Spare the Air Youth
TECHNICAL ADVISORY MEETING
November 29, 2018
POST-ELECTION UPDATES

• MTC Updates
  Rebecca Long, MTC

• Statewide Policy Updates
  Marty Martinez, SRTS National Partnership
ENGAGING YOUTH IN PLANNING
Foundations of
Youth Engagement and YPAR

November 29, 2018

Lloyd Nadal, MA
Program Services Division Manager
Solano Transportation Authority

Solano Transportation Authority
Safe Routes to School
Local/Statewide Support for Youth Organizing and Policy Change
Youth Engagement Training and Technical Assistance

THE CALIFORNIA ENDOWMENT

HEAL Zone Initiative

W.K. KELLOGG FOUNDATION

Healthy Eating, Active Communities

Central California Regional Obesity Prevention Program
BE A 2011 FOOD AND FREEDOM RIDER
honoring the Freedom Rides' 50th anniversary

13 people • 8 states • 2000 miles
Finding the next generation of food movement leaders
Sharing the food justice stories that need to be heard
Searching for REAL FOOD FREEDOM

AUG 7-18
From the ‘hood to the heartland
Montgomery, Alabama to Detroit, Michigan
stops in Mississippi, Illinois, Kansas, Iowa

AUG 26-SEPT 2
America’s salad bowl
San Diego to San Francisco bay
stops in Los Angeles & the Central Valley

Organized by Live Real
www.liverealnow.weebly.com
Ride with us @liverealnow #foodandfreedom
What Have We Learned?

• Youth are ready to take on leadership roles and have valuable and unique insight

• Youth care about issues that affect them, their families and communities

• Youth need supportive, available & consistent support from adult allies
Outcomes – Adult Allies

• Adults recognize that youth bring unique skills and “fresh” perspectives to community change endeavors and can develop approaches, solutions and presentations that capture attention from stakeholders.

• Adults learn to share power with youth and allow youth to become engaged and informed citizens.

• Institutions and organizations realize the power of youth and learn how to honor and respect youth voice.
YPAR Framework

- Popular Education
- Community Based Participatory Research
- Social Action
- Youth Development

YPAR
Foundations of a YPAR Approach

- Participatory and Youth Driven
- Balance between critical thinking, reflection, analysis, and action
- Cooperative, engaging youth and adults in a joint research process in which each contributes equitably
- Foregrounds race, racism, gender and other axes of social difference in research design, data collection and analysis
- Involves local capacity building
- Empowering for ALL participants to increase control of their lives
- Emphasizes a union of mind, body and spirit

The YPAR Praxis – Critical Reflection and Action

1. Identify & Solve the problem / Issue
2. Gather Info
3. Develop Strategies & Work Plan
4. Implement Work Plan
5. Evaluate Results
6. Reflection & Dissemination

The process is cyclical, allowing for continuous critical reflection and action.
Roger Hart's Ladder of Young People's Participation

Rung 8: Young people & adults share decision-making
Rung 7: Young people lead & initiate action
Rung 6: Adult-initiated, shared decisions with young people
Rung 5: Young people consulted and informed
Rung 4: Young people assigned and informed
Rung 3: Young people tokenized*
Rung 2: Young people are decoration*
Rung 1: Young people are manipulated*

Note: Hart explains that the last three rungs are non-participation

Success Stories – Statewide Youth Engagement Initiative

Piloted in 2006, the Youth Engagement Initiative now supports over 70 youth groups engaged in YPAR across the state.
Healthy RC Youth Leaders - Rancho Cucamonga, CA

The Healthy RC Youth Leaders have been successful in collaborating with the City and stakeholders on developing policies around the development of nutrition standards and complete streets. The Complete Streets policy that youth collaborated on was recognized as being the 10th best Complete Streets policy in the nation!
RYSE Youth Center – Richmond, CA

Using Y-PAR principles, the RYSE Center youth serve as key stakeholders and decision-makers on issues and policies impacting their individual and collective health and well-being, and spark the transformation of Richmond as a youth-friendly city. RYSE Youth created an e-advocacy video in 2011 that’s still be used today.
Solano Safe Routes to School Youth Engagement Program

In 2017, the Program launched with 6 HS Youth Groups doing SR2S related projects within Solano County including Armijo HS in Fairfield and the Cadet Program in Dixon.
Other YPAR Resources

- TEN Teaching Excellence Network
- I-SeeED
- UC Davis Center for Regional Change
- YLI Youth Leadership Institute
  Use Your Voice
DYAD Activity – Dig Into Your Work

• To what extent do youth have voice and decision-making power in your project/program? What does it look like now?
• How can youth voice and engagement be increased at your site?
• To what extent are there equitable and effective youth/adult partnerships in your project/program?
<table>
<thead>
<tr>
<th>ARE YOU?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Providing youth with opportunities to participate in the development of the project framework and implementation. “Creating youth ownership”?</td>
</tr>
<tr>
<td>□ Recognizing the influence of youth involvement?</td>
</tr>
<tr>
<td>□ Respecting and understanding today’s’ youth culture and considering youth trends?</td>
</tr>
<tr>
<td>□ Listening to the youth’s point of view and implementing their ideas?</td>
</tr>
<tr>
<td>□ Allowing youth to take the lead on program activities?</td>
</tr>
<tr>
<td>□ Allowing space in the program to make changes if needed?</td>
</tr>
<tr>
<td>□ Training youth as future youth trainers so that they can train their peers?</td>
</tr>
<tr>
<td>□ Considering that youth are able to recruit other youth easily because they know youth culture/language?</td>
</tr>
<tr>
<td>□ Supporting youth to create a friendly environment for other youth to participate?</td>
</tr>
<tr>
<td>□ Valuing youth as leaders among their peers?</td>
</tr>
<tr>
<td>□ Taking into consideration issues that are affecting youth in their community?</td>
</tr>
<tr>
<td>□ Helping them to develop personal skills (confidence, communication, character) that will allow them to be involved and contribute to their community?</td>
</tr>
<tr>
<td>□ Treating youth like partners rather than participants?</td>
</tr>
<tr>
<td>□ Providing a safe working environment?</td>
</tr>
<tr>
<td>□ Providing the youth with a sense of belonging which nurtures participation?</td>
</tr>
<tr>
<td>□ Listening to youth concerns in a non-judgmental way?</td>
</tr>
<tr>
<td>□ Using media and/or technology to inspire youth and get them more involved?</td>
</tr>
</tbody>
</table>
Lloyd Nadal, MA
Program Services Division Manager
Solano Transportation Authority

email: lnadal@sta.ca.gov

phone: (707) 399-3219
Engaging Young People and Schools in Planning Resilient & Healthy Cities
Mission:
To promote high quality education as an essential component of urban and metropolitan vitality to create equitable, healthy, sustainable and joyful communities for all.
What is Y-PLAN?

❖ A civic learning, educational strategy and action research initiative in city planning

❖ A global network of over 1000 young people, educators and civic leaders working together to combat our cities biggest challenges
WHY-PLAN?

What Makes Y-PLAN Different?

- Authentic Civic Client
- Classroom + Academic Based
- Social Justice + Equity Focused
- 5-Step Methodology
- Place-Based
If we improve the community, will we still be able to afford to live in it?

How can we feel safer biking and walking to and from school?

Why don’t our bus stops have benches and provide shelter?

How can my community prepare for climate change?

Why is there so much violence on our streets?

Why are the conditions the way they are here, and not in another part of our city?
Y-PLAN GLOBAL ACTION EXCHANGE 2018

How Can We Plan Healthy, Vibrant Cities for and With Young People?
Y-PLAN Projects address *four* core sectors

- Schools, Services, Amenities
- Transportation
- Creating healthy, sustainable and joyful cities
- Structuring success for all young people
- Public Space
- Housing
Y-PLAN Roadmap: Implementing the Urban Planning process in classrooms

College, career and community readiness...

1. Start Up
   - Find our strengths
   - Identify the challenge
   - Meet the client
   - Create a roadmap

2. Making Sense of the City
   - Map neighborhood
   - Understand project site
   - Interview community
   - Tell the story

3. Into Action
   - Gather inspiration
   - Brainstorm Ideas
   - Create a vision
   - Plan for change

4. Going Public
   - Maximize impact
   - Prepare presentation
   - Present to public

5. Looking Forward and Back
   - Reflect on successes
   - Letter to client
   - College essay
   - Action Plan

Building healthy, equitable and joyful cities...
Y-PLAN Roadmap

Step 1: START UP

- Recognize one’s Strengths
- Identify Problem/Challenge
Y-PLAN Roadmap

Step 2: Making Sense of the City

- Community Mapping
- Data Gathering
Y-PLAN Roadmap
Step 3: Into Action

Charrette - Design Brainstorm
Y-PLAN Roadmap
Module 4: Going Public

- Presentation
- Policy Briefs
Y-PLAN Roadmap

Step 5: Looking Forward, Looking Back

- College Prep
- Future civic action
Y-PLAN is a unique, award-winning educational strategy that empowers young people to tackle real-world problems in their communities through project-based civic learning experiences.
“I’m afraid I still have more questions than answers.”
Thank You!

y-plan.berkeley.edu
citiesandschools.berkeley.edu

Y-PLAN

@YPLANBerkeley @Citiesschools

YPLANBerkeley
ENGAGING YOUTH IN PLANNING

• Text
HORIZON PLANNING EFFORT
Improving-a-Future

Which policy strategies should the region consider given three divergent futures?
How we got here.

This exercise builds off of a Spring 2018 *Create-a-Future* exercise and a robust round of modeling.
Schedule for Horizon/PBA 2050

**Outreach**
- 2018

**Policy**
- Define futures
- Finalize models
- Evaluate projects using futures

**Futures**
- NOVEMBER 2018
- Round 1 analysis
- Round 2 analysis
- Craft preferred scenario

**Performance**
- ID guiding principles
- Prep for call
- Develop implementation plan

**Horizon**
- Develop perspective papers (released on a rolling basis)

**Plan Bay Area 2050 (RTP/SCS)**
- Develop EIR + develop Plan Document

2018 - 2021
The three futures.

We will explore how we can improve three divergent futures that each present unique challenges and opportunities.
Back to the Future

Imagine a future where an economic boom and new transportation options spur a new wave of development?
Strategies to Improve the Futures

What strategies might we consider to improve outcomes across a suite of guiding principles?
Affordable
Add text here.
Connected
Add text here.
Diverse
Add text here.
Today’s Exercise

Improve - a - Future
Three Goals for the day

1. Learn about the challenges and opportunities for each future.
2. Learn about strategies and policies MTC & ABAG could study.
3. Share which strategies you think would improve each future most.
Game Elements

Board
- describes challenges in the Future.
- unique for each Future.

Strategy Booklet
- describes universe of solutions.
- the same for each Future.
Game Elements

Board
- describes challenges in the Future.
- unique for each Future.

Strategy Booklet
- describes universe of solutions.
- the same for each Future.

Game Piece
- marks your priority on the board.

Points
- the currency to purchase strategies.
Game Steps

Step 1 - Choose a Principle
  o One by one, place your game piece on the principle you want to focus on. Focus Step 2 on the Principle with the most pieces.

Step 2 - Choose a Strategy
  o Propose a strategy to purchase, and offer counter proposals. Determine which strategy has the greatest support.

Step 3 - Buy the Strategy
  o The table collectively purchases the strategy. A strategy tile is placed on the board.

Step 4 - Repeat!
  o Determine which Principle has the **second** most pieces - return to Step 2 for this Principle
  o After completing the top two, return to Step 1 and pick the issue you believe needs the most attention given your previous actions.