City of Tualatin Youth Development Plan

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CITY OF TUALATIN
Youth Development Plan
2000
Tualatin Youth Development Plan

Portland State University
Department of Urban Studies and Planning
Planning Workshop

Final Product

March 13, 2000

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*Special thanks to Brian Tallant for artwork contained in this plan
Explanatory Statement

The Planning Workshop, in the Master of Urban and Regional Planning (MURP) program at Portland State University, provides students with professional planning experience. In teams, students develop consulting contracts with clients for planning services that address regional interests and their own personal and professional interests. The Workshop provides experience in planning for constructive social and environmental change, while considering the planner’s ethical responsibility to serve the public interest. This project is from the Planning Workshop class of 1999-2000.
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Executive Summary

This project evaluated the recent construction of a public skatepark located in Tualatin Community Park. The skatepark is unique because a group of underrepresented youth initiated the idea of constructing it and helped bring it to fruition. The city has expressed a desire to see this level of energy and commitment duplicated in other youth-oriented initiatives, but needs to have a better understanding of how the skatepark project served as a positive youth development tool. In support of young people, the Tualatin City Council recently named youth issues as a "first tier" priority.

The Tualatin skatepark project taught both youth and adults important skills. It broke down perceptions about youth, what they are capable of, and helped open the lines of communication between youth and city government.

For this Plan, extensive research was done to outline theories and principles of youth development, how those principles applied to the skatepark project, and how they could be used to guide future youth development efforts in Tualatin. A valuable tool created by the Search Institute called the "40 Developmental Assets" which are "proven things essential to every young person's success" was a leading standard in the research. Complementing that analysis was research about what current conditions are for youth in Tualatin. This included a youth services inventory, research on the availability of transportation for youth and an analysis of City policies and documents related to youth.

One acknowledged issue is whether Tualatin youth know of the services available. While we found a diverse, comprehensive array of services, our inventory showed a disproportionate amount of services for youth in the under-12 age group, and little emphasis on services for middle and high-school aged youth (12-18).

Tualatin has abundant qualities that can be directed towards youth development. The high levels of educational attainment, combined with above-average income levels and many two-parent families offer stability and a deep level of support. The rapid, sustained population growth poses challenges to the community in terms of offering sufficient youth resources, as well as planning for future needs. However, the diversity of backgrounds, outlooks and experience that community members bring – old and new – constitute a valuable, powerful supply for helping foster and support youth development endeavors in Tualatin.

An essential principle employed in the Tualatin skate park project was dealing with the issue of building the park from an outcome-based approach rather than a deficit-based approach. When youth asked for a place to skate they were not
told where they could not skate, rather, they were told what they could do to use their skills to create their own space to skate. This approach, if applied to future youth development efforts, could help assure that youth are given the opportunities they need to become better adults.

This Plan recommends the following foundation be established for future support of youth development in Tualatin:

**Council Support:** During the skatepark project it was clear that the support of the City Council, other committees, and leaders in the community was an essential element of success.

**Youth Advisory Committee:** A forum for youth to communicate their needs and ideas. Many times this group can act as a conduit between the City and youth on important issues.

**Youth Resources Information Network:** One of the most successful elements of the skatepark project and other youth initiatives from other areas is a high degree of information exchange. Youth must be informed, and have the ability to communicate with each other and outside groups on issues important to young people. A website is one idea for offering youth the ability to exchange such information.

The Tualatin Skatepark project provided an example of a successful youth development activity. This Plan seeks to provide a guide for the success of future youth development efforts in Tualatin.
Background of the Planning Issue

There are more teens in America than ever before. By the year 2005, there will be 73 million Americans under the age of 18. According to the 1990 U.S. Census, Portland, Oregon's metropolitan area, including Multnomah, Washington, Columbia, Yamhill, Clackamas counties, and Clark County, Washington, contained 1,515,452 total people. Of that amount, 389,967, or 26 percent, were under the age of 18. Furthermore, 1997 population estimates reveal that Washington County alone currently contains approximately 113,725 residents under the age of 20, or 29% of the total population. It is important for the needs of this segment of society to be considered and debated as communities make public service decisions regarding their future.

The phrase “youth development” refers to philosophies, concepts, ideas, as well as programs and plans focusing on youth. Youth development is best defined by the City of Concord, California in its “Policy Statement on Youth Development:"

Youth development is a framework that addresses human needs for the healthy growth of young people including competencies necessary for adult success. The use of the term ‘framework’ is intended to transmit a wider approach than the terms ‘programs’ and ‘services.’ Framework addresses all of the elements associated with the youth programs and services, including the training of youth workers and selection of collaborative partners. By implementing youth development within this defined framework, a park and recreation agency opens the doors to a multitude of programs, services, workshops, volunteer activities and other experiences that will facilitate the transition from traditional activities to new activities intended to help youth grow into successful adults (City of Concord, 4).

Youth development has risen to the forefront of the many publicly debated issues. Recently, the National League of Cities formed the Youth Institute to help address issues surrounding youth in America. The Mayor of Tualatin is closely involved in the Institute. Much of the recent activity surrounding youth in America has been in reaction to different crises. Shootings, gang activity and youth crime create concerns about how to positively deal with youth. Traditional methods do not appear to be working.

As a result, many people worry about the ability of policy makers and practitioners to develop programs and services that holistically address issues affecting our young people. In order to effectively address these key issues, young people must be given the opportunity to participate in policy and program development.
SECTION ONE
"Youth are viewed as a first tier priority"
The Youth Development Approach

The idea of including young people in shaping policies that affect them gave rise to a philosophy about helping youth called the Youth Development Approach. This approach was first promoted by the Family and Youth Services Bureau's predecessor agency more than 20 years ago. A current movement utilizing many of the key themes the Youth development Approach concentrates on raising questions and offering guidance on the type of change necessary before communities can begin to produce effective youth programs and services.

The most important component to the Youth Development Approach focuses on young people's strengths rather than their weaknesses. Focusing on strengths instills a sense of competence, usefulness, belonging, and power, thereby helping to keep youth on a positive track as they develop into adulthood. This approach gives adolescents skills and abilities aiding them as they mature, as well as aiding the communities of which they are members. Young people must be given the opportunity to enter into public discussions regarding crime, poverty, violence and neighborhood disintegration as these issues often disproportionately affect American's youth.

The Youth development Approach requires the restructuring of traditional youth policies. The U.S. Department of Health and Human Services suggests considering a few significant principles in creating youth policies:

- Become knowledgeable about the challenges and benefits of moving toward a youth development approach
- View youth, families, and communities as partners in change working toward common goals
- Help policy makers, practitioners, and community members value youth as cultural and economic resources

Many communities that have set up programs using the Youth Development Approach are not large, but rather small towns and suburbs. These communities see an opportunity to not only prevent crime, but to empower and involve young people. When employing the Youth Development Approach, there are several fundamental principles to consider which are also recognized by the U.S. Department of Health and Human Services:

- Organizational change may be needed in developing such an approach and may require a reexamination of an organization's mission, structure, and decision-making process.
- It requires a shared vision for youth and community.
- Youth development requires collaboration between youth, various agencies, social services, policy makers, community leaders, and educational institutions, among others.
- It requires the creation of positive images of youth in the media and in the community.
- Youth development requires educating communities, policy makers, families, and service providers as to the merits of this approach.
- The last and most important ingredient in developing this approach is the design of evaluation indicators of youth development, which pinpoints specific goals and measures outcomes by using focus groups, individual interviews, and surveys.

**Problem Definition**

Most youth programs and policies pertaining to youth are designed top-down. In other words, they are conceived and implemented by adults who do not, and will not, be subject to them on a daily basis. As a result, many of these programs or policies may be underutilized because they do not fully meet the needs of the young people they are trying to serve. A more fundamental problem exists: the policies or programs are not current and relevant for youth today. From a planning perspective, finding creative and innovative ways to include traditionally excluded groups of people (like youth, elders, or minorities) is important. From a local government perspective, finding ways to connect, hear and teach the next generation of community citizens is imperative.

Tualatin experienced a positive outcome from the development of a skatepark project that was integrally related to youth by making them a part of a very "adult" process. Although this process unfolded in an unplanned way, the outcome proved to be very successful. This process deserves attention so that the positive aspects of the community project can be replicated in the future.

The City of Tualatin has identified the concept of youth development as an important issue to address. As such, the city is seeking the best way in which to approach youth development.

**Methodology**

The project proposal was submitted to the client in early December, 1999. After the winter break, group members assigned tasks and began data collection.

*Tualatin Area Youth Resources Inventory.* An inventory of existing youth-related services, program, activities and facilities was created by contacting agencies and organizations in and around the City of Tualatin and documenting the services and activities that they offer to the youth in the community.
Profile of Tualatin Through Existing City Documents: The City of Tualatin's existing planning documents were examined in order to find standards regarding youth related activities. The review consisted of scanning through the regulatory city documents for any language relevant to youth development.

Skatepark Process Assessment: An extensive literature review was conducted. Journal articles and books were found in the Portland State University library. Case studies were researched on the internet and were supplemented with interviews, which were conducted in person, on the telephone, and through email.

Tualatin Skatepark Stakeholder Interviews: Interviews were conducted by first identifying key players through newspaper articles. Arrangements were made for interviews by attending a City Council meeting that honored youth involved in the skatepark process. Several interviews were conducted in person, several were conducted by telephone. Those interviewed were asked for names and telephone numbers of other key participants, and those people were also contacted for interviews. In all, there were 9 interviews of adults, donors, and youth. The questions asked about their involvement and their perceptions of the results of the skatepark. The interviews sought first hand knowledge from those people most involved in the process.
**Snapshot of Tualatin**

**Tualatin Demographic Profile**

Tualatin is a small suburban city of 21,405 people located 12 miles south of Portland, Oregon. The 1990 U.S. Census revealed that the City of Tualatin contained 4,414 children under the age of 18, or 21 percent of the total population, and 658 persons between the ages of 16 and 19 years. Of the 16 to 19 year old persons in Tualatin, 74 were not enrolled in school and not in high school, 48 were in the armed forces, 9 were unemployed, and 17 were not in the labor force at all.

Tualatin typifies many American suburbs in demographic characteristics such as the high proportion of nuclear families, higher than average income and educational levels. Statistics suggest that Tualatin is a fast growing, family-oriented community. The demographic profile of this community reveals a number of important facts and trends that create certain challenges and opportunities for planners and citizens to become involved in youth and family issues. Tualatin, while challenged with issues such as rapid growth, limited transportation options, growing traffic congestion and an ever-shrinking supply of affordable housing, also offers a well-educated, affluent population with a deep pool of resources in which to support the growth and development of the community.

Tualatin's schools have had to react to the area's growth. In 1992-1993, the Tigard-Tualatin School District opened two new schools in an effort to provide the necessary educational programs that this type of growth demands. Hazelbrook Middle School and Tualatin High School opened to serve the youth population specifically in the City. Before these two schools opened, Tualatin students were bussed to schools in Tigard. The yearly enrollment figures from all grades for the City of Tualatin in the Tigard-Tualatin School District have grown about 21%, from about 3300 students in 1992 to nearly 4000 in 1998-1999. These figures do not include the children who attend private or parochial schools. As this community continues to grow and attract families, the enrollment figures will naturally grow as well.

This growth requires that many community services, including youth services may need to be increased and expanded at a similar rate in order to keep up
with demand. While population growth may be perceived as a burden to some, every household that moves into the community offers a unique and potentially important set of experiences, expertise and resources that can help the community to become stronger, more stable and more cohesive.

According to the 1990 Census, Tualatin has income levels nearly 45 percent above the State average ($39,500 median household income in 1990). In spite of high median household income, Tualatin’s per capita income is substantially lower than the state average, most likely attributable to larger average household size due to the high number of nuclear families. Associated with the high income levels is a lower than average unemployment rate. According to 1996 data, Washington County enjoyed a 28 percent lower unemployment rate than the rest of the State of Oregon (3.4 percent for the county versus 4.7 percent for the State). While no statistics were available regarding “latch-key kids,” it may be assumed that youth services, especially after school programs, are especially valuable in Tualatin where many households have two wage earners working away from the home.

Educational attainment levels in Tualatin are substantially higher than in the rest of the region. While college education levels (Bachelors degree and above) over the entire US average around 22 to 25 percent, Tualatin boasts college education levels of 43 percent. The high level of education suggests that citizens of Tualatin have much to offer in terms of professional experience and expertise. Correlated with higher levels of educational attainment are the higher than average income levels. This contributes to the relative affluence of the community. This should be viewed as an asset when it comes to funding youth development programs and providing fiscal support for youth services in the community considering that the City’s population is mostly comprised of families.

<table>
<thead>
<tr>
<th>Educational Attainment in Tualatin</th>
</tr>
</thead>
<tbody>
<tr>
<td># of residents</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>&lt; High school</td>
</tr>
<tr>
<td>Some high school</td>
</tr>
<tr>
<td>High school grad</td>
</tr>
<tr>
<td>Some college</td>
</tr>
<tr>
<td>Associates</td>
</tr>
<tr>
<td>Bachelors</td>
</tr>
<tr>
<td>Grad or prof. degree</td>
</tr>
</tbody>
</table>

Source: US Bureau of the Census

In terms of population distribution, Tualatin has a somewhat narrow-based population pyramid, meaning that there are no particularly dominant age cohorts. Our target population for this project, youth ages 10 to 19, comprise 13
percent of the total population of the community according to the 1990 Census of Population. It may be noted that other comparably sized communities have larger proportions of youth in their communities. Therefore, although Tualatin continues to undergo significant population gains, the youth population is not as proportionately large as other age cohorts. The 40-44 and 30-34 age cohorts comprise the largest and second largest population segments in Tualatin, respectively.

Table 2

<table>
<thead>
<tr>
<th>Age Cohort</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>675</td>
<td>657</td>
<td>1332</td>
<td>8.89%</td>
</tr>
<tr>
<td>5-9</td>
<td>828</td>
<td>620</td>
<td>1448</td>
<td>9.67%</td>
</tr>
<tr>
<td>10-14</td>
<td>571</td>
<td>542</td>
<td>1113</td>
<td>7.43%</td>
</tr>
<tr>
<td>15-19</td>
<td>444</td>
<td>391</td>
<td>835</td>
<td>5.57%</td>
</tr>
<tr>
<td>20-24</td>
<td>482</td>
<td>530</td>
<td>1012</td>
<td>6.76%</td>
</tr>
<tr>
<td>25-29</td>
<td>636</td>
<td>793</td>
<td>1429</td>
<td>9.54%</td>
</tr>
<tr>
<td>30-34</td>
<td>852</td>
<td>822</td>
<td>1674</td>
<td>11.18%</td>
</tr>
<tr>
<td>35-39</td>
<td>690</td>
<td>848</td>
<td>1538</td>
<td>10.27%</td>
</tr>
<tr>
<td>40-44</td>
<td>963</td>
<td>771</td>
<td>1734</td>
<td>11.58%</td>
</tr>
<tr>
<td>45-49</td>
<td>458</td>
<td>533</td>
<td>991</td>
<td>6.62%</td>
</tr>
<tr>
<td>50-54</td>
<td>239</td>
<td>211</td>
<td>450</td>
<td>3.00%</td>
</tr>
<tr>
<td>55-59</td>
<td>183</td>
<td>184</td>
<td>367</td>
<td>2.45%</td>
</tr>
<tr>
<td>60-64</td>
<td>194</td>
<td>130</td>
<td>324</td>
<td>2.16%</td>
</tr>
<tr>
<td>65-69</td>
<td>142</td>
<td>173</td>
<td>315</td>
<td>2.10%</td>
</tr>
<tr>
<td>70-74</td>
<td>52</td>
<td>70</td>
<td>122</td>
<td>0.81%</td>
</tr>
<tr>
<td>75-79</td>
<td>65</td>
<td>46</td>
<td>111</td>
<td>0.74%</td>
</tr>
<tr>
<td>80-84</td>
<td>25</td>
<td>92</td>
<td>117</td>
<td>0.78%</td>
</tr>
<tr>
<td>85+</td>
<td>10</td>
<td>56</td>
<td>66</td>
<td>0.44%</td>
</tr>
<tr>
<td>Totals</td>
<td>7509</td>
<td>7469</td>
<td>14978</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: US Bureau of the Census

In summary, Tualatin has substantial means to offer its citizens and community. In spite of its “typical suburban” persona, Tualatin is a strong, growing, vibrant community that has a diverse array of resources—natural, material and human. The City’s educated, affluent citizens offer the needed resources that can positively contribute to building a strong, stable framework for youth development in the community.

Youth Services Inventory

The inventory catalogues many services available to Tualatin youth. It includes traditional services youth seek like soccer, basketball, and scouting but also contains information on programs for runaway youth, teen pregnancy services
and student retention programs. This inventory contains a variety of information that can be used by the City to help answer questions related to youth activities and programs in Tualatin. The inventory is included in Appendix A.

The inventory was been compiled for a number of reasons. First, Tualatin employees will find it useful in improving the City's role as a referral agency by connecting members of the community to the service providers they wish to contact. Second, it can be used to document what is available to the youth. Although there are clearly many services available to Tualatin youth, the inventory helps identify service deficiencies. The deficiencies may not focus on the absence of services. Instead, the problem is a lack of awareness about available services and youth lack of access to services. This inventory helps remedy that problem.

The Youth Resources Inventory shows a lack of directly service/volunteer-oriented organizations in the Tualatin area. While there are abundant opportunities for volunteerism and community-serving activities through scholastic, religious and civic organizations, there are many local, regional, state and federal organizations that offer youth service programs that may profit from a higher level of visibility and publicity to interested youth. Examples of these service organizations include SOLV (Stop Oregon Litter and Vandalism), federally administered programs such as the Points of Light Foundation and others.

As the City grows, it can use the Youth Services Inventory to connect youth and activities/programs. Services and organizations can be contacted for input when the City considers proposals that can affect such groups. This inventory helps to save time for City employees but can also be shared with schools and other services, agencies and organizations in the community that need this type of information in an easily accessible format.

Summary:
- Our examination of the community resources available to Tualatin youth reveals that a plethora of services are available to young people in the community.
• An issue is whether Tualatin youth know about all of the services available to them. The Youth Resources Inventory provides a means for youth to be informed about what is available in the community.

• While we found a diverse, comprehensive array of services, it appears from our inventory that there are a disproportionate amount of services for youth in the under 12 age group, and less of an emphasis on services for middle and high-school aged youth (12-18).

• Our Youth Resources Inventory was unable to find a large number of directly service/volunteer-oriented organizations in the Tualatin area.

**City Planning Documents**

How the City of Tualatin interacts with its young people is in part reflected in “official” city documents and processes. This section reviews relevant city documents and processes as they relate to youth.

Tualatin Development Code:

**Part I - Community Plan**

The Tualatin Community Plan tells of the historic background of the city and serves as a goal and policy document to guide decision making.

**Schools**

Chapter 8 Public, Semipublic and Miscellaneous Land Uses

8.040 Schools.

(1) This category includes land uses associated with services generally provided by the public school system, although in some cases educational services may be provided by religious or business organizations. The objectives for these facilities are to:

   (b) Locate elementary school sites, wherever possible, adjacent to neighborhood park sites, and integrate the location of such schools into the residential neighborhoods they are to serve.

   (c) Locate junior high or high school sites adjacent to arterial or collector streets.

   (d) Locate all schools providing primary and secondary education as far as possible from commercial and industrial districts, unless the education provided would be vocational in nature.

Schools play a significant role in the development of youth. It is not just what is learned inside the walls but what is around the school and how youth interact
both around and outside the school. For instance, the location of a school has
dramatic effects on how youth get to school. If the school is located far from
residential areas the youth have to ride to school either by auto or bus. It is
important that youth are given the opportunity to ride bicycles and walk if they
desire. Providing youth with alternative transportation mode options at an early
age will help them realize there are options they can use throughout their life.
Chapter 8 acknowledges the importance of location to residential and park areas
and sets policy to require siting near those land uses. Additionally, the code
seeks to locate elementary schools in close-in residential neighborhoods and
requires junior and high schools to be located near arterial or collector streets
for ease of transportation purposes. Schools produce a lot of traffic in morning
and afternoon so location near collectors and arterials removes that traffic from
local streets and therefore, creates less intrusion on neighborhoods.

The location of a school has other effects on youth as well. Schools should not
be located near industrial operation for obvious safety reasons. Often these
areas contain chemicals, noises and other hazards youth should not be
subjected to. According to the Code schools should not be located near
commercial or industrial districts.

The Community Plan portions of the Tualatin Development Code speaks
generally of youth in the community. The code is silent on specific youth
facilities or youth development. If the community desires to address youth
development in their city the goals and policies of the community plan must be
changed to reflect those desires.

Part II - Planning District Standards

The Planning District Standards are sets of criteria and standards for new and
existing developments. Planning district standards include items such as
density figures, setback limitations, height restrictions, lists of allowed and
conditional uses, landscaping, parking standards and many others. Planning
district standards are in place to carry out the goals and policies of the Tualatin
Community Plan.

Chapter 73 Community Design Standards

Bicycle Parking

Bicycle parking is required with any new development or major remodel within
the City of Tualatin according to Code Section 73.370. Nearly every new
development within the city is required to provide bicycle parking stalls. Single
family homes and limited industrial uses are not required to provide parking
stalls.
The bicycle parking standard is not targeted for youth only but it definitely can be thought of as a method to provide alternatives to the automobile thereby giving youth more mobility.

The Planning District Standards in the Tualatin Development Code do not include specific reference to youth development or youth-related activities. The code is silent on youth facilities and how to build them, with the exception of providing bicycle parking.

_Tualatin Parks and Recreation Master Plan (December 1983)_

The purpose of the City's Parks and Recreation Master Plan is to serve as a guide in: 1) developing facilities, programs and parks; and 2) allocating the City's financial, human, and natural resources to provide a range of recreational opportunities.

Demographic information is used as a basis for determining the needs of the community. This plan indicated there are a large number of families with young children in the City, indicating the need for these facilities into the future.

The Master Plan addresses recreation by children as well as adults. The recreation patterns of children under the age of 14 were surveyed to determine what activities are most common. Bicycling and swimming were the top two activities for this age group. Recreation areas used by youth under 14 showed that the majority used their own back yard for recreation with a neighbor's yard coming in second. Surprisingly, playing in the street was third and playing in parks was fourth. School grounds and open space areas come in last.

Based on these surveys the plan indicated what recreational needs the community had. It identified that the community lacked recreational opportunities of all kinds. The plan addressed this by planning for parks, trails, bike lanes, sports fields, sports programs and many more.

The Parks and Recreation Master Plan does address youth and their needs but for a small segment of the youth population. It is the teenage years that are lacking specific programs and facilities designed for their needs. Teenagers have different needs and respond differently to the conventional parks and recreation programs provided by many cities.

_The Municipal Code of the City of Tualatin (January 25, 1999)_

The Tualatin Municipal Code is a legal document enforceable within the City of Tualatin. The Municipal Code has regulations, which relate to youth
development and youth-related activities. The Code is silent on youth facilities within the City.

**Skateboarding**

The Tualatin Municipal Code prohibits skateboarding within the downtown Tualatin Commons re-development area. Chapter 5-3 states that skateboarding, roller skating or in-line skating are prohibited without a permit. A permit can only be applied for if the event will gather more than 20 people at one time. The law was created to prohibit skating and loitering in the new redevelopment area in the downtown due to business concerns.

**Youth Committee Members**

The Tualatin Municipal Code Chapter 1-21 allows youth 18 and under to be members of all advisory committees within the City. The committees include, Planning Advisory Committee, Parks Advisory Committee and the Library Advisory Committee. Youth committee members under the age of 18 can be removed from the committee if there is any “declining academic performance.” When the City recruits for new members on a committee, they send a notice to the High School asking for youth to apply.

**Basketball Hoops**

According to the Tualatin Municipal Code Chapter 8-4 basketball hoops are allowed within the City of Tualatin based upon numerous factors. The first and foremost is that one cannot be erected in the right-of-way if the adjacent driveway is of suitable slope and size to accommodate a “court.” A driveway of less than 400 square feet is not suitable and a slope of more than ¾ inch to one foot is also considered not suitable. Some other standards include: not affixed to a light pole, needs to be on a local street, at least five feet from utility objects, should be 15 feet from street trees, 150 feet from the nearest intersection and many more. The majority of driveways in the City are of adequate size and slope to accommodate a “court.” It is only for the exceptions that basketball hoops are allowed in the right-of-way.

**Council Goals**

In 1996/1997 the City Council established goals and prioritized them into two tiers. The goals and tiers were last updated in November 1999.

Including youth in the First Tier shows that the community is interested in youth development and activities. This is a strong step for the community because it places value on the community's youth. To further youth development it is
important the City follow its goals and priorities by budgeting money or resources. Additionally, youth need to be involved in the activity areas for implementing the goals. Participation by youth – like the participation in the Tualatin skatepark – is a great way to achieve the City’s goals.

Tualatin City Council Priorities

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<th>First Tier</th>
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<td>Public Safety</td>
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<td>Transportation</td>
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<td>Fiscal Responsibility</td>
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<td>Youth</td>
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<th>Second Tier</th>
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<td>Metro/State/National Role</td>
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<td>Community Culture</td>
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<td>Staff/Council Development</td>
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We value our youth as important citizens of the community. We will practice this value by helping to provide opportunities for youth to be engaged in constructive activities, and enhance self esteem.

The following activity areas will be explored to assist in implementing this value:

- Involve youth in City activities
- Support youth programs and seek to identify methods of increasing youth participation
- Support development of a youth/teen facility in conjunction with a recreation district and/or the Tigard-Tualatin School District

Informal Programs

Council Youth Update

The City has an informal program of youth involvement through the Council meetings where time is allotted for a student from Tualatin High School to report on school and other activities youth are involved with.

Community Experiences for Career Education (CE2)

A program through the Tualatin High School called Community Experiences for Career Education (CE2) introduces those not planning on attending college to
the local business community where they can work. Local businesses and the City participate in this program. The youth shadow an experienced worker and is considered an intern. The individual is able to see how business is conducted and work with people and learn new skills. The City of Tualatin is very active in this program with several students working in the Operations Department.

Youth Advisory Board

The board currently has 21 youth members and is in the beginning stages of development. This informal group meets with the Mayor every Monday at 7:00 a.m. The Mayor and Council are closely involved with the development of the advisory board. They are in the process of helping the board get established and working on how they are going to interact with the City government. It is the expectation that a youth advisory board will be formed that will advise the Council on issues related to youth.

Tualatin Together

The project, Oregon Together: Communities for Drug Free Youth, was developed to test a model of comprehensive planning for adolescent drug prevention. The City of Tualatin and the Tigard-Tualatin School District have been partners and members in this project since 1992. The plan has two parts: identifying city and school district rules which enable use of drugs and alcohol (for example, allowing alcohol in city parks); the second is identifying programs or methods that support youth and youth development.

The program has been in place for eight years and much has been accomplished. City parks now allow alcohol consumption only with a permit which has dramatically reduced underage drinking in parks. Support of youth development comes in supporting the D.A.R.E and G.R.E.A.T. programs.

Summary:
- The Community Plan requires elementary schools to be located near residential areas and parks, and junior and high schools be located near collectors and arterial streets, and both to be located away from industrial areas.
- The Tualatin Parks and Recreation Master Plan contains plans for development of parks and recreational services for youth. This plan may offer opportunities to address the aforementioned gap in services for 12-18 year olds found in our Youth Resources Inventory.
- The Tualatin Zoning Code requires bicycle parking with new development.
- The Tualatin Municipal Code allows for youth to serve on city boards.
- Tualatin City Council has named youth issues a “first tier” priority.
There are informal programs in place, including the Youth Update and the informal Youth Advisory Board.

Transportation Issues

Transportation is important to youth, their parents and the communities they live in. The ability to get around one’s community is integral to their interaction with that community. Indeed, the Tualatin Skatepark project developed out of a mode of transportation and recreation: the skateboard. Transportation in Tualatin is, like most suburbs, very automobile-oriented and automobile-dependent. Getting youth to activities that help them grow into capable, productive adults places a burden on their parents. Recognizing the problems that transportation issues present to youth and recognizing the lack of transportation options available to youth allows examination and discussion of these issues in order to strive to improve and increase transportation options.

Public Transportation

Tri-Met

Tri-Met provides bus service to Tualatin, but it mostly consists of commuter service to or from downtown Portland. Tri-Met’s services are limited to downtown Tualatin, which is accessible by alternative transportation modes independent youth utilize such as bicycles and skateboards. What is most useful for youth are programs that cater to their needs, like discounted bus passes. With proper identification, those under 18 can receive a discount on daily cash fares, books of ten tickets, monthly passes, and annual passes. Bicycle racks, also available on Tri-Met buses, allow a rider to quickly and easily use their bike in combination with public transportation.

SMART

The South Metro Area Rapid Transit (SMART) offers connections to Tualatin from Wilsonville at the Tualatin Park and Ride. This primarily meets the needs of Wilsonville’s citizens and visitors. SMART does not collect fares. Children under the age of eight can use SMART services because operating guidelines ensure children’s safety. Children under five must have an adult with them for the entire trip, but children five years through seven years old may ride the bus alone if there is an adult at the place of departure and arrival. If the point of departure is school, no adult is required. Furthermore, a parent may sign a waiver of responsibility to allow their five to seven year old child to ride SMART without adult supervision at the pick up and drop off points. All SMART buses
are equipped with bike racks and do not require that riders obtain permits to use them.

Non-Motorized Transportation

The City of Tualatin Bikeway Plan includes bike paths on major roads (collectors and arterials) and also includes off-street paths through parks and linked greenways along rivers and streams. Pedestrian pathways are also included in the City's Transportation Plan. The pedestrian paths are generally located in natural areas along streams, parks and river greenways. Bicycle parking is required with new developments to help promote and support the use of bicycles.

Private Transportation -- "Kiddie Cabs"

In 1992, a handful of private, "for hire" vans chauffeured kids to school, activities, etc for profit in the United States. Today, there are almost 250 of these types of services nationwide. Referred to by many as "kiddie cabs," these private businesses are more than buses, because they chauffeur children to after-school activities, the dentist, school, etc. Pamela Henderson, a physical education teacher and mother of three started the kiddie cab trend. Stuck in snow and traffic as she drove her daughter home from an after-school program in Troy, Michigan, Mrs. Henderson figured she could be chauffeuring other children as well. She quit her teaching position and bought two vans, which resulted in Kids Kab. Similar services soon sprouted including KangaCab in Marlton, New Jersey, Kids Express in O'Fallon, Missouri, and VanGo in Encino, California. The major barriers to such an endeavor are start up and insurance costs ranging from $20,000 to $100,000. Also, in many states, such as California the industry's growth has led to more regulations causing more delays and costs in starting up such an endeavor.

Kids on the Go is a private taxi service located on Northeast 33rd Avenue in Portland. Originally a preschool with its own shuttle service for its students, it decided in 1998 to offer its shuttle services to other children.

Youth of all ages enrolled in school are eligible for this shuttle service, but close monitoring of the mixes of ages ensures safety and security for young children. Older teenagers are not usually included in the same trips with very young preschool aged children. A $50 enrollment fee is required for membership and each mile thereafter is $1.50 with a $6 minimum.

This service is not like a traditional taxi service because reservations are needed so the shuttle can maintain a fixed route. It acts as a youth carpool. The shuttle service is more cost effective and structured ensuring financial
stability and continued operation. Audio and video equipment has been installed in the vans allowing passengers to watch movies, listen to music, or play with toys.

The kiddie cabs could begin initially as private/public partnerships between schools, local government, the parks and recreation department, the YMCA, etc. Such partnering helps entrepreneurs with start up costs and insurance payments. These partnerships would also give these entrepreneurs legitimacy helping alleviate safety concerns. This means more transportation alternatives for youth in Tualatin.

Let Kids Lead: Involving Youth In Transportation Choices

Program Description: A pilot program sponsored by the U.S. Environmental Protection Agency (EPA) called Let Kids Lead enables youth to become involved in transportation choices. Administered through a partnership with the Academy for Educational Development, a national nonprofit organization, this program is now developing resources that can be distributed more broadly to encourage youth participation in transportation issues in communities across the United States.

Program Example: In Liberty, Missouri, a Kansas City suburb, this program has demonstrated that youth can contribute to problem solving for community transportation issues. Seventh grade students surveyed sixth grade students to determine current modes and preferences for getting to school. The results showed that 77% of the sixth grade students would like to bike to school, but only 10% did so. This information was shared with the local planning commission, which pointed out that lack of sidewalks was one of the main reasons that students were not able to safely bike or walk to school. This resulted in an invitation given to the students who took the survey to the planning commission's long range planning committee meetings. "Student input will help us figure out how to go about fixing these problems," says Planning Director Doug Hernes.

Summary:

- Tualatin appears to need improved local public transportation service within its boundaries.
- Youth transportation issues need to be given more attention instead of only focusing on the needs of employers and employees within and outside the boundaries of Tualatin.
- The programs and services offered by SMART that offer options and educational resources to youth should be more fully employed by other transportation providers including Tri-Met.
• Alternative means of transportation such as KiddieCabs, bike and pedestrian trails, etc. should be considered in giving children and their parents more options in transporting the youth of Tualatin.
• Most importantly, the youth should be consulted in evaluating current and future transportation options and given the opportunity to propose improvements such as expanded bus routes, alternatively fueled school bus fleets, or community-wide pedestrian and bicycle paths.
SECTION TWO

"Youth need to build assets to become better adults"
**The Tualatin Skatepark As An Example Of Youth Development**

Constructing a non-traditional youth facility like a skatepark shows how communities, policy makers, educational institutions and youth-serving agencies can develop youth services and programs *proactively*, rather than waiting and focusing on programs *reacting* to youth's negative behaviors. Fear of liability meant this type of facility was neglected. The Youth Development Approach recognizes this neglect and provides programs and services genuinely needed and demanded by youth.

A skatepark represents a unique aspect of parks and recreation facility design, siting and management. There are concerns specific to skateparks, which must be addressed when assessing whether or not to build a skatepark. The Tualatin skatepark faced and overcame many of those concerns.

Siting was the first concern. The difficulty in finding a place to put such a facility can place a skatepark in jeopardy at the outset. Concerns over visibility are of paramount concern. The skatepark must be located where visibility is clear and unimpeded for safety reasons, but also for the participants and observers.

The Tualatin skatepark was sited adjacent to the City of Tualatin Community Services Department offices in Community Park. This placed it next to a major road, close to restaurants, phones, restrooms, parking and bus service. The existence of a readily available site for the skatepark eliminated the need to purchase land. Also, with the location of the park being within a pre-existing larger community park, all of the accessory facilities were already in place. This helped eliminate extra costs during construction.

During the fundraising, design and public outreach portions of the skatepark effort, some individuals in the community expressed concern that the skatepark would be a haven for gangs, fighting and drugs. Contrary to popular belief, skateparks do not attract these types of activities. Other communities with similar facilities have not experienced increases in illicit activities as a result of building a skatepark. In Tualatin, the police department expressed its support of the park. Admittedly surprised, they have seen no increase in crime or related activities since the park was constructed.
The other overriding concern in building a skatepark in Tualatin was that the city's liability insurance premiums would be too high. Most people associate skateboarding and inline skating with severe injuries that result in major lawsuits. In reality, skateboarding has one of the lowest per participant injury rates of any sport. According to the Consumer Products Safety Commission, skateboarding has a smaller percentage of reported injuries per participant than soccer, baseball and basketball. Many feel this speaks well of skateboarders, who feel their risk is their own responsibility. The City is provided insurance on the park through a municipal risk management pool. The facility was treated with the same level of risk as other park facilities such as playgrounds, or sport courts. The risk management representative for the insurance pool reviewed the design and plans of the park before it was constructed.

The City of Tualatin was able to work through these issues and construct the skatepark. The reward has been a facility that experiences one of the highest use rates of any park facility in the City.

**Interviews**

There were literally hundreds of individuals who played a role in bringing the skatepark from an idea to a reality. These “stakeholders” varied from youth, to donors, to council or committee members to volunteers. Each one carried with them certain expectations and reasons for being involved.

Interviews were conducted addressing these different perspectives. The goal of the interviews was to discern why the individual got involved, how they viewed the process from both the positive and negative, and what it taught them about the process, themselves and youth.

The groups interviewed included at least one individual from each of the following categories:

- youth
- council/committee members
- donors from the community
- school district employees
- city employees

The interviews were conducted in person or over the phone. Common themes surfaced among the interviewees.
Youth Perspective

All the youth interviewed felt the skatepark had an empowering effect. They were pleased with the result and proud of what they accomplished. One young man was drawn into participating after being arrested for skateboarding in downtown Tualatin. His experience in the project taught him that “when a group of people work together cooperatively, you can really get something done." Another youth wanted “to be a part of something that would have a legacy and that would go into the future.”

One youth acted as the initiator for the project by presenting a petition to City Council and directly asking for a facility. He has further immersed himself in the political process and has been elected to the City Council. Many youth mentioned the importance of having a youth willing to take a lead on the project, but he, alone, did not make the project happen – it was everyone together that made it happen. Several youth felt the most important thing making this project a success was their persistence. Determination and persistence were important skills learned.

Council Perspective

Adults on the City Council participated on committees ranging from fundraising to design. Most were drawn to the project because they found it innovative and worthwhile. It helped having the project be such a team effort, with so many diverse interests and age groups involved. The mayor and the director of Community Development were very important characters in getting the skatepark completed. From the adult perspective, they were pleased and surprised at the youth' participation. They felt the youth learned how to present at meetings, how to chair meetings and how to design something from scratch. One adult liked seeing the “fringe kids involved.” Also very important to the project was the commitment and support of the business community. The project has resulted in a more positive view of the kids in their community. One adult commented that “the process broke down barriers and helped create trust.” For an adult donor, it helped to have a physical project – something they could see being built from the ground up – to know where their donation money was going. One donor was happy that youth now had a place of their own to skate instead of using his parking lot. One adult felt the mayor and the community development director
were very important, but the kids' leadership and involvement was what helped the project the most. If there was something that hindered the process, "it would be the adults stepping in and screwing things up."

**Design Consulting Firm Perspective**

The consultant thought Tualatin was a great example of public process involving youth. Having the youth involved with the design of the skatepark helped create a much better product.

*The interviews are included in their entirety in Appendix F.*

**Case Studies of other Skatepark Projects**

The following stories are from places with unique histories, cultures, government structures, socioeconomic statuses, and futures, but all have succeeded in providing a facility that involved youth in its development and left these youth feeling empowered. Through the development of a skatepark, the various jurisdictions not only allowed youth to be involved, but also introduced them to the political process and what can be accomplished through community group processes.

The focus of many of these projects may not initially have been to empower youth, or change youth, rather it was to build places to skate. However, numerous principles and theories of youth development were exercised during the projects, which led to positive outcomes. The basic elements of youth development that were recognized can be used to help promote and establish future youth development projects in Tualatin.

**Christchurch, New Zealand**

* A Commitment to Young People in Christchurch

In 1992 the Christchurch, New Zealand City Council adopted a Youth Policy, which set out the Council's commitment to young people and determined the direction of work carried out by Council officers on youth issues. From the adoption of this policy until July of 1998, the primary roles of the Council have been coordinating and supporting community groups working with young people, advocating to policy makers on youth issues, and providing library and employment services. In 1996 the Council decided to further promote the interests of young people by employing a full time Youth Advocate and developing a Youth Strategy. The purpose of this Youth Strategy was to further develop and direct the Council's existing commitment to young people. The Council then agreed that this strategy would follow three phases: development,
consultation, and implementation. In doing so, the Youth Advocate would be responsible for overseeing the implementation.

When examining the specific youth-related roles the City Council needs to fulfill, a large number of initiatives promoting the interests of young people were already in place in Christchurch. They ranged from the employment of a Youth Law Worker with the Christchurch Community Law Center and a Coordinator for the Canterbury Youth Workers' Collective to the development of the Health and Physical Well-Being Curriculum implemented in schools. What was important in this process was the ability of City Council to work within this wide context of existing community and government activity to determine its own specific role. In this manner, existing initiatives were acknowledged and supported and a realistic idea of the Council's functions were determined and implemented.

The development of the Youth Strategy Study began with the compilation of a Working Party in 1997 consisting of City Councilors, Christchurch Youth Councilors, Council officers and representatives and representatives from community agencies knowledgeable in youth issues. This group decided that it should consult with young people (aged 13-25 years), Community Groups, and Government Organizations. This Working Party also decided that the consultation should cover six main areas defined as:

- **Health, Safety, and Well-Being:** Physical, mental, social, emotional and spiritual well-being including basic needs being met.

- **Physical environment and design:** The perception of the environment as well as the physical environment itself.

- **Entertainment:** What you do outside work/education. Entertainment is seen as passive and recreation as active.

- **Education and Training:** 'Institutions of social and academic learning,' including a broad spectrum of school, peers, family, and training opportunities.

- **Employment:** Generally for money, but also includes voluntary work or bartering. It relates to later career opportunities and gives signals about what is valued and what is not. Unemployment is a negative word - society makes judgments about skills, discipline, and lack of a 'work ethic.'

- **Family:** Encompasses many different family structures. Families are influenced by social pressures, culture, gangs, and socioeconomic factors.
Once the consultation process was completed, the Working Party recommended roles and activities into a draft Christchurch Youth Policy and Strategy. It was circulated to Community Boards and Study participants for comment and then an amended version was recommended to Council for adoption. Finally, the Council adopted the one page draft of the Christchurch City Council Youth Policy and agreed that it should replace the outdated 1992 Youth Policy.

Washington Reserve and the 'Flyover Skatepark' in Christchurch

One of the most recent examples of the commitment to youth in Christchurch is the skatepark that was built with many of the policies and objectives outlined in the city's youth policy described above. It is an example of various sectors of the city coming together to provide a facility that was desired and needed by the youth, but not traditionally provided. It is an example of the city's attempts at providing appropriate facilities, services, and programs that are relevant and current to the recreational activities of the youth in Christchurch.

Skateboarding and rollerblading are activities whose popularity have been continually growing among young people in Christchurch, New Zealand. This has prompted the City Council to build the skate arena, which was designed with safety, fun, and excitement in mind. The new facility is consistent with the City Council's policy supporting a broad range of recreation and sport services and facilities, especially for children and youth.

The skatepark in Christchurch meets a key Council Youth Policy objective which states:

*Where possible, to provide facilities and resources to encourage the development of positive programs and activities which meet the current social, cultural and recreational needs of young people.*

Andy Wylie, who provided the expertise in designing the park, says a special camaraderie exists between many skaters and he believes a central skatepark in Christchurch will have a positive social impact. He refers to a Philadelphia skatepark which attracts a mixture of kids as young as four years to old school skaters who still ride boards from the '70s.

Skate boarders, roller-bladers, and staff from the city were consulted during the development of the design. What is most unique about the Christchurch Skatepark is its attention to varying user abilities. Stages were used to develop the park which included a quiet, flat area for learners, an opposed transition area that does not exceed one meter, an area for street type skating, and a larger...
more challenging area with an average height of 1.8 meters for the more advanced riders.

Summary:

- The city's attempts and commitment to provide appropriate facilities, services, and programs that are relevant and current to the recreational activities of youth.
- City Council finding its own specific role within the wider context of existing community/governmental activity proved to be essential.
- City Council's formal adoption of a Youth Policy is groundbreaking.
- Definition of youth as those 13-25 years of age is much broader than most definitions of youth.
- Attention to varying user abilities in the design of the skatepark is unique.

London, Ontario, Canada

Community Partnership in London

A grass roots citizens' group, a labor union, and a city government co-operated over a seven month period to provide London, Ontario (population 330,000) with an outdoor concrete skatepark worth approximately $250,000, which opened in 1998.

Four aspects of this project in community partnership are noteworthy. First, the project was planned, financed, and designed almost totally at the grass roots community level. Second, the absence of the corporate sector in any significant degree was astonishing. Third, the incredibly fast time frame that it took from project conception to completion is remarkable. The fourth aspect was "the change in the way the City did business" in order to accept the contributions of the community. Remarkable in this story is the support from all sectors (municipal government, media, education, police, and the neighborhood).

This project began with a presentation given by Paxton Wood and Stephen Henderson, two skateboarders. This presentation was so compelling that the Community and Protective Services Committee of the City of London began to endorse, at least in principle, the need to create a skateboarding facility in downtown London. Soon afterwards, representatives of three community groups in London, along with those from two of London's skateboard specialty businesses and three City of London Managers formed the London Committee for Community Skateboarding (LCCS).

Liability issues were very quickly dismissed at a meeting between the LCCS and London's Risk Manager. A permanent facility built of low-maintenance concrete,
built on city property and owned and operated by the city, could be insured at no extra cost. The fact that it would be unsupervised and unfenced was a bonus since skaters would then skate at their own risk.

Funding was the major obstacle. A break came in the form of the Laborer's International Union, Local 1059, which provided all the labor necessary to perform the site servicing and the concrete framing at no cost, as well as any form work to facilitate the concrete work. Furthermore, young students enrolled at the Union's training center apprenticed on the park. These students were to gain valuable hands-on experience during the project before entering the workforce as base-level workers in concrete forming, the Union would gain publicity, and London would gain a skatepark.

LCCS determined that 4,000 high-end boards were sold in London by four specialty shops in 1997, which was 1% of London's population. One-percent is significant because it was recommended by most planners in London that municipalities of London's size provide a facility when specialized sporting equipment for a particular activity are sold to at least 1% of the population.

The LCCS next decided to recommend the establishment of a Skatepark Operating Advisory Committee to provide advice for park operations and make recommendations for the development of the sport and possible future facilities for the city. This committee is composed of the neighborhood community, boarders, and in-line skaters, the City of London and the London Police Force.

The process that evolved into the skatepark caused the way that London had done business in the past to change. The specifications and determination were all completed at the grassroots level so the city had to accept risk and limited control of the project instead of having majority control all along. London had to trust other systems to work, and with no tradition to fall back on, the city was breaking new ground. This resulted in not only the empowerment of youth in London, but an empowerment of the entire community.

Summary:

- The development of this skatepark involved a partnership between community groups, skateboard specialty businesses, and City Managers.
- Union donated labor through its professional workforce and its Student Training Center, which was used to build the skatepark.
- Skatepark Operating Advisory Committee was formed as a permanent organization to further discuss the continuance and possible expansion of skateparks in London. This advisory committee is made up of neighborhood community members, skate boarders, in-line skaters, freestyle bicyclists, City of London staff, and the London Police Force.
**St. Helens, Oregon**

**A Skatepark Erupts**

St. Helens, Oregon is a small town of 9,060 located 30 miles northwest of Portland, Oregon in Columbia County. The town's economy revolves around resource processing and shipping, but its autonomy is decreasing as former Portland residents push further into its boundaries looking for a suburban lifestyle.

From 1990 to 1997 there were numerous attempts by skate boarders, roller-bladers, and bicyclists to have the city sponsor a park. Like many other places throughout the United States, liability and costs—perceived to be astronomical—continually stopped proposals dead in their tracks.

Skate boarders, roller bladers, and free-style bicyclists continued throughout this period to increase in numbers. They had no choice but to practice their sports on public and private property that, in most cases, were conflicting with pedestrians, business owners, and the police. Yet many individuals provided ramps and other obstacles in backyards, in alleys, on sidewalks, or in the street, which increased liability issues for these people.

These wheeled sport enthusiasts needed a base of support for their cause because no one was listening to their needs and desires. This finally came from St. Frederic's Parish in late 1997. This church had been allowing skateboarding and related sports in their parking lot during specified hours, but a few incidences of graffiti and other damage caused the parish to write the city council in support of a skatepark. The park councilor presented this letter to the entire council and an intern at City Planning was asked to conduct research into the feasibility of such a facility.

This is where four very important actors in this project became involved in directing the youth in a manner that could allow them to be heard as legitimate entities. The Church, the nonprofit Columbia Foundation (whose goal is to "come together to nurture ideas and be a catalyst for change," a planning department intern, and a local artist and sculptor all worked together to make the skatepark a reality. This was the first time that most of these youth were introduced to the political process and hands on, grass roots community development.

The Columbia Foundation provided the project with an umbrella organization giving it the ability to apply for grants, solicit money and in-kind donations under its auspices. It also provided bookkeeping and managerial advice as well as
assistance with publicity, promotion, and fundraising. The non-profit gave the project the ability to make any donations of money or materials tax deductible. Tax deductibility helped instrumentally in persuading businesses, individuals, and other organizations to donate money and/or materials.

What followed was a series of events that worked with the youth to develop and implement a public awareness and fundraising campaign, which consisted mostly of door to door fundraising and promotional advertisements at various organizational meetings. The city agreed to allow the park to be built, and donated land and $15,000 as seed capital. The youth fundraising was a great success and the local media helped by exposing the story. What was not expected was the lack of local contractors who would bid on such a facility. What resulted was the acceptance of the project by a. Gembeck Studios, who built the skatepark "in a fashion similar to the fabrication of public art and other works of sculpture," says Tony Gembeck.

The skate boarders, roller bladers, and bicyclists who would eventually use this park led the process, but were helped along by necessary forces that provided the youth with legitimacy and the logistics of how to go about the process. In this way, the youth were not only involved in this project, but were also empowered and introduced outright to the political process, which they realized they could influence in very significant ways.

Summary:

- This skatepark involved the partnership of a non-profit organization, a church, the planning department, and an artist and sculptor.
- Media played a large and instrumental role in exposing the story, which aided tremendously in raising awareness and pinpointing financial support.
Case Study Summary:

The skatepark projects described here were examples of community involvement and initiative from city leadership. However, they have also been seen as a positive example of youth development. Youth development means youth are given certain tools to become better young people and later, better adults.

One of the most widely accepted principles of youth development is the Search Institute’s 40 Youth Development Assets model. These principles are essential to the success of all youth. The principles are divided into two categories:

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<td>22. School Engagement</td>
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<td>3. Other Adult Relationships</td>
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<td>5. Caring School Climate</td>
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<td>6. Parent Involvement in Schooling</td>
<td>POSITIVE VALUES</td>
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<td></td>
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<tr>
<td>7. Community Values Youth</td>
<td>27. Equality and Social Justice</td>
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<td>8. Youth as Resources</td>
<td>28. Integrity</td>
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<td>9. Service to Others</td>
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<td>10. Safety</td>
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<td>11. Family Boundaries</td>
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<td>32. Planning and Decision-Making</td>
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<td>33. Interpersonal Competence</td>
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<td>14. Adult Role Models</td>
<td>34. Cultural Competence</td>
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<td>35. Resistance Skills</td>
</tr>
<tr>
<td>16. High Expectations</td>
<td>36. Peaceful Conflict Resolution</td>
</tr>
<tr>
<td>CONSTRUCTIVE USE OF TIME</td>
<td>POSITIVE IDENTITY</td>
</tr>
<tr>
<td>17. Creative Activities</td>
<td>37. Personal Power</td>
</tr>
<tr>
<td>18. Youth Programs</td>
<td>38. Self-Esteem</td>
</tr>
<tr>
<td>20. Time at Home</td>
<td>40. Positive View of Personal Future</td>
</tr>
</tbody>
</table>

An effective youth development plan should focus on achieving as many of the above 40 developmental assets as possible. The example skatepark projects gave young people the opportunity to acquire many of these assets. The interviews of stakeholders in the Tualatin skatepark project was key in
demonstrating how the Tualatin project helped youth feel empowered and valued by their community. Youth input was important and their participation made the skatepark a better product.

Some of the key assets that can be correlated to the role of youth in the skatepark projects are:

**Support by adults:** Youth were given support by other adults in addition to their parents during the projects.

**Caring neighborhood:** Numerous individuals donated money or gave their time to the skatepark projects because they personally knew youth that would benefit from them.

**Caring school climate:** Youth committees met during school time to discuss how to approach issues on some of the skatepark projects.

**Community valuing youth:** The respective communities saw the skatepark projects as worthwhile efforts and gave a high level of support to youth for them to be built.

**Youth viewed as resources:** Numerous youth served in essential roles during the skatepark projects. These roles ranged from fundraising to chairing meetings.

**Service in the community:** Numerous youth gave up their own time to make their community a better place by participating in the skatepark projects. Some youth are still involved in litter clean-up and other activities in the parks.

**Adults as role models:** Several key adults played a major role in making these skateparks a reality. Youth were given the opportunity to be mentored by adults. Instances include where council members in Tualatin took youth with them to important meetings where they played a role, or skatepark designers working hand in hand with youth on the design of the parks.

**Peers setting good examples:** Youth outside of the projects were affected by the efforts of the key youth that played roles. The involved youth set a positive example to their peers by showing what their individual and group efforts could achieve.

**High expectations set:** In Tualatin, the construction of the entire skatepark was an ambitious effort. Fundraising was very difficult at times, however, the project moved forward to completing the entire park, not just a portion. Youth realized the importance and satisfaction of meeting the initial goals in all the projects.

**Creative activities offered:** Youth were involved in literally every creative aspect of the projects. Youth helped choose and design many of the elements of the parks, and were also involved in creating an art wall along the front of the park in Tualatin with the assistance of a local artist.
Youth programs: Although not an organized program, youth have set a very high rate of use in the skateparks, offering them involvement in a worthwhile activity.

Time balanced between friends, family, activities: The skateparks represent a place for youth to spend time with their friends. "Hanging out" is an essential activity in youth forming relationships with their peers.

Achievement motivation: One youth in particular in Tualatin had the opportunity to be mentored by a city council member during the project, which helped the youth want to achieve more in school.

Caring: Youth were given the chance to make their own community a better place to be by building the parks. What was clear from the research and interviews is that they might not have realized this, however, reinforcement from awards and publicity has helped this aspect of the projects.

Responsibility: Youth involved in the projects took on the responsibility of helping with different aspects of each effort.

Integrity: Young people did what they thought was right by asking for the skateparks to be built, and then helped make them a reality.

Planning and decision-making: Youth thought ahead when asking that the skateparks be built. Although surprised at how much it took to make the projects a reality, youth committed to the planning process saw that it was necessary.

Personal power: Youth were shown that they controlled the direction of certain aspects of their life. With the help of their initiative, the skateparks were built, giving them a place to recreate and co-exist.

Self-esteem: Youth were elevated in the eyes of many people during these projects. More than one stakeholder in the Tualatin interviews said they were surprised by what the youth accomplished.

Sense of purpose: What youth accomplished in these projects can be used in other aspects of their lives as they get older. Some youth saw their efforts as "I helped do THAT".

Positive view of future: One youth in particular felt that their own outlook changed due in part to one of the projects. Knowing that things could be accomplished with effort and perseverance gave them initiative to do more with their own life.


**Literature Review**

Youth development is important because our youth represent the future success of our society. As adults, we can influence and guide our youth in positive ways, helping them find their strengths and gifts. Essentially, we are training the next generation of citizens and leaders and we need programs reflecting that reality. The National Science Foundation has focused on the concept of human capital and how it contributes to the strength of a nation.

"The human capital of a nation is a primary determinant of its strength. A productive and educated workforce is a necessity for long-term economic growth. Worker productivity depends on the effective use and development of human capital of all citizens which means that schools, families and neighborhoods must function effectively. Unfortunately, there is substantial evidence that the United States is not developing or using the skills of its citizens as fully as possible. Only if the United States invests wisely in its human resources will it be able to maintain its place in a global economy where human creativity and human skill are increasingly more important than raw materials or physical infrastructure."

Every member of society has an interest in making sure all members reach their potential. But as globalization occurs, and information and skills become dispersed over the globe, each city, town, and neighborhood needs to focus on developing the human capital of its own citizens.

The literature review complemented the Search Institute’s 40 Developmental Assets. As obvious and fundamental as it seems, to be successful youth and to grow into successful adults, young people need support from many different people in their lives. They need parents and family members who listen to them and respect their opinions. They need the ability to talk to parents without fear of retribution. They need access to caring adults who are not authority figures and who can provide mentoring and guidance. They need an educational environment that challenges and rewards them.

Although family structure deeply influences the outcomes of a child’s life, intervention by caring adults other than a child’s family members can sometimes make the difference between a successful life and one of wasted potential. Supportive adults can include teachers, coaches, friends of parents – adults who have experience and who care about them. Even children raised in "at risk" home environments can find appropriate role models within the community. "Role models who reinforce inappropriate behavior can be replaced by positive role models and programs emphasizing the development of behavioral controls and personal responsibility" (Witt, 27).

Too often, youth are not considered as stakeholders in the community. They are often seen as liabilities and actors on the community environment, but rarely
considered to be contributors to the community (Lakes, 13; Beilenson, 8-13). In the Tualatin Skatepark project, the success came from the youth who were participants in the process.

As Americans, we expect to participate in the governing of our nation. We are taught democratic concepts and expected to exercise our right to participate by voting and engaging in our community. The missing link here is that our youth need to practice those skills under guided supervision. Encouraging youth participation in community decisions makes good sense. It teaches civic responsibility and it acknowledges that youth, too, have a place at the table. Youth participation also contributes fresh ideas and new perspectives to what may seem like stale problems. “Students can provide fresh ideas and insights to debates that have grown pedantic and stagnant. Young people give a much more ‘real’ perspective to issues” (Jueds, 124). Seeking youth participation in community events tells them their involvement is important – they feel a sense of personal value and responsibility. People will protect what they create.

Providing opportunities for youth participation also shifts the thinking about youth. “When communities start thinking about positive youth development rather than how to reduce the drop-out rate or the incidence of teen pregnancy ... they open up a vast array of opportunities – for both the kids in question and the communities in which they live” (Jueds, 123). We need to start thinking differently about our youth – moving away from the idea they are a liability and a problem and encouraging a sense of participation with the expectation that youth can help solve some of our community problems.

Rules are inherent in our culture. Within this project, the rules forbidding roller-blading or skateboarding in downtown Tualatin prompted the action to find a place where it would be acceptable for those activities. Establishing proper boundaries is appropriate, and the Tualatin youth worked within that framework by requesting a place of their own. That request to expand the communities “boundaries” helped unfold into a wonderful community building event.

As important as it is for youth to respect appropriate boundaries, it is also important that they be encouraged to have high expectations. Expecting youth to take leadership roles and then giving them the opportunities to develop these skills helps to prepare them for future leadership opportunities. “Youth can learn leadership skills through contact with influential adults in ways that prepare them for democratic actions as well” (Lakes, 100).

A strong youth development project will encourage leadership behavior and thinking. It will seek to enhance leadership skills (because they are skills that can be learned) “through seminars, conferences, workshops to acquaint young
people with a variety of social, economic and political issues in preparation for
their civic calling as adults" (Lakes, 101-102).

By far, one of the easiest things a community can do for youth is to provide
activities. It also seems to be one of the most popular things communities do for
their youth. The phrase "constructive use of time" is the key, though. "On the
first most fundamental level, the money used in youth development must be re­
allocated, with more spending on positive programs for kids and less on
preventative measures" (Jueds, 123). Focusing on positive activities means we
assume our kids are basically "good kids." It demonstrates that we are willing to
invest in them before they become "problems" for society and need to have
corrective actions and behaviors thrown at them.

Providing activities that are considered to be "constructive use of time" for youth
means encouraging youth to test skills and interests, to find the discipline
necessary to develop mastery in something. It also means encouraging youth to
volunteer so they recognize how rich their own lives are and how much they
have to offer to others in their community. Some successful examples of youth
development programs include: AmeriCorps, Youth Challenge Corps, National
4-H, IYY, YouthBuild USA. As President Clinton stated "AmeriCorps is a
national service program which aims to encourage American youth to participate
in community-based service in areas such as education, public safety, health
care reform and environmental protection".

Parks and Recreation Departments (PARDs) seem to be perfectly suited towards
providing youth development programs, activities. They are also the most logical
agency for developing youth development plans. PARDs are in a unique
position to provide services for at least three reasons:

1. Recreation centers and park areas (where many gangs and at-risk youth
congregate) are distributed widely across communities and can be used
as service centers for dealing with gang and youth-related problems.

2. PARD personnel are experienced in establishing empathetic relationships
with their clients. While not well documented through evaluation studies,
appropriately designed recreation programs (i.e., those involving good
mentoring, the opportunity to improve physical and social skills, and the
opportunity for participants to substitute positive/socially acceptable
activities for activities that violate community standards) have the
potential to improve self-concept, increase participants' feelings of
acceptance and belonging, and improve attitudes about the future.
3. Recreation activities are inherently appealing to large segments of the youth population, and thus offer a vehicle for positively influencing psychological well-being and subsequent behavior" (Witt, 30).

A successful youth development plan should provide funding that is proactive, not reactive. There must be a fundamental shift in thinking to provide youth and communities with resources supporting non-at-risk youth. Communities must invest in developing healthy kids not just spend money saving those who aren't developing into positive community members.

We ask our youth to acknowledge the inter-connectedness of their relationship with others in the community. We ask them to hone their social skills. Working in a group or community environment helps develop those skills and lays the foundation for adults capable of operating in a community environment.

Today's advocates for youth are espousing a new approach to youth development. Abandoning the traditional problem-and-solution perspective of children and adolescents, they are focusing instead on the potential of young people for making positive contributions to their own development as well as their communities (Jueds, 120).

"The fact that we think of youth in terms of problems may itself be youth's most serious problem. Young people have an abundance of positive energy and a wealth of talent. But because youth development traditionally has been approached from a negative angle, this energy and talent are going to waste. It is undeniable that children and adolescents are under siege by societal ills from drug abuse and teen pregnancy to gang warfare and under-performing schools. But they are victimized even further by any point of view that focuses solely on problems. In the words of Goodwin Liu, Senior Program Officer for Higher Education at the Corporation for National and Community Service, 'There is a victim status assigned to kids because they are victims. But we have to get beyond that, to view them as smart people, as gifted people with something to offer' " (Jueds, 120).
Yet youth development practices, in my view, work best when kids and adults engage in participatory decision making and practical democratic actions away from schools (Lakes, 134).

Giving children and teens a positive role in community life entails benefits both for the young people concerned and for their communities. First of all, involvement in community service and in policy debates affords youth a much-needed feeling of personal value and responsibility which otherwise is lacking in their lives. 'Kids want to be part of the solutions to today's problems. They want to be respected and valued.' Placing young people in positions of action and responsibility ... is a critical means of boosting their confidence and self-esteem (Jueds, 122).
SECTION THREE
"I find I talk to kids more after being involved in the skatepark project"
Recommendations

Foundation for Future Youth Development Opportunities in Tualatin

The research that has been conducted in Tualatin highlights the existence of basic elements of youth development. The skatepark project drew upon several essential assets in creating an environment that fostered a positive interaction between youth and adults, while showing signs of promise for future endeavors. The skatepark stakeholder interviews made clear that over half of the 40 Developmental Assets were touched on in helping making the park process a reality.

In trying to understand where youth development can thrive in Tualatin, two options became available at the beginning of the research for this project. First, there was the possibility that barriers to youth development might exist. If these barriers were present, there would have been a need to identify ways to surpass these barriers. This was not the case. What became the clear reality of the research conducted for this project and youth development principles in general, is that there are tremendous opportunities for youth development in Tualatin.

The task of this research then became identifying the best way to capitalize on these opportunities. Youth development is in the base stages of creation in Tualatin. The skatepark project shows signs of promise by touching on numerous principles of youth development while confirming that the level of interest and support needed to begin to foster youth development exists in Tualatin. What is lacking is a formal framework of principles that will help create a foundation for making a commitment to youth development and future youth development initiatives.

Therefore, it is the recommendation of this project that an effort be made to provide a solid foundation for youth development in Tualatin. It is based on the following foundation framework:
THE THREE COMPONENTS OF A FOUNDATION FOR YOUTH DEVELOPMENT IN TUALATIN INCLUDE:

Council Support: During the skatepark project it was clear that the support of the City Council, other committees, and leaders in the community was an essential element of success. This level of support should be further formalized and expressed in the form of an official policy on youth.

Youth Advisory Committee: A forum for youth to communicate. Many times this group can act as a conduit between the City and youth on important issues.

Youth Resources Information Network: One of the most successful elements of the skatepark project and other youth initiatives from other areas is a high degree of information exchange. Youth must be informed, and have the ability to communicate with each other and outside groups on issues important to young people.

Foundation Element One: Council Support

In the stakeholder interviews about the skatepark project, Mayoral and City Council support were listed as a key elements to success. This support helped lend a level of importance to the project that might not have otherwise been achieved. Before youth development in Tualatin is furthered, the governing body, in this case the City Council, must affirm a commitment to youth. This level of commitment will help lend importance to all future youth development endeavors, as had been done for the skatepark project.

Other research on youth development indicates that leadership support of youth is necessary to be successful. Without leadership support, needs may fall on deaf ears, and the desire to promote youth in the community can fall behind other community priorities.

In Tualatin, two things can be done to help place a foundation for commitment to youth development. First, the commitment of the City Council can be gauged by answering the following questions, developed by the California Parks and Recreation Society:

1. Are we committed to establishing and maintaining an explicit focus on helping young people to be prepared and succeed, not avoid problems?
2. Is our City Council knowledgeable about, and committed to, supporting a youth development approach to organizational policies, programming and evaluation?

3. Are we committed to training all staff in youth development concepts and practices, with refresher training as time goes on?

4. Are we committed to assessing our current activities in depth, and making changes in order to achieve best practice in youth development?

5. Are we committed to the intentional involvement of young people in this organization's decision-making about programming, operations, and evaluation of our effectiveness?

6. Are we committed to the intentional involvement of youth caretakers and other community members in this organization's decision making?

7. Are we committed to developing structured activities through which young people participate in community services, volunteer work and, when possible, paid positions in our organization and community?

8. Are we committed to developing an environment in which young people have mentors that monitor a young person's progress and maintains and open door policy for communication?

9. Are we willing to share what we are learning about youth development and advocate for youth development among our colleagues and in the community at large?

Answers in the affirmative to most if not all of the above questions will lead to an indication that the City is ready to make a commitment to involving youth in the community. Once this commitment is clear, the second step in developing a foundation for youth development must be taken. A policy statement should be formally adopted that outlines this commitment. The policy statement should include the following elements:

**Outcomes or Goals for Youth development in the Community.** These goals might be tied to the 40 Developmental Assets, which are looked to as guiding principles in creating healthy young people.

**Roles or Responsibilities of the Council.** Council must identify what their roles will be in promoting youth development. The answers to the above questions can help provide a guiding set of principles for community commitment to youth. In Tualatin including youth in the First Tier shows
that the community is interested in youth development and activities. This is a strong step for the community because it places value on the community's youth. To further youth development it is important the City follow its goals and priorities by budgeting money or resources. Additionally, youth need to be involved in the activity areas for implementing the goals. Participation by youth – like the participation in the Tualatin skatepark – is a great way to achieve the City's goals.

**Scope of Youth Served.** The target population must be identified. Youth age 5-15? Youth age 2-10? It was identified from the research conducted for this plan that an underserved group of youth in Tualatin includes ages 12 to 20.

**Foundation Element Two: Youth Advisory Committee**

A youth advisory committee can help youth come together in a group to talk about ideas and issues pertinent to their lives. If properly developed, a youth advisory committee can function as a conduit exchanging ideas between city leaders, the community and the youth in the community. During the skatepark project, another widely cited asset in the process was the presence of an open line of communication between youth and adults. Trust was generated, and youth felt they had an influential role in every aspect of the development of the skatepark.

Youth development research also indicates that open and honest communication between not only youth and adults, but among youth themselves is essential. One way of capturing this asset is through the creation of a youth advisory committee.

Certain principles have been significant in helping form and maintain quality youth advisory committees around the country. These guiding principles are as follows:

**Youth Driven:** Youth being primarily responsible for themselves and how their committee operates fosters a sense of ownership.

**Bylaws and Job Duties:** Having a sense of guidance and duties helps promote organization and efficiency within the committee. This organization
helps elevate the status of the committee among its peers and associates in the community.

**Visioning of Goals and Issues:** Through retreats, or workshops, youth must come together to define their role as a committee. Is service the defining purpose? Or is it a policy advisory committee? This process should be updated at various times.

**Training and Outreach:** Youth must be able to go to other youth committees to discuss issues, and receive training through seminars, meetings, or conferences on youth development.

**Commitment from Local Agency:** The local agency or agencies must commit to provide staff support of the committee and funding for essential program elements. This can be from a school district or a City. Research has indicated that having the presence of a dedicated staff member elevates the status of the committee and helps give insight into process and goals for the group.

**Connection to Community and Government:** Once created, the group must have an open line of communication between local agencies and the committee. This can be created to include policies and projects being presented to the youth committee for input, members of the youth advisory committee serving on other city boards and commissions with voting authority, or some combination of the above.

In Tualatin, these principles can help to provide a start towards forming a youth advisory committee. The purpose and mission of the group may change over time, but the foundation must be established early on to give the committee a favorable start. An absolute necessity will be undertaking the Search Institute Youth Survey as soon as possible to provide a baseline of information about the youth of Tualatin.

When created, the youth advisory committee could post their information, rules and discussion issues on the City of Tualatin web site in the form of a youth resources section of the web page.

**Foundation Element Three: Youth Resources Information Network**

One of the ways that the City of Tualatin can help to ensure that the youth in the City have access to information affecting youth development issues is to host a youth resources inventory on the city web site. The City recently introduced its website that contains a wealth of information ranging from departmental descriptions to recreational opportunities to demographic information. This
resource could be utilized in helping youth in Tualatin to stay informed and involved.

This website will not only provide an informational resource for the kids in Tualatin but it also represents an opportunity to allow the youth to create yet another piece of social capital. The increased level of connection with community that has been realized due to the skatepark experience can be replicated in the creation of a youth designed and maintained section of the city website.

The cost to the city would be relatively low. The City's website already has categories such as Government Services, Leisure/Recreation, Living in Tualatin, Business in Tualatin, Employment Activities and Department Activities. A youth focused category would only add to the popularity of such a site.

There are numerous ways to ensure that the youth category is designed and maintained by young people in Tualatin. A partnership with the local high school and junior high schools could be worked out so that computer classes or clubs team up with the city to maintain the youth section of the City website. The City could recruit for volunteers to help maintain the site on a part time, voluntary basis. Of course, paid internships could also be utilized in attracting talented and devoted youth who have in-depth knowledge of how to design and maintain cyber stops. (As a matter of fact, the youth in the City most likely have more knowledge regarding this type of technology than the average adult.)

The youth category could encompass a vast array of information about the issues that kids face. The opportunities are endless. Social and recreational opportunities could be listed and updated (concerts, movie reviews, sports league information, and links to other organizations such as Mount Hood Meadows, KUFO, swing dancing sites, etc.). There could be a student activist section that offers a list serve to allow discussions of issues that are of importance to youth whether they be of local or international origin. There could be employment opportunities listed. A specific section related to youth issues in Tualatin could keep the kids informed of local initiatives and proposals that affect them. This section could also highlight youth sponsored initiatives and events from other parts of the world that have been successful or disasters in order to further their knowledge as to what works and what doesn't in terms of youth development ideas.

As mentioned, the opportunities for this site are endless but the importance of offering such a resource to the youth in Tualatin is crucial. The exchange of information is a critical aspect in empowering kids and helping them to take responsibility not only for themselves, but also for their community. This website is the perfect, low cost solution. It is easily updated and can be run by the kids.
The youth services inventory that was compiled for this project could be the first part of the site, which of course can be edited and added to by the webmasters.

The City website draws on several of the assets that are present in Tualatin, however, the youth section of the website focuses on the assets that the children in this community possess. The opportunity for the youth to have their own exchange of information and ideas will help the community to continue its efforts to include youth in public decisions that affect the entire community in a number of ways. The site can help to inform the youth of the issues currently under consideration by the Youth Advisory Council as well as report on each city councilor’s commitment to youth and youth issues. Tualatin’s reputation as a family oriented community will only grow if it makes an effort to respond to the needs of the entire family, not just the bread winners and tax payers. The combination of providing a youth oriented website, a youth advisory council and fostering support of youth development in the City Council and other community leadership organizations ensures that this commitment to youth development continues.

**Possible Youth Resources Web Site Web-Tree:**

**Youth Advisory Committee**
- Meeting Dates
- Mission
- Agendas
- Meeting Minutes
- Bylaws

**Youth development Information**
- Search Institute
- America’s Promise
- Educational Links (Colleges, scholarship info, etc.)
- Other examples of youth development

**Youth Services Inventory**
- Inventory from this Plan
- Other resources

**Things to Do**
- Volunteer Info
- Concerts
- Radio Stations
- Employment Info

**Youth Feedback Section**
• Comment Box for all Issues
• Various forums for discussion
• Serious topics (i.e. violence, substance abuse, etc.)
• Fun topics (i.e. sports, music, local events, clubs, etc.)

To help make the network complete, other resources must be explored as accompanying elements. These can include the media, Tualatin Valley public cable access (youth can produce a skater video), the City newsletter, City Council updates from the Youth Advisory Committee, school information networks, or religious organizations.

The use of these resources together can help ensure complete and accurate information is available for youth in Tualatin at all times.
Microsoft Excel/Youth Services Inventory User Guide

*An electronic copy of the inventory has been provided to the City of Tualatin.

The Youth Services Inventory that was compiled for this project has been entered into a database format. A database is a collection of information that is stored in an organized manner. They are designed and used to store and retrieve large amounts of information. A relational database management system, such as Microsoft Excel stores information about a subject in tables. Relationships are established between multiple tables by linking related data values. This model saves storage space as well as simplifies data management.

The Youth Services Inventory Database stores information about services, service providers, contact numbers etc. In order to understand how the database works it is essential to know how tables, fields, and records work together. A table is a set of related information stored in rows and columns. A field is a category of information stored in columns in the table. In our database an example of a field is the category, Services Provided. A record is information about an event, person, organization, etc. stored in a row of a table. For instance, one of the records in the Youth Services Inventory is the Tualatin Swim Center. There is a record for this facility with information about Services Provided, Contact Number, Category, Description, Fee and Geographic Eligibility.

One of the benefits of using a database is that it can be “filtered” in order to access information about specific fields in the database. For instance, if a person wants to find out about counseling services this person could “filter” the database by the field “Services Provided”. This would access the records that provide counseling services.

One other benefit of this database is that it can be used as a stepping stone in creating the youth information exchange that this group recommended the City create on its website. This information in this database can be used in the resources section of the website that would allow the youth of Tualatin easy access to services or activities that are of interest.

Another advantage of the database is that the City of Tualatin can use it and update it easily. In order to operate Microsoft Excel it is recommended that a training course be taken. However, there are some simple ways to update and use the database which are described below.

In order to access the database, open Microsoft Excel and open “Tualatin Youth Resources Inventory” from the enclosed diskette. In order to “filter” a record, select “Sort” from toolbar. From here simply select the category that you wish to
"sort". For instance, choose category by clicking the cursor there and a selection key will appear on the right of the category box. Simply hit that selection key and choose the category that you wish to filter by. For instance, in the Category field, choose, "athletics". Then, hit the "apply filter" key on the toolbar (it looks like a funnel). This will retrieve all of the records in the database that have the term, "athletics" in the category field. This can be done for any field.

In order to add to the database simply use the "insert-row" function. Type the information about each field into the database form. Hit the "save" tool. This will save the new record in the database. Be sure to use the same category names as the present forms thereby making filtering much easier. To change data, simply select the particular row to change and begin editing in those cells.

A complete, "How to" guide is beyond the scope of this project. Further, a registered Microsoft Excel course is recommended in order to learn how to use this database efficiently. However, the steps described above allows a person to use the database in order to retrieve information about the youth services provided in Tualatin in a quick manner.
<table>
<thead>
<tr>
<th>Organization</th>
<th>Services Provided</th>
<th>Contact Number</th>
<th>Category</th>
<th>Description</th>
<th>Fee</th>
<th>Geographic Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSD</td>
<td>Referral Services</td>
<td>-431-4000 Larry Hibbard Administrative Center</td>
<td>Counseling/Education</td>
<td>Refer students to agencies outside the school for students who meet eligibility requirements</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Willowbrook Center</td>
<td>Summer Arts Program</td>
<td>Althea Pratt-Broome 692-4006</td>
<td>Arts/Education</td>
<td>Provides various summer arts programs for youth</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tualatin Swim Center</td>
<td>Swimming Lessons, public swim, exercise classes, Tigard-Tualatin Swim Club</td>
<td>Tualatin Swim Center 431-5655</td>
<td>Athletics</td>
<td>Competitive Swimming, Swim Lessons, Exercise Classes (Water Aerobics, Strengthening Classes) Lap swimming</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TTSD</td>
<td>Athletic Programs</td>
<td>-431-4000 Larry Hibbard Administrative Center</td>
<td>Athletics</td>
<td>Soccer, tennis, swimming, track &amp; field, basketball, softball, baseball, football; cross country, volleyball, golf.</td>
<td>Yes, $100 fee since Ballot Measure #5</td>
<td>Yes</td>
</tr>
<tr>
<td>Tualatin Little League</td>
<td>Baseball and Softball</td>
<td>Tom Kent, President 813-9600</td>
<td>Athletics</td>
<td>Tualatin City Little League offers little league baseball and softball to kids aged</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Babe Ruth Baseball League</td>
<td>Competitive baseball team play</td>
<td>Jack Ryan, 977-1662</td>
<td>Athletics</td>
<td>Babe Ruth League baseball offers 13-18 year-olds team and tournament play opportunities</td>
<td>Yes</td>
<td>Yes, teams are formed by geographic boundaries</td>
</tr>
<tr>
<td>ASA Girls Fastpitch Softball</td>
<td>Competitive for girls aged 12 to 18</td>
<td>Bill Wilson, 692-0259</td>
<td>Athletics</td>
<td>Competitive &quot;Tournament Softball Teams&quot; for girls aged 12-18</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tualatin Timberwolves Youth Basketball Association</td>
<td>Beginning basketball instruction, recreation league and competitive league basketball for boys and girls from 3rd to 8th grade</td>
<td>Gene Simshauser, President 691-1452 (<a href="http://www.http://www.tyba.org/home.html">www.http://www.tyba.org/home.html</a>)</td>
<td>Athletics</td>
<td>Recreational, instructional and Competitive Basketball leagues for boys and girls prior to entering high school</td>
<td>Yes, $45 (more for competitive players)</td>
<td>Yes</td>
</tr>
<tr>
<td>Tualatin Hills United Soccer Club</td>
<td>Various soccer programs for youth in the Tualatin area</td>
<td>(503) 672-9264 x516</td>
<td>Athletics</td>
<td>Co-ed Recreational and competitive soccer programs for youth in various age groups</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tualatin Hills Parks and Recreation Department</td>
<td>Offers various types of recreational and athletic programs for youth of all ages</td>
<td>645-6433</td>
<td>Athletics</td>
<td>Programs and offerings vary by season and location. Call for more detailed information on programs</td>
<td>Depends on program</td>
<td>Depends on program</td>
</tr>
<tr>
<td>Tualatin Soccer Club</td>
<td>offers youth soccer programs</td>
<td>Gary Surgeon, 672-9264 (box 515)</td>
<td>Athletics</td>
<td>Soccer teams for various age groups</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tigard-Tualatin-Sherwood Classic Soccer</td>
<td>offers youth soccer programs</td>
<td>Cindy Wong, 672-9264 (Box 514)</td>
<td>Athletics</td>
<td>Soccer teams for various age groups</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tigard-Tualatin-Sherwood Spring Indoor</td>
<td>offers youth soccer programs</td>
<td>Larry Shields, 672-9264 (Box 513)</td>
<td>Athletics</td>
<td>Soccer teams for various age groups</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tualatin Little League</td>
<td>Instructional and league tee-ball, baseball and softball</td>
<td>Gil Holden, 691-8404</td>
<td>Athletics</td>
<td>Instructional and recreational baseball, Teeball leagues, Instructional and recreational softball</td>
<td>$50 (teeball, Baseball &amp; Softball $55, $110 family cap)</td>
<td>Yes, very close to school district boundary</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Contact Information</th>
<th>Activity Information</th>
<th>Depends on</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillsboro Boys &amp; Girls Club</td>
<td>Youth facility offering programs and activities for youth</td>
<td>640-4558</td>
<td>Athletics</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Living Savior Community Church</td>
<td>Offers youth programs for recreation, fellowship and service</td>
<td>692-3490</td>
<td>Church youth program</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Church of Jesus Christ of Latter-Day Saints (LDS Church)</td>
<td>Offers youth programs for recreation, fellowship and service, including scouting</td>
<td>Portland, Oregon Mission information, 643-1696</td>
<td>Church youth program</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Mount View Baptist Temple</td>
<td>Offers youth programs for recreation, fellowship and service</td>
<td>590-6214</td>
<td>Church youth program</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Norwood Bible Church</td>
<td>Offers youth programs for recreation, fellowship and service</td>
<td>638-6615</td>
<td>Church youth program</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Tualatin Fellowship Church Of The Nazarene</td>
<td>Offers youth programs for recreation, fellowship and service</td>
<td>612-0146</td>
<td>Church youth program</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Tualatin Valley Community Church</td>
<td>Offers youth programs for recreation, fellowship and service</td>
<td>Pastor Joe Core, 697-8948</td>
<td>Church youth program</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Washington County Department of Health &amp; Human Services, Children &amp; Family Services Unit</td>
<td>Counseling, Educational Opportunities, Training, Mediation</td>
<td>693-4539</td>
<td>Counseling</td>
<td>No</td>
<td>Residents of Washington County</td>
</tr>
<tr>
<td>Northwest Regional Educational Service District</td>
<td>Counseling</td>
<td>690-5428</td>
<td>Counseling</td>
<td>Depends on</td>
<td></td>
</tr>
<tr>
<td>Washington County Juvenile Department</td>
<td>Program for Runaway Youth</td>
<td>645-3581</td>
<td>Counseling</td>
<td>需根据情况</td>
<td>Residents of Washington County</td>
</tr>
<tr>
<td>Washington County Juvenile Department</td>
<td>Gang Intervention</td>
<td>648-8861</td>
<td>Counseling</td>
<td>需根据情况</td>
<td>Residents of Washington County</td>
</tr>
<tr>
<td>Organization</td>
<td>Services</td>
<td>Phone Number</td>
<td>Restrictions</td>
<td>Notes</td>
<td></td>
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</tr>
<tr>
<td>Tualatin Valley Mental Health Center (TVMHC)</td>
<td>Counseling, training, support group</td>
<td>645-3581</td>
<td>Counseling, Teen Parent Program, Mental Health and Substance Abuse treatment programs for children and families, including individual, group, and family counseling, Adolescent Day Treatment, Treatment Foster Care, Foster Home Consultation and Treatment for Children in Foster Homes, Family Coaches - intensive family support and skill building for families with teens experiencing problems at home or school.</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>The Tualatin Resource Center</td>
<td>Social Services, Counseling</td>
<td>691-9008, (<a href="http://www.1stop.org/washcfr/index.html">http://www.1stop.org/washcfr/index.html</a>)</td>
<td>Counseling, Family counseling, Kids Turn Divorce Recovery</td>
<td>Depends on service</td>
<td>Yes</td>
</tr>
<tr>
<td>The Tualatin Resource Center</td>
<td>Career Counseling/ Employment Services</td>
<td>691-9008</td>
<td>Counseling, Job referrals, listings, resume preparation, computer resources, employment for people with disabilities, training and education, employment support services</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>The Tualatin Resource Center</td>
<td>Mentoring</td>
<td>691-9008</td>
<td>Counseling, A mentoring Program for children aged ___ to ___. Also opportunities for teens to volunteer as mentors.</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>The Tualatin Resource Center</td>
<td>Referral Services</td>
<td>691-9008</td>
<td>Counseling, Have partnerships with a variety of partner agencies to provide opportunities for employment.</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Boys and Girls Aid Society</td>
<td>Crisis Intervention / Counseling</td>
<td>641-7820</td>
<td>Counseling, Crisis intervention and counseling for youth and families. Emergency short term placement in volunteer foster homes is available for runaways and youth experiencing a mental health crisis.</td>
<td>No</td>
<td>service area limited—call for information</td>
</tr>
<tr>
<td>Youth Contact</td>
<td>Counseling to adolescents</td>
<td>640-4222</td>
<td>Counseling, Individual and family counseling targeting adolescents, substance abuse treatment services for youth.</td>
<td>No</td>
<td>service area limited—call for information</td>
</tr>
<tr>
<td>Network Behavioral Health</td>
<td>Counseling to youth and families.</td>
<td>648-0753</td>
<td>Counseling, Individual, family and group counseling services for children and families with a variety of specialized mental health services targeting children. Also have services that target the Hispanic Community.</td>
<td>No</td>
<td>service area limited—call for information</td>
</tr>
<tr>
<td>Lutheran Family Services</td>
<td>Counseling to youth and families.</td>
<td>297-6263 375-8423</td>
<td>Counseling, Provides individual, family, and group counseling services to children and families.</td>
<td>No</td>
<td>service area limited—call for information</td>
</tr>
<tr>
<td>Housing Services of Oregon / Open Door Counseling Center</td>
<td>Counseling for youth and families.</td>
<td>640-6689</td>
<td>Counseling, Offers individual and family counseling on a sliding scale.</td>
<td>Yes, Sliding Scale</td>
<td>service area limited—call for information</td>
</tr>
<tr>
<td>Program</td>
<td>Location</td>
<td>Services</td>
<td>Limited services to children and youth.</td>
<td>Sliding Scale</td>
<td>Yes/No</td>
</tr>
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</tr>
<tr>
<td>St. Mary's Home for Boys</td>
<td></td>
<td>Day and residential treatment for boys and adolescents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTSD</td>
<td></td>
<td>Counseling holdet by either school district or the State Office for Services to Children and Families.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYCHIC CRISS HOT LINE/ ST. VINCENT HOSPITAL AND MEDICAL CENTER/ RAPID ACCESS PROGRAM</td>
<td></td>
<td>Counseling education and counseling programs focusing on issues that affect pregnant teens.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AYUDA</td>
<td></td>
<td>Alcohol and drug treatment targeting the Hispanic community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington County Department of Health and Human Services</td>
<td></td>
<td>Alcohol and drug treatment Outpatient treatment for substance abusing youth as well as residential care for women receiving treatment and their children.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evans and Sullivan</td>
<td></td>
<td>Alcohol and drug treatment Outpatient substance abuse treatment for youth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTSD</td>
<td></td>
<td>Special Education Programs Comprehensive education services for students with special needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTSD</td>
<td></td>
<td>International Baccalaureate (IB) program for gifted students A program for highly motivated students who are tested against students from around the world according to international standards.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TTSD</td>
<td></td>
<td>Alternative Programs A program for students aged 14 to 21 who are unlikely to complete a regular high school education. Small class sizes, flexible hours, GED programs etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTSD</td>
<td></td>
<td>Computer Education Classrooms are wired for connection to the internet, technology specialists are available at each high school. 5:1 computer to student ratio (1999-2000)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTSD</td>
<td></td>
<td>Music &amp; Fine Arts Programs A music program offers students opportunities to develop vocal and instrumental music talents. At the middle and high school levels art and drama classes are taught by experienced art and drama teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GREAT (Gang Resistance Education and Training)</td>
<td></td>
<td>Program that teaches youth about alternatives to gang involvement and alcohol, tobacco and drug abuse Program targets students entering 7th, 8th or 9th grade. Program addresses issues such as communicating with others, conflict resolution, goal setting, decision making, healthy self-image, juvenile law procedures, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTSD</td>
<td>Activity/After School Programs</td>
<td>431-4000 Larry Hibbard Administrative Center</td>
<td>Education/Activity</td>
<td>Students can participate in Theatre, choir, band, Future Business Leaders of America, speech and debate club, yearbook and newspaper</td>
<td>No</td>
</tr>
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</tr>
<tr>
<td>TTSD</td>
<td>Activity/After School Programs</td>
<td>431-4000 Larry Hibbard Administrative Center</td>
<td>Education/Activity</td>
<td>For elementary students local day care providers provide after school programs on elementary school sites</td>
<td>No</td>
</tr>
<tr>
<td>Healthy Start</td>
<td>Health Care</td>
<td>216-8548</td>
<td>Health Care</td>
<td>Maternity Care</td>
<td>Yes</td>
</tr>
<tr>
<td>Memorial Health Clinic</td>
<td>Health Care</td>
<td>359-5564</td>
<td>Health Care</td>
<td>Prenatal Outreach &amp; Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Tigard Swim Center</td>
<td>Offers open recreational swimming, instruction and activities for youth off all ages</td>
<td>431-7455 or 431-5455</td>
<td>Indoor Recreation/Athletics</td>
<td>Call for more detailed information on schedules and offerings</td>
<td>Yes</td>
</tr>
<tr>
<td>Washington County Cooperative Libraries</td>
<td>Information/Referral Services</td>
<td>642-1544</td>
<td>Information/Referral</td>
<td>Computerized information about resources for social and health services including support and self help groups. Available in all public libraries in the county.</td>
<td>No</td>
</tr>
<tr>
<td>Campfire Boys &amp; Girls</td>
<td>Recreation, leadership and educational programs for children.</td>
<td>224-7800</td>
<td>Outdoor Recreation/Leadership</td>
<td>A program similar to Boy or Girl Scouts yet focusing on younger children.</td>
<td>Yes</td>
</tr>
<tr>
<td>State Office of Services for Children and Family (SOSCF formerly CSD)</td>
<td>Welfare Services for children and Families</td>
<td>648-8951</td>
<td>Protective Services</td>
<td>Provide safe havens for victims of abuse or neglect including investigations, recommendations to the court, and when assigned, responsibility for placement and supervision of the child.</td>
<td>No</td>
</tr>
<tr>
<td>Child Abuse Response and Evaluation Services</td>
<td>Response and Evaluations Services for Children alleged to be victims of abuse and neglect.</td>
<td>280-4943</td>
<td>Protective Services</td>
<td>Program provides specialized medical examinations and forensic interviews for children alleged to be victims of abuse and neglect.</td>
<td>No</td>
</tr>
<tr>
<td>Waverly Children's Home</td>
<td>Services to children and families where abuse and neglect are present</td>
<td>234-7532</td>
<td>Statewide Child Abuse Hotline 731-3100</td>
<td>Provides a variety of services to children and families where abuse and neglect are present.</td>
<td>Sliding Scale</td>
</tr>
<tr>
<td>Shelter/ Domestic Violence Resource Center (Shelter/DVRC)</td>
<td>Emergency shelter services to women and children who are victims of domestic violence.</td>
<td>640-1171</td>
<td>Protective Services / Counseling / Referral</td>
<td>Emergency shelter services for women and children who are victims of domestic violence. Residential services are supplemented with parenting classes, a children's program and community based services.</td>
<td>No</td>
</tr>
<tr>
<td>Organization</td>
<td>Overview</td>
<td>Contact</td>
<td>Recreation/Service</td>
<td>Group Units</td>
<td>Yes/No</td>
</tr>
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</tr>
<tr>
<td>Boy Scouts of America</td>
<td>Offers a wide range of outdoor recreation, personal development and community service opportunities</td>
<td>Contact: Cascade Pacific Council, BSA (503) 226-3423, <a href="http://www.cpcbsa.org/index.shtml">http://www.cpcbsa.org/index.shtml</a></td>
<td>Recreation/Service</td>
<td>Group units are geographically-based and offer young men a multitude of opportunities for personal growth, leadership development and service opportunities</td>
<td>Yes</td>
</tr>
<tr>
<td>Community Action Organization, Inc.</td>
<td>Referral Services</td>
<td>648-0629</td>
<td>Referral</td>
<td>Refer youth to agencies for basic needs, social and health services.</td>
<td>No</td>
</tr>
<tr>
<td>Healthy Start</td>
<td>Health Care</td>
<td>216-6548</td>
<td>Referral</td>
<td>Opening Doors Outreach &amp; Referral</td>
<td>Sliding Scale</td>
</tr>
<tr>
<td>United Way of the Columbia Willamette</td>
<td>Information/Referral Services</td>
<td>222-5555</td>
<td>Referral</td>
<td>Refer people to agencies for basic needs, social and health care</td>
<td>No</td>
</tr>
<tr>
<td>State Office of Services for Children and Family (SOSCF formerly CSD)</td>
<td>Welfare Services for children and Families</td>
<td>648-8951</td>
<td>Referral</td>
<td>Refer children and families to services that they need of</td>
<td>No</td>
</tr>
<tr>
<td>SOLV (Stop Oregon Litter and Vandalism)</td>
<td>Programs and activities allow youth to involve themselves in preserving their communities</td>
<td>844-9571</td>
<td>Service</td>
<td>Special youth programs include: SOLV's Take Charge Program, Make It Right -- SOLV's program for middle and high school students.</td>
<td>No, Grants available for service</td>
</tr>
<tr>
<td>Tualatin Riverkeepers</td>
<td>Environmental organization offers opportunities for habitat/ecologic al service and community involvement</td>
<td>(503) 590-5813, email: <a href="mailto:triverk@teleport.com">triverk@teleport.com</a></td>
<td>Service</td>
<td>Programs and projects available for youth and citizens of all ages</td>
<td>No</td>
</tr>
<tr>
<td>Tri-Met</td>
<td>Offers bus transportation in Tualatin area</td>
<td>238-RIDE, personalized trip planning hotline, <a href="http://www.tri-met.org">www.tri-met.org</a></td>
<td>Transportation</td>
<td>Tri-Met offers reduced-rate summer transit passes for youth 18 and under</td>
<td>Yes</td>
</tr>
<tr>
<td>Girl Scouts of America</td>
<td>Offers a wide range of outdoor recreation, personal development and community service opportunities</td>
<td>620-4567</td>
<td>Recreation/Service</td>
<td>Provides a safe, supportive way for girls to participate in projects involving computers and technology, careers, the environment, personal finance, and sports</td>
<td>Yes</td>
</tr>
<tr>
<td>Planned Parenthood</td>
<td>Counseling, Educational, Medical Services</td>
<td>775-3918</td>
<td>Counseling/Medical</td>
<td>Founded in 1916, Planned Parenthood is the world's largest and oldest voluntary family planning organization. Planned Parenthood is dedicated to the principles that every individual has a fundamental right to decide when or whether to have a child, and that every child should be wanted and loved</td>
<td>Sliding Scale</td>
</tr>
</tbody>
</table>


City of Concord, California. Leisure Services. "Policy Statement on Youth Development" Undated memo to President and Board of Directors.

City of Tualatin, Oregon. Tualatin Community Profile. www.ci.tualatin.or.us


"Oregon's agenda for the 1990s: children, youth, families." Blueprint for the Development of Resources for Oregon's Youth in the Coming Decade. 1986. Children's Services Division, State of Oregon, Salem, OR.

Oregon Economic Development Department Web Page.
www.econ.state.or.us/ptualati.htm


Tualatin is one of the fastest growing cities in Oregon, doubling its population since 1980. As a result of that growth, Tualatin has made planning for the future a high priority. The City has worked diligently to provide a vital business and industrial core for the City while maintaining a sense of community.

Contributing to Tualatin’s sense of community is a well-planned system of parks and greenways. One of the most recent additions to the park system in Tualatin is a skateboard park located within Tualatin Community Park. The construction of the skateboard park was undertaken in response to requests from Tualatin’s youth that they needed such a facility to meet their recreational and social needs.

As a result of the success of the skateboard park project, the City has given heightened importance to planning for youth, and responding to their unique needs. Currently, the City is searching for ways to duplicate the success of the skatepark in other City programs. An important step in meeting that goal is the assessment of the skatepark as a youth development tool. Later programs can benefit from what was most beneficial in the skateboard park process.

The City of Tualatin Community Services Department is charged with researching youth development. That department will act as the client for this project, with the Community Services Director serving as the responsible supervisor acting as a liaison between the City and our group, advising on the assessment of the skateboard park project and subsequent recommendations for future programs.

The Project Team

All members of the project team are currently completing their Master’s of Urban and Regional Planning at Portland State University.

Holly Hendricks graduated from Portland State University with bachelors of science in Community Development and Social Sciences. She is a 1997-98 National Science Foundation Undergraduate Research Fellow and the recipient of the Ford Family Opportunity scholarship for single parents. She is currently the Executive Assistant for the Oregon Chapter of the American Planning Association.

Matt Michels is a graduate of Brigham Young University where he studied geography and urban planning. He has been involved in youth outreach and involvement programs teaching English in the Czech Republic and Slovakia and as a graduate assistant at PSU. While at PSU, Mr. Michels taught Geographical
Information Systems (GIS) to students at the Open Meadow Learning Center in North Portland for environmental monitoring and rehabilitation projects on the Columbia Slough.

Alison Mielke earned a bachelor of arts in sociology from the University of Hawaii. She is currently the Director of Friends of Clark County, a non-profit growth management organization. Alison has had internships with the Clark County Long-Range Planning Department, evaluating applications for amendments to the 20-Year Comprehensive Plan, and with the Clark County Community Services Department, assisting with the creation of the Southwest Washington Community Land Trust to create and preserve affordable housing.

Justin Patterson is a graduate of Washington State University with a bachelor's of science in Environmental Science and Regional Planning. Justin is currently employed as the Parks and Recreation Manager for the City of Tualatin, Oregon.

Jon Skidmore graduated from the University of Oregon where he studied political science with an emphasis on Green political parties. He has worked in the parks and recreation field and coached high school hockey. He is currently a planner for Clackamas County.

Jason Tuck is a graduate of Oregon State University with a bachelor's of science in Geography. He is currently employed as an Associate Planner with the City of Tualatin. Jason has been a planner for five years with various cities, and has coached youth baseball in Salem, Oregon.

Jason T. Wachs is a graduate of the University of Pittsburgh with a bachelor of arts degree in Urban Studies and Sociology. In 1995 he was involved in a community wide survey for a CDC in Pittsburgh called Oakland Planning and Development Corporation. This survey assessed the demand and need for this community to regain a local public elementary school that had previously been in place. He has also worked for two years with the minority youth in Pittsburgh as an Intake Counselor and Resource Specialist for the Program to Aid Citizen Enterprise, an affiliate of the United Way. Mr. Wachs has been an avid skateboarder and advocate for public skate parks since the age of 15.
APPENDIX D
AICP CODE OF ETHICS
This workshop project, as part of the curriculum for an AICP certified graduate program will pay special attention to the AICP Code of Ethics. As practicing and aspiring planners this project provides an opportunity to use the code's standards of behavior as a guide in serving the public interest. Challenges are anticipated which will require adherence to the code in resolving these matters. In order to outline how this group will use the Code of Ethics, each of the four planner responsibilities will be addressed.

The Planner's Responsibility to the Public
This responsibility is described as the planner's "primary obligation". The main focus of this project is to evaluate how one segment of the general public can best be involved in the planning process. This group is focusing an entire project on ensuring participation of a group that has traditionally lacked, "formal organization or influence." This project also has a, "special concern for the long range consequences of present actions." Our goal is to involve young people in the planning process for parks and recreational endeavors. These endeavors stress the involvement of the youth in hopes of producing healthy, responsible adults. Investing the time that will be spent on this project towards the youth in our community is obviously an investment in creating a better tomorrow.

The Planner's Responsibility to Clients and Employers
It is a goal of the group to create a competent inventory of Tualatin's youth resources, Skatepark analysis, and youth involvement framework. In this process we will hold ourselves to the highest degree of self and group accountability while avoiding situations and proposals that may have the appearance of being unethical. In the midst of creating the best product possible, we will not falsely represent ourselves to our client or professors by claiming that we have expertise or abilities that we do not possess.

The Planner's Responsibility the Profession and to Colleagues
The major focus of this project is to create a framework that ensures productive youth involvement in the planning process. This framework will "contribute to the development of the profession by improving knowledge and techniques, making work relevant to solutions of community problems and increasing public understanding of planning activities." Helping Tualatin's park planners to serve the youth in this community and creating a framework that can be tailor fit to other communities will improve knowledge and techniques. The project seeks to provide one solution to a problem in virtually every community, absence of youth input in the planning process. The entire project is focused on increasing a major segment of the public's understanding of and involvement in the planning process. We also feel a special responsibility to our classmates in creating a
product that can be utilized in future planning endeavors (both professionally and scholastically).

**The Planner's Self-Responsibility**

Each of the members of this group will hold ourselves, and each other (that means you Patterson), to the highest standards of accountability and professional integrity. We strive to use this project to further our professional education while serving a very important segment of society. After all, in a few years we will be hiring, working with and working for the members of this generation. It is our goal to help them get involved in a constructive manner as often as possible in the planning process.
APPENDIX E
CHRIST CHURCH NEW ZEALAND
YOUTH POLICY STATEMENT
YOUTH POLICY

The Christchurch City Council is committed to developing, supporting and promoting initiatives which positively contribute to the safety and wellbeing of young people, their families and communities.

OUTCOMES:
The Christchurch City Council will work towards developing a city where:

- Young people's views and contributions to their families and their communities are valued
- Young people are cherished and their diversity is recognised, acknowledged and celebrated
- The views of young people are sought and taken into account in the development of the Council's policies and activities
- Young people have access to the information and resources required to meet their needs in the areas of:
  - Health, safety and wellbeing
  - Physical environment and design
  - Entertainment and recreation
  - Education and training
  - Employment
  - Family

SCOPE:
All Christchurch people aged 13-25 years, recognising that there are varying needs within this age group.

ROLES:
In working towards these outcomes the Christchurch City Council will have the following roles:

- To ensure that the views and needs of young people are taken into account in Council activities
- To advocate on behalf of, and with, young people
- To resource, provide and support services for young people in partnership with other agencies where appropriate
- To be a coordinator, with the community, of activities which provide for young people

Note: An action plan for this document will be developed annually for implementation
Interview Questions

1. At what point in the process did you join the effort? What role did you play in the implementation of the skatepark? What motivated you to get involved in the process?

2. What is the one thing that helped the process work the most? What is the one thing that hindered the process most? What would you have done differently to improve the implementation of the skatepark? Have your expectations been met with the implementation of the skatepark?

3. Do you think there were people who were key or instrumental in getting the skatepark built? Who are they? What about them made them key or instrumental? What character traits or skills did they have that were important to the process?

4. Do you think this has helped to empower youth? Did you learn new skills and/or abilities because of this process? What are they?

5. Has this experience changed your involvement in your community? How?

Interview One: City Council Member

Question 1
This Council member joined the process early on. They were present from the moment the skatepark was raised as an idea. Their role involved serving on various committees from design to fundraising, as well as on the decision making body for the City, the City Council. Their motivation was drawn from both being on the Council, and feeling that the process was a worthwhile and innovative project for youth.

Question 2
The thing that helped the process the most was that it was a team effort with numerous individuals "chipping in" at all levels. They found nothing that was a significant hindrance. In retrospect they would have tried to have more youth involved throughout the process. They noticed that there was a fear by some individuals in the community about what the skatepark might bring in terms of "bad kids" being out in the parks. This person felt that more kids could have alleviated that fear even more than it has been already.

Question 3
They thought that the Mayor was a highly instrumental person in making the project a reality. His influence in obtaining donations from the business community played a large role, as well as his status being lent to the project from the very beginning. This gave it a certain status that this individual felt was very
beneficial. Also, this person felt that the youth were very much an influence in the process. They felt that their ability to come forward and be involved in every aspect of the project spoke well for youth in general in Tualatin.

Question 4
This person felt that the project did empower youth. The youth in the community had a voice in this project which was something that may not have been present in other efforts. They highlighted one situation where they served as a mentor to one particular youth involved in the process. They took them to Rotary Club meetings during the process, and kept them involved in various aspects of the project. The youth had shown change in their role in school and began to do better as a result of their involvement in the skatepark.

Question 5
Their involvement hadn't really changed, but their outlook on the community changed. They saw a positive change in how the community stepped up and became engaged in the project.

Unique/Vital Points in Tualatin Process:

- Noticed a presence of fear from certain members of the community that the "wrong youth" were involved and given a place to hang out
- Presence of high level individual such as the Mayor was key
- Mentoring was present and successful

Interview Two: Park Committee/ Former Council Member

Question 1
This individual was a member of various skatepark project committees and was involved in the project from the beginning. They were present on the Council when the idea was first brought forward. They became involved not only because of their position but they also had design background and felt that the project was extremely beneficial for youth.

Question 2
They thought that there were no real hindrances in the process. However, they noticed that the donation of project construction management and other portions of construction materials and installation might have drawn the project out. There wasn't one group handling the entire project for pay. Their expectations were definitely met.

Question 3
The presence of a key staff member, in this case a parks and recreation director that managed the project was very beneficial. Also, key individuals from the
community and other councils and committees of the city were instrumental in driving the process. Definitely a group effort, with key players. Their status helped the process, as well as their commitment. The individuals that played the largest role never lost sight of making sure the biggest and best was built. They did mention that the youth involved many times had very good ideas, but when it came to truly putting in hours on the project they sometimes faltered.

**Question 4**
They felt that this project definitely empowered youth. They had the chance to participate in all levels of the process, making presentations, chairing meetings, and working on design. The benefits that this individual saw in that involvement was that the word spread to more kids that may not have been directly involved. This person found themselves being surprised at the level of knowledge in youth.

**Question 5**
This project changed their view of youth in the community and the role they should play in various efforts.

**Unique/Vital Points in Tualatin Process:**
- Found that the project was serving a highly neglected youth age group of 12-20 years old
- The project built a certain amount of trust between youth and government
- Felt that the project really “hit the nail on the head” because it is used as much as it is; it is not an idle facility that is only used on rare occasions

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**Interview Three: Park Committee Member**

**Question 1**
This person was involved from the beginning, when the project was an idea. Involved as a park committee member. Their motivation for being involved was drawn from knowing several youth that really wanted the project to become a reality.

**Question 2**
They found that one of the biggest benefits for the project was having the presence of key leaders in the community driving and supporting the project. Specific people were the mayor and a committed parks and recreation director. They also felt that the student council being involved was good because it helped draw “fringe” kids into the project that may not have had input otherwise. They would have had a separate grand opening rather than it being a part of a larger festival. Their expectation were met, but would have liked to have seen the park be covered for more use.
Question 3
The higher level individuals being present was key. Each of these people was driven to keep the project moving, which helped a great deal. The benefit of having the business community present was unique and gave it even more status in the community as a whole.

Question 4
They felt that the project definitely empowered youth in the community, and even ones that were not involved directly in the project. This individual felt that the presence of these "spill-over" effects was important because it made kids realize the benefit of being involved. This person learned that they could talk to kids more freely than before as a result of their involvement in the project. Before, their conversations with kids centered on an adult to kid level, but now it was more often peer to peer and more meaningful.

Question 5
They felt that as a result of this project they would be more likely to become involved in another youth project. The process broke down some barriers in trust.

Unique/Vital Points in Tualatin Process:
- Youth elevated in their status during the process, making conversations happen on an adult to adult level
- Mayor and influential individuals being involved was key
- Helped alleviate a fear in kids that nothing would happen no matter what they did. The project actually became a reality which built trust

Interview Four: Donor

Question 1
The donor was involved in donating money for the project, but did not directly participate in any of the planning meetings or construction. They followed the project closely in the paper and at City Council meetings on public access television.

Question 2
They thought that the one thing that helped the process the most was that the project was visible all the time. You always saw something going on in the community. The donor felt that the ability to always know where your money was going by having the process so visible is what helped the most. Something new always seemed to be happening. They didn't see any major flaws. Their expectations were exceeded.
Question 3
They saw the presence of the Mayor as key. It lent a certain amount of status to the project. They also saw the focus on the presence of youth as being important. When youth were highlighted, they were shown to be doing complicated, essential things, which elevated their status.

Question 4
Youth were definitely elevated in the process. Their role was highlighted repeatedly which was important. One thing that they noticed as a downfall was the article in the paper after the park opened about littering at the park. They felt a little betrayed in some ways that they had given money and the park was being trashed. Yet, the process itself had been so positive that it wasn't a major flaw. They went to the grand opening of the park and spoke to kids, asking them what they thought of the park. They might not have done that before this project occurred. The project gave them a connection to youth in some way.

Question 5
Hasn't really changed involvement, but gave them a higher opinion of youth and their abilities.

Unique/Vital Points in Tualatin Process:
- Gave a connection to youth
- Felt that it put youth and their needs on the map

Interview Five: Donor

Question 1
This donor gave in the initial fundraising stages. Their motivation stemmed from having to constantly kick youth off their grounds for skateboarding. Wanted to give them a place to go.

Question 2
They felt that the thing that helped the process the most was the ease of donating. Their expectations were met in the process, and it gave them the ability to not confront kids as before, but talk with them and give them the knowledge that there was a place for them to be.

Question 3
They felt that the youth were very instrumental, but that the most important thing was that the project was so publicized. You always knew what was going on at all stages of the project. The project appeared to be more important than other projects that have taken place in the City because of the publicity.
Question 4
They felt that it had empowered youth. They have noticed that it seemed every youth they talked to knew something about the project when it was being planned. Youth that had nothing to do with the project knew what was going on and felt ownership in some way. The donor didn’t learn new skills, but they did feel more connected to youth and able to talk to them because they had given to the facility.

Question 5
They aren't more involved, but feel that they would be likely to give to another youth effort.

**Unique/Vital Points in Tualatin Process:**

- Felt more connected to youth
- Seemed like their money went to something that gets a lot of use now

**Interview Six: Youth Leader**

**Question 1**
He played the role of initiator. He approached City Council and asked to get the skatepark built. They were really just trying to get access to a parking lot or some other location where kids could skate without being hassled. He was student body president at the time. Saw this as the prime opportunity to try and get something for kids. He saw a need to fill because there were no legitimate places a kid could skate. He is not a skate boarder himself, but wanted to have something really for youth.

**Question 2**
A really important thing that helped was the involvement and commitment of the business community. He was really impressed with that community’s willingness to help. It was also really good having the youth participate to the extent they did. There was a challenge involved in getting youth (teenagers) to early Saturday morning fundraising events like selling cookies at the local grocery store. That was more a challenge than a problem or a hindrance. His expectations were met with the building of the skatepark.

**Question 3**
The business community was really important.

**Question 4**
Absolutely. It has helped empower youth. They got the feeling that they mattered and what they said was heard and then acted on. The youth felt like they were an important part of the skatepark and that they can take some ownership of it.

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Question 5
Yes. He decided to run for public office, which he did and he won a seat on the city council. It has probably propelled him into a life of public service. He knows now that when you make the effort to become involved, there can be rewards for that effort.

Unique/Vital Points in Tualatin Process:
- Felt it empowered youth.
- Felt the business community was pivotal in getting the project completed.
- Business community involvement was key
- Youth input was accepted and valued
- Expectations were met, not avoided

Interview Seven: Steve Rose, Purkiss Rose (Design Consulting Firm)

They were hired as the design consultants for the skatepark, so they were involved after the idea had been pitched to the city council. They went through a 9 week design phase where there were lots of public meetings with great attendance. Youth were involved in the design phase. That started with no preconceived ideas at all and went through a process where a design was chosen. The park is a little small, but that is a reflection of just how much money it costs to build something like this. They waited through about 4 months of fundraising and then were asked to come up with construction drawings, which lasted about 6 weeks and then the construction phase. Consultant thought Tualatin was a great example of a public process involving youth. Youth were involved in much of the design of the park – he thinks it help create a much better product.

Unique/Vital Points in Tualatin Process:
- Tualatin Skatepark is a great example of good public involvement
- Saw the youth as a significant contributor to the process

Interview Eight: Youth

Question 1
He joined the effort after he and another youth had been arrested for skateboarding in the downtown. At his court hearing, the judge fined them $500, but the fine could be reduced to $250 with community service cleaning public bathrooms. At the court hearing, the Parks Director asked the judge to consider having these two help raise money for the proposed skatepark. Their sentence included selling cookies for 4 consecutive Saturdays in front of the local grocery
store with a display board describing the Tualatin Skatepark. They had to actively describe and “sell” the skatepark, as well as sell cookies to help raise funds.

Question 2
He’s not sure. He heard from the Parks Director that the project might not be pulled off because they were having trouble getting enough money together. He likes the skatepark, thinks it’s a good design, but a little small. He called it a “micro-machine.”

Question 3
He thinks having the youth involved was really critical. It gave the kids a chance to say what they wanted to have in the skatepark, and they should know, they’re the ones using the park.

Question 4
He learned that when a group of people work cooperatively, you can really get something done.

Question 5
Not really, he’s not interested in politics, he’s interested in graphic design. But he did learn a lot by doing this.

Unique/Vital Points in Tualatin Process:

- Helping fundraise was good because they really needed a skatepark.
- He learned how to work cooperatively in a group and to get something done.

Interview Nine: Tom Kurt, Tigard-Tualatin School District

Question 1
He was in at the beginning of the process working with Chris Bergstrom prior to Chris being on the Council. He was a liaison for the Tigard-Tualatin School District. He helped the kids with fundraising in that he provided names of people who helped in the past and was more of an advisor to them at the time. The project was part of his position at the School District as a Community Support person.

Question 2
The kids leadership and involvement was what helped the process the most. He mentioned that it was an incredible fundraising event. There was nothing that hindered the process, "if anything it would be the adults stepping in and screwing things up." He would not have changed anything about the process.

**Question 3**
Chris Bergstrom, Lou Ogden, Paul Hennon, Youth Involved. Leadership qualities came out during the process, especially Chris. He is very impressed with Paul and the City Council.

**Question 4**
This project has definitely empowered youth in the community. The kids involved learned leadership skills that they had never possessed before the project. Some of the kids brought what they had learned in their leadership classes in high-school and applied them to the project.

**Question 5**
No. He said that he was already involved quite a bit. He thought that the youth involvement portion of the project was something that will probably change how the youth get involved in the future.

Additional Notes: The completed project was something very nice to see for the community. The skatepark embarrassed some of the adults in the community because this group of kids came in with an idea, raised the money, worked politically, lead a project and built it. This was an example of how community works and the youth had to show it to the adults.

**Unique/Vital Points in Tualatin Process:**
- Youth accomplishment of a goal
- Entire community aware of process
APPENDIX G
MULTNOMAH YOUTH ADVISORY COMMITTEE
INFORMATION AND EXAMPLE MATERIALS
The Multnomah County Youth Advisory Board is currently recruiting young people for the 1999-2000 Board. This is a group of young people from all over Multnomah County that advise government, local policy makers, and organizations about issues concerning young people. We are looking for a diverse group of youth from different backgrounds and life experiences. The only requirement for board membership is that they are ages 14-19 and live, work, or attend school in Multnomah County. There is a application and interview process. Please call for an application(s). (503)306-5859

The Youth Advisory Board was created in 1996 by a local youth to bring the opinions of young people to decisions being made about them. The board is a committee of the Commission on Children, Families & Community and young people from the board are involved in every decision by the Commission. Commitments for the board include meetings on the second and fourth Sunday's of every month from 4:30-7:30 in downtown Portland. We also ask that all members attend a retreat in the fall to help set the agenda for the year.

- Make a difference!
- Gain leadership skills!
- Meet new people!
- Get involved!
- Be the voice for young people in your community!
Dear Applicant or Interested Party:

Thank you for your interest in the Multnomah County Youth Advisory Board (YAB). Before you fill out the attached application, we would like to tell you a little about the YAB, along with its goals and activities. The age limits for membership to the board are 14-19.

The YAB is a committee of the Commission on Children, Families, and Communities. It is composed of a maximum of thirty-two youths from across the county, from public high schools, alternative schools, emancipated youth programs and other youth in Multnomah County. The YAB's mission is to provide a voice for youth by giving our perspectives and opinions to plans, programs, and policies involving or affecting youth in Multnomah County. To achieve this, the YAB counsels local government and non-profit agencies.

As a YAB member, you will be making a time commitment of approximately 10-15 hours per month, and the opportunities will be well worth it. You will have the opportunity to tell adults how they should deal with youth and make the programs designed to serve us more effective. The Board meets on the second and fourth Sundays of every month from 4:30 to 7:30 pm. The terms of office are from July 1, 1999 to July 1, 2000 and you may serve multiple terms. If you have any questions or comments please call the Youth Advisory Board office at 248-5034. We will notify all applicants about interviews by the first of July.

Sincerely,

Julia Hyde, Co-chair
Sarah Reich, Co-chair
Multnomah County Youth Advisory Board

Application for 1999/2000 Board

Please print in blue or black ink or type. Be sure to fill out both sides of the application. Return the application to the address below no later than July 7th.

Multnomah County Youth Advisory Board
Attn: Selection committee
421 SW 6th Ave., Suite 1075
Portland, OR 97204-1620

PERSONAL INFORMATION:

Name ____________________________ Date __________________
Home Address ___________________________________________
City ___________________ State _______ Zip code ____________
E-mail (if applicable) ____________________________
Home phone ________________ Work phone (if applicable) ____________
Pager or cell phone (if applicable) ____________________________
In which public high school cluster do you live? ____________________________
What school or program do you attend? ____________________________
Age ________ Grade __________

AREAS OF KNOWLEDGE AND/OR CONCERN

Please list topics or issues that you are most concerned about in the lives of youth.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Explain your involvement and/or concern in the above topics or issues. ____________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Why do you want to be a member of the Youth Advisory Board?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What activities are you involved in, in or out of school (if applicable)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How do you think Multnomah County responds to the needs of youth in the services it provides and its attempts to involve youth in its decision making?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you see as the role of youth in our society now, and how would you like that to be different in the future?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Request to Present to the Multnomah County Youth Advisory Board

Dear Sir or Madam:

Thank you for your interest and willingness to present to the Multnomah County Youth Advisory Board. We appreciate opportunities to gain insight into the happenings of our community and to assist in assuring that the voice of youth is heard clearly in the planning and implementation of activities affecting them. We ask that presenters complete this form in order to ensure that we can best prepare for the presentation:

What is your name? ____________________________________________________________

What is the name of your organization? __________________________________________

At what phone number can we easily reach you? ________________________________

At what address can we easily reach you? ______________________________________

At what fax number can we easily reach you? ________________________________

At what e-mail address can we easily reach you? ________________________________

On what subjects would you like us to give input? ________________________________

How will topics discussed in your presentation affect and/or benefit youth in Multnomah County? _______________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

421 SW Sixth Avenue, Suite 1075 Portland, OR 97204-1620 • Phone (503) 248-5034 • Fax (503) 306-5538
How much time should we allot for your presentation? Please include an approximate agenda of your presentation. (Please note that in general, presenters give a brief background, followed by questions posed to us for discussion. Presentations are usually between thirty and forty-five minutes.)

Do you have any documents you wish to present to us for review or other purposes? (If so, we may be able to send these documents to members via our frequent mailings or otherwise cut down the time of distribution.)

In the future, will there be opportunities for us to involve ourselves in your organization’s activities?

Thank you ever so much for taking the time to fill out this form. We will contact you as soon as possible to discuss the presentation further.

Humbly yours,
The Multnomah County Youth Advisory Board

Please send, via fax or mail, completed form to:

Multnomah County Youth Advisory Board
Attn: Jana Rowley, Coordinator
421 SW 6th Ave., Suite 1075
Portland, OR 97211
Fax: 306-5538
Phone: 248-5034
### External Assets

| Family Support | Young people need support in every part of their lives. |
| Positive Family Communication | Young people talk things over with their parents and are willing to get and give advice. |
| Other Adult Relationships | Young adults have at least three other adults in their lives giving them support in addition to their parents. |
| Caring Neighborhood | Young people have the care and support of people who live nearby. |
| Caring School Climate | People at school care about each other and help each other succeed. |
| Parent Involvement in Schooling | Parents involve themselves at home and at school in helping their children succeed. |

### Internal Assets

| Commitment to Learning | Young people need to act on the belief that learning is important. |
| Achievement Motivation | Young people try to do their best in school. |
| School Engagement | Young people are enthusiastic about learning and come to school prepared. |
| Homework | Young people spend at least one hour per day completing homework. |
| Bonding to School | Young people care about their school. |
| Reading for Pleasure | Young people enjoy reading on their own for at least 3 hours per week. |

### Positive Values

| Caring | Young people feel it's important to help others and make the world a better place. |
| Equality and Social Justice | Young people believe in fairness and equality and are committed to social justice. |
| Integrity | Young people do what they believe is right. |
| Honesty | Young people tell the truth—when it's not easy. |
| Responsibility | Young people are responsible for doing the right thing and owning up to their mistakes. |
| Restraint | Young people believe it's important to refrain from using drugs or other harmful substances. |

### Social Competencies

| Planning and Decision-Making | Young people are good at planning ahead and thinking about consequences before they act. |
| Interpersonal Competence | Young people are good at making and keeping friends. |
| Cultural Competence | Young people listen and respect people of different racial and cultural backgrounds. |
| Resistance Skills | Young people can effectively say no to the things that might harm them. |
| Peaceful Conflict Resolution | Young people can resolve conflicts without violence. |

### Positive Identity

| Personal Power | Young people believe that they have control over the direction of their life. |
| Self-Esteem | Young people feel good about who they are. |
| Sense of Purpose | Young people believe that their life has a purpose. |
| Positive View of Personal Future | Young people are hopeful and confident about their future. |

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*External assets* are the resources that come from outside a young person's family or community, such as family support, positive family communication, and other adult relationships. *Internal assets* are the resources that come from within a young person, such as commitment to learning, achievement motivation, and social competencies. **Commitment to Learning** includes having a belief that learning is important, trying to do their best in school, and being enthusiastic about learning. **Positive Values** involve caring, equality, and social justice. **Social Competencies** encompass planning and decision-making, interpersonal competence, cultural competence, resistance skills, and peaceful conflict resolution. **Positive Identity** includes personal power, self-esteem, sense of purpose, and a positive view of personal future.