

# Youth



# Pleasanton

Youth Master Plan



# Master Plan



Pleasanton Unified School District



**DRAFT**  
2010



DRAFT  
2010

# Pleasanton Youth Master Plan

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# Table of Contents

<b>Chapter 1: Plan Development Process</b> .....	1
Why a Youth Master Plan?.....	1
Plan Development Phases.....	2
<b>Chapter 2: Current Conditions for Youth in Pleasanton</b> .....	7
Community Assets .....	7
Changing Demographics.....	8
Youth Challenges and Issues .....	9
<b>Chapter 3: Master Plan Framework</b> .....	15
Definitions.....	15
Master Plan Framework.....	16
Vision, Values, and Goals.....	16
<b>Chapter 4: Goals and Strategies</b> .....	21
Goal 1: Prepared Youth .....	21
Goal 2: Healthy and Safe Youth.....	22
Goal 3: Contributing Youth.....	23
Goal 4: Youth-Friendly Environments .....	24
Goal 5: Supportive Families and Community .....	25
Goal 6: Informed Youth and Adults.....	26
<b>Chapter 5: Implementation</b> .....	29
Progress Indicators and Performance Measurement.....	30
<b>Bibliography</b> .....	35
<b>Appendix A: Environmental Scan Summary</b>	
<b>Appendix B: Community Meeting Summary</b>	
<b>Appendix C: Stakeholder Interviews Memorandum</b>	
<b>Appendix D: Focus Group Results</b>	
<b>Appendix E: Youth Web Survey</b>	
<b>Appendix F: Adult Web Survey</b>	
<b>Appendix G: Web Survey Results</b>	
<b>Appendix H: Youth Master Plan Goals and Strategies</b>	





# Pleasanton

Youth Master Plan

# 1

## Chapter



## Plan Development Process



# Chapter 1: Plan Development Process

Located in the Tri-Valley Region of the San Francisco Bay Area in Northern California, the City of Pleasanton is home to approximately 70,000 residents. Pleasanton community members pride themselves on their numerous parks, recreation activities and programs. Pleasanton is safe and maintains a small town feel, providing a family-oriented community for children and youth.

Even with these community attributes, it can be challenging to provide nurturing environments and healthy activities to meet the needs of children and youth. Pleasanton's children and youth face difficulties including: social and mental health issues, limited opportunities for informal activities, the impacts of evolving economic conditions, barriers to participation in programs and services, and the need for support and nurturing environments. The Youth Master Plan was developed to respond to these challenges and help guide the health, safety, and well-being of Pleasanton's children and youth today and into the future.

The Youth Master Plan development process integrated the input of a wide variety of stakeholders and community members with an assessment of present conditions for children and youth in Pleasanton. Stakeholders and community members reflected a diverse group of youth interests and experiences, educational institutions, youth organizations, private businesses, and service providers. The Youth Master Plan Implementation Committee (YMPIC) guided the Plan development process. City staff also met frequently to coordinate and advance the planning process.



YMPIC Ad Hoc Committee youth members facilitate a focus group.

## WHY A YOUTH MASTER PLAN?

Recognizing the issues and challenges facing children and youth in Pleasanton, the City Council and Board of Trustees approved the City's first Youth Master Plan in 2001. Over the course of the past 9 years the YMPIC worked to implement the Youth Master Plan strategies. Some notable accomplishments include the creation of the P-town 411 website, the BMX Park and City grants issued to local non-profits that provide programs or services that support the Master Plan.



# Chapter 1

After auditing the Plan to determine the level of progress that had been made, the YMPIC agreed to pursue an update of the Youth Master Plan in late 2008. YMPIC members recommended an outreach process that emphasized significant community participation and the formation of the YMPIC Ad Hoc Committee to steer the project. The City hired a consulting firm, MIG, Inc., to assist with this process. The planning approach emphasized identifying the conditions or issues that had changed since the 2001 Plan and to determine how the City should respond.

A major difference between the update and the previous Plan is the age range of the Plan. Previously, for the purposes of the Plan, the City identified youth as ages 0-22. During the course of the update, it was determined that young adults in the age 20-22 range had needs consistent with adults, such as employment, housing, and age appropriate recreation and social activities and were best served by existing adult programs and services.

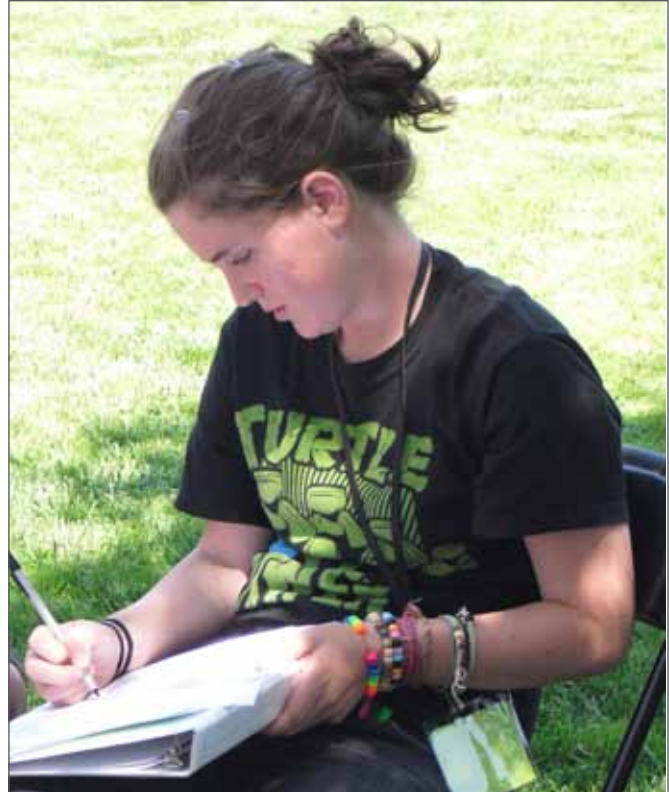
The age ranges in the Plan update include:

- Early Childhood: 0-6
- Childhood: 7-12
- Adolescents: 13-17
- Young Adults: 18-19

These age ranges are consistent with the City's Parks and Community Services Department methodology for programming and consistent with the Developmental Ages Concept, which categorizes child development into eight stages of body, mind, and social interactions. Throughout the document, "children" refers to those in the Early Childhood and Childhood age ranges, and "youth" refers to Adolescents and Young Adults.

The YMPIC decided the Plan's original vision for youth is relevant today and carried it over to the updated Plan.

This Youth Master Plan includes children and youth of all abilities. The Plan emphasizes affordability and accessibility for all children and youth.



A teen Summer Camp participant provides her input.

## PLAN DEVELOPMENT PHASES

The Pleasanton Youth Master Plan was developed in three phases over a twelve month period.

### Phase I

Phase I consisted of conducting an Environmental Scan that included an extensive community outreach process and analysis of data describing community conditions. The community feedback helped identify the most significant issues and challenges while data on community conditions helped provide context to these issues and challenges.

#### *Community Outreach Activities*

The YMPIC emphasized that significant community outreach was critical to this Plan. More than 300 children, youth and adults were involved in the development of the Pleasanton Youth Master Plan. Outreach activities included:



Pleasanton community members participate in a focus group.

- **YMPIC and Ad Hoc Committee** – The YMPIC established an Ad Hoc Committee to steer the Youth Master Plan process. The Ad Hoc Committee met monthly to provide review and comment on all materials prior to their submittal to the YMPIC. YMPIC members also participated actively in outreach training and conducted outreach activities.
- **Stakeholder Interviews** – Interviews were conducted with decision makers and community leaders who interact with children and youth. Interviewees were selected based on recommendations from the YMPIC Ad Hoc Committee. Participants interviewed included: the Mayor, the School Board President, a City Council member, Commission members, the City Manager, the School Superintendent, City staff from various youth-serving departments, and teachers and counselors from a variety of schools.
- **Web Surveys** – Surveys for youth (up to the age of 22) and adult (over the age of 22) community members were posted on the City’s website. The surveys captured the opinions of 357 community members in Pleasanton, including 164 youth and 193 adults. The purpose of the web surveys was to determine the needs of Pleasanton youth and compare and contrast perceptions between youth and adults. The surveys were available on the City’s website from July 31 through September 30, 2009.
- **Focus Groups** – Focus groups were held with 30 groups in Pleasanton during May through August, 2009. Using an outreach toolkit to support consistent collection of community feedback, YMPIC members led the focus groups with facilitation assistance provided by City staff. Participants included teens, summer campers, non-profit service organizations, health care providers, youth music groups, Youth Commission members, business organizations, child care providers, teachers and school administrators, and parent groups. Groups consisted of 3 to 17 people, and more than 170 community members participated in these discussions.

# Chapter 1

To support the key findings from the community outreach activities, data from the Tri-Valley Adolescent Health Initiative (TVAHI) Regional Research Findings Report, the Pleasanton Police Department 2009 Annual Report, the California Healthy Kids Survey, Alameda County Health Department reports, the Pleasanton Unified School District (PUSD) School Accountability Report Cards, research conducted by the Search Institute, various youth-oriented research journals and reports, and other City data are referenced in the document and included in the Bibliography.

## Phase II

Phase II focused on the development of a strategic planning framework to serve as the Plan's organizing structure. The framework includes a vision statement, value statements, goals, and strategies and identifies implementation partners. A workshop and review period provided opportunities for Pleasanton community members to shape the framework.

## Phase III

Phase III focused on the process of Plan acceptance and approval. The Draft Youth Master Plan was reviewed and accepted by the YMPIC on May 10, 2010. Following this, the Plan was presented to Pleasanton City Council and the PUSD School Board for their review and approval. The Plan was finalized on XXXXX.



A YMPIC member takes notes during the Community Workshop.

# Pleasanton

Youth Master Plan

Chapter

# 2



## Current Conditions for Youth in Pleasanton







## Chapter 2: Current Conditions for Youth in Pleasanton

The current conditions described in this Plan are based on the opinions of the more than 300 community members who participated in outreach activities and are supported by data from various local, state and federal sources.

### COMMUNITY ASSETS

The City of Pleasanton is considered a great place to live for residents of all ages. Most outreach participants spoke highly of the quality of life and strong sense of community. Outreach participants expressed appreciation for the Police Department and the City service providers who create a secure, well-maintained and clean environment.

Pleasanton, located in Alameda County, is an achievement-oriented community that provides excellent education opportunities. The Pleasanton Unified School District (PUSD) student Academic Performance Index (API) test scores consistently rate higher than County and State averages. The vast majority of students graduating from high school in Pleasanton attend higher education. PUSD data indicate that approximately 60 percent of graduates attend a four-year college or university, 33 percent attend a two-year college or university, and about one percent attend a trade school.

The location and design of the City provides easy access to Bay Area communities and public transit. Community members appreciate the weather and the topography of the area, which provides popular hiking spots for residents and establishes a boundary for the City.



Summer Campers enjoy craft activities in the park.

## Chapter 2

Activities and attractions within Pleasanton, such as the County fair and fairgrounds, shopping areas, the downtown area, and various museums, contribute to the City's quality of life. Participants also enjoy a variety of downtown events such as parades and theater or concerts in the park. The City hosts a variety of sports programs and recreation opportunities, as well as extracurricular offerings that are well attended by residents. Gyms and facilities, such as the Dolores Bengtson Aquatic Center and skate parks, were described as valuable assets to the community.

Pleasanton youth are generally well supported by positive relationships, opportunities and personal qualities in their school, home, and peer environments. Children and youth need developmental assets that discourage at-risk behavior and support constructive experiences to help them grow up healthy, caring, and responsible. These assets are described in a nationally accepted framework known as the 40 Developmental Assets.<sup>1</sup> Studies show that the more of these developmental assets young people have, the less likely they are to engage in a wide-range of high-risk behaviors and the more likely they are to thrive.<sup>2</sup>

### CHANGING DEMOGRAPHICS

Since the 2001 Youth Master Plan was completed, the Pleasanton community has grown and become more ethnically diverse. Between 2000 and 2008, the population of Pleasanton increased from 63,654 to 70,700. The City's population is projected to increase to 73,767 by 2015.<sup>3</sup>

In 2000, 74.6 percent of the City's population identified themselves as White, 10.8 percent identified themselves as Asian, and 7.3 percent identified themselves as Hispanic or Latino. The number of residents who identify themselves as Asian and Latino or Hispanic increased between 2000 and 2008.<sup>4</sup> These changes are detailed in Table 2.1.



Concerts in the park attract all ages.

Table 2.1. Ethnic Composition in Pleasanton from 2000 to 2008<sup>5</sup>

Ethnicity	Percentage of Pleasanton Population	
	2000	2008
White or Caucasian	74.6%	61.6%
Asian	10.8%	17.7%
Latino or Hispanic	7.3%	9.6%
Black or African American	1.3%	1.9%
Other Race	6%	9.2%

Comparatively, the PUSD student body's ethnic composition in 2010, as described in Table 2.2 on the next page, varies from the citywide ethnic characteristics. The PUSD student body includes a larger percentage of people who identify themselves as Asian and a smaller percentage of people who identify as White or Caucasian and Latino or Hispanic than citywide.

<sup>1</sup> Search Institute. *What Kids Need: Developmental Assets*. Minneapolis, Minnesota.

<sup>2</sup> *Ibid.*

<sup>3</sup> City of Pleasanton. *General Plan 2005-2025*.

<sup>4</sup> American Community Survey, Pleasanton, California 2006-2008.

<sup>5</sup> *Ibid.*



Teens participate in community outreach to help identify the challenges and issues facing Pleasanton youth.

**Table 2.2 Ethnic Composition in Enrolled PUSD Students (2010)<sup>6</sup>**

Ethnicity	Percentage of Student Body (2010)
White or Caucasian	56.7%
Asian	30.7%
Latino or Hispanic	8.4%
Black or African American	2.2%
Other Race	2.0%

Demographic changes in Pleasanton may affect programming choices, interests and participation. Outreach participants suggested, based on personal opinions, that the income gap between low-income and middle income households appears to be widening. These comments may be reflective of the fluctuating economic conditions occurring during Plan development. Since the 2001 Youth Master Plan was completed, the City of Pleasanton has generally experienced a stable and healthy economy with an average unemployment rate of 2.1 percent, as compared to the unemployment rate of 4.5 percent for Alameda County. Information provided by the U.S. Bureau of Labor Statistics indicates that these conditions

<sup>6</sup> Pleasanton Unified School District. Data Processing Division. March 2010.

have been changing since 2008, with the unemployment rate trending upward. As of March 2010, the City’s unemployment rate was 6.1 percent and the unemployment rate for Alameda County was 11.5 percent. Some participants further suggested this may lead to increased demand for scholarships and free or reduced price programming.

## YOUTH CHALLENGES AND ISSUES

Pleasanton is a strong community poised to address opportunities for improvement, particularly in providing for the health, safety, and well-being of the community’s children and youth today and into the future. Concerns and issues for Pleasanton’s children and youth were identified by the community. A review and analysis of demographic, health, and youth-oriented research, such as the California Healthy Kids Survey, the Search Institute, and the Tri-Valley Adolescent Health Initiative (TVAHI), provided context for the challenges and issues that youth face.

Adult and youth participants identified the following issues as significant and of great priority: social and mental health issues; limited opportunities for informal or unprogrammed activities; evolving economic conditions; transportation; income and affordability; job availability and career development; and programs and services for children and youth.

### Social and Mental Health Issues

Social and mental health issues that Pleasanton children and youth face include: achievement pressures, anxiety and depression, bullying or discrimination, drug and alcohol abuse, difficult relationships between youth and adults, and risky sexual activity.

#### Achievement Pressures

Within the Pleasanton community, the pressure to achieve is high and pervades youth daily life. Over half of secondary school students surveyed by the California Healthy Kids Survey (seventh, ninth, and eleventh grades) experience a school environment with high expectations and less than one fourth feel they meaningfully participate in school.<sup>7</sup> The vast majority of high school students in Pleasanton surveyed by

<sup>7</sup> California Healthy Kids Survey. *Key Findings, Secondary, Fall 2007, Pleasanton Unified School District.*



## Chapter 2

the TVAHI identified academics as the biggest cause of stress in their lives (82 percent); the future is another cause of stress in over half (56 percent) of students' lives.<sup>8</sup>

### *Anxiety and Depression*

Outreach participants cited anxiety and depression as one of the most important issues or challenges facing youth. One quarter (25 percent) of high school students in Pleasanton surveyed by the TVAHI report that they never seek counseling for issues such as stress, depression or family problems.<sup>9</sup> In Pleasanton, the proportion of students who identified their future as a major cause of stress in their lives increased with grade level (from 29 percent among 6th graders to 63 percent of 12th graders).<sup>10</sup>

### *Bullying or Discrimination*

While Pleasanton is a safe place for children and youth, many outreach participants identified bullying as a major challenge for the City's young people. Pushing behavior is a form of harassment or bullying commonly used among elementary level youth and many participants reported bullying in middle school to be a prevalent problem.<sup>11</sup> Bullying was identified as a major issue by male youth web survey participants ages 8 to 13 and youth participating in outreach focus groups. Some participants reported bullying in middle school to be a prevalent problem. A focus group including middle school youth confirmed this by citing bullying and harassment as the biggest issue they face.

Some outreach participants identified a lack of awareness about diversity and racism as major issues among Pleasanton youth. The vast majority of high school students surveyed by the TVAHI (84 percent) feel that the majority of students at their school generally accept them for who they are.<sup>12</sup> These respondents, though, report experiencing discrimination at school based on race/ethnicity (22 percent), appearance (28 percent), and social group (23 percent).

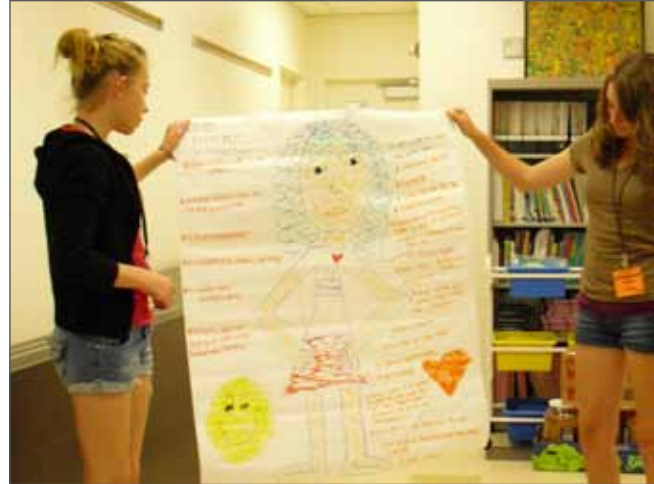
<sup>8</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

<sup>9</sup> *Ibid.*

<sup>10</sup> *Ibid.*

<sup>11</sup> California Healthy Kids Survey. *Key Findings, 5<sup>th</sup> grade, Fall 2007, Pleasanton Unified School District.*

<sup>12</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.



Camp Counselor Training Academy participants present their vision of the qualities they seek in a good youth counselor.

### *Drug and Alcohol Abuse*

Many outreach participants identified the accessibility of drugs and alcohol as a major challenge for Pleasanton's youth. The TVAHI report indicates high school youth identify alcohol and drug use (52 percent) and driving under the influence (58 percent) as very important health topics in Pleasanton.<sup>13</sup> High school students in Pleasanton surveyed by the TVAHI believe that teens use drugs and/or alcohol because they enjoy the feeling it gives them (67 percent), want to fit in (51 percent), and are stressed and/or bored (46 percent).<sup>14</sup>

### *Difficult Relationships Between Youth and Adults*

A number of youth outreach participants described their relationship with their family as difficult and described family stress and relationships as a key issue or challenge. Outreach participants recognized the need for youth to find their identity and develop independence from their parents. They identified the need for parents to develop skills to deal with the challenges of raising children. Adult outreach participants appeared receptive to classes and workshops that could help them improve their communication skills with youth. Some outreach participants identified the need for mentoring activities to help youth improve their relationship with adults.

<sup>13</sup> *Ibid.*

<sup>14</sup> *Ibid.*



Pleasanton Police interact with youth of all ages during National Night Out.

### *Risky Sexual Activity*

Three focus groups and YMPIC youth members mentioned parental denial about sexual activity as an important issue facing youth today. They also report sexual activity, pregnancy, and sexually transmitted diseases as important issues among Pleasanton youth. High school students in Pleasanton surveyed by the TVAHI identified birth control and sexually-transmitted infections (STIs) as very important health topics in Pleasanton.<sup>15</sup>

### **Limited Opportunities for Informal or Unprogrammed Activities**

Play or free time is a proven catalyst to personal happiness, productivity, creativity and innovation. Learning how to stay playful in an age-appropriate way, while taking on adult responsibilities, is one of the most important abilities for youth to develop.

Children and youth experience limited opportunities for play. Many youth believe “there is nothing to do” in Pleasanton outside of programmed sports and activities. The community has limited gathering spaces for youth, whether they are publicly or privately owned.

### **Evolving Economic Conditions**

The City, along with the rest of the state and country, is experiencing an economic downturn. Across the United States, tax revenue is down and the housing market is slow. This has created uncertainty and economic instability in many communities. Pleasanton is not immune to these conditions and some households have less income, forcing parents to tighten spending on non-essential items.

The PUSD had to make significant budget reductions for the 2009-2010 school year. Program reductions included the following: student academic intervention programs; restructuring of athletic/student activities/enrichment programs; increases in class size from 20 to 25 students; and the elimination of Counseling Assistant, Reading Specialist, and Administrator positions. Some of the positions were restored for the 2009-2010 school year with the use of one-time funding sources.<sup>16</sup> For the 2010-2011 academic school year, employee concessions (teachers, classified staff, and management) enabled the District to continue to operate most of the programs provided during the 2009-2010 school year. In addition, community and school site fundraising efforts to support student programs are ongoing.<sup>17</sup>

<sup>15</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

<sup>16</sup> Pleasanton Unified School District. 2009-2010 Budget.

<sup>17</sup> Pleasanton Unified School District. 2010-2011 Budget.

## Chapter 2

### Barriers to Participation

While the City offers a wide range of programs and services for children, family and youth, some community members identified the following barriers that prevent them from participating.

#### *Transportation*

Lack of transportation can limit a young person's ability to travel to health services, recreation opportunities, and programs. Youth outreach participants who are too young to drive or do not have access to a vehicle report that transportation is a challenge or a barrier that prevents them from participating in programs and services in the City. High school students in Pleasanton responding to the TVAHI report that transportation sometimes keeps them from doing what they need or want to do (48 percent).<sup>18</sup>

#### *Income and Affordability*

Some youth and adult participants do not participate in programs and services in the City because they consider the fees too high. This is especially true for families with multiple children.

#### *Job Availability and Career Development*

Limited career development and employment opportunities prevent Pleasanton adolescents ages 13-17 and young adults 18-19 from working and developing independence from their family. Youth-oriented jobs and internships can provide an opportunity for youth to gain responsibility, career skills, and economic freedom. However, many County-provided career development, employment or independent living programs are not available within the City or in close proximity, rendering them largely inaccessible for Pleasanton youth. While some part-time jobs are available for Pleasanton's employment-ready youth, these jobs tend to be offered by retail stores.<sup>19</sup>



Hearst Elementary School students produce their own news show as part of the Afterschool Recreation Program.

### Program and Services for Children and Youth

Child care opportunities for infants are limited in Pleasanton, according to youth and adult participants. Some parents of children ages 0-6 shared that parenting skills, available, affordable and quality infant care, preschools, and opportunities for exercise and physical activity are the greatest needs for children ages 0 to 6. Participants recommended providing Mommy and Me classes, drop-in play time for children and opportunities for mothers to recreate and spend time together, and an indoor hang out space with programming for Pleasanton toddlers. However, most parents of children in this age group are prone to self-organizing and finding activities that work for them. Children 7 to 12 years of age are seeking opportunities and safe places to hang out, but opportunities are limited. Many parents are uncertain about how to spend unprogrammed time with their children or how to have experiences that include children of different ages.

<sup>18</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

<sup>19</sup> Groovejobs.com. Pleasanton Jobs: Summer, Teen, Part-Time Jobs in Pleasanton, California.

# Pleasanton

Youth Master Plan

Chapter

# 3



## Master Plan Framework







## Chapter 3: Master Plan Framework

Community members, City staff, and stakeholders established a planning framework for the Youth Master Plan outlining the community’s vision, values, and goals for the future. Strategies and partnerships needed to achieve the goals are included in Chapter 4 – Goals and Strategies.

Community members articulated a vision statement that describes a desired future for children, youth, and families in Pleasanton. The vision is supported by a series of value statements which present an underlying foundation of qualities the community aspires to bring to all their actions to achieve the goals and implement the strategies in this Plan. During Plan development, participants identified the need for implementation partnerships to be a part of the framework, since it was generally agreed that Plan goals could be achieved most effectively by working in partnerships with a variety of agencies and organizations.

### DEFINITIONS

The Elements of the Planning Framework include:

#### **Vision**

The vision describes the ideal future state for Pleasanton’s youth.

#### **Values**

Values express the desired characteristics of the community and its youth.

#### **Goals**

Goals represent broad courses of action to achieve the vision.

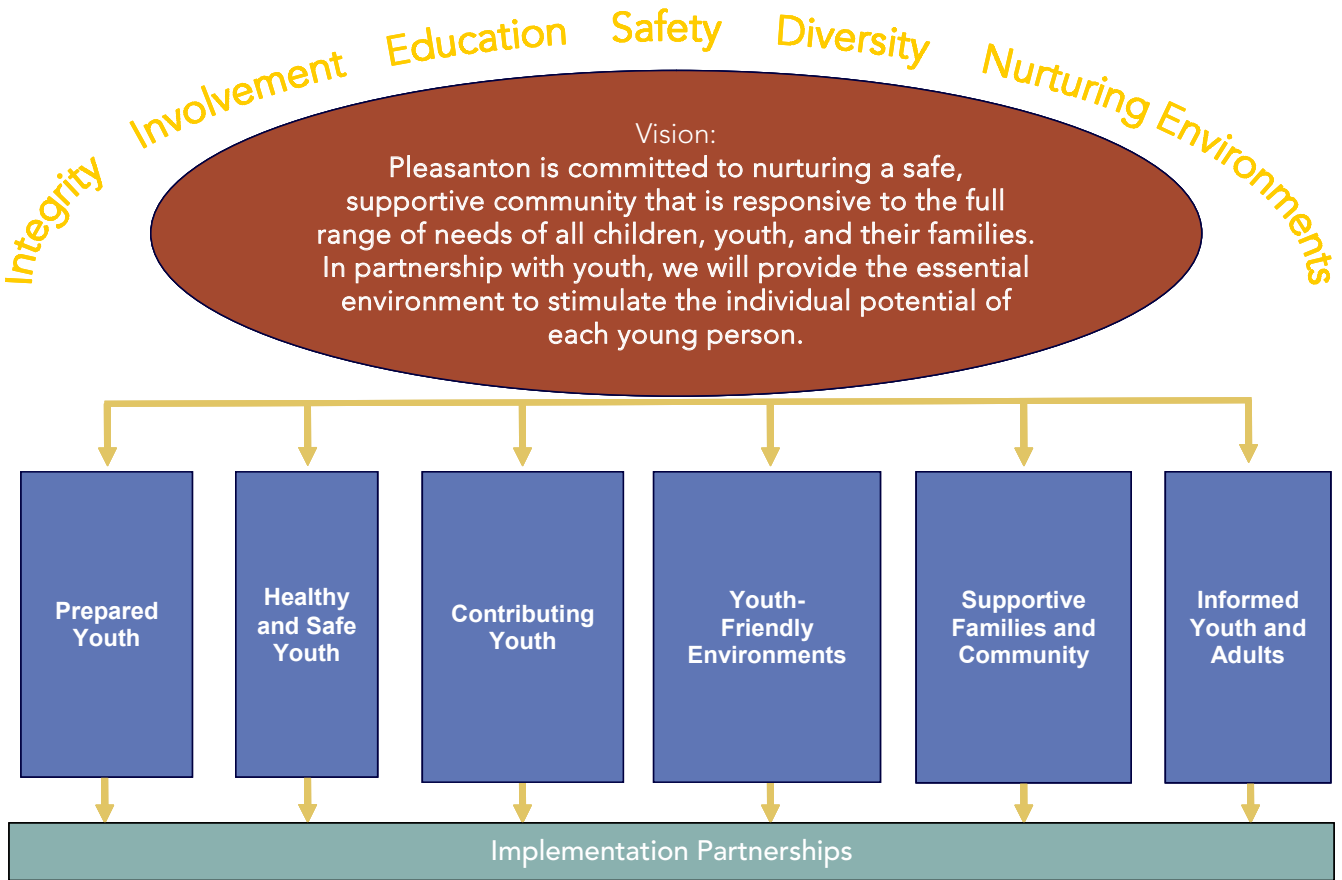


The Farmer’s Market contributes to the high quality of life in Pleasanton.

#### **Strategies**

Strategies describe plans of action designed to achieve the goals.

**MASTER PLAN FRAMEWORK**



**VISION, VALUES AND GOALS**

**Vision**

The City of Pleasanton is committed to nurturing a safe, supportive community that is responsive to the full range of needs of all children, youth, and their families. In partnership with youth, we will provide the essential environment to stimulate the individual potential of each young person.

**Values**

- **Integrity** – We are honest and responsible for ourselves and our actions.
- **Involvement** – Pleasanton children, youth and adults are active in community life; we engage with and support each other; and we work collaboratively to make Pleasanton a better place for all.

- **Education** – Our education professionals and facilities are among the best and our students strive to be high-performing and accomplished.
- **Safety** – We feel safe and comfortable at home, at school and while we participate in activities in our community.
- **Diversity** – We respect ourselves and each other and seek to understand and celebrate different abilities, ethnicities, cultures, experiences and interests.
- **Nurturing Environments** – We provide caring, supportive and age-appropriate spaces and places for children, youth and families to play, learn and grow.



Pleasanton parks supply opportunities for both programmed and informal or unprogrammed activities.

## Goals

### *Prepared Youth*

Children and youth are equipped with age-appropriate social, emotional, and educational skills and tools to manage the transition through their childhood and teen years into responsible young adulthood.

### *Healthy and Safe Youth*

Children and youth live balanced lives and their physical and mental well-being is supported. Children and youth are free to express themselves and are protected from bullying, emotional and physical harm, and drug and alcohol abuse.

### *Contributing Youth*

Children and youth are connected to community and school life, as well as their peers and family; and, they have opportunities to make meaningful contributions.

### *Youth-Friendly Environments*

Children and youth have safe access to and benefit from a variety of youth-oriented activities and spaces, where they can recreate, gather, and learn.

### *Supportive Families and Community*

Children, youth, and adults respect each other, communicate honestly, and interact in a manner that supports their individual needs, their families, and the community.

### *Informed Youth and Adults*

Children, youth, and adults are well aware of the wide range of programs and services available through the City, School District, and other providers to meet their needs and help them make informed choices.

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# Pleasanton

Youth Master Plan

Chapter

# 4



## Goals and Strategies





# Chapter 4: Goals and Strategies

Strategies define how the City of Pleasanton will achieve its vision and goals. Plan strategies were developed based on input from the community outreach process that included the web surveys, community workshop, stakeholder and focus group meetings.

Many programs and services provided by the City of Pleasanton are designed to meet the developmental needs of children and youth of specific ages. All programs and services are designed to be inclusive and accommodate children and youth with disabilities, consistent with the federal Americans with Disabilities Act (ADA) requirements. In some cases, community opinion required that the Plan include specific strategies to supplement these efforts for children and youth with special needs. The programs and services described in the strategies are consistent with this approach.

Goals and strategies in this Plan have been audited to ensure congruency with existing City planning documents and reports including: the Cultural Arts Plan, General Plan, and Human Services Needs Assessment.

## GOAL 1: PREPARED YOUTH

Children and youth are equipped with age-appropriate social, emotional, and educational skills and tools to manage the transition through their childhood and teen years into responsible young adulthood.

### Challenges

Strategies address the following challenges faced by children and youth in Pleasanton:

- Potential impacts on education from evolving economic conditions
- Career development, preparedness, and job availability

### Strategies

- 1.1 Build on and expand current programs and support services offered by the City, local youth-focused organizations, and schools and coordinate with classroom teachers to provide encouraging environments for children and youth.
- 1.2 Promote and increase awareness of existing local and regional social and educational programs and services including youth-oriented career programs and job fairs.
- 1.3 Provide technical and vocational skill training and support for youth of all abilities entering the workforce to support positive identity and empowerment in youth.
- 1.4 Work with local and regional organizations to develop internships, mentorships, training, and employment opportunities for youth of all career tracks, interests, and abilities.
- 1.5 Support efforts to develop programs to stimulate youth interest in business careers.
- 1.6 Provide life skills training, emotional support, and learning opportunities for children and youth of all abilities and encourage a commitment to learning.
- 1.7 Provide educational and training programs to serve children, youth, and adults of all cultural and ethnic backgrounds, including English-as-a-Second-Language (ESL) classes.

## Chapter 4

- 1.8 Develop programs targeted to reach high-risk children and youth who do not participate in existing support services.

### Partnerships

- Church groups/faith community
- City Commissions
- City Departments
- Cultural organizations
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- Workforce agencies and organizations
- Youth development organizations

## GOAL 2: HEALTHY AND SAFE YOUTH

Children and youth live balanced lives and their physical and mental well-being is supported. Children and youth are free to express themselves and are protected from bullying, emotional and physical harm, and drug and alcohol abuse.

### Challenges

Strategies address the following challenges faced by children and youth in Pleasanton:

- High levels of anxiety and depression
- High achievement pressures
- Fears of bullying or discrimination
- Potential for drug and alcohol abuse
- Participation in risky sexual activity

### Strategies

- 2.1 Encourage the development of mentoring and counseling programs for children and youth of all ages and abilities where peers can exchange experiences and support each others' physical and mental well-being.
- 2.2 Increase access, affordability and awareness for children and youth to receive confidential and professional counseling services.



Tri-Valley YMCA staff participate in a focus group.

- 2.3 Work with local agencies to improve services that address the safety and health needs of families, children and youth of all ages with special needs (such as developmental and physical disabilities, and severe allergies).<sup>1</sup>
- 2.4 Establish and support opportunities, programs, and support services for children and youth that reduce pressures related to peer relationships and social achievement.
- 2.5 Support the incorporation of external and internal assets (40 Developmental Assets) representing the relationships, opportunities, and personal qualities that young people need to avoid risks and thrive.
- 2.6 Create and support compelling educational programs that will improve identification of potentially destructive and abusive behaviors and promote the availability of affordable substance abuse services and counseling for all children and youth.
- 2.7 Encourage communication between children, youth and the Pleasanton Police Department to establish and increase effective relationships and facilitate understanding between children and youth, and the Department.

<sup>1</sup> City programs for children and youth are designed to be inclusive of special needs children and youth. Plan strategies are also assumed to be inclusive. This strategy is included to highlight programs designed to respond specifically for special needs children and youth and their health-related needs.





Arts and crafts activities encourage children and youth to work together.

- 2.8 Facilitate partnerships and encourage service coordination between the School District, public and private agencies, and local and regional health organizations to coordinate health services and ensure they are available and accessible for all children and youth of all ages and with special needs.
- 2.9 Identify and work with health care organizations to communicate to children, youth, and their families about available programs.
- 2.10 Develop partnerships to establish crisis teams, to increase preparedness, and to improve community response to child and youth emergencies.
- 2.11 Support programmed and informal recreation programs and activities for children and youth of all ages and abilities enabling constructive use of time.
- 2.12 Support opportunities that encourage self-expression and creativity.
- 2.13 Establish and support cultural enrichment activities and programs for children and youth of all ages.

**Partnerships**

- City Commissions
- City Departments
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations

- Pleasanton Cultural Arts Council
- Pleasanton Unified School District
- Public health organizations and initiatives
- Social service agencies

**GOAL 3: CONTRIBUTING YOUTH**

Children and youth are connected to community and school life, as well as their peers and family, and they have opportunities to make meaningful contributions.

**Challenges**

Strategies address the following challenges faced by children and youth in Pleasanton:

- Community service opportunities
- Increased participation in volunteerism
- Youth-voice in community decision-making

**Strategies**

- 3.1 Expand and promote existing volunteer and community service opportunities to provide children and youth with empowering opportunities to contribute to the community and learn from their experiences.
- 3.2 Develop youth-led processes and draw on youth as resources to increase youth participation in programs designed to promote health, safety, and environmental benefits.
- 3.3 Support youth efforts to contribute and influence their peers positively, including peer-to-peer mentoring programs and services for children and youth of all ages.
- 3.4 Involve children and youth in decision-making including the need for, and planning of, youth-oriented programs and spaces.
- 3.5 Increase opportunities for children and youth representation and involvement on City commissions and business and non-profit organization committees.
- 3.6 Develop opportunities for the Youth Master Plan Implementation Committee and Youth Commission to work together, integrate and simplify their missions, and implement the Youth Master Plan.

## Partnerships

- Church groups/faith community
- City Commissions
- City Departments
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- School youth club organizations
- Volunteer organizations

## GOAL 4: YOUTH-FRIENDLY ENVIRONMENTS

Children and youth have safe access to and benefit from a variety of youth-oriented activities and spaces, where they can recreate, gather, and learn.

### Challenges

Strategies address the following challenges faced by children and youth in Pleasanton:

- Limited opportunities for unprogrammed activities
- Increased demand for financial assistance and support services
- Lack of dedicated space or facility for youth and teens to hang out

### Strategies

- 4.1 Support the planning and development of a community facility or existing dedicated space that welcomes children and youth and meets their needs, interests, and abilities.
- 4.2 Explore the youth/community center opportunity on the Bernal Property.
- 4.3 Explore opportunities to provide flexible indoor and outdoor space to give children and youth opportunities to gather, recreate, and be creative.
- 4.4 Support the Library's capacity to meet the growing needs of children and youth of all ages.



Pleasanton youth give their input on Youth Master Plan goals and strategies.

- 4.5 Work with local businesses to develop a youth-friendly business program to expand affordable and safe locations for youth to gather Downtown.
- 4.6 Expand and promote the City of Pleasanton's child and youth activities by partnering with youth-oriented organizations to periodically host events.
- 4.7 Support access to affordable and high quality child care and health care services by promoting the expansion of existing, and the creation of new child care opportunities.
- 4.8 Facilitate the provision of safe, accessible, and affordable child and youth activities, facilities, and services.
- 4.9 Encourage a safe, convenient, and accessible multimodal transportation system that serves child and youth transit riders, bicyclists, and pedestrians of all abilities.
- 4.10 Support safety measures to ensure children and youth are protected when they travel to and from school.
- 4.11 Increase program awareness and youth participation in the Rides to School program and walk- and bike-to-school events.
- 4.12 Work with local partners to complete trail connections between neighborhoods, schools, and community spaces.



Families gather for movie night in the park.

- 4.13 Preserve, expand, and promote outdoor opportunities for children and youth, including public open space access, programs, and activities.

**Partnerships**

- Church groups/faith community
- City Departments
- Cultural organizations
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- Social service agencies

**GOAL 5: SUPPORTIVE FAMILIES AND COMMUNITY**

Children, youth, and adults respect each other, communicate honestly, and interact in a manner that supports their individual needs, their families, and the community.

**Challenges**

Strategies address the following challenges faced by children and youth in Pleasanton:

- Difficult relationships between youth and adults
- Play skills to improve youth and adult interactions

**Strategies**

- 5.1 Promote events, activities, and facilities that accommodate multiple generations, and families and persons of all physical abilities.
- 5.2 Support positive family communication to foster strong intergenerational relationships within families and the community.
- 5.3 Establish and support cultural enrichment events that reflect and celebrate Pleasanton’s diversity for children, youth, and adults in Pleasanton.
- 5.4 Support opportunities for children and youth to develop positive experiences and qualities that help influence choices they make to become caring and responsible people.
- 5.5 Expand existing parent education and family support programs for children, youth, and adults.

**Partnerships**

- Church groups/faith community
- City Departments
- Cultural organizations
- Local non-profit and youth-serving organizations
- Pleasanton Unified School District
- School youth club organizations
- Social service agencies



Opportunities for adults and youth to spend unprogrammed time together are important.

### GOAL 6: INFORMED YOUTH AND ADULTS

Children, youth, and adults are well aware of the wide range of programs and services, available through the City, School District, and other providers, to meet their needs and help them make informed choices.

#### Challenges

Strategies address the following challenges faced by children and youth in Pleasanton:

- Limited awareness of existing services
- Need for improved information source(s) and coordination

#### Strategies

- 6.1 Develop an outreach strategy, in cooperation with local partners, to increase awareness of existing programs for children, youth, and families in Pleasanton.
- 6.2 Explore and evaluate methods to centralize information about the availability of resources, programs, local activities, events, and services for children, youth, and families of all ages.

- 6.3 Evaluate the effectiveness of current distribution of the City's Activities Guide to all households; consider redirecting resources to electronic distribution, alternative marketing formats, and distribution of print copies through partner organizations to reach children, youth, and adults of different abilities and cultural backgrounds.
- 6.4 Increase usage of local cable channel, websites, and social networking applications, such as Twitter and Facebook, to help promote services for children, youth, and families.

#### Partnerships

- City Departments
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- Social service agencies
- Volunteer organizations



# Pleasanton

Youth Master Plan

Chapter

# 5



## Implementation





## Chapter 5: Implementation

The Youth Master Plan presents a long-term vision, goals and strategies for meeting the needs of children and youth in Pleasanton. The Plan, which was developed with substantial input from the public, provides guidance to elected officials, commission members, City and School District staff, community leaders, and youth serving organizations on how these needs can be met.

Pleasanton City Council and School District Trustees provide leadership on City and District wide priorities and allocate resources to achieve these priorities. Through these resource allocations, they help determine departmental work plans. The Youth Master Plan serves as a guidance document and can be used to influence these priorities and related work plans. The Plan has also been written in alignment with existing master plans; therefore, some strategies may be implemented through resources directed to meet strategies in these existing documents.

While many of the strategies in the Plan emphasize continuing or expanding existing programs and services, some strategies may require additional resources and partnerships. The YMPIC and Youth Commission are well-positioned to create a working relationship where they can provide strategic direction on Plan priorities.

Pleasanton staff will play an important role in implementation. Staff can refer to Plan strategies when seeking to modify existing programs and services or when developing new programs. Working in cooperation with local organizations, staff can conduct a review of programs and services offered in Pleasanton and conduct a gap analysis to identify duplication



A child participates in the Tennis Center's Halloween event.

of services. With this information, staff will be well-positioned to contact community groups and organizations to develop partnerships, explore joint programming opportunities, and support efficient use of resources.

Partnerships can also help expand the resources available for funding. Within the City of Pleasanton and the Tri-Valley region there are a number of foundations who provide grant funding for projects that support children, youth and families. Each grantor has specific funding and eligibility requirements. Since public agencies are often ineligible for these funds, it will be important for an eligible non-profit organization to apply for these funds to implement the Plan. Many funders will prioritize funding for projects that are developed through community partnerships and that are consistent with agency plans that were developed with substantial community involvement. Partner organizations applying for grant funding for projects identified in the Plan can reference the extensive community participation process that was used to develop the Plan as evidence of community support.

Grants from foundation sources are typically allocated through a competitive application process. Grant awards vary dramatically based on the financial resources and funding criteria established by each agency. The following list includes a sampling of the foundations in the area that provide funding for programs and services supporting children, youth and families.

- City of Pleasanton Community Grant Program
- Dreyer's Foundation
- Pleasanton Partnerships in Education
- Safeway
- Shakelee Cares
- Taylor Family Foundation
- The Clorox Company Foundation

## PROGRESS INDICATORS AND PERFORMANCE MEASUREMENT

Performance measurement is an important activity that should be addressed as strategies are implemented. Performance measurements help the City and School District track progress on their efforts. It also helps determine if strategies and goals are being achieved.

For Pleasanton, progress indicators and performance measurement can be somewhat challenging; as the Plan describes, conditions for children and youth in Pleasanton are positive and a variety of programs and services are available. Common indicators used by other communities include tracking conditions for children and youth such as obesity rates, juvenile crime statistics, and graduation rates. In Pleasanton these conditions are positive, and tracking them to identify progress or performance may be of little assistance. Pleasanton is well poised to develop strong preventative programs through the identified goals and strategies. Many of the issues and challenges described in the Plan can be addressed through programs and services that focus on preventive measures and provide support for physical, mental, social and academic well-being. While the success of preventive measures can be difficult to track, there are several indicators that can be used to show progress.

As strategies are prioritized for implementation, it is recommended that progress indicators be identified in advance so that the appropriate data is available to help determine the progress being made.

Depending on which strategies are prioritized, some positive indicators may include:

- Increased participation in programs and services
- Expanded programs and services that occur as a result of community partnership
- Reduced duplication of services
- Positive trending on mental and social health data tracked by the District and regional organizations
- Increased participant satisfaction as measured by program and service evaluations





Little League baseball is a popular program offered in the City.

- Increased awareness of program and services for children, youth and families as measured by a web-based survey conducted bi-annually
- Expanded financial support for strategy implementation from non-governmental sources

Continuing to monitor the conditions which remain strong in this community will help to compliment the indicators collected for the implemented strategies. It is recommended that the YMPIC and Youth Commission work collaboratively to select priority strategies for implementation and develop a regular review process to determine the progress being made.

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# Pleasanton

Youth Master Plan



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# Pleasanton

Youth Master Plan

Appendix

# A



## Environmental Scan Summary





## INTRODUCTION

The City of Pleasanton facilitated a community-based planning process to update its Youth Master Plan (YMP), a comprehensive plan to address the needs and interests of Pleasanton's youth ages 0 to 19. This Environmental Scan Summary presents the results of the research and outreach process, the objectives of which were to solicit community input on assets, challenges and opportunities related to youth development in the City of Pleasanton. It also briefly describes conditions and trends in the community which have occurred since the previous Master Plan was completed in 2001, which may influence youth needs and interests and how they are met.

To generate this information, the Project Team, which included City staff and members of the Youth Master Plan Implementation Committee (YMPIC), with assistance from planning consultants MIG, Inc. (MIG), conducted a variety of community outreach environmental scan activities involving youth, parents, educators, community organizations, policy-makers, businesses, and many other stakeholders. Environmental Scan activities included 30 focus groups with a wide range of community members, nearly 30 interviews with key decision makers and opinion leaders, and an online youth and adult survey with 357 youth and adult respondents.

This summary outlines the major themes that emerged from the environmental scan activities and sets the foundation for the development of a strategic framework for the YMP.

### Project Overview

Pleasanton residents are very engaged and active in their community, especially on youth-related issues. In response to this, the City developed a process that relied heavily on community participation and input. Youth and adult members of the YMPIC were hands-on in the development of this process. The process was divided into three distinct phases. The first phase was to conduct an Environmental Scan that included extensive public participation and review and analysis of data describing community conditions and trends. This document summarizes Phase One.

Phase Two focused on the development of a strategic planning framework and documenting community meeting results. The strategic planning framework functions as the

Youth Master Plan's organizing structure. It identifies a guiding vision statement, supported by goals and strategies that illustrate the major actions necessary to move the City and School District towards realizing its vision for Pleasanton youth. Phase Three is the development of the Master Plan document, the Draft Master Plan community review period, the presentation of the Master Plan to the City Council and the Pleasanton Unified School District (PUSD) School Board, and the finalization and publication of the Youth Master Plan.

### Environmental Scan Activities

The project team solicited input through a broad range of activities. City staff and MIG project team members met regularly to coordinate the planning process and environmental scan activities. The environmental scan phase included the following activities:

- **YMPIC and Ad Hoc Committee** – The YMPIC Ad Hoc Committee devoted its meeting agendas for the project period to guiding the Master Plan process. The Ad Hoc Committee was very involved in the development of the Plan. Ad Hoc Committee members provided direct feedback and review assistance on the Plan process and outreach materials prior to the YMPIC. YMPIC members participated in training activities and conducted outreach activities. The Ad Hoc Committee provided additional review assistance on Plan activities and made recommendations to the YMPIC.
- **Stakeholder Interviews** were conducted with key decision makers and opinion leaders regarding the Plan. Interviewees were selected based on recommendations from the Ad Hoc Committee. Participants interviewed included: a City Council member, the Mayor, the City Manager, the School Board President, the School Superintendent, Commission members, City staff from various youth-serving departments, and teachers and counselors from a variety of schools.
- **Web survey** for youth (up to the age of 22) and adult (over the age of 22) community members hosted on the City's website. The survey captured the opinions of 357 community members in Pleasanton, including 164 youth and 193 adults. The purpose of the web survey was to

determine the needs of Pleasanton youth and compare and contrast perceptions between youth and adults. The survey was available July 31 through September 30, 2009.

- **Focus Groups** were held with 30 groups in Pleasanton during May through August, 2009. Participants included teens, summer campers, YMPIC youth and adult members, youth music groups, Youth Commission members, child care providers, teachers and school administrators, and parent groups. Groups consisted of 3 to 17 people, and more than 170 community members participated in these discussions. YMPIC members led focus groups, took detailed notes of the discussions, and helped to recruit participating groups. Facilitation assistance was provided by City staff.

To support the key findings from the Environmental Scan activities, data from the Tri-Valley Adolescent Health Initiative (TVAHI) Regional Research Findings Report, the Pleasanton Police Department 2009 Annual Report, the California Healthy Kids Survey, Alameda County Health Department reports, the PUSD School Accountability Report Cards, research conducted by the Search Institute, various youth-oriented research journals and reports, and other City data are referenced in the document.

This Environmental Scan is organized into four main sections:

## **I. Assessing Pleasanton's Children, Youth and the Community**

The first section of this document identifies the community assets, community characteristics, and trends in Pleasanton and how they relate to youth in the City.

## **II. Challenges Facing Pleasanton's Youth**

The second section of this Scan discusses the challenges faced by Pleasanton's youth identified through the environmental scan activities. Challenges include: social and mental health issues, limited opportunities for informal or unprogrammed activities, barriers to participation, and specific needs of youth and children.

## **III. Opportunities for Pleasanton's Youth**

Opportunities that should be considered as we plan for Pleasanton's youth are described in this section.

## **IV. Summary**

The final section of this Environmental Scan focuses on the next steps of the Youth Master Plan process.

## **I. ASSESSING PLEASANTON'S CHILDREN, YOUTH AND THE COMMUNITY**

The input of the Youth Master Plan Implementation Committee, City staff, web survey participants, focus groups, and stakeholder interview participants, as well as research and analysis of existing conditions in Pleasanton, was integral to the collection of information about the environment of today's youth in Pleasanton. Outreach participants and professional observation and analysis revealed the positive qualities and current conditions of Pleasanton's youth environment.

### **Community Assets**

Most outreach participants spoke highly of the quality of life and community in Pleasanton. Through the activities conducted for the Environmental Scan, outreach participants identified the elements and community and youth developmental assets that make Pleasanton a great place to live for residents of all ages. Children and youth need developmental assets that discourage at-risk behavior and support constructive experiences to help them grow up healthy, caring, and responsible. These assets are described in a nationally accepted framework known as the 40 Developmental Assets.<sup>1</sup> Studies show that the more developmental assets young people have, the less likely they are to engage in a wide-range of high-risk behaviors and the more likely they are to thrive.<sup>2</sup>

Participants described Pleasanton's safe, small town atmosphere as wonderful for children, youth, and families. Several focus group and web survey participants noted the high quality schools and parks. Participants also noted the proactive nature of the School District and the adult education opportunities. There is a strong focus and commitment to academics among residents and the proximity of local schools to residential neighborhoods is also valued.

<sup>1</sup> Search Institute. *What Kids Need: Developmental Assets*. Minneapolis, Minnesota.

<sup>2</sup> *Ibid.*

Numerous focus group participants described the City’s sense of community and identified it as a key asset. The community is safe, supportive, and friendly. Participating residents appreciate the Police Department and the City service providers who create a secure, well-maintained, and clean environment.

Outreach participants spoke favorably of the location and design of the City. San Francisco, San Jose, and public transit providers such as BART and the Altamont Commuter Express train are easily accessible from Pleasanton. Community members appreciate the weather and the topography of the area, which provides popular hiking spots for residents and establishes a boundary for the City.

Participants identified activities and attractions within the City and nearby that contribute to the City’s quality of life such as the County fair and fairgrounds, shopping areas, the downtown area, and various museums. Participants also enjoy the variety of events that occur including the Farmer’s Market, Shakespeare in the Park, Soccer Parade, Band Reviews, 1st Wednesday Street Party, and Concerts in the Park. The City hosts a variety of sports programs and recreation opportunities, as well as extracurricular offerings that are well attended by residents. Some youth focus group participants expressed their gratitude for the freedom to do and be what they want to be in Pleasanton. Gyms and facilities, such as the Dolores Bengtson Aquatic Center and skate parks, were described as valuable assets to the community.

Participants appreciate the City’s interest in the community and recognize how programs and policies change to fit residents and kids’ needs. City staff and elected officials are open to input and encourage civic engagement. In response, Pleasanton is a civic-minded and active community.

Pleasanton children and youth, generally, are well supported by external assets in their school, home and peer environments. The majority of PUSD fifth grade students experience a positive and supportive school environment (63 percent), home environment (86 percent), and peer environment (58 percent).<sup>3</sup>

<sup>3</sup> California Healthy Kids Survey. *Key Findings, 5th grade, Fall 2007, Pleasanton Unified School District.*

### Community Demographics

Since the 2001 Youth Master Plan was completed, the Pleasanton community has grown and become more ethnically diverse. Between 2000 and 2008, the population of Pleasanton increased from 63,654 to 70,700. The City’s population is projected to increase to 73,767 by 2015.<sup>4</sup> In 2000, 74.6 percent of the City’s population identified themselves as White, 10.8 percent identified themselves as Asian, and 7.3 percent identified themselves as Hispanic or Latino. The number of residents who identify themselves as Asian and Latino or Hispanic increased between 2000 and 2008.<sup>5</sup> These changes are detailed in Table 1.

Table 1. Ethnic Composition in Pleasanton from 2000 to 2008<sup>6</sup>

Ethnicity	Percentage of Pleasanton Population	
	2000	2008
White or Caucasian	74.6%	61.6%
Asian	10.8%	17.7%
Latino or Hispanic	7.3%	9.6%
Black or African American	1.3%	1.9%
Other Race	6.0%	9.2%

Comparatively, the PUSD student body’s ethnic composition in 2010, as described in Table 2 on the next page, varies from the citywide ethnic characteristics. The PUSD student body includes a larger percentage of people who identify themselves as Asian and a smaller percentage of people who identify as White or Caucasian and Latino or Hispanic than citywide.

<sup>4</sup> City of Pleasanton. *General Plan 2005-2025.*

<sup>5</sup> American Community Survey, Pleasanton, California 2006-2008.

<sup>6</sup> *Ibid.*

**Table 2. Ethnic Composition in Enrolled PUSD Students (2010)<sup>7</sup>**

Ethnicity	Percentage of Student Body (2010)
White or Caucasian	56.7%
Asian	30.7%
Latino or Hispanic	8.4%
Black or African American	2.2%
Other Race	2.0%

Demographic changes in Pleasanton may affect programming choices, interests and participation. Outreach participants suggested, based on personal opinions, that the income gap between low-income and middle income households appears to be widening. These comments may be reflective of the fluctuating economic conditions occurring during Plan development. Since the 2001 Youth Master Plan was completed, the City of Pleasanton has generally experienced a stable and healthy economy with an average unemployment rate of 2.1 percent, as compared to the unemployment rate of 4.5 percent for Alameda County. Information provided by the U.S. Bureau of Labor Statistics indicates that these conditions have been changing since 2008, with the unemployment rate trending upward. As of March 2010, the City’s unemployment rate was 6.1 percent and the unemployment rate for Alameda County was 11.5 percent. Some participants further suggested this may lead to increased demand for scholarships and free or reduced price programming.

**Crime and Safety**

Pleasanton is considered and continues to be a safe place to live. The City of Pleasanton Police Department Annual Report (2009) celebrates another very low crime rate in 2009. The City experienced 19.5 Part I crimes per 1,000 population, the lowest per capita crime rate in 22 years.<sup>8</sup>

Some outreach participants noted that there was some level of gang activity in the community. For example, in October 2004, the Police Department separated the City’s first street

gang by arresting seven members.<sup>9</sup> One year later, the Pleasanton Police Department and the Pleasanton Unified School District held a workshop to heighten awareness of gang activity.<sup>10</sup> Though the level of gang activity is minimal compared to other communities, several participants noted it was important that action is taken and continually monitored to ensure that gangs do not gain a foothold in the City. The Police Department actively participates in several youth outreach and education programs to help prevent crime, such as In-House Juvenile Diversion Program, DARE, and Teen Academy, among several others.<sup>11</sup>

**High Quality Education**

Pleasanton provides excellent education opportunities. The Pleasanton Unified School District (PUSD) student Academic Performance Index (API) test scores consistently rate higher than County and State average scores.<sup>12</sup> In 2008, the PUSD graduation rate was 97.8 percent, compared to 82.8 percent in the County and 80.2 percent in the State.<sup>13</sup> A number of these graduates (61.5 percent) leave high school having taken University of California and/or California State University required courses, compared to 46.7 percent in the County and 33.9 percent in the State.<sup>14</sup>

The vast majority of Pleasanton high school graduates attend higher education. PUSD data indicate that approximately 60 percent of graduates attend a four-year college or university, 33 percent attend a two-year college or university, and less than one percent attend a trade school.

**Health and Fitness**

The majority of Pleasanton children and youth are active and engage in a physically healthy lifestyle. Statewide studies indicate that the number of adolescents who are physically

<sup>7</sup> Pleasanton Unified School District. Data Processing Division. March 2010.

<sup>8</sup> Pleasanton Police Department. 2009 Annual Report.

<sup>9</sup> Cecilia M. Vega. *City’s big sweep for small gang*. San Francisco Chronicle. October 2, 2004.

<sup>10</sup> Lea Blevins. *Authorities talk about Valley’s gang activity*. Oakland Tribune. November 12, 2005.

<sup>11</sup> Pleasanton Police Department. 2009 Annual Report.

<sup>12</sup> California Department of Education Educational Demographics Unit (2009). *Pleasanton Unified School District Report*.

<sup>13</sup> *Ibid.*

<sup>14</sup> *Ibid.*



inactive is increasing in California.<sup>15</sup> Regular physical activity and a healthy diet are important components in the fight against obesity and chronic conditions.<sup>16</sup> Fortunately, Pleasanton youth defy these statewide trends; the majority of youth in the community recreate and are in good health. Research indicates that 20 percent of 9th graders in Pleasanton are overweight and 23 percent are aerobically unfit.<sup>17</sup> When compared to the County or statewide averages, these percentages are relatively low. Over half of high school students in Pleasanton surveyed by the TVAHI (59 percent) see themselves as in-shape and 13 percent see themselves as obese.<sup>18</sup> These surveyed students are also quite active; 25 percent exercise four to six times per week outside of school and 28 percent exercise one to three times.<sup>19</sup> Similarly, 60 percent of TVAHI-surveyed fifth grade students exercise five days per week or more.<sup>20</sup> Despite the healthy physical condition of Pleasanton youth, it is important to continue to encourage and support physical activity and health among youth ages 0 to 19.

## 40 Developmental Assets

Defined by the Search Institute, the 40 Developmental Assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.<sup>21</sup> The Search Institute's extensive research in youth development, resiliency, and prevention includes studies of more than 2.2 million youth. The 40 Developmental Assets are positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults. Developmental assets are tailored to the following age groups: ages 3 to 5; ages 5 to 9; ages 8 to 12; and, ages 12 to 18. External assets include support, empowerment, boundaries and expectations, and constructive use of time. Internal

<sup>15</sup> Susan H. Babey, Allison L. Diamant, E. Richard Brown and Theresa Hastert. *California Adolescents Increasingly Inactive*. UCLA Health Policy Research Brief. April 2005.

<sup>16</sup> *Ibid.*

<sup>17</sup> Tri-Valley Adolescent Health Initiative. *Tri-Valley Adolescent Health Initiative Regional Research Findings Report*.

<sup>18</sup> Tri-Valley Adolescent Health Initiative. *Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey*.

<sup>19</sup> *Ibid.*

<sup>20</sup> California Healthy Kids Survey. *Key Findings, 5<sup>th</sup> grade, Fall 2007, Pleasanton Unified School District*.

<sup>21</sup> Search Institute. *What Kids Need: Developmental Assets*. Minneapolis, Minnesota.

assets include commitment to learning, positive values, social competencies, and positive identity.<sup>22</sup>

## II. CHALLENGES FACING PLEASANTON'S YOUTH

Pleasanton is a strong community poised to address opportunities for improvement, particularly in providing for the health, safety, and well-being of the community's youth today and into the future. The following list of concerns and issues for Pleasanton's youth were developed based on a review and analysis of community input and of demographic, health, and youth-oriented research (such as the California Healthy Kids Survey, the Search Institute, and the TVAHI). The following concerns were identified by adult and youth participants as significant and of great priority and include: social and mental health issues; limited opportunities for informal or unprogrammed activities; evolving economic conditions; transportation; income and affordability; job availability and career development; and programs and services for children and youth.

### Social and Mental Health Issues

Environmental Scan outreach and research activities and materials revealed social and mental health challenges that Pleasanton youth face including: achievement pressures, anxiety and depression, bullying or discrimination, drug and alcohol abuse, difficult relationships between youth and adults, and risky sexual activity.

#### *Achievement Pressures*

Within the Pleasanton community, the pressure to achieve is high and pervades youth residents' daily life. Over half of secondary school students surveyed by the California Healthy Kids Survey (seventh, ninth, and eleventh grades) experience a school environment with high expectations and less than one fourth feel they meaningfully participate in school.<sup>23</sup> Several interview participants commented on the priority that parents and adults place on higher education and noted that youth feel pressured to succeed. Along with this feeling comes

<sup>22</sup> *Ibid.*

<sup>23</sup> California Healthy Kids Survey. *Key Findings, Secondary, Fall 2007, Pleasanton Unified School District*.

## Appendix A

a fear of failure that can be highly stressful for youth. It was suggested that some adults begin pressuring youth to prepare for the college admissions process as early as middle school. This is accomplished by maintaining a rigorous calendar of extracurricular activities, community service, and other skill-building activities. Youth web survey participants indicated they do not participate in programs and activities in the City because they do not have enough time.

Focus group participants believe that stress about school is a tremendous challenge for youth in Pleasanton. The vast majority of high school students in Pleasanton surveyed by the TVAHI identified academics as the biggest cause of stress in their lives (82 percent); the future is another cause of stress in over half (56 percent) of students' lives.<sup>24</sup> The pressure to achieve has increased over the years and the standards have changed; youth are now pressured to overachieve. Youth are overloaded with homework, class load and related stress during the school year, forcing many of them to consider summer school. Students also report experiencing stress related to fitting in. Some participants reported that Village High School has a higher teacher-to-student ratio, enabling more students to succeed.

### *Anxiety and Depression*

Pleasanton's youth population faces anxiety, stress, and depression. Most web survey and focus group participants cited anxiety and depression issues as one of the most important issues or challenges facing youth. One quarter (25 percent) of high school students in Pleasanton surveyed by the TVAHI report that they never seek counseling for issues such as stress, depression or family problems; 23 percent sought help in the past year.<sup>25</sup>

In Pleasanton, the proportion of students who identified their future as a major cause of stress in their lives increased with grade level (from 29 percent among 6th graders to 63 percent of 12th graders).<sup>26</sup> Some stakeholder interview participants commented that many children and youth suffer

mental health issues related to achievement pressures. Those working with children and youth in the schools noted that anxiety and depression appear to be common ailments among Pleasanton teens. Those counseling youth commented that anxiety and depression is on the increase in teens in general. Some participants noted they are also seeing elementary school age children in Pleasanton with these ailments and related achievement pressures. Although Pleasanton youth are active and engaged in recreation activities, a few youth focus group participants experience depression as a result of obesity and not enough time spent outside. Self-inflicted injury hospitalization is high among females 15 to 24 years of age in Alameda County.<sup>27</sup> Several interview participants mentioned there were two suicides in 2007. They also spoke favorably of actions taken by the School District to reach out to the community and increase awareness of potential warning signs. Some focus group participants, however, were critical of PUSD's inability to address students' struggles and recognize mental health issues. This could, in part, be due to the District's counselor-to-student ratio; in most cases one counselor is assigned to over 400 students. PUSD counselor-to-student ratios are identified by grade level as follows:

- High school – 1 counselor: 463 students;
- Alternative education – 1 counselor: 220 students;
- Middle school – 1 counselor: 469 students; and
- Elementary school – 1 counselor: 1,374 students.<sup>28</sup>

Some focus group participants are concerned that the school counselors and teachers may not fully recognize students with mental health symptoms and the students may be treated as if their issues are behavioral or social problems. These students may be periodically transferred to a different school to address these problems instead of the students receiving counseling services or related support earlier.

<sup>24</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

<sup>25</sup> *Ibid.*

<sup>26</sup> Tri-Valley Adolescent Health Initiative. Tri-Valley Adolescent Health Initiative Regional Research Findings Report.

<sup>27</sup> Alameda County Public Health Department. *Alameda County Health Status Report 2006*. May 2006.

<sup>28</sup> Pleasanton Unified School District. 2009-2010 Enrollment and Counseling data.

## *Bullying or Discrimination*

While Pleasanton is a safe place for children, youth, and teens, many outreach participants identified bullying as a major challenge for the City's young people. Pushing behavior is a form of harassment or bullying commonly used among elementary level youth.<sup>29</sup> Bullying was identified as a major issue by male youth web survey participants ages 8 to 13 and youth participating in outreach focus groups. Some participants reported bullying in middle school to be a prevalent problem. A focus group including middle school youth confirmed this by citing bullying and harassment as the biggest issue they face. Over one-third (38 percent) of fifth grade students have been bullied and a small percentage brought a gun or knife to school in the past year.<sup>30</sup> Nearly one-third (28 percent) of seventh grade students surveyed by the California Healthy Kids Survey have been harassed, 19 percent had been in a fight, and 21 percent were afraid of being beaten up at school in the last 12 months.<sup>31</sup>

Some high school students believe bullying is more likely to go unreported in high school. The vast majority of high school students surveyed by the TVAHI (84 percent) feel that the majority of students at their school generally accept them for who they are.<sup>32</sup> These respondents, though, report experiencing discrimination at school based on race/ethnicity (22 percent), appearance (28 percent), and social group (23 percent). Adult web survey participants appeared to be less aware of bullying than youth web survey participants.

Some outreach participants identified a lack of awareness about diversity and racism as major issues among Pleasanton youth. Although Pleasanton's demographics are changing, some outreach participants expressed concern that having a limited understanding of cultural differences can lead to stereotyping.

<sup>29</sup> California Healthy Kids Survey. *Key Findings, 5<sup>th</sup> grade, Fall 2007, Pleasanton Unified School District.*

<sup>30</sup> *Ibid.*

<sup>31</sup> California Healthy Kids Survey. *Key Findings, Secondary, Fall 2007, Pleasanton Unified School District.*

<sup>32</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

## *Drug and Alcohol Abuse*

Many outreach participants identified the accessibility of drugs and alcohol as a top challenge for Pleasanton's youth. High school students identify alcohol and drug use (52 percent) and driving under the influence (58 percent) as very important health topics in Pleasanton.<sup>33</sup> Over half (56 percent) of PUSD eleventh grade students have consumed at least one alcoholic drink in their life and nearly one third (28 percent) have tried marijuana.<sup>34</sup> Nearly one-fifth (19 percent) of PUSD eleventh grade students surveyed by the California Healthy Kids Survey binge drank alcohol within the last month.<sup>35</sup>

Youth web survey and focus group participants cited boredom as a major gateway to drug and alcohol use. High school students in Pleasanton surveyed by the TVAHI believe that teens use drugs and/or alcohol because they enjoy the feeling it gives them (67 percent), want to fit in (51 percent), and are stressed and/or bored (46 percent).<sup>36</sup> Youth focus group participants described parties as being rambunctious and difficult to avoid for fear of social rejection. Interview participants who worked closely with youth and parents of youth talked about how Pleasanton youth are regularly exposed to drugs and alcohol. They explained that there are sometimes few consequences for getting caught with drugs and alcohol.

There are frequent opportunities for youth to drink alcohol and gain access to drugs. Fortunately, interview participants who work with youth estimate the number of youth who abuse drugs and alcohol to be a small percentage of the youth population. These participants noted that most adults would be surprised by how readily available alcohol and drugs, especially marijuana, are in the community. They described harder drugs as available, but not as readily. They also cited examples of absentee parents who pay little attention to their kids' behavior or parents who believe that providing a safe place for teens to drink is a responsible way to manage underage drinking. Participants who work with youth in the schools noted that crime statistics do not fully reflect incidents of drug

<sup>33</sup> *Ibid.*

<sup>34</sup> California Healthy Kids Survey. *Key Findings, Secondary, Fall 2007, Pleasanton Unified School District.*

<sup>35</sup> *Ibid.*

<sup>36</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

## Appendix A

or alcohol abuse since these statistics reflect reported crimes, not the actual incidents that occur.

### *Difficult Relationships Between Youth and Adults*

A number of youth outreach participants described their relationship with their family as difficult and described family stress and relationships as a key issue or challenge. Youth web survey participants described getting along with parents or family members as a top issue facing Pleasanton's youth. Focus group participants described parents as overworked, leaving them with little time available for family.

Outreach participants recognized the need for youth to find their identity and develop independence from their parents. They identified a lack of skills among parents in dealing with the challenges of raising children. Some parents struggle with communicating face-to-face about sensitive topics with their children. Youth participants report that they struggle to gain their parents' trust.

### *Risky Sexual Activity*

A few outreach participants mentioned parental denial about sexual activity as an important issue facing youth today. They also report sexual activity, pregnancy, and sexually transmitted diseases as important issues among Pleasanton youth. High school students in Pleasanton surveyed by the TVAHI rate birth control and sexually-transmitted infections (STIs) as very important health topics in Pleasanton.<sup>37</sup> According to participants, there is pressure among Pleasanton youth to engage in sexual activity. One focus group cited a high level of sexual activity among eighth grade students in Pleasanton.

Though not called out by a significant number of outreach participants, local data suggests this topic should be included in this report. Tri-Valley youth note the importance of waiting to have sex; however, many feel uncertain that they could say "no" to a partner who wanted to have sex.<sup>38</sup> Between 2000 and 2002, there were 218 births to Tri-Valley teenage mothers.<sup>39</sup> This represents three percent of the countywide birth

rate. The teen birth rate in the Tri-Valley was 14 births for every 1,000 females ages 15 to 19 (1.4 percent per 1,000).<sup>40</sup> The Alameda County teen birth rate was 33.6 per 1,000. Both rates are lower than the California rate of 45 births per 1,000 (4.5 percent per 1,000).<sup>41</sup>

The rate of STIs is much lower in the Tri-Valley than that of Alameda County (less than one-third of the county rate). The rate, however, has been increasing in the Tri-Valley and decreasing in the County in recent years.<sup>42</sup> In California, one-fourth of teens have been sexually active and, of these, nearly half did not use a condom the first time they had sex.<sup>43</sup> While the rate of teen births and STIs is declining, risky sexual activity remains an issue facing Pleasanton youth.

### **Limited Opportunities for Informal or Unprogrammed Activities**

Participants shared that many youth believe "there is nothing to do" in Pleasanton. By this they mean that outside of programmed sports and activities, the community has little to offer children and youth. Pleasanton does not have a movie theater, bowling alley or other spaces that serve youth.

There are few options available for children and youth who are not active in team sports and organized activities. City staff participants described some success they have had with engaging youth interested in performance in more individualized activities such as improvisational theater and open mic performances. These activities encourage regular participation but do not require one to be a member of a team, league or club. Many participants discussed the need for a teen center or a gathering space for youth. They called out that the City has limited gathering spaces for youth, whether they are publicly or privately owned. Other communities such as Dublin and Livermore were named as having youth centers or downtown community spaces or businesses where youth are welcome and which are youth-friendly.

<sup>40</sup> *Ibid.*

<sup>41</sup> Alameda County Public Health Department. *Alameda County Health Status Report 2006*. May 2006.

<sup>42</sup> Alameda County Public Health Department. *Tri-Valley Health Profile 2005*.

<sup>43</sup> California Health Interview Survey Ask CHIS Data Query System, copyright 2003 by the Regents of the University of California, all rights reserved.

<sup>37</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

<sup>38</sup> Tri-Valley Adolescent Health Initiative. Tri-Valley Adolescent Health Initiative Regional Research Findings Report.

<sup>39</sup> Alameda County Public Health Department. *Tri-Valley Health Profile 2005*.



## *Play Skills to Improve Youth and Adult Interactions*

Play or free time is a proven catalyst to personal happiness, productivity, creativity, and innovation.<sup>44</sup> The properties of play include: apparent purposeless, voluntary, inherent action, freedom from time, diminished consciousness of self, improvisational potential, and continuation desire. Learning how to stay playful in an age-appropriate way, while taking on adult responsibilities, is one of the most important tasks during adolescence.<sup>45</sup>

Outreach participants provided a wealth of ideas to meet the play needs of Pleasanton youth. Participants suggested providing more art programs including: art facilities for children and youth such as drop-in art studios, interactive art programs, and a graffiti art mural project. Other suggested classes included: cooking, gardening, line dancing, and break dancing.

Focus group participants described Pleasanton students as being over-scheduled, short on free time, and lacking balance in their lives. Nearly half of high school students in Pleasanton surveyed by the TVAHI report a lack of free time as a big cause of stress in their lives.<sup>46</sup> Several participants stated that they believed that many parents and children and youth lack play skills. Many parents are not familiar with what they might do when spending unprogrammed time with their child. Youth are often quick to resist new suggestions, and instead seek the comfort of video games or television. Parents want their children to be successful and make sure their free time is well-used. They often believe that structured activities are the most important way to achieve success. Some outreach participants suggested that parenting classes or training activities be provided to help teach parents how to interact with their children. These classes could help parents understand the role of play in youth development and stimulate some ideas for initiating different activities. Many parents also support programs to help them deal with youth of differ-

ent ages and suggest methods to successfully bring the family together.

## **Evolving Economic Conditions**

While the unemployment rate in Pleasanton in August 2009 was 5.9 percent, lower than in the County (11.7 percent) and the State (12.2 percent)<sup>47</sup>, the rate is double what it has been in the recent past (3.1 percent in 2008 and 2.3 percent in 2007). The City, along with the rest of the state and country, is experiencing an economic downturn. Across the United States, tax revenue is down and the housing market is slow. This has created uncertainty and economic instability in many communities. In Pleasanton, some two-income households are relying on one income, forcing parents to tighten spending on non-essential items. In some cases, this may include recreation programs, league fees, social activities, and various services. Focus group participants report that economic conditions impact stability at home.

## *Impacts on Education*

Pleasanton has long been known for its high-quality schools. However, in the current budget climate, the PUSD had to make significant budget reductions for the 2009-2010 school year. Program reductions included the following: student academic intervention programs; restructuring of athletic/student activities/enrichment programs; increases in class size from 20 to 25 students; and the elimination of some Counselor, Counseling Assistant, Reading Specialist, and Administrator positions. Some of the positions were restored for the 2009-2010 school year with the use of one-time funding sources.<sup>48</sup> For the 2010-2011 academic school year, employee concessions (teachers, classified staff, and management) enabled the District to continue to operate most of the programs provided during the 2009-2010 school year. In addition, community and school site fundraising efforts to support student programs are ongoing.<sup>49</sup>

It was suggested by interview participants that both youth and adults are experiencing anxiety driven by economic concerns. Several focus group participants expressed concern regarding

<sup>44</sup> Brown, MD, Stuart. *Play – How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. New York: Penguin Publications. 2009.

<sup>45</sup> *Ibid.*

<sup>46</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

<sup>47</sup> California Economic Development Department. Labor Force and Unemployment Data. September 2009.

<sup>48</sup> Pleasanton Unified School District. 2009-2010 Budget.

<sup>49</sup> Pleasanton Unified School District. 2010-2011 Budget.

## Appendix A

the issuance of pink slips by the School District and the loss of quality teachers.

### *Increased Demand for Assistance*

The current economic downturn is impacting the lives of Pleasanton youth. At least one percent of the student body at all PUSD schools qualifies for free or reduced price lunch; Valley View Elementary School (11 percent), Village High School (14 percent), and Fairlands Elementary School (6 percent) report the highest percentage of students qualifying for the program.<sup>50</sup> Focus group participants reported that some social events, such as prom and recreation activities, are too expensive for many youth. Participants from the Valley Bible Community Church indicate that there are several families below the poverty level who need basic food assistance in Pleasanton. As of summer 2009, the Church's food pantry was serving 16 families.

Between 2008 and 2009, the City received increased grant funding requests for mental health services, youth disabled programs, and health and wellness programs for adolescents.<sup>51</sup> The number of scholarships awarded increased 25 percent between 2004 and 2009 and doubled between 2007 and 2009.<sup>52</sup> Similarly, the Tri-Valley YMCA, the One-Stop Career Center and Axis Community Health received more funding between 2007 and 2009 than previous years for youth and teen programs and services. The Tri-Valley YMCA enhanced the Teen Health and Wellness Initiative by preparing an adolescent mental health needs assessment to better understand the mental health needs of Pleasanton's youth. It also offers College Planning for High School Students. The One-Stop Career Center offered a Youth Development Program, and Axis Community Health and the School District invested in their School Based Counseling Services.<sup>53</sup>

### **Barriers to Participation**

There are several factors contributing to Pleasanton youth's inability to take advantage of the wealth of opportunities in Pleasanton. Participation in youth-related activities and programs are sometimes stymied by various factors including experience, transportation, and affordability.

### *Career Development and Job Availability*

Limited career development and employment opportunities prevent Pleasanton adolescents 13-17 and young adults ages 18-19 from working and developing independence from their family. Outreach participants described the difficulty youth experience in seeking, preparing, and getting a job in Pleasanton. Youth-oriented jobs would provide an opportunity for youth to gain responsibility and economic freedom.

The County of Alameda Workforce Investment Board is a resource center for youth seeking employment programs and opportunities, such as the Tri-Valley Community Foundation, which hosts programs at Horizon and Village High Schools.<sup>54</sup> However, these are continuation high schools that include a small portion of the total high school students in Pleasanton.<sup>55</sup> Alameda County provides independent living skills programs through Project HOPE.<sup>56</sup> Most of those interviewed and electronically surveyed through outreach activities, however, did not refer to these or other career development or employment programs. Geographic analysis reveals that programs are not available within the City or in close proximity, rendering them largely inaccessible for Pleasanton youth.

While there are some part-time jobs available for Pleasanton's employment-ready youth, these jobs tend to be offered by retail stores and other specialty service industries such as retail and photography.<sup>57</sup> Outreach participants requested a variety of skill developing employment opportunities for Pleasanton youth, such as trade positions and internships.

<sup>50</sup> Pleasanton Unified School District. *2007-2008 School Accountability Report Card*. January 2009.

<sup>51</sup> City of Pleasanton. *City Grant Program Quarterly Commissions' Project Review*. January 2008 through September 2009.

<sup>52</sup> City of Pleasanton, CAFR, Operating Indicators by Function Last Eight Fiscal Years. June 2009.

<sup>53</sup> City of Pleasanton. Conversation with Kathleen Yurchak, Community Services Manager. September 30, 2009.

<sup>54</sup> Alameda County Workforce Investment Board. *Employment Plus Youth Programs*.

<sup>55</sup> California Department of Education Educational Demographics Unit (2009). *Pleasanton Unified School District Report*.

<sup>56</sup> Alameda County. *Independent Living Skills Program*.

<sup>57</sup> Groovejobs.com. *Pleasanton Jobs: Summer, Teen, Part-Time Jobs in Pleasanton, California*.

*Transportation*

Lack of transportation can limit a young person’s ability to travel to health services, recreation opportunities, and programs. Youth web survey and focus group respondents who are too young to drive or do not have access to a vehicle report that transportation is a challenge or a barrier that prevents them from participating in programs and services in the City.

Pleasanton high school age TVAHI respondents report that transportation sometimes keeps them from doing what they need or want to do (48 percent). Over half of the TVAHI survey respondents would not walk more than 10 minutes or at all to access confidential health and wellness services and nearly 40 percent would not ride a bus.<sup>58</sup> Most of these survey respondents would, however, drive 20 minutes (54 percent) and 10 minutes (35 percent) to services.<sup>59</sup>

Adult focus group participants also report that crossing streets safely in Pleasanton is a challenge for them as they walk or bicycle with their children through town. They noted the intersection of Peters and West Angela as being particularly challenging.

*Income and Affordability*

Current economic conditions have impacted families in Pleasanton. Whether a member of the family has lost a job or the family is tightening its budget, the current economic downturn affects residents’ income and what is considered affordable. For example, some interview participants commented that many parents will be unable to pay the \$250/child fees to participate in City sports leagues this year, and further reported that during April 2009, registrations for some sports leagues were down.

Some youth and adult web survey participants do not participate in programs and services in the City because they consider the fees too high. Some participants predicted that the City is likely to see declining participation in some fee-based activities during the upcoming year and an increase in demand for recreation alternatives that are free or very low cost. Between 2007 and 2009, the number of people who

played golf and attended performances at the Amador Theater declined.<sup>60</sup>

**Programs and Services for Children and Youth**

While most participants focused their comments on teens and young adults, it is important not to overlook the needs of young children in Pleasanton. Parents with young children identified a specific group of services they need. They described child care opportunities for infants as limited. Parents of multiple age young children expressed an interest in programs for young children ages (0 to 6) to be available while their older children are at play, school, and/or pre-school. However, most parents of children in this age group are prone to self-organizing and finding activities that work for them.

Children 7 to 12 years of age are seeking opportunities and safe places to hang out, but opportunities are limited. Most parents are not comfortable having this age group unsupervised or involved in unprogrammed activities. Some parents tend to have a high level of involvement in their children’s lives and are already starting to add to achievement pressures. Many parents are uncertain about how to spend unprogrammed time with their children or how to have experiences that include children of different ages.

**III. OPPORTUNITIES FOR PLEASANTON’S YOUTH**

During the Environmental Scan outreach process, participants shared their ideas to enhance Pleasanton’s assets and confront challenges for children and youth in the future. There are numerous opportunities to enhance programs and services, facilities, and policies that can make Pleasanton a better place for children, youth, and teens to live, play, develop and prosper. Many participants were willing to suggest ways the City and PUSD could address these issues. The following opportunities have been identified based on a review of ideas suggested by outreach participants and best practices from neighboring communities in California such as Dublin and Livermore.

<sup>58</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.

<sup>59</sup> *Ibid.*

<sup>60</sup> City of Pleasanton, CAFR, Operating Indicators by Function Last Eight Fiscal Years. June 2009.

# Appendix A

## Social and Mental Health Issues

Although a number of Pleasanton children and youth face social and mental health challenges, there are numerous opportunities to support and care for children and youth struggling with these issues.

### *Achievement Pressure*

Pleasanton youth have expressed a strong desire to excel and be successful in their careers and personal life. At the same time, they feel pressured by the consistent stress these goals can create. While it is unlikely the City is in a position to remove these pressures, there were several opportunities identified that could help youth better acknowledge and manage these stressful conditions.

Focus group participants suggested SAT/ACT support groups for students to exchange studying tips and encourage each other during the stressful college application process. The City and School District could partner with existing tutoring and homework organizations to expand their ability to support youth experiencing achievement pressure. Other communities have created teacher education programs that teach awareness of the stress on students in balancing school workload and extra-curricular activities.

Research demonstrates that external assets (such as support, empowerment, boundaries and expectations, constructive use of time) and internal assets (such as commitment to learning, positive values, social competencies, and positive identity) could provide an atmosphere that lessens achievement pressures. Examples of positive assets include family support, a caring school climate, family and school boundaries, time to participate in creative activities, time at home with nothing to do, strong personal power, self-esteem, and a sense of purpose, among others.<sup>61</sup> There is an opportunity to use the Search Institute's philosophy and resources to help adults and communities create an external and internal environment that reduces achievement pressures on youth.

### *Anxiety and Depression*

Adult and youth participants note that anxiety and depression is a prevailing issue for young people in Pleasanton. Mental

health issues are caused by a number of factors including school pressure and family life, among others. Overall, participants recommended more counseling and support services for the community's youth population suffering from anxiety and depression.

Focus group participants suggested increasing the number of mental health services that help with stress, mental, and social issues. They recommended that services be provided by an experienced individual who has dealt with similar issues and concerns. This individual could be an adult role model or high school senior role model. High school students in Pleasanton surveyed by the TVAHI said they would talk to friends (74 percent) and parents/guardians (67 percent) about major health issues/concerns.<sup>62</sup>

One interview participant suggested that mental health centers be located in schools to provide students direct access to mental health care. These facilities could pool existing resources and streamline referrals from the School District to public agencies, such as Axis Community Health. Locating facilities within schools would make it easier for youth to get help while problems were still relatively manageable.

In addition to existing counseling services, PUSD and Axis Community Health partner to provide mental health services at school sites with the greatest need (Alisal Elementary and Village High School) as determined by PUSD's Pupil Services Department. The program places interns who are nearing completion of their Credential in Marriage Family and Child Counseling (MFCC) for ten hours per week at each school site. A grant-funded program also supports drug counseling services for five hours per week at Village High School.

The City of Pleasanton's website provides a directory of resources for youth experiencing anxiety and depression. Best practices in other communities reveal these opportunities: licensed therapists available in middle schools; and counselor-led groups that focus on families/suicide/eating disorders and are part of the Safe Passages Program. Similarly, PUSD and the City offer community forums, parenting resource classes, and adult education classes to help parents deal with problems and mental health issues. The District refers students to

<sup>61</sup> Search Institute. *What Kids Need: Developmental Assets*. Minneapolis, Minnesota.

<sup>62</sup> Tri-Valley Adolescent Health Initiative. Summary of Pleasanton Data from the 2006 Tri-Valley Student Health Survey.



individual counseling sessions and the need for these counseling services increased between 2007 and 2009 (increasing from 189 referrals to 273 referrals).<sup>63</sup> Due to recent budget reductions, the number of counseling sessions per referral has been reduced within the School District in an effort to serve the largest number of students in need.

Youth-led peer education and outreach programs teach students how to support and approach their peers around teen issues, such as substance abuse, sexual activity and mental health. In Pleasanton, youth-led and counseling programs that support teen health and wellness include: support groups at the elementary, middle school, and high school level; a youth mentor program; 40 Developmental Assets training; the Advancement Via Individual Determination (AVID) mentor program; 4-year Plan Development; a Suicide Prevention Program; and an anonymous student support tip-line.<sup>64</sup> Additionally, the NAMI Tri-Valley National Alliance on Mental Illness serves Pleasanton and provides resources and support for families and their members diagnosed with serious and persistent mental illnesses.

### *Bullying or Discrimination*

Pleasanton youth report experiencing bullying or discrimination; youth in middle school tend to suffer the most from being teased and physically harassed. Participants suggested increasing awareness among community members about diversity and cultural differences to reduce incidents related to discrimination. Schools tend to segregate students who are developmentally different. Some outreach participants suggested integrating classrooms, regardless of learning abilities, so that youth learn from each other's differences and further develop social skills. Participants suggested modifying the community and school character programs to include a statement specific to diversity. They also suggested partnering with the Police Department to promote physical safety in schools and safe spaces for youth to gather.

In addition to reducing achievement pressures, the Search Institute provides ideas and resources to help adults and communities work with youth to create an external and internal environment that addresses bullying and discrimination. For example, the Institute suggests refraining from showing anger or fear to youth experiencing a hostile school environment. Instead, it suggests adults listen and develop a solution with the youth who feels threatened.<sup>65</sup> There is an opportunity to use the Search Institute's 40 Developmental Assets to provide support for youth and enable them to address bullying and discrimination.

### *Drug and Alcohol Abuse*

Drug and alcohol use is low in Pleasanton, yet there is a portion of the youth population that engages in substance abuse. Drug and alcohol abuse is an issue among a portion of Pleasanton youth. In partnership with Axis Community Health, the School District offers a Drug and Alcohol Workshop for students with substance abuse issues; the workshop is a four-series program attended by youth and at least one parent.<sup>66</sup> Participants suggested heightening drug and alcohol use and abuse awareness, and providing alternative activities for youth residents. Focus groups recommended more education programs about drug and alcohol use and abuse effects throughout their high school career and to begin earlier. In order to meet the needs of young adults, youth and adult web survey participants suggested providing substance-free social alternatives to drug and alcohol use, such as dances and music.

Best practices in other communities reveal these opportunities: coordinating with student health educators to provide real, compelling and facts-based information about substance use consequences, and stress sound decision-making; making drug and alcohol support services available to 9<sup>th</sup> grade students to help identify early symptoms of abuse. Scare tactics, such as speakers who have experienced the impact of alcohol and drug use, expose youth to potential consequences of their actions. Other communities strictly enforce driving under the

<sup>63</sup> Pleasanton Unified School District. Pupil Services Counseling referral data.

<sup>64</sup> City of Pleasanton and Pleasanton Unified School District. TVAHI HAP Program – Services Pleasanton Inventory. February 19, 2009.

<sup>65</sup> Search Institute. *What Kids Need: Developmental Assets*. Minneapolis, Minnesota.

<sup>66</sup> Pleasanton Unified School District. Pupil Services Division data.

## Appendix A

influence and underage drinking laws, penalizing youth who use drugs and alcohol.

Youth tend to avoid driving when intoxicated if alternative transportation is available. The Safe Rides program for youth in Pleasanton provides a guaranteed ride home for youth under the influence. Peer education on the need for designated drivers also helps support sober driving. Additionally, when students are involved in developing innovative ways to educate their peers about substance abuse, including games and video games, the message is strengthened.

### *Difficult Relationships between Youth and Adults*

Pleasanton youth report experiencing relationship challenges with adult family members. A number of factors could be contributing to this including: lack of time, financial responsibilities, and pressures and challenges in youth lives, among others.

While familial relationships can be difficult for a city to support, participants suggested providing opportunities for family interaction to balance academic expectations with programmed activities. Participants also suggested offering community programs and adult-only camps for parents to learn communication strategies and about youth interests and issues. Support services can provide parents with non-judgmental tools to communicate openly with their teens and learn how to react to specific situations in order to deal with issues that apply to teens.

The City offers education programs for adults and parents. The Pleasanton Police Department, in partnership with Pleasanton Unified School District Adult Education, provides the Parent Project, an interactive class that teaches parents skills to work with their adolescent children. Horizons Family Counseling and Axis Community Health provide family counseling resources for teens and parents.

Family support, positive family communication, other adult relationships, parent involvement with schooling, family boundaries, and interpersonal competencies contribute to supportive relationships between youth and adults. The Search Institute suggests adults speak positively and respect

their youth, and be flexible when setting boundaries, among other suggestions.<sup>67</sup>

### *Risky Sexual Activity*

Although risky sexual activity did not surface as a key issue facing Pleasanton youth, participants recognized the general challenges of sexual activity and pressure among young people. To help youth handle these situations, participants suggested peer-to-peer mentorship and education for youth regarding sexual activity.

Restraint in youth is encouraged when adults speak honestly with their children, communicate expectations and boundaries, and support curbing risky sexual activity.<sup>68</sup>

### **Limited Opportunities for Informal or Unprogrammed Activities**

The Pleasanton community contains many resources, such as its parks and community spaces that can supply opportunities for informal or unprogrammed activities.

### *Play Skills*

Participants expressed a need for unstructured programs and activities. Pleasanton children, youth, and teens have highly scheduled lives; some youth and adults do not know how to fill unscheduled time in a fun and creative way. Participants recommended different types of activities and new facilities to host informal or unprogrammed activities.

### **Youth/Teen Center**

Most participants commented on the need for a youth/teen community center. Focus group participants recommended a center that includes a computer lab, kitchen, a lounge area, a gym, and facilities for music performance and recording. The center could host events such as dances and movie nights and could be open late to provide a safe space for teens to hang out after dark. Participants described the center as a safe, fun, and affordable place to hang out where youth can engage in cross-cultural activities and feel supported, loved and accepted by others. Focus group participants mentioned the YMCA in East Oakland as an example of such a facility.

<sup>67</sup> Search Institute. *What Kids Need: Developmental Assets*. Minneapolis, Minnesota.

<sup>68</sup> *Ibid.*

Several interview participants described previous efforts to develop a youth center and discussed some of the barriers that prevented it from coming to fruition. Several participants commented that given the delays, some community members may be willing to support some variation on the original concept. It could be a new facility in the original location, a rehabilitation of an alternate building, or a combination of multiple facilities and on-line activities. A youth or community center is planned as part of the Bernal Property Project.

Dublin and Livermore recently completed new community centers that provide teen-oriented activities and programs. The City of Dublin Department of Parks and Community Services recently completed the Shannon Community Center. The 19,700 square foot facility includes a banquet hall, teaching kitchen, two preschool classrooms, flexible meeting rooms, and a demonstration garden to be used as a teaching school for nature camps.<sup>69</sup> In Livermore, the Elbow Room located in the Robert Livermore Community Center (RLCC) is open as a hang out space for children from 6th to 12th grade. The room is open during school breaks and has pool tables, air hockey, foosball and video games.<sup>70</sup> Tot Drop, also located in the RLCC, is a multi-age preschool that is available to children ages one to five.

The City of Pleasanton operates facilities that provide services for children and youth. City-managed preschool services are available at Gingerbread Preschool, a four-classroom facility. The City also provides opportunities for urban gardening and education. Val Vista Park includes a community garden and Alviso Adobe Community Park comprises volunteer-maintained planter boxes, which serve as a teaching tool for the City's Naturalist. Alviso Adobe Community Park also has a series of nature programs and camps for children and families.

## Youth-Friendly Spaces

In addition to a youth/teen or community center, participants recommended providing a variety of informal gathering spaces and venues for youth in Pleasanton. Youth web survey participants would like safe spaces for informal gathering or hanging out, job training and leadership skills. Adult respondents would like a space to recreate and gather with

family and friends of all ages. Youth and adult respondents agree that a space for local musical performances would serve Pleasanton youth favorably.

One focus group recommended virtual teen centers, which entails a citywide program for youth-friendly businesses. These businesses could receive a certification or emblem that denotes their space as a virtual teen center where teens are welcome to hang out. The Firehouse Arts Center surfaced as another potential location for teen activities. One focus group suggested opening local school campuses during non-school hours and providing supervision in public spaces and school playgrounds. The fairgrounds may provide another opportunity by hosting youth-friendly events and programs.

The PUSD, in cooperation with several partners, created a 40 Developmental Assets Task Force and created a community initiative that supports the healthy development of youth in the community.<sup>71</sup> Through this Task Force, a Community Campaign is being developed to educate Pleasanton businesses and garner their support of the initiative. The Community Campaign could include efforts to provide youth-friendly spaces in local businesses.

## Informal and Unprogrammed Activities

The following were all suggested by participants as opportunities to expand activities for youth:

- Multi-cultural events
- Overnight and teen camp
- A place like Jump Sky High
- An arcade like Boomers
- Movie nights and movies in the park
- Community activities around environmental awareness and climate action

Participants recommended the following performance art opportunities:

- Children's theater
- Performance activities

<sup>69</sup> City of Dublin Department of Parks and Community Services.

<sup>70</sup> Livermore Area Recreation and Park District website.

<sup>71</sup> Pleasanton Unified School District, Pleasanton Service Learning Consortium, Amador Valley Adult Education, and Tri-Valley YMCA. *Got Assets? Youth and Adults United for a Healthy Community.*

# Appendix A

- Children’s orchestra
- Bands
- Music concerts
- Karaoke bar
- Dances

Sports activities recommended by participants include:

- Youth golf
- Drop-in sports bike club
- Softball and soccer during the summer
- Tennis
- Day of Sports
- A bowling alley
- Swimming
- Ice skating/roller skating rink
- Water skiing and wakeboarding
- Indoor soccer
- Horseback riding
- Hockey
- Non-competitive sports including bocce ball, ping pong, kickball and badminton

## Barriers to Participation

### *Evolving Economic Conditions*

#### Impacts on Education

With the existing economic climate and the financial struggles of the PUSD, Pleasanton’s high quality education may be starting to experience the consequences of funding shortfalls. In an effort to offset recent budget cuts and faculty layoffs, participants recommended augmenting school cutbacks by offering affordable programs such as music and instrument classes, tutoring or reading programs, language and instrument classes.

The City of Pleasanton offers programs and classes including: cooking, photography, gymnastics, yoga and bridge, English as a Second Language (ESL), afterschool homework, reading

enrichment, and etiquette training. These programs tend to be available during specific seasons and for specific age groups.

#### Increased Demand for Assistance

With growing scholarship and grant applications, library circulation, and interest in free programs, there is a need to provide for those who do not have the financial means to participate in fee-based programs, services, and activities. Participants suggested providing as many affordable and free programs for youth as possible. There is an opportunity to partner with the Tri-Valley YMCA to provide affordable programs in conjunction with the Teen Health and Wellness Initiative and the Mental Health Clinic for Adolescents and College Planning for High School Students.

A review of other communities indicated the opportunity to offer affordable programs for all youth such as an affordable summer-long playground program with entertainment including games, crafts, and sports. Some communities provide an opportunity for youth meeting income eligibility requirements to enroll in certain City programs for free or at reduced rates.

#### *Career Development and Job Availability*

A key challenge for adolescents ages 13-17 and young adults ages 18-19 is the need to be independent and to learn basic skills. Participants from each of the Environmental Scan activities highlighted career development and job availability as a potential growth area. Youth are interested in career development and job availability opportunities. Participants report that Pleasanton youth tend to lack the capacity to independently problem-solve and strategize, basic skills necessary for nearly every job.

Job training and internship options for Pleasanton’s young people, including technical training, professional aptitude, and job seeking skills such as resume writing and interview skills, would enhance employment opportunities for Pleasanton’s youth. Schools could host some of these opportunities by providing programs that target creativity, social skill development, and self-sufficiency. Focus group participants suggested programs in which youth can learn basic life skills, such as how to change a tire and how to mow a lawn. Participants also



suggested providing services for youth who are not college bound.

Participants recommend creating jobs locally and advertising jobs through local job resources, such as [trivalleyjobs.com](http://trivalleyjobs.com). Participants suggest that the City might consider partnerships with the business community to meet the needs of youth ages 13 to 19 and to mentor young people as they discover their career options. The Parks and Community Services Department employs nearly 200 youth age 19 and under annually. The Valley Teen Job and Community Service Fair is an annual regional event for teens age 13 to 18 in Pleasanton, Dublin, Livermore, San Ramon, and Danville. The privately-operated Tri-Valley One Stop Career Center is located in Pleasanton and provides employment-related services for the community at-large five days per week and a youth counselor is available to the public every Monday afternoon.<sup>72</sup>

Participants reported that there is a need for more service projects and leadership opportunities for youth. Focus group participants suggested providing easier access to community service opportunities and a service organization for youth during the summer where they can give back to the community. Several participants offered to volunteer for violence prevention organizations in the region and host litter removal events. There is an opportunity to develop a City youth leadership academy using the adult chamber leadership model in Pleasanton, which identifies emerging community leaders and offers them broad exposure to issues considered vital to Pleasanton.

A review of other communities indicated the opportunity to develop a youth leadership team consisting of youth interested in taking an active role in the community. The City could assist team members in making significant contributions to solving problems within the community. Some communities host an annual Youth Summit which encourages and challenges young people to engage in meaningful dialogue with City leaders about youth-specific activities. The Summit can serve as a forum to discuss health, safety, education, and employment-related topics.

<sup>72</sup> City of Pleasanton and Pleasanton Unified School District. TVAHI HAP Program – Services Pleasanton Inventory. February 19, 2009.

## *Transportation*

Lack of transportation serves as a barrier for Pleasanton youth who would like to travel to activities, friends' houses, and local hang out spots. Transportation options for young people promote self-sufficiency and independence.

Participants recommended providing affordable, accessible and reliable transportation. The City currently provides the Rides to School Program designed to meet these needs. There is an opportunity to explore carpool options for youth who have similar interests and live in close proximity to one another. Outreach participants requested more bike lanes and pathways to promote the bicycle as a safe and viable transportation mode. The recently adopted Pleasanton Pedestrian and Bicycle Master Plan will enable the development of additional bike lanes and pathways in the City.<sup>73</sup>

## *Income and Affordability*

Income and affordability can limit Pleasanton youth's ability to participate in services and programs, attend entertainment performances and shows, and hang out in commercial areas. Focus group participants recommended providing low cost activities and incentives that are suitable for a youth budget, such as student discounts and two-for-one movie tickets/ events. Some high school students in Pleasanton identified a need for low-cost exercise classes.

Youth web survey participants also suggested providing financial literacy programs for youth to learn to understand finances and budget responsibly.

A review of other communities indicated the availability of opportunities such as: affordable exercise classes and recreation opportunities including yoga, dance, and kickboxing classes, among others, to promote healthy, active lifestyles; and affordable teen-oriented activities, such as extending City league sports teams to high school level or social functions. Several communities provide financial literacy programs for youth age 12 to 20 in an effort to provide young people the knowledge and confidence to manage their finances responsibly. Topics could range from budgeting and saving to credit cards, debt, and paying for college.

<sup>73</sup> City of Pleasanton. Pedestrian and Bicycle Master Plan. June 2009.

## **Programs and Services for Children and Youth**

Pleasanton children 0 to 12 years of age were largely represented by parents and mothers groups in the Environmental Scan process. Some parents shared that they struggle to meet the needs of their children.

Adult web survey participants shared that parenting skills, access to available, affordable and quality infant and toddler care, as well as preschools, and opportunities for exercise and physical activity are the greatest needs for youth ages 0 to 6.

Participants recommended providing Mommy and Me classes and drop-in play time for children and mothers to recreate and spend time together. They requested an indoor hang out space and programs for Pleasanton toddlers. Multi-generational opportunities include: programs in which seniors can interact with preschool or elementary school age kids, engage in story time, and garden together. Gingerbread Preschool in Pleasanton currently provides parent education and training for parents and guardians of children age two to five. There is an opportunity to create a space that is available for parents of young children to cooperatively care for each other's child; this space could also provide youth program services during the afternoon and evenings.

## **Sources of Program and Services Information**

Focus group participants underscored the importance of ensuring that youth are aware of available resources. Information and access to mental health and social health programs would be helpful.

Participants suggested that the City develop a place where all efforts, activities, and service projects in Pleasanton can be published together, such as an online community calendar.

Web survey participants considered the following places to be the best sources of information about current services on how best to help this age group grow healthy and be prepared for school: a hospital or medical office, their child(ren)'s school, and a local community center or library. These web survey participants were also supportive of information being available at one phone number to call or one website to visit, as well as one place in the community.

Youth and adult web survey participants think the best way to get information about local activities, events or programs of interest to them in Pleasanton is through friends/word-of-mouth, Facebook, and school announcements. Adult respondents included the City Activities Guide, email, and websites/internet as other effective modes of communication.

## **IV. SUMMARY**

This Environmental Scan provides a foundation of data and community opinion that will be used by the Ad Hoc Committee, YMPIC and community members to create a framework for the City of Pleasanton Youth Master Plan. The information gathered through the Environmental Scan process identifies a number of themes that will be used to focus the topics and issues that should be addressed through the Plan's goals and strategic opportunities. The Environmental Scan serves also to identify programs that are already in place to meet these needs. However, as the results of some of the outreach activities indicate, some community members may not be fully aware of these resources or how best to access them. Current and future needs and existing and desired programs will be evaluated and the results used to help shape a Plan that responds to youth needs and community priorities.

# Pleasanton

Youth Master Plan

Appendix

# B



## Community Meeting Summary





## CITY OF PLEASANTON YOUTH MASTER PLAN UPDATE COMMUNITY WORKSHOP, JANUARY 30, 2010

### Wallgraphic

#### Actions

- Partnership between all groups/non-profits
- Communicate what is going on
  - Use schools, bulletin, Facebook
  - Central location
- Learn from Livermore
- Center/something to hang out
  - Use existing facilities
- Special needs focus group
- Arts
- Safe routes/house to school
- Mentoring – peers
  - Go to adults if needed
- Need appealing atmosphere
- Safe – how to get something safely
- Community garden/farm
- Get youth involved at young age
- Continue health education throughout high school
- Relationships need to be built through time together

#### Vision

- Youth and children – change

#### Values

- Engagement?
- Celebrate diversity

### Small Group – Flip Charts

#### Green Group (Youth)

- Values – what is engagement? Could we use a different word, like involvement?
- Diversity – how do we celebrate it (include celebrate?)
- Vision – more community involvement (youth)
  - Youth
  - Communication tools – people do not know what is going on, use schools
- Exposure
- Community service opportunities
  - Who wants to be involved?
  - Keep enthusiasm high
  - Get the younger ages/middle school
  - Involve elementary students
  - Promote it!
- Informed Youth
  - Advertise
  - Organize everything in one central place
  - Get other youth involved
  - Social networks
  - P-town 411 needs improvement
- Engaged youth
  - Need more outlets to get involved
  - Only one youth commission
  - Provide ways to be a part of the local government decision-making
- Drugs and alcohol
  - Limited programs leads to drugs
  - DARE program fades away by high school
  - Promote safety
  - Keep this message throughout school years
  - Sophomore year and late Freshman year are crucial.
  - Keep message effective and constant – “every 15 minutes someone is affected by Drugs and Alcohol”

## Appendix B

- Minnetonka, Minnesota example: health program (not a class) where teachers take their classes once every 2 months.
- Keep them safe
- Curiosity
- Supporting parents
- Youth-friendly environments
  - Younger ages need play groups and community forums
  - Need fun opportunities for the whole family
  - Kids go to Dublin now/drive around Pleasanton for entertainment
  - Pleasanton has a lack of activities
  - It is not about building something/establishing something, it is about atmosphere.
  - Need atmosphere downtown
    - Downtown is currently catered to older adults.
    - There are not a lot of small shops
  - Youth are bored
  - Provide activities that fit interests – dance, karaoke, arcade
  - Youth like to go to the mall and movies
  - Get youth to promote the activities
  - Need a venue – music, shows
  - Need youth-only
  - Do not advertise that events are sponsored by the City – it loses its appeal
  - Put teens in charge
  - Partner with different organizations
- Relationship with parents/adults
  - Parents work a lot – why they do not have time with their families
  - Families just need to spend more time together
    - Family dinners, conversations
  - Parents need to understand that being academic is not the whole picture
  - No need for relationship classes – they are not appealing and unnecessary
  - Movies with families
  - Competitions, scavenger hunts for the whole family

### *Blue Group*

- Framework
  - “Community of Character”?
    - Need more depth/detail
- Prepared Youth
  - Include arts, music, creative extracurricular
  - Hands-on experiences
  - Involved learning – not just school
  - Need more 0-6 year old activities (like Livermore)
- Informed Youth
  - Adding other organizations
  - Publicize/inform about organizations
  - Add to activities guide/online
  - Reach to youth not just through school
  - Clarify character
  - Focus inside school and outside school
  - Youth-to-youth advertisement of activities
- Challenges – to be fixed with minimal funds
  - Need to address - pressure to succeed, stress
  - Social skills lacking
  - Technology takeover
- Values
  - Teach youth values, expose (gratitude, compassion) outside of Pleasanton bubble
  - Be grateful
- Special Needs/Diversity
  - Special needs, disabilities
    - Provide more activities specific to the category
  - Shouldn't treat differently, but plan to include them in the programs
  - Diverse not just with race
  - Need to include global and cultural awareness
- Partnerships
  - Should be explicit – not with separate buckets or as a separate goal
  - Parents' duty to guide kids to participate

- Programs/partnerships with businesses
- Partner with city to accommodate counselor cuts
- Youth-friendly Environments
  - One place, “center” designated for activities – youth center so it is not all scattered (partner with school?)
  - Morning programs for younger kids, later ones for older youth
  - We have an adult center (senior center), no community center
  - 4-H farm
- Safety

## *Red Group*

- Vision
  - Youth and children
- Communication
  - Is key
  - Central course of information
    - P-town 411
    - Google overlapping calendar City link
- 4-H covers all goals
- Youth-friendly environments
  - Teen center (too long)
  - Virtual teen center
  - Use existing resources/facilities
    - Teens especially
    - Children – especially in bad weather
- Safe Youth
  - Schools do a good job
  - Safe houses/routes – walking captain
  - Elementary school and foster system background check.
- Prepared Youth
  - Adults?
  - Mentoring (especially of school and program)
    - YMCA, school? Businesses?
    - Teach youth to find one

- Counseling is cut
  - Elementary schools – go to rooms for groups
  - Middle schools – go to rooms for track
  - High School – High School and College Track
- With cuts, need community to come together
- Partner with non-profits and the YMCA
- Must react where resources are available

## *Yellow Group*

- Engagement within the community/people around our own age
- Environmental education
- Honesty as a value with integrity
- Nurturing environment within age group
- Vision
  - Work on getting things out to community
  - Community of character – reword, say what it is
- Informed Youth
  - More locations to find out events
  - Utilize school bulletin, e-connect
  - Website, Facebook, flyers @ Library, newspaper
  - Once-a-month bulletin of activities/events
  - Flyers at movies
  - More promotion about teen activities to teens
  - More peers/teens promoting activities
  - Community input process on goals
- Youth-friendly environment
  - Studio/location for gatherings, B-day parties
  - Using buildings
  - Community farm
  - More events, free events
  - Teenagers interacting with younger youth at youth-friendly locations
  - Activities in Activity guide – teens involved in community
- Safe Youth
  - More educated on drug/alcohol awareness

## Appendix B

- Kids not taking DARE classes seriously
- Peers informing instead of adults
- Hearing from people that experienced
- Focusing on kids' passions
- Supporting youth/teen in a safe way
- Accessibility to get things to make you safe
- Drugs because kids are bored
- Abusive relationships – make aware of
- Bullying – non-preventable
- More sources to get help

### Comment Cards

#### *Prepared Youth*

- College! Need professional and current college student tips. Many freshmen get incorrect info, mess-up GPA, etc.
- Arts go here. Arts! I grew up in this community and understand the need to provide safe supportive and fun environments for all age groups – also can cover special needs areas (music therapy)
- Read boys adrift book by Leonard Sax and go to Race to Nowhere website.

#### *Healthy Youth*

- Communicate with Minnetonka High School in Minnetonka, Minnesota. Learn their health curriculum. Theirs is very fun and successful. Implement it into PUSD schools. Have a young, fun, knowledgeable teacher who has real experiences with teen issues.
- Need more hands-on skills, get kids outside and not in front of video games. More structured places to go.

#### *Contributing Youth*

- Library, garden, service and Farmer's Market

#### *Safe Youth*

- Awareness – police enforce party laws

#### *Youth-friendly Environments*

- Dance – specifically hip-hop – nights, lessons, events, performances, etc. Example: Senior Center Friday night \$5 admission (proceeds could be for a good cause). These events could prevent drugs and alcohol – kids doing these things are about 80% “bored”
- Youth-friendly businesses – asset-based, community of character based, etc.
- Need community center or some youth “hang out” area with cool atmosphere. Pleasanton needs a community center or recreation center where kids can go (can just have rooms available, can have ping pong tables, etc. too)
- Would like to see meeting area/working farm for groups such as 4-H. 4-H promotes community involvement, community service, connection to environment care of animals, etc.
- I think it would be good to bring back into the forefront of the plan the 4-H farm on the Bernal property. 4-H is an excellent organization for teaching youth relevant social, life and business skills. Also, younger children (ages 2-6).
- Music park (a la skateboard park). My business is ready to discuss providing a child and youth space with kids can “play” with age-appropriate instruments and activities.

#### *Supportive Families and Community*

- Build compassion and empathy. Gratitude
- Boys Clubs – mentors. Non-competitive sports everyone on the same level. Outside skills.

#### *Informed Youth and Adults*

- Resource guide – asset map. Who, what, where, people served, assets building. Resource fair. Main Street?
- Partnership and communication – web link on city website, etc. with list of organizations and events.
- Website from city website to post other organizations and activities



- Golf example. Identify organizational resources. One stop. Activities guide. Other organizations. Church.
- Include other agencies.
- Centralized web site. Activities guide. Community activities blog.
- Coop – to empower youth, start a feedback system where if a child sees something wrong in the City, maybe something that needs to be fixed (broken crosswalk light or whatever) they can report it and get positive feedback and recognized for making the effort.

### *Cooperative Community*

- In my opinion, this is more of a foundation element on which the other goals should stand. There is a limit on how much the city can and should do on its own; therefore, the city and its partners (businesses, organizations, community groups) should have a separate component for the plan that defines how they interact, prioritize and communicate the various public/private programs to be offered within the City.
- I think with the economic financial problems with our school, people in Pleasanton will be willing to help out either financially or volunteering their skills etc. Just need to be able to communicate the need to the community. Even people who don't have kids would be willing to help out.

### *Other*

- Communication and developing partnerships are key! We need to admit there is a problem and provide prevention and intervention
- Special needs focus group
- Effects of media/technology, kids spend too much time with technology
- Solicit ideas via the web
- Entitlement mentality



# Pleasanton

Youth Master Plan

Appendix

# C



## Stakeholder Interviews Memorandum





## MEMORANDUM

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from: Joan Chaplick, Public Involvement Specialist, MIG, Inc.  
to: Maria Lara, Assistant to the City Manager  
re: Summary of Stakeholder Interviews  
date: July 2, 2009

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In April 2009, Joan Chaplick, planning consultant for the Youth Master Plan, conducted interviews with key decision makers and opinion leaders regarding the Plan. Interviewees were selected based on recommendations from the Youth Master Plan Implementation Committee (YMPIC). City staff scheduled the interviews to be conducted in person on Monday, April 6. The interviews were conducted primarily in pairs or groups to maximize the number of people who could be interviewed in person. Telephone interviews were conducted with those who were not available on April 6th.

The purpose of the interviews was to collect opinions and feedback from these informed participants. Participants interviewed included: a City Council member, the Mayor, the City Manager, the School Board President, a School Superintendent, Commission members, City staff from various youth-serving departments, and teachers and counselors from a variety of schools. A complete list of interviewees is provided at the end of this summary. The results of the interviews will be reviewed along with the community input received through the survey and outreach tools kits and incorporated into the Youth Master Plan.

The interviews were organized around a series of open-ended questions that included:

- What do you think are the biggest issues facing youth (ages 0-22) today in Pleasanton?
- What has changed in the community since the Master Plan was adopted in 2001?
- What issues or topics do you believe should specifically be addressed in the Master Plan?

- Age-specific issues: For age groups 0-5, 6-12, 13-18, and 19-22, are there any issues or needs specific to these age groups that should be called out?

Participants were asked to speak candidly and told that remarks would be presented as a summary, rather than attributed to specific individuals. The first part of the document summarizes the responses to the questions. It is followed by a summary of the comments made, focused on specific age groups.

Responses varied widely between those who interacted with youth regularly and those who were more removed. For example, those who interacted with youth regularly as teachers, counselors, or program leaders considered certain issues, such as social or mental health issues and the availability of drugs and alcohol, to be more acute.

### **What do you think are the biggest issues facing youth (ages 0-22) today in Pleasanton?**

#### *1. Social and Mental Health Issues*

Pleasanton is a community of achievement-oriented youth. They are intelligent and involved in school and their community. Most youth are academically focused and fill their time with extracurricular activities that will support their efforts to get into college.

The City has a wide variety of organized activities for motivated youth. Many youth are seeking a range of experiences to help them develop their skills and increase their ability to succeed in college. While these are generally positive traits to be associated with youth, they also have a downside, as demonstrated by the issues listed below:

## Appendix C

### Achievement Pressures

With a consistent emphasis on achievement, youth and teens generally have little free time for unstructured activities or “hanging out.” Little value is placed on “play” or free time. Many parents prefer the safety and structure that organized activities provide and they encourage their children to maintain a full calendar of activities.

Several participants commented on the priority that parents and adults place on higher education and noted that youth feel pressured to succeed. One participant shared the fact that some adults talk about youth being on the “6-year plan,” which refers to youth beginning their preparation for college acceptance as early as middle school. This is accomplished by maintaining a rigorous calendar of extracurricular activities, community service, and other skill-building activities. One participant commented, “Most 11-12 year olds can tell you the requirements for getting into UC. That’s just not normal for kids that age.”

A contrary opinion was shared that some youth are not as prepared as parents and other adults may think. While most adults assume most teens are geared towards preparing for college, there are still a percentage of teens who have not formally started to prepare or think about college until their junior year of high school. The participant cautioned that these teens were especially in need of guidance and support. They may require counseling or additional parental involvement.

### Fear of Failure/Inability to Fail

Participants suggested that many youth, along with feeling pressures to achieve, have a fear of failure. Most youth have consistently been pushed to achieve and as a result they get good grades. A high bar for success has been established by their peers, and they feel it must be maintained. Many parents are heavily involved in their kids’ activities and serve as a source of support. Others intervene inappropriately when their child doesn’t succeed. They may challenge teachers and coaches and pressure them to provide leniency or make exceptions. Some participants expressed concern that these parents are preventing their kids from learning from their mistakes, leaving them with a lack of coping skills and ultimately, less prepared for the future.

### Sense of Entitlement

Some participants talked about youth, especially teens, having a strong sense of entitlement for unearned rewards and praise. Many youth have consistently been provided with compliments and incentives to encourage performance, with few consequences if the desired benchmarks were not actually achieved. Many youth expect to receive material goods from their parents as they are requested. There is also peer pressure to have high-quality possessions. When one person receives an i-Pod or other popular reward, it puts related social pressure on peers to gain similar items and on adults to provide these rewards.

### Anxiety and Depression

Some participants commented that many youth suffer mental health issues related to achievement pressures. Those working with youth in the schools noted that anxiety and depression appear to be common ailments among Pleasanton teens. Those counseling youth commented that anxiety and depression is on the increase in teens in general. Some participants commented that they are also seeing elementary school age children in Pleasanton with these ailments and related achievement pressures.

One participant suggested that mental health centers be located in schools to provide youth with easy and direct access to mental health care. It was also suggested that having the facilities conveniently located would make it easier for youth to get help while problems were still small and relatively manageable.

### Availability of Drugs and Alcohol

Those who worked closely with youth talked about how Pleasanton youth are regularly exposed to drugs and alcohol. There are frequent opportunities for youth to drink alcohol and gain access to drugs. They also reported that the number of youth who abuse drugs and alcohol is what they estimated to be a small percentage of the youth population. Participants noted that most adults would be surprised by how readily available drugs and alcohol were in the community. They also cited examples of absentee parents who pay little attention to their kids’ behavior or parents who believe that providing a safe place for teens to drink is a responsible way to manage

underage drinking. Participants commented on the ease with which youth can gain access to marijuana. Harder drugs are available, but not as readily.

Participants who work with youth in the schools noted that crime statistics do not fully reflect these types of activities since those statistics reflect reported crimes, not the actual incidents that occur.

### *2. Limited Opportunities for Informal or Unprogrammed Activities*

Participants shared that many youth believe “there is nothing to do” in Pleasanton. By this they mean that outside of programmed sports and activities, the community has little to offer youth. Pleasanton does not have a movie theater, bowling alley or other spaces that serve youth.

There are few options available for youth who are not active in team sports and organized activities. These youth have little sense of ownership and would describe themselves as “bored.” Staff participants described some success they have had with engaging youth interested in performance in more individualized activities such as improvisational theater and open mike performances. These activities encourage regular participation but do not require one to be a member of a team, league or club.

There are fewer opportunities for the youth who are not interested in traditional activities and are seeking alternate programs. Several participants emphasized that we should put an emphasis on reaching these youth. Village High School was suggested as a good place to start to reach this target population.

Many participants discussed the need for a teen center or a gathering space for youth. They called out that the City has limited gathering spaces for youth, whether they are publicly or privately owned.

#### **Lack of Play Skills**

Several participants stated that they believed that many parents and youth lack “play skills.” Many parents are not familiar with what they might do when spending unprogrammed time with their child. Youth are often quick to resist new suggestions, and instead seek the comfort of video

games or watching television. Parents want their child to be successful and make sure their free time is well-used. They often believe that structured activities are the most important way to achieve this. It was suggested that parenting classes or training activities be provided to help teach parents how to interact with their children. These classes could help parents understand the role of “play” in youth development and stimulate some ideas for initiating different activities. Many parents also need advice on dealing with youth of different ages individually and on how to successfully bring the family together.

### *3. Evolving Economic Conditions*

The City, along with the rest of the state and country, is experiencing unprecedented economic conditions. This has created uncertainty and economic instability in many families.

#### **Impacts on Education**

Pleasanton has long been known for its high-quality schools. However, in the current budget climate (as of April 2009), Pleasanton schools may experience unprecedented cuts in education. This was called out by several participants. The full impact of the state budget crisis on City schools is not yet known, but these reductions will be new territory for the School District. It was suggested that both youth and adults are experiencing anxiety driven by economic concerns.

#### **Increased Demand for Assistance/ Decreased Participation in Fee Based Activities**

Participants suggested that the high quality of life in Pleasanton tends to mask the impacts of the economic downturn. Service providers are seeing more requests for lunch vouchers and scholarships. For example, participants commented that many parents will be unable to pay the \$250/child fees to participate in league sports this year, and during April 2009, registrations for league sports were down. Some participants predicted the City is likely to see declining participation in some fee based activities during the upcoming year and an increase in demand for recreation alternatives that are free or very low cost.

## **What has changed in the community since the Master Plan was adopted in 2001?**

### *2001 Plan Recommendations*

The City has successfully implemented many recommendations from the 2001 Plan and created new facilities such as a BMX park and skate park. The City continues to provide high-quality schools and a wide variety of programs and services for youth, especially when compared to other communities. Participants noted that current economic conditions (as of April 2009), in comparison, were very challenging. It is unclear at this point how the economy will impact the City's ability to maintain its current level of services for youth.

### **Community Demographics**

Participants noted that City demographics have changed over the past decade. They described the City's population as increasing and becoming more diverse both ethnically and economically. This may affect programming choices, interests and participation. Participants also suggested that there are more lower income residents and the income gap between low income and median income appears to be widening. Some participants suggested this may lead to increased demand for scholarships and free or reduced price programming.

### **Increased Opportunities in Livermore**

The nearby City of Livermore has been successful at attracting and developing a variety of new facilities, including a movie theater and arts facilities. They have also developed housing and new community amenities downtown. Many Pleasanton youth lament that their City does not provide comparable facilities.

### **Library is at Capacity**

The Library was described as "bursting at the seams." A study conducted a few years ago by the City determined that a facility twice the size was needed. Basic improvements needed include: additional community meeting space, space for after-school study/group projects, technology upgrades including wireless accessibility, additional seating, and development of a collection of multi-cultural books and related resources.

Youth of all ages heavily rely on the library for program services and afterschool activities. Participants suggested that

many youth prefer the library since being there allows them time for unprogrammed activities and parents consider the library to be a safe place. One participant described an after-school program that was started at a school near the library but was discontinued due to poor attendance.

### **Crime and Safety**

Pleasanton is considered a safe place to live. Some participants noted that there was some level of gang activity in the community. Though it is minimal compared to other communities, several participants noted it was important that action is taken to ensure that gangs do not gain a foothold.

## **What issues or topics do you believe should be addressed in the Master Plan?**

While the first question participants were asked regarding issues facing youth focused on broader concerns, this question was designed to identify more specific responses. In this section, participants often cited specific actions, facilities, and program modifications that could be called out in the Master Plan. The responses have been grouped into three general categories: programs, facilities and planning process.

### *Programs*

The Character Counts program should be modified to have some statement specific to diversity.

The Master Plan should address the need for youth to have time for unstructured programs and activities. Pleasanton youth have highly scheduled lives; some youth and adults do not know how to fill unscheduled time in a fun and creative way.

### *Facilities*

Most participants commented on the need for a youth/teen center. Several participants described previous efforts to develop a youth center and discussed some of the barriers that prevented it from coming to fruition. Several participants commented that given the delays, some community members may be willing to support some variation on the original concept. It could be a new facility in the original location, a rehabilitation of an alternate building, or a combination of multiple facilities and on-line activities. The Master Plan



could be a catalyst for coming to resolution about how this facility need will be addressed.

### *Planning Process*

The Master Plan process should take advantage of on-line communications to share information and invite community participation.

The process should continue to be community-driven. It should also engage a broad cross-section of the community and focus on reaching the “non-joiners,” or those who are not active in organized sports and activities.

The Master Plan should be outcome-based. The Plan should include measurable outcomes so that decision makers can see what progress is being made. Where it is not possible to measure the outcomes, the Plan should identify indicators of success so that progress can be tracked.

The planning process should emphasize the need for partnerships. For example, churches and other organizations are offering quality programs. The City should not be required or expected to meet all youth needs on its own and it should focus on how to engage other providers.

The City may need to reconsider how the Youth Commission and Youth Master Plan Implementing Committee are organized and how they interact. One outcome of the Plan may be to revisit the role and functions of these groups.

### **Age-Specific Issues**

Participants tended to consider the needs of teens in their responses, so to ensure that the needs of each age group were adequately considered, participants were asked to identify any concerns that were specific to an age group. Not all participants provided a response for each age group, and we have avoided repeating the general responses to Question #1. The following lists the specific issues called out by age group.

#### *Age 0-5*

Child care opportunities for infants are limited. There’s a lack of infrastructure for preschool level activities. It can be difficult to find out what is available. However, most parents are prone to self-organizing and finding activities that work for them.

Many children are limited in their ability to play and it affects how youth develop. This issue continues across the age groups.

#### *Age 6-12*

Kids are seeking opportunities and safe places to hang out, but opportunities are limited. Most parents are not comfortable having this age group unsupervised or involved in unprogrammed activities. Some parents tend to be over-involved in their children’s lives and are already starting to add to achievement pressures. Many parents are uncertain about how to spend unprogrammed time with their children or how to have experiences that include children of different ages.

#### *Age 13-18*

There is a need for a dedicated teen facility. The community needs to offer more activities and gathering spaces for teens. Teens are interested in having a movie theater, bowling alley, and other spaces where they can socialize available. Most of the issues described in response to the first question applied to teens.

The City might consider partnerships with the business community to meet the needs of this age group.

#### *Age 19-22*

This group was considered the least understood and served by the community. Participants suggested the City needs to evaluate how these youth participate in and use City programs and services. Some participants noted the City provided few services specific to this age group, especially those who are not college-bound. Services needed included: job training, career counseling and employment opportunities. There also need to be services that help youth transition from high school to junior college. It was also noted that there were few social opportunities for this age group. For example, many are too old for high school dances and not old enough for clubs where the minimum age is 21. Other participants mentioned that this is an adult category and that this age group is self-sufficient and connected to groups, programs, and activities outside of Pleasanton.

# Appendix C

## **Stakeholder interviews included:**

### **Elected Officials**

- Mayor Jennifer Hosterman
- Councilmember Cindy McGovern

### **Pleasanton Unified School District**

- Superintendent John Casey
- School Board President Chris Grant
- Jennifer Roush
- Candace Anderman
- Jon Vranesh
- Carol Raimondi
- Terry Conde
- Sheryl Pacheco
- Terese Ghilarducci
- Sue Mello
- Mark Schweitzer

### **City of Pleasanton**

- City Manager Nelson Fialho
- Becky Hopkins
- Mark Spiller
- Kathleen Yurchak
- Hiram Berhel
- Mark Duncanson
- Raymond Figueroa
- Darrin Davis
- Teresa Parham
- Andy Jorgensen

## **Commission Members (interviewed by phone)**

- Parks and Recreation Commissioner Ted Kenzer
- Human Services Commissioner Anne Kennedy
- Library Commissioner Debbie Look
- Youth Commissioner Chris Arkin

# Pleasanton

Youth Master Plan

Appendix

# D



## Focus Group Results





## FOCUS GROUP #1

Date of Discussion:	May 6, 2009
Facilitator(s):	Jim Ott and Julie Yuan-Miu
Group Name:	Pleasanton Chamber
Group's Contact Person:	Scott Raty
Number of Participants:	17
Age Group/Age Range:	Young adult to grandparent range
Gender of Participants:	8 women, 9 men
Group Characteristics:	½ non profit and ½ businesses

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Fantastic community for family
- Growing diversity – new immigrants
- Opportunities for youth involvement such as Youth Commission
- Strong schools
- Family values
- Safe activities for youth (ability for kids to ride bikes downtown)
- Beautiful town
- Desire to preserve what is great about our community
- Family friendly
- Care for youth
- Resource rich
- Changing demographics—culturally rich
- How city has grown
- Great park system
- Infrastructure in place
- Arts, sports
- Sense of history
- Close knit community
- Feeling that we know the members of our community with a small town feel
- Many opportunities for youth – parent involvement is positive
- Cultural values are being brought into community (e.g. increased focus by some segments of immigrants on the importance of academics)

## Appendix D

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids or grandkids enjoy doing in their free time?**

- Sports
- Scouts
- Parks
- Electronic video games
- Bike around town
- Participating in robust music programs – both private and through the schools
- Volunteering opportunities
- Visiting the mall (which is safe) as a destination to both shop and work
- Shops and cafés in the downtown as destination points and places to spend time
- Using the free downtown wireless in coffee shops
- Texting – communicating electronically is accessible
- Being active in drama programs, especially the improv opportunities offered through the city
- Availability of language schools, such as Chinese School.

### Question 3

**What activities or programs for youth do you wish were more available in the city?**

- Offer other sports besides soccer and softball, for example hockey (go Sharks!)
- Offer a non-school drama program so that students don't have to leave town to participate (some local cities have non-school based drama companies for youth)
- Find a balance between Play and Academics; create time for family interaction to balance academic expectations with programmed activities
- Offer more non-academic activities for younger kids (pre-school to teen years).

Note: Participants had a lot of discussion around this topic of finding balance for youth. One participant spoke passionately about the negative repercussions and stress associated with too much academic pressure. Others agreed that there needs to be more family time for youngsters to just be kids. Perhaps there are enough “programs” and parents should just spend time with their kids. On the other hand, the participants acknowledged that many parents move to Pleasanton because of our schools' high test scores and high academic achievement that is possible. The group acknowledged that finding a balance is not an easy task.

### Question 4

**What are the most important issues or challenges facing youth today?**

Inadequate family support to ensure that all kids are arriving at school fed and able, willing and ready to learn:

- Insufficient parental expectations established for children;
- Blended families and the time challenges created by all parents having to commute and work jobs to make ends meet financially;
- Breakdown in families since parents are not always skilled in dealing with the challenges of raising children. Need to strengthen bonds between youth and parents.

### Drugs and alcohol:

- Easy access to drugs and alcohol;
- Parents are blinded or in denial about what their kids are doing;
- Kids remain quiet about the availability of drugs;

Stress created by having to perform well academically, both from state and national testing requirements, as well as parents and peers:

- Kids are hurting due to pressures
- Some kids give up and just guess on tests
- Some kids commit suicide because they are lost

Higher level of sexual activities for youth:

- 25-30% of 8th graders are sexually active

Inadequate communications between parents and kids:

- Some parents who struggle with communicating face-to-face about sensitive topics may find using email / texting as good options to reach their children.
- Provide community programs to teach parents how to speak with their children about topics.

Breakdown of family values:

- Values are different today because some people value material goods over spending time together as a family

In discussing the issues facing youth, many participants offered possible solutions:

- Be aware of resources available
- Bring back community block parties where we get to know our neighbors
- Welcome people to community through a Newcomers group (a basket, for example, with information) especially for those who are new to the community; follow up with a personal visit
- Reduce regulations on business so that people have more access to jobs, since employment is essential to healthy families
- Create jobs locally and advertise jobs through [trivalleyjobs.com](http://trivalleyjobs.com) to reduce commute stress
- Ensure financial literacy programs to prepare youth for the real world
- Offer job resource centers so kids can gain skills
- Keep kids in school and promote college
- Religion – more church involvement; cohesiveness
- Share with our kids what our parents taught us about values (parents need to take the time to support and hug their kids, teach responsibilities)
- Establish “no reprisal” communications between kids and parents so the kids do not fear consequences of telling the truth about what’s really happening in their lives.
- Offer low cost or free sports / dance programs for kids to reduce stress (identified by the Tri-Valley Youth Health Collaborative – maybe tri valley adolescent health initiative)
- Reinstate “job corps” program that Pleasanton used to have to save kids who are turned off by school
- Offer non-traditional educational / ROP type programs
- Adopt a year of service concept between high school and college to explore the real world and provide service to others instead of going straight to college
- Create stronger bonds between high schools and community colleges

## Appendix D

- Ensure mentorship programs not just for kids, but for young at-risk parents so they can learn how to interact with their children
- Adopt the idea that high expectations can include goals other than college, such as being responsible as an adult, getting a job

### Question 5

#### **How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

City website; Community Parks and Library activity guides; PUSD E-Connection; Parent networks (i.e. asking one another for referrals to the best programs, etc.)

Participants noted that there are so many programs available that people are inundated with information from many sources. Suggestions to solve this include:

- Information needs to be electronic, and centralized for easy access. Perhaps there can be one website to go for all information.
- Free workshops that offer free learning materials can draw people in;
- Activities guides are helpful, but come in PDF and are not searchable; perhaps these guides can be offered in a different database format

### Question 6

#### **Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

We need to be sure we identify gaps and needs in the community as we seek to offer new programs; offering work experience programs will help youth find their way; offer trades-related programs (apprentice programs) like those available through ROP; encourage parents to see that college is not the only route for children to be successful.



## FOCUS GROUP #2

Date of Discussion:	May 11, 2009
Facilitator(s):	Mark Duncanson
Group Name:	YMPIC, Youth Group
Group's Contact Person:	Maria Lara
Number of Participants:	3
Age Group/Age Range:	Teenagers 16-18
Gender of Participants:	1 male, 2 female

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Extracurricular Offerings
- Focus and Commitment to Academics
- Stellar Schools
- Diverse age range
- City feels protected / Environment is safe
- Layout of the City is great / Great Downtown / Variety of shops

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Go to the Gym (workout)
- Got the Sports Park
- Hang with friends / At Yolatea, Library, different parks / In-n-Out Burger / The Ridge / Stoneridge Mall
- Party at Golden Eagle

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

- When we say “free time”, we are referring to the hours youth are not in school or participating in programmed activities or work on week days and weekends.
- Teen Center with movies, computer lab, lounge area to “kick-it”, dances, gym, sound proof rooms for bands to play and rehearse.
- Pleasanton Movie Theater
- More formal dirt bike track with stadium seating for spectator events
- Bigger Pool with longer rec swim time
- Water Park

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently?**

- College prep/entrance
- Stress

## Appendix D

- Access to alcohol and drugs
- Disengaged parents (busy, not wanting to deal with teens)
- Mental Health (depression, anger, etc.)
- Grades in school

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- School (announcements, posters)
- Pleasanton Weekly
- Web/Internet (Ptown411.com, School website, email)
- Word of Mouth
- Community/City Meetings
- Flyers

### Question 6

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- Make sure the plan is accurate, credible and relevant
- Make objectives obtainable
- "...hope the plan has things that can be implemented in our lifetime..."

## FOCUS GROUP #3

Date of Discussion:	May 11, 2009
Facilitator(s):	Maria Lara
Group Name:	YMPIC, Adult Group
Group's Contact Person:	Maria Lara
Number of Participants:	5
Gender of Participants:	3 female, 2 male
Group Characteristics:	All Pleasanton Parents (two teachers one High School/one Junior College)

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Safe for youth, this is important to the well being of youth
- Good community programs, parks and natural resources
- Business amenities, well planned and positioned business park, w/ roads and access
- Great geographic boundary with freeway access and still small town feel, strong sense of history
- Residents have similar values, they get involved, support education, people feel they can give input and they are in charge of their community
- Leaders are open to input and they empower people, it's a safe place to voice your opinion to help shape the city
- Good sports programs with variety
- Small town feel, the demography is affluent compared to other communities
- Good schools draw families
- Stability and continuity, small town feel – you see people you know downtown, many opportunities to go downtown such as first Wednesday's
- We have more public schools than private schools and it causes more people to get to know each other and creates a melting pot

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

Top items:

- Lighted basketball courts
- Let kids go out and play and get kids back outside in their neighborhoods
- Provide unstructured time

Additional items:

- Hanging out with friends and texting
- Sports, band, skateboarding, scooters
- Might want to increase skateboard access
- Movies

## Appendix D

- In free time they enjoy hiking the ridge, parks and open space
- Kids are over programmed this is a problem
- Youth need a 'place' to go –teen center
- Access to games/sports during free time, informal activities

### Question 3

**What activities or programs for youth do you wish were more available in the City? (These can be informal or organized activities or programs.)**

Top items:

- Arts facilities for youth, increase multi cultural events, performance activities, bands, theatre
- More options during summer months, school year has over programmed and summer lacks options more structure in summer or more options such as:
- Youth golf (popular in Livermore)
- Explore options with fairgrounds
- Softball and soccer during summer
- Drop in sports bike clubs for youth

Additional items:

- Expand options for dog walking

### Question 4

**What are the most important issues or challenges facing youth today?**

Top items:

- Mental health, stress, peer pressure, depression, pressure to succeed and then social pressure to fit in, drugs and alcohol
- Lacking multicultural options for students to be exposed to diversity and also to connect with students of different backgrounds, kids should not have to leave the city to experience these options
- Not enough opportunities for jobs, internships, or summer job opportunities also, youth could benefit from learning how to go about this process.

Additional items:

- Transportation is lacking for kids/youth to get to different places
- Economics in Pleasanton are good and youth may have 'affluenza' that may lead to kids being enabled and lacking challenges, this could lead to lacking a sense of purpose and boredom

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

Best way to get information:

- Email (if you are already connected in the community)
- Create a new comers group for youth so youth can get plugged in soon
- Provide opportunities to subscribe to mailers and get connected to lists for varying opportunities, activities, bike riding etc.

Other ways:

- Word of mouth/other kids or other parents
- Newspapers, independent and weekly
- Fliers from school
- Parks and rec catalog
- PUSD's E Connection and website

### **Question 6**

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- Promote and integrate 40 developmental assets in to new master plan
- Improve sharing of information about the teen center



## FOCUS GROUP #4

Date of Discussion:	May 11, 2009
Facilitator(s):	Kathleen Yurchak
Group Name:	YMPIC, Adult Group
Group's Contact Person:	Maria Lara
Number of Participants:	6
Age Group/Age Range:	Adults 40-62
Gender of Participants:	2 female, 4 male
Group Characteristics:	Parks and Rec Commissioner, City Councilmember, business community, police officer, parent representative and special population representative, all participants were parent of children living in Pleasanton, excluding the police officer.

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

First part

- Safe, Clean community
- Close proximity to beach and San Francisco
- Small town, family feeling
- Number of parks, trees and trail system
- Schools
- Caring community and volunteerism
- Great downtown
- Community/civic involvement
- Neighborhood closeness – proximity of neighborhoods create a tight knit community
- Availability of jobs

Second part

- Schools,
- Parks, trails
- Clubs (schools, non-profit, faith based)
- Sports (the variety of sport offerings; baseball, football, swimming, lacrosse, soccer, etc.)
- School programs (band)
- City programs – particularly programs for 18 months and toddlers
- Safe Place
- Mall

Third part

- Skateboard and BMX parks
- Access to major league teams (Giants, A's Warriors, Sharks, 49ers, Raiders)
- Ridge lands – biking, hiking

- Theatrical productions
- Cultural opportunities related to the arts
- College preparation
- High Quality of schools
- City and non-profit sponsored summer programs (quality and quantity)
- Aquatic parks

**Question 2**

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

First part

- Hanging out at Tully's, New York Pizza, Yogurt shop downtown and Delatti, Foothill students hangout at In & Out Burger and Amador students hangout at Panda Express
- Library
- Hanging out at the Stoneridge Mall
- Volunteering
- Texting
- Preschool Age
  - Library
  - Parks
  - Nature walks
  - Gingerbread Preschool

Second Part

- Video games
- Bowling
- Movies
- Oakland Zoo
- Buying and listening to music
- Social Networking (Facebook/Twitter)
- Tennis

**Question 3**

**What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

- Teen Center
  - Organized activities
  - Leadership programs
  - A place to hang out
  - Dance
  - Record music
  - Create art
  - BBQ
  - Starbucks for kids
  - Santa Rosa Teen Center was specifically mentioned

## Appendix D

- Move theatre
- Bowling
- Fantasy Factory – various activities (paintball, skate boarding, music recording, trampoline, etc.)
- Accessible/central place for kids to hang out
- Pedestrian and bike friendly routes to create a safer way for youth to get to places
- Open plaza area (similar to Tully’s) where youth are welcomed and not considered loitering

### Question 4

**What are the most important issues or challenges facing youth today?**

Top Three Choices

- Drugs/alcohol
- Stress
- Cyber bullying

Additional choices:

- Less parental involvement (2 parents working)
- Drugs/alcohol
- Stress
- Grades
- College entrance pressure
- Lack of mental health services
- Peer pressure
- Access to health care
- Technology
  - Appropriateness
  - Cyber bullying

### Question 5

**How do you find out about activities and programs for youth in the City? And what’s the best way to get you this information?**

Part one

- Activities Guide
- Pleasanton Weekly
- School E-connect
- Word of mouth
- Radio KKIQ
- Channel 30
- Email
- Pleasanton Weekly Express (daily email of top stories)
- P-town 411 (when it is updated, suggested for it to look more attractive and have a scrolling banner with activities and photos)
- Twitter
- Suggested to have a community youth TV show similar to Channel 30’s “Slice of Life”

### Part two

- Activities Guide
- Email
- Webpage to be directed to via an email

### Question 6

#### Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?

- Tap into youth's creativity for technology to produce videos, movies, etc.
- Collaborate with local technology companies
- Internships for teens
- City to partner with Fairgrounds to utilize unused space for community/youth activities
- Start small and offer programs in a centralized location and work towards a teen center
  - Concerts in the park
  - Art activities

## FOCUS GROUP #5

Date of Discussion:	May 13, 2009 (12:45 to 1:25 p.m.)
Facilitator(s):	Jim Ott and Maria Lara
Group Name:	Village High School
Group's Contact Person:	Kevin Johnson
Number of Participants:	9
Age Group/Age Range:	Teens
Gender of Participants:	5 male and 4 female

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- It's safe
- The Alameda County Fair
- Good people in Pleasanton
- Good schools
- The Stoneridge Mall
- Movies are close
- BART
- Our location in the Bay Area
- Downtown is cool
- Pleasanton is different from other places – it's "warm and fuzzy" compared to many communities
- Variety of areas such as open space, hills
- Support for Village High School staff and teachers
- Availability of Wheels Bus to get around

### Question 2

**What do you enjoy doing in Pleasanton?**

- Sports
- Biking at the skate park
- Fishing in creeks
- Hiking, camping in open space areas
- Spending time at Shadow Cliffs
- Hanging out with friends
- Spending time in parks with friends
- Attending First Wednesday Street party
- Farmer's Market
- Pleasanton can be boring



**Question 3****What activities or programs for youth do you wish were more available in the city?**

- More events like the fair that draw people.
- A male student (who admitted his bias toward music since he plays in a band) suggested more venues and opportunities for youth to play and enjoy music (currently, teens have to travel out of town to play music such as Lucky Pizza in Dublin, although the music store on Santa Rita Road in the Nob Hill Shopping Center had several concerts); a female student suggested the need a club for dancing that would be made available to minors on certain nights, such as San Jose’s Barcelona club.
- Greater access to jobs or information about jobs / Reaction from employers because of dress
- A mentoring program that might allow students to have an adult role model

**Question 4****What are the most important issues or challenges facing youth today?**

- Parents are not always supportive. Some parents “do their own thing” instead of supporting their kids. Not having boundaries is a problem and means kids are often raising themselves, which can cause some kids to go into gangs. (It was noted, however, that gangs are not a prevalent problem in Pleasanton, and certainly not violent gangs.)
- School pressure can be a problem, especially at the comprehensive high schools. Students noted that Village H.S. is more hands-on with better teacher-to-student ratio so students don’t fall through the cracks.
- Teachers at Amador don’t seem to care if a student is falling behind, whereas Village teachers care and ask why.
- It’s hard to make friends when new at school / Cliques, not a lot of openness to accept new kids
- Teen drinking and driving / availability of drugs
- Pleasanton is strict and many people in town are ignorant about youth. They think they are better than the youth, and sometimes look at them with “dirty” looks because of the youth’s appearance. They assume because of the way students dress that the students are not good people. One student gave an example of being at a park with friends and being approached by police even though they were doing nothing illegal or wrong.
- People in town pass judgment on Village students because they assume they have done something bad to be at Village.
- Cost of bus fare is high – would like to see a lower cost
- Rules at library are strict, but the students understood that some rules are in place because they are needed.

**Question 5****How do you find out about activities and programs for youth in the City? And what’s the best way to get you this information?**

- School bulletin; Internet; Friends; Ptown 411; City website (though not always a lot there); flyers
- Preferences to get info:
  - Paper (all students supported this idea)
  - Internet
  - Text from someone you know

**Question 6****Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- We want more to do; a place like a YMCA where kids can go to use computers, work out, attend job fairs; learn about opportunities to volunteer but just for teens. This should be a place like a library, but without the rules.

## Appendix D

- Let kids be kids. For example, don't have so many rules about behavior at concerts or events. Don't need excess police at a kid event.
- Change curfew from 10 p.m. to 11:00 to accommodate kids who work late or are out later.
- If events are made available, youth would still attend even if there wasn't a teen center
- Venues and chances to play "music, music, music"

## FOCUS GROUP #6

<b>Date of Discussion:</b>	May 13, 2009
<b>Facilitator(s):</b>	Rahael Borchers and Maria Lara
<b>Group Name:</b>	Youth Commission
<b>Group's Contact Person:</b>	Hiram Berhel
<b>Number of Participants:</b>	6
<b>Age Group/Age Range:</b>	4 teens (16-18), 2 adults
<b>Gender of Participants:</b>	4 female, 2 male
<b>Group Characteristics:</b>	Virtually all input came from the 4 teenagers, all of whom were very engaged and academically focused.

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### Question 1

**Please share your name and tell us how long you have lived here.**

- Have lived in Pleasanton between 6-16 years

What do you like best about Pleasanton? What makes this community unique or special?

- Sports programs
  - Parks/recreation
- Environment
  - Safe feeling
  - Outdoors sets Pleasanton apart – the beautiful climate, the ridge
- Strong school system
- Community
  - Everyone lives nearby schools – not too much traffic chaos
  - Residential area with a family oriented downtown
  - “Homey” – people know each other
- History in downtown – pride in city, emphasis on how it came to be (fieldtrips)
- Stoneridge Mall

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Hanging out with friends
  - Yola Tea in Pleasanton Downtown (new)
  - Walking downtown, which is not mainstream
  - Street fairs downtown
- Biking
- The pools and gyms to work out

## Appendix D

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

Top choices:

- Café or hang out place at Hacienda – Foothill High area is isolated whereas Amador students have downtown
- Need a late night activity – Pleasanton shuts down early
- Restaurants don't accept late reservations even at 9pm
  - Need a restaurant/café that stays open late, if it were central it would still be easy to get home
- Music, entertainment
  - Ex: Open band nights at Lucky's Pizza in Dublin
  - Ex: Dances for youths – sponsored by a club for youth, perhaps at monthly intervals
- When the city does have events, must advertise better
- Incorporate outdoors in shopping (ex: shopping at Stanford Walnut Creek)

Additional choices:

- Need public transportation because access to places is limited due to youth without cars
  - Livermore has a superior, model transportation
- Activities that cause teens to go to nearby cities for entertainment instead:
  - Movies in Dublin and Livermore
  - Pottery at Café Art
  - Livermore's Simply Fondue – like outdoor camping in January!

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently?**

Top choices:

- Stress about school – has increased over the years
  - Pressure to overachieve – now to achieve is really to over-achieve – standards have changed
  - Do your best is translated to get an A
  - Kids can't be kids – everyone focuses on getting into prestigious schools (ex: used Harvard) without looking at what is best for them career-wise and stress-wise
  - Difficulty in college admissions, increases every year
- Keeping up with an extravagant Pleasanton lifestyle
  - Ex: Junior and Senior Ball can cost couples hundreds, the schools compete to spend money at a luxury setting despite the economic crisis
  - Most activities are expensive, hard for kids because don't want to be left behind

Additional choices:

- Sports
  - Team practices are so long regardless of workload or even injury
  - Travel required to sports activities such as polo league

**Question 5**

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

Top choices:

- School is the best way to reach the teen population
  - School newspaper (although not published as often as Pleasanton Weekly)
  - Flyers, posters around campus
  - School TV and website bulletins
  - Counselors, career center for those who visit

Additional choices:

- Facebook – being linked into a group or a network (ex: entire Amador network) that shares city info would be very useful
- Currently receive most information through Youth Commission and town talk

**Question 6**

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

(None)



## FOCUS GROUP #7

Date of Discussion:	May 13, 2009
Facilitator(s):	Brock Roby and Nick Roby
Group Name:	Youth Commission
Group's Contact Person:	Hiram Berhel
Number of Participants:	5
Age Group/Age Range:	3 teenagers 15-17; 2 adults
Gender of Participant(s):	3 female, 2 male
Group Characteristics:	Primary focus was to get youth participation, and input was welcomed from adults. Adult responses are marked with an *.

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Safe, organized, clean, green
- Commissions – listen to youth
- The people – kind, out-going (Farmer's Market)
- \*Parks, trails, arts, Shakespeare in the Park, safety
- \*Gyms, facilities, people
- \*Quality of schools; support for amenities; priority on youth programs

### Question 2

**What is your favorite thing to do in Pleasanton? What do like best about living here?**

- Movies, shopping (mall)
- Mall; downtown – near AVHS – eat, hang-out
- Trails / parks
- \*Lunch; movies in Livermore; library; walks
- Safety
- Safety; environment; clean; well-planned city
- \*Quiet; close to other urban areas.

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

Top choices:

- Teen Center – something to do here
- \*A place of teens to hang-out

Additional choices:

- Amusement parks
  - Need a place to hang-out – movies & the mall can get old
  - Community center – games; music; entertainment
-

- Movies get old – things that are not here in Pleasanton
- Performing arts – Firehouse Art Center; Livermore has Bankhead – brings community together.
- \*Livermore had a church that opened up for youth to hang-out. We need that in PL!
- \*Turn Domus into a Teen Center; open microphone; bands; in middle of town; games; “graffiti wall”

#### Question 4

**What are the biggest issues or challenges you are dealing with in life currently?**

Top Choices:

- \*Alcohol abuse / substance abuse
- \*Family stress / relationships

Additional choices:

- School – time-management; homework
- College choices – stress; competitiveness
- \*Families splitting up
- \*Short attention span / instant gratification
- \*Self-esteem / self focus issues – (need “Parent University”)

#### Question 5

**How do you find out about activities and programs for youth in the City? And what’s the best way to get you this information?**

- Word of mouth/other kids or other parents
- Newspapers, independent and weekly
- Fliers from school
- PL Activity guide
- \*PTown411
- PUSD’s E Connection and website
- \*City website

#### Question 6

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- Teen Center has been talked about since '85 – will it get done?
- Can we get updates on process in PL Weekly; how different is it this time around?
- Information on the Teen Center

## FOCUS GROUP #8

<b>Date of Discussion:</b>	May 20, 2009
<b>Facilitator(s):</b>	Jill Maratsos and Julie Farnsworth
<b>Group Name:</b>	Hearst Elementary PTA
<b>Group's Contact Person:</b>	Cindi Nielsen
<b>Number of Participants:</b>	16
<b>Age Group/Age Range:</b>	Adults
<b>Gender of Participants:</b>	1 male, 15 female
<b>Group Characteristics:</b>	Elementary school parents, 2 teachers, 1 Principal all from Hearst Elementary school

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- The community values children and education
- Small town feeling
- 1st Wed. Farmers market
- Concert in the park
- Top rated Schools
- Trees
- No Vandalism
- Great Parks
- Low Crime Rate
- Clean
- Safe
- Rich history
- Sports Park
- Sense of community and that you recognize people as you are out and about

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- The Library summer reading program
- 1st Wed. street party
- Playing at the arroyo and getting their feet wet
- Bike riding
- Reading
- Electronic games
- Sports
- Swimming
- BMX Park
- Parks

- Skateboarding
- Amador Theatre
- Iron Horse Trail for Bike riding
- Tennis
- Getting an ice cream at the dairy
- Soccer
- Park and Rec activities ( ridge runners, arts, crafts class)

**Question 3**

**What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

- Better public transportations, safe buses to reduce the number of car trips, carpooling??
- Everyone is driving to the same place in separate cars, such as school drop off.
- Cooking classes for younger kids in the parks and rec programs,
- School buses,
- Mommy and me art, music or park playtime for children 0-3,
- Babysitting classes for Tweens.
- Ice Skating
- Supervised free athletic play, Rec center with sports equipment that can be checked out for use in the park
- Summer time hang out, lunch and snacks provided
- Public gathering place during organized activities for tweens
- Drama classes, Center for the arts (a place were kids could go to participate)
- A play structure at Kottinger Park on the corner of Kottinger and Bernal, back in the corner where it is shaded and out of sight from the road so it's not an eye sore.

**Question 4**

**What are the most important issues or challenges facing youth today?**

- Requirements to get into college,
- Too much information, they are too aware of adult issues.
- Burned out on school and sports by the time they get to high school,
- Over loaded on homework, to much homework
- Over scheduled, not enough time for everything,
- They feel they have to take summer school just to reduce class load and stress during school year,
- Peer pressure, bullying,
- Economic factors, family pressures, parents who are unemployed,
- Drugs, alcohol
- They struggle to find a balance

**Question 5**

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- City parks and Rec activities guide, friend's referrals and recommendations, Wed. folders at school, flyers, Pleasanton Weekly.

## Appendix D

- They like the activities guide in the mail, but would like to know when to expect. Would like to be able to view all activities on line, would like to register on line, email is a good way to get info.

### **Question 6**

#### **Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- Please pave the bike path down valley from Sunol Blvd.
- Complete the iron horse trail
- Continue to invest the money in youth, that is what builds community
- Stop talking about a youth center, just build it or rent the space.



## FOCUS GROUP #9

Date of Discussion:	May 27, 2009
Facilitator(s):	Suyeu Kuo
Group Name:	Foothill High School Art Club
Group's Contact Person:	Nancy Scotto
Number of Participants:	14
Age Group/Age Range:	Teens
Gender of Participants:	4 male, 10 female
Group Characteristics:	Student art club from Foothill High School

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

Best

- All the Teachers in the District – How nice the teachers are, and how kind and helpful they are.
- The Downtown – The downtown has an old hometown feeling. Plus, the club liked how peaceful the city is.
- Lower Crime Rate than Other Cities/Towns – In general, not a lot of major crimes occur in the area.

Unique

- Monetary Status – Pleasanton is the richest middle-sized city in America.
- Downtown – The downtown has a friendly community feeling.
- The Schools and Teachers – How well known the teachers are; even if an individual is not involved with the schools.
- Art Gallery in Downtown – There is a wide variety of art available at the gallery.

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

Favorite Things to Do in Pleasanton

- Attend School – Being able to come and enjoy the teachers at school.
- Visit the Farmers Market – Can earn decent wages if employed there and is in a convenient location.

Enjoy Most About Living in the Area

- Location – How convenient the location of the city is. (Highways, Movie Theater, etc.)
- BART – The convenient location and availability of the BART System.
- Wheels – The availability of the Wheels Bus Program.
- Nice Streets – All paved nicely and smooth.
- The Schools and Teachers – How great the school education system is, and the helpful teachers.

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

Free Time

- There is a Lack of Free Time
- This particular group of students agreed that they were far too busy to have free time.

## Appendix D

### Programs/Activities

- Variation on the Events Available for Teens – This group felt like there are too many sports activities and a lack of art programs. (Graffiti Class & other forms of art)
- No More Pink Slips – Want to see more teachers be able to keep their jobs.

### Question 4

#### What are the biggest issues or challenges you are dealing with in life currently?

- Colleges – The competition to get into college. These specific challenges include: GPA, Tests (SAT & ACT), Extra Curricular Activities, and AP Classes.
- Lack of Art Programs
- Economy – Specifically, all the teachers that received pink slips.
- Drugs – Drugs being used by teens, and adults being drunk in public.

### Question 5

#### How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?

### Finding Activities

- Pleasanton Public Library – The bulletin board located in the Pleasanton Public Library has important information.
- Mail – Some of the youth said they receive information through the mail.
- NOT the School Bulletin – The students said that the school bulletin was NOT helpful in hearing about activities.

### Ways to Get Information/Grab Attention

- Free “Stuff” – This particular group of students said that in order for them to find out information on programs/attend activities, they would need to be persuaded to go hear about it; through the use of giving away free “stuff”.

### Question 6

#### Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?

(None)

## FOCUS GROUP #10

<b>Date of Discussion:</b>	May 27, 2009
<b>Facilitator(s):</b>	Jill Maratsos and Kathleen Yurachak
<b>Group Name:</b>	Vintage Hills PTA
<b>Group's Contact Person:</b>	Patty Powers
<b>Number of Participants:</b>	13
<b>Age Group/Age Range:</b>	Adults
<b>Gender of Participants:</b>	13 females
<b>Group Characteristics:</b>	11 Vintage Hills parents and PTA board members, 1 principal, 1 teacher

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Good schools
- Downtown
- Small town feel
- A sense of community
- Activities for kids
- Great parks and playgrounds
- Safe community
- Well-maintained by the city
- Weather
- Accessible to the city or San Jose
- Easy to get to public transportation for commuting BART and ACE train.

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Getting ice cream downtown
- Dairy and Yoatea
- Playing sports - there is an opportunity to play just about every sport know to man
- Hiking at the ridge
- Swimming at the neighborhood pools
- Playing at various parks, they all of different activities so it is a park destination (water park, big slide park, bike park)

### Question 3

**What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

- Indoor soccer
- Indoor ice rink, hockey, roller and ice skating

## Appendix D

- Service organization for kids (summer program where they can give back to the community and learn that feeling of giving) Vintage Hills had a summer program called camp character which was based on our PUSD community of character, this type of program should be city wide.
- Children's museum, hands on science or learning thru play like the discovery museum in San Jose
- Drop in Art studio (like cafe art), we miss the day art studio on main street.
- Children's theater to watch and perform, puppet theater, where kids can watch a puppet show and also play and do their own show.
- A children's orchestra, performing arts.

### Question 4

#### What are the most important issues or challenges facing youth today?

- Peer pressure, a need to over achieve, stress to be prepared for college
- A challenge is keeping themselves entertained in their free times
- A place to hang out and fun activities in a safe environment for teenagers
- Minorities have a difficult time assimilating into the community. This creates a divide in race and some of it maybe cultural differences. We want all kids to blend in together

### Question 5

#### How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?

- Activities guide from City Park and Recreation
- Word of mouth
- Friend recommendations
- City website
- Google
- PUSD e-connect
- They are very happy with the online registration for city activities.

### Question 6

#### Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?

- Bathrooms in the parks, we understand the neighborhood park thing, but all of the parks in Pleasanton are destinations, so we drive across town to go to the park with the activity we want to do that day.
- Bike trails, expanded and safe for a nice long bike ride. We drive to sycamore grove and that is silly to drive somewhere to ride your bike.
- Family-friendly features at shadow cliffs, it is underutilized and with unfinished buildings and empty space that could be put to better use.
- Teen center, under age club, recreation center with supervision, a safe place to hang out with friends. The store at Vintage Hills Center would be a great place for a teen center, maybe the city can rent it as an interim location.
- Bowling, rock n bowl, roller skating, ice skating, movie theater
- Activities that are Free, everything cost and it adds up fast.

## FOCUS GROUP #11

Date of Discussion:	May 29, 2009
Facilitator(s):	Suyeu Kuo and Daniel Zakaria
Group Name:	Foothill High School Earth Club
Group's Contact Person:	Nancy Scotto
Number of Participants:	15
Age Group/Age Range:	Teens
Gender of Participants:	9 females, 5 males
Group Characteristics:	

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

Best

- Safety – How safe the area is in general.
- Pleasanton Ridge – The ridge is a convenient location for running/hiking.
- Parks – The majority of community parks are walking distance from residential areas.
- Downtown Pleasanton – The downtown area has a wide variety of food available. This area also has a pleasant intimate feeling and is not overcrowded.

Unique

- Sports – There is a wide variety of sports available to youth.
- Community – How much the community is/can be involved with city activities if they wish.
- Diversity – The wide diversity of cultures/ethnicities in the area.
- Police – The police are easy to get along with and are very kind.

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

Favorite Things to Do in Pleasanton

- Running/Jogging/Hiking
- Shopping – Specifically at Stoneridge Mall.
- “Hanging Out” with Friends – Going for walks with friends through Downtown Pleasanton. In addition, having conversations with friends outside the High Tech Burrito area, located in Downtown Pleasanton.

Enjoy Most About Living in the Area

- Location – Pleasanton is located in a great location, near many cities where events take place.
- BART - The convenient location and availability of the BART System.



## Appendix D

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

#### Free Time

- Arcade – Some sort of establishment similar to Boomers.
- Bowling Alley
- Day of Sports – One day where youth can go out and play pick-up games of different sports for fun.
- Teen Center
- Lower Cost Activities – Any kind of activity that is suitable for a youth budget.

#### Other Programs/Activities

- SAT/ACT Support – Not necessarily a study group, but a group where students can share their SAT/ACT experiences.
- Mental Health Services – A service that helps with stress/mental or social issues. The students suggested that preferably the group/service be led by an experienced individual (teen or adult) who has dealt with similar issues/concerns.

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently?**

- School – The pressure to do well in school. Furthermore, this group said the competition to perform well on SAT/ACT Tests in order to get into college was a major challenge.
- Balance – Keeping the balance of school, family, friends, and sports all in order.
- Budget Crisis – The school district issuing pink slips, and certain families cutting back on spending.
- Drugs – Although this group acknowledged drugs as an issue, in general, they felt like it was not a major issue.

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

#### Finding Activities

- Friends/Word-of-Mouth – Most of the information obtained in the past was passed from friend to friend.
- NOT the School Bulletin – The students said that the school bulletin was NOT helpful in hearing about activities.

#### Ways to Get Information/Grab Attention

- Online – Use the online communication sites, such as: Facebook or Myspace. Students said they have already begun to notice many notifications of events through Facebook and/or Myspace.

### Question 6

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

(None)

## FOCUS GROUP #12

<b>Date of Discussion:</b>	June 2, 2009
<b>Facilitator(s):</b>	Maria Lara
<b>Group Name:</b>	Horizon High School - Pleasanton residents
<b>Group's Contact Person:</b>	Karen McMahon
<b>Number of Participants:</b>	2
<b>Age Group/Age Range:</b>	18-20
<b>Gender of Participants:</b>	2 female young mothers
<b>Group Characteristics:</b>	20 year old mother of 2 young children, 18 year old mother of 1 young child both Pleasanton residents.

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Wealthy
- Safe and secure
- No gangs
- A lot of parks
- Fair
- Great to be downtown
- People are nice and educated
- Clean
- Not very busy – traffic
- Could live here my whole life
- Close proximity in downtown (i.e. banks, restaurants etc.)
- No need to consume gas because of proximity
- People don't look down at you
- Like that the City involves adolescents – have interest in youth i.e.: Teen Center
- Appreciate Horizon High School with many resources compared to other cities
- Thoughts given to low income and young parenting i.e. all issues facing youth's such as assistance for parents.

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Walks with daughter
- Library with children
- Parks
- Main Street
- Hills provide good exercise

## Appendix D

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

- Massage
- Swimming
- Shopping – causes to shop elsewhere because prices are high.
- Workshops i.e. art, ceramics
- Concerts
- Counseling services/therapy
- Limited free time as young parents
- View full time as working or exercising
- When child is with the other parent
- Childcare is needed that is affordable for low income parents.
- Child care is impacted forcing parents to go to Hayward or Livermore.
- Prices in Pleasanton are higher
- Merchandise differs in cost/variety causing the need to shop elsewhere.

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently?**

- Affordable childcare
- Rent is high
- Transportation rates not close enough for a walk home
- Jobs for teens plus feeling as if employers view youth to be “to young”
- Resources to look for a job, prep for job interviews
- Resources on where to look for a job
- Medical insurance and health care - no ability to get to health care nearby, must go to Hayward or Livermore when using medical and transportation is a huge problem.

### Question 5

**How do you find out about activities and programs for youth in the City? And what’s the best way to get you this information?**

- Mail
- Internet, Library website
- Parks and Recreation guide
- Weekly newspaper
- Independent
- A lot of paper is wasted
- Better to post where visible
- Internet/website
- E-mail

**Question 6**

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

(None)

## FOCUS GROUP #13

<b>Date of Discussion:</b>	June 5, 2009
<b>Facilitator(s):</b>	Maria Lara and Brock Roby
<b>Group Name:</b>	Lydicksen Elementary School – Club 40
<b>Group’s Contact Person:</b>	Ms. Johnson
<b>Number of Participants:</b>	12
<b>Age Group/Age Range:</b>	5 <sup>th</sup> Grade (11 – 12 yrs.)
<b>Gender of Participants:</b>	4 female, 8 male
<b>Group Characteristics:</b>	Fifth graders who voluntarily participate in the Club 40 program on a weekly basis at Lydicksen Elementary School. Over half were born and raised in Pleasanton; the rest have lived in Pleasanton from 1 to 5 years.

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Sports programs
- Golf course, ball fields
- The people and it is safe – “not many robberies”
- People are appreciative
- Great schools / teachers are great
- Grass is nice / well maintained

### Question 2

**What is your favorite thing to do in Pleasanton? What do like best about living here? (# of times mentioned):**

- Baseball / golf (2)
- BMX park
- Hanging out w/ friends at home (2)
- Playing sports, basketball, tennis, hockey (at Oakland)
- Lacrosse (2)
- Riding bikes (2) – feels safe riding around
- Softball
- Sports video games
- Playing guitar and “eating”
- Playing w/ pets / dog / Dog Park
- Interacting with dogs at the dog park
- Volunteering

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs. (# of votes – pick 3):**

- Dirt bike track (1)
  - Ice Skating Rink (8)
-



- Stand-alone soccer fields – not shared w/ baseball (3)
- Water skiing / wake boarding (6)
- Mt. bike trails on the hills (3)
- Volunteer to stop gangs in Oakland (4)
- Help stop litter (3)
- Increase crosswalks / crossing guards for school (1)
- Batting cages
- Indoor soccer (4)
- More Club 40 (3)
- Age appropriate bands / place to convene bands (3)

**Question 4**

**What are the biggest issues or challenges you are dealing with in life currently? (# of votes – pick 2):**

- Bullying / harassment (5)
- School cuts are reducing programs (2)
- Prop 8 – same-sex marriage (2)
- Fights between friends (6)
- Teacher lay-offs (1)
- Effects of economy on local protection on school budget (Measure G failed) (2)
- Homework during summer – need time to be kids & chill out (5)
  - Teachers need a break too.
  - But some people may need summer school

**Question 5**

**How do you find out about activities and programs for youth in the City? And what’s the best way to get you this information? (# of votes – pick 2):**

- News (1)
- Internet (1)
- TV
- Word of Mouth (4)
- Over hear people
- Signs / Flyers / Mailers (11)
- Parents – some parents are connected / volunteer (3)
- Friends (2)
- Ads at stores or TV (1)
- Teachers
- Library

**Question 6**

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- Stores are shutting down & need government assistance to rent or lower rent (pertains to Dublin – Game Stop closed)
- Healthy grocery stores
- Lower taxes

## Appendix D

- School programs – extra curriculum for advanced students
- Cheaper lunches – improve food at school; more food.

## FOCUS GROUP #14

<b>Date of Discussion:</b>	June 10, 2009
<b>Facilitator(s):</b>	Maria Lara and Angelina Sangiacomo
<b>Group Name:</b>	Music Group
<b>Group's Contact Person:</b>	Clinton Roach, Amador Valley High School Student
<b>Number of Participants:</b>	16
<b>Age Group/Age Range:</b>	High school students, ages 15 -18
<b>Gender of Participants:</b>	16 males
<b>Group Characteristics:</b>	16 males all interested in music, members of bands or avid listeners of live music (particularly bands of their similar age group), many must leave Pleasanton to experience or participate in youth led live music events (examples named: City of Dublin, Richmond and Redding). All expressed an interest in providing input because they want a place locally where they can express, share and explore their music talent/interests.

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### Question 1

#### What do you like best about Pleasanton? What makes this community unique or special?

- Nice place to grow up
- Good Schools
- Safe Community
- Freedom to do and be what you like
- Lots of opportunities to succeed later on in life
- Downtown has everything you need
- Safe place to express yourself
- Two skate parks and BMX park; lots to do
- Access to transit (BART/ 580/680 proximity, buses)

### Question 2

#### What is your favorite thing to do in Pleasanton? What do you like best about living here?

- Lots to do with different types of people
- Movies (in Dublin)
- Hanging out
- Sports
- BMX and Skate parks
- Street fair
- Country Fair
- Good diverse restaurants
- Yolatea
- Mall
- Bike trails/ bike lanes
- City is set up well and all friends are nearby
- Community service

## Appendix D

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

- Practice music studio
- Place to play w/o complaints
- Youth center/Rec center
- Place to hang out especially when parents aren't home
- Place for music shows where people can come
- Place for tennis to hang out for teens like pump it up
- Somewhere similar to a place called Jump Sky High
- Easier access to community service opportunities
- Opportunity to come to you
- A place for music with volunteer run opportunities
  - Ex. 924 Gilman Berkley
- Valley Community Church and Crosswinds church youth groups are great- more groups such as these without a religious connotation would be good.

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently?**

Drugs/Alcohol, peer pressure, need to fit in

- Parties involving drugs and alcohol-when not attending it can feel like we are antisocial
- Difficult to avoid parties

Stigma and misconceptions about youth

- Kids get Bad Rap- if we have nothing to do- kids end up doing things that get them into trouble- then leaves it for people to assume we all do this- ruins for everyone
- People look at skateboarders like we are criminals- just because we are on the street
- Adults discriminate/stereotype make false assumptions
- Adults are suspicious of kids
- Adults assume we cause trouble

Academics

- School, keeping up w/ academics
- College, BAs, masters degrees
- Pressure to get act together

Family/Relationship with Parents

- Getting along with parents- youth/ parents getting to agree or getting trust from parents
- Strict parents
- Hard to convince parents event is safe

**Question 5**

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

Top picks:

- Internet #2
- Friends #1
- Myspace #2

Other:

- School
- Mail and newspaper (more for parents)
- Takes effort to find out about this
- It's important to keep it in their face to get participation
- Need to market to groups of people's friends-go where friends go
- Example- skate demo at mall. Zumiez couch tour could be advertised (commercial businesses could partner with mall/ city/ schools to get youth to attend)
- Need to advertise regional events in tri valley

**Question 6**

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- Advertisement for being able to meet with city officials would encourage more people like us to pursue you and tell you about our interests.
- We want to understand the process to continue providing input and help influence results.

## FOCUS GROUP #15

Date of Discussion:	
Facilitator(s):	Jill Maratsos and Maria Lara
Group Name:	Pleasanton Mothers Club
Group's Contact Person:	Mannie Nimmo
Number of Participants:	10
Age Group/Age Range:	All Adults
Gender of Participants:	10 females
Group Characteristics:	10 women who are all members of the Pleasanton Mothers Club and their kids are 12 and under, but mostly preschool age. All 10 of these women consider themselves stay at home moms, but 4 of them own and operate a business and 2 of them work part time.

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Academics, sports for well rounded kids
- The community motivates kids
- Downtown Events - farmers market - first wed.- parades – concerts
- Parks, hiking trails
- It's safe
- The school and the top notch teachers
- Diverse culture and those cultures have similar interests and goals for their kids
- Everything is close and easy to get to, easy to navigate around town when you are new here.

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Parks, the water features at the parks
- Ride bikes, scooters and skateboards
- Great programs at the library and it has a great area for small children
- The parks have themes and a destinations: Big Slide Park, dinosaur park. Shadow Cliffs.
- Hike the ridge.
- Eric Nichols programs, via city parks and rec.
- Dairy
- Concert in the park
- The park and rec classes for 3 to 8 year olds.
- Fireworks from the fair



## Question 3

**What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

- Classes, such as art, rec, language, gardening, bike and scooter safety, mommy and me classes and classes for special needs kids.
- Downtown business and kid partnership, such as window painting for holiday's by kids as a contest.
- Indoor hangout programs for Toddler age group, Mommy and me drop in play time, an indoor place is nice to have on very hot or rainy days.
- The city could help the school cuts, by offering programs for free or cheap. Such as music and instrument classes, language classes, tutoring or reading specialist
- Senior interaction with preschool or elementary school age kids, story time, gardening partners.

## Question 4

**What are the most important issues or challenges facing youth today?**

- Crossing the street safely (peters and w. Angela) traffic and bike safety
- How to prepare children for the transition of schools lacking resources and parents will have to bridge the gap.
- Children are aware that their teachers are losing jobs, having to move schools or grade levels.

## Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- Activities Guide, Pleasanton Weekly, Library website, Pleasanton Mothers Club chat boards (website) School sending home flyers, posters downtown,
- They would like to get info via e-mail like the PUSD e-connect, but from the City

## Question 6

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- More teeter totters at the parks
- Bathrooms at the parks, water features at the parks should be turned off during the winter
- It would conserve water and prevent the kids from turning on the water when it is cold out.

## FOCUS GROUP #16

**Date of Discussion:** June, 30, 2009  
**Facilitator(s):** Kelly Cousins, Rahael Borchers, Kathleen Yurchak  
**Group Name:** Tri Valley YMCA  
**Group's Contact Person:** Kelly Dulka  
**Number of Participants:** 10  
**Age Group/Age Range:** one teenager, several young adults, mostly adults  
**Gender of Participants:** 1 male, 9 female

### Group Characteristics:

- Several of the adult members had grown up in the Tri Valley themselves.
- The members who were present represented a wide spectrum of the YMCA – from Child Care to Summer Day Camp to Youth and Government – the information and opinions available were great.
- The YMCA prides itself in that it embraces people from all different backgrounds. Many members had close connections with YMCA teens both as counselors and friends, and several of the members had experience in working with children with special needs.
- We can definitely learn from the YMCA about how to communicate with and reach youth. They have some great communication networks that in the future we could potentially be a part of.
- Many of the members had already read the original Youth Master Plan. One member had even served on Pleasanton Youth Services and had helped create ptown411!
- The group was very enthusiastic to not just help us with the update, but also to join efforts in Pleasanton together. They were very generous with their feedback and time – we spent close to 1.5 hours discussing. I feel like they would be a great group to revisit and get more feedback from once we get further along in the update of the Master Plan.

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Pleasanton is a supportive community
  - Involvement in organizations such as the YMCA give kids a “family”
  - Good city wide cooperation between various agencies and departments – police, Youth Services, City Government have good relations
  - Safe, good environment
- Pleasanton offers community events
  - First Wednesday
  - Small downtown that retains its authenticity and history – hasn't had a “cheesy makeover”

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Hang out places:
  - Stoneridge Mall, Downtown, parks

- Childcare opportunities
  - Summer Day Camps both for young children and teens who can have leadership opportunities – children and teens really enjoy camp, make bonds with people who come year after year
  - Family Nights at the YMCA tri-yearly –families come for themed night of dancing, games, eating
- Teens spend too much time playing videogames, texting, on internet
- Problem with not enough to do
  - From 3-6 is the “problem time” for many teens and middle schoolers who’s parents aren’t at home to supervise them
  - Results in loitering, smoking, drinking, etc

### Question 3

**What activities or programs for youth do you wish were more available in the City? (These can be informal or organized activities or programs.)**

- The problem
  - Currently, most fun hangout places for teens are outside of Pleasanton – movie theater, ice skating, bowling
    - Many kids can’t drive there
    - Above activities as well as restaurants that Downtown offers are all too expensive for teens to use regularly
  - Currently, the YMCA programs which allow kids to have safe fun and build strong relationships with staff and other kids (aided by the consistency of same people coming each summer) are only during the summer – should be extended for all year
- Teen Center
  - All teens need a safe, fun, affordable place to hang out where they can engage in cross-cultural activities and feel supported, loved and accepted by others
    - Several had visited a teen center in Walnut Creek which featured an art center, an open gym with pick up games, a recording studio
- Need more service projects and leadership opportunities for Youth
  - When the usual volunteer places are full or don’t want teens, teens need an adult who can find them opportunities and “vouch” for them
- Need a way for all efforts, activities, service projects in Pleasanton to be published together
  - An online community calendar with EVERYTHING on it where there is friendly collaboration between organizations – so groups don’t have to “reinvent the wheel” over and over, and schedule big events on the same day

### Question 4

**What are the most important issues or challenges facing youth today?**

- Poor economy affects youth too
  - Downtown and hang out activities are too expensive
  - Fewer jobs for youth that would give them responsibility and economic freedom
- Lack of awareness about diversity
  - Pleasanton demographics are changing but stereotypes and type-casting haven’t – many are trying to remain too traditional
  - In school youth who are outside of the norm, and have learning/developmental differences are set aside
    - Everyone should be mixed and put together from a young age and onwards – so respect for diversity can grow, and coping skills for the real world can be developed

## Appendix D

- Lack of supervision, especially when 2 parents are working
  - More opportunity to get into trouble and risky behavior
  - Lack of parental and school awareness about such issues because Pleasanton kids are seen as affluent, sheltered, perfect
    - Teens need mentors, someone to guide them through troubled years, something that YMCA tries to offer but needs to reach more of the population

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- Keep YMCA website updated and informative
- Send “e-blasts” to hundreds through constantcontact.com
  - Use massive email lists and large communication networks to send newsletters
- Large banners in downtown very effective as is word of mouth that results
- YMCA already employs Facebook, Twitter, working on posting youtube videos
- Need more interagency collaboration – between city commissions, the School District, the county, and nonprofits
  - As learned from a visit with the Craig’s List Foundation, the city needs to be more supportive of nonprofits and realize that they can take care of a lot of the programs the city needs

### Question 6

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- Priorities
  - Teen Center
  - Community Calendar with events and volunteer opportunities
- Keep in touch with this group!

## FOCUS GROUP #17

<b>Date of Discussion:</b>	July 8, 2009
<b>Facilitator(s):</b>	Rahael Borchers and Daniel Zakaria
<b>Group Name:</b>	Valley Bible Community Church
<b>Group's Contact Person:</b>	Cathy Farrar and Tim Barley
<b>Number of Participants:</b>	8 Youth
<b>Age Group/Age Range:</b>	Teens ages 15-18
<b>Gender of Participants:</b>	4 female and 4 male
<b>Group Characteristics:</b>	All members of Valley Community Church's Youth Group

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

Best

- Safety of the Community – The ability to walk around Pleasanton and feel safe.
- Sports Programs – The variety of sports programs available. (Volleyball was mentioned as one option.)
- Stoneridge Mall – The convenient location of the Mall.
- Parks – The amount of parks and how easily accessible they are for recreation.
- Pleasanton Ridge – Hiking the up the ridge.
- BART – The easy availability of the BART System.

Unique

- Schools – Foothill/Amador.

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Bike/Walk around Pleasanton.
- Attending Youth Groups – Activities include: singing, dancing, mission trips, movie nights, and outreach activities.
- Gym – Exercising at gyms.
- Sporting Facilities – Ex. Skate Park, and Driving Range.
- Downtown – Eat at a variety of restaurants located in downtown Pleasanton. (Yolatea). The downtown setting is also inclusive of the first Wednesday street fairs and the Farmer's Market on Saturdays.
- Alameda County Fair.

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs. Note: The following are the top 3 choices.**

- Teen Center/Teen Hangout Place – A place dedicated for teens to hang out. Some ideas to include in this location were: Dance Studio, Lounge, Music Venue, Karaoke Bar. Etc.
- Restaurants that teens enjoy hanging out at: Ex. Chipotle and Chic-Fil-A.
- More Social activities that involved physical activity: Ex. Indoor Sports Facility, Roller Rink, Horseback Riding.

## Appendix D

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently? Note: The following are the top 3 choices.**

- Money – Under this umbrella of money includes: low job availability, and the high cost of activities in Pleasanton.
- School – The budget cut problems. This particular group of youth felt the tenure rule for teachers receiving pink slips was a bad process.
- Transportation – This group felt like they wanted more public bus access to get around Pleasanton at a lower fee. (As opposed to paying for gas.)

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- Facebook – Notifications from friends on Facebook Social Network.
- Friends – Friends pass events by word-of-mouth, and the use of text messages.
- This group said information was NOT obtained from the city website.

### Question 6

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

(None)



## FOCUS GROUP #18

<b>Date of Discussion:</b>	July 8, 2009 @ 6:30 P.M.
<b>Facilitator(s):</b>	Maria Lara, Zane Manaa and Elaine Chang
<b>Group Name:</b>	Valley Bible Community Church, Adult Focus Group
<b>Group's Contact Person:</b>	Cathy Farrar and Tim Barley
<b>Number of Participants:</b>	4, one young adult and 3 mother's all Pleasanton residents
<b>Age Group/Age Range:</b>	1, 19 year old, 3 women ages 30+
<b>Gender of Participants:</b>	Female
<b>Group Characteristics:</b>	All members of Valley Community Church's Youth Group

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Cozy downtown, restaurants and activities downtown
- First Wednesday Street Parties
- Concert in the Park
- Small town feel
- Mall
- Soccer and parades
- Community parks / Sports parks
- Sports programs offering
- Love access to shopping but balanced with not to much development
- Hiking

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Hang out downtown
- Walking around at mall and other locations
- First Wednesday Street Parties – youth friendly event
- Hiking trails
- Library
- Sports program
- Swim teams / swimming program

### Question 3

**What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

Top selections:

- Art – display, do interactive art, music concerts – no place for youth to express their musical talent.
- Line dancing – Hopyard dances at parking lot or business building.
- Add sports – non competitive, bocce ball, ping pong, kick ball, badminton, not for total athletics.

## Appendix D

Other selections:

- Lab science events expanded – expand intellectual events ex: science
- Fun PG events without being rowdy.
- Expand Library – Keep expanding reading programs with book clubs.

### Question 4

**What are the most important issues or challenges facing youth today?**

- Middle school to college age = drugs
- Parties and alcohol – unhealthy parties
- Risky behavior – unsafe driving
- Families @ poverty level who need basic food/Valley Bible Church currently has 16 families benefitting from their food pantry. ie: families participating in ‘Food Pantry’, Crosswinds has partnership with Food Pantry and Open Heart.
- Sexual activity/pregnancy/STD’s
- Peer Pressure - education is taking place but at different levels ie: friends “hook ups” are common
- Lack of creativity with what to do “Nothing to do”
- Bullying at middle school
- Popularity at all levels and self esteem
- Materialism – who has Ipod, BMW etc. - high focus on possessions.

### Question 5

**How do you find out about activities and programs for youth in the City? And what’s the best way to get you this information?**

How

- Pleasanton Weekly
- Downtown posters/local businesses posting
- PUSD newsletter and e-mail
- School
- Word of mouth
- Kids

Best Way

- Facebook and Twitter – Most used
- MySpace for middle school
- Emails
- Place timing of events in paper sooner! Especially Pleasanton Weekly

### Question 6

**Is there anything else you want to tell us**

- Pleasanton kids have a sense of entitlement, they think they should get everything they want and everything they receive they feel should be theirs.
- It’s important to develop experiences with other cultures, diverse exposure – helping others who face more difficult times than youth here, such as more help/service to inner cities; start with them young to see that not everyone lives like us.

- Consequences are minimum when kids are found with drugs, uneven “punishment” - a parent mentioned that her son was caught with marijuana and had minor punishment. Meanwhile another parent mentioned that when her son ruined a fountain in town (or in school) he was faced with paying approximately \$500 for damage/repairs.
- More community service when they get in trouble – not wreck their lives but a fine or community service will help get the message across.
- An alternative with good planning and marketing besides party/drinking/drugs/sex – youth need an environment to have a lot of fun in healthy clean safe environment ie: after football games pricey band, focus to stay clean.
- Events and promotion of such events cannot be “Lame” – the must be appealing and cool – announced and supported by a cool youth leader/hip/young.
- Get “cool” businesses on board with an activity, set precedent - Resurrection, Thriving Ink, boutiques, Yolatea are all prospective businesses that can partner to promote a positive youth event that would become easily popular.

## FOCUS GROUP #19

<b>Date of Discussion:</b>	July 14, 2009
<b>Facilitator(s):</b>	Kevin Johnson, Daniel Zakaria and Maria Lara
<b>Group Name:</b>	Character Collaborative
<b>Group's Contact Person:</b>	Ellen Pensky
<b>Number of Participants:</b>	6 Adults, 1 Youth
<b>Age Group/Age Range:</b>	1, female high school student, student representative for the character collaborative.
<b>Gender of Participants:</b>	3 females, 4 males
<b>Group Characteristics:</b>	Pleasanton Character Collaborative comprised of city business, non profits, city, school, and youth members. Current focus is the 40 Dev. Assets.

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### Question 1

**Adults: What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

**Youth: What do you like best about Pleasanton? What makes this community unique or special?**

- The diversity of cultures – More cultures around town than ever before.
- Small-town atmosphere – We all raise each others kids.
- Friendly Community – Can choose to participate in activities if an individual wishes. (It's a city of volunteers).
- 1st Wednesday of the Month Street Fairs.
- Safe Community – Crime rate is pretty low compared to other cities. Additionally, this group felt that the police department was reliable and helpful.
- Education – There are good schools, and there is a good emphasis on getting a good education in this area.
- Having a Character Collaborative Group.
- City Development – The layout of the city is convenient: everything from the Mall area, to Hacienda, and downtown Pleasanton.
- Rich History/Heritage of Pleasanton.

### Question 2

**Adults: What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Gather at homes and party – without adult supervision.
- Sports options – organized and un-organized.
- Library and Downtown Area to “hang out.”
- Yolatea – Place to congregate and eat frozen yogurt that is healthier, and has reasonable prices.
- Movie Nights.
- Concerts in the Park.
- County Fair.
- Farmer's Market – for family bonding.

**Youth: What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Dances – School or Community.

- Mall.
- Yolatea – Place to congregate and eat frozen yogurt that is healthier, and has reasonable prices.

### Question 3

**Adults: What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

**Youth: What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

Top 3 for both groups:

- Teen Center – A place that teens can just go and “hang out.” Includes: Kitchen, Music Place, Lounge Area etc.)
- Opportunities for informal events – ex. Non-Competitive sports.
- Some activities for the young adults ages 19-22.

### Question 4

**Adults: What are the most important issues or challenges facing youth today?**

Top 4:

- Competitive – The community is competitive in all aspects of life (ex. Sports, academics, material possessions).
- Pressure to engage in sexual activity.
- Alcohol/Drugs.
- Anxiety/Stress – About all aspects of life: school, family, friends, sports, etc.

**Youth: What are the biggest issues or challenges you are dealing with in life currently?**

Top 3:

- Peer Pressure
- The pressure to fit in – Desire to feel social acceptance by peers.
- Pressure to engage in sexual activity.

### Question 5

**How do you find out about activities and programs for youth in the City? And what’s the best way to get you this information?**

- Create an online source that displays what activities are available for the next few weeks so that the youth have that information easily accessible. (Forums include: Facebook, Myspace, and Twitter).
- Ptown411.com – This website has plenty of volunteer information, but lacks information on activities for youth.
- City Website

### Question 6

**Is there anything else you want to tell us?**

- Incorporate the Character Collaborative into the Plan.
- The Character Collaborative will implement the 40 developmental assets throughout the community.
- Leadership forums about the different character traits – This may assist problems of depression/anxiety.
- Continue to work on “Treating others the way you want to be treated.”
- Idea - Create a blog about what community of character means to you.

## FOCUS GROUP #20

**Date of Discussion:** Tuesday, July 21, 2009  
**Facilitator(s):** Rahael Borchers, Angelina Sangiacomo and Maria Lara  
**Group Name:** Library Teen Volunteers  
**Group's Contact Person:** Teresa Parham  
**Number of Participants:** 8  
**Age Group/Age Range:** 16-17 years old  
**Gender of Participants:** 3 male, 5 female

**Group Characteristics:**

- All volunteers attended Pleasanton high schools
  - Represented both Foothill and Amador
- One participant had attended Pleasanton's Youth and Government Day, so he had pre-exposure to the effort to update the Youth Master Plan.

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Pleasanton is "naturally awesome"
  - While Livermore tries to have a "cool" downtown, ours is not overly renovated – has a genuine feel
  - Old history which we learn about
- The central location of Downtown
  - Transportation is relatively easy
  - Yolate, the Dairy, Fiesta Taco – all affordable places for teens
- The fact that Pleasanton is still not too built-up
  - Good environment with nice parks and empty/open space
  - Feel safe
- Quality of schools

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Observation: hangout places differ with seasons, sometimes with activity guide mailed out
  - Summer
    - First Wednesdays
    - Farmers' Market
    - Music in the Parks
    - County Fair
    - Orloff Park – proximity to Downtown activities - however needs lighting – not safe at night
    - Shadow Cliffs Park, lake, slides
    - Aquatic Center - especially for little kids, crowded (if there's a teen it's a lifeguard)
  - Winter/Fall
    - Mainly school activities – football games, etc



- Theater events at Amador Theater, Improv shows
- Fairground events such as the Harvest Festival
- General
  - BMX park
  - Thriving Ink (since April 09, sells custom t-shirts)
  - Stoneridge Mall

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs. (Top responses listed first)**

- Problem: There is no official spot to hang out, nothing to do at night
  - Ideas:
    - Bowling (idea: midnight bowling)
    - Movie Showings (keep the new movies in the park)
    - Dance Classes just for fun
    - Ice/Roller skating
    - Jump Sky High
- Problem: Affordability
  - Participants mentioned that some of their favorite establishments to hang out relate to their affordability such as Yolatea, Fiesta Taco and Orloff Park. The two latter sites are across from each other and walking distance from Amador High School and two major residential areas.

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently? (Top responses listed first)**

- School stress
  - Trying to meet both peers' and parents' expectations – especially since Pleasanton has such high achieving schools
  - Facing the question of “is it worth it”
    - More recognition for high achievement is needed
    - It was mentioned that students who do well in sports are recognized more than those who succeed only in academics.
    - Making your own decisions about who you want to be/how you want to be.
- Lack of alcohol awareness during high school
  - Education about alcohol better implemented at young age – should be more “in your face” in high school because this is the time when teens are making decisions about drug/alcohol use.
    - However acknowledge that programs such as Every 15 Minutes are great
  - Boredom leads to drug abuse, curiosity about alcohol the idea that ‘there is nothing to do’ so I’ll just do this instead.
    - Many don’t realize the possibilities of things to do
- Lack of jobs
  - Hard to apply because of minimum age, time commitment
- Finding identity
  - Issues with parents – need to find independence
  - Important that teens are surrounded by good influences – everyone needs supportive friends and parents

## Appendix D

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information? (Top responses listed first)**

- Idea: Establish a club or volunteer position for the purpose of spreading the word
  - Use teen recruiters (club/volunteer/job) to publicize events at school, with flyers
- Most effective methods:
  - Friends
    - Assurance that their friends are going to attend an event will increase/encourage others to attend
    - Teens don't go somewhere if their friends won't be there or have not heard about the event
  - School
  - Parents
  - Internet (however this group was not familiar with ptown411)
    - Facebook
    - Youtube videos
  - Mail (can't just delete it) – as opposed to email that can be deleted w/ out reading.
  - TV commercials (however this group was not familiar with TV30)

### Question 6

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- In publicizing, aim towards groups - create environments that encourage large social gathering
  - Teens need assurance that their friends are there
    - This is why school events are so much more successful

## FOCUS GROUP #21

Date of Discussion:	July 22, 2009
Facilitator(s):	Amie Sousa, Maria Lara and Kathleen Yurchak
Group Name:	YMCA Camp
Group's Contact Person:	Kathleen Yurchak
Number of Participants:	8
Age Group/Age Range:	Ages 11-15
Gender of Participants:	4 females and 4 males
Group Characteristics:	Youth, Pleasanton residents participating the YMCA camp for summer

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### Question 1

**Adults: What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Parks-Clean fun for all ages
- Variety of Sports Team
- Safe Environment
- Camp Offerings
- Places to Visits museums/skate Parks
- Family and friends
- Downtown
- County fair
- Mall
- Variety of stores and restaurants
- Concert in the Park
- Aquatic center

**Youth: What do you like best about Pleasanton? What makes this community unique or special?**

- Clean
- School have solar panels

### Question 2

**Adults: What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

**Youth: What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Going to the movies with friends
- Ice Cream
- Dinner at Blue Agave
- Yollatti
- Go to the Mall
- BBQ with family
- Go to the pool
- Shadow cliffs

## Appendix D

- Sports park
- Social environment to meet new people

### Question 3

**Adults: What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

**Youth: What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

Top choices:

- Movie theater - 8 participants
- Indoor Pool - 2
- Shops - 2
- Trolley system - 1
- H.S kids working with Elementary schools (T.A.) -1
- Expand Shadow Cliffs -1
- Improve Aquatics Center-High Dive -1

Additional choices:

- When we say “free time”, we are referring to the hours youth are not in school or participating in programmed activities or work on week days and weekends.
- Internship at hospitals
- Amusement Park-Fair Rides
- Welcome to Pleasanton Sign on Freeway
- Movies in the Park
- Heated Water Park
- Kid friendly transportation
- Talk on the phone
- Cheap and fun activities
- Somewhere that’s safe-park but safer

### Question 4

**Adults: What are the most important issues or challenges facing youth today?**

**Youth: What are the biggest issues or challenges you are dealing with in life currently?**

- A lot of things cost money
- Hard to get a job for younger ages
- School
- Multiple projects from different teachers
- Grades and tests
- Pressure to do well in school
  - Siblings
  - Family
  - Friends
- More people working at DMV
- When having a bad visual aids help-have positive reinforcements posted around the city

**Question 5**

**Adults: How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

**Youth: How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- Activities Guide-Posters
- Flyers
- My Space
- Facebook-not used to much
- Texting
- TV ADS
- Pleasanton Weekly
- Family-parents
- Friends

**Question 6**

**Is there anything else you want to tell us?**

(None)

## FOCUS GROUP #22

Date of Discussion:	July 28, 2009
Facilitator(s):	Maria Lara, Daniel Zakaria and Elaine Cheng
Group Name:	Library Teen Volunteers
Group's Contact Person:	Teresa Parham
Number of Participants:	5 youth
Age Group/Age Range:	5 youth
Gender of Participants:	4 female and 1 male
Group Characteristics:	All Youth

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Safe Community – Low crime rate.
- Lots of different activities – ex. Sports.
- Academic Programs – Availability of different programs such as: AP Art History, or DECA.
- Downtown Pleasanton – Feels like home.
- Farmer's Market.
- 1st Wednesday Street Fairs over Summer.
- County Fair.
- BART – The availability of the BART System.

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Sports – For the city, private teams, and school teams.
- Parks – The availability to have barbecues, or relax with friends.
- Stoneridge Mall – Go shopping with friends.
- Friday Concerts in the Park.
- “Hang Out” with friends – Movies or at a friend's house.

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

Top 3

- A central location for teens that have affordable activities.
- Transportation – Affordable, Accessible, Reliable.
- Place to “hang out” after dark. (9 P.M.)



**Question 4**

**What are the biggest issues or challenges you are dealing with in life currently?**

Top 3

- Pressure – There are expectations in all aspects of life, positive and negative: school, sports, other extra-curricular activities, and use of alcohol. Youth felt pressure coming from their parents and their peers.
- Jobs – Limited availability of jobs for the youth.
- Stress – Academics and others.

**Question 5**

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

Obtaining Information

- This group said that they obtained information on activities mostly by word-of-mouth from their friends.

Best Way to Send Out Information

- This group felt that using social networks such as (Myspace, Facebook, Twitter, or AIM [AOL Instant Messenger]) was the best way to send out notifications of activities/events in the city.

**Question 6**

**Is there anything else you want to tell us?**

- Any information on activities or events should be given directly to the youth, not the parents.

## FOCUS GROUP #23

Date of Discussion:	August 3, 2009
Facilitator(s):	Jill Maratsos and Kathleen Yurchak
Group Name:	Child Care Links Staff
Age Group/Age Range:	All adults
Gender of Participants:	Females
Group Characteristics:	All of these women work in Pleasanton, but only 2 of them live in Pleasanton. They live in the surrounding communities. All of these women work for Child Care Links.

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Small Town Feel
- The Sports Park
- Good Schools
- Great opportunities for family gatherings, such as 1st Wed.
- Concert in the park
- Movies in the Park
- Soccer Parade
- Band Reviews

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Sports
- BMX Park
- Skate Park
- 4-H
- Cub Scouts
- Girl Scouts
- Hanging out at the Mall
- Starbucks
- 7-11
- Swimming and Pump it up

### Question 3

**What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

- After School programs with transportation for Middle school age kids.
- More artistic programs for the kids who do not play sports.
- Affordable summer programs.
- Affordable transportation to and from School.

- There is a concern about kids in the 8 to 14 age range. They may not be old enough to stay home alone, but because they have full time working parents these kids are home alone after school until after work hours. They don't have a way to get home from school. Summertime becomes a big issue for full time working parents. A 10 year old is really not old enough to stay home alone, but because full time summer camp is very expensive a lot of young kids are being left home alone all day while their parents work.

### Question 4

#### What are the most important issues or challenges facing youth today?

- Latch Key kids, young kids being left at home alone because they have full time working parents.
- Drugs & Alcohol
- Depression caused by, Childhood obesity, not enough time outside, Parents are over worked so there is not quality family time, kids of Full time working parents get upset that their parents are not involved in school
- Stress from, fitting in, "keeping up with the Jones' ", over scheduled and programmed, too much competition

### Question 5

#### How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?

- Activities Guide
- Internet
- Word of mouth
- City website
- Chamber Website
- ptown411
- Posters downtown
- Email, Mail, Activities Guide, it would be great if there was one place to get most information

### Question 6

#### Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?

- It would be nice if some of the faith communities could help implement the YMP update. If they could work in conjunction with the city to provide programs for kids beyond their own community.
- Organized volunteer effort to help run programs

## FOCUS GROUP #24

Date of Discussion:	August, 8, 2009
Facilitator(s):	Mark Duncanson and Kathleen Yurchak
Group Name:	City of Pleasanton Teen Summer Recreation Camp
Group's Contact Person:	Mark Duncanson
Number of Participants:	12
Age Group/Age Range:	Ages 11-14
Gender of Participants:	4 male, 8 female

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Everyone knows each other
- Nice community (Quiet)
- Safe at night- no kidnappings
- Fairgrounds
- Things to do- not bored (mall, downtown)
- Buildings – new firehouse
- Lots of parks
- Community changing to fit residents needs and interests
- City and PUSD fitting kids needs w/ YMP update
- Nice people

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Different than other cities (camps)
- Going downtown and hanging out with friends
- 1st Wednesday
- Lots of places for kids to go during summer, go to community parks, parks are kid friendly, hang out at mall
- Pet adoption

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

- Pet store with puppies
- Amusement park
- Overnight camp (away for a week)
- Games to you
- Volunteer programs with pets-elderly-people
- Parents attend a camp to be educated on youth
- Street fair with areas for all ages of kids Separate places for youth and teen camps
- A place just for kids (similar to the senior center)

- Drama camps, more city of Pleasanton dances
- Teen camp during school breaks
- More funding for leadership at school
- A place for middle school kids to hang out after school and at school

### **Question 4**

**What are the biggest issues or challenges you are dealing with in life currently?**

- Parents harping
- Leaving elementary school and going to middle school
- School (homework-too much, teachers)
- Parents divorced and not able to afford rent
- Bickering with siblings, parents stressed- impacts kids at home
- Not enough time to exercise
- Sports are too time consuming
- Bullying
- Parents/teachers not taking the time to understand and help out youth
- Stress of moving
- Kids dealing with parents financial issues

### **Question 5**

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- Mail
- Newspaper
- Activities guide
- Internet
- Emails
- Middle school TV shows
- List serve about specific activities
- Not flyers-don't want to go into office or carry flyer, hand out fliers during PE

### **Question 6**

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- Master plan include adults

### FOCUS GROUP #25

<b>Date of Discussion:</b>	August 7, 2009
<b>Facilitator(s):</b>	Nancy Scotto and Maria Lara
<b>Group Name:</b>	Pleasanton North Rotary
<b>Group's Contact Person:</b>	Ronda Hensdorf
<b>Number of Participants:</b>	8
<b>Age Group/Age Range:</b>	Adults
<b>Gender of Participants:</b>	3 females, 5 males
<b>Group Characteristics:</b>	Pleasanton residents ranging from 15- 20 years (with only 1 person less than 1 year as a resident)

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#### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- You are not allowed to break the law.
- There's a low crime rate.
- It's a good community to raise children.
- Everyone looks out for each other.
- There are great schools with lots of volunteerism.
- The community of Character leads to a supportive environment.
- It's fairly close to everything, including light industrial and business.
- There's a great outdoor environment.
- Soccer
- There's a lot of opportunity to get involved on different levels.
- Pleasanton has a small town feel, with movies in the park, 1st Wednesdays, Friday concerts in the park.
- Pleasanton is much more diverse than in the past, but it's still a safe community. Diversity has brought a variety of restaurants serving food from different cultures and has promoted tolerance and cultural awareness. It's a better way to grow up.

#### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Sports
- Hanging out at the mall
- Biking, freedom to build ramps in open spaces
- Texting
- Kids play in the street because families feel it's safe
- Being on the computer, which leads to obesity and low social skills
- Parties
- Sleepovers, LAN parties
- Community service



**Question 3**

**What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

Top selections:

- A teen center with low cost activities and affordable food in a supervised situation. Make it open in the evenings.
- More rec programs with non-competitive opportunities, with drops welcome.
- Make school campuses accessible and provide supervision of public spaces, including school playgrounds.

Other ideas:

- A city youth leadership academy using the adult leadership model.
- Game station type locations
- Internet cafes
- Have dances with live bands.
- Approved teen center hours at local businesses.
- A virtual teen center. – the idea of the virtual center is based on the premise that multiple sites can be a ‘teen hang out’ and those by default become teen centers. The participant suggested crafting a logo that would be used in businesses who wish to be a teen center where teens can hang out. The participant suggested that a teen center becomes a ‘center for teens’ wherever teens are present.

**Question 4**

**What are the most important issues or challenges facing youth today?**

Top selections:

- Health, including eating nutritiously and exercising.
- We are teaching skill sets that are not viable. Business leaders need to be mentoring youth and schools need to be teaching creativity, social skills and self- sufficiency.
- The youth have no incentive to get a job and they lack daily skills like how to change a tire or mow a lawn. (the discussion surrounded self sufficiency and the attitude of entitlement paired with high caliber education but no basic life skills).

Other ideas:

- Drugs and alcohol
- Employment
- Too much free time
- The youth have trouble keeping busy
- 1/3 of the school year is spent on high stakes testing
- Bullying
- Peer pressure
- Depression

**Question 5**

**How do you find out about activities and programs for youth in the City?**

- Pleasanton Weekly
- The Park and Rec guide

## Appendix D

- The Independent
- The Rotary club
- The Civic Arts brochure
- The City website
- The quarterly from the City? (city issued newsletter through the Pleasanton Weekly)

### **And what's the best way to get you this information?**

- 1st choice: A central website with subscription notification
- Other ideas: Twitter
- Facebook
- Meetups.org

### **Question 6**

#### **Is there anything else you want to tell us?**

- Make the YMP relevant for youth.
- Ask the kids.
- Include programs for parents and list available resources.
- Motivate youth to want to do community service. Don't make community service required.

## FOCUS GROUP #26

<b>Date of Discussion:</b>	August 12, 2009
<b>Facilitator(s):</b>	Maria Lara, Nick Roby and Rahael Borchers
<b>Group Name:</b>	Tri-Valley Adolescent Health Initiative Youth Planning Board
<b>Group's Contact Person:</b>	James Nguyen
<b>Number of Participants:</b>	3
<b>Age Group/Age Range:</b>	Freshman – Senior (13-17)
<b>Gender of Participants:</b>	2 female, 1 male
<b>Group Characteristics:</b>	Foothill / Amador students; lived in Pleasanton since elementary school in general. Youth are Pleasanton representatives of the Youth Planning Board, a group of youth from the Tri Valley (Dublin, Livermore and Pleasanton) that work with the county to address mental health issues for youth specifically in the Tri Valley region. These participants represent Pleasanton on the Board.

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### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Safe
- Things are within walking distance
- Wealthy
- Transit friendly
- Sports BART Station
- A lot of opportunity: jobs
  - Connections in the community
  - Adult and youth interaction is good
  - Youth able to have a voice
- Sports
- Community events
- Low crime
- Community feeling
- Lot of opportunity to meet people
- Run into people at many events – eventually you get to know them
- Teachers care (select)
- Good schools

### Question 2

**What is your favorite thing to do in Pleasanton? What do like best about living here?**

- Good sports leagues
- Leave P'town for Hacienda Crossing (in Dublin/movie theatres/shopping)
- Yolatea – new yogurt shop
- Sports park & skate park

## Appendix D

- Stoneridge Mall
- Volunteer at library – DVD selection
- Just walking around
- At friend's place
- Golf – Callippe and Ruby Hill

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs. (In order of rank)**

- Rec Center (3)
  - Like a giant YMCA @ East Oakland
  - High quality stuff
  - Arts
- Movie theater (1)
- Drive In theater
- Low-cost activities / student discount / 2 for 1 movies (2)
- Youth open gym
- Dodge ball tourney
- Update computers in the library
- Library more aesthetically appealing, like Dublin
- Hang Out spots (3)
  - Downtown
- More trails

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently?**

- Stress – school, homework, parents college
- Kids forced into career choices
- Kids not self-motivated
- Not thankful for what they have
- Lack of building character
- Kids not taught to work hard
- Peer pressure
- Party – Alcohol, drugs (pot, acid, ecstasy)
- Concern about future after and during college – future career; making the wrong choice
- Family issues – divorce, some live meal-to-meal, hard to talk about
- People who aren't as wealthy are insecure about it and want to be like everyone else, as a result they do not talk about it.
- Self-confidence – grades, cliques, stereotypes (need to focus on breaking down stereotypes\*), discrimination.
  - \*A long conversation ensued about generalizations made about Asians. One student felt nothing could be done to resolve these generalizations. Further conversation among the teens resulted in agreement that generalizations about Asians is not the only issue but rather the greater issue of stereotypes made of ethnic, disabilities, social

status etc. The teens felt it was important to raise awareness about stereotypes and increase (among youth) the ability to be open and not jump to conclusions/stereotypes.

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?** *(In order of rank)*

- Email (1)
- Pleasanton Weekly
- Park & Rec guide
- Word of mouth
- Walk by
- Facebook (1)
- School newsletter
- Announcement at school (1)

### Question 6

**Is there anything else you want to tell us that may be helpful as we update the Youth Master Plan?**

- More community events
- Concerts for youth w/ bands geared for youth
- Better food prices and restaurants for youth (ie. Elephant Bar, Chipotle, Panera)
- More diverse restaurants (we only have have American, Chinese, Japanese)

## FOCUS GROUP #27

Date of Discussion:	August 12, 2009
Facilitator(s):	David Lambert and Kathleen Yurchak
Group Name:	Axis Community Health Medical Providers
Group's Contact Person:	Sue Compton
Age Group/Age Range:	Ages 40-50
Gender of Participants:	Female
Group Characteristics:	All were physicians who work at Axis Community Health, of the ten, five were residents.

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Safe
- Family oriented
- Good Schools
- Great community health clinic (Axis)
- Good place to raise kids
- Variety of activities, specifically sports
- Good restaurants, shopping, businesses
- Centrally located, easy to get to S.F
- Good transportation options (BART)
- Excellent community in general
- Safe
- Good schools
- Good place to raise kids
- More established than Dublin – services are more convenient/accessible
- Good variety of day care services
- Lots of summer programs
- Better quality program and accessibility into programs
- Pool/Aquatics Center
- Real sense of community (closeness)
- Structure of the homes and neighborhoods are nice
  - Thoughtful planning
  - Next to parks and community pools
  - Neighborhood watch programs
- Stable community not transitional
- Farmers Market
- Organized activities to keep families busy



**Question 2**

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Skate Park
- Movies
- Shadow Cliffs
- Hang out at the mall (because its safe)
- Martial Arts
- Attend Club Sport
- Library summer programs
- Children's Art Festival
- Dog Park
- Tutoring program

**Question 3**

**What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

Top selections:

- Indoor pool with apparatus (Silliman Center in Newark)
- More multicultural activities so there is a better understanding of the various cultural and respect
- Transportation for after school programs

Additional selections:

- Ice Skating
- Cheaper version of Club Sport
- More public swimming pools
- Indoor pool with apparatus (Silliman Center in Newark)
- Activities for middle schoolers after school
- More multicultural activities so there is a better understanding of the various cultures and respect
- Indoor roller skating
- Transportation for after school programs
- Centralized facility for after school activities where you could participate in various activities
- Evening/weekend classes for parents and kids to accommodate the working parent
- Job opportunities promoted/advertised through PUSD (PUSD to be more of a resource for jobs for kids currently in school and kids just graduating)

**Question 4**

**What are the most important issues or challenges facing youth today?**

Top selections:

- Mental health issues (drugs/alcohol)
- Peer pressure (school/grades, appearance)
- Kids who are not high achievers get lost, not enough priority is placed on these students within PUSD

## Appendix D

Additional selections:

- Mental health issues (drugs/alcohol)
- Parent denial that these issues are affecting their children
- PUSD and parents create academic pressure (pressure to take AP courses, go to college, etc.)
- Access to technology can be distracting
- Kids who are not high achievers get lost, not enough priority is placed on these students within PUSD
- Vocational programs are not emphasized through PUSD
- Peer pressure (school/grades, appearance)

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

Top selections:

- Advertise at school with signs/banners
- PUSD to do a newsletter for kids, so they get the information and bring it home to the parents
- Activities Guide

Additional selections:

- Activities Guide
- Pleasanton Weekly
- City website
- Word of mouth
- Radio

### Question 6

**Is there anything else you want to tell us?**

- There needs to be relationship building between Pleasanton Police, parents and kids. Parents and kids feel that PD is always watching them and unnecessarily pulls kids over while driving
- Information for new parents needs to be better distributed
- Target marketing for specific age groups versus one large activities guide

## FOCUS GROUP #28

<b>Date of Discussion:</b>	August 13, 2009
<b>Facilitator(s):</b>	Amie Sousa and Kelly Cousins
<b>Group Name:</b>	Library Commission
<b>Group's Contact Person:</b>	Julie Farnsworth, Library Director
<b>Number of Participants:</b>	8
<b>Age Group/Age Range:</b>	All adults
<b>Gender of Participants:</b>	Male and female
<b>Group Characteristics:</b>	All residents and members of the Library Commission

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### Question 1

**What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

- Small Town feel regardless of population and size
- Oriented Community
- Parks
- Sports park
- Taken good care of facility
- Downtown
- School system
- Services to family
- Drive through dairy
- Library
- Concerts in the park
- Shakespeare in the Park
- First Wednesday in the Park
- Access to the big city
- Define location
- It's safe place,
- Healthy lifestyle
- Not focused on fast food
- No strip mall
- Shopping

### Question 2

**What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

- Music
- Karate
- Theater
- BMX park

## Appendix D

- Library programs
- Girl scouts
- Dance
- Gym
- A lot of activities for younger kids
- gym
- water park
- the guide
- parks and recs
- city activities ex: camps
- skate park
- a place to gather hang out
- parks
- neighbor parks
- sports

### Question 3

**Adults: What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs. (Number after the activity denotes the number of votes received)**

Top selections:

- Youth center-depending location - 4
- Cheaper activities – 1
- Soda shop - 1
- Hang out place - 4
- Movie theater - 2
- Community garden making a difference -3
- Make it more bike friendly - 1

Additional selections:

- Activities very expensive from parks and recs
- More crossing guards around schools
- Safety more Police around the back side of schools
- Dance place for tweens/teens
- Safe place where teens to go that is cheap
- Cultural center
- Community activities around the environment
- Big brother/big sister
- Mentor program

### Question 4

**Adults: What are the most important issues or challenges facing youth today?**

- Decline school system
- Economic pressure - 2

- Economic impact on library-under staff
- Fewer places to go to college-economic times
- Stress to measure up being successful
- Competitive community - 2
- Pressure of home parent getting laid off
- New technology having negative impact
- Parental denial about sex
- Long term effects of sex on health issues
- Mental health, depression issues all of them
- Crisis center or phone call at school based
- AOD awareness, intervention

### Question 5

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

How

- Activity guide
- Downtown association
- Flyers
- Newspaper
- Through school system
- Email
- Ptown411
- Weekly community event section
- Center website
- Library

Best Way

- Mail activity guide
- Paper
- Teen page Ptown411
- Through the school
- Massive text message
- Tweeter
- Facebook
- Myspace

### Question 6

**Is there anything else you want to tell us?**

- New library
- YMCA facility
- Boys and girls club
- Teen center/youth community center
- Shared space for all generations

## FOCUS GROUP #29

Date of Discussion: August 23, 2009  
Facilitator(s): Amie Sousa and Kathleen Yurchak  
Group Name: Axis' Teen Drug and Alcohol Staff  
Group's Contact Person: Amie Sousa

---

### Question 1

**Adults: What do you like best about Pleasanton? Why is Pleasanton a great place for youth to grow up? What does it offer youth that other communities don't?**

**Youth: What do you like best about Pleasanton? What makes this community unique or special?**

- Clean
- Safe
- Police Services
- Parks
- Recreational Services
- Small Town Feel
- Restaurants
- Main St-cute, small town Vibe
- PUSD is proactive
- Pupil Services
- A lot for Youth and middle school
- Drop off for teens
- Quality of Diversity (down fall)
- Pleasanton Adult Ed
- Parent Project PUSD and PD
- PUSD more mental Health Forums
- Library is now more visible

### Question 2

**Adults: What do you think kids enjoy doing in Pleasanton? What do your kids enjoy doing in their free time?**

**Youth: What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- Skate Boarding and biking at skate park and BMX
- Swim Center
- Meadowlark Dairy
- Music in the Park
- Hanging out Downtown-1st Wed
- Lot of Sports Leagues
- Mall
- Hang out with Friends



**Question 3**

**Adults: What activities or programs for youth do you wish were more available in the City? These can be informal or organized activities or programs.**

**Youth: What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

- More activities for teens
- Less expensive
- Sports league
- More jobs opportunity for teens
- Drop in sports activities
- Tutoring, dance, art, theater
- Graffiti art mural project
- Teen programs at fire house
- Career center-employment opportunity
- Improve One stop career center by accessible,
- More available summer camps
- Teen section in activities guide or make the teen section separate
- Youth Speaks (Ex.: Oakland, where teens are able to write songs, poems, stories, and read them out loud, workshops Poetry slams
- Baby sitting classes
- Youth night at the fair
- Teen activities/ booths/artists
- Hip Hop, break dancing
- Cooking classes/music affordable
- Classes for job prep resumes, interviewing, fashion shows
- 18-22 workshops-budget, cooking
- Incorporate technology into current programs

**Question 4**

**Adults: What are the most important issues or challenges facing youth today?**

**Youth: What are the biggest issues or challenges you are dealing with in life currently?**

- Boredom
- Transportation
- Accessibility to drugs and alcohol
- Unemployed parents
- No or minor consequences to getting caught with drugs and alcohol
- Stigma of drugs and alcohol and addiction
- Absent parents due to working
- Challenges with school (math and science)
- PUSD not addressing struggles with students but “shuffle” them around schools
- Integration of referral services from PUSD to agency (Axis)
- Recognition of the “problem” referring for services

## Appendix D

### Question 5

**Adults: How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

**Youth: How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- City website (difficult to navigate)
- P-Town 411 (update more frequently)
- Window at Christen's (downtown)
- Flyers
- Friends-word of mouth
- Library
- Agencies
- Pleasanton weekly
- Family
- School
- Teachers
- Counselors
- Online
- Text
- Not twitter
- Facebook
- Myspace

### Question 6

**Is there anything else you want to tell us?**

- Communicating the message
- 1 resource to get info accessible and update

## FOCUS GROUP #30

**Date of Discussion:** Monday September 14<sup>th</sup> 2009  
**Facilitator(s):** Seyeu Kuo and Daniel Zakaria  
**Group Name:** Ms. Scotto's B Period Ceramics Class  
**Group's Contact Person:** Nancy Scotto

---

### Question 1

**What do you like best about Pleasanton? What makes this community unique or special?**

- Big town with a small town feel – Very family oriented, and a great place to raise children.
- Stoneridge Mall
- Schools – how high the standards are.
- “Bubble” Town – Closed off from other large cities.
- Good Safe Environment.
- Downtown – A variety of local restaurants available.
- Parks – The convenient location of city parks.
- Close to large cities (SF).

### Question 2

**What is your favorite thing to do in Pleasanton? What do you like best about living here?**

- BART – Being able to take BART to cities such as SF.
- Feeling safe around the city.
- Go to Parks and play recreational sports (tennis).
- Swimming.
- Going out to eat and downtown restaurants.

### Question 3

**What do you wish you could do in your free time in Pleasanton? What activities, programs, etc. do you wish were available? These can be informal or organized activities or programs.**

- A Place for teens to hang out – low cost activities, or a 16-year old club.
- Boomers
- Better Concerts – more varied musical genres at concerts in the park.
- Go-Karts.
- Arcade
- Beaches\*
- Stripper Cops\*

### Question 4

**What are the biggest issues or challenges you are dealing with in life currently?**

- Racism
- School – Pressure to achieve.
- Smell of sewage at some parks

## Appendix D

- No say in the administration
- Cops – too strict

### **Question 5**

**How do you find out about activities and programs for youth in the City? And what's the best way to get you this information?**

- Pleasanton Public Library
- Social Networks

### **Question 6**

**Is there anything else you want to tell us?**

(None)

pleasanton  
Youth Master Plan

Appendix

E



Youth Web Survey





## WEB SURVEY - FOR YOUTH AGE 22 AND UNDER

### Help us identify how best to meet the needs of Pleasanton youth!

The City of Pleasanton is updating its Youth Master Plan, a strategic plan to address youth needs ages 0-22. We'd like your opinion about the most important issues affecting Pleasanton youth and some input on how best to meet their needs.

Your responses will provide valuable information that will help the City update this Plan and be more responsive to the needs of youth in our community. The City will be hosting a community meeting in Fall 2009 to share the results of this survey and other feedback we have received over the past several months.

Please answer each question below, even if the question is about someone older or younger than you. If you don't know or don't have an answer to any questions, please select N/A so that we have a response for every question. Thanks!

- How well do you believe the needs of youth are met in Pleasanton? Please answer by age group and rate your answer on a scale of 1-5. 1 = poorly served, 5 = very well-served, N/A = no answer/don't know. Please circle one answer per age group.**

	Poorly Served					Very Well-Served	
Prenatal stage to age 5	1	2	3	4	5	N/A	
Youth 6-12	1	2	3	4	5	N/A	
Teens 13-18	1	2	3	4	5	N/A	
Young adults 19-22	1	2	3	4	5	N/A	

- What do you believe are the top issues facing youth (ages 6-12) in Pleasanton? (Select up to three)**

- Getting along with parents or family members
- Mental health issues (such as anxiety or depression)
- Nothing to do during free time
- Peer pressure/bullying
- Pressure to achieve and get good grades
- Sports and recreational activities
- Kids home alone
- Lack of free time
- Financial pressures or economic uncertainty
- Substance abuse
- Other (please fill in): \_\_\_\_\_
- N/A or don't know



## Appendix E

**3. What do you believe are the top issues facing teens (ages 13-18) in Pleasanton? (Select up to four)**

- Alcohol
- Access to jobs
- Drugs
- Financial pressures or economic uncertainty
- Getting along with parents or family members
- Kids home alone
- Lack of free time
- Mental health issues (such as anxiety or depression)
- Nothing to do during free time
- Peer pressure
- Pressure to achieve and get good grades
- Other (please fill in): \_\_\_\_\_
- N/A or don't know

**4. Where do the kids you know (ages 6-12) spend their free time? Include yourself if you are age 6-12. (Select up to three)**

- At home
- At a friend's house
- Organized afterschool program (hosted by city or community organization)
- Library
- Parks
- Skate parks
- Sports facility
- Other (please tell us where): \_\_\_\_\_
- N/A or don't know

**5. Where do the teens you know (ages 13-18) spend their free time? Include yourself if you are age 13-18. (Select up to three)**

- At home
- At a friend's house

- Afterschool program (hosted by city or community organization)
- Library
- Parks
- Skate parks
- Sports facility
- Movies
- Downtown
- Mall
- Other (please tell us where): \_\_\_\_\_
- N/A or don't know

**6. Where do the kids you know (ages 6-12) go for organized programs and activities outside of school? Include yourself if you are age 6-12. (Select up to three)**

- School
- Church or faith based organization
- Club or local organization
- City facility
- Library
- Sports Facility
- Park
- Don't participate in organized programs
- Other, including places outside of Pleasanton (please fill in): \_\_\_\_\_
- N/A or don't know

**7. Where do the teens you know (ages 13 -18) go for organized programs and activities outside of school? Include yourself if you are age 13-18. (Select up to three)**

- School
- Church or faith based organization
- Club or local organization
- City facility
- Library

## Appendix E

- Sports facility
  - Park
  - Places outside of Pleasanton
  - Don't participate in organized programs
  - Work
  - Other, including places outside of Pleasanton (please fill in) :
- 

- N/A or don't know

### 8. What barriers or challenges prevent you from participating in programs and services in the City of Pleasanton? (Select up to three)

- Not enough time
- Fees are too high
- Lack of transportation
- Programs are not interesting
- Not conveniently located
- Program schedule is not convenient
- Not enough variety
- Program filled
- Don't feel there are any barriers to participation
- N/A or don't know

### 9. What types of program spaces are most needed by youth and teens in Pleasanton? (Select up to three)

- Safe place for informal gathering or hanging out
- Space for local musical performances
- Space for theater classes and performances (open mics, improv, comedy, etc.)
- Space to recreate and gather with friends and family of all ages
- Space for job training and leadership skills
- Space for informal sports and games
- Space for visual arts (painting, drawing, art classes)

- Space for organized sports/games (please fill in):

- \_\_\_\_\_

- No additional program space is needed
- N/A or don't know

**10. What are the best ways for youth and teens to get information about local activities, events or programs of interest to them in Pleasanton? (Select up to four)**

- Flyers posted around town
- Friends/word-of-mouth
- Parents/adults they interact with
- Email
- Facebook
- MySpace
- Twitter
- City newspapers
- School announcements
- School newspapers
- City Activities Guide
- Websites/internet
- Other (please fill in): \_\_\_\_\_
- N/A or don't know

**11. How can we best meet the needs of young adults ages 19-22 in Pleasanton? (Select up to three)**

- Provide job training
- Provide education and career counseling
- Provide sports activities on evenings and weekends
- Provide social activities (dance, music, etc.)
- Provide affordable housing opportunities
- Provide low cost health insurance
- No additional programs needed

# Appendix E

- Other (please fill in): \_\_\_\_\_
- N/A or don't know

## 12. Tell us about yourself

- What is your age?  
\_\_\_\_\_ 6-12  
\_\_\_\_\_ 13 -18  
\_\_\_\_\_ 19-22

- What is your gender?  
Male \_\_\_\_\_  
Female \_\_\_\_\_

### Optional:

- What school do you attend?
- What ethnic group do you consider yourself a part of or feel closest to? (please check)  
African-American/Black  
Asian  
Caucasian/White  
Latino(a)/Hispanic  
Pacific Islander  
Two or More Races  
Other  
Don't know  
Decline to answer
- Is there anything else you would like to add? (please fill in)  
\_\_\_\_\_

# Pleasanton

Youth Master Plan

Appendix

# F



## Adult Web Survey





## WEB SURVEY - FOR ADULTS

### Help us identify how best to meet the needs of Pleasanton youth!

The City of Pleasanton is updating its Youth Master Plan, a strategic plan to meet needs of youth ages 0-22. We'd like your opinion about the most important issues affecting Pleasanton youth and some input to help determine how best to meet their needs.

As a parent, teacher, volunteer, or community member who interacts with youth, your responses will provide valuable information that will help the City update this Plan and be responsive to the needs of youth in our community.

The City will be hosting a community meeting in Fall 2009 to share the results of this survey and other feedback we have received over the past several months. Please complete the survey questions below. We appreciate your participation!

- 1. How well do you believe the needs of youth are met in Pleasanton? Please answer by age group and rate your answer on a scale of 1-5. 1 = poorly served, 5 = very well-served, N/A = no answer/don't know. Please circle one answer per age group.**

	Poorly Served				Very Well-Served		
Prenatal stage to age 5	1	2	3	4	5	N/A	
Youth 6-12	1	2	3	4	5	N/A	
Teens 13-18	1	2	3	4	5	N/A	
Young adults 19-22	1	2	3	4	5	N/A	

- 2. What do you believe are the greatest areas of need for children from the prenatal stage to age 5 and their families in your community today? (Select up to four)**

- Knowing if children are growing and learning as they should
- Parenting skills
- Available, affordable, quality infant care (age 0-2)
- Available, affordable, quality toddler care (age 3-5)
- Available, affordable, quality preschool
- Help with children's behavior (such as temper, sadness, shyness, discipline issues)
- Opportunities for exercise and physical activity
- Accessible information for developmental disabilities
- Affordable/accessible vaccinations/baby shots
- Affordable/accessible healthcare services
- Affordable/accessible dental care

# Appendix F

- Organized social activities for young children and families
- Child care information referral agency
- N/A or don't know
- Other (please fill in): \_\_\_\_\_
- N/A or don't know

**3. What do you consider to be the best places to get information about current services on how best to help young children (ages 5 and under) grow healthy and be prepared for school? (Select up to two)**

- The place where I worship
- A local community clinic
- A hospital or medical office
- My child(ren)'s school
- A local community center or library
- Other (please fill in): \_\_\_\_\_
- N/A or don't know

**4. On a scale of 1-5, how useful would it be for you to be able to get information from the following sources about services on how best to help young children (ages 5 and under) grow healthy and be prepared for school?**

	Not Useful				Very Useful	
One phone number to call	1	2	3	4	5	N/A
One website to visit	1	2	3	4	5	N/A
One place in my community	1	2	3	4	5	N/A

**5. What do you believe are the top issues facing youth (ages 6-12) in Pleasanton? (Select up to three)**

- Getting along with parents or family members
- Mental health issues (such as anxiety or depression)
- Nothing to do during free time
- Peer pressure/bullying
- Pressure to achieve and get good grades
- Sports and recreational activities

- Kids home alone
- Lack of free time
- Financial pressures or economic uncertainty
- Substance abuse
- Other (please fill in): \_\_\_\_\_
- N/A or don't know

**6. What do you believe are the top issues facing teens (ages 13-18) in Pleasanton? (Select up to four)**

- Alcohol
- Access to jobs
- Drugs
- Financial pressures or economic uncertainty
- Getting along with parents or family members
- Kids home alone
- Lack of free time
- Mental health issues (such as anxiety or depression)
- Nothing to do during free time
- Peer pressure
- Pressure to achieve and get good grades
- Other (please fill in): \_\_\_\_\_
- N/A or don't know

**7. Where do your children or the youth (ages 6-12) you interact with spend their free time? (Select up to three)**

- At home
- At a friend's house
- Organized afterschool program (hosted by city or community organization)
- Library
- Parks
- Skate parks
- Sports facility

## Appendix F

- Other (please tell us where): \_\_\_\_\_
- N/A or don't interact with this age group

### 8. Where do your children or the teens (ages 13-18) you interact with spend their free time? (Select up to three)

- At home
- At a friend's house
- Afterschool program (hosted by city or community organization)
- Library
- Parks
- Skate parks
- Sports Facility
- Mall
- Downtown
- Movies
- Other (please tell us where): \_\_\_\_\_
- N/A or don't interact with this age group

### 9. Where do your children or the youth (ages 6-12) you interact with go for organized programs and activities outside of school? (Select up to three)

- School
- Church or faith based organization
- Club or local organization
- City facility
- Library
- Sports facility
- Park
- Don't participate in organized programs
- Other, include places outside of Pleasanton (please fill in):  
\_\_\_\_\_
- N/A or don't know

**10. Where do your children or the teens (ages 13 -18) you interact with go for organized programs and activities outside of school? (Select up to three)**

- School
- Church or faith based organization
- Club or local organization
- City facility
- Library
- Sports facility
- Park
- Don't participate in organized programs
- Other, include places outside of Pleasanton (please fill in):

---

- N/A or don't know

**11. What barriers or challenges prevent your children or the youth and teens you interact with from participating in programs and services in Pleasanton? (Select up to three)**

- Not enough time
- Fees are too high
- Lack of transportation
- Programs are not interesting
- Not conveniently located
- Program schedule is not convenient
- Not enough variety
- Program filled
- Don't feel there are any barriers to participation
- N/A or don't know

**12. What types of program spaces are most needed by youth and teens in Pleasanton? (Select up to three)**

- Safe place for informal gathering or hanging out
- Space for local musical performances
- Space for theater classes and performances (open mics, improv, comedy, etc.)

## Appendix F

- Space to recreate and gather with friends and family of all ages
- Space for job training and leadership skills
- Space for informal sports and games
- Space for visual arts (painting, drawing, art classes)
- Space for organized sports (please fill in):  
\_\_\_\_\_

- No additional program space is needed
- N/A or don't know

**13. What is the best way to get information about local activities, events or programs of interest to youth and teens in Pleasanton? (Select up to four)**

- Flyers posted around town
- Friends/word-of-mouth
- Parents/adults they interact with
- Email
- Facebook
- MySpace
- Twitter
- City newspapers
- School announcements
- School newspapers
- City Activities Guide
- Websites/internet
- Other (please fill in): \_\_\_\_\_
- N/A or don't know

**14. How can we best meet the needs of young adults ages 19-22 in Pleasanton? (Select up to three)**

- Provide job training
- Provide education and career counseling
- Provide sports activities on evenings and weekends
- Provide social activities (dance, music, etc.)

- Provide affordable housing opportunities
- Provide low cost health insurance
- No additional programs needed
- Other (please fill in): \_\_\_\_\_
- N/A or don't know

**15. Tell us about yourself**

- What is your gender?  
Male \_\_\_\_  
Female \_\_\_\_
- What is your age?  
\_\_\_\_ 22 and under  
\_\_\_\_ 23-35  
\_\_\_\_ 36-45  
\_\_\_\_ 46-55  
\_\_\_\_ 56-65  
\_\_\_\_ 66 and over
- If you are a parent, how many children do you have? \_\_\_\_
- Tell us the age(s) of your children  
How many are ages:  
\_\_\_\_ 0-5  
\_\_\_\_ 6-12  
\_\_\_\_ 13-18  
\_\_\_\_ 19-22  
\_\_\_\_ 23 or older  
\_\_\_\_ 66 and over
- What is your affiliation with youth in Pleasanton? Please check all that apply:  
\_\_\_\_ Parent  
\_\_\_\_ Coach  
\_\_\_\_ Community volunteer  
\_\_\_\_ School teacher, counselor or administrator



## Appendix F

- Staff at organization that serves youth
- Other affiliation with youth (please fill in): \_\_\_\_\_
- Resident of Pleasanton
- Employed in Pleasanton

### Optional:

- What ethnic group do you consider yourself a part of or feel closest to? (please check)

African-American/Black

Asian

Caucasian/White

Latino(a)/Hispanic

Pacific Islander

Two or More Races

Other

Don't know

Decline to answer

- Is there anything else you would like to add? (please fill in)

\_\_\_\_\_

# Pleasanton

Youth Master Plan

# G

Appendix



## Web Survey Results



**Bernal Community Park**  
Dedicated September 12, 2009

**City Council**

- Antonio Gutierrez, Mayor
- James L. Kroll, Vice Mayor
- Lucy McQuinn
- Mike Rodriguez
- John Tranter

**Parks and Recreation Commission**

- James Dilmore, Chairman
- Heidi Klum, Vice Chairman
- Jack Walsh
- Kurt Kuntz
- Blaine Miller

**City Staff**

- Nelson Walker, City Manager
- Bruce Anderson, Director of Parks and Community Activities

PLANNING

## WEB SURVEY - FOR YOUTH AGE 22 AND UNDER

### Key Findings

- 1. How well do you believe the needs of youth are met in Pleasanton? Please answer by age group and rate your answer on a scale of 1-5. 1 = poorly served, 5 = very well-served, N/A = no answer/don't know. Please circle one answer per age group.**

Youth survey respondents provided the following ratings:

- Prenatal stage to age 5 - mostly 4 and 5
- Youth 6-12 - mostly 4 and 5
- Teens 13-18 - mostly 3 and 4
- Young adults 19-22 - mostly 2, 3 and 4

- 2. What do you believe are the top issues facing youth (ages 6-12) in Pleasanton? (Select up to three)**

Youth survey respondents reported the following top issues:

- Peer pressure/bullying
- Pressure to achieve and get good grades
- Getting along with parents or family members
- Nothing to do during free time
- Sports and recreational activities
- Kids home alone

- 3. What do you believe are the top issues facing teens (ages 13-18) in Pleasanton? (Select up to four)**

Youth survey respondents reported the following top issues:

- Pressure to achieve and get good grades
- Alcohol
- Access to jobs
- Getting along with parents or family members

## Appendix G

**4. Where do the kids you know (ages 6-12) spend their free time? Include yourself if you are age 6-12. (Select up to three)**

Youth survey respondents identified the following:

- At home
- At a friend's house

**5. Where do the teens you know (ages 13-18) spend their free time? Include yourself if you are age 13-18. (Select up to three)**

Youth survey respondents identified the following:

- At home
- At a friend's house

**6. Where do the kids you know (ages 6-12) go for organized programs and activities outside of school? Include yourself if you are age 6-12. (Select up to three)**

Youth survey respondents identified the following:

- School
- Church or faith based organization
- Sports Facility

**7. Where do the teens you know (ages 13 -18) go for organized programs and activities outside of school? Include yourself if you are age 13-18. (Select up to three)**

Youth survey respondents identified the following:

- School
- Church or faith based organization
- Sports Facility

**8. What barriers or challenges prevent you from participating in programs and services in the City of Pleasanton? (Select up to three)**

Youth survey respondents reported the following barriers or challenges:

- Not enough time
- Fees are too high
- Lack of transportation

**9. What types of program spaces are most needed by youth and teens in Pleasanton? (Select up to three)**

Youth survey respondents reported the following types of program spaces as most needed:

- Safe place for informal gathering or hanging out
- Space for local musical performances
- Space for job training and leadership skills

**10. What are the best ways for youth and teens to get information about local activities, events or programs of interest to them in Pleasanton? (Select up to four)**

Youth survey respondents identified the following information tools as best:

- Friends/word-of-mouth
- Facebook
- School announcements

**11. How can we best meet the needs of young adults ages 19-22 in Pleasanton? (Select up to three)**

Youth survey respondents identified the following:

- Provide social activities (dance, music, etc.)
- Provide job training
- Provide affordable housing opportunities

# Appendix G

## 12. Tell us about yourself

- Most youth respondents were ages 13 to 18
- Approximately 1/2 of youth respondents were female and 1/2 were male
- Most youth respondents attend:
  - Amador Valley High School
  - Foothill Valley High School
- Most youth survey respondents identified themselves as Asian or Caucasian/White



## WEB SURVEY - FOR ADULTS

### Key Findings

1. **How well do you believe the needs of youth are met in Pleasanton? Please answer by age group and rate your answer on a scale of 1-5. 1 = poorly served, 5 = very well-served, N/A = no answer/don't know. Please circle one answer per age group.**

Adult survey respondents provided the following ratings:

- Prenatal stage to age 5 tend to be very well-served
- Youth 6-12 tend to be well-served
- Teens 13-18 tend to be moderately served
- Young adults 19-22 tend to be less-well and poorly served

2. **What do you believe are the greatest areas of need for children from the prenatal stage to age 5 and their families in your community today? (Select up to four)**

Adult survey respondents identified the following greatest needs:

- Parenting skills and support
- Available, affordable, quality infant care (age 0-2)
- Available, affordable, quality toddler care (3-5)
- Available, affordable, quality preschool
- Opportunities for exercise and physical activity

3. **What do you consider to be the best places to get information about current services on how best to help young children (ages 5 and under) grow healthy and be prepared for school? (Select up to two)**

Adult survey respondents identified the following best places:

- A hospital or medical office
- My child(ren)'s school
- A local community center or library

## Appendix G

**4. On a scale of 1-5, how useful would it be for you to be able to get information from the following sources about services on how best to help young children (ages 5 and under) grow healthy and be prepared for school?**

Adult survey respondents provided the following ratings:

- One phone number to call is most useful
- One website to visit is most useful
- One place in my community is also useful

**5. What do you believe are the top issues facing youth (ages 6-12) in Pleasanton? (Select up to three)**

Adult survey respondents identified the following top issues:

- Peer pressure/bullying
- Pressure to achieve and get good grades
- Mental health issues (such as anxiety or depression)
- Kids home alone
- Lack of free time
- Substance abuse

**6. What do you believe are the top issues facing teens (ages 13-18) in Pleasanton? (Select up to four)**

Adult survey respondents identified the following top issues:

- Alcohol
- Drugs
- Pressure to achieve and get good grades
- Mental health issues (such as anxiety or depression)
- Peer pressure

**7. Where do your children or the youth (ages 6-12) you interact with spend their free time? (Select up to three)**

Adult survey respondents identified the following:

- At home
- At a friend's house

**8. Where do your children or the teens (ages 13-18) you interact with spend their free time? (Select up to three)**

Adult survey respondents identified the following:

- At home
- At a friend's house

**9. Where do your children or the youth (ages 6-12) you interact with go for organized programs and activities outside of school? (Select up to three)**

Adult survey respondents identified the following:

- Sports facility
- Church or faith based organization
- Club or local organization

**10. Where do your children or the teens (ages 13 -18) you interact with go for organized programs and activities outside of school? (Select up to three)**

Adult survey respondents identified the following:

- Church or faith based organization
- Club or local organization
- N/A or don't know

**11. What barriers or challenges prevent your children or the youth and teens you interact with from participating in programs and services in Pleasanton? (Select up to three)**

Adult survey respondents reported the following barriers or challenges:

- Not enough time
- Fees are too high

**12. What types of program spaces are most needed by youth and teens in Pleasanton? (Select up to three)**

Adult survey respondents identified the following types of program spaces as most needed:

- Space for local musical performances
- Space to recreate and gather with friends and family of all ages

## Appendix G

### 13. What is the best way to get information about local activities, events or programs of interest to youth and teens in Pleasanton? (Select up to four)

Adult survey respondents identified the following information tools:

- Friends/word-of-mouth
- Email
- Facebook
- MySpace
- School announcements
- City Activities Guide
- Websites/internet

### 14. How can we best meet the needs of young adults ages 19-22 in Pleasanton? (Select up to three)

Adult survey respondents identified the following:

- Provide education and career counseling
- Provide social activities (dance, music, etc.)
- Provide job training

### 15. Tell us about yourself

- Over  $\frac{3}{4}$  of adult survey respondents were female
- Most adult survey respondents have 2 children
- Most adult survey respondents' affiliation with youth in Pleasanton include:
  - Parent
  - Other affiliation with youth
  - Resident of Pleasanton
- Most adult survey respondents identified themselves as Caucasian/White

# Pleasanton

Youth Master Plan

Appendix

# H



## Youth Master Plan Goals and Strategies





## Goal 1: Prepared Youth

**Children and youth are equipped with age-appropriate social, emotional, and educational skills and tools to manage the transition through their childhood and teen years into responsible young adulthood.**

### Challenges

Strategies address the following challenges faced by children and youth in Pleasanton:

- Potential impacts on education from evolving economic conditions
- Career development, preparedness, and job availability

### Strategies

- 1.1 Build on and expand current programs and support services offered by the City, local youth-focused organizations, and schools and coordinate with classroom teachers to provide encouraging environments for children and youth.
- 1.2 Promote and increase awareness of existing local and regional social and educational programs and services including youth-oriented career programs and job fairs.
- 1.3 Provide technical and vocational skill training and support for youth of all abilities entering the workforce to support positive identity and empowerment in youth.
- 1.4 Work with local and regional organizations to develop internships, mentorships, training, and employment opportunities for youth of all career tracks, interests, and abilities.
- 1.5 Support efforts to develop programs to stimulate youth interest in business careers.
- 1.6 Provide life skills training, emotional support, and learning opportunities for children and youth of all abilities and encourage a commitment to learning.
- 1.7 Provide educational and training programs to serve children, youth, and adults of all cultural and ethnic backgrounds, including English-as-a-Second-Language (ESL) classes.
- 1.8 Develop programs targeted to reach high-risk children and youth who do not participate in existing support services.

### Partnerships

- Church groups/faith community
- City Commissions
- City Departments
- Cultural organizations
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- Workforce agencies and organizations
- Youth development organizations



**Goal 2: Healthy and Safe Youth**

**Children and youth live balanced lives and their physical and mental well-being is supported. Children and youth are free to express themselves and are protected from bullying, emotional and physical harm, and drug and alcohol abuse.**

**Challenges**

Strategies address the following challenges faced by children and youth in Pleasanton:

- High levels of anxiety and depression
- High achievement pressures
- Fears of bullying or discrimination
- Potential for drug and alcohol abuse
- Participation in risky sexual activity

**Strategies**

- 2.1 Encourage the development of mentoring and counseling programs for children and youth of all ages and abilities where peers can exchange experiences and support each others’ physical and mental well-being.
- 2.2 Increase access, affordability and awareness for children and youth to receive confidential and professional counseling services.
- 2.3 Work with local agencies to improve services that address the safety and health needs of families, children and youth of all ages with special needs (such as developmental and physical disabilities, and severe allergies).<sup>1</sup>
- 2.4 Establish and support opportunities, programs, and support services for children and youth that reduce pressures related to peer relationships and social achievement.
- 2.5 Support the incorporation of external and internal assets (40 Developmental Assets) representing the relationships, opportunities, and personal qualities that young people need to avoid risks and thrive.
- 2.6 Create and support compelling educational programs that will improve identification of potentially destructive and abusive behaviors and promote the availability of affordable substance abuse services and counseling for all children and youth.

**Partnerships**

- City Commissions
- City Departments
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Cultural Arts Council
- Pleasanton Unified School District
- Public health organizations and initiatives
- Social service agencies

<sup>1</sup> City programs for children and youth are designed to be inclusive of special needs children and youth. Plan strategies are also assumed to be inclusive. This strategy is included to highlight programs designed to respond specifically for special needs children and youth and their health-related needs.

**Goal 2: Healthy and Safe Youth (Continued)**

**Children and youth live balanced lives and their physical and mental well-being is supported. Children and youth are free to express themselves and are protected from bullying, emotional and physical harm, and drug and alcohol abuse.**

**Challenges**

Strategies address the following challenges faced by children and youth in Pleasanton:

- High levels of anxiety and depression
- High achievement pressures
- Fears of bullying or discrimination
- Potential for drug and alcohol abuse
- Participation in risky sexual activity

**Strategies**

- 2.7 Encourage communication between children, youth and the Pleasanton Police Department to establish and increase effective relationships and facilitate understanding between children and youth, and the Department.
- 2.8 Facilitate partnerships and encourage service coordination between the School District, public and private agencies, and local and regional health organizations to coordinate health services and ensure they are available and accessible for all children and youth of all ages and with special needs.
- 2.9 Identify and work with health care organizations to communicate to children, youth, and their families about available programs.
- 2.10 Develop partnerships to establish crisis teams, to increase preparedness, and to improve community response to child and youth emergencies.
- 2.11 Support programmed and informal recreation programs and activities for children and youth of all ages and abilities enabling constructive use of time.
- 2.12 Support opportunities that encourage self-expression and creativity.
- 2.13 Establish and support cultural enrichment activities and programs for children and youth of all ages.

**Partnerships**

- City Commissions
- City Departments
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Cultural Arts Council
- Pleasanton Unified School District
- Public health organizations and initiatives
- Social service agencies

**Goal 3: Contributing Youth**

**Children and youth are connected to community and school life, as well as their peers and family, and they have opportunities to make meaningful contributions.**

**Challenges**

Strategies address the following challenges faced by children and youth in Pleasanton:

- Community service opportunities
- Increased participation in volunteerism
- Youth-voice in community decision-making

**Strategies**

- 3.1 Expand and promote existing volunteer and community service opportunities to provide children and youth with empowering opportunities to contribute to the community and learn from their experiences.
- 3.2 Develop youth-led processes and draw on youth as resources to increase youth participation in programs designed to promote health, safety, and environmental benefits.
- 3.3 Support youth efforts to contribute and influence their peers positively, including peer-to-peer mentoring programs and services for children and youth of all ages.
- 3.4 Involve children and youth in decision-making including the need for, and planning of, youth-oriented programs and spaces.
- 3.5 Increase opportunities for children and youth representation and involvement on City commissions and business and non-profit organization committees.
- 3.6 Develop opportunities for the Youth Master Plan Implementation Committee and Youth Commission to work together, integrate and simplify their missions, and implement the Youth Master Plan.

**Partnerships**

- Church groups/faith community
- City Commissions
- City Departments
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- School youth club organizations
- Volunteer organizations

**Goal 4: Youth-Friendly Environments**

**Children and youth have safe access to and benefit from a variety of youth-oriented activities and spaces, where they can recreate, gather, and learn.**

**Challenges**

Strategies address the following challenges faced by children and youth in Pleasanton:

- Limited opportunities for unprogrammed activities
- Increased demand for financial assistance and support services
- Lack of dedicated space or facility for youth and teens to hang out

**Strategies**

- 4.1 Support the planning and development of a community facility or existing dedicated space that welcomes children and youth and meets their needs, interests, and abilities.
- 4.2 Explore the youth/community center opportunity on the Bernal Property.
- 4.3 Explore opportunities to provide flexible indoor and outdoor space to give children and youth opportunities to recreate, gather, and be creative.
- 4.4 Support the Library's capacity to meet the growing needs of children and youth of all ages.
- 4.5 Work with local businesses to develop a youth-friendly business program to expand affordable and safe locations for youth to gather Downtown.
- 4.6 Expand and promote the City of Pleasanton's child and youth activities by partnering with youth-oriented organizations to periodically host events.
- 4.7 Support access to affordable and high quality child care and health care services by promoting the expansion of existing, and the creation of new child care opportunities.
- 4.8 Facilitate the provision of safe, accessible, and affordable child and youth activities, facilities, and services.
- 4.9 Encourage a safe, convenient, and accessible multimodal transportation system that serves child and youth transit riders, bicyclists, and pedestrians of all abilities.

**Partnerships**

- Church groups/faith community
- City Departments
- Cultural organizations
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- Social service agencies

**Goal 4: Youth-Friendly Environments (Continued)**

**Children and youth have safe access to and benefit from a variety of youth-oriented activities and spaces, where they can recreate, gather, and learn.**

**Challenges**

Strategies address the following challenges faced by children and youth in Pleasanton:

- Limited opportunities for unprogrammed activities
- Increased demand for financial assistance and support services
- Lack of dedicated space or facility for youth and teens to hang out

**Strategies**

- 4.10 Support safety measures to ensure children and youth are protected when they travel to and from school.
- 4.11 Increase program awareness and youth participation in the Rides to School program and walk- and bike-to-school events.
- 4.12 Work with local partners to complete trail connections between neighborhoods, schools, and community spaces.
- 4.13 Preserve, expand, and promote outdoor opportunities for children and youth, including public open space access, programs, and activities.

**Partnerships**

- Church groups/faith community
- City Departments
- Cultural organizations
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- Social service agencies

**Goal 5: Supportive Families and Community**

**Children, youth, and adults respect each other, communicate honestly, and interact in a manner that supports their individual needs, their families, and the community.**

**Challenges**

Strategies address the following challenges faced by children and youth in Pleasanton:

- Difficult relationships between youth and adults
- Play skills to improve youth and adult interactions

**Strategies**

- 5.1 Promote events, activities, and facilities that accommodate multiple generations, and families and persons of all physical abilities.
- 5.2 Support positive family communication to foster strong intergenerational relationships within families and the community.
- 5.3 Establish and support cultural enrichment events that reflect and celebrate Pleasanton’s diversity for children, youth, and adults in Pleasanton.
- 5.4 Support opportunities for children and youth to develop positive experiences and qualities that help influence choices they make to become caring and responsible people.
- 5.5 Expand existing parent education and family support programs for children, youth, and adults.

**Partnerships**

- Church groups/faith community
- City Departments
- Cultural organizations
- Local non-profit and youth-serving organizations
- Pleasanton Unified School District
- School youth club organizations
- Social service agencies

## Goal 6: Informed Youth and Adults

Children, youth, and adults are well aware of the wide range of programs and services, available through the City, School District, and other providers, to meet their needs and help them make informed choices.

### Challenges

Strategies address the following challenges faced by children and youth in Pleasanton:

- Limited awareness of existing services
- Need for improved information source(s) and coordination

### Strategies

- 6.1 Develop an outreach strategy, in cooperation with local partners, to increase awareness of existing programs for children, youth, and families in Pleasanton.
- 6.2 Explore and evaluate methods to centralize information about the availability of resources, programs, local activities, events, and services for children, youth, and families of all ages.
- 6.3 Evaluate the effectiveness of current distribution of the City's Activities Guide to all households; consider redirecting resources to electronic distribution, alternative marketing formats, and distribution of print copies through partner organizations to reach children, youth, and adults of different abilities and cultural backgrounds.
- 6.4 Increase usage of local cable channel, websites, and social networking applications, such as Twitter and Facebook, to help promote services for children, youth, and families.

### Partnerships

- City Departments
- Local non-profit and youth-serving organizations
- Local and regional businesses and business organizations
- Pleasanton Unified School District
- Social service agencies
- Volunteer organizations