision-making table.

The John W. Gardner Center for Youth and Their Communities at Stanford University began working closely with the Redwood City 2020 collaborative in the fall of 2000 to adopt community youth research as a way to gather data on the status of youth from a “youth’s eye” view for the Kennedy Middle School Healthy Start planning process. This pilot “Youth Mapping Project” in Redwood City was molded to fit the needs of the Kennedy Healthy Start Planning Committee, while at the same time recognizing the potential for making community youth research an ongoing renewable resource for the Healthy Start site and the community in future years. While other assessment efforts begin their process by working with youth to conduct door-to-door interviews in the community to identify youth resources, the planning group decided to focus on youth’s perspectives about needs and resources in the community to begin their community assessment process.

Project Overview

The pilot Y.E.L.L. Project also aimed to play a key role in developing youth’s leadership skills and encouraging youth civic engagement in Redwood City. On November 30, 2000 an initial cadre of 14 Kennedy 8th grade students and 4 former Kennedy students (now Woodside High School 9th grade students) began participating in Redwood City’s first pilot team. As community youth researchers, (formerly “youth mappers”), these students joined the Redwood City Healthy Start collaborative in learning about the needs and experiences of their peers by launching a youth community assessment process to apply for the Healthy Start grant and prepare services for a new family resource center at Kennedy Middle School if funding was awarded.

From November 2000 through June 2001, this group of community youth researchers received comprehensive training in areas such as community assessment design, research skills (data collection and analysis), and advocacy skills. During the course of six months, the youth decided to address the question “How do we make our community better for youth?” by gathering information on the needs, strengths, and activities of their peers. They did this by interviewing other youth, developing youth surveys, and observing activities in their neighborhood. They then shared these findings with various members of the community and plan to work together with adults to build on the school and community strengths they identified.

The following report summarizes the team’s preliminary findings and recommendations developed during the pilot year of the project. The data, findings, and recommendations in this report are based on the work that the 15 community youth researchers actually presented and shared with various decision-making bodies in Redwood City.

We are excited to share this report with you as an introduction to the community youth research process in Redwood City during its pilot year. We also look forward to sharing this report as an initial point of reference for future dialogue about potential uses of this process in promoting youth involvement in Redwood City at all levels. If you would like additional information about the Y.E.L.L. Project, please contact:

María A. Fernández, Ed.M. Tel: (650) 736-2015 Fax:(650) 736-2296 mafernandez@stanford.edu
520 Galvez Mall CERAS Building, Room 402
Stanford, CA 94305-3084

II. Who Are We?

We are 15 community youth researchers (13 Kennedy Middle School and 2 Woodside High School students) who are interested in making their community a better place.

We have been working since November to see what Kennedy and Woodside High School students see as resources and what is needed for youth in Redwood City.

Community Youth Researchers

Anahí Aguilar

April Anderson, (high school student)

Jason Buenrostro

Jackie Flowers

Andrés García

Paula García

Nicki Hechler, (high school student)

Yarely Hernández

Rick López

Jessica Mendieta

Marcella Padilla

Aldo Sepúlveda

Rafael Urbina

John Venable

John Wuydts

Youth Mapping Project Support:

María A. Fernández, Director, Y.E.L.L. Project

Leah Sullivan and José Saldívar, Undergraduate Student Assistants

Karen Strobel, Graduate Student

Ben Kirshner, Graduate Student

Meredith Honig, Graduate Student

David Sears, Graduate Student

Milbrey McLaughlin, Executive Director, John Gardner Center

**Neighborhood names cited in this report were obtained from those listed in the City of Redwood City Neighborhood Association Map (see Appendix A: Redwood City Neighborhood Map). New categories were developed for areas with high concentrations of respondents between neighborhoods.*

III. Research Goals and Methods

After spending some time getting to know each other and sharing experiences on our neighborhood, we decided as a group that our goals would be:

- **To find out what youth think, know, and want for our community**
- **To make our community a safe and fun environment for youth**

To meet these goals, we decided to use the research methods below:

➤ **Youth Interviews**

The community youth researchers developed a set of interview questions to find out more about youth in the community. These questions asked youth about school, home, and their neighborhood (see [Appendix B: Interview Protocols](#)). The interviews also gave us a base to develop our survey. 70 middle school and 8 high school students were interviewed.

➤ **Youth Survey**

After learning about different survey formats, we developed a survey to find out what youth thought about their neighborhood, school, and home and what they wanted for the community (see [Appendix C: Youth Mapping Surveys](#)). These surveys were distributed at Kennedy Middle School and Woodside High School. 1035 middle school surveys were distributed and 843 were completed. 105 of the approximately 120 high school surveys were returned.

➤ **Community Collages and Reflections**

During the month of December, 15 of us took pictures of the different neighborhoods in Redwood City, what we thought it was like, and what we needed. These collages were then shared with other youth and helped the group think about the strengths and needs of the different neighborhoods.

➤ **Community Observations**

Part of our community youth research also included going around the neighborhood and finding out what resources were available in the community for youth. More photographs of the community were also taken here and organized into posters.

➤ **Video Profile of 5 Neighborhoods**

A subgroup of the community youth researchers developed an 8-minute video entitled “Our Neighborhoods: Youth Tell the Truth” in which 5 neighborhoods in Redwood City were profiled to show what was good, bad, and what needed to be different. These neighborhoods were North Fair Oaks, Friendly Acres, Redwood Oaks, East Bayshore, and Woodside Plaza. A copy of the video can be obtained through the Gardner Center.

Although all these methods were used by the team, this report will focus mainly on data gathered from youth interviews and surveys.



(front to back): Community Youth Researchers Jessica Mendieta, Marcella Padilla, and Paula Garcia review transcripts of interviews they conducted with their peers.



IV. Background Data From Youth Surveys

Middle School

Total Surveys: 843

Average Age: 12.46 years (range 10-15 years)

Average Number of Siblings: 2.38 (range 0-11)

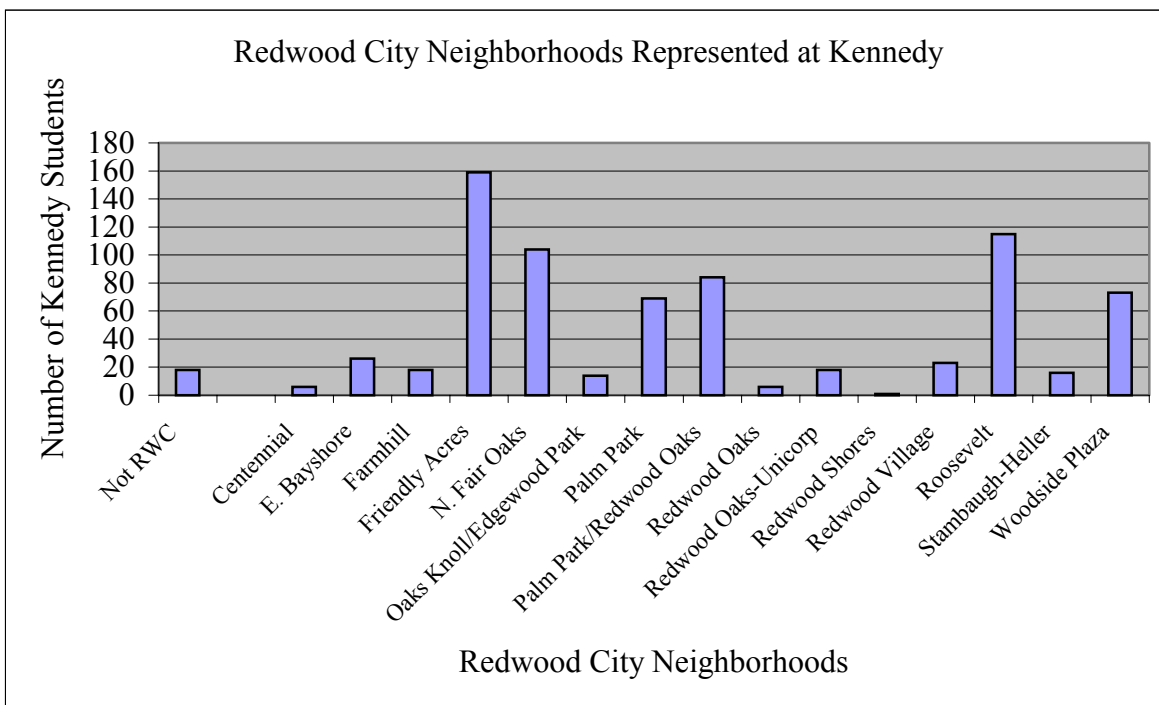
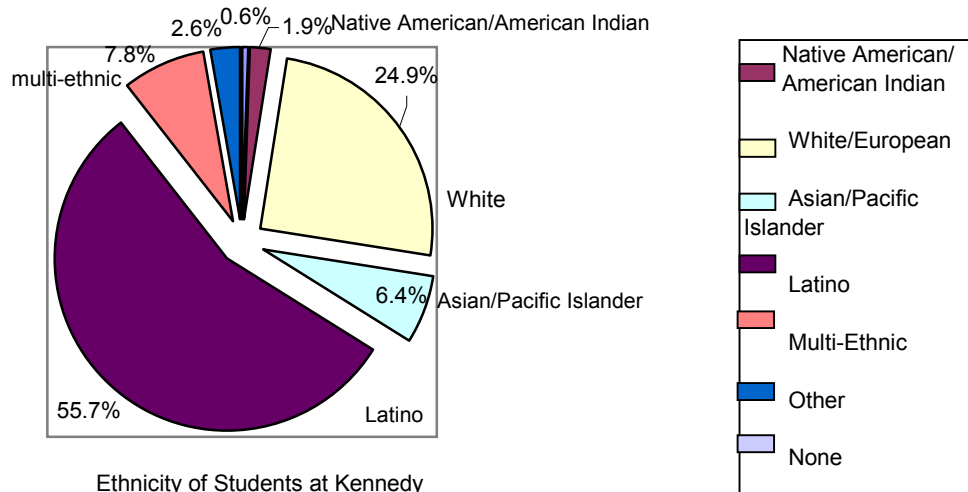
Average Length of Residency in Redwood City: 9.30 years (range 0.03-14.5 years)

Gender: 356 females (42.23%)
465 males (55.16%)

Grade: 6th grade 265
7th grade 277
8th grade 301

Ethnic Background:

Neighborhood Distribution:



*Cities outside of Redwood City (Not RWC) included Daly City, East Palo Alto, Santa Clara, Menlo Park, San Carlos, and San Mateo.

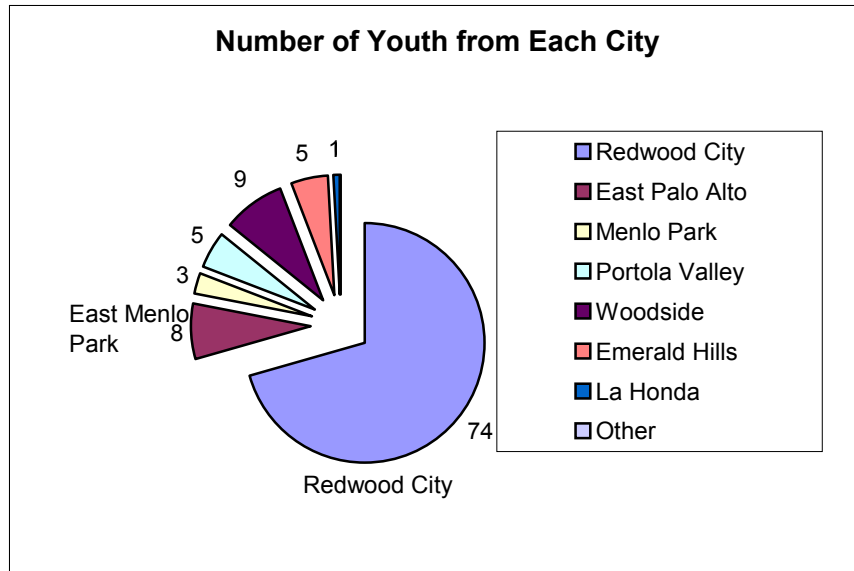
High School

Total Surveys: 105 ninth (9th) grade students

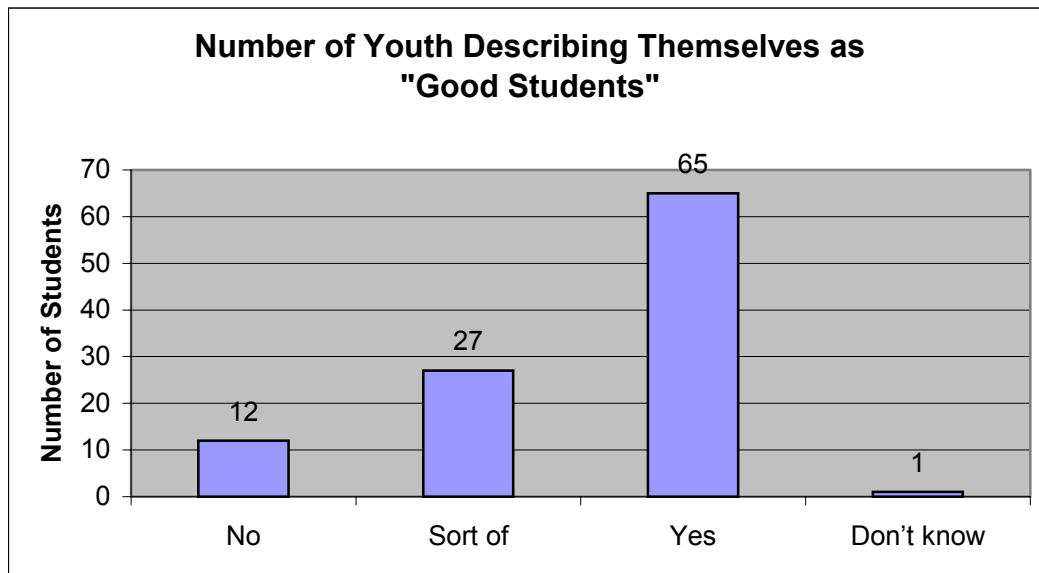
Gender: 56 females (53.30%)
48 males (45.70%)

Ethnic Background: youth decided not to include this question in their survey

Neighborhood Distribution:



Academic Background: To get a sense of their academic background, we asked youth if they considered themselves good students. Most youth, approximately 62%, considered themselves good students.



V. Preliminary Findings From Interviews and Surveys

Middle School: Major Findings

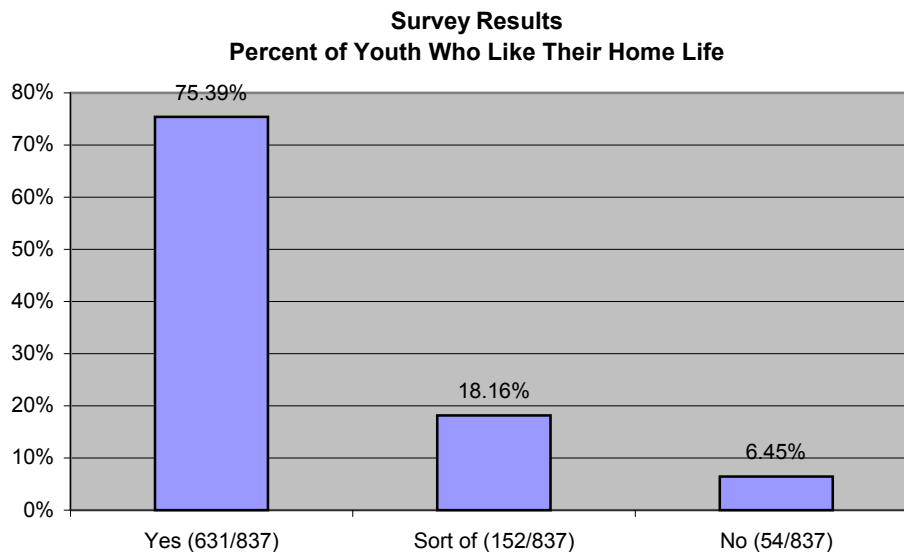
After we gathered our data, the findings were organized into 3 main areas:
Youth's thoughts on their:

1. home
2. school
3. neighborhood

These categories made sense since these are the 3 main areas where youth said they spent their time.

Home Life

➤ **Finding # 1: For the most part, youth like their home life.**



Interviews added additional information about youth's thoughts on their home life as seen below.

Interviews showed that youth liked their home life because:

- they had a good family relationship
- they had good friends around
- they had things to do like watch TV or play video games

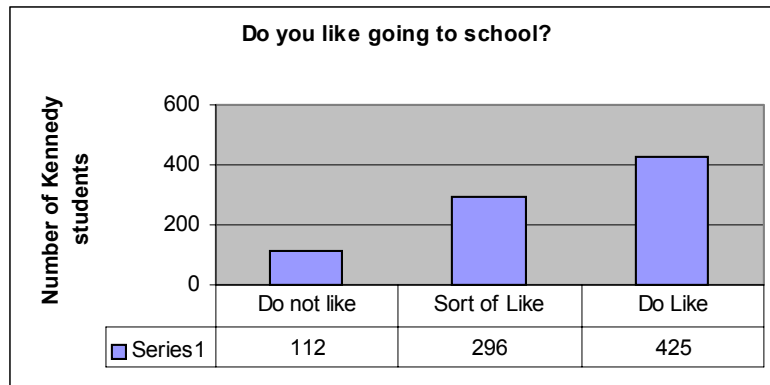
Those who didn't like their home life said:

- they had a bad relationship with their parents
- they lived with one parent
- they felt they had nothing to do at home

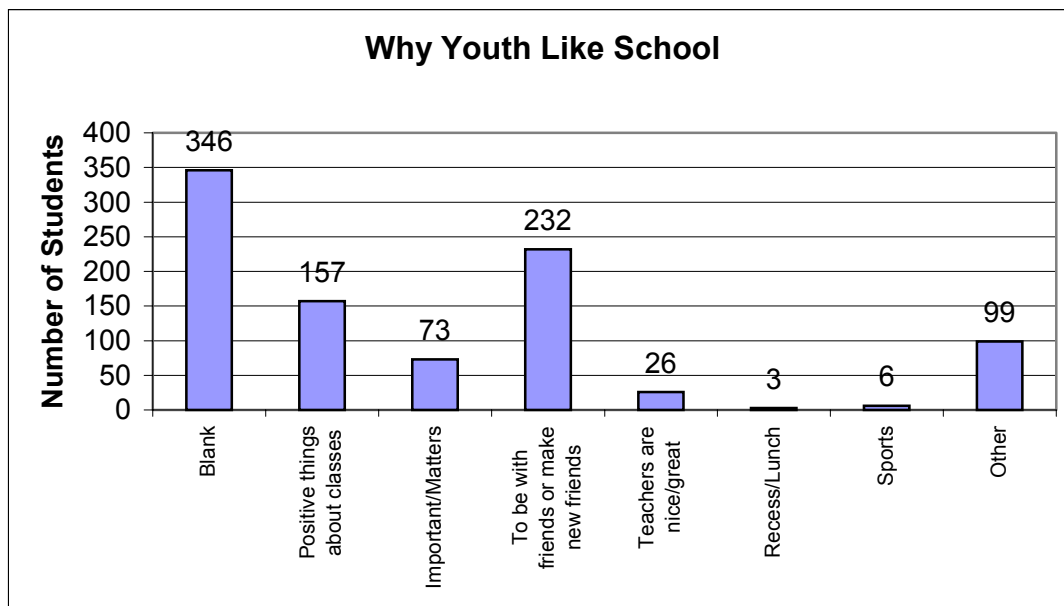
After conducting interviews with their peers, many community youth researchers observed that some youth refused to answer questions about their home life because they were too personal. Some revisions were made to questions, but it was still difficult to gather more data on their home life.

School

- **Finding # 2: Youth for the most part like going to school, with younger youth (6th grade) liking it more than older youth (8th grade).**



We included an open-ended question asking why youth liked school. Their answers were then grouped into the categories below:



Interviews confirmed the survey data and added some additional information.

Interviews showed that youth liked school because:

- they liked being with friends
- classes were interesting and they felt they were learning
- they were getting good grades
- it was important and getting an education mattered

Those who didn't like school said:

- they thought school was boring
- they got too much homework
- they didn't like the teaching methods

In their interviews, youth complained that teachers ran through lectures too quickly and didn't sufficiently explain material or homework. They also stated that teachers didn't make the lessons very interactive.

Neighborhood

➤ **Finding # 3: For the most part, youth like their neighborhood.**

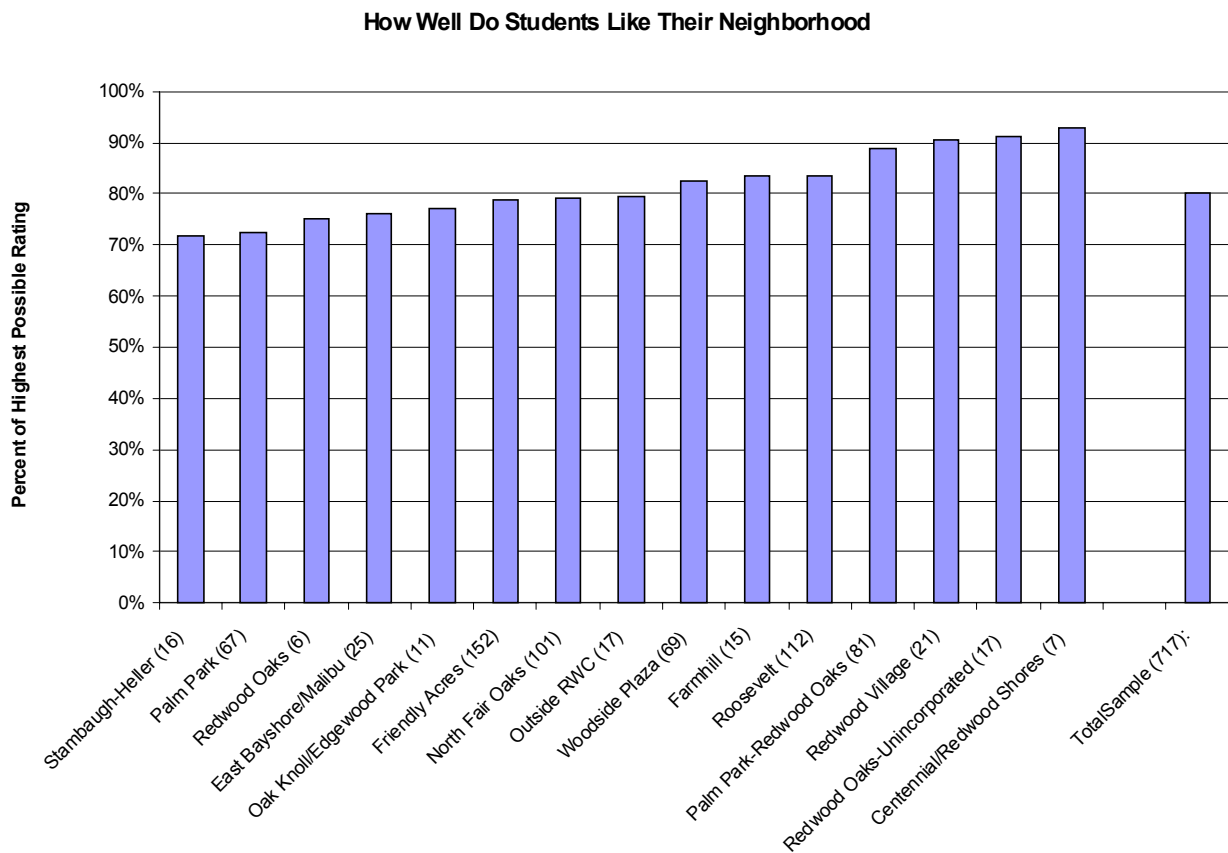
Of the 840 youth who answered the question “Do you like your neighborhood?”:

51 or 6.07% said they didn’t like it

230 or 27.38% said they sort of liked it and

559 or 66.55% said they did like it

However, when we looked at the neighborhoods with the highest amount of respondents, those in Palm Park, Friendly Acres, and North Fair Oaks reported liking their neighborhoods less than those who live in the Roosevelt and Woodside Plaza neighborhoods.



Note: The sample for the breakdown by neighborhood is smaller than the total (only 717) since some respondents did not state their neighborhood.

➤ **Finding # 4: Although most youth reported there weren't any gangs in their neighborhood, youth in East Redwood City neighborhoods reported more gangs in their neighborhoods than youth in neighborhoods in West Redwood City.**

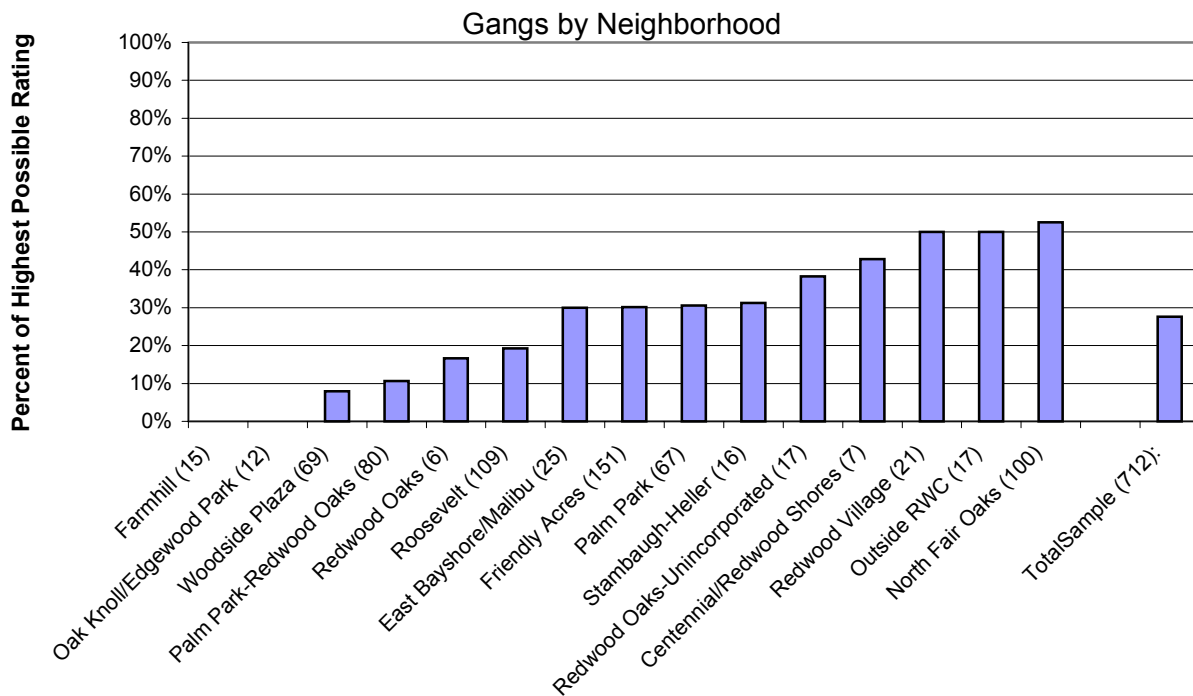
Of the 831 youth who responded to the question “Are there gangs in your neighborhood?”:

526 or 63.30% said there were no gangs

151 or 18.17% said there sort of were gangs

154 or 18.53% said there were gangs

As shown in this graph, neighborhoods that reported the most gang activity were North Fair Oaks, outside Redwood City, and Redwood Village.



➤ **Finding # 5: Only about 30% of youth overall found anything amusing in their neighborhood for kids.**

Of the 833 youth who answered the question “Is there anything amusing in your neighborhood for kids?”:

421 or 50.54% said there weren’t any fun things in their neighborhood

167 or 20.05% said there were sort of fun things and only

245 or 29.41% said there were fun things in their neighborhoods

When we looked at this information by grade, younger youth reported more fun things than older youth.

For example:

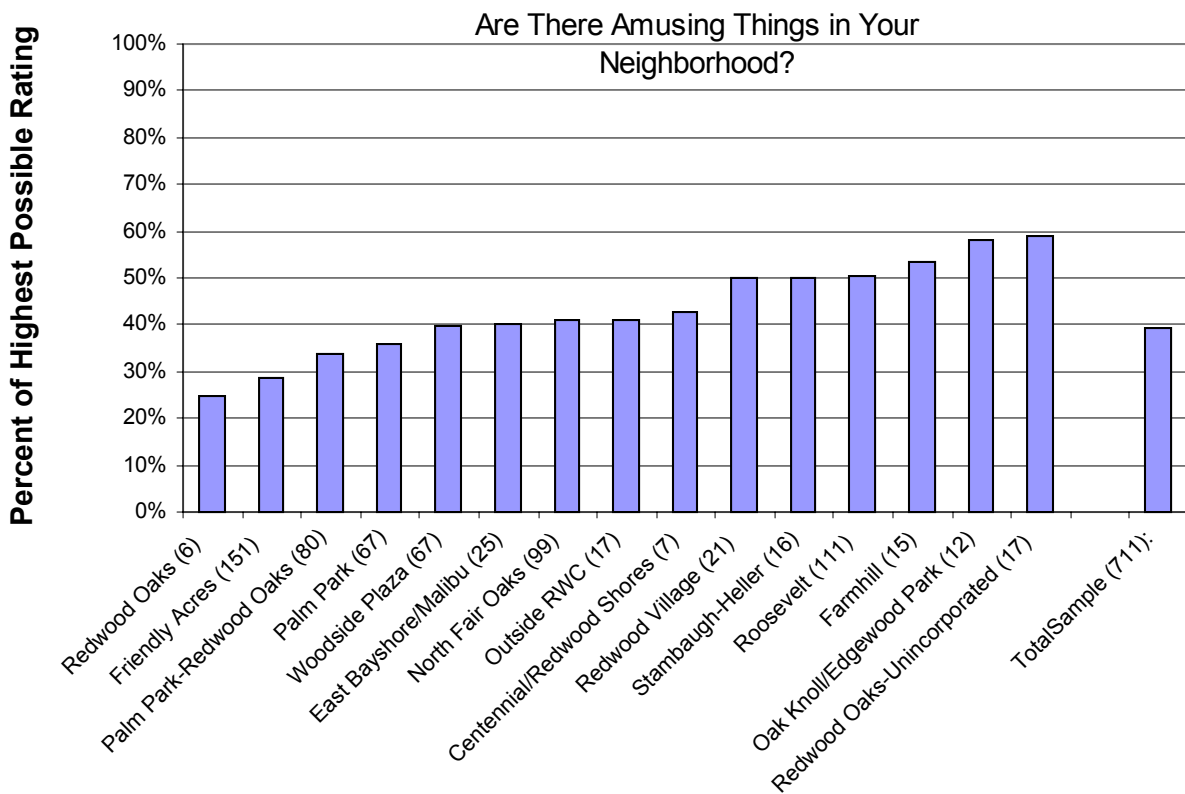
45.64% of 6th grades said there were fun things

40.29% of 7th graders said there were fun things in their neighborhood, while only

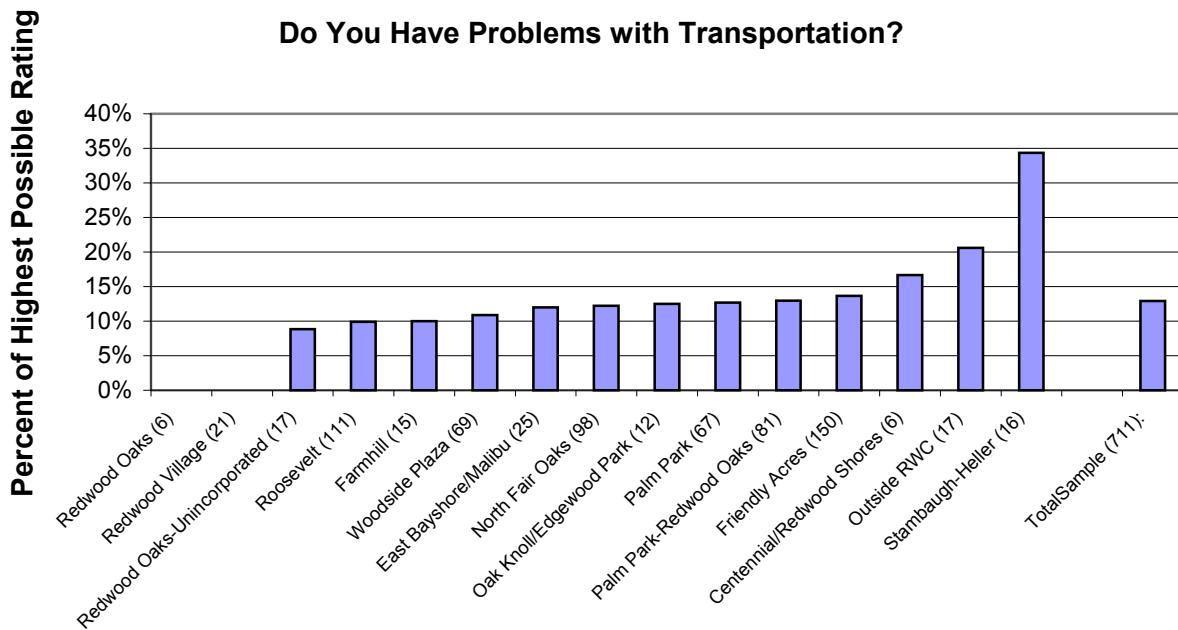
33.11% of 8th graders said there were amusing things in their neighborhood for youth

These results might have to do with the fact that the 8th graders feel that there are activities for younger youth and for high school youth, but not many opportunities for middle school students.

When we looked at this question by neighborhood, youth living near recreation centers reported more fun things, while youth in neighborhoods with large amounts of respondents like Friendly Acres, Palm Park-Redwood Oaks, and Palm Park reported fewer fun things for youth.

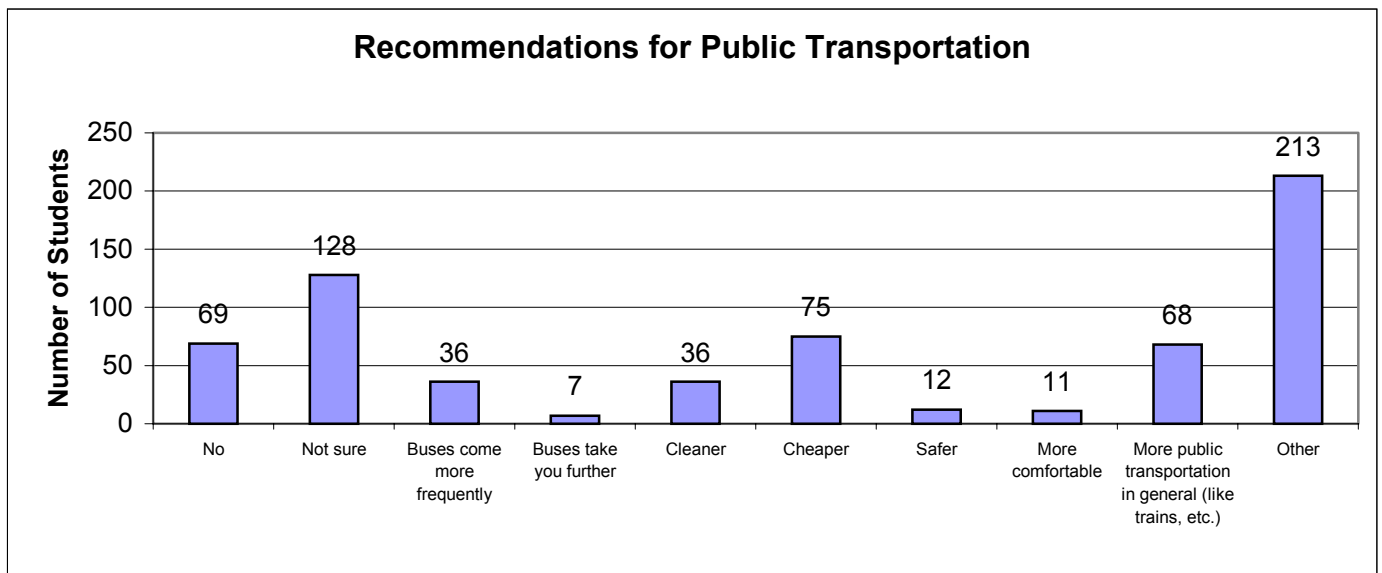


➤ **Finding # 6: Youth from Stambaugh-Heller and Friendly Acres reported the most problems with transportation.**



Stambaugh-Heller is a neighborhood close to high traffic areas such as the Woodside Road overpass and El Camino Real, which is difficult for pedestrians to cross. Students from Friendly Acres also have trouble with transportation, especially getting to school.

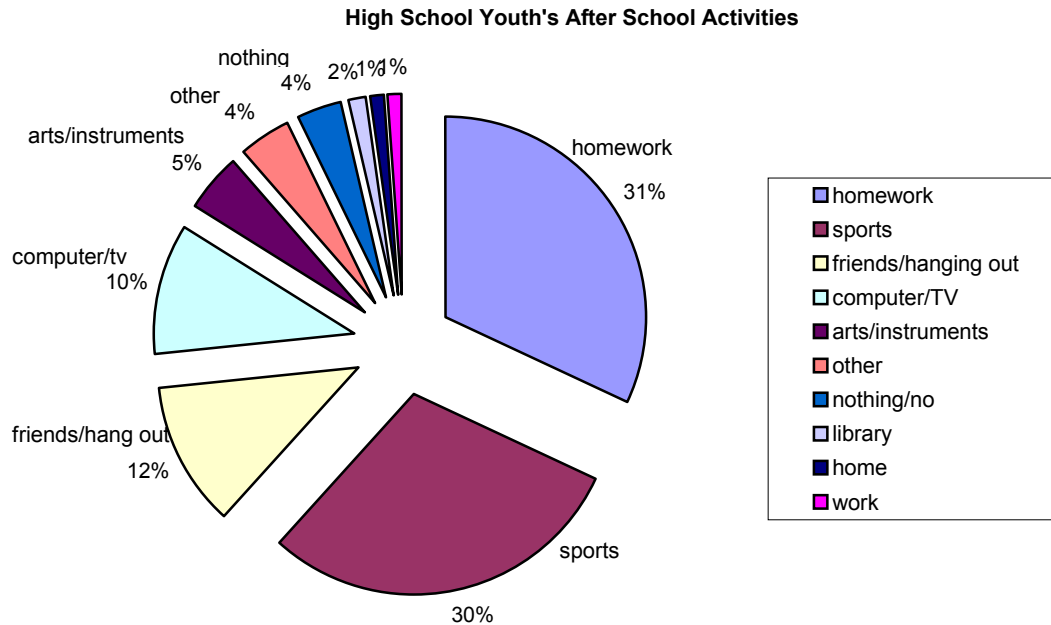
When asked what kind of recommendations they had for public transportation, the top recommendations were more public transportation, buses that come more frequently, and cheaper and cleaner transportation



A chart listing these findings (in addition to others) by neighborhood together can be found in [Appendix D: Compiled Results by Neighborhood.](#)

High School: Major Findings

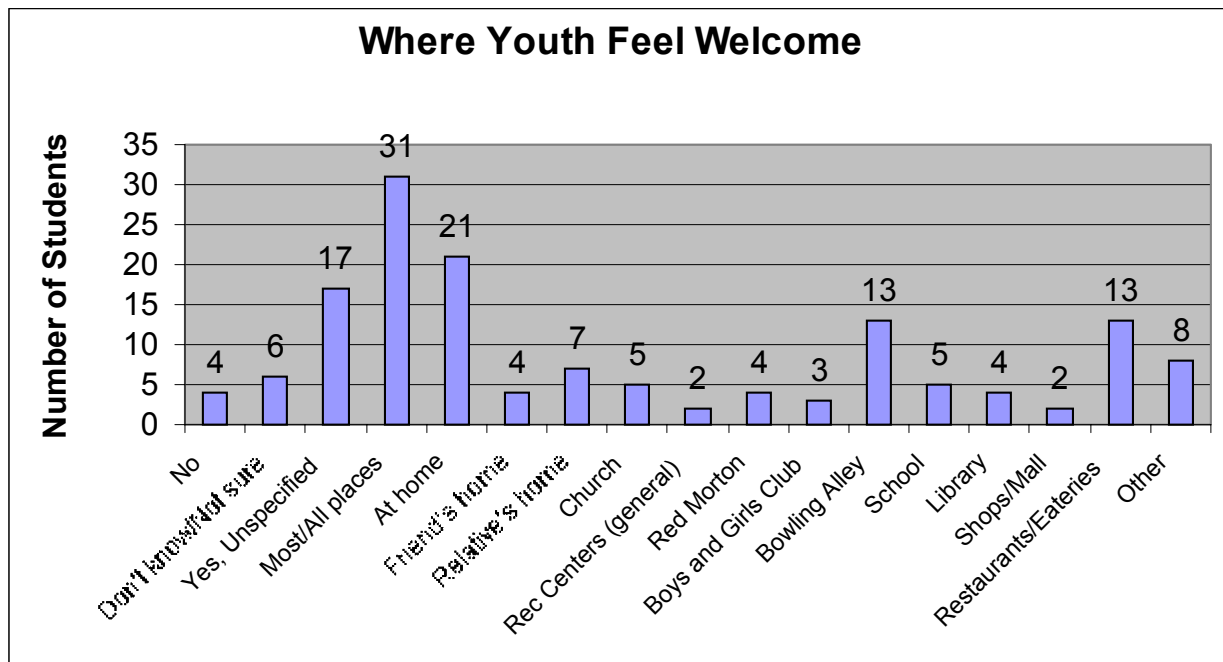
- **Finding # 1: Surveys showed that youth spend most of their time after school doing:**
- Homework
 - Sports
 - Hanging out with friends
 - Using the computer or watching TV



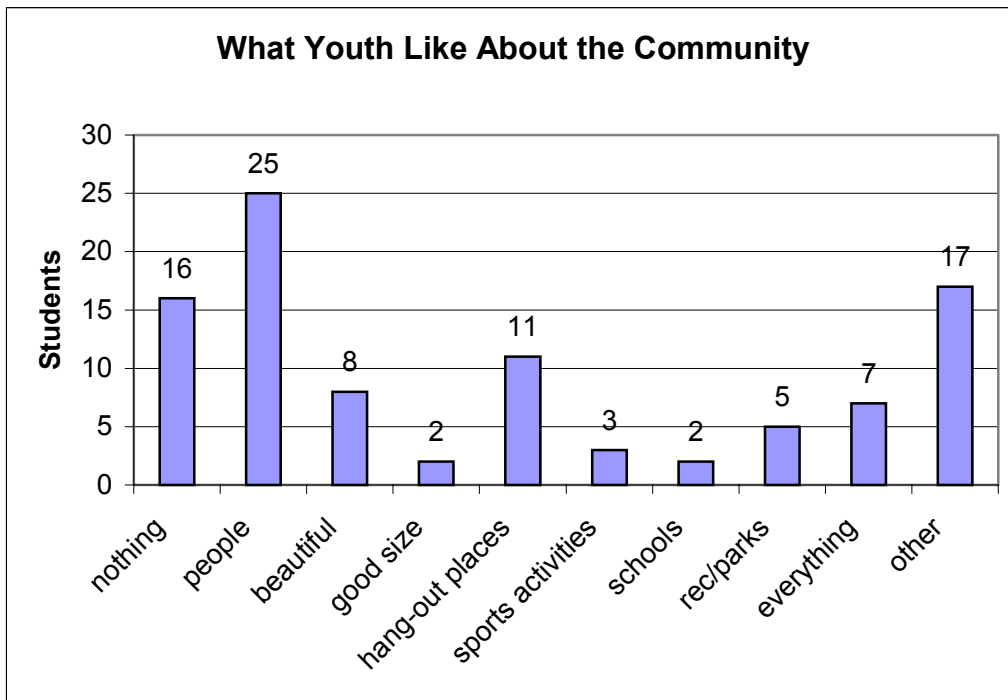
- **Finding # 2: Youth feel welcome mainly everywhere, at home, and in most public places:**

Of the 104 students who responded to the question “Are there any places where you feel welcome?”:

- 91 or 87.50% said yes
- 9 or 8.65% said no and
- 4 or 3.85% weren't sure



- **Finding # 3: When asked what they liked most about the community, most youth liked the people.**



- **Finding # 4: When asked whether they would seek help from a center for support, over half of the youth said they would.**

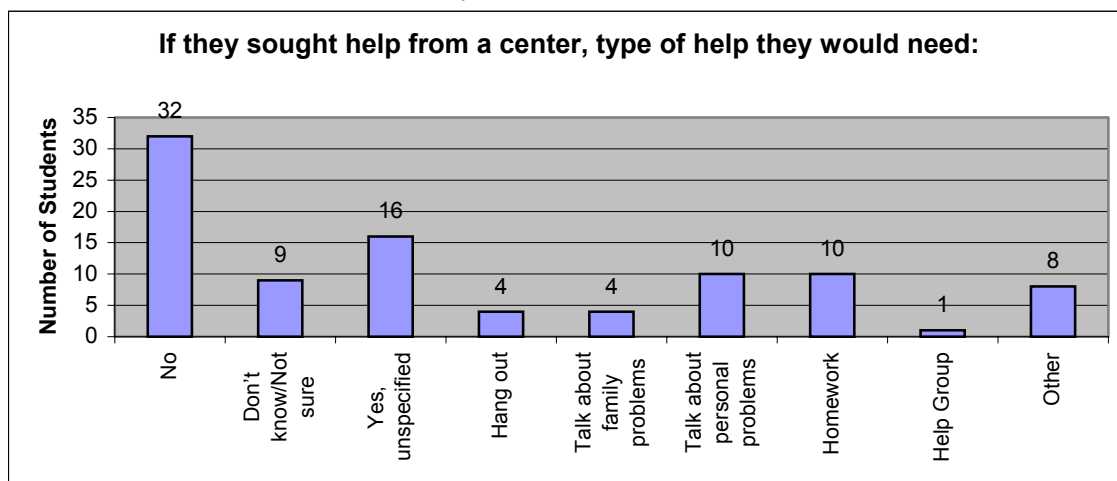
Of the 89 youth who responded to the question “Would you go to a youth center for help if the help you needed was available?”

47 or 52.81% said yes

32 or 35.96% said no and

9 or 10.11% said they weren’t sure

For those who said they would seek help from a center, students rated homework centers and places to talk about family or personal problems as most important. Choices were not provided in the surveys so students were free to state whatever they needed.



VI. Youth Recommendations

The Y.E.L.L. Team presented this data in PowerPoint presentation form to various audiences including:

- May 8th Stanford School of Education course on “Best Practices in Youth Development”
- May 14th City Council of Redwood City
- May 29th Woodside High School Task Force
- June 7th Kennedy Middle School Faculty Meeting
- June 13th Redwood City School Board
- October 3rd Sequoia Union High School Board (upcoming)

The community youth researchers spent a great deal of time preparing for these presentations. As a result of their presentations, youth have been invited to participate in various ways and are currently planning their next steps for involvement in the community.

A key component to the Y.E.L.L. Project is to introduce adults and policy-makers to the value of developing partnerships with youth in decision-making. The various decision-making bodies were re-introduced to this valuable concept through the youth presentations. Additional work is currently underway to support youth and adults in becoming partners at the decision-making table.

Based on individual community youth research and recommendations provided in interviews and surveys, the Y.E.L.L. Team developed the following recommendations, which were shared at these presentations with the appropriate decision-making bodies.

Key Recommendations by Middle School Youth

1. Friendlier Climate

- a. Reduce violence and encourage people to be kind to each other
- b. Have more activities for youth to reduce violence and gangs in our own neighborhood
- c. Support more kids who want to be involved in the community to make positive changes for youth

2. Activities and Places for Youth

- a. More places for teens to hang out, especially younger teens in our own neighborhoods
- b. More activities for youth in the neighborhood (i.e. dances)
- c. Develop more places like Red Morton in the neighborhoods but less expensive; youth feel things are too expensive
- d. Explore legalized places for skating and expand park space

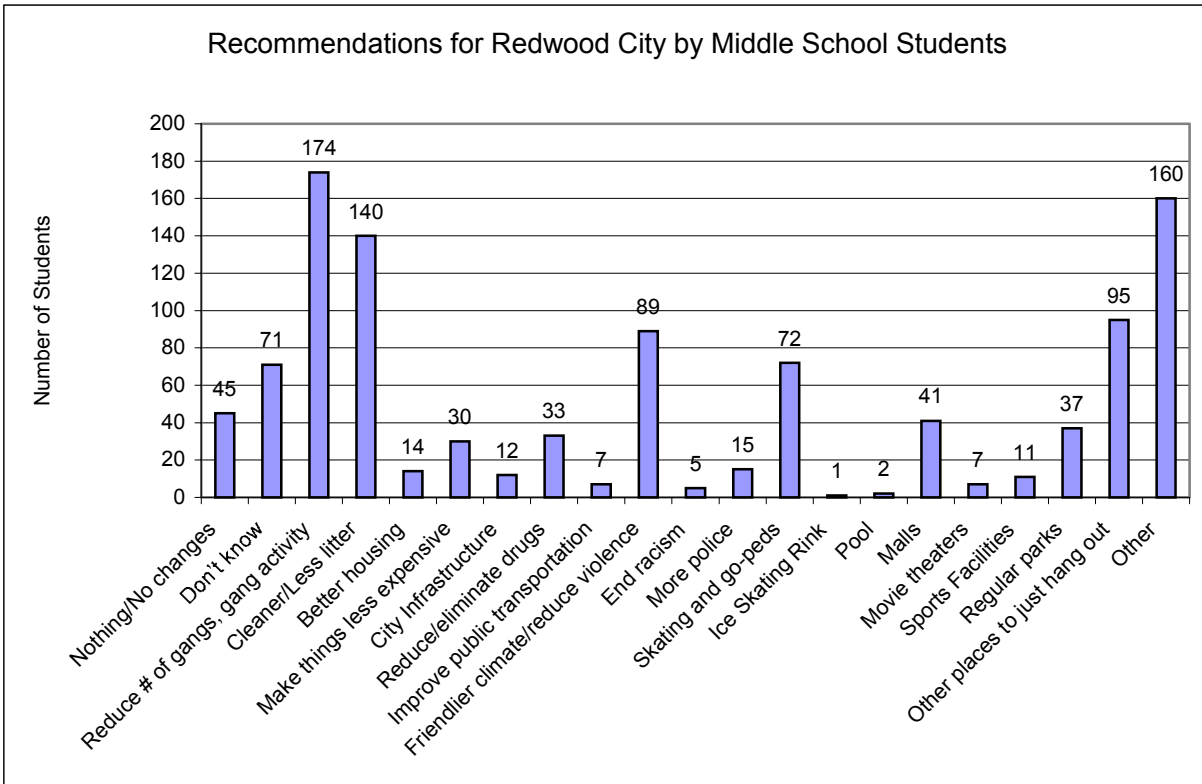
3. City Infrastructure and Transportation

- a. Improve city street cleaning and graffiti removal
- b. Build a pedestrian ramp on HWY 101 to make it easier for kids from East Bayshore to go to school
- c. Support cheaper and more available public transportation for youth

4. Teaching Methods

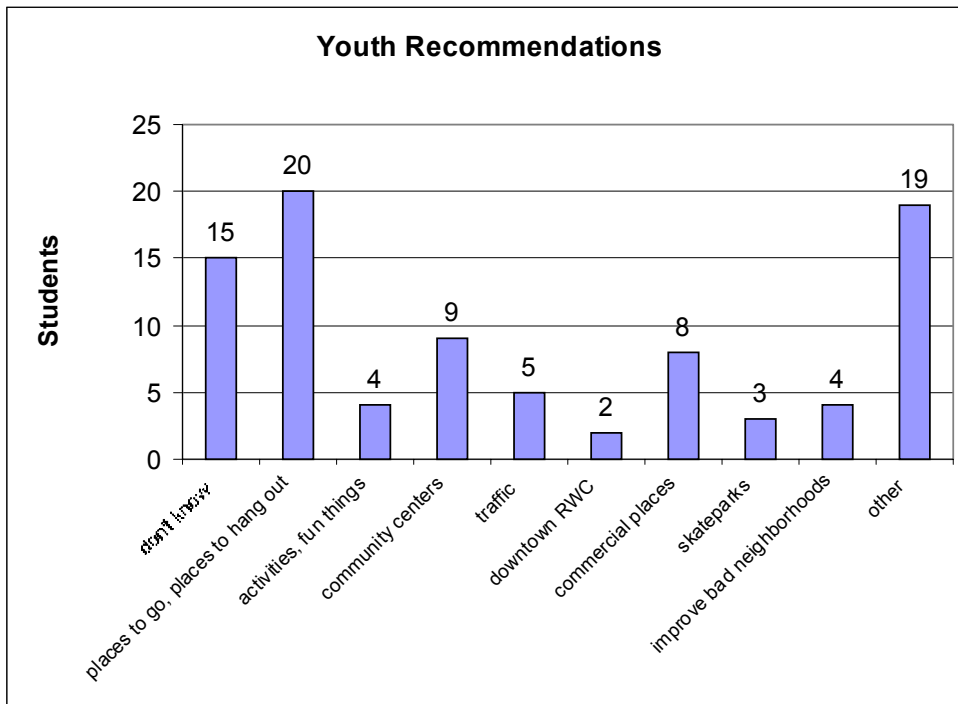
- a. Youth would like teachers to spend less time talking during the period and make it more interactive (more support for teacher training)
- b. Youth recommend that teachers coordinate with other teachers in the amount and time they assign large projects
- c. Youth recommend that teachers and the district help kids stay in school and support programs that help youth stay in school, those already running and new ones (we found that only 26% of Kennedy students are involved in any clubs or organizations)
- d. More understanding teachers (teachers to get to know youth better)

This chart outlines the recommendations middle school youth survey respondents made. Here again, youth provided their own written responses, which were later coded into the following categories:



In addition to the recommendations made by middle school youth, high school youth's main recommendation was to have more commercial and public places for youth such as:

1. Places for youth to do homework and talk about personal problems (resource centers)
2. More places for youth to hang out, (both commercial and public) like community centers, malls, and restaurants.



VII. Next Steps

The next phase of work for this pilot project will take place in the following three areas:

1. Information Sharing and Data Integration

The Y.E.L.L. Project is continuing to share this data with various Redwood City groups to give an example of the type of data that a community youth research effort can generate. We are currently working on ways to integrate this baseline data with other data on the status of youth in Redwood City that is already available from other sources. We look forward to collaborating on this endeavor with other local organizations and institutions in integrating, maintaining, and using this data on an ongoing basis to inform youth policy and decision-making at all levels.

2. Sharing Tools to Support Local Youth Involvement Efforts

As a result of this year's pilot Y.E.L.L. Project, we have learned key lessons and developed various tools to support youth involvement and decision-making efforts in Redwood City. We have developed a community youth research curriculum (available in September) that we would like to share with local organizations, councils, and other interested groups as a tool that can engage youth in becoming involved in their community while gathering valuable data on the needs and strengths of Redwood City youth and their neighborhoods. We will be contacting interested groups and welcome suggestions or interest from additional organizations in Redwood City that serve and support youth.

3. Continue Supporting Pilot Kennedy Community Youth Researchers

In the fall, the Y.E.L.L. Project will continue to support the pilot community youth researchers in local and citywide community involvement efforts they have expressed interest in and have received support to participate. These include youth interest on city committees such as Pride and Beautification, the Youth Advisory Committee from the Parks, Recreation, and Community Services Department, and following up on youth recommendations to the City Council.

Part of the second phase of this pilot work will also involve integration of youth and community youth research into the local governance and ongoing evaluation of Kennedy Middle School's new family center, where youth and adults have expressed interest in partnering with each other in the coordination of the center.

Several pilot community youth researchers will serve as mentors to next fall's cadre of community youth researchers, who together follow up on recommendations made to the Redwood City School District as well as the Kennedy Middle School staff during their presentations to these groups in June.

Furthermore, we look forward to convening interested members of various organizations and groups in Redwood City in the fall to discuss the various directions that this project and other youth development efforts between the city and the Gardner Center can take.

*Community Youth Researchers (left to right)
Paula García, Anahí Aguilar,
J.J. Venable, and Andrés García
at Kennedy Middle School
looking for a site to videotape
the closing to their video:
"Our Neighborhoods: Youth Tell the Truth".*



VIII. Conclusion

We hope that this preliminary data has been helpful in providing an overview of the community youth research process. We think this data can generate discussion on how we can work together to support youth development and involvement in Redwood City.

Collaborators on this project, a product of an exciting partnership between Redwood City and the John W. Gardner Center for Youth and Their Communities welcomes any questions, suggestions, or interest in this aspect of our new partnership and its developing work. Please contact our Managing Director, Joy Wagner, at (650) 726-2064 or visit our website <http://gardnercenter.stanford.edu> if you would like additional information on this effort to further Redwood City's youth development and education goals.

Special thanks to the following people for their support of the Y.E.L.L. Project:

Kennedy Healthy Start Planning Committee

Edna Acri (Kennedy Middle School)
Yolanda Padilla (Kennedy PTA)
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Caroline Currie (Redwood City School District)
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Beth Ross (Redwood City 2020)

Woodside High School

Judy Hanson (Woodside High School Campus Climate Task Force Member)
Linda Common (Woodside High School Principal)
Woodside High School Teachers and Staff

Kennedy Middle School

Warren Sedar (Kennedy Middle School Principal)
Kennedy Teachers and Staff

The John Gardner Center for Youth and Their Communities

Redwood City 2020

Superintendent Ron Crates and the Redwood City School Board

Board President Lorraine Rumley and the Sequoia Union High School District

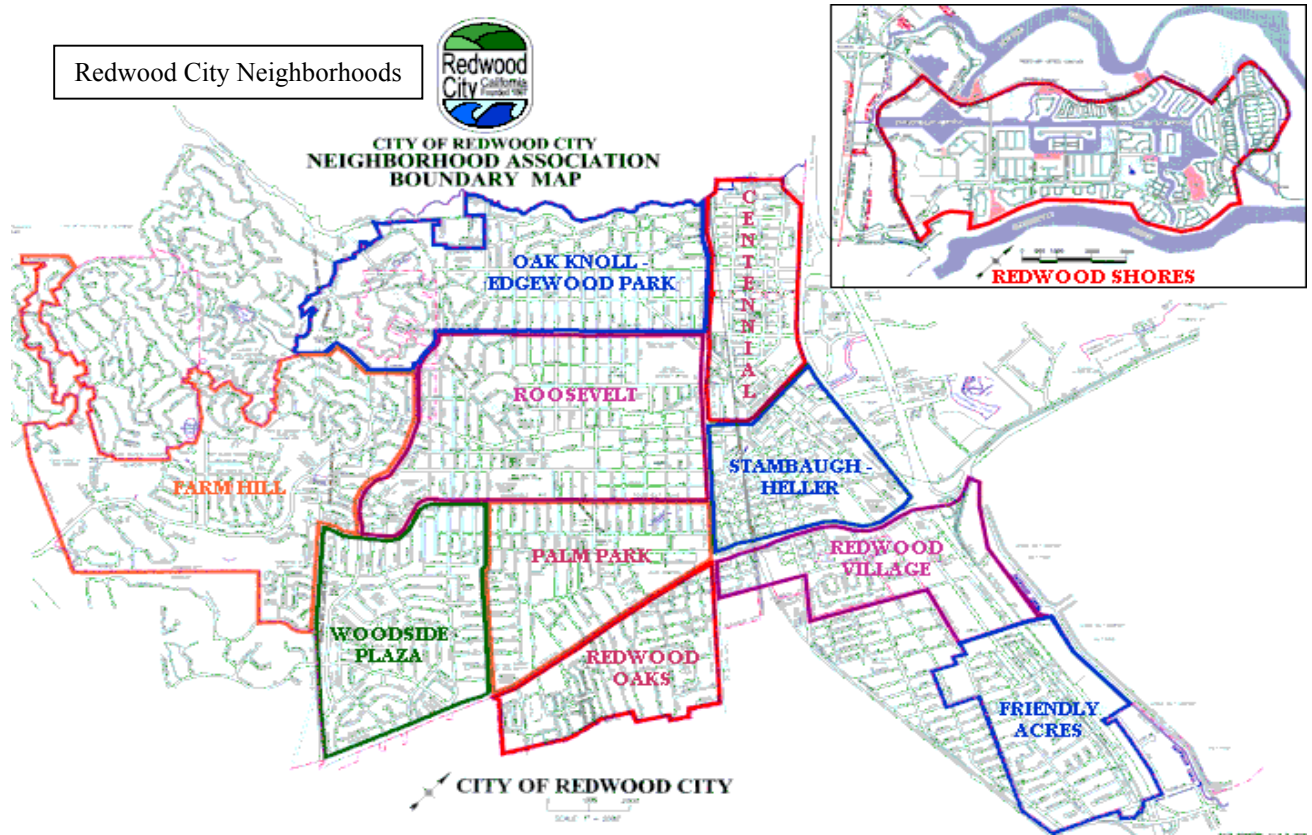
City Manager Ed Everett, the City of Redwood City, and the City Council

VideoCat Productions

X. Appendices

- A. Redwood City Neighborhood Map
- B. Interview Protocols (High School and Middle School)
- C. Youth Surveys (High School and Middle School)
- D. Compiled Results by Neighborhood

Appendix A: Redwood City Neighborhood Map



Interview Questions High School

1. What grade are you in? How old are you?
2. What is school like for you?
3. What do you do in your spare time?
4. How do you get around?
5. Where do you hang out?
6. What are the ages of the people you hang out with?
7. What do your friends like to do?
8. What do you do at home?
9. What kinds of things do you want in your community?

Interview Questions Middle School

Revised on 12/14/00

1. What grade are you in?
2. How old are you?
3. What kinds of things do you like to do?
4. What are your friends like?
5. How do you spend your time? Where?
6. What is school like for you?
7. What kinds of things do you do at home?
8. What do you want for your future?
9. How do you feel about your neighborhood?
10. What kind of activities do you want in your community?
11. What is your dream of the perfect community?
12. Do you want help with anything in your life? Where? What kind?

(with other follow-up questions depending on the answers they give)

High School Youth Mapping Survey

What we want to know from you!

The Youth Mapping Project in Redwood City is using this survey to help develop new programs for youth to help the community to become a better place for youth today. Please take a few minutes to help us by filling out this survey. The information that you will give us will be very helpful and appreciated. Thank you for taking the time to do this survey for us. This survey will remain anonymous.

1. How old are you?
2. What grade are you in?
3. What is your gender?
4. What city/area do you live in?
5. Would you consider yourself a good student?
6. What do you do to keep yourself busy?
7. What places do you know of where youth can go to get help, hang out, etc.?
8. Are there any places where you feel welcome? Which ones? Why?
9. What types of things do you believe you need in your community?
10. What are your after school activities (ex. Sports, homework, etc.)?
11. What are your weekend activities?
12. What are some of the ways you get around to do your after school and weekend activities?
13. What do you like in your community? Why?

14. What do you dislike in your community? Why?

15. What kinds of places do you think we need to try to make the community better?

16. Would you go to a youth center for help if the help you needed was available? If so, what help would that be?

17. What times would you most likely go?

18. How would you get there?

Is there anything else about your community you would like others to know?

Thank you for your time!

Kennedy Youth Mapping Project Survey

Please take this survey seriously and answer each question honestly. Thank you.

1. How old are you? _____ 2. What grade are you in _____
3. How many brothers/sisters do you have? _____
4. What school do you go to? _____
5. Where do you live by? _____ Example: I live near Jack in the Box on Woodside
-

Circle one

- | | | | |
|---|-----|----|---------|
| 6. Do you like your neighborhood? | Yes | No | Sort of |
| 7. Do you live near friends from school? | Yes | No | Sort of |
| 8. Is there anything amusing in your neighborhood for kids? | Yes | No | Sort of |
| 9. Are there gangs in your neighborhood? | Yes | No | Sort of |
| 10. Do you like your home life? | Yes | No | Sort of |
| 11. Do you have an allowance?
If so, how much? _____ | Yes | No | Sort of |
| 12. Do you have a hard time with transportation? | Yes | No | Sort of |
| 13. Do you like going to school? | Yes | No | Sort of |

If yes, why? _____

Please state your answer

14. What is your hobby? _____

15. Are you in a club or organization? If yes, which one?

16. How long have you lived in Redwood City? _____

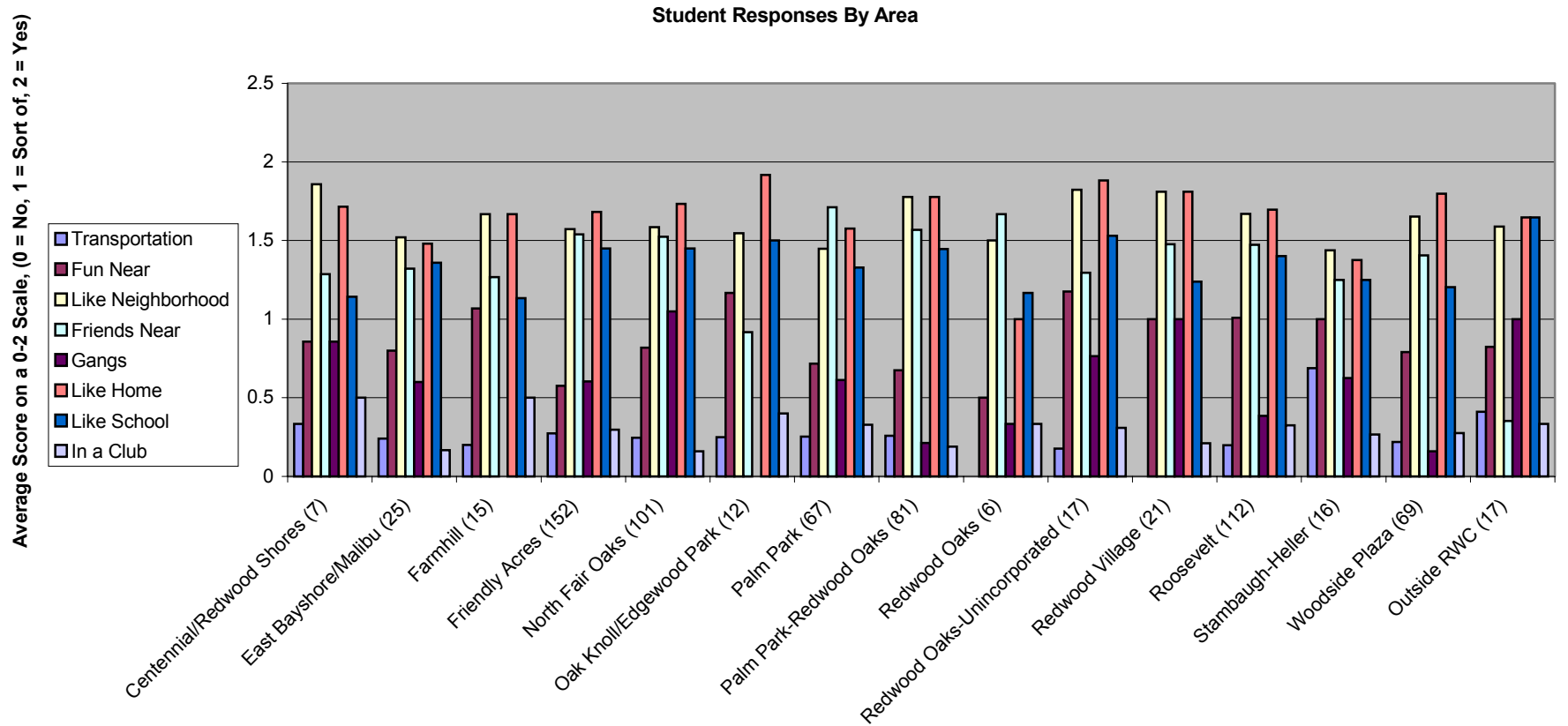
17. What do you think will make Redwood City a better place to live?

18. Have you ever done any community service? If so, specify.

19. Have you been on a train lately? _____ If so, where have you gone?

Have you traveled on bus lately? _____ If so, where have you gone?

Appendix D: Compiled Results by Neighborhood



- **Transportation:** Refers to responses to the question “Do you have a hard time with transportation?”
- **Fun Near:** Refers to responses to the question “Is there anything amusing in your neighborhood for kids?”
- **Like Neighborhood:** Refers to responses to the question “Do you like your neighborhood?”
- **Friends Near:** Refers to responses to the question “Do you live near friends from school?”
- **Gangs:** Refers to the responses to the question “Are there gangs in your neighborhood?”
- **Like Home:** Refers to responses to the question “Do you like your home life?”
- **Like School:** Refers to responses to the question “Do you like going to school?”
- **In a Club:** Refers to responses to the question “Are you in a club or organization?”